

CT BOARD OF REGENTS FOR HIGHER EDUCATION

CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, March 2, 2017

[Centinel Hill Hall, 11th floor, Capital Community College, 950 Main St., Hartford](#)

1. **Call to Order, Roll Call and Declaration of Quorum**
2. **Adoption of Agenda**
3. **Welcome from CCC President Wilfredo Nieves**
4. **[Opportunity to Address the Board](#)***
5. **CSCU System President Mark E. Ojakian**
6. **Board of Regents Chairman - Matt Fleury**
7. **Approval of Previous Meeting Minutes**
 - a) September 16, 2016 Regular Meeting
 - b) October 20, 2016 Regular Meeting
 - c) December 8, 2016-Regular Meeting
8. **Consent Agenda**
 - a) **Terminations**
 - i. Fire Technology & Administration – AS – Three Rivers CC1
 - ii. Communication – AA – Middlesex CC 3
 - b) **New Programs**
 - i. Teaching English to Speakers of Other Languages (TESOL) – 6th yr – Western CSU ... 5
 - ii. Surgical Technology – AS – Housatonic CC 9
 - iii. TAP Programs 13
 1. CSCU Pathway Transfer Degree: Business Studies
 2. CSCU Pathway Transfer Degree: Computer Science Studies
 3. CSCU Pathway Transfer Degree: Physics Studies
 4. CSCU Pathway Transfer Degree: French Studies
 5. CSCU Pathway Transfer Degree: German Studies
 6. CSCU Pathway Transfer Degree: Italian Studies
 7. CSCU Pathway Transfer Degree: Spanish Studies
 - c) **Amendment to FERPA policy** 16
 - d) **Appointment of CSU Professor – Terrence P. Dwyer, Western CSU** 18
 - e) **Spring 2017 Tenure Recommendations** 20
 - i. CCSU – Gladys Moreno-Fuentes
 - ii. WCSU – Dr. Chin-Wen Huang
 - f) **Approval of Hiring at Salary Above Median of Applicable Grade – Middlesex CC** 22

***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. One list will be available in the meeting room for sign-up beginning at 8:30 am. Individuals who wish to address the Regents **must sign-up prior to 10 am**. Speakers will be recognized in the order of signing up (adherence to time limits will be required).

9. Academic & Student Affairs Committee – Merle Harris, Chair

- a) Doctorate of Social Work – Southern CSU 26
- b) **Information Items:**
 - i. 2017-18 State Universities’ Sabbaticals 31
 - ii. Academic Common Calendar for 2018 – 2022 39

10. Audit Committee – Elease Wright

- a) **Reporting back to Board on final audits listed below**
 - i. FY2016 Audit of [Charter Oak State College and CT Distance Learning Consortium](#) (Grant Thornton)
 - ii. FY2016 Audit of [Project Expenditures CSUS 2020](#) (Blum Shapiro)
 - iii. FY2016 Financial Statements and Management Letters for the Connecticut [State Universities](#) and [Community Colleges](#) (Grant Thornton)

11. Finance & Infrastructure Committee – Richard J. Balducci, Chair**12. HR & Administration Committee – Naomi Cohen, Chair****13. Executive Committee – Matt Fleury, Chair****14. Adjourn**

***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. One list will be available in the meeting room for sign-up beginning at 8:30 am. Individuals who wish to address the Regents **must sign-up prior to 10 am**. Speakers will be recognized in the order of signing up (adherence to time limits will be required).

ITEM

Termination of a program in Fire Technology & Administration leading to an Associate in Science degree at Three Rivers Community College, with a phase-out period ending December 23rd, 2018.

BACKGROUNDSummary

The Fire Technology & Administration program leading to an Associate in Science degree was initially offered at Thames Valley State College and became part of the merged programs when TRCC was established in 1992.

Rationale

Enrollment in the program has varied from a high of 23 (Fall 2013 and 2014) to a low of 6 (Fall 2016). Currently there are 13 students registered in the program. Graduation rates have averaged around 2 and there were 4 graduates in 2015-2016.

Phase Out/Teach Out Strategy

The program coordinator/department chair will work with the 13 students currently registered in the program to meet their educational needs for the degree program by means of courses, course substitutions, and independent studies. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources

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

12-14-2016 – Academic Council

1-12-2017 – BOR Academic & Student Affairs Committee

3-2-2017 - Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Fire Technology & Administration leading to an Associate in Science degree at Three Rivers Community College with a phase-out period until December 23, 2018.

A True Copy:

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

ITEM

Termination of a program in Communication leading to an Associate of Arts (AA) degree at Middlesex Community College, with a phase out period until August 15, 2018.

BACKGROUNDSummary

The Communication degree program is being discontinued, and will be replaced with the new Communication Studies CSCU “Transfer Ticket” pathway degree program. This new program first became available to matriculating students in the fall of 2016.

The old Communication program served primarily as an associate degree for students wishing to transfer to a baccalaureate program at the university level. The new Communication Studies pathway degree is designed specifically for seamless transfer to CSCU universities and Charter Oak State College. Non-CSCU institutions also will accept this pathway degree for transfer, as the course requirements are nearly identical to the old Communication program it will replace. Therefore, discontinuing the old program will serve the same purpose more efficiently, and without the confusion of having two nearly identical programs in the college’s catalog.

Rationale

The faculty at Middlesex Community College recommends the college discontinue the Communication associate degree program due to the availability of the Communication Studies CSCU Transfer Ticket pathway degree program.

Phase Out/Teach Out Strategy

Beginning with the Fall 2016 semester, all new Communication majors are required to follow the new Communication Studies CSCU pathway degree program. Students currently enrolled in the legacy Communication program (there were 36 in the Fall 2016 semester) will be given the choice of continuing with the old program or switching to the new one. Students will be informed that they must complete the old Communication program prior to August 2018. If they cannot do this, they must switch to the new program. All Communication majors were sent an email informing them of this situation and it was discussed with each of them individually during advising sessions in the fall. In addition, (51) credits overlap between the two programs such that (17) courses used to meet requirements in the old Communication program will fit into the new program. Because only (9) credits differ between the two programs there should be virtually no impact on students switching from the old program to the new one. Because the old and new programs serve the same purpose and have nearly identical requirements, there should be no impact to the college or system, except improved transfer efficiency.

Resources

None required.

12-14-2016 – Academic Council

1-12-2017 – BOR Academic & Student Affairs Committee

3-2-2017 - Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Communication leading to an Associate of Arts degree at Middlesex Community College with a phase-out period until August 15, 2018.

A True Copy:

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

ITEM**Licensure of a Sixth Year Teaching English to Speakers of Other Languages (TESOL) program at Western Connecticut State University.****BACKGROUND****Summary**

The proposed Sixth Year TESOL program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed by the university and school districts to prepare teachers to impact student learning in urban, diverse settings. The School of Professional Studies has also collaborated with the School of Arts and Sciences on this program to redesign TESOL courses housed in the English Department. This partnership among program and university faculty allows for a collaborative dialogue for continuous improvement to better prepare candidates. The proposed Sixth year TESOL program also incorporates several existing components that have been implemented across WCSU's initial teacher preparation programs. These reforms to our initial teacher preparation programs are in alignment with research-based practices and accountability mandates including the following:

- Integrating simulation experiences to situate practice in contextual use (TeachLivE);
- Implementing High Leverage Practices in simulation scenarios and fieldwork experiences (TeachingWorks);
- Utilizing edTPA's formative assessment materials prior to and during the residency year (Stanford Center for Assessment, Learning and Equity [SCALE]);
- Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] new accreditation standards;
- Aligning to the Connecticut Educator Preparation Advisory Council's [EPAC's] guidelines for the preparation of beginning teachers in Connecticut;
- Infusing evidence-based pedagogy for English language learners and diverse students.

Need for the Program

Due to the rising number of English Language Learners in the Western region of the state, Danbury School District requested that we develop a sixth year program leading to certification in Teaching English to Speakers of Other Languages (TESOL). The district has teachers who already possess a Master's degree yet need this program to instruct English Language Learners (ELLs) in their classrooms. The curriculum meets the district's needs and is one more step in Connecticut's efforts to close the achievement gap.

Curriculum

Course Number and Name	L.O. # ²	Pre-Requisite	Cr Hrs
Program Core Courses			
Fall Year One (6 credits)			
ED 624 Second Language Acquisition*	1		3
ED 619 Theory & Practice in Bilingual Education*	1		3
Spring Year One (6 credits)			
ED 626 Academic Language & Literacy for Second Language Learners*	2		3
ED 622 Approaches and Methods for Teaching Second Language Learners*	2, 3, 4, 5		3
Summer Year One (6 credits)			
ED 625 Assessment for Second Language Learners*	2, 3, 4, 5		3
ENG 517 English Grammar	1		3
Fall Year Two (6 credits)			
ENG 506 History of English Language & Linguistics	1		3
ED 608 Sociolinguistics & Literacy Learning*	1		3
Spring Semester Two(6 credits)			
ED 627 TESOL Practicum Grades K-12*	3, 4, 5		6
Core Course Prerequisites			
To qualify for this program, candidates must have a graduate degree. The only additional pre-requisite is to be matriculated into the program.			
Elective Courses in the Field			
N/A			

While there are several new courses, some are redesigns of existing curriculum that had existed in the English department. Additionally, we are leveraging efficiencies by including some of these courses in other programs at WCSU. This should insure adequate enrollment in all.

