

ANNUAL REPORT
SCHOOL OF ARTS AND SCIENCES
SUNY Cortland

2009-2010

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I. Introduction

The 2009-2010 academic year was a challenging one, not only for the School of Arts and Sciences, but for all of SUNY Cortland. With no budget relief in sight, departments had to continue to grapple with managing record high enrollments with fewer full time faculty members. There were some positive developments, as support for sabbatical leaves and essential faculty travel was restored. Despite the challenges we faced, it was also an exciting year, as the college introduced its new strategic plan that identified four priorities: Academic Excellence, Transformational Education, Wellness, and Maximization of Resources. In fact, these priorities have provided the outline of this report that will describe how the school of Arts and Sciences is contributing to the advancement of the college mission. Through program review and ongoing assessment activities, there is strong evidence that the school continues to deliver programs of high quality, and that graduating students are well prepared for their future careers. Faculty members also continue to be recognized for excellence in teaching, scholarship and service. A&S faculty have long promoted civic engagement, service learning, internships, undergraduate research, and other initiatives that are now classified under the general term of transformational education. Wellness is a less familiar term for many of us, but a review of this report shows that Arts and Sciences faculty are involved in a number of initiatives that support student retention and success, contribute to the cultural life of the community, and promote multiculturalism, diversity, and internationalization. In these times of reduced budgets and increasing demands on our time, the faculty and staff within Arts and Sciences found a number of ways to maximize resources, including efficient scheduling, outreach to alumni, and successful grant writing.

Highlights from the preceding year included the following:

- The awarding of the first Noyce scholarships for math and science education.
- The development of two new Professional Science Master's degrees in Advanced Materials and in Sustainable Energy Systems.
- The completion of the SPA reports in all adolescence education programs as part of the NCATE reaccreditation effort.
- A record year in the level of sponsored activity within the school.
- The reconvening of the Arts and Sciences Alumni Advisory Council.
- A 35% increase in attendance at campus theatrical productions.
- The successful move of the Sociology and Anthropology department into its newly renovated space in Moffett Center.

Each of these activities is discussed in greater detail in the pages that follow. Finally, it is with much gratitude and humility that I acknowledge my appointment as Dean of Arts and Sciences in January 2010, after serving as interim dean for the previous 18 months. It is an honor and a privilege to lead this school. I would like to thank all of my colleagues, and especially acknowledge the support of Provost Mark Prus, Associate Dean Jerry O'Callaghan, the Dean's Office secretarial staff Rhonda Moulton and Sue Teeter, and all of the A&S department chairs and program directors. I am very proud of our shared accomplishments this year, and I look forward to working collaboratively to meet the challenges ahead.

II. Academic Excellence

A. Enrollment Trends and Faculty Workload

In the last 8 years, the number of undergraduate degrees granted from Arts & Sciences has increased by over 50%, from 392 in 2001-02 to 601 in 2008-09. The growth rate in A&S has exceeded the overall growth rate in the college. In 2001-02, A&S accounted for 36% of the undergraduate degrees granted, compared with 44% in 2008-09. Trends at the graduate level are less apparent. In the same time frame, the number of graduate degrees from A&S rose from 61 in 2001-02 to 111 in 2006-07, but declined in the following 2 years, with 75 graduate degrees granted in 2008-09. Across the college, the number of graduate degrees granted (including certificates of advanced study) peaked at 779 in 2003-04, compared with 459 in 2008-09. This brief analysis suggests that the initiative to increase enrollments in the School of Arts & Sciences begun over a decade ago by former dean John Ryder has been largely successful. As expected, this growth has occurred at the undergraduate level, since the Title III grant that supported this initiative focused on the development of new undergraduate majors. Refer to Table 1A in the appendix for the 25 year history of degrees granted as reported by the Office of Institutional Research and Assessment (OIRA).

Because of the budget crisis, the number of full time faculty has decreased at the same time that student enrollment has increased. According to the Fall 2009 Comprehensive Faculty Workload Summary (Refer to Table 1B provided by OIRA in the appendix), Arts & Sciences had 172 full time faculty, down from 176 in fall 2008. There were 20 vacant tenure-track lines in fall 2009 (including two faculty members on phased retirement), and this number will be at least 22 as we enter fall 2010. Arts & Sciences produced an average of nearly 246 student credit hours per faculty FTE in fall 2009, the highest average among the three schools. The college-wide average was 212. Arts & Sciences had 2645 undergraduate majors, accounting for 44% of the total undergraduate enrollment, making it the largest of the three schools in this category. By contrast, A&S had the lowest number of graduate majors, 161 out of 949 students, or 16% of the total graduate enrollment. Overall, Arts & Sciences accounted for just over 40% of the students enrolled. Not surprisingly, there is considerable variation in the number of majors within A&S departments. Five departments (Africana Studies, Philosophy, Geography, Chemistry and Performing Arts) had fewer than 40 majors each in fall 2009, while the History and Economics departments had over 300 majors each. While there is room for growth in some areas, several departments have indicated that without additional faculty resources, they have reached (if not exceeded) capacity in the number of majors that they can serve.

Despite the challenges discussed above, departments in Arts & Sciences continue to promote academic excellence in the programs that they deliver. In the sections that follow, significant student and faculty accomplishments will be highlighted.

B. Student Achievement

Academic excellence must fundamentally be measured in terms of student performance. Departments have developed a number of techniques for assessing this performance, appropriate to the wide range programs offered in the School of Arts & Sciences.

Assessment of student learning outcomes is critically important for our teacher education programs. As part of our NCATE reaccreditation effort, each program coordinator submitted (in March 2010) a report to the appropriate Specialized Program Association (SPA) describing the department's assessment plan. Each SPA report included a summary of data collected, an analysis of the results, and information on program improvements resulting from this analysis. These assessment activities are far too varied and comprehensive to include in this report, but we will focus on one key assessment that is required in all SPA reports. The passing rates on certification exams in our adolescence education programs mirror the high success rate across the college, with many departments reporting 100% success in 2008-09. In fact, two programs (Physics and Earth Science) have sustained a 100% success rate over a period of 6 years from 2003 to 2009. In the same time frame, three other programs (Biology, Mathematics and foreign language education) had only one failing student each, and 109 of 112 students in Adolescence English passed. The pass rate in Adolescence Social Studies has been 92% over the last 6 years. One potential concern is that 7 of the 10 failing grades in social studies occurred in 2008-09. Certification exam pass rates as reported by OIRA may be found in Table 1C in the appendix.

Two departments (Geography and Africana Studies) completed program reviews in 2009-10. In both cases, the comments from the external reviewers were very positive. Unfortunately, the International Communication and Cultures department again failed to complete their program review, which is now a year overdue. Several other departments have reported a wide range of assessment activities:

- In Biological Sciences, 7 students reported their GRE scores, with the department chair characterizing their scores as “reasonable but not outstanding.” The department also administered the ETS Major Field Test to 3 randomly chosen students. Two of them scored in 85th percentile, with the remaining student scoring in the 60th percentile. The chair states that these results are consistent with other ETS data collected by the department over last 9 years.
- The Chemistry Department administers standardized exams from the American Chemical Society. The average score earned by students in general chemistry 2 (CHE 222) was 35, right at the national average. In organic chemistry (CHE 302), the average score at SUNY Cortland was 54.4, the highest average reported in the 4 years that the department has used this test.
- The Economics Department administers pre- and post-testing at the beginning of the semester in ECO 105 (Political Economy and Social Thought) and at the end of the semester in the capstone course MGT 454 (Strategic Management.) The department continues to assess student writing using rubrics developed several years ago.
- The English Department engages in extensive assessment activities. Twice yearly the chair administers exit interviews to graduating seniors. The Adolescence English (AEN) students prepare portfolios throughout their tenure as students, which are evaluated by AEN faculty. All English majors create portfolios of their best English papers for departmental review. Both the Professional Writing major and the AEN major have culminating experiences, as do the MA and MSED students at the graduate level. The English Department GEAR Committee, chaired by Mary

Lynch Kennedy, collects annually 200 research essays from CPN courses, and judges, records and interprets the results of the scoring. In 2007-08, this committee also administered "The Cortland Composition Program Survey" to the faculty in the English Department. The results indicate that portfolio assessment is considered to be positive, although concerns have been expressed about the degree of variance noted in ratings provided by different faculty evaluators. Proposals to modify the practice of portfolio assessment are currently under consideration. Survey respondents also identified a lack of adequate preparation among many students who enter CPN 100 or 102, and also cited the need for faculty development for composition instructors.

