

School of Arts and Sciences

Central Connecticut State University

Annual Report

2005-2006

June 2006

**School of Arts and Sciences
2005-2006 Annual Report**

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I. Academic Programs

A. Changes to the First-Year Experience Program

The Arts and Sciences Dean's Office initiated changes in the First-Year Experience Program to improve student transition, to strengthen student engagement in the life of the University, and to improve student retention. These changes include adding a new one-credit course (FYE 101), the development of First-Year Seminars (FYS), and initiating Learning Communities for first-year students.

FYE 101 is a new one-credit course that would be attached to existing FYE courses, resulting in both students and faculty having four contact hours each week and receiving four hours of credit. Over the years, many faculty who teach in the current FYE program have found it especially challenging to meet the discipline-specific content requirements of their courses, as well as the learning objectives associated with the FYE program. The extra hour of meeting time per week is intended to alleviate this problem.

FYE 101 was passed by the Curriculum Committee and the Faculty Senate contingent upon provision of additional faculty lines and resources to meet the teaching demands. These resources have not yet been forthcoming, so FYE 101 courses will not be implemented in the 2006-2007 academic year.

First-Year Seminars are courses that permit faculty to offer topics of special interest to first-year students as an alternative to standard introductory courses in a discipline. In presenting this concept to the curriculum committees of all four schools, it was determined that the FYS designator should be available for courses with variable credit (2.0-4.0) to suit the varying needs of departments as they consider development of such courses. FYS courses numbered 101 through 106 were passed by the Curriculum Committee and the Faculty Senate this year. Each course number corresponds to a specific study or skill area within the General Education Program. New proposals for FYSs will be reviewed by the General Education Subcommittee to determine if the assignment of each course to a particular study or skill area is appropriate. Four new FYS courses will be offered in Fall 2006.

A plan for the implementation of learning communities for first-year students was proposed by a team of Arts and Sciences faculty, the Associate Dean of Arts and Sciences, and personnel from Student Affairs. The plan links courses across disciplines under a common theme, using shared readings and projects and collaboration between the instructors of the linked courses. Several learning

communities have been created as part of a pilot program for Fall 2006. These include links among English and Psychology, English and Art History, Biomolecular Science and Philosophy, Earth Science and Music, and Chemistry and History. Students in some sections of these learning communities will also be enrolled in the Master Student course (ID 102), offered through the Learning Center, as part of their learning community course cluster.

The FYE Program and the new learning communities are open to all students and are not limited to those who are enrolled in programs within the School of Arts and Sciences. The School of Arts and Sciences believes that implementation, official oversight, funding, and administration of these University-wide programs should occur through the Office of Academic Affairs. Although Arts and Sciences is willing to continue to play an administrative role in the delivery of these programs, the future success and growth of these programs depend on a more formal mechanism of administration that is at the University-level.

B. Curriculum Changes

Departments and Programs within the School of Arts and Sciences continue to review, refine and develop their programs of study and the organization of their curricula. These changes are initiated to better fulfill the missions of the programs, to reflect the changing content of a field of study, to improve student preparedness, and to adapt to changes in personnel, faculty expertise, and academic resources. As in other years, dozens of minor changes were made to courses and programs to clarify course descriptions, modify course titles, realign cycling patterns, set new prerequisites, and improve the sequencing of courses.

Briefly described in this report are some of the major curriculum changes that were approved this year.

New Programs

Two new graduate programs were approved by the Curriculum Committee and the Faculty Senate and are now being reviewed by CSU.

- **Master of Arts in Anthropology** The new graduate offering includes three specializations: archeology, general anthropology and community anthropology.
- **Graduate Certificate in Data Mining** This 18-credit certificate program complements the existing MS in Data Mining. It is intended for students who would like to develop skills in data mining, but may not wish to complete the Masters program. Data Mining courses are primarily delivered on-line.

One new undergraduate major program received approval from the Curriculum Committee in 2004-2005, and is currently being reviewed by the CSU Board of Trustees prior to submission to the Department of Higher Education.

