

**ANNUAL REPORT**  
**SCHOOL OF ARTS AND SCIENCES**  
**1998-99**

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## Introduction

The 1998-99 academic year has been a one of marked improvements as well as setbacks, of achievements and serious challenges, of considerable faculty turnover as well as the advantages of continuity. It has been, in short, the sort of year one would expect at a vital institution in a changing environment. Notwithstanding certain difficulties, some more serious than others, the departments and centers that constitute the School of Arts and Sciences have had a successful year, contributing in central ways to the education of our students and to the intellectual and scholarly atmosphere that is crucial to a healthy institution of higher education. In this context I would like to highlight the work of the new faculty. We had seven new full time faculty this year, and each and every one of whom has done a superb job. Their teaching evaluations are uniformly high, and most importantly they have brought to us a freshness, new ideas, and a shot of energy, all of which we have needed.

The most critical challenge we continue to face is the decreasing enrollments in departments and programs in the School of Arts and Sciences. Several departments have begun new efforts to reach out to prospective students, and others have plans in the works, details of which are described in section VI below. As a whole the members of the school are concerned about decreasing enrollments for all the obvious reasons, and for some that may not be so obvious. On the obvious side, decreasing enrollments make it difficult to sustain programs, and the threat ever looms that departments that currently have very few majors may be turned into service departments. Low enrollments also make it harder to explain the need for new resources, despite the fact that for general education and other reasons the need is there.

The less obvious reason for the school's concern with low enrollments has to do with our sense of the nature and significance of arts and sciences and of a liberal education. SUNY Cortland has the virtue, which not many institutions can claim, of an integral combination of liberal arts with professional education, and this is the case in both schools. A good deal of liberal study takes place in the School of Professional Studies, and no small amount of professional education takes place in the School of Arts and Sciences. This is precisely how it should be, since neither a liberal education nor a professional one is sufficient on its own. An exclusively professional education can too easily lead to a narrow professionalism, while an exclusively liberal education runs a serious risk of elitism and irrelevance. We would do our students a disservice by over emphasizing either side. A solid liberal education is central to a careful and critical understanding of ourselves and our world, but for that education to be meaningful it has to be put to "work," it has to be directed toward practice of some kind. It is in the practice, though it must be critical and liberally informed practice, that public higher education stakes its claim to significance. It is at this point that our graduates can genuinely be said to make a difference. If they are simply working for a living then they are not making much of a difference, nor would they be simply by thinking great thoughts. The practical application of a liberal education is our goal.

Having said that, though, we also recognize the dangers to that ideal of higher education posed by under enrollment. The disproportionate enrollment in the two schools, with an increasing proportion

enrolling in the School of Professional Studies, makes it difficult to maintain the necessary breadth and depth for a sound liberal arts curriculum. If we lose the capacity to sustain a strong liberal education we lose much more than simply a few advanced courses here and there. We lose the conditions necessary to meet the institution's goal of educating students who leave us to go on to live individually and socially useful lives.

Our interest in promoting the programs in the School of Arts and Sciences, then, is motivated by both self interest and a commitment to certain ideals of higher education, and it underlies much of what we do. The work described in the following pages, including program development, assessment, instructional technology, and program promotion, is driven to a great extent by the keenly felt desire to strengthen and enrich the education the School of Arts and Sciences offers its students. The degree of our success is in large measure determined by the extent to which we meet that goal. I have chosen to highlight some of the significant accomplishments, needs and future plans of departments and centers in the school. A more full accounting of everyone's work and the thoughts of department chairs and center directors is contained in their individual reports, which are attached.

## I. Major Accomplishments

The list of significant accomplishments in the School of Arts and Sciences is too long to provide, so I offer here selected achievements during the 1998-99 academic year:

The dean's office has established the Arts and Sciences Secondary Education Council, under the able leadership of Associate Dean Virginia Levine. The council now meets regularly, and there is greater communication and coordination among the secondary programs in the School of Arts and Sciences.

Members of the School of Arts and Sciences, with significant assistance and guidance from others, designed a series of activities that make up the heart of the college's Title III proposal, which was submitted in May.

The newly formed Arts and Sciences Advisory Council met for the first time in April. The group will meet on campus once each semester to provide advice and guidance concerning curriculum, fund raising, enrollment and other areas important to the school.

