

CT BOARD OF REGENTS FOR HIGHER EDUCATION

AGENDA – SPECIAL MEETING

10:00 a.m., Friday, January 17, 2014

Regents Boardroom, 61 Woodland Street, Hartford, CT

1. **Call to Order**
2. **Roll Call and Declaration of Quorum**
3. **Approval of Meeting Minutes**
4. **Consent Agenda**
 - a) Termination of Existing Academic Programs
 - i. Recreation and Leisure Studies A.S. Norwalk CC 1
 - ii. Client/Server Systems Certificate - Naugatuck Valley CC 2
 - iii. Microcomputer Networking Customer Support Certificate - Naugatuck Valley CC 3
 - iv. Sales Support and Service Certificate - Naugatuck Valley CC 4
 - b) Modification of Programs
 - i. Computer Networking – name change - Naugatuck Valley CC 5
 - ii. Reinstatement of program – Natural Science – MS - Central CSU 6
 - iii. Termination – Natural Science-Science Education Specialization – MS Central CSU 7
 - iv. Administrative Medical Office Skills Cert (name change) – Quinebaug Valley CC 8
 - c) Licensure of New Programs
 - i. Biotechnology – A.S. - Capital CC 9
 - ii. Finance Major B.S. – Eastern CSU 17
 - d) Accreditation of Existing Program
 - i. Nursing Education – Ed.D. - Southern CSU and Western CSU 23
 - ii. Applied Physics – M.S. – Southern CSU 31
 - e) Proposal for Adjunct Faculty Teaching Award 39
 - f) Appointment to Wm. A. O'Neill Endowed Chair – Central CSU 43
 - g) Policy Regarding Suspected Abuse or Neglect to a Child – ConnSCU 63
 - h) Revision of Student Worker pay rates effective January 1, 2014 – ConnSCU 66
5. **Academic & Student Affairs Comm. – Dr. Merle Harris, Committee Chair** *no report*
 - a) University Sabbaticals 2014-2015 – *info only* 49
6. **Administration Committee, Naomi Cohen, Committee Chair** *no report/no exhibits*
7. **Finance Committee – Matt Fleury, Committee Chair** *no report/no exhibits*
8. **Audit Committee – Craig Lappen, Committee Chair** *info only; click on links below to view*
 - a) FY2013 Audit of [Charter Oak State College](#) *PDF size 10MB* and [CT Distance Learning Consortium](#) *PDF size 8MB* (O'Connor & Drew P.C.)
 - b) FY2013 Audit of [Project Expenditures CSUS 2020](#) (Marcum, LLP) *PDF size 171KB*
 - c) FY2013 [Financial Statements and Management Letters for the Connecticut State Universities and Community Colleges](#) (PricewaterhouseCoopers LLP) *PDF size 3MB*
9. **Special Committees**
 - a) Strategic Planning - Rene Lerer, Committee Chair *no report/no exhibit*
 - b) Information Technology – Nicholas Donofrio, Committee Chair *no report/no exhibit*

- 10. Executive Committee – Nicholas M. Donofrio, Committee Chair** *no report/no exhibit*
- 11. Board of Regents Chair, Nicholas M. Donofrio**
- 12. Board of Regents President, Dr. Gregory W. Gray**
 - a) Excel CT
- 13. Adjourn**

Opportunity to Address the Board
Students followed by
Faculty & Staff

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ITEM

Termination of a program in Recreation and Leisure Studies-Therapeutic Option and Leadership Option leading to an Associate of Science (AS) degree and the Recreation and Leisure Studies undergraduate certificate (C2) at Norwalk Community College.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Recreation and Leisure Studies-Therapeutic Option and Leadership Option leading to an Associate of Science (AS) degree and the Recreation and Leisure Studies undergraduate certificate (C2) at Norwalk Community College.

BACKGROUND

Norwalk Community College has requested to terminate a program in Recreation and Leisure Studies-Therapeutic Option and Leadership Option leading to an Associate of Science (AS) degree and the Recreation and Leisure Studies undergraduate certificate (C2). Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

NCC has decided to terminate the degree and certificate programs due to low and declining enrollment and repeatedly cancelled courses due to low enrollment. There is a limited job market and students are better served by completing a Liberal Arts and Sciences transfer program and seeking a degree in recreation or related studies on a four-year level. Pertinent employers are seeking candidates with at least a Bachelor's degree.

PHASE OUT/TEACH OUT STRATEGY

Students currently in the program will be contacted individually and advised as to the sequence of courses needed to complete their degree or certificate. New students will no longer be allowed to enter the program. All program classes needed will be completed during the spring 2014 semester bringing most certificate students to completion. Others will be able to finish other degree requirements at a pace convenient for them.

RESOURCES

No resources are required to make this change.

11/13/13 – ConnSCU Academic Council

12/06/13 – Academic & Student Affairs Committee

1/17/2014 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

RATIONALE

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

PHASE OUT/TEACH OUT STRATEGY

Currently the program has no enrollment.

RESOURCES

No resources are required to make this change.

12/11/13– ConnSCU Academic Council

1/06/14 – Academic & Student Affairs Committee

1/17/14 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

RATIONALE

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

PHASE OUT/TEACH OUT STRATEGY

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

RESOURCES

No resources are required to make this change.

12/11/13– ConnSCU Academic Council

1/06/14 – Academic & Student Affairs Committee

1/17/14 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

RATIONALE

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

PHASE OUT/TEACH OUT STRATEGY

There are no students currently in the pipeline or projected.

RESOURCES

No resources are required to make this change.

12/11/13– ConnSCU Academic Council

1/06/14 – Academic & Student Affairs Committee

1/17/14 – Board of Regents

ITEM

Modification of a program in Microcomputer Networking Specialist leading to an undergraduate certificate at Naugatuck Valley Community College to change the name to Computer Networking

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Microcomputer Networking Specialist leading to an undergraduate certificate at Naugatuck Valley Community College to change the name to Computer Networking

BACKGROUND

Naugatuck Valley Community College has requested that the name of its Microcomputer Networking Specialist program leading to an undergraduate certificate be changed to a Computer Networking program. This change is requested to align the program with current industry terms. A program review of the Computer Information Systems Technology and associated certifications was completed and determined “Micro Computers” is no longer effective terminology and is outdated. It is advised that current terminology of “computer” is current with industry terms.

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

RATIONALE

The College has requested this name change to align with current programmatic terminology and postings for job openings. No curricular adjustments are necessary.

11/13/13 – ConnSCU Academic Council

12/06/13 – BOR-Academic and Student Affairs Committee

1/17/14 – Board of Regents

ITEM

Reinstatement of a program in Natural Science leading to a Master of Science (B.S.) degree at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution reinstatement of a program in Natural Science leading to a Master of Science (M.S.) degree at Central Connecticut State University

BACKGROUND

Central Connecticut State University recently requested termination of a program in Natural Science leading to a Master of Science (M.S.) degree in order to merge that into a new STEM Education program. They were approved in October 2013. The termination, however, should have been requested only for the Natural Science-Science Education Specialization. The MS in Natural Science has two other viable specializations in Physics and Earth Sciences that should not have been terminated. With reinstatement of the Natural Science program, termination of just the Science Education Specialization will be requested.

RATIONALE

The M.S. in Natural Science-Science Education specialization and the M.S. in Technology and Engineering Education recently merged to create a new STEM Education program in an effort to increase enrollment and offer more relevant programs to certified teachers. Both programs currently prepare in-service teachers in their respective content areas. The creation of a new M.S. in STEM Education for Certified Teachers will enhance teachers' knowledge in and application of the STEM areas (Science, Technology, Engineering, and Mathematics). Graduates of the program will be able to prepare their K-12 students in public and private schools in the STEM practices needed for the future workforce and career opportunities. The MS in Natural Science will retain two other viable specializations in Physics and Earth Sciences.

