

ANNUAL REPORT
SCHOOL OF ARTS AND SCIENCES
SUNY Cortland

2004-2005

Mark Prus	Dean
Rena Janke	Interim Associate Dean
Jerome O'Callaghan	Interim Associate Dean
Linda Simmons	Staff Assistant

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INTRODUCTION

The 2004-2005 academic year has been marked by less change than in previous years. In some ways, the college and the school breathed a collective sigh of relief, as we received official notification of NCATE accreditation. This, along with our recent Middle States Reaccreditation, meant that years of preparation and planning, curriculum development and assessment, finally paid off.

At the same time, this year was one in which a relatively young administration sought footing in the institution. As the newly appointed, ninth Dean of the School of Arts and Sciences, I began the year by visiting virtually every one of the seventeen departments in the school. The purpose of these meetings was twofold: to present an agenda to operationalize the school's vision statement, and to listen to concerns from departments and faculty. The vision for the School of Arts and Sciences revolves around an engaged liberal learning with roots in learning communities, collaborative research between students and faculty, and experiential learning. Many departments within the school are already invested in these activities. Others felt that they lacked the resources to adequately deliver these opportunities to our students.

The 2004-2005 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 and understaffing, a commensurate over reliance on part time faculty, inadequate space, the development of new major programs, recruitment and retention of faculty, and dealing with the continuing question of resource allocation. Enrollment in Arts and Sciences remained above the goal of 40 percent of declared majors for the college as a whole, and in fact, the question now is whether we want enrollment to continue to grow. In light of the fact that Cortland's enrollment target has already been exceeded, and many programs within the School of Arts and Sciences are already at, or over, capacity, it makes sense to envision enrollment management from the perspective of matching growth opportunities to resource utilization.

STRENGTHS

As I have said in the past, the School of Arts and Sciences has much to be proud of. The faculty continue to be a primary strength of the school. 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.

As Dean of Arts and Sciences, I am particularly proud of the great work contributed by those faculty who received recognition from the Chancellor and the State University of New York. This year Professor Noralyn Masselink received the Chancellor's Award for Excellence in

Teaching. Professor Samuel Kelley was recognized with a Chancellor's Award for Excellence in Scholarship and Creative Activities. Professor Victoria Boynton was selected as the recipient of the Roseanne Brooks Award. Other faculty were recognized by awards from national organizations, and within their disciplines. The faculty of the school are recognized not only for their contributions through excellent teaching and scholarship, they have taken in lead in numerous college wide initiatives. These include but are not limited to the American Democracy Project, Civic Engagement, Service Learning and efforts to internationalize the campus.

A second area of strength is the curriculum. While the pace of curriculum development slowed noticeably, there were two new programs submitted for approval through system administration. One program in teaching English as a second language, was approved by system administration and NYSED. The second program, a Bachelor of Fine Arts in Studio Art, has received local approval and been sent to Albany.

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 new faculty in Chemistry are also beginning to develop productive research agendas. Many departments in the social and behavioral sciences, including economics, geography, political science and sociology/anthropology, continue to make scholarly contributions to their disciplines at a pace that averages one peer reviewed publication per full time faculty member a year. 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 in the final year of the Title III grant, and the technology and advisement initiatives supported by the grant appear to be bearing fruit. More faculty each year integrate WebCT into their courses. *NeoVox*, the online international news magazine produced by students, continues to build on the successful transition to new leadership. Many departments have been active in developing other international initiatives, including study abroad programs, student and faculty exchanges and dual diploma programs. This latter initiative promises to make significant contributions to internationalizing the campus as cohorts of students from Turkish universities begin to matriculate at Cortland.

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, Living Democracy, Tech First, Our Storied Land, 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. Some departments, notably

Political Science and Psychology, are beginning to offer learning community experiences to first year students coming in as declared majors.

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. We have now completed the third and final year of a plan to assess each of the categories in the SUNY GER. In the future, assessment will include new expectations for Basic Written Communication, Critical Thinking and Mathematics as outlined in the Strengthened Campus Based Assessment Initiative.

The school made significant contributions to the NCATE accreditation. All of the Adolescence Education programs are housed in the School of Arts and Sciences and were reregistered with the NYSED. Additionally, each program submitted folios to the appropriate disciplinary national organization for review.

ENROLLMENT

Enrollment growth will take on a relatively new perspective over the next few years. Overall, arts and sciences has succeeded in 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 signed with System Administration in 2000, 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. As of last fall we had returned to 41 percent of the declared majors. In recent years, the Admissions Office has accepted disproportionately more students interested in the arts and sciences, relative to majors in the other two schools. Of course, some departments within the school are near or at capacity, while others have underutilized resources. We continue to try to develop a model to more effectively manage enrollment and departmental resources. In collaboration with the Associate Provost for Enrollment Management, some departments have come up with plans for tracking admission of new first year and transfer students. These include the History, and Sociology/Anthropology departments. Overall, the departments within the highest number of majors in the school are History (324), Communication Studies (293), Psychology (252), Sociology/Anthropology (242), and Economics (216).

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 continue to occupy 8 of the top 10 positions in the ranking of average student 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 year's recruitment of new faculty will contribute to the progress of diversifying the faculty.

CHALLENGES

Faculty morale continues to be a challenge in some areas. Faculty morale is tied in part to workload. At the start of this past year, we developed a plan for moving most faculty to a nine hour semester load who were not already at that point. Beginning next fall faculty in the English, International Communications and Culture, and mathematics departments will teach three courses instead of four. It is hoped that this will not only help to improve morale, but that it will also be a significant recruitment and retention tool for those departments.

A second issue associated with faculty morale is faculty salaries. SUNY Cortland is recognized by both faculty and administrators as having lower average salaries by rank than virtually all other SUNY campuses. It is important to understand that there are compositional effects that may make these data deceiving. When controlling for salaries differences across disciplines using national faculty salary data, faculty in some departments at SUNY Cortland continue to suffer from low relative salaries, though faculty in other departments are generally much closer to if not above the national average by discipline and rank. The faculty most adversely affected appear to be concentrated in Biological Sciences, Economics and Mathematics. This has contributed negatively to the recruitment and retention efforts of the school, especially in the departments noted above. We have had some faculty leave Cortland after a few short years, and experienced difficulty recruiting faculty to some departments due to low salaries.