The school will soon have its own web page that will provide links to curricular programs, new program descriptions, faculty highlights, distinguished alumni, and new courses.

**Libby Kowalski**, Art and Art History, exhibited her work in Frankfurt, Germany and in Kansas City. **Kathleen Lawrence** and **Sayed Pasha**, Communication Studies, received SGA awards as SUNY Cortland Outstanding Faculty Members for 1998-99.

This year's Great Lakes Research Consortium/Alcan Scholarship was awarded to a SUNY Cortland Chemistry student.

**Sam Kelley**, Communication Studies, had his play *Pill Hill* performed at the Salt City Center for the Performing Arts in Syracuse.

**Kathryn Kramer**, Art and Art History, gave a series of invited lectures on the American Women's Art Movement at the University of Ostrava, Czech Republic. She was also the recipient of the C-Span for Professors Seminar Grant.

**Emmanuel Nelson**, English, has received a Fulbright Senior Lectureship for 1999-00. He has also published *Contemporary African American Novelists*, Greenwood Press.

**Donna Doane**, Economics, worked in Vietnam on a biodiversity project with a team from the World Wildlife Fund.

**Barbara Wisch**, Art and Art History, delivered the 1999 Honors Convocation Address.

**Scott Anderson**, Geography, took on the task of Director of the NSF grant in science and math pedagogy.

**Alex Gonzalez**, English, published *Contemporary Irish Women Poets*, Greenwood Press.

**James Bugh**, Geology, and **Ram Chaturvedi**, Physics, were co-conveners of the lecture series *Asia, the Nuclear Dilemma*.

**Charles Heasley**, Art and Art History, was an invited participant in the 1st International Artist's Book Symposium in Mór, Hungary.

**Joseph Brownell**, Geography, published the 2nd edition of his Adirondack Tragedy.

**Thomas Hischak**, Performing Arts, published The American Musical Film Song Encyclopedia, Greenwood.

**Robert Darling**, Geology, received the Chancellor's Award for Excellence in Teaching.

**George Dugan**, Art and Art History, painted and donated a portrait of Theodore Jacobus for the Jacobus Lounge.

**Catherine Porter Lewis** published two translations from the French: Madness and Democracy, Princeton University Press, and Sublime Poussin, Stanford University Press.

**George Feissner** and **Isa Jubran**, Mathematics, were invited participants in the Biennial Czech-Polish Mathematics Conference in Litomerice, Czech Republic.

**Seth Asumah** received the Rozanne Brooks Award for Teaching Excellence and Dedication. He also co-edited with Ibipo Johnston-Anumonwo the 2nd edition of Issues in Multiculturalism: Cross National Perspectives, Whittier. Asumah was also Scholar in Residence at Roberts Wesleyan College.

**Christopher McRoberts**, Geology, was appointed Research Associate in the Department of Invertebrates at the American Museum of Natural Science.

**Jean Leloup**, ICC, has been invited to speak around the country, including at the Central States Conference on Language Teaching, the New Technologies Institute for Methods Professors, the Arizona Language Association, and the Michigan Foreign Language Association.

**Craig Little** and **Stuart Traub**, Sociology-Anthropology, published the 5th edition of Theories of Deviance.

**Judith Best**, Political Sciences, was invited to speak at the Liberty Fund's Colloquium on the Bill of Rights.

**Thomas Mwanika**, Communication Studies and the Center for International Education, and **John Ogden**, International Programs, direct SUNY Cortland's leadership role in SKEPP (SUNY-Kenya Educational Partnership Project).

FLTeach, moderated by **Jean Leloup** and **Robert Ponterio**, ICC, has received the K-12 Internet Resource Directory's 1998-99 Best Site Award.

**Carol McPhee**, Political Science, has assumed the coordinator's role for the First Year Program.

**Craig Little**, Sociology-Anthropology, lead group in a revised application for the HUD grant in Community Outreach Partnership Center.

**Robert Lehr**, Psychology, was appointed to a NYS Developmental Disabilities Planning Council committee.

**Robert Spitzer**, Political Science, made numerous appearances in national media as an expert on gun control issues and policy. He also spoke before the US Senate Judiciary Committee on the 2nd Amendment.