Fall Headcount Enrollment and Completions

	2009-10	2010-11	2011-12	2012-13	2013-14
Fall enrollment	20	9	8	6	5
Completions	9	7	3	4	--

RESOURCES

No resources are required to make this change.

12/06/13 – BOR-Academic and Student Affairs Committee

1/17/14 – Board of Regents

ITEM

Termination of a program in Natural Science-Science Education Specialization leading to a Master of Science (B.S.) degree at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Natural Science-Science Education Specialization leading to a Master of Science (M.S.) degree at Central Connecticut State University, with a phase out period until August 31, 2015

BACKGROUND

Central Connecticut State University has requested to terminate a program in Natural Science-Science Education Specialization leading to a Master of Science (M.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

The M.S. in Natural Science-Science Education specialization and the M.S. in Technology and Engineering Education recently merged to create a new STEM Education program in an effort to increase enrollment and offer more relevant programs to certified teachers. Both programs currently prepare in-service teachers in their respective content areas. The creation of a new M.S. in STEM Education for Certified Teachers will enhance teachers' knowledge in and application of the STEM areas (Science, Technology, Engineering, and Mathematics). Graduates of the program will be able to prepare their K-12 students in public and private schools in the STEM practices needed for the future workforce and career opportunities. The MS in Natural Science will retain two other viable specializations in Physics and Earth Sciences.

Fall Headcount Enrollment and Completions

	2009-10	2010-11	2011-12	2012-13	2013-14
Fall enrollment	20	9	8	6	5
Completions	9	7	3	4	--

TEACH-OUT STRATEGY

Students currently enrolled in the MS Natural Science-Science Education Specialization program will be able to complete their program; they will be allowed to take courses in their current program as long as they are available. If necessary they will substitute STEM courses offered in the new M.S. in STEM Education program for those that are listed on their planned programs of study. No special resources will be needed to accommodate them.

RESOURCES

No resources are required to make this change.

12/06/13 – BOR-Academic and Student Affairs Committee

1/17/14 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

RATIONALE

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

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

12/11/13 – ConnSCU Academic Council

1/10/14 – BOR-Academic and Student Affairs Committee

1/17/14 – Board of Regents

ITEM

Licensure of a program in Biotechnology leading to an Associate of Science (A.S.) degree at Capital Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license a program in Biotechnology leading to an Associate of Science (A.S.) degree at Capital Community College

BACKGROUND

Capital Community College has applied for license of a program in Biotechnology leading to an Associate of Science (A.S.) degree. The College currently offers technical programs in Architectural Engineering Technology, Radiology Technology and Computer Support Specialist, as well as programs in the healthcare field. There are no programs that meet the needs of an individual seeking training in biotechnology. The program will prepare graduates for immediate employment in entry level jobs in the biotechnology industry. Graduates of the program will acquire hands-on skills in cutting-edge techniques, technologies, and equipment used for research involving molecular biology, DNA cloning, bioinformatics, next generation DNA sequencing, synthetic biology, recombinant protein expression, protein purification, and the generation of monoclonal antibodies. Graduates will also acquire knowledge in laboratory procedures such as experimental design and trouble-shooting, participate in laboratory meetings by presenting relevant experimental findings, and document lab activities in a laboratory notebook. The program will prepare students for enrollment into the Biomedical Sciences: Biotechnology Specialization baccalaureate degree program at Central Connecticut State University.

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

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

10/9/2013 – ConnSCU Academic Council

12/6/2013 – BOR Academic & Student Affairs Committee

1/17/14 – Board of Regents

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in biotechnology.

Need

The Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Biological Technicians, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/biological-technicians.htm> forecasts a 14% increase in biological technician jobs between 2010 and 2020. This projection is in line with the 16.1% reported by the Connecticut Department of Labor at Connecticut Labor Market Information, Connecticut Department of Labor, Biomedical/Biotechnology (SDC#: 1109b) http://www1.ctdol.state.ct.us/TEPS/SupplyDemand_ClusterDetail2.aspx?sCode=1109b

Recently, the Board of Regents and a consortium of ConnSCU colleges received a U.S. Department of Labor Employment and Training Administration grant to fund the Connecticut Health and Life Sciences (HL-SCI) Career Initiative to support the development of programs that train veterans, Trade Adjustment Assistance (TAA)-impacted, dislocated and under-employed workers for jobs in the biomedical industry cluster. These funds supported the development of the curriculum for the Biotechnology program at CCC. The proposed program not only meets the goals of the HL-SCI grant but will also provide skilled workers for this growing industry. There are a number of national initiatives aimed at developing skilled workers in the growing biomedical industry cluster to meet the projected employment demands.

Unnecessary duplication of programs

Constituent Units include the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut.

Middlesex Community College in Middletown, Connecticut currently offers an associate degree in Biotechnology with tracks in Forensic Science and Biotechnology. The proposed program at Capital Community College will focus on genomics and bioinformatics. In addition, because most students at Capital Community College rely on public transportation, it would be a challenge for them to attend classes in Middletown. Therefore, the biotechnology program at Capital Community College will provide convenient geographic access to Hartford-based students.

The College of Technology offers a Biomolecular Science Option on its Technological Studies Option which functions primarily as a transfer pathway to Central Connecticut State University, offering neither internships nor a specific required core in biotechnology.

Cost effectiveness

The College anticipates revenue in the first year of \$31,560 increasing to \$79,496 in the second year and \$119,928 in the third. Projected estimated expenditures include faculty, support staff, lab supplies and equipment and library resources (see “Resources”). Estimated expenditures the first year are \$92,577, the second year \$72,499 and the third year \$77,426.

College-allocated capital bond funds will finance the expenditures for new laboratory equipment. Tuition revenues/fees will fund the salary of a laboratory technician and finance general laboratory supplies. In order to enhance term enrollments, Capital Community College will actively promote the Biotechnology program through ad campaigns and HL-SCI grant-funded recruiting. Because the Biotechnology program includes many existing courses, some efficiency will be created as enrollment in these courses are expected to increase as enrollment in the Biotechnology Program increases. The formation of a fully operational biotechnology laboratory will enable the production of some of the laboratory reagents, which will in turn decrease the costs of supplying reagents for existing basic science laboratories.

Availability of adequate resources

Beyond the hiring of a laboratory technician and financing the general laboratory supplies, this program will not require additional resources.

QUALITY ASSESSMENT DESCRIPTIONPurpose and Objectives

The proposed 62-credit Associate in Science in Biotechnology helps Capital Community College accomplish its mission and fulfill components of its approved Strategic Plan. Capital Community College advances this mission by offering associate degrees, certificates and workforce training that prepares individuals for careers and for transfer into baccalaureate programs.

Learning outcomes

Upon completion of the Biotechnology program, graduates will:

1. Apply standard operating procedures to plan and conduct research experiments in a biotechnology laboratory with strict adherence to safety guidelines/procedures.
2. Evaluate the biotechnology techniques that are utilized in original research literature and communicate their significance using the appropriate scientific terminology.
3. Apply core concepts of cellular and molecular biology, biochemistry, microbiology, and molecular genetics to plan and conduct laboratory experiments.
4. Demonstrate an understanding of the ethical principles of biotechnology research.
5. Interpret basic knowledge of chemistry and mathematics for the preparation of solutions, buffers and culture media.
6. Acquire scientific data using biotechnology methods and employ database, statistical and presentation software to analyze, interpret and represent scientific data graphically and verbally.
7. Apply the knowledge and critical evaluation skills necessary to perform technical procedures involved in the generation and purification of recombinant proteins, including protein isolation/purification, immunoblotting and ELISA.

