

ANNUAL REPORT
SCHOOL OF ARTS AND SCIENCES

2002-2003

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Arts and Sciences Annual Report 2002-2003

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Introduction

The 2002-2003 academic year was one of significant challenges and accomplishments for the School of Arts and Sciences. The challenges included continuing to grapple with enrollment issues, the development of new major programs including those committed to as part of the Title III grant, recruitment and retention of faculty, and dealing with the specter of inadequate and diminishing resources. At the same time much was accomplished, including dealing successfully with many of these very challenges. Enrollment in arts and sciences increased significantly as we approached the goal of 40 percent of the majors. Seven new major program proposals were submitted to System Administration, including the four Title III programs. First programs continued to be an important opportunity for first semester pre-majors, and appeared to pay dividends in recruiting students to arts and sciences majors. Full-time faculty were recruited into four departments to replace retiring or resigning faculty.

STRENGTHS

The School of Arts and Sciences has much to be proud of. In my estimation, you would be hard pressed to find a more highly qualified faculty within the SUNY system, in other public institutions of higher education and even in many private colleges and universities. There are currently 14 faculty in the school that have achieved the rank of Distinguished Professor, Distinguished Teaching Professor or Distinguished Service Professor. This rank, which is awarded through the Chancellor's Office, recognizes the special contributions of faculty to the college, the community and the discipline. Other faculty have received recognition for their teaching, research and service through the Chancellor's Award for Excellence. These faculty serve as role models for the rest of the faculty who, by and large, maintain active research agendas, are dedicated teachers and believe firmly in participatory self governance.

This year Alexander Gonzales, Professor of English, was recognized as Distinguished Teaching Professor by the Chancellor of the State University of New York. Professor Robert Spitzer received the Chancellor's Awards for Excellence in Scholarship and Creative Activities, and Professor Yolanda Kime was recognized with the Chancellor's Award for Excellence in Teaching. Chris Cirno was also recognized with a Chancellor's Award for Excellence in Research.

In addition to the faculty, the 17 departments, 3 interdisciplinary majors, and 2 centers that make up the School of Arts and Sciences are home to innovative and high quality programs. In recent years, departments have been especially active in new program development. Some of these efforts have been supported by the Title III grant while others are independent initiatives. At present, there are 8 new major programs at some stage of development. Seven of these have been submitted to SUNY system administration during the year for approval (Biomedical Science, Conservation Biology, Criminology, Geographic Information Systems, New Communication Media, New Media Design and Water Resources Management). In addition, the school collaborated with the Childhood/Early

Childhood Education Department to revise their major and include concentrations in the liberal arts to comply with the Chancellor's New Vision for Teacher Education.

In terms of scholarly activity within the School of Arts and Sciences, many individuals, and even whole departments, have been quite productive. Within the natural sciences, faculty in biology and geology have been especially active in both publishing research in peer reviewed journals and pursuing external funding for their scholarship. The economics department has had an extraordinarily high level of research productivity (17 articles among 9 full-time faculty) over the last year. Faculty in anthropology, English, ICC, geography, history, political science, psychology and sociology have also had success in publishing in their disciplines. The departments of art and art history, and performing arts have been active in a variety of creative endeavors.

CURRICULUM INITIATIVES

In addition to teaching, research and program development, faculty have been involved in many important initiatives. The school is midway through the Title III grant, and the technology and advisement initiatives supported by the grant appear to be bearing fruit. Many faculty have integrated WebCT into their courses. The UniPlanet, an online international news magazine produced by students and supported by a FIPSE grant, is going through a transition which presents both challenges and opportunities. Many departments have been active in developing other international initiatives, including study abroad programs and student and faculty exchanges.

The school has also been active in developing First Year Learning Communities to enhance the educational experience of students in their first semester. These include Earth and Sky, People First, Tech First and World First. One indicator of the success of all these initiatives at attracting students to the arts and sciences is found in the number of premajors who select an arts and science major. Since 2002 nearly 65 percent of the premajors have selected a major in the School of Arts and Sciences. In an effort to encourage more students to participate in First Year Learning Communities, we are in the process of establishing scholarships for students. The scholarships are endowed through the generosity of a private donor and matched with Title III money and will be awarded for the first time at next year's Honors Convocation.

