

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, SEPTEMBER 23, 2021
CONDUCTED VIA REMOTE PARTICIPATION**

REGENTS - PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Felice Gray-Kemp	Y
Holly Howerly	Y
David R. Jimenez	Y
Richard Porth	Y
JoAnn Ryan	Y
Ari Santiago (arrived at 10:14)	Y
Elease E. Wright	Y
*David Blitz, FAC Vice Chair	Y
*Colena Sesanker, FAC Chair	Y
*Dante Bartolomeo, Deputy Labor Commissioner (attending for Commissioner Westby)	Y
*Dr. Manisha Juthani, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Acting Education Commissioner	N
*Kelli-Marie Vallieres, Chief Workforce Officer	Y
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Terrence Cheng, CSCU System President
 Dr. Alice Pritchard, Chief of Staff/Chief of Operations
 Dr. Jane Gates, Provost, SVP of Academic & Student Affairs
 Ben Barnes, Chief Finance Officer
 Andy Kripp, VP of Human Resources
 Dr. Ken Klucznik, VP of Academic Affairs
 Ernestine Y. Weaver, Counsel
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

Dr. Elsa Nunez, President, Eastern Connecticut State University
 Dr. Dwayne Smith, Campus CEO, Housatonic Community College

CALL TO ORDER

Chair Fleury called the meeting to order at 10:02 a.m. Following roll call, Chair Fleury declared a quorum present.

WELCOME NEW REGENTS AND COMMISSIONERS

Chair Fleury introduced Richard Porth as a new Regent appointed in July by the Governor's Office. Regent Porth is known for his work in municipal government, non-profits, and social justice initiatives.

He announced the end of Naomi Cohen's term as Regent and expressed the Board's thanks for her 12 years of service. Vice Chair Merle Harris read the following resolution of appreciation.

RESOLUTION FOR NAOMI K. COHEN

WHEREAS, Naomi K. Cohen has served with distinction as a member of the Board of Regents for Higher Education since December, 2011 and has been a member of the Board Academic & Student Affairs Committee, Executive Committee, and Human Resources & Administration Committee of which she was the Chair; and

WHEREAS, Regent Cohen has dedicated her life to serving students in numerous educational leadership positions, including four years as House Chair of the CT General Assembly's Education Committee while she was a State Representative from 1983 - 1993, as Vice-Chair of the Education Commission of the States, as the public member representing CT on the Board of Trustees of the New England Association of Schools and Colleges, and as Vice Chair of the Bloomfield Board of Education; and

WHEREAS, she has served as a tireless advocate for Connecticut's students and families by promoting greater access to higher education and degree completion strategies for students; and

WHEREAS, she championed stronger sexual assault policies on all college campuses;

WHEREAS, Regent Cohen, editorial red pen in hand, has been instrumental in the creation of CSU's job classification systems, the BOR's Code of Conduct, hiring procedures, and job search processes; and

WHEREAS, as the advocate and author of many "friendly amendments," Regent Cohen ensured that sound, well-crafted, meticulously detailed policy has led to sound practice; and

WHEREAS, Regent Cohen completed her term of service to the Board of Regents for Higher Education on June 30, 2021.

NOW, LET IT BE RESOLVED that the Board of Regents for Higher Education, together with CSU System President Terrence Cheng, note the bittersweet end to Regent Cohen's tenure as our smart, thorough and humorous wordsmith; and

LET IT FURTHER BE RESOLVED that we, the members of the Board of Regents for Higher Education, thank Regent Cohen for her service and abundant contributions to higher education and wish her and her family happiness and fulfillment as she leaves the Board and continues to work on endeavors that improve life for others.

Vice Chair Harris made a motion to approve the resolution which was seconded by Regent Balducci. Regent Balducci commented on Regent Cohen's contributions and expressed that he was proud of their work together. President Cheng thanked Regent Cohen for her service and applauded her achievements, dedication, and focus. *The resolution was unanimously adopted.*

Former Regent Cohen expressed her appreciation for the opportunity to be involved in community service, public policy, and with the members of the Board of Regents for Higher Education. She indicated that the expertise, insights, and dedication of the Regents have been the hallmarks of her service. She has enjoyed the opportunity to work with the staff, faculty, and students of CSU.

Chair Fleury announced the creation of the Naomi K. Cohen Scholarship to honor her service to the Board and the cause of higher education which will be awarded beginning in the Fall 2022 to a Charter Oak State College student dedicated to public service.

Dr. Pritchard also announced that a gift from the CSCU Staff would be arriving soon. The red pen set will ensure that former Regent Cohen's next project will receive the same love and editorial attention that the Board's work received.

Chair Fleury continued by welcoming two new Ex Officio members of the Board of Regents:

Kelli-Marie Vallieres is Vice Chair of the Governor's Workforce Council and the Chief Workforce Officer of the newly established Office of Workforce Strategy for the State of Connecticut and the Lamont administration. Her position was added to the Board of Regents by the General Assembly as part of this year's legislative action. She is uniquely able to combine her roles in industry and education to support educational pathway programs from secondary through post-secondary educational settings, including industry training and development.

Dr. Manisha Juthani is welcomed as the State's new Commissioner of Public Health. She is an infectious disease physician at the Yale School of Medicine appointed by Governor Lamont as the Commissioner of Public Health. Dr. Juthani takes over the leadership of the Department of Public Health from Dr. Deidre Gifford. The Board thanks Dr. Gifford for her partnership with the Board and CSCU through the pandemic.

ADOPTION OF AGENDA

On a motion by Regent Jimenez, seconded by Regent Howery, the Agenda was unanimously adopted.

CHAIR FLEURY REMARKS - NEW COMMITTEE ASSIGNMENTS

With the transition in board membership comes a few changes to Committees:

- Regent Rick Porth will join the Academic & Student Affairs Committee and the Audit Committee.
- Regent JoAnn Ryan will leave the Audit Committee and join the Human Resources & Administration Committee.
- Regent Holly Howery will take over leadership of the Human Resources & Administration Committee from Naomi Cohen and as chair, will join the Executive Committee. She will continue to serve on the ASA Committee.

PRESIDENT CHENG'S REMARKS

- Campus Reopening and COVID - As CSCU enters the second year of pandemic teaching and learning, President Cheng recognized the work of an incredible staff, faculty, and administration, for going above and beyond the call of duty these past 18 months to serve students and institutions. Students have been equal partners in getting through this very difficult time. Patience, fortitude, and determination have been defining factors in the work. The Board has continued to guide the system and give support during critical moments since March 2020.

An update on COVID was sent to the CSCU community yesterday. We have worked with campuses and the Department of Public Health to do everything to bring people back to campuses safely and securely. Efforts continue in collection of data and COVID dashboards will be relaunched soon so that system data is transparently available.

90% of university students have attested to their vaccine status and 89% have been vaccinated or have been granted a medical exemption. At the colleges, 84% of students have attested, and 83% are vaccinated or have been granted a medical exemption. More students have been brought back to campus while still mitigating the virus through distancing and an indoor mask mandate.

8%, or roughly 2100 students, at the universities and 14%, or approximately 5400 students at the colleges, have been granted non-medical exemptions. They are required to be tested weekly.

The system also negotiated an agreement with the unions to require vaccines for employees. Vaccine attestations are still coming in and testing is underway. More data will be available in the coming weeks on employee compliance with the agreement.

These rules are being enforced with students and employees with consequences imposed for non-compliance.

- President Cheng has been working with the Presidents and CEOs and their teams, getting to know them and their campuses so that the system office can continue to provide as much support as possible. We have been working together on cultivating strategic goals and direction for campuses and the system. With most classes and campus services being offered in person, President Cheng has enjoyed being around faculty, staff, and students again experiencing the lifeblood of what we do—community, collaboration, and the vitality of new possibilities.

Despite CSCU's best efforts, enrollment across the system has not bounced back to pre-pandemic levels. The universities are down nearly 9% and the colleges are down 6% this year compared to last. Charter Oak State College has fared better through the pandemic and hopefully will have strong enrollment for this year.

- CSCU's Equity Council - President Cheng has recharged the Council this year under the leadership of Dr. Kimberly James from Tunxis Community College. Dr. James and the Council will partner with Human Resources, Student Affairs, and Academic Affairs across all campuses to investigate ways to advance equity and social justice for students and employees.
- CT State Community College is moving ahead. Faculty and staff from the 12 colleges continue to inform and help shape the structure and direction of CT State. In Spring of 2022, the substantive change report will be submitted to NECHE, our accrediting body. CT State will increase access and equity, improve student outcomes, and help stabilize the financial situation for the college.
- Governor's Workforce Council - Meetings continue with many elected officials, community leaders, and business leaders. Because of CSCU, thousands of students enter the workforce and help industries and communities. The Workforce Council's Strategic Plan targets four key sectors: Manufacturing, Healthcare, IT & Business Services, and Life Sciences. A recent audit of credentials offered across all 17 CSCU institutions shows that nearly 1000 existing credentials are offered that directly serve these sectors.
- Campus visits begin officially next week. The "listening and learning" tour is designed to understand not just where we are, but where we can go from here. People's ideas and concerns will be heard, challenges will be tackled, and solutions will be created together. Because we are all on the same team. Respectful, professional, and collegial engagement will yield new paradigms that will benefit all.
- President Cheng made a personal plea that we recommit to an ethos that recognizes who we are as people, what we represent as professionals, and holds us accountable to a high level of ethical comportment, respect, and professionalism. The spirit of the times is strained; some even condone personal, defamatory, libelous, and out-of-bounds attacks as legitimate ways of doing business. An example, sadly, is a recent op-ed published by a CSCU faculty member comparing the Governor and a CSCU employee to the criminal acts of known and convicted sexual predators.

President Cheng does not begrudge anyone exercising their first amendment rights, even when he disagrees with it or finds it repugnant. This op-ed and other examples of recent behavior exhibited by a small but vociferous sector of the CSCU community have at times purposefully misrepresented facts, and have failed to uphold, or have even violated, the moral and ethical codes of the institutions and CSCU. The incivility is leagues beneath the expectations of the CSCU community and unbecoming for CSCU faculty, employees or students.

President Cheng asked that everyone recommit to do better. Employees can have hard, challenging conversations, but they don't have to cross the line to make a point. Everyone must model for our students, for our communities, and for the State.

INSTITUTIONAL UPDATES

President Cheng will begin to highlight wonderful work across the system by providing each campus leader the opportunity to address the Board and share accomplishments.

Housatonic Community College - Dr. Dwayne Smith
Presentation is included as Attachment A

Eastern Connecticut State University - Dr. Elsa Nunez
Presentation is included as Attachment B

Chair Fleury, Regent Wright, Vice Chair Harris, and Regent Jimenez thanked President Nunez and Dr. Smith for their presentations. Regent Wright asked how each presenter shared successes with their colleagues; President Nunez indicated that one of the biggest challenges to student success/completion is financial. Dr. Smith indicated that the Community College Campus CEOs meet and collaborate on a regular basis. Success stories can be found at all campuses. The hope is that the community colleges will share best practices, as will the universities.

OPPORTUNITY TO ADDRESS THE BOARD

In addition to the four speakers, the Board received several communications. In accordance with FOI guidelines as amended during the pandemic, the communication was posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. It is included as Attachment B.

