

# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

### AGENDA – REGULAR MEETING

10:00 a.m., Thursday, June 15, 2017

[System Office, Regents Boardroom, Ground Level, 61 Woodland Street, Hartford, CT](#)

1. **Call to Order, Roll Call and Declaration of Quorum**
2. **Adoption of Agenda**
3. **Opportunity to Address the Board\***
4. **CSCU President Mark E. Ojakian**
  - a) Presentation by Provost & Senior Vice President Jane McBride Gates ..... Attachment A  
*Student Success through Quality Instruction CSCU / ACE / ACUE*
5. **Board of Regents Chairman Matt Fleury**
6. **Approval of [May 11, 2017](#) Meeting Minutes**
7. **Consent Agenda**
  - a) **Terminations**
    - i. Web Design and Development – Certificate – TRCC ..... 1
  - b) **Modifications**
    - i. Health Information Management – C2 Certificate – MxCC ..... 3
    - ii. Computer Science – BA to BS WCSU ..... 9
  - c) **Accreditations - Institutions**
    - i. NEASC and state accreditation – Charter Oak State College ..... 12
    - ii. NEASC and state accreditation – Quinebaug Valley Community College ..... 20
  - d) **CSU Professor Designations**
    - i. Anna D. Jaroszyńska-Kirchmann– Eastern CSU ..... 28
    - ii. Carol Shaw Austad – Central CSU ..... 33
  - e) **Purchase of 330 High Street, Willimantic – Cost Change** ..... 58
  - f) **Reallocation of CSCU 2020 funds for ECSU** ..... 60
  - g) **Tuition Charged to Veterans of the Armed Forces and Qualified Individuals using Post 9/11 GI Bill, Montgomery GI Bill and Fry Scholarship** ..... 62
8. **Academic & Student Affairs Committee – Merle Harris, Chair**
  - a) Modification of Mission and Vision Statements - Western CT State University ..... 66
  - b) Update to Listing of Accepted Measures of Skills ..... 71
9. **Audit Committee – Elease Wright** *No Exhibit*
10. **Finance & Infrastructure Committee – Richard J. Balducci, Chair** *No Exhibit*
11. **HR & Administration Committee – Naomi Cohen, Chair** *No Exhibit*
12. **Executive Committee – Matt Fleury, Chair** *No Exhibit/No Report*
13. **Executive Session** – Discussion concerning strategy related to collective bargaining
14. **Adjourn**

**\*Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 15 minutes total, followed by 15 minutes for the faculty, staff and public. The lists will be available in the meeting room for sign-up beginning at 8:30 a.m. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 a.m.** Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

June 15, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Web Design and Development leading to a Certificate at Three Rivers Community College with a phase-out period until May 30, 2019.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Web Design and Development leading to a Certificate at Three Rivers Community College, with a phase out-period ending May 31, 2019.

**BACKGROUND**Summary

The Web Design and Development program leading to a Certificate was initially offered at TRCC in 2002.

Rationale

Enrollment in the program has varied from a high of 6 (Fall 2012 and 2013) to a low of 2 (Spring 2015 and 2016 and Fall 2016). Currently there are 4 students registered in the program. Graduation rates have averaged around 1 and there were 2 graduates in 2015-2016. It has been concluded that this program is not meeting a need for the community or for our students.

Phase Out/Teach Out Strategy

The program coordinator/department chair will work with the 4 students currently registered in the program to meet their educational needs for the degree program including the possibility of changing majors. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources

No special resources are needed for the termination of this program.

6/2/2017 – BOR-Academic and Student Affairs Committee

6/15/2017 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

June 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Health Information Management leading to a Certificate (C2) at Middlesex Community College including significant modification of courses to create a coding-focused program to meet the standards for certification and examination requirements of the American Health Information Management Association (AHIMA) Foundation.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Modification of a program in Health Information Management leading to a Certificate (C2) at Middlesex Community College

**BACKGROUND****Need for Program**

The Bureau of Labor Statistics predicts 15% job growth for health information technicians during the decade spanning 2014-2024. The average for all occupations during this period is expected to be 7%. The program changes were reviewed and approved by the program advisory board comprised of individuals representing Connecticut healthcare organizations and baccalaureate institutions. Middlesex Community College is centrally located and able to attract students from a wide area interested in completing a certificate program of this nature. Middletown's location makes several large healthcare organizations accessible to students for internship experiences and future employment opportunities. The college enjoys the enthusiastic support and assistance of members of the Connecticut Health Information Management Association and our own Health Information Management Program Advisory Board members.

This certificate program is "stackable" in that students who wish to continue their education will have the option to complete the Health Information Management Associate Degree program at MxCC, which articulates with the Bachelor's Degree program in HIM at Charter Oak State College.

**Need for Program Modifications**

Admission to the Health Information Management (HIM) Certificate program is currently suspended pending changes to the structure of the certificate. The certificate previously included a variety of courses from the HIM associate degree program. The problem with this approach is that a one-year HIM generalist certificate does not have value in the marketplace. However, a one-year certificate with a specialty in clinical coding is in demand.

At the HIM program advisory board meeting in the fall of 2016, advisory board members stressed the importance of clinical coding and the need for qualified coders in the college's service area. Additionally, there is an opportunity to apply to the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP). Approval will enable students to sit for the Certified Coding Specialist (CCS) certification exam on completion of the certificate program. The curriculum requirements of the PCAP program can be met with a combination of the existing HIM program course and the addition of 9 credits of advanced coding practice including a virtual professional practice experience (PPE).

**Curriculum**

The HIM certificate program changes will create a coding-focused program and meet the curriculum standards to apply for recognition as a Professional Certificate Approved Program (PCAP) through the American Health Information Management Association (AHIMA) Foundation. This approval will enable students to sit for the Certified Coding Specialist (CCS) exam on completion of the certificate. Proposed modifications are:

1. Revise the program objectives
2. BIO\*115 is currently a “hidden” requirement – the current Certificate actually requires 31 credits to complete, despite a published total of 27. It will now be listed as a required course.
3. Remove HIM\*112, Medical Insurance and Reimbursement
4. Remove HIM\*156, Electronic Health Records
5. Remove HIM\*102, Introduction to Healthcare Systems
6. Remove HIM\*295, Health Information Management Internship.
7. Add HIM\*203, Pathophysiology
8. Add HIM\*212, Pharmacology for HIM
9. Add HIM 290, Certification Exam Prep
10. Add HIM 215, Clinical Coding PPE I
11. Add HIM 216, Clinical Coding PPE II
12. Add HIM 217, Clinical Coding PPE III

Justification for Proposed Changes:

1. The modifications will allow students to meet the curriculum requirements to become a Professional Certificate Approved Program (PCAP) through the American Health Information Management Association (AHIMA) to enable students to qualify to sit for the Certified Coding Specialist (CCS) certification exam on completion of the program.
2. Students in the HIM associate degree program who would like to specialize in clinical coding would benefit from completing the certificate in addition to the degree program.
3. HIM Certificate students are best positioned for HIM roles in clinical coding. Revised certificate courses to include the content of coding certification exams and removed the objectives that will not be covered in the certificate program courses.
4. The program previously appeared to be 27 credits when 31 were required due to BIO\*115 being a prerequisite to HIM\*205 Medical Coding I and HIM\*206 Medical Coding II courses.
5. HIM\*112 does not address prospective payment system models and this is a requirement of some coding certifications.
6. The scope of the HIM\*156 course is too narrow to address the range of healthcare informatics competencies which will include proficiency with encoding software for coding specialists.
7. Remove HIM\*102 Introduction to Healthcare Systems as it does not address coding-related competencies.
8. Add HIM\*203 Pathophysiology as this content is a requirement for coding certification.
9. Add HIM\*212 Pharmacology as this content is a requirement for coding certification. HIM Certificate students are best positioned for HIM roles in medical coding and the pathophysiology course is a better fit for that role.
10. HIM\*295 course is designed as a professional practice experience including simulation lab activities for students who have completed the degree program and does not fit with the outcomes of the abbreviated Certificate program.
11. Add additional hours of advanced coding practice and simulation lab practice using scanned medical records and logic-based encoding software to fulfill advanced coding and professional practice experience requirements by adding HIM\*215 Clinical Coding PPE I, HIM\*216 Clinical Coding PPE II, and HIM\*217 Coding PPE III.

Learning Outcomes (Existing)	Learning Outcomes (Modified)
<p>Upon successful completion of the program, students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply principles as they relate to healthcare privacy, confidentiality, legal and ethical issues.</li> <li>• Interpret and apply health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements.</li> <li>• Employ computer-based health information systems while managing existing paper-based health information systems utilizing EMR software.</li> <li>• Compare and contrast reimbursement methodologies and procedure-based payment systems such as Resource based Relative Value (RBRV) and Evaluation and Management and Ambulatory Payment Classification (APC).</li> <li>• Evaluate and audit patient records and assign numeric codes for each diagnosis and procedure.</li> <li>• Apply coding knowledge utilizing coding guidelines from ICD-9-CM, ICD-10, CPT-4 and HCPCS.</li> <li>• Interpret diagnostic based perspective payment groups such as DRG; recognize the Systematized Nomenclature of Medicine (SNOMED).</li> <li>• Utilize medical coding software and clinical classification systems as they relate to the human body and disease processes.</li> <li>• Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings.</li> <li>• Utilize appropriate terminology including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures.</li> </ul>	<p>Upon successful completion of the program, students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of data content structure and standards to apply classification system guidelines including ICD-10-CM, ICD-10-PCS, CPT, HCPCS II, and SNOMED, and ensure health record documentation is complete and accurate.</li> <li>• Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.</li> <li>• Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.</li> <li>• Evaluate organization compliance with regulations and standards to support reimbursement.</li> <li>• Understand and apply knowledge of pathophysiology, pharmacology, anatomy &amp; physiology, medical terminology, computer concepts and computer applications as they relate to health information management.</li> </ul>

Program Requirements (existing)		Program Requirements (proposed)	
<b>First Semester (15 credits)</b>		<b>First Semester (10 credits)</b>	
MED*125 Medical Terminology	3	MED*125 Medical Terminology	3
<del>HIM*102 Intro to Healthcare Systems</del>	<del>3</del>	BIO*115 Human Biology	4
<del>HIM*112 Medical Insurance &amp; Reimbursement</del>	<del>3</del>	HIM*201 Health Info. Management Principles	3
<del>HIM*256 Legal and Ethical Issues in HIM</del>	<del>3</del>		
HIM*205 Medical Coding I	3		
<b>Second Semester (12 credits)</b>		<b>Second Semester (10 credits)</b>	
HIM*201 Health Info. Management Principles	3	(new) HIM*203 Pathophysiology	3
HIM*206 Medical Coding II	3	HIM*205 Medical Coding I	3
<del>HIM*156 Electronic Health Records</del>	<del>3</del>	HIM*206 Medical Coding II	3
<del>HIM*295 Health Information Management</del>	<del>3</del>	(new) HIM*212 Pharmacology for HIM	1
<del>Internship</del>	<del>3</del>		
<b>"Hidden Prerequisite" (4 credits)</b>		<b>Third Semester (10 credits)</b>	
BIO*115 Human Biology	4	(new) HIM*215 Clinical Coding PPE I	3
		(new) HIM*216 Clinical Coding PPE I	3
		(new) HIM*217 Clinical Coding PPE I	3
		(new) HIM*290 Certification Exam Preparation	1
<b>Total, 31 credits (but only 27 published in Catalog)</b>		<b>Total, 30 credits</b>	

### Students

Since inception, average program enrollment has been six students, many of whom were/are simultaneously enrolled in the Health Information Management associate degree. Two students completed the certificate program in May 2016.

As described above, the focus of this certificate is changing from a subset of the associate degree program to a coding-focused credential designed to enable students to sit for the Certified Coding Specialist (CCS) exam on completion of the certificate. Thus, the college is confident that the modified curriculum will attract a wider audience of students who either want the certificate in standalone fashion, or in conjunction with the associate degree as an additional credential.

**Full-Time Faculty**

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jill Flanigan Assistant Professor and HIM Program Coordinator	M.S. Data Analytics, Southern New Hampshire University M.L.S Library Science, Southern Connecticut State University B.G.S General Studies, University of Connecticut Certificate, Health Information Technology, AHIMA ISP	Data Analytics/HIM Management	Health Information Management courses.
Adjunct Faculty	As required for specialized courses	As required for specialized courses	

**Learning Resources**

Current learning resources meet the needs of this program as modified.

**Facilities**

Current learning resources meet the needs of this program as modified.

**Fiscal Note**

The modified program will utilize existing faculty (both full- and part-time), facilities, and learning resources. The only new anticipated costs will be those associated with national professional accreditation, and possible new part-time faculty salaries should enrollment grow.

**Accreditation:**

There is an opportunity to apply to the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP). Approval will enable students to sit for the Certified Coding Specialist (CCS) certification exam on completion of the certificate program. The curriculum requirements of the PCAP program can be met with a combination of the existing HIM program course and the addition of 9 credits of advanced coding practice including a virtual professional practice experience (PPE).

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

June 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Computer Science leading to a Bachelor of Science degree at Western Connecticut State University, including modification of existing courses and changing the degree from a Bachelor of Arts to a Bachelor of Science.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

ITEM: Change of degree awarded from BA in Computer Science to BS in Computer Science

## **BACKGROUND**

### Summary

As a result of a thorough program review at WCSU, the department of Computer Science determined that their degree was better described as a BS in Computer Science, than as a BA. This places us in alignment with the accrediting body, our sister schools, and meets the definition of a BS as described in the Faculty Handbook at WCSU.

### Need for the Program

Demand for WCSU's Computer Science degree has been steadily increasing in enrollment for the past five years. This is a high-growth discipline with strong demand in the state of Connecticut. According to the Connecticut Technology Council, as of December 2016, there were 700 job openings in IT-related fields and this number has been consistently high every month. The Connecticut Department of Labor projects computer industry job growth to increase by 15.2% over the next seven years, which translates into 730 annual openings.

### Curriculum

The curriculum for the BS in Computer Science is aligned with the standards suggested by the Accreditation Board of Engineering and Technology (ABET), the accrediting body for Computer Science. Students complete 57 credits in Computer Science courses (including 10 credits of advanced mathematics), calculus I and a two-semester sequence in a lab science as part of the general education curriculum, with a total of 120 credits required for the degree.

### Students

Enrollment in Computer Science has gone from 94 in 2012 to 146 in 2016. With the recent endorsement of the CS TAP Pathway, even greater growth is expected.

### Faculty

WCSU currently has six full-time faculty delivering this curriculum. This is sufficient to meet the needs of our students. Only a small number of courses are delivered by part-time faculty.

### Learning Resources

Current library and technological resources are sufficient to support this program.

### Facilities

Computer Science has access to two computer labs for the regular scheduling of courses. In addition, there is space for collaborative research and presentations by visiting scholars and industry professionals.

### Fiscal Note

No new resources are required. This is a change in the degree type only. All of the curriculum was already offered under the BA title. Recent updates were course revisions to better align with ABET standards.

### Review of Documents:

- a) Campus Review: January 30, 2015

- b) Campus Budget and Finance: January 30, 2015
- c) Campus President: May 18, 2017
- d) Academic Council
- e) System Office

Accreditation: WCSU was reaccredited by NEASC on June 4, 2014. We plan to pursue ABET accreditation when budgets allow.

6/2/2017 – BOR-Academic and Student Affairs Committee  
6/15/2017 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Institutional Accreditation for

Charter Oak State College

June 15, 2017

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions of March 3, 2017 regarding the regional accreditation of Charter Oak State College and grant continued state accreditation of Charter Oak State College until June 30, 2022.

A True Copy:

Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Institutional Accreditation of Charter Oak State College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions regarding the regional accreditation of Charter Oak State College and grant state accreditation of Charter Oak State College from July 1, 2017 to June 30, 2022

**BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

**RATIONALE**

Charter Oak State College was last accredited by the Board of Regents for Higher Education in October 2012 until September 30, 2017, following the acceptance of the college's interim (fifth-year) report by the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Charter Oak State College at its March 3, 2017 meeting where it accepted the institution's 10-year comprehensive evaluation, finding the institution to be substantially in compliance with the *Standards for Accreditation*.

In issuing its evaluation, NEASC commended the college for its "candid self-study" that serves as a "great foundation" for its strategic planning process. The NEASC Commission also cited what it identified as the College's many strengths, which include:

- its clear mission and commitment to serve "diverse adult learners and alternative pathways;"
- its "adept" use of data to make institutional improvements and maintain affordability;
- its student centered, patient and flexible philosophy of advising; and
- its "nimble" cost structure.

The Commission requires Charter Oak to develop an evaluative report for Fall 2017 that give emphasis to the institution's success in:

1. implementing strategies, including those involving contractual arrangements, to increase enrollment;
2. assuring adequate financial resources are available to sustain plans for growth, course development, and marketing of programs;
3. developing a long-range strategic plan

The Commission scheduled Charter Oak State College's interim (fifth-year) report for Fall 2021 and its next 10-year comprehensive evaluation for Fall 2026.

The Commission expressed its appreciation for the institution's cooperation with its effort to provide public assurance of the quality of higher education and its hope that the evaluative process has contributed to institutional improvement.

06/02/17 – Academic and Student Affairs Committee  
06/15/2017 – Board of Regents



NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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Clark University

DAVID QUIGLEY, Vice Chair (2018)  
Boston College

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Trustee Member, Concord, NH

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Thomas College

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Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)  
Three Rivers Community College

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College of the Holy Cross

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Greenfield Community College

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May 2, 2017

Mr. Edward D. Klonoski  
President  
Charter Oak State College  
55 Paul J. Manafort Drive  
New Britain, CT 06053-2142

Dear President Klonoski:

I write to inform you that at its meeting on March 3, 2017, the Commission on Institutions of Higher Education took the following action with respect to Charter Oak State College:

that Charter Oak State College be continued in accreditation;

that the Fall 2017 evaluation to assess the M.S. in Organizational Leadership program be confirmed;

that, in addition to the matters specified in our letter of March 29, 2016, the report prepared in advance of the Fall 2017 evaluation give emphasis to the College's success in assuring the sufficiency of faculty to support the program;

that a focused evaluation be scheduled for Fall 2018 and the report prepared in advance of the evaluation give emphasis to the institution's success in:

1. implementing strategies, including those involving contractual arrangements, to increase enrollment;
2. assuring adequate financial resources are available to sustain plans for growth, course development, and marketing of programs;
3. developing a long-range strategic plan;

that the College submit an interim (fifth-year) report for consideration in Spring 2021;

that, in addition to the information included in all interim reports, the College give emphasis to its success in:

1. continuing to meet its enrollment goals and enhance its financial stability;

2. implementing its long-range strategic plan;
  3. strengthening the College's culture of inquiry and its assessment efforts;
- that the next comprehensive evaluation be scheduled for Fall 2026.