- **B.S. in Digital and Optical Science.** This IDP combines courses from Physics and Computer Science. It aims to provide students with theoretical knowledge of the properties light and lasers, and how these are being embedded in the digital storage, retrieval, and transmission of data.

Still pending before the CSU Board of Trustees is a submission from the Music Department for a new B.M in Performance with classical and jazz tracks.

Two additional programs are in the initial development stage: a B.A. in Journalism and an M.A. in Liberal Studies.

Program Changes

- **Major in English, B.A.** The minor changes in the major give students more flexibility to choose elective literature courses.
- **Major in Hospitality and Tourism, B.S.** Last year the Hospitality and Tourism Program shifted from being an IDP that was jointly administered by A&S and the School of Business to the Department of Geography. The relatively minor change in the Major represented a curricula consequence of that shift, as well as providing a more defined track for the number of students who accumulate credits toward this major from programs in the Community Colleges.
- **Major in Philosophy, B.A.** Revised the list of courses for students who specialize in Logic and the Philosophy of Science.
- **Master of Science in Data Mining.** Revised the sequence of required courses and shifted some three-credit courses to four-credit courses to improve and facilitate student passage through the required curriculum.
- **Master of Science in Biological Sciences.** Revised electives.
- **Minor in Science.** Revision of required courses due to creation of the Department of Biomolecular Science.
- **Natural Sciences, M.S.** Revision of required courses in this Teacher Education Program

New Courses

This academic year 61 new courses in Arts and Sciences were approved by the Curriculum Committee and the Faculty Senate:

- ANTH 530 Critical Issues in Contemporary Anthropological Theory
- ANTH 533 Independent Study in Anthropology
- ANTH 537 Internship in Anthropology
- ANTH 550 Proseminar in Archaeology
- ANTH 560 Proseminar in Biological Anthropology
- ANTH 570 Proseminar in Cultural Anthropology
- ANTH 571 Applying Anthropology
- ANTH 580 Cultural Resource Management

- ANTH 581 Archaeology Laboratory Methods
- ANTH 597 Project in Anthropology
- ANTH 598 Research in Anthropology
- ANTH 599 Thesis
- BIO 331 Neurobiology
- BIO 333 Endocrinology
- BIO 414 Human Disease
- BIO 570 Advanced Field Studies in Biology
- CHEM 162 General Chemistry Laboratory
- CHEM 164 General Chemistry II Laboratory
- CS 214 Technical Applications of Computing II
- ENG 200 Studies in American Literature
- ENG 298 Introduction to Literary Studies
- ESCI 322 Igneous and Metamorphic Petrology
- GEOG 100 Search in Geography
- HIST 494 Directed Readings in Non-Western History
- HIST 512 Connecticut Encounters
- HIST 590 Teaching American History
- ITAL 123 Basic Italian Review
- MATH 226 Linear Algebra and Probability for Engineers
- MATH 250 Symbolic Computation
- MATH 355 Introduction to Differential Equations with Applications
- MATH 455 Introduction to Partial Differential Equations with Applications
- ML 111 Elementary Modern Language I
- ML 112 Elementary Modern Language II
- MUS 528 Topics in Computer Music Notation
- MUS 529 Topics in Sequencing and Synthesis
- PHIL 125 Introduction to Philosophy through Popular Culture
- PSY 444 Positive Psychology
- SSCI 499 Individual Practicum
- SOC 426 Sociology of Revolution
- SOC 427 American Poverty and Social Welfare
- SOC 428 Globalization and Its Discontents
- SOC 429 Animals and Society
- SOC 484 Sociology of Music
- SOC 485 Ads, Fads, and Consumer Culture
- STAT 526 Data Mining for Genomics and Proteomics
- STAT 527 Text Mining
- TH 333 Period Styles
- TH 334 Costume Construction
- TH 471 Studies in Technical Theatre
- TH 472 Studies in Acting
- TH 473 Studies in High Impact Theatre
- TH 474 Studies in NY Theatre Workshop
- TH 475 Studies in London Theatre
- TH 485 Projects: Lighting

- TH 491 Projects: Technical Direction
- TH 492 Projects: Theatre Computer Technology
- TH 493 Projects: Stage Management
- THS 430 Internship in Tourism and Hospitality
- THS 435 Independent Study in Tourism and Hospitality
- THS 450 Hotels and Lodging Practicum
- THS 455 Conventions and Meeting Planning Practicum

C. Assessment of Academic Programs

Several different assessment initiatives are currently underway within the Departments of the School of Arts and Sciences. The University Assessment Team, led by Dr. Paulette Lemma, has been active, and a large percentage of the committee is comprised of Arts and Sciences faculty and members of the A&S Dean's Office. Ongoing assessment of academic programs is an important step in preparing for the accreditation visit by New England Association of Schools and Colleges (NEASC) in 2008.