**Herb Haines**, Sociology-Anthropology, published a new edition of Against Capital Punishment.

**Devereaux Kennedy**, Sociology-Anthropology, created and directed the Dragon Planet, a student written and designed international weekly web magazine.

## II. Faculty

The following faculty received promotions this year:

**Margaret Anderson**, Psychology, to Associate Professor

**Peter Ducey**, Biological Sciences, to Professor

The following faculty member received continuing appointment:

**Janet Wolf**, English

The following faculty received grants during the 1998-99 academic year:

Outside Grants:

**Timothy Baroni**, Biological Sciences - National Science Foundation

**Peter Ducey**, Biological Sciences - NYS Great Lakes Protection Fund, NYS Dept. of Environmental Conservation

**Louis Gatto**, Biological Sciences - College of Health Professions

**Lawrence Klotz**, Biological Sciences - Water Resources Board of the Finger Lakes

**Charles Spink** and **Peter Jeffers**, Chemistry - National Science Foundation

**Peter Jeffers**, Chemistry - Petroleum Research Fund

**David Miller**, Geography - Cortland County Soil and Water Conservation District

**Christopher Cirmo**, Geology - NYS Nature Conservancy

**Judith van Buskirk**, History - Gilder Lehrman Institute

**Robert Ponterio**, ICC - FIPSE (extension)

**John Lombardo** and **David Berger**, Psychology - Great Lakes Research Consortium

**Sharon Steadman**, Soc-Anthro - Foundation for the Exploration and Research into Cultural Origins

**John Sosa**, Soc-Anthro - Fund of the Four Directions

Faculty Research Program:

**Christopher Cirmo**, Geology

**Robert Darling**, Geology

**Norma Helsper**, ICC

**John Lombardo**, Psychology

**Elizabeth Mainz**, Psychology

**Emmanuel Nelson**, English

**John Shedd**, History

**Mary Sommar**, History

**John Sternfeld**, Biology

**Randi Storch**, History  
**Jeffery Swartwood**, Psychology

Summer Research Fellowships:

**Joel Maxcy**, Economics  
**Judith Ouellette**, Psychology  
**Sharon Steadman**, Sociology-Anthropology  
**Randi Storch**, History

Incentive Program Awards:

**Margaret Anderson**, Psychology  
**Elizabeth Mainz**, Psychology  
**David Miller**, Geography  
**Scott Anderson**, Geography

Research and Travel Grants:

**John Hartsock**, Communication Studies  
**Kathryn Kramer**, Art and Art History  
**Jean Leloup**, ICC  
**Susanne Polley**, Economics  
**Randi Storch**, History  
**Judith van Buskirk**, History  
**Joel Maxcy**, Economics

In 1998-99 the School of Arts and Sciences hired twelve new faculty who will begin teaching with the fall 1999 term:

Chemistry:	<b>Juliet Hahn</b> , Organic Chemistry
Economics:	<b>Kathleen Burke</b> , Mathematical Economics, Econometrics <b>Deborah Spencer</b> , International Economics
English:	<b>Victoria Boynton</b> , Writing and Rhetoric <b>David Franke</b> , Writing and Rhetoric
Geology:	<b>David Barclay</b> , Glaciology
History:	<b>Shannon Baker Tuller</b> , Latin American History
Mathematics:	<b>R. Bruce Mattingly</b> , Chair <b>Yajni Warnapala</b>
Performing Arts:	<b>Kevin Halpin</b> , Musical Theater Direction <b>Richard Shore</b> , Music Director



Philosophy:                   **Mechthild Nagel**, Social and Continental Philosophy

There were four unsuccessful searches, presumably to be resumed in the fall:

Art and Art History, Graphic Design

Biology

Communication Studies, Electronic Communication/New Media

ICC, Second Language Teaching/Spanish

Arts and Sciences faculty performed admirably in the area of scholarship and research. The following summarizes their accomplishments in the 1998-99 academic year:

Published Books	10
Published Articles (in refereed journals or books)	74
Conference Presentations (regional, national, international)	132
Performances and Productions (Off Campus)	10
Published Scientific Abstracts	13
Encyclopedia/Dictionary Entries	13
Published Plays	1
Exhibitions (Off Campus)	5
Published Archival Manuscripts	29

### **III. Curriculum Development**

The following curricular changes have taken place this year. In some cases they are significant changes in existing curricula, in others they represent new programs:

The Backgrounds in Art course, which has been a staple of category 4 in the General Education Program, has been drastically curtailed due to changes in personnel in the department. All of the introductory level studio art courses have been added to category 4 in order to improve the arts education that the students receive and to assure sufficient seats in that general education category.