The Commission gives the following reasons for its action.

Charter Oak State College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

The Commission commends Charter Oak State College (COSC) for its preparation of a candid self-study that provided the campus community with an opportunity to reflect on "what it has accomplished" and that serves as a "great foundation" for its strategic planning process. Along with the visiting team, we note with favor the College's many strengths, including its clear mission and commitment to serve "diverse adult learners and alternative pathways;" its "adept" use of data to make institutional improvements and maintain affordability; its "student centered, patient and flexible" philosophy of advising; and its "nimble" cost structure. COSC offers all its courses online, and its technology infrastructure has been enhanced through initiatives undertaken by the recently established Connecticut State Colleges and University system office information division. We are gratified to learn of the success of the Health Information Major, and the B.A. in Cybersecurity program, which enrolled 64 students in May 2016. We concur with the visiting team that COSC can be "justifiably proud" of its "mature, robust, multifaceted, and effective" prior learning assessment program. With the support of "committed and competent" faculty and staff, and the leadership of a respected president and provost, Charter Oak State College is well positioned to build on its success, meet future challenges, and continue to "provide adults with access to higher education in a way that overcomes barriers of time and geography."

The Commission confirms the Fall 2017 evaluation to assess implementation of the Master of Science in Organizational Leadership (MSOL) program. In addition to the matters specified in our letter of March 29, 2016, we ask that the report prepared for the Fall 2017 evaluation give emphasis to a matter related to our standard on *Teaching, Learning, and Scholarship*.

We are pleased to learn that the program director for the MSOL began work on June 3, 2016 and that three faculty have been hired to develop the first four courses in the program. As noted in the report of the visiting team, however, COSC's challenges "associated with building an academic infrastructure to foster program continuity and greater faculty engagement at the program level" have persisted and increased as the number of academic programs has grown. The Fall 2017 evaluation will afford the College an opportunity to demonstrate that, with respect to the Master of Science in Organizational Leadership program, there are "an adequate number of faculty and academic staff ... whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes" (6.2).

The items the institution is asked to address in the report prepared in advance of the focused evaluation scheduled for Fall 2018 are related to our standards on *Students, Institutional Resources, and Planning and Evaluation*.

As acknowledged in both the self-study and the report of the visiting team, Charter Oak State College has been challenged in the past to achieve its enrollment goals, even as the institution recognizes that enrollment is a key to its financial viability. While we appreciate that enrollment fluctuations are often out of the College's control, we are nonetheless gratified to learn that COSC has increased its use of "analytic tools" to better predict enrollment and retention and

intends to develop a new enrollment and retention plan that will include outreach to new markets. We understand that the College has recently entered into a contractual arrangement with a partner to assist with recruitment and student advisement under COSC's direction. If successful, the partnership may lead to a "doubling" of the size of the College. We anticipate being apprised, in Fall 2018, of the College's success in implementing this contractual arrangement and other strategies intended to facilitate achievement of the institution's goals for enrollment and retention. We remind you of our standards on *Students* and *Institutional Resources*:

Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve (*Students*, statement of the Standard).

The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (5.6).

The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students (7.6).

The Commission shares the judgment of the visiting team that Charter Oak State College's resources are "strained," and that the institution is challenged to secure sufficient support to "sustain its long and short term plans for growth, course development, and marketing/branding of its programs." We are, therefore, gratified to learn that, in addition to the enrollment and retention initiatives noted above, the College has developed an ambitious plan to add "10 [academic] programs in 10 years" and intends to enhance fundraising with emphasis on scholarships and legacy giving. We look forward, through the Fall 2018 focused evaluation, to receiving evidence that the College "preserves and enhances available financial resources sufficient to support its mission" (7.4). Our standard on *Institutional Resources* (cited above and below) offers this additional guidance:

The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support (7.5).

The Commission concurs with the visiting team that Charter Oak State College would benefit from the development of a long-range strategic plan and that the College's Foundation could be "more extensively utilized" in this process. We note with approval that the institution has started work on a "five-year plan with ten-year aspirations" and has involved the Foundation in the planning process. We look forward to learning, in Fall 2018, of COSC's progress in engaging in planning "beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints" (2.3). Our standard on *Planning and Evaluation* further notes:

Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes and include external perspectives. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts (2.1).

A copy of the procedures for the Fall 2018 focused evaluation are enclosed for your information and use.



Commission policy requires an interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all interim reports, the College is asked, in Spring 2021, to report on three matters related to our standards on *Students*, *Institutional Resources*, *Planning and Evaluation*, and *Educational Effectiveness*.

The College is asked, in the Spring 2021 interim report, to give emphasis to its continued success in achieving its enrollment goals and assuring financial stability. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the College's sustained attention over time; hence, we ask that further information be provided in the interim report. Our standards on *Students* and *Institutional Resources*, cited above, will provide guidance for this section of the report.

The Commission also expects that, by the time of the interim report, Charter Oak State College will have moved from the development phase of strategic planning to the implementation phase. We look forward, in Spring 2021, to receiving evidence of the College's "demonstrable record of success in implementing the results of its planning" (2.5).

As acknowledged in both the report of the visiting team and the institution's self-study, Charter Oak State College "still has work to do" in academic assessment. We are gratified to learn that syllabi are being revised to link course and program outcomes more closely; this change is intended not only to enhance students' clarity about the relationship between course and program outcomes but also to facilitate assessment of student learning. The College is also seeking to make better use of its learning-readiness tool, SmarterMeasure, to determine how data reported through the tool can be used to inform retention initiatives. Finally, we understand that the director of institutional research, in conjunction with the Assessment Committee, is searching for a new mechanism with which to assess general education. We anticipate being apprised, through the Spring 2021 interim report, of the College's progress in implementing these and other initiatives intended to strengthen COSC's assessment efforts and deepen its culture of inquiry. We remind you of our standard on *Educational Effectiveness*:

The institution provides clear public statements about what students are expected to gain from their education, academically and, as appropriate to the institution's mission, along other dimensions (e.g., civic engagement, religious formation, global awareness). Goals for students' education reflect the institution's mission, the level and range of degrees and certificates offered, and the general expectations of the larger academic community (8.2).

Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).

The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons (8.5).

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention,

transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered (8.7).

The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).

The scheduling of a comprehensive evaluation in Fall 2026 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Charter Oak State College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Shirley Adams, Provost, and Dale Hamel, team representative, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



David P. Angel

DPA/jm

Enclosures

cc: Mr. Matt Fleury  
Visiting Team



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Institutional Accreditation for

Quinebaug Valley Community College

June 15, 2017

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant state accreditation of Quinebaug Valley Community College from July 1, 2017 to June 30, 2022

A True Copy:

Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Institutional Accreditation of Quinebaug Valley Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant state accreditation of Quinebaug Valley Community College from July 1, 2017 to June 30, 2022

**BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

**RATIONALE**

Quinebaug Valley Community College was last accredited by the Board of Regents for Higher Education in October 2012 until June 30, 2017, following the acceptance of the college's 10-year self-study and comprehensive evaluation to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Quinebaug Valley Community College at its September 22, 2016 meeting where it accepted the institution's interim five-year report and found it to have addressed the nine *Standards for Accreditation* and responded to concerns previously raised by the Commission.

In issuing its evaluation, NEASC noted with approval the participatory process that led to the development of a strategic plan that articulates five over-arching goals for the College.

Other observations include:

- opening the new Advanced Machine Manufacturing Technology Center
- oversight of the College's dual enrollment program to ensure that all courses are taught by qualified faculty who are provided with appropriate support and supervision
- "breakeven" results from operations through prudent budgeting and cost management
- facilities improvements at the Danielson campus and Willimantic Center

The areas of follow-up for consideration by the Commission via the institution's Fall 2018 progress report are:

1. implementing the Board of Regents' Transfer and Articulation Program (TAP);
2. continuing to assess educational effectiveness, including the assessment of student learning in TAP and other academic programs;
3. achieving its goals to improve retention and graduation rates

The Commission scheduled Quinebaug Valley Community College's next ten-year, comprehensive evaluation for Fall 2021 and expressed its appreciation for its cooperation in the effort to provide public assurance of higher education quality and hope that the evaluative process has contributed to institution improvement.

06/02/17 – Academic and Student Affairs Committee

06/15/17 – Board of Regents for Higher Education



NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

DAVID P. ANGEL, Chair (2018)  
Clark University

DAVID QUIGLEY, Vice Chair (2018)  
Boston College

KASSANDRA S. ARDINGER (2017)  
Trustee Member, Concord, NH

THOMAS S. EDWARDS (2017)  
Thomas College

THOMAS CHRISTOPHER GREENE (2017)  
Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)  
Three Rivers Community College

PETER J. LANGER (2017)  
University of Massachusetts Boston

DAVID L. LEVINSON (2017)  
Norwalk Community College

PATRICIA MAGUIRE MESERVEY (2017)  
Salem State University

G. TIMOTHY BOWMAN (2018)  
Harvard University

THOMAS L. G. DWYER (2018)  
Johnson & Wales University

JOHN F. GABRANSKI (2018)  
Haydenville, MA

CATHRAEL KAZIN (2018)  
Southern New Hampshire University

KAREN L. MUNCASTER (2018)  
Brandeis University

CHRISTINE ORTIZ (2018)  
Massachusetts Institute of Technology

JON S. OXMAN (2018)  
Auburn, ME

JACQUELINE D. PETERSON (2018)  
College of the Holy Cross

ROBERT L. PURA (2018)  
Greenfield Community College

ABDALLAH A. SFEIR (2018)  
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)  
Providence College

HARRY EMMANUEL DUMAY (2019)  
Saint Anselm College

JEFFREY R. GODLEY (2019)  
Groton, CT

STEPHEN JOHN HODGES (2019)  
Hult International Business School

COLEEN C. PANTALONE (2019)  
Northeastern University

MARIKO SILVER (2019)  
Bennington College

GEORGE W. TETLER (2019)  
Worcester, MA

**President of the Commission**  
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bbrittingham@neasc.org

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pobrien@neasc.org

**Vice President of the Commission**  
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canderson@neasc.org

**Vice President of the Commission**  
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pharbecke@neasc.org

**Vice President of the Commission**  
TALA KHUDAIRI  
tkhudairi@neasc.org

November 14, 2016

Dr. Carlee Rader Drummer  
President  
Quinebaug Valley Community College  
742 Upper Maple Street  
Danielson, CT 06239

Dear President Drummer:

I am pleased to inform you that at its meeting on September 22, 2016 the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Quinebaug Valley Community College and voted to take the following action:

that the interim report submitted by Quinebaug Valley Community College be accepted;

that the College submit a report for consideration in Fall 2018 that gives emphasis to the institution's success in:

- 1) implementing the Board of Regents Transition and Articulation Program (TAP);
- 2) continuing to assess educational effectiveness, including the assessment of student learning in TAP and other academic programs;
- 3) achieving its goals to improve retention and graduation rates;

that the comprehensive evaluation scheduled for Fall 2021 be confirmed;

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by Quinebaug Valley Community College was accepted because it responded to the concerns raised by the Commission in its letters of April 2, 2014, May 14, 2014 and October 10, 2014 and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends Quinebaug Valley Community College (QVCC) for submitting a comprehensive interim report that documents the institution's accomplishments over the last five years. We are gratified to



learn of recent permanent appointments in senior leadership, including a new President and Dean of Academics and Student Services, as well as the reconfiguration of the administration at its Willimantic Center. QVCC's "relatively autonomous" local governance and operations continue, with local fiscal responsibility and control and planning aligned with the goals and metrics established by the Connecticut Board of Regents. We understand that, with the Fall 2016 opening of the new Advanced Machine Manufacturing Technology Center on the Danielson campus, the College will no longer use the instructional site at Ellis Technical High School. We note favorably that the College has enhanced its oversight of College Career Pathways, its dual enrollment program, to ensure that all courses are taught by qualified faculty who are provided with appropriate support and supervision.

The College's new mission statement, adopted in May 2016, continues to stress the institution's role to provide "exceptional opportunities" for northeast Connecticut residents to become "fully engaged citizens." We note with approval the participatory process that led to the development of a strategic plan, "2020 Vision," that articulates five over-arching goals for the College. We understand the institution is engaged in reviewing its academic programs, particularly those where enrollment and marketability have declined. Through prudent budgeting and cost management, the College has achieved "breakeven" results from operations for the past three years. We note favorably the completion of several significant facilities improvements and deferred maintenance projects in the last five years at the Danielson campus and Willimantic Center.

In its reflective essay, Quinebaug Valley Community College notes that work undertaken by the College to assess student learning, which has taken place in a "context of change" over the past fifteen years, has been "slow and steady." The essay provided examples of QVCC's use of institutional and Board of Regents data to track graduates' success in securing employment after graduation and describes the success of the Early Childhood Education department to engage in assessment that provides "useful evidence of learning on multiple levels."

The items the institution is asked to report on in Fall 2018 are related to our standards on *The Academic Program*, *Educational Effectiveness*, and *Integrity, Transparency and Public Disclosure*.

The Commission understands that Quinebaug Valley Community College is engaged in the implementation of the Connecticut Board of Regents Transfer and Articulation Program (TAP). The program, which has been designed "to make curriculum planning more coherent" and to facilitate student transfer and completion, will enable the College to "collect and use meaningful data" to improve teaching, learning, and student advancement. We further understand that TAP will also facilitate QVCC's ability to provide students and prospective students with "a new level of information" on its website. We look forward to learning, through the Fall 2018 report, of QVCC's continued progress in implementing TAP. Our standards on *The Academic Program*, *Educational Effectiveness*, and *Integrity, Transparency, and Public Disclosure* are relevant here:

The institution protects academic quality and integrity in the acceptance of transfer credit and seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such agreements are made available to those students affected by them (4.39).

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and location of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).



The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).

The institution publishes ... requirements and procedures and policies related to admission and the transfer of credit; a list of institutions with which it has articulation agreements ... (9.19).

The institution publishes statements of its goals for students' education and the success of students in achieving those goals. Information on student success includes rates of retention and graduation and other measures of student success appropriate to institutional mission (9.24).

The Commission appreciates QVCC's candid acknowledgment that, until recently, its access to "broad and deep data about graduates" was limited. We are pleased to learn that the state is now providing additional resources to support these efforts. We also note with approval that a set of learning competencies has been developed through the TAP initiative, and the College has developed plans to further enhance its assessment of these learning outcomes. The Fall 2018 report will afford the institution an opportunity to provide an update on its progress in assessing student learning in TAP and the College's other academic programs. Our standards on *The Academic Program* and *Educational Effectiveness* (cited above and below) provide guidance here:

The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters (4.6).

Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).

We note with favor that QVCC is addressing its acknowledged "challenges" with respect to retention and graduation rates through a combination of institutional and state-wide initiatives. These include "transitional strategies" courses in math and English to assure students' readiness for collegiate-level work, as well as improvements in scheduling, advising, and student orientation. We welcome further information in the Fall 2018 report with regard to the College's success in achieving its goals for retention and graduation rates, as specified in our standard on *Educational Effectiveness* (cited above).

The scheduling of a comprehensive evaluation in Fall 2021 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

The Commission expressed appreciation for the report submitted by Quinebaug Valley Community College and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

Dr. Carlee Rader Drummer  
November 14, 2016  
Page 4

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

  
David P. Angel

DPA/sjp

Enclosures

cc: Mr. Matt Fleury

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

ANNA D. JAROSZYŃSKA-KIRCHMANN

June 15, 2017

- WHEREAS, The President of Eastern Connecticut State University, Dr. Elsa Nunez, has recommended awarding this title to Professor Jaroszyńska-Kirchmann and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and
- WHEREAS, Professor Jaroszyńska-Kirchmann, a highly distinguished teacher and scholar, has served Eastern Connecticut State University since 1997 and is currently a tenured Professor in the History Department; and
- WHEREAS, Professor Jaroszyńska-Kirchmann was named the 2014 Eastern Connecticut State University Distinguished Professor, is a prize-winning author of scholarly works, has served in leadership roles for professional organizations and on editorial boards of professional journals; and
- WHEREAS, Professor Jaroszyńska-Kirchmann's contributions to the profession extend to the national and international community and has received numerous awards including the Polish American Historical Association's Distinguished Service Award and an Official Citation from the State of Connecticut for her contribution to the Polish American Experience in Connecticut; now, therefore be it
- RESOLVED, That the title Connecticut State University Professor is herewith awarded by the Board of Regents to Anna D. Jaroszyńska-Kirchmann of Eastern Connecticut State University effective upon approval by the Board of Regents, pursuant to the BOR/AAUP Collective Bargaining Agreement, and be it further
- RESOLVED, That Professor Jaroszyńska-Kirchmann be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Award of the title Connecticut State University (CSU) Professor to Anna Jaroszyńska-Kirchmann of Eastern Connecticut State University

**BACKGROUND**

In accordance with BOR/AAUP Collective Bargaining Agreement, “the Board, upon the recommendation of a President and the Chancellor, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence. CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries. Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.”

**RATIONALE**

Eastern Connecticut State University, with the recommendation of President Elsa Nunez, proposes awarding the title CSU Professor to Dr. Anna D. Jaroszyńska-Kirchmann of the History Department in the School of Arts and Sciences. The President and Provost of the System Office concur with this recommendation. The President’s letter of recommendation is attached.

6/2/2017 – BOR-Academic and Student Affairs Committee  
6/15/2017 – Board of Regents



EASTERN CONNECTICUT STATE UNIVERSITY  
A Liberal Education. Practically Applied.

*Office of the President*

April 3, 2017

Dr. Jane Gates  
Provost & Senior Vice President for Academic and Student Affairs  
Connecticut State Colleges and Universities  
61 Woodland Street  
Hartford, CT 06105

**RE: CSU Professor**

Dear Dr. Gates,

This spring semester the CSU Professorship Advisory Committee at Eastern Connecticut State University received multiple high-quality nominations of faculty for the title of CSU Professor. From those nominations the committee enthusiastically endorses Professor Anna Kirchmann of the History Department for this appointment. Based on Professor Kirchmann's distinguished career, I believe she admirably fulfills the requirements for the position of CSU Professor. Pursuant to Article 5.6 of the CSU Collective Bargaining Agreement between the Board of Regents and the American Association of University professors, I am pleased to endorse the committee's recommendation, and further request that it be effective at the start of the 2017-2018 academic year.

When the Board endorses this recommendation, Dr. Kirchmann will serve as one of two CSU Professors at Eastern Connecticut State University. Professor Arroyo, one of our current CSU Professors, will be retiring at the end of the current academic year.

