

# State University of New York College at Cortland

## Middle States Self-Study

April 15-18, 2012

**VOLUME III: SUPPLEMENTAL APPENDICES**

## TABLE OF CONTENTS

### **I. INSTITUTIONAL ASSESSMENT PLAN**

### **II. INSTITUTIONAL ASSESSMENT DATABASE LINKS (INSTITUTIONAL RESEARCH AND ASSESSMENT OFFICE)**

### **III. ADDITIONAL LINKS**

\*2002 Middle States Team Final Report

\*2007 Middle States PRR Report

\*PDF of Major Events and Initiatives Since the 2002 Middle States Reaccreditation:

\*Undergraduate Catalog 2011-12

\*Graduate Catalog 2011-12

\*College Handbook (last updated August 2011)

\*PDF of Budget Decentralization Report:

### **IV. CHAPTER 4: MISSION, VISION, VALUES AND PLANNING PROCESSES**

### **V. CHAPTER 5: ACADEMIC EXCELLENCE--STUDENTS**

**Graduate Admissions**

### **VI. CHAPTER 6: ACADEMIC EXCELLENCE—FACULTY**

Research and Sponsored Programs Office 2010-11 Annual Report

Faculty/Staff Degrees/Qualifications/Awards

<http://catalog.cortland.edu/content.php?catoid=15&navoid=1045>

### **VII. CHAPTER 7: ACADEMIC EXCELLENCE--EDUCATIONAL OFFERINGS**

### **VIII. CHAPTER 8: TRANSFORMATIONAL EDUCATION**

\*Undergraduate Research (PDF):

### **IX. CHAPTER 9: WELL-BEING**

Table 9-2-4 (2011 NSSE Scores-- Civic Engagement and Service Learning)

### **X. CHAPTER 10: MAXIMIZE RESOURCES**

**I. INSTITUTIONAL ASSESSMENT PLAN**

**SUNY CORTLAND ASSESSMENT SYSTEM**

**Prepared by: State University of New York College at Cortland**

**Chief Executive Officer: Erik J. Bitterbaum**

## INTRODUCTION

Assessment is not a narrow nor exclusive kind of activity in which only exotic specialists indulge. From birth to death all people and all systems are active or passive parties to assessment, which directly or indirectly affects every decision made. The implementation of assessment at SUNY Cortland reflects this basic conception. Assessment at SUNY Cortland involves both “top down” and “bottom up” approaches in keeping with the notion that the job of each member of the campus community includes assessment. Many aspects of the system are mandated (top down) from (1) federal, (2) New York state, (3) SUNY system (4) SUNY Cortland, and (5) accrediting bodies (e.g., NCATE and Middle States). At the same time, assessment begins with faculty and staff members assessing students and the university on a daily basis, and develops into program, department, school, unit, and university assessment systems. From this perspective assessment is a bottom up generated system. At each level the system is exemplified by way of the fundamental elements of assessment: (1) establishing goals, (2) setting policy, (3) choosing and generating learning outcome measures, (4) analyzing data, (5) making changes based on analysis, and (6) sharing results at all levels. This assessment plan is intended to address Middle States Standards 7 and 14.

## ASSESSMENT AT SUNY CORTLAND

The following tables and descriptions are presented to help explain the SUNY Cortland assessment system. The first table lists the main components of our assessment system, including the overall plan, philosophy, goals, policies, measures, and methods of data retrieval and analysis. The second table presents the schedule of assessment activities, categorized by level of assessment (e.g., New York State, SUNY system). This table also includes links to the results from the assessment activities listed. A third table, below under “Assessment Reports” focuses on three reports contained in table two: Annual Reports, Program Reviews, and Program Accreditation Reports. These reports are sorted into three separate categories based on the extent to which they demonstrate ongoing data collection, analysis of data, and use of that data to improve the program, department or office in question.

### Assessment System Elements

Table 1 presents the primary components of SUNY Cortland’s assessment system. These policies, goals, measures and procedures make up the structure that direct our assessment activities and ultimately determine the kinds of data available and the extent to which that data will allow us to critically examine and improve the college.

Table 1. Functional Elements of the SUNY Cortland Assessment System

Assessment Element	Listing/Sample/Reference/Description
Overall Assessment Plan	<a href="#">Plan</a>
Assessment Philosophy	<a href="#">Statement</a>
Student Learning Outcomes (Goals)	<a href="#">Goals</a>

Assessment Policies	<a href="#">Policies</a>
Student Learning Outcome Measures (Direct)	<a href="#">Measures</a>
Student Learning Outcome Measures (Indirect)	<a href="#">Measures</a>
Student Learning Outcome Measure Usage (Direct and Indirect)	<a href="#">Measures - Usage</a>
Banner, Database Retrieval	<a href="#">CAPP example</a>
Online Interface, Retrieval/Analysis	<a href="#">Tutorial</a>
Online Surveys	<a href="#">Surveys</a>
College Assessment Committee Grants to Improve Assessment	<a href="#">Grants Listing</a>

The following is a brief description of each of these elements and what to expect from the links provided:

**Element 1: [Overall Assessment Plan](#)** – The *Overall Assessment Plan* is this very document. The document is intended to provide a comprehensive overview of the assessment system at SUNY Cortland and to demonstrate how this system aligns with Middle States’ standards for assessment. The document provides information about the various components of our assessment system, including policies, philosophies, development and implementation, assessment data, and ways in which data has been and/or will be utilized to improve the school.

**Element 2: [Assessment Philosophy](#)** – The *Assessment Philosophy* is taken from the 2010-2011 Undergraduate Catalog, a document in accordance with the policies set forth by the Board of Trustees of the State University of New York (SUNY). This statement conceives of assessment as an ongoing commitment that is supported and undertaken by the administration, faculty, staff, and students alike. By continually evaluating programs and services, faculty and staff will be better able to address the needs of their departments and students, and students will experience their education with greater depth. A dynamic assessment system enables the College to fulfill definite goals and identify areas in need of improvement.

**Element 3: [Student Learning Outcomes \(Goals\)](#)** – The link provided for *Student Learning Outcomes (Goals)* provides a thorough list of the various goals towards which all academic and service units aim to fulfill and all assessment activities aim to assess (i.e., realize or find to be deficient). The following is an example of how assessment of General Education (GE) at SUNY Cortland involves establishing stated goals/objectives, using instruments specific to measuring those goals/objectives, and using rubrics that corresponds with the overall SUNY rubric for assessing GE. This particular example looks at the assessment of GE Category 9: Foreign Language.

SUNY CATEGORY	GOALS ASSUMPTIONS, &/OR OBJECTIVES
SUNY GE9 FOREIGN LANGUAGE	Students will demonstrate: (1) basic proficiency in the understanding and use of a foreign language; and (2) knowledge of the distinctive features of culture(s) associated with the language they are studying.
	QUESTIONS/INSTRUMENTS

1. Please write or communicate in the target language a description of yourself, your friends and family, and your routine activities.						
AND						
2. Please write an essay in your native language summarizing the unique features of the culture(s) associated with the language that you are studying						
CORTLAND RUBRIC ALIGNED WITH REPORTING CATEGORIES						
SUNY Rubric	Not Meeting Standard	Approaching Standard		Meeting Standard	Exceeding Standard	
Points	1	2	3	4	5	6
Cortland Definition	Provides minimal or no evidence of understanding; makes no connections between Goals, Assumptions, & Objectives of the GE Category; and makes unclear or unwarranted connections to the assigned task.	Conveys a confused or inaccurate understanding of the course material; alludes to the Goals, Assumptions, & Objectives of the GE Category but makes unclear or unwarranted connections to the assigned task.	Conveys a basic understanding of the course material; makes few or superficial connections between the Goals, Assumptions, & Objectives of the GE Category and the assigned task	Conveys a basic understanding of the course material; makes implicit connections between the Goals, Assumptions, & Objectives of the GE Category and the assigned task.	Conveys a thorough understanding of the course material; makes clear and explicit connections between the Goals, Assumptions, & Objectives of the GE Category and the assigned task	Reveals an in-depth analysis of the course material; makes insightful connections between the Goals, Assumptions, & Objectives of the GE Category and the assigned task.

**Element 4: [Assessment Policies](#)** – *Assessment Policies* provides a list of policies that guide SUNY Cortland’s overall assessment system. This list categorizes the policies by the administration or institution that develops and enforces them. For instance, the New York State Education Department (NYSED) requires fulfillment of various evaluation and assessment activities of schools and colleges in New York State. Thus, those policies developed and enforced by NYSED are categorized under the New York State level.

**Element 5: [Student Learning Outcome Measures \(Direct\)](#)** – *Student Learning Outcome Measures (Direct)* lists those measures that serve to provide direct evidence of the level of student learning. An example measure from this list is the Student Teacher Evaluation ([STE](#)) instrument completed by a college supervisor, cooperating teacher, and the student him or herself. Because a college supervisor and cooperating teacher are proficient in the knowledge required of a student teacher at various stages in his or her learning development, and in direct contact with that student during such, this rating instrument serves to provide explicit and meaningful evidence of that student teacher’s learning.

**Element 6: [Student Learning Outcome Measures \(Indirect\)](#)** – By contrast to Element 5, *Student Learning Outcome Measures (Indirect)* lists those measures that supply the assessor with indications of student learning without making clear connections between the assessment results and student learning. An example of a Student Learning Outcome Measure (Indirect) used at SUNY Cortland is the Graduate Survey which elicits

graduates' perceptions about their experiences at the college. By measuring such outcomes as perception and satisfaction, this instrument provides clues about student learning but lacks definitive evidence of such.

**Element 7:** [Measures Usage](#) – The *Measures - Usage* link that corresponds with *Student Learning Outcome Usage (Direct and Indirect)* directs one to an extensive list of past and current annual reports from academic departments and schools at SUNY Cortland. The leftmost column lists these annual reports and the top row a list of the direct and indirect measures used to assess these departments and schools. By following along the row where a particular annual report resides, one will see linked Xs which direct a user to the particular place in that annual report where the Xed assessment measure is utilized. For ease of use, the annual reports are listed alphabetically by department/school, which are themselves ordered chronologically by year. For example, after locating the Recreation, Parks and Leisure Studies Department 2010-2011 annual report on page three, one will see an X in the column designating Certification data, meaning that in 2010-2011 this department utilized this direct assessment measure of student learning and provided the data as evidence.

**Element 8:** Banner Database Retrieval – The *Banner, Database Retrieval* is an essential component of SUNY Cortland's assessment system. For one, the database itself stores and organizes all student data, including the Curriculum Advising and Program Planning (CAPP) Report, a tool that allows students and faculty to monitor students' academic progress with their coursework and academic requirements. Insofar as the coursework and requirements reflect federal, state and institutional desired learning outcomes, this database system facilitates direct and transparent data on student learning.

**Element 9:** [Online Interface, Retrieval Analysis](#) – *Online Interface, Retrieval/Analysis* refers to an internal system used by the Institutional Research and Assessment Office to organize and manipulate Banner data in a more customized manner. Administrators, faculty and staff frequently make complex requests for institutional data which cannot be fulfilled by the limited mechanisms of the Banner reporting system. By contrast, the Online Interface allows users and recipients to view SUNY Cortland's body of data more critically.

**Element 10:** [Online Surveys](#) – Dozens of surveys are administered at SUNY Cortland, which serve the purpose of gaining information that informs decisions made regarding the campus, student learning, and the overall experience of all members of campus. These surveys differ from those included in Element 5 and Element 6 (Direct and Indirect Measures of Student Learning Outcomes) in that they do not specifically assess student learning but rather other aspects of the Cortland experience that affect the whole campus community.

**Element 11:** [College Assessment Committee Grants to Improve Assessment](#) – SUNY Cortland strongly encourages faculty to conduct thorough and ongoing assessment of their departments and programs. One way in which the college incentivizes this process is through awarding grants geared specifically towards working on and improving assessment. The provided link, [Grants Listing](#), leads to a list of the many such grants awarded to faculty at SUNY Cortland.

## Levels of Assessment at SUNY Cortland

Table 2 illustrates the various levels of assessment that exist at SUNY Cortland, the components of which comprise the institution's overall Assessment Plan. These levels categorize assessment activities by institution or organization that mandates them.

Table 2. Levels of Assessment at SUNY Cortland

Level*	Assessment	Data Collection/Reporting	Reference/Policy	Outcome
1	<a href="#">Integrated Postsecondary Education Data System</a>	Ongoing/Jan, Apr	<a href="#">SUNY Cortland Profile</a>	<a href="#">IPEDS Reports</a>
	<a href="#">National Survey of Student Engagement</a>	Spring (3-yr cycle)	<a href="#">NSSE Policy</a>	<a href="#">NSSE Results</a>
	<a href="#">Student Opinion Survey</a>	Spring (3-yr cycle)	<a href="#">SOS Policy</a>	<a href="#">SOS Results</a>
	<a href="#">Collegiate Learning Assessment</a>	Oct (Freshmen) Mar (Seniors)	<a href="#">CLA Instrument</a>	<a href="#">CLA Results</a>
2	New York State Education Department	Ongoing	<a href="#">NYSED Website</a>	<a href="#">NYSED Reports</a>
	<a href="#">NYS Teacher Certification Examinations</a>	Feb, Apr, May, Jun, Aug, Oct, Dec	<a href="#">Manual Policy</a>	<a href="#">NYSTCE Scores</a>
3	<a href="#">General Education</a>	Spring/Fall	<a href="#">GE Requirements</a>	<a href="#">Assessment Results</a>
	Program Review	Fall/Spring/5-year cycle	<a href="#">PR Policy</a>	<a href="#">Program Reviews</a>
4	Course Teacher Evaluations	Dec, May/ongoing	<a href="#">CTE requirement</a>	CTE Results
	IRA Data for Annual Reports	Ongoing/Spring	Request by IRA	<a href="#">Data for ARs</a>
	Annual Reports (depts and schools)	Ongoing/June	<a href="#">AR Request Memo</a>	<a href="#">Annual Reports</a>
	Annual Reports (service units)	Ongoing/June	N/A	<a href="#">Annual Reports</a>
	Faculty Workload Analysis	Fall/Jan, Feb	Request by IRA	<a href="#">Faculty Workload</a>
	Enrollment/Degrees Granted	Fall/Jan, Feb	Request by IRA	<a href="#">Enroll/Degree Report</a>
	Student Teacher Evaluation	Monthly, Fall-Spring/June	<a href="#">STE Instrument</a>	<a href="#">STE Results</a>
	Graduate Survey (Career Services)	Mar-May/Nov	<a href="#">Survey Instrument</a>	<a href="#">Survey Results</a>
College Assessment Committee Grants	Spring/Fall	N/A	<a href="#">Grants Listing</a>	
5	<a href="#">Middle States</a>	Ongoing/10-yr cycle	<a href="#">MS Accreditation</a>	<a href="#">Self Study</a>
	<a href="#">National Council for Accreditation of Teacher Education</a>	Ongoing/7-yr cycle	<a href="#">NCATE Accreditation</a>	<a href="#">Institutional Report</a>
	<a href="#">Specialized Program Associations</a>	Ongoing/7-yr cycle	SPA and Program Accreditations	<a href="#">SPA reports</a>

\*Level: 1 = Federal/National; 2 = New York State; 3 = State University of New York (SUNY); 4 = SUNY Cortland; 5 = External Accreditation



### ***Federal***

At the federal or national level, SUNY Cortland must report to the Integrated Postsecondary Education System (IPEDS). SUNY Cortland also chooses to administer the national surveys listed in the table above, which serve as indirect measures of student learning by eliciting student opinions and perceptions about their college experience.

### ***State***

At the state level, examinations such as the New York State Teacher Certification Examinations ([NYSTCE](#)) are taken by students to assess their preparedness to enter the teaching profession. The NYSTCE program addresses New York State Education Law and the Commissioner's Regulations, which require prospective New York State educators to pass designated examinations as a requirement for receiving certification. Because approximately fifty percent of students at SUNY Cortland are in the Teacher Education program, this assessment is relevant when assessing student learning and preparation school-wide. The New York State Education Department (NYSED) also requires periodic reports with up-to-date data about the institution.

### ***State University of New York (SUNY)***

The State University of New York (SUNY) also requires certain assessment activities by the college. In particular, the SUNY Faculty Senate has developed the [Guide](#) for the Evaluation of Undergraduate Academic Programs to promote improvement through a self-study process of planning, implementing, and evaluating. This process is achieved by way of a five-to-seven-year cycle program review, during which data is collected, analyzed and used continuously. In order to create a comprehensive guide, the Faculty Senate Undergraduate Committee has considered guidelines of such bodies as the Middle States Association of the Commission on Higher Education, the New York State Education Department, and specialized accrediting associations.

SUNY also sent out a [memorandum](#) in 2010 that provides guidance on implementing the State University's Board of Trustees Resolution 2010-039, *Streamlining the State University Board of Trustees Policy on Assessment*. This resolution updates the University's policy on assessment and underscores the necessity of campuses to regularly assess institutional effectiveness, academic programs and general education, in order to meet or exceed the standards set by the New York State Department of Education, the Middle States Commission on Higher Education, and programmatic accreditation bodies.

### ***SUNY Cortland***

SUNY Cortland reports and analyzes a variety of process variables in order to review college-wide and departmental operations, including the professional education unit and programs. These include resources (fiscal, faculty, space, and support services), productivity (faculty and program), and faculty performance. Professional education unit and program assessment operates as a subset of college-wide assessment. For example, faculty [workload](#) analyses incorporate all departments, programs, and faculty at the College, including Teacher Education. [Data](#) are provided annually to each

department for their annual review. The annual [Career Services Graduate Survey](#) provides data disaggregated at the program level for both Teacher Education and non-education-related programs. Also integral to SUNY Cortland's assessment system is the cycle of GE assessment. This assessment [plan](#) was developed by the Cortland GE Committee and the Institutional Research and Assessment Office and is approved by the SUNY Faculty Senate.