Departmental Assessment

All of the Departments in Arts and Sciences have made progress toward the development and the completion of an assessment plan. All Departments have established learning goals and objectives and have proposed methods for measuring student progress toward meeting those objectives. Many programs systematically collect data on student outcomes and performances to evaluate the strengths and weaknesses of their programs. Others are still in the process of formulating good outcome measures or developing a process to collect and evaluate student work. Experience shows that it takes years to develop, test, refine and implement assessment strategies, and the Departments are at different stages along this continuum.

The University has simplified the process of reporting the results of Departmental Assessments. A web-based questionnaire that allows for the reporting of both quantitative and qualitative data has been implemented. The questionnaire also facilitates the aggregation of results across Departments. The assessment results for the 2005-2006 have not yet been submitted by many of the A&S Departments.

Arts and Sciences has also actively assisted The School of Education and Professional Studies in the rigorous assessment of the Teacher Education programs consistent with the mandate established by the Council for Accreditation of Teacher Education (NCATE) and the Department of Education. In the past year, a measurement instrument for the assessment of the dispositions of future teachers was successfully developed and piloted. It will be implemented for all Teacher Education Programs in 2006-2007. In addition, Teacher Education Programs have been actively reviewing aspects of their respective programs to identify and document the elements that advance student leadership – the core element in their conceptual framework.

General Education Assessment

The assessment of General Education continues to be a particular challenge, as no department or organization has the resources or ability to assess the whole program. In the past year, the A&S Dean's Office has been working closely with Associate Vice President Lemma and the University Assessment Team to develop and implement a plan for General Education assessment.

Currently small groups of faculty are meeting to develop short assessment instruments for each study and skill area. The intent is to develop three or four measures for each learning objective. Students will complete the measure toward the end of each General Education course, and the data will be collected in a single database. As the data are collected, the measures will be evaluated for validity. The results will be reported to the Assessment committee, the General Education Subcommittee, and interested departments.

Additional Assessment Activities

Many faculty assess student learning in their own courses or a specific learning objective through the Scholarship of Teaching and Learning. The third volume of an in-house journal, *Effective Teaching: Systematic Reflections on the Scholarship of Teaching*, was recently published as an outlet for this work. It included 10 articles, authored or co-authored by 17 faculty members; 8 of whom are in the School of Arts and Sciences.

A member of the Dean's Office is working with members of the faculty in the sciences and in collaboration with a number of colleges and universities through the Carnegie Academy to improve and to assess critical thinking and civic thinking among beginning science students. As part of this work, CCSU has been recognized as a core member of the CT² (Critical Thinking for Civic Thinking) Cluster Program by the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). The cluster has submitted a grant request to the National Science Foundation to support the continuation of this work.

The School of Arts and Sciences was pleased to again see the recent RFP by the System Office to fund assessment programs. This request supported several assessment projects within Arts and Sciences last year, and more grants applications were submitted this year. We encourage CSU to continue to offer this support.

Assistant to the Dean of Arts and Sciences (Stephen Adair) also served as a co-coordinator for the annual four-campus CSU assessment conference this spring. The conference attracted 150 faculty members from the four campuses. Peggy Maki, a nationally recognized leader on assessment, led a two-hour workshop.

In general, systematic measurement of student performance and outcomes is necessary for critical self-reflection and the improvement of programs. Assessment, however, is a labor intensive and time-consuming activity. For many faculty, it is a low priority activity as the responsibilities of teaching courses, engaging in research, and performing community service already demand more time than they currently have available. For assessment to be pursued and accomplished with the discipline and the dedication that it deserves, a system of incentives and release time for faculty is necessary at the departmental, school and University levels.

