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Sabbatical Leave Request - Amy Kullgren
September 29, 2023

Dear Members of the Sabbatical Committee,

I am writing to formally request a sabbatical leave from my position as Director of Client Support Services in Information Technology. After careful consideration and planning, I believe that taking a sabbatical will provide me with an opportunity for personal growth, professional development, and to come back with fresh perspectives, new ideas and methods of improving services provided by my team.

My proposed sabbatical leave dates are from July 1, 2024, to June 30, 2025. During this period, I intend to investigate improving our ability to provide quality technical support to the University with primarily a part-time, student workforce. While I understand my absence will impact my team, I am willing to work closely with my team and management to ensure a seamless transition and continuity of work during my absence which will be several months from now.

I believe that this sabbatical will not only benefit me personally but will also bring added value to my role and contributions to Central Connecticut State University in the long run. The skills and experiences I gain during this time will enable me to contribute more effectively to our team's goals upon my return.

Thank you for considering my request for a sabbatical leave. I am excited just thinking about this possible adventure I'm about to embark on and about the potential benefits it can bring to both me and Central. I look forward to your response.

Sincerely,

Amy Kullgren
Amy Kullgren

CCSU SUOAF Sabbatical Leave Request and Recommendation Form SUOAF-AFSCME Contract Article 24.8

Name ____Amy S. Kullgren_____ Date ____9/30/2023_____

Department _____Client Support Services_____

Division _____Information Technology_____

Proposed Start and End Date of Sabbatical ___July 1, 2024 – June 30, 2025_____

Date of Initial Term Appointment ___June 4, 1999_____

Date of Last Sabbatical _____n/a_____

Notification Date of Receipt of Continuing Appointment (required) ___2006_____

Abstract

This sabbatical leave would allow for the investigation of methods to optimize technology support at Central Connecticut State University through the development of student employees. In the face of fiscal uncertainties, our university is continually challenged to devise sustainable models for technology support. This sabbatical project aims to increase professional knowledge, conduct research, and propose enhanced professionalism within the frontlines/technical support branch of CCSU Information Technology (IT). The study will investigate creative approaches to developing a predominantly part-time student workforce, creating a professional development program for them, seeking alternative funding methods, and the creation of a student employee mentoring/coaching guide for full-time employees to further develop our student workforce.

Project Plan

In preparing the application, please be specific and detailed, while keeping in mind that not all members of the Sabbatical Leave Committee will share your exact background.

A.   Project Title

Optimizing the practice of providing technology support at Central Connecticut State University by student workers: resources; skill development, research, best practices, and recommendations.

B.   Statement of purpose (or hypothesis) and objective(s)

At CCSU like many colleges and universities in the country, student workers are essential for providing technology support. We have an incredible opportunity in preparing them for their future careers while they earn their degree. This proposed sabbatical project aligns with CCSU's 2030 Strategic Plan, specifically Goal number 2 which focuses on preparing students for career readiness and success in the workforce. The proposed project also supports one of my professional development goals of establishing an internship program and career progression for student workers. The goal of this proposed sabbatical opportunity is to conduct an in-depth study and analysis of peer institutions to devise sustainable technology support models in higher education, especially in the face of fiscal uncertainties.

This sabbatical opportunity will allow me to do an in-depth study and analysis of peer institutions in terms of devising sustainable technology support models in higher education while facing fiscal uncertainties. The need to think outside the box is more critical than ever. This project will allow me to:

1. Increase my professional knowledge on staff development and mentoring/coaching.

2. Conduct research using qualitative and quantitative data gathered from current CCSU practices as well as peer institutions. This sabbatical leave would provide me with the time and resources to conduct in-depth research.

3. This research will provide a foundation for my sabbatical activities and help me identify best practices and areas for improvement. This is essential for gaining a comprehensive understanding of the current state of staff development practices and for identifying areas where improvements can be made.

4. Develop a proposal for enhancing professionalism (by developing our part-time staff) within the front line/technical support branch of Information Technology. The proposal will include recommendations, strategies and action plans based on the research findings.

I'd like to investigate the following:

- Thoroughly investigate and document the approach used at CCSU IT in employing and developing part-time student workers.