The program proposal for the BS in Art Education is nearly ready to be submitted to Albany.

The program announcement for the BFA in Studio Art has been sent.

Communication Studies submitted its major curricular revisions to the curriculum committees, and it is now revising several portions of its proposal. It has modified the core requirements, revamped existing concentrations, and created several new ones, including among others Electronic Communication, Political Communication, International Communication and Sports Communication.

The English Department has submitted to the curriculum committee a proposal for a new BA program in Professional Writing.

Geography has revised its curricular structure to emphasize a concentration for majors in Geographic Information Sciences.

The Geology Department has submitted a proposal for an interdisciplinary concentration in Water Resources.

The History Department is in the process of revising its graduate offerings. The department will severely limit the number of courses cross listed with undergraduate sections that graduate students can take. New stand alone graduate courses are being prepared.

The MSED in Second Language Teaching proposal from the ICC department is virtually finished. The outside review should begin soon.

A combined BS program in International Business with Centro Bilingüe has been proposed by the ICC department.

The program announcement for the BA in Musical Theater has been sent out.

An ad hoc committee has developed a curriculum for a minor program in Urban Studies. The proposal will be submitted to both schools' curriculum committees in the fall.

#### **IV. Assessment**

The outcomes assessment plans are at differing stages of implementation across the school, ranging in speed from glacial to acceptable. There are still two or three departments and programs that for one reason or another do not yet have a developed assessment plan to implement. In each such case steps have been taken to correct that shortcoming in the fall. Meanwhile, the vast majority of the departments and programs in the School of Arts and Sciences have made significant steps in the implementation of their assessment plans. The following are highlights drawn from the more detailed discussions in individual chairs' reports:

##### **Art and Art History:**

All students now produce a visual and written portfolio, more students have begun to mount individual exhibitions, which will become a required assessment activity for all studio majors. Three recent graduates are going on to MFA programs with full scholarships, and several less recent graduates are currently enjoying success in graduate school.

##### **Biological Sciences:**

The department is undertaking an ongoing discussion about prerequisites and course sequencing as a result of assessment activities.

##### **Chemistry:**

The Chemistry department administered the American Chemical Society's National Standardized Exam. Students scored roughly "average" against national norms. The program was reaccredited by the American Chemical Society's Professional Training Committee. The department is discussing the use of self-paced/mastery of learning methods in some of its courses, as a response to student performance.\

##### **Communication Studies:**

Writing portfolios were collected for December and May graduates, and they are currently being evaluated. A report is due this summer on the results of an advisement questionnaire.

##### **Economics:**

The department administered its primary assessment instrument, including a writing portfolio.

##### **Geography:**

Results of the department's assessment program were used in the creation of the new GIS concentration. Writing portfolios of May 1999 graduates will be reviewed in the fall.

##### **Geology:**

Material dealing with several departmental goals has been collected, including a writing portfolio. Evaluation begins during the summer.

**History:**

A component of the assessment plan has been implemented, and a selected group of department members will be reading papers from one another's seminar courses during the summer. The results will be considered by the full department in the fall.

**ICC:**

Both the French and Spanish programs have implemented well developed assessment procedures.

**Performing Arts:**

Several components of the department's assessment plan for minors, concentrators and participants in productions have been implemented.

**Philosophy:**

Student portfolios are beginning to be collected.

**Political Science:**

The department has collected portfolios from each major, and they are being evaluated by the student's advisor. WI course instructors also provide evaluations of majors' written work in WI courses. A report on student writing in the department is due in the fall. The department also received positive results from exit interviews with graduating students. Another report will be made this fall.

**Psychology:**

The annual "senior test" has been aligned with the department's goals and objectives as stated in its assessment plan. An analysis of the results will be undertaken in the fall. An instrument for evaluating students' skills in oral communication has been developed, and an exit questionnaire was administered to graduating seniors. Writing portfolios will be collected in the fall, now that the methods of evaluation have been refined.