The School of Arts and Sciences exercises the primary responsibility for the General Education program. This has been a source of both accomplishment and challenge. We have developed a plan for complying with the SUNY General Education Requirement, a system wide initiative promulgated by the Board of Trustees. This has included submitting individual courses for approval as meeting categories within the SUNY GER, as well as developing a plan for the assessment of common learning objectives for those categories.

The school has also been active in preparing for NCATE accreditation. All of the Adolescence

Education programs are housed in the School of Arts and Sciences and have been reregistered with the NYSED. Additionally, each program submitted folios to the appropriate disciplinary national organization for review. To date, with the exception of the Adolescence Education Science folio submitted to NSTA, these programs have been approved by the NCATE affiliated organizations.

ENROLLMENT

While the school has accomplished much in recent years, there are significant challenges ahead. Enrollment growth continues to be an issue. Overall, arts and sciences has made progress towards realizing the goal of having 40 percent of students enrolled in majors within the school. This goal, which is included in the Memorandum of Understanding, represents a benchmark where the School of Arts and Sciences was in the early 1990s. In 1990 enrolled majors in the Arts and Sciences represented almost 41 percent of all students in the college and 46 percent of declared majors. By 1998 only 33 percent of all undergraduates had declared majors in the Arts and Sciences. Since then, many individual departments have engaged in aggressive recruitment campaigns to bolster enrollment, while others have been more passive. Of course, some departments within the school are near or at capacity, while others have underutilized resources. We are currently in the process of developing a model to more effectively manage enrollment and departmental resources.

Faculty workload remains a significant problem. This is less a matter of the number of majors serviced, or the number of credit hours or contact hours taught per instructor, and more a matter of the number of student credit hours generated per faculty member. Seen in this light, departments within the School of Arts and Sciences occupy 8 of the top 10 positions in the ranking of average credit hours per faculty member.

The School of Arts and Sciences has a long record of promoting diversity on campus, both through its curricular contributions and its recruitment of diverse faculty and students. As part of the Provost's Task Force on Diversity, a sub committee on curriculum prepared an inventory of courses which include a multi-cultural perspective. As self reported by departments, the curriculum offerings are incredibly rich and represent diversity in a variety of ways. In terms of minority representation within the school's faculty, over 13 percent of the arts and sciences faculty are ethnic minorities. This is twice the proportional representation within the School of Professional Studies. We understand that we cannot rest on our laurels, however, and must continue to take steps to recruit and retain faculty of ethnic minority status to diversify the campus.

CHALLENGES

The low morale of faculty is a significant challenge. Faculty morale is tied to workload and, especially, salaries. SUNY Cortland is recognized by both faculty and administrators as having lower salaries than virtually all other SUNY campuses. This has contributed negatively to the recruitment and

retention efforts of the school and the college. The loss of full time faculty lines and the heavy reliance on adjunct faculty is also problematic, especially given the low pay that adjunct faculty receive. Many departments self report that they are understaffed. Reading the department annual reports, one is struck by the number of positions that departments request. While some of these requests can be attributed to political posturing, many departments are indeed understaffed. Department chairs have also expressed dissatisfaction with what they perceive to be an increase in administrative workload. This perception is probably well grounded and the result of recent accreditation efforts and assessment initiatives.

Of course, the most important aspect of promoting the value of a liberal arts education is providing exceptional educational opportunities for our students. This requires not only dedication to teaching, but also commitment to scholarship within our respective fields. As can be seen below, departments and faculty within the school have taken this charge seriously. The details of their efforts and the many activities undertaken in the School of Arts and Sciences during the 2002-2003 academic year are described in what follows.

I. Major Accomplishments

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

In collaboration with the General Education Committee and the Faculty Senate, Phase II of the assessment plan for the SUNY GE requirement has been submitted for approval by the GEAR (General Education Assessment Review) Group. The proposed assessment plan retains key components and builds on the ongoing assessment of Cortland's GE program. Additionally, the process for the approval of courses as meeting the General Education Program was approved by the Faculty Senate.

Rejoinders for Adolescence Education programs housed in Arts and Sciences were submitted and approved for the Adolescence English, Adolescence French, Adolescence Math, Adolescence Social Studies and Adolescence Spanish programs. A rejoinder is being prepared for the programs in Adolescence Science Education for submission to the National Science Teachers Association (NSTA) in September.

