

ANNUAL REPORT 2015-16
SCHOOL OF ARTS AND SCIENCES
SUNY Cortland

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I. Introduction

“Think globally, act locally.” This phrase characterizes the activities of many of the faculty, staff and students in the School of Arts and Sciences over the last academic year. In our classrooms, research spaces, town hall meetings, and at national and international conferences, we engaged with one another as we grappled with a wide range of difficult issues ranging from sustainability to drug addiction, and from gun control to gender-inclusive restrooms. Responding to the Black Lives Matter movement, many of us participated in town hall meetings organized by the Black Student Union where we listened and responded to students of color who shared their experiences on this campus. A new course on the European Union was created in the same year that the Brexit vote foreboded the possibility of significant change. We discussed the implications of recent changes to our general education program as we considered larger questions about the role of liberal education in the 21st century.

As always, the 2015-16 year brought a number of changes to our faculty and staff. At the beginning of the year, we welcomed 16 new full-time faculty members along with three visiting faculty. By the end of the year, eleven colleagues began either phased or full retirement. The resignation of professional staff member **Lorraine Berry** in December 2015 also marked the end of the *Neovox* project that she led for over 13 years. We wish her the best as she pursues new opportunities.

The School of Arts and Sciences fulfills its mission through the dedicated work of its faculty and staff, including the department secretaries, instructional support staff and other professionals. I would like to thank **Jerry O’Callaghan, Rhonda Moulton** and **Michele Lella** for the outstanding work that they do every day. In the pages ahead, we invite you to read in more detail about the activities of the faculty, staff and students in the School of Arts and Sciences during the past year.

New Faculty (Fall 2015):

Elena Grossman, Assistant Professor, Art and Art History
Christian Nelson, Assistant Professor, Biological Sciences
Bradly Breakwell, Full-time Lecturer, Chemistry
Gail Buckenmeyer, Full-time Lecturer, Chemistry
Maureen Smith, Full-time Lecturer, Chemistry
Sung W. Yoo, Assistant Professor, Communication Studies
Heather Bartlett, Full-time Lecturer, English
Kevin Rutherford, Assistant Professor, English
Philip Gipson, Assistant Professor, Math
Jolie Roat, Assistant Professor, Math
Deena Jo Conley, Associate Professor, Performing Arts
Lu-Chung Weng, Assistant Professor, Political Science
Katherine Bonafide, Assistant Professor, Psychology
Karen Davis, Assistant Professor, Psychology
Stephanie Decker, Assistant Professor, Sociology/Anthropology
Deborah Warnock, Assistant Professor, Sociology/Anthropology

Visiting Faculty, 2015-2016:

Joseph Eppolito, Visiting Instructor, Economics

Geoffrey Bender, Visiting Assistant Professor, English
Emmanuelle Andres, Visiting Research Scholar, Communication Studies

Retirements:

Catherine Hischak, Communication Studies
Samuel Kelley, Communication Studies
Alexander Gonzalez, English (phased)
Denise Knight, English
David Miller, Geography
Mark Cerosaletti, Modern Languages (phased)
Marie Ponterio, Modern Languages (phased)
Thomas Hischak, Performing Arts
Henry Steck, Political Science
Craig Little, Sociology/Anthropology
Stuart Traub, Sociology/Anthropology

Leaves of Absence:

Laura Davies, English (Spring 2016 Drescher Award)
Samuel Kelley, Communication Studies (Fall 2015 LOA, Spring 2016 Faculty Exchange)
Sebastian Purcell, Philosophy (Spring 2016 Drescher Award)
Jamie Dangler, Sociology/Anthropology (academic year)

Faculty Resignations:

Fang Yang, Communication Studies (8/31/16)
Lorraine Berry, NeoVox (12/31/15)

Sabbatical Leaves:

Academic Year, 2015-16

Biru Paul, Economics
Norilyn Masselink, English
Claus Schubert, Mathematics

Fall 2015

Alexander Gonzalez, English
Norma Helsper, Modern Languages

Spring 2016

Lori Ellis, Art and Art History
Caroline Kaltefleiter, Communication Studies
Andrea Harbin, English
Amy Schutt, History
Christopher Gascon, Modern Languages
Kevin Halpin, Performing Arts

Thomas Pasquarello, Political Science
Tiantian Zheng, Sociology/Anthropology

II. Highlights and Major Accomplishments

a. Awards and Honors

Faculty

Seth Asumah, Africana Studies and Political Science, received the Distinguished Alumni award from SUNY Oneonta in February 2016. He will be inducted into the SUNY Oneonta Alumni Hall of Fame in September 2016. He also received the 2016 Outstanding Faculty Award from the SUNY Cortland Pan-African Student Organization (PASA). Finally, Asumah and **Mecke Nagel**, Philosophy, received the New York Africana Studies Association (NYASA) 2016 Book Award for *Diversity, Social Justice and Inclusive Excellence*, (SUNY Press).

Charles Heasley, Art and Art History, received the Curator's Choice Purchase Prize for his invitational exhibition: *The Photography Show* at the Windsor Whipworks Art Center, June 13 - August 1, 2015.

Jeremiah Donovan, Art and Art History, received the Brooks Internationalized Curricular Development Award stemming from his research in Belize.

Patricia Conklin, Biological Sciences, received the Dr. Peter A. DiNardo and Judith Waring Outstanding Achievement in Research Award.