At the local college level, data is collected, maintained, analyzed and accessed in the Banner system. Directly connected to this system is the college's Curriculum Advising and Program Planning (CAPP) Report which tracks students' academic progress while at Cortland. This tool is useful in that it lists such information as students' personal and demographic data, completed coursework and pending coursework necessary for [graduation](#). The Institutional Research and Assessment office utilizes data both directly from Banner, as well as indirectly via an [online query](#) system that accesses the stored data in order to answer a variety of questions requested by faculty and staff at SUNY Cortland. This system allows the office to quickly organize and analyze existing data in a manner that is often impossible or too time consuming when using university databases or standard software [packages](#).

Formal assessment of Cortland's academic and service departments and faculty and staff is also embedded within the college's [policy](#). Presidential and administrative mandates require assessment to be implemented and utilized by faculty, staff, and academic and service departments. In particular, the President distributes a memorandum regarding annual reports that requests each department to include use of assessment and how assessment findings have informed the work of the department. Moreover, the College Handbook [stipulates](#) there be a comprehensive teaching evaluation system consisting of two components: (a) the administration of a Course Teacher Evaluation (CTE) form, and (b) materials and information submitted by the teacher. SUNY Cortland also administers a variety of surveys intended to assess student learning, student opinion, and student engagement, to name a few. Specifically, there are three assessment devices that are administered to students on a rotating basis. They are: (1) the [Student Opinion Survey \(SOS\)](#), (2) the [National Survey of Student Engagement \(NSSE\)](#), and (3) the [Collegiate Learning Assessment \(CLA\)](#) (already mentioned). All three are nationally established assessment instruments that have been checked for reliability, validity, fairness and free of bias. The SOS has been administered continuously (every 3 years) since the 1980s. The spring 2011 will be the second administration of the NSSE. Another survey administered by the college is the Student Teacher Evaluation ([STE](#)) form along with [validity](#).

### **Assessment Reports**

This section describes various reports referred to above that are required of departments and services at SUNY Cortland. While each report differs in purpose, content, and body/institution to which the report is submitted, each is useful in showcasing the assessment activities that occur at all levels on this campus. The following table briefly demonstrates what paragraphs that follow describe in more detail.

Report	Annual Reports (Academic )	Annual Reports (Service/Support)	SPA/Program Accreditation Reports	Program Reviews
<b>Assessment Components</b>	Direct and Indirect Measures of Student Learning	At least one of the following: <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Data</li> <li>3. Goals</li> <li>4. Outcome</li> <li>5. GPA</li> </ol>	<ol style="list-style-type: none"> <li>1. Relationship of Program to Conceptual Framework</li> <li>2. Program Assessments</li> <li>3. Assessments Used</li> <li>4. Relationship of Assessment to Standards</li> <li>5. Evidence for Meeting SPA</li> <li>6. Use of Assessment to Improve Program</li> </ol>	Fundamental Elements for Middle States Standard 14
<b>Evidence</b>	<a href="#">Checklist</a> that shows which direct and indirect measures were used by each academic department, up to four years back	<a href="#">Annual Reports</a> (Service/Support) with Bookmarks leading to above five components (when applicable)	<a href="#">SPA reports</a> with Bookmarks leading to the above six components	<a href="#">Program Reviews</a> with Bookmarks leading to Element and sub element(s)

### ***Annual Reports (Academic)***

The following [link](#) focuses attention on the Annual Reports listed in the above Table 2. Annual reports function well in highlighting the many assessment activities undertaken by academic departments. Because these reports are submitted each year, they refer to specific assessment activities in greater detail than do reports submitted less frequently (e.g., Program Reviews). The above link leads to a checklist that separates assessment measures into the direct and indirect learning outcome measures described above in Element 5 and Element 6 of Table 1. Course grades are identified as direct measures rather than indirect measures as supported by a recently completed [study](#). One may simply scan the checklist to gain a general scope of assessment effected by each

department as far back as 2006-2007. This superficial viewing provides information regarding the number of direct versus indirect assessment measures used by each department in a given year, how one department varies from year to year, and how different departments compare to one another with respect to their assessment activities. By looking at the snapshot below, one can see that the Biological Sciences Department 2009-2010 Annual Report contains data related to teacher certification (Certification data), as well as reference to and/or data regarding tests/exams specific to the Biological Sciences major (Major Tests).

	Grades from capstone courses	Banner CAPP data	Certification data	Culminating data	Faculty experience	General Education Tests (not gpa)	Course Education Data	Major Tests	Portfolio da	Rubric
<a href="#">Africana Studies Department 2007-2008</a>								X		
<a href="#">Africana Studies Department 2008-2009</a>										
<a href="#">Africana Studies Department 2009-2010</a>										
<a href="#">Africana Studies Department 2010-2011</a>										
<a href="#">Art and Art History Department 2007-2008</a>					X	X		X		
<a href="#">Art and Art History Department 2008-2009</a>	X		X	X	X			X		
<a href="#">Biological Sciences Department 2007-2008</a>			X			X				
<a href="#">Biological Sciences Department 2008-2009</a>						X				
<a href="#">Biological Sciences Department 2009-2010</a>			X				X			
<a href="#">Biological Sciences Department 2010-2011</a>			X	X						

One can go further by clicking one of the hundreds of linked Xs, which will lead to the exact section of a particular Annual Report where that Xed measure is discussed. To continue with the above example (Biological Sciences Department 2009-2010 Annual Report), one may click on the X corresponding to Certification data (highlighted in yellow) and arrive at the page within that Annual Report that contains the snapshot below. In this case, the paragraph reports student scores and pass-rates on Teacher Certification exams.

## **2. B.5. External Assessments of student learning**

We had seven students send their **GRE scores** to us this year. The average percentiles for these students on the General GRE exams were Verbal = 43, Quantitative = 51, and Analytical = 50. These are reasonable but not outstanding scores in comparison to other seniors pursuing graduate study.

As part of our departmental assessment, we also administered the **ETS Major Field Test** in Biology to 3 randomly chosen students in May 2010. Their total scores were 171, 169, and 158; scores of 168 -171 rank in the 85<sup>th</sup> percentile and scores of 158-159 rank in the 60<sup>th</sup> percentile. These test scores are right in line with the dozens of scores (median 168) we've collected over the past 9 years.

We had a 100% pass rate for our students on **Teacher Certification** exams.

### ***Annual Reports (Service Units)***

Another important set of reports that reflect work that supports student learning and well-being is the Service Unit Annual Reports. These reports vary greatly in length, scope and content, but all describe how these departments, programs, units contribute to student learning. The following [link](#) directs to a list of these reports. By opening a report or two, one will notice that each of these reports has one or all of the following bookmarks: Goals (e.g. plans, future activities), Outcomes (e.g., assessment findings, goals achieved, accomplishments), Assessment (i.e., activities to evaluate the department/unit), Data (i.e., numerical information regarding the work or accomplishments of the department/unit), and GPAs of students. These bookmarks are intended to broadly demonstrate the types of assessment and evaluation that takes place in each department, program, unit, etc.

### ***Specialized Program Association (SPA) Reports***

Specialized Program Association Reports present data collection and analysis and the use of such to make programmatic improvements in a format that is clear and consistent across all reports. The following link leads to a list of SPA reports which can be navigated by the bookmarks found on the left hand side of the document. These bookmarks are: (1) Relationship of Program to Conceptual Framework (i.e., How the program adheres to the Conceptual Framework of SUNY Cortland's Teacher Education Unit, go [here](#) for more details on the Conceptual Framework); (2) Unique Program Assessments (i.e., Assessment undertaken that is specific to the program that complements overall Teacher Education Unit assessment); (3) Assessments Used (i.e., Measures or methods used to assess the program); (4) Relationship of Assessment to SPA Standards, 5) Evidence for Meeting SPA Standards (i.e., How each program meets the particular standards of the SPA to which it reports; (6) Use of Assessment Results to Improve Program.

### ***Program Reviews***

In general, Program Reviews provide a more comprehensive examination of academic programs than do Annual Reports or SPA reports because of their 5-year cycle of data/information collection and submission. Because of this, Program Reviews more fully demonstrate how an academic program demonstrates evidence of the Middle

States Fundamental Elements for Standard 14: Assessment of Student Learning. The following are links to a few Program Reviews that are navigable according to the Standard 14 Fundamental Elements by using the bookmarks on the left hand side of each document:

[Speech Pathology and Audiology Program Review 2006](#)

[Economics Program Review 2009](#)

[Mathematics Program Review 2005](#)

## **ASSESSMENT OF TEACHER EDUCATION**

Another important assessment system within Cortland's overall assessment plan is the Teacher Education Candidate Assessment System (TECAS). Although this system applies only to assessment of the teacher education program, it is relevant when assessing SUNY Cortland at large because roughly fifty percent of students are part of the unit. The unit assessment system incorporates the assessment of both unit operations and candidate performance. The system consists of four sources for accessing the data: (1) BANNER, (2) the SUNY Cortland Teacher Education Candidate Assessment System (TECAS), (3) the Curriculum Advising and Program Planning (CAPP) report, (4) requesting summary data from the Office of Institutional Research and Assessment. Each component maintains its own identity even though data from these related systems can be integrated, aggregated and summarized.

### **Assessment of unit operations**

Assessment of unit operations includes assessment of faculty performance, resources, and productivity. Faculty performance is assessed in part by way of annual reports, course and teacher evaluations, an advisement survey, and candidate complaints which can take the form of both informal and formal processes to address student grievances. Fiscal and faculty resources are assessed by way of an annual review by the unit. Assessment of productivity is achieved when the unit assessment system annually evaluates faculty (workload, faculty hiring with the intent to increase diversity, contributions to the institution via external grant funding and scholarly activity) and the teacher education program. The latter involves annual assessment by departments and the Teacher Education Council. Departmental assessments produce data on candidate performance in the major, assessment of the General Education program, and candidate performance on statewide teacher certification examinations. A committee will analyze the data and make recommendations for improvements.

### **Assessment of candidate performance**

All candidates in the teacher education program must demonstrate knowledge, skills and dispositions to teach effectively. Candidates are assessed at each checkpoint by program/department faculty and staff and/or Field Placement Office staff. Annual reporting of candidate performance in coursework, in student teaching and on New York State Teacher Certification Examinations (NYSTCE), as well as candidate exit surveys, assist the Unit in adjusting and improving the curriculum.

Teacher candidates are assessed at the following checkpoints in the program:

# The Teacher Education Candidate Assessment System (TECAS)

Check Point	Assessment Data Indicator	Learning Outcomes
Admission to Program	<a href="#">Teacher Education Application-1</a>	<p>2010 LEARNING OUTCOMES SEQUENCE</p> <p>KNOWLEDGE BASE- Candidates will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a solid foundation in the arts and sciences;</li> <li>2. Possess in-depth knowledge of the subject area to be taught;</li> <li>3. Understand how students learn and develop;</li> <li>4. Manage classrooms structured in a variety of ways to promote a safe learning environment;</li> <li>5. Know and apply various disciplinary models to manage student behavior.</li> </ol> <p>PROFESSIONAL COMMITMENTS- Candidates will:</p> <ol style="list-style-type: none"> <li>6. Collaborate with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students;</li> <li>7. Continue to develop professionally as ethical and reflective practitioners who are committed to ongoing scholarly inquiry;</li> </ol> <p>STANDARDS- Candidates will:</p> <ol style="list-style-type: none"> <li>8. Know state and national Standards, integrate curriculum Across all disciplines, and balance historical and contemporary research, theory, and practice;</li> <li>9. Demonstrate appropriate Professional dispositions to Help all students learn;</li> </ol> <p>DIVERSITY- Candidates will:</p> <ol style="list-style-type: none"> <li>10. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential;</li> <li>11. Foster understanding of and respect for individuals' abilities, disabilities and diversity of variations of ethnicity, culture, language, gender, class, and sexual orientation.</li> </ol> <p>ASSESSMENT- Candidates will:</p> <ol style="list-style-type: none"> <li>12. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.</li> </ol> <p>TECHNOLOGY- Candidates will:</p> <ol style="list-style-type: none"> <li>13. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.</li> </ol>
	<a href="#">GPA Overall (Varies by Program)</a>	
	<a href="#">Judicial Screening</a>	
	<a href="#">Academic Requirements Completed</a>	
Field Experience	Field Experience-diversity	
	<a href="#">a) ELL</a>	
	<a href="#">b) SWD</a>	
	<a href="#">c) Tech</a>	
	<a href="#">d) Range of developmental Levels</a>	
	<a href="#">e) Socio-economically disadvantaged</a>	
Entry to Clinical Practice - Student Teaching	<a href="#">f) Interaction with Parents &amp; Caregivers</a>	
	Student Teacher Application-2	
	Judicial Screening	
	NYS PD Workshops	
	<a href="#">a) CAR</a>	
	<a href="#">b) SAVE</a>	
Student Teaching (During and Exit)	<a href="#">GPA by program requirement</a>	
	<a href="#">Academic Requirements Completed</a>	
	STE	
	<a href="#">a) dispositions</a>	
	<a href="#">b) impact on P-12 Student Learning</a>	
	<a href="#">c) diversity (also high needs)</a>	
	<a href="#">d) planning</a>	
	<a href="#">e) reflection</a>	
	<a href="#">f) subject matter knowledge</a>	
<a href="#">g) collaboration</a>		
Program Completion	<a href="#">h) assessment</a>	
	<a href="#">i) communication</a>	
Post Graduation	Academic Requirements Completed	
	Teacher Cert Exams	
	<a href="#">a) ATSW</a>	
	<a href="#">b) LAST</a>	
	<a href="#">c) CST</a>	
	<a href="#">Graduate Employer Survey</a>	
	<a href="#">Alumni Survey</a>	



After graduation the candidates are recommended for a NYSED professional certificate. The quality of the program is assessed through follow up surveys with employers and graduates.

The major portion of the present TECAS was formulated at the time of the last NCATE accreditation visit. That plan has been modified and expanded to include overall student, staff and system assessments in keeping with updated policies. All data gathering has been implemented. The feedback process has been modified as described below. The plan, originally as described in 2003 with modifications is as follows.

Much of the system is [online](#) and summary data and reports are available upon request to the Institutional Research & Assessment office. Access to individual student records is controlled through Banner Web Access so that a student can access only their own records but faculty members can have access to appropriate multiple student records (e.g., advisees). The TECAS is designed to complement the Curriculum Advising and Program Planning (CAPP) report that shows all requirements for a student's major and the student's progress in meeting those requirements. That report can be [viewed](#) (tutorial [here](#)) on the computer screen or can be printed.

The data for assessing candidate progress comes from several different sources. Most of the data is available through online databases with information about the particular student. For example, several of the indicators come from the online Student Teaching Evaluation Form that is completed during the student teaching experience. This is an online form that is completed independently four times during student teaching by the candidate, the student teacher supervisor, and the cooperating teacher. Other data comes from sources such as the field experience assessment system and the Registrar's Office records.

The TECAS is built around the 13 SUNY Cortland Learning Outcomes. These outcomes are described in detail in the SUNY Cortland Conceptual Framework. The learning outcomes are assessed at six checkpoints including: a) application to the Teacher Education Program, b) completion of 100 hours of field work, c) eligibility to student teach, d) during the student teaching experience, e) completion of the program, and f) post-graduation. Within each outcome there are multiple indicators. The original matrix from 2003 can be found [here](#) in the Institutional Report.

## **CLOSING THE LOOP**

Consideration of assessment data at SUNY Cortland continually results in significant changes intended to improve teaching and learning. What follows are examples of recent changes in programs, courses or assessment.

The 2010 Childhood Education Annual Report (Annual Report-Childhood Education-2010) shows that their review of the Student Teacher Evaluations (STE) revealed that candidate ratings were relatively lowest in the two STE categories of "Diverse Learners" (only 39-48% at Target) and "Assessment" (40-54% at Target). As a result, the department developed new assessments focused specifically on helping candidates to better assess student learning. They also began working on activities to help improve student teachers' understanding and use of differentiated instruction.



The 2010 Associate Provost for Academic Affairs Office Annual Report cited initiation of the following changes for 2010 based on analysis of multiyear feedback (2006-2009) from participants and presenters at Orientation: Shifted Campus Information Fair to the morning of the second day of program; Provided a "Taking Care of Business" opportunity for students and parents to talk with representatives from Financial Aid and Student Accounts during check in; Added a city of Cortland bus tour with a stop at the Alumni House for parents and guests.

The 2010 Geography Department Program Review lists numerous findings that emerged from the review process. As a result of these findings, Geography faculty changed the B.S. Major in Geography with a Concentration in GIS to a B.S. Major in GIS. Another change involved the continuing development and expansion of the GIS lab: purchasing state-of-the-art computers and printers, acquiring a server, the GIS lab as an ESRI Authorized Learning Center, and acquiring ESRI instructor certifications by two faculty members, among others. Additionally, the department expanded internship opportunities for majors. The department also developed the TechFirst! Learning community program for first-year pre-majors (those who have not declared majors) which involves a core of integrated courses centered around computer skills, and has resulted in a number of majors joining the department early in their college careers. As documented in their SPA Report, (SPA report-CEC-2010), The Inclusive Special Education program, after reviewing their program assessments, in alignment with their CEC standards, determined that they needed to create a new assessment focusing on collaboration. Seven other key assessments were revised, some significantly. Rubrics were designed or revised for each assessment. An electronic portfolio system, involving assessments from all courses in the program, was created using TaskStream so that candidates and faculty are able to review and assess a candidate's experience throughout and across the program.

The SPA Report (SPA report-NSTA-MAT-Earth Science-2010) for the graduate program in Adolescence Education: Earth Science shows that although 100% of their students were passing the Content Specialty Test (CST), a closer look at the sub-scores on the exam indicate that some program completers exhibited areas of weakness even after completing their degree. Instances of low sub-scores were not associated with any particular subtest and may be a result of deficiencies in candidates' requirements that may include 1) requiring the CST as a condition of admission such that areas of weakness may be identified early on and addressed through prescribing particular coursework; 2) only accepting undergraduate content coursework passed with a grade of "C" or better; and 3) targeting graduate content coursework to fill candidate deficiencies as noted by transcript review.

