

BOARD OF REGENTS FOR HIGHER EDUCATION

MEETING MINUTES

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

61 Woodland Street, Hartford, CT

REGENTS PRESENT

Nicholas M. Donofrio, Chair

Yvette Meléndez, Vice Chair

Stephen Adair*

Naomi K. Cohen

Matt Fleury

Sarah Green

Craig S. Lappen

Rene Lerer

JoAnn Price

Sharon Palmer* *via teleconference*

Lawrence J. DeNardis

Merle W. Harris *via teleconference*

Gary Holloway

REGENTS ABSENT

Catherine H. Smith*

Jewel Mullen*

Richard J. Balducci

**ex-officio, non-voting member*

Stefan Pryor*

Eugene L. Bell

BOR STAFF

Gregory W. Gray BOR President

David Levinson, VP for Community Colleges/President, Norwalk Community College

Elsa M. Nuñez, VP for State Universities/President, Eastern Connecticut State University

Erin A. Fitzgerald, Associate Director of Board Affairs/BOR Secretary

UNIVERSITY/COLLEGE PRESIDENTS

James Lombella, Asnuntuck Community College

Wilfredo Nieves, Capital Community College

Edward Klonoski, Charter Oak State College

Dorsey Kendrick, Gateway Community College

Anita T. Gliniecki, President, Housatonic Community College

Anna M. Wasescha, President, Middlesex Community College

Daisy Cocco De Filippis, President, Naugatuck Valley Community College

Barbara Douglass, Northwestern Community College

Grace S. Jones, Three Rivers Community College

Cathryn Addy, Tunxis Community College

Jack Miller, Central Connecticut State University

Mary Papazian, President, Southern Connecticut State University

James Schmotter, Western Connecticut State University

CALL TO ORDER

Chairman Donofrio called the meeting to order at 10:05 a.m.

APPROVAL OF MEETING MINUTES

On a motion by Craig Lappen, seconded by Naomi Cohen, the meeting minutes of October 17, 2013 and November 21, 2013, were unanimously accepted as presented.

CONSENT AGENDA

Chairman Donofrio provided background on Consent Items and the development and review of those items prior to being placed on consent. **On a motion by Matt Fleury with a second by Yvette Melendez, the Consent Agenda listed below was unanimously approved.**

- a) Termination of Existing Academic Programs
 - i. Recreation and Leisure Studies A.S. Norwalk CC
 - ii. Client/Server Systems Certificate - Naugatuck Valley CC
 - iii. Microcomputer Networking Customer Support Certificate - Naugatuck Valley CC
 - iv. Sales Support and Service Certificate - Naugatuck Valley CC
- b) Modification of Programs
 - i. Computer Networking – name change - Naugatuck Valley CC
 - ii. Reinstatement of program – Natural Science – MS - Central CSU
 - iii. Termination – Natural Science-Science Education Specialization – MS Central CSU
 - iv. Administrative Medical Office Skills Cert (name change) – Quinebaug Valley CC
- c) Licensure of New Programs
 - i. Biotechnology – A.S. - Capital CC
 - ii. Finance Major B.S. – Eastern CSU
- d) Accreditation of Existing Program
 - i. Nursing Education – Ed.D. - Southern CSU and Western CSU
 - ii. Applied Physics – M.S. – Southern CSU
- e) Proposal for Adjunct Faculty Teaching Award
- f) Appointment to Wm. A. O’Neill Endowed Chair – Central CSU
- g) Policy Regarding Suspected Abuse or Neglect to a Child – ConnSCU
- h) Revision of Student Worker pay rates effective January 1, 2014 – ConnSCU

RESOLUTIONS ON CONSENT:

Termination of Existing Academic Programs

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.

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

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

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

Modification of Programs

RESOLVED: That the Board of Regents for Higher Education approve a 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

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.

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

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

Licensure of New Programs

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

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

Accreditation of Existing Program

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

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

Establishment of the BOR Adjunct Faculty Teaching Awards

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

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

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

RESOLVED: That the Board of Regents for Higher Education designates 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.

Policy regarding Suspected Abuse of Neglect to a Child

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.

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.

Student Employee Compensation Schedule – Minimum Wage Compliance

- 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.

