

ANNUAL REPORT
SCHOOL OF ARTS AND SCIENCES
1999-2000

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Introduction

The 1999-2000 academic year seems in many ways to have been a turning point for the School of Arts and Sciences. Several new major and minor programs have been developed, and are now at varying stages of the curriculum process on campus and in Albany. Faculty and departments have also been the recipients of a number of significant grants that will go a long way to improving programs, facilities, equipment, and labs, and will help to make our programs more attractive to prospective students. And of course the School of Arts and Sciences will be a major beneficiary of the Title III grant that the college has just received. Though it is still not clear whether student enrollment in arts and sciences programs has increased for the upcoming year, it seems clear that we are on track to do everything possible to develop and sustain a healthy academic environment in the school. Coupled with a reasonably sound budget for next year, and a large influx of new full time faculty, the environment is encouraging.

These developments are significant since they will allow SUNY Cortland to maintain a strong liberal arts foundation and allow it to increase its visibility as a liberal arts college of distinction. This is all the more important at this time in our culture, when a liberal education is valued less and less by more and more of the population. As our students increasingly think vocationally about their education, our responsibility becomes greater both to help them understand the importance of a broader education and to make such a broader, liberal education available to them. This point is being made more frequently these days. The Carnegie Corporation of New York, for example, recently convened a meeting of leading educators from across the country to address the question of the place of the liberal arts in contemporary higher education, and to make proposals for strengthening its position. Along similar lines, in a public talk a few months ago **Hunter Rawlings III**, president of Cornell University, made an impassioned argument for the liberal arts in general and the humanities in particular. His focus was on research universities, which are in danger of increasingly doing the bidding of government and industry in order to continue to procure grants and other outside funding. Our problems are different, but the underlying context is the same. For the research universities the desire is to attract funding, while for us it is to attract students. In either case, the danger is to lose in the process the soul of higher, liberal education.

Though it does not need restating, there is no shortage of reasons for us to insist on the profound importance of the arts and sciences in higher education. Students have always been in need of the ability to reflect critically on their world, their studies, and themselves; it is important for them to understand their own and others' cultural and intellectual heritage; it is to their advantage to be able to integrate aspects of their lives into coherent wholes, so that they do not approach their relationships, parenting, the worlds of science, technology, politics, and international affairs as isolated and unrelated events. And today, as international borders and boundaries break down, people can not afford to be provincial and narrow in their instincts and interests.

The value of liberal arts and the encouraging conditions for their development at SUNY

Cortland pose the challenge for us. The overriding concern for the School of Arts and Sciences continues to be exploring ways to make our programs more attractive to students while retaining their purpose and their quality. One of the ways that we have begun to address that concern is to consider carefully the mission and the explicit identity of the school. At the suggestion of the Arts and Sciences Advisory Council, we are beginning to discuss the idea that we should understand ourselves in a more or less "applied" context. In other words, we might state as our mission to educate students in the arts and sciences so that their education "makes a difference." This is a broad enough notion to incorporate everything from job aspirations to social activism, but it may also set us off in a way that can bring us to the attention of prospective students. Discussions on this possibility are taking place with some department chairs during the summer, and they will continue, with the help of the advisory council, in the fall.

Speaking of the Advisory Council, this is an appropriate point to mention that the council had its first full year of operation in 1999-2000, and it was a successful year. Two meetings were held on campus, and the members of the council have been enthusiastic in their commitment of time and in offering ideas and suggestions.

During the past year a number of other issues were also considered by the chairs and faculty of the school. Among them was the possibility of rethinking teaching load. The proposal was made to try to define teaching load in terms of the FTE expectations for a department in a given semester, so that the department could have a good deal of latitude in assigning teaching load to meet the expectation. In our discussions some of the department chairs saw promise in this approach to teaching load, while others were much more skeptical. What, some asked, is the need for such a policy change? If there are some programs in which this sort of thing is desirable, then why not simply go that way in those programs? In general, the chairs wondered whether such a sweeping change of approach might not be an "oversolution" to a problem, particularly since it isn't clear to them what problem this policy change is intended to solve.