Dr. Kirchmann is a distinguished faculty member and a renowned academic with an international reputation. She is a prolific scholar who has balanced her research and professional activity with her teaching and service to Eastern and to her department. Her peers speak with acclaim about her scholarship and professional leadership as well as her teaching.

Dr. Kirchmann joined the History faculty at Eastern in 1997 as an Assistant Professor and was promoted to Associate Professor in 2002 and Professor in 2007. She was named the 2014 ECSU Distinguished Professor. Dr. Kirchmann has been a researcher, publishing books, peer-reviewed

journal articles, articles in collected works, and archival inventories from 1987 to the present. Her interests include, "Questions of ethnic identity and its transformations, ethnic communities and their structures, immigrant experience within those communities and vis-a-vis the host society, as well as historical memory and commemoration." Dr. Kirchmann's scholarship is focused on the Polish Diaspora "within a larger context of interactions with other ethnic groups and the general American history." She also has served in leadership roles for professional associations, on editorial boards, and as an editor (editor-in-chief, association editor, guest editor) of professional journals.

### **Scholarly Works**

Dr. Kirchmann's prize-winning scholarly works reach from Willimantic to Poland. She has published two award-winning scholarly books as the sole author, *The Polish Hearst* (2015) and *The Exile Mission* (2004). *The Polish Hearst* received the Kulczycki Book Prize in Polish Studies and the American Journalism Historians Association Award. *The Exile Mission* received The Oskar Halecki Prize of the Polish American Historical Association and the American Council of Polish Culture Award. In addition, Dr. Kirchmann has served as editor and associate editor for two award-winning books, *Letters from Readers in American Press* (2014) and *The Polish American Encyclopedia* (2011), respectively. For the former, Prof. Kirchmann wrote in-depth scholarly introductions for each chapter, and for the latter, she contributed seven encyclopedic entries. Dr. Kirchmann received a second Oskar Halecki Prize for *Letters from Readers in American Press*. *The Polish American Encyclopedia* received the 2012 Outstanding Reference Source Award of the Reference and User Services Association.

Dr. Kirchmann has authored 20 peer-reviewed articles in eleven different journals published in the United States, Poland, and Germany, including *Journal of American Ethnic History*; *Polish American Studies*; *OstEuropa*, a leading international journal in Eastern Europe research; and *Przegląd Polonijny*, a journal of the Polish Academy of Sciences. She received The Joseph Swastek Prize for best article in *Polish American Studies* for both 2002 and 2003. Prof. Kirchmann authored seven more articles in collected works published primarily by press such as Oxford University Press and Polska Akademia Umiejetnosci (Polish Academy of Learning).

Additionally, Dr. Kirchmann wrote eight archival inventories, two for the Windham Textile and History Museum, and six for the Immigration History Research Center in St. Paul, MN.

### **Contributions to the Profession**

Like her scholarly work, Dr. Kirchmann's contributions to the profession extend from Willimantic to the national and international community. Dr. Kirchmann has been very active in the Polish American Historical Association, an international professional organization and affiliate of the American Historical Association, serving as President (2007-9), First Vice President (2005-7, 2003-5), Third Vice President (1999-2001), Nominations Committee Chair (2012), and as a Board member (2013-15, 2009-11, 2001-3, 1997-99). Since January 2015, Professor Kirchmann has served as Editor-in-Chief for the association's scholarly journal, *Polish American Studies*.

Dr. Kirchmann continues to serve on the Advisory Council of the Polish Institute of Arts and Sciences (2009- present). She has also served on the Board of Directors of both the Windham Textile and History Museum (2005-2014) and the Jozef Pilsudski Institute for Research (2010-12). Prof. Kirchmann is on the Editorial Board of the Journal of American Ethnic History (2014-present). She has also served as Guest Editor for two special issues of *Polish American Studies* (2008, 2003) and as Associate Editor for *The Polish American Encyclopedia* (2011), as noted above.

Dr. Kirchmann maintains membership in nine professional organizations. Over the course of her career, she has given dozens of presentations and conference papers, including book talks, at national and international conferences as well as organized panels and served as chair and discussant.

In addition to the awards Dr. Kirchmann has received for her books and articles as noted above, she has received honors that speak to her state, national, and international reputation. Among these is *The Knight's Cross of Valor* awarded in 2014 by the Republic of Poland for contributions to Polish culture abroad.

Dr. Kirchmann received the Distinguished Service Award from the Polish American Historical Association in 2014. In 2012, she was awarded the Mieczyslaw Haiman Medal for sustained contributions to Polish American studies from the Polish American Historical Association. Prof. Kirchmann was honored in 2011 by the State of Connecticut General Assembly with an Official Citation for her contribution to historical knowledge of the Polish American experience in Connecticut. In 2009, she received the Wacław Jędrzejewicz Medal in History from the Józef Piłsudski Institute of America.

Professor Anna Kirchmann is an eminent scholar of international reputation, clearly representing the high quality and continuous professional excellence indicative of the CSU Professor title. I fully recommend Professor Kirchmann to the Board of Regents for the title of CSU Professor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elsa M. Núñez', written in a cursive style.

Elsa M. Núñez  
President

c: Mr. Mark E. Ojakian, President  
Board of Regents for Higher Education

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

CAROL SHAW AUSTAD

June 15, 2017

- WHEREAS, The President of Central Connecticut State University, Dr. Zulma R. Toro, has recommended awarding this title to Professor Austad and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and
- WHEREAS, Professor Austad, a highly distinguished teacher and scholar, has served Central Connecticut State University since 1987, received a Distinguished Service Award in 2005 and is currently a tenured Professor in the Department of Psychological Science; and
- WHEREAS, Professor Austad has a prominent record of published scholarship, teaching, grants, as well as departmental, university and community service; now, therefore be it
- RESOLVED, That the title Connecticut State University Professor is herewith awarded by the Board of Regents to Carol Shaw Austad of Central Connecticut State University effective upon approval by the Board of Regents, pursuant to the BOR/AAUP Collective Bargaining Agreement, and be it further
- RESOLVED, That Professor Austad be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Award of the title Connecticut State University (CSU) Professor to Carol Shaw Austad of Central Connecticut State University

**BACKGROUND**

In accordance with BOR/AAUP Collective Bargaining Agreement, “the Board, upon the recommendation of a President and the Chancellor, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence. CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries. Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.”

**RATIONALE**

Central Connecticut State University, with the recommendation of President Zulma R. Toro, proposes awarding the title CSU Professor to Dr. Carol Shaw Austad of the Psychological Science Department in the Carol A. Ammon College of Liberal Arts and Social Sciences. The President and Provost of the System Office concur with this recommendation. The President’s letter of recommendation is attached.

6/2/2017 – BOR-Academic and Student Affairs Committee

6/15/2017 – Board of Regents



OFFICE OF THE PRESIDENT

CCSU



Central Connecticut State University

## MEMORANDUM

## Via Facsimile

**TO:** Mark E. Ojakian  
President, Connecticut State Colleges & Universities

**FROM:** Zulma R. Toro *ZRT*  
President

**DATE:** May 9, 2017

**SUBJECT:** CSU Professorship Recommendation (CCSU)

I am writing to recommend to the Connecticut Board of Regents for Higher Education that Dr. Carol Shaw Austad, Professor of Psychological Science, be appointed as Connecticut State University Professor from Central Connecticut State University. Dr. Austad will replace Dr. Daniel Mulcahy, who has retired. Below is a brief profile of Dr. Austad's accomplishments; her CV is also attached.

Carol Shaw Austad

Dr. Austad has a prominent record of published scholarship, teaching, grants, as well as departmental, university, and community service. Her publications include, but are not limited to *Nicholas A. Cummings: Psychology's Provocateur* (2014, Dogear Publishing); *Counseling and Psychotherapy Today: Theory, Research, Practice* (2009, McGraw Hill Publishing); *Is Long-Term Psychotherapy Unethical? Toward a Social Ethic in an Era of Managed Care* (1996, San Francisco, Jossey Bass); *Psychotherapy in Managed Health Care: The Optimal Use of Time and Resources* (1993, with W. Berman Eds., Washington, D.C. American Psychological Association Press). In addition, Dr. Austad has 59 single and co-authored scholarly journal and book chapter publications. Dr. Austad has also delivered 94 invited academic papers at scholarly conferences and workshops.

## Carol Shaw Austad, Ph.D.

### Degree

Ph.D., Psychology, Clinical  
M.A., Psychology  
B.A., Psychology

### Institution

University of North Texas (1982)  
Stephen F. Austin State University (1978)  
Carleton University, Ottawa, Canada (1976)

### Summary of Primary Career Accomplishments

- *Licensed Psychologist* in Connecticut since 1983. (License #1059)
- *Taught* an estimated 6,000 students at CCSU in over 180 sections of classes in psychology and peace studies. Mentored students in research, internships, projects, theses. Created innovative courses in clinical psychology and peace studies.
- Published 4 books; over 50 peer reviewed articles and book chapters; made >85 national, regional, local presentations. *Research and writing in psychotherapy, alcohol studies, biofeedback, stress management: inner and outer peace*
- Created Interdisciplinary Biofeedback and Psychophysiology Center, with a mission of stimulating research, education, and community outreach of applied biofeedback. Course work for professional certification accredited by BCIA.
- BARCS. Brain and Alcohol Research in College Students; Principle at CCSU for a 2.6 million dollar collaborative, multi-site grant from the National Institute on Alcohol Abuse and Alcoholism.
- *Peace Studies Minor*. Co-creator and Co-Coordinator at CCSU of interdisciplinary peace studies minor. Mentoring of students.
- *Past President*, Local CCSU Chapter of the American Association of University Professors (AAUP) 1999-2002. Past Vice President of CSU-AAUP 2010.
- *Distinguished Service Award* at CCSU in 2005

### Academic Employment

**Professor of Psychology** (1996 to present): Department of Psychological Sciences Central Connecticut State University

**Associate Professor of Psychology** (1992 to 1996): Psychology Department, Central Connecticut State University

**Assistant Professor/psychology** (1987 to 1992): Psychology Department, Central Connecticut State University



**Coursework**

Taught a wide range of undergraduate courses: Introduction to Psychology; Abnormal Psychology; Personality; Behavior Modification; Death and Dying; Health Psychology,

Created and taught clinical psychology/ psychotherapy courses: Short-term Psychotherapy and Health Care; Introduction to Clinical Psychology; Psychopathology; Health Psychology (graduate) Stress Management: Theory and Research; Biofeedback: Principles and Practice; Peace Psychology; War and Peace through Films; Travel to the Nation State of Hawai'i. Initiated health psychology M.A. Program

Sponsored Internships, independent studies; provided mentoring in research to help students present, publish, enter graduate programs, and find meaningful employment.

**Teaching Programs**

Co-created Health Psychology M.A. Program

Co-coordinator CCSU Peace Psychology minor (2005-Present), co-created, administer, and coordinate interdisciplinary minor.

**Teaching and Research Assistant** (9/79-6/79): University of North Texas. Graduate assistant for courses including Intellectual Assessment, Personality Assessment, Behavior Modification, Physiological Psychology. Research, writing, administering, supervising students in faculty grant.

**Teaching Assistant** (9/75-6/76): Stephen F. Austin State University. Assistant for Introductory Psychology.

**Psychology Program Assistant** (9/73-9/75): Vancouver City College. Vancouver, British Columbia. Coordinated educational aspects of psychology department.

**Research Assistant in Neuropsychology** (9/71-9/73): Carleton University. Ottawa, Ontario. Behaviorally assessed "split brain" cats; research in marijuana and drug use.

**Clinical Experience**

**Licensed Psychologist:** Active health professional conducting clinical work with hundreds of patients over the years. Procured and maintained State of Connecticut License #1059 since 1983 from Department of Health; Credential of acknowledged expertise in the field of psychology. Standard in the field.

**Fellow in Biofeedback** (Fall, 2016): by the Biofeedback Certification International. Fellow status awarded as "Credential of acknowledged expertise in the specialized area of biofeedback. BCIA certification is recognized by the Association for Applied Psychophysiology and Biofeedback (AAPB) and the International Society for Neuronal Regulation (ISNR) as the standard in the field." *Certification in Biofeedback* (Fall, 2008)

**Fellowship:** *Albert Ellis Institute* (Summer 2004) Selected to be a Fellow at the Albert Ellis Institute "a world-renowned psychotherapy institute committed to advancing emotional well-being through the study and application of effective, short-term therapy with long-term results."

**Clinical Staff Psychologist** Community Health Care Plan (CHCP) Full time -December 1983- to September 1987. Part-time. March 1988-June 1998. Provided mental health services to members of Health Maintenance Organization (individual, group, couples, family therapy, psychological testing) to adult/adolescent out patients.



**Private Practice** (9/83-present) Provision of individual, group, couples, family therapy, divorce mediation, psychological testing, alcohol and drug counseling to adults and adolescents. Assessment of developmentally disabled.

**Staff Psychologist** (9/82-12/83) Hall Brooke Hospital, Westport, Ct. Primary therapist for psychiatric in-patients. Provision of psychological services (individual, group, family therapy, acute crisis intervention, community liaison to adults and adolescents). Served as team leader supervising mental health staff with both administrative and clinical responsibilities.

**Clinical Psychology Intern** (9/80-9/82) Connecticut Valley Hospital, Middletown, Ct. Provided psychological services (psychotherapy, psychodiagnostic assessment, treatment and discharge planning). In year two, directed residency program at Dutton Transitional Living Center, a quarter way house for chronic psychiatric patients. Outpatient placements at Yale Health Center/Bristol Hospital.

### **Current Research Activity**

#### **The Interdisciplinary Psychophysiology and Biofeedback Center**

The Interdisciplinary Psychophysiology and Biofeedback Center at CCSU was founded in 2005 in collaboration with faculty in School of Business/MIS department. Its mission is to create an ongoing faculty-student research program, to train students in biofeedback and to reach out to the community for stress management. Current projects:

- Breathing and biofeedback: comparing the effectiveness of breathing interventions
- Stress management methods: finding most effective ways to reduce stress (in process)
- Managing large data bases in applied psychophysiology and biofeedback (data analysis)

#### **National Institute of Alcohol Abuse and Alcoholism Research Project (2008-2013)**

Brain and Alcohol Research in College Students (BARCS); \$2.6 million (CCSU Portion approximately \$600,000) collaborative grant from the National Institute on Alcohol Abuse and Alcoholism. At CCSU, two colleagues and I employed nearly 30 undergraduate and graduate students as research assistants, preparing them for future graduate studies and careers. We have involved undergraduate and graduate students in research over the five-year life of the study

#### **Peace Studies Related Research**

Scholarly articles related to peace studies in preparation include: Ethno-cultural conflicts in the Andes; Hawaiian psychology and peace; comparison of Albert Ellis and the Dali Lama; sponsored and co-sponsored conferences, presentations, and peace studies related events at CCSU and across the Hartford Consortium.

### **Service to the University:**

- Distinguished Service Award for CCSU (2005).
- American Association of University Professors (AAUP) Activities
  - President, Local CCSU-AAUP Chapter 1998-2002.
  - Chair, Contract and Grievance, AAUP-CCSU Chapter, 2003-2007.
  - Negotiator/ Collective Bargaining - 2001-2002 and 2005-2006.
  - Vice President of CSU-AAUP-2010.-2011

- University Committees: Selected Highlights:
  - Faculty Senate-Secretary
  - Chair, Strategic Planning Committee
  - Chair: University Planning and Budget Committee;
  - Graduate Studies Task Force
  - University Graduate Studies Committee
- Departmental Committees: Selected Highlights
  - Ad Hoc Hiring Committees
  - Budget Committee (3 terms)
  - Curriculum Committee;
  - Department Evaluation (5 terms);
  - Graduate Studies Committee (5 terms)
  - Ongoing-Ad hoc mentoring committees
  - Strategic Planning Team –ad hoc and sporadic

## **SCHOLARLY PUBLICATIONS**

### **Books**

- Austad, C.S. (2013) Psychology's Provocateur: Biography of Nicholas Cummings: Dog Ear Publishing.
- Austad, C.S. (2009) Counseling and Psychotherapy Today: Theory, Research, Practice. McGraw Hill Publishing.
- Austad, C. S. (1996) Is Long-Term Psychotherapy Unethical? Toward a Social Ethic in an Era of Managed Care. San Francisco, Jossey Bass.
- Austad, C. S. & Berman, W. (Eds) (1993) Psychotherapy in Managed Health Care: The Optimal Use of Time and Resources. Washington, D.C. American Psychological Association Press.

### **Chapters, Entries in Books and Manuals**

- Austad, C.S. Biography of Nicholas Cummings (2012). Encyclopedia of Clinical Psychology.
- Mealy, M. & Austad, C. S. (2011) Sendero Luminoso (Shining Path): Ethno cultural conflict and Narco-Terrorism in the Andes. Springer Publishing. Presented in IAIR conference in Singapore
- Austad, C.S. (2004). Managed Mental Health Care. In Corsini, R. (Ed) Encyclopedia of Psychology, John Wiley and Sons.
- Austad, C. S. (2000) Individual psychotherapy and managed care. In Kent, A. & Hersen, M. A Psychologist's Proactive Guide to Managed Mental Health Care. Lawrence Earlbaum and Associates, p. 41-64.
- Austad, C.S. & Morgan, T. (1999) Toward a Social Ethic of Mental Health Care: Long-term, Short-term, and Managed Health Care. In Barnhill, L.R. and Small, R. Ethical Issues in Managed Care. American Psychological Association Press. pp. 103-120.
- Austad, C.S. (1996) Can effective psychotherapy be conducted in managed mental health care? In Lazarus, R. Controversies in Managed Mental Health Care, American Psychiatric Association Press, pp. 41-50.



- Hoyt, M. & Austad, and C.S. (1995) Psychotherapy in a staff model HMO: Providing and assuring quality care in the future. In Brief therapy and managed care. San Francisco, Jossey Bass Publishers, pp. 270-281.
- Austad, C. S. Adjustment disorders. (1995) In Glazer, W. Aetna's Insurance Handbook of Mental Health Disorders. Psych Pro Services. On-line publication.
- Richardson, L. & Austad, C.S. (1993) The realities of mental health practice in managed care. In A Mental Health Practitioner's Guide to Managed Care. American Psychological Association Press. Washington, D.C.
- Austad, C.S. (1994) Psychotherapy effectiveness. In Corsini, R. (Ed) Encyclopedia of Psychology, John Wiley and Sons.
- Austad, C.S. (1994) Health Care Reform, Managed mental health care, and short-term psychotherapy. In Innovations in Clinical Psychology. Professional Resource Press. Sarasota, Florida, pp. 241-256.
- Austad, C.S. (1992) Psychotherapists in Independent Practice and in Managed Care Settings: A Comparison. In Weitz, R.D. (Ed) Psychotherapy in Independent Practice: Current Issues for Clinicians. New York: Haworth Press
- Richardson, L. & Austad, C.S. (1992) in D'Allessandra, A. Managed Behavioral Health Care: Provider Training and Development Manual. American Board of Certified Managed Care Providers.