The African American Studies Program and Geography Department participated in the system wide Program Review process, including external review by experts in the discipline. Both programs were very favorably reviewed by exceptionally qualified faculty in their respective areas.

The Art and Art History Department applied for and was granted membership in the New Media Consortium as a New Media Center. This distinction is shared with some of the top colleges and universities in the country including UC Berkeley, Cornell, Harvard, and Yale.

The New Media Design major, submitted by the Art and Art History Department as part of the Title III grant, was recommended for approval.

The Conservation Biology major, submitted by the Department of Biological Sciences, was recommended for approval.

Students in the Communication Studies Department developed a new weekly news program, *Consider This*, which aired on WSUC-FM

Students in the Economics Department, led by Professor Kathleen Burke completed an economic impact analysis of SUNY Cortland on the regional economy.

The English Department completed the first year of its new major program in Professional Writing and

has recruited 18 students into the program.

The Geography Department had its Geographic Information Systems major approved by System Administration and registered with the New York State Education Department.

The Department of Performing Arts presented 4 significant theatrical productions on campus during the year, including *She Loves Me*, *A Doll's House*, *The Nutcracker*, and *Carousel*.

The Brooks Anthropology Museum, in the Sociology-Anthropology Department, under the direction of Sharon Steadman, Sociology-Anthropology, offered a full array of invited lectures.

The UniPlanet, under the direction of Devereaux Kennedy, Sociology/Anthropology, and with the support of a three-year grant from the Fund for the Improvement of Post Secondary Education (FIPSE), produced 48 issues of the international, student produced web magazine.

Alexander Gonzales, English, was promoted to SUNY Distinguished Teaching Professor.

The Chancellor's Award for Excellence in Scholarship and Creative Activities was presented this year to Robert Spitzer, Political Science.

The Chancellor's Award for Excellence in Teaching was presented to Yolanda Kime, Physics.

Mark Prus, Arts and Sciences, consulted with the Wyoming State Department of Employment to revise the administration of the state Prevailing Wage Law.

Tim Baroni, Biological Sciences, delivered the Presidential Address to the Mycological Society of America.

Terrence Fitzgerald, Biological Sciences, received a National Science Foundation International Programs Grant.

Sam Kelley, Communication Studies, had his play, *Faith, Hope and Charity: A portrait of Mary Mcleod Bethune*, performed at numerous venues across the country.

Joel Maxcy, Economics, continued to chair the Cortland Intercollegiate Athletic Board and represent SUNY Cortland to the NCAA.

Tim Phillips, Economics, served as the college's representative to the SUNY Faculty Senate.

Ibipo Johnston-Anumonwo, Geography, continued to serve as President of the New York African

Studies Association.

Chris Cirimo, Geology, received the Chancellor's Award for Excellence in Research.

Donald Wright, History, was a Scholar in Residence, sponsored by the Rockefeller Foundation in Bellagio, Italy.

Robert Ponterio and Jean LeLoup, ICC, continued to develop and produce FLTEACH, the on-line discussion list for foreign language professionals.

Ralph Dudgeon, Performing Arts, engaged in over 25 performances as a soloist and ensemble member.

Tom Hischak, Performing Arts, had one book accepted for publication: *Enter the Players: New York Actors in the Twentieth Century*.

Mary McGuire, Political Science, published her book, *The Emergence of State Government*, in January 2003.

II. Curriculum Development

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

Seven new major program proposals were submitted to System Administration:

BA	New Media Design	(Art and Art History)
BS	Conservation Biology	(Biological Sciences)
BS	Biomedical Sciences	(Biological Sciences)
BA	Criminology	(Sociology/Anthropology)
BA	New Communication Media	(Communication Studies)
BA	Geographic Information Systems	(Geography)
BS	Water Resources Management	(Geology/Interdisciplinary)

The major in Geographic Information Systems has been approved by System Administration and registered with the New York State Education Department. Two other programs, Conservation Biology and New Media Design, have been recommended for approval by the system Provost's Office.