Peter Ducey, Biological Sciences, received the Outstanding Achievement in Mentoring Undergraduate Research Award.

Greg Phelan, Chemistry, received the 2016 President's Award for Funded Research.

Sam Kelley, Communication Studies, spent the academic year in La Rochelle, France. In fall 2015 he was an Artist in Residence at Centre Intermondes, a cultural center that invites artists from around the world to develop projects, lecture and perform. In spring 2016 he participated in a faculty exchange at the University of La Rochelle, exchanging places with ULR Professor Emmanuelle Andres, who taught at SUNY Cortland.

Andrea Harbin, English, received the 2016 Chancellor's Award for Excellence in Teaching.

Ibipo Johnston-Anumonwo, Geography, received two awards: the 2016 Distinguished Anderson Scholar at the University of Florida in Gainesville, and the American Association of Geographers 2016 Distinguished Teaching Award.

Julie Barclay, Geology, received the 2016 Non-Tenure Track Excellence in Teaching Award.

Laura Gathagan, History, was awarded the Excellence in Teaching Award from the National Society of Leadership and Success.

Mecke Nagel, Philosophy, received the Chancellor's Award for Excellence in Research and Creative Activities, May 2016.

Craig Little, Sociology, received the Clark Center Internationalization Award in November, 2015.

The American Physical Society ranked SUNY Cortland as number six in its list of “Highest Fraction of Physics Undergraduate Degrees Granted to Women” among Master’s degree granting institutions nationwide in their latest statistics for the period 2011-2013. Cortland was previously ranked 14th on this lists for the period 2010-12.

Faculty Promotions

Assistant Professor to Associate Professor:

Karen Downey, Chemistry

Mary McGuire, Political Science

David Kilpatrick, Psychology

Benjamin Lovett, Psychology

Associate Professor to Full Professor:

Scott Anderson, Geography

Judith Van Buskirk, History

Mark Worrell, Sociology/Anthropology

Lecturer I to Lecturer II

Christine Lemchak, English

Christa Carsten, Mathematics

Shena Salvato, Modern Languages

Sean Nolan, Physics

Students and Alumni

Four Arts and Sciences students were recipients of the 2016 SUNY Chancellor’s Award for Student Excellence; **Brittnie Daugherty**, Sociology and Criminology; **Kyle Davis ’15**, Political Science and Communication Studies; **Ricardo Destinvil**, Political Science, and **Jennifer Scheu**, Psychology.

Amy Henderson-Harr ’83, Assistant Vice President of Research and Sponsored Programs, received the 2016 Chancellor’s Award for Excellence in Professional Service.

The SUNY Cortland Chapter of the Phi Kappa Phi Honor Society named six students as 2016 Scholars of the Year, including three from Arts and Sciences: **Jessica Chiodo**, Criminology; **Kadeeja Fredankey**, Biomedical Sciences; and **Patrick Viscome**, Business Economics. Viscome also served as president of the Student Government Association.

Claire Leggett, a dual major in History and Adolescence Education: Social Studies, received an award for her presentation at the 2016 National Conference on Undergraduate Research in Asheville, NC. Leggett’s research project was directed by **Gigi Peterson**, History.

Lynne Wecker ’69 was a recipient of a 2016 Distinguished Alumni Award from the SUNY Cortland Alumni Association. Wecker was a chemistry major who went on to a distinguished career as a professor of neuroscience at the University of South Florida. She is a fellow of the American Association for the

Advancement of Science and previously served as president elect of the American Society for Pharmacology and Experimental Therapeutics.

SUNY Cortland inducted **Michael Bond '75** to the College's Academic Hall of Fame. Dr. Bond is a pediatric dermatologist with international recognition as an expert in treating genetic skin abnormalities unique to children. He is a consultant at St. Jude Children's Research Hospital and has published his research in several prestigious journals. Last year, Bond and **Wayne Marley '75** established the David F. Berger Summer Research Fellowship to support undergraduate students in independent research.

Richard Pollack '77 was recognized as an honorary degree recipient at the 2016 SUNY Cortland Undergraduate Commencement ceremonies. Pollack, a graduate of the political science department, serves as president and CEO of the American Hospital Association, representing nearly 5,000 hospitals, rehabilitation centers and related institutions. He has been recognized by *Modern Healthcare* magazine as one of the "100 Most Influential People in Healthcare."

b. Teaching and Learning

Greg Phelan and **Jeff Werner**, Chemistry, integrated Problem Based Learning (PBL) projects into their classes after completing the PBL workshop. PBL techniques were also used in multivariable calculus by **Christa Carsten**, Mathematics.

Greg Phelan, Chemistry, and **Kathleen Burke**, Economics made three presentations on their course offerings in Social Innovation and Entrepreneurship at the Association for Small Business and entrepreneurship/Educational Entrepreneurship Project Joint Conference in 2015. Two of their papers were included in the peer-reviewed conference proceedings.

The Economics Department reported on a number of initiatives related to teaching and learning.