The English as a Second Language program SPA report (SPA report-TESOL-2010) paid particular attention to results from three assessments: 1) their Content Specialty Test; 2) Course assessment of content knowledge in English as a second language; and 3) lesson, unit, and assessment plans. These three together indicated that, while their candidates have satisfactory knowledge of language as a system and a good understanding of concepts, theories, research, and practice of second language acquisition and development, assessment #3 also revealed one area in which their knowledge and

performance needed further improvement: the ability to explain English language structures for pedagogical purposes. To address this weakness, they have developed a new course, English Grammar for TESOL, which was offered starting in spring 2010 as an elective, and will become a requirement in spring 2011

The following example shows change at the institutional level. A campus-wide committee was charged with refining the mission statement and identifying strategic priorities for the campus. The committee used several phases of data collection including two surveys, 10 open meetings and a presidential retreat lead by a consultant. The campus was asked for feedback on the existing statement and subsequent revisions through surveys. Appreciative inquiry was used to ask about campus strengths, priorities, and future. Survey responses, open meetings, and other feedback was coded through content analysis and emergent themes lead to the construction of a revised mission statement; vision; core values; and four campus priorities with goals. These were shared with the campus and subsequently endorsed by the Faculty Senate. More reports like these can be founded embedded in annual reports, program reviews, and SPA reports. Click [here](#) and select a report.

## **II. INSTITUTIONAL ASSESSMENT DATABASE LINKS (INSTITUTIONAL RESEARCH AND ASSESSMENT OFFICE)**

(Note: A complete listing of database links and directions for navigation will be available during the team site visit. Contact person is Dr. Merle L. Canfield, Director, Institutional Research and Assessment, 404 Miller Building, (607) 753-5565.)

## **III. ADDITIONAL LINKS**

\*2002 Middle States Team Final Report may be accessed at:

<http://www2.cortland.edu/about/accreditations/middle-states/documents.dot>

\*2007 Middle States PRR may be accessed at:

<http://www2.cortland.edu/dotAsset/264638.pdf>

\*PDF of Major Events and Initiatives Since the 2002 Middle States Reaccreditation:

## **Major Events and Initiatives Since the Middle States Reaccreditation**

During the past five years various significant events and initiatives have had an impact on SUNY Cortland or may influence College direction in the years ahead. Among the most important changes have been in the areas of:

### **Leadership**

- In 2003, after the retirement of Dr. Judson Taylor and an extensive national search, Dr. Erik J. Bitterbaum was inaugurated as the tenth president of SUNY Cortland.
- From 2005 until May 2007, Retired Admiral John Ryan was an effective Chancellor for SUNY, and with his departure, a national search began.
- Following years of a Republican administration, voters in New York State elected a Democratic governor in November 2006.

### **Strategic Planning**

- During 2005-2006, the College finalized Mission Review II, a comprehensive self-study mandated by the SUNY Chancellor about all aspects of the campus, and that document was the basis for the Memorandum of Understanding II, a five-year contract between SUNY Cortland and SUNY System.
- Also during 2005-2006, the Divisions of Academic Affairs and Student Affairs proceeded with developing five-year strategic plans.
- At present, SUNY Cortland is about to implement the silent phase of a capital campaign, and the search for the new Vice President of Institutional Advancement was just completed in spring 2007.

### **Enrollment**

- Applications have continued to rise, reaching a milestone of over 10,000 for the 1,075 places available in 2006-2007 and have already surpassed that figure for 2007-2008.
- Enrollment of a diverse student body has grown, and retention has increased.

### **Teacher Education**

- The College achieved NCATE (National Council for Accreditation of Teacher Education) accreditation of all teacher education programs in 2004.
- To emphasize teacher education and to address enrollment imbalance between the existing Schools of Arts and Sciences and Professional Studies, a third school – the School of Education – was formed from Professional Studies in summer 2003, and a Dean of Education was hired.
- Discussions have begun between SUNY Cortland and the Cortland City School District to create a Professional Development School.

### **Internationalization of the Campus**

- During 2006, the College hosted a contingent of eighty-five Turkish rectors and SUNY administrators for a multi-day discussion on the Dual Diploma Program, a SUNY-wide initiative.
- Several projects are underway in Belize, and several partnership agreements have been concluded with nations in Africa, China, and other countries.

- The President, Provost, and one faculty member from SUNY Cortland attended an AASCU-sponsored conference in China during 2006 to promote student and faculty exchanges, and a group of fourteen SUNY Cortland faculty will attend a two-week study tour in Beijing, China, in summer 2007.
- A delegation from the Ukraine visited Cortland in March 2007 for meetings.

### Facilities

- Opening in 2005, the Glass Tower Hall, an environmentally “green building,” was the first residence hall to be built on campus since the 1960’s.
- In addition, the State has allocated funds in 2006-2007 for the construction of a new School of Education building and a new wing for Studio West as well

as monies for the renovation of the Bowers Science Building and needed dollars for College-wide critical maintenance.

### Identification and Recognition of “The Cortland Story”

- Beginning in 2006-2007, the College has been engaged in an initiative to identify the institutional strengths in order to tell “The Cortland Story” in a consistent, planned approach. For this purpose, the entire campus community has participated in various exercises about the “real Cortland.”
- National recognition of SUNY Cortland is ongoing through accreditation and reaccreditation of specific academic programs while the institution as a whole has been recognized by *Consumer’s Digest* and *Kiplinger’s*.

### Outline of the Periodic Review Report by Chapter

In order to assess the current state of the College and to plan for the future, the Periodic Review Report is presented through the following chapters:

**Chapter 1** is the Executive Summary.

**Chapter 2** presents a status report of how SUNY Cortland has responded to the four recommendations of the Middle States Visiting Team in 2002.

**Chapter 3** describes the challenges and opportunities that the College has encountered since 2002 and will continue to encounter in the years ahead.

**Chapter 4** explains enrollment and finance trends and projections, linking future enrollments with potential funding.

**Chapter 5** gives an overview of continuing and planned assessment efforts and concludes with emphasis on the connection of assessment with institutional planning and resource allocation.

**Chapter 6** demonstrates the evidence of the connection between strategic planning and budgeting with specific examples from all areas of the College.

**Appendices** represent the critical documentation that is germane to each chapter.

The Middle States Periodic Review Report process, coupled with the SUNY Mission Review II and Memorandum of Understanding II initiatives, has provided SUNY Cortland with multiple opportunities for reflection. The College has addressed or is close to addressing not only the recommendations of the Middle States Evaluation Report, but many of the suggestions indicated in the 2002 Institutional Self-Study. Enrollment at SUNY Cortland is growing, and curricular and co-curricular programs are strong. Assessment and strategic planning are institutional priorities, and SUNY Cortland has the momentum to move forward in the years ahead.

The Middle States Periodic Review Report process, coupled with the SUNY Mission Review II and Memorandum of Understanding II initiatives, has provided SUNY Cortland with multiple opportunities for reflection. The College has addressed or is close to addressing not only the recommendations of the Middle States Evaluation Report, but many of the suggestions indicated in the 2002 Institutional Self-Study. Enrollment at SUNY Cortland is growing, and curricular and co-curricular programs are strong. Assessment and strategic planning are institutional priorities, and SUNY Cortland has the momentum to move forward in the years ahead.

## **CHAPTER 2**

### **Institutional Response to the Middle States Recommendations**

Striving for excellence in all areas, SUNY Cortland seeks to provide the best possible educational experiences for every student. Even prior to the team visit from Middle States, the College began planning a strategy for the recommendations and suggestions identified by the campus through the Institutional Self-Study. Additionally, efforts have been undertaken since 2002 to address the four recommendation areas indicated by the Evaluation Report:

- I. Faculty Workload
- II. Budget Operations
- III. Multicultural Programming
- IV. Campus Accessibility for Persons with Disabilities

Each of these areas will be discussed with regard to past progress and current status.

#### **I. Faculty Workload**

*Middle States Recommendation:*

*The Visiting Team endorses the recommendation in the Self-Study Report, "that the provost should establish a task force to analyze faculty workload across departments and*

*schools and make recommendations where appropriate for addressing problem areas with opportunities provided for campus-wide discussion.*” (Middle States Evaluation Report, page 3 -- refer to Appendix B)

The area of faculty workload remained a major concern in the years following the 2002 Institutional Self-Study. Most departments in the School of Professional Studies had a 4-4 course load per year whereas the majority of departments in the School of Arts and Sciences had a 3-3 course load. As reported in the *Provost's Update on Academic Affairs, July 2003-June 2004*, the main challenge confronting all schools was: “Low faculty morale that is tied to workload and salaries.” (page 10)

To ensure equity among all faculty and to “allow faculty the opportunity to publish and conduct research,” (*Provost's Update on Academic Affairs, July 2004-June 2005*, page 8), a 3-3 course load was adopted for almost all departments on campus in 2005-2006. The outcome was that “faculty morale appears to be improving” (Memorandum of Understanding II, October 2006, page 9 -- refer to Appendix C). Therefore, with input from broad campus representation, through a number of focus groups, and a great deal of effort by the Provost, Deans, and Department Chairs, the major faculty workload issue was addressed, and the immediate results appear positive. Continual assessment of faculty morale needs to be done in order to evaluate the full impact of this teaching load.

Other aspects of faculty workload have either been addressed or are under review. In 2003, to provide more administrative support for faculty, the School of Professional Studies was divided into two schools with the creation of the School of Education, and the School of Education was in turn divided into four departments. Further, advising assignments have been readjusted or are in the process of realignment, and some committee responsibilities have decreased.

The chief reason for the realignment of advising assignments and some reduction in committee service has been the replacement or addition of faculty positions, either full-time, tenure-track faculty or full-time lecturers. Although academic departments are concerned about the number of full-time, tenure-track positions, forty-one successful national searches for full-time, tenure-track faculty were conducted between 2002 and 2006, and forty-nine full-time lecturers became a part of the campus community. For a more detailed analysis of faculty positions across the College, refer to Chapter 3.

Another approach to consider faculty workload in terms of administrative organization has also been developed. In February 2004, the Provost appointed a Task Force for Academic Affairs Restructuring (PTFAAR) which was charged with examining two topics on campus: “improving communication and enhancing interdisciplinary programs and centers.” (PTFAAR Final Report, 2005, page 5) Composed of faculty and administrators from the entire College, the Task Force undertook an extensive amount of study, utilizing various information gathering processes. One of the recommendations for the Schools of Education and Professional Studies was: “Assess the equity of staffing in relation to the number of faculty and students including departmental structure, staffing, and deans' office staffing.” (PTFAAR Final Report, 2005, page 93) Issues raised included the effects of inequities on teaching and advising, scholarship, and service. The

Task Force suggested that resolving the issues could improve participation and level of inclusiveness.

## **II. Budget Operations**

### *Middle States Recommendation:*

*The College has developed great expertise in the process of assessment and planning. Several groups expressed uncertainty about how outcomes would be converted into institutional priorities with associated resource allocations. There is a need to further empower appropriate levels of management within the College. The College is therefore urged to act upon its recommendation to continue to decentralize the budget, enabling the provost and deans to have increased budget and position control. The process should have sufficient checks and balances to ensure that the College continues also to maintain the growth in its reserves, protecting it from future fiscal uncertainty. (Middle States Evaluation Report, page 10 -- refer to Appendix B)*



In August 2002, then SUNY Cortland President Taylor formed a Budget Decentralization Committee charged to develop a plan to completely decentralize the College's budget. In December 2002, twenty-five recommendations were made about how the decentralization process should be implemented, and in 2003-2004 the College decentralized the entire campus budget (SUNY Cortland Budget Decentralization Committee Final Report, 2002 -- refer to Appendix D).

However, during 2005-2006 there were difficulties that emerged in the decentralization process. The decision for only partial budget decentralization was therefore made by the President's Cabinet in June 2006. Specifically, state-funded personnel budgets are now centralized, but the self-sustaining accounts continue to be decentralized (refer to Chapter 4).

The decision to return to centralized budgeting for state-funded personnel budgets was related to personnel costs in Academic Affairs. Dr. Shaut, Vice President for Finance and Management, indicated that total budget decentralization was never successful, as other units of the College were supplementing the Academic Affairs budget each year. For example, in 2005-2006, Academic Affairs experienced many completed faculty searches with the result of a deficit of \$600,000. Since positions are approved on the assumption that not all searches will be completed, when all faculty searches are successful, a budget shortfall results. Another reason for the deficits in Academic Affairs was the implementation of the 3-3 course load due to more part-time adjunct instructors hired to staff all the scheduled courses. Still another reason is the decreasing summer school enrollments, because a number of salaries (e.g. for some librarians) are dependent on summer school revenues. For a complete discussion about the College budget, refer to Chapter 4.

While decentralizing the budget to provide the Provost and Deans increased budget and position control appeared to have been a positive decision, the end result was quite the opposite. After a two-year assessment process, the College has reinstated centralized state-funded personnel budgets, and there are no plans to reconsider decentralized budgeting at this time.

### **III. Multicultural Programming**

#### *Middle States Recommendation:*

*The College has made admirable progress in the recruitment of ethnic minority students, faculty and staff. In order to continue to attract and effectively retain and support these new members of the Cortland Community, the College must create a climate that is hospitable and nurturing. The Team recommends a more tangible and visible investment in multicultural programs and services in order to create and sustain such a climate.*

(Middle States Evaluation Report, page 13 --refer to Appendix B)

Improving the campus climate and increasing cultural competence have been among the highest priorities for SUNY Cortland even before the 2002 team visit. To facilitate a favorable campus climate as well as a culturally competent campus for diversity and multiculturalism, the College has been developing and investing in programs that extend beyond the boundaries of tolerance and acceptance to the levels of inclusivity and affirmation.

Compared with SUNY peer institutions, SUNY Cortland's percentage of enrollment of students from underrepresented groups is low. Among the reasons cited for the lack of diversity in the student population are the geographic location of the campus, lower Equal Opportunity Program (EOP) allocations, and few academic programs that attract students from underrepresented groups (Memorandum of Understanding II, October 2006, page 5). The data in TABLE 2.1 represent an overview of SUNY Cortland's enrollment by racial/ethnic status since the Middle States team visit.

TABLE 2.1  
Total Enrollment by Racial/Ethnic Status (Fall 2002-Fall 2006)

	2002		2003		2004		2005		2006	
American Indian /Alaskan	23	0.3%	17	0.3%	24	0.4%	37	0.6%	40	0.7%
Asian/Pacific	63	0.9%	75	1.1%	76	1.2%	75	1.2%	91	1.5%
Black	133	1.9%	163	2.4%	163	2.4%	159	2.5%	187	3.0%
Hispanic	203	2.9%	199	3.0%	231	3.5%	244	3.8%	274	4.4%
White	6539	94%	6250	93.2%	6078	92.5%	5813	91.9%	5557	90.4
Total Non- White	422	6.0%	454	6.8%	494	7.5%	515	8.1%	592	9.6%

Source: SUNY Cortland Office of Enrollment Management, June 2006

These data suggest that while SUNY Cortland has made some advances in diversifying the student population, there remain major challenges in this important area (refer to Chapter 3). The College's goal is to "increase the number of ethnically and culturally diverse students from 6.7 to 9.6 percent of the total student body" by 2006 (*Provost's Update on Academic Affairs, July 2005-June 2006*, page 6). The data for fall 2006 indicate that the College is "on track" with 9.6 percent non-Caucasian, a 3.6 % increase from 2002.

Of equal concern is diversity among faculty and staff. The Middle States team stated that: "The College has made excellent progress in its efforts to hire more women, especially among the faculty. It has been less successful in attracting and retaining African-American, Hispanic and Asian American faculty." (Middle States Evaluation Report, page 5 -- refer to Appendix B) In 2005, of the 285 full-time faculty, 47% were female and 11.33% were members of underrepresented groups. Since 1989, the Committee on the Status and Education of Women, with female and male representation from every part of the campus, has conducted regular "Gender Climate" surveys of all faculty and staff. The most recent survey was in spring 2006, and that survey indicated status quo or slight progress from the 1999-2000 survey on such issues as: career development, campus climate, and sexual harassment (refer to Appendix E). As seen in TABLES 2.2 and 2.3, the numbers of faculty and staff from underrepresented groups have been constant over the past five years.

**TABLE 2.2**  
**Total Full-Time Faculty by Racial/Ethnic Status (Fall 2002-Fall 2006)**

	2002	2003	2004	2005	2006
Asian	10	10	10	14	17
Black	11	11	11	9	10
Hispanic	8	9	9	11	9
Other/Unknown	0	0	0	0	0
White	241	235	237	253	265
Total Non- White	29	30	30	34	36

**TABLE 2.3**  
**Total Full-Time Staff by Racial/Ethnic Status (Fall 2002-Fall 2006)**

	2002	2003	2004	2005	2006
Asian	3	3	2	1	2
Black	11	12	11	9	11
Hispanic	3	3	2	5	5
Other/Unknown	3	3	5	4	4
White	506	504	519	549	555
Total Non- White	20	21	20	19	22

Source for TABLES 2.2 and 2.3: SUNY Cortland Office of Institutional Research and Assessment, February 2007

In response to the recommendation of the Middle States team, Dr. Davis-Russell, Provost and Vice President for Academic Affairs, established the following committees, task forces, and institutes to address diversity and campus climate issues:

- Provost's Ad Hoc Committee on Multicultural Initiatives (2002)
- Provost's Sub-Group on Recruitment and Retention of Students and Faculty of Color (2002)
- Summer Institute for Infusing Diversity into the Curriculum (2003)
- Provost's Task Force for Creating an Ethnic and Gender Studies Department (2004)
- Diversity Task Force for Curriculum (2005)
- Provost's Sub-Group on Campus Climate (2005)
- Academic Affairs-Student Affairs Retreat on Diversity (2006)

The Provost's Ad Hoc Committee on Multicultural Initiatives was given the primary charge of generating initiatives that would make SUNY Cortland more diverse and inclusive, and an additional charge of restructuring the Center for Multicultural and Gender Studies (refer to Appendix F). To gain information, the Committee undertook a campus-wide survey of courses dealing with diversity. As a result of the survey, the Committee recommended incentives for faculty and departments to create courses and/or strengthen existing courses that focused on diversity and multiculturalism. The Committee also urged the administration to form a Department of Ethnic and Gender Studies, a recommendation that was altered by a later task force.