One new major program is at the development stage:

BFA	Studio Art	(Art and Art History)
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Cortland's First Programs are being expanded, with the eventual goal of providing a First Program experience for every first year arts and sciences and pre-major student.

Fall 2001: Tech First
People First

Fall 2002: Tech First
People First
World First
Earth and Sky

Fall 2003: Tech First! Planet Earth
People First
World First
Earth and Sky

In addition to the four First Year Learning Communities, the School of Arts and Sciences has also collaborated with the Student Affairs division on the Living Learning Communities (formerly known as Freshman Interest Groups). Living Learning Communities consist of a content course, COR 101, and a residential life component. In the fall of 2002, the following programs included an Arts and Science content course:

Service Learning	Composition
Law and Order	Political Science
Leadership	Communication Studies

In the fall of 2003 the following Living Learning Communities will include Arts and Sciences content courses:

Law and Order	Political Science
Theatre	Theatre

In addition to the faculty participation in the Living Learning Communities, Arts and Sciences has a role in the First Year Program Coordinating Task Force that implemented a plan to recruit and place first semester pre-major students into the various programs. This has increased the awareness of program curricula and improved planning.

III. Assessment

Each department within the school has now completed its first full cycle of assessment. This includes using the results of program assessment to identify and implement programmatic improvements. Outcomes assessment has been into the SUNY wide Program Review initiative that will take place on a 5-year cycle. Two programs completed their Program Review for System Administration this spring:

African American Studies
Geography

These included an external review site visit as part of the program review. Five programs within the school are scheduled to complete their Program Review in the upcoming academic year. They are Art and Art History, Chemistry, Communication Studies, English, and Physics.

We completed the first round of assessment of the SUNY GER Learning Outcomes. Given that the vast majority of the General Education program is delivered by the School of Arts and Sciences, assessment of the SUNY GER was primarily the responsibility of the school. Members of the GE committee, department chairs and the dean have worked with Provost Davis Russell, Dr. Patricia Francis, Assistant to the President, and Dr. Shawn Van Etten, Director of Institutional Research and Assessment, in developing an assessment plan that preserves the integrity of Cortland's GE program while providing useful information for improving the quality of General Education. This process builds on our past experience in assessing Cortland's General Education Program, but will require additional outcomes assessment for learning outcomes that were not previously evaluated. These include critical thinking, information management, and oral communication. This past year four SUNY General Education categories were assessed. These included: Basic Communication-Writing, Foreign Languages, Mathematics, and Other World Civilizations. Faculty within the School of Arts and Sciences were instrumental in developing and applying the assessment instruments, including the rubrics for scoring student work.

A plan for Phase II of the SUNY GER Assessment was submitted in March. This included details of the assessment strategy for the coming academic year. Five more categories will be assessed in 2003-2004: Social Sciences, Natural Sciences, Humanities, Western Civilization, and American History. Assessment of the Learning Outcomes associated with these categories will utilize the essay approach previously employed in the assessment of the Cortland General Education program.

IV. Faculty

The following faculty received promotions this year:

Assistant to Associate Professor:

Carol Bell, Mathematics
Christopher McRoberts, Geology
Judith Van Buskirk, History
Janet Wolf, English

Associate Professor to Full Professor:

Devereaux Kennedy, Sociology/ Anthropology
Jean LeLoup, International Communications and Culture
Robert Ponterio, International Communications and Culture
Wesley Weaver, International Communications and Culture

The following faculty received continuing appointment:

Christopher McRoberts, Geology
Judith Ouellette, Psychology
Jeffery Swartwood, Psychology
Michie Swartwood, Psychology
Judith Van Buskirk, History
Anne Vittoria, Sociology/Anthropology

The following faculty received grants during the 2002-2003 academic year:

Outside Grants:

Chris Cirno, Geology	NSF
Patricia Conklin, Biological Sciences	Cornell University
Chris McRoberts, Geology	American Chemical Society
Terrence Fitzgerald, Biological Sciences	NSF
Henry Steck, Political Science	Council for International Exchange of Scholars
	U.S. Department of State
Jean LeLoup and Robert Ponterio, ICC	NEH

Faculty Research Program:

Raymond Collings, Psychology
Leslie Eaton, Psychology
Terrence Fitzgerald, Biological Sciences
Matthew Gronquist, Chemistry
Ibipo Johnston-Anunonwo, Geography
R. Lawrence Klotz, Biological Sciences
John Shedd, History
German Zarate, Economics