- Research peer institutions for creative approaches to developing largely part-time IT student workers.

- Creation of a student worker professional development program. Although we cannot compete with private sector salaries, we can provide unique opportunities to students in terms of meaningful work experience, training on soft skills and certification opportunities. While we do hire Co-ops through the Career Development Office, I'd like to provide similar development opportunities to our part-time workforce.

- Explore alternative methods to fund a student worker professional development program.

- Develop a student worker mentoring guide for full-time employees. Many job descriptions have this but do people know how to do this? There is a big difference between supervising and mentoring of IT student workers.

- While my research will be focused on technology support in higher education, my hope is that the outcome of my research could be helpful in other employment areas at the University.

This project would be in support of Goal 2 of CCSU's 2030 Strategic Plan specifically parts 2 and 3:

Part 2:   Facilitate student success in the college environment.

A. Prepare our students for successful careers.

Part 3:   Prepare students for career readiness and future success.

D. Prepare students to enter the workforce.

"CCSU Strategic Plan." CCSU Website, https://docs.ccsu.edu/Strategic_Plan.pdf, page 10. Accessed September 9, 2023

This also aligns with a professional development goal of mine which is to establish an internship program and or a progression/career path for our student workforce.

Proposed Sabbatical Objectives:

- Document CCSU IT Use or Part-Time Student Workers.

- Research Peer Institutions: Investigate peer institutions to identify creative approaches to developing a largely part-time workforce, specifically student workers. This research will help me gather insights into best practices and innovative strategies. This will be done in several ways:

    - Interview IT colleagues at CCSU and peer institutions.

    - Surveying IT professional staff though organizations like SIGUCCS (Educause: Special Interest Group on University and College Computing Services).

    - Interview and/or survey IT student workers at CCSU and possibly at peer institutions regarding their experiences, needs and what might be helpful in developing them professionally.

    - Further research and investigation of scholarly articles.

- Establish a comprehensive Student Worker Professional Development Program with a primary focus on Information Technology, designed to offer meaningful work experience, foster the development of essential soft skills, and provide certification opportunities. This program would aim to extend similar growth and development opportunities to our part-time workforce, complementing our existing Co-op initiatives facilitated through the Career Development Office. While we may not be able to compete with private sector salaries, we can offer unique opportunities such as meaningful work experiences, soft skills training, and certification opportunities.

- Explore Alternative Methods of Funding IT Student Worker Development: Investigate alternative funding sources to sustain and/or develop our student workforce. This could involve identifying grants, partnerships, work study funds

and/or cost-sharing models that can help support student worker positions and professional development.

● Develop an IT Student Worker Mentoring Guide: Create a mentoring guide for full-time employees who work with student workers.

● Part-Time Employee Development Beyond Technology Support: While my primary research focus is on technology support in higher education, my goal is to make these findings and recommendations applicable to other areas within the university. This broader applicability can enhance the impact of my research.

C.   Description of your existing knowledge and/or work to date related to the project (include citations to the literature as appropriate).

I have been responsible for leading the Client Support Services (formerly User Support Services) unit within Information Technology at the university since 1999. A big adjustment for me when I first began working at the university was working alongside a small army of part-time staff, mostly student workers. There's no manual regarding student workers at CCSU and a lot of knowledge was acquired over time through trial and error. In my department, we rely on our student workforce to do impactful technical support from troubleshooting personal mobile devices, to refreshing classroom computers and much more. Coordinating part-time student worker schedules that align supporting faculty with varying office hours and classrooms that are often in use from 8am-10pm creates an additional set of challenges where communication and managing expectations is key.

Customer Services is a core value of mine and I work with my team to continually improve our customer service skills. For example, National Customer Service week is the first week in October and each year we use that time to rededicate ourselves to providing top notch customer service to the University, while celebrating some of our accomplishments and holding some customer service workshops.

Technical skills are often taught on the job through shadowing and other training sessions. In the past we have provided opportunities for student workers to work on certain certifications. This needs to be formalized and expanded.

