Sandwich Seminars

If you would like to schedule a Sandwich Seminar for fall 2012, please call Sue Vleck at (607) 753-2202.

Note: Sandwich Seminars are held on Wednesdays 12:30-1:30 p.m., and Thursdays noon-1 p.m. in Brockway Hall Jacobus Lounge unless otherwise noted. For the most up-to-date listing of Sandwich Seminars, please check [http://www.cortland.edu/bulletin/](http://www.cortland.edu/bulletin/).

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<tr>
<th>DATE</th>
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<td>Wednesday, April 4, 2012</td>
<td>“From Migrant Student to Master’s Candidate in Teaching at SUNY Cortland: Reflections from a Former Migrant Student on What Teachers Need to Know”</td>
<td>Dr. Marley Barduhn, Assistant Provost for Teacher Education, Ms. Liz Bliss, Migrant Education Outreach Program (MEOP)</td>
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<td>Thursday, April 5, 2012</td>
<td>“Basics of Alzheimer’s Disease and Dementia”</td>
<td>Ms. Jessica Cornell, Alzheimer’s Association, Central NY Chapter</td>
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<td>Thursday, April 12, 2012</td>
<td>“The Assessment of Our Teaching: A Conversation”</td>
<td>Dr. Jeffrey Walkuski, Associate Professor, Physical Education, Ms. Lorraine Melita, Coordinator, Reference and Instruction, and Ms. Regina Grantham, Associate Professor and Chair, Communication Disorders and Sciences</td>
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<td>Tuesday, April 17, 2012</td>
<td>“Sustainability at Cortland: “Where We Are and Where We Are Going” Location: Old Main Faculty Colloquium Time: 12:30-1:30 p.m.</td>
<td>Ms. Nasrin Parvizi, Associate Vice President for Facilities Management, Mr. Douglas Ross, Campus Energy Manager and Mr. Tim Slack, Director, Physical Plant</td>
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<td>Thursday, April 19, 2012</td>
<td>“Sustainability Luncheon”</td>
<td>Dr. Brice Smith, Associate Professor and Chair, Physics</td>
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<td>Wednesday, April 25, 2012</td>
<td>“Models of Teaching Assessment: Beyond the Purdue System”</td>
<td>Dr. Jeffrey Walkuski, Associate Professor, Physical Education, Ms. Lorraine Melita, Coordinator, Reference and Instruction, Ms. Regina Grantham, Associate Professor and Chair, Communication Disorders and Sciences, and Dr. Mary McGuire, Assistant Professor, Political Science</td>
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The Middle States Decennial Self-Study: Preparing for the Site Visit

April 2012

In December 2009 SUNY Cortland initiated preparations for the 2012 Middle States Decennial Self-Study. President Bitterbaum identified a 28-member Middle States Self-Study Steering Committee consisting of faculty, staff, administrators, students and alumni from across the campus. In January 2010 he charged the committee, and the work began in earnest.
The Middle States Self-Study Steering Committee built upon the new strategic plan, “SUNY Cortland 2010-2020: A Commitment to Excellence,” using it as the foundation for the decennial Middle States Self-Study. In addition to Mission, Vision, Values and Planning, the strategic plan identifies **four major priorities for the College:** **Academic Excellence, Transformational Education, Well-being, and Maximize Resources.** Together these five areas constitute the design of the 2012 Self-Study. Besides serving as a working framework for the present comprehensive Self-Study, the unique design will continue to provide meaningful future direction for the College.

A brief summary of the findings of the 2/12 year Self-Study process is beneficial as the campus prepares for the Middle States Decennial Site Visit. The complete Self-Study is available on the President’s website, or the Middle States website, at: [http://www2.cortland.edu/about/accreditations/middle-states/index.dot](http://www2.cortland.edu/about/accreditations/middle-states/index.dot).

The 2012 Middle States Self-Study consists of three distinct volumes. **Volume I** forms the narrative of the Self-Study. **Part I—Introduction and Context** provides a description of the College and the background for the Self-Study. **Part II—Meeting the Middle States Standards**, consists of seven chapters that parallel the mission, vision and four priorities set forth in the institutional strategic plan. **Part III—Conclusions**, summarizes the comprehensive findings of the Middle States Self-Study Steering Committee.

