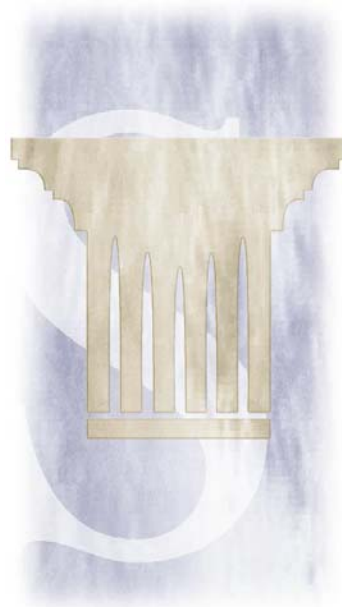


**Office of Academic Affairs
Annual Report
2004-2005**



Southern Connecticut State University

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Table of Contents

1. Executive Summary	4
2. Academic Affairs: Leadership and Shared Governance	6
a. Office of Academic Affairs – Leadership and Areas of Responsibility	6
b. Deans’ Council	8
3. Challenges and Accomplishments of 2004-2005	8
a. Organizational Changes for 2004-2005	9
b. Academic Strategic Plan 2004, Presidential and Faculty Senate Endorsements Start the Process of Implementation	9
c. General Education Reform: Faculty Approves New Guiding Principles	10
d. Continuing to Build the Assessment Environment: The Office of Assessment and Planning	12
e. Faculty Workload	14
f. Faculty Searches, 2004-2005	14
g. Faculty Research, A Continuing Evolution of Quality and Success	15
h. International Programs	16
i. New and Ongoing Initiatives	16
1. Progress toward Proficiency: Curricular and Academic Program Developments	16
2. First Junior Faculty Fellowship Program Award: Dr. Jennifer Dysart	17
3. CSU Learning Assessment and Improvement Grants: Nine SCSU Projects Approved	18
4. Trustees Establish Dedicated Center for Elders and Families	18
5. Ongoing Support of Information Technology Initiatives	19
4. Schools and Academic Units: Major 2004-2005 Developments	20
a. School of Arts and Sciences: New Bachelors in Media Studies	20
b. School of Business: Search for Dean Initiated	20
c. School of Communication/Information and Library Science: Computer Science Awarded Six-Year Accreditation	20
d. School of Education	20
1. Five-Year NCATE Accreditation Awarded	20

Office of Academic Affairs, 2004-2005 Annual Report

2. Five-Year Extension of Connecticut Licensing	21
3. Coordinator Named for Doctoral Program in Educational Leadership	21
e. School of Health & Human Services	22
f. Library Services	22
g. Office of Management, Information, and Research (OMIR)	22
h. Academic Advisement and Registration: Following Through on a Commitment to Better Service	23
5. Student Relations	23

Appendices

A. Office of Academic Affairs Supported Academic Enrichment Initiatives: Cinema du Monde Spring, 2005 Schedule	
B. Office of Academic Affairs Organization Chart	
C. 2004-2009 Academic Strategic Plan; Committee Membership	
D. General Education Reform Task Force Submission Letter; Approved Liberal Education Program	
E. Office of Assessment and Planning 2004-2005 Annual Report	
F. Department Annual Report Standard Format, 2004-2005	
G. Faculty Activity Annual Report Standard Format, 2004-2005	
H. CSU Learning Assessment and Improvement Grants Program Request for Proposals; Application Packet	
I. Campus Connections 2005 Conference Program	
J. Beginning College Student Survey, General Information and Profile of 2004 Incoming Students	
K. 2005-2006 Tenure-Track and Temporary Faculty Appointments	
L. Promotion and Tenure List, 2005	
M. Research and Scholarly Advisory Committee (R/SAC), 2004- 2005 Membership	
N. Sponsored Programs and Research, FY 2004 Report	
O. International: Summer Study Abroad Report, Summer, 2004	
P. SCSU Proficiency Policy: Summary of 2004-2005	
Q. Junior Faculty Research Fellowship Call for Applications; Fellowship Committee Members	
R. Faculty Members receiving CSU Assessment Grants	
S. Dean of School of Business Search Announcement (with members of search committee)	
T. Report to the Commission on Institutions of Higher Education on the Doctorate of Education (ED.D) in Educational Leadership	

Southern Connecticut State University is a comprehensive metropolitan public university and is one of four institutions governed by the Board of Trustees for the Connecticut State University System. **Southern Connecticut State University** offers 44 undergraduate programs and 53 graduate programs, as well as a sixth-year diploma in several academic areas and a doctorate of education. Current enrollment consists of 6,617 full-time undergraduates, 992 full-time graduates, 1,697 part-time undergraduates, and 2,871 part-time (for a total of 12,177 students). There are 391 full-time faculty members and 541 part-time faculty members.



(From the Academic Strategic Plan, 2004-2005)

Southern Connecticut State University will provide students with excellent instruction and outstanding educational opportunities facilitated by a superior faculty committed to creative and scholarly work, dedicated to quality teaching, and engaged in the campus and wider community.

Students will have a broad liberal education.

The course work that is required in academic programs will integrate the creation and acquisition of knowledge with the acquisition of skills and the ability to reason critically.

Southern will promote and support excellence in graduate education, as evidenced by the quality of scholarship, research, and collective impact of its graduates on society. All graduates will meet challenging scholastic and professional requirements that empower them to think rationally and creatively and to transmit and apply this knowledge to the community.

Office of Academic Affairs 2004-2005 Annual Report

1. Executive Summary

Key initiatives authored or guided by the Office of Academic Affairs (OAA) and central to Southern Connecticut State University's strategic goals were endorsed and adopted during the 2004-2005 Academic Year. The year may be characterized as one in which OAA began vigorous implementation of these initiatives.

The Office of Academic Affairs' commitment to making thorough and coordinated assessment a crucial element of institutional evaluation and strategic planning became operational via the Office of University Assessment and Planning (OUAP). During 2004-2005, the OUAP successfully initiated a number of projects and streamlined several administrative processes.

The Office of Academic Affairs, under Interim Vice President Ellen Russell Beatty, demonstrated administrative leadership in crucial ongoing enterprises as well, including the strengthening of faculty research activities, movement toward general education transformation, the finalization of an academic strategic plan (developed using shared governance structures), and the continued enrichment of the academic and intellectual environment.