With a more formal plan/program for increasing technical and soft skills to our part-time student work force, will lend well to credibility within the university and boost confidence in our client base for resolving their technical issues.

While student workers at CCSU are required to be matriculated, some are part-time, and some are full-time and some need to work full-time hours (often more than one job) in order to afford attending college.

Student workers come with different challenges, different needs, different priorities, different goals. It's important for example to consider the characteristics that distinguish part-time, full-time, graduate, undergraduate, and degree programs of students. Here are some key characteristics to consider when studying each of these groups as there can't be a "one size fits all" approach when developing a program.

Part-Time/Full-time Students:

- Enrollment Status: Part-time students are typically enrolled in fewer credit hours than full-time students, allowing them to work part-time jobs alongside their studies. Student workers must be matriculated and may work up to 20 hours per week during the major semesters and additional hours over the summer.

- Financial Concerns: Part-time students may rely more on income from part-time work to cover tuition and living expenses.

- Time Management: Part-time students often face challenges in balancing work, academics, and personal life, requiring strong time management skills.

- Heavy Academic Load: Full-time students are enrolled in a standard course load, making academic commitments their primary focus. Time Management may also be a challenge for them as many full-time students also have full and part-time jobs while attending school.

- Work-Life Balance: Balancing full-time academic coursework with employment can be demanding, affecting their work-life balance and stress levels.

- Career Goals: Some full-time student workers may be pursuing degrees directly related to their employment goals, while others might work in unrelated fields to support their education.

Graduate/Undergraduate Students:
- Academic Diversity: Undergraduate student workers can have a wide range of majors and academic interests.

- Career Exploration: Students often use part-time work experiences to explore potential career paths and gain practical skills.

- Financial Independence: Some undergraduate student workers may need to work to cover their tuition and living expenses.

- Level of Responsibility: Graduate students may be better suited for different roles within IT. For example, we currently do not allow student workers to reset system passwords.

Degree Program
- Professional Focus: These students are typically pursuing specialized degrees aimed at specific professions, such as business or technology. Please note, some of our best student workers have had majors in psychology which lends well to providing technical support as it requires customer service and other soft skills.

- Internships: Students often participate in internships, or practical training relevant to their degree program. Unfortunately, this (internships) isn't something we currently offer in IT.

- Technical and Other Certifications: Some career paths require students to meet specific licensing or certification requirements, which can impact their work/career choices. We have supported students working to obtain certain technical certifications in the past however there's a need to secure consistent funding and define parameters/requirements/expectations/eligibility for working towards these certifications.

D.   Description of proposed sabbatical activities and/or methodology (include as much detail as possible).

My sabbatical leave activities would encompass a diverse range of research, program development, skill-building, and knowledge dissemination. The following is an outline of how I plan to execute each of these activities:

1. Research Peer Institutions (including other colleges and universities within CSCU):

- Initial Research: Begin by conducting an in-depth literature review to understand existing practices and challenges related to student employment in higher education, particularly in the context of part-time student workers.

- Peer Institution Selection: Identify a list of peer institutions that have notable practices in developing and supporting part-time student workers. Factors for selection may include institution size, type, mission, and location.

- Data Collection: Contact the selected peer institutions and schedule interviews, surveys, or site visits to gather detailed information about their programs and strategies for student workforce development.

- Analysis: Analyze the data collected and identify key trends, innovative approaches, and successful models. Document best practices and challenges faced by these institutions.

2. Create a Student Worker Professional Development Program:

- Needs Assessment: Conduct surveys or focus group discussions with current student workers in the Information Technology department to understand their needs, interests, and professional goals.

- Program Design: Collaborate with IT professionals and educators to design a comprehensive professional development program. Define the curriculum, training modules (leveraging in-house tools such as our current LMS (Learning Management System) Blackboard Learn, and certification opportunities.

- Implementation Plan: Develop a step-by-step plan for launching the program, including timelines, resource allocation, and participant selection criteria.

- Pilot Program: Consider piloting the program with a small group of student workers to gather feedback, make adjustments, and refine the program.

3. Explore Alternative Methods to Fund Student Workforce:

- Research Funding Sources: Investigate various potential sources of funding, such as grants, alumni donations, industry partnerships, and university funds.