Other issues that occupied a good deal of time for arts and sciences staff and faculty were general education and the program changes for SED. The SUNY Trustees' general education requirements created a fair amount of consternation on campus, as one might imagine. Our approach from the beginning was to try to meet the trustees' demands with as few changes to our GE program as possible. It appears that we have succeeded in that aim fairly well. As for SED, we are pleased that all of our undergraduate teacher certification programs have met with SED approval. This reflects an immense amount of work on the part of those faculty and staff who worked on the program revisions. The school and the college is indebted to them for their efforts and their skill.

In what follows I have selected for emphasis certain developments and accomplishments throughout the school. A fuller description of the year's undertakings is contained in each of the individual annual reports, which are attached.

I. Major Accomplishments

The following is a list of some of the more significant individual and collective accomplishments during the past academic year:

The School of Arts and Sciences is a major beneficiary of the college's Title III grant, which begins with the 2000-01 academic year and runs until June 2005.

The Dean's Office participated in a successful grant proposal to the American Council for International Education to bring a group of Russian and Ukrainian school administrators to SUNY Cortland in the fall.

The college's general education program, the bulk of which is taught by faculty in arts and sciences, appears to have survived the process of meeting the trustees' new requirements. A significant proportion of the arts and sciences faculty participated in a large scale general education outcomes assessment project during the spring 2000 term.

Due largely to the efforts of **Seth Asumah**, Political Science and African American Studies, and **Ibipo Johnston-Anumonwo**, Geography, the college hosted the annual meeting of the New York African Studies Association in late April.

The Center for Multicultural and Gender Studies hosted a series of Dialogues on Race throughout the year.

The School of Arts and Sciences, with support from the dean's office of the School of Professional Studies, hosted a three day workshop by **Chet Bowers**, a nationally prominent author in environmentalism and teacher education.

The Dean's Office co-hosted visiting administrators and faculty from Ostrava University, Czech Republic, Babes-Bolyai University, Romania, and Moscow State University, Russia. The Center for Aging and Human Services helped to create the Upstate Consortium for Age Studies, with SUNY Oswego and SUNY Health Sciences Center. The consortium will deliver a graduate level certificate program in age studies, with courses drawn from all three campuses, and offered either on campus or through distance learning.

An articulation agreement with SUNY Purchase was completed that will allow Purchase graduates in English to enroll in Cortland's MAT program in English.

For the first time, two students from Purkyne University in the Czech Republic enrolled at Cortland. They studied studio art during the fall, 1999 semester, and finished their stay with a show in old Main.

SUNY has approved the Performing Arts Department's proposal for a major in Musical Theater. The proposal now awaits SED approval. With the new dance studio being constructed, and the new hires in place, the performing arts at Cortland are poised for a renaissance.

Jeremiah Donovan, Art and Art history, is an invited participant in the First Foshan International Ceramics Wood Firing Conference, China.

Barbara Wisch, Art and Art History, co-authored *Confraternities and Visual Arts in Renaissance Italy: Ritual, Spectacle, Image*, Cambridge University Press.

Terrence Fitzgerald, Biological Sciences, was named distinguished Professor.

Louis A. Gatto, Biological Sciences, published an *Illustrated Guide of Human Anatomy Based on Models and Cat Dissections*, McGraw-Hill. Gatto also received a patent for a "Method of Preventing Acute Lung Injury."

R. Lawrence Klotz, Biological Sciences, received a Faculty Advisor of the Year award from the student government Association.

Charles Spink and **Peter Jeffers**, Chemistry, have received an NSF grant for \$250,000 for the department to purchase an NMR, an important piece of instrumentation.

Robert Silberman, Chemistry, presented an invited series of lectures and workshops on Chemical Education at several universities in Japan. Silberman also continues to serve on the team writing the American Chemical Society's new general chemistry curriculum.

Kathleen Lawrence, Communication Studies and Center for Multicultural and Gender Studies, received the 2000 Rozanne Brooks Dedicated Teacher Award.

Howard Botwinick, Economics, has been elected Vice President of the Midstate Central Labor Council.

Mary Lynch Kennedy, English, was named Distinguished Teaching Professor.

Alan Hager, English, published *Understanding Romeo and Juliet*, Greenwood Press.

Denise Knight, English, co-edited *Approaches to Teaching Gilman's Herland* and "The Yellow Wall-Paper", University of South Carolina Press. Knight has also been selected as a speaker in the New York Council for the Humanities Speakers' Program.