Significant initiatives and accomplishments during 2004-2005 AY included:

1. Leadership that invigorated and nurtured faculty/administration collaboration in the development of the 2004-2009 Academic Strategic Plan. Guiding the implementation process following Senate and Presidential endorsement. (The Academic Strategic Plan appears as Appendix C.)
2. Leadership in the development of Program Effectiveness Criteria for decision-making, and work with Deans and Directors to begin implementation of criteria in allocating resources. Program Effectiveness Criteria are incorporated into the department annual report format, which appears as Appendix F.)
3. Implementation of the Junior Faculty Fellowship Program, including the first competition and award. (See Appendix Q.)
4. Faculty approval by referendum of the General Education Task Force Report and Plan. (See Appendix D)
5. Continued institutionalization of assessment practices in academic program areas. These practices include instituting standard annual department report formats that (1) require enumeration of outcomes, (2) provide evidence of quality, (3) and clarify departmental assessment status, performance indicators, and short and long-term objectives. (Department report format appears as Appendix F and in the Office of Assessment and Planning's Annual Report.)
6. continuing support for strategic faculty training in assessment issues and activities.
7. the beginning of systematic collection of student profile data to provide accurate institutional data for evaluation and planning.

Office of Academic Affairs, 2004-2005 Annual Report

8. Initiation of the Office of University Assessment and Planning, led by Dr. Marianne Kennedy. The Office coordinated a wide variety of University information gathering, assessment and accreditation efforts. (See Appendix E for the Office of Assessment and Planning's 2004-2005 Annual Report).
9. First year of oversight of the Office of Sponsored Programs and Research (SPAR), enabling the closer linkage of grant -seeking initiatives and the strategic/academic goals of the University. (See Appendix N.)
10. Continued implementation of the Proficiency Action Plan. (See Appendix P.)
11. Two important accreditation outcomes: (1) six-year Accreditation Board for Engineering and Technology (ABET) accreditation for the Computer Science Department's programs, and (2) the National Council for the Accreditation of Teacher Education's (NCATE) 5-year accreditation for Southern Connecticut State University's School of Education, (October, 2004).
12. The Connecticut Department of Higher Education's Advisory Committee on Accreditation recommended that Southern's Department of Media Studies be granted the authority to offer a Bachelor of Arts degree.
13. Reassignment of the Office of Extended Learning's functions to offices on campus that routinely perform those functions. Extended learning students are now advised by the Academic Advisement Office, CLEP exams are handled by the Registrar's Office, and summer school classes are coordinated by the Office of University Assessment and Planning. This action is one of several taken by the University to ameliorate problems in auxiliary academic support services.
14. Financial support for events and series that enrich Southern Connecticut State University's intellectual and academic environment. World film is made available to students through Cinema du monde, for example, a continuing project supported by the Office of Academic Affairs. Its spring 2005 schedule is included as Appendix A.
15. Submission of a Report to NEASC's Commission on Institutions of Higher Education on the Doctorate of Education (ED.D) in Educational Leadership in August, 2005. This report describes the evolution and refinement of the Southern's only doctoral program since its full-scale inception in 2002. (The report is included as Appendix T.)

Numerous challenges continue to face Southern Connecticut State University. Prominent ones include:

1. Maintaining upper division, major offerings while continuing to meet the commitments made to basic Math and English proficiency goals.
2. Refining and implementing general education goals.
3. Reconstituting a First-Year Experience program to improve retention and 6-year graduation rates.
4. Implementing ongoing periodic program review for all academic programs.
5. Continuing faculty support with declining or static resources.

The University's 2001 Academic Strategic Plan spoke of "regional preeminence," inviting comparative analysis of Southern Connecticut State University and similar institutions in academic and student-centered programs and services. Determined to strengthen its faculty, its services, clarify its goals, collect data essential to evaluation and planning, and engage in a comparative analytical process, the University has made significant progress in 2004-2005. It has strengthened faculty support programs and the ability to assess students and programs more rigorously and make strategic decisions accordingly. The Office of Academic Affairs has played and will continue to play crucial roles initiating, nurturing, and administering these key programs and processes.

2. Office of Academic Affairs: Leadership and Shared Governance

2a. Office of Academic Affairs – Leadership and Areas of Responsibility

In 2004-2005, Interim Vice President Ellen R. Beatty continued to lead the Office of Academic Affairs, carrying out the duties of both the vacant Academic Affairs Vice President position and the Associate Vice President position. In summary, the positions (1) collaborate with appropriate constituents to initiate activities addressing strategic goals related to the University's academic programs and personnel, and (2) implement those activities using appropriate financial and administrative support.

The following functions are charged to the Office of Academic Affairs:

1. Create partnerships with colleagues and leaders within other divisions for purposes of ongoing quality enhancement. Work cooperatively with faculty, administration, and staff to enhance curricular design, development, and delivery.
2. Design and implement individual and group activities that enhance faculty teaching effectiveness and quality of student learning. Supervise, in cooperation with faculty and administrators, a series of faculty development and training programs, including internal and external faculty development grant awards programs and new faculty orientation and mentoring.
3. Assist with infusion of multiculturalism into the curriculum and the university community. Demonstrate understanding of diverse approaches to teaching and learning that are sensitive to a changing student population.
4. Provide leadership for the ongoing coordination, planning, and assessment of the university's professional development in the areas of teaching, scholarship, learning, and professional growth.
5. Serve as a resource person to university administration on issues related to teaching, learning, faculty, and students.
6. Review and make recommendations concerning proposals and issues that affect the faculty, students, and the learning environment.
7. Engage in continuing research and evaluation of technological developments, and support professional activities related to the pedagogy of instructional technology. Work collaboratively with

information technology professionals to provide information, training, and consulting to faculty and staff. Explore the uses of computer and communication technology in instructional, administrative and research activities. Assist with the development of various instructional methodologies to use information technology to support curricular goals.

8. Develop and enhance Office of Academic Affairs communications via publications and publicity, including periodic newsletters, such as SCSU Events, Southern Dialogue, and the Faculty Handbook.
9. Work cooperatively with the Academic Advisement Center and other administrative offices and faculty to provide solutions to student academic issues, academic appeals and complaints. Initiate and facilitate procedures to resolve student and parent concerns, as referred or original.
10. Provide nurture and oversight for the faculty and university research and grant-seeking efforts.

