Southern Connecticut State University

FACULTY SENATE

SCSU Faculty Senate President's Report – September 29, 2021 meeting

I. *Announcements*
1) Faculty Creativity Activity Research Grants (FCARG) Special Award – applications are due September 29th.
2) Support funding for higher education at the rally on September 29th at the New Haven Green at 4pm. Look for recent flyers from AAUP with details.

II. *Preparation for 9/29/21 meeting* – There is one resolution to consider for this meeting – from Elections Committee in packet. Resolution Regarding the Selection of One-Year Alternate to Replace Committee Members. The impetus behind this resolution is to ensure the availability of alternates for committees when needed, but not tie up the alternates unnecessarily. For example, currently if a faculty member is elected to the P&T Committee, and that person does not receive enough votes to serve as a member of the committee, the person would be obligated to serve as an alternate for three years and might never be called upon to actively serve on the committee. With the proposed revision, the faculty member could choose to serve as an alternate for one year and then choose to run as a representative again in the following year.

III. **Updates**
1) Resolution regarding University Event Guidelines – This resolution was disapproved by the President. 71% of the Senators voted to approve it at our last meeting. You may read the President's reasons for disapproving the resolution under 'Resolutions' on the website. I appreciate the President's thoughtful response, however, disagree with the premise that "it is not the purview of the Senate to direct policy on an administrative function/area." While oversight of implementation of the policy may be an administrative function, providing input and driving policy should not be limited to the administration. We are one campus and there should be no ownership regarding how we protect ourselves from COVID. The faculty are the front-line workers on campus since we have the most face-to-face contact with students both in our classes and in events, academic and extracurricular. As such we should have a major role to play in how we and our students are protected.

2) Dismantling of the Office of Faculty Development - On 9/23/21, the BOR approved the College of Education proposal for a Center for Teaching and Learning which has broad goals, among them providing faculty development to high school teachers and community college faculty. The proposal was written by the Dean of the COE and one faculty member. Under the proposal, the Center co-opts faculty development and takes all of its resources. Faculty development funds are contractual (CBA, articles 9.6 and 12.10.1). Within the proposal are stipulations that:

a. Control of the Center (and therefore faculty development) will be placed under the Dean of the SOE.
b. Existing central operational funds of the Office of Faculty Development will be used as seed funding to establish the Center.
c. The Office of Faculty Development will be incorporated and reconfigured into the Center.
d. Credits that until now have been provided to a Faculty Development Director position (and recently to faculty fellows) will be utilized to fund an Executive Director for the Center.
e. There will be an internal steering committee that has faculty representation that is not representative of the proportion of faculty in each college.

For at least 25 years, the Office of Faculty Development Office has provided "activities by and for all full- and part-time members that enhance their ability to be productive and innovative professionals" (CBA, 9.8). [The Office of Faculty Development](#) and a Faculty Development Director have been funded with these contractual funds for the betterment of the faculty and have been responsible for a broad range of responsibilities including workshops and conferences (such as new faculty orientation, LEP workshops, teaching academy), ASD book club, student support services seminar, faculty mentoring program (including Faculty Mentoring Circle, individual mentoring), administering grants and awards (Faculty Development fund grants), providing teaching and learning resources, and minority recruitment and retention, many of which are not included in the proposal.

There was absolutely no consultation with faculty regarding this proposal; the Senate, AAUP, and Faculty Development Advisory Committee were unaware of this until shortly before it came to the BOR for approval. Yet, this is obviously a project that has been in the works for a lengthy period of time.

The Executive Committee and the AAUP are currently discussing and considering how best to address this issue. Some questions/issues that require discussion and answers are:
a. Faculty development is a University-wide program and should not be controlled by one college.
b. With such broad-reaching goals, and the complete take-over of all faculty development resources, what oversight will be in place to ensure that contractually-allocated funds for faculty development are used only for our faculty development? The proposal does not delineate how these funds would be separated.
c. There is an elected University-wide Faculty Development Advisory Committee. This committee should retain control over faculty development decisions.
d. The position of Faculty Development Director should be retained in order to ensure control of the programs and the funding.
e. Is this the best model to ensure the continuity of the broad range of faculty development resources that have been provided to faculty?