#### Journal Publications

- Worhunsky, P. D., Dager, A. D., Meda, S. A., Khadka, S., Stevens, M. C., Austad, C. S., Raskin, S. A., Tennen, H., Wood, R. M., Fallahi, C. R., Potenza, M. N., & Pearson, G. D. (2015). A preliminary prospective study of an Escalation in 'Maximum Daily Drinks', Fronto-Parietal Circuitry and Impulsivity-Related Domains in Young Adult Drinkers. Neuropsychopharmacology, 41(6), 1637-1647. doi: 10.1038/npp.2015.332
- Zanmroziewicz, M. Raskin, S. Tennen, H. Austad, C.S., Wood, R.M., Fallahi, C.R., Dager, A.D., Sawyer, B., Leen, S. Pearson, G. (2016) Effects of drinking patterns on prospective memory performance in college students. Neuropsychology, November 14.
- Armelli, S., Dranoff, E. Tennen, H. Austad, C.S., Fallahi, C.R., Raskin, S., Wood, R. & Pearson, G. (2014) A longitudinal study of the effects of coping motives, negative affect, and drinking level on drinking problems among college students. Anxiety, Stress, and Coping, 27, 527-541.
- Dager AD, Jamadar S, Stevens MC, Rosen R, Jiantonio-Kelly RE, Sisante JF, Raskin SA, Tennen H, Austad CS, Wood RM, Fallahi CR, Pearson GD. fMRI response during figural memory task performance in college drinkers. Psychopharmacology (Berl). 2014 Jan; 231(1):167-79.
- Holt, S. A. & Austad, C.S. (2013) a comparison of rational emotive therapy and Tibetan Buddhism: Albert Ellis and the Dalai Lama. International Journal of behavioral consultation and therapy. Volume 7, (4), pp. 8-11
- Ahmadi A, Pearson GD, Meda SA, Dager A, Potenza MN, Rosen R, Austad CS, Raskin SA, Fallahi CR, Tennen H, Wood RM, Stevens MC. Influence of alcohol use on neural response to Go/No-Go task in college drinkers. Neuropsychopharmacology. 2013 Oct; 38(11):2197-208.



- Holt LJ, Armeli S, Tennen H, Austad CS, Raskin SA, Fallahi CR, Wood R, Rosen RI, Ginley MK, Pearlson GD. A person-centered approach to understanding negative reinforcement drinking among first year college students. Addictive Behavior, 2013 Dec; 38(12):2937-44.
- Dager, A., Anderson, B. M., Stevens, M. C., Pulido, C., Rosen, R., Jiantonio-Kelly, R. E., Sisante, J. F., Raskin, S. A., Tennen, H., Austad, C. S., Raskin, S.A. Tennen, H. Wood, R. M., Fallahi, C. R., & Pearlson, G. D. (2013). Influence of family history of alcoholism on neural response to alcohol cues in college drinkers. Alcoholism: Clinical and Experimental Research. Jan; 37 Suppl 1:E161-71.
- Dager, A., Anderson, B. M. Rosen, R., Khadka, S., Sawyer, B. Jiantonio-Kelly, R. E., Austad, C. S., Raskin, S.A., Tennen, H., Wood, R. M., Fallahi, C. R., & Pearlson, G. D. (2013). Functional magnetic resonance imaging (MRI) response to alcohol pictures predicts subsequent transition to heavy drinking in college students. Addiction, 109, 585-596.
- Morrison, M.L., Austad, C.S. & Cote, K. (2010) Help Increase the Peace: A Youth Focused Program in Peace Education. Journal of Peace Education. (8), 2, 177-191
- Fallahi, C. R., Austad, C. S., Fallon, M., & Leishman, L. (2009). Perceptions of the recent Virginia Tech tragedy. Journal of School Violence 8(2): 120-135.
- Fallahi, C.R., Austad, C.S.A., Leishman, L. Gendron, M., & Wood, R. (2009) Gender differences in prisoner abuse. Sex Roles. 60:261-268.
- Fallahi, C. R., Wood, R. M., Austad, C. S., & Fallahi, H. (2006). A program for improving undergraduate psychology students' basic writing skills. Teaching of Psychology, 33(3), 171-175.
- Austad, C.S., Hunter, R. & Morgan, T. (1998) Ethics and managed care. Journal of Clinical Psychology: Science and Practice, Vol. 5(1) Spring, 1998, pp. 67-76.
- Hunter, R. & Austad, C.S. (1997) Mental health care benefits and the perceptions of health insurance agents and clinical psychologists. Professional Psychology, Research and Practice, Vol. 28, (4), pp. 365-367.
- Austad, C.S., Sherman, W.O. & Holstein, L. (1993) Psychotherapists in the HMO. HMO Practice, Vol. 7, 3, 122-126.
- Austad, C.S. (1992) Discussant for The Forum: Case Vignette: The Vicissitudes of Managed care. Ethics and Behavior, 2, (3) 215-226.
- Austad, C.S., Sherman, W.O., Morgan, T. & Holstein, L. (1992) The Psychotherapist and the Managed Care Setting. Professional Psychology, Research and Practice. Vol. 23 (44), 329-332.
- Austad, C.S., (1992) The wisdom group. Psychological Reports, 70, p. 352-358.
- Austad, C.S., Cummings, N., Hoyt, M. Karon, B., & Wright, R. (1992) Managed Health Care: The Pros and Cons. Psychotherapy in Private Practice
- Austad, C., Abrahamson, D., Kisch, J. Nahmias, V. Sherman, C. (1992) Managed health care and mental health. Psychotherapy in Private Practice
- Hoyt, M. & Austad, C.S. (1992) Psychotherapy in staff model health maintenance organization: Providing and assuring quality care in the future. Psychotherapy. Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy, pp. 109-118.



- Austad, C.S. & Hoyt, M. (1992) Managed Health care and the future of Psychotherapy. Psychotherapy. Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy, (January 1992), pp. 119-129
- Austad, C.S., Morgan, T., Holstein, L. (1992) Techniques in independent practice and managed health care settings: Interviews with 43 HMO psychotherapists. Psychotherapy in Private Practice, Vol. 10, pp. 17-24
- Austad, C.S. (1992) The season's of a therapist's life: Commentary on critical transitions in independent practice. Psychotherapy in Private Practice, Vol. 11 (3), pp. 43-47.
- Austad, C.S., Henault, K. Steefel, N. & DeStefano, L. (1992) Psychotherapists in Independent practice and managed health care settings: A Comparison. Overview and Introduction. Psychotherapy in Private Practice, pp. 1-7.
- Richardson, L. & Austad, C. (1991) The realities of mental health practice in managed care settings. Professional Psychology: Research and Practice, Vol. 22 (1), pp. 52-59.
- Austad, C.S., & Henault, K. (1989) Group psychotherapy with elderly women at Community Health Care Plan. HMO Practice, March, pp. 70-71.
- Berman, W. & Austad, C. (1989) Psychology heavyweights argue over managed care. The Ohio Psychologist, Spring.
- Kisch, J. & Austad, C.S. (1988) The Health Maintenance organization -I. Historical Perspective and Current status. Psychotherapy, 25, (3), 441-447.
- Austad, C.S., DeStefano, L. Kisch, J. (1988) The Health Maintenance Organization-II. Implications for Psychotherapy. Psychotherapy, 25, (3), pp. 449-454.
- Austad, C. S. & Aronson, H.A. 1987, The salience of sex role instructions to mental health professionals. Sex Roles, 16, (7/8), p. 323-333.
- Austad, C.S. & Shapiro, R (1986) The post discharge contact. Hospital & Community Psychiatry, 37, 839-40.
- Rimm, D. C., Austad, C.S., Weeks, R. Lefebvre, C. & Jacobs, J. (1985) Effects of Alcohol expectancies in heterosexual behavior. Addictive Behavior.
- Farina, A. Burns, G.L., Austad, C.S., Fischer, E. (1986) The role of physical attractiveness in the readjustment of discharged psychiatric patients. Journal of Abnormal Psychology, 95, 2, 139-143.
- Austad, C.S., Sininger, R., Daugherty, J., Geary, D. & Stange, J. (1984) Studies of imitative learning and vicarious reinforcement. Psychological Reports, 55, p. 279
- Austad, C.S. (1983) Sex role stereotypes: The effects of instructional salience on clinical judgments of mental health professionals. Dissertation Abstract International, Vol. 43(7-B), Jan, pp. 23-24.
- Stricklin, A. & Austad, C. S. (1982) Perceptions of neglected children and negligent parents about causes for removal from parental homes. Psychological Reports, 51, 3, pp. 1103-1108.
- Austad, C.S., Sininger, R.A., & Stricklin, A. (1979) Successful treatment of a case of elective mutism. Behavior Therapist, 3 (1), p. 18



### INVITED ADDRESSES AND WORKSHOPS

- Austad, C.S. & Nanjundiah, S. (2003) Academic Freedom and the Patriot Act. Quinnipiac College School of Law. Conference on Civil Liberties
- Austad, C. S. (2002, 2001, 2000) Tenure and the Promotion Process. Workshops on tenure and promotion presented to the faculty of Central Connecticut State University
- Austad, C.S. (February, 1998) Managed Care Workshop: Psychotherapy in an Era of Managed Care. New Mexico.
- Austad, C.S. (2/5/95) Ethical Issues: Managed Care and Psychotherapy. Michigan State University School of Social Work Conference.
- Austad, C.S. (1/19/94) Therapists in Managed Care: Struggles and Opportunities. Kaiser Permanente, Hartford, CT.
- Austad, C.S. (1/10/94) Promoting the Principles of Managed care: Provider Education and Training. Group Health Association of America. Miami, Florida
- Austad, C.S. (1/11/94) Fostering a Sound Multi-Disciplinary Approach: Defining and Integrating a Behavioral Health Provider Team. Group health Association of America. Miami, Florida.
- Austad, C. S. In Symposium of Schneider, L. (1993) "Managed Care and the future of psychotherapy". American Psychological Association, Toronto, Canada

### PRESENTATIONS

- Wood, R.M., Plucinik, J. Austad, C.S. (2017) accepted for presentation in the international infant cry workshop and Castel Noama-Rovereto, Italy. July, 2017.,
- Dager, A. D., Meda, S., Tennen, H., Raskin, S., Austad, C., Wood, R., Fallahi, C., & Pearson, G. (2016, June). Resting state fMRI responses in emerging adults: Association with long-term and heavy marijuana and alcohol use. Poster presented at the 78<sup>th</sup> Annual Meeting for the college on Problems with Drug Dependence (CPDD), Palm Springs, CA.
- Hoyser, C.E., Austad, C.S, Swarr, R.S. (2015) Concurrences in postcolonial research -- perspectives, methodologies, engagements. Hidden Narratives of the Hawaiian Missionary Legacy. Linnaeus University, Kalmar, Sweden, 20-23 August.
- Austad, C. (2015) Hawai'i in Psychology. Linnaeus University, Kalmar, Sweden, 20-23 August.
- Austad, C. S. Gendron, M.S. The business of behavioral health. Academy of Business Research. March 23-25, 2016. New Orleans Louisiana presented in New Orleans and published in Conference Proceedings available on website and Amazon.com.
- Gendron, M.S. & Austad, C. S. Student stressors: do business students and liberal arts students share the same stressors? Academy of business research. March 23-25, 2016. New Orleans Louisiana presented in New Orleans and published in conference proceedings available on website and Amazon.com.
- Austad, C.S. Gendron, M. (2015) Biofeedback: Using the power of the mind-body connection in psychotherapies of the future. Paper presented at American Psychological Association. Toronto, Canada.



- Austad, C.S. & Hoetger, C. Co-chairs of Symposium: The Evolution of Psychotherapy-Can biofeedback advance the practice of psychotherapy? With Lehrer, P., Moss, D., Thompson, L. Steffen, P. Symposium presented at American Psychological Association. Toronto, Canada.
- Gendron, M. & Austad, C.S. & Hoetger, C. (2015) Biofeedback, Business, Marketing, and Health Care. Presented at AAPB Annual Meeting, Austin, Texas.
- Austad, C.S. , Gendron, M., Geiling, S. Hoetger, C. Pagiarello, D., Green, A. & Shaker, A. (2013) Using biofeedback to interest students in contemplative practice. International Boston, Mass.
- Dager, A. D., Azlandazeh, F. H., Raskin, S., Austad, C. S., Wood, R. M., Fallahi, C., Tennen, H., Krystal, J. H., & Pearlson, G. D. (2015, June). NMDA receptor blockade by Memantine has differential effects by alcoholism family history on response to an fMRI alcohol cue reactivity task. Poster presented at the 38<sup>th</sup> Annual Research Society on Alcoholism Scientific Meeting, San Antonio, TX.
- Dager, A. D., Azlandazeh, F. H., Raskin, S., Austad, C. S., Wood, R. M., Fallahi, C., Tennen, H., Krystal, J. H., & Pearlson, G. D. (2015, June). Longitudinal declines in fMRI response during figural learning associated with blackouts in college students. Oral Presentation at the 38<sup>th</sup> Annual Research Society on Alcoholism Scientific Meeting, San Antonio, TX.
- Worhunsky, P. D., Dager, A. D., Meda, S. A., Khadka, S., Stevens, M. C., Austad, C. S., Raskin, S. A., Tennen, H., Wood, R. W., Fallahi, C. R., Potenza, M. N., & Pearlson, G. D. (2015, June). *Prospective binge-drinking escalation is associated with fronto-parietal inhibitory control and reward/punishment sensitive impulsivity/compulsivity*. Poster presentation at the 38<sup>th</sup> Annual Research Society on Alcoholism, San Antonio, TX.
- Dager, A. D., Azlandazeh, F. H., Raskin, S., Austad, C. S., Wood, R. M., Fallahi, C., Tennen, H., Krystal, J. H., & Pearlson, G. D. (2015, June). NMDA receptor blockade by Memantine has differential effects by alcoholism family history on response to an fMRI alcohol cue reactivity task. Poster presented at the 38<sup>th</sup> Annual Research Society on Alcoholism Scientific Meeting, San Antonio, TX.
- Dager, A. D., Azlandazeh, F. H., Raskin, S., Austad, C. S., Wood, R. M., Fallahi, C., Tennen, H., Krystal, J. H., & Pearlson, G. D. (2015, June). Longitudinal declines in fMRI response during figural learning associated with blackouts in college students. Oral Presentation at the 38<sup>th</sup> Annual Research Society on Alcoholism Scientific Meeting, San Antonio, TX.
- Dager, A. D., Meda, S., Tennen, H., Raskin, S., Austad, C., Wood, R., Fallahi, C., & Pearlson, G. (2016, June). Resting state fMRI responses in emerging adults: Association with long-term and heavy marijuana and alcohol use. Poster presented at the 78<sup>th</sup> Annual Meeting for the college on Problems with Drug Dependence (CPDD), Palm Springs, CA.
- Worhunsky, P. D., Dager, A. D., Meda, S. A., Khadka, S., Stevens, M. C., Austad, C. S., Raskin, S. A., Tennen, H., Wood, R. M., Fallahi, C. R., Potenza, M. N., & Pearlson, G. D. (2015). A preliminary prospective study of an Escalation in 'Maximum Daily Drinks', Fronto-Parietal Circuitry and Impulsivity-Related Domains in Young Adult Drinkers. *Neuropsychopharmacology*, 41(6). 1637-1647. doi: 10.1038/npp.2015.332



- Worhunsky, P. D., Dager, A. D., Meda, S. A., Khadka, S., Stevens, M. C., Austad, C. S., Raskin, S. A., Tennen, H., Wood, R. W., Fallahi, C. R., Potenza, M. N., & Pearson, G. D. (2015, June). *Prospective binge-drinking escalation is associated with fronto-parietal inhibitory control and reward/punishment sensitive impulsivity/compulsivity*. Poster presentation at the 38<sup>th</sup> Annual Research Society on Alcoholism, San Antonio, TX.
- Dager, A. D., Jamadar, S., Stevens, M. C., Rosen, R., Jiantonio-Kelly, R. E., Sisante, J. F., Raskin, S. A., Tennen, H., Austad, C. S., Wood, R. M., Fallahi, C. R., & Pearson, G. D. (2012, May). fMRI response during visual learning and memory in college drinkers. Paper session presented at the 67<sup>th</sup> Annual Scientific Meeting of the Society of Biological Psychiatry, Philadelphia, PA.
- Anderson, B. M., Stevens, M. C., Ginley, M., Raskin, S., Tennen, H., Austad, C., Fallahi, C. R., Wood, R., & Pearson, G. D. (2011, February). The effects of family history and alcohol use on alcohol cue reactivity: An fMRI study. Paper presentation at the annual International Neuropsychological Society conference, Boston, M. A.
- Foster, K., Raskin, S., Anderson, B., Ginley, M., Austad, C., Fallahi, C., Wood, R., Tennen, H., & Pearson, G. (2011, June). Altered default mode network connectivity is correlated with impulsivity and binge drinking in college students. Poster presented at the 34<sup>th</sup> Annual Research Society on Alcoholism, Atlanta, Georgia.
- Holt, L. J., Armeli, S., Tennen, H., Raskin, S., Austad, C., Wood, R., Fallahi, C., Rosen, R., & Pearson, G. (2011). Do life events and perceived social support moderate the risk of problem drinking among young adults with symptoms of depression and anxiety?
- Jiantonio, R., Rosen, R., Armeli, S., Tennen, H., Raskin, S., Austad, C., Wood, R., Fallahi, C., Ginley, M., & Pearson, G. (2011, June). Using a four factor model to determine interactions between family history of alcoholism, sex, and motives for drinking in a freshman college sample. Poster presented at the 34<sup>th</sup> Annual Research Society on Alcoholism, Atlanta, Georgia.
- Petgrave, D. K., Tyrrell, C., Fallahi, C. R., Wood, R. M., Austad, C. S., Raskin, S. A., Tennen, H., Pearson, G., & Rosen, R. (2011, May). Personality traits and motivational systems of college students with alcohol use disorders. Poster presentation at the APS annual convention, Washington, D. C.
- Sisante, J., Narayanan, B., Armeli, S., Rosen, R., Jiantonio, R., Meda, S., Ginley, M., Tennen, H., Austad, C., Fallahi, C. R., Wood, R., Raskin, S., & Pearson, G. (2011, June). Effects of negative life events and self-reported impulsivity on alcohol use in college freshman. Poster presented at the 34<sup>th</sup> Annual Research Society on Alcoholism, Atlanta, Georgia.
- Austad, C.S. & Gendron, M. Business, Psychology, and Biofeedback: Interdisciplinary Collaboration at the University (2011. March) Presented at the AAPB Conference
- Ginley, M., Austad, C., Tennen, H., Raskin, S.A., Glahn, D.C., & Pearson, G.D. (2010). Alcohol misuse in college freshman: effects of impulsivity and family history. Research Society on Alcoholism, San Antonio, TX.
- DeCuir, D, Raskin, S., Ginley, M., Austad, C., Tennen, H., Glahn, D., & Pearson, G.D. (2010). Effect of binge drinking in college students on cognitive functions. International Neuropsychological Society, Krakow, Poland.
- Ginley, M., Austad, C., Tennen, H., Raskin, S., & Pearson, G.D. (2010). Characteristics of College Freshman who Abstain from Alcohol Consumption. Society of Biological Psychiatry, New Orleans, LA.