To accomplish the Office's functions, the Vice President for Academic Affairs:

1. is directly responsible to the President of the University.
2. exercises authority over the university's academic planning and priorities, staffing, program evaluation and scheduling.
3. oversees a \$13 million operational budget (\$60 million, total Division of Academic Affairs budget) supporting faculty, staff, and academic programs and initiatives.
4. is reported to by: six Academic Deans, Directors of Admissions and Enrollment Management; Library Services; Office of Management, Information and Research (OMIR); Academic Advisement; the Registrar; the Coordinator of Assessment and Planning; Sponsored Programs and Research; and Faculty Development.
5. works closely with President, as a key member of the President's Cabinet, to develop and implement the University's vision and mission.
6. prepares budgetary allocations and determines budget priorities with responsibility for developing, administering, and monitoring of the University's Academic Affairs budget.
7. plays a major role in cultivating University/community relations.
8. is the primary representative for the University at the Board of Trustees and Academic Vice President's Council.
9. provides oversight and direction for the University academic enterprise including faculty, departments and schools, library services, admissions/enrollment management, budget, strategic planning and assessment.
10. leads the ongoing development and implementation of the academic strategic planning process.
11. Provides leadership in the assessment process for the University to enhance teaching, scholarship, learning, and professional growth.

The Office of Academic Affairs Organizational Flow Chart appears as Appendix B.

2b. Deans' Council

The Deans' Council acts as a consulting and advisory body to the Vice President for Academic Affairs, and as such is a vital resource and tool in developing and implementing strategic and ongoing initiatives and programs.

The Council consists of Southern Connecticut State University's six academic deans. Meetings are usually held weekly. Though the Academic Strategic Plan occupied much of the Deans' Council's discussion during 2003-2004 and 2004-2005, a significant initiative during this period has been the Vice President's effort to (1) instill a sense of common purpose and identity in the body, and (2) provide the Deans with a broad and more detailed knowledge of University operations and issues. This effort has enhanced the Council as an analytical and advisement resource.

In 2004-2005, as might be expected the Deans' Council agenda reflected the University's strategic and operational issues, including faculty work loads, AAUP part-time issues, tuition caps, academic dismissal/proficiency policies, the Academic Strategic Plan vis a vis the budget, the impact of new SAT testing and standards on SCSU, space issues for program areas, Banner 7X implementation guidelines, and research assigned time. Finally, the Deans' called for continued efforts to diversify the faculty.

In June 2004, the Council called for fall 2004 implementation of the National Survey for Student Engagement and the Higher Education Research Institute Faculty Survey. These instruments measure the engagement and satisfaction of students and faculty with the curriculum, learning, and pedagogical effectiveness. Both surveys were administered in 2004-2005 AY through the new Office of Assessment and Planning.

The Deans' worked in conjunction with the Academic Vice President to make decisions regarding enrollment goals. The Council determined that the University should maintain current enrollment levels for the 2004-2005 AY, and called for a July 1, 2004 cut off for accepting full-time students for the coming year. Numerical limits were set to permit 1300 freshmen and approximately 700 transfer students to enroll for 2004-2005 AY; in fact, 1,396 freshmen and 750 transfer students entered Southern in 2004-2005.

3. Challenges and Accomplishments of 2004-2005

3a. Organizational Changes for 2004-2005

In May, 2004, soon after assuming her position at Southern, President Cheryl J. Norton announced significant reporting changes that directly affected the Office of Academic Affairs. As a result of the changes, Information Technology now reports to the President and Sponsored Programs and Research reports to the Vice President for Academic Affairs, moving from its previous home in Institutional Advancement. No additional reporting changes occurred during 2004-2005.

Probably the most important structural changes within the Office of Academic Affairs relate to the dissolution of the Office of Extended Learning and the enhancement of the Academic Advisement Center, and the creation of the Office of Assessment and Planning under the direction of Marianne Kennedy. Details on the work of that office appear in section 3d.

3b. Academic Strategic Plan 2004, Presidential and Faculty Senate Endorsements Start the Process of Implementation

The Office of Academic Affairs has played a crucial role in guiding Southern Connecticut State University's Academic Strategic Plan 2004-2009 to completion. A final version of the Academic Strategic Plan was endorsed November 3, 2004 by a Faculty Senate resolution, which was in turn endorsed by SCSU President Cheryl Norton. The Plan is included as Appendix C.

The University completed Strategic Plans in 1996 and 2001. In 2001, President Michael Adanti directed Vice President for Academic Affairs, J. Philip Smith, to develop an Academic Strategic Plan, the University's first plan with a strictly academic focus. Vice President Smith gave the task to the Deans Council, which began work under the leadership of Henry Hein, Associate Professor of Educational Leadership. The resulting document stirred some controversy when faculty reviewed it in 2002, and SCSU faculty met with Vice President Smith to request that a faculty-planning group be created. The result was the Faculty Academic Strategic Planning Committee (FASP), which began meeting in 2002 with Charles Rinehart (Exercise Science) serving as chair. In effect, two academic strategic plans were in development.

When Ellen R. Beatty was appointed Interim Vice President for Academic Affairs during the 2003-2004 AY, she created an integrated planning body. Called the Academic Strategic Plan Steering Committee, it added two deans, Dean Sandra Holley (School of Graduate Studies) and Interim Dean George Appleby, (School of Health and Human Services), and Interim Vice President Beatty to the sitting members of FASP. To help facilitate the deliberative planning process, Interim Vice President Beatty brought in James Farnam, a consultant from Holt, Wexler, and Farnam. With broadened faculty/administration input and the work of Farnam, the 2004 Plan made progress.

The endorsed Plan enumerates values and core principles emerging from a vigorously deliberative collegial process among campus constituencies. In the words of the core values and principles, the Strategic Plan:

1. Is driven by a strong academic vision. Southern strives to promote academic excellence in teaching, learning and knowledge creation in the context of a strong commitment to academic freedom. Academic considerations should drive all operational planning, including facilities and student services.
2. Reflects Southern's distinctive role in Connecticut's higher education system. The integration of scholarship and teaching distinguishes Southern from both community colleges and research universities.
3. Reflects Southern's role as the flagship of graduate education in the Connecticut State University System and its commitment to the professional preparation of graduate learners for success in their careers and in service to their communities, including applied doctoral programs consistent with our historic mission.
4. Uses data to support the achievement of this academic vision, stressing the ongoing use of assessment data for decision-making.
5. Promotes diversity of all kinds among students, faculty, and the community.
6. Reflects a commitment to international and global awareness.