3) Providing remote options for on campus activities – This is still an issue that needs improvement. Taking into account that we understand that there are sometimes extenuating circumstances, as described by President Bertolino in IV.3 below, we have the ability to utilize technology successfully for hybrid events as evidenced in our teaching. Reducing the on-ground attendance at larger events can help keep the campus safer due to reduced exposure as

well as provide an opportunity for greater inclusivity for those who are unable or uncomfortable attending on ground for any of a number of reasons. Overall, this can increase attendance at events which we all strive to do.

IV. **Report from President Bertolino**
1) **Modalities**: The Deans have shared that they have not had many requests for changes in course modalities. The vast majority that were put forward with appropriate justification were approved. Some were because faculty members had to pull out of teaching or a new section was opened that could only be taught by an adjunct on-line, while several others were in response to FMLA or ADA concerns. The administration knows of only a small handful of requests that were denied.
2) Data received from the Registrar clearly indicate a larger number of **online and hybrid course sections were cancelled** due to under-enrollment as opposed to on-ground courses. It is true that there were waiting lists for online and on-ground courses. However, the **total** number of students (all year classes from freshmen to graduate students) on those lists, cumulatively, was 146. That is 1.7% of our total enrollment.
3) **Events**: We can expect that some events will lend themselves to being on-ground only, while others will be on-line and/or hybrid. Where a virtual option makes sense, the university will certainly explore that option. However, as Tracy mentioned, current technology and personnel resources (and time) may not always lend themselves to providing a virtual option. The more an event can be planned in advance, the better the delivery options (i.e. we will live stream the on-ground Celebration of Excellence next week).

V. Travel Funds Report for AY 21-22 – TBA

Travel Fund Report			Date:	9/24/2021
Full Time	**Beginning**	**Spent**	**Encumbered**	**Remaining**
FT Rollover	$262,837.31	$10,040.23	$3,019.31	$249,777.77
FT New	$297,970.00	$872.98	$8,296.71	$288,800.31
Creative Activity	$85,000.00	$554.00	$17,969.94	$66,476.06
Combined Total	$645,807.31	$11,467.21	$29,285.96	**$605,054.14**
Total Spent & Encumbered (S&E)	$40,753.17		% S&E 6%	
Part Time	**Beginning**	**Spent**	**Encumbered**	**Remaining**
PT Rollover	$30,078.00	$1,500.00	$0.00	$28,578.00
PT New	$33,108.00	$850.00	$0.00	$32,258.00
Combined Total	$63,186.00	$2,350.00	$0.00	$60,836.00
Total Spent & Encumbered (S&E)	$2,350.00		% S&E 4%	

VI. 2021-2022 – Resolutions approved by Faculty Senate – Updates on the resolutions and their status may be found on the FS website.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Center

September 23, 2021

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

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

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

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

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

A True Copy:

_____

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

ITEM
Center for Teaching and Learning at Southern Connecticut State University

BACKGROUND
The College of Education (COE) at Southern Connecticut State University (SCSU) has been a major provider and leader in teacher preparation and subsequently advanced educator preparation in the state of Connecticut for the past 125 years. SCSU acknowledges a critical need to address the gap between higher education efforts and the lack of direct impact on school improvement and learners' achievements in CT today.

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

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

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

GOALS AND OBJECTIVES
The goals of the Center are structured under four main pillars of work.