- DeCuir, D., Ginley, M., Raskin, S., Tennen, H., Austad, C., Fallahi, C., Wood, R., Glahn, D., & Pearlson, G. (2011). Effects of drinking patterns on cognitive functions in college students. International Neuropsychological Society, Boston, MA.
- Glahn, D., Ginley, M., Austad, C., Tennen, H., Raskin, S., & Pearlson, G. (2011). Risk-taking measures sensitive to family history of alcoholism. International Neuropsychological Society, Boston, MA.
- Rosen, R., Jiantonio, R., Meda, S., Ginley, M., Novak, L., Raskin, S., Austad, C., Tennen, H., Pearlson, G. (2011). Collegiate academic performance in relation to alcohol consumption and high school test scores. International Neuropsychological Society, Boston, MA.
- Sisante, J., Meda, S., Rosen, R., Jiantonio, R., Ginley, M., Tennen, H., Austad, C., Raskin, S., Pearlson, G. (2011). Alcohol use in college freshman: differences in self-reported sensation-seeking, trait impulsivity, and motivation, but not in behavioral delay discounting or risk-taking tasks. International Neuropsychological Society, Boston, MA.
- Austad, C.S., Mealy, M., Fallahi, C., Wood, R. (2009) Positive perceptions of first time attendees at alcoholic anonymous meeting, Poster session. American Psychological Society, San Francisco, May 22, 2009, San Francisco
- Austad, C.S., Gendron, M., Davis, W., King, G., Megan, C. (2010) Breathing Interventions Decrease Anxiety and Depression Scores in Healthy Young Adults.
- Austad, C.S., Gendron, M., Brown, C. (2009) Breathing Biofeedback Technique Reduces anxiety, depression, and hyperventilation. American Psychological Society, San Francisco, May 23, 2009, San Francisco
- Mealy, M. & Austad, C.S. and (2009) Authoritarian mothering among black and white Americans. American Psychological Society, San Francisco, May 23, 2009, San Francisco
- Fallahi, C. & Austad, C.S. Student and faculty perception of the Virginia Tech Tragedy American Psychological Society, Chicago
- Mealy, M., Austad, C.S. with (2008) and mother reverence. American Psychological Society, Chicago, May 23, 2009, San Francisco
- Austad, C.S. Metaxas, V. (2007) Teaching courses in Hawai'i. Seventh Annual Hawaii International Conference on Arts and Humanities January 10<sup>th</sup>
- Fallahi, C. R., Austad, C. S., & Leishman, L. (2007, May). Prisoner abuse and the effects of gender on the perceptions of participants. Poster presented at the 19<sup>th</sup> Annual Convention of the Association for Psychological Science, Washington, and D. C.
- Wood, R. M., Holt, S. A., Yannetta, K., Fallahi, C. R., Austad, C. S., & Fosse, L. (2007, March). Differences among Latino/Latina, Jamaican, and Caucasian listeners' responses to infants' cries. Presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Wood, R. M., Fallahi, C. R., Holt, S. A., Austad, C. S., Prelli, F. A., & Fosse, L. (2007, May). Adolescent and adult parents' responses to infant crying. To be presented at the 19<sup>th</sup> Annual Association for Psychological Science Convention, Washington, D. C.
- Wood, R. M., Holt, S. A., Yannetta, K., Fallahi, C. R., Austad, C. S., & Prelli, F. (2006, May). Cultural differences in adults' responses to infants' cries. Presented at the 18<sup>th</sup> Annual Association for Psychological Science Convention, New York, NY.



- Austad, C.S. Gendron, M. Fallahi, C. Wood, R., (2006) Measuring Physiological Arousal in the Changing Emotional States: The Role of Memory and Facial Feedback in Inducing and Dissolving Anger. Poster Presentation at American Association of Psychophysiology and Biofeedback. Portland, Oregon. Abstracts of Papers Presented at the 37th Annual Meeting of the Association for Applied Psychophysiology and Biofeedback
- Gendron, M. & Austad, C.S. (2006) Managing large data bases. Paper presentation at American Association of Psychophysiology and Biofeedback. Portland, Oregon, April. Abstracts of Papers Presented at the 37th Annual Meeting of the Association for Applied Psychophysiology and Biofeedback.
- Austad, C.S. (2005, April) Teaching students in Hawaii. Panel Presentation at Women's Studies Program. Southern Connecticut State University.
- Austad, C.S., Fallahi, C. & Perdue, L. (2003) Outer and Inner Peace: A Comparison of Western Psychotherapy, Tibetan Buddhism, and Islam. Diversity Conference, East-West Center, Honolulu, Hawaii.
- Austad, C. S. (2002, 2001, 2000) Workshops on Promotion, Tenure, and Academic Freedom. Central Connecticut State University
- Austad, C. S. Pediatric Psychology and Managed Mental Health Care (8/98) American Psychological Association Annual Convention, Boston.
- Hunter, R.A. & Austad, C. (1996, October) A Live Meeting of Alcoholics Anonymous and Discussion at the Connecticut Psychological Association, Danbury, CT.
- Austad, C.S. (May, 1996) Is managed psychotherapy care effective? American Psychiatric Association, New York. In Symposium "Controversies in Managed Care" with Ronald Geraty, David S. Brody, Robert Schreter, Steve Sharfstein, Arthur Lazarus.
- Austad, C. (August, 1996) Gender issues in managed care. American Psychological Association. Chicago.
- Austad, C. (August, 1995) American Psychological Association. New York. Graduate Study in Psychology: Is training for managed care needed?
- Austad, C. (October, 1994) A Live Meeting of Alcoholics Anonymous and Discussion at the Connecticut Psychological Association, Waterbury, CT.
- Austad, C. S. (August, 1994) "Is Long-Term Therapy Ethical?" in Symposium "Ethical Issues in Managed Care" American Psychological Association, Los Angeles, California.
- Sorrentino, H. Capeanno, R., & Austad, C.S. (August, 1994) How Does Working in the HMO Affect Psychologists Practice Styles? American Psychological Association, Los Angeles, California.
- Victor, T. & Austad, C.S. (August, 1993) Practice differences between psychologists and psychiatrists. Division 42 Hospitality Suite. American Psychological Association, Los Angeles, California.
- Hunter, R. & Austad, C. S. (April, 1993) Insurance Agents and psychologists' impressions of mental Health Benefits", Connecticut Psychological Association, Waterbury, Division Accepted for October convention
- Austad, C. S. (Chairperson of Symposium) Kisch, J. Phillips, L. Dorken, H. (August, 1993) The Attrition phenomena and psychotherapy. American Psychological Association, Toronto, Canada, August.



- Austad, C. Ford, C. & Steefel, N. (May, 1993) A Live Meeting of Alcoholics Anonymous and Discussion, American Psychological Association, Toronto
- Steefel, N. & Austad, C.S. (August, 1993) A Live Meeting of ALANON at APA and Discussion, American Psychological Association, Toronto
- Austad, C.S. (December, 1993) Chairperson of Women's Leadership Convention. Midwinter Meeting. San Diego, California
- Austad, C.S. (1992) Relaxation and Guided Imagery: Exercises for harried women. Women's Leadership Convention. Midwinter Meeting. Florida
- Austad, C. (April, 1992) Short-term therapy: Problem or solution? Connecticut Psychological Association.
- Austad, C. & Steefel, N. APA Meets AA. (August, 1992) American Psychological Association, Washington, D.C.
- Austad, C. & Steefel, N. APA Meets ALANON (August, 1992) American Psychological Association, Washington, D.C.
- Kisch, J. & Austad, C. (August, 1992) Practice Directorate Mini-Convention. American Psychological Association, Washington, D.C.
- Austad, C.S. (1991) (with Norcross, Cummings, & Hoyt, M.) Future models of psychotherapy. American Psychological Association, Division of Psychotherapy (29) Convention in Texas
- Austad, C. (1991). Graduate education for HMOs. American Psychological Association Convention. San Francisco. August
- Austad, C. (1991). Emerging Models of Psychotherapy from Managed Mental Health. American Psychological Association, San Francisco. August
- Austad, C.S. (1990) Chairperson of Symposium: Cummings, N. Hoyt, M. Karon, B. & Wright, R. Managed Health Care: The Pros and Cons: Part II. American Psychological Association, Boston
- Austad, C. (1990) Chairperson of Symposium: Austad, C., Kisch, J. Nahmias, V. Berkman, A., Sherman, C. Managed health care and mental health. American Psychological Association, Boston,
- Bavone, J., Steefel, N., Austad, C. (1990) Psychotherapists in Managed Health Care and Private Practice: A Comparison. American Psychological Association, Boston
- Austad, C. S. Issues in Transitions in Private Practice. (1992) Discussant in Symposium Critical Transitions in Private Practice. American psychological Association Convention
- Austad, C.S. (1989) Chairperson of Symposium: Cummings, N. Hoyt, M. Karon, B. & Wright, R. Managed Health Care: Effects on the Practice and Evolution of Psychotherapy American Psychological Association, New Orleans, Louisiana.
- Austad, C.S. (1989) Chairperson of Symposium: Henault, K. Steefel, N. & DeStefano, L.: A Comparison: Psychotherapists in Independent Practice and Managed Health Care Settings, American Psychological Association, New Orleans
- Morgan, T. & Austad, C.S. (1989) Predicting longevity and stability of placement for developmentally disabled clients. American Psychological Association, New Orleans.



- DeStefano, L., Shallcross, H.J., Carr-Kaffashan, L. & Austad, C.S. (1989) Symposium: The Impact of Managed Care Systems on Hospital Practice. American Psychological Association, New Orleans, August
- Austad, C. (1989) Graduate education and performing psychotherapy in managed mental health care. Invited to speak in Symposium Connecticut Psychological Association. Farmington, Ct.
- Morgan, T. & Austad, C.S. (1988) Client Environment Assessment. American Psychological Association, Atlanta, Georgia.
- Austad, C.S., (1987) Treatment of Geriatric Patients in Health Maintenance Organization. American Psychological Association, New York City.
- Austad, C. S. & Aronson, H.A. (1983) Sex role stereotypes and mental health professional judgment. American Psychological Association, Los Angeles.
- Stricklin, A. & Austad, C. S. (1979) Human figure drawings and I.Q. scores in neglected children, Tampa, Florida. Society for Personality Assessment
- Critelli, J. & Austad, C. S. (1979) The use and abuse of metaphor in social learning theory. New York, American Psychological Association.

#### **CURRENT PROFESSIONAL ORGANIZATIONS**

- Member of the American Psychological Association (APA)
- Member of Division of Peace Psychology in APA
- Member of American Psychological Society
- Association of Applied Psychophysiology and Biofeedback
- Northeast Region Biofeedback Society-Member at-large- of Board

#### **AWARDS/APPOINTMENTS**

- A Voice for Faculty Award for Outstanding Service and Dedication to the Connecticut State University American Association of University Professors (May, 2011)
- Distinguished Service Award. Central Connecticut State University (2005)
- Distinguished Contribution to the Science of Psychology. Connecticut Psychological Association. October 4, 1996.
- Elected Science Directorate Coordinator of Connecticut Psychological Association (Term 1990-1993)
- Co-Chair of Steering Committee (with William Berman) to form Division of Psychologists in Managed Mental Health Care in the American Psychological Association (1991-1995)
- Appointed to Advisory Board of Center for Study of Excellence at Connecticut State University (1990-1992)
- Appointed to American Psychological Association Marketing Technical Group (1992)

### **EDITORIAL BOARDS AND REVIEWER ACTIVITY**

- Reviewer for article "High Intensity drinking by underage young adults in the United States." in journal Addiction. February 2016.
- Member of Editorial Board of HMO Practice (1986-1990)
- Austad, C.S. Associate Editor (2000). Encyclopedia of Psychology. John Wiley and Sons.
- Reviewer for Sex Roles (1992-93)
- Reviewed draft for American Psychological Association's standards for Managed Health Care (1991)

### **Newsletter Articles/Columns/Letter to Editor**

- Austad, C.S. (1993) Managed care: a Minority Opinion, The Connecticut Psychologist, Vol. 24
- Austad, C.S. (1992) A report from the Science Directorate. The Connecticut Psychologist, Vol. 23
- Austad, C.S. (1991) A report from the Science Directorate. The Connecticut Psychologist, Vol. 22
- Austad, C.S. (1990) A report from the Science Directorate. The Connecticut Psychologist, Vol 21
- Austad, C.S. (1992) Commitment Proceedings. The Connecticut Psychologist, Vol. 23
- Austad, C.S. 1989, "HMO Ideals" Psychological Monitor, Vol. 19, (6), p. 2
- Austad, C. S. (1991) HMO Practice, The HMO Psychotherapist.

### **WORKSHOPS**

- Conducted training sessions for Health Insurance plan of New York on "Psychotherapy in a Staff Model HMO Setting: Maximizing Use of Time and Resources" (June 9, 1993)
- Conducted training session "How to Survive in the World of Managed Care" for New York State Association of Family Service Agencies fall membership meeting (October 1, 1992).
- Greenwich Family Center. Conducted a series of training session in short term psychotherapy for the family therapy centers in Fairfield, Connecticut area (September 1991-May, 1991)

### **COMMUNITY SERVICE**

- Member of Board of Directors of Pax Educare (2007-2012)
- Member of Board of Community Mental Health Affiliates (1998-2000).
- Conducted teach-ins, sponsored panel discussions in area of Peace Studies
- Habitat for Humanity volunteer on a humanitarian build in Kona Hawaii, January, 2014.
- The *Interdisciplinary Biofeedback and Psychophysiology Center* sponsored 11 Community Outreach Stress Management Biofeedback Educational Workshops: New Britain Public Library (3/16/09); Spin Cycle 4 (3/12/09; 4/25/09; 4/30/09; 5/9/09; CCSU- Marcus White Living Room (5/4/09; 5/5/09; 5/11/09; 5/14/09); FYE- Presentation CCSU Class; Newington Senior & Disabled Center (6/18/09); Booth and presentation at Small Business Administration (6/09; 6/10)



### **Professional development**

- Oxford University-Evidence Based Medicine Training
- Attendance at Master Therapists Workshops
- Certification by Biofeedback Certification international alliance (2008)
- Fellow status in biofeedback by Biofeedback Certification International Alliance (2016)

### **Travel / Exposure to Cultural Experiences/Volunteerism**

- Hawai'i-teach travel course Hawaiian psychology (wintersession-2007, 2005, 2004 in winter session) Travel to the Hawaiian Nation-research/study of indigenous Hawaiian psychology and peaceful cultures.
- Travel to Africa Kenya-safari and travel to Masai Mara; Botswana, Egypt, South Africa, Spain, France, England, Italy, Borneo, Tahiti, Australia; Japan-Nagasaki and Hiroshima
- Habitat for Humanity volunteer on a humanitarian build in Kona, Big Island, Hawaii, January, 2014.

### **Selected Recent Grants**

- Hartford Consortium for Higher Education; With Catherine Hoyser: Missionary legacies: the Connecticut Hawaii connection, sovereignty and the global impact: learning from the past about the present.
- AAUP faculty grant 2012-2014. With Pablo Iannone. The dynamics of a cooperative inquiry innovative through cross pollination between the humanities, arts, professions, sciences, and technologies.
- Completed Grants-R01
- *National Institute of Alcohol Abuse and Alcoholism Research Project (2008-2013); Brain and Alcohol Research in College Students (BARCS); 2.6 million dollar (CCSU Portion approximately \$600,000) collaborative grant from the National Institute on Alcohol Abuse and Alcoholism. Completed.*

### **Projects/Manuscripts Currently Under Review or in Progress**

Austad, C. S. *Hawaiian Nation, Peace Psychology and The Philosophy of Aloha.*

Austad, C. S. and Michael S Gendron; *Biofeedback and Breath Training.*

Austad, C. S. and Michael S Gendron; *Biofeedback and Heart Rate Variability Training: Effects of Varying Numbers Of Sessions.*



## Referee's Credentials

As requested, the names of the referees for the CSU professor are listed below. All have agreed to endorse me for this honor. Please feel free to call upon any of these individuals. Most have already provided a written letter of endorsement to the committee, which for the convenience of the committee are provided at the end of the document. These individuals are:

### External Referees

Nicholas A. Cummings, Ph.D.  
 Godfrey Pearlson, M.D.  
 David Walsh, Ph.D.  
 Phillip A. (Tony) Hughes, Ph.D., M.F.C.C.  
 Anita Ellis, M.A.  
 Catherine Hoyser, Ph.D.  
 Mary Lee Morrison, Ph.D.  
 Louis DeStefano, Ph.D.  
 Wendy Joondeph, Ph.D.

### Internal Referees

Susan Pease, Ph.D.  
 Richard L. Judd, Ed.D.  
 David Blitz, Ph.D.  
 Laura Bowman, Ph.D.  
 Carolyn Fallahi, Ph.D.  
 Michael Gendron, Ph.D.  
 Jason Sikorski, Ph.D.  
 Michael Terezakis, Ed.D.

### Past Student Reference

Cosima Hoetger, Student (graduated)

## Description of Referees' Credentials

The CSU Professor advisory committee has received recommendation letters from the following referees whose credentials are described below.

### External Referees

**Nicholas A. Cummings, Ph.D.** is an internationally renowned American psychologist, prolific author, and scholar, and Distinguished Professor at the University of Arizona and the University of Nevada at Reno. A former president of the American Psychological Association, as well as President of its Division 12 (Clinical Psychology) and Division 29 (Psychotherapy), he formed a number of national organizations in response to health care trends. He was also Chief of Mental Health for the Kaiser Permanente health maintenance organization, principal investigator on the Hawaii Medicaid Study, and founder of American Biodyne, the first carve-out managed mental health company ever created. He co-founded the Nicholas & Dorothy Cummings Foundation, Inc., dedicated to ensuring that primary healthcare includes doctoral-level psychotherapy.

