

**HOLYOKE COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
JUNE MEETING**

Minutes of June 26, 2018

The 368<sup>th</sup> meeting of the Holyoke Community College Board of Trustees was held on Tuesday, June 26, 2018, in the John T. Hickey Conference Room, Chair Robert W. Gilbert, Jr. presiding.

<b>MEMBERS PRESENT</b>	Charles Epstein Robert Gilbert Ted Hebert Yolanda Johnson Suzanne Parker Lucy Perez Evan Plotkin Julie Pokela Ivonne Vidal
<b>NOT PRESENT</b>	Jonathan Jasmin
<b>ALSO PRESENT</b>	Olugbemiga Adekunle, Michele Cabral, Dan Campbell, Nick D’Agostino, Chester DeGray, Karen Desjeans, Veena, Dhankher, Mary Dixey, Amy Dopp, Steve Duffany, Jim Dutcher, Bill Fogarty, Curt Foster, Jeff Hayden, Olivia Kynard, Johanna Lebron, Nelson Lopez, Moira Maguire, Stephanie Marcotte Brown, Keith McKittrick, Jack Mino, Karin Moyano Camihort, Ed Murch, Monica Perez, Kristine Ricker Choleva, JoAnne Rome, Christina Royal, Tony Sbalbi, Amanda Sbriscia, Michele Snizek, Linda Szalankiewicz, Yanina Vargas, Haley Woods, Chris Yurko
<b>CALL TO ORDER</b>	Chair Gilbert called the meeting to order at 8:03 a.m.
<b>APPROVAL OF THE MINUTES</b>	On a motion by Trustee Plotkin and seconded by Trustee Hebert, it was <b>VOTED</b> to approve the minutes of the 2018 Annual meeting as presented.  On a motion by Trustee Parker and seconded by Vice-Chair Pokela, it was <b>VOTED</b> to approve the minutes of the May 2018 meeting as presented.  Although not present, Chair Gilbert wanted to thank Student Trustee Jonathan Jasmin for his service to the Board during his tenure.
<b>APPROVAL OF PERSONNEL ACTIONS</b>	On a motion by Trustee Vidal and seconded by Trustee Hebert, it was <b>VOTED</b> to approve the appointments, reappointments, and non-reappointments for Non-Unit Professional Staff and Unit Professional Staff as presented.  On a motion by Trustee Plotkin and seconded by Trustee Vidal, it was <b>VOTED</b> to empower the President of the College to approve all personnel actions prior to the next meeting.
<b>MEETING CANCELLATION</b>	On a motion by Trustee Epstein and seconded by Trustee Johnson, it was <b>VOTED</b> to cancel the Board of Trustees’ July 2018 meeting

<p><b>REPORT OF THE CHAIR</b></p>	<ul style="list-style-type: none"> <li>• On 6/4/18, Chair Gilbert &amp; President Royal attended the MCCTA Spring meeting at Middlesex Community College.</li> <li>• On 6/5/18, Chair Gilbert attended the Boston Foundation’s Deval Patrick Award Ceremony.</li> <li>• On 6/11/18, Chair Gilbert met with President Royal to set the agenda for the June Board of Trustees meeting.</li> <li>• On 6/19/18, Chair Gilbert and several other Trustees attended a Sightlines Report presentation at the college. The Sightlines Report will be an important document moving forward with the strategic plan regarding the College’s infrastructure, particularly the state of its buildings.</li> <li>• Vice-Chair Pokela is chairing the Presidential Evaluation Committee. Vice-Chair Pokela discussed in brief the evaluation survey that was sent to the Trustees, and encouraged 100% participation.</li> </ul>
<p><b>PRESIDENT’S REPORT</b></p>	<p><u>2018 Commencement:</u></p> <ul style="list-style-type: none"> <li>• 903 Graduates (412 walked on Saturday, 6/2)</li> <li>• 927 Total Awards</li> <li>• 787 degrees (60 different programs)</li> <li>• 140 certificates (23 different programs)</li> </ul> <p>President Royal thanked all of the staff &amp; faculty that help make it possible for students to make it to that day (from their first semester to graduation day).</p> <p><u>Deval Patrick Award:</u></p> <p>On 6/5/18, The Boston Foundation awarded its Deval Patrick Award to Holyoke Community College for expanding its culinary arts and hospitality programs to address industry needs and for the partnerships the college put together to construct the new HCC MGM Culinary Arts Institute in Holyoke's Innovation District. The college has won the Deval Patrick Award two out of the last four years.</p> <p><u>Strategic Planning (Strategies &amp; Objectives):</u></p> <p><b>TEACHING &amp; LEARNING Strategy #1: Enhance and expand innovative teaching and learning practices that support quality education for all.</b></p> <ol style="list-style-type: none"> <li>1. Develop culturally responsive pedagogies with special emphasis on the College’s status as a Hispanic Serving Institution.</li> <li>2. Increase the rate of college completion by providing targeted placement and support measures, flexible pathways and multiple scheduling options, and through the creative use of technology.</li> <li>3. Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.</li> </ol> <p><b>EQUITY, INCLUSION &amp; STUDENT SUCCESS Strategy #2: Work with the communities we serve to increase equity</b></p>

1. Increase student success through a holistic approach addressing underrepresented student’s academic and life challenges.
2. Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.

**WORKFORCE DEVELOPMENT & TRANSFER      Strategy #3: Align programs with workforce demands, student needs for transfer and employment opportunities.**

1. Take a college-wide, systemic approach to developing and implementing training, certificate and degree programs to address existing and emerging industries and expand enrollment by non-traditional students.
2. Increase the number of underrepresented students who achieve job placement and academic transfer by building and strengthening programs and partnerships.

**SUSTAINABILITY      Strategy #4: Create a sustainable model for long-term growth.**

1. Utilize technology and data to advance operational effectiveness and business process improvement.
2. Develop and launch new revenue streams that address strategic priorities and provide new net revenue.

Learning Communities Presentation: presented by Jim Dutcher, Professor of English, and Jack Mino, Professor of Psychology & Learning Communities Program Coordinator.

**HUMANITIES INITIATIVES AT COMMUNITY COLLEGES**

A 3-year grant to improve Humanities curriculum and instruction at Holyoke Community College using Inter-Institutional Learning Communities:


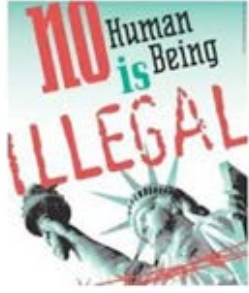
- Faculty co-teach
- Students co-enroll
- Curriculum is interdisciplinary Humanities-focused
- Classes held on both campuses

The *learning community* approach fundamentally restructures the curriculum, and the time and space of students. Many different curricular restructuring models are being used, but all of the learning community models intentionally link together courses or coursework to provide greater curricular coherence, more opportunities for active teaming, and interaction between students and faculty. (Barbara Leigh Smith, The Washington Center)

LC 202 “Free to be Free”: [Honors] Mid-Century Experimental Art and Literature in the U.S. - Victor Katz (ART - HCC) & Michael Thurston (ENG - Smith College); FALL 2017

LC 205 The Immigrant City [Honors - 4 credits] - Mark Clinton (POL - HCC)

& Frank Couvares (HIS - Amherst College); SPRING 2018

Original Learning Community	"OffSpring" Learning Community
 <p data-bbox="706 653 915 726">LC 205 The Immigrant City Mark Clinton (POL-HCC) &amp; Frank Couvares (HIS - AC)</p>	 <p data-bbox="1024 657 1442 726">LC 101.01 "Give Me Your Tired, Your Poor": Immigration, Identity and the Struggle for Social Justice POL 150 (Mark S. Clinton) &amp; SPA 210 (Raúl D. Gutiérrez)</p>

LC 201 "Journey": An international Learning Community - Dr. James Dutcher (ENG-HCC) & Dr. Zhu Yan (Tangshan University, China); SPRING 2018

### LC Student Feedback

**Free to Be Free:** Some of the most valuable experiences I had while at Holyoke Community College was being a student in the Learning Community classes. I took three LC classes while at HCC. One was in partnership with Smith College and class was at their campus in Northampton. The class, "Free to be Free," was an honors class. It was chiefly about painters, poets, writers, and musicians of the New York School and Black Mountain College from the depression to the 1970s. It was taught by one professor from Holyoke Community College and one professor from Smith College. This partnership allowed for me to also have the 'The Five College Experience' even though HCC is not on the Five College list. I left this class understanding the importance of pursuing what one feels passionate about, how it is important to listen to your inner self and to explore the possibilities that lie before you, while at the same time being open to new possibilities that arise on one's journey through life. This class left me with a deep respect for the artists who had the courage to forge their own way and explore what was important to them. My goal now is to be able to take what I feel passionate about and to have the courage to pursue it so that it becomes my work.