II. Faculty Scholarship and Publications

Faculty in the School of Arts and Sciences continue to be active professionally in their fields. In the past year they have published books, numerous articles in professional journals, and have participated in conferences in their various professional organizations, as well as contributing to their fields through exhibitions, performances, compositions, and artistic installations. They were also successful in winning substantial grant awards from outside sources. **Complete lists** of faculty professional activity are included in the department reports which are **attached to this document**.

A. Publications and Paper Presentations

The following table indicates approximate numbers of published papers, conference presentations, and others activities in many of the School's departments:

<u>Department</u>	<u>Publications</u>	<u>Presentations</u>
Anthropology	10	14
Art	Numerous Exhibitions and Installations	
Biology	10	19
Chemistry	10	2
Computer Science	10	19
Criminology/Criminal Justice	15	25
Economics	1	1
English	24	40
Geography	11	22
History	6	23
Mathematical Sciences	7	31
Music	Numerous Performances, Recitals, and Compositions	
Philosophy	1	13
Psychology	4	9
Sociology	5	13
Theatre	Numerous Productions and Presentations	

III. Outstanding Faculty or Departmental Accomplishments, Awards, and Student Achievements

A. Grants:

In addition to many of the A&S faculty receiving CCSU, CSU, and AAUP grant support for research, there have been a number of outside-supported grants awarded (details in departmental reports attached), including:

Biology: Penniman, Jarrett, McGregor, Tessier: Unification of Teacher Preparation Programs grants

Chemistry: Glagovich, Crundwell, Westcott: NSF NMR Acquisition grant
Glagovich: Pfizer and CT Business Association student support grants
Crundwell: Project SEED grant from American Chemical Society

Criminology: Cox, Atherton: CT Puerto Rican Forum grant
Cox: CT OPM grant
Cox: CT DMHAS grant
Cox, Bantley: CT Judicial Branch, Court Support Services Division grant

Geography: Benfield: New Britain Museum of American Art market research surveys
Truly: USAID grant for strengthening Caribbean tourism

History: Teaching American History grant from U.S. Department of Education

Math: Gould: Math Science Partnership Grant with New Britain Schools
Larose: US Air Force data mining grant
Mitchell: Hartford School Systems teacher enrichment grants
Miller: Hartford School Systems mid-STEP teacher enhancement project grant

Psychology: Goldstein: Norwalk, CT Mentor Program
Donis, Mate-Kole: ConnCAS grant from CT Department of High Education

B. Special Faculty Honors and Awards

Biology: Thomas Mione was selected as a participant in the National Tropical Botanical Garden Kenan Fellowship for College Professors hosted by the National Tropical Botanical Garden. Barbara Nicholson received the 2005 Charles E. Bessey Award for best natural science article published in *Great Plains Research*.

Computer Science: Brian O'Connell was elected as Distinguished Lecturer in the IEEE Society on Social Implications of Technology. He also received the IEEE Computer Society Golden Core Award (March, 2006).

English: Ravi Shankar's book, *Instrumentality*, was a finalist for the Connecticut Book Award for Poetry.

CCSU English Professor Emeritus Brendan Galvin's *Habitat: New and Selected Poems, 1965-2005* was a finalist in the 2005 National Book Award for Poetry.

The first poem of David Cappella's *Gobbo: A Solitaire's Opera*, which was a 2004 Winner in the Bright Hill Press Poetry Chapbook Contest, was nominated for a 2006 Pushcart Prize.

Geography: Cindy Pope was elected Connecticut state representative of New England-St. Lawrence Valley (NESTVAL) Geography Association.

Tim Rickard was appointed by the AAG Council to the AAG standing committee on International Research and Scholarly Exchange 2005-2007.

History: Matthew Warshauer is President-elect of the Connecticut Coordinating Committee for the Promotion of History and Vice-president-elect, Connecticut Council for Social Studies.

C. Student Achievements

In many of our departments, students work with faculty in their major fields. These collaborations often lead to papers or presentations by the students at regional conferences. The following is a sample of some of the student achievements by major.