- Pillar 1. To Improve Teaching and Learning
- Pillar 2. To Conduct Research and Innovation in the Art and Science of Teaching
- Pillar 3. To Develop Multidisciplinary Communities of Educators
- Pillar 4. Create an Innovation space to incubate clinics, offices and seed new initiatives

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

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

BUDGET
Part 1. Seed funding to establish Center

1. Reassigned time for faculty
2. Graduate assistantship from the Dean of Education central funds
3. Obama Magnet University School – Innovation Space {permanent building space allocated for SCSU projects}
4. Seed funding over years 1 and 2 from Dean's discretionary account from ongoing fundraising plus specific campaign
5. Incorporate existing central operational funds of Office of Faculty Development and Center for Educational and Assistive Technology
6. Shea Endowment to support student assistantships ($2.5m endowment yields approximately $100K per year)

Part 2. External funding

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

Part 3. Philanthropic donations

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

RECOMMENDATION

It is the recommendation of the Provost and Senior Vice President of Academic and Student Affairs that the Board of Regents approve this center.

09/10/2021 – BOR -Academic and Student Affairs Committee
09/23/2021 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*Proposal to Establish: **Center for Teaching and Learning at SCSU***

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

PROPOSED NEW PROGRAM
CSCU Institution: Southern Connecticut State University   **Title of Proposed Center or Institute: Center for Teaching and Learning**   **Primary Foci:**   The Center will support educational innovation through research, professional development and policy study work. The Center will collaborate with local school districts, state agencies, industry, and national and international institutions. Locally, the Center will support and enhance the pedagogical skills of teaching faculty at SCSU through workshops and seminars committed to diversity and inclusion and best practice.   **Institutional Unit(s):** SCSU College of Education   **Initiator(s)/Faculty Status and/or Position:**   Stephen J. Hegedus, PhD. Dean, College of Education, SCSU   Kari A. Sassu, PhD. Professor, Counseling and School Psychology, SCSU

NEED
Directions: Define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need. **NOTE:** Both the need and the action plan must be substantiated by reputable research.   The College of Education (COE) at Southern Connecticut State University (SCSU) has been a major provider and leader in teacher preparation and subsequently advanced educator preparation in the state of Connecticut for the past 125 years. We acknowledge a critical need to address the gap between higher education efforts and the lack of direct impact on school improvement and learners' achievement in CT today. We have begun to address this need at SCSU with the educator preparation programs having graduated approximately 300 students

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

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

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

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

GOALS AND OBJECTIVES

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

Mission/Vision

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

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

Goals & Objectives

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

Pillar 1. To Improve Teaching and Learning

    a. *Enhanced Teaching and Learning*. The Center will organize and host internal workshops, seminars, programs, demonstrations, and retreats for teaching faculty that will create and allow for ongoing updates in pedagogy. Faculty will be afforded structured and organic opportunities to expand their professional skill sets through their engagement in collaborative interdisciplinary projects. Such ongoing work will support the ever-changing needs of increasingly diverse learners on our college campus.

    b. *Advanced Technology*. The Center will design and implement advanced technologies in classrooms, conduct professional development and curriculum design workshops, and support the integration of assistive technologies into a wide variety of learning contexts. This would incorporate the present Center for

Educational and Assistive Technology Resources (https://inside.southernct.edu/ceat/resources) and work cooperatively with our Office for Online Learning.

c. *Graduate certificates/badges and Adult Education*. Working in partnership with the SCSU School of Graduate & Professional Studies, the Center will develop continuing education programs in adults returning to college, advanced educational leadership, PK-12 curriculum design, cross-cutting areas such as leadership and athletics or assistive technology, and developing systemic initiatives (e.g. addressing inequities in early childhood, and closing achievement gaps). The Center will also organize and host a Principals Academy including summer residency on these themes.

d. *College preparedness and Preparing College*. The Center will develop programs that partner Faculty Development with high school teachers and counselors who are connected to the needs of students entering from high school. It will provide faculty development for community college instructors to prepare students for transfer to SCSU programs and to learn strategies on how to help students transition to more advanced academic work (i.e. 2+2+1). In its commitment to diversity and inclusion, the Center, building on the work of the GEARUP project, will focus on programs to support high school students from underrepresented groups. Such work would incorporate the present Office of Faculty Development. https://inside.southernct.edu/faculty-development

e. *Minority Educator Initiative*. The Center will leverage the present work of the College of Education on diversity and equity in partnership with local communities and school districts to increase numbers of teachers and school leaders into our programs through specific recruitment and retention plans. Support would come through the Shea Endowment bequeathed to the College of Education (approx. $2.5m at this time). Additional support for these initiatives will be sought from external agencies, both public and private.

