

CONNECTICUT COMMUNITY-TECHNICAL COLLEGE SYSTEM
Program Review
COLLEGE SELF-STUDY REPORT

Discipline evaluation is part of the institution's overall planning process. It is to be viewed as a critical self-study designed to review systematically the achievement of a discipline's purpose and goals.

College: Quinebaug Valley Community College

Discipline: ~~Computer Networking/Computer Services~~ Behavioral & Social Sciences and Humanities

Report Prepared by: College Department Chair and College Discipline Member(s)

Jayne Battye JB Battye 6-6-16
Department Chair *Signature* *Date*

Brian Donohue-Lynch
College Discipline Member *Signature* *Date*

Others (Optional) Signature Date

Report Submitted To: College Academic Dean and College President
Alfred Williams Alfred Williams 6/9/16
Dean of Academic Affairs and Student Services

Dr. Carlee Drummer Carlee Drummer 6.13.16
President *Date*

Report Copy for Institutional Effectiveness
Received by: Office for Institutional Effectiveness Signature and Date Received

Quinebaug Valley Community College
Academic Affairs
Five-year Discipline Review: 2015-2016

Social and Behavioral Sciences and Humanities:
Anthropology, Communication, History, Humanities, Philosophy,
Political Science, Psychology, and Sociology

1) Mission Statement

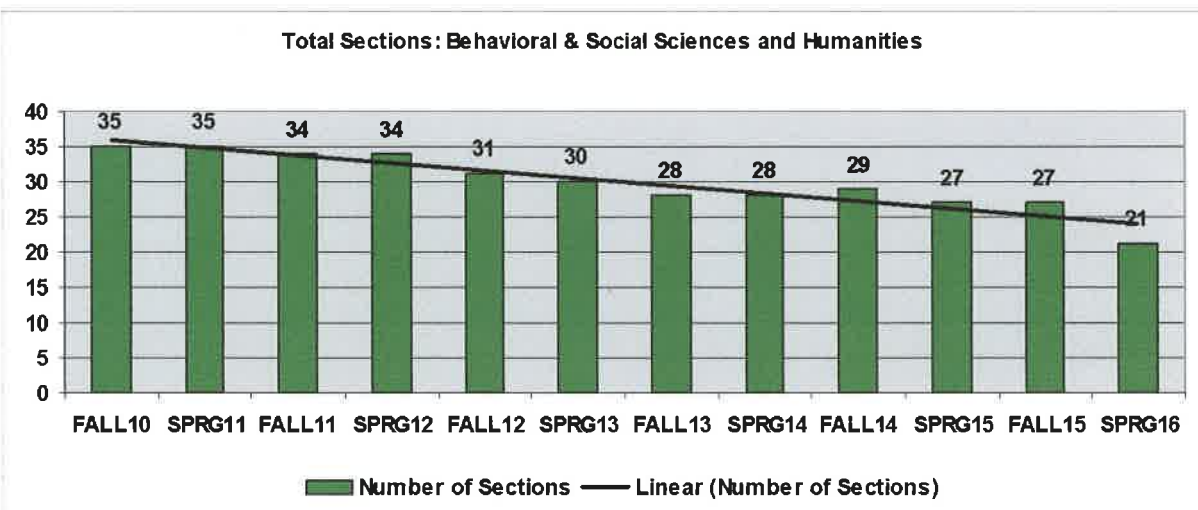
a. *List the mission statement of your discipline.*

In support of the wider college mission, the Social and Behavioral Sciences, Philosophy, and Humanities aim to prepare students to understand and use the principles and methods of these disciplines as they apply to lifelong learning. To this end these areas of study offer the first two years of liberal arts courses that contribute to a student's effective completion of a two year associate degree. These disciplines also ensure smooth transferability of academic courses to four-year institutions. In addition, they provide courses that meet the general education requirements of a broad range of certificates and career programs. Faculty responsible for the social and behavioral sciences, philosophy, and humanities at QVCC engage in continuous discipline improvement through revision and improvement of courses in response to career program scheduling, and ongoing conversations with four-year institutions.