Students

The program would be cohort-based with the goal of 15 part-time graduate students entering in the spring.

Faculty

The program would utilize existing faculty at the university and would not require any new hires.

Learning Resources

Of the two [WCSU Libraries](#), the Midtown [Haas Library](#), houses the Department's collections enabling the reflective educator to analyze and evaluate their knowledge and practice in terms of the theory, research, and experiences in the classroom. Library resources include an extensive collection of print, media and online 24/7 resources in education, educational psychology, and the social and behavioral sciences. Services provided by library faculty liaison assigned to the Department include library and literacy instruction, reference and research support.

[Information Technology and Innovation](#) works collaboratively with the Department, (and all campus constituencies) to provide a technological and information technology environment to support all programs. Faculty integrate technology in multiple ways throughout their work with candidates, modeling the use of technology and providing opportunities for candidates to practice its use while

teaching. The Education Department uses the [Tk20 Assessment System](#). The Data Manager oversees the reporting and aggregating of data across educator programs and provides support to faculty on its use. The Tk20 Assessment System guides work with candidates, informs program revisions, and provides opportunities for faculty to reflect on teaching and learning. [Media Services](#) offers a wide range of facilities and services: instructional design for creation of digital media, professional quality video and multimedia productions, viewing rooms, distribution of media equipment to classrooms and for special events/meetings.

Facilities

Current facilities meet the needs of this program. Digital and physical library resources are already in place as are the skills of two instructional designers for online components of our curriculum. In addition, we have a robust data collection platform for assessment purposes, with a data manager who oversees and supports Tk20.

Fiscal Note

Analysis of the cost-effectiveness of this program indicates that it more than covers expenses in year one, and will generate approximately \$96,000 in revenue by year three.

Review of Documents:

- a) Campus Review: November 2016
- b) Campus Budget and Finance: April 2016
- c) Campus President: November 22, 16
- d) Academic Council
- e) System Office

Accreditation: NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13; Letter to be accredited (06/04/14); Accredited by NCATE/CAEP through 2021.

1/12/2017 – BOR Academic & Student Affairs Committee

3/2/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Sixth Year Teaching English to Speakers of Other Languages (TESOL) program at Western Connecticut State University for a period of three years until February 28, 2020.

A True Copy:

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

ITEM

Approval of an accredited program in Surgical Technology leading to an Associate of Science degree at Housatonic Community College

BACKGROUND**Summary**

The Surgical Technology program will also offer education leading to employment paying a living wage with only two years of training. It can be considered part of a scaffolding of programs for entry-level, developmental-level students from the non-degree Sterile Processing or EMT certification, to Surgical Technology, to a two- or four-year nursing degree.

Need for the Program

As baby boomers age, there will be an increased need for qualified operating room professionals in all areas: hospitals, surgical clinics, physician-operated surgical settings, etc. Most of the Surgical Technology programs in CT are closing: Bridgeport Hospital School of Nursing graduated its final class in May of 2016. Manchester Community College also graduated their final class in May 2016. The statewide Technical High School system has recently announced that these facilities also are closing their programs. The U.S. Bureau of Labor Statistics estimates that employment of Surgical Technologists is nationally projected to grow 30% from 2012 to 2022. The CT Department of Labor website states an increase of 26.5% by 2022.

The Surgical Technology Program is succeeding in its present location at Bridgeport Hospital School of Nursing, with a population of students drawn from the Bridgeport area; keeping this viable program intact by moving it to HCC will keep this valuable educational opportunity in the same geographic area, where it is most needed.

Curriculum

The total number of credits for the degree is 62: 22 are General Education, 34 are specifically created for the Surgical Technology program, and 6 are shared between the Surgical Technology and Medical Assisting programs. The courses designated “clinical experience I and II” as well as the last five weeks of “operating room skills seminar” are all conducted off-campus in various clinical settings. Each Surgical Technology student must have a minimum of 120 cases in which they act as first or second scrub, and these cases must span a variety of settings: general surgery plus at least five different surgical specialties. A minimum of 640 hours must be spent in the clinical lab in order to meet accreditation standards.

SURGICAL TECHNOLOGY ASSOCIATES DEGREE

Freshman		Credits
Gen Ed WRCX	ENG*E101 Composition	3
Gen Ed QUAX	Choose one course in Quantitative Reasoning ¹	3
MED*E125	Medical Terminology	3
CSA*E105	Introduction to Software Applications	3
Gen Ed SCKX	BIO*E119 Human Biology for Allied Health	4
Gen Ed WRIX	ENG*E102 Literature & Composition or ENG*E202 Technical Writing	3
Gen Ed SOPX	Choose one course in Social Phenomena & Understanding II ²	3
SUR*E110	OR Techniques	4
SUR*E111	OR Skills Seminar	4
SUR*E109	Microbiology for Surgical Technology	2
Sophomore		
Gen Ed SOCX	PSY*E111 General Psychology I	3

SUR*E211	Clinical Experience I	6
SUR*E213	Surgical Procedures I	3
SUR*E215	Surgical Technology Pharmacology	3
Gen Ed AESX	Choose one course in Aesthetic Dimensions of Humankind	3
SUR*E212	Clinical Experience II	6
SUR*E214	Surgical Procedures II	3
SUR*E250	Advanced Seminar in Surgical Technology	3
Total Program Credits		62

Bridgeport Hospital and affiliated hospitals will continue to serve as clinical sites for the Surgical Technology students, and will continue to have a need for graduates of this program to staff their surgical centers.

Students

The current program at Bridgeport Hospital School of Nursing accepts about 20 students each year, and graduates about 15. Over 80% of these graduates have jobs within six months of completing the program. It is anticipated that the new program at HCC will enroll classes of 30 students in each cohort.

This degree will be terminal; it is not expected that the graduates will transfer to a four-year institution, since a four-year Surgical Technology program does not exist in CT at this time. The Surgical Technology program will offer education leading to employment paying a living wage with only two years of training. Average annual statewide salary for Surgical Technologists is \$55,000. Once the student has passed the exam to become a Certified Surgical Technologist, he or she becomes employable in all 50 states.

Faculty

This is an accredited program, which means that continuing accreditation requires an adequate budget, dedicated space, textbooks and other resources in the library, and teachers who meet very specific qualifications. The College would be required to a full-time Program Director who is sufficiently free from service and other non-educational responsibilities to fulfill the educational and administrative responsibilities of the surgical technology program. The program also requires a full-time Clinical Coordinator, who is responsible for the organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the surgical technology program. In addition, the program would hire sufficient clinical educational assistants to supervise students at their surgical clinical placements.

Learning Resources

Housatonic Community College has/will provide adequate learning resources to support the program, including library and research materials, laboratory space (see below) and equipment/materiel that is needed for work-based experiential learning that will be required both for completion of clinicals and in the workplace.

Facilities

Beyond classroom space for "typical courses," the Surgical Technology program would need a Surgical Technology Laboratory that enables the critical education and training concept: the more the lab looks like and is run like a real OR the better prepared the students will be to enter clinicals. The operating room laboratory needs the general capability to run two mock surgical procedures concurrently and a storage area that also serves as a mock sterile supply room

Housatonic is currently remodeling Lafayette Hall, and a new room specifically designed to accommodate Surgical Technology could be incorporated into these plans. No additional funds will be required to modify the plans, since the building process is still in an early phase. The hospital will also donate accumulated supplies currently in storage at BHSN to HCC. Housatonic Community College will also be gaining a Sterile Processing Program, which is closely aligned to the Surgical Technology Program at Bridgeport Hospital School of Nursing. Space, equipment, staff, etc. would be shared by these two programs, since they are closely related disciplines, and one feeds into the other in a very natural way.

Fiscal Note

The program is projected to generate revenues of \$144,360 in Year 1, and \$288,720 in Years 2 and 3. Program expenses are projected to be \$223,936 in Year 1, and \$250,936 in Years 2 and 3. As described above, a program director and clinical coordinator must be hired, as well as support staff (e.g., Clinical Educational Assistants). Bridgeport Hospital has agreed to a workforce partnership in which part of these costs will be shared, at least until the program can be transferred from one institution to another. Bridgeport Hospital School of Nursing has also offered to donate all the current equipment now being used by the Surgical Technology program to HCC, which will greatly reduce start-up costs.

Review of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council
- e) System Office

The proposal for the Surgical Technology program at Housatonic Community College has been reviewed and approved through the campus curriculum development process, has been judged as financially feasible by the Dean of Administration and Institutional Effectiveness, and approved/endorsed by President Paul Broadie II. The CSCU Academic Council has endorsed the proposal for submission to the Academic and Student Affairs committee of the Connecticut Board of Regents for Higher Education.

Accreditation:

The current program at Bridgeport Hospital School of Nursing is accredited by the Commission on Accreditation of Allied Health Education Programs. If this program is approved, the program will essentially be transferred to HCC from BHSN, and accreditation would be transferred with it.