Joel Shatsky, English, published *Contemporary Jewish Dramatists and Poets: A Bibliographical Sourcebook*, Greenwood Press, and he has co-authored *Facing Multiple Sclerosis: Our longest Journey*.

The Geographic Information Systems (GIS) faculty and students continue to work with area agencies, including the Nature Conservancy, Lime Hollow Nature Preserve, the Cortland County Sheriff's Department, and the Cortland County Planning Department.

Ibipo Johnston-Anumonwo, Geography, has been elected President of the New York African Studies Association.

Robert Darling, Geology, delivered the keynote address at the 2000 Honors Convocation.

Don Wright, History, has published a revised edition of *African Americans in the Colonial Era*. Wright has also been invited to give a series of lectures this summer in South Africa.

Marie Ponterio, ICC, was instrumental in creating a new study abroad program in La Rochelle, France.

Jean Leloup and **Robert Ponterio**, ICC, were invited to give the keynote address at the annual meeting of the Ohio Foreign Language Association.

Catherine Lewis, ICC, was a finalist for the MLA's prestigious Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature.

Thomas Hischak, Performing Arts, published his children's play Cinderella, Inc, I.E. Clark Publishers.

Mecke Nagel, Philosophy, co-edited Race, Class and Community Identity, Vol. I in the series Radical Philosophy Today, Prometheus Press.

The Philosophy department has instituted a monthly "Philosophy Café," held in Mando Books. Students choose the topic of discussion for the meetings, and the response has been extremely positive.

Robert Spitzer, Political Science, edited Politics and Constitutionalism, SUNY Press. Spitzer has appeared on several national television and radio programs to discuss gun control, and he has been elected Vice President and President Elect of the Presidency Research Group.

Henry Steck, Political Science, was elected to the Board of Directors of the Alliance of Universities for Democracy.

Elizabeth Meinz, Psychology, received the Best Dissertation Award from the APA's Division 20 and the Retirement Research Foundation.

Richard Kendrick, Sociology-Anthropology, published Social Statistics: An Introduction Using SPSS, Mayfield Publishers.

Craig Little, Sociology-Anthropology, received a \$400,000 grant from HUD for a Community Outreach Program Center.

John Ryder, Arts and Sciences, was appointed to the Board of Directors of the newly established State University of New York-Moscow State University Research Center.

II. Faculty

The following faculty received promotions this year:

Assistant to Associate Professor:

Kathryn Kramer, Art and Art History

Christopher Cirno, Geology

Susanne Polley, Economics

Associate to Full Professor:

Allen Mooney, Art and Art History

Barbara Wisch, Art and Art History

Alan Hager, English

David Miller, Geography

Jalal Alemzadeh, Mathematics

Ilya Ba-Yunas, Sociology-Anthropology

The following faculty received continuing appointment:

Kathryn Kramer, Art and Art History

Susanne Polley, Economics

Christopher Cirno, Geology

Jean Leloup, ICC

Isa Jubran, Mathematics

Margaret Anderson, Psychology

The following faculty received grants during the 1999-20000 academic year:

Outside Grants:

Libby Kowalski, Art and Art History - Amoco Foundation

Terrence Fitzgerald, Biological Sciences - National Science Foundation

Peter Ducey, Biological Sciences - Onondaga Lake

Peter Ducey, Biological Sciences - Great Lakes Consortium

Peter Jeffers, Chemistry - American Chemical Society

Peter Jeffers, Chemistry - National Science Foundation

Thomas Mwanika, Communication Studies - ALO

Kathleen Burke, Economics - Spencer Foundation

David Barclay, Geology - National Science Foundation

Christopher Cirno, Geology - USDA
Jean Leloup/Robert Ponterio, ICC - NEH
Craig Little, Sociology-Anthropology - HUD

Faculty Research Program:

Margaret Anderson, Psychology
Shannon Baker, History
Victoria Boynton, English
Alexander Gonzalez, English
Bradley Greenburg, English
Juliet Hahn, Chemistry
Brian Rivest, Biological Sciences
Arden Zipp, Chemistry

Summer Research Fellowships:

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

Incentive Program Awards:

Scott Anderson, Geography
Timothy Baroni, Biological Sciences
Kassim Kone, Sociology-Anthropology
Jean Leloup, ICC
Elizabeth Mainz, Psychology

Travel and Research Grants:

David Barclay, Geology
Victoria Boynton, English
Jeremiah Donovan, Art and Art History
Kathryn Kramer, Art and Art History
Kassim Kone, Sociology-Anthropology
Jean Leloup, ICC
Joel Maxcy, Economics
Elizabeth Mainz, Psychology
Susanne Polley, Economics

Randi Storch, History
Judith van Buskirk, History
Luo Xu, History

In 1999-2000 the School of Arts and Sciences hired twenty one new full time faculty and professionals:

Art and Art History:	Martine Barnaby-Sawyer , Graphic Design Lori Ellis , Painting
Biological Sciences:	Mary Beth Voltura , Physiology
Communication Studies:	Celestin Bekrou , New Media
English:	Ellen Hill , Adolescence Education:English David Faulkner , Composition Kathy Lattimore , Composition Gailanne Mackenzie , Composition Linda Rosekrans , Composition Anne Wiegard , Composition
Geology:	Gayle Gleason , Structural Geology
Geology/Physics:	John Driscoll , Technician
History:	Kevin Sheets , 19th Century American
ICC:	Francisco Bustamante , Latin America Anne Scott , Spanish/Linguistics Arnold Levine , Spanish Glen McNeal , Spanish
Mathematics:	Carol Bell , Adolescence Education: Mathematics
Performing Arts:	William Esty , Theater Technical Director
Philosophy:	Bernard Jackson , Philosophy of Law
Psychology:	Michael Clayton , Organizational Psychology

At this writing one search is still in progress:	Art and Art History, Gallery Director
There were two failed searches this year:	English, Rhetoric and Composition ICC, ESL

The following faculty and professionals have retired during the past academic year. We will miss their contributions:

Eberhard Alsen, English
John Catalano, Psychology
George Dugan, Art and Art History
John Fauth, Geology
Jack Ireland, Geology

As in past years, arts and sciences faculty contributed a good deal through scholarship in their fields. The list below summarizes their work:

Published Books	10
Book Chapters	15
Lab Manuals	1
Children's Play	1
Published Poems	5
Articles	77
Book Reviews	20
Catalogue Essays	7
Abstracts	17
Encyclopedia Articles	2
Conference Presentations	171
Musical Performances	30
Compact Disk Release	1
Play Productions	2
Solo Exhibitions	2
Group Exhibitions	16

III. Curriculum Development

The following lists significant curricular developments in the School of Arts and Sciences:

The Multicultural and Gender Studies Council (MGSC) has proposed a Native American Concerns minor program.

MGSC has proposed an Asian Studies minor program.

MGSC is developing a Women's Studies Major.

The Art and Art History Department is continuing to work on the Bachelor of Fine Arts major and the Bachelor of Science in Art Education program.

The Biology Department is working on two new majors - Conservation Biology and Biomedical Sciences. The department is also revising its graduate offerings to create several free standing graduate courses.

The Communication Studies Department has nearly finished a significant revision of its curriculum, creating several concentrations within the major.

Economics received approval to call its Management Science program Business Economics.

Philosophy received approval to call its major program Social Philosophy.

English has completed its proposal for a new major in Professional Writing.

Geography redesigned its concentrations, creating one in GIS, as well as sequences in Computer Techniques, Environmental Science, and Demographics and Business Geographics.

Geology has developed a new concentration in Water Resources.

The ICC Department had two outside reviewers examine its proposal for an MSED in Second Language Education. Both outside reviews were very strong, and the program proposal is nearly finished.

Performing Arts has been informed that its proposal for a major in Musical Theater has been approved by SUNY System. The proposal is now at SED.

Philosophy has received approval to change the name of its major and minor programs to Social Philosophy.

Freshmen Interest Groups are continuing to develop. The Political Science Department is to be commended for the extent of its involvement in the FIGs.

The Title III grant will help fund the creation of four new major programs:

Graphic Design

New Media

Geographic Information Systems

Water Resources

One of the more difficult curricular tasks of the 1999-2000 academic year was the program revisions for SED reregistry. Through the coordination of the Teacher Education Council the often complex and elaborate revisions were completed, and all arts and sciences teacher education programs have been approved by SED. A good deal was learned that will help in the next stage, which is the reregistry of all graduate level teacher education programs.