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

a. *Research and Development*. This will be work funded by external agencies, e.g. NSF, US Department of Education, Institute of Education Science, private foundations and other partners from outside of the university.

b. *Evaluation, Assessment and Policy Analysis*. The Center will develop an infrastructure to support the educational research needs of faculty (e.g. statistical support), our local school districts (e.g. in assessment development), and CT agencies (e.g. policy analysis work for State Department of Education).

Pillar 3. To Develop Multidisciplinary Communities of Educators

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

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

b. *Global Educational Services*. This will be in the form of offering fee-for-service work in partnership with other campus centers (e.g., Center of Excellence on Autism Spectrum Disorders, Office of International Education) to offer training or consultation services. Such work can be offered through online platforms and may be in the form of international conferences, symposia, colloquia, professional development services to support our autism center work, and think tank workshops on major issues (e.g. socio-emotional learning). This will build on recent work with the SCSU Alumni Association, develop marketplace solutions through our School of Graduate & Professional Studies, and leverage current initiatives including the work of our Autism Center at SCSU.

c. The Center will continue to enhance educational partnerships that have bidirectional benefits for CT school districts and SCSU (e.g. Hamden Transition Academy).

d. The Center will facilitate and nurture services within districts for recruiting, training, and fostering professional growth, with particular focus on increasing participation from members of underrepresented groups in professional educational fields as well as from academic departments.

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

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

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

b. *Existing Literacy Clinic*. The Literacy Clinic serves to meet both the needs of education graduate students and to offer reading support programs at no cost to local children in the greater New Haven region. The Literacy Clinic on the SCSU campus enables the creation of entrepreneurial opportunities such as in-service professional development for teachers, guest speakers, webinars, and family-based literacy programming (e.g. a Saturday morning breakfast: Books and Bagels). The clinic functions as a space to enhance the teaching of graduate and undergraduate students at SCSU, and also provide tutoring and diagnostic sessions with K-12 students.

c. *XR Initiative in Education*. One area that will bring significant change and is already impacting education is that of extended reality (XR) technology. Extended reality (XR) is an umbrella term used to describe augmented reality (AR), virtual reality (VR), and mixed reality (MR) technologies. There are organizations currently working to reshape how we imagine, design and experience education. This is being done through XR technologies which have been seen as superior mediums for facilitating social, educational, and work-related connections. We aim to engage the SCSU community with knowledge and content through immersive technology. The XR Initiative will actively work with all stakeholders who wish to experience, learn, research or use this technology in the classroom and beyond. This initiative will put forth a call to interested faculty and staff to consider how we can leverage emerging XR technologies to strengthen the quality of a SCSU education, cultivate an interdisciplinary scholarly community of practice, and enhance a network for academic research and innovation.

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

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

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

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

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

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

ADMINISTRATION, FACULTY AND STAFF

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

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

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

Dr. Beena Achhpal, Professor, Curriculum and Learning

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

Dr. Meghan Brahm, Assistant Professor, Special Education

Dr. Denver Fowler, Associate Professor, Educational Leadership

Dr. Norris Haynes, Professor, Educational Leadership

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

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

Dr. Kari Sassu, Professor, Counseling and School Psychology

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

Dr. Lauren Tucker, Assistant Professor, Special Education

Dr. Yan Wei, Associate Professor, Special Education

Dr. Joan Weir, Assistant Professor, Special Education

Dr. Olcay Yavuz, Associate Professor, Educational Leadership

EVALUATION PLAN

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

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

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

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

BUDGET AND SUSTAINABILITY

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

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

 Part 2. *External funding*
  i.   Fee for service
       • from municipalities (e.g. school districts)
       • from continuing education projects (e.g. college and career readiness, international conferences
  ii. State contracts (e.g. CSDE)
  iii. Federal research grants (e.g. Noyce)
       a. Recent award from NSF Noyce Scholarship to support our Teaching and Learning initiatives and Minority recruitment initiative ($1.5m over 5 years)