11-18-2016 – Academic Council

1-12-2017- BOR Academic & Student Affairs Committee

3-2-2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Surgical Technology leading to an Associate of Science degree at Housatonic Community College for a period of concurrent with institutional accreditation.

A True Copy:

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

ITEM

Implementation of the Transfer and Articulation Policy Pathways between the twelve Community Colleges and the State Universities and Charter Oak State College for Business, Computer Science, Physics, French, German, Italian and Spanish. These pathways meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in these majors for students from any of the Community Colleges to each of the State Universities and Charter Oak State College who offer the major.

BACKGROUND

In 2012, the state legislature passed a law (Public Act 12-31) requiring the Connecticut State Colleges and Universities (CSCU) to create seamless transfer pathways on a system level for students completing transfer degree programs at the community colleges and then transferring to a four-year institution. Public Act 12-31 aligned with a transfer policy created by a system-wide advisory committee. In the summer of 2012, a steering committee comprising 17 faculty members—one from each CSCU institution—created a framework for a 30-31 credit competency-based general education core as part of 60-61 credit transfer pathways to be completed at the community colleges. This framework was voted on by all colleges and universities and approved by the BOR in fall 2012 for implementation in the system.

Workgroups comprising faculty members from each the Connecticut State Colleges and Universities meet to develop pathways for students to transfer seamlessly from the Community Colleges to the State Universities and Charter Oak State College. Each pathway is developed by faculty in the discipline and then goes through a thorough review process, beginning with the Transfer and Articulation Framework Review and Implementation Committee (FIRC), itself comprising faculty representatives from each of the CSCU institutions and two advisors, one from a community college and one from a CSU or CO. After review by FIRC, each pathway proceeds through the governance process at each CSCU institution for a vote on endorsement. Institutions provide valuable feedback that is submitted to the TAP co-managers. If the co-managers, in consultation with the system Provost and with Chief Academic Officers, agree that the pathway meets the requirements of TAP and is supported by the majority of faculty across the system, the pathway is brought to the Academic and Student Affairs Committee of the Board of Regents for approval. If approved by the Academic and Student Affairs Committee, the pathway is then brought to the Board of Regents for full approval. Once a pathway is approved, it must, according to policy, be implemented at each community college that can offer it and be received at each four-year school that offers the degree program.

Each discipline-specific pathway offers students a clear pathway that will lead them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and to Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree. Each pathway represents the collaboration and agreement of faculty from each CSCU institution,

RATIONALE

In 2012 the Board of Regents approved the Transfer and Articulation Policy (TAP) which sets out to help students complete their post-secondary degrees as efficiently as possible. As part of the TAP policy, pathways are to be created that relate to specific majors offered at the state universities. In short, it establishes an expectation that students can begin their education at a community college, following a defined pathway where all courses are applicable to the appropriate degree, then transfer to the state universities to complete their degree with no more than 120 total credits. The TAP policy creates a common general education core, common lower division pre-major pathways and Junior status upon transfer. The pathways in Business, Computer Science, Physics, French, German, Italian and Spanish will be available for students to declare for the fall of 2017.

January 12, 2017 – BOR Academic & Student Affairs Committee

March 2, 2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Pathway Degrees

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approves the licensure and accreditation of the following Transfer and Articulation Policy Pathway degrees, all developed by discipline faculty from the 17 Connecticut State Colleges and Universities. These pathways meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in these seven majors for students from any of the Community Colleges leading them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree.

The seven pathway Associate of Arts (AA) degrees are:

- CSCU Pathway Transfer Degree: Business Studies
- CSCU Pathway Transfer Degree: Computer Science Studies
- CSCU Pathway Transfer Degree: Physics Studies
- CSCU Pathway Transfer Degree: French Studies
- CSCU Pathway Transfer Degree: German Studies
- CSCU Pathway Transfer Degree: Italian Studies
- CSCU Pathway Transfer Degree: Spanish Studies

A True Copy:

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

ITEM

The Board of Regents for Higher Education amends a policy concerning Family Education Rights and Privacy Act (“FERPA”) Notice and Directory Information Policy

BACKGROUND

On May 16, 2016 the United States Department of Education issued a “Dear Colleague Letter” specifically addressing treatment of transgender students. In order for the Board’s Directory Information Policy to be compliant, revisions are required.

ANALYSIS

The Family Educational Rights and Privacy Act Notice and Directory Information Policy informs students about their rights under FERPA as well as informs students of the kind of information that may be shared publicly about them without their consent. On May 16, 2016 the United States Department of Education issued a “Dear Colleague Letter” specifically addressing the treatment of transgender students and directed institutions to be certain that their FERPA Notices and Directory Information provided the privacy protections that transgender students may request. To comply with these requirements, the following revisions are proposed:

- Inserting, the right of a student to request amendment if the information is “misleading or a violation of the student’s right to privacy.”
- Allowing student’ to choose a preferred name when the student’s name may be disclosed to the general public or disclosed due to the student’s participation in any recognized activity or sport

Other changes to the policy are technical changes to address the name of the system as the Connecticut State Colleges and Universities.

RECOMMENDATION

That the Board of Regents for Higher Education accept the proposed revisions and amend the “Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy” to comply with the Dear Colleague Letter.

1-12-2017 – Academic & Student Affairs Committee

3-2-2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

**Amendment of the Family Education Rights and Privacy Act (“FERPA”) Notice
and Directory Information Policy**

March 2, 2016

WHEREAS, The Board of Regents for Higher Education on December 18, 2014 amended its Family Education Rights and Privacy Act (“FERPA”) Notice and Directory Information Policy to list and categorize student information that could be provided to the public, school officials, and military recruiters without student consent; and

WHEREAS, On May 16, 2016 the United States Department of Education released a “Dear Colleague Letter” (“DCL”) providing guidance regarding the treatment of transgender students; and

WHEREAS, To fully comply with the DCL, the BOR would be required to amend its FERPA Notice and Directory Information Policy to assure privacy is protected and that directory information available to the public list a student’s preferred name; therefore be it

RESOLVED, That the Board of Regents amends FERPA Notice and Directory Information to comply with the standards set forth in the DCL.

A True Copy:

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

ITEM

Award of the title Connecticut State University (CSU) Professor to Terrence P. Dwyer of Western Connecticut State University

BACKGROUND

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

RATIONALE

Western Connecticut State University, with the recommendation of President John B. Clark, proposes awarding the title CSU Professor to Dr. Terrence Dwyer of the Division of Justice & Law Administration in the Ansell School of Business. The President and Provost of the System Office concur with this recommendation. The President’s letter of recommendation is attached.

1/12/2017 – BOR-Academic and Student Affairs Committee
3/2/2017 – Board of Regents

8/25/2016 – BOR-Academic and Student Affairs Committee
9/16/2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

TERRENCE P. DWYER

March 2, 2017

WHEREAS, The President of Western Connecticut State University, John B. Clark, has recommended awarding this title to Professor Dwyer and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and

WHEREAS, Professor Dwyer, a highly distinguished teacher and scholar, has served Western Connecticut State University since 2007 and is currently a tenured Professor in the Division of Justice & Law Administration in the Ansell School of Business; and

WHEREAS, Professor Dwyer has received the Ansell School of Business Outstanding Professor award during three different academic years, has served on many major university committees and has also been active in publishing and presenting at academic conferences as well as serving as a columnist for a national law enforcement journal; now, therefore be it

RESOLVED, That the title Connecticut State University Professor is herewith awarded by the Board of Regents to Terrence P. Dwyer of Western Connecticut State University effective upon approval by the Board of Regents, pursuant to the BOR/AAUP Collective Bargaining Agreement, and be it further

RESOLVED, That Professor Dwyer be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

January 2017 Connecticut State Universities Recommended Tenures

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the following Connecticut State Universities January 2017 tenures recommended by the presidents:

- Central Connecticut State University – Gladys Moreno-Fuentes (Student Wellness Services)
- Western Connecticut State University – Dr. Chin-Wen Huang (Finance Department)

A True Copy:

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

ITEM

In conjunction with the Connecticut State Universities AAUP Collective Bargaining Agreement, the following January tenures are recommended for approval, as recommended by the president and provost.

BACKGROUND

“By the appropriate date specified in Table 1 of the agreement, the Provost, following consultation with the President, shall make recommendations for promotion and tenure to the Board informing the member at the same time.”

January 2017 Tenure Recommendations:

- Central Connecticut State University – Gladys Moreno-Fuentes (Student Wellness Services)
- Western Connecticut State University – Dr. Chin-Wen Huang (Finance Department)

January 12, 2017 – BOR-Academic and Student Affairs Committee
March 2, 2017 – Board of Regents

ITEM

Upon recommendation of the President of The Connecticut State Colleges and Universities (CSCU), the Board approves a hiring salary above the median for the applicable salary grade for Kimberly Hogan as Dean of Administration at Middlesex Community College (MxCC).

BACKGROUND

Section 6.5 of the Human Resources Policies for Management and Confidential Professional Employees of the Board of Regents for Higher Education (Policies) provides in part as follows:

6.5 Salary Ranges

Each Management and Confidential Professional title is assigned to a salary range. The assignment of new titles to ranges and the reassignment of existing titles to new ranges shall be pursuant to the Classification and Compensation Policy.