- The Geography Department seeks to measure the quality of its programs according to the ability of its graduates to meet national learning standards in geography, to land positions and succeed in graduate programs or in the workforce. During the past academic year, six Geography Department graduates were enrolled in graduate programs, including one at the University of Santa Barbara in a Ph.D. program considered by some to be the best GIS program in the country. For next year, three 2010 graduates have been admitted to graduate programs, two with full funding. Geography students continue to be very attractive to employers in the oil and gas exploration industry. Recent graduates working for a geology consulting company in northern Pennsylvania have been so useful that the company continues to recruit our new graduates to these highly-paid positions. The department conducted a survey of graduates during Spring 2008 and Fall 2009. Responses to the question "*Comment on how your SUNY Cortland program in GRY/GIS prepared you for your current professional responsibilities*" were uniformly positive. Most lauded the program for teaching them to work hard, pay attention to detail, to think critically and be responsible. David Miller reports that students in GRY 328 completed at least two on-line ESRI course training certificates, requiring students to pass a certification examination.
- The Geology Department collected selected materials from a variety of courses, including laboratory exercise summary sheets, term papers, oral presentation evaluation forms, and project summaries. Evaluation of this material will occur in the future as part of the department's ongoing assessment program.
- Student success in the International Studies (IST) program is measured by administering the same exam in students' freshman and senior year. The IST Coordinator also undertakes a periodic alumni survey, with the last one occurring about six years ago and the next one scheduled for the 2010-11 academic year.
- Faculty in International Communication and Cultures (ICC) participate in assessments of student performance in general education courses in foreign language, and have expressed concern that a one-semester course requirement appears to be inadequate to meet the learning outcomes identified by the SUNY Board of Trustees. To assess foreign language majors, the ICC Department has introduced the use of Oral Proficiency Interviews (OPI) that will provide information on our students' performance relative to national standards.
- In 2009-10, the Mathematics Department focused its assessment efforts on the development of assessment instruments to be used in next year's assessment of general education mathematics.

- The Performing Arts Department reports that all 13 of its graduating seniors from 2009-10 are currently working in a variety of regional venues in Michigan, Pennsylvania, Wisconsin and New York. Four other department alumni are appearing in national tours and off-Broadway productions. This year, the department introduced individual assessment sessions for students at the end of their freshman year. These sessions are designed to provide students with feedback on both strengths and areas of improvement. Attendance at our performances increased by 35% to a total of 7,900, even without the perennial favorite *The Nutcracker*. This dramatic increase is a testament to the high artistic quality of performances, to the great teaching and hard work of our faculty, and to the dedication and talent of our students.
- The Philosophy Department measures student satisfaction through conversations with current students at face-to-face gatherings. In fall 2009, students cited individual attention from faculty, small seminars, the high quality of instruction, and an emphasis on ethics in a supportive atmosphere as positives. Concerns were expressed about the preparation of non-majors in philosophy courses, and the need for more classes in non-Western philosophy. As a specific example of current student achievement, the department cited Krystle Caggiano, who presented a paper at the Student Diversity Conference in March and was a discussant at a national conference hosted at SUNY Oneonta. The department also conducted an alumni survey. Results indicate that graduates felt that the social philosophy major was extremely valuable in preparing them for employment in such fields as youth counseling, prison education, and disability services, as well as for graduate school. A 2004 graduate (Kaeti Herlihy) is now teaching philosophy at Tompkins-Cortland Community College.
- Assessment activities in Psychology are multifaceted, and include extensive data collection and analysis in addition to student satisfaction surveys. Major findings from this year include the following:
 - 72% of our graduating seniors report that their overall impression of the psychology program was good.
 - Taken together, students value and appreciate research and other experiential opportunities that are provided to them outside of the classroom but perhaps lack a connection that their knowledge base in methods (and hence their course work) is necessary to engage in many of these activities. The department needs to do a better job of helping students make this connection.
 - Of the students who responded to: "*If you had it to do all over again, would you choose to be a psychology major at Cortland College?*" (N=47), 31 indicated yes, 10 indicated 'no' –because they now have different career aspirations, two were unsure, while four responded 'no' without qualifiers. Thus, 65% of our students would choose PSY at Cortland again, while most others stated that it was because of changes in career goals, not necessarily because of our program.
 - Students' performance on essential methods concepts such as 'variables', 'threats to internal validity' and inferential statistics' varied between 60-70%, which the department chair views as satisfactory performance. The department will explore strategies for improving student performance in areas where they scored below 60%.

- The department considers the acceptance rate of program completers in to graduate school to be a primary indicator of student success. 24 of the 48 graduating seniors in May 2010 applied to graduate school, and 19 (79%) were accepted. It is noteworthy that all 9 students who completed the school internship program directed by Dr. Anderson were accepted into their first choice program. Among the students who did not apply to graduate school, nearly half of them indicated that they intended to apply in the future, and all but one of the remaining students were making progress towards employment.

The Psychology department is concerned about the costs and benefits of its current assessment system and will review it next year to determine more efficient and effective ways to assess student success.

Each year Associate Dean O'Callaghan examines data on probation, suspension and dismissal, comparing statistics from year to year to see if trends are apparent. Dismissals over the last 3 years have hovered between 11 and 15. The number of students on probation is in decline, from 185 (2007-08) to 164 (2008-09) to 151 (2009-10). The data on suspensions are more central, and in the last three years we have seen a decline in suspensions from 144 to 115. This is an encouraging development, which the associate dean attributes to the strength of advising in the school.

Delivery of the college's general education program is largely (but not exclusively) in the hands of A&S faculty. This year, the GE committee oversaw the assessment of four categories: Humanities (GE 7), Writing (GE 10), Prejudice and Discrimination (GE 11) and Critical Thinking. More significantly, the committee distributed GE assessment results from last year to all department chairs and program coordinators involved with courses in GE categories 2 (Natural Sciences), 3 (Social Sciences), 5 (Western Civilization) and 6 (Contrasting Cultures). Departments were asked to review the results and discuss any suggestions or recommendations. The GE committee will continue to stress the importance of using assessment results for program improvement.

C. Faculty Accomplishments in Teaching

Effectiveness in teaching is a major criterion for personnel decisions including the granting of reappointment and continuing appointment, promotion, and DSI. Many faculty members include direct measures of teaching effectiveness, including CTE results, summaries of peer observations, and teaching awards in their individual annual reports. By contrast, department annual reports have tended to describe teaching effectiveness using indirect measures, such as student success as described in the previous section. Indeed, only one department annual report in Arts & Sciences made specific mention of numerical CTE results this year. This year, departments were asked to report on the frequency of CTE administration in their departments, and 16 of the 18 departments responded to this request. Although CTE administration is only required every third time that an instructor teaches a course, the results show that participation is much higher. In fall 2009, CTEs were administered in 75% of all Arts and Sciences courses (excluding student teaching experiences that have a separate evaluation procedure, independent studies and laboratories). In fall 2009, there were 331 instructors (including adjunct faculty) who taught in Arts and Sciences, and 259 (78%) administered CTEs in at least one course. In spring 2010, the results were similar. CTE administration

occurred in 72% of courses offered, and 76% of all instructors gave CTEs in at least one course. Of the 146 full time faculty who submitted annual reports, 67 of them (46%) included CTE data. There were a few instances in which CTE administration was required (according to the “every third time” rule) but did not occur – 11 courses in fall 2009 and 16 courses in spring 2010. Detailed information regarding CTE participation is provided in Tables 2A – 2D found in the appendix.