**Godfrey Pearlson, M.D.** is Founding Director at Olin Neuropsychiatry Research Center. He completed medical school in the United Kingdom and a graduate program in philosophy of mind/philosophy of science at Columbia University. He was subsequently at Johns Hopkins Hospital as a resident, postdoctoral fellow, and ultimately Professor in the Department of psychiatry. He is on NARSAD's Scientific Council, on the Institute of Scientific Information's Most Highly Cited Publications list. Dr. Pearlson's letter of support was written in 2012 after the end of our work on the BARCS grant. He has given his approval to resubmit his letter of recommendation.

**David Walsh, Ph.D.** is Professor Emeritus of Comparative Politics and International Relations. His works include *America in the 21<sup>st</sup> Century: Challenges and Opportunities in Domestic Policy*. His long career at Southern Connecticut State University included the CSU AAUP



presidency. He is from Southern Connecticut State University where he served as Chair of the Political Science Department. In his terms as CSU AAUP president, he was a tireless advocate for the professoriate for the members of the CSU system.

**Phillip A. (Tony) Hughes, Ph.D., M.F.C.C.** is the Training Director of the Professional Biofeedback Certificate Program, at Stens Corporation, is in private practice in Berkeley, CA. Nationally known as a professional trainer in applied psychophysiology and biofeedback, he is widely regarded as one of the best teachers in the field. He is a clinical psychologist, licensed Marriage and Family Therapist, a certified Biofeedback Therapist, and a BCIA Senior Fellow.

**Anita Ellis, M.A.** served as the Regional Director of the Department of Mental Health of the New Haven Region (including Connecticut Valley Hospital, Whiting Forensic, and Community Mental Health Care) for over ten years. She was also the superintendent (Administrator) of two substance abuse hospitals, - Blue Hills and Boneski. Anita has an MA in political science and an MPA in administration, a nursing home administrator's license, and a secondary education certification. Currently retired, she continues in her 12<sup>th</sup> year of teaching at Gateway Community College.

**Catherine Hoyser, Ph.D.** is the Director of Women's Studies and a Professor of English is at the University of St. Joseph. She received her PhD from Indiana University and an M.A. and a B.A. from Miami University. While her primary scholarly interest are British literature and post-colonialism, she is an expert in the area of literary and feminist theories. Her areas of teaching and research relate to female empowerment and she has experience as a cross-cultural training consultant. Her anthology of women who have overcome great obstacles to lead productive lives has provided affirmation and inspirational to many women who struggle with the issues relevant to our students. She has received a number of awards for her work.

**Mary Lee Morrison, Ph.D.** Is the founding director and president of Pax Educare, the Connecticut Center for Peace Education. She serves on the board of the National Peace Academy (NPA), participating actively in the annual peacebuilding and peace learning intensives and institutes sponsored by NPA. She is the co-author of Peace Education, 3rd revised edition and of Elise Boulding: A Life in the Cause of Peace and numerous journal articles and book chapters. She has taught at St. Joseph College, The University of Hartford, The University of Connecticut and Central Connecticut State University.

**Louis DeStefano, Ph.D.,** received his Ph.D. in clinical psychology from the University of Miami, Florida in 1981. He is currently the Director of Clinical Services, Outpatient Behavioral Health for Catholic Charities, overseeing the New Haven, Ansonia and Milford sites. Dr. DeStefano has provided clinical services to children, adolescents, and adults with mental illness and substance abuse disorders in both inpatient and outpatient settings. For the last 25 years he has held director-level positions in community behavioral health organizations that include federally qualified health centers, a local mental health authority, a child guidance clinic, and a correctional center.

**Wendy Joondeph, Ph.D., J.D.** has a Ph.D. in clinical psychology a law degree (J.D.) She is a licensed clinical psychologist in the state of New York, with over 40 years of experience performing psychotherapy in many venues. She is experienced working in an inpatient psychiatric facility, as well as counseling substance abusers and providing consultation to both



students and staff in the public school system in Westchester County, NY. She is an experienced network provider, working with multiple insurance companies and a plethora of clinical patients.

#### Internal Referees

**Susan Pease, Ph.D.** Dr. Pease came to CCSU in 1989 as an associate professor in the Department of Sociology, Social Work, and Criminal Justice. She became chair of that department in 1993, and chair of Criminology and Criminal Justice when it became its own department in 1998. As chair, she oversaw development of the University's B.A. in Criminology and M.S. in Criminal Justice. Dr. Pease has recently served as interim president of CCSU. She is currently dean of the Carol Ammon College of Liberal Arts and Social Sciences.

**Richard L. Judd, Ed.D.** is President Emeritus of CCSU. He also holds the title of Professor of Emergency Medical Sciences, specializing in teaching in emergency medicine and parliamentary law. He continues to lecture on these subjects at colleges and universities in the United States and abroad. He holds honorary degrees from Briarwood College (CT), Doctor of Law; Kyung He University (Korea), Doctor of Medicine; and Eastern Mediterranean University (Cyprus). He is well qualified to comment on my teaching.

**David Blitz, Ph.D.** is Assistant Chair in Philosophy, and Co-coordinator of the Peace Studies minor, has been a faculty member at CCSU since 1989. His areas of teaching and research are the history and philosophy of science, with special interest in theories of evolution and modern logic. His book *Emergent Evolution: Qualitative Novelty and the Levels of Reality* was published in 1992 by Kluwer Academic Publishers. He is currently working on a monograph on Bertrand Russell's Philosophy of War and Peace. Prof. Blitz has been director of the Honors Program since 1994 and is interested in on-line courses, a number of which he has offered. He is well qualified to comment on my teaching.

**Laura Bowman, Ph.D.**, Former Chair, Department of Psychological Science, received her undergraduate degree in Psychology at Ohio State in 1983 and attended graduate school in cognitive psychology at Kent State University. Since 1989, Dr. Bowman has been a professor at CCSU, teaching Cognitive Psychology, Research Methods I and II, and honors courses in social science.

**Carolyn Fallahi, Ph.D.** Department of Psychological Science, received her undergraduate degree in Psychology at 1983 and attained a Ph.D. in clinical psychology. Dr. Fallahi is a professor at CCSU, teaching Developmental Psychology, and Clinical Psychology. She is currently Chair of the Department of Psychological Science and is able to comment on my teaching.

**Michael Gendron**, has a Ph.D. in Information Science with cognates in decision support systems and healthcare economics. He has over 40 years of industry and academic experience in information systems. He has held positions such as CIO for a large HMO and has been a research analyst for a state health department. Dr. Gendron has recently published three books: *Business Driven Data Communications (2013)*, *Business Intelligence Applied: Building Effective Information and Communications Infrastructure (2013)*, and *Business Intelligence and the Cloud: Strategic Implementation Guide (2014)*. He is currently involved in research in the Interdisciplinary Psychophysiology and Biofeedback Center and the impact of weather on shipping costs at CCSU. He is well qualified to comment on my teaching.

**Jason Sikorski, Ph.D.**, Department of Psychological Science, is an associate professor at CCSU. Trained as a clinical psychologist, Dr. Sikorski has focused his noteworthy and prolific work on the assessment and treatment of juvenile sexual offenders, hypermasculinity, and the teaching of psychology. He was the recipient of the American Psychological Association's Division 2 Wilbert J. McKeachie Early Career Award and was recognized by CCSU for excellence in teaching and mentoring his students.

#### Student Reference

**Cosima Hoetger, M.A.** Is a recent graduate of CCSU's health psychology M.A. Program who is currently enrolled in a doctoral health psychology program at University of Virginia. She is well qualified to comment on my teaching and mentoring.



### **Selected Creative Works**

As requested by the CSU Professor advisory committee, I am including selective, representative samples of research and creative work accompanied by short narratives to explain why their significance. The research and creative work are in the following primary areas:

- Psychotherapy and health care systems
- Biofeedback and health care systems
- Alcohol and brain functioning
- Peace Studies

Actual copies of the articles and supporting materials are contained in the folder in the appendix.

### **Research in Psychotherapy and Health Care Systems**

**Austad, C. S., Sherman, W. O., Morgan, T. & Holstein, L. (1992) The Psychotherapist and the Managed Care Setting. Professional Psychology, Research and Practice. Vol. 23 (44), 329-332.**

This article is representative of my early work focusing on how traditional psychotherapists changed their practice habits in response to practicing in a managed care setting. When I saw how I modified my practice in the HMO, I sought out information from other therapists. I traveled to managed care practice settings to interview therapists, transcribed and rated their interviews. Using the qualitative data as a basis, I created objective surveys which form the data for series of articles. This article is representative of the series of articles about provider change in response to managed care. The criterion to distinguish this work in my field, clinical psychology, is that it is the first article that I know of published in an American Psychological Association journal on the topic of provider change. This article, and the others on the same topic, raised consciousness about the future changes to traditional practice. As a result, I served as a consultant and conducted workshops to train therapists to adapt.

**Austad, C. S., DeStefano, L. Kisch, J. (1988) The Health Maintenance Organization-II. Implications for Psychotherapy. Psychotherapy, 25, (3), pp. 449-454.**

After researching the changes in individual psychotherapist's practice habits, I focused on the big picture and described the state of psychotherapy nationally. The significance of this article in the field of clinical psychology, is that it is one of the first works to be published in an APA journal covering managed care psychotherapy. This article, and the others on the same topic, affected the field of clinical psychology in that it stirred controversy and made providers aware of the impact of health care systems on traditional practice. It also paved the way for future research and intellectual contributions.

**Austad, C. S. & Hoyt, M. (1992) Managed Health care and the future of Psychotherapy.**

**Psychotherapy. Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy, (January 1992).pp. 119-129 and**

**Hoyt, M. & Austad, C. S. (1992) Psychotherapy in staff model health maintenance**



**organization: Providing and assuring quality care in the future. *Psychotherapy. Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy*, pp. 109-118.**

These two co-authored articles were published in the *Psychotherapy: Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy*, a major American Psychological Association journal. The criterion to distinguish this work in my field, clinical psychology, is that these were selected to be in this special edition of the most prestigious APA journal covering psychotherapy. Since the APA is the primary organization representing American psychologists, having lead articles in the special edition of this journal is a significant accomplishment. The above three theoretical articles are seminal works which accurately anticipated the future of psychotherapy and laid the groundwork for more work.

Shortly after the publication of these articles, we completed the first APA edited volume, Austad,

C. S. & Berman, W. (Eds.) (1993) *Psychotherapy in Managed Health Care: The Optimal Use of Time and Resources*. This the first book on managed care published by the American Psychological Association Press. The cover is contained in the appendix.

**Austad, C. S., Hunter, R. & Morgan, T. (1998) Ethics and managed care. *Journal of Clinical Psychology: Science and Practice*, Vol. 5(1) Spring, 1998, pp. 67-76.**

My next phase of publications in psychotherapy and managed care focused on the ethics of the economics and social justice. Its importance in the field is that it addresses issues of social justice and equity in health care. In this article, we discuss the need for a clarification of ethics in the new health care delivery environment. My book, *Is Psychotherapy Unethical in an Era of Managed Care?* was predated by articles such as these. The book cover is contained in the Appendix.

**Austad, C. S. (2009) *Counseling and Psychotherapy Today: Theory, Research, Practice*. McGraw Hill Publishing.**

My textbook represents a merging of research, practice and teaching. In this work, my students will be able to benefit from my experience and knowledge. Authoring this text was a way to communicate about the field of psychology, psychotherapy and health care to my students in the classroom. It will help prepare them for work in the discipline of clinical psychology.

#### **Research in Biofeedback, Psychotherapy and Health Care**

**Austad, C. S., Gendron, M., Brown, C. (2009) Breathing Biofeedback Technique Reduces anxiety, depression, and hyperventilation. American Psychological Society, San Francisco, May 23, 2009, San Francisco**

**Austad, C. S., Gendron, M. Davis, W. King, G., Megan, C. (2010) Breathing Interventions Decrease Anxiety and Depression Scores in Healthy Young Adults.**

The poster session materials presented at the APS conference illustrate our preliminary



results which are now being replicated in the Interdisciplinary Biofeedback and Psychophysiology Center. More subjects have participated in the study (which confirms the results of the smaller N study) and the results are in preparation for publication. It also illustrates the work I intend to do in the future through the Interdisciplinary Biofeedback and Psychophysiology Center. The criterion to distinguish this work in my field, clinical psychology, is that these therapeutic methods will be introduced as evidence based in the practice of psychotherapy/stress management and are most useful and compatible in the area of health care. They can help psychology gain a solid footing in the health care system by providing a reimbursable and clinically useful technique that reduces stress and increases wellbeing.

**Austad, C. S. (2014) Nicholas A. Cummings: Psychology's Provocateur. Dogear Publishing; Cummings Publishing**

### **Research in Alcohol and Brain Functioning**

**Dager, A., Anderson, B. M., Stevens, M. C., Pulido, C., Rosen, R., Jiantonio-Kelly, R. E., Sisante, J. F., Raskin, S. A., Tennen, H., Austad, C. S., Wood, R. M., Fallahi, C. R., & Pearson, G. D. Influence of family history of alcoholism on neural response to alcohol cues in college drinkers. (2012) *Alcoholism: Clinical and Experimental Research*. Jan; 37, doi: 10.1111/j.1530-0277.2012.01879.x.**

This recent article published in a prestigious journal devoted to alcohol studies, is only one of many to come as the results from the Brain and Alcohol Research in College Students (BARCS) study are analyzed. These findings speak for themselves. They represent significant scientific data from brain imaging studies, identifying very specific changes in the brain that are related to the amount of alcohol consumed by young adults. When these findings accumulate and are interpreted, they should result in meaningful, evidence based recommendations about how to intervene and even prevent alcohol addiction in early phases of life.

### **Research in Peace Studies**

Peace Studies is not my primary area of research, but I have, over the years, produced some scholarly work. I have included abstracts of recent publications in the appendix and one recent article.

**Holt, S. & Austad, C. S. A Comparison of Rational Emotive Therapy and Tibetan Buddhism: Albert Ellis and the Dalai Lama. (2013), Vol. 2, No. 4, pp8-11.**

This recent article was a long time in the making. I had been analyzing the similarities between some forms of modern Western psychotherapy and Tibetan Buddhism for decades. I had been taking mental notes and jotting down ideas. One day, I woke up and began to write this article. I integrated past thoughts and past experiences into this work. Dr. Holt was instrumental in organizing and editing and critiquing. I was delighted that the end result was published in this American psychological Association journal of international import.

RESOLUTION

concerning

THE PURCHASE OF REAL ESTATE  
FOR  
EASTERN CONNECTICUT STATE UNIVERSITY

June 15, 2017

- WHEREAS, The purchase of residential property adjacent to Eastern Connecticut State University has been offered for sale to the Board of Regents for the Connecticut State Colleges and Universities, and
- WHEREAS, The residential property is located at 330 High Street, Willimantic, CT, and
- WHEREAS, The acquisition of property on High Street is part of a planned long term university effort to obtain real estate parcels that are adjacent to Eastern to increase buildable land area, enhance esthetics and better promote the university street frontage, and
- WHEREAS, The acquisition of 330 High Street is consistent with Eastern's long term property acquisition goals, and
- WHEREAS, The purchase of 330 High Street was approved by the Board on September 16, 2016 for \$85,000, and
- WHEREAS, Subsequently, the estate of the property owner requested an additional \$5,000 for this property, now totaling \$90,000, which is still within the appraised value, and
- WHEREAS, The additional funding of \$90,000 will be funded from the FY2009 portion of the CSCU 2020 Program Land and Property Acquisition Program, therefore be it
- RESOLVED THAT, Contingent on the approvals of the Department of Administrative Services, State Properties Review Board, and Attorney General That the Board of Regents for the Connecticut State Colleges and Universities will purchase 330 High Street for the consideration of \$90,000 for Eastern Connecticut State University.

A TRUE COPY:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

CSUS 2020 purchase of property for Eastern Connecticut State University - REVISION

**BACKGROUND**

The CSUS 2020 Land and Property Acquisition Program provides an available fund source for the acquisition of properties that are strategic to meet current and future academic and support needs of the four universities. Land and buildings considered for purchase are located adjacent to, or nearby the universities and will include residential, open land, and industrial zoned properties. It is important that funds be on hand to purchase strategic properties as they become available for acquisition or else they may be sold to private entities and the opportunity for their acquisition may be lost for several years.

Board of Regents Property Acquisition Procedures for the universities permit each university to pursue the first priority on their list at any one time. If the property is unable to be purchased, the university cannot proceed to the second priority until all the other universities have acted on their first priority. To date all priorities have been acted on with either a purchase or elimination. Current purchases are on a request by request basis as funding can support. Of the \$8,250,190 CSUS 2020 funding allocated for property purchases through FY 2017, \$5,185,259 remains uncommitted for potential university purchases.

**ANALYSIS**

Eastern has an established long term goal with obtaining residential properties on Prospect Street, High Street and Windham Street that are adjacent to the university. The long term goal for incorporating land parcels as part of the campus has enabled the university to establish a street presence and expand ever so slightly on the campus footprint as opportunities allow. The owner of 330 High Street expressed an interest with selling their residential property to the State for Eastern's use. 330 High Street is a .19 acre lot containing a 1,166 square foot cape style house constructed in 1954. The acquisition of this property will be the final residential parcel purchased on High Street for the university. This purchase is also significant due to its' close proximity to the new Fine Arts Instructional Center. The Board of Regents approved the purchase of 330 High Street on September 16, 2016. The approved purchase cost was \$85,000.

Subsequently, the estate of the property owner has determined they need to obtain \$5,000 more than the original agreement for the property sale. The revised purchase cost of \$90,000 remains within the appraised value.

This purchase will be funded from FY 2009 of the CSCU 2020 Land and Property Acquisition Program.

**PRESIDENT'S RECOMMENDATION**

Approve the purchase of 330 High Street for Eastern Connecticut State University for an additional \$5,000 above the prior Board approval, pending final approvals of the Department of Administrative Services, State Properties Review Board and Attorney General.