7. Reflects the importance of an interdisciplinary approach to teaching and creative activity.
8. Promotes community service. Southern is an engaged partner in improving the Connecticut community through its teaching, research and community service.
9. Aligns governance to achieve our goals.
10. Meets statutory requirements and acknowledges the ethical obligations owed to the community and other external stakeholders.

The Faculty Academic Strategic Plan Committee is working currently with Interim Vice President Beatty and the Deans Council to be implementing the plan. Further, subcommittees are working on bringing better focus and effectiveness to certain parts of the plan. The names of faculty members serving on the committee appear in Appendix C.

3c. General Education Reform: Faculty Approves New Guiding Principles

The 2004-2005 academic year saw the faculty put its stamp of approval on the three years of work of the General Education Reform Task Force. The process of developing clear goals for a liberal education program began in 2002 at the direction of the Undergraduate Curriculum Forum (UCF). The Task Force was composed of faculty members, two students, and Dean DonnaJean Fredeen, representing administration.

Initially the task force members focused on deepening their familiarity with the varied issues and approaches to general liberal education in American higher education. Task Force members attended an Association of American Colleges and Universities conference on best current practices in general education reform. With financial support provided by the President's Office, five members of the Task Force attended Association of American Colleges and Universities' Institute on General Education, held in May, 2003 at Salve Regina University in Newport, Rhode Island.

In the fall 2003, the Task Force developed its proposed goals. During the winter, input from faculty members was gathered in two focus groups. A draft version of the General Education proposal was distributed to all Southern faculty members in April, 2004 for their review. Members of the Task Force began visiting various departments during spring, 2004 to elicit faculty members' responses and insights. The discussions finally included all 38 departments.

Based on faculty input, the Task Force, under the leadership of Professors Terese Gemme (Music/Honors College), and Dan Soneson (Foreign Language) a final statement of guiding principles, characteristics, and goals were drawn up and presented to the UCF in February, 2005.

The UCF endorsed the guidelines in March, 2005 by a vote of 31-4. The document was then forwarded with slight revisions, to the Faculty Senate, which submitted it for a referendum vote of the faculty. That vote on April 20, 2005, with 365 voting in favor and 30 in opposition, showed overwhelming approval of the document.

The final Liberal Education Program is guided by what may be characterized as a goal-driven curriculum that "transcends traditional disciplinary boundaries and articulates a logical coherence for both faculty and students to espouse."

Implementation of the General Education plan will occur during the next two years with coherent management insured using shared leadership of the General Education Reform Task Force, the Vice President for Academic Affairs, and the Dean's

Council. The Task Force's submission letter and the faculty approved guidelines appear as Appendix D.

3d. Continuing to Build the Assessment Environment: The Office of Assessment and Planning

During the 2004-2005 AY the Office of Academic Affairs used the newly created Office of University Assessment and Planning as a primary tool in consolidating this effort to make assessment an integral part of effective institutional planning and program management. (The OAP Annual Report appears as Appendix E.)

Dr. Marianne Kennedy assumed the role of Coordinator of the Office of University Assessment and Planning on June 1, 2004. As Coordinator, Dr. Kennedy is charged with coordinating accreditation and assessment activity on campus, refining and formalizing her previous work to develop methodologies by which programs can collect, evaluate, and use data as the basis for making undergraduate and graduate programmatic decisions.

The Office of Assessment and Planning has made rapid headway in its work during 2004-2005 with support and endorsement from the Dean's Council.

1. The Office finalized and institutionalized standard report formats to be used by academic departments in making their annuals reports. The new format calls for the enumeration of curriculum and outcomes, evidence of quality, departmental assessment status, performance indicators, and short and long-term objectives. The Office assisted individual departments during the year to develop appropriate learning outcomes and goals. It has also provided help with program review for accreditation reports. The standard annual report format or template appears as Appendix F.
2. The Office finalized and institutionalized a standard report format for faculty members' activities. The Faculty Activity report format appears as Appendix G.
3. The Office neared completion of a collaboration with Information Technology to make the annual departmental and faculty activity reports web based. That capability is expected to be completed by fall, 2005.
4. Dr. Kennedy served as SCSU's Coordinator for the CSU Learning Assessment and Improvement Grant Program, which was announced in 2004 at SCSU, during the Campus Connections 2004, conference by Vice Chancellor Estela Lopez. More complete information about the Program is found in section 3h.3. The Announcement and application for the CSU Learning Assessment and Improvement Grant Program appear in Appendix H.
5. Dr. Kennedy served on the systemwide committee to plan the CSU Assessment Conference, "Campus Connections 2005," held this year on April 29, 2005 at Eastern Connecticut State University. The system-wide, collaboratively planned conference was supported with financial and administrative resources provided by the Office of Academic Affairs. SCSU members of the Planning Committee included: Drs. Marianne Kennedy, Cynthia Coron (Earth Science), John Critzer (Political Science),

Hrvoje Podnar (Computer Science), and Joseph Polka (Sociology). A Conference program is presented as part of Appendix I.

6. Under the auspices of the Office of University Assessment and Planning, with technical/administrative support from the Office of Management, Information, and Research (OMIR), the Office of Academic Affairs initiated the University's participation in three national surveys. This participation marks a serious commitment to providing SCSU with data that can be compared with benchmark data from comparable universities and used for evaluation and decision making. The surveys are:
 - a. The Beginning College Student Survey, a national project based in the University of Indiana's Center for Post-Secondary Education. The Beginning College Student Survey was given at new-student orientation in fall, 2004; a follow-up survey was given in the spring. The survey provides a previous unavailable profile of incoming classes and charts levels of Southern students' engagement. It will provide longitudinal information about the correlation between students' engagement and achievement and data for comparison with other universities. Information about the Beginning College Student Survey, and a student profile drawn from the August, 2004 Student Orientation survey appear as Appendix J.
 - b. UCLA's Higher Education Research Institute's (HERI) faculty survey was given in fall and winter 2004-05. The survey measures faculty morale, job satisfaction, personal goals, perceptions, and goals for students. The results of the survey will be available in the summer, 2005 in summary form.
 - c. The University of Oklahoma's CSRDE survey on student retention.