- Through a generous gift from Charles J. Bocklet, Jr. '58, the Economics Department acquired four Bloomberg Terminals with software that can access valuable real-time market information from the New York City-based financial data provider. The terminals will be used in courses such as Econometrics and Monetary Theory, and will also be helpful to students completing undergraduate research projects, participating in the Federal Reserve Bank Challenge or preparing for the Bloomberg Aptitude Test.
- **Kathleen Burke** created the Community Innovation Lab course in which students create a product for a not-for-profit agency within the Cortland community.
- **Flavia Dantas** received a Fine Teaching Development award to refine her Monetary Theory and the Fed course to align with students participating in the Federal Reserve Bank Challenge.
- **Kathleen Burke, Joseph Eppolito, Kate Graham, Tim Phillips, Suzanne Polley** and **Brian Ward** all report the incorporation of new technology into their courses.
- In collaboration with colleagues from the Health Department, faculty in Economics developed a proposal for a new undergraduate program in Health Care Management that will be submitted for review and approval in fall 2016.

The Geography Department proposed three significant curricular changes to be implemented in fall 2016, aimed at increasing the number of majors and minors in the GIS program and reducing time to graduation. First, additional sections of the introductory course (GRY 324) will be offered each year to enable more students to explore their interest in the program. Secondly, the GIS core curriculum has been reduced from four courses to three. Since these courses must be taken in sequence, this will benefit transfer students who might otherwise find it difficult to complete the sequence without delaying their graduation. Finally, the TechFirst! Learning Community for pre-majors has been redesigned to introduce students to the only computer technology-based major offered at SUNY Cortland.

The Geology Department undertook a number of curricular changes intended to accomplish multiple objectives, including better preparation for students seeking to undertake research projects, better alignment of course requirements with the learning outcomes in the Adolescence Education-Earth Science and Geology-Environmental Science programs, and decreased time to degree completion for transfer students. For full details, please refer to the departmental annual report.

One new International Studies course, IST329-602/702 *Introduction to the European Union* was taught to 19 students in spring 2016 under the leadership of **Alexandru Balas**, Director of the Clark Center for International Education and Coordinator of the IST program. In addition to Balas, the course was team-taught by **Scott Moranda**, History; **Henry Steck**, Political Science; Janet Duncan, Foundations and Social Advocacy; **Kathryn Kramer**, Art and Art History; George Vazenios, Sport Management; and Mircea Maniu, an international partner from Babes-Bolyai University in Romania. The course was offered as part of a larger project entitled The European Union in Central New York supported by a *European Union Erasmus+ Jean Monnet Module Grant* of 30,000 Euros. This course will be taught every year and it will become part of the regular IST offerings. For the second iteration of the course in fall 2016, the COIL component will be enlarged and Dr. Andreas Kotelis, Zirve University, Turkey will teach the unit formerly taught by Henry Steck.

The Maple T.A. MAA Placement Test Suite, first implemented in summer 2012 to determine the proper placement in MAT 115 or 135 for incoming students enrolled in MAT 135, will be given again in summer 2016. Students' performance will continue to be tracked to see what effect this is having on their level of performance in the major.

The Philosophy Department is exploring the development of a certificate program in the area of peace and conflict studies.

Melissa Morris, Physics, developed PHY 155, a four-credit astronomy course with a laboratory component that satisfies our new general education requirements in science. Students who had already completed the three-credit astronomy course (PHY 150) may elect to take a stand-alone lab course, PHY 151.

The Physics Department continues to see healthy enrollments in their Sustainable Energy Systems graduate program. International students make up about one third of the enrollment.

With generous support from the College, the Physics and Engineering Student Club purchased and

installed a plastic/soft material 3D printer. The club also purchased the parts to construct a metal/hard material 3D printer, and plans to make both printers available to the campus community.

Since July, 2015, the Physics Department has conducted over 70 planetarium shows for local public and private schools, college classes and the college community.

Raymond Collings, Psychology, developed The Study Place Project, an intervention designed to help first year students make a more successful adjustment to college. The project aims to help new students to become more effective individual learners, by providing them with peer mentored study sessions in a minimal-distraction environment. The project has been largely designed and implemented by a team of undergraduate research assistants. The students took an active role developing the protocols and materials for the intervention and the data collection, as well planning the recruitment and training of the research assistants who will implement the first year of the project beginning in fall 2016.

Bruce Mattingly, **Randi Storch** and **John Saurez** led SUNY Cortland's participation in a multi-campus initiative that seeks to integrate the liberal arts and humanities with STEM fields and other professional programs, including teacher education. The project centers on a "common-problem pedagogy," in which two or more courses share a real-world problem or challenge. This pedagogy draws on problem- (or project-) based learning, and can include various forms of civic engagement, such as service learning. The idea is to identify a common problem of interest among faculty from different disciplines; that problem is generated by, or is tied to, a community organization. Participating faculty create assignments for their students, who work in multi-disciplinary teams to address the problems at hand. Classes would be scheduled to provide for regular, common meeting times (weekly or bi-monthly) where students and faculty would interact and get cross-disciplinary perspectives on potential solutions. Faculty participants who are collaborating on the development of Common Problem Pedagogy courses to be offered in fall 2016 include **Steven Broyles**, Biology; **Anne Wiegard**, English; **Scott Moranda**, History; **Sebastian Purcell**, Philosophy; **Lin Lin**, Childhood and Early Childhood Education; **Gigi Peterson**, History; **Mary McGuire**, Political Science; **Beth Klein**, Childhood and Early Childhood Education; **Paul van der Veur**, Communication Studies; **Lisi Krall**, Economics, and **Randi Storch**, History.

