

ANNUAL REPORT  
SCHOOL OF ARTS AND SCIENCES  
SUNY Cortland

2010-2011

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## I. Introduction

In spite of additional reductions in faculty and staff, the School of Arts and Sciences once again served record numbers of students and made substantial contributions towards addressing each of the four campus strategic priorities during the 2010-11 academic year. Preparing for the March site visit of the NCATE Board of Examiners was a major priority for faculty and staff in departments that offer teacher preparation programs in adolescence education. We were encouraged by the approval of several searches to fill vacant lines among the full time faculty, and faculty members in several departments devoted significant amounts of time to reviewing applications, selecting and interviewing finalists for these critical positions. One of this year's highlights was the successful conclusion of all twelve of our tenure track searches. Other highlights included the launch of a new undergraduate program in Archaeology, continued success by our faculty in obtaining external funding, and the naming of Michael Berzonsky, Psychology as a Distinguished Professor.

During the year, we said goodbye to several faculty and staff members. We congratulate them on their successful careers, thank them for their contributions to SUNY Cortland, and wish them well in their future endeavors. In addition to the new faculty who will be joining us in the fall, several new staff members were hired in 2010-11.

### **Faculty Retirements**

Barbara Wisch, Art and Art History  
David Hollenback, Communication Studies  
Janet Wolf, English  
William Sharp, History  
Daniel Driscoll, Mathematics  
Glen McNeal, Modern Languages  
Larry Ashley, Philosophy

### **Staff retirements**

Sue Teeter, Associate Dean's Office  
Deborah Williams, Communication Studies  
Karen Knapp, English  
Arlette Prothin, Modern Languages

### **Faculty Resignations**

James Walter, Economics (FTL to part-time)  
Tina Christodouleas, Modern Languages  
Adrian Hull, Political Science

### **New Tenure-track faculty**

Christa Chatfield, Biological Sciences  
Jeff Werner, Chemistry  
Flavia Dantas, Economics  
Guiseppe Getto, English

Sarah Hobson, English  
Richard Hunter, Geography  
Li Jin, Geology  
John Aerni-Flessner, History  
Laura Gathagan, History  
Codruta Temple, Modern Languages  
Sonia Sharma, Mathematics  
Lynn Sebastian Purcell, Philosophy

**New Full Time Lecturers and Visiting Lecturers**

Erika Fowler-Decatur, Art and Art History  
Deborah Rogers, English  
Christine Lemchak, English  
Myriam Benincore, Modern Languages  
Thomas Heidt, Mathematics  
Quincy Loney, Mathematics

**New Staff Members**

Michele Lella, Associate Dean's office  
Maryalice Griffin, Communication Studies  
Molly McGowan, English  
Haley Zurell, Geology/Physics

## II. Academic Excellence

### A. Enrollment Trends and Faculty Workload

In fall 2010, 2658 undergraduates and 151 graduate students were enrolled in the School of Arts and Sciences. The comparable numbers from fall 2009 were 2645 and 154, respectively. Among the three schools, A&S has the largest undergraduate population (44% of the total) but the smallest graduate population (16%). While enrollments have remained stable over the last couple of years, the school has seen significant growth in student numbers over the last decade, and at a faster rate than the rest of the college. This growth is also reflected in the number of degrees granted. The number of undergraduate degrees awarded from Arts and Sciences grew from 398 in the 1999-2000 academic year to 638 in 2009-10, an increase of 60%. In the same time frame, the total number of undergraduate degrees awarded at SUNY Cortland increased 36%, from 1090 to 1478. Some departments have experienced particularly sharp increases. For instance, the number of majors in Biological Sciences increased from 165 to 313 over the last ten years, and in Mathematics, the number of majors has increased from 176 to 272 in just five years.

At the same time that student enrollments have been increasing, full time faculty numbers have declined. From fall 2009 to fall 2010 the number of full time faculty in Arts and Sciences decreased from 177 to 172, while the number of part time faculty went up from 155 to 166. (Note: because of sabbatical leaves and other leaves of absence, the number of full time faculty reported in the faculty workload reports for fall 2009 and fall 2010 were 172 and 162, respectively.) We are looking forward to the addition of 12 new tenure-track faculty and 6 lecturers who will be joining us in fall 2011. However, that news is tempered by the remaining 16 vacant full time lines in Arts and Sciences (14 tenure-track, 2 FTL). In addition, we have not had the opportunity in recent years to address the need for new lines in departments that have experienced significant growth due to the addition of new programs in the last decade. The decrease in the number of tenure-track faculty has translated into higher advisement loads, more service responsibilities, and in some cases, larger class sizes. Our recent NCATE re-accreditation effort placed additional demands of time and effort on faculty, staff and administrators.

#### Leaves of Absence

Angela Pagano, Biological Sciences (Fall 2010 – Drescher Award)  
 Nicola Morris, English (Fall 2010)  
 Tina Christodouleas, Modern Languages (Fall 2010, Spring 2011)  
 Aphrodite Ahmadi, Physics (Fall 2010)

#### Sabbatical leaves

##### *Fall 2010*

Charles Heasley, Art and Art History  
 Karla Alwes, English  
 Denise Knight, English \*  
 Brett Troyan, History \*  
 Leslie Eaton, Psychology  
 Anne Vittoria, Sociology/Anthropology

\*Knight and Troyan were awarded full year leaves for Spring 2010-Fall 2010.

*Spring 2011*

Timothy Baroni, Biological Sciences  
John Hartsock, Communication Studies  
Ibipo Johnston-Anumonwo, Geography  
Luo Xu, History  
Timothy Gerhard, Modern Languages  
Colleen Kattau, Modern Languages  
Raymond Collings, Psychology  
Kimberly Kraebel, Psychology

In fall 2010, the average student credit hours produced per faculty FTE in Arts and Sciences was 255.6, largest among the three schools. For part-time faculty in A&S, the average is even higher: 290.2. The college-wide average for fall 2010 was 227.1. To put these numbers in perspective, if we assume that a faculty member typically teaches three 3-credit courses in a semester, then the SCH/FTE averages reported above would translate into about 25 students per course across the college, about 28 students per course in Arts and Sciences, and for part-time faculty in A&S, over 32 students per course.

Although our resources have been strained because of the ongoing budget crisis, the faculty in Arts and Sciences continue to provide effective teaching and advisement, outstanding research and creative activity, and considerable service to the college, the profession and the community. In the sections that follow, significant student and faculty accomplishments are highlighted.