A major result of the Provost's Ad Hoc Committee on Multicultural Initiatives was the 2003 establishment of the Summer Institute for Infusing Diversity into the Curriculum. Directed by the Chair of the then African American Studies Program, the Institute provides professional development for faculty who teach courses with themes on diversity and multiculturalism. As an outcome of the 2005 Diversity Task Force for Curriculum, the Institute has expanded to specifically include faculty who teach in the General Education category of "Prejudice and Discrimination" (*Provost Update on Academic Affairs, July 2005-June 2006*, page 7). The Institute also assists faculty in pedagogical techniques for enhancing cultural competence in the classroom. The Institute has been very successful as thirty-three faculty have completed the program over the past years with very positive evaluations. The Institute has now become institutionalized under the auspices of the Faculty Development Center.

Another result of the Provost's Ad Hoc Committee on Multicultural Initiatives was the Provost's Task Force for Creating an Ethnic and Gender Studies Department. This Task Force recommended the formation of an African American Studies Department, a department that had previously been eliminated. Not only was there an existing major in African American Studies, but resources for a separate Ethnic and Gender Studies Department were lacking. The African American Studies Program was elevated to department status in 2006 with a Department Chair, a department office, and a secretary and has been renamed as the Department of Africana Studies, effective fall 2007. Furthermore, SUNY Cortland has academic programs (as minors) in Asian and Middle Eastern Studies, Latin American Studies, Native American Studies, Jewish Studies, and Women's Studies. These minors are directed through the Center for Multicultural and Gender Studies which sponsors a variety of activities every year.

In 2005, the Provost's Sub-Group on Campus Climate recommended a different grievance procedure concerning multicultural issues, a greater dialogue about campus diversity, the retention and graduation rates of underrepresented students as a priority, and the introduction of more ethnic foods on campus. A Sub-Committee on Curriculum reported on the efforts in the General Education category on "Prejudice and Discrimination" and recommended the expansion of the diversity portion of the first-year course "COR 101: The Cortland Experience."

Throughout the years the Division of Student Affairs has been similarly active in multicultural programming as demonstrated through such annual events as:

- ALANA Reunion
- Black History Month
- Kente Cloth Ceremony
- Martin Luther King, Jr. Recognition
- Multicultural Awareness Week
- Unity Dinner
- Women's History Month

A recent, now annual, event that is attended by hundreds of students is the "Tunnel of Oppression;" students walk through the "Tunnel" and view student-acted skits exhibiting various types of oppression (e.g., racism, sexism, homophobia, anti-Semitism) and are afterward "de-briefed" about the experience. Other initiatives in Student Affairs have included dozens of

residence hall programs on diversity, diversity training for the University Police Department, and successful efforts to increase the number of students from underrepresented groups in the Equal Opportunity Program and as resident hall assistants, student justices, and Corey Union workers (refer to the summary of the annual reports from the Division of Student Affairs – Appendix G).

Considering students inside and outside the classroom, collaboration between Academic Affairs and Student Affairs is essential. To stimulate collaboration, the Provost and the Vice President for Student Affairs co-hosted a retreat on diversity in February 2006. Attended by faculty and administrative representatives from across the College, this retreat assessed the current campus climate and proposed improvement for the future. The most important outcome of the retreat was the proposal for a Multicultural Life Council, a concept integrating Academic Affairs and Student Affairs programming with outreach to the larger Cortland community (refer to Appendix H). In November 2006, this proposal was endorsed by the Joint Chairs' Council and the Faculty Senate. The goals of the Multicultural Life Council are to: "institutionalize cultural competence at SUNY Cortland, develop programs which will focus on enhancing campus climate, develop programs designed to ensure the professional development of faculty and staff, and design a structure to address any grievances related to the unfair or inappropriate treatment of students based on race, religion, ethnicity, sexual orientation, disability, ..." To achieve these goals, the Council will incorporate seven distinct committees and will be co-chaired by two Multicultural Life Coordinators. Whereas SUNY Cortland has had one Multicultural Life Coordinator in the Office of Multicultural Life for years, the high turnover of the position has caused serious reflection resulting in the commitment to fund two positions, both of which were finalized in January 2007 after national searches.

Also significant is the support for diversity from the Student Government Association as demonstrated through long and well established student multicultural organizations:

- African American Chorale (Gospel Choir)
- Asian Pacific Student Union (APSU)
- The Black Student Union (BSU)
- Caribbean Student Union
- La Familia Latina (LFL)
- Men of Value and Excellence (MOVE)
- Planet of Women for Equality and Respect (POWER)
- Rainbow Alliance
- Women of Color

SUNY Cortland is dedicated to continuing efforts toward a more diversified and culturally competent campus. One of the overarching strategic planning goals, Goal II, is “to make SUNY Cortland a more culturally competent institution.” (*Academic Affairs Strategic Plan, 2005-2010*, pages 17-26 – refer to Appendix I) Sub-goals in this area include:

- to conduct a self-assessment of the cultural competence of the institution
- to increase the number of ethnically and culturally diverse faculty
- to increase the number of ethnically and culturally diverse students from 6.7 to 9.6 percent of the total student body
- to increase the number of ethnically and culturally diverse staff and administrators
- to enhance the curricula and infuse diversity into the content
- to enhance the campus climate to make it a place that embraces diverse people and ideas
- to retain ethnically and culturally diverse faculty, staff and students

Evidence of success with these sub-goals will be available when the College reviews outcomes during the next ten-year Middle States accreditation process in 2012.

#### **IV. Campus Accessibility for Persons with Disabilities**

*Middle States Recommendation:*

*The deferred maintenance throughout the campus is a growing liability; that the newest buildings were constructed over 30 years ago exacerbates this problem. Of particular note, many areas of the campus are not accessible to students with physical disabilities. The Team recommends that in light of the number of students with physical disabilities, the College review its plans for facilities projects and ensure that the needs of accessibility are given priority. (Middle States Evaluation Report, page 20 -- refer to Appendix B)*

Gaining equal access to the opportunities and benefits that SUNY Cortland offers has been a challenge for persons with physical disabilities. Although the College is a strong advocate for an all-inclusive campus and adheres to the Americans with Disabilities Act (ADA) of 1990, some facility projects prior to the Middle States visit did not fully meet the needs. In the years since the Middle States team visit, existing structures have been brought into ADA compliance while current construction and renovation projects will ensure access for persons with physical disabilities. TABLE 2.4 demonstrates progress from 2002 to the present; please note that an “X” indicates those areas that were previously not in compliance, but all have now been addressed. TABLE 2.5 identifies projects currently underway or in planning.

**TABLE 2.4**  
**SUNY Cortland's Efforts/Commitment to ADA Compliance Completed (2002-2006)**

Buildings & Other Spaces	Access To Bldg	Elevator Access	Accessible Bathrooms	Accessible Classroom Or Floor	Elevator Upgrade	Automatic Doors	ADA Compliant
Alger						X	
Bishop			X				
Bowers		X	X				
Brockway		X	X				
Casey/Smith					X		
Clark						X	
Cornish				X			
DeGroat						X	
Dowd	X		X				
Glass Tower		X	X				
Hayes			X				
Neubig						X	
New Parking							X
PER 201		X		X			

**TABLE 2.5**  
**Facility Projects in Progress or in Planning**

Buildings	Fully ADA Compliant	Elevator Access Considered	Accessible Bathrooms	Accessible Classrooms	Elevator Upgrade	Ramp to Floor	Renovations
Bowers							
Cornish	X						X
Fitzgerald					X		X
Moffett							X
New Education Bldg	X						
PER Squash Courts		X					
Shea			X			X	
Studio West							X
Winchell					X		

Source for TABLES 2.4 and 2.5: SUNY Cortland Capital Improvement Plan and Commitment to ADA Compliance Projects Report, 2006

Further, the Office of Student Disability Services has initiated several surveys in the last few years to assess the quality of student satisfaction on a wide variety of topics. In 2004-2005, 101 of 384 students with disabilities completed the survey with a 82.3% satisfaction rate about campus accessibility. The results from the most recent survey completed in 2006 are still being analyzed.

**Conclusion**

SUNY Cortland is proceeding to address the concerns described in both the Institutional Self-Study and the Middle States Evaluation Report. Since 2002 the recommendation area about faculty workload in terms of teaching load has almost been resolved, and the concept of total budget decentralization has been implemented, assessed, and modified. The recommendation areas with regard to multicultural programming and ADA compliance represent ongoing issues of necessary institutional planning and resource allocation.



\*Undergraduate Catalog 2011-12 may be accessed at:  
<http://catalog.cortland.edu/index.php?catoid=15>

\*Graduate Catalog 2011-12 may be accessed at:  
<http://catalog.cortland.edu/index.php?catoid=16>

\*College Handbook (last updated August 2011) may be accessed at:  
<http://www2.cortland.edu/offices/publications/handbook/index.dot>

\*PDF of Budget Decentralization Report:

# Cortland


State University of New York College at Cortland

---

■ Office of the Vice President  
for Finance and Management

December 4, 2002

To: President Judson H. Taylor

From: William E. Shaut   
Interim Vice President for Finance and Management

Subject: Final Report

Enclosed is the final report of the Budget Decentralization Committee. After you have read it, I would be happy to answer any questions or concerns you might have; it would probably be beneficial to include Patty Francis in any discussions.

Thanks.

WES:cah

Enclosure

# **SUNY Cortland Budget Decentralization Committee**

## **Final Report**

### **December 5, 2002**

In August 2002 SUNY Cortland President Judson H. Taylor formed the Budget Decentralization Committee and charged it to develop a comprehensive plan for completely decentralizing the College's budget. The following report describes the committee's charge and composition, its deliberations during the Fall 2002 semester, its major conclusions, and final recommendations. In addition, the report provides background information so as to establish a context for existing practices as well as the committee's recommendations for implementing a new budget system that provides incentives for creative fiscal management and empowers account managers while at the same time requiring accountability on their part.

#### **History and Context**

For most of its history SUNY Cortland has had little budget autonomy because of its status as a SUNY institution, meaning it must adhere not only to State University regulations but also New York State fiscal policies and procedures. Over the last twenty years, there has been some deregulation enabling campuses to utilize increasing budgeting discretion. In 1986, flexibility legislation enacted by the state legislature granted State University statutory authority, primarily fiscal, to exercise greater independence than other state agencies. Practically, these changes increased campus autonomy, such as allowing reallocations between Temporary Service and Other than Personal Service funds. In 1992-93, controls were lifted on PS:R (Personal Service: Regular) FTE, giving campuses full discretion in position FTE limits and distribution. At the same time, campuses were allowed to expand temporary service allocations to better reflect part-time and adjunct instructional costs.

Like other SUNY institutions, SUNY Cortland responded positively to this gradual deregulation and in fact granted more budgetary autonomy to its own departments and offices in the early 1990's (e.g., allowing account managers to reallocate funds among their various recharge accounts). In the mid-1990's, however, severe budget conditions stalled this progress. Specifically, in 1995 incoming President Judson H. Taylor was faced with a \$1.5 million budget reduction, a situation that necessitated a prompt tightening of fiscal controls, with most authority assigned to the President's Cabinet for significant expenditures including major purchases, filling of replacement positions, and creation of new positions. For two years thereafter, the College's budget outlook remained bleak, exacerbated by enrollment declines in both 1995 and 1996. In addition to its annual budget woes, SUNY Cortland had no safety net to speak of, with no money in its reserves and averaging a total of only around \$370,000 in private fund-raising annually.

Fortunately, in the last five years the College's finances have rebounded remarkably, due in large part to sound fiscal oversight and the creation of new units in Enrollment Management and Institutional Advancement, which have engineered unprecedented gains in student enrollment and fund-raising, respectively. Consequently, SUNY Cortland has been able to make positive advances in many areas, adding new full-time faculty and staff positions, significantly increasing its scholarship program, and improving to a vast degree its telecommunications and technology infrastructure. It is important to note that the September 11 World Trade Center tragedy and its

profound financial implications for New York State, combined with the depressed stock market, have led to great uncertainty and budget cuts for 2002-03, and additional cuts are unavoidable for the next few years. Still, SUNY Cortland finds itself in a much better financial position than many of its sister institutions to face this imminent challenge.

A major impetus for complete budget decentralization at the College was the Middle States decennial accreditation process, completed in Spring 2002. Specifically, the final institutional self-study report concluded that the continuing role of the President's Cabinet in all major funding decisions was problematic, leading to delays in decision-making and disenfranchising those who were most qualified and knowledgeable to make decisions. Reflecting these impressions, the report included the following recommendation: "Continue the process of decentralizing the budget, empowering the provost and deans in particular to have increased budget and position control and holding them accountable." The visiting evaluation team endorsed this recommendation, agreeing there was a need to "empower appropriate levels of management within the College." Based on this information, as well as ongoing discussions at the President's Cabinet level, President Taylor made the decision to implement complete decentralization during the 2002-03 academic year.

#### **Formation of Budget Decentralization Committee and Committee Charge**

Over Summer 2002 President Taylor asked Dr. William Shaut, Interim Vice President for Finance and Management, to serve as chair of the Budget Decentralization Committee, to consist of the following members: James Boyle, Vice President for Institutional Advancement; Elizabeth Davis-Russell, Provost and Vice President for Academic Affairs; Rick Fitzgibbon, Director of Business Operations; Patricia Francis, Executive Assistant to the President; Raymond Franco, Vice President for Student Affairs; Michael Holland, Director of Residential Services; Christopher Malone, Dean of Professional Studies; Mark Prus, Interim Dean of Arts and Sciences; and, Antoinette Tiburzi, Associate Vice President for Enrollment Management.

In his charge to the committee, President Taylor asked the group to develop a plan for implementing complete decentralization. Specific charge items to be included as components of the committee's plan and recommendations were as follows:

- Utilization of an all-funds approach;
- Delineation of those budget items that had already been decentralized and remaining items requiring decentralization;
- Procedures for modifying budgeting as changes occur from year to year, to include adjustments in the State Operations Budget and enrollment shifts;
- Guidelines for covering salary increases resulting from collective bargaining agreements;
- Internal controls to guide entry-level salaries and discretionary salary increases for faculty and staff so as to minimize salary compression;
- Procedures for addressing budget deficits for a particular unit from one fiscal year to the next;
- Process for meeting salary savings commitments;

- Procedures for approving expenditures that increase the overall base budget commitment;
- Funding for special projects that have college-wide ramifications (e.g., accreditation by Middle States, NCATE);
- Guidelines for building up, maintaining, and using reserves; and,
- Strategies for educating appropriate faculty and staff so that they have the necessary knowledge and skills to manage their budgets effectively.

President Taylor requested that the committee prepare its final report by December 15, 2002 for his review and approval so that implementation of approved recommendations could begin during Spring 2003.

### **Committee Deliberations**

The committee met frequently during the Fall 2002 semester and, when appropriate, subgroups met to deliberate on specific issues, bringing recommendations back to the group as a whole. Preliminary meetings focused on understanding the existing budget structure and practices as well as the issues of budget savings and the reserve, with materials prepared and provided by Shaut and Fitzgibbon. Important information revealed at these early meetings was that only one area of the College's budget – personal service regular or PS:R – remained to be decentralized. Since approximately 80% of the operating budget is PS:R, however, this area represented a significant amount in terms of dollars.

Another important preliminary discussion item focused on the fact that in recent years the College has allocated funding for a total number of positions that exceeds the dollar amount available by well more than \$1 million, which is expected to be covered from budgetary savings during the course of the year, primarily through salary savings. Under the centralized budget system, these salary savings went back to a central pool, but in a decentralized approach these savings, historically built into the budget, must also be decentralized. As such, under decentralization, Academic Affairs, Student Affairs, and Finance and Management will have to assume responsibility for generating these savings, with Institutional Advancement and the President's Office held harmless due to their small staff and infrequent turnover in personnel. Attachment 1 provides a summary of salary savings and the projected amount to be generated annually by Academic Affairs, Student Affairs, and Finance and Management.

Following these preliminary discussions, the committee focused on the items contained in President Taylor's charge. Major conclusions and recommendations are summarized in the remainder of this report.

### **Major Conclusions and Recommendations**

**Utilization of an All-Funds Approach.** Explicit in President Taylor's charge to the committee was that the new decentralized budget system employ an all-funds approach. Such a strategy allows the College to consider its total budget, which includes funds from State Operations, the Dormitory Fund Reimbursable budget (DIFR), the Income Fund Reimbursable (IFR) account, and the State University Tuition Reimbursable Account (SUTRA).

A major conclusion reached by the committee was that, if the College is to operate at utmost effectiveness, it must utilize all available financial resources. This strategy requires that all funding sources be strategically maximized, and expenses shifted as appropriate to best utilize those funding sources. As one example, since SUTRA fringe benefits are based on total revenue, it makes sense to move appropriate salary expenditures from Administrative Overhead in IFR accounts to the SUTRA account. This action would reduce fringe benefit costs in the College's Administrative Overhead account and increase reserves.

The committee also noted that while historically IFR accounts have been treated as independent and "stand-alone" sources of funds specific to the area or office in which they were generated, under an all-funds approach these accounts are simply one of the various funding sources vice presidents have available to them. As such, it is prudent for vice presidents to incorporate all IFR accounts under their purview into their ongoing budget analysis and review, using revenue generated by those accounts to cover a wide range of appropriate expenses across their division.

In considering the DIFR budget, a subgroup consisting of the Vice President for Student Affairs, the Director of Residential Services, the Director of the Business Office, and the Interim Vice President of Finance and Management met and agreed upon an appropriate DIFR operations reserve figure of \$1 million. This subgroup also agreed that any amount in excess of that figure (i.e., around \$150,000) should be expended on appropriate items, thereby freeing up funds in the State Operations Budget. In addition, in order to guard against excessive reductions in the DIFR operations reserve, a nominal increase should be added to students' room rent charges. The Budget Decentralization Committee accepted all of the subgroup's recommendations. Further, the committee added specific recommendations regarding the distribution of the \$150,000 in excess of the \$1 million DIFR reserve.