Beyond course teacher evaluations, there is ample evidence that A&S faculty members are committed to excellence in teaching. Listed below are examples of significant curriculum development from the last year, including many changes that were informed by assessment results and/or new developments and trends in the disciplines. Listed separately are examples that illustrate the commitment of our faculty to improve their teaching through the use of new pedagogical techniques, not all of which necessarily involve technology.

Curriculum Development

Faculty from Chemistry and Physics have developed proposals for new Professional Science Masters’ (PSM) degree programs in Advanced Materials and Sustainable Energy, respectively, in close partnership with regional business, industry and economic development leaders. Biru Paul (Economics) and David Franke (English) have developed new graduate courses in business and professional writing that will support these new degrees. Both programs have been approved at the campus level and are currently under review at SUNY, and are expected to begin enrolling students in fall 2011. Additional PSM program development is under discussion in Biological Sciences. In addition to the development of the PSM in Sustainable Energy, the Physics department offered two new courses in spring 2010: Green Reps – Sustainability in the Campus Community (EST 176) and a special topics course (PHY 529) on the physics of renewable energy.

The Sociology and Anthropology department received word that their new B.A. in archaeology has received final approval. The program will admit its first students in fall 2010.

David Hollenback has worked to revitalize the Cinema Studies minor. Two courses (CIN 101 and 102) received approval for GE credit, which should encourage greater student enrollment. A new course, Introduction to Film Analysis (ENG/CIN 205) was also approved in spring 2010.

The Geography Department implemented the revised curriculum in Geographic Information Systems (GIS), including a new concentration in Advanced Geospatial Applications, which has become the most popular concentration in the department. To support students in other programs, a new minor in GIS will be available to students beginning in fall 2010. David Miller revised the curriculum for the senior seminar course (GRY 440) to provide students with better preparation for graduate school.

John Shedd and Amy Schutt set up a rural education internship pilot program for three juniors majoring in Adolescence Education--Social Studies (SST).

The Mathematics Department developed outlines for all undergraduate mathematics courses except for MAT 425. These outlines, which include learning objectives, required topics, and optional topics will help the department provide greater consistency in course offerings and will be helpful to

students and faculty from other institution in determining course equivalency.

Performing Arts offered several new courses in 2009-10. MUS 105 and 106, comprehensive courses in musical skills, will help students to learn music independently. THT 260 replaces courses in music history and theatre history, and covers these disciplines in one interdisciplinary course geared to the needs of musical theatre majors. THT 107 (Masks and Makeup) gives students valuable experience with these two aspects of the theatre. THT 241 (Puppetry) adds this valuable skill. THT 325 (The Working Actor) gave students insights into how the profession works, with visits from producers and directors in established theatres and hands-on training in television advertising work. THT 425, Scene Study, continues work begun in acting classes and includes in-depth scenic analysis.

Revisions to the Social Philosophy major were approved by the provost in May 2010. The changes were informed by local and national data on enrollment trends and career options in philosophy, a review of student learning outcomes in the major and student satisfaction surveys. The revised major is expected to provide a better grounding in social philosophy basics, and will require additional study at the upper division level. Other changes include the elimination of a required independent study course and alterations to frequency codes that reflect the current level of full time staffing in the department. Fall 2009 also saw the first *Peace and Justice Learning Community* offered to 18 students. As a result of the learning community two students have become philosophy majors with several others considering a major or minor in philosophy.

The Psychology Department devoted an entire year to curricular discussions which led to the most significant curriculum changes in the history of the department. When these changes take effect in Fall 2011, our psychology major will be (to the best of our knowledge) the only undergraduate program in SUNY whose curriculum is aligned with the *American Psychological Association (APA)* guidelines for undergraduate psychology programs. The new curriculum includes formal student involvement in research with faculty across sub-disciplines through a new experiential course entitled: *Applied Research Methods in Psychology*.

Teaching innovations

Faculty in Chemistry used online homework systems, classroom polling systems, and podcasting. Karen Downey is developing a teaching method in her physical chemistry course that requires students to present their solutions to problems individually to the instructor and in pairs to the rest of the class.

Several courses offered in Communication Studies include a wide range of instructional technologies that are also used by professionals in the communications field, including hybrid and completely online instruction, iTunes content development, live streaming content delivery, and multicamera remote broadcasting.

Faculty in English incorporated a wide range of instructional strategies into their teaching. As part of their coursework, students in Adolescence Education—English (AEN) presented book talks to 9th and 10th graders at Cortland HS; organized a mini-conference on topics in young adult literature; and used Skype technology to communicate with nationally-recognized technology experts. Andrea Harbin

created a website index of medieval resources that received approximately 130,000 hits last year. Kim Stone incorporated virtual classrooms, myRedDragon, PowerPoint and online workshops on writing and research into her coursework. Mary Lynch Kennedy incorporated Blackboard technology into her courses and posted graduate student writing projects online. Under Kennedy's leadership, the Composition Program updated the software in the dedicated computer lab (Old Main G-16) to provide students with 21st century tools for document design and multimodal composition strategies. The room was physically reconfigured to accommodate face-to-face, group, and whole class learning. Six faculty development workshops for composition faculty were held during 2009-10. Despite a reduced budget, the Writing Fellows Program, under the direction of Kathy Lattimore, continued this year. The program enables faculty to provide extra support for writing, including opportunities for serious revision, and this increased attention to student writing results in improved performance.

A major development in our TESOL program is Paulo Quaglio's continuing expansion of the online desktop videoconferencing based tutoring, which will become a regular course in the fall because it has been so popular and effective. This fall students will be working with English learners in Brazil, China and Turkey. Also in TESOL, Hongli Fan has instituted an ESL internship with Cortland City schools. Our French & Spanish programs both have been providing students an opportunity to gain classroom experience through an undergraduate teaching assistant course (French has been doing this for about 25 years). This is an important contribution to the development of the skills needed in our preservice teachers.

The Psychology Department is a leader in the use of classroom technology and online course delivery. They offer more online summer courses than any other department on campus except Sport Management.

In Sociology and Anthropology, William Skipper has provided leadership in coordinating the SUNY Global Workforce Project that includes the development of independent modules that instructors can adapt for use in a variety of courses, and a pilot project involving the teaching of Chinese online to students at SUNY Brockport. Craig Little is active with the SUNY Center for On-Line International Learning (COIL) and teaches distance learning classes in Belarus and Australia.

D. Research, Scholarship, and Creative Activity

A traditional measure of academic excellence is the level of scholarly activity in the school. In particular, the amount of peer-reviewed work produced by the faculty is a strong indicator of excellence, as this work is only accepted for publication or presentation after it has been evaluated and judged to have made an original and significant contribution to the discipline. Arts and Sciences faculty had another productive year in the publication and presentation of their scholarly and artistic work. Collectively, they produced 21 books (17 authored, 4 edited), 28 book chapters, 84 articles in peer-reviewed journals, 5 plays, and over 380 conference presentations, exhibitions and artistic performances at state, regional, national or international conferences and venues. Please refer to the appendices (Tables 3A and 3B) for detailed information by department. Highlights of individual faculty research projects may be found in the departmental annual reports.