The following individuals addressed the Board:

<u>Faculty/Public</u>
Dr. Paul Petterson Professor, Political Science Department CCSU
Sabrina Marques Assoc. Professor of Art, Director of Kathwari Honors Program Western Connecticut State University
Christine Japely Prof. of English Norwalk Community College
Seth Freeman 4C's President

RESPONSE TO PUBLIC COMMENT

Chair Fleury stated that it is difficult to hear the wide array of assertions made about the character, tensions, and actions of a volunteer Board. He added that it has also been difficult to refrain for commenting on the level of vitriol that the Board has been subjected to. The Board takes to heart every assertion, accusation, and disparagement made against them. If the suggestion is to have a contract negotiation with seriousness, the Board accepts the invitation as it has done since the beginning. What hurts us all is that polarization, finger-pointing, blame, and name calling serves no one.

The following Regents provided feedback to the public comment:

- Regent Gray-Kemp stated that she started the meeting feeling buoyed by the reports from both institutions but was snapped back to the reality to the comments concerning bargaining. She does take umbrage with the seemingly cavalier treatment of facts which are really opinions parading as facts. She requests that all who believe they know the facts to look to the record for clarification. The statutory requirements include a prescription against communicating the things that occur during deliberations to prevent the kind of poisoning of discourse that is happening right now.
- Regent Howerly replied to Prof. Van Dermark's written remarks stating that she predicated much of her statement on the idea that General Counsel Ernestine Weaver investigated and submitted a memorandum. As the referenced inquiry report notes, Counsel Weaver was not the person responsible for that; it was outside of the System Office. The Telework proposal for Management/Confidential employees is being considered by the Human Resources Committee on October 6. She encouraged Prof. Freeman to take telework concerns of 4C's to the bargaining table.
- Regent Jimenez commented on the number of accusations leveled against the bargaining process, Jackson Lewis, and him personally. In the interest of providing accurate information, he noted that Jackson Lewis does not represent the System in any contract negotiations. The System is represented by another law firm in contract negotiations. He continued by stating that as these contracts are coming up for renewal/renegotiation, considerations must include the changing demographics, the pandemic, increases in technology and must be analyzed through the lens of students, Connecticut taxpayers, and faculty and staff. We want to achieve student success and we want a system that we can afford and is efficient. It requires respectful discourse.
- Ex officios Dr. Blitz and Dr. Sesanker commented. Dr. Blitz referenced a 2020 BOR meeting when the phrase "everything is on the table" was used to characterize contract negotiations. He believes that that was not wise. He believes that we should be in a "review and revise" mode with respect to Students First and the initial offers of both sides of contract negotiations and work to "repair and rebuild" the lack of trust and confidence with respect to both items. Dr. Sesanker was pleased to see the reports directly from two institution leaders. She stated that the folks at the front line believe we are moving in the wrong direction and that is the reason we are hearing desperation and anger. She asked for clarification as to whether Jackson Lewis is being paid for services. Chair Fleury indicated that Jackson Lewis is a firm that has been used and may be called on to handle work for the Board and/or the System, but they have had no role in contract negotiations. Jackson Lewis has followed the State's procurement process and has been hired by CSCU not the BOR for administrative support in handling legal matters.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Gray-Kemp and seconded by Regent Harris, the June 24, 2021 Regular Meeting minutes were approved after a unanimous voice vote.

CONSENT AGENDA

On a motion by Regent Budd, seconded by Regent Howery, the Consent Agenda was unanimously adopted.

Regent Ryan was recognized by Chair Fleury with a comment about the gift to Northwestern CT Community College. She stated that Northwestern Connecticut Community College is very grateful to the late Wendy Begansky for her very generous bequest to the college in memory of her husband. Ronald Begansky was the former chairman of Northwest Community Bank and a supporter of the college. The bequest came to the college and now needs to be transferred to the Foundation so that it can be invested for the purpose of creating student scholarships, as well as program support for the newly named scholarship memorializing both Wendy and Ronald. These scholarships will be directed exclusively toward support of NWCC students.

Academic Programs

Discontinuations

- i. Social Sciences - BS - Central CT State University
- ii. Education - MS - Southern CT State University
- iii. Earth and Planetary Sciences - MA - Western CT State University
- iv. English - MA - Western CT State University
- v. Visual and Performing Arts - Digital Design - AA - Naugatuck Valley Community College
- vi. Digital Arts Technology-Multimedia/Web Authoring - AA - Naugatuck Valley Community College
- vii. Digital Arts Technology-Graphics/Animation - AA - Naugatuck Valley Community College
- viii. Digital Arts Technology-Audio/Video Option - AA - Naugatuck Valley Community College

Correction of Degree Title - Digital Media Production - Middlesex CC - Modification - Board Resolution - BR 21-079 FROM: Associate of Science (AS), TO: Associate of Applied Science (AAS)

Correction of Program Name - Gateway CC - New Program - Board Resolution - BR 21-054 FROM: Business Management: Sport Management Option, TO: Business Administration: Sport Management Option

Academic Programs

Modifications

- i. Counselor Education - MS - Western CT State University [Change in Modality]
- ii. Graphics and Animation - C2 Certificate - Naugatuck Valley Community College [Name Change]
- iii. Multimedia/Web Authoring - C2 Certificate - Naugatuck Valley Community College [Name Change]

New Programs

- i. Animation and Motion Graphics - C2 Certificate - Naugatuck Valley Community College
- ii. Business Intelligence - AS - Northwestern CT Community College
- iii. REVISED - Bachelor of General Studies - BGS - Central CT State University

BOR Academic Program/Low Completer Review Process Amendment

Center for Teaching and Learning - Southern CT State University [New Center] - (Attachment C contains minor corrections to the Center description)

Finance Items

- i. Acceptance of Gifts - Northwestern CT Community College - Bequest of Wendy Begansky to Ronald Begansky Memorial Scholarship Fund
- ii. Acceptance of Gifts - Asnuntuck And Tunxis Community Colleges Advanced Manufacturing Programs
- iii. Acceptance of Gift - Gateway Community College - Automotive Technology Program

RESOLUTIONS APPROVED ON CONSENT

Discontinuations:

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Social Sciences (CIP Code: 45.0101 / OHE# 000101), leading to a Bachelor of Science at Central Connecticut State University, effective September 23, 2021.

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Education (CIP Code: 13.1202 / OHE# 000615), leading to a Master of Science at Southern Connecticut State University, effective August 2022.

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Earth and Planetary Sciences (CIP Code: 40.0601 / OHE# 000198), leading to a Master of Arts at Western Connecticut State University, effective Spring 2022.

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, English (CIP Code: 23.0101 / OHE# 000190), leading to a Master of Arts at Western Connecticut State University, effective Fall 2021.

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Visual and Performing Arts - Digital Design (CIP Code: 50.0701 / OHE# 007654), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Digital Arts Technology - Multimedia / Web Authoring (CIP Code: 09.0702 / OHE# 015377), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Digital Arts Technology - Graphics / Animation (CIP Code: 09.0702 / OHE# 015376), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Digital Arts Technology - Audio / Video (CIP Code: 09.0702 / OHE# 015375), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

Correction of Degree Title

WHEREAS: at its May 20, 2021 meeting, the Board of Regents approved a new program, Digital Media Production (CIP Code: 09.0702, OHE# 003045), leading to an Associate of Science at Middlesex Community College, and

WHEREAS: due to a clerical error, the degree was listed incorrectly in the resolution to the Board of Regents and should be Associate of Applied Science instead of Associate of Science, be it

RESOLVED: that the Board of Regents for Higher Education approve the correction of the degree to Associate of Applied Science.

Program Name Correction

WHEREAS: At its April 22, 2021 meeting, the Board of Regents approved a new program with the name Business Management: Sport Management Option (CIP Code: 31.0504, OHE# TBD - one for on ground/hybrid, one for online) - leading to an Associate of Science at Gateway Community College, and

WHEREAS: Due to a clerical error, the name was listed incorrectly in the resolution to the Board of Regents and should be Business Administration: Sport Management Option, and

WHEREAS: The Executive Committee of the Board of Regents at its August 19, 2021 meeting approved the correction of the name of the programs, be it

RESOLVED: That the Board of Regents for Higher Education ratify the approval by the Executive Committee of the correction of the name of the program to Business Administration: Sport Management Option.

Modifications:

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Counselor Education (CIP Code: 13.1101 / OHE# 000175), specifically a change in modality from on ground to hybrid - leading to a Master of Science at Western Connecticut State University.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Graphics and Animation (CIP Code: 09.0702 / OHE# 015371), specifically a name change to Digital Graphics for Print & Screen - leading to a C2 Certificate at Naugatuck Valley Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Multimedia / Web Authoring (CIP Code: 50.0102 / OHE# 007636), specifically a name change to Emerging Media - leading to a C2 Certificate at Naugatuck Valley Community College.

New Programs:

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Animation and Motion Graphics (CIP Code: 09.0702, OHE# TBD) leading to a C2 Certificate at Naugatuck Valley Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business Intelligence (CIP Code: 30.7102, OHE# TBD) leading to an Associate of Science at Northwestern Connecticut Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in General Studies (CIP Code: 24.0102, OHE# TBD) leading to a Bachelor of General Studies at Central Connecticut State University and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. This approval includes the accompanying Partnership Agreement with Charter Oak State College that may lead to some students completing and being awarded the degree at Charter Oak; the application for continued licensure and accreditation to be submitted in the seventh semester of the program will include information on the partnership.

BOR Academic Program/Low Completer Review Process Amendment

WHEREAS, Academic Program Review policy requires “all academic programs to undergo a comprehensive review” and states that “at a minimum, each degree and certificate granting program is subject to review at least once every seven years,” and

WHEREAS, Included in this periodic review is a requirement to report separately on Low Completer programs as determined by thresholds set in the Academic Program / Low Completer Review Process, and

WHEREAS, The Academic Program / Low Completer Review Process has been revised to accurately reflect current practice, be it

RESOLVED: That the Board of Regents for Higher Education adopts the attached, revised Academic Program / Low Completer Review Process document, and be it further

RESOLVED: This approval of the revised Academic Program / Low Completer Review Process rescinds all prior System and Board of Regents Academic Program / Low Completer Review Process documents.

Center for Teaching and Learning - Southern CT State University [New Center]

WHEREAS, Section 10a-25h(a) of the Connecticut General Statutes provides that the Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and

WHEREAS, The Connecticut State Colleges and Universities Board of Regents Resolution #20-012 provides a policy and procedures to establish CSU Centers and Institutes, and

WHEREAS, The Board of Regents' Academic Program Review Policy extends the periodic review for CSU Centers and Institutes from five to seven years, and

WHEREAS, Center and Institutes established under these procedures are to go out of existence on December 31 seven years after their inception unless action to the contrary is taken by the Board; therefore, be it

RESOLVED: That the Board of Regents for Higher Education establishes the Center for Teaching and Learning at Southern Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025.