**Journey:** Throughout this class I have learned more about the topic of "journey" than I ever [imagined] and that is something I appreciate greatly. This has not only improved my skill in literary analysis but also made me think deeply about how I choose to live my life. I never thought an English class would be what I got the most out of here at HCC but here we are. I hope that Holyoke Community College continues to make LCs an integral part of the learning process. It makes students incorporate different ideas in their applications to different topics, and in my opinion [it] has had a profound impact.

**Immigrant City:** While every LC I've been in was, in terms of course

	<p>organization and content, excellent, one LC in particular offered unique benefits: the LC titled <i>Immigrant City</i>, which was free for HCC students. Foremost, this course prepared me for the quantity and quality of work students at top colleges and universities are expected to complete. Because of the demanding workload—like reading entire books (or packets of equivalent length) every week, and writing an essay just about every week in addition to the reading—HCC students gain an advantage when applying to top colleges and universities that look for community college students who demonstrate their academic potential by taking demanding and challenging courses, such as <i>Immigrant City</i>. While the quality of teaching of the professors, Couvares and Clinton was excellent, Amherst College has access to copious financial resources which allowed us to use expensive but useful tools like Social Explorer, which allows students to comb through many decades of census records. Overall, the rigor, quality, and financial backing of <i>Immigrant City</i> make it an indispensable course for any student interested in a challenging course that will bolster their resume for transfer.</p> <p>“Free To Be Free” Reflection: Michael Thurston, Department of English, Smith College:</p> <p>One of the most important decisions Victor Katz and I made was to “double-team” teach rather than “tag-teaming.” Our team teaching in this course enabled students to hear, continually, multiple voices that represented not only different disciplines but also, often, different interpretive priorities. They saw, as an everyday practice, the sharpening of thought through interaction, questioning, reflection, etc. More than this, team teaching was an effective means of faculty development (for me, at least). In the most obvious way, of course, I learned an enormous amount about art and art history, from the practices of methodical looking and attention to formal elements in artworks to the roles of particular sites and institutions in the development of arts movements and on to the discursive elaboration in art criticism of those movements' philosophies and their significance in their own time and beyond. Less obviously, I was brought, through our conversations in and out of class, to a deeper and more thorough understanding even of the materials I knew well, those from "my" disciplinary base. I was made a better reader, thinker, and teacher through this experience, which will redound not only to the benefit of students in our Learning Community but also to the benefit of my students in subsequent classes.</p>
--	---

# The Puerto Rico Connection: UPR at Arecibo



Dr. Mateo Garcés-Valencia, English/ESL

Fall 2018



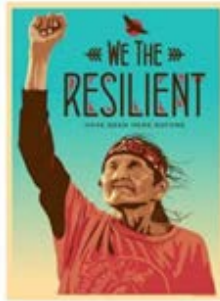
## LC 101 Spanish and the Criminal Justice System



[Course & CRN: CRJ 100.02 - 30476 & SPA 101.03 - 31456]

Meets: MWF 10:00-10:50 & MF 11:00-12:50

Instructors: José Bou (CRJ) & Raúl D. Gutiérrez (SPA)

This course intends to combine job related Spanish and introduction to Criminal Justice. Throughout the semester the students will be learning about the three components of the criminal justice system, which are police, courts and corrections, while learning Spanish vocabulary and grammar directly related to each of the components. We will also learn about the interactions and relationships between Latinos and the criminal justice system. It will also review the historical, cultural, racial, linguistic and legal underpinnings of the being Latino in the US and within the criminal justice system. This LC will require a service learning project. Prerequisite: English 995 eligibility

NEH Learning Community	"OffSpring" HCC Learning Community
 <p data-bbox="626 1241 997 1318">LC 107 "if you don't have the stories": Native American History and Literature Pat Kennedy (ENG-HCC) &amp; John Jarvis (HIS - BPU)</p>	 <p data-bbox="1045 1241 1448 1318">LC 107 We Still Live Here: Indigenous Anthropology and Literature Pat Kennedy (ENG 102) &amp; Jonathan Hill (ANT 120)</p>

NEH Learning Community	"OffSpring" HCC Learning Community
 <p data-bbox="610 1764 1013 1839">LC 204 Aliens, Anti-Citizens, and Identity Donald Hanover (PHI-HCC) &amp; David Hernández (Latina/o Studies-MHC)</p>	 <p data-bbox="1045 1785 1448 1839">LC 101 Spanish and the Criminal Justice System José Bou (CRJ 100) &amp; Raúl D. Gutiérrez (SPA 101)</p>

**Table 1: NEH Grant LC Collaborations**

HCC Faculty	Five-College Faculty	Courses/Topic	Semester
Mark Clinton, Political Science	Frank Couvares, History, Amherst College	"The Immigrant City" [History & Political Science]	Spring 2017-18
Pat Kennedy, English	John Jarvis, American Studies, Bay Path University	"If you don't have the stories": Native American History and Literature [Native American History & Literature]	Spring 2019-20
Don Hanover, Philosophy	David Hernandez, Latina/o Studies, Mt. Holyoke College	Aliens, Anti-Citizens, and Identity [Philosophy & Latina/o Studies]	Spring 2019
Jim Dutcher, English	Zhu Yan, ESL, Tangshan Normal University	"Journey" English/ESL/Cultural Studies	Spring 2018-19
Victor Katz, Art	Michael Thurston, English, Smith College	1. "Free to be Free": Mid-Century Experimental Art and Literature in the U.S. 2. The Tranquil(ized) Fifties: Consensus and Dissensus in Mid-Century America [Art & English Literature]	Fall 2017 Fall 2018
Raul Gutierrez, Spanish	Priscilla Page, Theater, UMASS Amherst	Latinx Studies	to be confirmed
Raul Gutierrez, Spanish & Jose Boy, CRJ	Dr. Mateo Garcés-Valencia, English/ESL, UPRJ	Latinx Studies	Fall-2018 planning of joint assignment(s)

Student Basic Needs Presentation: presented by Vice President for Student Affairs Yanina Vargas.

### HCC Wisconsin Hope Lab Survey Results

- ▶ The Wisconsin HOPE Lab was established in 2013 on the University of Wisconsin–Madison campus to engage in translational research aimed at improving equitable outcomes in postsecondary education.

#### Definitions

- ▶ **Food insecurity** is the limited or uncertain availability of nutritionally adequate and safe foods, or the ability to acquire such foods in a socially acceptable manner.<sup>7</sup> The most extreme form is often accompanied with physiological sensations of hunger.
- ▶ **Homelessness** means that a person is without a place to live, often residing in a shelter, an automobile, an abandoned building or outside.
- ▶ **Housing insecurity** includes a broader set of challenges such as the inability to pay rent or utilities or the need to move frequently. All of these challenges affect students, and the results this year suggest that it is more common to endure them during college than to have all of one's needs met.