#### **Recommendations:**

1. Reallocate salary expenditures in IFR accounts to SUTRA as a means of reducing the College's fringe benefit costs in the IFR Administrative Overhead Account.
2. Incorporate all IFR accounts under vice presidents' purview into holistic, ongoing budget analysis and review for their division.
3. Establish an appropriate DIFR operations reserve of \$1 million, and increase room rent charges by 1/4 % to add \$25,000/year to revenue for the next four years.
4. Move \$150,000 of state operation OTPS expenditures into DIFR, and distribute the \$150,000 within the State Operations Budget as follows: \$70,000 to Academic Affairs, \$45,000 to Student Affairs, and \$35,000 to Finance and Management.

**Delineation of Decentralized Budget Items and Remaining Items Requiring Decentralization.** As described above, the College's budget is already decentralized with the exception of PSR. This item requires no recommendations.

**Procedures for Modifying Budgeting to Reflect Changes in State Operations Budget and Enrollment.** Under the new decentralized budget model, vice presidents assume complete responsibility for building into their budget projections both increases and reductions that result from changes in the State Operations Budget, student enrollment, and other conditions. The Office of Finance and Management has responsibility for communicating relevant information to Academic Affairs, Student Affairs, and Institutional Advancement in a timely fashion so that vice presidents are able to revise their budgets in accordance with these changing conditions.

**Recommendations:**

1. Assign complete responsibility to vice presidents for managing area budgets, to include necessary modifications based on changes in conditions such as enrollment and the State Operations Budget.
2. Provide adequate and timely information to vice presidents so that budget projections can reflect changing conditions in factors affecting budget.

**Guidelines for Covering Salary Increases Resulting from Collective Bargaining Agreements.** Under normal conditions, the College receives additional funding from the state to cover collective bargaining increases negotiated by the state with various bargaining units. During the 2002-03 academic year, however, the state did not provide this additional funding, meaning individual campuses had to cover these increases out of their own budgets. The committee agreed that vice presidents should not be held responsible when the state fails to live up to its obligations in this regard. Instead, it recommended that, if in the future a similar situation exists, salary increases should be covered from the College's reserves.

**Recommendation:**

1. Provide from college reserves negotiated salary increases not covered by the state.

**Internal Controls to Guide Entry-Level Salaries, Discretionary Salary Increases for Faculty and Staff, and Major Purchases.** Discussion of this issue centered on the importance of vice presidents making every reasonable effort to ensure that: 1) Entry-level salaries do not exacerbate the College's existing salary compression problem; 2) Professional staff salaries are equitable across divisions; and, 3) There are some controls on amounts for major purchases.

In considering the salary issue, the committee decided that, for professional employees already on staff, the semi-annual promotion/salary increase process helps prevent salary inequity across divisions to some extent. In addition, the salary inequity analyses conducted by Institutional Research and Assessment and the President's Office yield valuable information in this regard for both faculty and staff. The committee agreed, therefore, that any request for a salary increase for existing employees should be justified by data from the most recent salary inequity analyses. Further, vice presidents must have the president's approval before authorizing a salary increase that is not justified by these analyses.

In considering the issue of entry-level salaries, the committee felt strongly that vice presidents must have leeway to offer competitive salaries so as to attract the best-qualified employees to

SUNY Cortland. Since salary compression and inequitable salary structures cause institution-wide problems, however, the committee agreed it is incumbent on the vice presidents to be sensitive to these issues and to make every attempt to offer entry-level salaries that take into account existing salaries in the new employee's unit and external data sources (e.g., CUPA for faculty, SUNY averages for professionals), in addition to the new employee's credentials.

Finally, although the committee agreed that it is desirable to place some controls on the amount of funds that can be expended on a major acquisition, the group was reluctant to designate specific cost limits. As such, the committee suggested that each year the president set such a limit, with the understanding that vice presidents must seek the president's approval before authorizing a purchase that exceeds that amount.

**Recommendations:**

1. Require vice presidents to justify salary increases for existing employees (above and beyond those associated with collective bargaining) using the College's most recent salary inequity analyses.
2. Require vice presidents to gain presidential approval before raising salaries for existing employees (above and beyond those associated with collective bargaining) when such increases are not justified by salary inequity analyses.
3. Determine entry-level salaries based on a variety of factors, including existing salary structures, external data sources, and new employees' credentials.
4. Establish cost limits for major purchases each year and require vice president to seek approval by president before authorizing expenditures that exceed those limits.

**Procedures for Addressing Budget Deficits from One Fiscal Year to the Next.** While the committee agreed that account managers should not generally operate their budget in a deficit condition or with a shortfall, it also recognized that it may be impossible to avoid this situation in some instances. The committee therefore established a set of procedures for addressing this problem, relying on corrective action in an attempt to erase the deficit or shortfall and, should a deficit situation be unavoidable, a process for borrowing money from the institution on a temporary basis. Attachment 2 contains a complete statement of the procedures developed by the committee to address one-time budget deficits or shortfalls.

**Recommendations:**

1. If a budget deficit or shortfall is projected, the accounts manager should take corrective action as quickly as possible by using an all-funds approach, implementing cost-cutting measures, and seeking assistance from the vice president for finance and management.
2. If a budget deficit or shortfall is unavoidable, the accounts manager should request a loan from the President's Cabinet (to come from institutional reserves), with the loan to be paid back immediately through a reduction in the unit's following year's budget by the amount of the deficit or shortfall.

**Process for Meeting Salary Savings Commitments.** As discussed above, the committee approved a distribution of required salary savings and unassigned allocations as



prepared by the Budget Office, and Attachment 1 provides a chart illustrating the share of PS:R shortfall to be distributed to each vice president. For reasons explained earlier, Institutional Advancement and the President's Office are being held harmless in this process.

Under the unassigned allocations, the committee agreed to the reassignment out of the centralized pool into each vice president's budget, as shown in Attachments 3 and 4. As such, vice presidents have control over their overtime, holiday pay, also receives budget, and severance pay. In addition, in order to enable vice presidents to appropriately monitor their salary savings, salary savings from departments under their purview will be moved into a line item specifically created for that purpose for each vice president.

**Recommendations:**

1. Distribute salary savings and unassigned allocations as shown in Attachments 1, 3, and 4.
2. Create in each vice president's budget a one-line item specifically for the purpose of holding salary savings, and move salary savings from her or his department budgets into the one-line item.

**Procedures for Approving Expenditures that Increase the Overall Base Budget**

**Commitment.** Overall, the committee agreed that all vice presidents should be expected to operate within their allocated budgets and, therefore, new expenditures should be made possible only through the process of reallocation.

During these discussions, the issue was raised that changing contextual conditions may justify revisions to the budget, specifically with respect to allocations among divisions of the College. The point was also made that many campuses find it useful to have a Budget Committee in place, representing all constituents, to review their budget and make recommendations. Such a system helps demystify the budget process and empowers faculty and staff by allowing them to have input into the process. Based on this discussion, the committee agreed that a Campus Budget Committee should be formed, appropriately representative, and charged to review and make recommendations to the President's Cabinet on permanent allocations and revisions to the college budget.

**Recommendations:**

1. Expect vice presidents to fund new expenditures through reallocation within their own division's budget.
2. Form a Campus Budget Committee to review and make recommendations regarding permanent allocations and revisions to the budget.

**Funding for Special Projects that have College-wide Ramifications.** During its deliberations, the committee spent significant time and discussion on strategies for funding initiatives that have implications for the College as a whole, and at one point considered seriously the idea of having a centralized fund that would support the replacement of computers across campus. Ultimately, however, the committee determined that in a decentralized budget environment money for a college-wide initiative would have to come initially from individual

vice presidents' budgets anyway. Therefore, the committee concluded that special projects affecting the entire campus should be funded out of reserves. It may be appropriate to refer decisions regarding this issue to the proposed Campus Budget Committee described above.

**Recommendation:**

1. Fund special projects that have ramifications for the entire College out of institutional reserves.

**Guidelines for Building Up, Maintaining and Using Reserves.** In an early proposal, Shaut suggested that the College should aspire to have 10% of its State Operations Budget (i.e., \$4 million) in reserves, with a figure of 5% or around \$2 million as a minimum reserve target. During discussion, although the committee generally agreed that the College must make every attempt to have a reasonable reserve, especially given the likelihood of further budget cuts in the next few years, most members felt that 10% in reserves was unrealistic in our current tight budget climate. In particular, they felt such a target might do more harm than good to the institution, to have that much money in the bank at the same time facilities, equipment, and other areas are inadequate to provide a high quality teaching and learning environment. Ultimately, the committee recommended that the reserve range between \$2 million and \$4 million.

There was also considerable discussion regarding the distribution of PS:R salary savings, with one early proposal being that all savings would return to the reserves. Under these conditions, however, vice presidents and other accounts managers have no incentive to produce savings. The point was also made that the distribution of savings is rightfully dependent on the overall fiscal condition of the institution. Based on these observations, the committee decided that, as long as institutional reserves are in excess of \$3 million, vice presidents keep all of their savings. If the reserve falls below that figure, 50% of all salary savings will be directed back into the reserve. Finally, if the reserve falls below the minimum 5% (i.e., \$2 million), all salary savings will be placed back into the reserve.

**Recommendations:**

1. Maintain institutional reserves between 5% and 10% of the State Operations Budget.
2. Allow vice presidents to maintain 100% of all salary savings as long as institutional reserves exceed \$3 million.
3. Distribute 50% of all salary savings to the institutional reserve when the reserve is less than \$3 million.
4. Place 100% of salary savings into the institutional reserve when the reserve is less than \$2 million.

**Strategies for Educating Appropriate Faculty and Staff in the Effective Management of Their Budgets.** The committee felt strongly that the success of a completely decentralized budget depends greatly on having accounts managers at all levels who understand the college budgeting process. Shaut and Fitzgibbon developed a proposed scheme for training faculty and staff in this area and providing periodic updates to the campus community on budget operations. The committee approved this plan, which is found in Attachment 5.

**Recommendation:**

1. Implement comprehensive budget training strategy as outlined in Attachment 5.

**Importance of Periodic Budget Review.** As a final order of business, the Budget Decentralization Committee acknowledged the dramatic changes being introduced through the implementation of the new budget system, recognizing that problems will be inevitable as the College and accounts managers at all levels make the transition between systems. In addition, it is likely that some assumptions being made by the committee will not hold true or remain viable over time. As such, it is important that the move toward a completely decentralized budget be monitored carefully, with the vice president for finance and management reporting regularly to the president on its progress, outcomes, and possible problem areas. Further, there should be ongoing review of progress and tenability of assumptions on at least an annual basis by an appropriate group, perhaps the new Campus Budget Committee proposed earlier.

**Recommendations:**

1. Provide regular reports to the president on the implementation of the new decentralized budget system, focusing on problem areas and the need for possible modifications.
2. Have Campus Budget Committee conduct annual review of the new decentralized budget system and make recommendations for change as necessary.

## All Recommendations

1. Reallocate salary expenditures in IFR accounts to SUTRA as a means of reducing the College's fringe benefit costs in the IFR Administrative Overhead Account.
2. Incorporate all IFR accounts under vice presidents' purview into holistic, ongoing budget analysis and review for their division.
3. Establish an appropriate DIFR operations reserve of \$1 million, and increase room rent charges by 1/4 % to add \$25,000/year to revenue for the next four years.
4. Move \$150,000 of state operation OTPS expenditures into DIFR, and distribute the \$150,000 within the State Operations Budget as follows: \$70,000 to Academic Affairs, \$45,000 to Student Affairs, and \$35,000 to Finance and Management.
5. Assign complete responsibility to vice presidents for managing area budgets, to include necessary modifications based on changes in conditions such as enrollment and the State Operations Budget.
6. Provide adequate and timely information to vice presidents so that budget projections can reflect changing conditions in factors affecting budget.
7. Provide from college reserves negotiated salary increases not covered by the state.
8. Require vice presidents to justify salary increases for existing employees (above and beyond those associated with collective bargaining) using the College's most recent salary inequity analyses.
9. Require vice presidents to gain presidential approval before raising salaries for existing employees (above and beyond those associated with collective bargaining) when such increases are not justified by salary inequity analyses.
10. Determine entry-level salaries based on a variety of factors, including existing salary structures, external data sources, and new employees' credentials.
11. Establish cost limits for major purchases each year and require vice president to seek approval by president before authorizing expenditures that exceed those limits.
12. If a budget deficit or shortfall is projected, the accounts manager should take corrective action as quickly as possible by using an all-funds approach, implementing cost-cutting measures, and seeking assistance from the vice president for finance and management.
13. If a budget deficit or shortfall is unavoidable, the accounts manager should request a loan from the President's Cabinet (to come from institutional reserves), with the loan to be paid back immediately through a reduction in the unit's following year's budget by the amount of the deficit or shortfall.

14. Distribute salary savings and unassigned allocations as shown in Attachments 1, 3, and 4.
15. Create in each vice president's budget a one-line item specifically for the purpose of holding salary savings, and move salary savings from her or his department budgets into the one-line item.
16. Expect vice presidents to fund new expenditures through reallocation within their own division's budget.
17. Form a Campus Budget Committee to review and make recommendations regarding permanent allocations and revisions to the budget.
18. Fund special projects that have ramifications for the entire College out of institutional reserves.
19. Maintain institutional reserves between 5% and 10% of the State Operations Budget.
20. Allow vice presidents to maintain 100% of all salary savings as long as institutional reserves exceed \$3 million.
21. Distribute 50% of all salary savings to the institutional reserve when the reserve is less than \$3 million.
22. Place 100% of salary savings into the institutional reserve when the reserve is less than \$2 million.
23. Implement comprehensive budget training strategy as outlined in Attachment 5.
24. Provide regular reports to the president on the implementation of the new decentralized budget system, focusing on problem areas and the need for possible modifications.
25. Have Campus Budget Committee conduct annual review of the new decentralized budget system and make recommendations for change as necessary.

**Attachment 1**  
**2001-2002 PS:R BI-WEEKLY SALARY SAVINGS\***  
 PAYROLLS: 12-04 (FY01-02)\*\*  
 (\$ in thousands)

	<u>PR11</u>	<u>PR12</u>	<u>PR13</u>	<u>PR14</u>	<u>PR15</u>	<u>PR16</u>	<u>PR17</u>	<u>PR18</u>	<u>PR19</u>	<u>PR20</u>	<u>PR21</u>	<u>PR22</u>	<u>PR23</u>	<u>PR24</u>	<u>PR25</u>	<u>PR26</u>	<u>PR01</u>	<u>PR02</u>	<u>PR03</u>	<u>PR04</u>	<u>TOTAL</u>	FY02-03 Share of PSR Shortfall (51,180.2)	
<u>VP</u>																							
<u>FM</u>	7.4	7.4	7.4	7.7	7.7	7.3	7.3	7.3	5.7	3.7	3.7	4.9	4.9	5.8	5.8	4.6	4.6	3.7	3.7	3.7	114.3	86.1	
<u>IA</u>	1.1	1.1	1.1	1.3																		4.6	-
<u>PRES</u>																						-	-
<u>PROV</u>	58.5	58.5	54.8	61.1	62.2	58.9	58.9	58.9	58.9	50.8	48.2	48.4	49.7	48.9	47.6	47.2	52.7	52.3	52.4	52.6	1,081.5	1,042.4	
<u>SA</u>	5.1	5.1	5.1	4.7	4.7	4.7	5.2	5.2	3.9	3.9	3.5	2.3	2.3	2.3	2.3	2.5	3.7	3.7	3.7	2.7	76.6	51.7	
<u>TOTAL</u>	72.1	72.1	68.4	74.8	74.6	70.9	71.4	71.4	68.5	58.4	55.4	55.6	56.9	57.0	55.7	54.3	61.0	59.7	59.8	59.0	1,277.0	1,180.2	

\* Calculations may not be exact due to rounding

\*\*NOTE: Salary savings were not calculated for FY01-02 Payrolls 05-10 due to fiscal and seasonal adjustments.

**Attachment 2**  
**Procedures for Addressing One-Time Budget Deficits <sup>1</sup>and Shortfalls <sup>2</sup>**  
**(State Purpose, IFR, DIFR, and SUTRA Funds)**

1. The president has delegated authority/responsibility for decentralized financial management to the provost and vice presidents, along with the charge to operate within a balanced budget.
2. If a deficit or shortfall is projected, corrective actions must be initiated by the appropriate vice president at the earliest possible opportunity:
  1. Develop a strategy to successfully utilize an all-funds approach to satisfying the deficit/shortfall condition (e.g., charge appropriate expenditures to IFR).
  2. Identify/implement cost cutting measures (e.g., manage personnel vacancies).
  3. Seek guidance from vice president for finance and management (e.g., request additional funding from unused sources if available).
3. If a deficit or shortfall is unavoidable:
  1. Request a loan from the President's Cabinet to cover deficit/shortfall.
  2. All reserve loans will be paid back by immediately reducing the following year's budget by the deficit/shortfall amount.
4. Create a permanent Budget Committee for review.

---

<sup>1</sup> Deficit: actual expenditures exceed budgeted allocation.

<sup>2</sup> Shortfall: budget is not sufficient to cover planned expenditure

**Attachment 3**  
**Unassigned PS:R Expenditures**  
(\$ in thousands)

	Overtime				Holiday				Also Receives				Severance			
	FY02-03	FY01-02	FY00-01	FY99-00	FY02-03	FY01	FY00	FY99	FY02-03	FY01	FY00	FY99	FY02-03	FY01	FY00	FY99
Provost	13.4	17.9	12.2	16.8	6.8	6.9	4.9	5.2	182.8	191.2	152.2	198.2	24.0	30.9	58.0	50.0
SA	18.2	19.4	22.4	21.8	10.5	8.7	9.4	7.9	8.4	8.5	8.6	7.8	3.0	4.7	5.8	6.8
FM	158.4	114.6	201.6	237.5	14.5	11.9	12.0	12.1	3.7	0.0	8.5	2.5	16.0	2.6	71.6	18.8
IA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.8	5.3	0.8	2.2	0.4	0.0	2.5	0.0
Pres	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.1</u>	<u>0.0</u>	<u>0.0</u>	<u>0.2</u>	<u>0.3</u>	<u>0.8</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
<b>Total</b>	190.0	151.9	236.2	276.1	31.9	27.5	26.3	25.4	198.0	205.8	170.1	210.7	43.4	38.2	137.9	75.6

Note: FY02-03 distribution methodology: 3 year expenditure average divided by 3 year total expenditure average times the budgeted FY02-03 total.