## **B. Awards and Honors**

### **Student Recognition**

Three of the four SUNY Cortland students who received the **SUNY Chancellor's Award for Student Excellence in 2011** were from Arts and Sciences:

Erica Frerking, International Studies  
Michael Schoeneberger, Political Science and Sport Management  
Danielle Singer, Political Science

Eleven SUNY Cortland students presented their work at the **2011 National Conference on Undergraduate Research**, including 2 students from Art and Art History, and 3 students each from Biological Sciences, Chemistry, and Psychology:

Jieun Kim, Art and Art History  
Emily Oltmann, Art and Art History\*  
Nicole Chodkowski, Biological Sciences  
Anthony Wind, Biological Sciences  
Matthew Rankin, Biological Sciences  
Joshua Baccile, Chemistry  
Danielle McCarthy, Chemistry

Michael Wolfin, Chemistry  
Thomas Breitfeller, Psychology  
Michael Curry, Psychology  
Amanda Zezima, Psychology

\*Emily's work was also chosen for the exhibition poster

The College Writing Committee recognized the following students from across the college as finalists in the **Tenth Annual College Writing Contest:**

Collin Anderson, Graduate Student, M.A.T. English  
Brenna Filippello, Junior, Communication Studies  
Lauren Menchini, Freshman, Pre-Major  
Amie Whitlock, Senior, Geology and Environmental Science  
Taylor Morris, Junior, Professional Writing  
Sarah Kane, Senior, English  
James Reardon, Graduate Student, M.A.T. English

Several departments reported on additional student recognition activities from the past year:

- **Art and Art History:** One student was invited to exhibit work at the Schweinfurth Museum, Auburn; two students were honored as *SUNY Artists of the Week*, and two students were selected for the *Best of SUNY* exhibition.
- **English:** Twenty students were inducted into Sigma Tau Delta, the English Honor Society.
- **International Studies:** Four students were inducted into the Phi Beta Delta Honor Society.
- **Mathematics:** Three math majors were inducted into Tau Sigma (national honor society for transfer students), two were inducted into Alpha Sigma Lambda (national honor society for non-traditional students), and nine were invited to become members of the Phi Kappa Phi National Honor Society.
- **Political Science:** Sixteen students were inducted into the Cortland chapter of Pi Sigma Alpha, the national political science honors society. Andrea Forward was one of only six students selected nationally to receive a *Pi Sigma Alpha Scholarship* to support her internship in Washington.
- **Psychology:** Twenty-six students (majors and minors) were inducted into Psi Chi, the International Psychology Honor Society.
- **Sociology and Anthropology:** A total of thirty-three students in three majors (SOC, CRM, ANT) were inducted into national honor societies in 2010-11.

## Faculty and Staff Recognition

We are very proud of the quality of the faculty and staff within the school of Arts and Sciences, many of whom have been recognized by SUNY for excellence in research, teaching and service. Our current ranks include the following:

- 3 Distinguished Professors
- 8 Distinguished Teaching Professors
- 4 Distinguished Service Professors
- 7 Chancellor's Award Winners for Excellence in Scholarship and Creative Activities
- 19 Chancellor's Award Winners for Excellence in Teaching
- 1 Chancellor's Award Winner for Excellence in Faculty Service
- 1 Chancellor's Award Winner for Excellence in Professional Service

Faculty and staff recognized by SUNY this year include the following:

- **Deborah Dintino**, Africana Studies and Political Science, 2011 SUNY Chancellor's Award for Excellence in Classified Service.
- **Christopher McRoberts**, Geology, 2011 Chancellor's Award for Excellence in Scholarship and Creative Activities
- **Michael Berzonsky**, Psychology, Distinguished Professor
- **Richard Kendrick**, Sociology and Anthropology, 2011 Chancellor's Award for Excellence in Faculty Service

Many other faculty members were recognized for their achievements and expertise this year, including the following:

**Vaughn Randall**, Art and Art History, was selected to participate in the largest iron pour in history in Detroit MI as part of a production designed by conceptual artist Matthew Barney.

**Michael Hough**, Biological Sciences, received a Non-Tenure Track Excellence in Teaching Award from the SUNY Cortland Faculty Development Center.

**Greg Phelan**, Chemistry, received three awards this year:

- SUNY Cortland President's Award for Funded Research, 2011
- Excellence in Research, Scholarship, and Outreach. 2011
- USASBE Outstanding Service as Conference Track Chair Award, 2011

**John Hartsock**, Communication Studies, was awarded a Visiting Professorship at the University of Paris, where he taught in September and October 2010.

**Caroline Kaltefleiter**, Communication Studies, received a 2009-2011 Mary Lily Research Fellowship-Duke University, Durham, North Carolina

**Kathleen Burke**, Economics, received the *Stephen J. Barnes Outstanding Faculty Member Award* from the Student Government Association.

**Emmanuel Nelson**, English: Nelson's two-volume *Encyclopedia of Contemporary LGBTQ Literature of the United States* was named a 2010 Outstanding Academic Title by *Choice*.

**Mary Lynch Kennedy**, English, earned the 2010 Educator of Excellence Award from New York



State English Council.

**Debra Brown**, English, Lecturer II, was selected for a Non-Tenure Track Excellence in Teaching Award by the SUNY Cortland Faculty Development Center.

**Wendy Miller**, Geography, received the Excellence in Teaching Award for Tenure Track Faculty from the Faculty Development Center.

**Kevin Sheets**, History, received an Excellence in Research and Scholarship Award, SUNY Cortland, May 2011.

**Judith Van Buskirk**, History, was awarded a West Point Summer Seminar in Military History Fellowship. She also received recognition this year for her 2003 book, *Generous Enemies*. In a recently published book titled *Unnatural Rebellion: Loyalists in New York City during the Revolution*, the author Ruma Chopra, wrote, "I am flattered when I am asked to place my work in relation to Judith Van Buskirk's *Generous Enemies*. Her warmth and goodness are, of course, legendary."

**Robert Spitzer**, Political Science, in the aftermath of the Arizona shooting was interviewed on MSNBC, NPR's "Fresh Air with Terry Gross," in media outlets in Spain, the Ukraine, and Norway, and quoted in national media including the *New York Times*.

**Richard Kendrick**, Sociology/Anthropology was included in the 2011 U.S. President's Higher Education Community Service Honor Roll with Distinction

**Tiantian Zheng**, Sociology/Anthropology, received two awards:

- 2011 SUNY Cortland Outstanding Achievement in Research Award
- 2010 Sara Whaley Book Award from the National Women's Studies Association

The following faculty received promotions this year:

**Assistant Professor to Associate Professor:**

Elizabeth Kim Stone, English  
Scott Moranda, History  
Moataz Emam, Physics  
Christopher Latimer, Political Science  
Stephen Halebsky, Sociology/Anthropology  
Mark Worrell, Sociology/Anthropology

**Associate Professor to Full Professor:**

Caroline Kaltefleiter, Communication Studies  
Randi Storch, History  
Sharon Steadman, Sociology/Anthropology

**Lecturer II to Lecturer III**

Michael Von Tersch, Chemistry

**Faculty receiving Continuing Appointment:**

Martine Barnaby, Art and Art History

Jennifer McNamara, Art and Art History

Karen Stearns, English

Elizabeth Kim Stone, English

Scott Moranda, History

Donna West, Modern Languages

Brice Smith, Physics

Stephen Halebsky, Sociology/Anthropology

Mark Worrell, Sociology/Anthropology

**C. Assessment Activities**

**SUNY Program Review**

Four departments completed the SUNY 7-year Program Review in Spring 2011:

- Art and Art History
- Chemistry
- English
- Modern Languages (originally scheduled for spring 2009)

The complete program review documents from each department are available in the Arts and Sciences Dean's Office and include information on curriculum, facilities, faculty qualifications, assessment of student learning, as well as comments from external reviewers.

Two departments (Communication Studies and Physics) were also scheduled for program review this year but did not complete it.