A. Salary Ranges for New Hires

Newly hired management/confidential professional employees may be placed by administrative action at any point in the applicable salary grade up to and including the median. By exception, on a case-by-case basis, the President may seek Board approval for the hiring of a management/confidential employee at a salary above the median of the applicable salary grade.

The position of Dean is assigned to Level/System Classification Title “Manager 3”, which contains the following range (inclusive of a market surcharge):

Minimum	\$ 86,200
Median	\$111,600
Maximum	\$137,009

The current salaries of the incumbent Deans of Administration at each of the CT Community Colleges are as follows:

<u>College</u>	<u>Position</u>	<u>Salary</u>
ACC	Interim DOA	\$ 108,348
CCC	DOA	\$ 161,158
GCC	DOA	\$ 176,491
HCC	Acting DOA	\$ 145,159
MCC	DOA	\$ 159,914
MxCC	Acting DOA	\$ 116,568
NCC	COO	\$ 99,282
NVCC	Provost & Sr. Dean	\$ 146,448
NWCC	DOA	\$ 172,508
QVCC	DOA	\$ 124,000
TRCC	DOIT	\$ 172,508
TxCC	DOA	\$ 140,176

A comprehensive search was conducted for the Dean of Administration position at Middlesex Community College (MxCC) in the fall of 2015. Candidates were vetted through a search committee interview process that included an all-college presentation and a final President's interview.

The selected candidate is Kimberly Hogan. Ms. Hogan holds a Master's degree in Educational Leadership and is a current employee at MxCC, with 18 years' experience in progressively responsible positions that have afforded her direct, on-the-job experience in all noted major accountability areas of the Dean of Administration job description.

Since 2003 and in her role as the college's Director of Finance and Administrative Services, Ms. Hogan has had direct responsibility for Strategic Planning, Financial resources, Physical Resources, Human Resources, Reviewing and Evaluating College financial results and a host of other Administrative duties involving vendor contracts, including food services, security and the College Bookstore.

Since March of 2015, Ms. Hogan continued to perform the duties of the Director of Finance and Administration noted above and additionally took on the management of Information Technology and Facilities. Since March of 2015, Ms. Hogan has been performing both the Director of Finance and Administration role, as well as the Dean of Administration role on an interim basis. Additionally, upon the departure of the Human Resources Director in August 2015, and until the onboarding of a replacement Human Resources Director in late January 2016; Ms. Hogan temporarily served as the administrator for the Human Resources function at MxCC.

During the interim Dean of Administration appointment, Ms. Hogan was afforded a 10% increase over and above her bargaining unit salary as the Director of Finance and Administration, bringing her salary to \$116,568. In July 2015, in the midst of Ms. Hogan's Interim Dean of Administration appointment, her bargaining unit salary increased to \$115,139 as a result of the contractual promotion process, an annual cost of living increase and an annual step increase. Despite the increase in her salary at the bargaining unit level, no additional increase has been afforded at the managerial level; leaving only a \$1,000 difference between the two. Essentially, Ms. Hogan received a nominal compensation increase for accepting the extensive duties of the Interim Dean of Administration position.

MxCC strives to be the college of its community and Ms. Hogan has been an exemplary member of the MxCC College community by serving on numerous college committees, some of which she chaired; and more importantly, developing connections with the community of Middletown in the form of Board memberships with local community organizations, and participation in and organization of community events in furtherance of the College's mission.

Based on the breadth and depth of Ms. Hogan's skills/qualifications, higher education administration experience, and leadership role at MxCC and within the Middletown community, she is the most qualified candidate for appointment as the permanent Dean of Administration. To align Ms. Hogan's compensation with her extensive skills and experience, and to help establish better internal pay equity with community college Deans of Administration across the CSCU system, MxCC is requesting Ms. Hogan be permanently hired at the 3rd quartile of the salary scale (\$124,300).

Ms. Hogan has been readily performing all aspects of the job effectively and independently; is experienced in the job and possesses required knowledge and skills; exhibits desired competencies to perform the job successfully; and is seasoned and proficient at building job responsibilities.

RECOMMENDATION

Pursuant to the provisions of Section 6.5A of the Policies, and upon the request of the President of MxCC, the CSU President recommends the appointment of Kimberly Hogan as Dean of Administration of MxCC at a salary of \$124,300.

01/19/17- Human Resources & Administration Committee
03/02/17 - BOR

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

APPROVAL OF A HIRING SALARY ABOVE THE MEDIAN
OF THE APPLICABLE SALARY GRADE
FOR KIMBERLY HOGAN
AS
DEAN OF ADMINISTRATION AT
MIDDLESEX COMMUNITY COLLEGE

March 2, 2017

- WHEREAS, Section 6.5 of the Human Resources Policies for Management and Confidential Professional Employees of the Board of Regents for Higher Education provides that, upon the recommendation of the President of the Connecticut State Colleges and Universities (CSCU), the Board may approve a hiring salary above the median of the grade; and
- WHEREAS, Based upon a request from the President of Middlesex Community College, the CSCU President has recommended to the Board a salary a salary of \$124,300 for Kimberly Hogan to serve as Dean of Administration at Middlesex Community College, such salary being above the median for the applicable salary grade; and
- WHEREAS, The Board has duly considered the President's recommendation; now therefore be it
- RESOLVED, That Board hereby approves the President's recommendation of a hiring salary above the median of the applicable grade for Kimberly Hogan to serve as Dean of Administration at Middlesex Community College.

A True Copy:

Erin A. Fitzgerald, Secretary

ITEM

Licensure of a Doctorate in Social Work at Southern Connecticut State University

Need for the Program

- The DSW degree program at SCSU will be one of eleven DSW programs offered nationally. At present, there are no DSW programs in Connecticut or New England. A DSW program is needed in the CSCU system in order to retain highly qualified social workers in the Connecticut workforce. The DSW does not overlap with the PhD in social work which is a traditional research degree.
- Within the CSCU system, SCSU has been recognized as a leader in Health and Human Services. The Department of Social Work offers long standing BSW and MSW degree programs and SCSU is the only university in the system that offers the MSW degree. The MSW program admits approximately 90 full-time graduate students per year and typically turns away more than 200 qualified students.
- This DSW degree program will prepare advanced clinicians to: 1) take on management and leadership roles in a variety of social service settings; 2) contribute to social work practice, theory, and applied research; and 3) teach clinical aspects of social work in higher education settings.
- The practice focus of a DSW degree is similar to that of advanced practice degrees offered in other professional disciplines such as Psychology (PsyD), Nursing (DNP), Pharmacy (PharmD), Physical therapy (DPT), Nutrition (DSN) and Medicine (MD). Social work is currently following the trend already established by other professional doctorates in the human services.
- National and state-level data project job growth in the social work profession and in social work programs in higher education. This DSW degree program will provide a promotion ladder for social workers which will allow them to move up in their organizations, realize greater responsibility, and influence decision-making in ways that benefit the populations being served.
- Needs assessment data indicate a high level of demand for this DSW program. Once fully operational, this program is projected to produce annual revenues that exceed expenses by \$188,146.

Curriculum

DSW site visitors offered a very favorable assessment of the proposed DSW curriculum and SCSU's ability to deliver the program. The site visitors also provided recommendations which were accepted and integrated into this revised application as indicated in **Appendix B**. The 48-credit DSW Program is set up as a year round cohort program that can be completed in 3 years. Courses will be delivered using weekend, online synchronous and asynchronous delivery systems in combination with an annual five-day intensive summer residency, externship, and capstone experience. This curriculum model is unique compared to other DSW programs in the country because of a combined clinical and management/leadership focus and the availability of an externship experience. The capstone experience is designed to systematically mentor students so as to attain applied research skills.

Students

This DSW program is designed to allow nontraditional working students to complete all degree requirements in three years. To enroll in the program, students must have the Master of Social Work

(MSW) and a minimum of 2 years clinical or management/leadership practice in the social work field. The program will enroll a cohort of 15 students every year. The online weekend delivery model will allow students to remain employed while completing their advanced degree. Students may complete externships and capstone projects at various worksites in the state of Connecticut and beyond, including their own places of employment.

Faculty

The SCSU Department of Social Work is uniquely positioned to create a successful DSW program at this time. Strengths include being part of the highly regarded School of Health and Human Services, location in the urban center of New Haven, CT, qualified faculty with extensive clinical experience, an accomplished DSW coordinator, track record of delivering and completing capstone courses with graduate students, strong external advisory board, and a well-established network of agency partners.

Current SCSU tenured Professor, Dr. William Rowe, DSW, will serve as the DSW Program Coordinator. He has been responsible for establishing and coordinating successful doctoral programs at three universities, authored or co-authored more than 125 academic publications, and obtained more than \$40 million in external funding.

The 17 current tenure track faculty in the SCSU Department of Social Work are highly qualified to deliver the DSW program with extensive expertise in advanced clinical practice and management. The DSW program will require the addition of 1.5 FTE tenure track faculty, phased in over the first 4 years of the program. These new hires will teach in the DSW program or teach in the MSW and BSW program in order to release current faculty to teach in the DSW program. A limited number of adjunct faculty will also be hired to teach in the BSW and MSW program to release current faculty to teach in the DSW program. There are no plans to hire adjunct professors to teach in the DSW program.