Summer Research Fellowships :

Leslie Eaton, Psychology
Elizabeth Fraser, Geography
Matthew Gronquist, Chemistry

Teaching Innovation Grants:

Elizabeth Fraser, Geography
Ed McCorduck, English
Randi Storch, History

Travel and Research Grants:

Cristina Bacuta, Mathematics
Patricia Conklin, Biological Sciences
Jeremiah Donovan, Art and Art History
Christopher McRoberts, Geology
Mechthild Nagel, Philosophy
Anne Scott, International Communications and Culture
Kevin Sheets, History
Paul Van Der Veur, Communication Studies
Anne Vittoria, Sociology/Anthropology

In 2002-2003 the School of Arts and Sciences hired seven full time faculty:

English:	Mark DiCicco	Medieval Literature
	Matthew Lessig	American Literature

ICC:	Colleen Kattau Paul Miller	Spanish French/ESL
Psychology:	Kimberly Kraebel	Experimental Psychology
Sociology/Anthropology:	William Skipper Tiantian Zheng	Anthropology Urban Anthropology

There were no failed faculty searches this year. The search for a permanent Dean of Arts and Sciences failed for the second year in a row.

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

John Alt, Sociology/Anthropology
Bruce Atkins, English
Ilyas Bynus, Sociology/Anthropology
Nicholas Gavriliedes, Sociology/Anthropology
Harjinder Jassal, Sociology/Anthropology
Devereaux Kennedy, Sociology/Anthropology
Arnold Talentino, English

As in past years, arts and sciences faculty contributed a good deal through scholarship in their fields.

The list below summarizes their work:

Books	10
Articles and Book Chapters	113
Plays Written	1
Play Productions	7
Book or Performance Reviews	24
Abstracts	7
Conference Presentations	175
Exhibitions	11
Musical Performances	45

V. Title III

There continued to be a good deal of activity related to Title III projects, and a word of appreciation goes to Terrence J. McGovern for his efforts as Grant Director. With Dr. McGovern's retirement in mid year, Jerome O-Callaghan took over as Title III coordinator. These are the most significant accomplishments to date, including the names of the faculty involved:

As previously stated the new program development committed to as part of the Title III grant is progressing with all of the programs having moved off campus. Unfortunately, the approval of these new majors is behind schedule due to a variety of factors. Additionally, it appears that one program, the interdisciplinary major in Water Resources Management, will not be approved by System Administration as a result of the objections raised by SUNY ESF.

GIS	David Miller and Scott Anderson, Geography
New Media: Communication	Caroline Kaltefleiter, David Hollenback, Kathy Lawrence, Communication Studies
New Media: Design	Charles Heasley and Martine Barnaby-Sawyer, Art and Art History
Water Resources Management	Christopher Cirno, Geology

Margaret Anderson, Psychology, continues to oversee the Technology Internship Program. Student technology interns have been identified, as have a number of on and off campus sites for them to work. Fourteen student interns have been placed off-campus and 28 students have been placed on campus.

Faculty participated in the Teaching and Learning Workshop, co-sponsored by Title III and the Faculty Development Committee. Jean LeLoup, ICC, and Kathy Lawrence, Communication Studies, presented at the workshop.

Faculty development workshops have been conducted in several areas:

WebCT:	Instructor:	Christine Widdall, Health
	Participants:	Cristina Bacuta, Mathematics Barry Batzing, Biological Sciences

David Berger, Psychology
Amy Burtner, English
Raymond Collings, Psychology
Patricia Conklin, Biological Sciences
Leslie Eaton, Psychology
Elizabeth Fraser, Geography
Marni Gauthier, English
Tim Gerhard, ICC
Katherine Graham, Economics
Ibipo Johnston-Anumonwo, Geography
Larry Klotz, Biological Science
Bruce Mattingly, Mathematics
Thomas Mwanika, Communication Studies
Linda Rosekranz, English
John Suarez, English
Wesley Weaver, ICC
Laureen Wells, English