To get another measure of the level of scholarly activity within the school, beginning with this year we are also compiling information on faculty participation rates. Table 3A shows that, of the 148 tenure-track faculty, 81 of them (55%) have had at least one item of work published in the last two years. Although our full time lecturers are not required to engage in scholarship, a few of them have also published work or made presentations. Table 3B shows that in the same two year period, 118 of our full time faculty (66%, including both tenure track and full time lecturers) have made at least one conference presentation, exhibition or performance.

Another strong indicator of academic excellence is the level of sponsored activity in the school. While the specific activities may vary widely, given the broad scope of disciplines represented throughout the Arts and Sciences, all successful grant applications have common characteristics. The projects must have a solid theoretical foundation and almost always include an extensive literature review, and applications must undergo a competitive process of stringent peer review. Between July 1, 2009 and June 30, 2010, the Research and Sponsored Programs office reports that A&S faculty submitted 27 grant proposals. In the same time period, 13 new awards were received, totaling just over \$1 million in funding. In addition to these new awards, the school of Arts & Sciences also had 16 continuing awards, for a total of 29 active awards in excess of \$3 million. Please refer to tables 4A – 4C, provided by the Research and Sponsored Programs Office, for a summary of grant activity in Arts and Sciences. Some highlights from this year's externally funded projects are listed below:

- David Berger and John Lombardo, Psychology, in partnership with colleagues from SUNY Upstate Medical Center, received \$108,000 from the National Institutes of Health for their project *Developmental Exposure Alcohol Research Center*. Kimberly Kraebel, Psychology, also received an NIH grant to support summer research experiences for undergraduates.
- National Science Foundation research grants were awarded to Patricia Conklin, Biological Sciences and Gayle Gleason, Geology. NSF awarded a Major Research Instrumentation (MRI) grant to Christopher McRoberts and Robert Darling, Geology; and David Collins and Karen Downey, Chemistry; to support the acquisition of a powder X-Ray diffractometer. The Noyce Scholarship program, funded by a major NSF grant received last year, awarded its first scholarships to aspiring math and science teachers who agree to serve in high needs schools after graduation. PIs on the Noyce grant include Greg Phelan, Chemistry; Rena Janke and Lawrence Klotz, Biological Sciences, Mary Gfeller, Mathematics, and Brice Smith, Physics. We recently learned that the SUNY Cortland Noyce project received one of the highest numbers of scholarship applications nationally this year.
- Richard Kendrick, Sociology and Anthropology; received a grant from the NYS Office of Children and Family Services to provide additional support to the AmeriCorps project sponsored by the Institute for Civic Engagement. Kendrick, along with Christopher Latimer, Political Science, also received a grant from the Association of American Colleges and Universities for their project *The Bridge to the Future: Building on SUNY Cortland's History of Engagement to Institutionalize High Impact Learning Practices for Transformational Change*. In addition to these two new grants, Kendrick continues as PI on two other continuing grants that support the work of the Institute for Civic Engagement.

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- An interdisciplinary team including Wendy Miller and David Miller, Geography; and Steven Broyles, Peter Ducey, and Lawrence Klotz received a grant from the NYS Department of Environmental Conservation for their project *Amphibian and Reptile GIS Analysis*.
- Mecke Nagel, Philosophy, and Seth Asumah, Africana Studies and Political Science, received a UUPJLMC Campus Grant to support their continued work on the Summer Diversity Institute. Hongli Fan, International Communication and Cultures, also received UUP funding to support a Drescher Leave.
- David Franke, English facilitated the second Summer Institute (with Brian Fay of Cortland Alternative High School) for regional teachers under the auspices of the Seven Valleys Writing Project.

Listed below are the internal grants awarded this year to Arts and Sciences faculty:

Faculty Research Program Awards (2010-11)

- Caroline Kaltefleiter, Communication Studies
- Denise Knight, English
- Paul Luyben, Psychology

Research Travel Grants

- Tina Christodouleas, International Communications and Culture
- Hongli Fan, International Communications and Culture
- Wendy Miller, Geography
- Scott Moranda, History
- Biru Paul, Economics

E. Faculty Service

Quantitative data on faculty participation in service activities may be found in Table 5A in the appendix. In addition to department-level service, Arts and Sciences faculty filled 55 committee and other service positions at the school level and 250 at the college level. Beyond the campus, faculty collectively held 111 positions in professional organizations, and 20 provided service to P-12 schools. Overall, 139 of our 178 full time faculty (78%) reported some form of service activity during the 2009-2010 academic year. As always, Arts and Sciences faculty provided key leadership in a number of areas. Some of the highlights in service are listed below:

College Leadership

- Mary Beth Voltura, Biological Sciences, chairs the Institutional Animal Care and Use Committee
- Kathleen Lawrence, Communication Studies, chaired the SUNY Cortland Faculty Senate in 2009-2010. David Miller, Geography, will serve as chair in 2010-11.
- Gayle Gleason, Geology, chairs the College Appeals Committee and serves as co-chair of the Women's Initiatives Committee.
- Chris McRoberts, Geology, chairs the SUNY Cortland Undergraduate Research Council.

- Mecke Nagel, Philosophy, serves as the director of the Center for Gender and Intercultural Studies (CGIS). Coordinators of interdisciplinary minor programs include the following:
 - Asian and Middle Eastern Studies: Tiantian Zheng, Sociology and Anthropology
 - Jewish Studies: Sanford Gutman, History
 - Latino and Latin American Studies: Susan Kather, International Communication and Cultures
 - Native American Studies: Ellie McDowell-Loudan, Sociology and Anthropology
 - Women's Studies: Caroline Kaltefleiter, Communication Studies
- Raymond Collings, Psychology, chaired the Faculty Affairs Committee.
- Jamie Dangler, Sociology and Anthropology, serves as President of the SUNY Cortland UUP Chapter
- Richard Kendrick, Sociology and Anthropology, continues as Director of the Institute for Civic Engagement. He is assisted by Associate Director Christopher Latimer, Political Science.
- Sharon Steadman, Sociology and Anthropology, coordinates the International Studies major.

Leadership in Professional Organizations

- Tim Baroni, Biological Sciences serves as Treasurer of the Mycological Society of America
- John Hartsock, Communication Studies, is the founding editor of *Literary Journalism Studies* which has published three issues.
- Kathleen Burke, Economics, will become President of the Academy of Process Educators in June 2010.
- Mary Kennedy, English, created and served as curator for an NCTE online Gallery of Writing for students.
- Cynthia Sarver, English is the Webmaster for the 21st Century Leaders Social Network
- Ibipo Johnston-Anumonwo, Geography, served as a Table Leader for the AP Human Geography exam readings and was co-coordinator for selected submissions of content that will be used for lesson plans for geography teachers with a focus on Africa.
- Robert Ponterio, International Communication and Cultures, and Professor Emeritus Jean LeLoup continue to moderate the FLTEACH web site, that currently has over 5000 subscribers from all 50 states and 75 foreign countries, with participants from universities, high schools, middle schools and elementary schools as well as public and government agencies.
- Brice Smith, Physics, co-chairs the newly formed Community Forum Sustainability Track, a collaboration of the Seven Valleys Health Coalition, Cortland Regional Medical Center, Cortland County Health Department, United Way for Cortland County Inc., and SUNY Cortland's Institute for Civic Engagement.

Please refer to the departmental and individual faculty annual reports for additional examples of service.

F. Awards and Honors

Student Recognition

Three Arts & Sciences students received the SUNY Chancellor's Award for Student Excellence in 2010: Jeanna Dippel (Biological Sciences), Keith Lusby (Political Science) and Michelle Santoro (Political Science).

Communication Studies students in Paul van der Veur's video production course participated in a statewide YouTube video contest sponsored by the New York Alliance Against Insurance Fraud. Groups from SUNY Cortland placed first, second, and third.

