

President's Decision on Proposal to Create a New Department in the School of Education and Professional Studies

January 19, 2022

President Zulma R. Toro
Central Connecticut State University

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Background/Introduction

This report is being issued in response to the proposal to create a new department in the School of Education and Professional Studies submitted by Dr. Jim Mulrooney, Interim Dean of the School of Education and Professional Studies (SEPS) in October of 2021 (**Appendix I** contains the proposal). The suggested (tentative) name for the new department as included in the proposal is Curriculum and Instruction.

While the following report addresses the decision of the President regarding Interim Dean Mulrooney's proposal, it is important to note that there was another process occurring simultaneously relating to the election of the Chair for the Department of Educational Leadership, Policy, and Instructional Technology (ELPIT). More specifically, in a report submitted on January 11, 2022, the Ad Hoc Faculty Senate Committee recommended to President Toro a chair for this department (see **Appendix II**). In December of 2021 President Toro informed Faculty Senate President, Fred Latour, that she was going to consider these two issues separate and independent of each other. Therefore, this report only addresses the creation of the new department within SEPS.

Below is a summary of the process followed by President Toro to inform her decision on the creation of the new department. The findings of that process, the conclusions reached by President Toro, and a plan to move forward are also included.

Process Followed to Inform Decision

In her interest to make a well-informed decision regarding the creation of the new department, President Toro carefully reviewed the proposal submitted by Interim Dean Mulrooney. She also met twice with Interim Dean Mulrooney and with Interim Provost Kostelis to discuss the proposal. As a result of those conversations Interim Dean Mulrooney submitted additional information regarding his vision for the new department (see **Appendix III**).

President Toro also gathered additional enrollment and degree awarded information from the CCSU Office of Institutional Research (OIR) for the ELPIT (see **Appendix IV**). Finally, between January 6 and January 13 of 2022, President Toro met individually for 30 minutes with 10 out of 12 faculty within the ELPIT Department. **Appendix V** includes the list of faculty members who met with President Toro; **Appendix VI** includes email correspondence from one of the two faculty members who did not accept the invitation to meet.

Findings

The findings below represent themes shared by at least four individuals, as well as data from CCSU OIR or at least four different sources. It should be noted that the findings from the conversations President Toro held with the ten members of the department are significantly different from those included in **Appendix II**.

1. Educational Leadership, Policy, and Instructional Technology faculty are proven, dedicated, and passionate scholar practitioners in their field and are very committed to their discipline, the success of our students and the quality of the K-12 education system in our state.
2. Educational Leadership, Policy, and Instructional Technology faculty continuously work on maintaining a relevant set of programs, and they do this as a team.
3. CCSU community partners praise the academic excellence of our educational leadership programs, and these programs are well-known within the state as evidenced by the continuous healthy enrollment of the programs.
4. There seems to be a golden opportunity in front of us to rethink our teacher education programs, as well as our master programs in education, and for Central to become once again the institution of choice in these areas.
5. There is willingness and disposition from the Educational Leadership, Policy, and Instructional Technology faculty to help the teacher education faculty in establishing connections with community partners.
6. There are some teacher education faculty members who are ready and would welcome the opportunity to innovate, experiment, and have their own space and full control of their destiny and academic programs.
7. Seven out of the ten ELPIT faculty members interviewed strongly support the immediate creation of the new department. Of the remaining three faculty members, one supports the creation of the department, however, recommended a lengthy process for such creation; another faculty member is not opposed to the creation of the department but is concerned about how this will impact the faculty member's career; and the third faculty member did not offer any opinion on the proposal.
8. The leadership of the ELPIT department has made efforts to be more inclusive; however, those efforts have been met with resistance or lack of response.
9. The tense situation existing within the ELPIT department between some teacher education faculty members and the educational leadership faculty, which seems to be affecting the working environment, has been going on for many years. In fact, when the current configuration of the department was established, some of the teacher education faculty members had less than productive working relationships with other faculty members within the SEPS. Therefore, multiple deans, department chairs and the previous CCSU President had to work to find ways to move the School beyond these conflicts.
10. Even before the submission of the proposal by the interim dean, one of the faculty members in the department shared concerns with President Toro about inequity regarding this faculty's salary. President Toro asked the Associate Vice President for Planning and Effectiveness for assistance in conducting a review of such salary based on market data. The outcome of the review validated what the faculty member was previously told that there is not a significant difference between the faculty's salary and the average salary in the same field, academic rank, and years of experience.

Conclusions and Plan to Move Forward

The conclusions below and the plan to move forward were informed by the conversations with 83 percent of the faculty of the ELPIT Department, as well as what is in the best interest of the institution, what will facilitate student success and better serve our students, our communities, and the state. Furthermore, providing an environment conducive to academic excellence and job satisfaction for most of the faculty involved in the situation was a guiding principle in the development of the Plan to Move Forward.