**Attachment 4**  
**Unassigned PSR Expenditures**  
(\$ in thousands)

	FY99-00	FY00-01	FY01-02	FY02-03 Allocation	FY02-03 Distribution	Contingency
Also Receives	210.7	170.1	205.8	198.0	See Att. 3	
Chair Stipends	25.8	54.5	77.1	102.1	Provost	20.6
Inconvenience Pay	7.2	12.0	10.7	10.0	FM	
Balance of Contract	100.5	101.7	25.9	12.5	Provost	
Severance	75.6	138.0	38.2	45.4	See Att. 3	
Pre-shift Briefing	16.6	26.1	23.5	21.9	SA	
Standby Pay	0.2		20.3	21.5	FM	
Holiday	25.5	26.2	27.5	31.9	See Att. 3	
Overtime	276.1	236.2	151.9	190.0	See Att. 3	74.3
NYS COBPA Sick Leave Pmts				16.0	SA	
	738.2	764.8	580.9	647.3		

**Attachment 5**  
**Strategies for Training Appropriate Faculty and Staff**  
**in Decentralized Budget Management**

1. Vice presidents must identify appropriate faculty and staff to the budget officer to be trained in decentralized budget management.
2. The budget officer or designated representative will develop and present periodic budget training intended to provide a general overview of the budgeting process and procedures.
3. The budget officer or designated representative will offer individualized budget training on an as requested basis.
4. Appropriate budget information and guidance will be passed to designated faculty, staff and vice president as it is received or developed.
5. The vice president for finance and management will continue to hold periodic academic budget meetings.

#### **IV. CHAPTER 4: MISSION, VISION, VALUES AND PLANNING PROCESSES**

N/A

#### **V. CHAPTER 5: ACADEMIC EXCELLENCE--STUDENTS**

##### **Graduate Admissions**

##### **Recruitment Procedures**

The Graduate Admissions Office sends a representative to all regional Graduate and Professional School recruitment programs. Graduate Admissions is in the process of assessing past marketing procedures and will implement a new marketing plan that will include email blast communication, new print publications, enhancement of web information, and possibly television and radio ads. Graduate Admissions is in the process of collaborating with Academic Departments to further gain insight on prospective graduate students and to enhance the way Departments communicate with prospects and applicants.

##### **Admissions Process**

Prospective graduate students have access to all the data that was described as available for prospective undergraduate students in chapter 5.

The application for admission has been transitioned from a paper application to an all electronic application. This new application will accelerate the time to completion for applicants and allow us to communicate at a much earlier timeframe than with paper. Applicants are now able to submit almost all of their required documentation online and have that appear in our office immediately.

Currently students submit an online application, when all documents are submitted to Graduate Admissions the file is sent to graduate coordinators via on-campus mail. A decision is rendered and Admissions notifies the student. This will be changed to an all electronic process utilizing our document imaging system. Graduate coordinators will be able to review applications just by accessing the web.

## **Enrollment of Graduate Students**

We are looking to maintain or increase graduate enrollment throughout all academic departments. We are also looking to increase the number of enrolled full-time compared to part-time students.

## **Graduate Retention**

Each department that offers a graduate degree has a Graduate Student Coordinator. In addition to this person there is often a second faculty member dedicated to graduate advisement. These individuals help guide graduate students through their programs to help ensure timely completion. In addition, The Coordinator of Graduate Student Support, in the Advisement and Transitions Office, provides orientation materials, online information resources, support programming, and referral information to new and continuing graduate students (<http://www2.cortland.edu/offices/advisement-and-transition/gradstudents/>).

# 2010 Grad Survey Highlights

The response rate for the cohort of May, August, and December 2010 undergraduate degree recipients was 71% (1,019 respondents / 1,436 graduates).

## SATISFACTION MEASURES

Respondents were asked to "indicate your level of satisfaction with each of the following" where: VS=Very Satisfied, S=Satisfied, N=Neutral, D=Dissatisfied, VD=Very Dissatisfied

### OVERALL ACADEMIC STUDIES (of 820)

VS=26%; S=60%; N=12%. D=2% VD=0%

### QUALITY OF FACULTY IN MAJOR (of 793)

VS=39%; S=44%; N=12%. D=5% VD=1%

### QUALITY OF FACULTY OUTSIDE MAJOR (of 815)

VS=16%; S=49%; N=28%. D=6% VD=1%

### ACCESS TO FACULTY SUPPORT IN MAJOR (of 827)

VS=40%; S=42%; N=12%. D=4% VD=1%

### AVAILABILITY OF MAJOR DEPARTMENT FACULTY OUTSIDE OF CLASS (of 818)

VS=30%; S=48%; N=16%. D=4% VD=1%

### QUALITY OF FACULTY ADVISEMENT (of 822)

VS=27%; S=39%; N=17%. D=11% VD=5%

### PREPARATION FOR FURTHER EDUCATION (of 800)

VS=21%; S=42%; N=22%. D=11% VD=4%

### ACADEMIC SUPPORT AND ACHIEVEMENT PROGRAM (of 554)

VS=23%; S=40%; N=29%. D=6% VD=2%

## FIELD EXPERIENCE PARTICIPATION & SATISFACTION

-84% of students participate in at least one form of experiential education.

-Respondents were asked "how satisfied are you with how the following activities helped prepare you for life and work after Cortland?" where:

VS=Very Satisfied, S=Satisfied, N=Neutral, D=Dissatisfied, VD=Very Dissatisfied

### INTERNSHIP 52% PARTICIPATION

VS=48%; S=31%; N=14%. D=5% VD=2%

### PRACTICUM 57% PARTICIPATION

VS=35%; S=41%; N=17%. D=4% VD=2%

### SERVICE LEARNING 44% PARTICIPATION

VS=16%; S=52%; N=30%. D=2% VD=0%

### STUDENT TEACHING 50% PARTICIPATION

VS=56%; S=27%; N=11%. D=4% VD=2%

### STUDY ABROAD 22% PARTICIPATION

VS=44%; S=25%; N=24%. D=5% VD=1%

### VOLUNTEER PROGRAM 33% PARTICIPATION

VS=33%; S=38%; N=20%. D=5% VD=3%

## SKILL DEVELOPMENT

Respondents were asked to "rank the extent to which SUNY Cortland helped you develop the following skills" where: E=Extensively, M=Moderately, S=Somewhat, VL=Very Little, and NAA=Not at All:

### COMMUNICATION SKILLS (of 501)

E=30% M=43% S=23% VL=3% NAA=1%

### LEADERSHIP SKILLS (of 497)

E=25% M=44% S=24% VL=5% NAA=1%

### PROBLEM SOLVING SKILLS (of 497)

E=23% M=47% S=24% VL=3% NAA=2%

### TEAM WORKING SKILLS (of 497)

E=32% M=43% S=21% VL=3% NAA=1%

### TECHNOLOGY SKILLS (of 501)

E=21% M=44% S=25% VL=7% NAA=3%

### TIME MANAGEMENT SKILLS (of 501)

E=28% M=42% S=22% VL=6% NAA=2%

### WRITING SKILLS (of 501)

E=26% M=43% S=23% VL=6% NAA=2%

## AVERAGE EDUCATIONAL DEBT:

83% of respondents had student loans  
\$28,502 = average debt of those with student loans

## SALARY

\$30,765 = average full-time starting salary

## EMPLOYMENT INFORMATION

for 996 providing an employment category:

29% employed in major or minor field  
36% continuing education full-time  
16% employed, seeking job related to major/minor  
9% employed in an unrelated field by choice  
9% unemployed, seeking job related to major/minor  
1% unemployed, not seeking employment

## MAJOR DATA

### AAS-African American Studies (1)

Employed full-time 1

### ABI- Adolescence Ed. Biology (1)

Employed full-time 1  
Enrolled in grad school part-time 1  
Average starting salary (1): \$40,000

### AEM- Adolescence Ed. Chemistry (1)

Employed part-time 1  
Enrolled in grad school full-time 1

### AEM- Adolescence Ed. Mathematics (22)

Employed full-time 8  
Employed part-time 10  
Enrolled in grad school full-time 7  
Enrolled in grad school part-time 7  
Average starting salary (6): \$35,750

### AEN- Adolescence Ed. English (8)

Employed full-time 3  
Employed part-time 4  
Enrolled in grad school full-time 4  
Average starting salary (2): \$26,500

### AES- Adolescence Ed. Earth Science (3)

Employed full-time 1  
Enrolled in grad school full-time 3

### AEN-Adolescence Ed. French (1)

Employed part-time 1

### ANT-Anthropology (3)

Enrolled in grad school full-time 1

### APM- Adolescence Ed. Physics & Math (2)

Employed part-time 1  
Enrolled in grad school part-time 1

### ART-Art (4)

Employed full-time 2  
Employed part-time 2  
Enrolled in grad school full-time 1  
Average starting salary (1): \$25,000

### ASP- Adolescence Ed. Earth Spanish (8)

Employed full-time 3  
Employed part-time 3  
Enrolled in grad school full-time 3  
Enrolled in grad school part-time 4  
Average starting salary (1): \$33,166

### ATR-Athletic Training (8)

Employed full-time 2  
Employed part-time 5  
Enrolled in grad school full-time 2  
Enrolled in grad school part-time 2  
Average starting salary (1): \$42,700

### BIO-Biology (25)

Employed full-time 10  
Employed part-time 6  
Enrolled in grad school full-time 16  
Enrolled in grad school part-time 1  
Average starting salary (6): \$30,167

### BMS-Biomedical Sciences (2)

Employed full-time 1  
Employed part-time 1

### BUSE-Business Economics (44)

Employed full-time 29  
Employed part-time 5  
Enrolled in grad school full-time 6  
Enrolled in grad school part-time 7  
Average starting salary (19): \$35,062

### CHE-Chemistry (3)

Enrolled in grad school full-time 1  
Enrolled in grad school part-time 1

### CHEA-Community Health (2)

Employed full-time 13  
Employed part-time 11  
Enrolled in grad school full-time 7  
Enrolled in grad school part-time 1  
Average starting salary (8): \$30,687

### COM-Communication Studies (50)

Employed full-time 26  
Employed part-time 11  
Enrolled in grad school full-time 9  
Enrolled in grad school part-time 2  
Average starting salary (15): \$30,167

### CON-Conservation Biology (1)

Employed full-time 1  
Average starting salary (1): \$15,000

### CRIM-Criminology (30)

Employed full-time 13  
Employed part-time 10  
Enrolled in grad school full-time 5  
Enrolled in grad school part-time 3  
Average starting salary (5): \$35,800

### EDC/CHD-Childhood Education (124)

Employed full-time 35  
Employed part-time 51  
Enrolled in grad school full-time 56  
Enrolled in grad school part-time 26  
Average starting salary (13): \$32,950

### EDD/DEC-Childhood & Early Childhood Ed. (39)

Employed full-time 11  
Employed part-time 14  
Enrolled in grad school full-time 19  
Enrolled in grad school part-time 14  
Average starting salary (7): \$24,357

### EDE/ECH-Early Childhood Ed. (17)

Employed full-time 7  
Employed part-time 6  
Enrolled in grad school full-time 6  
Enrolled in grad school part-time 3  
Average starting salary (3): \$32,333

### ENG-English (21)

Employed full-time 8  
Employed part-time 6  
Enrolled in grad school full-time 11  
Enrolled in grad school part-time 2  
Average starting salary (6): \$29,333

### ESL-English as a Second Language (5)

Employed part-time 4  
Enrolled in grad school full-time 1  
Enrolled in grad school part-time 3

### FIT-Kinesiology: Fitness Development (19)

Employed full-time 6  
Employed part-time 8  
Enrolled in grad school full-time 10  
Enrolled in grad school part-time 1  
Average starting salary (2): \$46,250

<b>FRE-French (1)</b>	
Employed part-time	1
Enrolled in grad school full-time	1
<b>GIS-Geographic Information Systems (10)</b>	
Employed full-time	3
Employed part-time	1
Enrolled in grad school full-time	5
Enrolled in grad school part-time	1
Average starting salary (3):	\$41,667
<b>GLY-Geology (5)</b>	
Employed full-time	2
Employed part-time	3
Enrolled in grad school full-time	1
Average starting salary (2):	\$23,500
<b>HEC-Health Education (13)</b>	
Employed full-time	6
Employed part-time	5
Enrolled in grad school full-time	6
Enrolled in grad school part-time	2
Average starting salary (3):	\$26,000
<b>HIS-History (25)</b>	
Employed full-time	9
Employed part-time	11
Enrolled in grad school full-time	8
Enrolled in grad school part-time	1
Average starting salary (6):	\$18,667
<b>HSC-Health Science (26)</b>	
Employed full-time	8
Employed part-time	10
Enrolled in grad school full-time	15
Enrolled in grad school part-time	2
Average starting salary (6):	\$35,583
<b>HUS-Human Services (5)</b>	
Employed full-time	4
Enrolled in grad school full-time	1
Average starting salary (3):	\$21,333
<b>IDP-Individualized Degree Program (1)</b>	
Employed full-time	1
<b>ISE-Inclusive Special Education (17)</b>	
Employed full-time	7
Employed part-time	3
Enrolled in grad school full-time	8
Enrolled in grad school part-time	7
Average starting salary (5):	\$33,000
<b>IST-International Studies (2)</b>	
Employed full-time	1
Employed part-time	1
<b>KIN-Ex. Science &amp; Sport Studies, Kinesiology (37)</b>	
Employed full-time	12
Employed part-time	11
Enrolled in grad school full-time	18
Enrolled in grad school part-time	2
Average starting salary (4):	\$31,250

<b>MAT-Mathematics (6)</b>	
Employed full-time	3
Employed part-time	3
Enrolled in grad school full-time	2
Average starting salary (1):	\$20,000
<b>MUTH-Musical Theatre (6)</b>	
Employed full-time	3
Employed part-time	2
Enrolled in grad school part-time	1
Average starting salary (1):	\$60,000
<b>NCM-New Communication Media (4)</b>	
Employed full-time	1
Enrolled in grad school full-time	2
<b>NMD-New Media Design (2)</b>	
Employed full-time	2
Average starting salary (1):	\$25,000
<b>OREC-Outdoor Recreation (9)</b>	
Employed full-time	5
Employed part-time	3
Enrolled in grad school part-time	1
Average starting salary (2):	\$22,500
<b>PEC-Physical Education (119)</b>	
Employed full-time	28
Employed part-time	53
Enrolled in grad school full-time	49
Enrolled in grad school part-time	25
Average starting salary (14):	\$38,929
<b>PEN-Physics &amp; Engineering (2)</b>	
Employed full-time	1
Enrolled in grad school full-time	1
Average starting salary (1):	\$18,000
<b>POL-Political Science (21)</b>	
Employed full-time	6
Employed part-time	8
Enrolled in grad school full-time	8
Enrolled in grad school part-time	3
Average starting salary (5):	\$26,800
<b>PSY-Psychology (46)</b>	
Employed full-time	19
Employed part-time	11
Enrolled in grad school full-time	26
Enrolled in grad school part-time	6
Average starting salary (10):	\$29,500
<b>PWRT-Professional Writing (4)</b>	
Employed full-time	3
Employed part-time	1
Average starting salary (2):	\$27,500
<b>REC-Recreation (5)</b>	
Employed full-time	1
Employed part-time	4
Enrolled in grad school full-time	1
Average starting salary (1):	\$19,000

<b>RMGT-Recreation Management (5)</b>	
Employed full-time	4
Employed part-time	1
Average starting salary (2):	\$21,500
<b>SHS-Speech &amp; Hearing Science, Non-Cert (21)</b>	
Employed full-time	3
Employed part-time	5
Enrolled in grad school full-time	19
Average starting salary (2):	\$28,500
<b>SLD-Speech &amp; Language Disabilities (15)</b>	
Employed full-time	1
Employed part-time	3
Enrolled in grad school full-time	13
Enrolled in grad school part-time	1
Average starting salary (1):	\$33,000
<b>SOC-Sociology (19)</b>	
Employed full-time	8
Employed part-time	7
Enrolled in grad school full-time	7
Enrolled in grad school part-time	3
Average starting salary (4):	\$27,500
<b>SPA-Spanish (11)</b>	
Employed full-time	3
Employed part-time	3
Enrolled in grad school full-time	7
Enrolled in grad school part-time	1
Average starting salary (2):	\$20,500
<b>SPHI-Social Philosophy (3)</b>	
Employed part-time	2
Enrolled in grad school full-time	2
<b>SPMG-Sport Management (48)</b>	
Employed full-time	26
Employed part-time	13
Enrolled in grad school full-time	6
Enrolled in grad school part-time	3
Average starting salary (17):	\$28,088
<b>SST-Adolescence Ed. Social Studies (24)</b>	
Employed full-time	11
Employed part-time	7
Enrolled in grad school full-time	13
Enrolled in grad school part-time	3
Average starting salary (7):	\$33,598
<b>TR-Therapeutic Recreation (8)</b>	
Employed full-time	5
Average starting salary (4):	\$32,875

---



---

# Grad Survey Highlights 2010

---



---

## Employment Data and Satisfaction Measures for the Undergraduate Class of 2010

## **VI. CHAPTER 6: ACADEMIC EXCELLENCE—FACULTY**

### **Research and Sponsored Programs Office 2010-11 Annual Report**

<p style="text-align: center;"><b>2010-11 ANNUAL REPORT</b> <b>Research and Sponsored Programs Office</b> <b>402 Miller Building</b></p>
--

**Staff: Amy Henderson-Harr, Glen Clarke, Virginia Karpenko**

The Research and Sponsored Programs Office (RSPO) 2010-11 Annual Report reflects RSPO's major accomplishments as they relate to SUNY Cortland's Strategic Plan. The format of the report follows the outline requested in the President's May 5, 2010 memorandum for reporting requirements for administrative and professional offices.