**NCATE**

All adolescence education programs submitted SPA reports in spring 2010 and received reviewers' reports in summer 2010. The results were as follows:

*Undergraduate Programs*

Recognized:	English
Recognized with Conditions:	French, Spanish, TESOL
Recognized with Probation:	Mathematics
Further Development Required:	Biology, Chemistry, Earth Science, Physics

*Graduate Programs*

Recognized with Conditions:	English
Recognized with Probation:	Mathematics

Further Development Required: Biology, Chemistry, Earth Science, Physics

Each program that did not receive full recognition submitted a revised SPA report in March 2011 after making programmatic changes based on the reviewers' comments. The programs in Adolescence Science made changes to several of their assessment instruments. The Mathematics Department reported that in response to feedback on the SPA report from the National Council of Teachers of Mathematics (NCTM) they made significant changes to data collected in student portfolios related to unit plans, classroom management and impact on student learning. Assessment activities are now embedded in three courses (AED 392, 492 and 493) making it easier for the department to enforce completion of the portfolio as a graduation requirement. The Modern Languages department also made significant changes to their data collection in response to feedback from the American Council on the Teaching of Foreign Languages (ACTFL). Finally, the Social Studies program invested significant time and effort to align their assessment activities with the National Council of Social Studies (NCSS) standards.

Reviewers' comments on these revisions are expected in summer 2011. In some cases, preliminary feedback from reviewers has been positive. For instance, the coordinators of our adolescence science programs were asked whether one of their new assessment documents could be used as an exemplar by the National Science Teachers Association (NSTA).

### **GE Assessment**

While the General Education committee will submit a separate annual report, the majority of GE courses are delivered in Arts and Sciences. Many A&S faculty members are involved in assessing GE categories, scoring the assessments and reviewing the results.

Fall 2010: The GE committee distributed the results of assessments conducted in spring 2010 in the following categories:

- Humanities (GE 7)
- Basic Communication: Writing (GE 10a)
- Prejudice and Discrimination (GE 11)
- Critical Thinking

Faculty involved in teaching courses from these categories will review the results of the GE assessments to determine whether any changes in these courses should be recommended.

The following categories were assessed in spring 2011:

- Quantitative Skills (GE 1)
- United States History and Society (GE 4)
- The Arts (GE 8)
- Foreign Language (GE 9)
- Basic Communication: Presentation Skills (GE 10b)

### **Additional Assessment Activities**

**Associate Dean:** Each year the Associate Dean's report lists the data provided in Table 4,

including statistics on probation, warning, suspension and dismissal, as well as the number of students who were readmitted or named to the dean's list. Dismissals over the last 4 years have hovered between 11 and 15. The number of students on probation remains steady, from 185 (2007-08) to 164 (2008-09) to 151 (2009-10) to 163 (2010-11). The data on suspensions are more central, and in the last four years we have seen a decline in suspensions from 144 to 113. This is an encouraging development, which may reflect the strength of advising in the school generally and in the Associate Dean's office.

**Biological Sciences:** Five students reported their GRE scores to the department. The average percentiles for these students on the General GRE exams were Verbal = 52, Quantitative = 47, and Analytical writing = 26. These are reasonable but not outstanding scores in comparison to other seniors pursuing graduate study. The department is exploring opportunities to assist students in preparing for these exams. The department also administered the ETS Major Field Test in Biology to 3 randomly chosen students in May 2010. Their total scores were 171, 169, and 158; scores of 168-171 rank in the 85th percentile and scores of 158-159 rank in the 60th percentile. These test scores are consistent with the dozens of scores (median 168) collected over the past 9 years. The test was administered to another set of students in May 2011 but their scores are not yet available.

**History:** Kevin Sheets, graduate coordinator, was awarded a College Assessment Grant to develop and pilot a department assessment plan keyed to learning outcomes for our graduate students. The department committed to pilot a history-major only section of HIS 110 to capture a cohort of majors, assess them at the beginning of their program and follow them through their academic careers. The department chair also performs exit interviews with graduating seniors in both the fall and the spring semesters.

**Modern Languages:** The department reported the following assessment results:

- Comprehensive examination for MSED students: 10 out of 14 students passed in fall 2010; 9 out of 10 passed in spring 2011.
- All Adolescence French and Spanish students who completed student teaching met or exceeded expectations. In Fall 2010, 5 out of 13 exceeded expectations, and in Spring 2011 4 out of 8 students exceeded expectations.
- The department has decided to use the ACTFL Oral Proficiency Interview (OPI) to assess French and Spanish majors' language proficiency, adopted "Advanced Low" as a minimum score for secondary teachers (and for non-teacher candidate FRE and SPA majors), and began requiring students in those majors to take the OPI. In fall 2010, a total of 14 adolescence education majors took the OPI. The scores are listed below.
  - Intermediate Mid: 6
  - Intermediate High: 2
  - Advanced Low: 4
  - Advanced Mid: 1
  - Advanced High: 1
- Several MDL faculty members have received training on administering a simulated oral proficiency interview (SOPI). The department has established a schedule to administer SOPIs to majors early in their program and then periodically to prepare them for the OPI prior to graduation.

- The department developed a new rubric for assessing students' cultural knowledge. In fall 2010, they found that 8 of 16 students approached the standard, 6 met the standard, and 2 exceeded the standard.
- Data from Career Services indicates that among 59 students who graduated between 2004 and 2009, 58% were employed in their field within a year of graduation, another 14% were employed elsewhere, 17% chose to continue their education, and only 8% were still seeking employment one year after graduation. These graduates also reported a high level of satisfaction with the quality of teaching and advisement in the major.

**Performing Arts:** The department continued an initiative begun last year, in which faculty meet with majors individually at the end of the freshman and sophomore years to discuss their progress in the program. Beyond SUNY Cortland, several students have performed in regional theatres including the Tibbits Opera House in Michigan, Northern Lights Theatre in Wisconsin, Woodstock Theatre in Woodstock, NY, the Muhlenberg Summer Music Theatre in Allentown, PA, and the Merry-Go-Round Playhouse in Auburn. After offering the new musical skills courses (MUS 105/106), which completed its first full year this year, the department has begun discussions to establish a proficiency level for these courses, as well as for piano skills. Even with the increased focus in this area, some of our students are not yet attaining a level adequate for professional auditions.

**Political Science:** Department assessment activities included the following:

- Data from Career Services indicates 40% of graduates reported being "very satisfied" (VS) with the quality of teaching, and 60% reported they were "satisfied" (S). On access to faculty support in the major, 60% reported VS, 20% S, and 20% neutral (N). On quality of advisement, the percents were 40% VS, 40% S, and 20% N. On the availability of faculty outside of class, the numbers were also 40% VS, 40% S, and 20% N.
- The department collected papers from students who took the department's new capstone course/requirement. This data will be analyzed and reported on in 2012.
- The department administered a new Senior Questionnaire, which was completed by 12 out of 25 students. Results included the following:
  - Department advisement: 25% rate it excellent; 42% very good; 25% good.
  - 83% said that lower-level POL courses helped prepare them for upper-level POL courses.
  - 83% reported engaging in at least one internship activity (most students reported more than one such activity); 34% studied abroad.
  - 50% engaged in at least one simulation activity (Moot Court, Model UN, Model EU etc.).
  - 25% participated in student governance (JRB), and 58% in student clubs or related activities.
  - Nearly every faculty member received positive mention as teachers (Prof. Best received the most plaudits). One student volunteered this comment: *"I loved the faculty and every professor I had. I am a double major in sport management and the faculty there is not even close to as good or caring as the political science department."*

**Psychology:** The department collected exit survey data from 55 graduating seniors in May 2011. Responses to selected questions are listed below:

- “Overall, what are your impressions of the psychology program?” Of the 55 respondents, 47 (85%) indicated the program was good, while 1 student response was neutral and 7 suggested that the program needs improvement. Last year, 72% responded “good” to this question.
- “If you had it to do all over again, would you choose to be a psychology major at Cortland College?” (N=55), 46 (85%) indicated ‘yes’, 7 indicated ‘no’ (most indicated that is because they now have different career aspirations), and two were unsure. Last year, 65% of respondents answered “yes”.
- Of the 55 seniors graduating in May 2011, 24 applied to graduate school. Of those 24, 16 were accepted, 7 were still waiting for a response and one student was rejected (but planning to reapply). Thus, the acceptance rate for those who applied is 67%.