The conclusions and plan to move forward are as follows:

1. CCSU educational leadership programs and their faculty have the capacity to create change in our K-12 education system.
2. Central is uniquely positioned to create a strong pipeline of professionals from teacher preparation to the Superintendency OCP and the Ed.D. program.
3. The Interim Provost and Interim Dean will be working with the ELPIT Department to review its roles and responsibilities, as well as the reassigned time of the department chair, the program director and program coordinator positions.
4. There are programmatic and pedagogical reasons for the creation of the new department as proposed by Interim Dean Mulrooney.
5. It is in the best interest of CCSU, our students, and the overwhelming majority of the faculty in the department to immediately create a new department. The members of the new department will include:
 1. Aram Ayalon
 2. Wangari Gichuru
 3. Kurt Love
 4. Felice Russel
 5. Jacob Werblow
6. The new department will be given guidance by the Interim Provost and the Interim Dean, as to how they can achieve academic excellence and meet the needs of prospective students, as well as how to achieve the K-12 teacher preparation needs. This department will be provided with adequate funding to launch some innovative and unique initiatives. To this end, the new department will be allocated \$25,000. The oversight of this funding will be the responsibility of the SEPS dean in collaboration with the department chair.
7. In consultation with the SEPS dean, and with final approval of the President, faculty members of the new department will determine a name for the department, elect a department chair, and develop the department bylaws.
8. Teacher education faculty who currently participate in the educational leadership program will not be prohibited from participating in the future. Course assignments will be based on recommendations from the Program Coordinator in consultation with the department chairs and SEPS dean.
9. A year from now, the dean will submit a progress report to the Provost regarding how the new department is fulfilling its mission and its contributions to the implementation of the University Strategic Plan. The Provost will in turn submit this progress report to the President.

Appendix I – Proposal for the Creation of a New Department in the School of Education and Professional Studies

Proposal Creation of a New Department in the School of Education and Professional Studies

Submitted by,
James P. Mulrooney
Interim Dean, School of Education and Professional Studies
October 2021
Revised December 2021

Proposed New Department Name: Department of Curriculum and Instruction (tentative)

Faculty in Department: (4 faculty total)

Aram Ayalon, Kurt Love, Felice Russel, and Jacob Werblow (*considering Wangari Gichiru as the 5th*)

Background: CCSU is currently facing an enrollment crisis. The Fall 2021 enrollment numbers are the lowest since the early 1970's. Exacerbating this situation is data from the National Center for Education Statistics (NCES), that forecasts an additional 10.8% decline in undergraduate enrolments by 2026/27 as a result of lower populations of school aged children. This suggests that for CCSU, and the School of Education and Professional Studies (SEPS) to reach its enrollment goals, we must look to untapped populations for recruitment (non-traditional students) and/or increase offerings of post baccalaureate degrees to draw from the existing state and regional populations of candidates who already possess an undergraduate degree. SEPS is primed to take advantage of this population as many of the programs offered by the school result in certification in PreK-12 education. In 2017, legislation was passed that now requires teachers in Connecticut to complete a master's degree within eight years of starting a teaching position, rather than just completing an additional 30 credits. In addition, SEPS offers several post master's certificate and sixth year certificate programs that are attractive additions to a master's degree for teachers looking to extend their skills or take on leadership roles in school systems. In effect, SEPS can partially reach its enrollment goals by "re-attracting" the same students for multiple advanced degrees.

Rationale:

For the Student: Students in education programs do not have an identity with the School of Education and Professional Studies. While they have a content area major with which they identify, all students enrolled in educator preparation programs also should have a shared identity as an educator. These students should have a dual identity, in both their content area and in the School of Education and Professional Studies. Currently there is only one course that all students take (EDF 215) that may serve to create a connection to the school. As the vast majority of our students remain in Connecticut after completing their programs, the networks created while here at CCSU will serve to better the connection of teachers throughout the state. The creation of the new department facilitates the creation of a unified vision between faculty teaching education courses and those teaching in the content area to effectively "bring together" of all of the PreK-12/Secondary education students through shared activities and experiences. These may include out of class activities, seminars for future teachers, training sessions (Professional Program/Student Teaching Application, edTPA, PRAXIS), and socials.

In addition, the proposed collaboration between the new department and the content area coordinators will serve to enhance the educational program for our students. Recent conversations with several content area coordinators, suggests that students do not value some of the coursework included in the professional program component of their education. Reports include issues with redundancy, relevance, and "apparent" usefulness. Focusing our attention on all PreK-12/Secondary education programs provides the opportunity for fruitful conversation around curriculum, sequencing, and alignment of the education courses within each program. This will ensure a quality program that better prepares our students to be future teachers in Connecticut.

Another benefit for students is the marketing of programs in education. Currently a prospective student, interested in being a teacher would have a difficult time finding programs on our website.

There is no real “obvious” landing page that provides information for students interested in teaching in a specific area. The new department could serve as the common landing page, including information about obtaining certification to teach in CT, links to actual programs offered at CCSU, as well as serving as the first point of contact for students interested in teaching careers. In addition, it would serve as the first point of contact with the School of Education and Professional Studies (and possible connection with our advisors in the SEPS Student Services Center), facilitating our desire for students to have a stronger connection to the school in addition to their connection to the department offering the content area.

STUDENT DATA

ENROLLMENTS

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Pre-BSED	407	429	410	359	310
BSED	135	135	131	144	133
EL Pre-BSED	253	257	253	199	219
EL BSED	143	150	143	132	103

COMPLETIONS

	2016-17	2017-18	2018-19	2019-20	2020-21
PreK-12/Sec	74	80	67	74	84
Elem	73	58	73	58	62

NOTE- the pre-BSED represents students declared as education who have not yet been accepted to the professional program (Freshman and Sophomores). BSED represents student that have been accepted into the Professional Program (Juniors and Seniors). The numbers suggest that we are losing students in education programs prior to application to the professional program. Using rough math, 310 students might represent 155 Freshman and 155 Sophomores, while 133 might represent 66 Junior and 66 Seniors, thus a loss of ~42%. From Pre-BSED to BSED. Facilitating a stronger connection with the school may promote stronger retention in the education programs.