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. These views are invariably reinforced by the reports of external reviewers in conjunction with Program Review. Data on average student credit hours generated per FTE faculty member is one indicator of workload and should help to identify the departments with the most significant need for new faculty. In this respect, History, Communication Studies, Economics, Geography, Political Science and Sociology (especially Criminology) have the greatest need for new faculty resources. A second indicator of need for additional full time faculty resources comes from data on the utilization of part time faculty. History, Economics, ICC and Biological Sciences have the heaviest reliance on part time faculty, with over 40 percent of the courses offered in those departments services by part time faculty. For the school overall, nearly 72 percent of the courses offered are taught by full time faculty.

Department chairs continue to express 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. Potential relief is in sight with the recent NCATE accreditation success. Provost Salins has also been responsive to the idea of departments doing Program Review on a seven year cycle, as opposed to every five years.

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 2004-2005 academic year are described in what follows. This summary does not include all the activities and achievements reported by departments and individual faculty. A full accounting of all the good work carried out within the school can be found in the attached department and individual faculty annual reports.

I. Overview of Departmental Accomplishments

Art and Art History

The Department of Art and Art History continued its recent tradition of curriculum development with the submission of the proposal for a BFA in Studio Art. Along with the development of the New Media Design major, this new major should position the department to grow enrollment and contribute to the intellectual climate of the college. As director of the Dowd Fine Arts Gallery, Barbara Racker has made significant contributions to the professionalization of the gallery and promised to make it an important cultural resource not only for the college but for the community. A new storage area has been constructed to house the permanent collection, and the President's Cabinet has provided an annual operating budget for the gallery. The Art & Art History Department has been working with two community colleges, Onondaga Community College and Tompkins-Cortland Community College, on articulation agreements with the OCC agreement signed and the TCCC agreement pending.

Jeremiah Donovan continues to expose SUNY Cortland students to the area of Chinese Ceramics. In recognition of his expertise in this area, he received a Chancellor's Award for Internationalization for study of Chinese art. Additionally, through the efforts of Professor Donovan, the department hosted a visiting international scholar, Professor Jackson Li. Professor Li offered a Special Topics class in Chinese Art and Ceramics this spring semester.

The department successfully completed searches for two new full time tenure track faculty to replace Professor Barnaby-Sawyer, who resigned, and Professor Kowalski, who retired. While these valued colleagues will be missed, the department will be well served by the new faculty who will bring state of the art training and enthusiasm to the program. Professor Hepner comes to us with an MFA from the Rhode Island School of Design and has expertise in New Media

Design. Professor Jennifer McNamara is a Cortland alumna, and is completing an MFA in Fibers from Colorado State University.

Faculty in the department were active in scholarship and creative endeavors. Faculty exhibited work at 1 International exhibition, 5 national exhibitions, 6 regional exhibitions in addition to national and regional competitions. Additionally, the faculty collectively published 5 articles.

Biological Sciences

Faculty in the Biological Sciences department continued to excel in the areas of teaching and research. This is particularly evident in the fact that the members of the department had over \$500,000 in externally funded research for the year. This includes a \$150,000 Congressional Earmark to support recruitment and retention efforts for students in the natural sciences. Another indicator of the quality of the program's faculty was the feature article on Professor Tim Baroni that appeared in the New York Times science section this year. Collectively, the department is among the most active in publishing and grant writing. Tim Baroni, Patricia Conklin, Peter Ducey, Terrence Fitzgerald, Louis Gatto and John Sternfeld all published articles in peer reviewed journals. Overall, the department published 12 articles, 3 abstracts and made 9 conference presentations. Many members of the department also enlist students in their research programs whether supported by grants or not.

Faculty from the department have also been active in variety of community services. These include serving on the Cortland City Water Advisory Committee, the Cortland City Landscape and Design Commission, and the Cortland County Board of Health. They have also participated in the Greater Syracuse Scholastic Science Fair as judges.

Fourteen students majoring in Biological Sciences graduated with honors this May. In addition, many students in the department were engaged in research projects with faculty. Some of these were presented at Scholars' Day.

The department continues to face difficulties, like all of the sciences, in maintaining laboratory space and equipment. Renovation of Bowers Hall, and reinvestment in equipment is a top priority for the coming years. This summer the roof is finally being repaired and ventilation hoods refurbished. The President's Cabinet also provided funds from the reserves to allow all the sciences to purchase much needed equipment. For the Biology department, this provided the opportunity to replace two antiquated autoclaves. Additionally, through the Alteration Projects Program, Bowers Hall will be outfitted with card access systems to allow students greater access to the building without compromising security. All of these improvements should qualitatively enhance the educational opportunities for students in biology and the other sciences.

Chemistry

The Department of Chemistry completed its second successful search for a tenure track faculty member in two years. Professor Nancy Meagher joined the department last spring and Professor

James Ayers will be coming to the department in the fall. Professor Ayers has a Ph.D. in Chemistry from Stanford University. Along with the addition of Matt Gronquist three years ago, the department is poised for a renaissance. Professor Peter Jeffers retired at the end of the year, but I expect that he will continue to be a presence on campus conducting research, and providing informal mentoring to the new members of the department. Finally, with respect to personnel activities, Dr. Michael Von Tersch (Ph.D., University of Georgia) was appointed to a position as full time lecturer in the department. His appointment will undoubtedly provide needed stability in servicing the SCI 142 requirement for all Childhood Education majors.

The department would like to add an additional faculty member in the future in order to continue to meet American Chemical Society guidelines for recognition. This would not only relieve the burden of a heavy teaching and overload schedule, but would contribute to the delivery of the science education component for the Childhood Education program.

On the bright side, enrollment in the Chemistry major is exhibiting a clear upward trend. The number of chemistry majors has nearly tripled over the last five years from 12 to 33. Students are actively engaged with faculty in joint research projects, many of which are included in Scholars' Day. The department is in the process of developing ties with the Cortland County Health Department and the Tunison Fish Nutrition Laboratory. These connections will undoubtedly lead to opportunities for further student engagement.

The faculty are productive, especially in light of the heavy teaching responsibilities. Collectively, they published four research papers, submitted one grant and made 16 presentations at professional conferences.