The SED review of the graduate programs will be in some ways more difficult, in part as a result of the decision, both on campus and off, not to allow graduate and undergraduate courses to be cross-listed. Several arts and sciences departments did this routinely, and it was the primary way that we were able to offer graduate courses in some departments. The assumption was that additional course work justified graduate credit for those who were receiving it. This sort of cross listing also made available to graduate students, most importantly working or future school teachers, a wide range of courses from which to choose, thus enhancing their range of material in their own classrooms. Now that we can no longer cross list courses, the range is much narrower, and in some departments, especially those without their own graduate program, there will be no graduate courses offered at all. In those departments that do have programs, the range of possible courses will be narrower than in the past, and there will undoubtedly be resource needs.

IV. Assessment

Departments are at various stages in their assessment process. All of them have outcomes programs in place, and in many cases there are additional dimensions as well. I list here a sample of assessment activities that departments undertook this past year, and their plans for the academic year 2000-01. It is a partial list and represents selected departments and activities. It is clear from the departmental reports, however, that all the programs will be in a position to make public presentations at some point during the 2001 calendar year, and that many are ready already.

Chemistry has administered standardized tests and curriculum changes are being made as a result.

Communications Studies faculty are examining writing portfolios of recent graduates this summer, and applying the results to curriculum revision in the fall. The department has also done an advisement questionnaire and discovered confusion among students concerning their degree plans. The department is now revising that aspect of advisement.

Economics has gone through two rounds of portfolio assessment, in addition to other assessment measures. The data analysis will take place in the fall.

English has completed an entire round of outcomes assessment.

In the Geography Department portfolio assessments have been done for recent graduates. The analysis will be conducted during the fall term.

Geology has compiled student projects from several of its courses, and the material is being analyzed this summer.

History undertook studies of a sample of student papers in July, 1999 and again in May, 2000. Several curriculum changes, as well as a revision of the program goals, has resulted.

ICC has collected data in French and Spanish sections that will be evaluated in the fall term.

Mathematics has collected data on students' learning outcomes. The data will be analyzed in the fall.

Performing Arts has revised its assessment plans to have one for its new major and another, more relaxed version, for minors and elementary education concentrators.

Political Science has focused its outcomes assessment on its WI courses, using student work in those courses as the raw material on which to evaluate the success of students in meeting the department's goals. An analysis will be available in the fall.

Psychology has developed a new Senior Test that is related to the department's learning outcomes goals. The test was administered to May, 2000 graduates. The department is also pursuing other assessment areas, including portfolio review and oral presentation evaluation.

Sociology-Anthropology received one of the internal assessment grants last year to undertake a survey of graduates. That data has been collected and is now being analyzed. The department has also established an Outcomes Assessment Committee that is preparing an evaluation for the spring, 2001 semester

V. Technology

For the most part, departments and centers are continuing many of the technologically oriented work they have done in the past. This includes maintaining web sites and organizing courses around instructional technology software. We continue to offer distance learning courses, both synchronous and asynchronous, though there is relatively little enthusiasm on the part of faculty for these modes of course delivery. Most of the courses being offered in arts and sciences through the SUNY Learning Network are taught by adjunct faculty. Synchronous courses are still largely offered by full time faculty, but there are relatively few of them. Over the past two years, for example, we tried to develop a distance delivery of Arabic language courses, but there is insufficient student interest to maintain them.

Several initiatives are, however, underway:

The Multicultural and Gender Studies Center has developed a web site designed to provide bibliographic and other information on multicultural issues and curriculum development.

The number of courses that require technology classrooms has increased significantly, so that it is now necessary to use a special procedure each semester to assign the rooms.

The Geography Department has developed a special program for first year pre-major students that it calls TechFirst. 32 students will enroll in a special group of courses that will have a technological focus. The program is nearly full for the fall, 2000 semester.

The Visual Resources Library has begun a study of the feasibility of digitizing the slide collection and making available to faculty, students, and the campus community a digitized database of images. The art historians are also looking into the possibility of using digitized slides for their classroom work.

Several departments have decided to use the TracDat software in their assessment processes.