For Community Partners: The recent CTEN Partners Advisory Committee meeting highlighted the need for better coordination of our PreK-12/Secondary education programs. District partners noted that there was a disconnect between what students were learning in the classroom at CCSU and the expectations of cooperating teachers in the district during field placements/experiential learning. It was also noted that this has been a consistent issue, and topic of conversation for years. Partially this is a result of varying expectations within the content area and the education courses, which could be better aligned to be consistent with partner expectations.

For the University: The creation of a new department will allow for effective collaborations between departments and the exploration of new master’s-level programs, that would be attractive to potential students. Currently the MS in Teacher Leadership has shown unsteady enrollments, from a high of 60 in 2017 to a low of 28 in 2020. In comparison, the sixth-year certificate in Educational Leadership has an average enrollment of 200 each year and the sixth-year certificate in Reading and Language Arts has an average enrollment of 30+ each year (see Data figure for degrees earned and enrollments below). Considering that students in sixth-year programs are required to have a master’s degree prior to

entering the program, it can be argued that CCSU/SEPS is missing an opportunity for growth as the current master's program enrollment does not suggest that most students in the sixth-year programs are completing their master's-level work here. One possibility for the low enrollment in the master's program may be the focus of the content. Currently the program has a heavy focus on eco and social justice. While these are important aspects to both the program and for educators, they are no longer at the forefront of the field. We have already begun conversations for developing new master's programs that are more responsive to the needs in the field. For example, one area of focus that is of intense interest is Social and Emotional Learning, which nicely aligns with the SEL Center in SEPS. This has been a growing area and need in the field of education, especially with the impact of the Covid-19 pandemic. In addition, the department of Literacy, Elementary, and Early Childhood Education (LEECE) offers a course with an SEL focus that would foster a collaboration of LEECE with this new master's program. As an aside, similar conversations in Educational Leadership are ongoing about additional tracks in the sixth-year program such as data management and business/fiscal affairs for school administrators. In short, it is believed that there are areas of untapped potential for increasing enrollment in SEPS, particularly in graduate programs.

A second goal of the proposed plan is to provide a "home" for the Master's in Teaching (with certification) program (MAT). Currently the program resides in the Dean's Office and is managed by Interim Dean Mulrooney. Prior to that, the program was housed in the department of the faculty member serving as coordinator. Most recently this was Special Education and Interventions. Without a consistent departmental home, it creates issues in terms of students being able to find the program as well as marketing the program. This may have been part of the reason for the decline in enrollments in this program. Initially the program (a cohort model) was a 13-month program that began in summer and ran through the normal semesters. This placed courses somewhat out of synch with our traditional certification courses. The program was "suspended" for summer 2021 while we realigned the curriculum to create a more effective program in both delivery and cost. The program is now 18 months and begins with the first semester in the spring. Applications are due November 1, and we have already accepted students into the cohort. Some of the courses have been cross listed with courses in the content area to ensure sufficient enrollments and to reduce extraneous faculty load.

Finally, the faculty in the proposed department teach education courses for students enrolled in programs leading to certification in secondary education. Secondary education has been somewhat "diluted" since the dissolving of the Teacher Education department and movement of the faculty into Educational Leadership, which really has a focus on advanced degree programs such as the sixth-year and Doctoral program. Creating this department, with a focus on secondary education could strengthen CCSU's position as a provider of Secondary Education Preparation Programs and result in enhanced enrollment in CCSU's secondary education programs across all schools.

Role of Department:

- Coordination of the Master's in Teaching Program
- Coordination of new master's programs for potential students holding bachelor's degrees in education required to maintain their certification by advancing their education.
- Serve as a feeder program to the sixth-year certificate, Advanced Official Certificate, and Doctoral programs (these programs require students to first earn an appropriate master's degree)
- Serve as the department for secondary education programs.

DATA

Department Size: At Senate, several expressed that the size of the proposed department was not viable. As evidence to counter this notion, below are other small departments on campus:

MIS=4, Tech Ed=4, Anth=4? (hard to determine on faculty list), Phil=6, Phys=6 Geol Sci=5 (but has two additional faculty for Sci Ed)