Finance Items:

Acceptance of Gifts - Northwestern CT Community College - Bequest of Wendy Begansky to Ronald Begansky Memorial Scholarship Fund

WHEREAS, Northwestern Connecticut Community College is the recipient of a generous bequest from the Estate of Wendy Begansky in the amount of \$356,185.50; and

WHEREAS, The Last Will and Testament of Wendy Begansky provided said bequest for the specific purpose of sustaining an existing scholarship named for her late husband Ronald Begansky; and,

WHEREAS, It is the understanding of Northwestern Connecticut Community College that the intent of Wendy Begansky in making this donation to the college was to add to the student scholarship fund, previously funded by Northwest Community Bank in memory of her deceased spouse, the late Ronald Begansky former chairman of the Northwest Community Bank for the benefit of Northwestern Community College students; and
WHEREAS, In order to expedite the fulfillment of the purpose of this bequest, the funds must be transferred from the college to the Northwestern Community College Foundation, a 501(c)(3) charitable organization that provides scholarships for the College's students and established into a separate account known as the Wendy and Ronald Begansky Memorial Scholarship Fund, formerly the Ronald Begansky Memorial Scholarship Fund, for the purpose of benefitting students at the college, in accordance with the policies and direction of the Northwestern Community College Foundation board; be it therefore
RESOLVED, That the Board of Regents accepts and acknowledges with appreciation this generous bequest to sustain an existing scholarship for the benefit of Northwestern CT Community College students; and
RESOLVED, That the donation to Northwestern Connecticut Community College in the amount of \$356,185.50 be transferred immediately to the Northwestern CT Community College Foundation and established in said account.

Acceptance of Gifts - Asnuntuck And Tunxis Community Colleges Advanced Manufacturing Programs

WHEREAS, Asnuntuck and Tunxis Community Colleges are the recipients of a generous donation from Richard and Marion Leonhardt of six ProtoTRAK milling machines, manufactured by TRAK Machine Tools. Mr. Leonhardt is the former President of TRAK Machine Tools; and
WHEREAS, This donation supports beneficial Advanced Manufacturing program curriculum while providing college students with learning and career opportunities that they may not normally obtain; now, therefore, be it
RESOLVED, that the Board of Regents accepts and acknowledges with appreciation the following TRAK Machine Tools gift from Mr. & Mrs. Leonhardt:
Description:

- Six (6) TRAK-K3JMX knee mill machines plus accessories of a cable breakout box, work lamp, power draw bar, remote stop/go switch and TRAKing electronic hand wheels.
- Training for machine use

Total Current Market Value: \$164,028

Acceptance of Gift - Gateway Community College - Automotive Technology Program

WHEREAS, Gateway Community College is the recipient of a generous donation of a 2020 GMC Terrain donated by Northwest Hills Chevrolet Buick GMC Cadillac for laboratory and experiential instruction in the college's Automotive Technology Program; and
WHEREAS, The donation will allow Gateway Community College to include the latest in the automotive technology curriculum and provide the students with learning and career opportunities that they previously did not have; now, therefore, be it
RESOLVED THAT, The Board of Regents accepts and acknowledges with appreciation the following gift donated by Northwest Hills Chevrolet Buick GMC Cadillac:
Description:
2020 GMC Terrain AWD small SUV, VIN: 3GKALTEV3KL319470
Total Current Market Value: \$7,752.06

AUDIT COMMITTEE

No Report

FINANCE & INFRASTRUCTURE COMMITTEE - Committee Chair Balducci

The Finance and Infrastructure Committee met on Wednesday, September 15th. The agenda included four action items and three discussion items.

Action Items:

The Committee approved an action item, introduced by President Cheng, and strongly supported by University Presidents and Campus CEOs and members of the Board that would provide raises for Management and Confidential Professional employees.

NOTE - As detailed in the Staff Report, the BOR's adoption of salary adjustments for management/confidential employees are retrospective adjustments intended to keep these management jobs competitive with private sector jobs, and to equalize managers' raises since 2017 with those provided to state unionized workers under the 2017 SEBAC agreement. These were not made in anticipation of future union wage increases but an effort to address past gaps though less than provided to unionized workers or to state managers recently by the Governor.

Those raises would be 5% for those employees earning up to \$120,000; 4% for those between \$120,000 and \$170,000, and 3% for those with salaries above \$170,000. Approximately 310 employees would be impacted, and they rely on the Board for their increases as they are not represented by a CBA. The committee recommended raises would be effective for July 1, 2021 and are estimated to cost \$1.5 million this year.

Regent Balducci moved the resolution forward as a motion to approve. It was seconded by Regent Ryan.

Dr. Blitz commented that during the presentation to the Finance Committee, President Cheng indicated that a message was being sent to the managers and others who worked during COVID on behalf on the BOR and CSCU. Dr. Blitz hoped that during contract negotiations, the same sort of message to the faculty and staff who have worked under extremely difficult circumstances during the pandemic can be sent. Dr. Blitz comment was one of consistency of message.

Chair Fleury expressed the Board's gratitude for everyone's efforts during COVID and noted that this action is separate from any contract negotiations. The management/confidential employees do not enjoy the scheduled pay increases that are inherent in collective bargaining agreements.

The resolution was approved unanimously by voice vote.

In addition, the Committee approved three items related to the acceptance of gifts by Northwestern, Tunxis, Asnuntuck and Gateway Community Colleges.

Information Items:

The System CFO reported on the likely fiscal implications of "lower-than-budgeted" enrollment in both the colleges and universities. Based on data from two weeks before census, the approximate revenue impact was estimated to be \$32 million for the current year. In addition, risks related to COVID testing expenses and retirement payouts were projected to bring the System's current year budget risks as high as \$40 million.

The system office will bring forward budget revisions for FY22 at the October board meeting. These revisions will likely include reallocation of Federal HEERF funds in the colleges, use of budget surplus in the universities resulting from increased state assistance for fringe benefits, and various spending cuts that are now being identified by individual campuses.

The report included the fact that the budget as adopted includes over \$90 million of one-time federal assistance that will not likely be available in FY 23. Budget revisions could push this over \$100 million, which will create a major budget cliff for FY 23.

Finally, the information items included a review of the CSCU 2020 semi-annual report and review of recent Executive Committee action on a gift acceptance for Gateway.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

No Report

EXECUTIVE COMMITTEE

No Report

EXECUTIVE SESSION

At 12:10 a.m. on a motion by Chair Fleury, seconded by Regent Gray-Kemp, the Board voted to go into Executive Session for the purpose of discussing collective bargaining. Chair Fleury announced that no votes would be taken in Executive Session and that the meeting will be immediately adjourned following Executive Session. Chair Fleury directed President Cheng, Dr. Pritchard, Dr. Gates, Ernestine Weaver, Andy Kripp, and Ben Barnes, as well as Kevin Roy from Shipman & Goodwin, to join the Regents in Executive Session.

ADJOURNMENT

The meeting was adjourned at 12:59 p.m.

Submitted,

Alice Pritchard
Secretary of the CT Board of Regents for Higher Education

Attachment Listing

September 23, 2021 BOR Regular Meeting

Attachment A	Institutional Update - Housatonic Community College
Attachment B	Institutional Update - Eastern Connecticut State University
Attachment C	Written Comments from the Public
Attachment D	Center for Teaching & Learning - Proposal with Corrections



HOUSATONIC
COMMUNITY COLLEGE

Stay Close. Go Far.

Board of Regents Meeting

It's a great day to be at Housatonic!

Dwayne Smith, Ph.D.
Chief Executive Officer
September 23, 2021



We are Housatonic Community College!

- Enrollment: 3,604
- On Ground: 32% Online 42%
- The 5th largest community college in the system
- 11 Town service region:
 - Ansonia, Bridgeport (48.1%),
Derby, Easton, Fairfield (4.2),
Milford, Monroe, Seymour,
Shelton (4.7%), Stratford (12.7%),
Trumbull (5.7)
- Hispanic Serving institution
 - 36.4% Hispanic
 - 29.8% African-American
 - 24.1% White
 - 2.9% Asian
 - 3.9% Multiple Races
- Average age: 25.87
- Gender 63.6 Female 34% Male



We are Housatonic Community College!

- Exceptional Faculty and Staff--
earned degrees from some of the
top academic institutions in the
country:
 - University of Connecticut
 - Boston University
 - Syracuse University
 - New York University
 - Yale University
 - Brown University
 - California State University
- Dr. Matthew Dunne, professor of
history—2021 BOR Teaching Award
Recipient (Systemwide)
- \$30 million art collection; one of the
most significant collection of any
community college in the country



Three Priorities



HCC as a Benchmark Institution



Collaborations and Partnerships



External Funding

2020 Top 100 Producers of Associate Degrees for students of color in the U.S. by Diverse Issues in Higher Education:



#1

*Management Information Systems
Latinx/Hispanic Graduates*

#5

*Management Information Systems
African-American Graduates*

#10

*Mental and Social Health Services
and Allied Health Professions
Overall All "Minority Groups"*

#23

*Business/Commerce
Latinx/Hispanic Graduates*

#28

*Business/Commerce
African-American Graduates*

Rankings out of more than 1,000 community colleges nationally



Partnerships and Funding Opportunities





HOUSATONIC
COMMUNITY COLLEGE

Go Close. Go Far.

May to be at Housatonic!

Ph.D.
Officer



Peter J. Werth

September 21, 2021
Date



to the order of Housatonic Community College Foundation

\$ 1,000,000

One Million Dollars

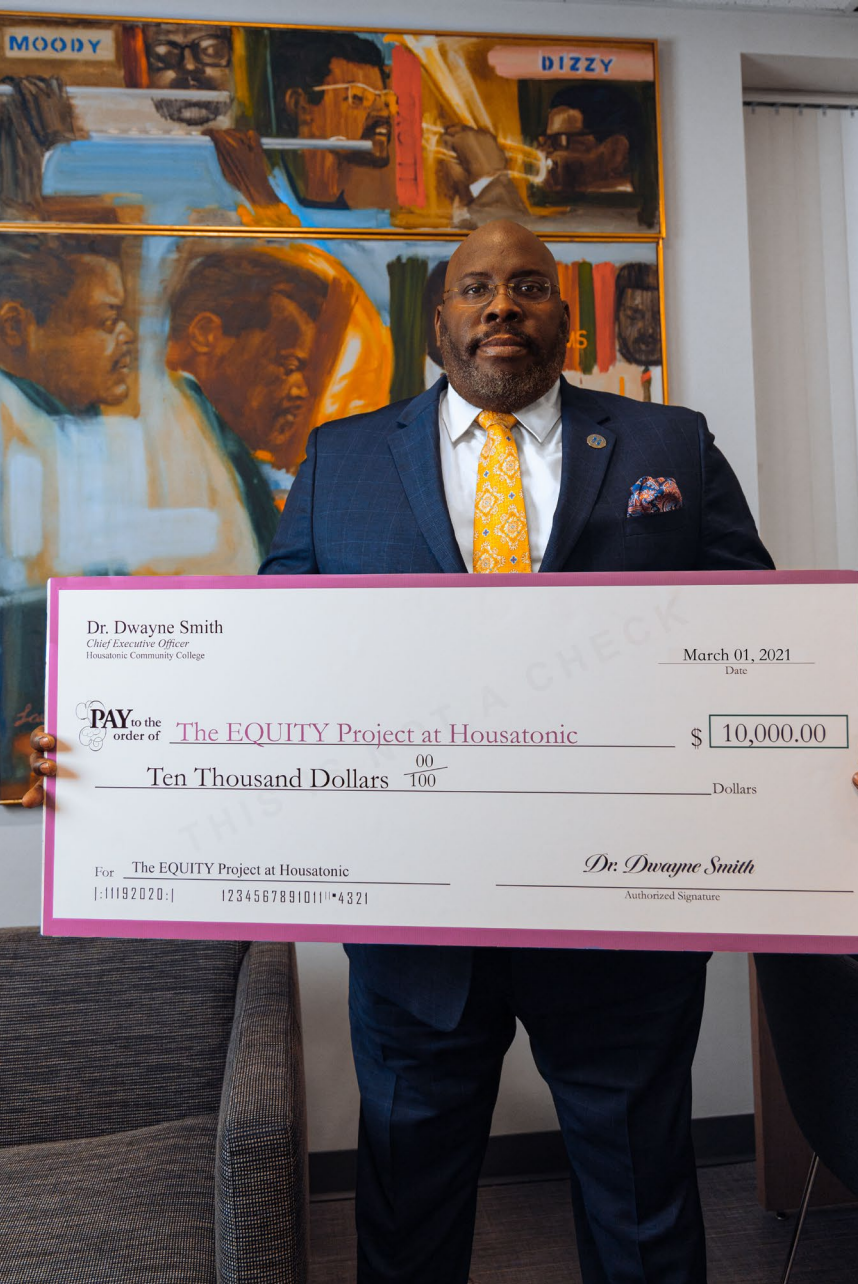
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Dollars