New Media/
Graphic Design

Instructor: Martine Barnaby Sawyer, Art and Art History

Participants: Victoria Boynton, English
David Franke, English
Chris Gascon, ICC
Gailanne MacKenzie, English
Patricia Martinez, ICC
Ed McCorduck, English
Alex Reid, English
Paul Van Der Veur, Communication Studies
Ann Wiegart, English
German Zarate, Economics

Advisement

Instructors: Jerome O-Callaghan, Political Science
Denise Knight, English

Participants: David Franke, English
Chris Gascon, ICC
Karen Zimmerman, Performing Arts
Kathy Burke, Economics
Elizabeth Fraser, Geography

Paul Van Der Veur, Communication Studies

Ibipo Johnston-Anumonwo, Geography

Gigi Peterson, History

Mary McGuire, Political Science

Philip Walsh, Sociology/Anthropology

VI. International Activities

The School of Arts and Sciences continued to pursue many international programs and activities. Many of these activities were facilitated by the Center for International Education. These are some of the individual faculty and school accomplishments during the 2002-2003 academic year:

Cortland has been accepted by the American Councils on International Education as a Host Institution in the Councils= Junior Faculty Development Program. JFDP brings junior faculty from the countries of the former Soviet Union to American universities for one academic year. The visiting faculty sit in on classes and undertake self directed studies toward the goal of improving their teaching when they return home. This year the Communication Studies, Economics and Psychology departments co-hosted Vadim Kolesnikov from Russia.

The Art and Art History Department hosted Alan Mann, Art Director at Ballarat University, Australia, and began discussions to initiate a student and faculty exchange program with SUNY Cortland.

Terrence Fitzgerald, Biological Sciences, led a week-long workshop for biology faculty at the University of Colima, Mexico.

Syed Pasha, Communication Studies, organized a field trip for students to visit the United Nations, New York City.

Scott Anderson, Geography, gave a guest lecture, *AGIS Contributes to the Study of HIV/AIDS,* at the Departamento de Manejo y Conservacion to Recursos Naturales Tropicales, Universidad Autonoma de Yucatan.

Donald Wright, History, presented *Mande History From the Bottom Up, at Home and Abroad,* at the Fifth International Conference on Mande Studies in Leiden, Netherlands.

Faculty in ICC worked to develop a joint degree TESOL program for students from Turkey as part of a SUNY wide initiative.

The Department of Mathematics hosted Prof. Jan Kopka from J. E. Purkyne University in Usti nad Labem, Czech Republic.

Faculty in the Philosophy Department, led by Meche Nagel, began developing an eJournal, Wagadu.

Henry Steck, Political Science, through the Project on Eastern and Central Europe, facilitated presentations to students by Serbian scholars from University of Niš, on campus in connection

with the Department of State grant.

Meche Nagel and Kassim Kone, Sociology/Anthropology, worked on a project to bring Malian students to SUNY Cortland beginning this summer.

Craig Little, Sociology-Anthropology, taught an on-line SLN course in social control to students from Belarus and Cortland. This project has led to several conference presentations and will be expanded in 2003-2004.

The *UniPlanet* maintained foreign desks in Mexico, Venezuela, Peru, Slovakia, Romania and Australia.

Continued to bring Japanese students to SUNY Cortland under an exchange program with the Osaka College of Foreign Languages and Business.

VII. Technology

Technology in general, and instructional technology in particular, continues to play a significant role in programmatic and departmental developments:

The New Graphic Design lab, established with the help of Title III funds, continues to be developed in anticipation of the New Media Design major.

The Biological Sciences Department had a request to upgrade a classroom in Bowers Hall with Smart Classroom Technology.

Plans for the New Communication Media lab, also supported by Title III, are taking shape under the direction of faculty in the Communication Studies Department.

The Economics Department has raised over \$20,000 from private sources to develop a dedicated computer lab for sophisticated economic and financial analysis. Current plans include locating a state of the art, wireless network lab in Old Main.

The Geography Department continued to upgrade the GIS lab. Additionally, they have proposed plans for a lab in a box, which would include hand-held portable computers and GPS instrumentation.

The Department of International Communications and Culture's on-line discussion list for foreign language professionals, FLTEACH, continues to thrive.

The Department of Mathematics is in the process of moving and upgrading its computer lab in Moffett Hall.