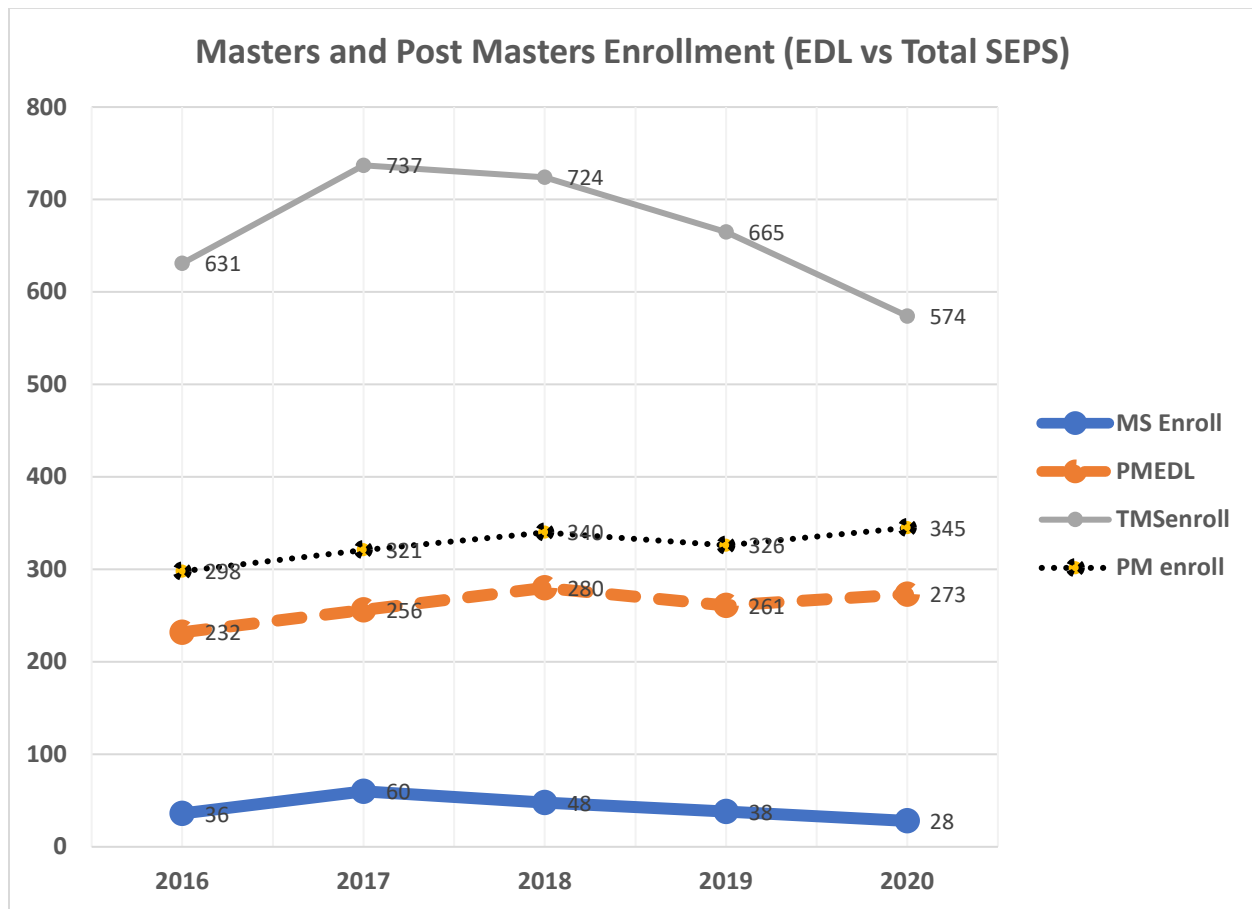


Figure 1. Enrollment in MS Teacher leadership (blue), Post masters (6th year certificates) offered in EDL (orange), Total master's degree enrollments in SEPS (TMSenroll, gray), and total Post masters enrollments in SEPS (PM enroll, black). Note the large discrepancy for the enrollment in the MS in teacher leadership, compared with the 6th year programs offered in leadership. Data suggests students in the 6th year program are not earning their masters with CCSU.