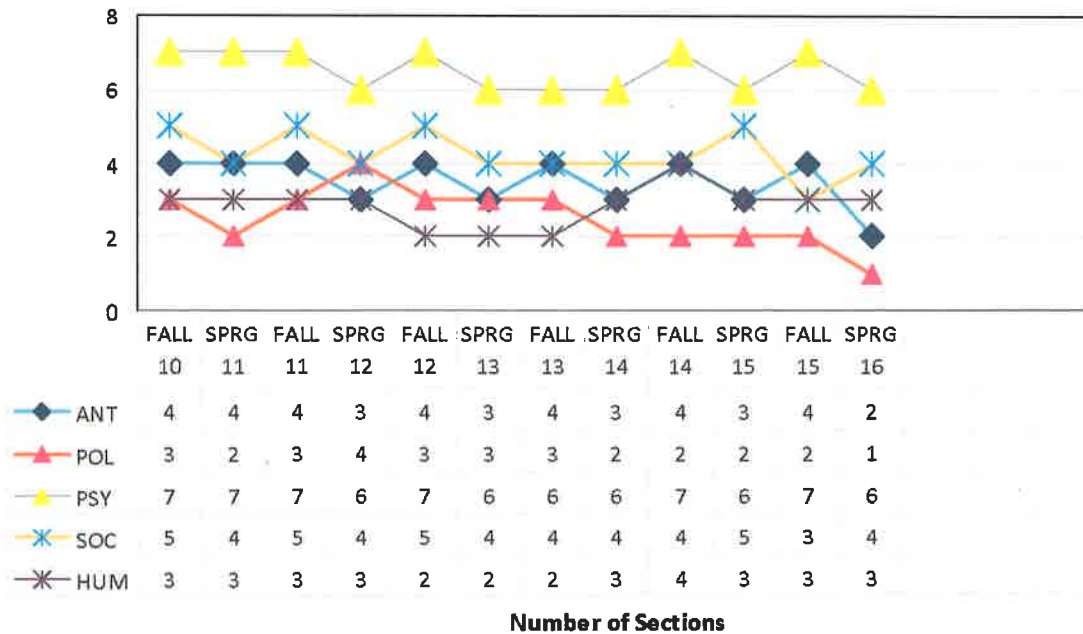
2) Historical Enrollment Data

Analyses of enrollment and section count

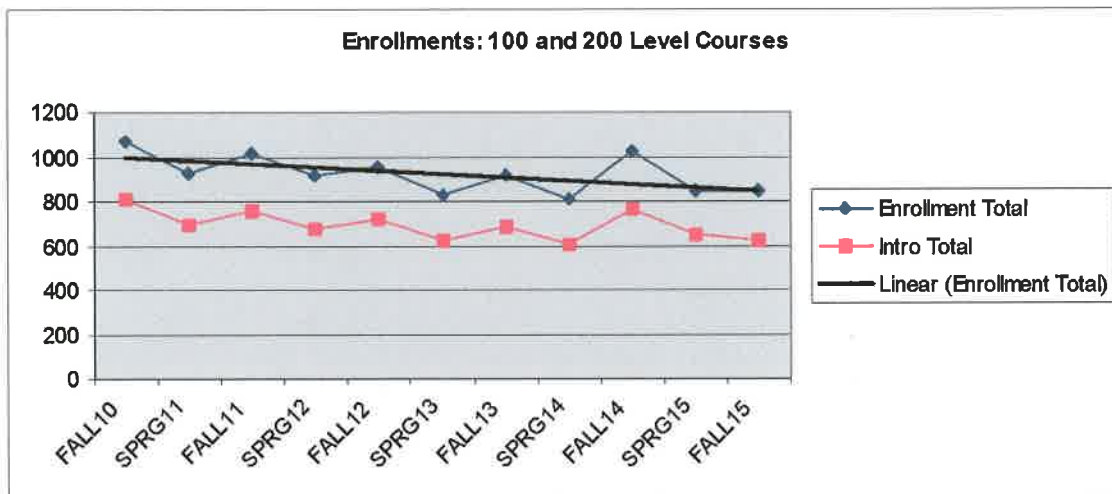
Overall, the section count of survey social and behavioral science, philosophy, and humanities offerings over the course of each academic year has fluctuated slightly through the spring of 2016, with an overall trend of a moderate decline in general enrollment mirroring the decline in enrollment of the college as a whole.