## **D. Faculty Accomplishments in Teaching**

### **New Programs**

The BA in Archaeology began in fall 2010, including the first offering of a new course: ANT 103 (Principles of Archaeology) and the re-institution of the Summer Field School led by Ellis McDowell-Loudan in summer 2011. The program currently has five undergraduate majors and further growth is expected.

The Chemistry Department proposed a new undergraduate major in biochemistry. The program has received local approval and the external reviewers’ report was received in spring 2011. The next step in the process will be to seek approval from SUNY.

The proposed Professional Science Master’s (PSM) programs in Advanced Materials (chemistry) and Sustainable Energy Systems (physics) received local approval last year. Both departments expect to schedule visits from external reviewers in fall 2011 prior to seeking SUNY approval. The Biological Sciences department continued its work in exploring the potential development of new master’s PSM proposals.

The dual diploma program in economics with Izmir Economics University has now graduated two cohorts of 4 students from Izmir, with a third cohort of 2 students expected to graduate in 2012. A major concern is that no new students are scheduled to enter the program in fall 2011. Older versions of the articulation agreement with Anadolu University in business economics are no longer effective in guiding students; nevertheless, this program will produce its first graduate this year. A draft of a new 2+2 program version of the agreement is under development. Oversight for these programs at SUNY Cortland is provided by Lisi Krall and German Zarate.

### **Program and Course Alterations**

In response to NYSED’s newly mandated certification requirements dealing with students with disabilities, adolescence education programs in English, social studies, mathematics and the sciences added new courses: SPE 275: *Teaching Students with Disabilities in Adolescence*

*Classrooms* at the undergraduate level and SPE 520: *Teaching in Inclusive Classrooms* at the graduate level. In some cases, other program requirements were eliminated or restructured to accommodate the new addition. The adolescence education programs in French, Spanish, and TESOL already included PSY 331: *Psychology of Exceptional Children*, which also satisfies the NYSED mandate. All adolescence education programs will be modifying their required field experiences to include at least 15 hours focused on teaching students with disabilities.

The Geology Department raised the GPA requirement in area C (Professional Preparation) of the AES major from a 2.5 to a 3.0 for admission to the program and student teaching. In the M.A.T. program, the Geology Department expanded the GPA expectation so that a 3.0 GPA is required in both the graduate geology and pedagogy areas. In the M.S.Ed. program, the Geology Department expanded the GPA expectation so that a 3.0 GPA is required in the major electives, related areas of science, and the pedagogy areas.

The History Department has added a transnational/international category to its upper-level course offerings. In response to changing job markets, the department is also exploring the development of a public history concentration.

The Mathematics Department has reduced the number of credit hours required for graduation for MAT majors from 124 to 120. Also starting fall 2011, a grade of C- or better is required in any pre-requisite mathematics course. This is consistent with the transfer credit policy and will guarantee a certain level of pre-requisite knowledge before moving on to subsequent courses. To provide greater consistency in course offerings, outlines for all undergraduate mathematics courses except for MAT 425 have been developed and approved by the department. These outlines have already resulted in some changes to a number of course descriptions.

The Adolescence Education programs in French and Spanish will now include an OPI rating of intermediate-high as a prerequisite for enrollment in AED 439, Student Teaching. The ESL programs offered by the Modern Languages Department will require three new courses: ESL 303, 404 and 405) and will eliminate AED 323.

The MSED program in adolescence education physics (APH) has been modified so that graduates will now automatically qualify for the middle school general science certification which is a significant advantage for students to have when seeking employment.

Program alterations proposed by the Psychology Department have been approved by the provost and will appear in the fall 2011 catalog. To our knowledge, SUNY Cortland will house the only undergraduate psychology program in the SUNY system whose curriculum is aligned with the *American Psychological Association* guidelines.

The course number for *Introduction to Middle Childhood Education* was changed from EDU 533 to AED 533 to reflect the fact that this course will now be offered through the School of Arts and Sciences. Associate Dean O'Callaghan will be responsible for scheduling instructors, as he also does for AED 391 and AED 600.

Several courses received approval for new attributes:

*General Education*

COM 200: Communication History (GE 5)  
CIN 101: History of Cinema I (GE 8)  
CIN 102: History of Cinema II (GE 8)  
CIN 208: Introduction to Film Analysis (GE 8)  
COM 100: Human Communication (GE 7)  
POL 307: The Internet and the Law (GE 12)

*Writing Intensive*

POL 229: Revolutions  
ENG 202: Introduction to Fiction: the Graphic Novel  
GLY 471: Stratigraphy  
HIS 491/IST 400: Readings: Power in the Modern World  
POL 329: Comparative Democracy  
ATH 429: Globalization & Contemporary Art  
PSY 404: Applying Research Methods in Psychology

*New courses*

AAS 206: Blues Appreciation in Culture  
COM 329: Popular Culture  
COM 329: Event Planning  
ENG 617: The Postmodern  
ENG 529: The Postmodern Sacred  
HIS 329: Latin American Revolutions in the 20<sup>th</sup> Century  
HIS 429: History of Children and Youth in America  
PHI 170: Philosophical Meditations: Somaesthetics  
PHI 330: Ethics of Love  
PHI 450: Philosophy Teaching Assistant  
PHY 505: Energy and Sustainability  
PHY 576: Physics of Renewable Energy  
POL 229: Revolutions  
POL 329: Narcotics Policy and Enforcement  
POL 329: Comparative Democracy

## Teaching innovations

Under the leadership of Kathy Lattimore, the Writing Fellows Program again provided assistance to several faculty members across the college. Fellows were assigned to the following courses: FSA 201 (2 sections), FSA 400, FSA 471, SPE 650, HIS 290, ECE 315 and SHH 370. Fellows were recruited from several departments, including history/social studies; psychology, Adolescence Education—English, and anthropology/social studies. Several professors noted improvement in their students' written work as a result of the program.



Bill Skipper, Sociology and Anthropology, served as SUNY Cortland coordinator for the SUNY Global Workforce Project. Several faculty members, including Ibipo Johnston-Anumonwo, have developed curriculum modules that can be used to introduce international themes into a variety of courses. Wendy Miller piloted the *Globalization and Technology* module in GRY 370: Will the World Provide (GRY 370). In Modern Languages, Chinese courses offered on the SUNY Cortland campus were also taught through videoconferencing to students at SUNY Brockport.

Faculty members from several departments in Arts and Sciences continued their involvement in developing and teaching courses in learning communities for freshmen.

### **Art and Art History**

- Instructors of studio art courses are making increasing use of blogs to reinforce research and conversation.
- The department is using video recording and peer practice to improve students' presentation skills.