- Proposal Development: Prepare detailed funding proposals tailored to each identified source. Highlight the benefits and impact of investing in student workforce development.

- Implementation Plan: Outline how the secured funds will be utilized to enhance the student workforce program and support student employees.

4. Develop a Mentoring/Coaching Guide for Full-Time Employees:

- Mentoring Needs Assessment: Conduct surveys or interviews with full-time employees to gauge their familiarity with mentoring practices and identify areas where guidance is needed.

- Mentoring Guide Development: Collaborate with mentoring experts and human resources professionals to create a comprehensive mentoring guide. Include practical tips, best practices, and mentoring templates.

5. Prepare for Conferences and Grant Classes:

- Presentation Preparation: Develop a comprehensive presentation summarizing my research findings, program development efforts, and outcomes. Prepare captivating visuals and case studies.

- Conference Submission: Submit my presentation proposal to relevant conferences, such as SIGUCCS (The Special Interest Group on University and College Computing Services) and NERCOMP (Northeast Regional Computing Program), for consideration in 2025.

- Grant Classes: Enroll in grant-related classes to enhance my knowledge and skills in securing funding for future initiatives (I would be seeking Professional Development funds for this).

6. Knowledge Sharing:

- Dissemination: I would share my research findings, program resources, and mentoring guide with administrative department heads and colleagues at CCSU.

- Collaboration: Encourage cross-departmental collaboration and application of any relevant research outcomes to benefit other areas within the university.

E. Statement of potential value of your project to the university, to your professional growth, and to your particular field of study or discipline

This sabbatical would provide me an opportunity to conduct further research and take a deeper dive at existing literature. What is still valid or applicable for example? Unfortunately, a lot of the literature I was able to find is pre-pandemic and the academic and professional worlds have changed. Many jobs are remote now for example, how will we prepare our student workers for this potential eventuality? Also, I found many articles pertaining to student workers in Libraries in Higher Education. It will be interesting to see to what extent some of this information can be applied to this project.

1.Value to the University:

- Research Excellence: This project aligns with the university's mission/strategic plan for preparing our students to enter the workforce. While we do have a Co-operative student worker program on campus, we have many more part-time student workers who would benefit from this project.

- Enhancing Reputation: This would provide me the opportunity to conduct in depth research and present at higher education conferences such as SIGUCCS and NERCOMP.

- Resource Utilization: This project would demonstrate our university's commitment to growth and development. We would be able to apply this research within our Information Technology department and possibly other areas if they find value in my findings.

2. Value to My Professional Growth:

- Skill Development: This year is my first year in the "First Year Connected" group that coaches first gen students. I am hoping that what I learn from this year can also be applied to this research. The skills I am most interested in developing are around mentoring/coaching and creating career paths in my department for our student workforce.

- Networking: This project will also provide network opportunities as I'll be working with other areas within CCSU as well as professionals in my field via professional organizations and other colleges and universities.

- Credentials: This project will allow me to get out of my comfort zone and share my findings that could help others, through publications and conference presentations.

3. Value to Information Technology:

- Advancing Knowledge: This project will contribute to the existing body of knowledge within not only Information Technology but Higher Education. The world has changed with the pandemic and new tools need to be utilized, and different skills need to be developed.

- Addressing Gaps: This research will also address gaps and unresolved issues in Information Technology and may also identify where additional research would be helpful.

- Relevance: We have a responsibility to prepare our students for the future. No two students are alike and so a flexible development plan to help prepare all student workers would be advantageous to not only the university while they are employed within Information Technology, but they have more of the tools (work ethic, soft skills, etc.). in order to be successful in their future professional endeavors.

F. Statement of expected outcomes of your project. (Describe the outcomes and relationship, if any, of any previous sabbatical projects to the current one.)

During my sabbatical, I will embark on a project focused on the objectives as outlined under section D of this application which will culminate in the creation of an eBook containing findings and recommendations derived from my research. The expected outcomes of this project are as follows:

1. Research Peer Institutions (including the CSCUs):

- Comprehensive Understanding: Gain a comprehensive understanding of existing practices and challenges related to student employment in higher education, specifically focusing on part-time student workers.