Anthropology: Sharon Gudaitis and Christopher Douyard placed second and first respectively in the Undergraduate Research and Creative Achievement Day (URCAD).

Christopher Douyard graduated Magna Cum Laude and will attend UMass, Amherst in the Fall.

Art: Nick Primo selected as a CCSU representative to the National Conference on Undergraduate Research in Asheville, NC.

Biology: Squirrel research filmed for Animal Planet series, The Most Extreme Pirates, featuring Tom McKenna, Stephanie Collin, and Allison Gaudet with Prof. Sylvia Halkin.

Evan Waletzko received the Henry Barnard Award for 2006.

English: Jane Harris had her 10-minute play from Anna Dolan's Fall Playwriting class (Eng 377) accepted by the American College Regional Theater Festival.

Mathematical Sciences: Jared B. Gould and Jarad Demick successfully solved at least one problem and together achieved the highest team score in CCSU history in the Sixty-Fifth Annual William Lowell Putnam Mathematical Competition on December 3, 2005.

Sociology: Diana Esposito has been chosen to receive the inaugural Ben Quinn Memorial Prize awarded for outstanding performance in sociology at the University of Central Lancashire in Preston, England, based on her work there while on a study abroad program for the Fall 2005 semester.

Ashley Webb was chosen to receive the President's Citation for her demonstrated excellence in academics and student leadership.

IV. Department Sponsored Lectures, Colloquia, Conferences, Performances, Exhibits, Workshops

Please refer to department reports in the appendix to this document.

V. Outreach and Community Service

The accomplishments of Arts and Sciences faculty in community outreach mirror the breadth and depth of their professional expertise. The following departments had members who made significant contributions to their communities.

Office of the Dean: Susan Pease – Member of the Citizen’s Advisory Board for the Commissioner of the Connecticut Department of Public Safety

Richard Roth – President, The Newington Children’s Theatre Company, a 501(c)(3) non-profit organization providing educational theatre programs for children in the Greater Hartford and New Britain areas; he has just been elected as a CCSU representative to the Board of Directors of the Greater New Britain Arts Alliance

Biology: Sylvia Halkin gave a talk at Holcomb Farm Nature Center entitled “Hartford Area Crows Roost by the Thousands in Trees and, Sometimes, on the Ground.”

Barbara Nicholson participated in Partners in Science. She also served as a judge for two science fairs for Southington school district.

David Spector gave a program on bird book collecting to the Hampshire Bird Club, Amherst, Massachusetts, as well as programs on birds in literature to the Allen Bird Club, Springfield, Mass., and the Hartford Audubon Society.

Economics: Armand Zottola produced the Channel 45 series “Central Arts TV”

English: David Cappella conducted a poetry workshop at Newington High School.

Robert Dunne serves as editor of the Manchester Historical Society quarterly newsletter, *The Courier*.

Gilbert L. Gigliotti conducted “The Poetry of Sinatra” Conversations at the New Britain High School Society of Young Scholars.

Tom Hazuka was the featured writer at Newington High School Writers’ Conference.

Rae Schipke is involved with The New Britain Police Academy Literacy Project.

Jill Knight Weinberger served as a judge for the Hartford County Prose for CSU-IMPAC Young Writers Competition.

Geography: Charles Button organized the Connecticut Green Campus Initiative Campus Recycling Workshop with the Connecticut Department of Environmental Protection and Yale Recycles Department.

Music: Pam Perry served as adjudicator and clinician for various choral competitions. She also served as Director of Music at the Congregational Church of South Glastonbury.

Political Science: Toni Moran contributes her expertise to work on charter revision for the Town of East Granby.

Paul Petterson served on the Executive Council of the CT chapter of the American Society for Public Administration and will be its next President.

Alan Smith and Jerold Duquette both serve in public offices in their hometowns.

Psychology: Rebecca Wood serves on the Executive Committee of the New Britain Early Childhood/School Readiness Council.

Sociology: Mary Erdmans served as President of the Polish American Historical Association.