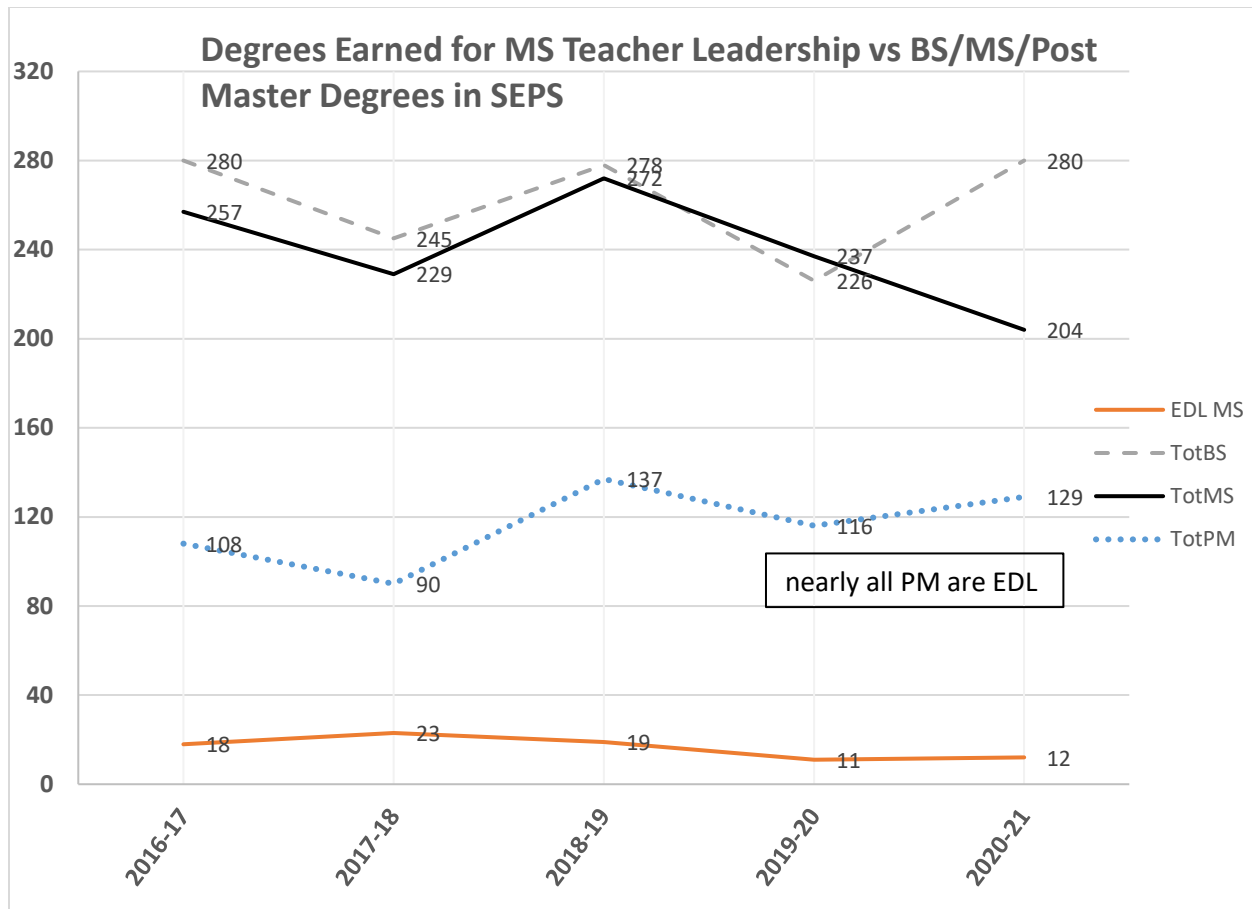


Figure 2. Degrees awarded in MS Teacher Leadership (orange), Post masters (blue), All SEPS masters (black) and SEPS undergraduate degrees (gray dashed). Data suggests that the number of degrees awarded from the MS in Teacher Leadership are consistent with the enrollment numbers, i.e. low as compared to the 6th year certificate program.

MAT DATA:

The MAT is a cohort program that was suspended for Summer 2021 to allow a reimagining of the program to better serve students and address low enrolled courses. The program originally welcomes cohorts beginning in summer session. The new version of the MAT welcomes students in the Spring semester and runs for 18 months. The next cohort of MAT students begins in Spring 2022. Currently the cohort size is **15-18**, assuming acceptance of admission offer from graduate admissions.

Communication to Coordinators: (Personalized letters were sent to every Education Program Coordinator, CTEN Director, and Deans of Class and SEST)

SAMPLE:

Dear Dr. Jerry Jarrett (Dean, SEST)

I hope your semester is going well and I wish you a good Thanksgiving break. By now you may have seen the proposal on the last Senate agenda for the creation of a new department in the School of Education and Professional Studies (SEPS) (copied below for your reference). I would like to take a moment of your time to explain what I am doing, and what I am not doing. I have already heard some concerns and my hope is to address those here. In addition, I invite you to email or request a meeting with me to share your concerns.

Let me begin by stating what I am NOT doing.

- I am not changing any curriculum. All current coursework, programs, etc. will remain as they currently exist. I clearly recognize that the vast majority of the courses for each program are offered by the department where the content area is housed. In many ways, SEPS serves as almost a “service department” providing related coursework (the common coursework to education programs) in Education (EDL), Literacy (LEECE) and Special Education (SPED), that supports your programs. Currently these courses are distributed across three departments which also offer numerous other programs resulting in, what I feel is a lack of coordination.
- I am **not** proposing or planning on moving secondary education faculty from their home (discipline) department into this new department. Again, I clearly recognize that faculty teaching in K-12/secondary programs are housed in departments that best fit their disciplinary-specific interests. It is in these departments that faculty are best served when it comes to things like, P&T, mentorship, creative activity, etc.

What am I doing?

- I am proposing a change in the structure of SEPS to provide better support and coordination for the K-12/secondary education programs for both our students and the faculty who teach in these programs. I feel the current structure creates competition for resources as the departments that house these common/support courses also need to address the needs of their other programs. It is my hope that by creating a department that focuses more on K-12/Secondary education, I will provide a better means for all of us working together to make our education programs responsive to district needs as well as best serve and prepare our students.
- I am (hopefully) improving communication to give all faculty coordinating secondary and K-12 education programs a voice at the table when it comes to administering the programs in K-12/secondary education. Since my time in SEPS I have heard from some faculty in the disciplines describing why particular courses are not meeting the needs of their students. It is my hope that the creation of this new department will foster conversation between SEPS faculty and K-12/secondary coordinators resulting in improvements to courses that better serve our students. Related to this is the MAT, which is also a secondary education program. Many of the coordinators in the MAT program are also secondary education coordinators. Again, by bringing

these groups together for conversation, I believe we can make improvements that are consistent across both undergraduate programs and the MAT. Currently the MAT does not have a home.

- Providing a means to explore the creation of new masters that are attractive to students who already hold a bachelor's degree in teaching (one such program is already in development—described in proposal). My hope is that this new department and structure will facilitate the elevation of our K-12/ secondary education programs (increasing enrollments) while also fostering a collaborative environment for the exploration of truly interdisciplinary programs (master's) that meet the needs of today's students. While many students may complete a master's degree in their discipline, I strongly believe that there is room for additional programs that would be of interest to potential students (increasing enrollments). Better coordination of our programs should provide students in our undergraduate programs with the proper preparation to return to CCSU and pursue advanced degrees.

Rationale:

Federal and State data suggest that there will be a shortage of teachers in the coming years. The current pandemic has exacerbated the situation as many have taken early retirement or have left the teaching field. I believe this provides CCSU with an opportunity for growth in our education programs. Furthermore, with our wide variety of disciplines and expertise, I believe we (CCSU) are in a prime position to take a leadership role in the preparation of future teachers.

As described above, the current common courses are distributed across three departments. All three departments have plans for expanding existing or creating new programs. I feel this will only further dilute the K-12/secondary education components offered by SEPS. I believe that creating this new department will ensure that the consistency and quality of K-12/secondary education is maintained, as well as providing opportunities for improvements with all coordinators from the disciplines at the table. In terms of resources, by creating this new department, budgets will be better managed as competition for the resources will be eliminated and the new department will be provided with appropriate resources to support K-12/secondary education along with activities to support the collaborative environment and conversations described above.