The General Education Committee approved the following Arts and Sciences courses for GE credit in the categories indicated:

- ANT/SOC/CRM 372 - Cross-Cultural Study of Global Violence (GE 12)
- FRE - 425 - French Cinema (GE 8)
- MUS 133 - Music and Queer Identity (GE 11)
- MUS 137 - Survey of American Popular Music (GE 8)
- PHY 155 - Introductory Astronomy with Laboratory (GE 2)
- ENG 210 - Introduction to Fantasy/Science Fiction (GE 7)
- ENG 251 - Introduction to African-American Literature (GE 11)
- ENG 252 - Introduction to Modern American Multicultural Literature (GE 4)

Applied Learning

The School of Arts and Sciences continues to offer opportunities for students that are consistent with both SUNY Cortland's Transformational Education strategic priority and SUNY's Applied Learning initiative. Several departments offer numerous opportunities for students to engage in undergraduate research experiences, both within the academic year and during the summer. Student teaching is the culminating experience for candidates in all of our teacher education programs. Some departments have internship coordinators, and Associate Dean O'Callaghan also assists students in identifying internship opportunities within their major or through the Career Services office. The associate dean also reviews and approves study abroad applications, identifies candidates for fellowship applications and assists students applying for specific fellowships. Some highlights from the previous year are mentioned below, with fuller descriptions available in the individual academic department reports.

The Africana Studies Department sponsored three students who presented research papers at the 2016 NYASA Conference at Columbia University and the City College, NY.

Under the leadership of **Vaughn Randall**, the Art and Art History Department now offers an internship opportunity at the Keystone Ironworks and Pennsylvania Therapy and Healing (PATH). SUNY Cortland sculpture students work with artists and students from Scranton in the creation of public art and are given the opportunity to work with at-risk youth. Through this program our students are given valuable real world experience in how the arts engage with communities for the purpose of revitalization and the enrichment of our society.

Students in Art and Art History had the opportunity to present their work at the *Student Select 2016* exhibition in Dowd Gallery, April 28-May 14. The *Best of Student Select 2015* was on display in Memorial Library throughout the academic year.

The Biological Sciences Department offers numerous applied learning experiences throughout the curriculum.

- Twenty-two students participated in off-campus internships (BMS 460, CON 460, or BIO 439) during the 2015-2016 academic year. These experiences included medical experiences in orthopedics, veterinary medicine, neurosurgery, pharmaceuticals and orthotics. Other students pursued internships with fish hatcheries, shorebird conservation, invasive species management, and environmental testing.
- Thirty-one students worked as teaching assistants in biology laboratories while earning credit for BIO 434: Advanced Laboratory Experience. These lab assistants are mentored by **John Straneva** and **Carie George**.
- The Biomedical Sciences Seminar I (BMS 260) taught by **Patricia Conklin** provides unique applied learning opportunities for students to explore biomedical career options.

Each of the tenured or tenure-track faculty in the Chemistry Department served as mentors for student research projects. A total of twenty-seven students from a variety of majors enrolled in CHE 580 during the past academic year. Many students were supported through funding from the Undergraduate Research Council, faculty research grants, or the Chemistry Department Alumni Account.

In response to their 2012 program review and an external evaluation conducted by **Lorraine Berry** in 2014, the Communication Studies Department has added an internship/media participation requirement that will take effect in fall 2016.

Applied learning opportunities offered by the Economics Department include the following:

- participating on the NY College Federal Reserve Bank Challenge Team
- developing products for not-for-profit agencies within the Cortland Community
- obtaining IRS certification while serving as a volunteer tax preparers for low income residents of Cortland County

Geographic Information Systems students under the direction of **David Miller** successfully completed more than 55 ESRI on-line GIS instructional courses which include a comprehensive on-line examination which must be passed to earn course completion certificates. The completed certificates document 250 hours of logged training time.

Research with students remains central to the work of faculty in the Geology department. This year, **Li Jin** and **Christopher McRoberts** mentored three students each, while **David Barclay**, **Robert Darling**, **Gayle Gleason** and one adjunct, **Timothy Conner**, mentored or co-mentored one student each.

The History Department developed a new required course, "Introduction to Public History" and a new "experiential learning" category of courses, in which students are required to complete three credit hours chosen from "Internship in Public History," "Research in History," and "Raquette Lake Field Experience." **Gigi Peterson** took one student to present at the National Undergraduate Research Conference in North Carolina and another group to Ithaca College to present at the Phi Alpha Theta regional conference.

Jolie Roat, Mathematics, taught two sections of MAT 101 in fall 15 and two sections of MAT 102 in spring 16 as part of the *Bringing Theory to Practice Learning Community*, a service-learning community for Childhood/Early Childhood Education majors. In addition to course-work, students worked with local elementary school students as mathematics tutors.

Mecke Nagel, Philosophy included weekly service-learning activities in her PHI 160 Introduction to Peace and Conflict Studies class at the Cortland Youth Bureau. This included a mix of philosophy for children and the Quakers' non-violence training "Help Increase the Peace." The department also received approval for a new course, PHI 489 Philosophic Internship, developed by Sebastian Purcell.

For students in Musical Theater, applied learning takes the form of participation in the mainstage theatrical productions. The 2015-16 season included performances of *Hair*, *Sunday in the Park with George*, and *The Cripple of Inishmaan*. The Performing Arts Department ensembles, including the College-Community Orchestra, Choral Union and College Singers, again provided students, faculty, staff, and community members additional opportunities to perform throughout the year.