Learning Resources

Enhancement of electronic library resources will be critical for implementation of the online DSW Program. SCSU is committed to providing DSW program faculty with training and support for online teaching using the synchronous delivery systems adopted by the CSCU system. Specific systems will be put in place to provide students with personalized support when attending their summer residency and during weekend times when online courses are provided. The School of Health and Human Services will provide a subscription to "Quality Matters" or a comparable provider of tools and processes to evaluate the quality of online course design. All faculty who teach in the DSW program will be required to complete the selected quality training program and utilize the processes established and adopted by the DSW program.

Facilities

Faculty will have computer hardware, software and technology support to deliver the online curriculum and host the 5-day summer intensive on-ground residency. Students will be provided with instructions about the technology requirements for participation in the online DSW program.

Fiscal Note

This DSW program is 48 credits. This program will be funded through tuition and university resources. Revenue is based on part-time tuition payments for 6 credits per semester (\$1,137/credit). In year four, at full capacity, the program will operate 3 simultaneous cohorts with enrollment of 15 new and 25 continuing students. Major program expenses include .5 FTE for the DSW Program Coordinator and the addition of 1.5 FTE new full-time tenure track faculty, .5 FTE admissions and field coordination support, and .5 FTE secretarial support. For years 1-4 cumulatively, the DSW program will produce total revenue that exceeds total expenses by \$194,589. Beginning in year 4 the DSW program will produce revenue that exceeds expenses by \$139,864 annually.

Licensure

An External Site Visit was held on January 24-26, 2016.
The reviewers were:

Dr. Barbara Shank, Dean of the School of Social Work
University of St. Thomas
Chairperson, Board of Directors,
Council on Social Work Education (CSWE)

Dr. Lina Hartocollis, Director of Clinical DSW Program
School of Social Policy and Practice, University of Pennsylvania

The site visitors provided extensive consultation, indicated very strong support for SCSU offering the DSW, and identified the following **areas of strength**:

- Solid BSW and MSW programs to serve as foundation from which to implement DSW Program.
- DSW Program purpose is consistent with the mission of the Department of Social Work and SCSU's mission.
- DSW Program does not duplicate other programs in other Connecticut state institutions. It will be one of ten DSW programs offered nationally.
- The department has highly qualified faculty to deliver the DSW program with content expertise.
- Administrative support to provide resources to develop and implement quality program.
- Admission requirements as identified are standard for a DSW Program.
- There is need in the profession, community and state for advanced practitioners to provide advanced clinical services and leadership. The DSW Program will provide opportunities for career advancement, career mobility and fill gaps in leadership in both the public and private sectors.

The site visitors identified the following **areas in need of improvement**, all of which were addressed in this revised proposal (see Appendix B):

- Additional needs assessment survey completed to provide relevant data regarding workforce needs in local communities and State. (Pgs. 4-6; 8-9)
- Admission criteria clarified. (Pg. 18)
- Learning outcomes adapted to be consistent with DSW program emphasis of preparing graduates for advanced clinical practice, management and leadership. (Pgs. 12-15)
- Sequencing of courses revised to place research courses later in program; Capstone re-structured to differ from a PhD dissertation; Externship re-structured into 2 shorter courses; capstone and externship supervision clarified. (Pgs. 19-20)
- Workload and compensation clarified for externship supervision and capstone advising; modest increase in coordinator load credit during preparation and implementation phase; modest compensation provided for online course development. (Appendix G: DSW Budget)
- Program format revised to fully online with one residency per year. Synchronous online courses will be held on weekends. (Pg. 16)
- Online teaching resources secured at SCSU including faculty training and software support for evaluation of online course quality. (Pg. 16)
- Graduate student writing supports secured through SCSU Writing Center. (Pg. 16)

Review of Documents:

_____ Campus Review
_____ Campus Budget and Finance
_____ Campus President
_____ Academic Council
_____ System Office

1/12/2017 – BOR Academic & Student Affairs Committee

3/2/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Doctorate in Social Work degree at Southern Connecticut State University for a period of three years until March 30, 2020.

A True Copy:

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

CSCU Fall 2018 Common Academic Calendar

The Common Calendar is a system-wide calendar for the seventeen institutions of the Connecticut State Colleges and Universities (CSCU) that defines the traditional fall and spring semesters. Additional sessions may be scheduled at the discretion of each institution.

AUGUST 2018

Aug. 27 – CSCU Semester Begins

Aug. 28 – CSCU Classes Begin

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2018

Sept. 3 – Labor Day, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

OCTOBER 2018

Oct. 16– CC Reading Day

Reading Days are to be used as study days and/or optional make-up class time at the discretion of faculty members. No faculty member will be assigned additional duty during the scheduled reading days and no student shall be penalized for not attending any activities/classes on a reading day.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2018

Nov. 21 – College Open, NO CLASSES

Nov. 22-25 – Thanksgiving Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2018

Dec. 10-16 – CSCU Final Exams

Dec. 23 – Semesters End

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

CSCU common calendars are based on current collective bargaining agreement language and subject to revisions based on any future changes in said negotiated contracts.

CSCU Spring 2019 Common Academic Calendar

The Common Calendar is a system-wide calendar for the seventeen institutions of the Connecticut State Colleges and Universities (CSCU) that defines the traditional fall and spring semesters. Additional sessions may be scheduled at the discretion of each institution.

JANUARY 2019

Jan. 21 – MLK Day
Jan. 22 – CSU Classes Begin
Jan. 24 – CCC Classes Begin

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2019

Feb. 15-18 – Presidents' Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2019

Mar. 11-17 – Spring Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL 2019

Apr. 19 – Day of Reflection, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2019

May 9 – Reading Day CSCU
May 13-19 – CSCU Final Exams
May 13 – COSC Semester Ends
May 27 – Memorial Day, NO CLASSES
May 31 – CSCU Semester Ends
June 1 – CCC Semester Ends

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1-Jun

CSCU common calendars are based on current collective bargaining agreement language and subject to revisions based on any future changes in said negotiated contracts.

CSCU Fall 2019 Common Academic Calendar

The Common Calendar is a system-wide calendar for the seventeen institutions of the Connecticut State Colleges and Universities (CSCU) that defines the traditional fall and spring semesters. Additional sessions may be scheduled at the discretion of each institution.

AUGUST 2019

Aug. 26 – CSCU Semester Begins

Aug. 27 – CSCU Classes Begin

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2019

Sept. 2 – Labor Day, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019

Oct. 22– CCC Reading Day

Reading Days are to be used as study days and/or optional make-up class time at the discretion of faculty members. No faculty member will be assigned additional duty during the scheduled reading days and no student shall be penalized for not attending any activities/classes on a reading day.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019

Nov. 27 – College Open, NO CLASSES

Nov. 28-Dec. 1 – Thanksgiving Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019

Dec. 9-15 – CSCU Final Exams

Dec. 23 – Semesters End

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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CSCU Spring 2020 Common Academic Calendar

The Common Calendar is a system-wide calendar for the seventeen institutions of the Connecticut State Colleges and Universities (CSCU) that defines the traditional fall and spring semesters. Additional sessions may be scheduled at the discretion of each institution.

JANUARY 2020

Jan. 20 – MLK Day
Jan. 21 – CSU Classes Begin
Jan. 22 – CCC Classes Begin

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020

Feb. 14-17 – Presidents' Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020

Mar. 16-22 – Spring Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020

Apr. 10 – Day of Reflection, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2020

May 7 – Reading Day CSCU
May 11-17 – CSCU Final Exams
May 17 – COSC Semester Ends
May 25 – Memorial Day, NO CLASSES
May 31 – CSCU Semester Ends
June 1 – CCC Semester Ends

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1-Jun					

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CSCU Fall 2020 Common Academic Calendar

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AUGUST 2020

Aug. 24 – CSU Semester Begins

Aug. 25 – CCC Semester Begins

Aug. 26 – CSCU Classes Begin

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2020

Sept. 7 – Labor Day, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020

Oct. 20– CCC Reading Day

Reading Days are to be used as study days and/or optional make-up class time at the discretion of faculty members. No faculty member will be assigned additional duty during the scheduled reading days and no student shall be penalized for not attending any activities/classes on a reading day.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020

Nov. 25 – College Open, NO CLASSES

Nov. 26-29 – Thanksgiving Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2020

Dec. 8 – CSCU Reading Day

Dec. 9-15 – CSCU Final Exams

Dec. 23 – Semesters End

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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CSCU Spring 2021 Common Academic Calendar

The Common Calendar is a system-wide calendar for the seventeen institutions of the Connecticut State Colleges and Universities (CSCU) that defines the traditional fall and spring semesters. Additional sessions may be scheduled at the discretion of each institution.

JANUARY 2021

Jan. 18 – MLK Day
Jan. 19 – CSCU Classes Begin
Jan. 20 – CCC Classes Begin

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY 2021

Feb. 12-15 – Presidents' Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021

Mar. 15-21 – Spring Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2021

Apr. 2 – Day of Reflection, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021

May 10-16 – CSCU Final Exams
May 31 – CSCU Semester Ends
June 1 – CCC Semester Ends

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1-Jun				

CSCU common calendars are based on current collective bargaining agreement language and subject to revisions based on any future changes in said negotiated contracts.