Course Sections: Intro Level



Enrollments: 100 and 200 Level Courses



Due to this declining enrollment over the past 5 years, certain courses are offered less often

- In Political Science these courses are African Politics and Comparative Politics. Both are excellent transfer courses but struggle to reach the profitability benchmark of 13 students
- Non-survey History and Political Science courses have been put on a two-year rotation as of 2013, again in an attempt to offer a selection of courses while balancing the need for courses to enroll at the benchmark and beyond
- The Legislative Internship remains steady at 1-2 students each spring semester

- At least one section of Cultural Anthropology is offered each semester as a requirement in the Early Childhood Program, and at least a second section is offered at the Danielson campus, alternating each semester between Cultural Anthropology and Introduction to Anthropology. A further section has been periodically offered either at the Willimantic center, or online, to accommodate students' access to the course. Two other anthropology courses, Peoples of the World and Health, Healing, and Culture are rotated by semester. These transfer well, meeting a "non-Western" requirement at some receiving institutions; enrollments however are not always adequate to run a section. Offering these online periodically seems to increase the likelihood of sufficient enrollment.
- Principles of Sociology is a standard course included in most programs, and generally can be offered in multiple sections. At least one section also runs each summer. Three upper-level sociology courses are rotated each third semester, and generally manage to enroll adequately on this basis, as these courses meet corresponding upper-level requirements at receiving institutions.
- Philosophy: Though the number of sections offered of the core philosophy courses (PHL 101 and PHL 111) has decreased since the 2011-12 academic year, it has remained stable for the past three academic years, and enrollment in these sections has been strong
- The two introductory courses in Psychology (Psy I and Psy II) have been offered every semester and enrollment has hardly been a problem for these two. Life-span Development, a 200 level course also has been offered every semester and enrolled well. For this is a course required by nursing major and transferred to all receiving institutions as an upper level course. The enrollments of other 200 level courses; however, are not stable as the ones mentioned above. Each semester, at least one 200-level is offered in Psychology.
- Communication: The number of sections of COM courses follows the pattern of other disciplines, again reflecting overall decline in college enrollment over the studied period. At the same time, course offerings have been reevaluated and realigned to meet the needs of the TAP framework, Pathways and other program requirements. The Communication discipline continues to be a fundamental requirement throughout college programs in the process.

3) Curriculum Review

a. List all courses specific to your program/discipline that are in the catalog or have been offered anytime in the last three years. Note the semester each course was taught.

2012-15

Anthropology:

- **Introduction to Anthropology: alternate semesters, one section (online or in Danielson)**
- **Cultural Anthropology: each semester (1 section); alternate semesters, a second section**
- **Health, Healing, and Culture: each fall, online**
- **Peoples of the World: last taught in 2011 (would want to keep this an option)**

Courses in catalog not offered in this period, to remove from catalog: Sex Roles in Western and Non-Western Society.

Communication:

- **Introduction to Mass Communication: new, spring 2014**
- **Fundamentals of Communication: replaced by Intro to Mass Communication, spring 2014**
- **Public Speaking: multiple sections offered each semester**

- **Business and Professional Communication: under review for its place in the TAP Pathway**

History:

- **Western Civilization 1: every fall**
- **Western Civilization 2: every spring**
- **Western Civilization 2 online: spring, not spring 2014**
- **World Civilization 1: every fall**
- **World Civilization 2: every spring**
- **US History 1: every fall**
- **US History 2: every spring**
- **History of Connecticut: spring, not spring 2014. Now on a two year rotation**
- **History of the Civil War: fall 2012, spring 2014**
- **Vietnam War: fall 13-14**
- **History of the Cold War: spring 2013, fall 2015**
- **History of Religion: fall but will be on a two- year rotation now**

Humanities:

- **Introduction to Humanities: each semester**
- **Leadership Development Studies: A Humanities Approach: spring 2011**
- **Folktales: spring 2013**

Philosophy:

- **Introduction to Philosophy: each semester**
- **Ethics: each semester**
- **Ethics: spring 2011; summer 2010, 2011; winter 2010**
- **Modern Science and Human Value: not offered**
- **Professional and Business Ethics: not offered**
- **Computer, Ethics, and Society: not offered**
- **Women and Moral Rights: spring 2013**
- **Symbolic Logic: spring 2012**
- **Existentialism: not offered**
- **Asian Philosophy: spring 2011, 2012, 2013**
- **Classical and Medieval Philosophy: fall 2010**
- **Modern Philosophy: spring 2011**
- **Death and Meaning of Life: spring 2012**

Political Science:

- **American Government: every semester**
- **American Government online: spring 2012-13, summer and winter intersessions**
- **Comparative Politics: spring 2013**
- **International Relations: fall 2012-13, spring 2012, 2014, 2015**
- **African Politics: spring**
- **Legislative Internship: spring**

Psychology:

- **General Psychology I: each semester, at least four sections**
- **General Psychology II: each semester, at least one**
- **Lifespan Development: each semester, one section**
- **Psychology of Women: Spring semester, one section**
- **Abnormal Psychology: Spring semester, last offered 2014**

- **Health Psychology: Fall semester, last offered Fall 2014**
- **Social Psychology: Fall semester, last offered Fall 2014**
- **Theories of personality: Fall semester, last offered Fall 2012**
- **Normal and Exceptional Child and Adolescent Development: Every third semesters to support Teaching Pathway, last offered Spring 2015**

Psychology in catalog not offered in this period: Psychology of Adjustment, Introduction to Mental Retardation, Death and Dying, Counseling Techniques and the Paraprofessional, Industrial and Organizational Psychology, Psychological Aspects for Human Sexuality, and Behavior Modification.

Sociology:

- **Principles of Sociology: each semester, four sections**
- **Contemporary Social Issues: spring 2012; fall 2013; spring 2015 (two sections each; one each online)**
- **Sociology of the Family: fall 2012; spring 2014; fall 2015**
- **Social Inequality: spring 2013; fall 2014; spring 2016**
- **Sociology in catalog not offered in this period: Sociology of Aging, Sociology in Literature, Sociology of Values, Social Movements, Sociology of Work (to be removed from catalog).**

b. Is there a syllabus on file in the Academic Affairs Office for each course specific to your program that includes course outcomes and processes for assessment?

Yes: We will need to ensure that all official course records, catalog listings, and syllabi include necessary information relating to the Transfer and Articulation Program as of fall 2016.

c. List any online classes in your discipline. How often are each offered, and what are the plans for future online classes? What is the rationale for this plan?

ANT*	L101	Intro. To Anthropology	A section is offered every other semester, alternating online and on-ground
ANT*	L105	Cultural Anthropology	A second section is offered in alternate semesters, and periodically this is online
ANT*	L118	Health, Healing, and Culture	This has been offered every other semester, online; it is a course that transfers well, and draws from students in several programs, as well as from students who have already taken introductory courses
ANT*	L133	Peoples of the World	This course transfers well, particularly as a "non-western" requirement at receiving institutions; offering it online seems to increase the likelihood of sufficient enrollment to run a section every second or third semester.
COM*			As of 2015-16 Academic Year, COM course offerings are being updated in relation to TAP requirements both for the COM pathway itself as well as for the place of COM courses in other pathways.
HIS*	L102	Western Civilization II	Spring, summer, winter
HIS*	L121	World Civilization I	Summer
HIS*	L201	U.S. History I	Fall
HIS*	L202	U.S. History II	Spring
HUM*	L101	Introduction to Humanities	In the regular academic year, offered Spring 2011-Spring 2016; Fall 2014 and 2015
PHL*	L101	Intro. To Philosophy	Each fall beginning Fall 2014; Summer 2012, 2015