VI. Personnel

A. New Hires

Ten new tenure-track faculty members were hired for the fall semester of 2005 after affirmative action searches to replace faculty who had retired or resigned. They are:

- **Ze He** (Chemistry)
- **Stanley Kurkovsky** (Computer Science)
- **Matthew Atherton** (Criminology & Criminal Justice)
- **Allison Cares** (Criminology & Criminal Justice)
- **Brian Folker** (English)
- **Amy Pozorski** (English)
- **Darius Dzuida** (Mathematical Sciences)
- **Krishna Saha** (Mathematical Sciences)
- **Janice Van Riper** (Philosophy)
- **Harold Hiesinger** (Physics and Earth Science)
- **Debra McGregor** (Physics and Earth Science)

Another 26 faculty were hired on emergency appointments, pending an affirmative action search or return of faculty on leaves of absence.

B. Promotion

At the start of the Fall 2005 semester the following faculty members were promoted:

To Full Professor: **Xiaoping Shen** (Geography), **Antonio Garcia-Lozada** (Modern Languages), **Mary Erdmans** (Sociology), **Renee White** (Sociology)

To Associate Professor: **Jennifer Hedlund** (Criminology and Criminal Justice), **Vivian Martin** (English), **Steven Ostrowski** (English), **MaryAnn Mahoney** (History), **Robin Kalder** (Mathematical Sciences), **Suzanne Louise Gould** (Mathematical Sciences), **Bruce Day** (Sociology), **Jessica Greenbaum** (Sociology),

C. Tenure

Nine (9) faculty members were granted tenure: **Mike Alewitz** (Art), **Eleanor Thornton** (Design), **Susan Gilmore** (English), **Vivian Martin** (English), **Steven Ostrowski** (English), **David Truly** (Geography), **Frank Bensics** (Mathematical Sciences), **Ivan Gotchev** (Mathematical Sciences), **Moises Salinas** (Psychology).

D. Staffing

Department Chairs

- **Dan D’Addio** (Music) began his first term as chair
- **Bradley Waite** (Psychology) assumed his role as chair and **Laura Bowman** was appointed assistant chair

Secretarial

- **Ms. Gwen Gregory** was appointed as the secretary for the Department of Modern Languages.

Office of the Dean:

- **Susan Pease** completed her fourth year as Dean.
- **Richard Roth** completed his fifth year as Associate Dean.
- **Paul Altieri** (Economics), continues in his role as Assistant to the Dean responsible for budget, facilities, and technology
- **Stephen Adair** (Sociology) continued as Assistant to the Dean with responsibilities for curriculum and assessment.
- **Felton Best** (Philosophy) continued as Assistant to the Dean responsible for some curriculum issues, special projects, and diversity initiatives.
- **Michelle Lynes** has completed her third year as Administrative Assistant.
- **Diane Kalentkowski** continued in her capacity as Secretary II.
- Students **Kayla Callahan** and **Alyssa Miano** assisted with reception and clerical work.
- Following a national search, **Mary Horan** was appointed to a tenure track position in the Dean’s office as a staff counselor responsible for assisting students with academic matters

VII. Facilities, Budget and Institutional Support

A. Facilities

The School of Arts and Sciences has departments and faculty in 10 different academic buildings across the campus. The quality of the accommodations varies widely from one building to another, but almost all of the departments suffer from a shortage of space. This will continue to be an issue as the university grows and programs expand. Since the general education program constitutes more than one-third of the student curriculum, increased enrollment, even in majors outside the School, will put pressure on our departments to add more courses and faculty, and will increase the need for office space.

Vance Academic Center has the best offices which meet Board of Trustees guidelines for size and amenities. Unfortunately, the building is fully occupied with no room to expand. The Communication department has outgrown its area and is housing faculty in another part of the building. The Criminology/Criminal Justice department has no room to house new faculty for their growing program. Economics and Design have adequate space within their areas. Facilities

Management is renovating an area on the fourth floor to house adjunct faculty. This will solve a long-standing problem that existed since the building opened in 2001.