In addition to the projects coordinated by the Office of University Assessment and Planning, the Office of Academic Affairs used a variety of strategic encouragements to develop a context for assessment and measurable standards-based decision making.

1. For the fourth year, Interim Vice President Beatty supported faculty members' attendance at the regional England Association of Schools and Colleges (NEASC) and national American Association of Higher Education (AAHE). Both conferences have strong focus on assessment issues.
2. In November, 2004, the OAA provided financial support to send the following four SCSU faculty members and administrators to the 2004 (New England Educational Assessment Network) NEEAN/NEASC Annual Conference: Dr. Marianne Kennedy (Office of University Assessment and Planning), Ms. Winnie Shyam (Library Services), Dr. Hrvoje Podnar (Computer Science), and Dr. Joe Polka (Sociology).
3. Three faculty members and administrators were supported in attending the American Association of Higher Education's national conference in December, 2004 (Dr. Kennedy, Dr. Polka, and Dr. Todd Rofuth (Social Work)).

4. In June, 2005, Dr. Kennedy, Dr. Polka, and Mr. Richard Riccardi (Office of Management, Information, and Research) attended the Association for Institutional Research conference.

The established policy of increasing the number of faculty members with knowledge of assessment strategies was continued and augmented this year by supporting the deep immersion of the University's coordinator of assessment in state of the art professional discussion at national conferences.

3e. Faculty Workload

A major undertaking for the 2004-2005 academic year has been a project to examine issues related to faculty workload. A team consisting of Virginia Metaxas (SCSU AAUP President), Arthur Paulson (past SCSU Faculty Senate President), Linda Cunningham (AAUPO, John Kavanaugh (SCSU AAUP Vice President), Walter Ziemba (Institutional Research) Richard Riccardi (Office of Management Information and Research, OMIR), Joseph Polka (Faculty), Marianne Kennedy (Office of Assessment and Planning), and Ellen Beatty have met regularly during the year to review data collection, entry and analysis procedures, examine accuracy of data, and make recommendations for improved processes. As a result of the task force, a pilot reporting process for the spring 2005 semester was successfully implemented to meet the timelines specified in the CBA. The task force is also examining faculty overload credits, standardization of reassigned time designations, and reporting processes for part-time faculty.

3f. Faculty Searches, 2004-2005

The number of searches for full-time, tenure-track faculty positions in 2004-2005 was 20, a decrease from the unusually high number 31 in 2003-2004 AY. Temporary one-year appointments increased to 11 compared with 10 in 2003-2004. The breakdown of those searches follows:

A summary of 2003-2004 allocated searches follows:

Faculty Searches, for 2005-2006 AY (by school)	Total Tenure-Track Hires 2005-2006 AY	One-Year Appointments	Temporary Spring Semester Hire 2005
Arts and Sciences	6	3	
Business	0	3	
Communication, Information & Library Science	2	0	2
Education	7	3	
Health & Human Services	5	2	
Library Services	0	0	
Totals	20	11	2

A breakdown of hires by department, and a list of 2005-2005 tenure-track and temporary faculty appointments appear as Appendix K.

During the 2004-2005 AY, fifteen faculty members were granted tenure following the tenure review process. Sixteen faculty members were promoted to the rank of Associate Professor, effective August 22, 2005, and 11 faculty members were advanced to the rank of professor. Faculty members receiving tenure and promotions are listed in Appendix L.

3g. Faculty Research: Continuing Evolution of Quality and Success

The Research and Scholarship Advisory Committee (RSAC) and the Office of the Vice President of Academic Affairs continued to cooperate to encourage faculty research and the promotion of good standards of practice. In AY 2003-2004, RSAC and the Office of Academic Affairs sponsored a Symposium on the Status of Research at Southern in support of their mission. RSAC's charge and a list of the committee's 2004-2005 members appear as Appendix M.

A campus community more interested and involved in faculty research and community projects is attested to by the record number of proposals (99) and faculty members (107) who applied for the 2005 CSU Faculty Research Grant.

The May, 2004 move of Sponsored Programs and Research (SPAR) under Patricia Zibluk, J.D., from the Division of Institutional Development to the Office of Academic Affairs under Interim Vice President Beatty has proved salubrious. The reporting shift has increased the perceived support of faculty research initiatives and has resulted in an increasing number of faculty initiating new proposals. This is expected to continue as SPAR has initiated a practice of identifying outside funders for failed CSU Research Grant proposals. It has not yet significantly facilitated the development of grant initiatives that are closely tied to strategic Academic Affairs and University priorities. SPAR will be working with the Office of Academic Affairs in 2005-2006 to identify priorities for a Title III submission in December.

Academic Year 2004-2005 has continued the pattern of ever increasing grant awards to Southern Connecticut State University and its faculty. Grants and contracts awarded to SCSU rose from \$651,902 in FY 1999 to \$3,276,702 in FY 2004. Fifty-one percent of the total funds awarded came from federal agencies, 33% from state agencies, 13% from local governments, and the rest coming from private sources. Notable in FY 2004-2005 was the large increase in small proposals (under \$5000) and also in very large consortia proposals of over \$1 million.

Even more impressive than the increase in award totals is the number of proposals generated by the University and its faculty. FY 2005 saw 83 submissions, less than the FY 2003 peak of 86 submissions, but up from 36 submissions five years ago in FY 2000 and 9.2% more than in FY 2004. So far, 66 of the 83 proposals submitted in FY 2005 were approved for funding, a success rate of nearly 80%. This is up from 53% in FY 2004.

Several factors account for the growth in successful grant seeking: the President's creation of a "cash match" fund, which makes Southern's submissions more competitive, the determined effort of SCSU's faculty and administrators to link proposals to the University's academic and community priorities and to achieve high

quality, competitive proposals, and, finally, the generally more amenable atmosphere for faculty research and development under Academic Affairs.

The Sponsored Programs and Research annual report for FY 2004 appears as Appendix N.

3h. International Programs

The Vice President for Academic Affairs has overall administrative responsibility for courses carrying SCSU course designations taught wholly or in part by SCSU faculty in a foreign location. Courses go through an approval process starting within the department and rising through the Short-term Study Abroad Committee and Program Director and receiving final approval by the Vice President. Support and administrative monitoring occurs within Sponsored Programs and Research, under the supervision of Patricia Zibluk, J. D. Ms. Zibluk also issues J-1 visas for exchange students and manages risk for courses abroad.