Part 3. *Philanthropic donations*
Ongoing fundraising will assist in providing continuing support for core Center activities and for students to engage in internships. The Dean of Education will offer startup funds of $50K and aim to support five student research internships of $5K through the Day of Caring and other campaigns for year 1 and 2 totaling $150K.

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

Projected Budget
(whole dollars only)

NOTES (REVENUE)

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

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

#3. Dean's Discretionary Fund

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

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

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

NOTES (EXPENDITURES)

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

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

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

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

#7 Research grants

#8 Graduate Internships

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

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

APPENDIX A

CENTER OF EXCELLENCE ON AUTISM SPECTRUM DISORDERS

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

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

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

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

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

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

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

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

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

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

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

COUNSELING & SCHOOL OF PSYCHOLOGY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CURRICULUM AND LEARNING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDUCATIONAL LEADERSHIP & POLICY STUDIES

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

Gregory, J. L. (2019). School Leadership for Learning: Learning Theory to Improve Professional Practice. Toronto, Ontario.

Fitzpatrick, D.& **Gregory, J. L.** (2019, November). Urban magnet school leadership: Alignment of perceptions and a refinement of Blake and Mouton's managerial grid. Paper presented at the Critical Questions in Education Symposium, Chicago, IL.

Haynes, N. M. (2020). "Caribbean Boy from Trinidad: In God's Hands," volume 1.

Haynes, N. M. (in process, expected 2021) Leadership Development Handbook: Socially and Emotionally Competent Framework.

Trombly, C. & Griffith, D. (2020). Preparing principals for leadership beyond the schoolhouse. Advocacy Education: Research-Based Strategies for Teachers, Administrators, Parents, and the Community (Etheridge, E.,Davis, J.M., & Winterbottom, C., editors). Hauppage, NY: Nova Science Publishers.

Trombly, C. (2019). Learning theory-informed educator supervision. Learning Theory for School Leadership (Gregory, J., editor). Toronto, Ontario, Canada: Top Hat.

Trombly, C. (2019). Leadership to support the whole educator. ASCD ED Advantage, September 20, 2019.

Fitzpatrick, D.& **Gregory, J. L.** (2019, November). Urban magnet school leadership:Alignment of perceptions and a refinement of Blake and Mouton's managerial grid. Paper presented at the Critical Questions in Education Symposium, Chicago, IL.

Haynes, N. M. (2020). Caribbean By from Trinidad: In God's Hands, volume 1.

Haynes, N. M. (in process, expected 2021) Leadership Development Handbook: Socially and Emotionally Competent Framework.

Trombly, C. & Griffith, D. (2020). Preparing principals for leadership beyond the schoolhouse. Advocacy Education: Research-Based Strategies for Teachers, Administrators, Parents, and the Community (Etheridge, E.,Davis, J.M., & Winterbottom, C., editors). Hauppage, NY: Nova Science Publishers.

Trombly, C. (2019). Learning theory-informed educator supervision. *Learning Theory for School Leadership* (**Gregory, J.**, editor). Toronto, Ontario, Canada: Top Hat.

Trombly, C. (2019). Standards and instructional leadership. *Learning Theory for School Leadership* (**Gregory, J.**, editor). Toronto, Ontario, Canada: Top Hat.

Trombly, C. (2019). Leadership to support the whole educator. ASCD ED Advantage, September 20, 2019.