The Dragon Planet, Cortland's web based international journal, had a successful first year. It offers unique and valuable opportunities to our students, and it has been well received by visitors associated with the college and from abroad. The college's reputation for innovative pedagogy now reaches many places around the world, and the Dragon Planet is responsible for much of that.

FLTEACH, the ICC department's on-line discussion list for foreign language teaching, continues to be the premier such service in the country, and quite likely the world. **Jean Leloup** and **Robert Ponterio**, its creators and supervisors, have received grants from NEH and other sources in the past, and they are preparing another proposal to be submitted to NEH in the fall.

There were several additional technology classrooms made available to faculty in arts and sciences this year, in Old Main and other buildings. Four additional rooms are being prepared in Dowd, and they will be ready for the start of classes in the fall.

Several arts and sciences faculty received grants to enable them to develop ways to employ technology in their teaching.

A number of technologically oriented activities are anticipated for the near future. They include:

Several projects under the auspices of the Title III grant:

New major programs in Graphic Design, New Media, and Geographic Information Systems,
Faculty development workshops in instructional technology, graphic design and new media, and
geographic information systems, and
Equipment to outfit a new graphic design teaching lab as well as a new media room and other
communications equipment.

We can expect the demand for technology classrooms to continue to rise for the next year or two, and there is good reason to consider preparing still more technology rooms.

We can also expect the interest in using more sophisticated technology in the classroom to increase, thereby putting increased pressure on the institution to make available to faculty computers and other equipment sophisticated enough to allow the faculty to succeed.

One of the first projects of the new SUNY-Moscow State University Research Center is to construct three courses for the SUNY Learning Network, each to be taught by one faculty member from SUNY and one from Moscow. John Ryder will be the SUNY instructor for one of the courses, which will focus on Russian culture and its understanding abroad.

VI. Promotional and Development Activity

Most departments in arts and sciences now have promotional brochures that the admissions office can make available to interested prospective students. Several departments have continued to develop their web pages to make them more accessible and more attractive, and a number of departments have continued or begun to prepare large promotional posters to distribute to high schools and community colleges around the state.

On the development side, departments continue to work, when the opportunities present themselves, to raise money for their particular programs. Some, like Chemistry and Performing Arts, continue to be successful.

Among the more interesting activities in promotion and development are:

The Economics Department is in the process of raising \$25,000 to fund a dedicated computer lab for several of its courses.

The TechFirst program for first year pre-majors, described in more detail in the Technology section, should be a successful attempt to help expand Cortland's reputation into arts and sciences areas.

The dean of arts and sciences sent a letter in the spring to all prospective pre-major students describing our arts and sciences offerings. Approximately 1,600 letters were sent. The number of first year pre-majors enrolled for the fall term has increased considerably, so the letters may have had some effect.

Mathematics has secured a \$100,000 endowment to fund the annual Ben A. Sultz Scholarship in Mathematics Education.

Performing Arts has received an additional endowment of \$120,000 for scholarships for music students.

Our engineering programs have also received a \$120,000 endowment for scholarships.

One issue with respect to program promotion that has to be kept in mind has to do with the Title III grant. The purpose of the grant is to help improve enrollments in arts and sciences programs, and there are several program and faculty development activities designed to help make that happen. There is nothing in the grant, though, and this is because the expenses were not allowable by the program rules, to promote the new programs. We will have to make sure that the admissions and publicity offices, though especially admissions, is well informed about the new major programs being developed through Title III. That is a key way that prospective students will learn about what we have to offer at Cortland.

VII. The Future

Much of the report to this point describes opportunities that have developed during the past academic year. This in turn means that the future will be occupied in part by taking advantage of those opportunities. At the same time, the School of Arts and Sciences continues to face a number of issues, some more pressing than others, but all deserving our attention. Among them are the following:

An ad hoc committee of three was put together to examine the African American Studies program and to make recommendations to the dean. There is reason to believe that the current structure of the program is unworkable, and that organizational as well as curricular revisions may be in order. The committee's report is due during the summer.

The future will invariably bring a number of resource demands, particularly for additional faculty. In some cases these demands are the result of new requirements and policies at the state level. In other cases, resources are needed to deal with current problems, and in still other cases the integrity of academic programs requires that someone with specific expertise be added to the faculty.