8. Apply the knowledge and critical evaluation skills required to successfully create and functionally test a DNA construct and troubleshooting techniques, including DNA extraction and quantification, polymerase chain reaction, molecular cloning, agarose gel electrophoresis, and bacterial transformation

Assessment

The faculty will utilize a variety of capstone projects to evaluate hands-on skills, knowledge, experience, and confidence at the completion of the program. In order to assess students' ability to conduct a research experiment, they will be required to synthesize a functional DNA construct and purify a recombinant protein. To allow for evaluation of oral communication skills, students will formally communicate their research project in presentation that demonstrates their comprehension of the core concepts as well as the ethical principles associated with biotechnology. Students will be expected to communicate their work using the appropriate scientific terminology. For evaluation of scientific literacy, students will write a report based on research that demonstrates their ability to identify and critically evaluate pertinent scientific literature and to organize and report scientific findings using standard scientific publication formatting. The projects will be assessed by biotechnology faculty and advisory group members. Aggregate data on student success with these projects will serve as the program assessment. These assessment measures will be refined as needed based on on-going discussion with faculty and the Biotechnology Advisory Committee.

Enrollment Projections

The College projects an enrollment of 13 (8 FTE) during its first year and anticipates an increase to 24 (15.2 FTE) students during its second year and 38 (22.82 FTE) its third year.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	2	1	0	0	0	0
New Students	5	5	8	6	9	10
Continuing	0	0	6	4	10	9
Total Headcount	7	6	14	10	19	19
Total Estimated FTE per Year	8		15.2		22.8	

Administration

The Program Coordinator will have the rank of Assistant Professor with the minimum qualifications of a Master's degree in a biological discipline, strong cellular/molecular biology and biochemistry expertise as evidenced by 4 to 6 years of teaching experience. Candidates with experience managing laboratories, research projects or biotechnology businesses will be preferred. The individual will have a load of 15 contact/credit hours with one release (nine hours per week) for administrative functions.

Curriculum

Course Number and Name	L.O.#	Pre-Requisites	Cr Hrs.	Course Number and Name	L.O. #	Cr Hrs.
Program Core Courses				Other Related/Special Requirements		
BIO XXX Basic Techniques in Biotechnology*	1,3,4,5,6,7,8		4			
BIO XXX Advanced Techniques in Biotechnology*	1,3,4,6,7,8	BIOXXX Basic Techniques in Biotechnology	4	CHE 122 General Chemistry II	5	4
BIO XXX Internship in Biotechnology*	1,6,7,8	BIOXXX Basic Techniques in Biotechnology; BIOXXX Advanced Techniques in Biotechnology	4/3			
BIO XXX Synthetic Biology*	3,6,7,8	BIO 121 General Biology I; CHE121 General Chemistry I	4			
BIO XXX Seminar in Biotechnology	2,4,6	BIO 121 General Biology I; CHE121 General Chemistry I	2		6	
		TOTAL	18		TOTAL	4
Core Course Prerequisites				Directed Electives (Student Chooses 10/11 cr. based on Pathway-related advising)		
BIOXXX Basic Techniques in Biotechnology			4	CHE 213 Organic Chemistry		4
BIOXXX Advanced Techniques in Biotechnology			4	PHY 121 General Physics I		4
BIO 121 General Biology I			4	Arts/Hum. Elective		3
CHE 121 General Chemistry I			4	Historical Knowledge Elective		3

Total Other Credits Required to Issue Credential				
BIO 121 General Biology I				4
Mat 172 College Algebra or MAT 137 (or higher)				3
ENG 101 Composition				3
ENG 102 Literature and Composition				3
Arts/Humanities Elective				3
Social Science Electives				6
MAT 167 Principles of Statistics				3
CHE 121 General Chemistry				4
Total Credits				29
			Total General Education Credits:	29
			Total Degree Credits:	61/62
<u>Course Descriptions for New Courses</u>				
Course Title: Basic Techniques in Biotechnology Course #: BIO*XXX				
Course Description: This 4-credit course provides training in the basic skills needed by a biotechnologist. Biotechnology is one of the fastest growing industries in the nation, with a high demand for entry-level workers. A biotechnologist requires hands-on skills in diverse techniques from disciplines such as chemistry, biology, immunology, and genetics. Such basic skills include accurate pipetting, preparation of solutions, growth of bacteria, basic microscopy, preparation of DNA, agarose gel electrophoresis, and PCR amplification of DNA.				
4 Credits				
Course Title: Advanced Techniques in Biotechnology Course #: BIO*XXX				
Course Description: This 4-credit course provides training in the advanced skills needed by a biotechnologist. Biotechnology is one of the fastest growing industries in the nation, with a high demand for entry-level workers. A biotechnologist requires hands-on skills in diverse techniques from disciplines such as chemistry, biology, immunology, and genetics. Such advanced skills include ELISA assays, protein identification and purification, visible and UV spectrophotometry, DNA cloning, and recombinant protein expression.				

4 Credits

Course Title: Internship in Biotechnology Course #: BIO*XXX

Course Description: This course provides real world experience in biotechnology for students in their final semester of the Biotechnology program. Students will be placed in laboratories where cutting edge techniques are used in order to become familiar with these techniques and the way they are used.

4 Credits

Course Title: Synthetic Biology Course #: BIO*XXX

Course Description: The study of synthetic biology combines principles of biology, genetics and chemistry, to engineer cells to do useful things. In this multidisciplinary course, students will work in small groups to identify and conduct experiments to solve an outstanding problem with biotechnological or societal impact. Students will apply their knowledge of bacterial and eukaryotic regulatory processes as they manipulate biological parts to generate more complex systems. Applications of synthetic biology include engineering of tissues and cells, gene therapy, biologically-derived drugs, biomaterials, biosensors, and alternative fuels.

4 Credits

Course Title: Seminar in Biotechnology Course #: BIO*XXX

Course Description:

A weekly seminar and discussion course focusing on the most recent developments in biotechnology. Professionals of the pharmaceutical, biotechnology and related industries will also be invited to present and lead discussions.

2 Credits

Program Outline

The Associate in Science Degree in Biotechnology contains a total of 61/62 credits: 29 credits of which apply to CCC general education requirements; 18 credits of Biotechnology core courses including an internship, 10/11 credits of directed electives and 4 credits of foundational science. The admission requirement is the readiness for college-level work as required by course pre-requisites.

Resources

Library Collections: To thoroughly support the proposed Biotechnology curricula, library resources need to be purchased in the following subject areas: the biotechnology industry; biotechnology ethics; biotechnology techniques, technologies, and equipment; DNA cloning and sequencing; bioinformatics; and synthetic biology as well as protocol and procedures in a biotechnology laboratory setting (including safety and security). The Capital Community College Library currently maintains resources in the related fields of biology, microbiology, and chemistry, (specifically cell biology, genetics, and cell culture).

Research Databases: Pricing based on FTE, approximately \$500 annually

Books/ e-Books: Initial Cost: Approximately \$2500.00

Lab Equipment: Lab equipment will be required for the Basic Techniques in Biotechnology, Advanced Techniques in Biotechnology, and Synthetic Biology courses. The total estimated cost of lab equipment is approximately \$59,067.

Lab Supplies: Lab supplies will be required for *Basic Techniques in Biotechnology*, *Synthetic Biology* and *Advanced Techniques in Biotechnolog*. The total estimated cost of lab supplies is approximately \$8320 for both courses.

Software: Cost – N/A [\$0]. Dedicated software to operate the bioinformatics component of the Biotechnology program is not required because we plan to utilize the federally-funded national resource for biotechnology and biomedical research, National Center for Biotechnology Information (NCBI).