The Africana Studies Department's Gospel Choir, under the direction of **Deyquan Bowens**, presented eight concerts, including performances in Maryland and Canada. The Rock and Blues Ensemble, directed by **Richard Harris**, performed in downtown Cortland and at the Homer Center for the Arts in addition to

several campus performances. The Africana Dance Ensemble also presented several performances throughout the year.

In the Physics Department, student research projects were supervised by all four of the tenured or tenure-track faculty. **Melissa Morris** oversaw three projects, **Moataz Emam** mentored one student, and several students worked with **Brice Smith** and **Douglas Armstead** on a variety of projects related to sustainable energy.

The Political Science Department again offered a variety of applied learning opportunities.

- **Tim Delaune** offered POL 459: Moot Court and led several teams of students to the Moot Court regional competition.
- **Mary McGuire** coordinated internships for 24 students, from the city and county of Cortland to Albany, Washington, and specialty internships for motivated students.
- **Tom Pasquarello** developed and implemented a new training/mentoring program to better prepare students for study abroad experiences, and developed a new course for study in Belize related to the environment.
- **Dennis Weng** offered the IST/POL 161 Model United Nations course for 17 students, culminating with their participation in the National Model UN Conference in April 2016 in New York City.

A department exit survey of seniors indicates that 85% reported engaging in at least one internship activity and 15% studied abroad.

In the Psychology Department, 13 faculty members served as mentors for a total of 128 undergraduate students working as teaching assistants, research assistants or on internships. All psychology majors are required to take PSY 404: Applying Research Methods in Psychology.

Five faculty members in the Sociology/Anthropology Department (**Sharon Steadman, Anna Curtis, Stephen Halebsky, Anne Vittoria** and **Tiantian Zheng**) mentored student research projects. Vittoria served as advisor for four senior honors theses and helped two graduating students prepare for presentations at the 2nd annual SUNY Undergraduate Research Academic Conference at SUNY Cobleskill. William Skipper served as the department's Internship Coordinator, overseeing a total of 46 student internships during the fall 2015 and spring 2016 semesters, plus an additional six during the summer of 2016. Twenty-four students studied abroad in 11 countries (Belize, Costa Rica, Ecuador, Germany, Greece, India, Ireland, Mexico, New Zealand, Spain, and the United Kingdom).

c. Research, Scholarship and Creative Activity

The scholarly and creative achievements of the faculty in Arts and Sciences are truly representative of the breadth of academic disciplines represented in the school. Their work includes both pure and applied research, including research on teaching, community-based scholarship, as well as exhibitions and performances in the visual and performing arts. The following list is intended only as an overview of faculty activity in this area. Please refer to the annual reports submitted by individual faculty and academic departments for more details.

Seth Asumah, Africana Studies and Political Science published a book: *Africana Studies: Beyond Race, Class and Culture*.

Charles Heasley, Art and Art History, presented an Invitational Exhibition: *The Photography Show* at the Windsor Whipworks Art Center (June 13 - August 1, 2015) Windsor, New York, receiving the Curator's Choice Purchase Prize.

Erika Fowler-Decatur organized an impressive series of exhibitions during the academic year that brought over 4200 visitors to the Dowd Gallery. Under her leadership, two student clubs—the Art Exhibition Association and the Chemistry Club—collaborated on the creation of photographic prints of chemical reactions for display in Bowers Hall. *Coordinates*, one of the Gallery exhibitions, was co-sponsored by the Geology Department, and Geology students analyzed iron castings, vitrified silicas and slag during the show's iron pour in April. An exhibit featuring paintings by **Kevin Sheets**, History, was presented in the Old Main Basement Gallery in fall 2015.

Each tenured or tenure-track faculty member of the Chemistry Department published at least one peer-reviewed article in 2015-16.

English faculty published three journal articles, one book chapter, two book reviews, and two poems. Two additional articles and three book chapters have also been accepted for publication. Department faculty also gave fifteen conference presentations—twelve at international conferences, one at a regional conference, and two at local conferences—and chaired four conference panels. **Tyler Bradway** received two book contracts, one from Palgrave Macmillan for his manuscript *Queer Experimental Literature*, and one from Cambridge University Press for his co-edited collection *After Queer Studies: Literary Theory and Critical Interpretation*.

Scott Anderson, Geography published a book: *Auburn New York: the Entrepreneurs' Frontier*

Four faculty in Geology (**David Barclay**, **Robert Darling**, **Li Jin**, and **Christopher McRoberts**) have been authors or co-authors this year on a combined total of 1 monograph, 4 peer-reviewed papers, 1 guidebook article, 1 book review, and 8 conference abstracts.

Faculty in the History Department presented their research in Leeds, England; New York City; Seattle, Washington; Washington, DC; Niagara Falls, New York; Tel-Aviv, Israel; San Jose, Costa Rica; Puntarenas, Costa Rica; Atlanta, Georgia; London, England; and Ottawa, Canada. Faculty also published three peer-reviewed articles. **Laura Gathagan** serves as chief editor of the *Haskins Society Journal*.

Alexandru Balas, International Studies, published a co-authored book and a peer-reviewed journal article.

Thomas Hischak, Performing Arts authored *The Encyclopedia of Film Composers* and was co-editor of *Noel, Talulah, Cole and Me: A Memoir of Broadway's Golden Age* by John C. Wilson.

During the past year the four tenured/tenure-track faculty members in the Philosophy Department published two books, seven articles, and two book reviews, and made eighteen presentations (including invited papers and keynotes).