For The Werth Entrepreneurship and Innovation Center
[12042019:] 123456789101114321

Peter J. Werth

Authorized Signature



Equity Project





**In memory of
Karla Paola Bermudez
July 28, 1998 – August 31, 2020
Victim of gun Violence
Housatonic Community College
Scholar**



**In memory of
Jamel D. Hayden
June 16, 2000 – August 28, 2021
Victim of gun Violence
Housatonic Community College
Scholar**

Brandon D'Agostino, Going Far!

- Earned his A.S. in Engineering Science in December 2016
- Transferred to UConn
- B.S. with a dual major in Electrical Engineering and Computer Engineering
- He is currently completing his M.S. in Electrical and Computer Engineering
- Will begin his Ph.D. in Electrical Engineering at Stanford in Winter 2022
- Awarded a Stanford Graduate Fellowship and a National Science Foundation Graduate Fellowship, the highest award given



Convocation & **RITE OF PASSAGE** *Ceremony*

THURS., SEPTEMBER 23, 2021, 3:00 PM
HCC COURTYARD



Thank You!
Dr. Dwayne Smith, CEO
Housatonic Community College
dsmith@Housatonic.edu
(203) 352-5222



HOUSATONIC
COMMUNITY COLLEGE

Stay Close. Go Far.

Dr. Núñez's Report to the Board of Regents

September 23, 2021

I would like to thank Chairman Fleury and President Cheng for giving me the opportunity to speak with the Board today. Equity, Diversity, and Inclusion is one of the Board of Regent's most important goals, one that all four state universities do take very seriously. Therefore, I would like to focus my brief remarks today on Eastern's commitment to equity, diversity, and inclusion.

Inclusion is one of our core values at Eastern, and it is embedded in our mission as Connecticut's only public liberal arts university.

We are proud that we are a public university — dedicated to educating students from all backgrounds, preparing students for careers that help build Connecticut's economy.

As a liberal arts institution, we continue a tradition begun in this country by Harvard University in 1636. We firmly believe that a well-rounded education provides the critical skills our students need to prepare for rewarding careers and satisfying personal lives as engaged citizens of this great nation. Fortune 500 company executives are also unanimous in their belief that a liberally educated person is critical in their work force.

How do university presidents demonstrate that equity, diversity, and inclusion are living, evolving values practiced daily on their campus?

First, at Eastern we honor our “History.” Equity and inclusion are values that have been celebrated throughout our history. In 1908, we graduated our first African American schoolteachers. When Juliette Burstermann was hired in 1948, she became the first African American professor in New England! In 1988,

David Carter became the first African American president of a four-year college in New England. I was honored to be the first Hispanic university president in New England when I joined Eastern. These moments in history have set a standard at Eastern and inspire us to this day.

Second, we also practice equity, diversity, and inclusion at Eastern by respecting “Place.”

Eastern has been an active member of the Willimantic community since our beginnings in 1889. Our Town-Gown relationship today could not be stronger — because we respect the community in which we live. A university president has the responsibility to expose students to diverse perspectives and cultures. Eastern students begin learning about Willimantic’s diversity the first day of Orientation, when they walk down High Street to our downtown. There they find that Willimantic is a special college town that offers students

a unique outlook on multiple cultures, religions, and lifestyles.

Our students volunteer and intern in organizations across town and gain valuable firsthand experience in the process. For instance, in a partnership with the Willimantic Police Department, social work interns accompany officers on non-violent calls to provide resources the police department does not have. **It's a faculty-created program unique in Connecticut and a national model today.**

Through the Center for Community Engagement, students tutor thousands of school children; organize arts and crafts in senior centers; support nonprofits with advanced technology; and provide needed services to other groups.

Additionally, at the center of our work, we also meet our equity, diversity, and inclusion goals through Academic Excellence. Equity at Eastern begins with the

faculty. Our committed faculty provide the support, role modeling and mentoring that many of our students need to be successful. For all our students, especially students of color, it is so important to learn from faculty who reflect the world in which we live. **Eastern has the highest percentage of minority faculty in Connecticut!**

As Connecticut's only public liberal arts college, our academic foundation is our **Liberal Arts Core**. At Eastern, students from diverse backgrounds gain the liberal arts skills — critical thinking, quantitative reasoning, problem solving, and written/oral communication— that prepare them for rewarding and ever-evolving careers. Eastern students learn to be responsible citizens of the world, understanding and embracing diverse cultures. They are also exposed to diverse ideas, which teach them to be open minded about new perspectives and think critically about new information that they receive, particularly ideas with which they disagree.

These competencies are taught in our classrooms, reinforced through clubs and other co-curricular activities, and during community service projects that address the needs of Willimantic and the state. And, unlike general education requirements at some other institutions — which are relegated to a student's first and second year — our students engage the Liberal Arts Core throughout their four years at Eastern.

Our commitment to equity, diversity and inclusion extends to our **majors**. One great example is our Theatre program.

A recent production “Blood at the Root” was written by an African American, performed by a diverse group of Eastern students, and highlighted a famous case of racial tension at a high school in Louisiana.

Finally, we practice Equity, Diversity and Inclusion on our campus through our Culture. When I think of Eastern's culture, the word “Collaborative” comes to

mind. We are not a big campus — it takes all our faculty and staff working together to succeed. We teach our students that same commitment to working together — on class assignments, in clubs, on our sports teams.

Our Unity Wing in the Student Center is unique in bringing together our Intercultural Center, Women's Center and Pride Center as a unifying, living symbol of collaboration on our campus. We want everyone — regardless of background or lifestyle — to feel part of our inclusive campus culture.

I want to close with a story that especially illustrates Eastern's commitment to equity, diversity, and inclusion. In 2012, I received an email from Educational Trust, a renowned national research organization. I read the email twice since I thought it was incorrectly sent to me or it was spam. I proceeded then to call the head of Educational Trust to question the content of the email. He said it was not spam nor was it sent to me incorrectly;

Eastern ranked number one in their national study in graduating Hispanic students and number eight in graduating Black students from college.

These were students who had spunk and grit, but no plans or opportunity to attend college — kids from tough neighborhoods from which they struggled to escape. They lived on our campus, had faculty mentors, held down campus jobs, and ended up **graduating from Eastern at three times the rate of other Hartford High School students.** The success of our programs, and our faculty's commitment to providing personal attention and a quality academic experience, came to the attention of Donald Graham, former publisher of the Washington Post. His foundation, TheDream.US, chose Eastern as one of only two universities in the nation to place his program for undocumented students who were closed out from attending college in “lock out” states.

Today, **Eastern is the largest partner of TheDream.US**, and students in the program have a 97% four-year graduation rate — the same as Harvard University! What is especially heartwarming to me is the leadership shown by these students. Last year, all the officers in our Student Government Association were Dream.US scholars. They are also the leaders of the Center for Community Engagement's volunteer programs in the local community.

These are tomorrow's leaders — doctors, college professors, business leaders — and will always remember that they started in Connecticut, at Eastern.

(Conclusion) We are very proud of our commitment to equity, diversity, and inclusion at Eastern. But we have not sacrificed the quality of an Eastern education to achieve it. Just last week, the annual U.S. News & World Report rankings came out. We are the #1 ranked public

regional university in New England for the third straight year! We were also ranked #1 for programs for Veterans.

As importantly, we also learned that we are the #1 ranked public regional university in New England in U.S. News & World Report's "Best Value" category. It does not mean that we are the cheapest! As you know, we are the most expensive of the four universities. U.S. News and World Report takes all the variables that are markers for academic excellence and compares them to price point. This algorithm yields the value proposition; thus, Eastern is number one in the Best Value category in all of New England. These days, the ability to afford a college education is a barrier issue for many families. The new rankings demonstrate that our commitment to expanding educational access to students from all backgrounds is working, while at the same time we are making sure that the education they receive is second to none. Eastern is elite, without being elitist.

Equity, diversity, inclusion. It is in our history. It is in our mission. It is in our culture. It is in our DNA. A president of an American university today must lead with integrity in matters of, Equity, Diversity, and Inclusion. At Eastern, we have done that by honoring our history, respecting the community in which we live, achieving academic excellence, and practicing a collaborative culture, where everyone is respected and valued.

Thank you!

September 23, 2021

<u>Written Public Comment</u>
Seth Freeman 4C's President
Sabrina Marques Assoc. Professor of Art, Director of Kathwari Honors Program Western Connecticut State University
Elle Van Dermark Prof. of History & Political Science Asnuntuck Community College

Statement to the CSCU Board of Regents – 9/23/21

Seth Freeman
Professor, Capital Community College
President, 4Cs SEIU 1973

Community college employees are simply disgusted at the leadership from this BOR. We call on Governor Ned Lamont to step in and do something – really anything – to address the mismanagement and total lack of accountability of this BOR.

As community college employees have been saying for almost five years, replacing our community colleges with a statewide master college will degrade the value of our community college system and hurt students. The erosion of shared governance, the removal of faculty control over the curriculum, the disempowerment of faculty, staff and local administrators who are closest to students, the siphoning of money away from our students to regional and statewide managers, and modeling our colleges after for-profit institutions – are all terrible changes that will devalue our system and hurt our students.

And not just the plan itself, but the way that BOR and CSCU leaders have lied, demeaned, ignored and even gaslighted your employees, speaks to the truly broken nature of this BOR. Our employees believe this BOR has no integrity anymore, and no shame.

But no one has held this BOR accountable. Certainly Governor Ned Lamont has not held this BOR accountable. We assume modeling our colleges after for-profit colleges, “streamlining” services, and top-down authoritarian control of education, are all things Ned Lamont supports. Whatever it takes to ensure we spend less money on our students.

Let’s quickly run through some recent examples of where the complete lack of accountability of this BOR has gotten us.

VP of HR Andy Kripp Telling Academic Deans how to Manage Faculty

Our unions filed a Labor Charge against VP of HR Andy Kripp for threatening to direct Academic Deans to force faculty to change their Additional Responsibilities. Worse – after we filed a Labor Charge, Andy Kripp followed through on his threat. CSCU Provost Jane Gates and CSCC Provost Michael Rooke followed Andy’s order and told the Academic Deans to do as told. This is what it means to be a CEO or Academic Dean in CT State Clown College. The job is to take orders from Andy Kripp.