#### HCC Results

- ▶ · 386 survey respondents in the fall 2017 semester (= 7% of total students)
- ▶ · HCC respondent demographics: 67% White/15% Hispanic/2.4% Black 12% mixed or other;
- ▶ 75% female

	Food Insecurity	Housing Insecurity	Homelessness	At least One	All Three
HCC Students	49%	46%	16%	65%	9%
Mass Community Colleges	44%	49%	13%	62%	9%

Nationally	43%	47%	12%	59%	8%
<p><b>Wisconsin Hope Lab Research and Recommendations:</b>  <i>(National report “Still Hungry and Homeless in College”)</i></p> <ul style="list-style-type: none"> <li>▶ According to the Wisconsin Hope Lab research, “Basic needs insecurity is associated with <b>poor academic outcomes</b>”.</li> <li>▶ The Wisconsin Hope Lab also states, “Other researchers have found associations between basic needs insecurity and <b>poorer self-reported physical health, symptoms of depression, and higher perceived stress.</b>”             <ul style="list-style-type: none"> <li>▶ Food pantries on college campuses</li> <li>▶ Partner with community agencies like food banks and housing agencies</li> <li>▶ Opportunities for students to learn self advocacy</li> <li>▶ Promote the use of SNAP benefits</li> </ul> </li> </ul> <p><i>There is lack of awareness that college students a in a course of study that is likely to lead to employment or is a career or technical education program do not have to work the required 20-hours per week or get Work-Study to be eligible for SNA</i></p> <ul style="list-style-type: none"> <li>▶ Inclusion of college resources in academic syllabi</li> <li>▶ Use predictive analytics to identify students in need</li> <li>▶ Consider the national nonprofit program <i>Single Stop</i> to scale up services to students</li> <li>▶ Normalize practices and resources</li> <li>▶ “Host homes” for homeless students at the 4-year residential colleges and universities (<b>MA DHE is researching this option</b>)</li> </ul> <p>What is available at HCC: Thrive Financial Success Center  <a href="http://www.hcc.edu/student-life/student-resources/thrive-financial-success-center">http://www.hcc.edu/student-life/student-resources/thrive-financial-success-center</a></p> <ul style="list-style-type: none"> <li>▶ Thrive provided services to a total of 176 clients during the 2017 <u>Calendar Year</u>, (a 45% increase over 2016), of which 94% were HCC students, demonstrating that since the center opened in 2015, our students continue to be the primary users of this campus resource.</li> <li>▶ The Thrive cohort in Fall 2016 had a fall-to-spring retention rate of 70% (n=60) in comparison to the same overall college retention rate of 70% (all students). The Center will be focused on improving this number because it was lower by 9% compared with the Fall 2015 cohort retention.</li> <li>▶ The Spring 2017 spring-to-fall retention rate for the Thrive cohort at 67% (n=49) was better than the overall college rate of 61% (all students) and an improvement of 11% compared with the Spring 2016 cohort retention.</li> <li>▶ The Spring 2017 cohort (49 students) was a significant increase in students served compared with the previous spring (16 students). Considering the 206% increase in clients served, a 67% retention rate is notable.</li> </ul> <p>Food Pantry:</p>					



	<ul style="list-style-type: none"><li>▶ Since September 2017 93 students have used the Food Pantry</li><li>▶ Received total of 6800 pounds of food donations</li><li>▶ Currently have a total of \$6000 in monetary donations (via informal fundraising)</li></ul>
<b>ADJOURNMENT</b>	The meeting was adjourned at 9:21 a.m.

Respectfully submitted,

Nelson Lopez  
Recording Secretary

**HOLYOKE COMMUNITY COLLEGE  
OFFICE OF THE PRESIDENT**

**MEMORANDUM**

**TO:** Board of Trustees  
**FROM:** Dr. Christina Royal, President  
**DATE:** August 28, 2018  
**SUBJECT:** Appointments, Reappointments, and Non Reappointment for Non-Unit Professional Staff, Unit Professional Staff, and Faculty

**NON-UNIT PROFESSIONAL APPOINTMENTS**

Teresa Beaudry – Interim Director of Nursing (trust funded) – 07/15/18 – 6/30/19  
Scott Conrad – Director of IT Services (trust funded) – 08/27/18  
Mark Hudgik – Director of Admissions (state funded) – 07/22/18

**NON-UNIT PROFESSIONAL APPOINTMENTS (extension) (trust funded)**

Sharon Grundel – Staff Associate – Sales/Training Workforce Option – 07/01/18 – 12/31/18  
Curt Foster – Interim Assistant Comptroller - 07/01/18 – 06/30/20  
Tracye Whitfield – Interim Staff Associate – Sales/Training Workforce Option – 07/01/18 – 12/31/18

**MCCC UNIT PROFESSIONAL APPOINTMENT (trust funded)**

Lauren LeClair – Coordinator of Student Success Initiatives (temporary) – 06/24/18 – 06/30/19

**MCCC UNIT PROFESSIONAL REAPPOINTMENTS (grant/trust funded) - July 1, 2018 – June 30, 2019**

Aliza Ansell – Special Programs Coordinator  
Milissa Daniels – Career Development Counselor  
Shannon Sarkisian – Community Outreach & Admission Counselor

**MCCC UNIT PROFESSIONAL REAPPOINTMENTS (grant/trust funded) –  
September 1, 2018 – August 31, 2019**

Joshua Cornehlson – Literacy Specialist ESOL  
Charles McMahan – Senior Staff Assistant (20 hours)  
Monique Nelson – Academic Counselor  
Heidi Rademacher – Senior Special Program Coordinator  
Denise Roy – Learning Specialist (10-month)  
Kristin Simonds – Literacy Specialist ESOL (10-month)  
Diane Worth – Literacy Specialist ESOL

**FACULTY APPOINTMENTS (2018-2019 Academic Year)**

Kayla Aliengena – Instructor of Nursing (ASN)  
Mary Buckley – Instructor of Radiologic Technology  
Juan Burwell – Instructor of Astronomy  
Klara Karol – Instructor of Business Administration (temporary)  
Jennifer York – Assistant Professor of Veterinary Technician/Chair  
Carin Zinter – Instructor of Business Administration (temporary)

**MCCC UNIT PROFESSIONALS - NON REAPPOINTMENT (grant funding ended)**

Patrice Ball – SMARTT & Cognos Technical Assistant (Senior Special Programs Coordinator) – SABES (53%) - 08/31/18

**SUGGESTED MOTION:** To approve the appointments, reappointments, and non- reappointment for Non-Unit Professional Staff, Unit Professional Staff, and Faculty

**OFFICE OF THE PRESIDENT**

**MEMORANDUM**

**TO:** The Board of Trustees

**FROM:** Dr. Christina Royal, President

**DATE:** August 28, 2018

**SUBJECT:** Reappointments/Appointment of Program/Work Area Department Chairs for 2018-2019

In accordance with the terms of Article XX of the Collective Bargaining Agreement between the Board of Higher Education and the MCCC/MTA, I am recommending that the following faculty be reappointed/appointed as program/work area department chairs for the 2018-2019 academic year:

**Reappointments:**

Academic ESL – <i>Pamela Kennedy</i>	Health, Fitness & Nutrition – <i>Patti Mantia</i>
AND/RN – <i>Patricia Twining</i>	Honors Program – <i>Vanessa Martinez</i>
Biology - <i>Stephanie Easler</i>	Human Services – <i>Donna Rowe</i>
Business Administration/Accounting Cluster – <i>Kelly O’Connor</i>	Language Studies – <i>Monica Torregrosa</i>
CIS – <i>Joseph T. Lavoie</i>	Learning Communities – <i>Jack Mino</i>
Communication, Media & Theatre Arts – <i>Patricia Sandoval</i>	Liberal Arts & Sciences – <i>Monica Torregrosa</i>
Criminal Justice – <i>Alex Sanchez</i>	Mathematics – <i>Ileana Vasu</i>
Critical Cultural Studies - <i>Mary Orisich</i>	Music – <i>Elissa Brill Pashkin</i>
Culinary & Hospitality Arts – <i>Warren Leigh</i>	
Deaf Studies – <i>Claire Sanders</i>	Physical Sciences – <i>Robert Greeney</i>
Education – <i>Tricia Kiefer</i>	Psychology – <i>Terri Kinstle</i>
Engineering – <i>Thomas Barrup</i>	Radiologic Technology – <i>Holly Martin-Peele</i>
English – <i>Fred Cooksey</i>	Service Learning – <i>Lisa Mahon</i>
Environmental Science & Technology – <i>Jamie Laurin</i>	Sociology/Anthropology – <i>Tracy Ross</i>
Forensic Science – <i>Beth Butin, Program Coordinator</i>	Sustainability Studies – <i>Kate Maiolatesi</i>
Foundations of Health – <i>Rebecca Osborn Lewis</i>	Veterinary Science – <i>Jennifer York</i>
Foundations of Health – <i>Janet Grant, Certificate Program Coordinator</i>	Visual Arts – <i>Felice Caivano</i>

**SUGGESTED MOTION:**

To approve the recommendations for reappointments and appointments of program/work area department chairs.