EFFECTIVE DATE: January 1, 2014

CSCU 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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

While no report was issued, it was noted that the university sabbatical requests were included within the agenda packet (attached hereto as Exhibit A) as an information item.

AUDIT COMMITTEE

Audit Committee Chair Craig Lappen reported that the Audit Committee met on Tuesday, December 17th, and heard the final report on the audit of CSUS 2020 Project Expenditures for FY2013 from Marcum LLP, CSUS 2020 independent auditors. Marcum issued an unmodified opinion, or what is commonly referred to as a “clean opinion”, on the schedule of CSUS 2020 Construction Expenditures. They confirmed that they were given full and complete access to the books, records and management of the System Office and that of the four

universities and also met with the Department of Construction Services. Marcum also noted that there were no material control weaknesses or significant deficiencies identified during their audit.

The Audit Committee also met with a representative of O'Connor and Drew, who provided Committee members with an overview of the audit of Charter Oak State College and Connecticut Distance Learning Consortium for FY2013. They indicated they had been given full and complete access to the books, records and staff. O'Connor and Drew issued an unmodified or "clean" opinion for FY13, with no recommended adjustments and no findings of either material control weaknesses or significant deficiencies.

PriceWaterhouseCoopers staff reported on the completion of their audit of the fiscal 2013 Financial Statements for the Connecticut State University System and the Community Colleges.

- PwC confirmed their independence and that their audit was performed in accordance with auditing standards generally accepted in the U.S.
- PwC issued an unmodified opinion on the combined financial statements
- PwC confirmed that they were given full and complete access to the books, records and management of the System Office, that of the four universities and twelve community colleges
- A high level review of information systems internal control matters was performed at all four universities, and at the System Office
- There were no unadjusted audit differences and no disagreements or discussions of major issues with management

As is their practice, PwC also issued their Report to Management with recommendations to improve internal controls in certain areas.

- o Importantly, there were no material control weaknesses nor significant deficiencies
- o There were three control comments, relating to review of user access rights, the Windows administrator account and formalization of data change review process.
- o Several prior year observations were resolved.

PWC indicated that the overall outcome was very good. There are still a few areas to continue to focus on, such as risk assessment, business resilience and continuity plans, as well as ongoing internal assessments, but generally there has been improvement.

In closing, Committee Chair Lappen also noted that the Audit Committee received an update from Director Karen Stone on quarterly Internal Audit activities and subsequently approved the Internal Audit Plan for Fiscal Year 2014.

CHAIRMAN AND BOR PRESIDENT REMARKS

Chairman Donofrio noted the Board was looking forward to hearing President Gray's vision for how to move the 17 institutions and the System Office into a highly integrated, world-class system of public higher education. What does the system need to be, going to be and what it currently is and isn't.

President Gray provided brief remarks regarding his attendance at a White House Summit on expanding college opportunity. With remarks by President Barack Obama, First Lady Michelle Obama, U.S. Secretary of Education Arne Duncan, National Economic Policy Council officials, and business and nonprofit leaders, the summit examined college readiness and the alignment between education and economic growth—issues he noted that are considered as we build a world-class system of higher education. The summit was intended to improve access to higher education in America—and particularly from those who come from a lower socio economic group.

As he began his remarks considering his vision for the System, President Gray referenced the following 5 goals established by the Board:

- Increase the number of students who successfully complete their first year of college
- Graduate more students with the skills to achieve life and career goals
- Strengthen access to higher education by making attendance affordable and our institutions financially sustainable
- Create educational environments that cultivate innovation and prepare students for successful careers in the 21st century job market
- Eliminate achievement disparities among ethnic and racial, economic, and gender groups

President Gray shared his vision for a framework that will need to be discussed in full to develop a comprehensive plan for the future that would bind the 17 institutions as one.

In his remarks, President Gray touched upon the several areas, noting that enrollment, IT and deferred maintenance need to be included in the plan. He emphasized that every aspect of the plan should be considered with “students first” in mind.

President Gray shared that access, affordability and accountability were key considerations.