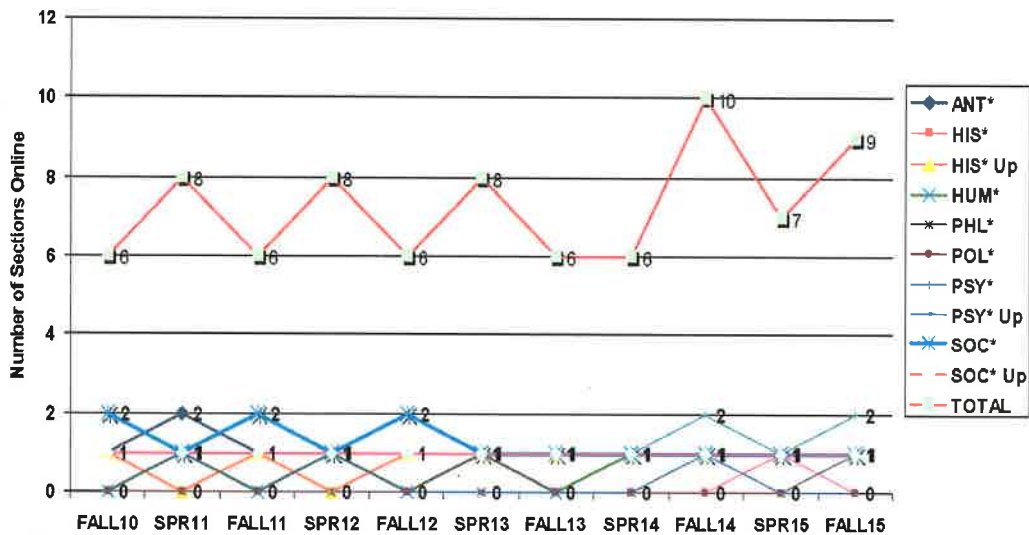
PHL *	L111	Ethics	Summer 2012
PHL*	L112	Medical Ethics	Summer 2010; Summer 2011; Winter 2010
PHL*	L165	Asian Philosophy	Fall 2015
POL*	L111	American Government	Spring, summer, winter
PSY*	L111	General Psychology I	Every semester
PSY*	L112	General Psychology	Fall semester
PSY*	L240	Social Psychology	Every other year in fall semester
SOC*	L101	Principles of Sociology	Every other semester a section is offered online, as well as online in the summer
SOC*	L201	Contemporary Social Issues	Generally two sections of this course have been run every third semester, alternating with the other two sections of 200 level sociology. These three are standard courses at receiving institutions and will be essential in the sociology TAP pathway. One section has generally been run online each semester, and has among other things accommodated students from Willimantic who otherwise cannot take an on-ground section.
SOC*	L210	Sociology of the Family	See SOC*L201 above
SOC*	L220	Social Inequality	See SOC*L201 above

Online courses enroll well. They offer a convenience in scheduling for students, and in particular can bridge gaps in offerings that otherwise may not fully enroll at the Willimantic Center. Online courses are offered when there is a strong online instructor available. In the future, online classes need to be a stronger part of the two-year rotation regardless of available instructors.

Since the College again has a full-time philosophy instructor, this course should be offered every fall. Other online courses have been offered sporadically. Declining enrollment has presented a challenge in meeting the profitability benchmark of 13 students. PHL 101 (Summer 15) and PHL 165 (Fall 15) were thus offered but did not run. Because online courses attract students both from within and outside QVCC, plans had been made to offer PHL 165 online to generate greater interest in Asian Philosophy. Interest exists, but declining enrollment again creates a challenge in meeting the benchmark. Going forward, PHL 165 may be offered on a two-year rotation in the fall.

All disciplines will need to discuss this growth in online sections more deliberately in the next year, particularly to address emerging attention to accreditation requirements. The director of Institutional Research has looked at the retention and completion rates of online classes in comparison to those on-ground and reports that there is no statistically significant difference between the two that would be actionable.

Online By Semester



4)

Discipline Delivery Strategies

Are the discipline semester course sequences listed in the catalog?

Currently the courses are listed in the catalog but the course sequence is not listed. The college is moving toward a 2-year schedule and this will necessitate updating the catalog to show course sequencing over 2 years.

Has the sequence been followed for the current and past two academic years?

The sequences noted above in 3.a., though not listed in the catalog, have been followed.

How does the sequence serve part-time students? Do you coordinate course offerings with other programs?

- In the past 5 years there has been no macro-level coordination of course offerings between courses and programs.
- The Director of IR reports that it is difficult to derive data to determine how sequences serve part-time students.
- History and Political Science courses are coordinated only in terms of times offered on the schedule.
- In anthropology, one section of ANT* 105 has been offered each semester to meet the needs of students in the ECE program.
- In philosophy, there is no course sequence. Students are able to enroll in any Philosophy course without having taken a prior Philosophy course. Subject to enrollment trends, the core courses of PHL 101 and PHL 111 should both be offered each semester. Thus they should be readily available to part-time students.
- The offering of Philosophy courses is not coordinated specifically with other disciplines or with programs; it is coordinated only in terms of times offered on the schedule.