**IX-1 APPLICATION FOR SABBATICAL LEAVE**

**Name:** Nicole Hendricks & Mary Orisich

**College:** Holyoke Community College

**Work Area:** Division of Social Sciences,  
Criminal Justice (Hendricks), and  
CCS/Economics (Orisich)

**Number of years of seniority in the collective bargaining unit:** 12 years

**Number of years since last previous sabbatical:** 0

**Check the type of sabbatical for which you are applying:**

- ( X ) Half year leave at full salary (½ year @ full salary for each applicant)
- ( ) Half year leave at half salary
- ( ) Full year leave at half salary
- ( ) Full year leave at half workload at full salary
- ( ) Full year leave at half workload at half salary

**Date on which proposed sabbatical would begin:** January 2019

Use the rest of this form and/or a separate sheet appended to this form to answer the following questions:

## Introduction

There is increasing evidence that disenfranchised young people, especially children of color, and poor folks, are systematically and disproportionately funneled into juvenile and criminal justice systems. This phenomenon has been dubbed “the school-to-prison pipeline,” and according to Professor Carla Shedd, is the result of a “symbiotic relationship between urban neighborhoods, public education, and the criminal justice system” (Shedd, 2015). The impact of this dynamic can be seen in the explosion of jail and prison populations - from 200,000 in 1972 to roughly 2.2 million today - a statistic which places the United States in the lead when it comes to incarceration (BJS, 2018). While federal policy has in many ways driven this dramatic ramping up of the carceral state, much of the actions and decisions have taken place at the local level, in cities and municipalities. For example, in our own area, the ACLU examined the school-to-prison pipeline in Boston, Worcester and Springfield and found that,

While all three districts appear to overuse “public order” offenses as a justification for arrests, Springfield had significantly more such arrests than Boston or Worcester, as well as a much higher overall arrest rate than either of the other two districts. Although the number of public order arrests fell during the three years covered by our study, they fell the least in Springfield and remain unacceptably high (Dahlberg, 2012, p. 6).

As an institution, we are in a position to actively work to reverse this trend. In short, to *educate, inspire, and connect*.

### **Reversing the flow: A jail-to-college pipeline**

Ideally, disrupting and intervening in this pipeline should begin as early as pre-school, that being said, because we work with folks who may already have been impacted by the process, we feel we can best address it by creating access to higher education and creating an alternative track, or a “jail-to-college” pipeline.

According to a 2017 report released by the Hampden County Sheriff’s Department, 1132 males and 450 females were released to the street in 2016, most served around 180 days, and among this population, women were more likely to have a high school diploma or equivalent (Lyman, 2017). Despite the need within this population, most will not find their way to a college classroom. According to a report from the Institute for Higher Education Policy, “postsecondary correctional education was still available only to about 5 percent of prisoners” (Erisman and Contardo, 2005, p.vi).

### **A home base for correctional education**

In our region of the state, and at our our own college, there is currently no larger institutional home for strategic approaches to provide greater access to a pathway to a two or four-year degree for those currently and/or formerly incarcerated. Our intent is to build such a pathway. The objective of this sabbatical is the creation of an HCC Correctional Education Program. Currently, at HCC we have courses and vocational avenues for people under correctional supervision who are in transition or formerly incarcerated. One such program, the Integrated Education and Training program was/is grant-funded and spearheaded by the college’s Adult Basic Education and Workforce Development department. We know of other courses on campus which address issues related to the carceral system, including the following Learning Communities, *Orange is the New Black: The Real Story; Cops, Class & Crime; Truth or Justice Psychology and the Law; Honors Colloquium:Prisons R US?*

Our idea is to develop a program for currently and formerly incarcerated people as well as HCC faculty and staff, which would:

- share resources,
- provide a place and space for students to mentor each other and provide support (academic and other),
- offer intentional targeted support for this cohort once they reach campus,
- build and strengthen currently existing relationships with four-year institutions, and
- develop stronger ties with criminal justice institutions in the valley.

### **What we can learn from existing models**

Presently in eastern Massachusetts, Boston University administers a prison education program (PEP) at Framingham MCI. This program is one of the longest running sustainable correctional education initiatives in the U.S. As noted on their website, “From the program’s inception through October 2006, 185 students earned bachelor’s degrees, 39 received master’s degrees, and 23 were granted both bachelor’s and master’s degrees.”

Also in the eastern/central part of the state, in 2016, Mount Wachusett Community College was selected to participate in a pilot program to educate 72 inmates at nearby prisons. The initiative was funded by the U.S. Department of Education’s Second Chance Pell pilot program. Prior to the DOE funded project, MWCC partnered with the Worcester County Sheriff’s Office to launch the “Bridges to College” program, which was funded by the Massachusetts Department of Higher Education (DHE).

In central Connecticut, as of 2016, [Middlesex Community College](#), launched a partnership with [Wesleyan University’s Center for Prison Education](#), which allows students to take college-level courses at either institution as part of coursework towards an Associates. According to MxCC, “Since then, six students have been awarded Associate of Science degrees from MxCC, the first members of the program to earn degrees while incarcerated, and trailblazers for the expanded college-in-prison landscape that the CPE stands for.”

In Western Massachusetts, there are currently a variety of educational initiatives. Since 2005, the Amherst College Inside Out Program has operated in collaboration with the Hampshire County Sheriff’s Department, offering one class per semester. In Hampden County, we are aware that there is a relationship between STCC and the Sheriff’s Department, but do not know the details. One of the questions driving this project, would be, how can we align and maximize these efforts?

Since jails primarily house a shorter-term carceral population, we hope to examine how we can build on the college’s existing relationships, job readiness and workforce development programs, and offer coursework that would be focused on a degree path in the liberal arts.

### **Exploring viability and sustainability**

This sabbatical will provide us with a chance to explore not only various models and best practices for providing correction-based education, but to examine long-term viability and sustainability. While grant funding may be important in the short-term, it is our intention to think about how this type of initiative can sustain itself.

#### **A. What activities will you do during the proposed sabbatical leave and what goals are these intended to achieve?**

The sabbatical project is composed of five types of activities:

- (1) Investigating current programs and initiatives to determine best practices such as:
  - possibly teaching a course through Boston University's PEP at Framingham MCI as well as site visits to:
    - colleges & universities (Wesleyan University, Boston University, John Jay, NYU, Temple, STCC, Asnuntuck, Mt. Wachusett Community College, Middlesex Community College)
    - prisons and jails (Ludlow, maybe CT prisons)
    - Sheriff's Dept. (AISS ) (CHESS program, Sonia Medina)
    - ROCA Springfield
- (2) Attending conferences to make connections and gain insight into developments in the field:
  - National Conference for Higher Education in Prison
  - Correctional Education Association Conference
  - We've already attended the Fair Housing and Civil Rights Conference in Springfield, MA and made connections with administrators in the supportive services for post-incarcerated individuals.
- (3) Exploring potential local four-year partners; this entails site visits to:
  - UMASS, Mt. Holyoke, Smith, Hampshire
- (4) Exploring potential funding sources, for example:
  - Ford Foundation
  - Lumina Foundation
  - Mellon Foundation
  - The Lynch Foundation
- (5) Exploring the current data, research and policy on correctional education; this entails research as well as visits to:
  - [Prison Studies Project \(PSP\) at Harvard University](#)
  - Prison Policy Initiative (Northampton, MA)
  - Vera Institute of Justice, New York, NY
  - Boston University PEP - [Prison Education Faculty Resources Center](#)
  - Duke Carceral Studies Network

**B. How will the proposed sabbatical meet the following criteria listed in section 9.01I2 of the collective bargaining agreement?**

The following criteria shall be considered in determining who shall be granted for sabbatical leave:

- a) **That the objectives of the sabbatical leave, if attained, would substantially contribute to the professional growth of the unit member.**

Since 2012, we have taught a learning community course based on *The Wire*, the critically acclaimed HBO series which chronicles the lives and interactions of police, drug dealers, and residents in urban Baltimore; mass incarceration and the role and impacts of incarceration were regular topics of discussion, especially since a significant number of our students were formerly

incarcerated themselves or had family members who were locked up or had served time. Witnessing the way in which these students gained confidence not only in their academic abilities but in the way they developed new visions for their futures, is a catalyst for this work. We are eager to reflect on this coursework and integrate it with our research interests to better serve students in our community.