#### **(1) Introduction of Departmental Highlights/Accomplishments**

*a. External Proposals and Awards.*

- RSPO submitted 65 external proposals this fiscal year (FY) requesting \$7,068,078. Of these, 43 proposals have resulted in successful awards totaling \$3,069,846, reflecting a 66% success rate (that includes new, continuing and renewal proposals). Six proposals are still awaiting notification of a sponsor decision.
- The total awards received during the fiscal year were 47 (4 awarded from the prior FY that we received during this reporting period) with our overall new funding commitments totaling \$4,164,105.
- Currently, there are 57 active awards totaling \$6,338,455 being administered through Research Foundation accounts.
- Twenty-six percent (26%) of the 267 full-time, tenured and tenure-track faculty and full-time lecturers (CPEDS, 2010-11) were actively engaged in sponsored programs. This level of faculty engagement compares respectably with similar four-year, public institutions with substantive teacher certification programs where averages range between 20%-25%. Specifically 58 faculty served as PI or Co-PI on external proposals or awards. Eleven (11) faculty served as PI on internal grant awards for the FRP or RTG.
- Glen Clarke reviewed available RSPO records and created a database of submitted proposals and resulting successful awards for institutional access, assessment and reporting purposes. The database includes 770 submitted proposals during the period July 21, 1998 through July 31, 2011. Through these proposals, 440 awards were received totaling \$33,090,489.

**ASSESSMENT GOAL #1: Increase proposal success rates.**

To improve the quality of proposal submissions, RSPO engaged David Bauer in a two-year series of workshops and seminars (1/1/2008 – 1/1/2010) that were targeted towards active grant seekers and senior faculty. There were two foci: 1) to engage senior faculty in helping to change a last-minute proposal preparation practice that is ineffective; and 2) to serve as mentors and peer review colleagues to strengthen proposal concepts, writing and competitions.

**Outcome:** For the 65 proposals submitted this year for which the funding source has made a funding decision, our success rate was 66%. As noted, there are still 6 proposals submitted this year for which no funding decision has yet been made.

**ASSESSMENT GOAL #2: Meet an institutional goal of \$2.6 million in expenditures.**

Grant expenditures totaling \$3,491,911 (as reported by the RF Sponsored Programs Activity Report (SPAR)) surpassed our goal of \$2,600,000. The *direct* volume totaled \$3,153,276 in expenditures. The *indirect* volume totaled \$338,635 for a total expenditure reported of \$3,491,911- the highest RSPO expenditure activity in the history of the College.

<b>Breakdown by Source (RF SPAR Report)</b>	<b><u>2009-10</u></b>	<b><u>2010-11</u></b>
Federal (NSF, Army, ED, DHHS) (↑75%)	\$488,685.00	853,784.00
Federal Flow-Through (via NYS agencies) (↑18%)	\$1,649,874.00	1,940,297.00
Non Federal (Business, foreign, Fdns, Local, NYSED) 5%)	<u>\$666,965.00</u>	<u>697,829.00</u> ((↑
<b>Total</b> <b>24%)</b>	<b>\$2,805,524.00</b>	<b>3,491,911.00 (↑</b>

**Support Internal Grant Programs to Cultivate External Proposal Development**

Faculty Research Program (FRP) allocated	6 proposals	4 awards	\$11,846
Research & Travel Grant Program (RTG)	11 proposals	8 awards	\$5,000 allocated
UUP/Jt. Labor Individual Dev Awards (IDAs) allocated	38 proposals	36 awards	\$13,806

**Award Administration**

RSPO oversees the effective administration of awards (excluding fiscal compliance, reporting and account management which is the responsibility of the RF Fiscal Office). Administrative



tasks include, but are not limited to, resubmissions and negotiations in scope of work and budgets, facilitating and assuring approval of all cost share commitments, writing amendments, no cost extensions, carry forward requests, and the administration of subcontracts and their amendments with collaborators from other institutions or agencies for our proposals and awards.

## (2) Support and Further Strategic Goals of the College

- A. **Academic Excellence** –RSPO supports several projects where curricula is designed, tested and created to improve student learning. Some examples include projects like the Professional Science Master’s Program, MEOP MAS Program (mathematics), DDPC Program (inclusion), TLQP (professional development for teachers, including curricula enhancements), Physical Education (GA MOU’s for adapted PE instruction), English (professional writing), Noyce Scholars (mathematics and science educators), CGIS (diversity and ethics), and Civic Engagement (student leadership). Almost every proposal includes some form of enhancing curricula to support the mission and educational goals of the campus, if not directly then indirectly.
- B. **Transformational Education Experiences** – The RSPO is a strong partner, advocate, and supporter of SUNY Cortland’s engaged learning activities. Some of the evidence of this support includes:
1. Providing administrative support to the grants awarded to the Institute for Civic Engagement including: Building Community Leaders Model Demonstration Project (FIPSE), Bridging Theory to Practice National Demonstration Site Project (AACU), and AmeriCorps (National Service Program).
  2. Advising and budgeting student salaries for undergraduate and graduate student research assistants on grants and contracts. This year 46 students were supported as student assistants.
  3. Serving as a member of the President’s Leadership Coalition for Engaged Learning, including encouraging proposal development, peer review, and multidisciplinary collaborations.
  4. Serving as a member of the Undergraduate Research Council to expand undergraduate research throughout the campus.
  5. Providing the principal source of funding for undergraduate research initiatives through the oversight and effective management of indirect cost returns.
  6. Providing lectures to undergraduate and graduate classes in the elements of securing external funding for the advancement of organizational priorities and the ethical conduct in research using human participants.
  7. Advising faculty on practical ways to implement strategic planning initiatives within their project designs for funding.
- C. **Well-being** – The RSPO supports the College with two principal functions that substantively advance this priority: a) Grant Development with individual faculty/staff, and b) the support of research activity approved by the College Research Committee

and the IRB in seeking to solve problems and find solutions for well-being as defined above.

**D. Maximizing Resources – Goal #1: Direct Charge Faculty Effort to Maximize Salary Recovery Reimbursements When Allowed by Eligible Sponsors**

The following chart provides information on salary recovery and employee appointments on grants and contracts.

<b>FY</b>	<b>Amt. Transferred from Grants to IFR Accounts</b>
2003-04	\$ 282,572
2004-05	\$ 370,758
2005-06	\$ 169,674
2006-07	\$ 109,763
2007-08	\$ 404,258
2008-09	\$ 370,694
2009-10	\$ 303,980
2010-11	\$ 352,565

**Source:** RF Fiscal Office, SUNY Cortland (the amounts reflected include the budgeted salary and fringe benefits charged to grants and received by the College in IFR accounts)

**Goal #2: Enable and support undergraduate research through sponsored activity**

The number of students appointed as undergraduate research assistants nearly doubled from 15 last year to 46 this year. There were also 17 student recipients of \$10,000 each receiving a Noyce Scholarship for STEM teaching.

<b>FY</b>	<b># of Employees Appointed on Grants/ Contracts</b>
2007-08	53 Students/67 Faculty, Staff
2008-09	39 Students /72 Faculty, Staff
2009-10	24 Students/72 Faculty, Staff 14 Noyce Scholars
2010-11	46 Students/51 Faculty, Staff 5 Grad/12 Undergrad Noyce Scholars

**Sources:** Human Resources Office, SUNY Cortland and Chemistry Department, SUNY Cortland

**Goal #3: Decentralize IRB administration by creating a Primary Reviewer System by School to effectively manage the oversight of human participant research activity at SUNY Cortland**

The pilot for a decentralized reviewer system is now fully operationalized. A total of 62 protocols were received and reviewed during the fiscal year and shared among members of the IRB, making the workload manageable and responses on reviews more efficient.

SUMMARY OF IRB PROTOCOLS BY SCHOOL OR UNIT	
School of Professional St.	41
School of Education	6
School of Arts & Sciences	12
Other : Library & St. Affairs	3
<b>TOTAL IRB Research Proposals Reviewed</b>	<b>62</b>

The primary reviewers, Jena Curtis for the School of Professional Studies, Joy Mosher for the School of Education, and Michael Berzonsky for the School of Arts and Sciences were each responsible for reviewing low to moderate risk studies classified as exempt and expedited. Virginia Karpenko played a key role in facilitating all communications, maintaining an electronic record-keeping structure and being the first contact for explaining changes and requirements of the primary reviewer system. Amy Henderson-Harr served as IRB Chair and was responsible for convening full IRB reviews and providing back up to the primary reviewers as needed.

Much appreciation is extended to the primary reviewers and the IRB Administrative Assistant for good, solid work.

Classification	Faculty/Staff	Student	Total
Exempt	12	3	15
Fall 2010			
Spring 2011	12	2	14
Expedited			
Fall 2010	6	8	14
Spring 2011	4	8	12
Full Board	6	1	7
<b>Total # of Protocols</b>	<b>40</b>	<b>22</b>	<b>62</b>

E. Departmental Plans for the Coming Year and

**Next Five Years as they Align with the College's Strategic Priorities**

*One-Year Plan Priorities*

1. Actively participate in new faculty orientation and outreach activities to assist the development and success of new faculty hires
2. Continue supporting the development of our new RF Fiscal Officer to manage sponsored accounts
3. Facilitate and organize Quality Circles for proposal reviews (no longer done by FDC)

4. Actively participate in Research Foundation institutional collaborations, including work with the NYS Academy of Sciences and Chemistry Department collaborations with SUNY Binghamton
5. Launch a new funding opportunities database to promote SUNY-wide faculty collaborations
6. Provide bi-weekly listserv of funding opportunities to improve communication and information on opportunities available for academic faculty

*Five-year Plan Priorities*

RSPO will continue to focus on the College's priorities for strengthening Academic Affairs, strategic planning priorities and faculty/staff grant seeking interests. A key goal of the RSPO is to provide faculty with the individual attention they need to meet their proposal deadlines while assuring high-quality, competitive submissions including: proposal cultivation; co-writing or editing as needed or requested; development of management plans; organization of Quality Circle Reviews; and post-award administrative support.

Respectfully submitted,  
Amy Henderson-Harr

Faculty/Staff Degrees/Qualifications/Awards

<http://catalog.cortland.edu/content.php?catoid=15&navoid=1045>

**VII. CHAPTER 7: ACADEMIC EXCELLENCE--EDUCATIONAL OFFERINGS**

N/A

**VIII. CHAPTER 8: TRANSFORMATIONAL EDUCATION**

\*Undergraduate Research (PDF):



## A Message from the Provost



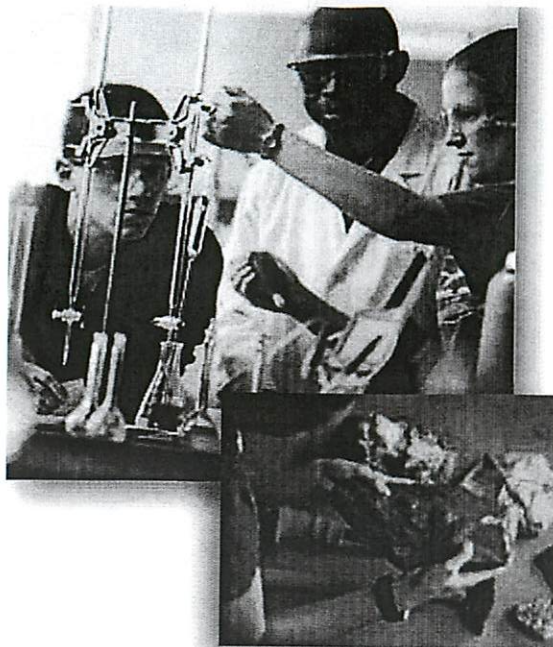
SUNY Cortland incorporates a wide range of wonderful and exciting experiences for undergraduate student research. Currently, more than 80 percent of SUNY Cortland students graduate with some type of experiential learning including study abroad, volunteer service, student teaching, research, clinical work or laboratory coursework.

The benefits to participating in research are many. Students become active learners and problem solvers as they explore ways to answer difficult questions or create new pathways.

Research also allows students to interact with accomplished faculty as role models for pursuing scholarship and graduate school. These experiences engage students and faculty in rich conversations and together they acquire knowledge as they explore their fields of inquiry.

## Why Students Engage in Undergraduate Research

- To develop skills in independent critical thinking, creativity, problem solving and communication.
- To acquire knowledge in an academic field that transcends classroom study.
- To make real contributions to their academic discipline.
- To clarify academic and career interests and goals.
- To enhance professional and academic credentials to support applications for scholarships, awards, career employment and entry into graduate and professional schools.

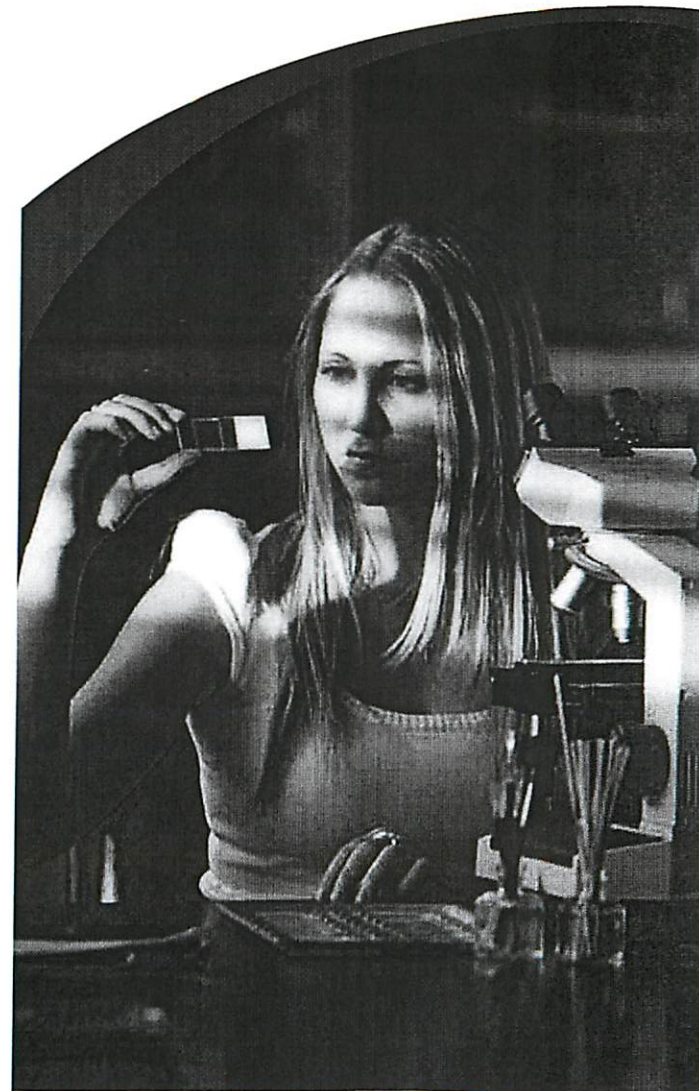


## Contact Us

For more information about undergraduate research at SUNY Cortland, please e-mail or visit our website.

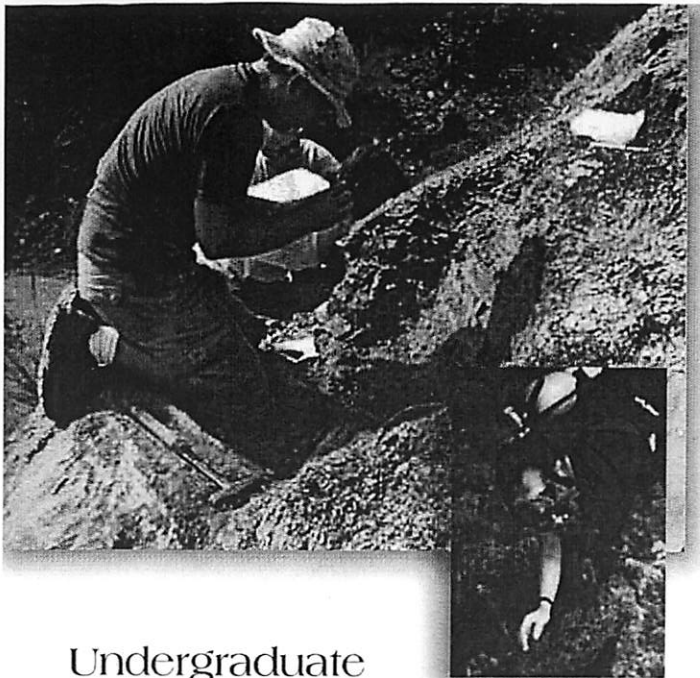
Undergraduate Research Council  
SUNY Cortland  
P.O. Box 2000  
Cortland, NY 13045  
Web: [www.cortland.edu/undergraduate-research](http://www.cortland.edu/undergraduate-research)  
E-mail: [sunycortland.urc@cortland.edu](mailto:sunycortland.urc@cortland.edu)

## Undergraduate Research



SUNY  
Cortland

SUNY  
Cortland



## Undergraduate Research Council

To maintain and further enhance student research opportunities throughout the College, SUNY Cortland's Undergraduate Research Council was created in 2006. The council promotes strong student-faculty collaborations to assure that students are regularly engaged in research and scholarship.

The council serves as the College's main body for creating policy and collecting and disseminating information on best practices for undergraduate research. The council also reviews grants and fellowships applications and makes recommendations for dispersal.

The council also promotes SUNY Cortland as an institution fully committed to student research, scholarship and creative pursuits. It assures that faculty and students have easy access to resources, mentoring, publishing and other forums for promoting students' scholarly works.

## Funding, Grants and Scholarships

Each year grants and fellowships are awarded for research, creative projects and travel to conferences. Applications for the following can be found at [www.cortland.edu/undergraduate-research](http://www.cortland.edu/undergraduate-research).