The Department of Philosophy continues to make use of synchronous distance learning courses in its curriculum.

The Psychology Department uses instructional technology extensively, from computerized labs in PSY 101 to on-line testing in a variety of courses, to complete on-line courses.

Continued technological progress has created expanded opportunities for teaching and research for faculty and students. At the same time, new demands for resources arise in the form of additional investments in classroom technology. This need has already been felt with the requests for Smart Classrooms. Even more serious is the need for a systematic way to replace faculty computers. As it stands there is no money dedicated to that purpose, yet faculty needs are becoming increasingly sophisticated, particularly as faculty are encouraged to do more and more with technology. The

increased use of WebCT, as well as faculty interest in developing personal webpages to support classroom instruction and research, has contributed to computing needs on campus.

VIII. Promotional and Development Activity

All departments have been introduced to the Admissions Office's new database and web interface on newly accepted students. This information should be of great assistance in making early contact with prospective students and increasing the yield rate.

The Arts and Sciences Admissions Advisory Task Force met regularly throughout the year and reported a number of recommendations to the Dean for improving recruitment efforts for the school.

The Department of Communication Studies redesigned its departmental web page.

The Department of Economics led the Economics Club on a trip to the New York Stock Exchange, where they met with a number of alumni working in the financial district.

The History Department led its Student Club on a trip to the Holocaust Museum in Washington, D.C.

The Department of International Communications and Culture organized the Teachers in Training conference.

The Department of Performing Arts has prepared a new departmental brochure that was mailed to high schools in New York State. They have also coordinated their major performances to coincide with Admissions Open Houses and other visitations.

The Psychology Department developed a Freshman Year Initiative in Psychology to facilitate the transition to college for first year students.

Promotional posters have been developed by the Department of Sociology/Anthropology for both its sociology and anthropology programs. The posters have been mailed to high school guidance counselors.

The Departments of Political Science and Art and Art History have continued their long standing practice of preparing and mailing posters that describe their respective programs.

The Arts and Sciences Advisory Council continued to contribute toward the development and promotion of the revised focus of the School of Arts and Sciences. Toward that end, the council members have been instrumental in supporting the First Programs, specifically through financial contributions to support students who participate.

The Departments of Biological Sciences, Chemistry, Geology and Physics, sent representatives to the

Greater Syracuse Scholastic Science Fair this spring to judge science projects and generally participate in the activities. SUNY Cortland awarded a \$10,000 scholarship at the Science Fair and received considerable media coverage in the process.

The implementation of Web registration and web based grade reporting has, by all accounts, been favorably accepted by students and faculty alike.

IX. Adolescence Education

Virginia Levine, Arts and Sciences, led the college's SED reregistration and NCATE accreditation processes and continued to chair the Arts and Science Adolescence Education Council.

The Adolescence Education programs in Arts and Sciences continued to revise and resubmit the folios required for NCATE accreditation.

The following Arts and Sciences teacher education program review rejoinders were submitted to NCATE throughout the academic year, for review by their respective national organizations. All programs were approved with the exception of the Adolescence Education programs in the sciences.

Adolescence education coordinators participated in the college-wide Open Houses throughout the year and helped to attract prospective students to the school.

The Arts and Sciences Secondary Education Council worked on a number of initiatives including:

- Technology Competencies for all teacher education candidates
- Transition issues from old teacher education program to new teacher education program
- Complying with the 100 hours of fieldwork prior to the student teaching experience mandate
- Outcomes Assessment
- Program Requirements for Eligibility to Student Teach
- 2 Year/4 Year Articulation Agreements for Teacher Education Programs
- Adolescence Education Student Teaching in Australia

Members of the Arts and Sciences Secondary Education Council initiated and/or participated in a number of partnerships with New York State schools.

The relationship between the English Department and SUNY Purchase has been formalized. Purchase will prepare its interested undergraduate English students to enter Cortland's graduate MAT program in English. The articulation agreement with Purchase is also being used as a model to develop an articulation agreement with SUNY Institute of Technology.

Adolescence Education Coordinators Carol Bell, Ellen Hill, Rena Janke, Jean LeLoup, and Roger Sipher, were all very active in their respective fields.