Copernicus Hall contains the Biology, Chemistry and Physics/Earth Sciences departments the Planetarium, and the Science Computing Lab. We share the building with the School of Technology. The facilities in this building are quite good since the building was totally renovated only a few years ago. Once again space is at a premium. The Chemistry department just added a new faculty member to replace Bob Troy, and that new person will be housed in another building. The department also faces a shortage of research lab space. The Biology department divided its labs and resources with Biomolecular Sciences when the former Biological Sciences department split two years ago. Now both departments are short of lab space for their classes. A growing Mechanical Engineering program will put further strains on the building as the School of Technology expands and more courses and faculty are added in the physical sciences.

The Music department in **Welte Hall** has rooms for the Chorale, Marching Band and Music Computer Lab. They also have practice rooms for student instrumental work and classrooms for music and general education classes. Eight years ago the building was renovated and all of the furniture was removed but most of it was not replaced. They put some old chairs without writing surfaces in the classrooms on a “temporary” basis. This year Facilities Management purchased new tablet arm chairs for the classrooms and made a number of other important improvements to the department area. The School of Arts and Sciences purchased storage facilities for the instruments and sheet music, which corrected a serious safety problem in the music storage area.

The Theatre and Art departments share **Maloney Hall**. The building has a number of deficiencies stemming from its origins as a New Britain public school that was built around 1900. Theatre has its department and faculty offices in one small area. The heart of the department's operation is the Black Box Theatre on the north side of the building. This is their main teaching venue as well as where most major productions are presented. In the past year the School of Arts and Sciences has made some large investments in new equipment for the Black Box in order to offer our students state-of-the-art training. The Art department has a number of classrooms, offices and studios in their wing of the building. The area has been plagued with leaks from the roof and a heating and cooling system that functions sporadically. Facilities Management has made every effort to correct the problems and they completed a number of important improvements in the past year.

The Computer Science department is in **Maria Sanford Hall** where they have two computer labs: one for software training and another for networking. Occupants of the building have not been able to add any equipment that uses electricity for a few years because the wiring to the building is inadequate. A new upgrade to the system this summer should correct the problem. A room on the third floor of the building was recently assigned to Arts and Sciences and we located the two staff members

from the Teaching American History Grant office in that room. We also plan to move two faculty from the English department to that area to relieve the crowding in Willard Hall.

On the second floor of **Davidson Hall** the Modern Languages department has its offices and classrooms. Last summer an unusable area was renovated by Facilities Management and an office for part time instructors was added. All of the classrooms went through a facelift in the past two years and Arts and Sciences renovated the department office this spring. Facilities will renovate room 216, which houses 5 faculty, this summer.

Marcus White Hall has no classrooms, but the offices of Math, Psychology and Philosophy are located in the building. Renovations in the past few years and new furniture for most of the occupants last summer have made the building a pleasant place to work. Although most faculty share offices, the rooms are generally large and have closets for storage. The Psychology department has five of its members in the basement of **Barnard Hall** where they have a dedicated classroom, a room for working with human subjects, and a computer lab. A room in **Vance Academic Center** was recently assigned to Psychology to house the Biofeedback Lab and the Audiology/Gerontology Lab.

The English department has the most full time faculty of any department on campus and they also have the distinction of having the least desirable faculty area. The department offices and all full time faculty offices are on the third floor of **Willard Hall** and part time faculty share three rooms on the second floor. None of the offices on the third floor have windows and two faculty to a room is the norm, while two rooms house three. Some of the rooms are literally closets that were converted into offices. Facilities Management made some improvements to classrooms last summer and totally renovated the journalism lab. Arts and Sciences funded updates to the department offices. This summer Facilities plans to paint the offices and bring in new furniture to replace the World War II era grey desks. In order to eliminate the three faculty offices, we plan to move two faculty to Maria Sanford this summer.

DiLoreto Hall houses five of the social science departments and the dean's office. The Geography department has a GIS lab and a physical geography lab, and the Anthropology department has its lab on the ground level. The bulk of the offices in the building are small, and at one time two, and sometimes three, faculty were in the same room. Today all of the rooms are single offices, but many have no windows and the lack of air conditioning in the building make those rooms unusable in the warmer months. Facilities Management recently added window air conditioners to the remaining outside rooms that didn't have them. The building does not have enough space to house all the faculty in the five departments. At present two faculty, one each from History and Sociology, share an open space with the part time instructors. Facilities is working on a plan to correct this problem before the fall semester begins. We need a long term solution because some of these

departments are likely to get new lines again next year, and we will once again be faced with an office shortage a year from now. Arts and Sciences funded the renovation of the Geography department office this spring.