Robert Spitzer, Political Science, published one book (*The Politics of Gun Control*), two book chapters, two journal articles, 14 op-ed articles (including *Time Magazine*, the *LA Times*, and *U.S. News and World Report*), and gave nine papers and presentations. **Dennis Weng** published three journal articles and an encyclopedia entry. He also gave 16 papers and presentations.

David Kilpatrick, Psychology, published a book: *Essentials of Assessing, Preventing, and Overcoming Difficulties*. **Drs. Berzonsky, Collings, Eaton, Lovett, Odle, Ouellette, and Peck** published peer-reviewed journal articles, and book chapters.

Faculty members in the Sociology/Anthropology Department published six books during the 2015-16 academic year – three authored by **Tiantian Zheng** and three authored or co-edited by **Sharon Steadman**. A volume edited by **Mark Worrell** is completed and will appear this year. **Anne Vittoria** has a completed book under contract and **Anna Curtis** has one under review. Our part-time colleague **John Sheehan** published a book: *The Immortal Imagination: The 22nd North Carolina Infantry Regiment in War and Peace*. Faculty published or had accepted seven book chapters (**Steadman, Warnock, Worrell**), eight refereed journal articles (**Decker, Kone, Steadman, Warnock, Worrell, Zheng**), one encyclopedia entry (**Steadman**) and four book reviews (**Steadman, Zheng**).

External Grants Awarded, 2015-2016:

Jeremiah Donovan, Art and Art History; *Unraveling the Past: Revitalization and Reinterpretation of Maya Terracotta Pottery in Belize*; National Endowment for the Arts, \$15,000.

Gregory Phelan, Chemistry; Noelle Chaddock, Multi-Cultural Life; Mary Gfeller, Mathematics; Rena Janke and Angela Pagano, Biological Sciences; *SUNY Cortland Noyce Scholarship Program Phase II*, National Science Foundation, \$799,855

Kathleen Burke, Economics and Gregory Phelan, Chemistry; *Developing Leaders and Strengthening Community Capacity in Cortland County*, Appalachian Regional Commission (ARC), \$72,879

Kevin Sheets and Randi Storch, History; *Forever Wild: The Adirondacks in the Gilded Age and Progressive Era*, National Endowment for the Humanities, \$179,900.

Continuing Active Grants

Theresa Curtis, Biological Sciences; *Small Business Innovation Research*; United States Army Engineering Research & Development Center, \$238,313.

Terrence Fitzgerald, Biological Sciences, and Frank Rossi, Chemistry; *Cactus Moth Larval Pheromone*; US Department of Agriculture, \$14,980.

Jeffrey Werner, Chemistry; *SusChEM: Converting Urban Wastes into Longer-chain Chemicals*; National Science Foundation, \$114,197.

Jeffrey Werner and Frank Rossi, Chemistry; Christa Chatfield, Tricia Conklin and Terrence Fitzgerald, Biological Sciences; *Major Research Instrumentation Program*; National Science Foundation, \$270,807.

David Franke, English; *Seven Valleys Writing Project Continuing Association*; National Writing Project, \$20,000.

Melissa Morris, Physics; *Chondrule Formation in Impact Plumes*, National Aeronautics and Space Administration, \$330,000.

Melissa Morris, Physics; *Observational and Theoretical Investigations of the Formation of Igneous Rims around Chondrules*, National Aeronautics and Space Administration, \$319,000.

Faculty Research Program Awards (2016-17):

Christa Chatfield, Biological Sciences

Patricia Conklin, Biological Sciences

Christian Nelson, Biological Sciences

Katherine Hicks, Chemistry

Fang Yang, Communication Studies

Brett Troyan, History

Tiantian Zheng, Sociology/Anthropology

d. Faculty Service

In addition to department-level service, faculty in Arts and Sciences continue to provide significant service to the school, the college and the profession, with many holding leadership positions. Some highlights in service are listed below:

Department Chairs

Africana Studies	Seth Asumah
Art and Art History	Kathryn Kramer
Biological Sciences	Steven Broyles
Chemistry	Gregory Phelan
Communication Studies	Paul van der Veur
Economics	Kathleen Burke
English	Matthew Lessig
Geography	Scott Anderson (fall 2015), Wendy Miller (spring 2016)
Geology	David Barclay
History	Randi Storch
Mathematics	Isa Jubran
Modern Languages	Tim Gerhard (fall 2015), Paulo Quaglio (spring 2016)
Performing Arts	Deena Conley
Philosophy	Andrew Fitz-Gibbon
Physics	Moataz Emam
Political Science	Robert Spitzer
Psychology	Judith Ouellette

Sociology/Anthropology Herbert Haines

Program Coordinators

International Studies	Alex Balas
Environmental Science	Steven Broyles, Biological Sciences
Asian and Middle Eastern Studies	Tiantian Zheng, Sociology/Anthropology
Jewish Studies	Henry Steck, Political Science
Latino and Latin American Studies	Richard Hunter, Geography; and Sebastian Purcell, Philosophy
Native American Studies	Ellie McDowell-Loudan, Sociology/Anthropology
Women's Studies	Sally Dear-Healey, Sociology/Anthropology

Adolescence Education Coordinators

English	Codruta Temple, Modern Languages
Mathematics	David Dickerson
Modern Languages	Codruta Temple
TESOL	Paulo Quaglio
Sciences	Rena Janke and Sean Nolan
Social Studies	Amy Schutt