CSCU Fall 2021 Common Academic Calendar

The Common Calendar is a system-wide calendar for the seventeen institutions of the Connecticut State Colleges and Universities (CSCU) that defines the traditional fall and spring semesters. Additional sessions may be scheduled at the discretion of each institution.

AUGUST 2021

Aug. 23 – CSU Semester Begins

Aug. 25 – CCC Semester Begins

Aug. 26 – CSCU Classes Begin

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021

Sept. 6 – Labor Day, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2021

Oct. 19– CCC Reading Day

Reading Days are to be used as study days and/or optional make-up class time at the discretion of faculty members. No faculty member will be assigned additional duty during the scheduled reading days and no student shall be penalized for not attending any activities/classes on a reading day.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2021

Nov. 24 – College Open, NO CLASSES

Nov. 25-28 – Thanksgiving Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2021

Dec. 8-14 – CSCU Final Exams

Dec. 23 – Semesters End

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

CSCU common calendars are based on current collective bargaining agreement language and subject to revisions based on any future changes in said negotiated contracts.

CSCU Spring 2022 Common Academic Calendar

The Common Calendar is a system-wide calendar for the seventeen institutions of the Connecticut State Colleges and Universities (CSCU) that defines the traditional fall and spring semesters. Additional sessions may be scheduled at the discretion of each institution.

JANUARY 2022

Jan. 17 – MLK Day

Jan. 18 – CSCU Semester Begins

Jan. 19 – CSCU Classes Begin

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

Feb. 18-21 – Presidents' Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

Mar. 14-20 – Spring Recess, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

Apr. 2 – Day of Reflection, NO CLASSES

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

May 9-15 – CSCU Final Exams

May 31 – CSCU Semester Ends

June 1 – CCC Semester Ends

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1-Jun			

CSCU common calendars are based on current collective bargaining agreement language and subject to revisions based on any future changes in said negotiated contracts.

ITEM

2017-2018 Sabbaticals approved by University Presidents.

INFORMATION ITEM – NO RESOLUTION IS REQUIRED

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

BACKGROUND

The sabbatical leaves for 2017-2018 approved by University Presidents have been submitted for the Board's information and are presented here in the attached memorandums from the Universities.

1/12/2017 – Academic & Student Affairs Committee

3/2/2017 – Board of Regents

**MEMORANDUM**

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

From: Susan E. Pease
Interim President, CCSU

Date: December 1, 2016

Re: Sabbatical Leave for 2017-2018

I have approved the following sabbatical leave for instructional faculty at Central Connecticut State University for the 2017-2018 academic year.

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Aram	Ayalon	Professor	Educational Leadership, Policy, and Educational Technology	How do Connecticut and Israeli schools implement school-base advisory classes and to what extent they accomplish their goals – A case comparison	Spring 2018
Marsha	Bednarski	Professor	Geological Sciences	Developing Three Dimensional Learning Curriculum, Instruction, and Assessment in Alignment with the Next Generation Science Standards (NGSS)	Spring 2018
Mieczyslaw	Biskupski	Professor	History	The Marshal and the General	Spring 2018
Ralph	Cohen	Professor	Counselor Education and Family Therapy	The Internal Family Systems Paradigm as a Methodology for Promoting Social Emotional Learning in Schools	Fall 2017
Daniel	D'Addio	Professor	Music	Exploring and Recording Underrepresented Sonatas for Trumpet and Piano	Spring 2018
José Carlos	del Ama	Professor	Communication	The Post-History Generation Goes to College. School Attitude and Academic Performance in the Age of Social Media.	Fall 2017

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Robert	Dowling	Professor	English	China Tour: Eugene O'Neill: A Life in Four Acts (Nanjing University Press, 2018)	Spring 2018
Khaled	Hammad	Associate Professor	Engineering	Hemorheology and the Mass Transfer Behavior in a Separated Flow Region	Spring 2018
Brian	Kershner	Professor	Music	Composition of New Work for Clarinet, String Quartet and Percussion	Fall 2017
Bradley	Kjell	Professor	Computer Science	Revision of Computer Science Instructional Web Pages	AY 2017-2018
Kimberly	Kostelis	Professor	Physical Education and Human Performance	Advancing Student Research Experiences	Fall 2017
Daniel	LaRose	Professor	Mathematical Sciences	<i>Discovering Statistics</i> , Fourth Edition. A Student-Friendly Textbook for Introductory Statistics	Spring 2018
Margaret	Levvis	Associate Professor	Nursing	A Human Rights Model for Pediatric Palliative Care	Fall 2017
MaryAnn	Mahony	Professor	History	Re-envisioning History, Environment and Agriculture in Southern Bahia, Brazil, 1850-1930	AY2017-2018
Damon	Mitchell	Professor	Criminology and Criminal Justice	Exploring the Validity of a Screening Instrument for Prisoner Sexual Assault	Fall 2017
Cara	Mulcahy	Professor	Department of Literacy, Elementary, and Early Childhood Education	An introspective examination of the Readers'/Writers' Workshop	Spring 2018
Aimee	Pozorski	Professor	English	AIDS Trauma and Politics	Fall 2017
Xiaoping	Shen	Professor	Geography	A Spatial Analysis of the Supply and Demand of Elderly Services in China	AY 2017-2018
Glenn	Sunshine	Professor	History	The Origins of the First Crusade: A Portrait of the Eleventh-Century World	Fall 2017
Jeffrey	Thomas	Associate Professor	Geological Sciences	Disciplinary Literacy for Science	Spring 2018

First Name	Last Name	Title	Department	Project Title	Requested Time Period
John	Tully	Professor	History	Seeking a Newer World: Robert Kennedy's Foreign and Domestic Policy Views	Fall 2017
Ben	Tyson	Professor	Communication	Planning and Evaluation of Environmental Programs in New Zealand	Spring 2018
Thomas	Vasko	Associate Professor	Engineering	An Applied-Mechanics Handbook, Featuring Example Problems with Solutions and Instructional Materials, including PowerPoints and Videos	Spring 2018
Neli	Zlatareva	Professor	Computer Science	Uncertainty Management in Linked Data Applications	Fall 2017

/rp



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

November 9, 2017


Mr. Mark Ojakian
President
Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

Attached are my recommendations for the 2017 – 2018 Sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty or enrich their teaching. I am confident that these Sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely,



Elsa M. Nuñez
President

EMN/cld
Attachment

cc: Mr. Steven Weinberger, Vice President for Human Resources, BOR
Dr. Alice Pritchard, Chief of Staff, BOR
Dr. Dimitrios S. Pachis, Provost and Vice President for Academic Affairs
Dr. Carmen Cid, Dean, School of Arts and Sciences
Dr. Jacob Easley, Dean, School of Education and Professional Studies

Eastern Connecticut State University

Sabbatical Recommendations for Instructional Faculty

For Academic Year 2017-2018

Academic Year 2017-2018

1. Dr. Lisa Rowe Fraustino

English Department

Dr. Fraustino will complete two projects during her year of leave: an essay, "The Human Nature of Animals: Conceptual Metaphor in Anthropomorphic Fantasy," for journal submission; and an animal fantasy novel, *The Army of Cursed Frogs*, for submission to a children's publisher. Dr. Fraustino's previous publication on anthropomorphism was recognized with the 2016 Article Award from the Children's Literature Association; further developing her approach will extend its scholarly impact while enriching her teaching of literature, creative writing, and the Liberal Studies major capstone. Her animal fantasy for children is likely to join her other critically acclaimed publications, further benefitting Eastern's reputation.

2. Dr. Jeffrey Schaller

Business Administration

Dr. Schaller's project seeks to develop methods for sequencing and scheduling a set of jobs in a flow shop environment when the objective is to minimize total earliness and tardiness. Results from his previously published papers or papers he has in progress will be used to help develop methods applicable in this project. This research will enrich Dr. Schaller's teaching at Eastern and will lead to the submission of six papers to leading operations management journals.

Fall 2017 Semester

3. Dr. Peter Drzewiecki

Environmental Health Science

Dr. Drzewiecki will use his sabbatic leave to complete ongoing research in the Spanish Pyrenees, establish new externally-funded research collaborations with geologists from Spain and Statoil Oil Company, and update/improve his teaching at Eastern. The project will involve fieldwork in Spain, and interpretation of new high-resolution 3D digital data collected by Statoil, using proprietary Statoil software. Outcomes include two scientific publications and conference presentations. Benefits to CSU include contributing to Eastern's reputation, and enhancing university recruitment and retention through student research. Funding is already secured, and there are commitments in place to have the work completed by fall, 2017.

4. Dr. Hari Koirala

Education Department

Dr. Koirala's study proposes to teach selected common core mathematics to the third and fourth graders by using strategies suggested from the history of mathematics, particularly Lilavati and Vedic Mathematics, and evaluate their effectiveness to help children develop mathematical proficiencies. A mixed methods design and analysis (ANCOVA and Constant

Comparative Method) will be employed. This study will also result in materials to teach common core mathematics to elementary school children and for teaching MAT 139P, EDU 411, and EDU 532 to elementary candidates at Eastern.

5. Dr. Nicholas Parsons

Sociology, Anthropology, Criminology, and Social Work Department

Dr. Parsons will use sabbatic leave to write and submit for academic journal publications 2-3 articles examining payments made by drug companies to doctors. Dr. Parsons is currently analyzing a very large database, the findings of which will allow him to write articles about: 1) Disclosures of conflicts of interest by authors of medical journal articles; 2) Relationships between drug patents and the timing of payments made to doctors; 3) The relationship between heroin and prescription opioid use.

6. Dr. Nanette Tummers

Kinesiology and Physical Education Department

Students in higher education need the empowerment of skill acquisition to be able to make consistent and lasting positive health change. Dr. Tummers goal of this sabbatical is to develop a textbook/experiential workbook that will emphasize research evidence of the skills of not only comprehending factual information but through experiential hands on experiences, the ability to apply this information to enhance health. This work will contribute to the field of higher education, health education, and health education pedagogy. As a result of this sabbatical, Cognella Publishers will publish this work.

7. Dr. Christian Yankov

Mathematical Sciences Department

Dr. Yankov plans to conduct research in the field of pure mathematics called differential geometry. His first goal is to complete his work of the past several years on the holomorphic type of certain abstract geometric spaces called Lie groups, and to prepare and submit it for publication in a scholarly mathematics journal. Dr. Yankov's goal is to expand and intensify a new line of research on twistor spaces, which he started recently. He intends to spend the sabbatic leave in a group of internationally recognized experts in the field, with whom he has a very successful ongoing collaboration. This group is based at the Institute of Mathematics and Informatics of the Bulgarian Academy of Sciences, which is the premier research institution in Bulgaria. Dr. Yankov has an official invitation from the Director to spend a semester there. This sabbatic leave will expand and strengthen Dr. Yankov's research agenda and will provide fresh ideas for independent student research. Publishing the results in a research journal and presenting them at professional meetings will contribute to raising the visibility of Eastern as a Liberal Arts Institution with successful ongoing research in a core science.

Spring 2018 Semester

8. Dr. Theresa M. Bouley

Education Department

Dr. Bouley plans to conduct, analyze and publish research in schools with teachers, administrators and families on gender variant children. LGBTQ/gender variance has recently been identified by the National Association of Multicultural Education (NAME) as one of two areas in critical need of research. Dr. Bouley's scholarship answers the NAME's 2015 Call to

Action. This work also augments her ability to both prepare Eastern's future teachers to teach multi-culturally, and support in-service teachers and local schools. Therefore, supporting public schools/local families and publishing timely research that fills an identified void will benefit Eastern and the CSU system in many ways.

9. Dr. Anna Kirchmann
History Department

Dr. Kirchmann's study, situated at the intersection of ethnic and urban history, is focused on the transformations of ethnic identity and intergroup relations in Willimantic, CT, during its urban renewal, ca. 1950-1985. As its consequence, a large part of downtown was physically destroyed, and its multi-ethnic working class character was irrevocably lost. Racial tensions flared up, and the ethnic groups became fragmented. The project's outcome will be a book analyzing the urban renewal process in Willimantic, the impact it had on ethnic identity of the working class in town, and the responses, which various communities adopted to face the social and economic challenges posed by de-industrialization.

DEC 29 2016

Connecticut Board of Regents

December 21, 2016

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, CT 06105

Dear Mr. Ojakian:

I am granting sabbatical leaves for the following faculty during the 2017 – 2018 academic year:

Full Year at Half Pay

August 2017 – May 2018

Yi-Chun Tricia Lin, Professor, Women's Studies

Rank 14

Dr. Lin's sabbatical will be used to work on transnational feminisms and Indigenous women's literary and cultural productions from Asian America and Asia Pacific by writing and editing a book on transnational Indigenous feminisms, built on what she's done for the 22m1 issue of *Lectora: Revisita de clones i textualitat*, titled "Transnational Indigenous Feminisms" (Fall 2016). With a Fulbright U.S. Scholar Program grant, she will continue writing, researching, and teaching of Indigenous feminism in the College of Indigenous Studies, at National Dong Hwa University, Taiwan.

Vara S. Neverow, Professor, English

Rank 3

In 2015, David A vital at Bloomsbury Publishing invited Dr. Neverow to edit *Virginia Woolf: Critical and Primary Sources*, a four-volume set of scholarly essays forthcoming in Fall 2018. Dr. Neverow accepted the offer and requested that three of her colleagues be included in the endeavor. Dr. Neverow's sabbatical will be used to focus primarily on one feature required for the project: writing the introduction to the first volume. She will also finalize the selection of essays for that volume, create the bibliography of recommended additional sources for readers, and collaborate with colleagues to assure the coherence and logic of the entire collection.

Half Year at Full Pay

Fall Semester

August 2017 – December 2017

Jo Ann Abe, Professor, Psychology

Rank 12

Dr. Abe's sabbatical will be used to get some closure on two major ongoing research projects that explore the interrelations between personality processes and cognitive affective styles as well as their implications for broader dimensions of psychological functioning. The first line of research focuses on the relations between personality traits, affective-cognitive styles, and online learning. The second line of research focuses on the relations between personality traits, affective-cognitive styles, and political preferences. Both projects represent an outgrowth and synthesis of my previous research on emotion-personality and emotion-cognition relations. I also already have impressive data sets for both projects.

Ericka C. Barnes, Assistant Professor, Chemistry

Rank 5

Dr. Barnes' sabbatical will be used to examine the well-established MP2-R12 and CC-R12 methods at the Karlsruhe Institute of Technology in Germany as an alternative means to generating and therefore validating the corresponding benchmark energies obtained at SCSU. A sequence of quantum chemical atomic orbital basis sets was constructed at SCSU for extrapolation to the complete basis set limit of theoretical atomic and molecular energies spanning the 4th row (K-Kr) of the Periodic Table. The test set included the entire set of neutral K-Kr atoms, positive and negative atomic ions, several homonuclear diatomic molecules, hydrides, polar molecules such as oxides and fluorides, and a few transition states. The resulting benchmark energies will serve as a reference for researchers in the field of quantum chemical method development when evaluating more approximate theoretical methods.

Scott Graves, Associate Professor, Environment, Geography and Marine Sciences

Rank 16

Dr. Graves' sabbatical will be used to examine the Cove River ECHO which represents a deep long look at place-based citizen science inquiry in an urban setting. The project builds upon a decade-long research and teaching collaboration at the Cove River Historical Site (CRHS), West Haven, CT. Cove River ECHO comprises environmental, cultural and historical research and teaching strategies, that includes SCSU student participation, mentoring dozens of local High School teachers and their students in CRHS research projects; collaboration with citizen archaeologists and Yale Peabody Museum; wetland and forest monitoring and aerial mapping/drones for the City of West Haven Public Works department in their wetland remediation projects.

Kalu Ogbaa, Professor, English

Rank 2

Dr. Ogbaa's sabbatical will be used for writing the biography of Chinua Achebe, founder of Modern African Fiction, which provides readers with a description of his life, times, and art that resulted in the publication of his fiction. To do so, the book will weave together the stories of his upbringing, Christian and Western education, the Igbo story-telling techniques he learned from his sister, and the creative writing skills he learned from his British college professors, the combination of which made him the master story-teller he became and influenced other writers to make African Literature a viable corpus in World Literature today.

Laura Reynolds, Associate Professor, Special Education and Reading

Rank 10

Dr. Reynolds' sabbatical will be used to authoring a literacy textbook. The book will be used to address the knowledge, skills, and dispositions needed to teach reading and writing to students whose language and culture may not match those of American public schools. This includes English learners, dialect speakers and others whose "Ways with Words" (Heath, 1983) may not match those of the classroom. The proposed book has its roots in a class she developed for candidates in the Graduate Reading Program, and therefore presumes a basic knowledge of the teaching of reading and writing.

Troy Rondinone, Professor, History

Rank 7

Dr. Rondinone's sabbatical will be to complete a manuscript for a monograph tentatively titled, "Nightmare Factories: A Cultural History of the American Asylum" with the aim of publication with a respected academic press. This sabbatical will afford him the necessary time needed to complete the process of primary source research, to travel to various libraries, collections, and mental institutions, and to write a solid manuscript draft. This third book, will continue his ongoing efforts at recovering cultural history via an analysis of media, popular press, film, and art.

George (Tony) Rosso, Professor, English

Rank 8

Dr. Rosso's sabbatical will be used to contribute to a recent debate about the nature of Blake's religious beliefs as expressed in his later poetry and designs, engaging the question of whether Blake's views are closer to Methodism and the Church of England than to radical dissent. While agreeing in part with this claim, Dr. Rosso believes that Blake's adoption of Methodist and evangelical symbolism and doctrine must be set in relation to the apocalyptic political theology of Milton and radical dissenters of the English revolution (1640-60), especially the revival of this theology in the period of the American and French revolutions. Dr. Rosso's primary aim is to put Milton and Methodism in dialogue insofar as they appear within Blake's later poetry.

Jessica A. Suckle-Nelson, Associate Professor, Psychology

Rank 17

Dr. Suckle-Nelson's sabbatical will be used to analyze and write up data from two research studies, which will culminate in two manuscripts to be submitted to peer-reviewed journals. The first project examines how face-ism scores on social media differ by gender. This face-ism study is currently in the data collection stage. The other project explores how spirituality is influenced by the effects of military branch, combat exposure, sexual orientation, and gender identity. This military spirituality study is in the final design stage and the collection stage will begin by mid-fall (2016).

Half Year at Full Pay

Spring Semester

January 2018 – May 2018

Joel M. Dodson, Assistant Professor, English

Rank 11

Dr. Dodson's sabbatical will be used to finish a book manuscript on the confessionalization of late Reformation English poetics, focusing on the works of Sidney, Spenser, Nashe, Stubbes, Bacon, and Donne between the Formula of Concord (1577) and Synod of Dort (1619). Work includes writing a new Chapter 4 on the literary "confessions of faith" of Francis Bacon and Katherine Stubbes (12-14,000 words) and revising the 9,000 word critical Introduction on Tudor printed creeds based on recent archival research in order to submit completed manuscript to a university press (Duchesne, Manchester, or Toronto) by June 2018.

Nicole Fluhr, Professor, English

Rank 6

Dr. Fluhr's project examines Victorian literary representations of conflict between pagan and Christian beliefs and values. Arguing that these texts address the upsurge of religious doubts and disputes that marked nineteenth-century English life, it joins recent debates over literature's role in public discourses about religion. Focusing on the legendary Tannhauser, a Christian bard seduced by pagan pleasures he seeks to renounce, it aims to show how Victorian adaptations recast the legend's central tension between pagan and Christian values as an indictment of Christian hypocrisy; a lament for the loss of faith; and a mocking critique of the very idea of faith.

Jack P. Gesino, Associate Professor, Social Work

Rank 18

Dr. Gesino's sabbatical will examine perceptions of loneliness and the current involvement with friends of 20 men 80 years of age and older living in area Continuing Care Communities. The findings will be used to develop a manual for facilitating friendship support groups for elder men, publish an article, disseminate to the National Association of Social Workers and the National Center for Gerontological Social Work Education.

Sean P. Grace, Associate Professor, Biology

Rank 1

Dr. Grace's sabbatical will examine the coral *Astrangia poculata* experiences quiescence ('state of inactivity') when water temperatures decrease below 9°C. Recent studies demonstrate that other corals are quiescent at warmer temperatures. Since the prediction that oceans will warm as a result of Global Climate Change, studies will examine responses of temperate corals to increasing water temperatures. Studies will address the following regarding quiescence and temperature: does *A. poculata* exhibit quiescence at warmer temperatures and across its' geographic range? And does the microbial population and symbiotic state of *A. poculata* change during quiescence? Results will add to knowledge on coral resiliency in face of global changes.

Helen Marx, Associate Professor, Curriculum and Learning

Rank 15

Dr. Marx's sabbatical will be used to study and articulate a set of best practices used within teacher education study abroad programs to support intercultural competence development. There is a body of research on the design of such programs and increased interest in the development of these types of programs; however there is not a clear articulation of best practices with the field. This proposal, to conduct individual and cross-case analysis to articulate best practices within teacher education study abroad programs, addresses a need for instructional, curricular, and program design support in the development of international study abroad programs.

Todd C. Schwendemann, Associate Professor, Physics

Rank 4

Dr. Schwendemann's sabbatical will be used to pursue a research interest of his in the growth of thin films. During the sabbatical he will write an instrumentation grant. The activities that he will do to aid in the submission of this grant are: develop a working small scale Pulsed Laser Deposition (PLO) system and work at the University of Virginia with an expert in the field of PLO. At the end of the sabbatical there will be a strong grant proposal that will be strengthened by showing there is expertise and the ability to carry out complex nanoscale synthesis studies at SCSU.

Christine Unson, Professor, Public Health

Rank 13

Dr. Unson's sabbatical will be used to research in work-life span extension in the U.S., New Zealand and the Philippines in Spring 2018. While in New Zealand, she will collaborate with faculty members from the Department of Management Communication, University of Waikato (see letter of support). While in the Philippines, she will use her personal contacts with alumni associations of academic institutions that she attended. The specific aim of the proposed Encore Career Study is to compare and contrast the working experiences of female encore career workers in three countries with different macro and meso contexts.

M. Ojakian
12/21/16
page 5

Leon Yacher, Professor, Environment, Geography & Marine Science

Rank 9

Dr. Yacher's sabbatical will be used to travel to Bolivia to gather primary and secondary materials as these relate to the history of geography in Bolivia. The project is two-prong. First, to research the accomplishments Manuel Ballivian, historically considered Bolivia's leading geographer. Second, to investigate the historical and current status of the discipline in Bolivia. The available materials can only be found in situ. This project is part of his long-term desire to investigate geographers and the history of geography in the Latin American countries. No one in the United States or Europe is researching this topic.

Sincerely,



Joe Bertolino
President

cc: E. Durnin, Provost and Vice President of Academic Affairs
M. Rozewski, Executive Vice President, Finance and Administration
D. Mazza, Director, Human Resources



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

To: Mark E. Ojakian
President
Board of Regents for Higher Education
Connecticut State Colleges & Universities

From: Dr. John B. Clark

A handwritten signature in black ink, appearing to be 'JBC', is placed over the name 'Dr. John B. Clark'.

Date: January 3, 2017

Re: Sabbatical Leaves 2017-2018

Below you will find my recommendations for the 2017-2018 sabbatical leaves for WCSU's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

Daniel Barrett
Psychology Department
Fall 2017 & Spring 2018

This sabbatic leave will allow Dr. Barrett to significantly develop his research program on the Social Psychology of Suspicion which will include an extensive literature review, extensive writing, and new data analysis resulting in production and submission to a top-ranked psychology journal. This research and resulting publication will directly improve instruction in the department and increase the visibility of Western.

Jamie Began
Music Department
Spring 2018

Mr. Began's proposal is to write and record a new collection of music for contemporary big band. This experience will greatly enhance his teaching effectiveness and will add to the richness of the contemporary jazz repertoire.

Brian Clements
Writing, Linguistic & Creative Process Department
Spring 2018

During his sabbatical, in his continuing development as the University's poet, Dr. Clements will read and study poetry and will compose a book of poems that will express both personal and community responses to the Sandy Hook massacre. Dr. Clements work will bring national recognition to the University and give credence to the programs at Western especially the M.F.A. Program.

Neeta Connally
Biology & Environmental Sciences Department
Fall 2017 & Spring 2018

Dr. Connally was awarded a \$1.6 million research grant, the largest grant ever received by Western, from the Centers for Disease Control & Prevention for her groundbreaking work in the prevention of Lyme disease. This leave will allow her the time to focus solely on her research. The results of this research will most definitely impact the reputation of the University as not only a teaching but also a research university.

Rona Gurkewitz
Computer Science Department
Fall 2017

Professor Gurkewitz's sabbatical leave will enable her to strengthen her professional competence in the area of Artificial Intelligence which has advanced significantly in recent years. Machine Learning, which she is specifically interested in, is one of the most promising sub-areas of Artificial Intelligence. Studying these new approaches to machine learning will undoubtedly enrich the teaching and professional competence of Professor Gurkewitz.

Frank Herbert
Theatre Arts Department
Fall 2017

During his sabbatical, Professor Herbert will use his time to observe the teaching and curriculum development in the B.S. and B.F.A. programs for Design Technology in the Theatre Arts Department. He plans to examine the best practices of teaching, curriculum development, and work placement rates in various programs. This project will benefit Western greatly by enhancing our Design Tech Program to become a more competitive and widely respected program.

Russell Hirshfield
Music Department
Fall 2017

The purpose of Dr. Hirshfield's sabbatic leave is to study and record the instructional piano music of one of Belgium's leading composers, Piet Swerts. This project will be most relevant and valuable to our students and to the discipline of piano education.

Katie Lever
Communication & Media Arts Department
Fall 2017

Dr. Lever plans to continue and expand her research in computer mediated communication, mobile communication, and violence. Once her analyses are complete, Dr. Lever will be able to incorporate this work into her classes, present, and publish extending the visibility of Western in the area of scholarly research.

Catherine Rice
Nursing Department
Fall 2017

Dr. Rice plans to prepare curriculum for the Nursing Department addressing emergency preparedness and disaster response which will soon be an expected part of the syllabus of our Nursing program. This sabbatical will allow her the time to research, study, and prepare a curriculum that will benefit both our Nursing students and the community.

Terry Wells
Art Department
Fall 2017

With the ever changing environment in digital technologies, staying current is imperative for anyone involved in graphic design. Professor Wells sabbatical will provide him this opportunity to study and enhance these skills. Acquisition and proficiency in these skills will provide a more extensive integration of digital technologies into our program.

- c: M. Alexander, WCSU Int. Provost/VP Academic Affairs
 F. Cratty, WCSU Assoc. VP, Human Resources
 E. Fitzgerald, CSCU BOR Affairs
 J. O'Brien, WCSU Academic Leave Committee Chair
 S. Weinberger, CSCU BOR, Human Resources