The truly sad part about the iTeach debacle, is that community college faculty have always been committed to improving our pedagogy, including online teaching. What we object to is being treated as second-class faculty in the CSCU system. We know that CSCU managers would never impose the garbage iTeach policy on university faculty. We know university managers would have had the respect to meet with university faculty, talk about their concerns and goals, and

provide the university faculty the ability to develop faculty-led means of reaching the common goal of improving online pedagogy. But in the clown college, Michael Rooke and Jane Gates pen an insulting and disgusting memo – with the shameful and baseless statement:

“As a result of the pandemic, it has become evident that many of our full-time faculty and part-time faculty need to improve their technology skills and strengthen their understanding of online course delivery pedagogy”

This one line is the “justification” for their top-down managerial directive.

Community college faculty went above and beyond the call in transitioning our teaching online – just as our peers in state universities did – are insulted by this. A statement of this sort would rightly never be written about our peers in the state universities. This statement, and the rest of the confusing memo from Gates and Rooke – does not speak to a commitment to improving online pedagogy. Any true commitment of that sort would have started with faculty. This speaks to the top-down, managerial led vision of how to manage second-class faculty in a second-class college system.

CSCU Managers Ignoring and Disregarding Staff During Reorganization

Throughout the merger and reorganization of our community colleges, CSCU managers routinely and continuously make decisions without soliciting input from the community college staff who provide the relevant services. Employees in areas such as Marketing, Financial Aid, Counseling, and Admissions are systematically excluded from being part of the decisions about their jobs and working conditions. Employees are frustrated that when they meet with President Levinson or other CSCU leaders their input is not taken into account.

When CSCU managers exclude staff in decision-making it leads to frustration from employees and ultimately bad policy. Employees want the dignity to be included in discussions about their current and future employment. Employees are the experts in their area and have input and expertise to help CSCU managers improve services in a consolidated model. The lack of input and involvement of employees – and local managers – leads to increased distrust and fear. Our union is reaching out to President Levinson and Provost Rooke to fix this and find ways for staff to be much better included in discussions about changes in their areas.

Telework Hypocrisy Policy

Look where we are with telework. CSCU managers are denying community college staff the ability to telework and have fought efforts of our unions to provide reasonable telework accommodations to staff during this pandemic. College CEOs are directed from System managers to summarily deny telework requests. Their ability to manage what used to be their employees has been taken away from them. Yet – CSCU managers and employees in the BOR can telework and routinely do so. This is simple, shameful hypocrisy on the part of CSCU managers. Worse, these policies have absolutely nothing to do with employee safety or well-

being, and everything to do with keeping College Presidents/CEOs under the thumb of CSCU managers.

Culture of Misogyny in CSCU System

There are repeated, significant, complaints levied against CSCU managers regarding the mistreatment of women by CSCU managers. First CSU-AAUP objected to the misogynistic behavior of VP Andy Kripp during contract negotiations. Now a federal lawsuit has been filed against Andy Kripp, Alice Pritchard, and Robert Steinmetz by former MCC CEO Nicole Esposito. Nicole Esposito's complaint alleges a broken culture at the BOR, where complaints of misogyny are repeatedly ignored by CSCU managers.

This is what happens in a culture with no accountability.

What has the BOR done in response to these repeated significant complaints? President Cheng and Chair Fleury penned an OpEd to mansplain away the concerns. This was despicable and shameful and an insult to every employee in our system.

How is it that repeated complaints have been levied against VP of Human Resources Andy Kripp, and he is still leading union negotiations? What is this BOR doing?

We know if this was any other employee in our system, that employee would be recused of their duties while investigated. But that is only for regular employees – not special employees.

There needs to be an independent outside investigation of the treatment of women in our CSCU system. The investigation must be done by an independent, outside firm. We are tired of the BOR using their well-paid in-house legal services to “investigate” these complaints levied at their own managers.

Hostile Negotiation Tactics and Union-Busting Law Firm Jackson Lewis

Community college employees demand a fair contract that we deserve. We will not allow this BOR to gut our contract and working conditions. Working conditions that provide community college employees in CT some of the highest standards and working conditions in our country. Working conditions that make our CT community college system a desired place for educators, and working conditions that have led our system to be one of the best in the country.

We understand your contract “proposals” for what they are. Attacks. You call them “negotiation tactics”. We understand. You put a loaded gun to the head of your employees and say that is your “negotiation tactic”. We assume you are learning these tactics from Mr. David Jimenez, from the famed anti-worker, anti-union, Jackson Lewis. We are tired of this nonsense.

Our unions have [started a petition](#) to demand President Cheng fire the Jackson Lewis law firm. We understand President Cheng champions himself an advocate for equity and justice. We think this is an excellent means for President Cheng to demonstrate this commitment.

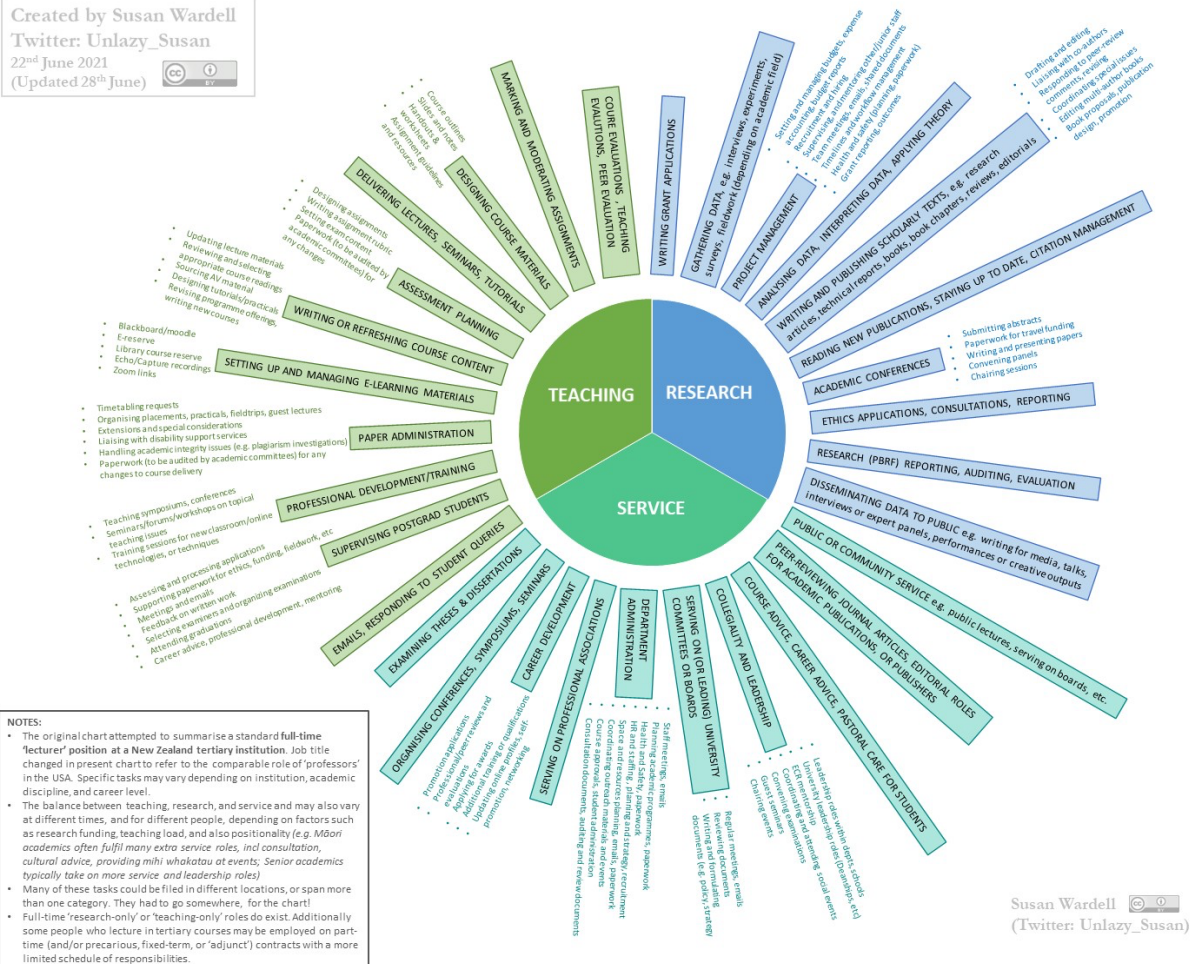
As educators, we openly question why governing bodies like the BOR would direct public monies to a union-busting law firm. It is well understood that anti-worker firms like Jackson Lewis have contributed to the decline of unions in both the private and public sectors and the proliferation of low-wage jobs with poor working conditions. Low-wage jobs that so many of our students and communities suffer under. President Cheng can demonstrate to our students and communities that our system is pro-worker and pro-union by taking this important step.

But we are not waiting for President Cheng to do a damn thing. Our unions are organizing, building strength, and openly discussing what it means to have hostile anti-union leadership on the BOR. We understand this BOR wants to take us back in time. And we understand your attacks have absolutely nothing to do with improving the quality of education in CT. We are not falling for your tactics. We demand a fair contract, and we are standing together to win one. That is what our #SemesterofSolidarity is all about and this is why we #PurpleUp.

In summary – community college employees understand this BOR to be completely out of touch, incompetent and unaccountable. We understand the enemy we have in this BOR, and will not beg you and kiss your feet to be treated nicely. **We demand to be treated with dignity and respect.** We will continue to take each and every opportunity to call out your duplicity and mismanagement. **We will continue to challenge you and Governor Ned Lamont** – until someone actually listens to the employees of this system.

ACADEMIC LIFE: WHAT DOES A “PROFESSOR” DO?

Created by Susan Wardell
Twitter: [Unlazy_Susan](#)
22nd June 2021
(Updated 28th June)



Susan Wardell 
(Twitter: Unlazy_Susan)

Elle Van Dermark

September 22, 2021

Mr. Fleury and Mr Cheng,

I am writing today to ask that Andy Kripp be put on leave until a thorough and independent investigation is completed into the serious allegations levied against him. According to the report you cited in your September 9, 2021 CT Viewpoints in the CT Mirror, there is no dispute about Kripp's behavior. That report described three factual allegations and determined, "...there's not much to dispute concerning these three factual allegations."

A reasonable person reading General Counsel Ernestine Weaver's Memorandum might very well conclude these are gendered, sexist, misogynistic, and persistent. That the CSCU-BOR team was the basis for concluding that "Kripp's conduct was not gender related," is deeply problematic.

The CSCU-BOR team was hired by and works under the policies written and enforced by Andy Kripp. The CSCU-BOR team works for Andy Kripp. The CSCU-BOR team is involved in the very "difficult negotiations," where this conduct took place and are not under dispute.

Having had to define, describe, access, and support members of the Community Colleges who have sought protection by and from Human Resources, I can say without hesitation and with confidence that the policies, process, and procedures related to reporting problems within Human Resources is not transparent. They lack guidelines that set clear expectations for what will happen and a timeline of events. It is not a fair and impartial process. Those who conduct these investigations are hired by and report to Andy Kripp. And importantly, this was reported to the CSCU and still, the process remains murky, is not adhered to, and under the purview of Andy Kripp.