### **Biological Sciences**

- The biomedical sciences freshman seminar (BMS 260) was restructured. Instead of providing short introductions to a variety of areas, the seminar focused on a single topic (malaria) covered in great depth and from several perspectives.
- Terrence Fitzgerald introduced new laboratory experiences in animal behavior requiring students to videotape and edit sequences of studies on animal behavior.

### **Communication Studies**

- The department has completed its transition into the acquisition and editing of High-Definition audio and video content in all field production related activities.
- This year, the department's continuing efforts to provide service-learning opportunities to students were coupled with efforts to integrate undergraduate research into the curriculum. During the fall semester, students enrolled in COM 342 Field Television Production created a series of videos promoting study abroad. This project was picked up by Multimedia Production students in the spring and resulted in the creation of 5 videos structured around a central theme. In the Spring, students taking COM 350 New Communication Media created a lipdub video in support of funding for the SUNY system.
- During his visiting professorship at the University of Paris in fall 2010, John Hartsock used a new program called Rich Media, offered by Classroom Media Services, to provide pre-recorded lectures and Power Point to students in his COM 400 class.

### **Economics**

- Tim Phillips used CapSim, a computer simulation tool, in MGT 454: Strategic Management. Students "run" a high tech sensor company that competes against other groups in the

class and are rated against the other companies in class as well as against as many as 2100 other schools from around the world.

## English

- Victoria Boynton designed an on-line version of PWR 213: Writing Poetry (GE 8).
- Andrea Harbin implemented a podcasting assignment on Middle English pronunciation. Students demonstrated substantial improvement in pronunciation, fluency and confidence with Middle English. Also, for ENG 431: Arthurian Literature, she developed a wiki as a site for student discussion and shared research.
- Karen Stearns established nings in ENG 374 and ENG 619 where students exchanged ideas with each other and with authors of some of the books they read for class. Students in ENG 619 wrote articles for publication in next issue of *The English Record*.

## Geography

- Wendy Miller and Kathleen Burke, Economics, paired students from their two upper division courses in collaborative projects. Burke's Econometrics students "hired" Miller's Advanced GIS Techniques students to help analyze their data and prepare maps for their final project.

## History/International Studies

- Girish Bhat and Sharon Steadman team-taught IST 400/HIS 491 ("Power in Modern World") for the second time.

## Mathematics

- Homework submission in lower level mathematics courses is gradually shifting from in-class paper submission to online submission using online grading systems such as *MyMathLab*. Such systems allow faculty to assign more homework that provide students with immediate feedback while allowing instructors to focus more on teaching.
- Mary Gfeller serves as principal investigator for a Professional Development School (PDS) collaboration with Jamie Henry and Vicki Darrow from the Cortland City Schools. In summer 2010 she produced three video clips taken from Jaime Henry's classroom, one of which was used in AED 392. The collaboration will continue in fall 2011 with teacher candidate Melissa Lair selected to work with Jamie Henry in the PDS partnership.

## Modern Languages

- Shena Salvato received a Teaching Innovation Grant that will provide software designed to help students in her ESL 403 course Second Language Testing and Assessment to visualize and organize complex problems into component parts. This new software will help students to visualize the process as they work from student learning outcomes to

sets of skills and knowledge leading to such outcomes, and finally to instruments for exercising and evaluating each such skill or parcel of knowledge.

- Mark Cerosaletti scheduled the screening of Italian films to complement Italian courses.
- Hongli Fan taught ESL 400 (Reading in Second Language Classrooms) as a service learning course in which pre-service teachers worked with ESL learners from Cortland, Binghamton, and Syracuse school districts and reflected on their experiences.
- Paulo Quaglio taught a new course, ICC 529-501, Online ESL Teaching. This internship includes instruction and clinical experience in the use of new software, adaptation of teaching techniques, the development of a blog, and recruitment of international ESL learners.

### **Philosophy**

- Kathy Russell received a Teaching Innovation Grant to develop special units for SCI 300: Science and Its Social Context and PHI 110: Critical Thinking and Argumentation. The grant also supported her participation at a week-long summer workshop on media literacy organized by Project Look Sharp at Ithaca College.

### **Political Science**

- Mary McGuire offered innovative hybrid-online-in-class curricular offerings.
- Bob Spitzer learned WebCT and offered a hybrid online course for the first time.

### **Physics**

- Aphrodite Ahmadi restructured PHY 357: Intermediate Physics Laboratory to include a new focus on inquiry based investigations.
- Andrew Carmichael made use of online homework systems in several of his courses.

### **Psychology**

- The Psychology Department continues to provide more online course offerings than any other department except Sport Management.

## **E. Research, Scholarship, and Creative Activity**

During the 2010-11 academic year, Arts and Sciences faculty continued their high productivity in research and creative work. As seen in Table 2A, they collectively produced 30 books (14 authored and 16 edited) along with 53 book chapters, 89 articles in peer-reviewed journals and 8 plays. Each of these represents an increase from the previous year, in which they published 21 books, 28 book chapters, 84 articles and 5 plays. Among the 162 full time faculty in fall 2010, 112 of them (69%) have published at least one item in the last two years.

Two scholarly journals and a book series are currently housed at SUNY Cortland within the School of Arts and Sciences. John Hartsock, Communication Studies, serves as editor for the international journal *Literary Journalism Studies*, now in its third year of publication. Mecke Nagel, Philosophy, serves as editor for *Wagadu*. The Center for Ethics, Peace, and Social Justice (CEPS), under the direction of Andrew Fitz-Gibbon, Philosophy, continues to sponsor the series

on *Social Philosophy* in the Rodopi Value Inquiry Book Series. In 2001, CEPS published *Postethnophilosophy* by Sanya Osha including a Guest Foreword by Seth Asumah, *Africana Studies and Political Science*.

Tim Baroni, Biological Sciences, manages the SUNY Cortland Herbarium, a major resource for researchers throughout the world. In 2010-11, specimens from Cortland were loaned to researchers at the following universities: Louisiana State, Middle Tennessee State, South Alabama, North Carolina State, Oregon, as well as other researchers in New Jersey and Austria.

A&S faculty also continue to be active participants at scholarly conferences and exhibitions, with a total of 298 presentations at the international, national, regional or state level. Table 2B shows that in the last two years, nearly 70% of our full time faculty members (including full time lecturers) have made at least one presentation.

Faculty from Arts and Sciences were instrumental in organizing two conferences hosted at SUNY Cortland. Caroline Kaltefleiter, Communication Studies, and Colleen Kattau, Modern Languages, organized the “Reimagining Girlhood Conference” in fall 2010 with over 150 participants from 14 countries. Patricia Martinez and Paulo Quaglio, Modern Languages, organized the annual Second Language Education conference for foreign language teachers and pre-service teachers.

The School of Arts and Sciences had another strong year in obtaining external funding. Tables 3A—3C provide summarize the sponsored program activity within the school during the 2010-11 year. A&S faculty wrote and submitted 34 proposals, 17 of which were funded for a total of over \$1.5 million. On June 30, 2011, Arts and Sciences had a total of 32 active projects across 12 departments, including both new and continuing awards totaling over \$3.2 million. Some highlights from this year’s externally funded projects are listed below:

**Kevin Sheets**, History, received his third consecutive Teaching American History (TAH) grant from the U.S. Department of Education for his project “First Person America.” The grant will provide \$332,317 in funding to SUNY Cortland over three years for the professional development of social studies teachers. Sheets will have primary responsibility for the design and implementation of the history-related content of our professional development activities for 72 K-12 teachers across 24 school districts.