Graduate Coordinators

English	Denise Knight (MA) and Laura Davies (MSED, MAT)
History	Kevin Sheets
Mathematics	Isa Jubran
Modern Languages	Colleen Kattau
Physics	Brice Smith

Arts and Sciences Committee Leadership

Chair, A&S Curriculum Committee	Martine Barnaby, Art and Art History
Chair, FAH Personnel Committee	Stephen Wilson, Performing Arts
Chair, Math/Science Personnel Committee	Frank Rossi, Chemistry
Chair, Social and Behavioral Sciences Personnel Committee	Kevin Sheets, History

College Leadership Positions

Director, SUNY Cortland Honors Program	Frank Rossi, Chemistry
Director, Institute for Civic Engagement	Mary McGuire, Political Science
Director, Center for Intercultural and Gender Studies	Mecke Nagel, Philosophy
Director, Center for Ethics, Peace and Social Justice	Andrew Fitz-Gibbon, Philosophy
Chair, Faculty Senate	Kathy Lawrence, Communication Studies
Chair, General Education Committee	Jenn McNamara, Art and Art History
Chair, Undergraduate Research Council	Chris McRoberts, Geology
Chair, Institutional Animal Care and Use Committee	Mary Beth Voltura, Biological Sciences
Coordinator, Campus Writing Programs	Laura Davies, English
Assistant Dean for Accreditation	Angela Pagano, Biological Sciences
Chair, Quantitative Skills Assessment Committee	Isa Jubran, Mathematics

Building Administrators

Bowers Hall
Dowd Fine Arts Center
Old Main
McDonald Building

John Sternfeld, Biological Sciences (emeritus)
Charles Heasley, Art and Art History
Bruce Mattingly, Arts and Sciences
Leslie Eaton, Psychology

III. Enrollment Trends

A review of the data provided by the Office of Institutional Research and Assessment reveals a continuation of the trends that we have noted over the last several years: decreases in adolescence education largely offset by growth in the liberal arts, leading to overall enrollments in Arts and Sciences that have remained relatively stable. Key statistics of interest include the following:

- Undergraduate enrollment in Arts and Sciences was 3203 in fall 2015, down just slightly from 3224 in fall 2014. Looking more broadly, this number has generally stayed between 3000 and 3300 since 2008. Under-represented groups made up 24% of the A&S undergraduate enrollment in fall 2015, compared with 21% college-wide.
- Enrollment in adolescence education may be levelling off, as it decreased only slightly last year, from 387 in fall 2014 to 360 in fall 2015. Majors that experienced significant growth last year included Communication Studies (from 335 to 359), Business Economics (from 300 to 363) and Criminology (214 to 245). Psychology and Biology continued to remain strong, with over 300 majors each in fall 2015.
- There were 827 undergraduate degrees granted in A&S in 2014-15, up from 813 in the previous year. However, degrees in Adolescence Education decreased by 30% (from 103 to 72) while degrees in the liberal arts increased from 710 to 755. Several majors graduated more students than all of our adolescence education programs combined, including Communication Studies (121 degrees granted), Business Economics (99 degrees granted) and Psychology (87 degrees granted.) Three other majors (History, Sociology and Criminology) each granted more than 50 degrees in 2014-15. Space does not allow us to review in detail the enrollment trends across the 35 liberal arts majors and ten certification programs in the School of Arts and Sciences. However, the rich diversity in our offerings strengthens our enrollment, and each program, regardless of size, enriches the life of the college in multiple ways, including courses that support other majors and the general education program.
- Graduate enrollment in Arts and Sciences decreased from 103 students in fall 2014 to 90 in fall 2015, largely due to declining enrollments in our MSED programs. In fact, persistent concerns about the continued viability of those programs led us last year to make the difficult decision to deactivate nearly all of our MSED programs. We believe that there is significant potential for growth in our TESOL MSED, as it would enable certified teachers in many areas to add a second certification in a high-needs area as identified by the NY State Education Department. We also believe that our Master of Arts in Teaching programs will continue to have a role in providing an opportunity for initial certification at the graduate level. Under-represented groups made up 13% of A&S graduate enrollment in fall 2015, compared with 9% college-wide.
- The first-year retention rate (fall 2014 to fall 2015) for A&S undergraduates was 74%, compared with a college-wide rate of 78%. The six-year graduation rate (using the fall 2009 cohort) among Arts and Sciences students was 70%, compared with a college-wide rate of 73%. Recognizing that academic performance is one of many factors that influence retention and graduation, Associate Dean O'Callaghan regularly reports and analyzes the data provided in Tables 4A, 4B and 4C to identify any emerging trends. Dismissals since 2009 have varied from a low of 8 to a high of 18. The number of students placed on probation has crept up from a low of 145 (2011-12) to 178 this

school year. At the same time the data on Dean's List students shows a strong positive trend, from 711 in 2004 to highs over 1000 today. In the last year the number of students coming off probation successfully has increased over 20%. The data on suspensions are more central, and in the last seven years we have seen a predictable range of 110-135 students suspended per year. In 2015-16, there were 132 suspensions, at the high end of the spectrum; in relative terms this is a 4.26% rate of suspension in the school. The Associate Dean commits a lot of time and energy to advising students on probation, with the goal of keeping this number low. The increase in students coming out of probation in good shape is a positive indicator; we are hopeful that rate of suspensions will decline in future semesters.