5) Trends

a. What have been two major national and/or state trends specific to your discipline during the current and past two academic years?

History: as noted in this article from the history department at UC Davis: "Only a small percentage of history majors go on to be professional historians. Instead most go on to become lawyers, librarians, businesspersons, writers, archivists, researchers, teachers, politicians, and even entertainers. Leaders in

every industry, from business to the arts, can point to their training as history majors as the starting point for their success. Indeed, historical study plays an important part in fostering well-rounded intellectual development as well as developing valuable career skills in research, writing, argumentation, and documentation.”¹ In short, liberal arts disciplines such as history prepare a student for many professions. This is a “trend” that has always held true.

Political Science: “As a political science major, you will hone the writing, communication, analytical, and data skills that are fundamental to a liberal arts education. This kind of education will prepare you to think critically and independently, help you appreciate differing points of view, and broaden your knowledge of current affairs. Today, students can reasonably expect to change jobs more than once and even have more than one career. An undergraduate education in the liberal arts is excellent preparation for flexibility in employment.”²

Anthropology/Sociology: These points in general hold true for anthropology and sociology as well, as these disciplines tend to serve a more general-education and liberal-arts focus in students’ programs.

Communication: These general points also hold true for courses in communication, even as needs change in developing skills for new modes and media for communication related to developments in information technology and social media. These changing needs are reflected fundamentally in changes throughout the other disciplines in higher education as they each grapple with the impact of new media, rapid information retrieval, and new technologies of communication with impact on a global scale.

Psychology: With the State heavily emphasizing on the TAP program, the offering of the courses will be limited to the courses that are accepted by receiving institutions. The national trend of Psychology in research are focusing on more on the concepts of context, biological influences, and creativity (Psychology Today 2015).

Philosophy: Debate continues over ways to make philosophy, academic departments of which are dominated by white men, more diverse. Solutions range from including more readings from women and minority philosophers in undergraduate courses to “growing the discipline” by bringing more philosophy courses to smaller- and more minority-serving colleges and high schools, where the discipline itself is underrepresented.³ Defending the importance of philosophy in the academic core in all institutions of higher education as colleges and universities stress majors in STEM fields is another important trend. As the University of Connecticut Philosophy Department points out, one of the hallmarks of a philosophy education is that students gain skills in “effective writing and speaking; critical thinking; complex reasoning; [and] creative problem solving.”⁴ These are skills which 93 percent of employers surveyed by the Association of American Colleges and Universities for a 2013 report believed were more important for career success than choice of undergraduate major.⁵

b. What are the emerging trends that will dominate during the next three years? (Do not include enrollment or retention issues here.)

¹ <http://history.ucdavis.edu/undergraduate/what-can-i-do-as-a-history-major>

² <http://www.apsanet.org/CAREERS/An-Ideal-Liberal-Arts-Major>

³ Pynes, Christopher. “Academic Privilege, Access, and the Problem of Diversity in Philosophy.” *Leiter Reports: A Philosophy Blog*. Web. Accessed 17 January 2016.

⁴ “What can I do with *PHILOSOPHY?*” University of Connecticut Philosophy Department. Web. Accessed 17 January 2016. <http://philosophy.uconn.edu/wp-content/uploads/sites/365/2013/12/dowphil.pdf>

⁵ “It Takes More than a Major: Employer Priorities for College Learning and Student Success.” *The Association of American Colleges and Universities*. Web. Accessed 19 January 2016.

The Connecticut Community Colleges and State University system trend that will dominate over the next three years is the implementation of the Transfer Articulation Program (TAP) agreements between the community colleges and the state universities. It is already a development that calls for clearer analysis and planning of curriculum in the behavioral and social sciences as the pending implementation of the TAP framework is readied for the fall of 2016. The TAP program calls for clearer overall planning of the introductory level of education offered at the community college level in general. The behavioral and social sciences at QVCC will need to coordinate more deliberately in order to ensure students get an adequate breadth of exposure to the range of questions, skills, and outcomes reflected across the disciplines. The pending State mandate to facilitate student degree completion in no more than 60 credits, with the involved definition of "guided pathways" for transfer, challenges us to develop an efficient economy of offerings in a coherent curriculum.