Faculty

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

Faculty teaching in the program will be:

Henry Furneaux, current faculty member, Laboratory Head, Sloan Kettering Institute, Associate Professor, University of Connecticut Medical School
PhD in Biochemistry
University of Aberdeen

Janet Frost, current faculty member, Professor, Capital Community College
PhD in Biochemistry
University of Connecticut

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

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

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

12/11/13 – Academic Council

1/10/14 – BOR Academic & Student Affairs Committee

1/17/14 – Board of Regents

PLANNING ASSESSMENT

Conformance with institutional mission

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

Need

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

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

Unnecessary duplication of programs

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

Cost effectiveness

The Pro forma Budget was based on:

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

Transfer and Articulation

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

Availability of adequate resources

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

PROGRAM QUALITY ASSESSMENTLearning Outcomes

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

Assessment

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

Enrollment Projections

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

Administration

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

Curriculum

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

¹ From the Learning Outcomes enumerated listed above

FIN 437 International Financial Management	1,2,3,5,6	BUS 245	3	BUS 250 Business Law 1	7	3
FIN 445 Case Studies in Financial Management Using Electronic Spreadsheet	1,2,3,5,6	BUS 245	3	BUS 260 Operations Management	7	3
FIN 490 Internship in Finance	8	Seniors only	6	BUS 301 Business Ethics	7	3
Core Course Prerequisites			12	Elective Courses in the Field		9
ECO 200 Principles of Macroeconomics				FIN 348 Personal Financial Planning	1,2,3,4	3
ECO 201 Principles of Microeconomics				FIN 349 Real Estate Finance	1,2,3,6	3
BUS 205 Management of Business Information				FIN 438 Bank Management	1,2,3,6	3
ECO 215 Statistics for Business and Economics				FIN 446 Financial Derivatives	6	3
				FIN 462 Seminar in Finance	6	3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

Program Outline

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

Resources

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

Faculty

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

Full-Time Faculty teaching in the program will be:

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

ITEM

Accreditation of a program in Nursing Education leading to the Doctor of Education (Ed. D.) degree at Southern Connecticut State University and Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accredit a program in Nursing Education leading to the Doctor of Education (Ed. D.) degree at Southern Connecticut State University and Western Connecticut State University for a period of time concurrent with institutional accreditation

BACKGROUND

In 2011, the Connecticut Board of Regents licensed a program in Nursing Education leading to the Doctor of Education (Ed. D.) degree at Southern Connecticut State University (SCSU) and Western Connecticut State University (WCSU). The program represents a collaborative effort as demonstrated through the joint development of the curriculum by the faculty of both institutions; the curriculum is the same and faculty is shared. Students may enroll at either university and faculty from both universities will instruct the courses online.

Degree and certificate programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer awards (CGS 10a-34).

Staff review of the accreditation application has determined that the program remains consistent with the standards for quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

12/6/13 – BOR Academic & Student Affairs Committee

1/17/14 – Board of Regents

DESCRIPTION

Purposes and Objectives

The overall purpose of this program is to prepare individuals for the faculty role in nursing education.

Students complete the major course work on-line. Students must maintain a GPA of 3.0 while in the program. The 51- credit program consists of five major components, listed in the required sequence:

- 1) *Foundations of Teaching in Higher Education* (9 credits)
- 2) *Specialization in Nursing Education* (9 credits)
- 3) *Leadership in Nursing Education* (9 credits)
- 4) *Research Methods* (12 credits)
- 5) *Dissertation Phase* (12 credits)

Other Program Requirements

Residency 1, Residency 2, Residency 3

In addition to the many learning opportunities embedded in courses that will facilitate student-faculty interaction, three program residencies provide students with intensive learning experiences and face to face interactions with program faculty and students. These non-credit bearing residencies take place prior to the programs start in August of the first year, after the first full year of study in June, and at the completion of the second full year prior to starting the Dissertation process in August. The residencies are held on the SCSU or WCSU campuses.

Comprehensive Exams

Students must successfully complete the Comprehensive Examinations in Wintersession II to progress to the Research Methods courses. The three comprehensive exam questions are designed to assess students' mastery of the content included in the Foundations of Teaching in Higher Education, the Specialization in Nursing Education and the Leadership in Nursing Education components.

Educational Practicum

Students are required to complete an educational practicum (8 hours/week for 15 weeks = 120 hours). The practicum is a part of the course requirements in the Doctoral Synthesis Course (NUR 808). The purpose of the practicum is for students to apply what they have learned in the three major program components before they progress to the Dissertation Phase. Practicums are held in nursing programs which offer a baccalaureate degree or above in nursing.

Dissertation

Students are required to complete and successfully defend a research-focused dissertation in the area of nursing education.

Administration

The program is housed in the two nursing departments at SCSU and WCSU. The nursing department at Western sits in the School of Professional Studies, while at Southern, the nursing department is within the School of Health and Human Services. Administrative oversight for the program is the responsibility of the Dean of the School of Health and Human Services at SCSU, and the Division of Graduate Studies at WCSU, while program review is the responsibility of the Division of Graduate Studies at WCSU and the Graduate School at SCSU.

A Program Coordinator has overall responsibility for administering the program, including recruitment, admission and retention efforts, and serves as the liaison between the two Departments of Nursing at SCSU and WCSU.

Program evaluation is completed on both campuses at five year intervals. Program effectiveness is assessed by requiring students to develop a portfolio of work produced over the course of the doctoral program.

Admission Requirements

Specific requirements for admission to the Ed.D. in Nursing Education are as follows:

- A. Graduate School Application and fee. Application should be made to the Graduate School of the respective institutions where they wish to be matriculated (WCSU or SCSU)
- B. Masters' degree in nursing, with an overall GPA of at least 3.0, from a regionally accredited university
- C. Official transcripts of all prior undergraduate and graduate coursework
- D. Current RN and/or APRN license
- E. Submission of MAT or GRE scores taken within the last five years (requirement waived if MSN GPA is greater than or equal to a 3.4)
- F. CV or Resume. The CV/Resume (five page limit) should highlight professional experiences, service, scholarship, awards, publications, certifications, and presentations should be included. Continuing Education in the last five years is pertinent
- G. Personal or Phone Interview- applicants who are considered finalists may be required to participate in a personal, phone or video-conference interview with a member of the Ed.D. Program Committee
- H. Three letters of reference: Letters of reference should focus on academic and professional abilities. At least one letter is preferred to be from an academic source
- I. For international students, a score of at least 550 (paper), 213 (computer), or 80 (internet) on the TOEFL exam

J. Personal Statement describing the following (limited to three pages)

- 1) reasons for seeking admission to the Ed.D. in Nursing Education Program
- 2) professional goals
- 3) research interests related to the scholarship of teaching and learning
- 4) potential contributions to nursing education
- 5) discussion of experiences in previous graduate work

Curricular and Other Program Changes

An admission criteria change was implemented in Spring 2012 after reviewing the candidates for application. The Ed.D. Committee made the decision that the GRE/MAT would be waived for applicants with a cumulative GPA of 3.5 or higher in their Master's degree program in Nursing. This has been the only major programmatic change implemented since the program inception.

A Doctoral Role Synthesis Practicum Evaluation Tool was developed and is currently in the process of being implemented in NUR 808 Doctoral Synthesis. The tool will be used to assess student success in meeting course/practicum learning outcomes.

A standard format was adopted for the courses and modules in the program. This has allowed both students and faculty to concentrate on learning and teaching and avoided undue attention to the online format encountered each semester.

There have been a few changes in the faculty eligible to teach in the program or serve on Dissertation Committees due to faculty hires and resignations. The current list of eligible SCSU and WCSU faculty are listed below:

SCSU	WCSU
Dr. Barbara Aronson	Dr. Ellen Abate
Dr. Lisa Rebesch	Dr. Laurel Halloran
Dr. Cynthia O'Sullivan	Dr. Joan Palladino
Dr. Bernadette Madara	Dr. Joan Palladino
Dr. Susan Westrick	Dr. Barbara Piscopo
Dr. Kimberly Lacey	Dr. Carol Avery
Dr. Elizabeth Ercolano*	Dr. Catherine Rice
Dr. Marianne Davidson	Dr. Daryle Brown
Dr. Mary Ann Glendon	Dr. Jeanette Lupinacci *
Dr. Elaine Martin*	
Dr. Cheryl Resha*	
Dr. Antoinette Towle*	

*indicates new hire

indicates additional faculty member *

Enrollment

The two universities began enrolling the first students for the fall 2012 semester. The program admits students in cohorts of 25, once every other year and distributes students evenly between the universities.

The original cohort was 14 and the universities are actively recruiting for cohort #2 and plan to enroll 25 students. The universities have actively recruited on line and at nursing education conferences such as the NLN. They have permission to recruit for the online program in 32 states.

The universities are preparing for cohort 1 to enter the dissertation phase of the program. In order to prepare for this they are looking at different professional development opportunities for faculty. They are also utilizing the resources of the two Ed.D. programs at both WCSU and SCSU to provide guidance in developing policies and procedures.

The Ed.D. program continues to model the National League for Nursing Nurse Educator Competencies as indicated in the original application.

ACTUAL Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	NA	NA	NA	NA	NA	NA
New Students	NA	17	NA	0	NA	NA
Returning Students	NA	NA	NA	14	NA	NA
ACTUAL Headcount Enrollment	0	17	0	0	0	0
ACTUAL FTE per Year						
PROJECTED FTE (at Licensing)						
ACTUAL-PROJECTED			0		0	
Size of First Credentialed Group	Presently 14		Date of Award of First Credential		Anticipated Spring 2015	

Curriculum

The curriculum addresses the expectations of the nursing faculty role and is based on the NLN Core Competencies for Nurse Educators with Task Statements. The eight competencies and related task statements are: 1) facilitating learning, 2) facilitating learner development and socialization, 3) using assessment and evaluation strategies, 4) participating in curriculum design and evaluation of program outcomes, 5) functioning as a change agent and leader, 6) pursuing continuous quality improvement in the nurse educator role, 7) engaging in scholarship, and 8) functioning within the educational environment.

The 51 credit proposed program consists of 5 major components in the following sequence:

Foundations of Teaching in Higher Education (9 credits)

- Ethical/Legal, Political and Social Issues Affecting Higher Education
- Theories of Teaching and Learning in Adult and Higher Education
- Methods of Teaching and Evaluation

Specialization in Nursing Education (9 credits)

- Curriculum Development, Implementation, and Evaluation in Nursing
- Nursing Faculty Role in Higher Education
- Classroom, Clinical Teaching and Evaluation in Nursing Education

Leadership in Nursing Education (9 credits)

- Leadership Theories and Concepts
- Leadership in Nursing Education
- Doctoral Synthesis

Science of Nursing Education Research (12 credits)

- State of the Science of Nursing Education Research
- Quantitative Methods in Nursing Education Research
- Qualitative Methods in Nursing Education Research
- Statistical Analysis in Educational Research

Dissertation Phase (12 credits)

- Dissertation Seminar
- Dissertation Advisement I
- Dissertation Advisement II
- Dissertation Advisement III
- Ongoing Dissertation Advisement

A practicum experience is embedded in the Doctoral Synthesis course. All of the courses in the curriculum are new, and syllabi have been provided to the evaluation team for review.

Learning Outcomes

1. Synthesize concepts & theories from nursing, higher education, and related disciplines as a foundation to enact the nurse educator role.
2. Demonstrate expertise in designing, implementing, evaluating, and improving nursing education to reflect trends in higher education, healthcare, and nursing practice.
3. Use knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide effective leadership.
4. Contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship.
5. Provide professional leadership to affect change in nursing education through service to the profession.
6. Function collaboratively in the faculty role within a community of scholars

No changes were introduced since program approval

RESOURCE SUPPORT

Southern and Western Connecticut State Universities are offering the program collaboratively in an effort to combine resources, including faculty and library. Both institutions have committed to reallocation of resources and the implementation of differential tuition structures to enhance revenues, as well as the use of federal grants. A planning assessment was conducted by the Department of Higher Education in accordance with Section 10a-34-4(e) of the Connecticut Regulations for Licensure and Accreditation of Programs and Institutions of Higher Learning.

Faculty

Faculty members for both institutions Ed. D. Nursing Education program are listed above

Library and Learning Resources

WCSU and SCSU provide library resources through their campus based library, their online resources, and their shared resources through the Connecticut State University Online Library System (CONSULS), which allows students and faculty to have access to the collections at all four of the CSU libraries and the Connecticut State Library.

Facilities and Equipment

The program is delivered primarily online with periodic meetings on ground. Both Universities have the ability to host real-time live web conferencing for synchronous learning experiences. The first synchronous activity will be held during the first winter-session for student presentations. The summer following their first year began with a three-day on-ground residency. During the fall of year two, students participated in 4 synchronous activities. The second summer ended with the second three-day on-ground experience. Year three is dedicated to dissertation advisement.

Despite a smaller cohort than projected for the first year, initial net results approximated the original forecast for Year 1, due to lower costs. At year end, the two schools reviewed operating results, agreed to certain adjustments and to make a modest transfer of funds from Southern to Western. With the adjustments and transfer, the schools will have the same rate of return.

The chart below shows the initial Year 1 projection, the program's Year 1 results, and then shows a revised projection for Years 2 – 5. The revised projection incorporates the impact of the smaller initial cohort on years 2 and 3 but forecasts a second cohort of 25 students starting in year 3. It also captures adjustments to tuition rates, based on the actual FY14 rate and revised expectations about salary and benefit levels. Results remain favorable over the five –year period.

SOUTHERN CONNECTICUT STATE UNIVERSITY and WESTERN CONNECTICUT STATE UNIVERSITY Ed.D. in NURSING Education Program RESOURCE SUMMARY at 9/27/13									
Institution:	Southern Connecticut State University and Western Connecticut State University								
Program:	Ed.D. in NURSING Education Program								
	Original Projection	Actual	Variance	Revised Projection	Revised Projection	Revised Projection	Revised Projection		
	Year 1	Year 1	Year 1	Year 2	Year 3	Year 4	Year 5		
PROJECTED ENROLLMENT	2012-2013	2012-2013	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
Cohort 1	25	17	(8)	14	14	0	0		
Cohort 2					25	25	25		
Cohort 3							25		
TOTAL ENROLLMENT	25	17	(8)	14	39	25	50		
	Year 1	Year 1	Year 1	Year 2	Year 3	Year 4	Year 5		
REVENUES	2012-2013	2012-2013	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
Extension Fund (Part Time Tuition)	406,725	253,800	(152,925)	321,038	608,271	602,156	776,481		
Tuition Set-Aside	-	(11,843)	(11,843)	(24,381)	(38,081)	(27,500)	(40,000)		
Other Sources	4,375	32,490	28,115	30,000	30,000	30,000	30,000		
TOTAL NEW REVENUES	411,100	274,447	(136,653)	326,657	600,190	604,656	766,481		
	Year 1	Year 1	Year 1	Year 2	Year 3	Year 4	Year 5		
EXPENDITURES	2012-2013	2012-2013	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
Full Time Faculty	92,926	59,958	(32,968)	63,000	197,170	203,086	209,178		
Full Time Support Staff	80,000	0	(80,000)	0	63,041	63,598	64,172		
Teaching Adjunct Faculty	10,152	88,300	78,148	92,715	83,700	11,094	114,240		
Non-Teaching Adj Program Coordinator	20,304	15,650	(4,654)	20,916	21,540	22,188	22,848		
Fringe Benefits	83,908	47,607	(36,301)	52,989	109,635	119,986	164,175		
Total Personnel	287,290	211,515	(75,775)	229,620	475,086	419,952	574,613		
Other Expenses	20,100	7,904	(12,196)	23,600	23,600	23,600	23,600		
Overhead (@ 20% of PS expenses)	61,478	14,160	(47,318)	35,326	73,090	59,993	82,088		
Equipment	2,500	0	(2,500)	2,500	2,500	2,500	2,500		
TOTAL NEW EXPENDITURES	\$ 371,368	\$ 233,579	\$ (137,789)	\$ 291,046	\$ 574,276	\$ 506,045	\$ 682,801		
Annual Surplus / (Deficit)	\$ 39,732	\$ 40,868	\$ 1,136	\$ 35,611	\$ 25,914	\$ 98,611	\$ 83,680		
Cumulative Change	\$ 39,732	\$ 40,868	\$ 1,136	\$ 76,479	\$ 102,393	\$ 201,004	\$ 284,684		

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

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

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

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

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

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

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

12/11/13 – Academic Council

1/10/14 – BOR Academic & Student Affairs Committee

1/17/14 – Board of Regents

PROGRAM DESCRIPTION

Program Outline

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

PHY 507 — Applied Physics Graduate Seminar

PHY 512 — Methods in Theoretical Physics I

CHE 520 — Advanced Physical Chemistry I

CSC 541 — Digital Image Processing

MBA 500 — Management Process

MBA 505 — Marketing Management

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

Master's Thesis

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

Research Project

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

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

Curricular and Other Program Changes

No changes have been made to the program since licensure.