Communication Studies

The Communication Studies Department has made what appears to be a successful transition to a new department chair. Dr. Paul van der Veur succeeded Dr. William Sharp who had served as an external chair for a year and a half. The department is making significant progress in revising and consolidating its curriculum, in response, in part, to recommendations made by external reviewers as part of the Program Review process. Specifically, two concentrations were eliminated. Additional streamlining of the curriculum is moving to the school and college wide curriculum committees. The department is experiencing significant transition with respect to facilities as well. The planned shutdown of Sperry, along with the renovation of Brockway, have led to the repositioning of teaching labs and studio space. While change of this magnitude is always challenging, I believe that the consolidation of audio and television labs in Dowd, along with the New Communication Media lab, will result in permanent improvements for the program.

In the area of diversity the department is one of the most diverse on campus. Of the 8 full time tenure track faculty in the department, two are female and three are ethnic minorities. The

department also infuses diversity in its curriculum and supports a number of diversity initiatives on campus through its service contributions. The department makes significant contributions to the college in the area of diversity as well as to the intellectual climate. The Gospel Choir, under Sam Kelley's guidance, continued to be a significant part of the cultural offerings at the college. Faculty in the department also oversee the student radio station, the student newspaper and CSTV.

A major challenge for the department remains servicing the large and growing number of majors. As I have noted in the past, I believe it is important for members of the department to become more involved in scholarly activity. Collectively the faculty published one paper, and one video, and participated in 6 conferences.

Economics

The Economics Department was awarded the Inaugural Grant to Improve Writing in the Disciplines. This \$5,000 grant was funded through the Provost's Office and awarded by the College Writing Committee. The grant is being used to "Enhance the Writing of Our Future Economists" and a major portion of the funding supported a college-wide workshop conducted by Dr. Dan Apple of Pacific Crest. The workshop was held on Friday, March 18, in Corey Union.

The department dedicated the Victor Rumore Economics Department Computer Lab. The dedication ceremony highlighted years of effort on the part of the department, as well as the generosity of Mr. Rumore. The lab will make a major contribution to the education of economics students, and prepare them for work in a technologically dynamic world.

In the area of international education, the department developed a dual diploma program with Izmir Economics University. This program promises to attract many bright, and highly motivated international students to the campus.

The department's search to replace Mark Prus failed in spite of the department's best efforts. One of the primary reasons was salary. According to CUPA data, the average starting salary for assistant professors in economics at comparable 4 year colleges is presently between \$62,000 and \$64,000. The department was able to offer a starting salary of \$52,000. This was approximately \$10,000 less than the market salary. The department hopes to offer a more competitive salary when it reopens the search next year. This will, however, have important implications in terms of salary compression within the department.

It is also noteworthy that none of the faculty in the department has salaries commensurate with new, starting Assistant Professors, even though some have been here for over 20 years and many are associate or full professors! Salary compression is a serious issue for the entire campus, but is nowhere more acute than in the economics department. Given these experiences, it is imperative that the administration understand that the department has reached a crisis in their ability to recruit and retain qualified faculty given the paltry salaries of our faculty. The stability of the department and the quality of education will be severely compromised unless the administration takes steps to remedy the salary problem.

The department did fill a one year visiting assistant professor position. Dr. William Evans brings with him a wealth of talent and experience and an excellent rapport with students. Judy Sears was converted to a full time lecturer position after serving the department as an adjunct since the early 1980s.

Another concern is that the department continues to rely excessively on adjuncts in order to deliver their program. The department had nearly 50 percent of its courses taught by part time faculty in the spring.

As a department, economics remains highly productive with 1 edited book, 4 book chapters published, 10 articles and 2 book reviews. Additionally, members of the department presented papers at 9 conferences during the year.

English

The English Department continued to experience a transition. Three faculty members retired and three new tenure track faculty and one full time lecturer were hired. Professor Karen Stearns joins the department from SUNY Oneonta. She is a Ph.D. candidate at Syracuse University. Professor Cynthia Sarver has her Ph.D. from the University of Southern California. Professor Paul Washburn is a Ph.D. candidate in Linguistics at Cornell University. All three will make significant contributions to the department, especially the Adolescence English Education program. Professor Amy Burtner, Ph.D. from Binghamton University was converted to full time lecturer.

The *Central New York Language and Literature Conference* took place in October, and was a success, under the directorship of Alex Reid. Reid also served as part of the leadership of the new interactive magazine, *NeoVox*. The journals *She Said/She Said* and *Transition* were published by the English Department, under the editorship of the Professional Writing faculty. The *Cortland Composition Handbook*, which goes to the whole campus, went into its eleventh printing, under the guidance of Mary Lynch Kennedy.

The department contributes significantly to two college wide initiatives, in service learning and civic engagement. Faculty in the department also participate actively in the school's Learning Community initiative, particularly professors John Suarez and Anne Wiegard.

Faculty in English have expressed concern over adjunct faculty salaries. Approximately 33 percent of the courses offered in the department are taught by part time faculty. The department now has 11 full time lecturers representing nearly 38 percent of the full time faculty in the department.

The English Department faculty published 2 books, 2 book chapters, 3 articles and 7 book reviews during the year. They also presented their scholarship at 18 international, national and regional conferences.

Geography

The Geography Department continues to provide a high level of individual attention to learning of students especially through the integration of technology, as well as their contribution to General Education. The department also ran its fifth iteration of Tech First, the first learning community offered at Cortland. It is a testament to the dedication of the faculty in the department that this learning community has been sustained for so long.

The Geographic Information Systems-based technology courses and lab products continue to evolve. The department updated the GIS lab with new software. In other respects, the department seems to be consolidating its efforts over the last few years in terms of curriculum development and assessment activities. The GIS major is in place, and will hopefully begin to attract more students to the department as majors. The department's program review two years ago continues to serve as a model for other departments. That review highlighted the strengths of the department, namely a collegial and well trained faculty, a progressive curriculum and sophisticated teaching facilities. The department has also achieved a level of stability with respect to personnel. Professor Anderson is nearing tenure, and Professor Fraser has just been reappointed.

The department faces a number of challenges, including mentoring Professor Fraser and assisting her in her efforts to publish. Additionally, the department has a large service obligation to General Education that makes it difficult to deliver its major programs.

Faculty in the Geography Department continue to be productive in their scholarship. They published 1 book, 1 book chapter, and 4 articles during the year. They also presented 9 papers at conferences internationally, nationally and regionally.