While I am not calling into question Ernestine Weaver's work, I do think it is deeply problematic to suggest that there is a relationship to or between an investigator being female and the conclusion(s) drawn. I apologize in advance if I have misconstrued your correlation.

Even a brief foray into gender analysis quickly reveals that the gender of the individual who holds sexist, gendered, coercive, patriarchal, and or misogynistic beliefs is not limited to male-identifying people. Women can, and sadly do, internalize traditional sexist norms.

I will join you in committing to setting an example for all the people of the CSCU – faculty, staff, and students; but I am also asking you to see that a federal lawsuit and the behavior that necessitated this report warrant an independent investigation of Andy Kripp and the processes that govern the division he has created, and that provides policies and procedures for everyone in the CSCU.

I am asking that a fair investigation be conducted by a qualified, trained, and impartial team mutually agreed upon by the Board and the bargaining units. I realize this is a big ask, but I hope you can see that this is a significant issue with far reaching implications. This joint effort will go a long way toward

realizing the commitment we all have to the CSCU and ensuring all people are treated fairly and respectfully.

Elle Van Dermark
Professor of History & Political Science
Asnuntuck Community College
Vice President of Faculty, the 4Cs-SEIU 1973

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

Attachment D
(Proposal w/
Corrections)

INTRODUCTION

The format for the *Proposal to Establish a CSCU Center or Institute* is based upon the Policy Statement and Policy Guidelines for The Establishment of Centers and Institutes, which the initiator(s) should become familiar with and utilize as a guide. Submission of the *Proposal* to the CSCU Academic Council affords the initiator(s) the opportunity to receive critical, informative feedback from the System's chief academic officers; whose endorsement is a prerequisite for submission of a *Proposal* to the Board's Academic and Student Affairs Committee that decides upon the establishment of centers/institutes.

NOTE: The Microsoft Word table text boxes below are automatically expandable.

PROPOSED NEW PROGRAM

CSCU Institution: Southern Connecticut State University

Title of Proposed Center or Institute: Center for Teaching and Learning

Primary Foci:

The Center will support educational innovation through research, professional development and policy study work. The Center will collaborate with local school districts, state agencies, industry, and national and international institutions. Locally, the Center will support and enhance the pedagogical skills of teaching faculty at SCSU through workshops and seminars committed to diversity and inclusion and best practice.

Institutional Unit(s): SCSU College of Education

Initiator(s)/Faculty Status and/or Position:

Stephen J. Hegedus, PhD. Dean, College of Education, SCSU

Kari A. Sassu, PhD. Professor, Counseling and School Psychology, SCSU

NEED

Directions: Define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need.

NOTE: Both the need and the action plan must be substantiated by reputable research.

The College of Education (COE) at Southern Connecticut State University (SCSU) has been a major provider and leader in teacher preparation and subsequently advanced educator preparation in the state of Connecticut for the past 125 years. We acknowledge a critical need to address the gap between higher education efforts and the lack of direct impact on school improvement and learners' achievement in CT today. We have begun to address this need at SCSU with the educator preparation programs having graduated approximately 300 students

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

per year in undergraduate and graduate programs (initial and advanced certification programs) in the past 5 years including high completion rates and high employment rates (80-100% in their first year depending on subject area).

There is still much work to be done in addition to our academic programming. Hence, we are proposing a Center that combines recent strategic hiring and programmatic initiatives in the College of Education with faculty from the Colleges of Arts and Sciences, Health and Human Services, and the School of Business, as well as with collaborators across the SCSU campus. This proposal builds on the programmatic elements of our departments through translational research that impacts our school districts and broader educational systems across the state of Connecticut as it relates to systemic reform of early childhood, preK-12 educator preparation, special education, autism research and early intervention, literacy, applied behavior analysis and policy work.

The SCSU Center for Teaching and Learning will be located on the SCSU campus collaborating with existing offices that presently provide professional development services related to teaching, technology, and research (i.e. Office of Faculty Development and Center for Educational and Assistive Technology Resources). The new Center will broaden the scope of support we provide to our internal community by connecting with key educational partners within the region, statewide agencies, and global partners, and will meet the needs of such partners in a bidirectional manner. This will be done through the coordination of highly skilled individuals from various professions to create innovative solutions. An exemplar of such proposed work is the recent completion of the GEARUP program that used existing campus resources to work closely with hundreds of students and families in New Haven, providing a college and career readiness program over the course of 6 years. Such work has informed our own research and guided modifications to our high school-to-college pathways, including those being conducted through our Office of Early College. Similarly, future projects will espouse a transdisciplinary teaming effort that results in creative, impactful, solution-focused projects.

The work of the proposed Center encompasses a diverse corpus of research and professional development currently conducted by SCSU faculty (see Appendix A). By way of its organization and function, the Center holds the promise of extending and diversifying these efforts to comprehensively address demonstrated needs within the larger educational community in CT and beyond. In partnership with educational leaders and representatives from industry throughout the state, members of the Center will work collaboratively to identify gaps in training and skill development within the workforce and devise unique pathways for skill development that will augment graduates' employability.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

GOALS AND OBJECTIVES

Directions: State the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission, and assert how the proposed entity would add value to the institution. If the goals and objective include affecting and/or actively involving the institution's students and/or some other audience, state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's Evaluation Plan.

Mission/Vision

To establish a research and partnership Center that focuses on the creation, advancement and critical analysis of knowledge as it relates to the science and art of teaching and learning and can be translated to support teaching *best practices* on our own campus. This will involve a group of educational researchers from the College of Education and colleagues from all other SCSU Colleges/Schools, local institutions in CT, and specific global partners. In addition, the work of the Center will focus on systemic reform initiatives, access to college initiatives, reducing the achievement gaps in CT through research and technology reform initiatives, professional development, and policy analysis as it relates to education reform.

This statement is closely aligned with the mission of the College of Education that is "committed to excellence, impact and continuous improvement" with "dedication to access for each and every learner." It is also aligned with the broader institutional mission and its commitment to social justice: "Southern is committed to academic excellence, access, social justice, and service for the public good."

Goals & Objectives

The goals of the Center are structured under four main pillars of work. We list these and the core objectives of each pillar that establish an infrastructure for the Center's evaluation plan.

Pillar 1. To Improve Teaching and Learning

- a. *Enhanced Teaching and Learning.* The Center will organize and host internal workshops, seminars, programs, demonstrations, and retreats for teaching faculty that will create and allow for ongoing updates in pedagogy. Faculty will be afforded structured and organic opportunities to expand their professional skill sets through their engagement in collaborative interdisciplinary projects. Such ongoing work will support the ever-changing needs of increasingly diverse learners on our college campus.
- b. *Advanced Technology.* The Center will design and implement advanced technologies in classrooms, conduct professional development and curriculum design workshops, and support the integration of assistive technologies into a wide variety of learning contexts. This would involve collaboration with the

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

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present Center for Educational and Assistive Technology Resources (<https://inside.southernct.edu/ceat/resources>) and our Office for Online Learning.

- c. *Graduate certificates/badges and Adult Education.* Working in partnership with the SCSU School of Graduate & Professional Studies, the Center will develop continuing education programs in adults returning to college, advanced educational leadership, PK-12 curriculum design, cross-cutting areas such as leadership and athletics or assistive technology, and developing systemic initiatives (e.g. addressing inequities in early childhood, and closing achievement gaps). The Center will also organize and host a Principals Academy including summer residency on these themes.
- d. *College preparedness and Preparing College.* The Center will develop programs that partner Faculty Development with high school teachers and counselors who are connected to the needs of students entering from high school. It will provide faculty development for community college instructors to prepare students for transfer to SCSU programs and to learn strategies on how to help students transition to more advanced academic work (i.e. 2+2+1). In its commitment to diversity and inclusion, the Center, building on the work of the GEARUP project, will focus on programs to support high school students from underrepresented groups. Such work would incorporate the present Office of Faculty Development. <https://inside.southernct.edu/faculty-development>
- e. *Minority Educator Initiative.* The Center will leverage the present work of the College of Education on diversity and equity in partnership with local communities and school districts to increase numbers of teachers and school leaders into our programs through specific recruitment and retention plans. Support would come through the Shea Endowment bequeathed to the College of Education (approx. \$2.5m at this time). Additional support for these initiatives will be sought from external agencies, both public and private.

Pillar 2. To Conduct Research and Innovation in the Art and Science of Teaching

- a. *Research and Development.* This will be work funded by external agencies, e.g. NSF, US Department of Education, Institute of Education Science, private foundations and other partners from outside of the university.
- b. *Evaluation, Assessment and Policy Analysis.* The Center will develop an infrastructure to support the educational research needs of faculty (e.g. statistical support), our local school districts (e.g. in assessment development), and CT agencies (e.g. policy analysis work for State Department of Education).

Pillar 3. To Develop Multidisciplinary Communities of Educators

- a. *Obama Magnet University School.* Our lab school on campus will be a key innovation site for implementing new research and innovative practices

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developed in the Center and build mutually beneficial partnerships with the faculty, staff and families of the school. The Center will also have a physical presence in the school, utilizing the SCSU Innovation space purposefully built in the middle of the University School.

- b. *Global Educational Services.* This will be in the form of offering fee-for-service work in partnership with other campus centers (e.g., Center of Excellence on Autism Spectrum Disorders, Office of International Education) to offer training or consultation services. Such work can be offered through online platforms and may be in the form of international conferences, symposia, colloquia, professional development services to support our autism center work, and think tank workshops on major issues (e.g. socio-emotional learning). This will build on recent work with the SCSU Alumni Association, develop marketplace solutions through our School of Graduate & Professional Studies, and leverage current initiatives including the work of our Autism Center at SCSU.
- c. The Center will continue to enhance educational partnerships that have bidirectional benefits for CT school districts and SCSU (e.g. Hamden Transition Academy).
- d. The Center will facilitate and nurture services within districts for recruiting, training, and fostering professional growth, with particular focus on increasing participation from members of underrepresented groups in professional educational fields as well as from academic departments.

Pillar 4. Create an Innovation space to incubate clinics, offices and seed new initiatives

- a. *New Applied Behavioral Analysis (ABA) Clinic.* The demand for Board Certified Behavior Analysts (BCBA®: Masters' level practitioners) has grown nationally by 800% across the last decade and is projected to increase similarly in the coming years (Behavior Analyst Certification Board, 2018). Students enrolled in the ABA programs at SCSU would have the opportunity to hone their professional skills while serving children from the local community who might not otherwise have access to ABA services. Further, the clinic has the potential to provide other training and professional development opportunities for ABA professionals and SCSU faculty/staff. The clinic would collect data and engage in research that would carefully examine both the services and training delivered.

The clinic would provide a variety of unique opportunities for students of ABA at SCSU. These experiences would provide unrivaled richness in Connecticut in the application of ABA to real-world priorities (e.g., support for young children with autism through individualized assessment and intervention, development and delivery of parent training, provision of consultative services and self-management strategies, and engagement in a variety of research and grant activities).