Most study abroad courses offered at Southern occur during the summer. The number of such courses has remained stable for several years. In 2004, four programs were offered (Spain, Italy, Guatemala, and Tanzania). The University generated a profit of \$47,601.22 for offerings during the 204 iteration. A report on summer 2004 courses abroad appears at Appendix O.

3i. New and Ongoing OAA Initiatives

3i.1. Progress toward Proficiency; Curricular and Academic Program Developments

In 1998, SCSU's Undergraduate Curriculum Forum (UCF) recognized that many students are admitted to college without having benefited from a college preparatory curriculum in high school. Accordingly, the UCF recommended that the University allocate appropriate teaching resources to enable students to take basic English and mathematics courses in their first semesters of instruction. On July 16, 2003, the Board of Trustees for the Connecticut State University passed a resolution adopting such a policy throughout the CSU system. Southern's Proficiency Policy as it appears on the University's web site is attached as part of Appendix P.

An Action Plan submitted in 2003-2004 AY to the Connecticut State University Board of Trustees' Academic Advisory Committee commits the University to provide adequate placement testing and sufficient course sections to meet proficiency goals by Fall 2008, and to implement the proficiency course action plan to meet the goals set forth in the guidelines by CSU Chancellor Cibes and Vice Chancellor Lopez.

The Office of Academic Affairs has worked with the School of Arts and Sciences (which includes the English and Mathematics Departments) to implement this commitment by providing adequate placement testing and sufficient class sections. Sections of remedial and regular English composition have increased from 56 in fall, 1998 to approximately 96 in fall, 2004, and the sections of freshman mathematics courses increased from 26 to 40 during the same period.

Extensive collection of data indicates both (1) the importance of addressing remedial English and Math needs, and (2) the success of the placement and instruction process during the 2004-2005 AY. Of the 1,396 incoming freshmen in fall, 2004, 103 (7%) required remedial work in English, and 566 (41%) required remedial work in Math. By

the end of the year, 92% of the incoming class had completed the proficiency requirement. One hundred and fifteen (115) students did not meet the requirement because they did not take the proficiency exam(s), failed the proficiency exam but did not take the proficiency course, or failed, withdrew, or received an incomplete in the proficiency course. Of these 115 students, 31 were taking a proficiency course during summer, 2005 either at SCSU or another institution, 15 were taking the proficiency exam, 36 were appealing grades, and 33 (2% of the 1396 incoming freshmen) were blocked from returning for the fall 2005 semester.

Alternative approaches to meeting the demand for proficiency instruction have been explored. The Academic Vice President and Dean of the School of Arts and Sciences have explored, for instance, contracting with Gateway Community College to provide proficiency courses for SCSU students who place into MAT 095 and ENG 098.

This year's experience in implementing the proficiency policy has disclosed several challenges to its implementation. These include:

1. Coordination of placement exams with the registration and advisement process during summer.
2. Identification of students registering late (after last summer placement exam).
3. Improvement of communication with faculty advisers regarding the policy.
4. Continued outreach with high schools to improve math performance.
5. Resource allocation to implement and monitor the policy.
6. IT resources to facilitate placement and notification.

A summary of data related to the Proficiency Policy is gathered in Appendix P.

3i.2. First Junior Faculty Fellowship Program Award: Dr. Jennifer Dysart

Acting on a recommendation from the Research and Scholarship Advisory Committee (RSAC), the Office of Academic Affairs shepherded the process to initiate a Junior Faculty Fellowship competition. The competition is meant to encourage research activity among junior faculty members. Planning began in during 2003-2004, and the first fellowship was awarded to Dr. Jennifer Dysart, Assistant Professor of Psychology, in winter, 2004. Dr. Dysart will use the reassigned time in the fall semester 2005 to continue her research on eyewitness testimony in legal trials. Dysart is in her second year at Southern and is an expert on eyewitness testimony and other topics that link psychology and law. The request for application appears as Appendix Q.

Having now received administrative and Presidential approval, The Junior Faculty Fellowship, will be awarded annually. To be eligible, faculty members must have taught at Southern for at least one year and not hold tenure. Recipients receive a one-time award of nine hours of reassigned time for an academic semester. The faculty member is required to pursue research or other activity leading either to a publishable article or a scientific or creative equivalent, and is further required to make a public presentation either at Southern Connecticut State University or another site within the CSU system. Administrative and financial support for the Fellowship is provided by the Office of Faculty Development through the Vice President for Academic Affairs.

Candidates and applications were judged by a committee of senior faculty appointed by the Interim Vice President for Academic Affairs. The 2004-2005 committee

represented all of the Schools as well as a broad range of disciplines. Its members are listed in Appendix Q.

3i.3. CSU Learning Assessment and Improvement Grants: Nine SCSU Projects Approved

In July 2004, Interim Vice President for Academic Affairs Ellen R. Beatty announced that 16 SCSU faculty projects designed to assess student learning were awarded a total of \$25,450 in the 2004-2005 CSU Learning Assessment and Improvement Grant Program. Of the total award funds, \$15,200 came from Systemwide money, and \$9,250 from the Office of Academic Affairs. A total of 37 faculty members submitted projects. The list of faculty members receiving grants appears as Appendix R.

3i.4. Trustees Establish Dedicated Center for Elders and Families

Southern Connecticut State University's institutional commitment to meeting seniors' needs found fruition in 2004-2005 when the CSU Board of Trustees unanimously approved the establishment of the Center for Elders and Families (July 5, 2005). Launched by a generous endowment gift from Teresa Sirico in memory of her parents, Louis and Joan M. Sirico, the center was designed to address issues affecting elderly citizens' quality of life and to enhance the emotional, physical, and spiritual health of the seniors.

The Board of Trustees action establishes the Center as an official academic entity, housed in the School of Health and Human Services. It will be dedicated to the development of a range of educational programs and the creation of practice research studies to support curricula development. As an official academic center, the structure of the Center includes an advisory board of faculty and community professionals, two co-directors and overseen by the Dean of the School of Health and Human Services and the Vice President for Academic Affairs (Provost).