As this discipline focuses on research, undergraduate research has become a necessity for psychology students to enhance their learning. The increasing emphasis on student research in the field of psychology will continue. QVCC has been a presence in Eastern Psychological Association Annual Conference in the last four years.

In addition to these emerging State trends for all courses/disciplines in this self-study, for Philosophy the trends mentioned in the response to 5 (a) will surely dominate during the next three years, as will challenges involved in the expected increase in online teaching of philosophy courses (where discussion is paramount).

c. *What transfer articulation agreements exist with other institutions?*

Outside of the TAP agreements with the state universities QVCC also has the Guaranteed Admissions Program (GAP) with the University of Connecticut. This agreement has been in place for over 10 years.

All our political science and history courses transfer well with or without an articulation agreement. POL 102 (Comparative Politics), POL 103 (International Relations), POL 160 (African Politics) also fulfill the non-western cultural perspective transfer requirement. Likewise the 100 and 200 level sociology and anthropology courses transfer well, even as they take their place in the Framework 30 core and the subsequent transfer "pathways," with the 200 level anthropology courses transferring to receiving institutions in fulfillment of non-western requirements. For Psychology courses, the transferability has rarely an issue to most of the receiving institutions. However, University of Connecticut requires psychology majors to have two semesters of General Psychology, therefore, students need to take both Psy I and Psy II in order for these courses to be transferred as General Psychology at UCONN.

6) Institutional Barriers

a. *What are the major institutional barriers to success that students experience in your program or discipline? (Focus on teaching, learning, and curricular issues.)*

Developmental English students can struggle to succeed in these classes, for both reading and writing abilities.

Though not discipline specific, students' preparation for college level work continues to be a challenge in general. It is increasingly difficult to assume that students have basic research and information literacy skills, for example.

b. *What is your plan to address these issues?*

Some developmental English classes are offered in conjunction with college level English (ENG 101S). These courses offer college content with additional support services for developmental students.

Hopefully this increases the completion rates for students in history, political science, anthropology, and sociology classes where the emphasis is on writing. More deliberate attention, early in the semester, to

library and online research skills is called for, and though not yet coordinated as a department, it has been addressed in preliminary ways over the past two semesters by individuals in each course area. (Learned from conversations with each discipline representative.) Several discipline areas have in the past required ENG* 101 (or placement in that level) as prerequisite to their introductory courses (ANT*, PSY*, SOC*) but some complain that this prevents beginning students from starting with a full semester of classes as they work through developmental courses. This set of questions will continue to be looked at as TAP is implemented.

7) Instructional Support

What are your current classroom, media, and IT needs? How will those needs change in the future? What support will be necessary to meet those needs?

Instructors currently use extensive primary source materials. We rely on Films on Demand for archival footage and the Internet for current news coverage, as well as the library for documentaries and relevant movies. Students are expected to be comfortable with national and international news sources and able to access the Internet for all classes. We seem to have reached at least a temporary plateau of tech development in general, now facing not a constantly growing need for new devices and software, but instead the effective support of what we already have available. If anything we may need more professional development support to keep learning more about how to use well the resources we have, and how to draw students into deeper college-level use of the same.

8) Budget

What is your current budget and how is it spent? Are there any crucial budget needs you can forecast now that will emerge in the next three years?

The Department of Social Science and Humanities has a budget that meets our needs in terms of engaging guest speakers, offering campus-wide events to emphasis our classroom teaching, and for food! We also have a \$2,000 Humanities Lecture Series budget.

In History and Political Science we do not anticipate any crucial budgetary needs over the next three years, nor in Philosophy, Psychology, Sociology and Anthropology.

9) Public Disclosure

Does discipline information published on the website provide sufficient information to allow students and prospective students to make informed decisions about registering for classes within the discipline?