### Undergraduate Summer Research Fellowship Program

These prestigious and competitive fellowships will provide a stipend and campus housing for students conducting original research or creative activities with faculty mentors during the summer. Proposals from all academic disciplines are welcome.

*Deadline: Spring Semester*

### The Small Grants Program

The Small Grants Program supports original research or creative projects that students complete independently or in collaboration with other undergraduate students. These awards are designed to help defray the cost of travel, supplies and other materials to successfully conduct an independent project.

*Deadline: Fall and Spring Semesters Annually*

### Student Travel Grants Program

The Student Travel Grant Program assists with reimbursing travel expenses for full-time undergraduate students who present their research at regional, national or international conferences.

*Deadline: Fall and Spring Semesters Annually*



## Undergraduate Research Council Members

Cynthia Benton  
Childhood/Early Childhood Education

Philip Buckenmeyer  
Kinesiology

Terrence Fitzgerald  
Biological Sciences

Amy Henderson-Harr  
Research and Sponsored Programs

Joy Hendrick  
Kinesiology

Kathryn Kramer  
Art and Art History

Christopher McRoberts, Council Chair  
Geology

Mark Prus  
Provost and Vice President for Academic Affairs

Sharon Steadman  
Sociology/Anthropology

Orvil White  
Childhood/Early Childhood Education





## Undergraduate Research Council

***Undergraduate Research.***— An inquiry or investigation conducted by an undergraduate student that generates new knowledge and makes an original, intellectual, or creative contribution to the discipline.

***Background.***— In 2006, SUNY Cortland established the URC to: (1) Promote strong student-faculty collaborations where students are engaged in research and scholarship throughout the College; (2) Provide direct support for undergraduate research in the forms of grants and competitive fellowships; (3) Serve as a means for the collection and dissemination of information on best practices for undergraduate research and the benefits to students and faculty for being engaged in a broad range of experiential activities; (4) Promote SUNY Cortland as an institution fully committed to student research, scholarship, and creative pursuits.

SUNY Cortland is one of the 490 member institutions of the National Council on Undergraduate Research (NCUR), an organization whose mission is to support and promote high-quality undergraduate student-faculty collaborative research and scholarship. NCUR has separate divisions for Arts and Humanities, Social Sciences, and several areas within the natural and physical sciences.

***Our vision.***— SUNY Cortland as a vibrant institution of learning that provides for an enriched and quality undergraduate education that includes a curriculum to ensure students' early exposure to experiences directed at developing critical research skills and that research activities benefit both the student and faculty members throughout the institution. **Every student at SUNY Cortland should be presented an opportunity to be involved in some way in independent research activity.**

Undergraduate research initiatives at Cortland need to be responsive to institutional identity and further its educational mission. We recognize that undergraduate research is only one aspect of educational experience, but one in which has great potential in developing skills amongst our students in the areas of collaboration with faculty mentors, critical thinking, creative problem solving, and independent learning.

### URC Funded Programs

***Undergraduate Summer Research Fellowship Program:*** Competitive fellowships provide an opportunity for undergraduate students and their faculty mentors to engage in eight weeks of full-time scholarly activity during the summer.

***Student Research Travel Grants Program:*** Travel grants to assist with reimbursing costs of undergraduate students who travel to present the results of their research at regional, national, or international conferences.

***Small Grants Program:*** Small grants (up to \$400) to students in direct support of equipment, supplies or travel for their research or creative activities.

### Why engage in undergraduate research?

- Students develop skills in independent critical thinking, creativity, problem-solving, and communication.
- Students acquire knowledge in an academic field that transcends classroom study.
- Students can clarify academic and career interests and goals.
- Students can enhance professional and academic credentials to support applications for scholarships, awards, career employment and entry into graduate and professional schools.
- Faculty gain personal satisfaction for working closely with students and passing on their knowledge and skills.
- Faculty gain by learning from students and making joint discoveries (this does happen!)
- Faculty increase opportunities for a number of grants that require participation of undergraduates
- Faculty can benefit by distributed workload on larger research projects.
- The College and students gain as those with undergraduate research experiences exhibit higher retention rates than those without such experiences.
- The College gains recognition through public sharing of faculty and student involvement.

**Costs.**—The costs to the faculty for their participation are real and primarily measured in time. Working with undergraduate students requires a considerable investment in time that must be found among our other commitments and interests including normal course work, faculty scholarship, service to the department, college and community, and our family and personal lives.

**Desired Outcomes.**—The URC is working to increase participation in undergraduate research and to reduce barriers that impede participation in undergraduate research. Our strategic plan outlines desired outcomes that include: (1) Establish a “core ideal” and shared vision of what undergraduate research is within different disciplines; (2) Establish curricular goals to implement undergraduate research; (3) Establish incentives for participation in undergraduate research activities in faculty reward structure (4) Create “in-load credit for faculty engagement in undergraduate research, scholarship and creative activities; (5) Identify resource needs and establish multiple sources of funding to support undergraduate research throughout the College.

*“Education is not the filling of a pail, but the lighting of a fire”*

William Butler Yeats



### **Frequent misconceptions about undergraduate research at Cortland**

*Undergraduate research is only done in the sciences.*

Students and faculty in every discipline can be (and have been) involved. Exciting undergraduate research has taken place across all schools and departments.

Please see pg. 4 for examples of URC funded projects in diverse disciplines.

*Research my discipline is too esoteric or specialized for students to be able to perform a meaningful investigation that could make an original contribution.*

Students can tackle a smaller question (or a piece of a larger research project).

Students can engage in a project that is tangential or slightly outside of your area of specific expertise--just because you work on the metaphysical musings of 14<sup>th</sup> Century Māori shaman doesn't mean your students need to as well.

*Undergraduate research is only for advanced or exceptional students.*

Undergraduate research can benefit students at any level.

Engaging students in research experiences early in their college career has been shown to increase retention and better prepare them for more advanced study in their academic areas

*Research in my discipline is too expensive and requires resources (for travel, equipment, supplies, etc...) that are not available to me or to a potential student researcher.*

Although campus resources are indeed limited, the URC offers several sources of funding for undergraduate research. Other campus resources for faculty (CRC, FDC) also permit and even encourage assistance for undergraduate research.

Many external funding agencies strongly encourage research proposals (and may even have special programs) that directly support undergraduate research.

Meaningful undergraduate research can often be accomplished without the need for funding.

*Faculty participation in undergraduate research is not valued as highly as other forms of scholarship with demonstrable outcomes (e.g., publications, grants, performances, exhibitions, etc...) when it comes to personnel decisions (e.g., promotion and tenure) or reward structure (e.g., DSI, recognition, teaching assignments).*

The College administration is fully committed to fostering undergraduate research at Cortland and has established the URC and provided resources to assist faculty and students.

Some departments have in their personnel policies statements on the high value of involvement in undergraduate research for reappointment, promotion and tenure.

As faculty members, department chairs, and administrators, we help shape the policies of the College regarding personnel decisions and its reward structure.

### Examples of research funded through URC Summer Research Fellowships

<u>Title of Student Research Project</u>	<u>Department</u>
Religion, Education, and Occupation: A Qualitative Analysis of the Educational and Occupational Choices of Atheists	Sociology/Anthropology
Gender Stereotyping in Male Elementary Teacher Career Choice: Public Perception and Professional Implications	Ch/Early Ch Education
Production of Anastasia, the new musical	Performing Arts
Evaluation of the smoking cessation Quit and Win contest in Western New York	Health
Comparative Study of Regeneration and Autonomy in Salamanders and Earthworms	Biological Sciences
Using History, Tradition, and <i>Stare Decisis</i> to Understand the Suspension Clause of the Constitution in a Post 9/11 World.	Political Science
Using Molecular Techniques to Determine Genetic Diversity within the Earthworm Species, <i>Octolasion tyraeum</i>	Adolesc. Education- Biology
Permission to Speak: Exploration of Chinese Contemporary Ceramics	Art and Art History
Answers From Qumran: An In-depth Look at the Archaeology and Texts of Qumran	Sociology/Anthropology
Using Marakov Chains for College Football Rankings	Adolesc. Education – Mathematics

### Examples of professional conferences in which student presenters were supported by the URC

Northeast Natural History Conference in Albany, NY

Ceramics International Conference in Beijing, China

International Conference on Infant Studies in Vancouver, Canada

South Florida Undergraduate Communication Honors Conference in Boca Raton, FL

Annual NYS Association for the Education of Young Children, New York, NY

Sport, Sexuality, and Culture Conference, Ithaca, NY

Eastern Psychological Association Conference, Pittsburgh, PA

Northeast Sectional American Society of Plant Biologists, Plattsburgh, NY

### **An abbreviated bibliography on undergraduate research for faculty and administrators**

- Arnold, G.H. 1993. Strengthening student teachers' reflective/critical thinking skills through collaborative research. *Teacher Education Quarterly*, 20(4), 97-103.
- Boyer Commission on Education. 1998. *Reinventing Undergraduate Education*. Washington DC. [available online at: <http://notes.cc.sunysb.edu/pres/boyer.nsf>]
- Burke, L.A., & Cummins, M.K. 2002. Using undergraduate student-faculty collaborative research projects to personalize teaching. *College Teaching*, 50(4), p. 129-133.
- Colebeck, C.L. 1998. Merging in a seamless blend: How faculty integrate teaching and research. *Journal of Higher Education*, 69(6), 647-671.
- Crowe, M. and Brakke, D. 2008. Assessing the Impact of undergraduate-research experiences on students: An Overview of Current Literature. *CUR Quarterly*, 28(4) 43-50
- Doyle, M. 2002. Faculty time: Academic excellence: A study of the role of research in the natural sciences at undergraduate institutions. *Research Corp, Special Report*, 2002, 1-4.
- Ferrari, J. and Jason, L. 1996. Integrating research and community service: Incorporating research skills into service learning experiences. *College Student Journal*, 30(4), 444-451.
- Gafney, L. 2005. The role of the research mentor/teacher: Student and faculty views. *Journal of College Science Teaching*, 34 (4): 52-57.
- Gregerman, S.R. 1999. Improving the success of diverse students through undergraduate research. *CUR Quarterly*, 19, 54-59.
- Guterman, L. 2007. What good is undergraduate research, anyway? Many students benefit, but studies show weaknesses in current practices. *Chronicle of Higher Education*, August 17, 2007.
- Hathaway, R.S., B.A. Nagda, and S.R. Gregerman, The relationship of undergraduate research participation to graduate and professional education pursuit: An empirical study. *Journal of College Student Development*, Vol. 43, 2002, pp. 614-631.
- Ishiyama, J. 2001. Undergraduate research and the success of first generation, low income college students. *CUR Quarterly*, 22, 36-42.
- Ishiyama, J. 2002. Does early participation in undergraduate research benefit social science and humanities students? *College Student Journal*, 36(3), 380-386.
- Kardash, C.M. 2000. Evaluation of an undergraduate research experience: Perceptions of undergraduate interns and their faculty mentors. *Journal of Educational Psychology*. 92, 191-201.
- Katkin, W. 2003. The Boyer Commission Report and its impact on undergraduate research. *New Directions for Teaching and Learning*, 2003(93), 9-38.
- Kremer, J.F., and R.G. Bringle, 1990. The effects of an intensive research experience on the careers of talented undergraduates. *Journal of Research and Development in Education*, 24, 1-5.
- Nagda, B. A., Gregerman, S. R., Jonides, J., von Hippel, W., & Lerner, J. S. 1998. Undergraduate student-faculty research partnerships affect student retention. *Review of Higher Education* 22(1), 55-72.

- Pascarella, E.T., and Terenzini, P.T. 2005. How college affects students: A third decade of research. San Francisco: Jossey-Bass, 2005.
- Russell, S.H., Hancock, M.P., and McCullough, J. 2007. Benefits of undergraduate research experiences. *Science*, 316 (5824), 548-549.
- Schantz, M.S. 2008. Undergraduate research in the humanities: Challenges and prospects. *CUR Quarterly*, 29(2), 26-29.
- Shellito, C, Shea, K., Weissmann, G, Mueller-Solger, A., and Davis, W. 2001. successful mentoring of undergraduate researchers: Tips for creating positive student research experiences. *Journal of College Science Teaching*, 30(7), 460-465.
- Thomas, E. and Gillespe, D. 2008. Weaving together undergraduate research, mentoring of junior faculty, and assessment: The case of an interdisciplinary program. *Innovative Higher Education*, 33(1), 742-5627
- Wayment, H.A. and Dickson, K. L. 2008. Increasing student participation in undergraduate research benefits students, faculty, and department. *Teaching of Psychology*, 35(3), 194-197
- Woodside, B.M., Wong, E.H. and Wiest D.J. 1999. The effect of student-faculty interaction on college students' academic achievement and self-concept. *Education*, 119, 730-733.

*"The ideal undergraduate education would turn the prevailing undergraduate culture of receivers into a culture of inquirers."*

The Boyer Commission

**CUR Regional Workshop Program on Institutionalizing Undergraduate Research**

Institution name: SUNY Cortland Who reports to key administrators? Undergraduate Research Council

Mission Statement: **SUNY Cortland provides an undergraduate education that ensures students have the opportunity for active participation in undergraduate research, scholarship or creative activity. These activities are defined as an inquiry or investigation conducted by an undergraduate in collaboration with a faculty member that makes an original intellectual or creative contribution to the discipline.**

Desired Outcomes/ Goals	Strategies to Achieve Outcomes	Who is responsible?	How will achievement of outcomes be assessed?	Timeline (in years) to accomplish
<b>1. Make undergraduate research, scholarship or creative activities part of the College's strategic planning process</b>	Incorporate undergraduate research in the Academic Affairs next five-year plan and overall institutional plan with SUNY System administration	Provost, Deans, Chairs, URC, faculty	Strategic Plan document(s) outline UGR initiatives, persons responsible, resources needed and targeted, timeline for accomplishments	2009-2011
<b>2. Establish a "core ideal" of what UGR is within different disciplines</b>	Report results of CUR workshop to URC members	Gleason, Conklin, Collings, Prus	Meeting with URC members	2008

Desired Outcomes/Goals	Strategies to Achieve Outcomes	Who is responsible?	How will achievement of outcomes be assessed?	Timeline (in years) to accomplish
	Solicit "models" detailing UGR within departments, schools and non-academic areas from within and outside of the college	Provost, Deans, Chairs, URC	<i>Initial</i> document produced for successful models of UGR	2009 -2010
	Obtain written reports detailing solicited "models"	Provost, Deans, Chairs, URC	<i>Final</i> document produced and available on URC website on successful models of UGR at Cortland and elsewhere	2010 - 2013
	Present and discuss CUR workshop activities and solicited models for UGR college-wide	Provost, Deans, Chairs, URC and faculty	Spring 2010 faculty/staff open meeting focused on UGR	2010
	Incorporate the UGR vision into hiring practices	Provost, senior administrators, Faculty Senate, HR, Chairs	Advertisements incorporate preferences for new hires committed to UGR	2009-2013
	Establish an Office of Undergraduate Research	Provost	Office created, staffed and activities advertised	2013 -2018
<b>Outcome: Undergraduate research vision is incorporated in the College Mission Statement</b>				



Desired Outcomes/ Goals	Strategies to Achieve Outcomes	Who is responsible?	How will achievement of outcomes be assessed?	Timeline (in years) to accomplish
<b>3. Identify resource needs and establish multiple sources of funding to support UGR throughout the College</b>	Discussions among faculty and administrators on priorities for institutional support and availability and distribution of funds	Provost, senior administrators, Deans, Chairs, RSPO, Institutional Advancement	Set of priorities developed incorporating criteria for UGR within strategic plans; allocation of UGR resources	2008-2010
	Explore options for external funding and increase proposal submissions for UGR	RSPO, CRC, Faculty	Funding opportunities disseminated on RSPO listserv and website; proposal developed and submitted; funding obtained for UGR	2009-ongoing
	Establish endowed funds for UGR by forming partnerships with alumni and others supporters	Institutional Advancement	Endowed account established	2010-ongoing
<b>Outcome: Institutionalized funding obtained through internal budgeting, grants and endowment building</b>				

Desired Outcomes/ Goals	Strategies to Achieve Outcomes	Who is responsible?	How will achievement of outcomes be assessed?	Timeline (in years) to accomplish
4. Establish curricular goals to implement UGR within Schools and units	Discuss curricular goals within Schools and units	Provost, Deans, Chairs, unit heads	Curricula and programmatic changes identified that enhance UGR coursework and opportunities within Schools and units	2008-2010
	Development of curriculum plans incorporating UGR	Provost, Deans, and Chairs		2010-2013
<b>Outcome: Established “environment” of UGR within Schools and units as evidenced by changes in curriculum and unit programming by 2018</b>				
5. Create “in-load credit for faculty engagement in UGR, scholarship and creative activities	Investigate models for “in-load” credit that work at other institutions, departments, schools/divisions	URC	MOU between Deans and Chairs detailing implementation of “in-load” credit for engagement in UGR, scholarship and creative activities	2009-2010
	Decide on compromises in curriculum	Departmental committees		2010-2013
	Locate funds for instructional support staff (e.g. teaching assistants, readers)	Provost		2013-2018
<b>Outcome: Institutional practices established and recognize UGR as part of “in-load” workload</b>				



## **IX. CHAPTER 9: WELL-BEING**

### **Table 9-2-4**

#### **(2011 NSSE Scores-- Civic Engagement and Service Learning)**

- Mean scores for both first year students and seniors exceeded the means of our three peer groups (Mid-East Public, Carnegie, and NSSE) in participation in a community based-project as part of a course.
- Mean scores for our first year students and seniors were above those of our peer groups' mean scores on the active and collaborative learning and enriching educational experiences NSSE scales.
- Mean scores for first year students were lower as compared to two of three peer groups for the variable, community service/volunteer work, but mean scores for seniors were higher on this variable as compared to our peer groups.
- Four percent of first year students and 20% of seniors reported that they worked on a research project with a faculty member outside of course or program requirements.
- Twenty-seven percent of seniors reported having a capstone experience of some kind.
- Eleven percent of seniors participated in a study abroad program.

## **X. CHAPTER 10: MAXIMIZE RESOURCES**

N/A