The Office of Academic Affairs played an important supportive role throughout the Center's development, including Faculty Development Grants in 2003-2004 awarded to co-directors Dr. Mary Ann Glendon, Nursing, and Dr. Elayne Haymes, Social Work. The Office also arranged for the co-directors to work on Center development during summer, winter, and spring breaks (2003-2004), arranged for three credits of release time fall and spring semesters, 2003-2004, and brokered an arrangement with the Dean of the School of Health and Human Services to fund a student worker to assist in Center work (2003-004).

The Center will offer interdisciplinary courses, and develop continuing education for gerontology professionals who need additional work for ongoing certification. The intent is also to develop a professional geriatric degree program under the auspices of the five academic departments in the School of Health and Human Services: Social Work, Nursing, Public Health, Communication Disorders, Recreation and Leisure, and Marriage and Family therapy. An interdisciplinary course housed in the Department of Social Work was piloted during the 2004-2005 AY. It will be reviewed during fall semester 2005 and will be offered in the spring, 2006 as a graduate elective.

3i.5. Ongoing Support of Information Technology Initiatives

The Office of Academic Affairs continues its commitment to the adoption and effective use of evolving information technology for pedagogical use at Southern Connecticut State University. This commitment is demonstrated by the University's deliberately phased increase of "smart classrooms." Campus construction resulted in the addition of 6 "smart" classrooms during the 2004-2005 AY, bringing the total as of June, 2005 to 39. The new classrooms allow access to a variety of technology and multi-media processes for instruction and are largely located in Engleman Hall.

The OAA provides ongoing financial and administrative support for a number of technology-related efforts, through Office of Faculty Development. These efforts nurture faculty (and students) and include:

1. financial and administrative support for the ongoing Summer Tech program. Full-Time faculty must apply to attend this five-day workshop, which provides hands on experience using Dreamweaver, WebCT and MySCSU to create and manage Web resources to support their own course instruction. Participants build web pages for course, department, personal, and program uses, and learn selected software for instructional support. Summer Tech has been an extremely successful program, indicated perhaps by the excellent response to the call for applications for Summer Tech 2005. Thirty-five faculty members from a wide variety of departments participated in the August 9-13, 2004 workshop.
2. Continued collaboration with the Office of Information Technology to support the Student Technology Assistant Representative (STARS) program. To engage in the program, undergraduates are competitively selected, based on academic grounds and technical skills, and receive training by Office of Information Technology staff in the software and hardware tools used at SCSU. Following training, STARS provide support to various OIT and administrative projects. Under the supervision of IT staff, STARS provide individualized support to faculty in the Faculty Technology Walk-In Center, a high tech laboratory equipped with state of the art multimedia production equipment. Faculty members are given the technical assistance to create technologically-based instructional materials.
3. Through the Office of Faculty Development, Academic Affairs has facilitated the use of technology in instruction by providing faculty and staff with online registration of forums and workshops as well as to a variety of World Wide Web links to professional development resources. The OFD is currently revising the Faculty Development Web Page to feature more visually pleasing graphic design and more intuitive searching. The web page will continue to offer links to a variety of useful online resources relating to curriculum, teaching, research, and funding sources, among other things. The page will provide SCSU faculty and staff convenient access to immediately relevant resources and create opportunities for further expansion of technology-based initiatives.

4. Schools and Academic Units: Major 2004-2005 Developments

4a. School of Arts and Sciences: New Bachelors in Media Studies

The Connecticut Department of Higher Education's Advisory Committee on Accreditation recommended that Southern's Department of Media Studies be granted the authority to offer a Bachelor of Arts degree. The Department, chaired by Dr. Rosemarie Conforti, has until now offered a B.A. in communication with a minor in media studies. The Department of Higher Education's Board of Governors is scheduled to vote on the plan at its Sept. 21 meeting.

4b School of Business: Search for Dean Initiated

In July, 2005, President Norton launched the search process for the Dean of the School of Business. Dean Edward Harris of the School of Information, Communication and Library Sciences will chair the search committee. The search firm of AT Kearney Inc. was contracted to assist in the search process, which began with a series of School of Business faculty meetings, facilitated by Professor Henry Hein, to give voice to the faculty's concerns and to develop a statement of the school and its future development.

The search committee was carefully selected to include all areas of the School of Business, representatives of Institutional Advancement, the Graduate Council, SUOAF-AFSCME, and Student Government. Mr. Fred Afragola, President of the Bank of New Canaan and a member of the SCSU Foundation agreed to join the committee as a member of the external business community. Interim Vice President Beatty's letter containing the full membership of the committee appears as Appendix S.

Pressing issues as the dean's search goes on lie in areas of curriculum revision, improved physical environment and resources.

4c. School of Information, Communication and Library Sciences: Computer Science Awarded Six-Year Accreditation

In August, 2004 the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) notified the Computer Science Department that it had granted a six-year accreditation for the Bachelor of Science degree. The action follows an evaluation of the program conducted during 2003-2004.

4d. School of Education

4d.1. Five-Year NCATE Accreditation Awarded

In October, 2004, The National Council for Accreditation of Teacher Education (NCATE), an organization recognized by the U.S. Department of Education as a specialized accrediting body for schools, colleges and departments of education, announced that the SCSU's School of Education received a full five-year accreditation. The School successfully met each of the six standards sought by NCATE. With this accreditation, Southern's School of Education joins the nearly 600 schools evaluated by NCATE, which produce two-thirds of the nation's new teacher graduates each year.

James Granfield, Interim Dean of the School of Education, called NCATE's report "exceptional," and Interim Vice President Ellen Russell Beatty, called it a coup, both for the School of Education and the university as a whole. She noted the accreditation

process's link to the assessment culture being nurtured in the University: it enabled the School to participate in the valuable internal exercise of looking at what it does and how well it does it.

Preparation for the NCATE visit began in 2000 when *ad hoc* faculty teams were developed to create a framework of outcomes and values that faculty held to be most important in educating and training teachers. A comprehensive assessment system called "Gates" marked discrete points along a student's program, identifying specific learner outcomes derived from the conceptual framework. Training sessions were conducted across the unit, and meetings were held on the assessment system in Quality Council, which included teacher education faculty in the Schools of Arts and Science, Health and Human Services, and Communication, Information and Library Sciences.

The NCATE accreditation award furthers the Connecticut State Department of Education's goal of having all state teacher programs meet national guidelines. These guidelines call for rigorous, performance-based and research centered structures where students are continuously evaluated and program faculty demonstrate current, evidence-based practices that produce meaningful, quantifiable performance changes in students.