**Sociology-Anthropology:**

An alumni questionnaire was mailed in May, and exit surveys of May 1999 graduates were done. A data analysis of both projects will be completed in the fall. The student learning outcomes instruments will be refined in the fall and implemented in during the 1999-00 academic year.

## V. Technology

Several departments and centers have made advances in the use of web sites to promote their programs. Several programs have developed new technologically based courses, and both synchronous and asynchronous distance learning has continued to develop. These are among some of the developments:

The department of Art and Art History has developed a new course in digital production of artists' books.

Art and Art History is also working on curriculum for a new concentration in Graphic Design, so that it is well developed when the search takes place next year for a graphic design specialist. The Dragon Planet provided training and experience for 5 design majors in web page design.

Departments and centers that have created or are well into the process of creating web sites include Chemistry, the Center for Environmental and Outdoor Education, the Center for International Education, the Lesbian and Gay Concerns Committee of the Center for Multicultural and Gender Studies, and the School of Arts and Sciences as a whole.

Departments that have substantially revised their web pages are Communication Studies, Geography, Geology, History, ICC and Political Science.

Communication Studies has developed a new concentration in Electronic Communication/New Media, and will resume its search for a specialist in the fall.

**Marilyn Wenker** and **Ed McCorduck**, English, have both delivered asynchronous courses through the SUNY Learning Network, and they are planning to do so again.

FLTeach, founded and moderated by **Jean Leloup** and **Robert Ponterio**, continues to be the leading web site and list serve in the field of second language teaching.

Several ICC faculty, both full and part time, have developed new web and computer assisted instructional methods.

**Jean Leloup** and **Robert Ponterio** are among the most sought after speakers nationally in the field of technologically assisted second language instruction.

Faculty who have taught synchronous distance learning courses are **Larry Ashley**, **William Lane**, **Ralph Dudgeon** and **Carol McPhee**.

The so-called "smart" classrooms are being utilized more and more, and we are near the point of capacity. This past year's use has made it necessary for the deans and registrar to develop a new method of assigning classes to those rooms.

### **Editorial remarks:**

The future of instructional technology and its role in a university's curriculum are questions that remain very much open. On the one hand the constructive potential of this medium has been clearly demonstrated by the success of the courses that have been taught either synchronously or asynchronously. In addition to familiarizing our students more thoroughly with the potential of instructional technology, these methods bring courses to our students that they would not have access to otherwise, and in other cases they bring students to our courses who otherwise would not be taking

classes with us. On the other hand, though, there remains the question of how extensive we would expect these courses to become. There are no doubt limits to the value and desirability of distance learning courses, and when considering our future we need to be sensitive to those limits. It is not likely that any of us know precisely where the limits lie, but it is becoming clearer that distance learning is neither the money saver nor the panacea that some may have thought it would be.

The web, too, has its problems, as faculty are discovering when students use it for research. There, however, techniques are evolving to refine and improve search methods and the reliability of results. There is little doubt that in some form or other the web will increasingly become a part of academic life. It is with that in mind that programs are making more use of technologically equipped classrooms, developing technologically based curricular programs, and making more sophisticated use of the web for program promotion.

## **VI. Promotional and Development Activity**

A number of departments, centers and programs have made special efforts to promote their programs and on a smaller scale to engage in development activities. Some of the highlights are:

The department of Art and Art History sent its first newsletter to alumni, it has redesigned its web page, and it held an open house for over 100 area high school students.

The Geology department held an evening of talks and demonstrations it called "Opportunities in the Geosciences." It is also preparing a "Field Geology in New York" poster to increase enrollment in Brauer summer courses, as well as a poster for the department's programs.

The History department prepared its first departmental alumni newsletter.

The department of Mathematics has initiated formal events involving department faculty and area high school math teachers.

The Philosophy department has completed a brochure for its new Social Philosophy program.

The department of Physics has completed a brochure and is preparing a newsletter.

Political Science hosted a visit by Groton and Homer High Schools. It also distributed a poster advertising the department and its programs to every high school in New York State, from which it has so far received 300 inquiries. The department has also completed an articulation agreement with TC3.

The Psychology department produced a program brochure, and it arranged "A Day at College" for students from DeRuyter Central School.