The development of an HCC Correctional Education Program would provide numerous professional growth opportunities for each of us. For example, teaching currently and/or formerly incarcerated students entails the study, exposure and training in new pedagogical strategies which would add depth and breadth to our “teaching toolkit.” This sabbatical opportunity would allow us the ability to immerse ourselves in the field of prison higher education and carceral studies; engaging in this research will involve familiarizing ourselves with the academic and practical literature in these fields and holds the possibility for future scholarship and contribution to the work in the field. Attending conferences and participating in site visits develops and enhances our leadership skills and facilitates community building in our geographical region as well as through academic and carceral networks. The pursuit of sustainable funding for such a program provides opportunities to learn about grants research, grant writing and the grant application process - all useful skills transferable to other possible projects.

**b) That the objectives of the sabbatical leave, if attained, would assist the unit member in substantially contributing to institutional needs and attainment of institutional purposes.**

(i) The project is driven by the mission, vision and values of the institution

The development of an HCC Correctional Education Program embodies the newly finalized mission, vision and values of the college. HCC’s mission: *Educate. Inspire. Connect.* is apparent through the primary objectives of the project - to educate and inspire incarcerated and formerly incarcerated men and women to pursue an educational pathway; to connect these individuals to a face, a place and a culture of support as well as connect HCC to its community. Establishing such an education program directly speaks to the vision of the college, “*Holyoke Community College aspires to be a college of academic excellence known for helping students overcome barriers to success.*” as incarcerated and formerly incarcerated individuals face numerous barriers to their academic success. And lastly, the values of the institution are woven throughout the creation of a Correctional Education Program. As noted in the Strategic Planning Working Site document, HCC’s values include: *Innovation, Collaboration, Kindness, Inclusion, and Trust* - all of these values are promoted, incorporated and manifested in this sabbatical project.

(ii) Our sabbatical project directly relates to the Strategic Plan

Strategy #3 of the External Environmental Scan Review, states that HCC needs to “*Identify and respond to the unique needs of adult learners in the way we deliver resources, including academic programming and support services.*” A program focused on the carceral population would directly address this strategy as the program entails a focused outreach to adults, (e.g. unemployed, underemployed, career changers) and would target specific barriers/challenges for Non-traditional and adult students.

(iii) Our sabbatical project promotes and supports HCC’s HSI status

In terms of Community/Campus Outreach & Academic Support, the HSI subcommittee, in their report from February 2018, identified the following needs for HSI students/communities which align closely with our proposed initiative:



- more programming in community
- academic classes in the community
- a whole family approach to student recruitment and support
- guided support for new students entering the college beginning upon acceptance

Furthermore, the best practices emphasized by the subcommittee include:

- partnering with other educational organizations in the community to align educational resources and contextualized developmental/Adult Education and workforce development (ex. LaGuardia Community College) leading to Certificate and Degree programs.
- developing cohort support programs
- creating a case management approach to advising
- creating bridge programs

Additional evidence of the need for this type of initiative is demonstrated in the recommendations made to the college by the John M. Gardner Institute in 2015, “9. *You need to ramp up your interventions for minority males.*” According to data from the Hampden County Sheriff’s Department, of the 1132 males released to the streets in 2016, **44 percent identified themselves as Hispanic**, while 11 percent of the 450 women reported that they identified as Hispanic. The carceral and formerly incarcerated populations exhibit the target demographics that are significant and relevant to HCC and its local community.

(iv) Enrollment

We know that the college is facing challenges when it comes to enrollment. Though not the primary goal of this proposal, working with non-traditional populations of potential students could eventually lead to enrollment gains.

- c) **That the unit member has the ability to achieve the goals of the project or plan based on the unit member’s past experience and formal educational background.**

Professors Hendricks and Orisich have extensive experience in social science research for practice. Both faculty members have worked on campus-wide initiatives for the General Education Assessment Committee, have attended various conferences, and have served as respective department chairs.

**Professor Hendricks** joined the Department of Criminal Justice in 2006. During her tenure she has served as Coordinator of the Gender and Women's Studies program and Chair of the Criminal Justice program. Before joining the faculty, she was a Research Associate at the Vera Institute of Justice where she conducted both federally funded and privately funded research on a range of issues. She was the principal investigator for a large NIJ grant and is the author of *Law Enforcement and Arab American Community Relations After September 11, 2001: Engagement in a Time of Uncertainty* (2006, Vera Institute of Justice). Her research and teaching interests include the intersection of race, crime and justice, police-community relations, and discretion and decision-making in the criminal justice system. Professor Hendricks holds degrees from Wesleyan University (B.A.), in Anthropology and African-American studies and New York University’s Wagner School of Public Service (M.P.A.).

**Professor Orisich** joined the Critical Cultural Studies Department in 2006 as its Economics faculty member. During her tenure at the college, she has served as Department Chair of Critical Cultural Studies Department as well as Chair of the Gender and Women's Studies program (currently serving in both positions). In addition to teaching the stand-alone courses in her discipline, she frequently teaches learning community courses as well as inter-institutional courses. Prior to joining the faculty at HCC, she was a Research Analyst with the California Nurses Association, a Research Associate with the National Priorities Project and a contract Research Associate for the Western Massachusetts Coalition to End Homelessness, whereby she conducted federally funded and privately funded research on various economic and social policy issues. Her research interests within the discipline can broadly be described as “technology studies” and focus on the implications and outcomes of choices (at the firm, institutional and social levels) made regarding technologies of production, consumption and distribution, most notably regarding the class, race and gender of communities affected by such technological choices. Professor Orisich holds degrees from Purdue University (B.S.) in Economics, (B.S.) in Psychology and a (B.A) in Philosophy, as well as the University of Massachusetts at Amherst (M.A.) Economics.

- d) That the attainment of the objectives of sabbatical leave as proposed are realistic in terms of time, costs, and other related variables.**

This proposal is realistic because we do not propose to launch the program, but to develop a pilot course which would presumably run in the Spring of 2020, and to assess the feasibility of such an effort. We are seeking to work in our local area and most if not all of our research and fact-finding will involve local travel within the state or neighboring states. We are also seeking outside funding, discussed below.

- e) That there exists independent financial support from other funding sources concerned with the proposed plan or project where College funding sources are otherwise unavailable.**

In the short term, to supplement our salary over the course of the sabbatical, we plan to apply for a [Mellon/ACLS Community College Faculty Fellowship](#), with an award that carries a stipend of up to \$40,000. Beyond this, we are exploring longer term funding for the project from:

- Ford Foundation
- Lumina Foundation
- Mellon Foundation
- The Lynch Foundation

all of whom have provided funding for similar initiatives at other academic institutions.

## References

Shedd, C. (2015, Oct 27) How The School-to-Prison Pipeline Is Created. *The Atlantic*.

Bureau of Justice Statistics, (2018). *Correctional Populations in the United States, 2016*. Washington, D.C.: U.S. Department of Justice.

Dahlberg, R. (2012). *Arrested Futures: The Criminalization of School Discipline in Massachusetts' Three Largest School Districts*. ACLU.

Erisman, W. and Contardo, J.B. (2005). *Learning to Reduce Recidivism: A 50-state analysis of postsecondary correctional education policy*. The Institute for Higher Education Policy.