Among the most pressing faculty needs are:

Adolescence Education: Social Studies - necessary to meet new SED requirements

Adolescence Education: Natural Sciences - also necessary to meet new SED requirements

Biological Sciences - the requirement to offer free standing graduate courses has created the need for additional faculty

Communication Studies - the high student enrollment within this department requires additional personnel, perhaps at the level of department chair

Political Science - the program in political science is still unable to offer courses in Asian politics, which is a serious gap in the department's offerings

The immediate future includes the completion of Dowd, which means that Communication Studies and Art and Art History will be moving back in. It also means, thanks in large measure to Title III, that we will have a fully equipped and dedicated graphic design teaching lab. The "new" Dowd building will also include a new dance and acting studio, which will allow us to teach additional courses in dance and develop that important dimension of the department's future productions.

We have made a good deal of progress on equipment, from state funds, NSF and other grant sources, and now from Title III. As significant as this progress is, and it is extremely significant, the fact remains that in some programs, Biology being the most obvious, there is still a need for teaching and experimental equipment. We were able to equip one lab with new microscopes recently, but there are other labs also in need. This is something that we will have to keep in mind, for Biology and other departments too.

Biology has been having another problem as well. Many of the chairs in its labs are old, and not infrequently collapsing. The chairs have been judged to need replacement by our own physical plant

people, since they are in many cases beyond repair and quite possibly dangerous. This is a pressing need, since it involves students' welfare.

Another potential problem is with the main theater in Dowd. Technicians who have worked on recent productions, as well as the candidates in the recent search for a technical director, have indicated that there are fairly serious problems with some of the stage equipment and the lighting. Someone from Syracuse Scenery and Stage Lighting Co. will be brought in to have a look at the stage and its equipment to make recommendations for upgrades and replacements.

The success of the Dragon Planet suggests that we have a prize here that we would be wise to continue to support. The opportunities for students, for international education, and for international connections for students and faculty, are extensive enough that it is in the institution's interest to sustain the operation. In the near future, then, it would be valuable to identify funds with which to continue to support the Dragon Planet.

As is indicated in the section on curricular developments, one of the issues we need to address has to do with the graduate programs in the School of Arts and Sciences. There are two concerns here, one that results from SED's new regulations, and the other from the fact that we can no longer cross list graduate with undergraduate courses. The SED reregistry process may force on us decisions about whether to continue certain graduate programs. This is a particular problem in the natural sciences. The bulk of the graduate students in the MSED and MAT programs in the sciences are focusing on Biology, so there are very few in each of the other sciences. The new SED regulations seem to compel us to offer several unique new courses, and depending on what the regulations mean, we may or may not be able to do that in each of the sciences. At the same time, however, it is clearly in the school's and the college's interest to continue to offer the programs in all four disciplines. The inability to cross list graduate and undergraduate courses presents a similar problem. To offer viable graduate programs in each of the four sciences probably means that we will have to offer at least two, and maybe three, free standing graduate courses in each discipline. The problem is that we do not have the resources to do that in any of the four departments. There are some ways that we can try to handle this, for example by changing some 400 level courses to 500 level, which the Physics Department has already done, but there is a limit to that, and in some cases it runs up against the problem of whether it is legitimate to require graduate level courses for an undergraduate program.

In any case, these questions will require our close attention, and some creative solutions, over the next several months.

Last, but certainly not least, much of our attention will now be turned to implementing the bulk of the tasks of the Title III grant. Over the course of the next five years we will be developing new major programs in Graphic Design, New Media, Geographic Information Systems, and Water Resources; a Technology Internship Program will be instituted; new articulation agreements will be

prepared with area community colleges for the arts and sciences Adolescence Education programs; there will be faculty development workshops and curriculum development in instructional technology, graphic design and new media, GIS, the use of outdoor facilities, and in the development and delivery of learning communities; there will be five learning communities designed and taught; and finally, there will be faculty workshops and development in advisement, with an eye toward greater retention of arts and sciences students and attraction of students generally to arts and sciences programs.

VIII. Adolescence Education

The major accomplishment during the past academic year was that all of arts and sciences undergraduate teacher education programs have been reregistered with SED. Within the school this effort was coordinated by the Arts and Sciences Secondary Education Council, which is chaired by the associate dean. As she points out in her report, the coordinators of the arts and sciences teacher education program worked tirelessly and effectively to meet SED's expectations. We can not emphasize too much the importance of their work, nor express too often our appreciation for their contributions.