Sociology-Anthropology has been engaging in fund raising from its alumni for a fund to support student research

The Center for Aging and Human Services is currently producing a poster for the Human Services major to be sent to community colleges.

The Center for Environmental and Outdoor Education arranged for a Liverpool High School class to visit campus for a day long introduction to environmental programs.

The Center for International Education published its first newsletter, "Cortland Goes Global." The Dragon Planet has also prepared an attractive booklet that describes its goals and its product.

The Center for Multicultural and Gender Studies has published a brochure, as has the African American Studies program.

## VII. The Future

As has been the case in the past, many of the issues listed in last year's annual report as needing work have been dealt with. Others remain ongoing problems and continue to require our attention. The issues mentioned below address many of them, in no particular order of importance.

### 1) Equipment:

This has been the best year in my experience as far as equipment is concerned. Monies in addition to the standard equipment budget were made available and a number of very pressing equipment needs were met, for example the purchase of 25 new microscopes in Biology. Thanks to the entrepreneurial work of Peter Jeffers and Charles Spink, the Chemistry department is now close to meeting its instrumentation needs for basic teaching and research. In addition, this has been an excellent year with regard to the purchase of new computers. Driven largely by the demands of Banner, we will now be in a position to provide a fairly sophisticated computer for every full time faculty member and every department office. This is a major achievement, and it allows us to put into effect the plan developed one year ago to provide the most up to date computers to the most sophisticated users, and then to redistribute the older machines, still quite sophisticated, to others. Despite these advances, though, there are naturally new needs that command our attention.

As the Art and Art History department develops its new curriculum in graphic design and looks to hire a full time specialist in that field, it will be crucial for the us to provide a dedicated computer lab for graphic design. The courses will need to be taught somewhere, and the students will need access to machines with specialized software to do their work. A room has been identified in Old Main that should be well suited to the purpose, but at least 10 machines will be needed for the lab to be functional.

We will continue to look for ways to move toward a more digitized slide collection in the slide library. Lisa Joyce, who has just completed her first year as the part time curator, is currently investigating ways to move in this direction. There will certainly be hardware demands, though the department will make every effort to raise grant funds to meet the needs. In the meantime, though, the slide library is in need of better computer equipment to handle the demands placed on it.

The natural science departments in Bowers, despite the gains mentioned above, are still in need of additional instrumentation, primarily for teaching purposes. As the chair of the biology department points out in his report, the 1992 Middle State evaluation noted the equipment shortcomings in the sciences, and it is not clear that we have yet met its expectations.

The Biology department also points out that there are also other sorts of equipment and furniture needs. As the building ages so too does its infrastructure. Plumbing is in increasing disrepair, and even classroom chairs are beginning to break.



The department of Economics has requested a computer lab dedicated to its teaching needs. Like many other disciplines, the skills and knowledge needed by economics and management students is increasingly tied to computers. This is not true for all courses, but for a growing number of them. At this point many of the relevant courses are being taught in general computer labs, but there are reasons that this is becoming unsatisfactory. The department chair discusses this in his report, and he indicates as well that the department will begin to look for outside funds to pay for the hardware necessary for a dedicated lab. That leaves us still, however, with the need to locate the lab and provide technical support for it.

## **2) Faculty:**

As in the case of equipment, a number of very valuable steps were taken this past year with regard to the hiring of additional full time faculty. In the English department two full teaching adjunct positions were upgraded to full time; we have hired a total of 12 new full time faculty in arts and sciences; and the decision has been made to continue to replace adjunct positions with full time faculty. There are, though, still needs that must be kept in mind.

The English department makes the point that it continues to have a need for full time faculty. This need will be met to some extent over the next few years as we replace part time with full time faculty.

As a result largely of cut backs during leaner budget years, we remain short of faculty in important areas. The most serious needs at this point are in Communication Studies, Political Science, History, English and Art and Art History. The details are different in each case, but they are all compelling and need to be addressed sooner rather than later. Again, in some cases, especially Communication Studies and English, the problem can be dealt with to varying degrees by replacing part time with full time faculty. In other cases possibly not.

Faculty needs will also come up as a result of SED mandated changes, and possibly NCATE demands as well. We already know that an additional position in Secondary Social Studies is called for, and we might expect others.