Geology

The Geology Department is truly one of the Centers of Excellence within the School of Arts and Sciences. Faculty in the department continued to demonstrate its productivity in research and grant writing, publishing 6 articles and 4 abstracts. Faculty submitted 5 grant applications and had three funded. This is substantial for a department of five full time faculty. Members of the department also played significant roles in self governance through their service on department, school and college wide committees.

The department has been very active in recruiting new students through the development of a brochure, updating of the department webpage, and participation in admission open houses and visits to area high schools. The department has also been involved in alumni relations, having developed its first alumni newsletter since 1996. The department is making an effort to utilize alumni in the recruitment of new students, and department designated gifts.

The department developed its own technology classroom for offering of upper-level geology courses. The layout includes a new screen, new ceiling-mounted LCD projector, a dedicated laptop computer and media interface hub for connection of a variety of media programs and new program development.

The department also introduced award plaques for its outstanding students, to be displayed in the Geology hallway, showing the awards given by the department for an outstanding junior and senior. This space also includes a plaque given by the class of 2004 to the Geology Department and Faculty as a parting gift. This was very graciously received by the department and reflects an exceptional class of highly motivated and achieving students who will be dearly missed by the department.

History

The History Department as previously noted, faces a number of significant challenges. First, they have the heaviest teaching load as measured by average student credit hours per faculty member in the entire college. This results from the heavy service load for General Education as well as for education majors minoring in history. Second, the department had almost half of its

courses taught by part time faculty in 2004-2005. Together, these two indicators strongly support the department's contention that it is understaffed. The department did hire two tenure track faculty for next year, but those hires will simply replace two retiring faculty members. Professor Scott Moranda (Ph.D. University of Wisconsin, Madison) brings expertise in European History. Professor Rachel Reinhard (Ph.D., University of California Berkeley) is a specialist in American History and will contribute to the Adolescence Social Studies program. The department has hired two highly qualified faculty who should bring energy to the department.

In spite of these challenges, the department completed its Program Review this year. The external reviewers also highlighted the quality of Cortland's history faculty, and the department's programs. They were also aware of the understaffing of the department. I concur with their assessment.

The faculty in the department remain productive in their scholarship and dedicated to their teaching. Many have received recognition for their work. In particular, Professor Don Wright has been invited to be a distinguished visiting professor at the Citadel next year. This is truly an honor! Professor Kevin Sheets is one of the principle investigators on a nearly \$1 million dollar grant from the U. S. Department of Education to revise the history curriculum. Professor Brett Troyan was the recipient of a Fulbright Teaching and Research Award. Collectively, faculty in the department published one book, two book chapters, 7 articles and two book reviews. They made 10 presentations at international, national and regional conferences.

The department anticipates that a number of faculty will retire in the next few years. This will present both challenges and opportunities for the department as it navigates the transition.

International Communications and Culture

Like the Art, English and History departments, International Communications and Culture was very much involved in searches for new faculty throughout the year. The department successfully completed three searches necessitated by the resignation of two faculty whose primary responsibility was servicing the ESL program. The department filled these vacancies in addition to hiring another ESL specialist to service newly developed programs in TESOL. Professor Tina Christodouleas, Ph. D. candidate, Pennsylvania State University, has most recently been teaching at Indiana University of Pennsylvania. Professor Hongli Fan, Ph.D. candidate, joins the department from the University of Florida. Finally, Professor Paulo Quaglio, Ph.D., University of Northern Arizona, comes to us from the University of Central Florida. The department also converted a long time part time faculty, Professor Patricia Martinez, to a full time lecturer position.

The department has one dual diploma program with Anadolu University in Turkey that will bring international students to Cortland beginning in 2006. ICC has also begun structuring a similar initiative with the Pultusk School of Humanities in Poland. These are important initiatives that will contribute to internationalizing the campus. They will also provide additional resources to the college to support the effort.

The department continues to offer electronic resources, providing the department, as well as the institution, with a high degree of visibility, both nationally and internationally. The FLTEACH web site receives over 90,000 hits per month. Marie Ponterio's French Civilization web site receives between 140,000 and 160,000 hits per month. The ICC web site receives approximately

5000 hits per month. Other highly used and highly visible ICC resources are Jean Leloup's Taller hispano and her Technology in the FL methods course.

The department continues to be productive, with 1 book published, 1 book chapter and 10 articles and one book review. In addition, members of the department presented papers at 16 conferences.

Mathematics

The Mathematics Department successfully completed its Program Review this year, including site visits by two external evaluators, Dr. Laura Person, Associate Professor and Chair, SUNY College at Potsdam, and Alan Tucker, Distinguished Teaching Professor, SUNY Stony Brook. The external reviewers noted the department's strength in teacher education and increasing enrollment. A number of recommendations for curriculum change were made as well.

The department was represented by Kosmas Diveris, Ben Java and Adam Kalman, undergraduate students, in the 65th annual William Lowell Putnam Mathematical Competition in December 2004. Adam Kalman scored in the top 18% nationally with a score of 20, the highest finish ever for a SUNY Cortland student. Dr. John Best served as faculty advisor for the Putnam team.

The department was active in refining its curriculum. Of particular note, a new sequence of 4-hour calculus courses was approved for implementation beginning in Fall 2005. The old sequence of 3-hour courses will be phased out as the new sequence is phased in. Since 4-credit hour courses are the norm at most institutions, this change will strengthen articulations between SUNY Cortland and other SUNY community colleges, and simplify transfer credit issues. This change may also improve the department's 4-year graduation rate, as it will allow students to complete the calculus sequence and move on to their upper division coursework one semester earlier.

Cristina Bacuta, John Best and Bruce Mattingly received a \$4000 grant from the Preparing Mathematician to Educate Teachers project led by the University of Arkansas, sponsored by the Mathematical Association of America and funded by the National Science Foundation.

The department has identified a number of areas it plans to address in the coming years. These include: developing a combined 5-year combined BS/MAT degree program in Middle Childhood Education – Mathematics program, participating in the next round of general education assessment for quantitative skills, and review and revise the requirements for the undergraduate liberal arts major in mathematics.

Performing Arts

The Performing Arts Department continues to provide service to the General Education program. The major in Musical Theatre successfully navigated the Program Review process this year, and received accolades from the external reviewers. The reviewers cited inadequate staffing, especially on the technical side, as an area of concern, but also indicated the need for more specialized acting classes for majors in the program.