Meetings with Representatives from SUNY Institute of Technology, Mohawk Valley Community College, and Herkimer Community College were held throughout the year to discuss the development of articulation agreements for students interested in MAT programs in Math, Physics and English.

X. The Future

The future of the School of Arts and Sciences, directed by the new mission, Learning to Make a Difference, remains uncertain. The challenge of attracting students to the arts and sciences seems much less daunting as significant progress continues in this area. New program development, supported by Title III, is nearing the point of implementation, and though we are behind schedule, most of the programs are likely to be available for students in the coming year. Energy can then be diverted from program development to recruitment of students. We cannot rely on the strategy *If we build it, they will come.* Active and aggressive recruitment of students will be essential to the success of the new programs. Departments are almost universally engaged in efforts to assist in the recruitment of students to the school. This year saw continued collaboration between the school and the Admissions Office. Those efforts appear to be paying off. In the fall of 2001, enrollment in Arts and Sciences was approximately 1700 majors. Last fall it exceeded 1900 majors and projections for next fall put enrollment in the school near 2100. We look forward to working with the Admissions Office and the Office of Advisement and First Year Programs in developing a comprehensive recruitment strategy to build on and consolidate the success of the recent past.

Similar energy must be turned to the First Year Learning Communities. To the extent that participation in Learning Communities pays dividends in recruiting and retaining students, these opportunities must not be confined to pre-majors. Students coming to Cortland with a declared major should have the same opportunity to experience the excitement of an interdisciplinary learning community early in their educational career.

All of these initiatives require institutional support in order to be sustained. These resources are, however, insufficient, and most likely shrinking. As we begin the first full year of Budget Decentralization next year, the need to allocate scarce resources efficiently will be more pronounced. The school was active in soliciting support for many initiatives from outside sources this year. Hopefully, some of those efforts, like the NSF proposal for a Summer Science Institute for prospective students, will pay off. The needs of the school in both the short and intermediate term remain the same as they were this time last year. These include additional faculty lines, upgraded computer labs and equipment, and support for faculty research and travel.

The Arts and Sciences Alumni Advisory Board continues to meet and provide support to the school. This group of dedicated alumni take time from their busy schedules to visit Cortland, and act as a sounding board for new ideas. Their support is much appreciated and should be cultivated in the future.

There is a solid foundation on which to build in the School of Arts and Sciences. Continued success will require the determination, commitment and cooperation of faculty, administrators and departments.

XI. Deans Office

With John Ryder's departure in May 2002, an internal search for an interim dean took place, and Mark Prus, who had previously been appointed Interim Associate Dean, was named Interim Dean. The creation of the School of Education brought about additional changes with Virginia Levine scheduled to return to the Associate Deans Office on July 1, 2003. Interim Assistant Dean Angela DeGroat, who filled in ably in Dr. Levine's absence, took a position in Institutional Research. Perhaps most significant of all the changes, Carol Harrington, the deans secretary, retired in December. Carol had served as the deans secretary for the last 5 deans and provided the institutional memory critical to the smooth functioning of any organization. Carol was replaced by Rhonda Moulton, who has done a remarkable job of filling some very big shoes. Given this state of flux, it is remarkable that the school appeared to function as smoothly as it did. Sue Teeter, secretary to the associate dean, has worked tirelessly to keep all of us in line and has assumed the role of "keeper of the flame." Maryann Wood was with us briefly, before continuing on to the Admissions Office, and was temporarily replaced by Liz Kopp. The fact that few people have really noticed the "musical chairs" we've played is a testament to the professionalism, skill and dedication of all the staff in the deans office.

As I wrote in last year's Annual Report, the major concern for the Deans office is finding an able replacement for John Ryder. Unfortunately, that concern is still applicable today.

Appendix: 2002-2003 Academic Year Student Statistics

	<u>Fall 2002</u>	<u>Spring 2003</u>	<u>Total</u>
ACADEMIC DISMISSALS:	15	12	27
ACADEMIC SUSPENSIONS:	62	95	157
REINSTATES:	11	1	12
CHANGE OF STATUS:	3	1	4
ACADEMIC PROBATION:	187	48	235
CONTINUED ACADEMIC PROBATION:	9	13	22
OFF PROBATION:	53	94	147
DEAN-S LIST:	538	560	1098

6/30/03