- Peer Institution Insights: Identify and document notable practices, trends, innovative approaches, and successful models in peer institutions.

- Best Practices Compilation: Document best practices and challenges faced by peer institutions in developing and supporting part-time student workers.

2. Create a Student Worker Professional Development Program:

- Needs Assessment: Understand the specific needs, interests, and skill development areas of current student workers in the Information Technology department.

- Program Design: Collaborate to design a comprehensive professional development program with a clear curriculum, training modules, and certification opportunities. Leveraging Blackboard Learn as well as making much of the content timely/timeless is critical.

- Implementation Plan: Develop a detailed plan for launching the program, including timelines, resource allocation, and participant selection criteria.

- Pilot Program: Consideration of a pilot program to gather feedback and refine the program for optimal effectiveness.

3. Explore Alternative Methods to Fund Student Workforce/Professional Development:

- Funding Sources: Identify potential sources of funding, including grants, alumni donations, industry partnerships, and university and federal/work study funds.

- Proposal Development: Prepare effective funding proposals tailored to each discovered source; emphasizing the benefits and impact of investing in student workforce development.

- Implementation Plan: Outline how these new funding sources may be utilized to enhance the student workforce program and support student employees.

4. Develop a Guide to Mentoring Student Workers:

- Mentoring Guide Development: They say it takes a village to do many things and successfully mentoring/coaching student workers takes many hands. Collaborate with experts at the University as well as other organizations (Help Desk Institute, Educause, NERCOMP, SIGUCCS, scholarly journals, etc.) to create a comprehensive mentoring guide, including practical tips, best practices, and mentoring templates.

- Training: Create self-training/video(s) to introduce employees to the mentoring guide and provide effective mentoring techniques.

5. Prepare for Conferences and Grant Classes:

- Presentation Preparation - 2024: Submit a poster session at either conference (NERCOMP or SIGUCCS) in the spring of 2024. This would help me gain useful insight and feedback from peers as to what else should be included in my research.

- Presentation Preparation - 2025: Develop a compelling presentation summarizing research findings, program development efforts, and outcomes, including visuals and case studies (NERCOMP which will be held in March 2025 and SIGUCCS, April 2025).

- Conference Submission: Submit presentation proposals to relevant conferences for consideration, allowing for the dissemination of my findings to a wider audience.

- Grant Classes: Enroll in grant-related classes to enhance my skills in securing funding for future initiatives, with a focus on professional development, workforce enhancement and grants in higher education.

It is my sincere hope that the above anticipated outcomes will demonstrate to you that this is a worthwhile, comprehensive, and well-structured sabbatical project with the potential to make a significant impact on student workforce development at the university as well at places of higher education.

G. Review of Literature

Burrell, S. *"Tactics for Higher Education Talent Management Plans."* EDUCAUSE, https://er.educause.edu/articles/2023/6/tactics-for-higher-education-talent-management-plans, June 26, 2023.

Central Connecticut State University. *"Strategic Plan."* CCSU, https://docs.ccsu.edu/Strategic_Plan.pdf. Accessed September 9, 2023.

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Ferer, E. (2023), *"Putting DEIA into practice: incorporating diversity, equity, inclusion and accessibility into student employee training"*, Reference Services Review, Vol. 51 No. 2, pp. 205-217. https://doi.org/10.1108/RSR-09-2022-0053

Guetzoian, Emily. *"Gamification Strategies for Higher Education Student Worker Training."* Handbook of Research on Acquiring 21st Century Literacy Skills Through Game-Based Learning, edited by Carol-Ann Lane, IGI Global, 2022, pp. 164-179. https://doi.org/10.4018/978-1-7998-7271-9.ch009

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Gonick, L. *"10 Calls to Action for the Future of Technology in Higher Ed."* EDUCAUSE, https://er.educause.edu/articles/2023/8/10-calls-to-action-for-the-future-of-technology-inhigher-ed, August 29, 2023.