Lyman, M.A. (2017). Descriptive Overview of the 2016 Release Cohort. Springfield, MA: Hampden County Sheriff's Department. <http://hcsdma.org/wp-content/uploads/2016/04/2016-RELEASES.pdf>

Vera: College in Prison Initiatives

<https://www.vera.org/projects/college-in-prison/overview>

***APPLICATION FOR SABBATICAL LEAVE***

Name Alexandra Wagman

College: Holyoke Community College Work Area: Faculty

Number of years of seniority in the collective bargaining unit 11

Number of years since last previous sabbatical        I have never taken a sabbatical.

Check the type of sabbatical for which you are applying:

- Half year leave at full salary
- Half year leave at half salary
- Full year leave at half salary
- Full year leave at half workload at full salary
- Full year leave at half workload at half salary

Date on which proposed sabbatical would begin: January 2019 (Spring Semester)

Use the rest of this form and/or a separate sheet appended to this form to answer the following questions:

**What activities will you do during the proposed sabbatical leave and what goals are these intended to achieve?**

**PROJECT**— I want to create a project that promotes high-impact educational experiences that lead to higher retention and tighter community. My plan to do this involves bringing students and the community together by giving greater visibility to local non-profit organizations—in order to match students and faculty to community partners—and by creating the tools to assess, for the first time, the satisfaction of the community partner.

I'd like to produce **a series of 2-5 minute community partner video spotlights**. Each video will feature a major non-profit organization in Holyoke and vicinity. Each profile will be video-recorded on location with a representative from the organization. This will create a visual identity for the organization, presenting both a place and a familiar face. The videos will contain information that covers:

- who the organizations are
- what they do
- ways to connect with them
- past collaborations with HCC
- current needs/possibilities

The profiles will then be posted onto a Moodle site, so they are easily accessible to everyone at HCC. I will present the videos as separate links so viewers can click on whatever interests them. In a format that can easily be updated as information changes, I will provide the current contact information, location address, and, if available, each organization's needs.

Because reciprocity is a key component in service-learning and civic engagement, I will create **assessment tools to measure the satisfaction of our community partners** after they work with our faculty and students. This can help us be reflective in our practice, so we can maintain strong relationships with the local non-profits and make improvements when necessary.

Additionally, I will prepare a handout for faculty joining the Service-Learning Program highlighting the benefits of photo and video documentation for qualitative assessment.

**PLAN**— During my sabbatical, I will do the following:

1. Contact each non-profit organization to propose the idea and plan a visit;
2. Visit each non-profit organization. Video record the location and a representative of the organization who can explain what they do and what they are looking for in partnerships with classes/students;
3. Download and edit the footage into a short video;
4. Upload the video onto a Moodle site created specifically for this project;
5. Promote and disseminate the Moodle site to administrators, faculty, staff, and students;
6. Create tools for formative and summative assessment of community partner satisfaction, including a mid-semester mini interview and an end-of-semester survey;
7. Create a handout for prospective and new Service-Learning faculty that outlines the role of documentation for their projects.

**GOALS**— My goals are to create a Moodle site that will help the Service Learning and Human Services Programs, as well as promote the One Community Holyoke theme and HCC's emphasis on civic engagement. I will create assessment tools to measure the satisfaction of the community partners as well.

Additionally, I will create a handout for prospective and new Service-Learning faculty that outlines the role of documentation for their projects. Documentation is a tool we often use to explain the Service-Learning Program to others, to showcase past projects and demonstrate the possibilities. Over the course of trial and error, I've learned how to film projects effectively. Drawing from that knowledge as well as what I am gained through the Master Class in Documentary Film Production course that I took during the Spring semester of 2018, I will produce a guide that provides a clear sense of the role of documentation for qualitative assessment.

This project will help improve the process of matching HCC students, faculty, and staff to respective community partners, potentially leading to more partnerships. This multimodal approach is digitally appealing in the information age, and it will strengthen HCC's ties to the community and broaden our understanding of underserved populations and organizations in need.

**How will the proposed sabbatical meet the following criteria listed in section 9.0112 of the col- collective bargaining agreement? "The following criteria shall be considered in determining who shall be granted for sabbatical leave:**

**(a) That the objectives of the sabbatical leave, if attained, would substantially contribute to the professional growth of the unit member.**

When I began as documentarian for the Service-Learning Program, there was no blueprint for the position. It was just something we started doing out of the need for qualitative assessment, and my role has taken shape over the years.

Every video documentation of a faculty project that I've produced has become an exercise in narrative. As an English professor, I've taught story structure consistently throughout the years, and I see the videos for Service-

Learning as an attempt to “tell the story” of individual projects. I aim to show *who* was involved, *what* happened, *when*, *where*, and *how* it happened, the *impact* it made on the students, professor, and community partner.

And, as a believer in hands-on, experiential learning, I have found it especially rewarding to witness the efforts of professors from across the disciplines as they take leaps by connecting students with real world experiences. In the process, I’ve learned more about what professors are teaching in other disciplines, and I’ve generated new ideas that influence my own pedagogy.

This sabbatical project will directly benefit my work with the Service-Learning Program, and it will expand my knowledge and understanding of the non-profits in the area. The more time I can dedicate to the craft of video, the better I’ll become at producing them. It’s important for English faculty to be rhetorically literate across the spectrum, especially as the role of the English department changes.

I believe all these factors will contribute to the development of my own professional growth. The sabbatical leave will provide me with enough time to reflect on the current and future role of documentation for the program, and I can set clear guidelines for future faculty participating as Service-Learning Fellows.

Personally, it’s exciting for me to be discovering the role of documentation in Service-Learning projects. Every year my understanding grows—in terms of how to use documentation and why it matters. I am glad to help highlight the hard work of our students and faculty, and video can make the impact of the learning experience more visible to others. John Reiff, the Director of Civic Learning & Engagement with Massachusetts Department of Higher Education, has often acknowledged the work of HCC’s Service-Learning program. I’m proud to be a part of a program that leads students to become engaged citizens. I hope to present on the role of documentation in Service-Learning at a future conference.

**(b) That the objectives of the sabbatical leave, if attained, would assist the unit member in substantially contributing to institutional needs and attainment of institutional purposes.**

I participated in the Service-Learning Faculty Scholars Program in 2008, and I became the documentarian for the program several years ago. In that time, I’ve witnessed how civic engagement has the ability to create high-impact educational experiences for students across the disciplines. These experiences are enriching and can ultimately lead to higher retention at the College, as well positive opportunities for personal growth and professional goals. Documenting the projects of faculty and students in the field has shown me firsthand how powerful these experiences can be for students, faculty, as well as partner organizations. For example, students have told me they work harder on an assignment if they know it has a “real world” impact. Faculty members have informed me that their pedagogy is enriched by the experience of affecting positive growth and change for the partner organization. The partners have expressed that they are extremely pleased with the work of HCC students and professors. Time and time again, I’ve found it to be a truly symbiotic relationship.

I’ve also seen how influential these relationships are for the populations served by each non-profit organization. Such interactions bring HCC students out into the community and often cause community members, including the K-12 student population, to visit HCC’s campus. Ultimately, I believe these interchanges can help with recruitment and lead to future HCC student growth.

But the process of matching a faculty member to a partner, or a student to an organization, can be challenging and time-consuming. The creation of the site would make the process of matchmaking among faculty, students, and organizations easier, leading to the potential increase of connections between HCC and the surrounding community.

Although I have tried to get statements from community partners when faculty are in the midst of completing their Service-Learning projects, we’ve never set up a formal mechanism for feedback. For this reason, I’d like create assessment tools to measure the satisfaction of the community partners. Then we can review the results and make changes as necessary to sustain healthy relationships with the organizations and make sure that civic

engagement is a positive experience for all involved.

More specifically, some possible immediate benefits of the project include the following:

- providing one site for a comprehensive overview of area non-profits;
- spreading awareness about all of the local non-profits;
- making matches easier for faculty searching for service-learning partnerships; for students in the human services field; and for staff & administrators who are looking to connect with organizations;
- promoting the One Community Holyoke College theme;
- encouraging civic engagement and civic learning across the campus;
- setting up channels for formative and summative assessment of community partners

Nadine I. Cruz, an advocate and practitioner of Service-Learning and experiential learning, defines the work as “aligning intention and action in a movement toward just relationships,” and John Reiff recently said, “If you’re working to create and maintain just relationships, then you’re doing Service-Learning.” I believe my proposal for this sabbatical project helps to create and maintain just relationships and ultimately contributes to the persistence, retention, and recruitment of students.