4d.2 Five-Year Extension of Connecticut Licensing

On September 8, 2004, the Connecticut State Department of Education awarded the School of Education "full program approval," effective through September 2009. The School will submit an interim report by June 1, 2006 to address areas upon which the State Department of Education made comments.

Combined with NCATE's national accreditation, the SDE's action grants Southern Connecticut State University a five-year license to offer its teacher certification program.

4d.3. Coordinator Named for Doctoral Program in Educational Leadership

In April 2005, Dr. Cathryn Magno was named the first coordinator of the University's only doctoral program, the Doctor of Education (Ed.D.) in Educational Leadership. Prior to Dr. Magno's appointment, the Chair of the Department of Educational Leadership, Brian Perkins, performed coordinating activities along with his other assignments.

In its third year in 2004-2005, the program enrolled 45 students, with its first cohort scheduled to receive degrees in May, 2006. The program's mission is to (1) prepare leaders to transform their educational institutions to meet 21st Century challenges, and (2) develop a cadre of reflective educational professionals who have mastered application-oriented research and who bring informed intelligence to policy reformation and resolution of operational issues

The appointment of a Coordinator of Doctoral Education has facilitated a number of improvements in the program based on the experiences of the first two years.

Curricular revisions have expanded field-based coursework (applying theory to practice through school-university partnerships) and faculty have designed and implemented processes and content for Comprehensive Examinations and Dissertation Proposal Hearings. The Admissions process has been significantly revised with the

replacement of the 6-credit Seminar in Leadership Dynamics (Proseminar) with an in-person interview and writing exercise. Oversight of the program has been enhanced with the establishment of two advisory committees: the Faculty Advisory Committee (internal) and the Advisory Committee (external). These refinements appear as part of the Report to the Commission on Institutions of Higher Education on the Doctorate, which appears as Appendix T.)

The program currently has an average retention rate of 67% across the three current cohorts. A planned one-year hiatus in Admissions will be taken in 2005-2006 to allow for faculty advisement of the first and second cohorts' dissertations. The next entering cohort will begin in September 2006.

4e. School of Health & Human Services

One of the most important events of the 2004-2005 AY occurred officially in the beginning of the 2005-2006 AY when the CSU Board of Trustees unanimously approved the establishment of the Center for Elders and Families (July 5, 2005). As an official academic entity dedicated to the development of educational programs, the Center will be governed by an advisory board, co-directors, with oversight by the Dean of the School of Health and Human Services.

The Center will offer an expanding curriculum of interdisciplinary courses, with the focus initially on continuing education. The intent is also to develop a professional geriatric degree program under the auspices of the School's five academic departments, following in general the interdisciplinary pilot course housed in the Department of Social Work during the 2004-2005 AY.

4f. Library Services

On January 4, 2005, Dean Edward Harris assumed the role of Interim Director of Library Services. This was a second portfolio for Dean Harris, who continued in his capacity as Dean of the School of Information and Library Science.

4g. Office of Management, Information, and Research (OMIR)

The Office of Management, Information, and Research (OMIR) plays a key role in determining and accomplishing strategic University goals by providing accurate and timely institutional data to users, administrators, and decision-makers. OMIR's charge is to continually manage and improve the collection, storage, and user-friendly dispersal of institutional information. To accomplish this charge, OMIR is involved in projects at the level of

- a. system design and analysis,
- b. software development and testing,
- c. implementation and training of end users.

OMIR has been an integral part of the Faculty Workload project, streamlining the process, improving the reliability of the data, and providing essential information in a timely fashion to faculty, department chairs, and deans (see p. 14 for detail on the faculty workload project). OMIR has also played a vital role in the enrollment management process, supporting the day-to-day operations and decision-making of the University through both ad-hoc reporting and longitudinal studies. Examples of OMIR support for longitudinal studies during 2004-2005 AY include its work in support of the Office of

Assessment and Planning's administration of the Beginning College Student Survey and The University of Oklahoma's CSRDE survey on student retention.

4h. Academic Advisement and Registration: Following Through on a Commitment to Better Service

Decisive steps were taken in 2004-2005 to address the frustration many student and administrators have felt over inefficiencies in some academic support areas, such as registration, financial aid, and the bursars office. Students' dissatisfaction has been documented at the graduate level over several years by Noel-Levitz Adult Student Priorities Survey. The problems provoking dissatisfaction, however, were not limited to graduate students. They were evident at the undergraduate level too and seemed to impair the University's ability to attract and retain a strong student body.

A major step in the effort to improve academic advisement and registration consolidated advisement. In February, 2005 the functions of the Office of Extended Learning were reassigned to other units. Its advising functions were assumed by the Academic Advisement Center. The move insured that all full-time and part-time students receive consistent, knowledgeable advisement. Traditionally, the Advisement Center advised new students (i.e., freshmen and transfer students), returning undeclared students, and others requesting advisement. With the consolidation move, the Advisement Center began to serve the part-time non-matriculated and matriculated students and senior citizens who had been handled previously by the Office of Extended Learning. One staff person was re-assigned to the Advisement Center's staff to cover the added work load and Academic Advisement incorporated the offices of the former School of Extended Learning.

In a further move, the Advisement Center now guides freshmen and transfer students through their initial registration, simplifying that process for them by providing one-stop, expert help. The Center's student contact load is heavy as students are seen on a one-to-one basis for one-hour appointments. The Center reports 40 appointments per day between March and July, 2005.

5. Student Relations

The Vice President for Academic Affairs is charged with working "cooperatively with the Academic Advisement Center and other administrative offices and faculty to provide solutions to student academic issues, academic appeals, and complaints." Further, she is to "initiate and facilitate procedures to resolve student and parent concerns, as referred or original, on behalf of the Vice President of Academic Affairs."

In the past, after exhausting all other procedural options listed in the Student Handbook, students were referred to the Office of Academic Affairs by a variety of chairpersons, unit heads, faculty, student services, counseling services, and others for prompt resolution of the student's particular concerns. Informal conferences with students often resolved the pertinent issue without resort to the structured appeals process.

An alternative approach, developed during 2003-2004 in response to Interim Vice President Ellen R. Beatty's increased portfolio, continues to operate. Students needing

Office of Academic Affairs, 2004-2005 Annual Report

top-level administrative involvement in problem resolution are referred to School of Health and Human Services Interim Dean, George A. Appleby.