LIBRARY AND INFORMATION SCIENCE

Yang,W., Zhao, b. [Visiting scholar in 2019], **Liu, Y. Q., & Bielefield, A.** Are Ivy League Library Website Homepages Accessible? *Information Technology and Libraries*. June 2020.

Yang,W., Zhao, b. [Visiting scholar in 2019], & **Liu, Y.** impact of Subjective Norms on Assertive Impression Management Motivation. Soft Science. August 2020.

Falcone, M., **Real, B.**, and **Liu, Y. Q.** "Behind the Transmitter: Differences in Archival Practices Between Non-profit and Commercial Radio Stations." Journal of Archival Organization (Accepted with Minor Revisions), April 7, 2020; In press, April 28, 2020.

Real, B. "Private Life, Public Diplomacy: Tibor Hirsch and Documentary Filmmaking for the Cold War USIA." Historical Journal of Film, Radio, and Television, 40, no. 2 (Spring 2020): 297-324.

Real, B. & Bogel, G. "Public Libraries and the Opioid Crisis, Part 1: Context and Commitment." *Public Library Quarterly*, 38, no. 3 (Fall 2019): 248-69.

Real, B. & Bogel, G. "Public Libraries and the Opioid Crisis, Part 2: Community-Centered Responses." *Public Library Quarterly*, 38, no. 3 (Fall 2019): 270-89.

Sierpe, e. (2019). "Confronting Librarianship and its Function in the Structure of White Supremacy and the Ethno State". *Journal of Radical Librarianship*, vol. 5, pp. 84-102.

SPECIAL EDUCATION

Accardo, A. L., Bean, K., Cook, B., Gillies, A., Edgington, R., Kuder S. J., & Bomgardner, E. M. (2019). College access, success, and equity for students on the autism spectrum. *Journal of Autism and Developmental Disorders*. 49(12), 4877-4890 DOI: 10.1007/s10803-019-04205-8

Bean, K. (2019). Reading comprehension strategies in Autism Spectrum Disorders. (2nd) In: Volkmar, F.R. (ed) Encyclopedia of Autism Spectrum Disorders. New York, NY: Springer.

Howard, E. R. & **López-Velásquez, A. M.** (2019). The challenges of recruiting and retaining dual language teachers. In DeMatthews, D. and Izquierdo, E. (Eds.), Dual Language Education: Teaching and Leading in Two Languages. New York: Springer.

Wei, Y., **Spear-Swerling, L.**, & Mercurio M. (in press). One Size Doesn't Fit All: Motivational Strategies for Adolescents and Students with Disabilities. Intervention in School and Clinic.

Spear-Swerling, L., **Wei. Y.**, Dostoal. H., & Hernandaz. B. (in press). The Print

Exposure of Teacher Candidates in Relation to their Achievement and Self-ratings of Early Reading Experience. Reading and Writing.

Gerzel-Short, L., Kiru, E., Hsiao, Y., Hovey, K., **Wei, Y**., Miller, R., (2019). Engaging Culturally and Linguistically Diverse Families of Children with Disabilities. Intervention in School and Clinic. Online publication.

Hovey, K., Miller, R., Kiru, E., Gerzel-Short, L., **Wei, Y.**, Kelly, J., (2019). What's a Middle School Teacher to Do? Five Evidence-Based Practices to Support Linguistically Diverse Students with learning Disabilities. Preventing School Failure: Alternative Education for Children and Youth, 63(3), 220-226.