6/7/17 Finance Committee

6/15/17 Board of Regents for ratification

## RESOLUTION

concerning

### CSUS 2020 FUNDING REALLOCATION FOR EASTERN CONNECTICUT STATE UNIVERSITY

July 15, 2017

- WHEREAS, \$87,671,000 was funded for design construction and equipment for a new Fine Arts Instructional Center at Eastern; and
- WHEREAS, The new Fine Arts Instructional Center is operational and the project is complete; and
- WHEREAS, \$2,209,356.95 of uncommitted project funds remain available at the CSCU; and
- WHEREAS, Approximately \$1,000,000 of uncommitted project funds remain available at the Department of Construction Services (DCS), pending final project closeout; and
- WHEREAS, \$1,569,000 of the CSCU uncommitted funds will be reallocated as supplemental Goddard Hall/Communications Building project funds; and
- WHEREAS, \$640,356.95 of the CSCU uncommitted funds will be reallocated to Eastern's Code Compliance/Infrastructure Improvements program; and
- WHEREAS, \$1,000,000 of the DCS approximate uncommitted funds, when released, will be reallocated to Eastern's Code Compliance/Infrastructure Improvements program; therefore, be it
- RESOLVED, From Eastern's completed Fine Arts Instructional Center project uncommitted and available funds will be reallocated as:
1. \$1,569,000 to the Goddard Hall/Communications Building project
  2. \$640,356.95 to Eastern's Code Compliance/Infrastructure Improvements program
  3. \$1,000,000, when released by the DCS, to Eastern's Code Compliance/Infrastructure Improvements program.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
Board of Regents for Higher Education



**ITEM**

CSCU 2020 Reprogramming of funding for Eastern Connecticut State University.

**BACKGROUND**

Legislation allows the Board of Regents to reallocate uncommitted CSCU 2020 project funds to other CSCU 2020 named projects or programs at the completion of each project. Eastern's Fine Arts Instructional Center is complete. Requested is for the reallocation of uncommitted available funds from the Fine Arts Instructional Center project to other CSCU 2020 named projects or ongoing programs at Eastern.

**ANALYSIS**

The CSCU 2020 program budgeted \$87,671,000 across FY 2011, FY 2014 & FY 2016 for design, construction and equipment of a new Fine Arts Instructional Center at Eastern. Other than warrantee and final closeout type work this project is complete. \$2,209,356.95 of project funding remains uncommitted and available at the CSCU. Approximately \$1,000,000 of additional project funding remains uncommitted and available at the Department of Construction Services (DCS). Legislation allows the Board of Regents to reallocate program funds at the completion of a project to other CSCU 2020 named projects and programs pending total project budgets are not modified by more than 5%.

Comprehensive renovations to Goddard Hall at Eastern was funded under the initial CSCU 2020 legislation. In FY 2016, through project reprioritizing, available funding for comprehensive renovations to Eastern's Communication Building was combined with the Goddard Hall renovation project. The aggregate project funding is \$31,382,000. As design of this project is being completed it is apparent the prior available supplemental funding is not sufficient to complete comprehensive renovations at both buildings.

Requested, of the CSCU uncommitted and available Fine Arts Instructional Center \$2,209,356.95, \$1,569,000 will be reallocated to the Goddard Hall/Communications Building renovation project and \$640,356.95 will be reallocated to Eastern's Code Compliance/Infrastructure Improvements program. When the DCS completes their project closeout, which may take up to 6-months, the DCS uncommitted funds will be reallocated to Eastern's Code Compliance/Infrastructure Improvements program.

In accordance with State statute (CGS Sec. 10a-91d(c)), these funding reallocations do not increase or decrease CSCU 2020 project or program totals by 5% or more and do not require legislative authorization.

**PRESIDENT'S RECOMMENDATION**

Approve the reallocation of Eastern's Fine Arts Instructional Center uncommitted and available funds of \$1,569,000 to the Goddard Hall/Communications Building project, \$640,356.95 to Eastern's Code Compliance/Infrastructure Improvements program and DCS uncommitted funds of approximately \$1,000,000 to Eastern's Code Compliance/Infrastructure Improvements program when funding is released by the DCS.

6/7/17 Finance Committee

6/15/17 Board of Regents for ratification



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Tuition Charged to Veterans of the Armed Forces and Qualified Individuals using Post 9/11 GI Bill, Montgomery GI Bill and Fry Scholarship

June 15, 2017

WHEREAS, On May 21, 2015 the Board of Regents for Higher Education approved a resolution charging in-state tuition to certain veterans of the Armed Forces and qualified individual under the Veterans Access, Choice, and Accountability Act of 2014 so that it was compliant with 38 U.S.C 3679(c); and

WHEREAS, In December 2016 Congress passed Pubic Law 113-315, which modified 38 U.S.C. 3679(c) and as a result the Resolution passed on May 21, 2015 is no longer compliant; and

WHEREAS, Public Law 113-315 requires the Veterans Administration to disapprove schools for the Post-9/11 GI Bill and the Montgomery GI Bill-Active Duty if the school charges more than the resident rate to covered individuals , as described in 308 U.S.C. 3679(c), for terms beginning on or after July 1, 2017; now therefore,

RESOLVED, For any course, semester, or term commencing on or after July 1, 2017 the below classified students shall be charged tuition and fees as though they were classified as in-state students for such purposes:

- A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- Anyone using transferred benefits who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
- Individuals who initially meet the requirements above will maintain "covered individual" status as long as they remain continuously enrolled at the institution of higher learning, even if they are outside the 3-year window or enroll in multiple programs.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence)

- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.
- The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679(c) as amended.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

Board of Regents for Higher Education

Policy concerning Tuition Charged to Veterans of the Armed Forces and Qualified Individuals  
using Post 9/11 GI Bill, Montgomery GI Bill and Fry Scholarship

June 15, 2017

For any course, semester, or term commencing on or after July 1, 2017 the below classified students shall be charged tuition and fees as though they were classified as in-state students for such purposes:

- A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- Anyone using transferred benefits who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
- Individuals who initially meet the requirements above will maintain "covered individual" status as long as they remain continuously enrolled at the institution of higher learning, even if they are outside the 3-year window or enroll in multiple programs.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence)
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.
- The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679(c) as amended.

APPROVED 5/21/15; REVISED 6/15/17



**ITEM**

Tuition Charged to Veterans of the Armed Forces and Qualified Individuals using Post 9/11 GI Bill, Montgomery GI Bill and Fry Scholarship

**BACKGROUND**

On May 21, 2015 the Board of Regents for Higher Education approved a resolution charging in-state tuition to certain veterans of the Armed Forces and qualified individual under the Veterans Access, Choice, and Accountability Act of 2014 so that it was compliant with 38 U.S.C 3679(c).

However, in December 2016, Congress passed Public Law 114-315, which modified 38 U.S.C. 3679(c). As a result of the new law, individuals using the Fry Scholarship under 38 U.S.C. 3311(b)(9) are no longer required to enroll within three years of the service members death, and there is no longer a requirement that the service member who died had served at least ninety days of active duty service. Because individuals using the Fry Scholarship are no longer required to enroll within three years of the death of the service member, the concept of continuous enrollment does not apply to these individuals. Additionally, a new category of individuals who qualify for covered individual status under 38 U.S.C. 3679(c) was added. This category is individuals who live in the state in which the institution is located and are using transferred Post-9/11 GI Bill benefits while the transferor is a member of the uniformed services on active duty.

As a result of the modifications to 38 U.S.C. 3679(c), CSCU is no longer compliant. Public Law 114-315 requires the Veterans Administration to disapprove colleges and universities for the Post-9/11 GI Bill and the Montgomery GI Bill-Active Duty if the college or university charges more than the resident rate to covered individuals, as described in 38 U.S.C. 3679(c), for terms beginning on or after July 1, 2017.

The modifications to the May 15, 2015 policy comply with the new requirements in 38 U.S.C. 3679(c).

**RECOMMENDATION**

That the board vote to rescind Resolution dated May 21, 2015 entitled "Tuition Charged to Certain Veterans of the Armed Forces and Qualified Individuals under the Veterans Access, Choice and Accountability Act of 2014" and adopt this policy regarding Tuition Charged to Veterans of the Armed Forces and Qualified Individuals using Post 9/11 GI Bill, Montgomery GI Bill and Fry Scholarship.

RESOLUTION  
concerning  
APPROVAL OF MISSION AND VISION STATEMENTS  
for  
WESTERN CONNECTICUT STATE UNIVERSITY  
June 15, 2017

- WHEREAS, Western Connecticut State University seeks to adopt an institutional mission and vision that is congruent with the CSUs and yet distinct from the other CSUs, as well as define its areas of excellence in servicing the state of Connecticut and its citizenry, and
- WHEREAS, Through Board Resolution 10-53 the Board of Trustees for the Connecticut State University System approved Western Connecticut State University's mission statement on September 23, 2010, and
- WHEREAS, As part of its strategic planning process beginning in the spring of 2014, Western Connecticut State University identified five goals which serve as the cornerstone for the vision statement, and
- WHEREAS, The mission and vision statements have emerged through appropriate university committees and processes, including the approval from the university Senate and the university President, therefore be it
- RESOLVED, That the Board of Regents for Higher Education rescinds Board Resolution 10-53 and approves the mission and vision statements for Western Connecticut State University as attached.

A Certified True Copy:

---

Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

## Western Connecticut State University

### Mission and Vision Statements

June 15, 2017

#### Mission Statement

Western Connecticut State University changes lives by providing all students with a high quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

To achieve this, we

1. Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.
2. Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.
3. Attract student-centered faculty who are passionate teachers and accomplished scholars.
4. Establish partnerships that create opportunities for internships, research, and experiential learning.

(Approved by the University Senate on March 11, 2015, by the University President on March 24, 2015, by the Academic and Student Affairs Committee on June 2, 2017)

#### Vision Statement

Western Connecticut State University will be widely recognized as a premier public university with outstanding teachers and scholars who prepare students to contribute to the world in a meaningful way.

(Approved by the University Senate on January 18, 2017, by the University President on January 19, 2017, by the Academic and Student Affairs Committee on June 2, 2017)



**ITEM**

Resolution concerning Approval of Mission and Vision Statements for Western Connecticut State University

**BACKGROUND**

When the strategic planning process began in January 2014, the steering committee was charged with revisiting the university's mission and vision statements approved by the Board of Trustees in 2010 (BR# 10-53). The proposed modifications represent the ways the university has evolved and changed in the years since the last statements were approved.

**ANALYSIS**

In January 2014, WCSU's President charged a steering committee with involving the campus in a strategic planning process. The steering committee organized members into smaller subcommittees to accomplish the following: review mission, values and vision statements; review the previous strategic plan and master plan to identify what had been accomplished, what remained, and what was no longer relevant; and conduct an environmental scan to identify internal and external strengths, weaknesses, opportunities, and challenges (SWOT). The work of these subcommittees was informed by the broad participation of faculty, staff, students, alumni, and external stakeholders.

The university's vision is to become a premier public university with outstanding teachers and scholars who prepare students to contribute meaningfully to the world. The new mission statement has guided the university in its decisions about strategic goals and the vision that we hope to realize once the goals have been achieved.

**PRESIDENT'S RECOMMENDATION**

Rescind Board Resolution 10-53 and approve the mission and vision statements for Western Connecticut State University as attached

06/02/17 BOR Academic and Student Affairs Committee  
06/15/17 Board of Regents



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

March 3, 2017

President Mark Ojakian  
Provost Jane McBride Gates  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

Dear President Ojakian and Provost Gates:

We provide for your review our now completed strategic plan which includes a new Mission Statement, Values Statement, and Vision Statement as well as five Goals and accompanying strategies to achieve the goals. Once your review is complete and, assuming assent, the document and the supporting documents which demonstrate University Senate and Presidential approval will move to the ASA Committee for approval.

As you will note from the attached documents, the campus approval process began in March 2015 with the approval of the Mission Statement and concluded in January 2017 with the approval of the Vision Statement. Throughout the process, the 21-member Steering Committee, co-chaired by a faculty member and an administrator, involved the campus as well as external stakeholders in the process to determine the completed plan.

Worthy of note is that in 2015 as we were in the midst of developing the plan, the President of the System asked us to demonstrate how our plans were to be in concert with the comprehensive plan for CSCU. At that time, we referenced the Environmental Scan Report of the Strategic Planning Steering Committee, the Mission and Values Statements, and the work that was ahead of us to develop the Vision Statement and the Goals. We believe that we have maintained our commitment to create a plan that is consonant with the efforts of the System.

We look forward to your feedback and to moving forward to implement the goals and strategies of our plan.

If you have any questions or need additional information, please don't hesitate to contact me at the phone number or e-mail address listed below.

Sincerely,

A handwritten signature in black ink, appearing to read "John B. Clark".

Dr. John B. Clark

Enclosure

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

CSCU Listing of Accepted Measures of Skill Level

June 15, 2017

WHEREAS, in June 2014, via Board Resolution #14-071, the Board of Regents for Higher Education approved a listing of multiple commonly accepted measures of skill level; and

WHEREAS, The American Council on Education's (ACE) *College Credit Recommendation Service* has performed extensive analysis of the newest version of the GED test (introduced in 2016) and recommended that a student who achieves scaled scores above 165 on a given subject test should be waived from taking developmental courses and placement testing in that subject area. Now, therefore, be it

RESOLVED: That the Board of Regents for Higher Education accepts the use of student scaled scores on the GED (2016) as an instrument for placing students in initial math and English courses at CSCU institutions, and be it further

RESOLVED: That the Board of Regents for Higher Education accepts the use of the GED (2016) scaled scores to remove the need for additional testing thereby expediting the advising, admissions and registration process, and be it further

RESOLVED: that BR #14-071 concerning Multiple Measures is hereby rescinded and supplanted with the updated listing of Accepted Measures of Skill Level listed below;

- |                          |   |
|--------------------------|---|
| • CLEP/AP/DANTES         | • Local Challenge Essay                         |
| • Accuplacer             | • Local Math Exam                               |
| • Accuplacer WritePlacer | • Non-Cognitive Questionnaire                   |
| • ACT Scores             | • SAT Scores                                    |
| • CLEP/AP/DANTES         | • SBAC (Smarter Balanced Assessment Consortium) |
| • GED                    | • Student Interview                             |
| • HS Transcript          |   |

and be it further

RESOLVED: That this amendment to the accepted multiple measures listing be shared with presidents, chief academic officers, chief student affairs officers, admission directors and placement coordinators at all CSCU institutions.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Approval of the use of student scaled scores on the *GED* (2016) as an instrument for placing students in initial courses at CSCU institutions.

**Intent**

The intent of this policy is to allow CSCU institutions to consider scores from the *GED* (2016) to place incoming students in initial math and English courses.

**Rationale for the Change**

The American Council on Education's (ACE) *College Credit Recommendation Service* has performed extensive analysis of the newest version of the *GED* test (introduced in 2016) and has recommended that a student who achieves scaled scores above 165 on a given subject test should be waived from taking developmental courses and placement testing in that subject area.

By removing the need for additional testing and thereby expediting the admissions and advising process for home-schooled and other non-traditional students who have passed the *GED*, this policy change will encourage non-traditional students to consider attending community colleges and public universities.

**Direct Costs**

No additional costs are associated with this policy change.

**Policy Effect**

This policy change will expedite the admissions/registration process for home-schooled students and other students who earned high school credentials by passing the *GED*.

**Policy Sharing and Implementation**

This proposed policy will be shared with presidents, chief academic officers, chief student affairs officers, admission directors and placement coordinators at all CSCU institutions.

SR Revised – 06/06/17

06/02/17 – Academic and Student Affairs Committee

06/15/2017 – Board of Regents

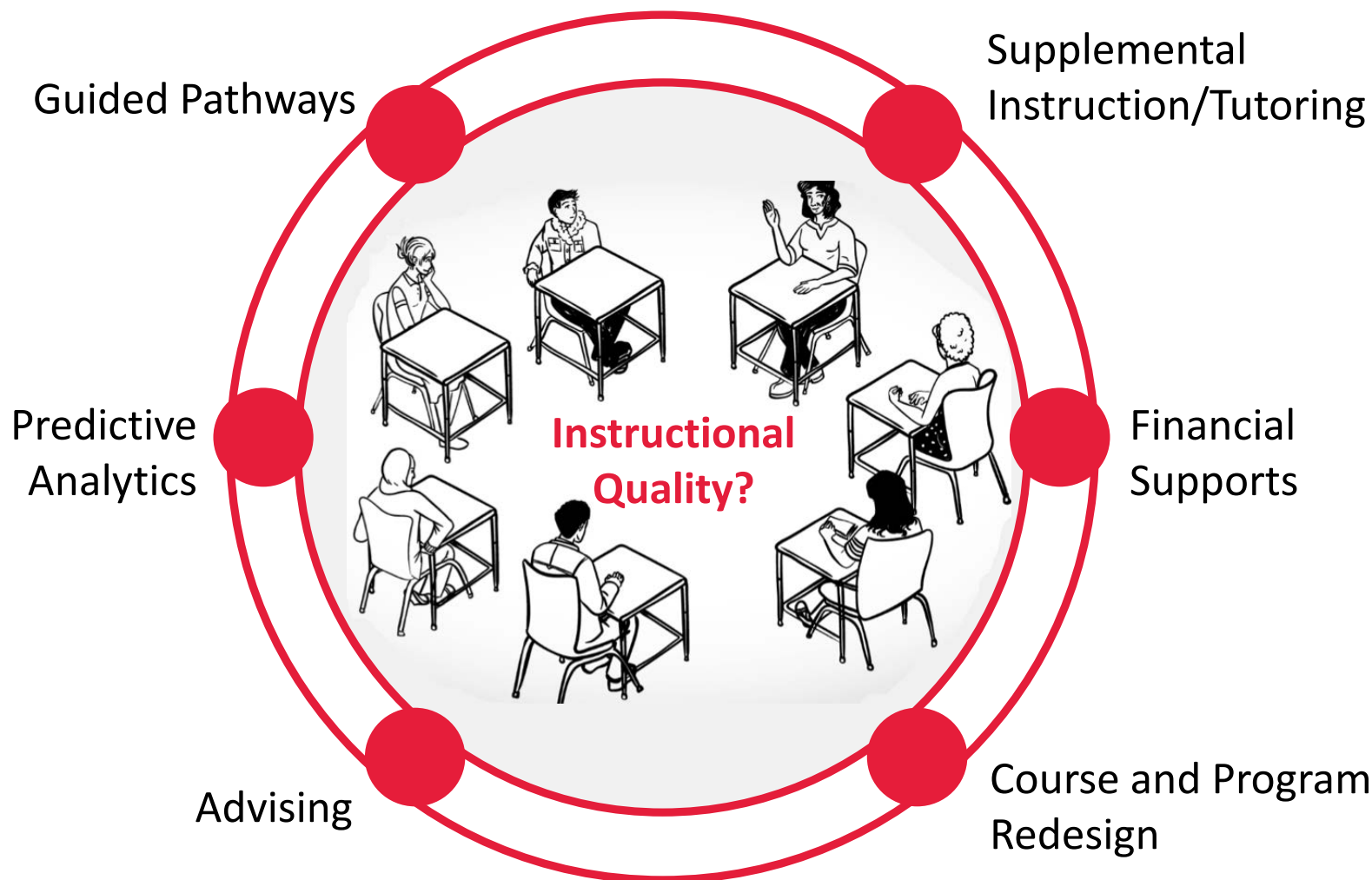
# Student Success Through Quality Instruction

Presentation to the CSCU  
Board of Regents

June 2017



# The nation's “student success” agenda





# The evidence is clear: Teaching matters

**When instructors  
use evidence-  
based teaching  
practices:**



Academic outcomes improve<sup>1</sup>

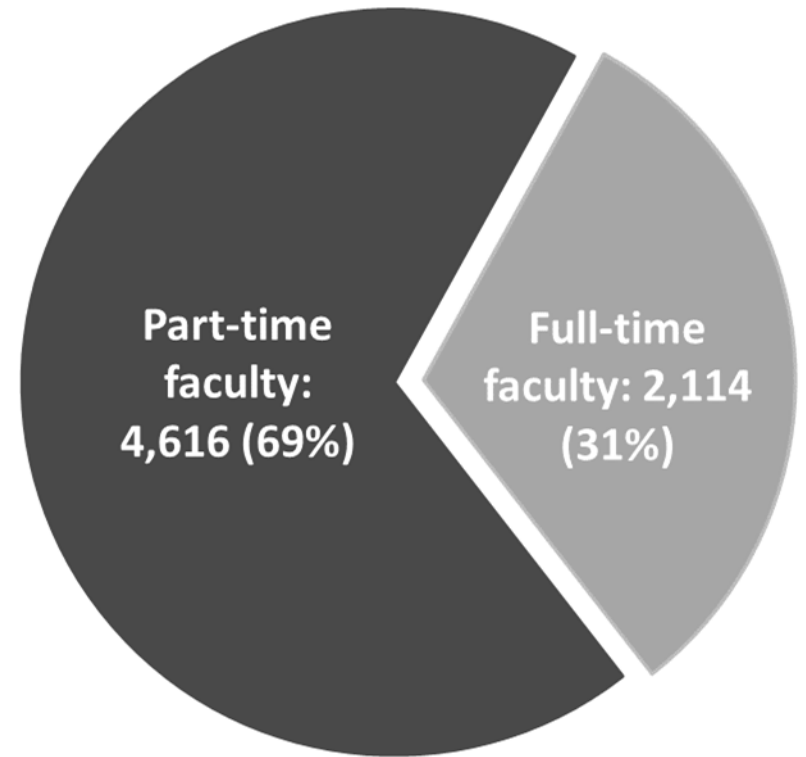
Retention and graduation rates rise<sup>2</sup>

Achievement gaps narrow<sup>3</sup>

Institutional finances strengthen<sup>4</sup>

# Stronger instruction, system-wide?

How can we better support CSCU's 6,700 faculty, to make instructional quality a strategic driver of student retention, graduation, and learning?