The School of Arts and Sciences has developed a strong collaboration with the School of Professional Studies through the Teacher Education Council (TEC), which is jointly chaired by the deans. The TEC was the body that coordinated the efforts of the individuals working on the SED program reregistry. It will continue to serve that purpose for the graduate reregistry process this coming year, and of course for the NCATE accreditation process. The TEC has also been the forum for considering teacher education program policy in student teaching supervision and placement.

The NCATE process is well underway, and members of the School of Arts and Sciences are centrally involved. The associate dean has played an important role throughout this past year in organizing the NCATE as well as SED processes, and she continues to be instrumental in that regard. In fact, at this point it is likely that she will leave her associate dean's responsibilities temporarily in order to devote her time to the NCATE accreditation process. Part of that process has been the development of a Conceptual Framework for the college's teacher education program. During the winter and spring months a committee of faculty from both schools, chaired by the dean of arts and sciences, developed a draft conceptual framework, and held meetings of the TEC and open faculty meetings to examine and revise the draft. At this point the document is near final form. The NCATE process will no doubt be a long and complex one, but with the work on the conceptual framework and with departments beginning to prepare folios, we are well on our way. At the same time, departments are also working on the reregistry of all graduate teacher education programs. The reregistry documents are due to SED on April 1, and we will follow more or less the same time frame for the graduate programs that we used for the undergraduate process.

IX. Dean's Office

The dean's office has undergone some change during the past year, particularly with the addition of **Linda Simmons** as a half time staff assistant. Her work has been indispensable through the SED and NCATE processes. It took the entire academic year to locate an NCATE assistant, so Linda took on those responsibilities. Now that **Debra Marks** has taken the position as the NCATE assistant, Linda can return to the tasks for which she was originally hired, which include much of the routine operations of the associate dean's office, along with other activities as necessary. Linda has been a valuable addition to the office, and her work is very much appreciated.

Once again the work of **Associate Dean Virginia Levine** warrants mention. She continues to work tirelessly at all the tasks of her office, and then some. This past year, in addition to the standard functions of the associate dean's role, she took on the complex role of co-organizing the NCATE review and SED reregistry processes. Her efforts in that regard are one of the primary reasons that we have been as successful as we have in reregistering our programs with SED. Dr. Levine gives more of her time, and of herself, than we have any right to expect, and her contributions are valued in the dean's office and throughout the School of Arts and Sciences, for that matter throughout the college.

The office is in a temporary period of uncertainty at the moment. Dr. Levine was offered, and has accepted, the opportunity to take on greater responsibility in the NCATE and SED processes. This would effectively take her away from the standard tasks of associate dean for at least one year, and up to three. In early June the dean notified full time faculty in the school that there is an opportunity for someone to serve in the dean's office as Interim Assistant Dean for the length of Dr. Levine's absence, with the primary responsibility being to fulfill the role that would normally be served by the associate dean. As of late June, there appears to be very little if any interest among the faculty in this opportunity. It is not clear at this point what the outcome will be. One way or another, however, we will need someone to do the associate dean's work, as well as someone to assume the NCATE and SED responsibilities.

Whatever the outcome of the personnel uncertainties, the dean's office will continue to serve the School of Arts and Sciences and the college as a whole in every way necessary.

And as always, if it were not for the wonderful work of **Carol Harrington** and **Sue Teeter**, the efforts of the rest of us would be in vain.

Appendix: Student Statistics:

	<u>Spring 1999</u>	<u>Spring 2000</u>
ACADEMIC DISMISSALS:	133	124
Failed to meet contract:	(95)	(97)
Others:	(38)	(27)
REINSTATES:	19	6
CHANGE OF STATUS:	24	27
CONTRACT PROBATION:	121	130
CONTINUED CONTRACT PROBATION:	42	44
TOTAL contract probation:	163	174
PROBATION:	73	83
CONTINUED REGULAR PROBATION:	4	19
TOTAL regular probation:	77	102
MANDATORY SUMMER SCHOOL:	15	12
OFF PROBATION:	174	153
DEAN'S LIST:	436	394