Chelsea Dixon (a dual major in Spanish and Childhood Education) applied for and received a Fulbright fellowship to Spain.

Faculty and Staff Recognition

Jerry O'Callaghan (Associate Dean) co-authored a paper on the legal dimensions of gossip that received a Best Paper award from the North East Academy of Legal Studies in Business (NEALSB).

Samuel Kelley (Communication Studies) received several honors for his play *Pill Hill* at the 15th Annual Black Theatre Alliance Awards, October 5, 2009 including Best Costume Design; Best Ensemble; Best Performance in an Ensemble (Actor); Best Direction; and Negro Ensemble Company Award for Best Play.

Deborah Williams (Communication Studies) received the Chancellor's Award for Excellence in Classified Service Spring 2010.

Distinguished Teaching Professor Denise D. Knight (English) was nominated for the MLA's (Modern Language Association's) Morton N. Cohen Distinguished Edition of Letters Award.

Ibipo Johnston-Anumonwo (Geography) received the SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities.

Tom Hischak (Performing Arts) received several awards this year:

- Co-winner of SUNY Cortland's Outstanding Achievement in Research Award, 2010.
- His book *Broadway Plays and Musicals* was selected as the Outstanding Reference Book by the American Library Association.
- His play *The Cardiff Giant* won second place in the Julie Harris Playwriting Competition.

Robert Spitzer (Political Science) was a Co-winner of SUNY Cortland's Outstanding Achievement in Research Award, 2010.

David Berger (Psychology), received the Chancellor's Award for Excellence in Faculty Service.

Jamie Dangler (Sociology and Anthropology) received the SUNY Cortland Civic Engagement Leadership Award.

Richard Kendrick (Sociology and Anthropology) received two awards:

- SUNY Cortland President's Award in Funded Research.
- A national award, the President's Honor Roll for Higher Education Community Service.

Sharon Steadman (Sociology and Anthropology) received a Certificate of Recognition awarded by Women of Color at the Celebration of Women ceremony.

Tiantian Zheng (Sociology and Anthropology) received 4 award nominations in 2010 for her book *Red Lights*.

Continuing Appointment

- Mary Gfeller, Mathematics
- Paulo Quaglio, International Communications and Culture

Promotion to Associate Professor:

- Timothy Gerhard, International Communications and Culture
- Mary Gfeller, Mathematics

Promotion to Full Professor:

- Victoria Boynton, English
- David Franke, English
- John Hartsock, Communication Studies
- David Neal, Performing Arts
- John Shedd, History
- Tiantian Zheng, Sociology/Anthropology

Promotion to Lecturer II

- Debbie Brown, English
- Bernard Earley, English
- Lisa Neville, English

Promotion to Lecturer IV

- Judith Kinne, Economics

Other Personnel Actions

Retirements:

- Cecile Dore, Mathematics
- George Feissner, Mathematics

Leaves of Absence:

- Tina Christodouleas, International Communications and Culture (January 25-April 15, 2010)

- Glen McNeal, International Communications and Culture (Spring 2010)

Resignations:

- Aaron Fried, Biological Sciences
- Andrew Mount, Art and Art History
- Anna Spaulding, Biological Sciences

III. Transformational Education

A. Civic Engagement

SUNY Cortland's Institute for Civic Engagement (ICE), directed by Richard Kendrick, Sociology and Anthropology, is a focal point for much of the activity in this area. The Institute has oversight for the following campus programs: Office of Service Learning, SUNY Cortland AmeriCorps, Building Community Leaders, President's Leadership Coalition for Student Engagement, Bringing Theory to Practice program, American Democracy Project, and the SUNY Cortland Main Street project.

Many departments actively promote service learning and related civic engagement activities. For years, the English Department has offered sections of composition (CPN 102 and 103) that include a service learning option. The Cortland Center for Economic Education (CCEE), co-directed by Tim Phillips and Kathleen Burke, Economics, also sponsored many activities that involved students conducting research or providing other assistance to community partners such as the Cortland Chamber of Commerce. Service learning components are integrated into several Communication Studies courses, including both COM 110 and COM 342. Students used their media production skills to support a number of campus and community service organizations as part of their course requirements. This allowed them the opportunity of honing their 'real world' production skills while giving back to their communities. The Geography Department undertook several projects involving collaboration between faculty, students and local agencies. Examples of such projects from 2009-10 include studies of the following: crime patterns in the city of Cortland, water quality in the county, county transportation networks, access to county health care facilities, and soil typologies in the county.

Finally, many Arts and Sciences students became involved in civic engagement activities through student organizations that have a focus on societal issues, including Cortland Students for Peace, Cortland Students Advocating for a Valuable Environment (CSAVE), Habitat for Humanity, and many others.

B. Undergraduate Research

In the last 2 years, Arts and Sciences students have been awarded the vast majority of Summer Fellowships awarded by the SUNY Cortland Undergraduate Research Council. Beyond these summer fellowships, undergraduate research activities are widespread in several A&S departments.

The Biological Sciences Department enrolled 29 students in some kind of research course for at least one semester during the previous academic year. Eleven of the department's 14 tenured/tenure-track faculty members supervised research students. Three students received Summer Research Fellowships in 2009, and another 3 students will participate in summer 2010.

During the past year, a total of twelve students have been involved with undergraduate and graduate research activities in Chemistry. These students participate in work in the laboratory, running samples on the instruments, and reading scientific journal articles.

Andrew Hamilton, a senior in Communication Studies, served as John Hartsock's research assistant in fall 2009 on Hartsock's manuscript *Seasons of a Finger Lakes Winery*. Several students working with Paul van der Veur produced content for distribution to a variety of handheld devices and compressed content for distribution over YouTube and other "Web 2.0" outlets. Students were also involved in assessing the potentials and limitations of various webcasting technologies and in studying various compression technologies and algorithms to assess the most cost effective method of long-format video compression for the web.

Kathleen Burke, Economics, involved students in many of her current research projects. Three students assisted in the analysis of promotion data from two SUNY institutions and created descriptive statistics for a presentation at the *Succeeding as Women in Higher Education Conference*. Two other students assisted in the creation of 5 panel data sets from 5 years of CUPA data to analyze salary compression by discipline and institutional structure across higher education.

Faculty from Geography and Biological Sciences obtained a multi-year DEC grant to support student participation in a statewide "herps" mapping project. A number of students from geography and biology worked on the project during the school year, and five are currently working on it as paid researchers this summer. Geography Department Chair Scott Anderson also directed several independent study projects for students working on the Cortland Digital Atlas of the Historical Geography of New York State project. The atlas should go online sometime in August.

The Geology Department has a long history of student involvement in undergraduate research. Most department majors earn elective credit for this inquiry-based activity, but it is not required of either our GLY or AES majors. The department has begun exploring the benefits and drawbacks of requiring an undergraduate research experience in our GLY major.

All International Studies majors must complete the IST 400 course which includes a 25-page research paper requirement. Students are encouraged to do original research where possible

Tim Gerhard, International Communication and Cultures, has involved undergraduate French students in a research project on Francophone song.

The Mathematics Department sponsors a regular seminar for students to learn about current developments in mathematics. A mathematics major was awarded a summer 2010 URC fellowships.

Mecke Nagel, Philosophy, worked with a graduate student from the School of Professional Studies, Changki Bahng, resulting in the student making a presentation entitled *The Effect of the Buddhist Philosophy on the Taekwondo Spirits: The Case of the Kingdom of Silla's Hwarangdo* at the 2nd International Symposium for Taekwondo Studies hosted at the University of Copenhagen.