# ACUE's Purpose and Approach










# ACUE's purpose and approach

- **Prepares and credentials college educators** in evidence-based teaching practices necessary for student success.
- **Endorsed by the American Council on Education**, the nation's most influential higher education association.



# ACUE's Course: Comprehensive and evidence-based

## 25 online modules across five units of study:

-  Designing an Effective Course and Class
-  Establishing a Productive Learning Environment
-  Using Active Learning Techniques
-  Promoting Higher Order Thinking
-  Assessing to Inform Instruction and Promote Learning

# Built with colleges and universities nationwide



Rutgers University-  
Newark



Long Island University



Wesleyan University



University of  
Connecticut



New Jersey City  
University



The City College of  
New York



Montclair State  
University



Goucher  
College



Diné  
College



California State  
University, Los Angeles



University of North  
Carolina at Chapel Hill



Miami Dade  
College



California State  
University, East Bay



Arizona State  
University



University of Colorado  
Denver



University of  
Arizona



Butler  
University



California State  
University, Northridge



University of  
Michigan



University of Nevada,  
Reno



Colorado State  
University



University of Southern  
Mississippi



West Virginia  
University



East Carolina  
University



University of Nevada,  
Las Vegas



Florida International  
University



San Francisco State  
University



University of North  
Carolina at Wilmington



Kansas State  
University



Elon  
University



University of Missouri-  
Kansas City



Florida Agricultural and  
Mechanical University



Essex County  
College



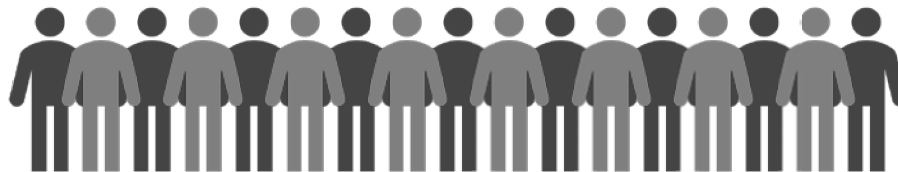
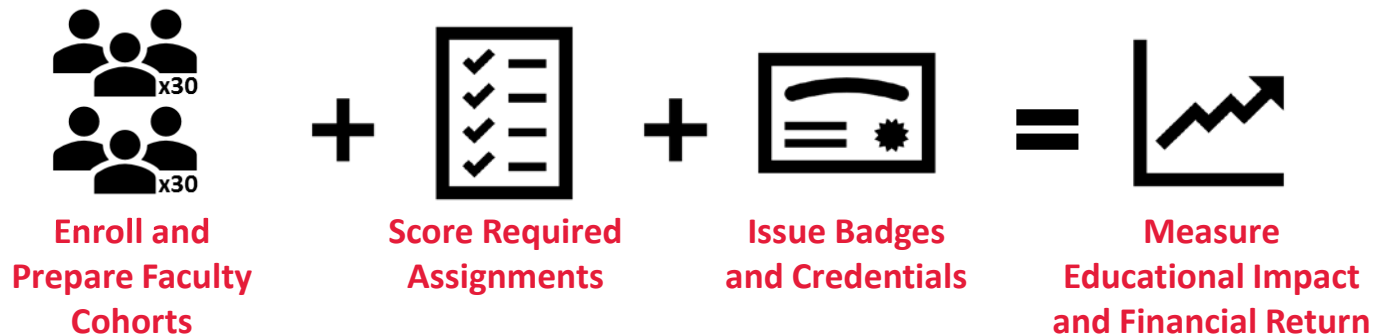
The University of  
Kansas



Delta State University



# Partnership services



ACUE Community of Professional Practice

# CSCU 2017 Pilot



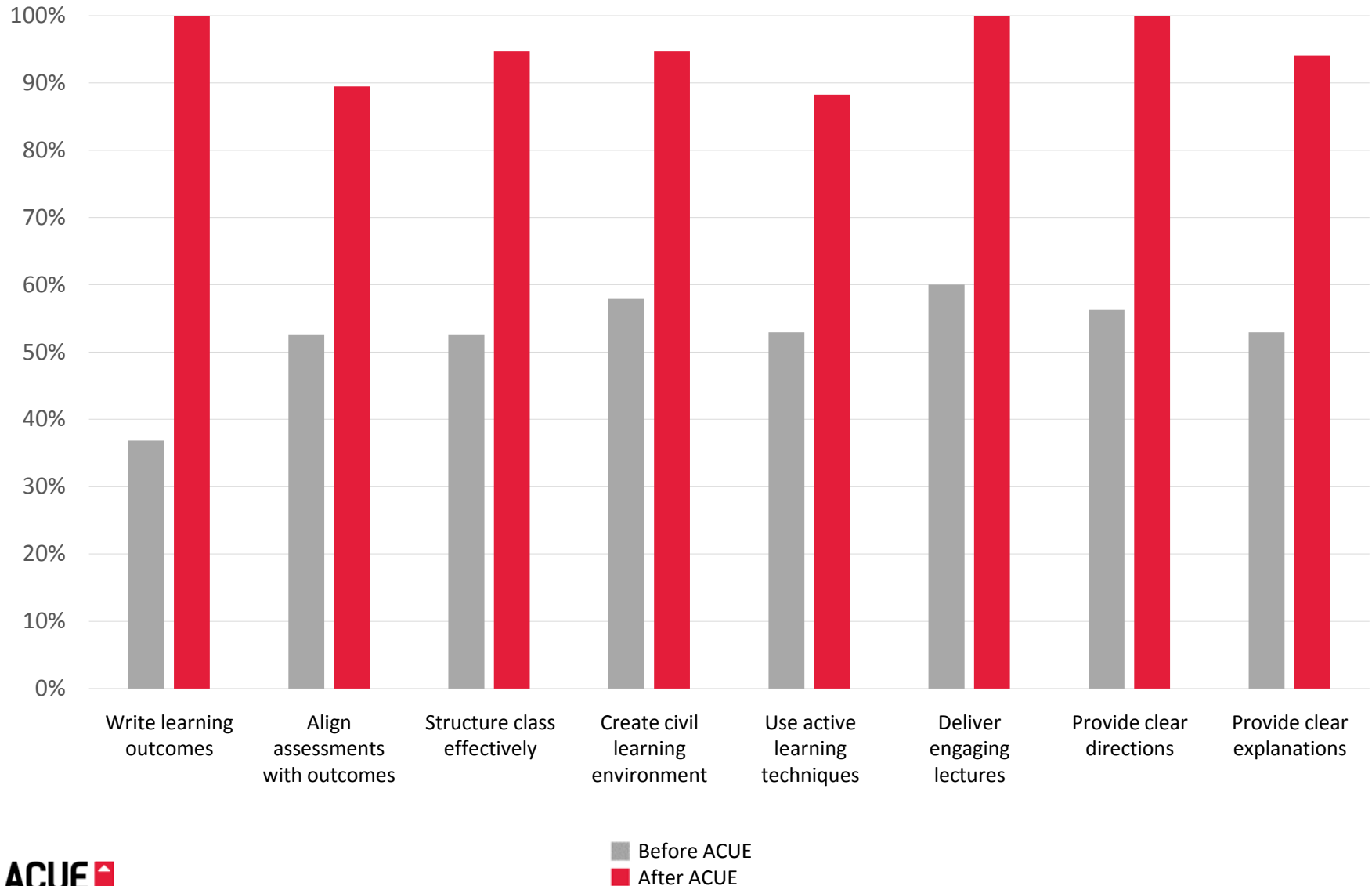
# CSCU and ACUE's 2017 Pilot

- **Four campuses:** Eastern, Housatonic, Naugatuck, Southern
- **60 faculty**
- **Timeline:**
  - ✓ Kick-off orientations (January)
  - ✓ Course completed (February to May)
  - ✓ Certificate celebrations and media coverage (June)
  - ✓ Pilot evaluation (June)

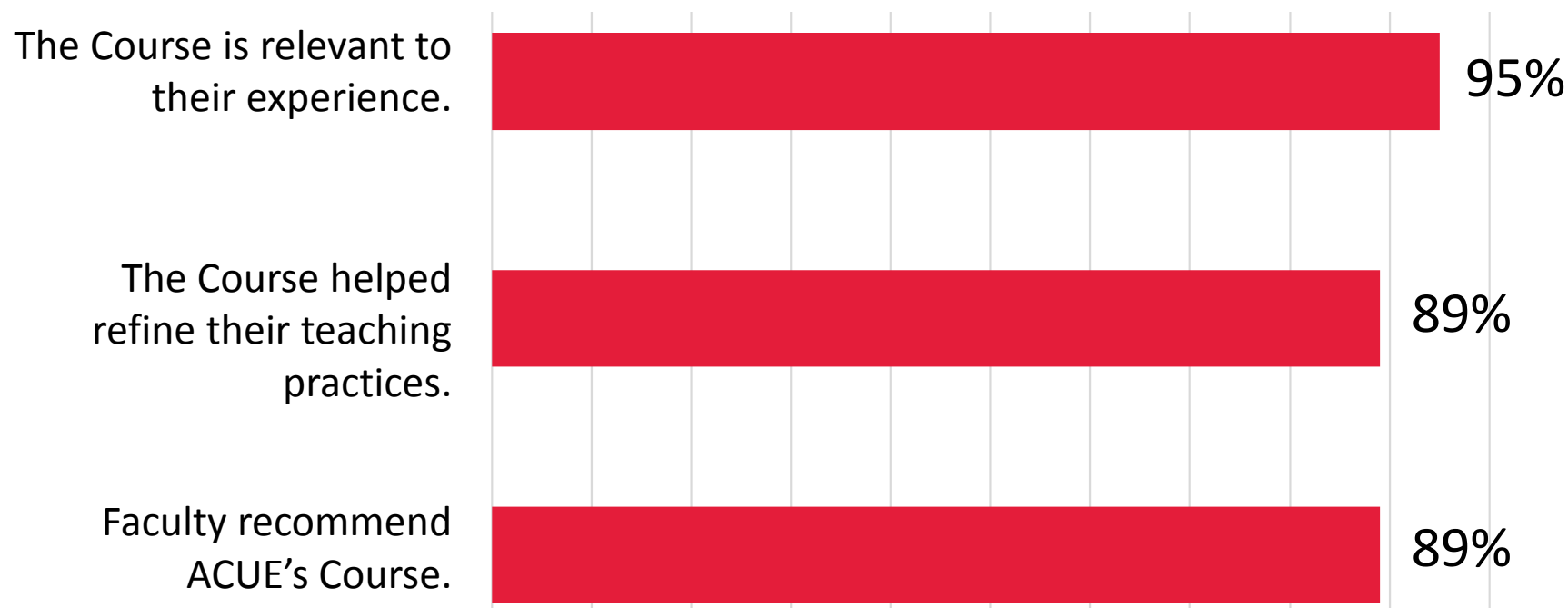




# Faculty improved their ability to:



## Faculty found the experience rewarding:



## Students saw the difference:

Students more likely to  
recommend their  
instructor to a friend

90%

Students reporting  
better experience than  
in their other courses

70%

“This course greatly exceeded my expectations. I was engaged and I learned more because of that.”

# Campuses are positive

## New Program at NVCC Will Improve Teaching and Learning

Pilot Program Emphasizing Excellence in Teaching Elevates NVCC's Student Success Plan

By Nancy Sasso Janis (Patch Contributor) - May 3, 2017 5:19 pm ET

*Pilot Program Emphasizing Excellence in Teaching Elevates NVCC's Student Success Plan Through partnership with the Association for College and University Educators*



### Pilot Program Emphasizing Excellence in Teaching Elevates NVCC's Student Success Plan

Through partnership with the Association for College and University Educators

Increased student engagement, faculty who are more confident in their teaching, more relevant course material, and an improved student experience are many of the benefits that Naugatuck Valley Community College hopes to gain from a pilot program with the Association for College and University Educators (ACUE) which began in February. Partnering with 12



## HCC Pilots CSU System Initiative Focused On Student Success and Teaching Excellence

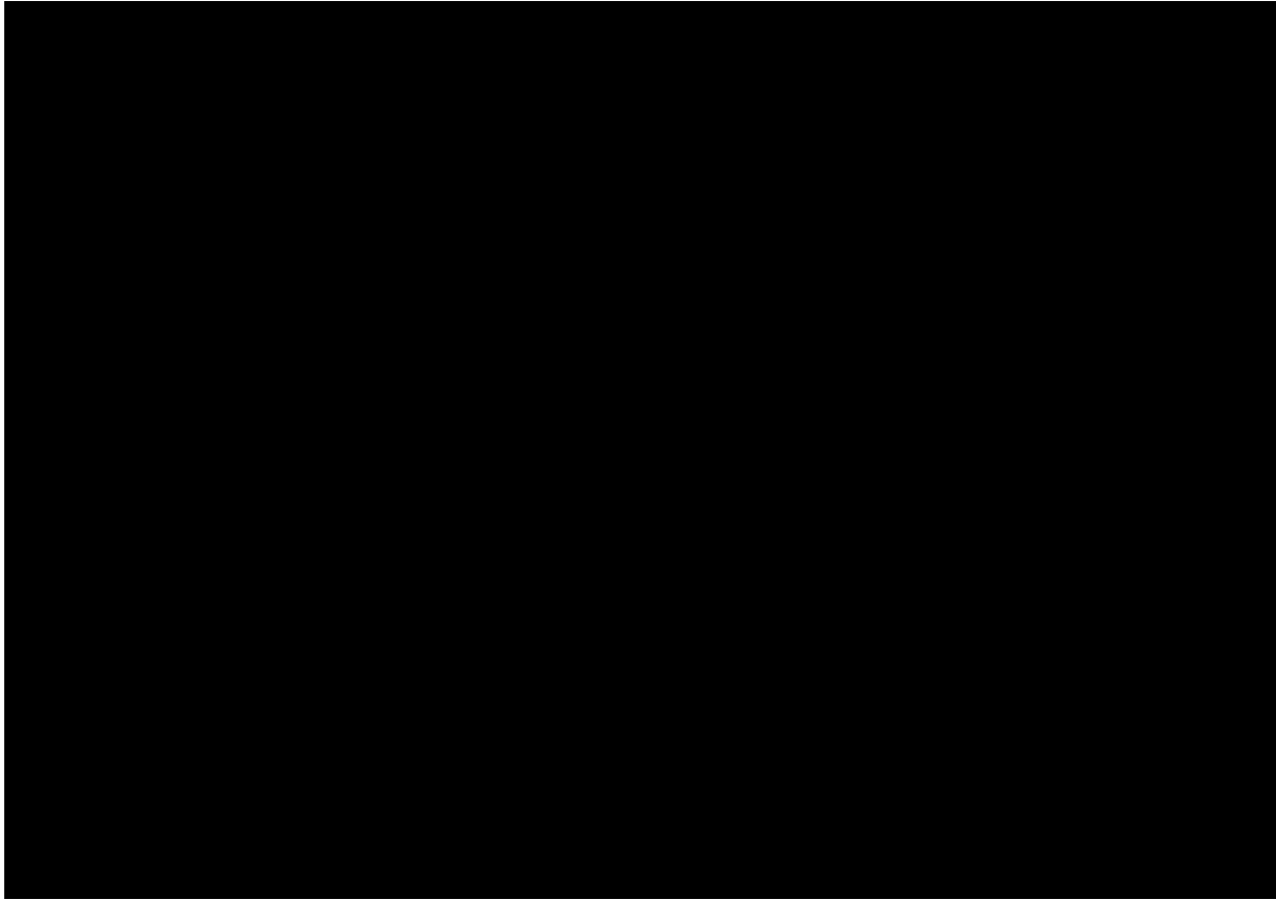
This month, HCC faculty earned a first-of-its-kind Certificate in Effective College Instruction, a nationally recognized credential endorsed by the American Council on Education (ACE). They are among the first educators across the Connecticut State Colleges and Universities (CSCU) system to complete the program, which includes participation in a comprehensive pedagogical training course offered through the Association of College and University Educators (ACUE).



# Next step: Systemwide roll out

- **Plan programs for all 17 institutions**
- **Secure third-party financial support**
- **Launch this fall**
- **Measure efficacy**

In their own voices:



In their own voices:

