

BOARD OF REGENTS FOR HIGHER EDUCATION CONNECTICUT STATE COLLEGES AND UNIVERSITIES (CSCU)

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, February 1, 2018

conducted via teleconference originating from

System Office, Regents Boardroom, Ground Level, 61 Woodland Street, Hartford, CT

1. **Call to Order, Roll Call and Declaration of Quorum**
2. **Adoption of Agenda**
3. **Opportunity to Address the Board ***
4. **Board of Regents Chair Matt Fleury**
5. **CSCU President Mark E. Ojakian**
6. **Approval of December 14, 2017 Meeting Minutes**
7. **Consent Agenda**
 - a) **Terminations**
 - i. Deaf Studies – AA - NWCCC 1
 - ii. Early Childhood Education – Certificate – TRCC.....3
 - b) **Suspensions**
 - i. Justice Administration – MS – WCSU 5
 - ii. Earth and Planetary Science – MA – WCSU 7
 - c) **New Programs**
 - i. Certified Clinical Medical Assistant – AS – TRCC 9
 - ii. Accelerated Athletic Training (3 + 2 format) – BS/MAT – SCSU 11
 - iii. Athletic Training (2 year traditional format) – MAT – SCSU 12
 - iv. Integrative Biological Diversity - MS –WCSU 19
 - d) **College of Technology (COT) Replication Approval Process** 28
 - e) **Academic Program Review Schedule**30
 - f) **Spring 2018 Promotion and Tenure Recommendation**
 - i. CCSU – Renata Vickrey 37
 - ii. WCSU – Rotua Lumbantobing 39
8. **Academic & Student Affairs Committee – Merle Harris, Chair**
 - a) **Information Items:**
 - i. 2018-19 State Universities’ Sabbaticals 40 - 55
 - ii. Final resolution of Normalization Review 56
9. **Audit Committee – Elease Wright, Chair** *No Exhibit*
10. **Finance & Infrastructure Committee – Richard J. Balducci, Chair** *No Exhibit*
11. **HR & Administration Committee – Naomi Cohen, Chair** *No Exhibit*
12. **Executive Committee – Matt Fleury, Chair** *No Exhibit*
13. **Adjourn**

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Deaf Studies leading to an Associate in Arts degree at Northwest CT Community College with a phase-out period until Spring 2018.

A True Copy:

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

ITEM

Termination of a program in Deaf Studies leading to an Associate in Arts degree at Northwestern Connecticut Community College, effective May 2018

BACKGROUNDSummary

Program is proposed for discontinuation essentially because it is not approved for Gainful Employment and does not provide adequate training for related careers. Additionally, there has been a steady decline in enrollment over the 19 years the program has been offered. A similar degree program in Interpreter Training will be continued, ending students' confusion regarding the differences between the two degree programs.

Rationale

The Deaf Studies Certificate program will be continued as an option within existing degree programs such as Early Childhood Education, Human Services, or General Studies.

Phase Out/Teach Out Strategy

The program will be phased out for complete termination by May 2018. Course substitutions will be made and independent studies will be available for the three declared majors who are currently enrolled in the program.

Resources

No resources are required for termination of this degree program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this program. The System' Provost and Senior Vice President for Academic and Students Affairs concurs with is recommendation.

01/12/2018 – BOR Academic & Student Affairs Committee

02/01/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Early Childhood Education leading to a Certificate at Three Rivers Community College with a phase-out period until Spring 2018.

A True Copy:

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

ITEM

Termination of a program in Early Childhood Education leading to a certificate at Three Rivers Community College, effective June 1, 2018.

BACKGROUNDSummary

For the past five years, the ECE certificate has averaged 4-6 students per semester. Most recently, the certificate was changed to align with the ECE workforce entry-level criteria. Given the 15 credit requirement, students enrolled in the certificate program are not eligible for financial aid. The 15 credits offered in this certificate are offered within the ECE, A.S. degree program of study.

Rationale

The 15 credits offered in this certificate are offered within the ECE, A.S. degree program of study which is eligible for financial aid. This certificate is a duplication of services and is not needed to best serve the TRCC population. The certificate is no longer seen as a career ladder completion in route to the Associate's Degree. The State of Connecticut has increased the qualifications for an Early Childhood Educator. The Associate Degree in Early Childhood Education has averaged 145 students per year for the past 5 years at Three Rivers Community College.

Phase Out/Teach Out Strategy

Currently, all courses in the certificate are regularly offered courses and the termination of the certificate will not have an effect on them. Each course within the certificate is offered each semester. Students will be notified by the ECE Program Coordinator regarding the timing and the elimination plans of the ECE certificate. Students will be offered advising times for individual meetings to transition them to the new plans of study.

Resources

No resources are required for termination of this certificate.

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of a Program

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to suspend a program in Justice Administration leading to a Master of Science degree at Western CT State University for a period of not more than two years. The program must be reactivated or fully terminated by the end of the 2019-2020 academic year.

A True Copy:

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

ITEM

Suspension of a program in Justice Administration leading to a Master of Science degree at Western Connecticut State University, for a period of two years

BACKGROUNDSummary

With a current enrollment of seven students and no full-time faculty member providing oversight, the institution requests that this program be suspended. The lack of demand for this program delivered in an on-ground format provides evidence supporting its discontinuance.

Rationale

Discussions are underway regarding research and development of other graduate programs within Justice and Law. Considerations regarding the discontinuation of the program are also taking place with an institutional decision projected for Spring 2018.

Resources

No resources are required for suspension of this degree program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve suspension of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

01/12/2018 – BOR Academic & Student Affairs Committee

02/01/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of a Program

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to suspend a program in Earth and Planetary Sciences leading to a Master of Arts degree at Western CT State University for a period of not more than two years. The program must be reactivated or fully terminated by the end of the 2019-2020 academic year.

A True Copy:

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

ITEM

Suspension of a program in Earth and Planetary Sciences leading to a Master of Arts degree at Western Connecticut State University, until May 2019

BACKGROUNDSummary

The institution discloses that this program cannot be sustained with enrollments that have been consistently low since Fall 2012; thus, Western Connecticut requests that this program be suspended.

Rationale

The faculty will spend the interval determining if the program will be reimagined or should steps be taken to discontinue the program.

Resources

No resources are required for suspension of this degree program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve suspension of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

01/12/2018 – BOR Academic & Student Affairs Committee

02/01/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Certified Clinical Medical Assistant program leading to an Associate of Science degree at Three Rivers Community College for a period of three years.

A True Copy:

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

ITEM

Establishment of a new program in Certified Clinical Medical Assistant leading to an Associate of Science degree at Three Rivers Community College

BACKGROUNDSummary

Local health care providers have expressed a need for both licensed and support health care workers. The field is one of the five fast growing job sectors in the state, and the current workforce is aging. QVCC, which is 40 miles away, has a similar program; but it is projected that a new program at TRCC would have minimal impact upon QVCC's enrollment.

Rationale

TRCC has a large pre-nursing student body, consistently of more than 600, that enrolls 96 annually. It is projected that many of the other pre-nursing students would be attracted to a new Medical Assistant program. The Application notes that students who successfully complete the program would be eligible to sit for the Certified Clinical Medical Assistant exam; thus, greatly enhancing their prospects for employment.

Resources

The Application's Pro-Forma Budget projects an enrollment of 20 f/t and 20 p/t in the initial year of 2018-19 which would grow to 30 f/t and 30 p/t in Year Two and 20 f/t and 40 p/t in Year 3. The Budget indicates that the projected revenues would significantly exceed projected expenditures each year.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Accelerated Athletic Training (3 + 2 format) leading to a Bachelor of Science/Masters of Athletic Training degree at Southern CT State University_for a period of time concurrent with the institutional accreditation.

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

a New Program

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Athletic Training (traditional format) leading to a Masters of Athletic Training degree at Southern CT State University for a period of time concurrent with the institutional accreditation.

A True Copy:

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

ITEM

Licensure of two new programs leading to a Masters' in Athletic Training (MAT):

- (1) BS/MAT (3+2 accelerated master's degree)
- (2) MAT (traditional 2-year master's degree)

The two programs represent two means of entrance into the MAT program with the first (1) representing an accelerated degree program and the second (2) a traditional post-baccalaureate program. These programs will replace the existing BS in Athletic Training.

BACKGROUNDSummary

Per recent changes in accreditation requirements in athletic training, all current undergraduate programs in athletic training must transition to the master's degree level. Southern Connecticut State University, in accordance with this decision, has developed a contemporary program with two methods of admissions. Students desiring a master's degree in athletic training can apply to the program

- (1) as undergraduates through an accelerated 3+2 degree program or
- (2) following the completion of the baccalaureate degree

The proposed accelerated (3+2) BS/MAT curriculum plan (1) will be one year less than a traditional BS (4 years) followed by MAT (2 years), but without a decrease in program credits. The 'traditional' 2-year graduate program model (2) will require students to complete their undergraduate degree prior to application and meet prerequisite requirements.

The proposed program meets Southern's mission of access particularly through the accelerated degree program. The dual degree / accelerated nature of the program will offer students interested in athletic training an affordable option for a strong professional outcome based professional degree. Many of New England's current master's degree programs require students to complete a 120 credit undergraduate degree prior to beginning the professional degree, which may range from 50 to 72 graduate credits. Therefore the proposed program will permit future students of various economic backgrounds the opportunity to pursue the athletic training profession without the undue burden of a 6-year program (4 years BS, 2 years MAT). Our proposed program will provide students currently enrolled in Connecticut's community colleges an easy transition from their associate degree programs, into Southern to complete the undergraduate prerequisite courses, and finally into the graduate program if all admission standards are met.

Need for the Program

Professional opportunities for the athletic trainer are expected to grow in Connecticut. Current Federal predictions foresee a 21% increase in employment opportunities for athletic trainers nationally and a 14.5% growth rate in Connecticut. The increased awareness of athletic injuries such as concussions and cardiac conditions have created a greater emphasis on providing proper care for athletes which has led to proposed legislation at the state level to determine baselines for medical care.

Additionally, there are ongoing efforts to expand the employment opportunities available to athletic trainers. A rapidly growing area of professional opportunities is providing preventive and onsite health care in the workplace. The presence of athletic trainers has been shown to reduce workplace health care costs. Recent changes in the Connecticut athletic trainer licensure requirements have opened up these positions within this state, a factor not accounted for in the estimated job growth. The creation of injury prevention programs in Connecticut's many industries has the potential to dramatically reduce health care costs through reduced work-place injury prevention, thereby assisting company stability and subsequently state employment levels. This proposed program will be one of a handful nationally to include coursework specific to the occupational setting, facilitating the transfer of athletic training expertise to the occupational clientele.

Curriculum

Students seeking admission to the accelerated BS/MAT program will apply during the final semester of their junior year. Students must have completed 101 credits and have successfully completed all required prerequisite courses prior to admission. Students must have earned a 3.0 GPA and successfully completed all pre-requisite courses with at least a B-.

Students with BS degrees in hand seeking admission to the MAT in Athletic Training will need to meet minimum requirements including the successful completion of certain courses and to have achieved a 3.0 GPA.

Students will begin the graduate portion of the program during the Summer 3 Session by taking two professional courses (7 credits). These courses will provide the students a strong base in injury/illness prevention and human anatomical function. After completing the summer session, the students will proceed through the program over four semesters which have been divided into separate 8 week sessions. Students entering the MAT via the accelerated program will conclude their undergraduate requirements (120 credits) following the successful completion of the summer session and the didactic courses taken during the first 8 weeks of the student's first fall semester.

The division of the four semesters into 8 week periods is unique among most professional programs. The didactic courses will be offered as 8 week courses in each of the fall and spring semesters. This particular arrangement permits the students to have four immersive clinical practicum experiences. New CAATE accreditation standards for athletic training mandate a four week immersion experience prior to graduation. The compression of the didactic courses into 8 week half semester courses permits our students to complete 4 – 8 week immersion experiences greatly exceeding national requirements. This contrasts with the current model whereby students complete their clinical experiences after completing their classes earlier in the day. Without the interference of concurrent coursework, the four immersion-style practicums will give the students realistic full time experiences exposing them to all aspects of the athletic trainer's professional activities.

As required of all graduate programs, the athletic training program will require a culminating experience. Each student will be required to attempt and pass a comprehensive examination. The examination will consist of a written and oral portion that will be given prior to the beginning of the student's final spring semester.

PROPOSED ACCELERATED BS / MAT ATHLETIC TRAINING (3 + 2) PROGRAM

UNDERGRADUATE PORTION				
Freshman Fall (15 credits) INQ 101 Freshmen Inquiry (3) LEP** Req.: Critical Thinking (T1CT) (3) LEP req. Tech. Fluency (T1TF) (3) LEP req. American Experience (T2AE) (3)* LEP Creative Drive (T2CD) (3)* <small>**Note LEP=Liberal Education Program, SCSU's general education program</small>		Freshman Spring (16 credits) LEP Pre-requisite Foreign Language (Free elective credit) (3) LEP req. – MAT 107 (T1QR) (3) LEP req. – ENG 112 (T1WC) (3) BIO 120 Microbiology (4) LEP req. – Global Awareness (T2GA) (3)*		
Sophomore Fall (17 credits) BIO 201 (4) Human Anatomy & Physiology I (4) (T2NW) LEP Chemistry 120 (T2PR) (4) LEP req. - Social Structure, Conflict and Consensus (T2CC) (3)* PCH 200 Introduction to Nutrition (3) Electives (3)		Sophomore Spring (18 credits) BIO 202 Human Anatomy & Physiology II (4) PHYS 200 or above (4 credits) CHE 121 Chemistry II (4 credits) LEP – WLL requirement (3) LEP req. – Time and Place (T2TP) (3)*		
Junior Fall (18 credits) EXS 383 Biomechanics (3) EXS 384 Exercise Physiology (3) EXS 308 Strength & Conditioning (3) LEP req. Cultural Expression (T2CE) (3)* Elective(6)		Junior Spring (17 credits) EXS 380 Sport Psychology (LEP-T2MB) (3) EXS 301 Exercise and Nutrition (3) EXS 485 Measurement & Statistics in Exercise Science LEP Tier III (3) Electives (5)		
Completion of Undergraduate Portion (101 credits)				
Application to Program Minimum GPA 3.0 and successful completion of all remaining prerequisite courses EXS 308 Strength and Conditioning EXS 383 Biomechanics EXS 384 Exercise Physiology MAT 107 Intro Statistics CHE 120 Chemistry I PHY 200 or above (4 credits) BIO 200 Anatomy & Physiology I (4 credits) BIO 201 Anatomy & Physiology II (4 credits) PSY 100 Introduction to Psychology				
GRADUATE PROGRAM				
Summer Session 3 7 credits EXS 283 Clinical Anatomy and Kinesiology (3) Will be co-listed with ATH 510 with a course number & credit change as MAT program begins ATH 520 Prevention and Health Promotion (4)				
Fall, First Year 12 credits	Fall, First Year (2 nd 8 weeks) 3 credits	Undergraduate Degree Conferred at	Spring, First Year (1 st 8 weeks) 13 credits	Spring First Year 3 credits

ATH 542 Examination and Diagnosis – Musculoskeletal Conditions (7) ATH 543 Primary and Emergency Care (4) ATH 546 Evidenced Based Practice and Health Care Informatics I (1)	ATH 540 AT Clinical Practice I (3)	120 Credits <i>120 credits are achieved with the completion of the first 8 weeks of student's first semester</i>	ATH 551 Therapeutic Intervention I – Pathophysiology and Physical Agents (4) ATH 553 Therapeutic Intervention II – Therapeutic Exercise (4) ATH 555 Illness and Interventions in the Physically Active (4) ATH 556 Evidenced Based Practice and Health Care Informatics II (1)	ATH 550 AT Clinical Practice II (3)
Fall, 1 st 8 weeks 3 credits ATH 560 AT Clinical Practice III (3)	Fall, 2 nd 8 weeks 9 credits ATH 565 Illness and Interventions in the Physically Active II (4) ATH 562 Therapeutic Interventions III- Psychosocial and Pharmacological(4) ATH 566 Evidenced Based Practice and Health Care Informatics III (1)	Comprehensive Examinations (prior to being granted permission to take BOC Certification Examination)	Spring, 1 st 8weeks 3 credits ATH 570 AT Clinical Practice IV (3)	Spring, 2 nd 8 weeks 9 credits ATH 572 Professional Responsibility & Health Care Administration (3) ATH 575 Occupational Injury Prevention and Ergonomics (3) ATH 578 Therapeutic Intervention III – Capstone (3)

Students

Student numbers are expected to increase with a projected influx of students from Connecticut community colleges and transfers from four-year institutions. The accelerated degree will reduce to 3 years the time to a master's degree for community college students. The proposed program has a natural feed from Exercise Science programs at Gateway, Manchester, Norwalk and Three Rivers Community Colleges and the Pre-Allied Health Program at Middlesex Community College. Physical Therapy Assistant graduates from Community Colleges such Norwalk CC and Naugatuck Valley CC

may also be interested in completing this degree as a means to further their own scope of practice. The proposed program will facilitate the enrollment of transfers from other institutions.

Cost of education should play a role in the student enrollment, particularly in light of expected salaries for the profession. The mean salary in Connecticut for athletic trainers is \$44,110. As a result, lower tuition costs would be advantageous to students entering the profession. The total cost for the entry-level master's degree will be far less than similar programs offered by private institutions whose tuition costs are often two to three times greater than Southern and will be made even more affordable by the accelerated program.

The traditional master's degree program for those students who decide to pursue athletic training post baccalaureate. This program will be marketed to those students from the EXS-Human Performance and similar programs who may have been pursuing allied health professional degrees in rehabilitative medicine but were not successful in gaining admission. The proposed program offers a viable alternative to these students provided our own prerequisites are met. The program will also enable Southern athletes who were interested in entering the athletic training profession but were previously unable to do so due to conflicting time commitments between academic clinical requirements and the time demands of their sport.

Faculty

The current faculty is very capable and is one of the program's strengths. The program consists of four faculty positions who are able to meet all of the needs of the currently proposed program. All are very experienced in the instruction of athletic training students and are active professionally. One of the faculty members is a site visitor for the Commission on Accreditation of Athletic Training Education (CAATE) who provides valuable insight on accreditation matters involving our own program and a second serves with the Connecticut Athletic Trainers' Association's (CATA) efforts to change the scope of practice within the state. This enables the program to meet the proposed changes in athletic training profession in a rapid manner.

One additional faculty member in the Exercise Science Department is also a licensed athletic trainer and is available for course instruction. Another faculty member is a licensed physical therapist who serves as a resource for curriculum instruction. The 'core' athletic training faculty are well-supported by colleagues in the Exercise Science Department in teaching foundational courses within the program. Biomechanics, Exercise Physiology, Sport Psychology, and Exercise & Nutrition are taught by PhD level faculty who are experts in their fields.

Learning Resources

The Athletic Training program is already well equipped due to the existence of the undergraduate athletic training program. The amount of equipment available for instruction is favorable as compared to many programs nationally, making us well-suited to elevate the program to the master's degree level. In addition to typical equipment, Southern possesses research-quality equipment such as a BAT-12 Thermocouple and a hand-held dynamometer, and has access to other equipment through existing human performance laboratories.

Facilities

Pelz Gymnasium serves as the primary instruction area for the athletic training program. Although the building itself is dated, the Exercise Science Department possesses the majority of equipment needed for its move to a graduate program. The athletic training program utilizes academic space in Pelz Gymnasium and Moore Field House. One classroom in Pelz serves as the primary classroom for the program as it contains several treatment tables that permit laboratory experiences for many of the program courses. That classroom is also equipped with a projection system, materials storage and privacy curtains for the practicing of athletic training skills. The athletic training program has access to two operational athletic training facilities operated by the athletic department as a laboratory resource, and uses several clinical sites in the New Haven area.

The anticipated construction and/or renovation of facilities associated with the School of Health and Human Services will play a major role in the athletic training program and is well-timed with the move of the athletic training program to a graduate level. Although the Pelz Gymnasium is suitable for the operation of the program, the appearance and condition of this facility hinders student recruitment and instruction. The new building will facilitate graduate level work through additional laboratory space and expanded classrooms, enhancing the attractiveness of the university to potential students.

Fiscal Note

As part of the current undergraduate program, the department already possesses the resources that are required for this new program. Additional faculty may be required in the future if the program enrollment exceeds 20 students per cohort. The expected construction of a new building for the School of Health and Human Services offers the opportunity to increase the educational resources afforded to students in the program. Although not required by accreditation standards, it is expected that upgrades in the structural facilities will enhance the reputation of the program and aid student recruitment. Financially, there will be a onetime upfront cost of \$6000 to pay the administrative costs associated with transitioning the program to the master's degree level.

Review of Documents:

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

Accreditation:

The current undergraduate program in athletic training is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). The program is the longest accredited program in Connecticut and underwent its most recent accreditation visit in the spring of 2017. This successful accredited review resulted in a ten-year accreditation award, which is the longest possible through CAATE. This accreditation will carry over to the graduate program upon completion of the accrediting body's substantive change process.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a collaborative system-wide program in Integrative Biological Diversity leading to a Master of Science degree at Western CT State University or at the student's home campus for a period of time concurrent with the institutional accreditation.

A True Copy:

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

ITEM

New Program: MS in Integrative Biological Diversity

Students completing the 30-credit MS in Integrative Biological Diversity will be trained to 1.) Use DNA, and genomics to assess and evaluate organismal diversity and environmental health; 2.) Quantify and rank existing organismal diversity using GIS mapping, and 3.) Critique land use design and models for the purpose of communicating to stake-holders on the sustainability of biological resources present. By leveraging existing courses across the CSCU System, integrating instructional technology, and collaborating with existing research partners (i.e., NOAA Milford Lab, CT-DEEP, US-Fish and Wildlife, Yale University, McKinney National Wildlife Refuge, Great Hollow Preserve, Candlewood Lake Authority) students will gain work experience by collaborating with a diverse group of researchers while enrolled full-time, and over the summer. Enrolled students will have the option of completing their MS degree in 18 months, or over a combination of two summers combined with on-line courses during the academic year. The program will be attractive to Connecticut and out-of-state teachers with limited organismal biology training seeking a content masters. It will also attract students with biology or associated bachelor's degrees (i.e. cell biology, physiology, and neurobiology) who are interested in exploring the diversity of life, how it is measured, and conserved.

BACKGROUND**Summary**

The MS in Integrative Biological Diversity has been developed as a shared degree, bringing together graduate courses and faculty expertise across the CSCU System. System-wide, there are numerous highly qualified faculty who can contribute courses and research mentorship to this program. Collaborating faculty experts in specific biological taxa and systems will build capacity across the CSCU System to provide significantly greater expertise and course diversity to students than any single CSCU graduate program is currently able to provide, and support impactful research partnerships across the system. This innovative program will use campus-based, hybrid, and online courses to

- Train students in GIS Mapping, bioinformatics, and DNA(genomics) data analysis,
- Provide new research opportunities for CSCU faculty through intercampus collaboration,
- Leverage existing resources to expand both curricular and research opportunities for students, and
- Contribute to a comprehensive record of biodiversity in Connecticut through its focus on stewardship.

There is no similar program in the region.

At this time, the Master of Science (MS) degrees will be conferred by the school where students are admitted (home campus), but students will be required to take at least 6 credits at a second campus to fully leverage the disciplinary expertise available. Longer term, we hope to establish a CSCU Graduate Degree to simplify the admissions and degree granting processes. This will involve review by NEASC.

Need for the Program

The proposed MS in Integrative Biological Diversity will train organismal biologists in an interdisciplinary fashion so they can support industries in reclamation biology, land-use, development, policy and environmental consulting, and education. It will benefit adults who hold a Bachelor's Degree in biology or associated fields and are interested in a career managing and reclaiming biological resources

(http://www.nytimes.com/2016/01/26/science/in-napa-valley-future-landscapes-are-viewed-in-the-past.html?_r=0).

Secondly, this proposed program benefits teachers who, through traditional training based on national K-12 science standards and traditional biology bachelor degrees, will be limited in their knowledge of biodiversity.

This proposed program will address the “*Plant Blindness*” crisis (https://www.nabt.org/websites/institution/File/pdfs/american_biology_teacher/2000/062-02-0082.pdf), and highlight interesting organismal curiosities that may have a future economic impact. (<http://www.uwec.edu/Career/students/majors/wcidwamis/upload/Organismalbiology.pdf>; <http://cabinetoffreshwatercuriosities.com/>). Furthermore, gaps in organismal biology training in Connecticut K-16 education will become greater as districts adopt new science standards that focus on STEM education but lack a foundation in biodiversity (<http://www.nextgenscience.org/next-generation-science-standards>, <http://www.nextgenscience.org/search-standards-dci>). This failure to address biodiversity and conservation of resources in U.S. public education is an area of concern as the rest of the world builds cooperation on sustaining biodiversity. As such, the MS program provides professional development to teachers in need of a content-based professional degree.

Transformations of important economic and employment sectors, such as farming, fishing, water supply and management, recreation, tourism, and infectious disease will need to occur in order to save biodiversity resources that are at risk. Connecticut’s Department of Energy and Environmental Protection (DEEP) outlines in their “Green Plan” a proactive guide on the status of the acquisition and preservation of the state’s natural and recreational resources. The vision and purpose statement clearly emphasizes a need for Connecticut citizens to protect water quality and water supplies, preserve natural ecosystems and wildlife habitats, assure green spaces for urban residents, protect agricultural lands and forests for food and resources, and prepare communities for risk aversion from climate change (http://www.ct.gov/deep/lib/deep/open_space/Green_Plan_Info_Summary.pdf), and transmission of disease due to changing landscapes. Implementing these efforts require that the state provide access and opportunity to train citizens in recognizing and conserving green and blue spaces (<http://conservationmagazine.org/2011/07/into-blue-space/>) as well as biodiversity. Losses in biodiversity will have a significant impact on farming, fishing, forestry, and the availability of clean water. Biodiversity and ecosystems are the basis of a significant part of the economy and a large part of existing jobs that depend on the health and balance of the environment as demographics change, human population grows, and open space shrinks. Examples include jobs in the wildlife areas such as fisheries and sustainable agricultural practices, epidemiology and vector sciences that monitor the stability of the spread of disease through vector pathogens, and management of raw materials. Additionally, teachers must be trained in biodiversity so that they can better understand how biological diversity impacts human health and learn to incorporate citizen science research and stewardship into their classrooms to enhance project-based teaching strategies.

Curriculum

Required courses

Stewardship Seminar	1 credit
Applied Stewardship	2 credits
Climate Change (SCSU/EVA 559)	3 credits
Technology Course (several options)	<u>3 credits</u>
	9 credits total

Elective courses

Thesis Track	15 credits
Non-Thesis Track	21 credits

Thesis Research (for thesis-track option only)	6 credits
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Total MS in Integrative Biodiversity	30 credits
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All students will participate in an annual stewardship conference.

Students

We estimate approximately 13-15 FTE by year three. This is sufficient enrollment to support the cost of delivery including reassigned time for research mentorship and graduate advising. In most cases students in this program will be enrolled in existing graduate courses, thus increasing enrollment at the graduate level without committing new resources.

Faculty

There are 16 Ph.D. faculty across the WCSU Department of Biological and Environmental Sciences, and SCSU Department of Biology and Department of Environment, Geography, and Marine Sciences interested, and qualified to initiate this program. New since the original proposal is Dr. Steven Brady (SCSU- Biology) who examines maladaptation in amphibian populations at the organismal and genetic level and Dr. Robert Prezant (SCSU-Provost) who is a marine molluscan biodiversity expert. In addition, Dr. Hannah Reynolds (WCSU-Biology) applies bioinformatics and large data computer models to study fungi biodiversity. If an adjunct is needed to support a missing organismal thread, a faculty member with a Ph.D. in ecology and evolution with taxonomic expertise will be required.

Learning Resources**Development of two new courses**

Stewardship Seminar: Stewardship and Climate Change are points of synthesis for students participating in this program. A new 1-credit hybrid Stewardship Seminar offered in the fall will introduce graduate students to the theory and practice of stewardship, and expose them to participating CSUS faculty. This seminar will be required for all new students, and the hybrid course may rotate between campuses every fall.

Applied Stewardship Experience: Students will select a stewardship site based on their interest, and they will engage in applied stewardship (2 credits) in collaboration with a faculty member of the appropriate disciplinary expertise. Students will commit to 6 hours per week of biodiversity monitoring of their site, and work with faculty experts to document and catalogue the temporal and spatial distribution of the organisms they encounter.

It is anticipated that we may need to add to the library collections over time, but they are sufficient for the start of this program.

Facilities

The existing research labs, computer labs, field stations and classrooms are sufficient for the needs of the new program.

Learning Modes: This program will combine online, hybrid, and on-ground learning modalities. There are several courses that are currently offered online, but the nature of some of the offerings will require time in the laboratory. As we develop schedules, we anticipate shifting more of the on-ground courses to hybrid approaches so that students are not forced to regularly drive across the state of Connecticut.

Fiscal Note

There will be a need for 1 credit reassigned time per semester for a faculty program coordinator per campus, and 3 credits reassigned time per semester for the faculty program director. We are also requesting 1 graduate assistant for every 10 enrolled students. These credits will be on a campus-wide rotational basis every three years, beginning with WCSU, followed by SCSU, and CCSU.

Review of Documents:

- a) Campus Review – The proposal was reviewed by all levels of campus governance during the spring 2016 semester. Final approval by the University Senate was October 2016.

- b) Campus Budget and Finance – April 26, 2016
- c) Campus President – November 2, 2016
- d) Academic Council – February 8, 2017
- e) System Office – Academic and Student Affairs Committee - March 17, 2017

Accreditation:

There will not be any specialized accreditation. We will meet NEASC standards.

Addendum:

This degree has been approved contingent upon clarification of the budget and the requirement that an operational program review report be submitted in two years. The revised budget and the template for the annual report are included in appendix A&B below.

Appendix A: Explanation of Pro Forma Budget

The budget presented is built on the following assumptions:

WCSU will develop and then schedule a 1 credit seminar in Environmental Stewardship required of all students enrolled in this degree.

We will need seats in SCSU's EVE559 Climate Change. There are currently seats available in this primarily online course. If we have enrollment that goes beyond capacity, then an additional section would be added. The course sizes vary depending upon the kinds of lab experiences associated with them. Typically the cost of adding a section is equal to about 6 students, depending on faculty rank, etc.

Once required courses are completed the students can select from a variety of organismal courses currently available at SCSU and CCSU.¹ Every course applicable to the program focuses on a biological group and the relationship of that group to the ecosystem. Courses available focus on marine and fresh water systems, forests, and coastal systems. There are also a number of courses that focus on micro-organisms and their role in the ecosystem as pathogens and potential contributors to new products and solutions to current challenges. Table 1 (on the next page) lists available graduate courses from SCSU and CCSU currently offered in CSU System that can serve this new program and existing programs in parallel. There is no extra cost or hardship, and these existing courses have the potential to fill to capacity and provide choice to participating MS in Integrative Biological Diversity students.

WCSU will begin to offer courses from our former MA in Biology. These have already been developed and we have sufficient staff to deliver them. The cost of adding these to our schedule is the cost of hiring an adjunct for an undergraduate course. An enrollment of 8 students is more than sufficient to cover that cost.

Administrative costs for the MS in Integrative Biological Diversity include the costs of a Program Coordinator (3 credits per semester) and campus liaisons (1 credit per semester). Initial participation will include only WCSU and SCSU so the total is 4 credits per semester. With the modest enrollment projections, these costs are more than covered by the tuition revenue. If the program expands to Central and/or Eastern, these costs will grow, but we would then anticipate a larger cohort of students to cover those costs.

As we monitor the program, we will continue to review this cost structure. If we find that there is not sufficient enrollment for each of the campuses to support a liaison, we will revise the structure and consider a per-student model instead.

¹ CCSU has given permission for students to enroll in existing courses. As the program gets underway, they have expressed a willingness to supervise theses and contribute more fully. Their full participation will likely emerge as research programs grow.

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Table 1: One-year proposed course cycle demonstrating available space to accommodate as few as 8 new students in the new program and as many as 16 without additional resources. *Spaces are based on recent history of enrollments.*

Cohort	Courses in Rotation					
Spring 2018	SCSU	Open seats	CCSU	Open seats	WCSU	Open seats
	EVE532 Ecosystems	7	Bio540: Topics in Biology: Wildlife Techniques	10	Bio 598 Stewardship Seminar	NA
	EVE534 Environmental Concerns	8			Bio540 Aquatic Vascular Plants	6
	Bio501 Conservation Ecology (on-line)	11				
	Bio 513 Coastal Ecosystem Management	5				
Summer 2018	Bio582 Biological Illustration	4	Bio571 Adv. Field Study in Australia	1	Applied Stewardship	NA
	EVE537 Analytical Technology/ Instrumentation	2			Bio556 Herpetology	8
	EVE559 Energy Use and Global Climate (On-line course with 1 field trip)	*				
Fall 2019	Bio525 Ichthyology	9	Bio540 Topics: Mammalogy	16	Bio 530 Population Genetics	9
	Bio518 Advanced Microbiology	15	Bio540 Topics: Medical and Vet. Entomology	12	Stewardship Seminar	NA
	Bio 536 Marine Algae	12			Applied Stewardship	NA
Spring 2020	Bio512 Marine Invertebrate Ecology	12	Bio540 Topics: Biological Invasions	11	Bio552 Microbial Ecology	7
	EVE540 Environmental Design	2	Bio540 Topics Wildlife Ecology and Management	10	Bio555 Environmental Physiology	2
	EVE552 Long Island Sound	6			Bio 545 Advanced Systematics	10
	Bio561 Models of Marine Research	6			Applied Stewardship	NA
	Bio540 Biogeography	4				

Appendix B: Outline for Program Review Report

In two years, the program director and liaisons will prepare a report about the viability and sustainability of the program for the Academic and Student Affairs Committee, which will review the viability of the program and determine whether it will continue to be offered. If the committee recommends that the program be terminated, such recommendation shall be submitted to the Board of Regents for action.

We would recommend that the report include the following:

I. Marketing strategies. We will describe how the program is being marketed as a collaborative endeavor with the other CSUs. Our hope is to create a CSU graduate identity to the end of moving to a Graduate Center model for the system.

II. Recruiting. The program is designed to attract undergraduate students in biology (all areas), ecology, wildlife biology, environmental science, computer science, geography, social and political sciences with appropriate backgrounds, and science teachers seeking to complete a content master's degree. We will report the following information about enrolled students: disciplinary backgrounds, undergraduate institutions, geographic representation.

III. Enrollments. We will report the number of full-time and part-time graduate students each semester, including the summer. These enrollments will be evaluated in relationship to the program costs to monitor closely the sustainability of this degree.

IV. Retention rates. The program provides full- and part-time enrollment and will track progress to degree completion and the retention rates for each cohort.

V. Stewardship. Training in the ethical and responsible management, assessment, and reporting of biological resources is a unifying theme in this program. All students are required to engage in a stewardship project as part of their degree and to present their projects annually at the CSCU Graduate Research Symposium. The report will list student projects, faculty mentors, associated external partnering institutions, measureable outcomes, and future implications.

VI. Program outcomes. How is the curriculum working to prepare students for work in the areas of conservation, preservation, and management of resources? The report would include a summative narrative by the director and anonymous surveys by faculty teaching and mentoring research projects in the program and the results of a survey (open- and closed-ended questions) to be completed by students and our stewardship partners. We would also include the number of teachers trained and areas of certification represented, the number of students who pursue doctoral degrees, the number of peer-reviewed publications, and places where our graduates are employed.

VII. Grants. To support graduate student training, the procurement of resources will be important. Participating faculty recognize that external training and research grants as well as externally sponsored fellowships and internships will supplement and enhance the attractiveness of the program to prospective graduate candidates. We will report on the number and types of submitted and awarded research and training grants and the number of student awards granted.

VIII. Budget Information: Annual expenditures and revenues

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution

Western Connecticut State University

Date

12/11/2017

Proposed Program

MS in Integrative Biological Diversity (WCSU)

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)	8	8	8	8	8	8
Continuing (students progressing in prog.)			6	6	6	6
Headcount Enrollment	8	8	14	14	14	14
Total Estimated FTE per Year	12		13		13	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Fall/ Spring Tuition (Do not include internal transfers)	\$27,028	\$32,912	\$38,278	\$47,760	\$39,427	\$49,200
Summer Revenue (Course Fee)		\$18,048		\$85,999		\$88,857
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$77,988		\$172,037		\$177,484	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	Existing	\$43,924	Existing	\$44,607	Existing	\$47,816
Faculty (Full-time, total for program)	Existing	\$0	Existing	\$0	Existing	\$0
Faculty (Part-time -total for program)		\$36,190		\$90,551		\$91,279
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Graduate Assistants (per 10 FTE)		\$9,000		\$9,000		\$9,000
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		\$89,114		\$144,158		\$148,095

* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations

- Assume Cohort = 8 FT, 8 Part Time. Attrition: 2 FT & 2 PT annually.

- FTE calculation: total annual credit hrs ÷ 24

- Year 1 Tuition rate based on FY18 approved rates. Assume increase annually. Salaries based on proposed FY18-20 contract (no increase Year 1 & 2 ; 5.5% increase Year 3).

- Other: Graduate Asst. 1 for every 10 students. Cost TBD

- Program Coordinator = 3 FWLC per semester. Additionally, Liason = 1FWLC per semester per participating campus. Initial participation SCSU only.

- Marketing Expense : Cost TBD

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of College of Technology Programs by other CSCU Community Colleges

February 1, 2017

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, certificate, and program option) or program modification previously approved by the Board of Regents for another Connecticut Community College; contingent upon a replication approval process wherein: (1) the replicating community college submits a letter of intent to the College of Technology (COT) Executive Director with an accompanying operational plan and budget from that institution's chief executive officer and/or chief academic officer; (2) the COT Executive Director forwards the replication request and an affirming recommendation to the System Provost/Senior Vice President for Academic and Student Affairs, (3) the System Provost facilitates a review of the replication request by the Academic and Student Affairs Committee (ASA) of the Board of Regents, (4) the ASA recommends approval of the replication request by the Board of Regents, and (5) the Board of Regents consents to the ASA recommendation.

A True Copy:

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

ITEM

Approval of the replication of College of Technology Engineering Science or Technology Studies academic programs (Associate of Science degree, certificate, and program option) and program modification previously approved by the Board of Regents for a Connecticut Community College by other Connecticut Community Colleges; contingent upon a replication approval process wherein: (1) the replicating community college submits a letter of intent to the College of Technology (COT) Executive Director with an accompanying operational plan and budget from that institution's chief executive officer and/or chief academic officer; (2) the COT Executive Director forwards the replication request and an affirming recommendation to the System Provost/Senior Vice President for Academic and Student Affairs, (3) the System Provost facilitates a review of the replication request by the Academic and Student Affairs Committee (ASA) of the Board of Regents, (4) the ASA recommends approval of the replication request by the Board of Regents, and (5) the Board of Regents consents to the ASA recommendation.

BACKGROUND

The Connecticut College of Technology's Technology Studies programs (Associate of Science degree, certificate, and program option) create seamless career pathways that include stackable credentials to provide multiple entry and exit options to students at all twelve Connecticut Community Colleges. These programs are created in response to industry workforce needs local to each community college.

The proposed resolution addresses the need for a community college to quickly respond to local industry needs if a community college in a different region has previously had a program addressing the same skill sets approved. Justification of local industry needs, budget, staff, and facilities will be required.

RATIONALE

According to the *2017 Survey of Connecticut Manufacturing Workforce Needs*, conducted by the Connecticut Business & Industry Association in partnership with the Regional Center for Next Generation Manufacturing and the Connecticut State Colleges and Universities, "Many manufacturing jobs require advanced technological skills...In addition, involvement and interest be manufacturers in high-tech advanced manufacturing is strong." Respondents noted that their companies are either considering or are already incorporating new technologies into their processes. The Connecticut Community Colleges must be able to incorporate programs that already address these needs in a different region.

As technologies advance and Connecticut companies using these technologies need to hire more skilled workers, the Connecticut Community Colleges will be able to provide graduates prepared with the necessary knowledge and skills for employment. An abbreviated approval process will allow colleges to respond quicker and make sure COT programs are providing the same curriculum across the state.

11/17/2017 – BOR Academic & Student Affairs Committee
12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Fulfilment of Provision of Academic Program Review Policy

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education ratify the schedule of academic programs undergoing program review at each CSCU institution during the 2017-18 academic year.

A True Copy:

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

Connecticut State Colleges & Universities

Academic Program Review

Consolidated Schedule of Programs to be Reviewed

Academic Year: 2017-2018

(degree programs unless indicated otherwise)

Academic Program	Means of Review
Asnuntuck Community College	
College of Technology: Manufacturing Electronics and Controls, (AS Degree & Certificate)	Internal
College of Technology: Welding Technology (AS Degree & Certificate)	Internal
General Studies	Internal
Liberal Arts	Internal
Capital Community College	
Architectural Engineering Technology	Internal
Computer Support Specialist	Internal
Construction Management	Internal
Criminal Justice	Internal
Liberal Arts & Sciences	Internal
Paramedic Studies	External
Radiologic Technology	External
Gateway Community College	
Aviation Maintenance Technology	Internal
Natural Science & Mathematics	Internal
Housatonic Community College	
College of Technology: Engineering Science Option	Internal
College of Technology: Technology Studies	Internal
Early Childhood Inclusive Education	External & Internal
Pathway to Teaching Careers	Internal
Theater Arts	Internal

Academic Program	Means of Review
Manchester Community College	
Surgical Technology	Internal
Middlesex Community College	
Criminal Justice	Internal & External
Engineering Science	Internal & External
General Studies	Internal & External
Liberal Arts & Sciences	Internal & External
Psychology	Internal
Naugatuck Valley Community College	
Business Administration: Business Computer Applications	Internal
Business Management	Internal
Horticulture	External
Hospitality Management	Internal
Human Services	Internal
Nursing	External
Radiologic Technology	External
Northwestern Connecticut Community College	
Business Management Administration	Internal
Criminal Justice	Internal
Fine Arts/ Graphic Design	Internal
General Studies	Internal
Health Information Management	Internal
Veterinary Technology	External
Norwalk Community College	
Architectural Engineering Technology	Internal
Construction Technology	Internal
English as a Second Language (ESL)	Internal
Exercise Science	Internal
Interior Design	Internal
Liberal Arts and Science	Internal

Academic Program	Means of Review
Quinebaug Valley Community College	
Advanced Manufacturing Machine Technology (Certificate)	External & Internal
Bilingual/ESL (Discipline)	Internal
Early Childhood Education	External & Internal
Medical Laboratory Technician	External & Internal
Three Rivers Community College	
Basic Business Skills (Certificate)	Internal
Business Administration (AS Degree & Certificate)	Internal
Business Management Core (Certificate)	Internal
Communication & Customer Relations (Certificate)	Internal
Customer Service (Certificate)	Internal
Early Childhood Education (AS Degree & Certificate)	Internal
Hospitality Management: Hotel Management (Certificate)	Internal
Hospitality Management: Restaurant Management (Certificate)	Internal
Marketing (Certificate)	Internal
Marketing Core (Certificate)	Internal
Small Business and Entrepreneurial Studies (Certificate)	Internal
Women's Studies	Internal
Tunxis Community College	
Computer Information Systems	Internal
Engineering Science	Internal
Honors Computer Science / Mathematics	Internal
Visual Fine Arts	Internal
Charter Oak State College	
Child Studies	Internal
Child Youth Development	Internal
Cybersecurity	Internal
Early Childhood Education	Internal
Economics	Internal

Academic Program	Means of Review
Central Connecticut State University	
Biomolecular Sciences	Internal
Communication	Internal
Counselor Education-Student Development in Higher Education	Internal
Educational Leadership	Internal
Environmental Health and Safety (Certificate)	Internal
French	Internal
German	Internal
Italian	Internal
Lean Manufacturing and Six Sigma (Certificate)	Internal
Media Studies	Internal
Modern Languages	Internal
Pre-Health Studies (Certificate)	Internal
Professional Counseling (Post-Masters Certificate)	Internal
Public Relations/Promotion (Certificate)	Internal
School-Based Marriage and Family Therapy (Post-Masters Certificate)	Internal
Sociology	Internal
Strategic Communications	Internal
Superintendent of Schools (Post-Masters Certificate)	Internal
Supply Chain and Logistics (Certificate)	Internal
Technology Management	Internal
Eastern Connecticut State University	
African American/Third World Studies (Minor)	Internal
Asian Studies (Minor)	Internal
Biology	Internal
Individualized Major	Internal
Pre-Law (Minor)	Internal
Sports and Leisure Management	Internal
Southern Connecticut State University	
Music	External
Western Connecticut State University	
Visual Arts	External

ITEM

Academic Program Review

RECOMMENDED MOTIONS FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education ratify the schedule for Academic Program Reviews at each CSU institution for the 2017-18 academic year.

BACKGROUND

The Board of Regents Academic Program Review Policy was established by a Board resolution on August 21, 2014. This Policy established a process wherein the System's Provost and Senior Vice President for Academic and Student Affairs will confer with the institutions' Presidents and Chief Academic Officers to inventory a schedule of academic programs to be reviewed over the course of the academic year. Subsequently, that schedule is to be presented to the Board's Academic and Student Affairs Committee for its consideration. Upon the Committee's approval, the schedule is to be presented to the Board for its ratification.

PROCESS

Per the guidelines approved by the Board; the System's Provost and Senior Vice President for Academic and Student Affairs and the institutions' Chief Academic Officers have collaboratively set a schedule for Academic Program Reviews for the 2017-18 academic year that is attached. For the 2017-18 academic year, a total of 96 academic programs have been scheduled for review

Annually, the summative results from the individual academic program reviews will be presented to the Board of Regents at a September or October meeting. If warranted, the Board will take appropriate action, which may include further study.

01/12/18 – BOR-Academic and Student Affairs Committee

ITEM

CSU institutional recommendations for tenure and/or promotion

BACKGROUND

Pursuant to the Collaborative Bargaining Agreement between the Connecticut State Universities American Association of University Professors and the Connecticut Board of Regents for Higher Education; Article 4.11.14, each CSU institutional provost, in consultation with the president, shall make recommendations for promotion and tenure to the Board.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs Academic Council that the Board of Regents approve the referenced granting of tenure or tenure and promotion to the following faculty members:

Central Connecticut State University – Renata Vickrey (Librarian) Promotion and Tenure
Western Connecticut State University – Dr. Rotua Lumbantobing (Social Sciences) Tenure

01/12/2018 – BOR Academic & Student Affairs Committee

02/01/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Connecticut State Universities' Recommended Tenure

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve the following Connecticut State Universities' January 2018 promotion and tenure recommendation by the institution's president:

- Central Connecticut State University – Renata Vickrey (Library)

A True Copy:

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



MEMORANDUM

TO: Mark Ojakian, President
Connecticut State Colleges and Universities

FROM: Dr. Zulma Toro, President
Central Connecticut State University

DATE: November 30, 2017

SUBJECT: Library Faculty Promotion and Tenure

A handwritten signature in blue ink, likely belonging to Dr. Zulma Toro, is written over the "FROM:" line.

I am pleased to recommend Renata Vickrey, Assistant Librarian, for library faculty tenure to be effective with the start of the spring 2018 semester.

/sm

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Connecticut State Universities' Recommended Tenure

February 1, 2018

RESOLVED: That the Board of Regents for Higher Education approve the following Connecticut State Universities' January 2018 tenure recommendation by the institution's president:

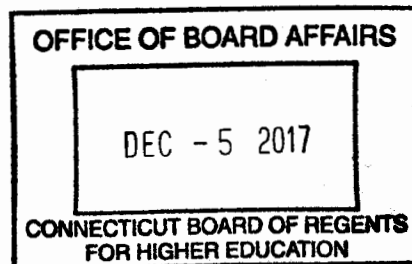
- Western Connecticut State University – Dr. Rotua Lumbantobing (Social Sciences Dept.)

A True Copy:

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



OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK



To: Mark E. Ojakian
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark *[Signature]*

Date: November 27, 2017

Re: Tenure Recommendation

I support and concur with Provost Missy Alexander's recommendation that Dr. Rotua Lumbantobing from our Social Sciences Department be awarded tenure.

c: M. Alexander, WCSU Provost and V.P. for Academic Affairs
F. Cratty, WCSU Chief Human Resources Officer
J. Hamer, WCSU Int. Dean, Macricostas School of Arts and Sciences
Z. Pan, WCSU Social Sciences Department Chair
W. Petkanas, WCSU Promotion & Tenure Committee Chair



Central Connecticut State University

MEMORANDUM

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

From: Zulma R. Toro
President, CCSU *ZRT*

Date: December 8, 2017

Re: Sabbatical Leaves for 2018-2019

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2018-2019 academic year.

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Kathleen	Bantley	Professor	Criminology and Criminal Justice	Hate Crimes Under the Trump Administration: A decade of steady progress driven backwards by one election	Fall 2018
Richard	Benfield	Professor	Geography	Publication of: Garden Tourism - Second Edition	Spring 2019
Gregory	Berry	Professor	Management and Organization	The Impact of Entrepreneurial Education on Entrepreneurial Success	Spring 2019
Laura	Bowman	Professor	Psychological Science	The Impact of Text Messages on Academic Reading and Performance	Fall 2018
Charles	Button	Professor	Geography	Spatial Assessment of Soil Lead Contamination at Little League Fields Throughout Connecticut and its Association with Social, Economic, and Environmental Variables	Fall 2018
James	Buxton, Jr.	Professor	Art	Sculptural Interpretation of African/Negro Spiritual Songs	AY 2018-2019
Stacy	Christensen	Associate Professor	Nursing	Enhancing Nursing Ability to Prepare for and Respond to Disasters in the Community	AY 2018-2019

Sally	Drew	Associate Professor	Special Education and Interventions	Examining Practice-based Professional Development and Self-Regulated Strategy Development to Improve Writing Instruction in Inclusive Middle School Science Classrooms	Fall 2018
Robert	Dunne	Professor	English	"Walden: A Screenplay Adaptation"	Fall 2018
Jerold	Duquette	Associate Professor	Political Science	Massachusetts Politics Textbook	Fall 2018
Sean	Gallagher	Professor	Art	Portraying Our Students, Learning from Past Portraits: Irish Residencies, Museums, and the Land Which Defines	Fall 2018
Susan	Gilmore	Associate Professor	English	"Language of the Unheard": Riot on the American Cultural Stage	Fall 2018
Katherine	Hermes	Professor	History	Indigenous Concepts of Justice and the Colonial Reaction in Eastern North America and New Zealand, 1650-1850	AY 2018-2019
Steven	Horowitz	Associate Professor	Psychological Science	Psychophysiology of Violent Video Gaming	Spring 2019
Jeremiah	Jarrett	Professor	Biology	The Role of Population Connectivity in the Recovery of Overfished Populations of the Sea Cucumber <i>Holothuria Mexicana</i> in the Caribbean	Spring 2019
Thomas	King	Professor	Biomolecular Sciences	Immunogenetic Investigation of the Curly Whiskers (cw) Mutation in Mice	Spring 2019
Susan	Koski	Associate Professor	Criminology and Criminal Justice	Understanding How Women Cope with Stressors While on Probation	Spring 2019
Paloma	Lapuerta	Professor	Modern Languages	MOSAICOS 7th Edition and UNIDOS 3rd Edition	AY 2018-2019
Lee	Lee	Professor	Management and Organization	Managing Global and Culturally Diverse Employees: Learning from Hands-on Experience in Korea	Fall 2018
Karen	Ritzenhoff	Professor	Communication	Warrior Women in Post 9/11 Cinema and New Perspectives on the War Film	AY 2018-2019

Julie	Schnobrich-Davis	Associate Professor	Criminology and Criminal Justice	Assessment of a Focused Deterrence Approach Implemented in Cambridge, Massachusetts	Fall 2018
Sarah	Stookey	Associate Professor	Management and Organization	Road-tripping U.S. Capitalism: What It's Like Where We Live	Fall 2018
Darren	Sweeney	Associate Professor	Journalism	Severe Weather and Social Media: How Information Seeking and Disseminating Behavior During Hurricane Irma Can Inform and Improve Communication Between Meteorologists and the Public	Fall 2018
Barry	Westcott	Professor	Chemistry and Biochemistry	Bacterial Separation of Lanthanide Elements	Fall 2018

/sm

**Eastern Connecticut State University
Sabbatical Recommendations for Instructional Faculty
For Academic year 2018-2019**

Academic Year 2018-2019

**1. Dr. Jamal Ostwald
History Department**

A year-long sabbatical to complete one major project and lay the groundwork for another. The first is the monograph under work for years, a study of the English 'cult of vigor' during the War of the Spanish Succession (1701-1713). The monograph is a detailed case study of the influence of Western battle-centrism on English conceptions of the 'proper' way to wage war, providing an example of why the pantheon of 'Great Commanders' of history are reserved for battle-seeking generals like the English Duke of Marlborough. The book is a chronological, analytical narrative of English perceptions of the war, highlighting the centrality of field battle to their understanding of the war and how it should be waged. It is referenced as the dominant discourse as battle normativity: an expectation that fighting a battle is the only proper way to wage war, not only to win, but to gain honor as well. Battle normativity encompasses a concomitant disdain of those who avoid battle in the open field, or who embrace alternatives like siege craft. It is also expressed in the unflappable faith that the *next* battle will be the one to end the war, despite the failure of previous battles to do so. It is argued that the pervasiveness of this belief not only shaped English actions and reactions during this one war, but also reflects a much broader Western tendency to expect vigorous frontal military action and brute force over more 'prudent' approaches.

**2. Dr. Benjamin Pauley
English Department**

The sabbatic leave will help advance a book project examining British writing on international commerce in the period 1660-1740, based on extensive research in this area, including a concentrated survey of print and manuscript sources at multiple archives. Preliminary versions of this work have been presented at numerous conferences. The sabbatical will be used to consolidate this earlier work and fill in gaps, with the aim to finish the year with the bulk of a draft manuscript and with a proposal suitable for submission to academic presses. When published, the project will contribute to Eastern's reputation for scholarship.

**3. Dr. Branko Cavarkapa
Business Administration Department**

Sabbatical leave is requested for 2018/19 academic year to complete a cross-cultural research on the role of leadership in the global marketplace. This empirical study examines potential behavioral traits among managers assigned to international positions in several countries. It is an empirical extension of my existing stream of research (Cavarkapa, et al 2008). Goal is to examine if valid predictions of success or failure can be made for managers selected for international assignments. It will result in publishing journal articles, case studies and academic conference presentations. The significance of these projects with external letters of support are included.

Fall 2018

4. Dr. Barbara Murdoch

Biology Department

Perform novel research titled *Diversity of the Microbiome in Hadrurus arizonensis* to test the diversity and antibiotic production of the scorpion microbiome, and prepare scholarly materials to share my findings. The project uses the member's high-level research skills in a variety of approaches including molecular, cellular and biochemical. Results from this sabbatical leave will contribute to the member's scholarship and professional growth, through publications, conference presentations and creation of teaching/communication materials. The project will provide significant research and growth opportunities for undergraduates and showcase the exceptional expertise found at Eastern.

5. Professor Kristen Morgan Performing Arts Department

Sabbatical leave time will be spent on continuation of my current research, *Women in Technical Theatre and Design: Re-conceptualizing Our View of Women in Theatre*. The purpose of this study is to better understand why women are under-represented in the areas of theatre design and technology, and what strategies might be implemented to work toward equity (with a focus on pedagogical and recruiting approaches for Eastern.) The result of the sabbatical leave activity will be a repository of interview footage, which will be edited into a short, digital film during a subsequent of research. Post-screening discussions of the film will help to give voice to more women in this field, and can be used to strengthen current initiatives on Eastern's campus to recruit and retain girls and young women into STEM fields. The goal is to change professional practice and the current climate to work toward a more inclusive theatre technology and design field.

6. Dr. William Lugo Sociology, Anthropology, Criminology, and Social Work Department

To continue my research in drug and alcohol abuse, I am requesting leave for the Fall 2018 semester. The leave will be used to review current literature, analyze local drug data usage, and prepare reports and presentations on opioid abuse and submit them to state and local agencies. This project fills a current need in Connecticut regarding the rapid rise in opioid addiction and it will showcase Eastern as a leader in research and hands on solutions to help local communities. This research will also significantly add to the content in my current criminology and sociology classes.

7. Dr. Terri Toles-Pitkin Communication Department

This project consists of a research fellowship at the Center for Popular Culture Studies at Bowling Green (Ohio) State University for the purposes of completing a book manuscript to be published by McFarland Press. Using grounded theory and "thick description" the manuscript examines board games themselves as material artifacts, the advertising surrounding them, and the field of play, with the goal of understanding the cultural messages encoded within these artifacts. Both scholarships and pedagogical benefits to CSU may be gained, as well as potential public relations visibility.

Spring 2019

8. Dr. Alita Cousins Psychological Science

I propose to assess two types of conflict in relationships, Mate Scarcity and Mate Guarding, with the goal of publishing two manuscripts. First, I will assess a new experimental procedure that alters participants' perception of mate scarcity. My undergraduate research assistants and I developed a procedure in which participants view either more male or more female faces. We expect that when there are more individuals of the same sex, heterosexual participants will report more same-sex competition and increased mate retention tactics. The second goal is to complete analyses and submit a manuscript assessing the psychometric properties of a mate guarding scale.

9. Dr. Daniel Donaghy English Department

The project for which I seek a sabbatic leave is a collection of poems, *Between Better Days*. The book, the fourth in my ongoing series, will explore the vicissitudes of contemporary urban life. I'll travel to Philadelphia and New York City to conduct research and write. This project will further my reputation as a poet and scholar of poetry. Also, because my teaching, research, and creative activity are interwoven, it will make me a more informed, more effective professor. Furthermore, I believe that the quality and importance of this work will draw positive attention to Eastern's English Department.

10. Dr. Niti Pandey Business Administration Department

A sabbatical is requested to complete research projects on the American labor movement (two manuscripts and a book). I examine the role of women in the early American labor movement and in the New England maritime industry using archival resources. I also examine dominant union strategies and the decline of unions in heavy manufacturing using data from union-management experts in the field. These projects will establish my research contribution to the field of labor relations and are directly related to my expertise, teaching and role as the coordinator of the labor relations program at ECSU.

11. Dr. Anthony Cornicello Performing Arts Department

On my Sabbatic Leave I plan to write a major analytical text about the late, interconnected works of French composer Pierre Boulez. The text will examine these lesser-studied works and therefore contribute greatly to the study of the music of Boulez, as well as the larger fields of music theory and composition. This study will fill a significant void in Boulez scholarship, and, in doing so, will greatly enhance my pedagogical methods as well as my academic reputation.



Southern Connecticut
State University

Office of the President

December 18, 2017

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 2018 – 2019 academic year:

Full Year at Half Pay

August 2017 – May 2018

Mia Brownell, Professor, Art

Rank 1

"This project will involve a close investigation of the Baroque era illusionistic style of painting known as *quadratura*, a type of ceiling painting in which spatial effects are used to create the illusion of hovering three dimensional space. I intend to incorporate aspects of the *quadratura* into my studio practice of exploring still life painting as a means to comment on nature, food and culture. The work produced will be a series of paintings that reexamines the traditions of still life paintings as faithful representations of nature. The culmination of this project will be several solo and group exhibitions."

Chelsea Harry, Associate Professor, Philosophy

Rank 6

"My proposed sabbatical project is to complete a book-length project, approximately 1/5 of which is currently drafted. The aims of which are two-fold: (1) to argue for an account of non-human flourishing in Aristotle's psychological and biological works, and (2) to consider the contemporary practical applications of such an argument. Research for the book will take place in residence at the Institute for Philosophy at the University of Kassel in Kassel, Germany, where I have been invited to reside with the Integrative Biophilosophy research cluster."

Troy Paddock, Professor, History

Rank 2

"I am asking for a sabbatical for one year primarily to finish a book *Contesting the Origins of the First World War: An Historiographical Argument*. The book is under contract with Routledge Press. The book will challenge the current consensus through a re-examination of recent scholarship regarding the origins of World War I. Using the work of Terrance Zuber, Sean McMeekin and Stefan Schmidt as building blocks, the book will reassess the origins of the First World War and offer an explanation as to why this reassessment did not come about earlier."

Deborah Carroll, Professor, Psychology**Rank 9**

"Only about one third of eighth graders read at a level proficient to perform everyday life and employment tasks. The Education Sciences Reform Act aimed to increase scientific rigor of assessments and outcomes. Since 2013, I and my colleagues, have partnered with two schools, serving students from lower SES backgrounds, to assess reading skills and develop interventions. The purpose of our research is to help schools better identify struggling readers and develop interventions. We have accrued a large literacy database. The goal of this sabbatical are to analyze longitudinal effects of interventions, prepare manuscripts, and further explore funding options."

Siobhan Carter-Davis, Assistant Professor, History**Rank 16**

"This book manuscript explores the meanings and messages in clothing on the black body, as presented in post Civil Rights era African American magazines. Its examinations of racial uplift through the display and instruction of fashion and dress examines assimilationist and cultural separatist discourses regarding clothing and print culture in a moment when blacks had an empowering vision about the future that demonstrated itself in both a diminished and amplified investment in the value of the "white gaze." It also addresses the importance of fashion as a language of identity and the role that magazines played in speaking to a wider, increasingly economically and regionally diverse African American audience through its coining of black style, policing of black sartorial trends, and reporting on mainstream fashion."

Jeremy Chandler, Associate Professor, Art**Rank 7**

"Sabbatical leave time will be used to create and prepare new narrative photographic artworks for my forthcoming solo-exhibition at Mindy Solomon Gallery, as well as to promote and secure screening/exhibition opportunities for my soon-to-be-released documentary film, *Invasive Species*. I have selected the Fall 2018 semester to take my leave, as I anticipate this being an exceptionally busy and exciting time in my studio practice. Specifically, I anticipate photographing, printing and framing new artworks in preparation for exhibition(s) from my in-progress series, *Night Moves*, while also applying (and hopefully traveling) to film festivals in support of my film, *Invasive Species*."

Luke Eilderts, Assistant Professor, World Languages & Literatures**Rank 8**

"The purpose of the proposed study is to provide an analysis of the discourses on regional and national identity employed by political actors at the national and local level during the French 2014 debate on the territorial reform (*la réforme territoriale*). More specifically, this study aims to further examine the complex relationship of the border region in eastern France known as the Alsace with the larger national French community. At the conclusion of this sabbatical, at least one article will be sent out for consideration in a peer-reviewed journal in the discipline."

Scott Ellis, Professor, English

Rank 13

"Although his work has been overlooked for much of the last century, John Burroughs (1837-1921) was one of the most well-known writers of his era, and his style of "literary naturalism" directly influenced both subsequent nature writers of his era, and efforts in environmental conservation, particularly through his friendship with Theodore Roosevelt. In this project, I will examine how Burroughs's style of nature writing created a social vision of the natural world that not only left to appreciation of the outside world but also to active efforts in conservation and environmental protection."

Gerald Lesley, Professor, Chemistry

Rank 15

"Recent studies in my laboratory have demonstrated novel reactivity in terms of the catalyzed coupling reactions involving borylated olefins derivatives. Two separate projects have emerged with applications in materials science and medicinal chemistry. New ligands suitable for the formation of the metal organic frameworks (MOF) have been formed and final work to develop larger quantities and to synthesize the MOFs needs to be completed in a timely manner. Applying the same technology to the formation of Tamoxifen derivatives for breast cancer treatment have also been initiated with excellent success to date leading to the necessity for further development in this area."

Michael Mink, Associate Professor, Public Health

Rank 20

"The purpose of this project is to write a textbook on *public health planning & evaluation methods*. The text will utilize the Precede-Proceed Model of health program planning, but will add several key innovations that are missing in textbooks currently available for health planning courses. It will (a) Place more emphasis on the methods for conducting three levels of evaluations, (b) deconstruct each step in the process into smaller, more manageable tasks, and (c) provide a set of practice worksheets that will guide the reader through each step in the model in a more structured digestible manner."

Eric West, Associate Professor, Environment, Geography & Marine Science

Rank 23

"I extend my previously published work using methods I first adopted for analyzing texts with cultural and political geographic significance to narratives about a different study area, Belize, to fill a methodological gap in the literature in critical geopolitics and to demonstrate the wide applicability of the methodology. The proposed research involves fieldwork in Belize, collecting a body of texts emanating from there and their subsequent textual analysis using my methodology, a review of the usefulness of the methodology through a comparison of my past results with those of the present study. This work will produce a scholarly article."

Richard Zipoli, Associate Professor, Communication Disorders

Rank 14

"School-based speech-language pathologists' (SLPs') expanding scope of practice includes increased roles and responsibilities with respect to reading and writing. Findings from several national surveys have documented SLPs' need for resources and professional development activities in the area of written language assessment and intervention. The purpose of the proposed project is to develop evidence-based tutorials on interdisciplinary assessment of code-based reading skills for SLPs who provide services to children and adolescents. The proposed formats for disseminating this information include a comprehensive article in a widely circulated, peer-reviewed journal and a national conference presentation."

Braxton Carrigan, Associate Professor, Mathematics**Rank 10**

"Building on recent successes in the field of graph theory, I intend to broaden my research focus, outside of discrete geometry, to include other areas of discrete mathematics. With current partial results on four problems, I hope to work with my collaborator Dr. James Hammer to establish a stronger track record for productivity in these new research areas. I hope this will enable me to have a broader foundation of undergraduate accessible problems, thus creating a more attractive research agenda for collaborations with SCSU mathematics major."

David Chevan, Professor, Music**Rank 21**

"Letters for the Affair in an epistolary song cycle that I have composed based upon a series of letters from the late 19th century written by the Impressionist painters Camille Pissarro and Edgar Degas. This song cycle will be the basis of an even larger work for musical theater that I will compose during my Sabbatical. The story centers on how Degas' and Pissarro's relationship ended as a result of their disagreeing opinions regarding the Dreyfus affaire. This work takes a particular moment in history to illustrate how bigotry and anti-Semitism can have personal ramifications."

Marybeth Fede, Associate Professor, Exercise Science**Rank 22**

"This proposal involves several projects: A) Collect data on effects of PASS, Physical Active School Systems, on student's cognition, absenteeism and time on task (Hamden). B) Implement roll out of CT. Red Ribbon PASS Recognition program. As a co-founder of this program, I am on the committee to evaluate the applications for the SDE. C) Collaboration with Dr. Berei and Carol Ciotto of CCSU to evaluate before school fitness PE programs effect on students' performance in their hardest subject areas. D) Focus on 2 new initiatives: Physically Active Work Spaces (PAWS) and Physically Active Lifestyles for Seniors (PALS)."

Wendy Hardenberg, Associate Librarian, Library Services**Rank 11**

"As literary translation is my primary creative activity, I would like to dedicate a sabbatical to pursuing it, without the pressure of fitting it in around my normal library duties. Activities would include preparation of grant applications (e.g. NEA and/or PEN/Heim), preparation of samples for submission to publishers, identification of new foreign works for future projects, execution of any translation project(s) I might be under contract for at the time of the sabbatical, preparation and submission of short pieces (poems, short stories) to literary journals, and further study of my less robust languages to bring them closer to being translation-ready."

Christine Petto, Professor, History**Rank 4**

"I am applying for one semester of sabbatical leave to be taken during the spring semester of 2019. During this sabbatical, I intend to write a comparative article based on my research (to be completed prior to my sabbatical) of Dutch polder maps, English maps of the Fens, and French maps of the marshlands conducted at the Newberry Library in Chicago. I will submit this article to the journal, *Cartographica: The International Journal for Geographic Information and Geovisualization*, which includes among its entries works on the historical aspects of cartography. The broad research for this article will provide the foundation for a chapter in a larger book project whose prospectus will be started at the very end of the sabbatical."

Valeriu Pinciu, Professor, Mathematics

Rank 12

"In Discrete Mathematics, a graph is a collection of nodes called vertices connected with arcs called edges. A graph is called planar if it can be drawn on the plane such that no edges cross each other. Many graph invariants measure how close a non-planar graph is to a planar graph. In this proposal I intend to use two of these invariants to extend some important results that are true for planar graphs to non-planar graphs. I expect that this project will result in at least one peer reviewed publication and one or two presentations at national or international meetings."

Elizabeth Rodriguez-Keyes, Associate Professor, Social Work

Rank 17

"This project seeks to assess how diversity and culturally competed social work practice skills are identified, processed and integrated in supervision. The dialogue between a supervisor and supervisee is an essential pedagogical component of the field placement experience, which enhances the knowledge and skill sets of social work students. Specifically, the following three areas will be explored 1) expand knowledge on how diversity and cultural competence is incorporated into supervision discussion (purpose), 2) understand the types of nature of communications that occur regarding diversity and cultural competence in social work field placements/supervision (process) and 3) how supervisees and supervisors experience diversity and cultural competence discussions during supervisory sessions (impact)."

Kathleen Skoczen, Professor, Anthropology

Rank 18

"The underlying theme of this creative activity project is found in the intersection of anthropological studies on women's health and ethnopediatrics. Ethnopediatrics, a specialized area of research within anthropology, focuses on cross-cultural child rearing practices. This will be the theoretical foundation for this project. This sabbatical will provide an opportunity to complete two articles for publication. One article is focused on breastfeeding research on mothers and tongue-tied newborns. The second article will be constructed out of an active research project focused on the role of grandmothers in child rearing practices."

Jonathan Weinbaum, Associate Professor, Biology

Rank 3

"An important new fossil locality was discovered on private land just outside of Petrified Forest National Park in northeastern Arizona in 2009. This site is under exclusive management by Southern CT State University and collaborators. Worth there has uncovered hundreds of fossils of different organisms. In 2015, a large bone bed was discovered that has so far produced the most complete, best preserved skeleton of an animal called *Typothorax*, which appears to be a new species. The purpose of this sabbatical is to continue fossil preparation and work on a monograph on *Typothorax* and complete other manuscripts related to the project."

Deborah Weiss, Professor, Communication Disorders

Rank 5

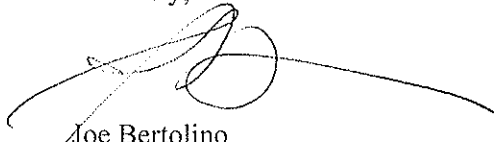
"The proposed project is the production and submission of two manuscripts to peer-reviewed journals for publication. Both projects have immediate relevance within the field of speech-language pathology, one to pedagogical practice and the other to clinical practice. Data have been collected and analyzed on each topic and each project will have been presented at a national conference by the commencement of the sabbatical leave. The Research topics are 1) *Transdisciplinary practicum teaming for graduate students* and 2) *Development of a course to support university students with high functioning autism spectrum disorder: Results of a three-year pilot study.*"

Miaowei Weng, Assistant Professor, World Languages & Literatures

Rank 19

"I am applying for a Sabbatical Leave for the semester of Spring 2019 to complete a book proposal, the introduction and a chapter on the cinematographic representation of historical memory and traumatic present in contemporary Spain and China. I will focus on eight films that were produced by two film directors (Pedro Almodovar and Zhang Yimou) in the recent three decades in both post-dictatorial societies. I will discuss these films by relating them to the social-historical contexts in which they were created and also to the other films of both directors."

Sincerely,



Joe Bertolino
President


cc: R. Prezant, 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
Connecticut State Colleges & Universities

From: Dr. John B. Clark 

Date: November 27, 2017

Re: Sabbatical Leaves 2018-2019

Below you will find my recommendations for the 2018-2019 sabbatic leaves for Western Connecticut State University'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.

John Caruso
Education & Educational Psychology Department
Spring 2019

This sabbatic leave will allow Dr. Caruso the opportunity to create a text entitled *Cultural Identity in Art and Film*. This proposed text will expand his earlier research, field experiences, and publications in multicultural education, cultural identity, diversity, and global education and will be a valuable tool for our undergraduate and graduate students in the Education and Educational Psychology Department.

Marsha Daria
Education & Educational Psychology Department
Spring 2019

Since retention continues to be a major concern in higher education and is especially an issue for minority students, Dr. Daria proposes to create a film about their adjustments to college life. Research studies have confirmed that adjusting to college life is particularly difficult for students with minority identities, and this film will cast light on that experience and will provide a useful teaching tool in both Education and Social Work courses on our campus and elsewhere.

James Greene
Music Department
Spring 2019

The goal of Mr. Greene's sabbatic leave is to compose and arrange music for the two large ensembles that are under his leadership, the Big Jimmy Greene Band and Jimmy Greene with Strings. This project is relevant and valuable to the university, the department, and our students and will add to the richness of the contemporary jazz repertoire.

Stacey Alba Hawkins
World Languages & Literature Department
Spring 2019

Dr. Hawkins's proposal is a book project that will translate from Spanish to English a poetry anthology by Nicaraguan author Gioconda Belli. In addition to completing this translated anthology, Dr. Hawkins will also write a scholarly introduction for the translated collection to submit for publication. This project will have a wide national and international distribution providing greater visibility to Western.

Carol Huang
Finance Department
Spring 2019

Dr. Huang plans to focus her sabbatic leave on the study of mutual funds to initiate a project entitled, *Searching for Alpha: The Determinants of Mutual Fund Performance*. This project plans to provide a comprehensive analysis on the variables, characteristics, and strategies of mutual funds. This research and resulting publication will directly improve instruction in the department and increase the visibility of Western

William Joel
Computer Science Department
Spring 2019

Dr. Joel's proposal is to complete a final draft of a monograph on *A Storytelling Paradigm for STEM Education*; a second version for the course, Problem Solving with Computers; and another version for the course, Website Production. Not only will these textbooks benefit both students and instructors, but these publications will also promote the department as a leader in Computer Science education.

Karen Koza
Marketing Department
Fall 2018

Dr. Koza plans to perform in-depth research in the area of global student and industry collaborations and consultation with experts who have successfully piloted and managed these types of international collaborations. Her objective is to enrich the educational experience of our students through comprehensive real-time experiential global projects using virtual teams that can be miles away from each other. The development of this model will enhance the quality of the learning experiences for both our faculty and students.

Shane Murphy
Psychology Department
Spring 2019

During his sabbatic leave, Dr. Murphy plans to conduct an extensive research study for publication on how video game players understand and describe their gaming experiences, the short term effect of playing violent video games, and the motives that drive video game participation and the conditions that lead to burnout in participation. Publication of this work will further the recognition of Western as not only a teaching but also a research institution.

Lydia Novozhilova
Mathematics Department
Fall 2018

Dr. Novozhilova's project during her sabbatic leave is to provide a comprehensive textbook based on her experiences teaching a Symbolic Computations course. This proposed publication, which is currently not available for this type course, will provide the skills and knowledge for solving, analyzing and visualizing mathematical problems at the level appropriate for undergraduate mathematics.

Theodora Pinou
Biology & Environmental Sciences Department
Spring 2019

During her sabbatic leave, Dr. Pinou proposes to analyze previously collected data on turtle movement in Long Island Sound, to compare these movements to those of turtles on the Atlantic side of Long Island, and to compare the movement data to biotic and abiotic variables of conservation significance. This project will further Dr. Pinou's research endeavors, bring more recognition to the university, and will have tangible and practical consequences on conservation practices.

Rachel Prunier
Biology & Environmental Sciences Department
Fall 2018

Dr. Prunier's sabbatic leave will allow her the opportunity to participate in a Plant Computational Genomics research group hosted by the University of Connecticut in Storrs. Their focus is to develop and apply software to the challenges related to resource development in evolutionary biology, specifically for genome assembly and annotation. This experience will provide Dr. Prunier the tools to increase her competitiveness in applying for grants, thus increasing the visibility of Western.

- c: M. Alexander, WCSU Provost and V.P. for Academic Affairs
F. Cratty, WCSU Chief Human Resources Officer
E. Fitzgerald, CSCU Associate Director for Board Affairs
J. Lupinacci, WCSU Academic Leave Committee Chair
S. Weinberger, CSCU V.P. for Human Resources

INFORMATIONAL ITEM

Normalization Policy – Final Resolutions

BACKGROUND

The Board of Regents' Policy - Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs – required each CSCU institution to:

develop and implement a review process for each Associate and Baccalaureate degree program with the goal of normalizing the number of credits at 60 and 120 credit hours respectively without compromising accreditation and certification requirements. The review should also include the identification of institution and department policies that might contribute to excess credit hours required for graduation

In adopting this Policy, the Board was “concerned with issues and practices affecting access and affordability” and concluded that its “efforts to advance affordability could be enhanced by the institutions normalizing the credit required for completing an associate and baccalaureate degree”, recognizing “that normalizing associate and baccalaureate degree credit hours may significantly reduce the time to obtain a degree for many students.”

NORMALIZATION REVIEW PROCESS

In their preliminary reviews of credit hour requirements for graduation in undergraduate degree programs, the institutions collectively undercounted the number of degree programs by more than 20 percent; as reported to the System Office of the Provost. In this reporting, it was estimated that half of the degree programs were already in compliance with the Policy, with less than a third of the programs at the community colleges in compliance.

When their review processes began in earnest, the institutions terminated a total of 16 programs and reduced the credit hour requirements for dozens of others. The institutions submitted their final Normalization Reports to the System's Provost during the 2017 Spring semester. These reports consist of: (1) findings of institutional compliance with the Policy and (2) recommendations for policy exemptions.

In its review of the institutional reports, the Office of the Provost concurred with all institutional findings of compliance and either approved or disapproved institutional recommendations. In those instances where the course credit requirements for specific degree programs were disapproved, the institutions were afforded the following options:

1. Revise your findings and recommendations, in a timely manner, to ensure the referenced program is in compliance with BOR Policy for the 2017 Fall Semester, or
2. Appeal to the Academic and Student Affairs Committee for an exemption from the normalized level of course credit requirement

The seven community colleges with a total of 15 disapprovals were urged to take the first option and they all elected to do so. Credit requirements for the 15 disapproved programs were reduced to the normalized or an acceptable level. The process was completed in April, 2017 in time for full implementation in Fall 2017 as mandated by the Policy. See the attached table.

On the whole, significant progress was made collectively by the CSU institutions in eliminating or reducing excess credit hour requirements for Associate and Baccalaureate Degrees in those instances where they existed among their 842 degree programs. In Fall 2017, nearly 60 percent of the degree programs require course credits at the normalized levels of 60 or 120 credit hours; and another 30 percent requiring just one-to-three credits beyond the normalized levels. The Policy had recognized and accepted that “extenuating circumstances” such as accreditation requirements, industry requests, labs and first year experience programs would necessitate credit hour requirement slightly beyond the normalized levels. The 10 percent of all degree programs requiring 64 to 68 credit hours are predominately community college programs in technology, nursing and other specialized fields where students must meet pre-admission requirements.

In addressing the Policy’s purpose, the institutional efforts have substantially furthered the Board’s core goals to **advance affordability** and **improve student success**. It is instructive to note that the consolidation of the community colleges will undoubtedly prompt further credit reductions for there are variations in credit requirements in several like programs among the various campuses.

01/12/2018 – Academic and Student Affairs Committee

02/01/2018 – Board of Regents

Connecticut State Colleges & Universities

Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs

Table III: Normalization Process – Final Resolutions

Institution	Number of Degree Programs		
	Concur with Findings	Concur with Recommendations	TOTAL
Asnuntuck Community College	8	21	29
Capital Community College	14	36	50
Gateway Community College	32	31	63
Housatonic Community College	32	13	45
Manchester Community College	27	34	61
Middlesex Community College	13	21	44
Naugatuck Valley Community College	4	55	59
Northwestern Connecticut Community College	3	34	37
Norwalk Community College	15	27	42
Quinebaug Valley Community College	11	12	23
Three Rivers Community College	16	29	45
Tunxis Community College	14	25	39
Charter Oak State College	9	0	9
Central Connecticut State University	69	6	75
Eastern Connecticut State University	39	0	39
Southern Connecticut State University	106	0	106
Western Connecticut State University	76	0	76
TOTAL	488	344	842