The program contributes to the cultural climate of the college and community both through the musical theatre performances as well as the musical recitals it produces. Much of the programming has centered around coordinating performances with significant open houses and other events to benefit visitors to the campus. The department produced four plays with a total of 18 performances. In addition, individual members of the department contributed to literally hundreds of performances regionally.

Performing Arts has been a tireless advocate for resources to improve the performance facilities. The Dowd Fine Arts Theatre has received some significant improvements over the year, including a new lighting system, a new fly system, and a new sound board. These investments will enhance the program's professionalism, and help attract more community support for performances.

The department has announced its intention to propose reinstating the music major. It will be important for the department to address the enrollment issues that led to the deactivation of the music major in the first place before such a proposal is entertained.

Philosophy

The Philosophy Department provided important service to the college community through its participation in the President's Summer Ethics Institute. Along with its participation in the Summer Diversity Institute, it has positioned itself as a leader in promoting college wide initiatives, and promoting faculty training in these areas. The department also completed its Program Review. A number of useful curricular recommendations were made, that, hopefully, will contribute to the department's efforts to recruit more students to the program. The department, following these recommendations, has initiated curricular changes for next year.

Many of the faculty in the department are active participants in the college's international efforts. They contribute to the TransAfrica project and *Wagadu; A journal of Transnational Women's and Gender Studies*.

The department conducted a successful search for a new tenure track faculty member to refill a position vacated by resignation. Andrew Fitz-Gibbon, Ph.D. from the University of Newcastle-upon-Tyne, was hired as a result of that search.

Faculty members in the Philosophy department published 2 book chapters, two review essays and two encyclopedic essays. They also made 9 presentations at international, national and regional conferences.

Physics

The Physics department continues to service a number of related programs, including the traditional physics degree, physics degree with concentrations in either Environmental Science or Geophysics, a 3+2 cooperative Physics/Engineering program, and adolescent education programs in both physics and physics/mathematics. Enrollments appear to be growing with 48 undergraduate students majoring in one of the department's programs.

The department has begun upgrading the SUNY Cortland Planetarium. A new computer, video projection system, and sound system were installed at the department's own expense. The department used the facility when it hosted Wendee and David Levy. Wendee is an alumna of

the college, and her husband, David, is an amateur astronomer. David made a presentation on the discovery and naming of planetoid #27776, aka "Cortland."

Dr. Kime continues to play an important role within the Department as the Physics and Engineering Club advisor and the Coordinator of the 3+2 Engineering program. Dr. Chaturvedi continues his studies of nuclear waste disposal and nuclear weapons. Dr. Chaturvedi played a key role in organizing a series of lectures for Sigma Pi Sigma in celebration of the World Year of Physics. Dr. Wheeler continued to participate in the Earth and Sky learning community. He has also graciously supported the Dean's efforts to update the webpage for the School of Arts and Sciences.

A major challenge for the department is servicing its programs with only three full time faculty. If enrollments continue to grow the department will be well positioned to hire an additional tenure track faculty member.

Political Science

The Political Science Department continues to make significant contributions to the college through its members' teaching, scholarship and service. Of the eight, three hold the SUNY rank of "Distinguished" (two Service, one Teaching); three have won Chancellor's Awards for Excellence (two Teaching, one Scholarship), and one has won the Brooks Teaching Award.

In the past academic year the Political Science Department made an extraordinary contribution to the life of the college: hosting international scholars through both the Fulbright program and the exchange with the University of Nis, bringing nationally renowned speakers to campus (Eliot Spitzer and Tom Patterson), and continued coordination of the Title III program.

The department is experiencing a transition with Professor Julio Fernandez retiring and Professor Jerome O'Callaghan leaving the department to become Associate Dean of Arts and Sciences.

The department was one of the most receptive to the development of learning communities for majors. Department members Pasquarello and McGuire participated in a learning community composed of linked courses for new political science majors: In addition, McGuire participated in the Living Democracy Service Learning Community. The department was also invited to participate in the formulation of a new multi-disciplinary certificate program in "Ecolonomics" at the invitation of Pres. Bitterbaum; Professor Pasquarello has agreed to chair a committee to pursue this initiative.

The department continues to be actively involved in international programmatic activities. Professors O'Callaghan, Asumah, Pasquarello, and Steck lectured at the University of Nis, Serbia, and Asumah was also guest lecturer at the University of Surrey in England. Professors Fernandez and Pasquarello continued to pursue educational opportunities for our students in Belize.

Finally, the department takes special pride in noting that two of the six Cortland students selected to receive the prestigious SUNY Chancellor's Award for Student Excellence this past spring, Ray Grogan and Meaghan Heam, were political science majors. Political Science majors continue to exhibit outstanding academic and leadership accomplishments.

This past academic year, department members have published 1 book, 2 book chapters, 4 articles, 5 book reviews, and presented a total of 32 papers/presentations at various conferences.

Psychology

The Psychology Department continues to play a leading role in the integration of technology into classroom teaching. The department computer lab is scheduled for all PSY 101 labs. Currently all full, and part-time faculty in the Department include some use of technology in their courses. This ranges from a complete on line course, to the Power Point Presentation used in most classes. It should be noted that many of these presentations do not consist solely of slides of text but incorporate graphics, sound, animation and video. A number of faculty use components of Web CT to support their classes. Others use the Perception software to create and administer tests using the Internet. Professor Mel King serves on the Technology Liaison Program and representing the interests of faculty regarding concerns related to the use of technology and scholarship.

The Psychology Department continued to offer its Freshman Year Initiative (FYI) in Psychology program. This is the type of experience I would hope all departments would develop for first year students with declared majors. The program creates cohort groups of incoming psychology freshmen and enrolls them in common COR sections and PSY 101 and CAP 100 labs, all of which are taught by psychology faculty. Preliminary results indicate that students liked this cohort grouping, and especially the opportunity to get to know peers, the upper-class psychology majors who serve as teaching assistants in the courses, and faculty members of the Psychology Department. They felt that the opportunities for in depth advising and information dissemination concerning careers in psychology were very helpful.

A number of faculty continue to serve on the editorial boards of professional journals in their fields. Others were invited to review articles for professional journals in their fields. These are important indicators of the reputation and quality of the faculty.

Professors David Berger and John Lombardo submitted a proposal to NIH to continue their work examining the effects of PCBs. Professor Kimberly Kraebel submitted a revised grant to the National Institute of Mental Health. Local grants were also received by Collings, Eaton, Kraebel, and Ouellette.