Again, please feel free to reach out to me with any questions and concerns. In addition, please feel free to request a meeting with me if you would like to discuss further.

Thanks

Jim

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Appendix II – Ad hoc Committee for Recommending a Chair of Educational Leadership, Policy, and Instructional Technology

Ad hoc Committee for Recommending a Chair of Educational Leadership, Policy, and Instructional Technology

Final report – submitted 11 January 2022

The *ad hoc* Committee appointed to review the Chair election in the Department of Educational Leadership, Policy, and Instructional Technology (ELPIT) invited all Department members to meet with the Committee. We also met with Dr. Zulma Toro (CCSU President), Dr. Kimberly Kostellis (Interim Provost), and Dr. James Mulrooney (Interim Dean, School of Education and Professional Studies).

The initial election conducted in April, 2021 resulted in a Chair-elect who was rejected by Dr. Toro. The CCSU President has the right to reject a Chair recommendation under Section 5.19 of the CCSU Faculty Handbook. The president is required to notify and meet with the Department within two months of the recommendation; however, Dr. Toro's response—dated September 9, 2021—was outside the specified window. Dr. Sheldon Watson—who was Chair at the time of the election—resigned shortly after the election but before the Department was notified of Dr. Toro's decision. Dr. Mulrooney appointed Dr. Farough Abed as Acting Chair. A second election conducted under conditions and procedure set by Dr. Toro (not the ELPIT bylaws) resulted in no candidate receiving a majority of votes. At that time the Faculty Senate became involved, though again the timing was outside what is prescribed in Section 5.19 of the Faculty Handbook. This Committee followed the handbook language:

The Senate shall form an *Ad Hoc* Committee to conduct a review and, within two months from the date of notification, recommend a chairperson to be appointed by the President.

Timeline for the Chair election

- April 2021. ELPIT holds a chair election, during which the Department members elected Dr. Jacob Werblow by a 7-6 margin. This election followed established procedures in the ELPIT bylaws
- May 2021. Dr. Watson resigns as Chair of ELPIT
- June 2021. Dr. Farough Abed is appointed Acting Chair of ELPIT.
- September 9, 2021. Dr. Toro notifies ELPIT that she will not appoint Dr. Werblow as Chair and that a new election must be held.
- October 25, 2021. ELPIT members are asked to nominate candidates for chair. Six nominees were submitted with three declining the nomination and two determined by the administration to be unacceptable. The remaining nominee was considered for a yes/ no secret ballot vote.
- November 11, 2021. Dr. Toro informs ELPIT that the vote results were 6-6. Dr. Abed remained as acting chair.
- December 2021. The Faculty Senate, in accordance with Section 5.19 of the CCSU Faculty Handbook, appoints an *ad hoc* committee to review the election and recommend a Chair by January 24, 2022.

Issues within ELPIT

The ELPIT Department was formed in 2014 when faculty from a dissolved department were added to the former Department of Educational Leadership. Through discussions with Department members, the Committee observed that faculty in ELPIT did not always act collegially and that personal bias and animus appeared to lead to exclusionary decisions involving assignments within the Department. This led to members feeling marginalized by those who had authority to assign duties, responsibilities, and courses. This committee also observed an appearance of discrimination against ethnic minority faculty in the department.

In addition to a Chair, the Department has several Coordinators and Directors, each of whom has *de facto* autonomy in assigning faculty to academic-year coursework as well as in assigning faculty to additional duties which carry additional compensation which in many cases amounts to tens of thousands of dollars per year. The Committee could not find any written policies, procedures, or practices for the assignment of these Coordinators and Directors, which seems to be in violation of Section 5.16 of the CSU-AAUP Contract, which states "A department shall make its decisions by majority vote of its full-time members, except where otherwise provided by this Agreement or in the department's bylaws." The core of the conflict within ELPIT seems to be rooted in the appointment of these Directors and Coordinators, and their subsequent decisions assigning courses, dissertation advising duties, and summer load, especially when said assignments provide additional compensation.

The Committee recognizes the right of the President to decline the appointment of a departmentally elected Chair. In the rare instances where the President rejects a recommended chairperson from an election conducted in accordance with approved Department bylaws, faculty expect a clear explanation. Based on our discussions with faculty, and review of the letter sent by Dr. Toro, it does not appear this was the case. The Committee could find no evidence or documentation of disciplinary action, negligence, incompetence, or problematic behavior; therefore, the Committee questioned Dr. Toro as to why Dr. Werblow was not considered qualified to lead the Department. In the absence of specific concerns and documentation, faculty in the department were left to rumor and innuendo, some of which could not be substantiated by the Committee. In our discussion with Dr. Toro, she provided additional context for her decision, though this context would have been valuable in the original letter.

Recommendations

The Committee does not believe that any current member of ELPIT should chair the department at this time. We recommend the immediate appointment of a new Acting Chair to guide ELPIT through revision of the bylaws to reflect a fair and transparent process for the appointment of Coordinators and Directors, assignment of course load, student supervision, and allocation of summer responsibilities. The Committee considered individuals with the following experience.

- Current AAUP faculty members from a department outside the Department of Educational Leadership, Policy, and Instructional Technology
- Experience as a Department Chair at CCSU

- Willingness to work within the bounds of Section 5.21 of the CSU-AAUP Contract to guide ELPIT in an overhaul of their bylaws as recommended above and, in the letter, dated 12.17.2021 by the *ad hoc* committee to review bylaws violations in ELPIT. Our Committee strongly recommends representatives from AAUP and the CCSU Administration be involved in this process.