Hutson, J., MacDonald, E., Young, L., Edele, S., Smentkowski, C. *"Fostering Durable Skills Development: Leveraging Student Worker Programs."* Digital Commons at Lindenwood University, https://digitalcommons.lindenwood.edu/faculty-research-papers/454/, December 27, 2022.

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McClellan, G.S., Creager, K.L., & Savoca, M. (2018). *A Good Job: Campus Employment as a High-Impact Practice* (1st ed.). Routledge. https://doi.org/10.4324/9781003442752

Palumbo, T, Library and Technology Services Lehigh University, et al. *"How Student Workers Saved the Day: Proceedings of the 2019 ACM SIGUCCS Annual Conference."* ACM Other Conferences, 1 Oct. 2019, https://dl.acm.org/doi/10.1145/3347709.3347804.

Park, Sangyoon, *"Designing Multimedia Learning for Student Employees in a Higher Education Institution"* (2021). Culminating Projects in Information Media. 35. https://repository.stcloudstate.edu/im_etds/35

Perna, L.W. (Ed.). (2010). *Understanding the Working College Student: New Research and Its Implications for Policy and Practice (1st ed.)*. Routledge. https://doi.org/10.4324/9781003448495

Stottlemeyer, K. (2022). *"Supervisor Training Resource Guide for Orienting Student Workers"* - Master's project. Ohio State University. https://acel.osu.edu/sites/acel/files/KatherineStottlemyer2022.pdf

Surtees, L. "Training to Learn: A Comparative Study of Academic Library Student Employee Training Programs." ALA Institutional Repository, 2019, https://alair.ala.org/bitstream/handle/11213/17696/TrainingtoLearn.pdf?sequence=1.

Amy S. Kullgren

103 Meadowbrook Road,
West Hartford, CT 06107
Amy.Kullgren@ccsu.edu
(860)832-1719

Information Technology leader with more than 20 years of progressive experience seeking a sabbatical leave that will allow me the opportunity to use my leadership skills and experience to improve our student workforce in terms of preparing students for the workforce and be successful in their chosen career field(s).

Areas of Expertise / Experience

- Call Center Management
- IT Service Management
- Leadership and Collaboration
- Documentation and Policy Development
- Enterprise Application Support
- Policy and Procedures

- Fiscal Planning and Budgeting
- Software Licensing and Audits
- Security Awareness and Auditing
- Strategic Planning
- Customer Service
- Project Management

Work Experience

Central Connecticut State University, New Britain, CT

JANUARY 2010 – PRESENT

Part-time Faculty

Design course structure and requirements utilizing Blackboard Learn. Lecture and administer all grades to classes ranging from 25 to 90 students. Courses taught:

- Comm115, Fundamentals of Communication
- Comm140, Public Speaking

Central Connecticut State University, New Britain, CT

JUNE, 1999 - PRESENT

Director of Client Support Services

Job title and rank changed from Manager of User Support Services to Director of User Support Services & Campus One Card to current title due to increased role and job responsibilities. Responsible for leading all aspects of Client Support Services which has included Instructional Design & Technology Support, Media Services (including the television studio), Student Classrooms and Labs, Help Desk (tier I and Tier II), Desktop Engineering & Support and Campus One Card Operations. Some relevant highlights include:

- Provide leadership to seven teams of up to 80 full and part-time staff.
  Experience implementing and leveraging IT Service Management, including Incident, Change, Knowledge, and Service Request Management and Service Level Agreements.
- Responsible for all financial aspects of Client Support Services including budget creation, management and analysis including the majority of technology refresh funds for classroom technology, computers and software.
- Manage and direct overall project team activities and monitor progress, including funding, resource management, developing and mentoring staff and internal process improvement activities.
- Coordinate training, documentation, and support on Blackboard Learn, instructional tools (Camtasia, Kaltura, Storyline, clickers, etc.), productivity tools (Microsoft Office, Adobe Creative Cloud) and security awareness.
- Collaborate with faculty and Facilities Management in the design and planning of new classrooms and learning spaces.
- Coordinate technology support and upgrades of hardware and software for faculty and staff, classrooms, and labs. This includes selection and procurement of computers, printers, tablets, mobile devices, projectors, document cameras and other technologies used in the classroom.
- Interface with state and internal auditors to address any potential IT related security and audit concerns.
- Conduct annual software inventory audit per State of Connecticut guidelines.