Students in Psychology served as research assistants in several faculty laboratories, including the following: Dr. Berger and Lombardo's behavioral neuroscience lab, Dr. Colling's cognitive lab, Dr. Eaton's psychophysiology lab, Dr. Kilpatrick's children with exceptionalities lab, Dr. Kraebel's infant

development lab, Dr. Luyben's applied behavioral analysis lab, and Dr. Ouellette's social/health psychology lab.

In 2009-10 approximately 10 students in Sociology/Anthropology worked closely with department faculty to pursue individualized research of various kinds. The following are 3 notable examples of student activities in this area:

- Faith Bentley worked with Steve Halebsky on research funded by an Undergraduate Summer research Fellowship and presented the resulting paper at the 2009 NY State Sociological Association meetings and at Scholars' Day
- Heather Beardsley worked with Ellie McDowell-Loudan to complete an internship project to determine ways to protect and preserve the department's non-human and human faunal collection
- Sharon Steadman was accompanied by 2 Cortland students on her archaeological fieldwork in Turkey in the summer of 2009

C. Student Teaching and Internships

For students enrolled in adolescence education programs, student teaching represents a critical capstone experience. Data from the Office of Institutional Research and Assessment (see Table 1A) indicates that over the last 5 years for which data is available (2004-2009), about 116 students receive initial certification in adolescence education each year, with about 80% of these at the undergraduate level. The Department of International Communication and Cultures sponsors other education-related internship opportunities, including a TESOL online tutoring project overseen by Paulo Quaglio, and ESL internships coordinated by Hongli Fan. Patricia Martinez de la Vega Mansilla continues to prepare students for teaching language at the elementary level through a FLES course & practicum that extends their certification K-12 (Foreign Language in the Elementary School).

Apart from teacher education, several departments within Arts & Sciences include an internship experience in their curricula, viewing it as an essential component of students' professional training for their chosen field.

Two programs offered in Biological Sciences (BMS, CON) require off-campus internships, and students within the BIO major are also encouraged to undertake such opportunities. This academic year 7 students completed BIO, BMS, or CON internships under the supervision of Baroni (1 student), Klotz (3 students), Sternfeld (3 students).

Approximately 53 students in Communication Studies completed internships during the previous year, with another 20 expected to participate in summer 2010. The return of the New York Jets will provide additional opportunities.

The Economics Department has had a long-standing internship program coordinated by Tim Phillips.

A Geography major completed a summer internship with the Soil and Water Conservation Service on David Miller's project "Identifying Properties in Cortland County that are affected by Changed

Floodplain boundaries as a Result of the Revised FEMA Floodplain Maps.” Four other students have applied for summer intern positions with the Student Conservation Association.

Two professional writing students assisted Andrew Fitz-Gibbon, Philosophy with his work on Rodopi Press publications. Also in philosophy, department chair Kathy Russell directed a student internship in Social Justice.

In Political Science, about 90% of their majors participate in an internship at some point during their undergraduate experience. Internship sites include placements within city and county governments, as well as in Albany and Washington. Mary McGuire serves as department internship coordinator.

The Psychology Department has a new year-long pre-internship/internship in schools program developed and administered by Dr. Anderson. In addition, two psychology students completed internships at the *Cortland Regional Medical Center* involving emergency psychological evaluations under the direction of Dr. Lombardo.

Student internships are strongly encouraged in the Sociology/Anthropology department as a learning tool and as post-graduation occupational training. Stuart Traub, Internship Coordinator, placed 25 Sociology, Anthropology, and Criminology students in internships in Fall 2009, 22 students in Spring 2010 and 12 students in Summer 2010. These internships took place in a variety of types of organizations in the Cortland area as well as in students' home areas.

D. Study Abroad

While no department requires its majors to complete a study abroad experience, many departments promote such opportunities actively. Some adolescence education majors have taken advantage of the student teaching program in Australia, and most of the majors in International Communication and Cultures elect to participate in study abroad. Many IST majors seek international experiences through study abroad and internships. During this academic year three students have chosen to pursue internships rather than traditional study abroad (in Senegal, Costa Rica, and Azerbaijan) for this coming fall. In Political Science, Seth Asumah organized new student exchange programs with the University of Ghana and Tubman University, Liberia. Tom Pasquarello continued service as director of the Belize Zoo project. Henry Steck and Mary McGuire coordinated the Atlantis Mobility Grant (FIPSE) that allowed three Cortland students to study in Romania and three Romanian students to study here.

Associate Dean O’Callaghan serves as a campus fellowship advisor, and in this role he contacted 89 students with exceptional records (mainly sophomores) to encourage more fellowship applications. Gina Smith (Art) applied for a Boren fellowship, and Chelsea Dixon (a dual major in Spanish and Childhood Education) applied for and received a Fulbright fellowship to Spain. The Associate Dean approves all Study Abroad proposals from Arts and Sciences, and in many of his routine appointments with students, he makes it a point to emphasize the enormous benefits of Study Abroad opportunities.

E. Other Transformational Experiences

The Biological Sciences Department offers a select group of students to enroll in BIO 434 Advanced Laboratory Experience. In this course students are trained as laboratory teaching assistants within biology courses for majors or non-majors. They help fellow students to master the material in a course that they themselves had excelled in during a previous term. The ICC department also has an undergraduate teaching assistant program in French and Spanish coordinated by Marie Ponterio and Tina Christodouleas. In Philosophy, 4 advanced majors were offered the opportunity to serve as student assistants. In fall 2009, one student assisted in the course Contemporary Moral Problems. In spring 2010, 3 students participated, two in Feminist Social Thought, and one in Prisons and Punishment.

The Communication Studies Department reports that participation in campus media organizations witnessed a dramatic growth. Participation in The Dragon Chronicle jumped from 22 in fall 2009 to 34 in spring 2010. Participation in CSTV 20 increased from 16 to 27. Participation in WSUC-FM jumped from 21 to 37. Participation in Literary Magazine (Speak Magazine) was 17 during spring 2010 (COM 392 was not offered in fall 2009). The Debate Club had 6 participants in fall 2009 and in spring 2010.

Within the Performing Arts Department, the theatrical productions are viewed as transformational experiences for participating students. Students who perform in our productions find their strengths as performers, through developing a character and facing the challenges inherent in live performance. There is no experience more effective in connecting a student to his or her artistic voice and creative power as a performer, than creating a role or preparing a recital and performing it before a live audience. Students are continually given leadership opportunities in the department and related activities, such as the Performing Arts Institute, which employs many of our students as teachers in its classes. Students also are trained in lighting and sound for the student-directed shows, also occasionally run the light board, and are given responsibilities as members of the crew. Students also assume leadership roles in our repertoire classes, the format of which encourages constructive comments from fellow students.

IV. Well Being

Arts and Sciences departments approach the promotion of well being in a wide variety of ways. It is clear from a review of the departmental annual reports that there is a strong focus on the well being of our majors. Many departments take a proactive approach towards creating a nurturing and supportive environment for their students. In particular, the Geology and Philosophy departments both reported on community-building social events that help promote a positive rapport between students and faculty. After reviewing the retention data provided by the Office of Institutional Research and Assessment, the departments of Biological Sciences and Chemistry both reported their intention to focus on improved student retention in the coming year. Nearly every department sponsors a student club, many of which are affiliated with a professional organization or honor society. Most departments also offer discipline-specific sections of COR 101 to assist incoming freshmen with the transition to college. The Economics Department has taken this a step further with a Mentor Program, now in its third year, in which every COR 101 student is paired with a senior majoring in either ECO or BUSE. The Sociology and Anthropology Department highlighted the efforts of John Sosa and Kassim Kone to mentor international students and students of color, both within the department and across the campus. Freshman learning communities, first established a decade ago through the Title III grant, are a fixture in several departments, and provide another means for new students to self-identify with a cohort that shares similar interests. The Philosophy Department reports that it is making use of recommendations from the Institute for Disability Studies to ensure that their teaching is effective for students with visual and hearing impairments, dyslexia, ADHD, seizure disorder, and anxiety-related disorders. The Psychology Department offers many courses which discuss a variety of concepts surrounding *well-being* at the individual-psychological level (e.g., abnormal/counseling psychology, human emotion, social psychology, health psychology, cultural psychology). Through exit surveys, they learned that 71% of their majors from 2005-2008 reported that the department places moderate to great importance on “application of psychological principles to your own life”. In Performing Arts, faculty continually stress the importance of physical, psychological, and emotional health, particularly in voice and dance, since wellness is key to success in these activities. Smoking, excessive alcohol consumption, and drugs are all detrimental to the development of a musical theatre performer, so healthful living is essential to success in the field.