He referenced the following:

Student Experience (common academic calendar, articulation, transparent and seamless transfer, common ID cards, one registration throughout the system)

Facilities (planning as a system, smart room, equality at all institutions via consistent high standards)

Budgeting (need to become one—maximize use of consolidating administrative functions for the benefit of students, faculty and staff)

Enrollment (early college experience; retaining students, Regent Scholarship)

On-line (referenced Charter Oak State College, Go Back to Get Ahead)

ConnSCU is a driver for the economic engine of Connecticut

P-Tech program

Hospitality

Financial Services

Need for corporate support and sponsorship

Need to become more efficient

Affordability and need to identify cost reductions and efficiencies

Revenue – need to identify more revenue streams; increase efforts to advocate for more state support; identify grant opportunities; philanthropic efforts;

Tuition – need to identify costs beyond one year-planning. Critical to do so to assist students and parents as they plan their budget for higher education costs

Need to recognize the antiquated instructional technology and decaying infrastructure is critical component of the plan.

President Gray noted that “planning for the planning process” is where we are now. He expects that the myriad of constituencies will be involved in this transformational plan. He anticipated that a timeline would be put forth for consideration by the Regents. He closed by stating that this is an investment – a necessary investment for the students and residents of Connecticut.

Following President Gray’s remarks, discussion ensued among all Board members. It was noted that faculty and student input was critical and essential for the success of implementing the plan for moving forward. In utilizing the term “system” it should be clearly identified what that means (role of system yet ensuring individual institutions’ characteristics and mission remain). Be careful not to jump into tactics prior to identifying clear vision. Accountability, accessibility, affordability and measureable outcomes must be identified. The university and college presidents have to be included in the planning and execution. Innovative tuition strategies must

be reviewed. There were several comments noting that absent inclusion of and buy-in by all constituencies, progress would be difficult. Leadership would be key, on all levels, to ensure the various constituencies are engaged. President Gray and Chairman Donofrio noted that it would likely be necessary to bring someone in to assist in the development of the plan, including establishment of the timeline. There was consensus, with Vice Chair Melendez' assertion, that any engagement of that sort must require that there is a proven track record of successfully working with a public higher education system utilizing best practices.

President Gray provided highlights of several components of Excel CT:

- 1) community colleges (referencing career clusters, middle colleges and development of corporate support);
 - 2) universities (need to remodel and rebuild teacher education programs and expansion of engineering and arts offerings);
 - 3) Charter Oak State College (citing tremendous potential and need to aggressively pursue expansion of online education, both internally and externally);
 - 4) the development of a true system vs. a collection of separate 17 institutions; and
 - 5) Excel CT is being developed to make CT a better place to live and to provide greater educational opportunities for our students (citing goals for expanding markets, increasing degrees conferred and improved graduation and retention rates).
- President Gray emphasized that Excel CT is a student-focused initiative.

President Gray noted there had been considerable input into the development of the framework of this plan and he anticipated opportunities for additional input would occur in the future. He noted the plan would come before the Board in late spring. Chair Meléndez stressed that this is the beginning of a dialogue on the development of a new vision for the system and that this was a process that would require many hands as President Gray and the Board attempt to articulate that which will be accomplished. Regent DeNardis expressed the need for consideration of the humanities vs. sole focus on STEM. Further discussion ensued with Regents thanking President Gray for laying out the framework and also noting that many of the items cited in the plan would move through the board's committee approval process, once they were more fully developed and ready for additional review.

ADJOURNMENT

Naomi Cohen moved to adjourn; Lawrence DeNardis seconded and the meeting adjourned at 11:42 a.m.

Submitted,

Erin A. Fitzgerald, Associate Director, Office of Board Affairs/
Secretary of the Board of Regents for Higher Education

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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

**MEMORANDUM**

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

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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 Horch, 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.

Half Year at Full Pay

Spring Semester

January 2015 – May 2015

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.

Dr. Gray
December 16, 2013
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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.

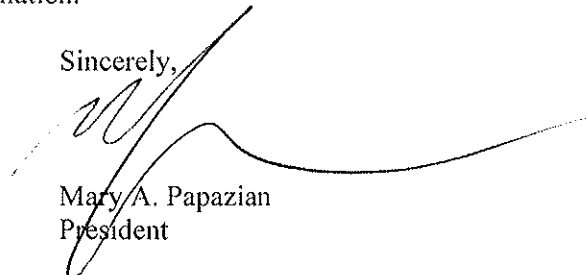
Dr. Gray
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Mary Purdy, Professor, Communication Disorders

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

Please let me know if you need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mary A. Papazian', with a long horizontal flourish 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