The Committee specifically recommends:

- That Dr. Helen Abadiano be appointed as Acting Chair.
- That the term of appointment to last through a revision of the ELPIT bylaws, election of a new chair, and appropriate training and mentorship period of the approved Chair-Elect. Such appointment period should be determined by President Toro with agreement of the Acting Chair.
- That the acting chair report directly to President Toro, as this Committee believes that some of the problems that currently exist within ELPIT were exacerbated by decisions made by both former Dean (currently Interim Provost) Kostellis and Interim Dean Mulrooney.
- That a reorganization, such as the creation of a new department, not be viewed as a solution to the underlying issues. The Committee is aware that Interim Dean Mulrooney is considering a reorganization that would involve splitting ELPIT. While there may be pedagogical and programmatic reasons for such a reorganization, we do not believe this would resolve the fundamental inequities, as the concerns raised by faculty members do not necessarily fall along disciplinary lines. Indeed, such a split may further marginalize some members.
- That the Office of Equity and Inclusion investigate the appearance of discrimination.

The Committee further recommends that the Acting Chair:

- Review the current appointments of Coordinators and Directors, and we suggest these become term-elected positions.
- Review and possibly reassign Summer 2022 teaching, dissertation advising, and administrative responsibilities.
- Conduct an election for Chair once the bylaws are fully revised and accepted by the Administration, Senate, and AAUP.
- Provide appropriate training and mentorship of the approved Chair-Elect. Such training and mentoring period should be determined by President Toro with agreement of the Acting Chair.

Respectfully submitted:

Alicia Bray, Committee Chair
 Carolyn Fallahi
 Patrick Foster
 Jesse Turner
 Barry Westcott
 Sam Zadi

Appendix III – Summary/Charge of New Department

SUMMARY/CHARGE OF NEW DEPARTMENT

Tentative Name: Department of Curriculum and Instruction

Total Faculty: 5

Location: Current suite occupied by the Community Partnerships Office in new wing of Barnard.

Vision for Department: Department will serve as the nexus that brings all relevant stakeholders together with the goal of enhancing our Secondary Education and Master's Level programs associated with Teaching to create the best educator preparation programs in the State. Second goal is to enhance the relationship between CCSU and our district partners to address issues that have persisted for years.

Academics: Programs Administered by the New Department

Undergraduate:

- Education component of all secondary education program offered across campus- these courses support BSED programs offered in various content areas. ALL BSED students are required to take these courses. *(majority of current load for these faculty members).*

Graduate:

- Master's in Teaching (MAT)- department would serve as home for the MAT.

-MS in Educational Leadership- currently has a focus on Policy (social justice). *There is potential to revamp this program to make more attractive to prospective students.*

Areas for Growth

- New MS degree with focus on Social and Emotional Learning – *First draft of white paper is currently under edit.*

- Additional MS degrees that focus more on Education- majority of MS degrees at CCSU are content area focused. Enrollments suggest that interest in these programs are decreasing, potentially opening the door for new master's programs that teach educational skills rather than adding more specific content area.

- SEI (Structured English Immersion)- is a growing area designed to address the increasing population of students that are English Language Learners (ELL's). Unlike ESL, SEI is designed to assist educators in delivering content area to students for who English is a second language. Some states already require testing or completion of a course/module as part of the certification process. There is a federal level interest in these programs. One of the proposed faculty in the department (Russell) has expertise in this area. *I think this area could be huge! Especially with our goal of ultimately becoming an HIS—benefits could be for both our students and our faculty!*

-Interdisciplinary Programs at both UG and GR levels- there are opportunities to create truly interdisciplinary programs across schools/departments, which may result in unique and attractive degrees or facilitate the process of cross endorsements in various subject areas, thus increasing the competitiveness of our students when seeking positions.

Role as a nexus *(The long table)*

- department would be responsible for regularly organizing meetings with all BSED program coordinators across campus. Serves to align curriculum, make improvements, respond to changes in the field of education as well as changes in state standards.

- department would be responsible for regularly organizing meetings with our district partners to align our curriculum to enhance field experiences by better preparing our students. Also, would allow for CCSU to better serve our district partners—a true collaboration! Right now, the relationship is somewhat unidirectional with CCSU gaining the majority of the benefit.

-department could assist with setting standards for field experience/student teaching. For example, (anecdotally) I have noticed discrepancies in how supervising teachers supervise students completing student teaching. *My gut senses that some are not following best practices! For example, in approving travel reimbursement I have noticed that visits are not always well spaced allowing for feedback, and time for improvement. In some cases it appears as though the supervising teacher visited the same student twice in the same week.*

Summary- There is potential for growth in programs/enrollments as well as enhancement of current programs. Depending on the desire of these faculty, this department could see growth, ultimately requiring additional faculty members. Alternatively, if these faculty choose to not take advantage of some of these potential areas for growth, then the department size would remain constant with a relatively small MS program and the MAT as well as a major role as a service/support department in providing necessary coursework for BSED programs currently offered at CCSU.

Appendix IV – Enrollment Data from the Office of Institutional Research

Below are tables for fall enrollment and degrees/certificates conferred in the Education Leadership, Policy & Instructional Technology department for the last five years.