Central to the notion of well being is the promotion of multiculturalism and diversity initiatives on campus. As noted elsewhere in this report, several Arts and Sciences faculty members have provided strong campus leadership in this area. In Fall 2009, the Center for Gender and Intercultural Studies sponsored a very successful conference, *Succeeding as Women in Higher Education*. In Spring 2010, a large committee of faculty led by Brice Smith, Physics, organized a lunchtime speaker series entitled STEM Cafes intended to encourage greater participation by women in STEM (science, technology, engineering or mathematics) fields by presenting talks from female role models who discussed the professional opportunities opened by STEM degrees. Under the leadership of Caroline Kaltefleiter, SUNY Cortland’s observation of Women’s History Month in March 2010 included a busy calendar of events. A month earlier, Seth Asumah and Sam Kelley once again organized an extensive series of talks and performances for Black History Month. The Gospel Choir performed regularly throughout the year, both on campus and at other venues. The Jewish Studies Program, in cooperation with Hillel, coordinated student participation in the Jewish high Holidays, held a very successful Hanukkah

party, Passover Seder, and a family Shabbat Dinner for students and parents. In addition, Jewish Studies also sponsored its annual Holocaust Commemoration. The Asian and Middle Eastern Studies (AMES) program sponsored a series of cultural events throughout the year, highlighted by the ever-popular Taste of the World event. Mecke Nagel and Seth Asumah continued to coordinate SUNY Cortland's Summer Diversity Institute, and they have also shared their expertise in this area with other campuses. William Skipper works closely with Educational Opportunity Program (EOP), including taking on student research projects and speaking at the Summer Institute. He also gave a talk and tour of the department to high school students in the Access to College Education (ACE) program. Arts & Sciences departments deliver the vast majority of general education courses in the Prejudice and Discrimination category, educating all SUNY Cortland students in these important issues.

Internationalization is related to, but not synonymous with, multiculturalism and diversity. Many faculty regularly collaborate with international partners in the conduct of their research. The Political Science Department offers two experiences with an international component that carry academic credit: the Model UN program coordinated by Adrian Hull, and the Model European Union program coordinated by Henry Steck. Lorraine Berry, director of Neovox, actively seeks out international contributions to SUNY Cortland's online web magazine, and for the second year, Neovox had an international student from Costa Rica serve as an intern. Bill Skipper and Sharon Steadman reported on their work with the Office of International Programs to orient and welcome international students to campus this year. The Economics Department had a very active year in this area. Two Chinese scholars, Xinbo Wang and Teng Zhang, made extended visits this year, hosted by Alan Haight and Biru Paul, respectively. German Zarate participated in a faculty exchange in fall 2009 with Professor Efe Postalci from Izmir University, Turkey. Lisi Krall continued her strong oversight of the department's dual degree program with Anadolou University.

A number of SUNY Cortland faculty participate in a variety of community outreach activities, making presentations to local groups on topics of general interest related to their areas of expertise, ranging from environmental concerns to the economic crisis. As always, SUNY Cortland faculty and students made a significant contribution to the cultural life of the community through a wide range of exhibitions and performances from such groups as the Choral Union, the College Community Orchestra, the Gospel Choir and the Rock and Blues Ensemble. In December, the Performing Arts Department and the Arts at Grace concert series co-produced a performance of Bach's *St. Matthew Passion*. Musical Theater productions included *Sweeney Todd* in fall 2009 and *Rent* in spring 2010. The cast of *Rent*, on its own initiative, raised over \$1,700 to support AIDS research after the performances, a spectacular accomplishment by this group of young performers.

Social responsibility is another element of well being. Several faculty members are active on the college's Carbon Neutrality Committee, and many faculty and students are active in clubs that promote greater environmental responsibility. A highlight this year was Sustainability Week in April 2010. By offering the *Summer Ethics Institute* for the sixth time (May 24-25), the Philosophy Department continued our long-term commitment to President Bitterbaum's aspiration to raise the level of expertise and competence of College faculty in dealing with ethical issues in the classroom.

The dean's office, along with other administrators, has the responsibility to ensure that faculty and staff members have positive and supportive work environments. For the second year, I worked closely with Interim Dean John Cottone and the Human Resources Office to offer a series of professional development workshops for department chairs. While there was no need to conduct a new faculty orientation this year, it is important to continue to mentor junior faculty who are working their way through the reappointment process. The dean's office remains committed to working with students, faculty and department chairs to resolve whatever issues they might encounter throughout the year.

V. Maximization of Resources

This year, the dean's office worked closely with the provost and the department chairs on course scheduling. In both fall 2009 and spring 2010, we carefully reviewed enrollment data and made a strong effort to reduce the number of under-enrolled courses. This was particularly important in departments where sabbatical leaves had been granted, as in most cases, they were not provided with additional resources to hire additional adjunct faculty, but were expected to cover these leaves by either not offering certain courses or increasing enrollment caps in other areas. We recognized early on that we could not arbitrarily set a lower bound on course enrollment and cancel every course that did not meet this minimum target. Courses in studio art, dance and music must necessarily be small, and courses for special populations (such as honors courses or in some cases, graduate courses) are not as large as sections that are open to the general population. We felt that it was important not to make short-sighted cancellation decisions that would have negative long-term impacts on the health of certain programs. I wish to express my sincere appreciation to all of the department chairs who took responsibility for managing their schedules efficiently while still maintaining quality. As noted in the beginning of this report, graduate enrollments are currently not an area of strength within Arts and Sciences, and we do intend to undertake a careful review of these programs in the coming year.

Another significant initiative this year was to reconvene the Arts and Sciences Alumni Advisory Council. Five members of the council, Eileen Jaffe '75, David Kronman '80, Martin Mack '76, John D. Mecca '73, and Victor Rumore '84 visited campus in April 2010. President Bitterbaum hosted a dinner on Friday evening where the Council began discussions on the new campus strategic plan. Discussions continued on Saturday at the Lynne Parks '68 SUNY Cortland Alumni House. Some individual departments within Arts and Sciences have also focused on strengthening connections with their alumni. These projects, along with other departmental initiatives for maximizing resources, are described below:

The Geology, Philosophy and Political Science departments all reduced the number of hours required for graduation in their programs from 124 to 120, effective in fall 2010.

The Biological Sciences Department is using information from its recently completed program review to better structure their programs and courses, and to continue to investigate the learning and success of our students. They are exploring ideas for better managing undergraduate research experiences, as well as the possibility of offering Professional Science Masters Degrees.

The Chemistry Department is investigating ways to minimize the environmental impact of laboratory courses through the selection of lab exercises which have smaller amounts of waste and use fewer chemicals. They are looking to "reuse" chemicals in multiple courses. For instance, one student may prepare a chemical for a class that is then given to another student in another class to perform another task on, thus minimizing both cost and amount of waste generated. The department is also moving to the use of online homework systems in many courses. In one graduate level course last year, no course materials were printed, but were instead delivered electronically.