**Sharon Steadman**, Sociology/Anthropology, was awarded a National Science Foundation grant (2011-14) for her archaeological research in Turkey entitled “Frontier and Empire on the Central Anatolian Plateau: Transitions at Cadir Hoyuk” in the amount of \$296,240.

**Greg Phelan**, Chemistry, received a new grant from the National Science Foundation (with collaborators from two other institutions) to establish a northeast Noyce Scholarship Regional Conference. The grant will provide \$166,098 in funding to SUNY Cortland. Phelan also published 16 patent applications this year.

**Richard Kendrick**, Sociology/Anthropology, Richard Kendrick received \$154,000 from the Corporation for National and Community Service for the 3<sup>rd</sup> year of the SUNY Cortland AmeriCorps program.

**Theresa Curtis**, Biological Sciences, received \$77,147 from the U.S. Army Center for Environmental Health Research for her project “Development of the Environmental Sentinel Biomonitor (ESB) System.”

**David Franke**, English, received \$46,000 in matching funds from the U.S. Department of Education to support the Seven Valleys Writing Project during the 2010-11 year.

**Henry Steck**, Political Science, was awarded \$15,000 from the U.S. Department of Education for the “Mobility Project: Transatlantic Public Administration.”

**Bruce Mattingly**, Dean’s Office, **Peter Ducey**, Biological Sciences, **Greg Phelan**, Chemistry, and **Brice Smith**, Physics were awarded \$9724 from the Sloan Foundation for a second planning grant for the development of Professional Science Masters programs.

**Caroline Kaltefleiter**, Communication Studies, received a \$5000 Conversations in the Disciplines (CID) Grant from SUNY to support the *Reimagining Girlhood Conference*.

**Denise Knight**, English, received a \$400 research travel grant from the Radcliffe Institute for Advanced Study at Harvard University.

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

**Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program Award**

Angela Pagano, Biological Sciences (Fall 2010)

**Faculty Research Program Awards (2011-12):**

Robert Darling, Geology

Scott Moranda, History

Brett Troyan, History

Aphrodite Ahmadi, Physics

**Research Travel Grants:**

Biru Paul, Economics

Andrea Harbin, English

Stephen Halebsky, Sociology/Anthropology

**F. Faculty Service**

Table 5A summarizes faculty participation in service activities. In addition to department-level service, Arts and Sciences faculty filled 55 committee and other service positions at the school level and 302 at the college level (as compared with 250 the previous year). Beyond campus,

faculty collectively held 111 service positions in professional organizations, 16 provided service to P-12 schools, and 104 reported involvement in community-based service. Overall, 151 of our 168 full time faculty (85%) reported some form of service activity during the 2010-2011 academic year. The participation rate in 2009-10 was 78%. The School of Arts and Sciences continues to provide significant leadership across the college. Some of the highlights in service are listed below:

### Department Chairs

Africana Studies	Seth Asumah
Art and Art History	Lori Ellis
Biological Sciences	Peter Ducey*
Chemistry	Gregory Phelan
Communication Studies	Paul van der Veur
Economics	German Zarate
English	Matthew Lessig
Geography	Scott Anderson
Geology	Robert Darling
History	Randi Storch
Mathematics	Isa Jubran
Modern Languages	Christopher Gascón
Performing Arts	David Neal
Philosophy	Kathryn Russell
Physics	Brice Smith
Political Science	Robert Spitzer
Psychology	Judith Ouellette*
Sociology/Anthropology	William Skipper

\*A&S representative to Academic Affairs Council

### Program Coordinators

International Studies	Sharon Steadman, Sociology/Anthropology
Environmental Science	David Barclay, Geology
Asian and Middle Eastern Studies	Tiantian Zheng, Sociology/Anthropology
Jewish Studies	Henry Steck, Political Science
Latino and Latin American Studies	Susan Peterson, Modern Languages
Native American Studies	Ellie McDowell-Loudan, Sociology/Anthropology
Women's Studies	Caroline Kaltefleiter, Communication Studies

### Adolescence Education Coordinators

English	Cynthia Sarver
Mathematics	David Dickerson
Modern Languages	Codruta Temple
Sciences	Rena Janke and Angela Pagano
Social Studies	John Shedd

### Graduate Coordinators

English	Andrea Harbin (fall 2010), Kim Stone (spring 2011)
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History  
Mathematics  
Modern Languages

Kevin Sheets  
Jalal Alemzadeh  
Colleen Kattau

## **Additional College and Professional Organization Leadership Positions**

### **Biological Sciences**

- Tim Baroni: Chair of Finance Committee in Mycological Society of America
- Peter Ducey: Chair, College Research Committee
- Rena Janke, A&S Representative to NCATE Executive Steering Committee
- Angela Pagano: Area Representative to Science Teachers Association of NYS
- John Sternfeld, Faculty Representative, Facilities Master Plan Oversight Committee
- Mary Beth Voltura, Chair, Institutional Animal Care and Use Committee

### **Chemistry**

- Greg Phelan: Co-chair, Special Interest group, United States Association of Small Business and Entrepreneurship

### **Communication Studies**

- Caroline Kaltefleiter: 2011 Creative Project Director—Sacco & Vanzetti Foundation
- Sam Kelley: Faculty Advisor, SUNY Cortland Gospel Choir
- Kathleen Lawrence: Treasurer, Faculty Senate
- Tom Mwanika: Chair, Presentation Skills Committee

### **Economics**

- Kathleen Burke
  - Co-director, Cortland Center for Economic Education
  - President, Academy of Process Education
- Lisi Krall, Coordinator, dual degree programs
- Tim Phillips
  - Co-director, Cortland Center for Economic Education
  - Vice Chair, Faculty Senate

### **English**

- Karla Alwes, editor and contributing writer, *The Cortland Cause*
- Alex Gonzalez, Chair, Fine Arts & Humanities Subschoo! Personnel Committee
- Andrea Harbin, Manager of *www.NetSerf.org*
- Mary Lynch Kennedy, Campus Writing Coordinator & Director of Composition

### **Geography**

- David Miller: Chair, Faculty Senate

### **Geology**

- Gayle Gleason
  - Chair, Math-Science Subschool Personnel Committee
  - Chair, College Appeals Committee
  - Co-chair, Women's Initiatives Committee
- Chris McRoberts, Chair, Undergraduate Research Council

### **History**

- Randi Storch
  - Executive Board Member, Labor and Working Class History Association
  - Chair, Teaching Resources Committee, Labor and Working Class History Association
- Girish Bhat, 2010-2011 president of campus chapter of Phi Kappa Phi
- Amy Schutt: SUNY Cortland liaison to Tomkins-Cortland Community College

### **Mathematics**

- Isa Jubran: Chair, Quantitative Skills committee
- Mary Gfeller: Co-chair, Honors Convocation committee

### **Modern Languages**

- Robert Ponterio, Co-owner and Moderator, [web.cortland.edu/flteach](http://web.cortland.edu/flteach)

### **Performing Arts**

- Ralph Dudgeon
  - Campus representative, College Music Society
  - President, Interfaith Board

### **Philosophy**

- Andrew Fitz-Gibbon
  - Chair, Academic Faculty Affairs Committee
  - Director, Center for Ethics, Peace and Social Justice
- Mecke Nagel, Director, Center for Intercultural and Gender Studies