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

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

Enrollment

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

Curriculum

The program contains two tracks or concentrations from which students choose one. The two options are: (1) Materials Science/Nanotechnology and (2) Optics/Optical Instrumentation.

The program requires completion of 36 graduate credits segmented into the following components:

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

Required courses (24 credits)

Core Requirements

PHY 507 – Applied Physics Graduate Seminar

PHY 512 – Methods of Theoretical Physics I

CHE 520 – Advanced Physical Chemistry I

CSC 541 – Digital Image Processing

MBA 500 – Management Process

MBA 505 – Marketing Management

Core Total 18 credits

Materials Science/ Nano Track

PHY 519 – Nanotech I: Fundamentals of Nanoscience

PHY 521 – Nanotech II: Characterization of Nanomaterials

Track Total 6 credits

Optics/Optical Instrumentation Track

PHY 530 – Optics and Detector Physics

PHY 531 – Interferometric Methods in Imaging and Precision

Track Total 6 credits

Electives (6 credits)

PHY 513 – Methods of Theoretical Physics II

PHY 522 – Nanoscale Fabrication and Synthesis

CSC 551 – Pattern Recognition

CSC 561 – Scientific Visualization

CHE 532 – Advanced Inorganic Chemistry

MBA 507 – Legal Issues in Business & Management

MBA 510 – Project Management

MBA 512 – Strategic Factors in Marketing

MBA 515 – International Entrepreneurship

MBA 537 – Product Management

MBA 538 – Marketing Analysis and Measurement

MBA 548 – Operations Management

Internship (not for course credit)

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

Capstone (6 credits)

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

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

Additional Narrative Background Since Licensure Approval

After licensure, application was made to the National Professional Science Master's Association to be officially recognized as a Professional Science Master's program. The application was accepted with no recommendations for changes in November of 2012, and the University is currently listed on the NPSMA website as an approved program

(<http://www.sciencemasters.com/PSMMap/tabid/140/Default.aspx>). This program is unique in New England as a Physics-related PSM. Therefore, no major changes are anticipated in the program at this time. Our focus at present is on growing the program according to the enrollment curve we presented in the licensure application, continuing to work with our industrial advisory board to diversify our links and student access to the Connecticut nanotechnology and optics industries, applying for external grants to fund graduate students, and devising effective recruiting mechanisms for the program.

PROGRAM QUALITY ASSESSMENT

Learning Outcomes

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

Program Resources and Cost Estimates

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

ACTUAL Enrollment	Year 1 - 2012-13		Year 2 - 2013-14		Year 3 - 2014-15	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						

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

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

Estimated Expenditures*	Year 1 - 2012-13		Year 2 - 2013-14		Year 3 - 2014-15	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	6cr	\$19,266	6cr	\$20,651	6cr	\$21,684
Faculty (full-time, total for program)	0.25	\$13,748	0.5	\$28,843	0.5	\$30,285
Fringe on above		\$12,545		\$21,282		\$24,425
Faculty (Total for program)						
Equipment (List if needed)						
Other (e.g. student services)						

Estimated Indirect Cost (e.g. student services, operations, maintenance)		\$4,952		\$7,424		\$7,795
Total Annual Expenditures		\$50,511		\$78,200		\$84,189

Surplus / Deficit	<u><u>(\$925)</u></u>	<u><u>\$33,478</u></u>	<u><u>\$54,391</u></u>
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Fall 2012:

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

Spring 2013:

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

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

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

Fall 2013:

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

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

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

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

Spring 2014:

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

Fall 2014:

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

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

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

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

Spring 2015:

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

ITEM

Establishment of the Board of Regents Adjunct Faculty Teaching Awards

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education establish the Board of Regents Adjunct Faculty Teaching Awards

BACKGROUND

In April 2013 an ad hoc committee of senior ConnSCU campus administrators and faculty members identified by the Faculty Advisory Committee reviewed faculty awards previously established by the CSU Board of Trustees. Among its recommendations, subsequently adopted by a Resolution passed by the Board on May 16, 2013 was the following:

RESOLVED That the President of the Board of Regents develop a proposal for a teaching award to recognize adjunct faculty that would be able to be awarded in the spring of 2014.

Pursuant to the Board's Resolution, staff members have developed a proposal for the establishment of guidelines for The Board of Regents Adjunct Faculty Teaching Awards, based upon those recently established for The Board of Regents Faculty Teaching Awards. The final draft of the proposal follow edits by the former Interim Director of Academic Affairs, the Principal Academic Affairs Officer and the Academic Council.

The proposal is attached.

12/06/13 – BOR-Academic and Student Affairs Committee

1/17/14 – Board of Regents

PROPOSAL

GUIDELINES:

THE BOARD OF REGENTS ADJUNCT FACULTY TEACHING AWARDS

General Information

These guidelines are established to implement the Resolution adopted by the Board of Regents on May 16, 2013 regarding the establishment of Board of Regents Awards.

The awards are given to recognize part-time faculty who have distinguished themselves as outstanding teachers with a track record of increasing student learning and promoting instructional improvements for their programs/departments.

Eligibility

Adjunct faculty members who have taught in the ConnSCU system for at least six semesters

Recipients of an award will not be eligible for reconsideration for the award for three years

Nominees for an award must be eligible for continued appointment in the following academic year

Criteria

Nominations should be based on evidence of outstanding teaching and implementing instructional improvement as characterized by:

- a) Exceptional teaching skills/effective pedagogy
- b) Innovative/creative instructional delivery
- c) Impact on student learning
- d) Instructional improvements/collegial collaborations

Nominations

Nominators, supporters, and nominees are expected to submit strong, persuasive evidence of contributions to teaching and learning:

- explicitly in providing students with instruction of the highest quality,
- challenging students and stimulating their intellectual growth,
- communicating high expectations, and

- being accessible to students and responding to their needs, interests and problems

Department and programs are encouraged to nominate worthy candidates among women, faculty of color and members of other groups historically underrepresented in their discipline.

Number of Awards

There will be two awards granted annually by the Board of Regents of \$1,000 each to adjunct faculty members from ConnSCU institutions who best exemplify high quality teaching.

Source of Nominations

Nominations may originate from: Deans, Directors, Department/Program Heads, administrators, award committees, individual or group of faculty members, and individual or group of students. All nominations should be coordinated through the appropriate academic unit (e.g. Dean's departmental or program office). A complete nomination process will consist of:

- 1) Cover letter
- 2) Letter of nomination by nominator(s) of no more than two typed pages expressing the basis for the nomination – relating nominee's teaching to the awards' criteria
- 3) Nominee's reflective statement presenting teaching philosophy and supporting evidence to substantiate the Letter of nomination of no more than five typed pages
- 4) Letter of support from 1 to 3 colleagues and/or students to complement the Letter of nomination. One typed page each

Selection Process

Each institution will determine a process for reviewing all nominations and subsequently recommending one candidate for consideration for the Adjunct Faculty Teaching Awards. The institution's selection process should be centered on the award's criteria. For this purpose, the chief academic officer will form an appropriate review committee.

An institution may determine that there are no nominations sufficiently compelling to recommend for the award in a given year.

Once a candidate has been identified, the president will submit the nomination to the Board of Regents, via the Office of Provost and Senior Vice President for Academic and Student Affairs for the final selection.