The department continues to work on revising its major curriculum. Discussions involve the development of concentrations with the major. The department is also involved in the development of international collaborations.

The faculty in the department remain productive with 1 student workbook, 3 book chapters, 7 articles and one multimedia presentation published. They also made 29 conference presentations at international, national and regional meetings.

Sociology/Anthropology

The Sociology/Anthropology department continues to provide significant service to the school's Learning Community initiatives. Additionally, the department, especially in the Human Service Studies major and the new Criminology major, is deeply involved in providing experiential learning opportunities for students through its active internship program.

Ten students were inducted into Alpha Kappa Delta, the Sociology National Honor Society. Two students were inducted into Sigma Phi Omega, the National Academic Honor and Professional Society in Gerontology. At the Honors Convocation, Angela DeRico, Suzanne Hickok, and Megan Murphy received the department's anthropology award for academic achievement and Abigail Withers received the Rozanne Brooks Award for Outstanding Achievement in Sociology.

The department's alumni campaign, begun last year, is beginning to bear fruit. Forty seven alumni responded to the letter campaign indicating a desire to mentor students. Over \$1000 was also received as a result of the mass mailing. This effort should serve as a model for other departments.

The department contributes to the intellectual climate of the campus in a variety of ways. Faculty in the department have taken the lead in civic engagement activities. Others have organized speakers series, and film series. Members of the department are also involved in efforts to internationalize the campus through their contributions to the TransAfrica Project and the Asian Studies Minor Program. The continued efforts of professors Little and Kendrick are noteworthy in involving students in community redevelopment through the COPC project.

Faculty in the department again had a productive year of scholarship. Collectively, they published 2 books, 3 book chapters, 3 journal articles and a book review. They also made 23 conference presentations.

II. Curriculum Development

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

Two new major program proposals were submitted to System Administration:

BFA	Studio Art	(Art and Art History)
BA	Teaching English as a Second Language	(ICC)

Cortland's First Programs are being expanded, with the eventual goal of providing a Learning Community 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

Fall 2004: Tech First! Planet Earth
People First
World First
Earth and Sky

Fall 2005: Tech First! Planet Earth
World First
Earth and Sky
American Democracy
Living Democracy
Our Storied Land

In the fall of 2005 the following C-Links will include Arts and Sciences content courses:

Art in the Modern World	Art and Art History
Intro To Sociology	Sociology/Anthropology
Media Stereotypes	Communication Studies
Survey of African American Music	Performing Arts

In addition to the faculty participation in the C-Links, 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.

Faculty in the School of Arts and Sciences were active in offering discipline-based COR 101 sections in every department with the exception of International Communications and Culture, History and Sociology/Anthropology.

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 incorporated into the SUNY wide Program Review initiative that will take place on a 5-year cycle. Five programs completed their Program Review for System Administration this spring:

- Geology
- History
- Mathematics
- Performing Arts
- Philosophy

In every case, two external reviewers made site visits and provided feedback based upon the written program review and their meetings with faculty, students and administrators. The external reviewers were uniformly impressed with the quality of the faculty, the rigor of the curriculum, and the general state of facilities. In most cases, recommendations for adding faculty and upgrading academic equipment, including computer technology, were made. A number of significant curricular recommendations were also made, and some have already been proposed and approved by the curriculum committees on campus.

Three programs within the school are scheduled to complete their Program Review in the upcoming academic year. They are:

- International Studies
- Political Science
- Sociology/Anthropology

We completed the third round of assessment of the SUNY General Education Requirement (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 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. This past year the final four SUNY General Education categories were assessed. These included: The Arts, Basic Oral Communication, Critical Thinking, and Information Management. Faculty within the School of Arts and Sciences were instrumental in developing and applying the assessment instruments, including the rubrics for scoring student work in the first three areas.

Next year, we will begin the second round of assessment of the SUNY GER. We will incorporate the mandate in the Strengthened Campus based Assessment Initiative, and plan new assessment strategies for Mathematics, Basic Written Communication, and Critical Thinking.

IV. Faculty

The following faculty received promotions this year:

Associate Professor to Full Professor:

Christopher Cirno, Geology
Richard Kendrick, Sociology/Anthropology

Assistant to Associate Professor:

David Barclay, Geology
Kathleen Burke, Economics
German Zarate-Hoyos, Economics

Lecturer I to Lecturer II

Katherine Graham, Economics

Lecturer II to Lecturer III

Mark Cerossaletti, ICC
Lareen Wells-Weiss, English
Anne Wiegard, English

The following faculty received continuing appointment:

Lecturer III to Lecturer IV

Linda Rosekrans, English

Faculty receiving Continuing Appointment:

David Barclay, Geology
Kathleen Burke, Economics
David Franke, English
Mary McGuire, Political Science
Deborah Spencer, Economics
German Zarate-Hoyos, Economics

The following faculty received grants during the 2004-2005 academic year:

Outside Grants:

Peter Ducey, Biological Sciences
Terrence Fitzgerald, Biological Sciences
Barbara Racker, Art and Art History

New York State DEC
U. S. Department of Agriculture
National Endowment for the Humanities

Kevin Sheets, History
Jean LeLoup and Robert Ponterio, ICC

U.S. Department of Education
National Endowment for the Humanities

Faculty Research Program:

David Barclay, Geology
Raymond Collings, Psychology
Leslie Eaton, Psychology
Gayle Gleason, Geology
Matthew Gronquist, Chemistry
Nancy Meagher, Chemistry
Joseph Onello, Physics
Sharon Steadman, Sociology/Anthropology

Travel and Research Grants:

David Barclay, Geology
Marni Gauthier, English

In 2004-2005 the School of Arts and Sciences hired 12 full time tenure track faculty:

Art and Art History	Lori Hepner Jennifer Lynn McNamara	New Media Design Fibers
Chemistry:	James Ayers	Physical Chemistry
English:	Cynthia Sarver Karen Stearns Paul Washburn	Adolescence English Education Adolescence English Education Linguistics
History	Scott Moranda Rachel Reinhard	European History American History
ICC	Tina Christadoureas Hongli Fan Paulo Quaglio	Spanish Linguistics French Linguistics ESL
Philosophy	Andrew Fitz-Gibbon	Social Ethics