### **Physics**

- Moataz Emam, Faculty Advisor, Martial Arts Club
- Brice Smith, Faculty Advisor, Physics and Engineering Club the Environmental Science Club

### **Political Science**

- Robert Spitzer: Chair, Educational Policy Committee
- Chris Latimer, Associate Director, Institute for Civic Engagement
- Mary McGuire, Chair, Arts and Sciences Curriculum Committee
- Tom Pasquarello, Coordinator, Belize Zoo Project



**Psychology**

- David Berger, chair, Social Sciences Subschool Personnel Committee

**Sociology/Anthropology**

- Jamie Dangler
  - President of Cortland's UUP Chapter
  - Chief UUP contract negotiator
- Richard Kendrick, Director, Institute for Civic Engagement
- Sharon Steadman: Director, Brooks Museum

**Dean's Office:**

- Jerome O'Callaghan: Chair, SUNY Deans of Arts and Sciences

### III. Transformational Education

#### A. Civic Engagement

While the Institute for Civic Engagement continues to be the natural focal point for projects in this area, several other departments reported on additional significant activities during the year:

- Faculty members from the Art and Art History department curated exhibitions at the Beard Gallery on Main Street, enriching the cultural life of the community.
- The sculpture program, under the direction of Vaughn Randall, sponsored several community outreach events.
- Students from the Communication Studies department participated in Dr. Syed Pasha's Annual Campus Community Clean Up during the spring 2011 semester.
- Paul van der Veur, Communication Studies, integrated service learning components into COM 110 and COM 342. Students in these courses 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.
- Caroline Kaltefleiter's students in COM 350 produced the 2011 SUNY Cortland Lipdub Project, a four-minute video that addresses rising costs of an education and a message of social change to "Save SUNY."
- The Cortland Center for Economic Education engaged several students in the Volunteers in Tax Assistance Program, in which students train with the Cornell Cooperative Extension Office and the Internal Revenue Service to become tax preparers to assist people of modest means in filing their income tax forms.
- Scott Moranda, History, joined other faculty and students from the History Club in a McGraw cemetery clean up.
- Hongli Fan, Modern Languages, taught ESL 400 (Reading in Second Language Classrooms) as a service learning course in which pre-service teachers worked with ESL learners from Cortland, Binghamton, and Syracuse school districts and reflected on their experiences.

#### B. Undergraduate Research

In the Art and Art History Department Annual Report, chair Lori Ellis describes undergraduate research as "central to all of the art studio programs in the Department. From foundation course to senior culminating experiences, students are encouraged to develop independent creative thought and to manifest their creativity in concrete projects of their own design." Culminating experiences include group and solo exhibitions, the BFA thesis exhibition, and the New Media Design portfolio website.

The Biological Sciences Department enrolled 19 students in research courses during Fall 2010 and another 16 in research courses in Spring 2011, representing a total of 29 students enrolled in some kind of research course for at least one semester. Ten of the department's 14 tenure-track faculty members supervised research students. The student enrollments for research with other

faculty were Broyles (4), Conklin (3), Curtis (7), Ducey (4), Fitzgerald (2), Gatto (2), Klotz (2), Pagano (4), Sternfeld (1), and Straneva (3). In addition, three students received 2010 Summer Undergraduate Research Fellowships. The students were Kellyanne Hearn, Mike Wolfen, and Laura Platt with supervisors Ducey, Fitzgerald, and Klotz, respectively. Several faculty members provided salaries for student research with funding from grants and other outside sources including Conklin (2 students), Curtis (1 student), Ducey (2 students), and Fitzgerald (1 student).

During the past year, twelve Chemistry students (both undergraduate and graduate) were involved in research. These students worked in laboratories, running samples on the instruments, and read scientific journal articles describing peer reviewed research occurring at other places around the world.

Several students in Communication Studies experimented with the application of various compressing and decompression algorithms to most effectively stream media content over the campus network. Other students researched the social implications of new communication technologies as well as media manipulation of societal events. Alumnus Andrew Hamilton received credit in the Acknowledgments section of John Hartsock's book *Seasons of a Finger Lakes Winery* for his assistance in analyzing the kinds of licenses Finger Lakes Wineries have, and the kinds of grape varieties they grow.

Economics major Michael Tota assisted Kathleen Burke in a study of salary compression data in higher education, culminating in a Scholars' Day presentation and the development of two manuscripts to be submitted for publication. Courtney Stevens assisted Burke in a second project analyzing the inter-rater reliability of a writing rubric. Tim Phillips supervised Ryan Harvey, a senior Economics major, in a semester long research project analyzing the Cortland County Budget. German Zarate mentored Michael Reilly in a project entitled *The Macroeconomic Determinants of Remittances to Mexico*. Reilly has been awarded a 2011 URC Fellowship to study migration and labor supply in Costa Rica, a project that is expected to produce a publication.

Scott Anderson, Geography, mentored several independent study projects in which students participated in the ongoing development of the Cortland Digital Atlas of the Historical Geography of New York State project. Anderson also facilitated the participation of GIS major Nicole Case in a Cornell project on plant biology in Australia. Wendy Miller supervised several students (5 in the summer, 5 in the fall, 4 in the spring) who are creating a biogeographic database of the reptiles and amphibians in New York State, a grant funded project with the Department of Environmental Conservation.

Each of the four tenured faculty members in the Geology Department gave at least one conference presentation this academic year involving a student co-author. David Barclay worked with a colleague and a student from SUNY New Paltz on *Impacts of settlement on the landscape of Willsboro, NY, and local drought records: a tree ring based perspective*. Robert Darling worked with a colleague and a student from SUNY Potsdam on *Mineralogical and geochemical study of a sulfide-rich breccia from the Hilltop gold deposit, Lander County, Nevada*. Gayle Gleason worked with SUNY Cortland student Amie Whitlock on *What happens to microstructures in re-activated shear zones: An experimental approach*. Chris McRoberts worked

with SUNY Cortland student Carolyn Furlong on *Commensal endolithic boring traces on spiriferid hosts from the Middle Devonian of central New York*.

Students in History have the opportunity to participate in a hands-on experience in developing a digital archive of the Ellis Johnson Civil War slide collection, a project supported with funding from the Cortland College Foundation. Randi Storch has worked with a student who has provided research assistance for her current book project.

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. Four IST majors presented their research at the April 2011 Scholars' Day program:

Kerri Loveless: *Power Dynamics among Coffee Farmers in Costa Rica*

Breanne Driscoll: *Human Trafficking: Unconventional Forms of Power in the 21<sup>st</sup> Century*

Erica Frerking: *The NEW Scramble for Africa: Land Grabbing*

Eleanor Fitzgerald: *The Roma People: Colliding with Modernity*

Mary Gfeller and Claus Schubert, Mathematics, co-authored a paper with graduate student Christopher Donohue: The manuscript, *Using Group Explorer in Teaching Mathematics*, was submitted in February 2011 to the Journal of Computers in Mathematics and Science Teaching. Damien Pitman mentored Michael Freitas, an Undergraduate Summer Research Fellow in 2010 and will supervise a second URC Fellow, Jehsuamo Casas, summer 2011.