Wolbers, K., Dostal, H., Holton, K., **Weir, J.**, & Alsabei, A. (2019). The relationship between elementary deaf and hard of hearing students' writing performance and writing motivation. Journal of Communication Disorders, Deaf Studies, and Hearing Aids, 7(3), 1-9. https://doi.org/10.35248/2375-4427.19.7.193

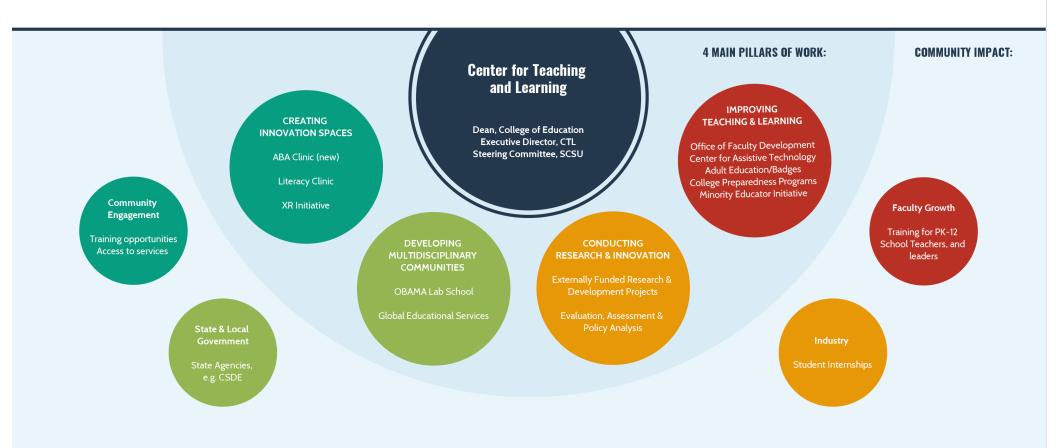SCSU College of Education Minority Educator Initiative Recruitment and Retention Plan (2021-2026)

Center for Teaching and Learning

Southern Connecticut State University
COLLEGE OF EDUCATION

Purpose

To establish an organizational entity on the SCSU campus to foster multidisciplinary partnerships that lead to the growth of educational research and innovation

4 MAIN PILLARS OF WORK:

COMMUNITY IMPACT:

Center for Teaching and Learning

Dean, College of Education
Executive Director, CTL
Steering Committee, SCSU

CREATING INNOVATION SPACES

ABA Clinic (new)

Literacy Clinic

XR Initiative

Community Engagement

Training opportunities
Access to services

DEVELOPING MULTIDISCIPLINARY COMMUNITIES

OBAMA Lab School

Global Educational Services

State & Local Government

State Agencies, e.g. CSDE

CONDUCTING RESEARCH & INNOVATION

Externally Funded Research & Development Projects

Evaluation, Assessment & Policy Analysis

IMPROVING TEACHING & LEARNING

Office of Faculty Development
Center for Assistive Technology
Adult Education/Badges
College Preparedness Programs
Minority Educator Initiative

Faculty Growth

Training for PK-12 School Teachers, and leaders

Industry

Student Internships

126

Good morning Chair Harris and members of the Academic Affairs Committee.

On behalf of the Connecticut State Department of Education (CSDE), it gives me great pleasure to acknowledge the work of the College of Education at Southern Connecticut State University (SCSU) in the establishment of the Center for Teaching and Learning.

SCSU has been a leader in educator preparation for over 125 years, and is one of the largest producers of educators within the state.

The Center for Teaching and Learning is an example of SCSU's visionary work which seeks to focus on improving the work of higher education and its direct impact on school improvement and learners' achievements in Connecticut. This has been and remains a goal of the CT State Board of Education and the CSDE.

As outlined, the Center will work with local school districts, state agencies, industry and national institutions to accomplish the following:

- Improve teaching and learning;
- Conduct research and innovation in the Art and Science of Teaching;
- Develop multidisciplinary communities of educators; and
- Create incubation clinics, offices and develop new initiatives.

The work of the center will provide a robust body of research and professional development that can be utilized by educators to enhance the efforts of the larger educational community in Connecticut and beyond.

Again, the CSDE applauds your vision and implementation of a resource which will benefit educators, students, families and all those who seek to improve the quality of education in the State of Connecticut for years to come.

Respectfully submitted,

Charlene Russell-Tucker
Commissioner-Designate
CT State Department of Education