The institutional nominations will be reviewed by a committee composed of previous recipients of the Adjunct Faculty Teaching Award. For 2013-14 only, the selection committee will be comprised of at least three senior faculty members identified by the institutional presidents. After reviewing the nominations, the committee will forward its recommendations to the Board of Regents, via the Office of Provost and Senior Vice President for Academic and Student Affairs for the final selections.

Publicity

The President of the Board of Regents will work with the ConnSCU presidents to ensure that maximum visibility is given to the awards through local and statewide print and electronic media.

Awards Timeline

Each year, the Provost and Senior Vice President for Academic and Student Affairs will issue a call for nominations and establish and inform the ConnSCU community of a specific awards' timeline:

December	Call for nominations
January	Nominations due at each campus
January	Review of nominations by campuses
February	Campuses forward recommendations and support materials to System Office
February	System Award selection committee reviews recommendations and submits System Award recommendations to the System Office
February	Academic Affairs Committee of the Board of Regents reviews recommendations and make final its endorsements for the final selections
March	Board of Regents makes final selections
April – May	Campuses conduct Recognition Ceremony

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

1/10/14 – BOR-Academic and Student Affairs Committee


1/17/14 – Board of Regents



M E M O R A N D U M

Via Facsimile

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

FROM: Jack Miller 
President

DATE: November 22, 2013

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

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

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

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

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

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

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

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

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

/cm
Attachment

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

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

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

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

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

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

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

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

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

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

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

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

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

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ITEM

2014-2015 Sabbaticals approved by University Presidents.

INFORMATION ITEM – NO RESOLUTION IS REQUIRED

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

BACKGROUND

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

1/10/14 – BOR-Academic and Student Affairs Committee

1/17/14 – Board of Regents

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

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

FROM:

Jack Miller

President, CCSU

DATE: December 10, 2013

SUBJECT: Sabbatical Leave for 2014-15

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

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

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

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

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



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

December 12, 2013

Office of the President
Connecticut Board of Regents

DEC 17 2013

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

Connecticut Board of Regents

Dear Dr. Gray:

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

Thank you.

Sincerely,

Elsa M. Núñez
President

EMN/go
Attachment

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

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

1. Dr. Caitlin Carenen
History Department
Spring – 2015

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

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

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

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

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

4. Dr. Susannah Richards
Education Department
Fall 2014

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

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

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

6. Ms. Terry Lennox
Visual Arts Department
Fall 2014

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

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

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

8. Dr. Okon Hwang
Performing Arts Department
Spring 2015

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

9. Dr. David Pellegrini
Performing Arts Department
Fall 2014

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



Southern Connecticut
State University

Mary A. Papazian, Ph.D.
PRESIDENT

12/17 - scanned & emailed

December 16, 2013

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

Dear Dr. Gray:

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

Full Year at Half Pay

August 2014 – May 2015

Ilene Crawford, Professor, English

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

Emmanuel Emenyonu, Professor, Accounting

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

William Hochman, Professor, English

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

Elliott Horsch, Professor, Physics

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

Camille, Serchuk, Professor, Art

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

Half Year at Full Pay

Fall Semester

August 2014 – December 2014

Kristine Anthis, Professor, Psychology

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

Resha Cardone, Associate Professor, World Languages & Literatures

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

Kevin Colwell, Associate Professor, Psychology

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

Misty Ginicola, Associate Professor, Counseling & School Psychology

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

Krystyna Gorniak-Kocikowska, Professor, Philosophy

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

Heidi Lockwood, Associate Professor, Philosophy

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

Katherine Marsland, Associate Professor, Psychology

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

Kenneth McGill, Associate Professor, Anthropology

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

Debra Risisky, Associate Professor, Public Health

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

Rachael Vaters-Carr, Professor, Art

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

Chulguen Yang, Associate Professor, Management

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

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

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

Frank Harris, Professor, Journalism

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

Rafael Hernandez, Professor, World Languages & Literatures

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

Elizabeth Keenan, Professor, Social Work

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

Sobeira Latorre, Associate Professor, World Languages & Literatures

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

Armen Marsoobian, Professor, Philosophy

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

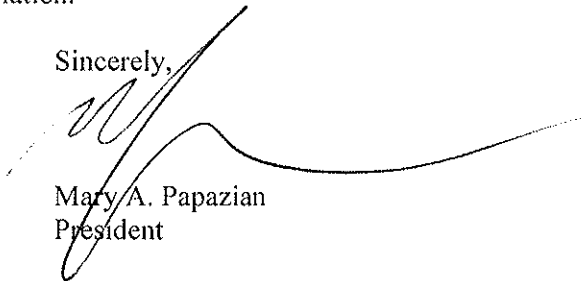
Dr. Gray
December 16, 2013
Page six

Mary Purdy, Professor, Communication Disorders

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

Please let me know if you need additional information.

Sincerely,

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

Mary A. Papazian
President

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



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

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

From: James W. Schmotter *js*

Date: December 20, 2013

Re: Sabbatical Leaves 2014-2015

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

Katherine Allocco
History & Non-Western Culture Department
Spring 2015

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

Carina Bandhauer
Social Sciences Department
Spring 2015

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

Theresa J. Canada
Education & Educational Psychology Department
Spring 2015

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

John Cronin
Marketing Department
Fall 2014

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

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

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

Kevin Gutzman
History & Non-Western Culture Department
Spring 2015

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

Heather Levy
English Department
Spring 2015

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

C. Thomas Philbrick
Biological & Environmental Sciences Department
Fall 2014

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

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

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

Sal Trapani
Theatre Arts Department
Spring 2015

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

Robert D. Whittemore
Social Sciences Department
Fall 2014

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

Kathryn A. Wiss
Communication Department
Spring 2015

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

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

ITEM

The Board of Regents for Higher Education establishes and adopts a policy regarding “Reporting Suspected Abuse or Neglect of a Child” that shall be applicable to each of the Connecticut State Colleges and Universities.

BACKGROUND

Although children are often present on the Community College and State University campuses, existing policies that relate specifically to reporting any suspected abuse or neglect are typically centered around early childhood education or similar programs. However, there are other potential contacts with children on the campuses, which should be likewise addressed. For instance, persons under the age of 18 are frequently on community college campuses and special programs and camps often bring children under 18 years of age to the university campuses. Because of the presence of children, there is the potential that faculty, staff, administrators and coaches may witness or reasonably suspect that a child under 18 years of age has been subjected to abuse or neglect. In those instances faculty, staff, administrators and coaches should be trained to understand their responsibility in such situation and be aware of the proper channels to report their suspicions.

ANALYSIS

This new policy for the Connecticut State Colleges and Universities extends the duty to report suspected child abuse or neglect to all employees at the Connecticut State Colleges and Universities. Under this policy, whenever employees witness or suspect child abuse, neglect or otherwise reasonably believe that imminent harm may befall a child, they are required to report, within twelve hours, their suspicion to their immediate supervisor. The location where the abuse occurred is not limited to a campus nor does the suspected perpetrator have to be a ConnSCU employee. However, the child must be someone that the employee encounters in the ordinary course of his or her employment on a ConnSCU campus.

The supervisor must report the incident to his or her director or Vice President who must then inform the campus President and the System Office Vice President of Human Resources or their designees. In this manner there is local control over the management of the incident and system office awareness of the situation. The affected campus will notify the Commissioner of Children and Families or a law enforcement agency and if the alleged perpetrator is an employee, will also conduct an internal investigation. Because there are disciplinary sanctions attached for both failing to report and for malicious reporting, all employees will be required to participate in the Department of Children and Families Mandatory Reporter Training. This may be satisfied by either an in person or on line training. Each campus’s Department of Human Resources will track employee training compliance.

RECOMMENDATION

That the Board of Regents for Higher Education adopt and implement the policy regarding “Reporting Suspected Abuse or Neglect of a Child.”