There was one failed faculty search this year. (Economics)

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

Ronald Ashcroft, English
 Gordon Beadle, History
 Julio Fernandez, Political Science
 Alan Hager, English
 Peter Jeffers, Chemistry
 Libby Kowalski, Art and Art History
 Robert Lehr, Psychology
 Joel Shatsky, 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	13
Articles, Abstracts, and Book Chapters	114
Plays Written	3
Play Productions	98
Book or Performance Reviews	27
Conference Presentations	196
Exhibitions	13
Musical Performances	90

V. Title III

This was the final year of the five year Title III grant. Professor Jerome O'Callaghan administered the grant ably. Title III supported two learning communities in this period, both offered in Fall. "Our Storied Land" was originally designed for a sophomore population but as enrollment was slow it was quickly adapted by its faculty (M. Krall, K. Sheets, A. Wiegard and K. Graham) to serve incoming freshmen. Both students and faculty were particularly grateful for the opportunity that this learning community provided for trips to Raquette Lake. Students explored the Adirondacks through lessons in history, geography, literature and economics. The second learning community was "Living Democracy" designed with a freshman audience in mind and centered on issues of service learning and civic engagement. Living Democracy relied on the participation of five faculty: M. McGuire, J. Suarez, M. Nagel, R. Storch and A. Wiegard. A second version of Living Democracy will be offered in fall 2005, relying on a smaller group of faculty.

Title III also provided support for technology investments for the Conservation Biology program, and may, if permission is granted by the Department of Education, support both technology needs and faculty training in the Dartfish initiative.

Title III also sponsored a regional conference on campus devoted to the issue of engaging first year students. Titled "Brave New Minds," the conference attracted over 70 participants including High School faculty, Cortland faculty (both part time and full time), professionals in advisement and student services, and experts from RPI, Cornell, Syracuse University and Binghamton University. The conference panels were well received, as was the keynote speech by Dr. Robert Feldman of the University of Massachusetts.

The last of the advisement workshops sponsored by Title III occurred in May. Led by Dr. Barclay (Geology) and Dr. Mattingly (Mathematics), a group of ten Arts and Sciences faculty explored the challenges and opportunities that good advisement presents. The participants were:

Ellis, Lori
 Gatto, Louis
 Troyan, Brett
 Gronquist, Matthew
 Noralyn Masselink
 Kraebel, Kimberly
 Best, John
 Lawrence, Kathleen
 Toglia, Michael
 Haight, Alan

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.

Finally, a significant part of the Title III grant is an endowment initiative that provides matching federal funds (\$350,000) for Cortland's fundraising campaign. With the assistance of Vice President John Mosser, and Linda Battin from the Office of Institutional Advancement, over \$270,000 has already been received. The remaining \$80,000 contribution should be in place by the end of summer.

VI. International Activities

The School of Arts and Sciences continued to promote the internationalization of the campus through its curricular and extracurricular 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 2004-2005 academic year:

The School of Arts and Sciences hosted visiting scholars during the year. Professor Jackson Li was a visiting artist and scholar from China, hosted by the Department of Art and Art History.

Professor Jeremiah Donovan received a Chancellor's Award for Internationalization to take students to China to study Chinese art and culture.

Professors Broyles, Rivest, Miller and Pasquarello continued to take students to Belize for a Winter session course. They were accompanied by President Bitterbaum and alumni from the college.

The Department of Economics developed a Dual Diploma program leading to a degree in Economics for students at Izmir Economics University in Izmir, Turkey.

Faculty in ICC worked to develop a joint degree TESOL program for students from Anadolu University in Eskishir, Turkey as part of a SUNY wide initiative. The department hosted four faculty members from Anadolu University in September.

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.

Faculty from Economics, History, ICC, Political Science, Psychology and Sociology gave invited presentations at International venues.

Meche Nagel and Kassim Kone, Sociology/Anthropology, worked on a project to bring Malian students to SUNY Cortland. Nagel and Kone, along with other faculty were instrumental in the development of the Transafrica Project. The Transafrica project promoted study abroad and student exchange programs with universities in the Gambia, Kenya and Mali.

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.

NeoVox maintained foreign desks in Mexico, Venezuela, Peru, Slovakia, Romania and Australia and published over 450 articles written by students.

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

The International Studies program, coordinated by Dr. Sharon Steadman has recruited many fine students. There are currently 40 declared majors in the program.

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.

The New Communication Media lab, also supported by Title III, is being moved to Dowd, and continues to be updated to meet the constantly changing needs of the program.

The Economics Department has raised over \$20,000 from private sources to develop a dedicated computer lab for sophisticated economic and financial analysis. A state of the art, wireless network lab was dedicated in September and named after Victor Rumore, '84.

The Geography Department continued to upgrade the GIS lab. Additionally, through the support of Title III, they have developed a "lab in a box," which includes 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 through the Alteration Projects Program moved its computer lab in Moffett Hall and enjoyed the first full year in its new location.

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. This year, significant investment in new faculty computers and new smart classrooms was made with the return of 'hold harmless' funding from system administration. These monies, however, will not be available on a continuing basis into the future, and cannot be relied on to maintain our technology resources. 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. Adolescence Education

The Adolescence Education programs at Cortland consist of undergraduate and graduate programs leading to initial/professional certification to teach the following subjects in grades 7-12:

English (BA, MAT, or MEd)
 French (BA, MEd), Spanish (BA, MEd), or English as a Second Language (MEd)
 Biology, Chemistry, Earth Science, Physics, or Physics/Mathematics (BS, MAT, or MEd)
 Mathematics (BA, BS, MAT, or MEd)
 Social Studies (BA or MEd)

The Arts and Sciences Adolescence Education programs successfully navigated the NCATE accreditation process.

The programs were reregistered through the New York State Education Department and admitted the first undergraduate students to the new programs in 2000 and graduate students to the new programs in 2001. The first graduate students to complete program requirements under the new regulations graduated spring 2003, and the first undergraduates to complete program requirements under the new regulations graduated spring, 2004. The academic year of 2004-2005 saw the second cohort of undergraduate students and the third cohort of graduate students complete the new programs.