The website can always be improved. In fact, the QVCC web site in general will be undergoing a comprehensive redesign in 2016. For the disciplines in this self study this will involve a departmental process to do a comprehensive review of all program and course information, as well as improving ease of access to information and support for efficient course registration. This will also include ensuring that not only is material (including course information, faculty contact information, multi-year course schedules) current and comprehensive, but is also easy to maintain in order to keep it updated regularly.

10) Resource requests/suggestions

List resources that will be needed over the next 5 years; financial, physical, personnel

- Training in technology use in the classroom
- Training in and evaluation of online teaching/learning
- Improved web presence
- Easier access to maintaining web materials on the College pages (pulling of a license for OU Campus has made this less practical and do-able).
- Continuing to look at alignment of number of course sections with enrollment projections

- Ensure that prerequisites for upper level history courses (HIS 210 and above) and other sequences, are consistent
- TAP implementation will require someone in the Division if not the discipline area to oversee the implementation of discipline pathways, and their eventual assessment. It is going to be a requirement that we report on a periodic basis to the BOR about such assessment, and ensure that both our Framework 30 courses and our Pathways are kept current and on track. It will also be important to work with both fulltime and adjunct faculty to ensure the effective implementation of TAP.

Division Director: Jo Carls

Date: 5/2/16

For:
Department Chair,
History, Political Science Battip

Date: 4-28-16

Anthropology/Sociology: Brian Donohue, Lynn

Date: 4/28/2016

Communication: Battip

Date: 5/3/16

Philosophy, Humanities: Mark Lowe

Date: 5/2/2016

Psychology: Angela Chen

Date: 4/28/2016

**Report From:
External Advisory Team, Combined Discipline Review
Behavioral & Social Sciences and Humanities
Quinebaug Valley Community College
Spring 2016**

Review Team:

Richard Edwards, Professor of Sociology, Tunxis Community College

Amanda Giles, Student Services Assistant - Advising, QVCC

Debora Myers, Instructor of Mathematics, QVCC

Met with the following representatives from QVCC on Friday, May 20, 2016:

Brian Donohue-Lynch

In Review of the 2015-16 Discipline Self-Study Report Provided by the faculty of the behavioral and social sciences, communication, and humanities at QVCC:

After review of the self-study, discussion with the above representative from Quinebaug, and discussion among review-team members, we have prepared the following report.

Overall, the External Advisory Team feels that the department is meeting the needs of its students and contributing to the mission of the college. The following areas are commendable:

- The department has a clear and comprehensive mission statement
- The department is addressing issues of enrollment. The department is sensitive to offering an appropriate number of courses including rotating those courses when necessary
- The course offerings in this discipline are commendable. The breadth of the curriculum is sufficient to meet the needs of students pursuing general studies and liberal arts programs
- The department is keeping issues of transferability at the forefront
- The department has insightfully identified the resources needed over the next five years

Recommendations

The External Advisory Team recommends that the following issues be addressed:

- The team would like to have met with members from each discipline
- The team would like to have been part of a larger review team that included more senior members. (Two of the three team members are new to the process and the college.) Senior members are necessary to provide the institutional memory of the college.
- There is no data concerning the number of courses cancelled each semester. Regarding the rotation of courses, there is no information about how this information is communicated to advisors and students.
- The team encourages the faculty in each discipline to emphasize that students acquire sufficient research and information skills.
- The self-study should have been more explicit on the issue of assessment. What type of assessment is being done? How are the general education competencies from the BOR being assessed? Is the department collecting data?
- The report states that the number of online courses being offered will be increased. How is the department going to ensure that those instructors teaching online courses are adequately trained? How are students going to be prepared for taking those online courses?
- The team would have liked to have seen samples of syllabi from the survey courses from each discipline.
- How are adjunct faculty integrated into the work of the department? The team encourages the department to develop a mentoring program for new adjuncts if one does not exist.

Conclusion

The team wants to reiterate that we believe that the department is doing things well particularly in the climate of uncertainty in the CSCU system at this time. We applaud the department for having a clear vision of what it needs to do for the next five years. We are confident of its ability to meet the needs of the student population.

Richard K. Edwards TUNXIS CC
Name: Affiliation:

5/20/16
Date

Amanda J. Giles QVCC
Name: Affiliation:

5/20/16
Date

Debra J. Myers QVCC
Name: Affiliation:

5/20/2016
Date