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Regarding Reporting Suspected Abuse or Neglect of a Child January 17, 2014

- WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities recognize that institutions of higher education foster educational opportunities for people of all ages; and
- WHEREAS, The Board of Regents in accord with of the Connecticut State Colleges and Universities acknowledge the special care required for children, and so strives to the utmost to protect children on its campuses from any form of abuse or neglect; and
- WHEREAS, Section 17a-101 of the General Statutes, which details the specific occupations and persons mandated to report any suspected child abuse or neglect to a child, does not include the faculty, staff, administrators, coaches or other individuals employed by the Board of Regents and the Connecticut State Colleges and Universities; and
- WHEREAS, the Board of Regents shall require through policy that its employees take responsibility as though statutorily mandated reporters who in the ordinary course of their employment or profession shall report if they have reasonable cause to suspect or believe that any child specifically under the age of 18 years has been abused or neglected or is in imminent harm; and
- WHEREAS, The Board of Regents, consistent with its goal of providing safe environments at all of its campuses for all who frequent them, has developed a policy for “Reporting Suspected Abuse or Neglect of a Child”; therefore be it
- RESOLVED, That the Board of Regents adopts the attached policy regarding “Reporting Suspected Abuse or Neglect of a Child” effective immediately, and be it further
- RESOLVED, That a copy of this policy shall be disseminated annually to all employees of the Connecticut State Colleges and Universities.

A True Copy:

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

Board of Regents for Higher Education
Connecticut State Colleges and Universities
Policy Regarding Reporting Suspected Abuse or Neglect of a Child

The Board of Regents for Higher Education (BOR) of the Connecticut State Colleges and Universities (ConnSCU) accept that institutions of higher education foster educational opportunities for people under the age of 18 years. The BOR, in acknowledging the special care required for children, strives to the utmost to protect children on its campuses from any form of abuse or neglect.

Pursuant to state law, certain individuals are “mandatory reporters” legally obligated to report all suspected cases of child abuse to the Commissioner of the Department of Children and Families. Although most ConnSCU employees are not mandatory reporters in accordance with the General Statutes, the BOR recognizes that each ConnSCU campus must be a safe and secure environment for children to grow and develop. By requiring all employees to report any witnessed or suspected abuse or neglect of a child on a ConnSCU campus, regardless of where the abuse may have occurred, will create a safer environment for all.

Consequently, it is the policy of the BOR that any employee who witnesses or has reason to suspect that a child on a ConnSCU Campus has been abused or neglected must immediately (within 12 hours) report what they have witnessed or suspect to their immediate supervisor. The supervisor must report the incident to their director or Vice President who must then inform the campus President and the System Office Vice President of Human Resources or his/her designee.

If the director or vice president reasonably believes that a reportable incident has occurred, he/she will immediately contact the Commissioner of the Department of Children and Families and, if the perpetrator is a ConnSCU employee, assign an objective person to investigate the report. An employee under investigation may be placed on administrative leave pending the scope and results of the investigation. Employees who report suspicions of abuse or neglect are protected from any disciplinary action at work unless it is proven that the report is malicious. An employee who fails to report, but is later determined to have had previous knowledge of the abuse, will be subject to discipline.

A report is required if there is reasonable cause to suspect that a person under the age of 18 is in imminent harm, has had non accidental injuries or has been abused or neglected. Reasonable cause to believe or suspect that child abuse has occurred is sufficient to make a report.

All staff shall be required to take the Department of Children and Families Mandated Reporter Training on-line within three months of either the adoption of this policy or the availability of the Department of Children and Families on-line training, whichever occurs last. Mandated Reporter Training will be included in New Employee Orientation. Compliance with training will be monitored by each ConnSCU campus’s Department of Human Resources. A copy of this policy shall be disseminated annually to all employees.

Reasonable steps will be taken to preserve privacy while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of the information reported, which information may be subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the ConnSCU community and to assure that the appropriate disciplinary processes are implemented.

ITEM

Revision of Student Worker pay rates at ConnSCU institutions effective January 1, 2014.

EXECUTIVE SUMMARY

In the legislative session of 2013, the Connecticut General Assemble increased the minimum wage to \$8.70 per hour effective January 1, 2014 and \$9.00 per hour effective January 1, 2015. Because of the action of the former Connecticut State University Board of Trustees taken on November 13, 2009, Class I student workers earn between \$8.25 - \$9.15 per hour, and Class II student workers earn between \$8.65 - \$10.15 per hour.

In order to comply with the new state minimum wage, the minimum hourly rate for Class I student employees must be increased from \$8.25 to \$8.70 per hour effective January 1; no revision to the hourly maximum for Class I student workers is warranted. Compliance with the new minimum wage law also requires an adjustment in the starting hourly rate for Class II workers but, in order to maintain sufficient differentiation between Class I and Class II, it is recommended that that this rate be increased proportionately to \$9.10; no revision to the hourly maximum for Class II student workers is warranted. No adjustment to the Class III minimum and maximum rates, \$9.65 - \$15.00, is required as sufficient differentiation will remain in place.

Recognizing that that four State Universities, twelve Community Colleges, and Charter Oak State College are now governed by a single board, it is also appropriate to extend the Student Worker Classes, which have been confined in their usage to date to the State Universities, to all ConnSCU institutions.

PRESIDENT'S RECOMMENDATION

- 1) Extend the Student Worker Pay Classes to all Connecticut State Colleges & Universities.
- 2) Approve the recommended revisions to the Student Worker pay rates at all ConnSCU institutions effective January 1, 2014.

01/10/14 Administration Committee
01/17/14 Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

STUDENT EMPLOYEE COMPENSATION SCHEDULE

MINIMUM WAGE COMPLIANCE

AT

THE CONNECTICUT STATE COLLEGES & UNIVERSITIES

January 17, 2014

- WHEREAS, The Connecticut General Assembly in a recent legislative session increased the minimum wage in Connecticut to \$8.70 per hour effective January 1, 2014, and
- WHEREAS, Student employees who are classified in Class I of the Student Employee Compensation Schedule are paid within a range of \$8.25 to \$9.15 per hour, and
- WHEREAS, Student employees who are classified in Class II of the Student Employee Compensation Schedule are paid within a range of \$8.65 to \$10.15 per hour, now therefore, be it
- RESOLVED, That the Board of Regents approves a revision to the Class I pay range for Student Employees from the existing range to \$8.70 to \$9.15 per hour effective January 1, 2014, and be it further
- RESOLVED, That the Board of Regents approves a revision to the Class II pay range for Student Employees from the existing range to \$9.10 to \$10.15 per hour effective January 1, 2014, and be it further
- RESOLVED, That the Board of Regents directs the use of the Student Worker Pay Classes, a copy of which is attached to this Resolution, at all Connecticut State Colleges & Universities effective January 1, 2014, and be it further
- RESOLVED, That all student employees compensated at a level below \$8.70 per hour receive an appropriate adjustment in pay to ensure compliance with the new statutory minimum wage and revision in the compensation schedule enacted pursuant to this Resolution effective January 1, 2014, and be it further
- RESOLVED, That student worker pay rates shall be adjusted as necessary to achieve compliance with the Pay Classes approved herein at all Connecticut State Colleges and Universities.

A Certified True Copy:

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

EFFECTIVE DATE: January 1, 2014

CONNECTICUT STATE COLLEGES & UNIVERSITIES STUDENT WORKER PAY
RATE SCHEDULE

- CLASS I Position requiring no work experience or some experience and/or training sufficient to work at semi-skilled jobs not requiring supervisory responsibility.
Hourly Range: \$8.70 - \$9.15
- CLASS II Position requiring proved skills and/or technical knowledge with capability of assuming extra responsibilities such as supervision of others.
Hourly Range: \$9.10 - \$10.15
- CLASS III Advanced position requiring skills and knowledge acquired through prior employment or training in the appropriate area. This class usually requires supervisory responsibilities or the ability to work independently on projects requiring specialized skills.
Hourly Range: \$9.65 - \$15.00