Adjunct salaries remain an important problem. The situation is helped marginally by instituting a few Visiting Instructor positions, but the bulk of the adjuncts will not have much if any relief in their salaries. Our salaries are low, and that is making it more difficult for us to attract good adjuncts when we need them. The problem becomes less serious as we reduce our reliance on adjuncts, but there remains the need to compensate our adjuncts well for the important work they do for us.

The School of Arts and Sciences would benefit from a new approach to the allocation of resources. Specifically, it is important if the deans are to provide leadership within their schools, and if they are to be accountable for the quality of their programs, that they have at their disposal resources with which to

make full time staffing decisions. Some proportion of monies freed up by faculty resignations should remain in the hands of the dean. That will make it more possible for deans to meet needs in their schools as they arise.

It will also be significant to develop a teaching and work load arrangement that is consistent across schools and that recognizes the contributions of faculty in their teaching, scholarship and service.

### **3) Teacher Education:**

One of the issues that the School of Arts and Sciences has to pay serious attention to is the education of future teachers. This is an issue not simply for the secondary programs, but for our other more "liberally" oriented programs and courses as well. Many of the students who sit in our courses, in the sciences, math, social sciences, humanities and in the arts, are preparing to be teachers at one level or another. We need to bear this fact in mind in our curriculum and in our teaching. It is one thing, for example, to teach geology to future geologists, and quite another to teach it to future school teachers. Our curriculum across the school may need to be adjusted in some way to accommodate both populations of students. We would certainly not want to ignore or do any disservice to the students in our disciplinary majors, but neither can we any longer overlook the needs of the prospective teachers in our classrooms.

A dominant concern for the next few years will be first meeting the new SED regulations and then immediately following that the pursuit of NCATE accreditation. Arts and Sciences chairs, and some of the faculty, have an idea about the importance of this and the amount of work involved, but they will need to be helped, by this office and others, to be sure that their programs and related materials meet NCATE standards in a timely way. Associate Dean Levine will coordinate this activity in the school.

### **4) Grants:**

Faculty in the School of Arts and Sciences will be encouraged to apply for outside grants at a greater rate than has been the case. Amy Henderson-Harr will be critical in this effort. It will also be important for the dean to have at his disposal money that can be used to facilitate grant applications.

### **5) Graduate Education:**

A central concern for 1999-00 will be attending to the graduate programs in arts and sciences. There are several different issues that must be addressed:

We need to assure that there is a sufficient number of courses being offered to meet student needs.

Departments must undertake where necessary to revise programs in order to improve their quality.

New graduate programs will be developed where the need is clear, for example an MAT program in Secondary Social Studies and one in ICC.

It will be necessary to explore other possible graduate programs, for example a new Master's program in Psychology.

To facilitate these activities in the school we will create an Arts and Sciences Graduate Council, which the dean will chair. This group will consist of all graduate program directors in the school, and department chairs where appropriate. The council will meet on a regular basis and coordinate graduate related matters.

The School of Arts and Sciences will continue to realize innovative programs and partnerships, for example the agreement with SUNY Purchase. We will also look into the possibility of similar programs with liberal arts colleges in the region.

#### **6) Interdisciplinary Programs:**

The deans of both schools, as well as department chairs, must keep in mind the needs of interdisciplinary programs when hiring new full time faculty. We will continue the process begun this past year of having the deans meet with center councils to discuss planned hires and to help clarify center needs.

We also need to be sensitive to possible program development within the interdisciplinary centers. The possibility of a new major program in Women's Studies is a case in point, and there may well be other valuable curricular innovations.

Assessment in major programs housed in interdisciplinary centers has to date been weak. That needs to be corrected.

#### **7) Academic Programming:**

The dean's office takes as one of its responsibilities to help maintain a healthy academic and intellectual environment at the college. With that end in mind the School of Arts and Sciences will continue to sponsor programs in a variety of fields that give both faculty and students an opportunity to engage in reflective and critical examination of current problems and issues. The 1999-00 academic year will have several such programs, co-sponsored where possible and appropriate with other offices and departments across the college.