Conning & Company, Hartford, CT

AUGUST 1992 – JUNE 1999

Assistant Vice President, Information Systems /

Promoted twice in seven years. Responsible for all aspects of technology at an asset management/investment firm with 250 employees. Relevant duties include:

- Annual capital budget preparation

- Disaster recovery planning and testing
- Call Center management
- Data Center management
- Technology training

Education

M.S. in Organizational Communication / Central Connecticut State University, New Britain, CT

Special Project: The Impact of Listservs on Organizational Learning

B.A. in Economics / Smith College, Northampton, MA

Professional Development

AMA (American Management Association) Leadership
- Frontrange/HEAT Administration & Service Management
- GIAC (Global Information Assurance Certification) in Security Leadership, # 10403
- Help Desk Institute – ITIL Foundations
- HERS – Leadership Program for Women in Higher Education at Wellesley College
- Higher Education conferences and workshops including Educause, SIGUCCS, NERCOMP, Campus Technology, Quality Matters, and NACCU
- ITIL® 4 Foundation, Certified
- NERCOMP, Universal Design for Learners
- Project Planning & Control, Project Management
- Quality Matters (3 Certifications: Teaching Online, Designing your Blended Course, Applying the Quality Matters Rubric)
- SANS Security Leadership Essentials for Managers (GIAC Certified)
- Securing the Human/How to Build, Maintain and Measure a High Impact Awareness Program
- Support Center Director (Help Desk Institute Certified)

Professional Accomplishments & Committee Work

- CEN EDAC (Connecticut Education Network Engagement & Development Advisory Council) Planning Committee Member
- CoursEval Pilot Coordinator – piloted and implemented the use of CoursEval thus providing student opinion surveys to students taking online courses (2016-2017)
- CSI (Customer Satisfaction Index) Elite 50 Award – Help Desk Institute's award for Customer Service (2014)
- CIO Search Committee – Member (2 searches)

- CSCU (Connecticut State Colleges & Universities) Classroom of the Future Committee – Member
- CSU (Connecticut State Universities) Academic Computing Conference Committee – Member
- Hosted Blackboard Learn Implementation Team Member – migrated local instance of Blackboard Learn to a hosted solution which includes 24x7 technical support which is critical for online courses.
- Educause Primary Representative
- Faculty Senator/Faculty Senate Steering Committee
- Faculty Training Institutes – Developed 3-day workshops with faculty to assist them in the creation of course materials for online instruction and the use of Blackboard Learn (2014-2016)
- IT Strategic Planning Committee - Member
- ITAC (Information Technology Advisory Committee) – Member
- ITC (Information Technology Committee, subcommittee of Faculty Senate) – Member
- Nursing Lab Planning Team Member – Assisted in the planning and creation of a new Nursing wing to support the Nursing program offered at CCSU utilizing Laerdal simulation technologies (2017-2018).
- OER (Online Educational Resources) Pioneer of the Year Award (2017)
- Online Learning Committee - Member
  Professional Development Committee – Chair
- Retention and Graduation Committee - Member
- Sabbatical Committee – Chair
- Social Emotional Learning Task Force - Member
- SIGUCCS (Part of Educause) – Presented on First Year ResNet Support Experience
- UPBC (University Planning & Budget Committee) - Member

Miscellaneous

- _____Check here if your sabbatical leave is dependent on your receipt of a Fulbright or other fellowship. If, yes, please be sure to include information and explanation of the fellowship in the narrative below including the anticipated date of notification of award.

- The committee suggests you apply for the SUOAF Professional Development Funding to support your expenses of professional development during your sabbatical leave. *I will be asking for funds for some books as well as registration to professional/industry conferences like NERCOMP & SIGUCCS.*

- Letters in support of this proposal from individuals knowledgeable to the field or who would benefit from the outcomes are optional.

Recommendations

The signatures below acknowledge that the signatories have reviewed this proposal. Comments are optional.