Chapters 4-7 comprise **Part II, Meeting the Middle States Standards**: **Chapter 4: Mission/Vision/Values/Planning Process** (Standards 1, 2, 6) addresses the mission, vision, and core values of SUNY Cortland. The complex campus-wide process employed to arrive at what ultimately resulted in a reaffirmation of our College mission underscores our institutional beliefs and provides unwavering direction for the future. A strong commitment to ethics permeates the institution.

**Chapter 5: Academic Excellence: Students** (Standard 8) evaluates the materials and processes for recruitment, admission and retention of students through data including SOS, NSSE, enrollment and graduation rates. Academic support services are also reviewed.

**Chapter 6: Faculty** (Standard 10) provides evidence of the high quality of faculty teaching at SUNY Cortland, the rigor of evaluation, faculty research, and opportunities for professional development.

**Chapter 7: Academic Excellence: Educational Offerings** (Standards 11, 12, 13, 14) provides insights into the rigor of the academic curriculum, how and what students learn, and student learning outcomes. Significant attention is given to the curricular offerings and assessment of General Education and student outcomes assessment.

**Chapter 8: Transformational Education** (Standards 9, 11, 13, 14) speaks to the importance of student support services, extra-curricular and co-curricular offerings, internationalization opportunities and experiential learning. Evidence of the College’s strong commitment to civic engagement is detailed in this chapter.

**Chapter 9: Well-being** (Standards 3, 8, 9, 13) provides evidence of the many ways that SUNY Cortland promotes the physical, emotional, cultural and social well-being of all members of the College community.

**Chapter 10: Maximize Resources** (Standards 2, 3, 4, 5, 7) analyzes the important link between institutional planning and the College’s effective use of resources. The chapter demonstrates the successful practice of shared governance at SUNY Cortland and institutional assessment.

Comprehensive listings of the **Research Questions** developed for each chapter and the resultant **Institutional Recommendations** follow Chapter 10. Finally, to assist the reviewer in more readily identifying the intertwining of Middle States standards, a **Crosswalk** are provided, along with a Glossary of terms used at SUNY Cortland. These two sections complete the narrative of the document.
Volume II is the Document Roadmap which the campus followed throughout the Self-Study to reach a full understanding of the status of the institution. Through a careful analysis of the evidence included in the Roadmap, the Self-Study Steering Committee was able to identify the strengths, areas for improvement and progress that has made since the last Self-Study.

Volume III consists of useful appendices of Supplemental Materials for each chapter. This includes team comments and recommendations from the 2002 Middle States Self-Study team site visit and an account of the ways that SUNY Cortland has addressed the four recommendations (as detailed in the 2007 Middle States Periodic Review Report.) The materials included in the Appendices provide additional information that may be helpful to the reviewer in better understanding the College.

To summarize, SUNY Cortland is pleased with the progress made since the 2002 Middle States Self-Study. Academic Excellence continues to be a critical priority for the campus. A greater awareness of the benefits of Transformational Education, including internationalization, diversity, experiential learning and civic engagement, has been identified. Increased attention to the total Well-being of students, faculty and staff has led to the rapid development of many initiatives campus-wide which consequently need to be assessed. The increase in assessment throughout all areas of the campus has, in turn, resulted in a greater need for timely and broader dissemination of data. Linking limited resources (Maximize Resources) to initiatives guided by the new institutional strategic plan is proving to be effective and shows signs of promise for the future. Through cautious fiscal stewardship, SUNY Cortland has been able to maintain high quality academic programs and has taken significant steps to replace a number of the full-time faculty lost to last year’s early retirement incentive and other events.

The site visit: Nine team experts have been identified by Middle States to conduct the Decennial Middle States Self-Study Site Visit, April 15-18. Dr. Angelo Armenti, President of California University of Pennsylvania, will chair the site visit. A number of members of the campus community may be invited to interview with the team during their visit. Also, on April 18, the team will provide an Oral Report of findings to the campus. Details of that meeting, including time and location, will be provided closer to the visit.

If you have questions regarding the Middle States Decennial Self-Study Site Visit, please contact co-chairs Dr. Lynn Anderson, Recreation, Parks and Leisure Studies, or Dr. Virginia Levine, Executive Assistant to the President.