**(c) That the unit member has the ability to achieve the goals of the project or plan based on the unit member’s past experience and formal educational background.**

I’m a full professor of English at HCC, and I’ve worked closely with the Service-Learning Program. When I became the documentarian for the Service-Learning Program, I taught myself how to edit video. Over the past few years, I’ve spent hundreds of hours filming and editing videos. In addition to creating individual videos for projects, I have also put together compilation videos for Service-Learning related events.

Aside from the Service-Learning Program, I’ve created videos for the Online Learning Program at HCC (including one for M.E.R.C., one for Online Accessibility, and one to promote OER.) I’ve produced short videos for both the Writing Center and the CAP Center. I’ve worked with Jackie Dailey to make videos for the English Department in an effort to promote consistency among adjuncts and full-timers teaching developmental English. Last year, I documented the work of Mónica Torregrosa and Raúl Gutierrez for the National Endowment of Humanities Bridging Cultures Grant.

In terms of creating the assessment materials to help us evaluate the satisfaction of our community partners, I participated in the creation of the surveys we now give to students involved in Service-Learning projects, and I recently attended the Massachusetts Conference on Civic Learning and Engagement at Fitchburg State University. In the “Assessing the Impact of Civic Engagement on Student Learning and Student Success” session, moderated by Robert Awkward, the Director of Learning Outcomes and Assessment with the Mass DHE, I learned about the formative and summative assessment tools used by both Bristol Community College and North Shore Community College for all aspects of Service Learning, including assessment of the satisfaction of community partners.

I have experience using Moodle, so I will be able to set up the Moodle site.

**Past Experience**

Before attending graduate school, I spent five years working in production and post-production in the film industry, first in Atlanta and then in Los Angeles. I worked for a variety of companies and agencies with A-list clients on feature films, commercials, and music videos. Over the years, I was a costumer, production assistant, second assistant director, producer’s assistant, director’s assistant, production coordinator, and did “real people” casting for commercials.

While I was a student in graduate school, I was hired by a non-profit to create an afterschool program for children living in a homeless shelter for families in North Hollywood, which was part of LA Family Housing’s effort to help families transition out of homelessness. I taught a filmmaking workshop on-site, and together with

the children I produced a Public Service Announcement that aired on local television stations and was used as a fundraising tool at events. These experiences help inform how I perceive filmmaking today.

**(d) That the attainment of objectives of sabbatical leave as proposed are realistic in terms of time, costs, and other related variables.**

Over the past year I searched for and located a cost-effective way to improve my skills as a filmmaker. Last November I submitted an application to the Northampton Community Television (NCTV) free Master Class in Documentary Production, instructed by Larry Hott, an established local filmmaker and head of Hott Productions and Florentine Films. Entry into the program was competitive, but I was admitted. I took the course throughout the Spring semester of 2018, which gave me hands-on training plus access to NCTV's studio and equipment.

My work with the Service-Learning Program has already put me in touch with many of the representatives of local non-profit organizations. I can reach out to each one to propose the video profile idea and schedule a visit throughout the fall semester. Then, I can take the footage and edit it. This process is time-consuming, but I am accustomed to the work due to my experience producing videos for HCC.

There is no cost to HCC. I can create a Moodle site for the completed videos to share with HCC administrators, faculty, staff, and students.

**(e) That there exists independent financial support from other funding sources concerned with the proposed plan or project where College funding sources are otherwise unavailable.”**

I already have the equipment necessary to produce the videos. No additional funding is required, though a DSLR video camera, one light, and some basic sound equipment would enhance the quality of all of the films I make for HCC and, in short, be greatly cherished.



**OFFICE OF THE PRESIDENT**

**MEMORANDUM**

**TO:** The Board of Trustees  
**FROM:** Dr. Christina Royal, President  
**DATE:** August 28, 2018  
**SUBJECT:** Sabbatical Request

Based on the recommendations of the Sabbatical Leave Committee, the Vice President of Academic Affairs, and after reviewing the contractual sabbatical criteria, I concur with the following:

*Nicole Hendricks & Mary Orisich (**joint application**) – Half year leave at full salary (**for each applicant**)*

*Alexandra Wagman – Half year leave at full salary*

***SUGGESTED MOTION:*** *To approve the sabbatical requests as listed above.*

## Associate in Applied Science Degree in Culinary Arts Overview for BOT Approval 8.28.18

### Program Intent

The proposed A.A.S. Culinary Arts degree is intended to prepare students for direct entry into the culinary arts workforce by providing stackable credits students can earn, first toward completion of a certificate in Culinary Arts and then toward completion of an A.A.S. degree. The degree was developed to build upon the longstanding success of the Certificate in Culinary Arts (B111) by offering students an opportunity to expand upon the competencies acquired in the certificate and earn two credentials in four semesters of full-time study. The certificate will prepare students for entry level positions in the culinary arts profession while the degree will offer advanced-level culinary courses in baking and pastry, cost control, and banquet and restaurant cooking and service.

In addition to the expansion into a full additional semester of culinary-focused education, the general education requirements of the degree will support student retention and success through the inclusion of contextualized credits in math, English and lab science courses. Underprepared incoming Certificate students needing pre-college Math and English will have the opportunity to enroll in a linked culinary foundations course (CUL 095), and students in the A.A.S. will take the new, four-credit SEM 102 Introductory to Culinary Science as one of their required lab sciences.

Implementation of the A.A.S. Culinary Arts degree directly supports the Department of Higher Education's "Big Three Goal" (attracting and graduating more students from underserved populations) by responding to key demographic, social and economic characteristics within the college's service area, an area which has seen a 48% growth rate in the region's Hispanic and Latino population over the last decade. The Degree addresses the following demographics:

- High poverty rates among the general Pioneer Valley populations which are significantly greater than the Massachusetts overall rate. (Hampden County average: 25.7%, Massachusetts average: 14.5%).<sup>1</sup>
- High regional unemployment rates (Hampden County rate for March 2018: 5.2, Massachusetts rate: 3.5).<sup>2</sup>
- Significant disparity within the region of those who have earned a higher education credential and those who have not. Forty-six percent of the 25 year and older population in Hampden County has attained the equivalent of less than an associate's degree.<sup>3</sup>

### Need and Demand

---

<sup>1</sup> U.S. Census Bureau (2015). *Demographic and housing estimates, 2011-2015 American Community Survey 5-year estimates*. Retrieved from [http://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml#none](http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml#none)

<sup>2</sup> Source: <https://data.bls.gov/map/MapToolServlet>

<sup>3</sup> U.S. Census Bureau (2015). *Educational attainment, 2011-2015 American Community Survey 5-year estimates*. Retrieved from [http://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml#none](http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml#none)

The A.A.S. Degree was developed in response to feedback from regional industry leaders and data from the Massachusetts Executive Office of Labor and Workforce Development, program accreditors and external program reviewers.