Coordinators of the adolescence education programs constitute the Adolescence Education Council (AEC), which meets regularly throughout the academic year to discuss issues related to adolescence program standards and degree requirements. For 2004-2005, the program coordinators were:

Adolescence English	Dr. T. Ellen Hill
Adolescence French/Spanish	Dr. Jean Leloup
Adolescence Mathematics	Dr. Carol Bell
Adolescence Science	Dr. Daniel Meyer
Adolescence Social Studies	Dr. Gigi Peterson

Rena Janke, Interim Associate Dean of Arts and Sciences, chaired the Arts and Sciences Adolescence Education Council.

Assessment of programs and candidates is ongoing and prompts periodic changes to degree requirements. Through the Adolescence Education Council in 2004-2005, coordinators discussed/collaborated on the following:

- Review of teacher education admissions process--both admissions criteria and timing of application;
- Review of AED 391/600: Introduction to Adolescence Education (serves undergraduate students in adolescence French, Spanish, math, the sciences, and social studies) and AED 600;
- Introduction to Adolescence Education (serves students in the MAT programs in math and the sciences). The responsibility for scheduling and the hiring of adjuncts to teach AED 391 and AED 600 shifted from the School of Education to the School of Arts and Sciences. The AEC ended 2004-2005 with plans to redefine the learning

outcomes for AED 391/600 so the courses are more effective in meeting program standards/requirements.

- Review of workload and the expanding role of program coordinators because of ever-changing state regulations and national accreditation;
- Refinement of each program's list of candidate dispositions at the request of the Teacher Education Council;
- Expansion of the number and quality of public school placements for completion of 100 hours of field work and for student teaching;
- Consideration of desirable features of an electronic portfolio to facilitate collection and analysis of data for both program and candidate assessment. Representatives for TaskStream have been on campus to showcase features of their e-folio. Childhood Education is going to pilot TaskStream's e-folio during 2005-2006.

In addition to their teaching and supervisory responsibilities, program coordinators represent the interests of adolescence education through their participation in various initiatives and on campus-wide committees. During 2004-2005 adolescence education programs had representation on the following:

- Teacher Education Council
- Pre-Student Teaching Field Experience Placement Committee
- Arts and Sciences Curriculum Committee
- Taskforce on Curriculum Review
- Faculty Development Committee
- Technology Liaison Group
- Information Resources Advisory Committee
- Committee on Teaching Effectiveness
- Teaching Awards Committee

The following program initiatives are in process:

- Dual teacher certification program for French and Spanish
- MSEd in Second Language Education for dual diploma program with Pultusk School of Humanities in Pultusk, Poland
- Articulation agreement with SUNY Purchase (BA in English from SUNY Purchase and MAT in Adolescence English through SUNY Cortland)
- Major in mathematics with business and computer applications
- Middle Childhood Education—Mathematics program (grades 5-8)

PROGRAM	BA/BS	MAT	MSEd	TOTAL
English	64	23	6	93
French/Spanish	53	NA	33	86
Mathematics	103	19	20	142
Science	69	37	19	125
Social Studies	146	NA	37	183
TOTAL	435	79	115	629

IX. The Future

Each of the departments that make up the School of Arts and Sciences included plans for the next year and the next five years in their annual reports. Most of these plans include continued focus on recruiting students to their programs, further curriculum development, and hopes to add new faculty. It is clear that we will be unable to add all the new faculty envisioned in the individual faculty requests. Priorities must be established and faculty added where the needs are greatest. Plans to increase enrollments must also be contextualized. Are they realistic? Are they cost effective? How do they fit into the institution's enrollment management plan?

The mission statement for the school, Learning to Make a Difference, while highlighting initiatives in many areas, has yet to be embodied in a comprehensive and cohesive fashion. While its focus on First Year Learning Experiences, Civic Responsibility and Experiential Learning, is found in pockets throughout the school clearly resonates with students, not all students in the school are equally advantaged.

The future of the School of Arts and Sciences, directed by the new mission, Learning to Make a Difference, remains uncertain. As I indicated earlier, my meetings with individual departments elicited much support in principle for the proposal to develop Learning Communities for all incoming students and providing internship opportunities as capstone experiences, mixed with skepticism that this was feasible given the resource constraints we face. 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, has resulted in four new programs. Energy is now being directed 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 2250 majors. 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.

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, continued upgrades for computer labs and academic equipment, and support for faculty research and travel. In fact, adding new full time faculty positions should be the top priority of the institution. While there appears to be consensus on this in principle, in practice the commitment to adding faculty positions frequently takes aback seat to other initiatives.

The Arts and Sciences Alumni Advisory Board continues to meet, at least annually, 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 will 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.

X. Dean's Office

The Dean's Office had hoped to enjoy a year of relative stability. Instead, with Dr. Patricia Francis's departure for System Administration, Dr. Virginia Levine left the Associate Dean's office to become the Assistant to the President. Her responsibilities were divided between Dr. Rena Janke and Dr. Jerome O'Callaghan, who filled in for the year as Interim Associate Deans. The Interim Associate Deans took primary responsibility for decisions regarding student probation, suspension and dismissal. For appeals cases, they relied upon the all college Academic Standing Committee. After a national search, Dr. O'Callaghan was appointed as the Associate Dean of Arts and Sciences. Assistant to the Deans, Linda Simmons, is also returning to her rotation between the three schools and will provide much needed assistance in dealing with students.

The Dean's Office continues to grapple with resource allocation issues, curriculum development, and faculty and student concerns. Resource allocation involves both human and physical resources. The renovation of Brockway and Sperry will provide long term benefits to the school and the college, but the short term promises to have its share of challenges in terms of space utilization. The new School of Education building should also provide some relief in terms of teaching spaces and faculty offices for the entire campus. Arts and Sciences departments in Old Main and Dowd, especially, are experiencing problems in the allocation of space for faculty offices.

We are in the process of revising and updating the Arts and Sciences webpage. Professor Richard Wheeler has kindly volunteered his expertise in assisting with this effort.

As always, Rhonda Moulton and Susan Teeter continue to provide outstanding secretarial support for the office.

2004-2005 Academic Year Student Statistics

	Fall 2004	Spring 2005	Total
ACADEMIC DISMISSALS:	15	6	21
ACADEMIC SUSPENSIONS:	73	79	152
REINSTATES:	9	11	20
CHANGE OF STATUS:	4	1	5
ACADEMIC PROBATION:	137	35	172
CONTINUED ACADEMIC PROBATION:	2	16	18
OFF PROBATION:	47	60	107
DEAN'S LIST:	639	667	1306