Supervisor Name: __George Claffey_____ Signature: _____

Date: __Oct 1, 2023_____

Comments (may attach separate memo)

Division Head Name: __George Claffey_____ Signature: _____
Date: __Oct 1, 2023_____

Comments (may attach separate memo)

SUOAF Sabbatical Leave Committee Appraisal:

Recommend: Yes _____   No _____

SUOAF Sabbatical Leave Committee Chair Signature:

_____

10/1/2023

Dear Review Committee,

I am writing to express our full support for Amy Kullgren's sabbatical project. In the Information Technology Division, we recognize the immense value in nurturing and developing the skills of our student workers. Not only is this integral in enhancing the quality of services we offer to the university community, but it is also a fundamental aspect of our duty within the Division to contribute to the professional and personal growth of our students.

We currently have a dedicated team of over 35 student workers who play a pivotal role in delivering a diverse range of IT services, including networking, cybersecurity, onsite support, and working the help desk. Each member of our student workforce brings a unique set of skills and perspectives, contributing to a rich, dynamic learning environment. We are committed to investing in their continuous learning and development to ensure they are well-equipped to meet the evolving needs of our academic community and beyond.

Amy's sabbatical project resonates with our objectives and aspirations. We believe that her study will be instrumental in designing and developing a comprehensive methodology and multi-journey training plan tailored to optimize the learning experiences of our student workers. It will serve as a blueprint for identifying the specific needs and potential of each student, fostering an environment that is conducive to innovation, creativity, and excellence.   We are confident that the outcomes of this project will bring about significant, lasting benefits, and we eagerly anticipate its successful implementation.

Sincerely,

Dr. George F. Claffey Jr.
Chief Information Officer

To: CCSU SUOAF Sabbatical Leave Committee

From: Lisa R. Washko, Retired/Emeritus CCSU Information Technology Department
        Adjunct Professor CEGT Department

This letter of recommendation is written in support of Amy Kullgren's Sabbatical Leave Proposal to develop a Student Worker Professional Development Program for the Information Technology Department which could benefit other departments on campus that hire student workers, as well.

Amy was my supervisor in IT for many years prior to my retirement in July 2022. A few years before the pandemic, we had started discussing the need for a student worker planned professional development program. At that time, I managed the Marcus White Computer Lab (now known as TechCentral). During my tenure managing the computer lab, I hired hundreds of student workers. Some good and some not so good. The "not so good" ones were students that just needed more attention and mentoring, but there was nothing in place to help with this. I worked on personally mentoring these students or paired them up with a more experienced student worker to help with training. This type of training was not ideal. There just wasn't enough time for mentoring so the student workers suffered. Aside from the effect it had on the student workers, it also affected the quality of customer service we could provide.

If CCSU could provide a solid mentoring/professional development program for student workers, both students and the University would greatly benefit for the many reasons Amy mentions in her Sabbatical Leave Proposal. It's a win-win situation. I would have liked to see this program in place during my tenure at CCSU and would love to see it come to fruition.

I highly recommend the Sabbatical Leave Committee accept this proposal so that Amy can work towards achieving the goals of this worthwhile program.

If you have any questions for me, please do not hesitate to contact me via email: lisa.washko@ccsu.edu.

Sincerely,

Lisa R. Washko

September 27, 2023

Amy Kullgren
CCSU

Dear Amy:

Thank you for sharing your sabbatical proposal with me. It was a pleasure to read, and the work you are proposing is essential for CCSU, its students, and other universities. As a previous IT professional and now professor and chair of the MIS department at CCSU, I see the high value of this work. It is my sincere hope that you are awarded this sabbatical so you can pursue this work.

I am so impressed by the scope of your work that I would like to offer to be your co-author and aid in disseminating your results. Please keep in touch and let me know if there is anything I can do to assist your efforts.

Regards,

Dr Michael Gendron

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Final Audit Report   2023-10-02

Created:	2023-10-02
By:	Amy Kullgren (amy.kullgren@ccsu.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAo8Jq51wcVMQgW2b-XGW5LbUN6_IYwbl6

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📄 Document created by Amy Kullgren (amy.kullgren@ccsu.edu)
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