- Massachusetts Executive Office of Labor and Workforce Development (EOLWD) reports a growth of 5.7% between 2014 and 2024 in positions within both Accommodation and Food Services and Food Services and Drinking Places industries as noted below:

Industry Projections for Massachusetts				
Title	Employment 2014	Employment 2024	Change Level	Change Percent
Accommodation and Food Services	288,734	305,248	16,514	5.70%
Food Services and Drinking Places	254,464	268,843	14,379	5.70%

- EOLWD growth rates for Food Service projections in Hampden County through 2024 are 11.04% for Restaurant Cooks with a long-term growth rate of 7.03% for First-Line Supervisors of Food Preparation and Serving.
- In a series of Hospitality industry roundtable sessions held in 2013 and sponsored by the HCC-STCC Training and Workforce Options (TWO) partnership and the Greater Springfield Convention and Visitors Bureau, regional hospitality industry leaders reported that although the hospitality and tourism industry is one of the five largest industry sectors by employment in Western Massachusetts, there are significant shortages in key occupations with the following top positions identified as hardest to fill: front-of-house manager (56%); line cooks/culinary cooks (38%); food service employees (19%); and service staff/wait-staff (19%).
- The Degree will support the growing need for food service professionals in the region as a result of the MGM Casino fall 2018 opening in Springfield, which will not only create new jobs but siphon employees from existing hospitality and culinary venues. MGM officials estimate there will be a need for 800 to 1,000 persons for hospitality and culinary occupations. MGM is committed to hiring 90% of its employees from Hampden County and has stated that over 70% of its projected 3,000 employees will be in non-gaming positions. Given the high number of regional establishments and the current and future demand for workers, it is important to develop a practical, skills-based training pipeline for the culinary industry. The A.A.S. in Culinary Arts will prepare individuals for jobs and provide opportunities for additional education and advancement in Culinary Arts careers.
- Currently, the program draws students not only from the Pioneer Valley but from both the Berkshires and Central Massachusetts. There is no other state-supported or private degree program in culinary arts within commuting distance for these populations. Students seeking a traditional Associate’s level culinary degree represent a wholly unserved population.
- Implementation of this degree is intended to commence following the spring 2018 opening of HCC’s new off-site Culinary Arts instructional location. The “HCC MGM Culinary Arts Institute,” situated in the Cubit Building at 164 Race Street within the Innovation District of the City of Holyoke is now the site of all HCC culinary programming. The establishment and location of the

Center supports key strategies outlined in the Pioneer Valley Planning Commission's "Plan for Progress, 2014."

- Over the past three years HCC's Business and Community Services Division has provided non-credit HCA workforce training to over 500 individuals—a population that is considered to be a likely feeder into HCA credit programs. The average age of this population is 39 and the majority are women who are incumbent workers looking to improve their skills and find advancement in their jobs. Over 600 ServSafe, TIPs, National Career Readiness, OSHA 10, and Customer Service certificates have been awarded through Business and Community Services, evidence of individuals seeking to advance within their careers.
- External reviewers for the offsite HCC MGM Culinary Arts Institute note with favor that "When a community entertains urban renewal projects such as that which is occurring in Holyoke and Springfield, it will be hospitality and foodservice that set the stage for attracting additional businesses and residents. New business creates opportunity for young urban professionals to gravitate to life in less expensive areas going through revitalization; this builds on the need for restaurants and entertainment to support this swell of residents..."

### **Enrollment and Admissions**

It is anticipated that approximately 100 new full-time and 50 or more part-time students will be admitted into the Program each year beginning in fall 2019 through 2022. This number represents a 66% increase in the number of spots available to students seeking a culinary education in the region; a number made possible by the building of the HCC MGM Culinary Arts Institute. Prior to the opening of the Institute the program's enrollment capacity was dictated by the space available in the main campus culinary laboratory space.

Dual enrollment partnerships will provide seamless enrollment opportunities, academic articulation agreements, and career pathways through well-established culinary arts articulation agreements already in place with eight area vocational technical high schools. Courses eligible for competency based credit in the A.A.S. degree include CUL 100 Culinary Fundamentals I, CUL 111 Sanitation and Safety and CUL 114 Baking and Pastry Arts I. Students may also take a challenge exam for college credit based on their high school or work-experience experience.

Outreach efforts through workforce development partnerships will provide multiple pathways to the proposed degree for underrepresented and underserved populations to enter the program including those with the Hampden County Correctional facility, CareerPoint, Massachusetts Rehabilitation Commission, and community organizations such as Nuestras Raices (<https://nuestras-raices.org/en/>). Entrance to the proposed degree through the ability to earn stackable credits via the Certificate program is designed with these populations in mind.

### **Accreditation and Licensure**

Currently, the HCC Culinary Arts Certificate is accredited by the American Culinary Federation Educational Foundation (ACFEF) through 12/31/2020 and is the only culinary arts certificate program in the Massachusetts community college system with this accreditation. The College will pursue ACFEF accreditation for the A.A.S. degree and thus it is anticipated this program will be the only ACFEF accredited degree program in Massachusetts.

As part of the degree program, all students will be required to become TIPS (Training for Intervention ProcedureS) and ServSafe certified through the National Restaurant Association Educational Foundation. These certifications address key industry needs for responsible alcohol service and safe food handling, the latter of which is a requirement for all foodservice establishments in the state. Although the program does not specifically prepare students for or require American Culinary Federation licensure, students will be eligible to apply for certification at the ACF Certified Cook Level.

### **Resources**

The program will be supported by two existing full-time Culinary Arts faculty plus one additional full-time faculty member to be hired prior to the roll-out of the new degree. Five existing part-time faculty and two full-time laboratory technicians – both program alums – bring to the table a diverse array of culinary expertise. The program will receive additional support from the Business & Technology Division in which it resides, including a dean who will split time between the main campus and the new culinary arts facility, and a full-time division assistant.

Instruction for the Certificate and A.A.S. Degree program will occur in the \$6.43 million, 20,000 square-foot, state-of-the-art hospitality and culinary arts facility which opened in January of 2018. The center has five kitchens including a fully functional restaurant production kitchen, separate lab stations and a bakery. The facility also includes a demonstration kitchen where students first watch and learn about techniques and culinary science, as well as technology-enabled classrooms.

## Undergraduate Program Curriculum Outline: A.A.S. in Culinary Arts

*Required (Core) Courses in the Major (Total # courses required = 18)*

<b><i>Culinary Arts Certificate Courses (Stackable) – 12 courses, 24 credits</i></b>		
CUL 100	Culinary Fundamentals I	3
CUL 101	Culinary Fundamentals II	3
CUL 104	Professional Standards for Culinarians	1
CUL 106	Digital Technology for Culinarians	1
CUL 107	Pantry and Garde Manger	2
CUL 108	Stocks, Soups, and Sauces	2
CUL 109	Entrée Preparation and Presentation	2
CUL 111	Safety and Sanitation	2
CUL 112	Dining Room Service: Theory and Practice	2
CUL 113	Introduction to Foodservice Operations	2
CUL 114	Baking and Pastry Arts I	2
CUL 115	Culinary Math	2
<b><i>A.A.S. in Culinary Arts Concentration Completion – 14 courses, 43 credits</i></b>		
CUL 203	Nutrition for Foodservice Professionals	3
CUL 205	Banquet Cookery & Service: Receptions and Buffets	2
CUL 214	Baking and Pastry Arts II	2
CUL 215	Foodservice Cost Control	3
CUL 230	A la Carte Cooking and Service	6
CUL 250	Banquet Cookery and Service II: Plated Meals and Table-side	3
<b><i>Elective Courses – 2 courses, 2 credits</i></b>		
CUL 290	Topics in Culinary Arts	1
CUL 290	Topics in Culinary Arts	1
<b><i>Distribution of General Education Requirements - 6 courses, 20 credits</i></b>		
Arts and Humanities, including Literature and Foreign Languages:		6

<ul style="list-style-type: none"> <li>• ENG 101 College Composition I: Expository Writing and Research (3-cr.)</li> <li>• ENG 102 College Composition II: Writing about Literature (3-cr.)</li> </ul>	
<p>Mathematics and the Natural and Physical Sciences:</p> <ul style="list-style-type: none"> <li>• SEM 102 Introduction to Culinary Science (4-cr.)</li> <li>• Laboratory Science Elective (4-cr.)</li> </ul>	8
<p>Social Sciences:</p> <ul style="list-style-type: none"> <li>• Social Science Elective (3-cr.)</li> <li>• Social Science Elective (3-cr.)</li> </ul>	6
<b>Curriculum Summary</b>	
Total number of courses required for the degree	26
Total credit hours required for degree	65
<b>Prerequisite, Concentration or Other Requirements</b>	
<p><i>The introductory core course in the culinary arts curriculum, CUL 100-Fundamentals in Culinary Arts I, has a reading, writing, and math placement pre-requisite. Prior to enrolling in hands-on culinary courses, students must fulfill developmental pre-requisites through either having achieved a satisfactory score on the Accu-Placer exam or taken pre-College English I (ENG 085) and/or Basic Mathematics (MTH 075).</i></p>	