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- b. *Existing Literacy Clinic.* The Literacy Clinic serves to meet both the needs of education graduate students and to offer reading support programs at no cost to local children in the greater New Haven region. The Literacy Clinic on the SCSU campus enables the creation of entrepreneurial opportunities such as in-service professional development for teachers, guest speakers, webinars, and family-based literacy programming (e.g. a Saturday morning breakfast: Books and Bagels). The clinic functions as a space to enhance the teaching of graduate and undergraduate students at SCSU, and also provide tutoring and diagnostic sessions with K-12 students.
- c. *XR Initiative in Education.* One area that will bring significant change and is already impacting education is that of extended reality (XR) technology. Extended reality (XR) is an umbrella term used to describe augmented reality (AR), virtual reality (VR), and mixed reality (MR) technologies. There are organizations currently working to reshape how we imagine, design and experience education. This is being done through XR technologies which have been seen as superior mediums for facilitating social, educational, and work-related connections. We aim to engage the SCSU community with knowledge and content through immersive technology. The XR Initiative will actively work with all stakeholders who wish to experience, learn, research or use this technology in the classroom and beyond. This initiative will put forth a call to interested faculty and staff to consider how we can leverage emerging XR technologies to strengthen the quality of a SCSU education, cultivate an interdisciplinary scholarly community of practice, and enhance a network for academic research and innovation.

It is expected that these efforts, in association with others within the CTL, will give rise to additional opportunities for the development and growth of cross-disciplinary training, professional development, research, and service to internal and external communities. These aforementioned exemplars demonstrate our capacity for leveraging currently siloed internal resources for a more integrative, unified benefit within a CTL structure. Such efforts are interdisciplinary in nature and working together will create economies of scale.

It should be noted that several of these projects are in progress or development at this time. The current proposal establishes an organizational entity to focus the work and foster multidisciplinary partnerships both within SCSU and with external communities. In essence, the CTL will offer:

1. A centralized resource and support center for Southern faculty in their own pedagogical growth and in recognition of the ever-changing approaches to best practices
2. A hub to support academic programs from the high school through graduate levels

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3. A resource for current teaching professionals and educators by offering badges or professional development certificates
4. A training resource to the community, such as providing short-term and on-going training opportunities to other education-related professionals and community members
5. An outlet for delivery and supervision of educational services, such as through contracts with school districts, private organizations and other entities.
6. A university-based research center engaging faculty and students in independent research and as a research partner for other academic, public, and private organizations.

Such work would add value to the SCSU institutional mission by creating a dedicated entity on our campus that houses educational research and innovation initiatives and is committed to measuring their impact on all stakeholders involved whether it is a local school district, a faculty led professional development workshop, a statewide taskforce, or an international conference or partnership.

SCSU students are essential to the operation of the Center with research assistantships available for students to engage in research and development under the mentorship of faculty or partnering associates. Both undergraduate and graduate students representing a variety of disciplines would be encouraged to participate in the work of the Center, including graduate students and alumni who concurrently serve as professional educators. The research, training, and projects of the CTL will offer authentic learning experiences for interns, enhancing their studies and professional practices.

ADMINISTRATION, FACULTY AND STAFF

Directions: *Present: (1) the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.*

The Center will be led by an executive director in consultation with an internal executive steering committee and an external advisory board and will report to the Dean of Education. The internal steering committee will be representative of faculty and staff from the College of Education (4 members), the College of Arts and Sciences (4 members), the College of Health and Human Services (3 members) and the School of Business (1 member). The Center's external advisory board will be a unique mixture of local, regional, national and international experts in their respective fields who work closely with the SCSU faculty and associates. We aim to bring the two groups together for an annual retreat.

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The following members of the Taskforce that contributed to the concept paper will be initially involved in the operations of the Center. Some already have funded projects that will be situated within the Center.

Dr. Beena Achhpal, Professor, Curriculum and Learning

Dr. Laura Bower-Phipps, Professor, Curriculum and Learning

Dr. Meghan Brahm, Assistant Professor, Special Education

Dr. Denver Fowler, Associate Professor, Educational Leadership

Dr. Norris Haynes, Professor, Educational Leadership

Dr. Jessica Parzych, Associate Professor, Counseling and School Psychology

Dr. Brian Real, Assistant Professor, Library and Information Science

Dr. Kari Sassu, Professor, Counseling and School Psychology

Dr. Carrie Ann Sherwood, Assistant Professor, Curriculum and Learning

Dr. Lauren Tucker, Assistant Professor, Special Education

Dr. Yan Wei, Associate Professor, Special Education

Dr. Joan Weir, Assistant Professor, Special Education

Dr. Olcay Yavuz, Associate Professor, Educational Leadership

EVALUATION PLAN

Directions: Delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making during the initial four-year provisional period.

Our overall evaluative measures will be formative and summative as dictated by the various projects within the center subject to external expectations (e.g. funded by external federal/state agency or private foundation). More broadly, the executive director of the Center will establish an annual review report that will be process-driven to offer an external, unbiased perspective of the effectiveness and delivery of our plans over the course of the first 5 years.

The Center will provide a succinct report each year of its goals and objectives in consultation with the external advisory board and, subsequently, this will be evaluated by the Dean of Education and the SCSU Provost to assess whether such goals are being met and sustained through a sufficient income stream.

These structures will include all other projects and existing centers and their evaluative methods. For example, existing offices related to professional development, or projects supported by external federal grants, will have their own idiosyncratic evaluation plans built into their project expectations and deliverables.

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BUDGET AND SUSTAINABILITY

Directions: Exhibit on Projected Budget form and explain below in narrative an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution. **NOTE:** Specify each itemized source of revenue in narrative.

Part 1. *Seed funding to establish Center*

- i. Reassigned time for faculty – see budget notes
- ii. Graduate assistantship from the Dean of Education central funds
- iii. Obama Magnet University School – Innovation Space {permanent building space allocated for SCSU projects}
- iv. Seed funding over years 1 and 2 from Dean’s discretionary account from ongoing fundraising plus specific campaign
- v. Incorporation of existing central operational funds of Office of Faculty Development and include cooperation from the Center for Educational and Assistive Technology
- vi. Shea Endowment to support student assistantships (\$2.5m endowment yields approximately \$100K per year)

Part 2. *External funding*

- i. Fee for service
 - from municipalities (e.g. school districts)
 - from continuing education projects (e.g. college and career readiness, international conferences)
- ii. State contracts (e.g. CSDE)
- iii. Federal research grants (e.g. Noyce)
 - a. Recent award from NSF Noyce Scholarship to support our Teaching and Learning initiatives and Minority recruitment initiative (\$1.5m over 5 years)

Part 3. *Philanthropic donations*

Ongoing fundraising will assist in providing continuing support for core Center activities and for students to engage in internships. The Dean of Education will offer startup funds of \$50K and aim to support five student research internships of \$5K through the Day of Caring and other campaigns for year 1 and 2 totaling \$150K.

We are presently seeking support for a major donor to sustain basic operations.

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Projected Budget

(whole dollars only)

NOTES (REVENUE)

#1. Grant. NSF Noyce, \$1.45m over 5 years – subcontract to GCC

#2. Shea Scholarship (return on \$2.5m) = \$100K per year

#3. Dean's Discretionary Fund

#4. Day of Caring fund raising for Student internships / Major Donors

#5. Reassigned time under present CBA structure to support research reassigned time. Existing budgets for Office of Faculty Development and Center for Educational and Assistive Technology*

#6. Service contracts with State (CSDE), national and international partnerships, conferences, etc.

*The Center for Educational and Assistive Technology is already its own Center for Excellence and thus retains control of its own budget.

NOTES (EXPENDITURES)

#1/#2. Personnel costs for Office of Faculty Development and Center for Educational and Assistive Technology. Salary and fringe benefits for a center manager in the future once the Center is self-sustaining (year 4 onwards). This would be an administrative position to support the Center Director. An inkind contribution of faculty reassigned time of 6c per semester to be Center director. This will not be a new reassigned time assignment and so is not included as a direct expenditure for the projected budget in the first 3 years.

#3. Travel to conferences, promotional events, CT and New England travel

#4/#5 Basic supplies to support marketplace solutions and on-line platform, including IT support

#6. Operational costs for Office of Faculty Development and Center for Educational and Assistive Technology

#7 Research grants

#8 Graduate Internships

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Each year follows the academic calendar and extends into the following summer:

BUDGET CATEGORY	2021/22	2022/23	2023/24	2024/25
REVENUE				
1. Gift/Grant	\$176,967	\$254,901	\$261,828	\$447,336
2. Gift/Grant	\$100,000	\$100,000	\$100,000	\$100,000
3. Institutional Funds	\$25,000	\$50,000	\$10,000	5,000
4. Institutional Funds	\$5,000	\$15,000	\$25,000	\$25,000
5. Operational Funds	\$391,000	\$391,000	\$391,000	\$391,000
6. Other Revenue		\$50,000	\$75,000	\$100,000
TOTAL REVENUE	\$697,967	\$860,901	\$862,828	\$1,068,336
EXPENDITURES				
1. Personnel	\$172,000	\$172,000	\$172,000	\$252,000
2. Fringe Benefits	\$80,000	\$80,000	\$80,000	\$130,000
3. Travel	0	\$10,000	\$15,000	\$15,000
4. Equipment & Supplies	0	\$5,000	\$5,000	\$5,000
5. Contractual	0	\$1000	\$1500	\$2000
6. Other (OFD/CEAT)	\$139,000	\$139,000	\$139,000	\$139,000
7. Other (Noyce)	\$176,967	\$254,901	\$261,828	\$447,336
8. Other (Graduate Assistants)	\$19,200	\$19,200	\$19,200	\$19,200
9. Scholarships	\$100,000	\$100,000	\$100,000	\$100,000
10. Total Direct Costs	\$687,167	\$781,101	\$793,528	\$1,109,536
11. Indirect Costs				
TOTAL EXPENDITURES	\$687,167	\$781,101	\$793,528	\$1,109,536
REVENUE minus EXPENDITURES	\$10,800	\$79,800	\$69,300	(\$41,200)
OPERATIONAL BALANCE	\$10,800	\$90,600	\$159,900	\$118,700

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APPENDIX A

CENTER OF EXCELLENCE ON AUTISM SPECTRUM DISORDERS

Accardo, A. L., **Bean, K., Cook, B.**, Gillies, A., Edgington, R., Kuder S. J., & Bomgardner, E. M. (2019, September). College access, success, and equity for students on the autism spectrum. *Journal of Autism and Developmental Disorders*. Doi: 10.1007/s10803-019-04205-8

Bean, K. Meers, K., Cook, B., Eren, R. (2019). Babysitting Training Guide for Families of ASD. (2nd) In Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Bean, K., Meers, K. (2019). The need for caregiver support for families of children with ASD. (2nd) In Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Chawarska, K & **Volkmar F.R.** (Eds) (In press, July 2020). *Autism Spectrum Disorder in the First Years of Life: Research, Assessment and Treatment*. New York, NY: Guilford Press.

Meers, K. (2019). Itinerant teacher definition update. (2nd) In Volkmar, F.R (Ed), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Meers, K. (2019). Resource room definition update. (2nd) In Volkmar, F.R (Ed), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Jackson, S. and **Volkmar, F.R.** (2019). *Diagnosis and Definition*. In Volkmar, F.R. (Ed), *Autism and Pervasive Developmental Disorders*. 3rd ed., Cambridge, UK: Cambridge University Press. pp 1-24.