B. Budget

The Fiscal Year 2005-2006 budget for the School of Arts and Sciences was adequate to meet most of the needs of our departments and programs. The lack of bond money this year seriously impacted some of our academic programs.

Travel Funds

Three years ago the School of Arts and Sciences experimented with an active management model for our travel accounts. Until then the dean's office distributed travel funds to the departments on a per capita basis. If the allocation to the School was \$400 per faculty member, for example, the departments received \$400 for each member, and most departments distributed the funds on the same basis. The problem with this plan was that not everyone was interested in traveling, and those who wanted to travel could not go very far on \$400. They either passed up the opportunity or saved their funds until they had enough to pay for their trip. The net result was that the bulk of the travel funds were sitting in the department budgets and many of our faculty were not going to conferences and participating in workshops. In the fall of 2003 the 21 departments in the School had a combined balance of \$106,000 in their travel accounts.

We devised a plan to unlock the funds. Instead of using a per capita allocation, we funded the department travel accounts on the basis of their use of travel dollars. Those departments that spent more received larger allocations, and those that didn't spend received little or nothing. We kept the balance of the funds in the dean's travel account to supplement the department funding. Since all travel requests pass through our office, we were in a position to add funding to the faculty requests. At first the departments protested the reduction in department allocations, but once faculty realized that they had substantially more support for travel than in the past, those concerns disappeared. The program was so successful that the departments spent down the full \$106,000 surplus in about three semesters and we had to dip into our OE account to cover travel through the end of the year. In the current fiscal year the School and departments used the entire \$115,516 in CSU/AAUP travel funds and another \$140,000 in OE and research indirect for faculty travel. By June 30 of this year, the department travel accounts will be virtually empty.

OE and DPS Funds

We are considering a more active management approach to the department budgets as well. Many of the departments seem to be reluctant to spend the OE and DPS funds we allocate to them, but the situation is different from the travel account because these funds expire at the end of the fiscal year. We usually see a flurry of

budget activity in the last couple of months of the year, but a number of departments still finish the year with positive balances in their accounts. In order to avoid losing this money, we work with the departments to reallocate their balances to areas of need within the School. With 35 Banner Indexes in Arts and Sciences, this is a difficult task.

Even though the departments have adequate funding for their programs, chairs seem to be reluctant to fund faculty requests for guest speakers, educational supplies, small technology needs, etc. We have a steady stream of faculty in our office throughout the year who want support for things that should be provided by their departments. Although we usually grant these requests, their departments scramble to spend their surplus funds before June 30, and sometimes lose them completely. In the future we may resort to smaller departmental allocations and handle more purchases from the dean's office. We are in a better position to see the overall needs of the school, and we would spread out disbursements more evenly throughout the year.

Bond Funds

In the past three years we have not been able to rely on the availability of bond funds for equipment purchases. In FY03-04 bond funds were released in June of 2004, so most of that money was not spent until FY04-05. That allowed us to continue using some of the FY04-05 allocation during the current fiscal year. In the past bond funding for the School of Arts and Sciences has been about \$300,000 per year. That loss of funds made it difficult for some of our departments to support their academic mission. The natural sciences, the arts and the Design department all rely on bond funds to purchase equipment for their courses, creative activity and faculty research. In many cases we were forced to allocate OE money for the purchase of equipment.

Arts and Sciences University-Wide Contributions

Some of our expenses are for activities that are truly university-wide in nature. Because they are coordinated by Arts and Sciences faculty or housed in one of our departments, we pay all or part of the bill. Programs for which this situation exists include:

- Honors Program
- Women's Studies
- African American Studies
- Chen Art Gallery
- International Studies
- Italian Resource Center
- Latin American Studies
- Marching Band
- Middle Eastern Studies
- Planetarium
- Archaeology Lab for African and African Diaspora Studies
- Peace Studies