Many Arts and Sciences departments have begun to feel the impact of the recent changes to our general education requirements. In particular, GE5 (Western Civilization) is now an optional category, and course offerings in the GE7 (Humanities) category have expanded to include more departments. Students who have not yet declared a major are typically advised to focus on completing their GE requirements, and to use their GE courses as opportunities to explore their potential interest in various majors. In other cases, students taking a GE course in a particular discipline may choose to take additional classes from that department to pursue either a minor or a concentration. Some departments are therefore concerned that declining enrollments in their GE courses will result in a decrease in their numbers of majors, minors and concentrators.

IV. Program Assessment

A major focus for all academic programs across the college was the development of student learning outcomes in all majors, along with plans for assessing those outcomes on a regular basis. With support

from the Office of the Provost, virtually all Arts and Sciences departments completed work on their student learning outcomes prior to the May 12 deadline. Some departments reported significant progress on developing (or updating) curriculum maps and assessment instruments. In particular, the Art and Art History Department conducted an initial test of their new evaluation techniques on their general education courses that are scheduled to be assessed during the coming year. The Modern Languages Department completed all aspects of outcomes assessment for all programs under leadership of **Codruta Temple**; drawing upon their prior experience with required assessments in their teacher certification programs. Likewise, the Psychology Department Assessment committee (**Berzonsky, Bonafide, Davis, Lovett, Ouellette**) completed their entire assessment plan ahead of schedule.

All of our teacher education programs continued data collection and analysis activities as required to maintain our CAEP accreditation. In particular, our program in Adolescence Social Studies reported on extensive data analysis related to student performance on the edTPA, CST and ALST. Adolescence Mathematics focused on the assessment of process skills and unit plans and completed a round of assessment in several courses in spring 2016. The Adolescence Physics program reports that their students achieved an overall pass rate of 99.8% on their student teacher evaluations that assess ten standards based on NSTA guidelines.

In 2015-16, the Biological Sciences and Psychology departments both completed their seven-year program reviews. Self-study documents were also completed for the programs offered by the Economics Department, and for the Anthropology and Archaeology majors housed in the Sociology/Anthropology Department. Those program reviews will be completed in fall 2016 with visits from external reviewers. The program review in Modern Languages was delayed due to a mid-year change in department leadership.

Many Arts and Sciences faculty were involved with scheduled assessments of general education categories 1 (Quantitative Skills) and 4 (United States History and Society) either as faculty teaching courses in those categories, or as faculty representatives on the General Education Committee. **Isa Jubran**, Mathematics, chaired the GEI Assessment Committee and reports that nine courses offered by seven departments were assessed. Six departments employed a common assessment instrument that was first developed in spring 2011. The GE II Prejudice and Discrimination Committee also met throughout the academic year. This committee included representatives from all departments that teach GE II courses and was asked to consider several issues. Their discussions have not concluded, but significant progress was made (changes in category name and in learning objectives have been proposed).

The Chemistry Department continues to use standardized exams from the American Chemical Society as a means of assessing their course offerings in general chemistry, organic chemistry and selected upper division courses.

For the last two years, the History Department has participated in the American Historical Association Tuning Project to examine the department's course offerings and the learning objectives that they have established for their graduating students. This initiative involves a cohort-based assessment mode and has already resulted in the development of a new learning outcomes rubric. Faculty track the progress of student cohorts throughout all of their history courses at SUNY Cortland to understand how often students encounter key skills and concepts in the curriculum and whether improvement occurs over time.

V. Plans for the Future

We are very grateful for the recent renovations to two key academic buildings—Bowers and Dowd—that have enhanced our programs in the sciences and fine arts. However, several other departments in Arts and Sciences have critical facilities needs. In particular, space is at a premium Old Main, and the Communication Studies Department does not yet have a permanent home. Although plans to renovate portions of Moffett, Van Hoesen and the former heating plant have been developed, the timetable for these renovations is uncertain at best. We will therefore need to explore other options to ensure that all departments have sufficient office, classroom and research space to carry out their work.

While our undergraduate enrollments are strong overall, we need to investigate opportunities to promote growth in some of our smaller programs that appear to have potential for increased enrollment. At the graduate level, the world has changed, and some of our programs have been deactivated as a result. We look forward to working with our new Director of Extended Learning to identify innovative ways to update our educational offerings that might include new certificate programs, other credentialing options and new modes of delivery. We will also continue to work to ensure that our curricula and teaching strategies are up to date and responsive to the needs of our changing student body. We need to continue the important discussions that we have begun with respect to diversity, equity and inclusion with the goal of ensuring that the campus climate is truly supportive of everyone. Serving as the dean of Arts and Sciences for the last eight years has been a privilege, and I look forward to continuing to collaborate with my many colleagues across this campus in continuing the important work that we have begun.

- VI. Appendices
 - a. Table 1A: 20 Year History of Degrees Granted (OIRA)
 - b. Table 1B: Fall 2015 Faculty Workload (OIRA)
 - c. Table 3A: Grant Proposal Submissions
 - d. Table 3B: New Grant Awards
 - e. Table 4A: Arts and Sciences End of Year Statistics
 - f. Table 4B: Arts and Sciences Seven-Year Trends in the Undergraduate Population
 - g. Table 4C: School of Arts and Sciences Academic Status Changes
 - h. Department and Individual Faculty Reports