Sassu, K. A. (2020, May). *Executive function in children with autism spectrum disorders: Practical skills for improving organization and performance*. Webinar presented at the New York State Regional Centers for Autism Spectrum Disorders, Autism Virtual Conference.

Sassu, K. A. (2019, October). *Practical approaches to improving executive function in individuals with autism*. Presentation delivered at the Center for Autism and Related Disabilities' 19th Annual Autism Conference, Albany, NY.

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Volkmar, F. (Editor). (2019) *Autism and Pervasive Developmental Disorders*. 3rd ed., Cambridge, UK: Cambridge University Press.

Volkmar, F. (Editor) (in press, September 2020). *Encyclopedia of Autism*, 2nd ed., New York: Springer Publishing.

COUNSELING & SCHOOL OF PSYCHOLOGY

Bray, M., Winter, E., Maykel, C., **Sassu, K.**, Theodore, L., Margiano, S., Cross, K., & Levine-Schmidt, M. (2021, August). *Physical health as a foundation for wellbeing: the RICH theory of happiness*. Poster accepted for presentation at American Psychological Association Annual Convention. Virtual Convention.

Bower-Phipps, L., Sassu, K. A., Bananno, S, Capiello, M., Broadbridge, C., Denicola, S. & **Hegedus, S.** (2021, April). *Developing hybrid identities: A self-study of a university/ school partnership*. Virtual presentation to be presented at the New England Educational Research Organization (NEERO) Annual Meeting, Virtual.

Donohue, M., Lapan, R., **Parzych, J. L.**, & Gaesser, A. (2020, June) [Canceled due to COVID-19]. *Redefine school counselor ratios based on outcome research*. Presentation to be given at the annual conference of the American School Counselor Association (ASCA), Seattle, WA.

Foss-Kelly, L. L., Question, Persuade, and Refer Suicide Prevention Gatekeepers Training, "Question, Persuade, and Refer Suicide Prevention Gatekeepers Training," First Church of Christ Congregational Old Saybrook, CT. (October 2, 2019).

Foss-Kelly, L. L., Generali, M. (2019). Association for Counselor Education and Supervision Annual Conference, "Alcohol and drugs in the classroom? A primary prevention tool for school counselors.," Association for Counselor Education and Supervision, Seattle, WA. (October 10, 2019).

Ginicola, Misty M. (2109). "Two-Spirit identities: What Indigenous culture teaches us about all Queer and Trans people," UCONN Rainbow Center, Storrs, CT. (November 21, 2019).

Ginicola, Misty M. (2019). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Monthly Webinar, "Rainbow Counselors: Becoming competent in affirmative and celebratory counseling with Queer & Trans People," ALGBTIC. (September 27, 2019).

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Ginicola, Misty M. (2019). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Monthly Webinar, "Words can hurt: Staying competent in affirming LGBTGEQIAP+ terminology," ALGBTIC. (August 30, 2019).

Parzych, J. L., Delong, V., Catucci, M., & Generali, M. (2019, November). Student success: The role and impact of comprehensive school counseling. Presentation given at the annual Connecticut Association of Boards of Education/Connecticut Association of Public School Superintendents (CABE/CAPSS) Convention, Mystic, CT.

Parzych, J.L., Generali, M., Yavuz, O., & Trombly, C. (2019, August). Creating effective principal-counselor relationships and improving success for all students. Workshop facilitated at the Connecticut School Administrator and Counselor Leadership Forum, Southern Connecticut state University, New Haven, CT.

Rhoades, E.K. & Starling, N. R. (2020). The Acculturation Model of Ethics Education. Trainers of School Psychologists (TSP) Annual Conference. Baltimore, MD, 2/18/2020.

Sassu, K. A., Bellara, A.P., Levine-Schmitt, M., Winter, E. L., Nelson, K. R., Bunyea, A. M., Labbe, C.C., Volfinzon, E.S., & Bray, A.M. (in press). Sotos Syndrome. In Perfect, M., Riccio, C., & Bray, M.A. (Eds.), *Health-Related Disorders in Children and Adolescents: A Guidebook for Understanding and Educating (2nd ed.)*. Washington, D.C.: American Psychological Association.

Sassu, K. A., (2020, June). Preschools and mind-body health. *Perspectives on Early Childhood Psychology and Education, Special Issue: Promoting Wellness in Preschoolers*.

Sassu, K.A., Bray, M. A., Gelbar, N.W. & Kerzner, T. (2019, September). *Written emotional expression in schools: Processing psychological and emotional stress through narrative writing*. In Bray, M.A., & Maykel, C.Eds.), *Promoting Mind–Body Health in Schools: Interventions for Mental Health Professionals*. Washington, DC: American Psychological Association, Division 16 Book Series.

Starling, N., Elias, E., & Coleman, M. (2019). Concentrations in school psychology: Can specialization empower the evolution of the profession *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-019-00264-x>

Trombly, C., Yavuz, O., Generali, M., & Parzych, J. L. (2020, May) [Canceled due to COVID-19]. *Leveraging school administrator and school counselor*

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collaboration to promote success for all students. Presentation to be given at the New England Educational Research Organization (NEERO), Portsmouth, NH.

Ginicola, Misty M. (2019). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Monthly Webinar, "Words can hurt: Staying competent in affirming LGBTGEQIAP+ terminology," ALGBTIC. (August 30, 2019).

CURRICULUM AND LEARNING

Bower-Phipps, L. (2020). Responding to Heteronormativity: Lesbian, Gay, Bisexual and Asexual Preservice Teachers' Dreams and Fears. *Current Issues in Education*, 21(1), pp. 1-23.

Marn, T. M., & Wolgemuth, J. R. (2020). Experimental critical qualitative inquiry: Disrupting methodologies, resisting subjects. *Post-Qualitative Research and Innovative Methodologies*, 35.-15.

Moss, D.M., Simmons, J., Izard, B. & **Marx, H.** (in press, 2020). Going Global in Teacher Education: Lessons Learned from Scaling Up. In L. Baecher (Ed.) *Study Abroad in Teacher Education: Transformative Learning at the Global Scale*. New York: Routledge.

Chandler-Olcott, K., Draper, R. R. Hiebert, E., Hruby, G., MacGill-Franzen, A., **McVerry, J. G.**, O'Byrne, W. I., & Serafini, F. (2020). Defining Instructional Text: Eight literacy scholars discuss framing and trade-offs. *Ubiquity: The Journal of Literature, Literacy, and the Arts*.

Sinclair, M. & **Powell, J.** (2020) Becoming Accomplices: Problematizing the Intersection of Reflection and Action Through Pre-Service Teachers' Autoethnographies as Praxis. *The International Journal of Critical Pedagogy* <http://libjournal.uncg.edu/ijcp/article/view/1608>

Shaw, L., Marx, M., Arnold, J., & Sableski, M. (2020). An invitation to consider the value of personal stories in cultural narrative. *Journal of Children's Literature*, 46(1), 43-48.

Sherwood, C.A. (2020). "The goals remain elusive": Using drawings to examine shifts in teachers' mental models before and after an NGSS professional learning experience. *Journal of Science Teacher Education*.

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Torre, C. (2019-20). Member of the Curriculum Development Committee for the new, State mandated, Black and African-American / Puerto Rican and Latino curriculum to be Published and offered at all Connecticut high schools beginning in the 2021 & 2022 academic years.

Diamantis, M. & Goldberg, A. (2019). Doing Mathematics with Language Arts and Science...Oh My!. NCTM Regional Conference, Nashville, TN. October 2019.

Ferraro, M. (2019). Cultivating Language and Identity Through Multiliteracy Practices: Snapshots from a Fifth-Grade Class. 24th Annual Dual Language Conference, Albuquerque, New Mexico.

Ferraro, M. (2020). Cultivating Connections with Bilingual Families in our Communities. Presented at Connecticut Library Association's Setting our Sights on Success Conference. Groton, CT.

Ferraro, M. (2020). Privileging Teachers' Voices: A Call to Action to School Leadership. TESOL International Convention and English Language Expo, Denver, CO.

Ferraro, M. (2020). Addressing the Shortage of Dual Language Teachers. Southern New England Regional Dual Language Learners Conference. Framingham, MA.

Goldberg, A. (2020). An Assessment/Feedback Activity for ec stem. National Scale TPA Implementation Conference, Austin, TX.

Wolgemuth, J. R., Eaton, P. W., **Marn, T.**, Stich, A. E., Kennedy, L. M., Moses II, M. W., Michalovich, A. & Alicea, J. A. (2020, Apr 17 - 21) Methodological Stuckness in Research Participants and Ethics [Paper Session]. AERA Annual Meeting San Francisco, CA.

Marn, T. (2019). Doctoral Student Mentoring Session. QR-SIG Sponsored Symposium. Annual Meeting of the American Educational Research Association (AERA). Toronto, ON

Marx, H., Moss, D. (2020). Gaps in the research underpinning teacher education study abroad: Analytical review of research. Paper accepted for presentation to the Annual Meeting of the American Educational Research Association. April 2020

Marx, H., Witt, A. (2020). The State of the Profession: International Field/Student Teaching Experiences in Undergraduate Teacher Preparation – Images for the Near Future. ATE Council for International Education. Atlantic City, NJ. February 2020.

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Henderson, N., **Marx, H.** Gregory, B. (2020). What to do when...: Conversations we have with students. SCSU Faculty Jorum. January, 2020.

McVerry, J. G. (2020) Basics of Lesson Planning and Instructional Design. Presentation at Feminism and Art Hackathon, Navrongo, Ghana.

McVerry, J. G. (2019). Opening the Syllabi in Higher Education Institute session presented at the 9th Open Education Conference Phoenix, Arizona.

McVerry, J. G. (2019). Virtually Connecting at #OpenEd19 Virtual session presented at the 9th Open Education Conference. Phoenix, Arizona.

Valerie, L.M., **Shaw, L.**, Perez, S., Craig, M., Gilbert, E., Truscinski, M. (2019, August). Permission, and necessity, to play with language. 18th Nordic Literacy Conference & the 21st European Conference on Literacy, Copenhagen, Denmark.

Shaw, L., Craig, M., Gilbert, E., Ostrowski, S., Perez, S., & Valerie, L. (2019, July). Permission to play with language: Creating possibilities for writing. Oxford International Roundtable Symposium, Oxford, UK.

Shaw, L., Marx, M., Short, K. G., Bolden, T., Lai, T., Morales, Y., Villanueva, G. D., Arnold, J., & Sableski, M. (2019, November). CLA Master Class: Personal stories as cultural narrative in children's literature, Spirited Inquiry, National Council of Teachers of English (NCTE) Annual Convention, Baltimore, MD.

Shaw, L., Randall, R., Raynolds, L. (2019, April). It's not one or the other: Working with teacher candidates to improve explicit reading and writing intervention with multicultural literature. New England Educational Research Organization (NEERO) Annual Conference, Portsmouth, NH.

Torre, C. (2020). Presented at the Cheshire Correctional Institution as part of their celebration of Hispanic Heritage month.

EDUCATIONAL LEADERSHIP & POLICY STUDIES

Gregory, J. L. & *Mebane, K. A. (Accepted). The role of ego threat in professional growth: Fulfilling the ethical intentions of the seed model. Educational Practice and Theory.

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SCSU College of Education Minority Educator Initiative Recruitment and Retention Plan (2021-2026)