The Economics department, in concert with Institutional Advancement and the Dean's Office, and through the efforts of Lisi Krall and Tim Phillips, has reached out to Gerry Surette, an Emeritus Faculty member, to contact successful alumni to begin a fund raising campaign dedicated to the Economics Department. We will have a Gerry Surette scholarship to be offered in the very near future. The department intends to more actively maintain and develop contact with our alumni. As is evidenced by our experience with Victor Rumore and Anthony Moon, relationships with our alumni can be very beneficial to the well being of our department and our students

The Geography Department streamlined its major curriculum requirements in 2008-09 so that it could deliver its programs efficiently at current staffing levels. The changes were implemented in 2009-2010. GRY 324, Cartography and Geographic Information is now the introductory GIS course, with only CAP 100 (Introduction to Computer Applications) as a prerequisite. Students must now take GRY 324, 327, 328 and 330 in sequence. The department has always valued small class sizes, but if they are unable to add new faculty lines (beyond the currently vacant replacement position) they may be forced to consider offering some large sections of courses with 60-100 students.

The Adolescence Education—Social Studies program has increased the placement options for student teachers. Until this year, students could only select "local" placements (within an hour's drive from Cortland), New York City, or Long Island. Beginning this year, SST candidates could request student teaching placement in Buffalo, Rochester, Albany and Westchester County. It is expected that this change will make the SST program more attractive to prospective students from these areas who would have the option of living at home during their student teaching semester.

The Performing Arts department is planning an alumni event to be scheduled during the fall 2010 production of *Kiss Me, Kate*, which will include a reception at the Alumni House, a performance by selected students and faculty at the close of that reception, attendance at the *Kiss Me, Kate* performance, and a post-performance party following. Additional outreach to alumni will occur through a newsletter on the department website. Performing Arts majors will also perform at a Donor Dinner at Corey Union in September 2010, to honor those who have contributed to the college. The department has also initiated discussions with Art and Art History, Public Relations, and the Dean's Office to explore ways to coordinate publicity for exhibitions, performances and other artistic events efficiently. Currently a faculty member in Performing Arts receives a course release to handle publicity for the musical theater productions. An idea under consideration is to provide support through the use of student interns from appropriate fields, such as Communication Studies or Professional Writing.

The Philosophy Department has promoted sustainability initiatives across campus through student and faculty participation in Sustainability Week activities. Within the department, faculty and staff have been more conscious of energy use and have reduced the use of paper. They have also made increased use of available information technology for both teaching and other departmental communications.

The Physics department undertook multiple activities related to sustainability. The proposed new Professional Science Masters degree in Sustainable Energy Systems was approved by the campus curriculum process in spring 2010 and is currently under review at SUNY. Once approved, students in

this new program will conduct the annual carbon footprint assessment for the campus as part of the President's Climate Commitment as well as work on projects connected to identifiable needs of the Facilities Department. In addition, Dr. Smith's work with Sustainability Week 2010, the student environmental club C-SAVE, the Green Reps program, and the Facilities Department contributed significantly to raising the awareness of environmental issues on campus. In addition to numerous Sustainability Week activities and participating in sessions relating to the Facilities Master Plan, Dr. Smith was involved with organizing a Black Out in the dorms to highlight wasteful energy consumption patterns, a FreeCycle clothing exchange which educated students about the impacts of the global textile industry and collected approximately over 400 items of clothes for the Migrant Education Outreach Program, a display highlighting the number of plastic bags and plastic water bottles the campus goes through every week, trips to the Maple Ridge Wind Farm and to the Lackawanna Coal Mine, and a showing of the film "Split Estate: What You Don't Know CAN Hurt You" regarding the impacts of natural gas drilling.

The Political Science department has significantly increased its outreach efforts to alumni through its new electronic newsletter, and its first-ever fundraising appeal to alumni. The department also established a Facebook page for alums.

The Psychology Department purchased a new scanner which will allow faculty to convert paper class materials to electronic format for electronic distribution rather than photo-copying. The department estimates that this action has the potential to reduce its duplicating budget by 1/3.

VI. Plans for the Future

Each department within Arts and Sciences has articulated their future plans in their respective annual reports. In reviewing these plans, several common themes have emerged as school-wide priorities. In the years ahead, the school of Arts and Sciences intends to advance the college's strategic initiatives in the following ways:

First and foremost, it is essential to begin the process of filling vacant faculty lines so that the academic excellence of our program offerings can be maintained. We currently have 20 vacant tenure track lines with two other faculty on phased retirement. We have seen additional reductions among our full time lecturers, and with the SUNY's announcement of a retirement incentive, we may see additional retirements by the end of fall 2010. While we understand that all of these lines cannot be filled for fall 2011, it is our hope that we can begin some searches in some critical areas. Our most pressing needs are in the Modern Languages Department, that currently does not have a tenure track faculty member to oversee its teacher education programs; and in Chemistry, a very young and vibrant department that needs additional full time faculty to provide needed expertise in critical disciplinary areas. The emphasis on these two lines is in no way intended to diminish the importance of filling all current vacancies. Over the next five years, we should work to fill all vacant lines and strive for additional lines in departments where enrollment increases in programs have strained their resources.

It is imperative that we also begin the process improving our enrollment planning and course scheduling. While we have seen some progress in reducing the number of under-enrolled courses, we have not seen a significant change in flattening the course schedule and making the most efficient use of our classroom and laboratory space. Scheduling is a particular challenge for interdisciplinary majors and minors that rely on other departments to offer key courses. Although this may not be accomplished in a year, we need to establish a rational plan for regular course offerings to support Africana Studies, International Studies, the interdisciplinary minors housed in CGIS, and the Honors program. Another related issue to be addressed in the coming years is workload equity in the sciences and in the performing arts, areas in which there is not always a one-to-one correspondence between student credit hours earned in a course and faculty contact hours.

It goes without saying that in the coming year, preparations for the NCATE site visit will be a priority for the adolescence education programs. Although some departments will not have a large role to play in this effort, everyone will need to be involved in the Middle States reaccreditation effort the following year. In particular, it will be important for us to continue to refine our assessment and data collection procedures, not only to satisfy the external demands from these accrediting agencies, but to provide departments with meaningful information about programs that informs positive change.

A stated goal that was not realized last year was the review of graduate programs. It is important that we critically examine the resources that are devoted to under-enrolled programs. At the same time, we should continue to explore promising avenues for strengthening graduate programs in Arts and Sciences through such initiatives as the Professional Science Master's. Possible programs that may be investigated over the next five years would include additional PSM programs in biology or math, and new MAT programs in social studies or foreign languages.

Last year, the Undergraduate Research Council sponsored a series of discussions with selected departments on promoting greater involvement in undergraduate research. It will be important to continue and expand these discussions so that we can make additional progress on increasing opportunities for these truly transformative educational experiences. On a related note, while Scholars' Day has become a well-established part of the campus culture, concerns have been raised about the level of student participation. Next year, the Scholars' Day committee will examine the role of this event in relation to the larger goal of promoting student research and creative activity.

Planning for the scheduled renovations of Bowers and Dowd will also be a major priority in 2010-11. For the longer term, we will need to continue our participation in the development of the Facilities Master Plan for the campus to ensure that all departments have the physical facilities that they need to effectively fulfill their missions in teaching, scholarship and service.

VII. Appendices

Table 1A: 25 year History of Degrees Granted (OIRA)

Table 1B: Fall 2009 Faculty Workload (OIRA)

Table 1C: Certification Exam Pass Rates (OIRA)

Tables 2A-2D: Statistics on Course Teacher Evaluation administration

Table 3A: Faculty Publications

Table 3B: Faculty Presentations

Table 4A: Grant Proposal Submissions

Table 4B: New Grant Awards

Table 4C: Active Grant Awards

Table 5A: Faculty Service

Departmental and Individual Annual Reports