Educational Leadership, Policy & Instructional Technology - Fall Enrollment								
Program Name	OHE	Credential	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Educational Technology	00045	MS	39	31	31	24	15	27
Educational Studies*	00046	MS	8	5	2	-	-	-
Educational Leadership	02597	SYC	183	196	217	188	214	215
Teacher Leadership	05642	MS	36	61	49	38	28	35
Educational Leadership	09981	ED.D	49	60	63	73	59	53
Superintendent of Schools	14633	PM CERT	8	20	16	17	15	15
Total Enrollment			323	373	378	340	331	345

*Discontinued

Educational Leadership, Policy & Instructional Technology - Degrees/Certificates Awarded								
Program Name	Dhecde	Cip 2020	Degree Cde	2016-17	2017-18	2018-19	2019-20	2020-21
Educational Leadership	09981	130401	ED.D	13	6	5	9	15
Educational Leadership	02597	130401	SYC	90	73	94	88	88
Educational Studies	00046	130901	MS	4	2	2	-	-
Educational Technology	00045	130501	MS	18	23	19	11	12
Superintendent of Schools	14633	130411	ADVOC (PM Cert)	2	3	28	15	11
Teacher Leadership	05642	130401	MS	18	28	27	20	11
Total Awards Conferred				145	135	175	143	137

Appendix V – Meetings with President Toro and Education Leadership, Policy & Instructional Technology Faculty

Faculty Member	Meeting Date
Wangari Gichiru	1/6/2022
Antoinette Ryan	1/11/2022
Olusegun Sogunro	1/11/2022
Ethan Heinen	1/11/2022
Maria Mongillo	1/12/2022
Jeremy Visone	1/13/2022
Kurt Love	1/13/2022
Sheldon Watson	1/13/2022
Farough Abed	1/13/2022
Felice Russel	1/13/2022

Appendix VI – Email Response from Dr. Aram Ayalon

From: Susan Matterazzo <matterazzo@ccsu.edu>
Date: Wednesday, January 12, 2022 at 12:05 PM
To: "Toro, Zulma R. (President CCSU)" <toro@ccsu.edu>
Subject: FW: Meeting with President Toro

Dr. Toro,

FYI.

Susan

Susan Matterazzo
Executive Assistant to the President
Central Connecticut State University
Davidson Hall, Room 112
1615 Stanley Street
New Britain, CT 06050
(860.214.5468 | [*matterazzo@ccsu.edu](mailto:matterazzo@ccsu.edu)

From: Ayalon, Aram (Ed Lead Policy Inst Tech) <AyalonA@ccsu.edu>
Sent: Wednesday, January 12, 2022 12:00 PM
To: Matterazzo, Susan (PresOffice) <matterazzo@ccsu.edu>
Subject: Re: Meeting with President Toro

Shalom Susan again,

I apologize for not getting back to you earlier, I am in the midst of planning my spring courses. I would love to meet with Dr. Toro who, I am sure, will be listening carefully to my point of view. However, since AAUP-CCSU is now in step one negotiation for a settlement of our grievance with President Toro, I would prefer to wait for the settlement agreement. If there is no settlement, I would be more than happy to meet with president Toro on Step two of the grievance together with my union representatives to discuss the issues.

Sincerely yours,

Aram

From: "Matterazzo, Susan (PresOffice)" <matterazzo@ccsu.edu>
Date: Monday, January 10, 2022 at 4:29 PM

To: "Ayalon, Aram (Ed Lead Policy Inst Tech)" <AyalonA@ccsu.edu>
Subject: RE: Meeting with President Toro

How about Thursday afternoon at 4:30?

Susan Matterazzo
Executive Assistant to the President
Central Connecticut State University
Davidson Hall, Room 112
1615 Stanley Street
New Britain, CT 06050
(860.214.5468 | *matterazzo@ccsu.edu

From: Ayalon, Aram (Ed Lead Policy Inst Tech) <AyalonA@ccsu.edu>
Sent: Monday, January 10, 2022 4:17 PM
To: Matterazzo, Susan (PresOffice) <matterazzo@ccsu.edu>
Subject: Re: Meeting with President Toro

Oops, I am sorry I didn't realize I have a doctor's appointment at that time.
What other days are available.

Aram

From: "Matterazzo, Susan (PresOffice)" <matterazzo@ccsu.edu>
Date: Monday, January 10, 2022 at 3:24 PM
To: "Ayalon, Aram (Ed Lead Policy Inst Tech)" <AyalonA@ccsu.edu>
Subject: RE: Meeting with President Toro

How about 9, 10 or 10:30 tomorrow?

Susan Matterazzo
Executive Assistant to the President
Central Connecticut State University
Davidson Hall, Room 112
1615 Stanley Street
New Britain, CT 06050
(860.214.5468 | *matterazzo@ccsu.edu

From: Ayalon, Aram (Ed Lead Policy Inst Tech) <AyalonA@ccsu.edu>
Sent: Monday, January 10, 2022 3:02 PM
To: Matterazzo, Susan (PresOffice) <matterazzo@ccsu.edu>
Subject: Re: Meeting with President Toro

Shalom Susan,

I am flexible. Let me know a few possibilities.

Aram

From: "Matterazzo, Susan (PresOffice)" <matterazzo@ccsu.edu>
Date: Monday, January 10, 2022 at 2:27 PM
To: "Ayalon, Aram (Ed Lead Policy Inst Tech)" <AyalonA@ccsu.edu>
Subject: Meeting with President Toro

Good Afternoon,

Would you be available for a 30 minute virtual meeting this week with President Toro? The purpose of the meeting would be to discuss the proposal to create a new department.

Thanks,
Susan

Susan Matterazzo
Executive Assistant to the President
Central Connecticut State University
Davidson Hall, Room 112
1615 Stanley Street
New Britain, CT 06050
(860.214.5468 | [*matterazzo@ccsu.edu](mailto:matterazzo@ccsu.edu)