### **VIII. Secondary Teacher Education**

The point has already been made in other sections of the report that secondary education in the School of Arts and Sciences is now being attended to more thoroughly and systematically than it has been in the past. There are several reasons for this, one of which is that secondary education has become an area of emphasis in the school. Prospective high school teachers is a critical population for us, both because SUNY Cortland is well known for its teacher education programs, and because a careful education and training of prospective teachers speaks to the heart of our mission. Our teacher education programs are not simply some among a number of possible areas of study for students, rather they are central to what the college as a whole and the School of Arts and Sciences are trying to achieve. That is the reason more attention is now paid to our teacher education programs. The following are among the activities and needs that bear on secondary teacher education:

We have created the Arts and Sciences Secondary Education Council, which is chaired by **Associate Dean Levine**.

Assessment has been uneven in secondary programs. The secondary foreign language programs have well developed assessment plans, while assessment in the secondary mathematics program is decidedly undeveloped. The others are somewhere in between. Work will continue with all secondary programs to help them meet assessment expectations, thereby developing the mechanisms that will enable them to improve their programs.

It is worth noting that in one year the Secondary Sciences MAT, MSED and Provisional Certification programs report a 50% increase in enrollment.

We need to realize at this point that there are three factors that create a likely need for resources in secondary education programs:

- 1) By focusing more attention on secondary programs in arts and sciences we expect that enrollments will increase. As this happens, with all the attendant burdens that an increase in students implies, we can expect there to be new resource needs.
- 2) Demands and expectation placed on us by new SED regulations and by NCATE are likely to generate resource needs.
- 3) If we want the secondary programs to develop qualitatively as well as quantitatively, it will be important that they have the flexibility necessary to develop new courses, experiment with methodologies, and generally look continually to improve their programs. This flexibility will also generate resource requirements to which we need to be sensitive.

The School of Arts and Sciences will continue to work closely with the School of Professional Studies to provide the best programs and the best education we can to all of our prospective teachers. Cooperation will be important not only in meeting SED and NCATE expectations, but in maintaining over time the high quality programs we all expect.

## IX. Dean's Office

We need of course to begin by acknowledging the tremendous work done by **Carol Harrington** and **Sue Teeter**, without whom, regardless of what the rest of us may think of ourselves, the office simply would not function. We were fortunate this year to have the services of **Linda Simmons**, whose contributions have also been outstanding. And we acknowledge too the assistance on technological and other matters of **Naomi Benjamin**, **Larry Ashley**, and any number of other colleagues who occasionally take pity on us. We look forward to having soon a half time Assistant to the Dean who will take over much of the more clerical work now done by the Associate Dean, which will allow her to take on the imposing task of steering us through the NCATE accreditation process. The assistant will also perform other tasks as assigned.

The most critical point to make here concerns the work of **Associate Dean Levine**. She has performed the many, far too many, tasks of her office with exceptional efficiency and frankly unbelievable energy. This past year, on top of everything else, she was asked to serve as Acting Chair of the Mathematics department. Though asked to serve as a "caretaker" until a new department chaired was hired, **Associate Dean Levine** approached this task with the same commitment and energy she brings to all her work. The results have been extraordinary. She led the department through two national searches, one result of which is that **Dr. Bruce Mattingly** will be joining us as chair of the department beginning with the new academic year. A new assistant professor was also hired, as was a one year visiting assistant professor. Equally significant was the fact that she was able to help the members of a troubled department begin to work together to address some of their needs, for example in curriculum and assessment. There is a long way to go, but **Associate Dean Levine's** contributions have been remarkably effective. She is to be congratulated.

In addition to this and other of her activities, **Associate Dean Levine's** work stands out for a number of reasons. She has developed a close working relationship with the associate dean in the School of Professional Studies, which is valuable in a number of ways. This past year she attended the "Management Development Seminar for Assistant and Associate Academic Deans" in Charleston, South Carolina, as well as the meeting of the SUNY Deans of Arts and Sciences closer to home. She successfully began her role as chair of the newly formed Arts and Sciences Secondary Education Council, she received the NYSAFLT Presidential award, and she co-chaired at the request of the deans the placement and supervision committees that have recommended new policies with respect to student teaching.

As mentioned above, the dean's office is receiving a half time assistant who will primarily take over tasks that have fallen to the associate dean, as well as other occasional activities. This will allow the associate dean to serve as co-coordinator of the work we are undertaking to meet SED and NCATE standards.

1999-00 will be a busy year!