Brice Smith, Physics, oversaw two undergraduate independent research projects. Caitlin Rouse (Adolescence Education Physics) studied the effective R value of insulation in home walls with the goal of determining how it degrades with time, with the infiltration of water, and with the movement of air through the wall. Matthew Rankin (Biology) worked on the development of a blueprint for a sustainable heating system for upper campus at SUNY Cortland using biomass boilers and geothermal heat pumps. Smith and Rankin co-authored a paper that was submitted to the Proceedings of the National Conference on Undergraduate Research. The initial review noted that "[t]his is an excellent paper and clearly communicated."

Students in Psychology have opportunities to work in research experiences, either for course credit or as voluntary activities. Student research assistants have worked in Dr. Anderson's educational psychology lab, Dr. Berger and Lombardo's behavioral neuroscience lab, in Dr. Collings' cognitive lab, in Dr. Eaton's psychophysiology lab, in Dr. Kilpatrick's children with exceptionalities lab, in Dr. Kraebel's infant development lab, in Dr. Luyben's applied behavioral analysis lab, and in Dr. Ouellette's social/health psychology lab. Across both terms, 11 faculty members participated in uncompensated supervision of the activities noted above with 52 students. Three of these students had their presentations accepted at the National Conference on Undergraduate Research, supervised by Drs. Anderson and Ouellette. Two students working with Dr. Anderson had their paper published in the proceedings of this conference.

Five faculty members in the Sociology/Anthropology Department (Steadman, Vittoria, Sosa, McDowell-Loudan, Skipper) others oversaw undergraduate research projects

### C. Student Teaching and Internships

Each year, a substantial number of students in Arts and Sciences participate in student teaching. In the 2009-10 academic year, 105 students in adolescence education successfully completed their student teaching experiences and were recommended for initial certification. That number represents 16% of all undergraduate degrees awarded in the School of Arts and Sciences that year. At the graduate level, 22 students completed student teaching and received their M.A.T. degrees, accounting for 27% of all graduate degrees conferred in Arts and Sciences.

In the Art and Art History Department, New Media Design students have completed internships with two student publications, *Neovox* and *Speak*. Some students have obtained art teaching internship during the summer, and one student completed a ceramics internship.

Two programs in Biological Sciences (BMS, CON) include a required off-campus internship. Students majoring in biology (BIO) are also encouraged to undertake such opportunities. This academic year 12 students completed BIO, BMS, or CON internships under the supervision of Conklin (1 student), Curtis (2 students), Ducey (1 student), Klotz (2 students), Sternfeld (2 students), and Straneva (3). The department also offers a select group of students to serve as laboratory teaching assistants while receiving credit for BIO 434: Advanced Laboratory Experience. This year there were ten students involved in the BIO434 experience supervised by the following faculty: Curtis, DiMarco, Ducey, Gugerty, and Straneva.

Two Chemistry students were placed in internships at a local company, Marietta.

In the past year, more than 88 students in Communication Studies undertook internships under the direction of Internship Coordinator Sam Kelley. This record number of internships is a significant increase over the 34 internship experiences of just three years ago. These included campus-based internships with entities such as the Wellness Center, the Public Relations Office, and Alumni Affairs. Other opportunities included local and national media production houses and regional public relations firms. Last year the NY Jets sponsored four students working in our studios alongside Jets Multimedia production professionals. Other Communication Studies students worked with the Jets' Public Relations office.

Tim Phillips supervised four student internships through the Cortland Center for Economic Education. Fall 2010 interns included Robert Casseley, Joshua Curtis, and Callie VanDamme. Ryan Harvey served as an intern in spring 2011.

Lorraine Berry, *Neovox* director, mentored Professional Writing major Alex DeVoe, whose internship project involved the creation of a new creative nonfiction journal featuring works written by students from several colleges in the Central New York area.

Wendy Miller, Geography, supervised two students who acted as assistants in CAP/GRY 327 Computer Mapping and CAP/GRY 330 Advanced GIS Techniques, and also supervised a senior GIS major to complete an internship with the Cortland County Planning Office.

Gigi Peterson, History, sponsored a student intern who worked with NYPIRG, Spring 2011

Each semester, one graduate student in mathematics was awarded a graduate teaching assistantship to serve as a tutor for upper division math courses.

Students in Paulo Quaglio's ICC 529-501 (Online ESL Teaching) receive hands-on experience in teaching English to students in Brazil, China, Turkey, and other countries. The course is essentially an internship that provides students training to become ESL teachers. Marie Ponterio and Patricia Martínez have also regularly offered teaching practica to give advanced students in the Modern Languages department experience in teaching and tutoring. In fall 2011 other instructors will follow their example, offering teaching practica in Arabic (Violette Humsi) and German (Victor Symonette).

Mary McGuire, Political Science, coordinated internships for 26 students this year in the city and county of Cortland, Albany, Washington, as well as specialty internships for motivated students. According to this year's survey of seniors, 83% reported engaging in at least one internship activity, and most students reported more than one such activity.

Peggy Anderson, Psychology, administers a year-long pre-internship/internship in the schools program that is now in its second full year. Psychology students have other opportunities for internships (separate from the school psychology program) in which they find an internship placement and ask a faculty member to sponsor them. In the last year, Drs. Anderson, Lombardo, Luyben and Ouellette sponsored 23 students in internships.

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 27 Sociology, Anthropology, Criminology, and International Studies students in internships in fall 2010, and 26 in spring 2011, as well as 12 in summer 2010 and 24 in summer 2011. These internships took place in a variety of organizations in Cortland and the surrounding area, in students' home areas around the state, in Washington, D.C. and in 4 foreign countries.

#### **D. Study Abroad**

Several departments in Arts and Sciences actively promote study abroad opportunities for their majors. Associate Dean O'Callaghan makes it a point to emphasize the benefits of study abroad programs in routine appointments with students.

In 2010, Abigail McPhail became the second Africana Studies major to study at the University of Ghana. The Gospel Choir (AAS 241) has travelled to England, Germany, Belgium, and the Netherlands. This year, the Gospel Choir (AAS 241) performed in Toronto, Canada.

Several students in Art and Art History participated in the China Summer Study program.

Last year, two Biology courses included travel to sites in the Neotropics (Belize and Costa Rica).

This year eight International Studies majors studied or will study abroad (this summer) in Argentina, Costa Rica, Senegal, Azerbaijan, France, and Rwanda.

In 2009-10, 13 of 79, or 16% of all French and Spanish majors studied abroad. The Modern Languages Department has established the goal of having at least 25% of its majors participate in study abroad each year and is actively working with staff in the International Programs Office to develop effective strategies for promoting such opportunities.

Mecke Nagel, Philosophy, helped to establish a Memorandum of Understanding between SUNY Cortland and Fulda University in Fulda, Germany for which she recruited 2 Cortland students.

The Political Science department reports that 34% of its majors have studied abroad at some point. Mary McGuire and Henry Steck worked on a successful FIPSE-Atlantis Grant for Cortland-Britain student exchanges to study public administration.

### **E. Other Transformational Experiences**

Many courses in Biological Sciences include opportunities to work with advanced equipment in lab classes, to visit active research labs, or travel to field sites such as Hoxie Gorge for direct observation and measurement of living organisms in natural settings. The Field Biology course provides a full-immersion experience at (not in) Raquette Lake. Angela Pagano's students in Methods I participated in a special workshop series funded by her grant from NASA.

Communication Studies faculty continue to provide leadership to student-run campus media outlets. Students interesting in working with these media may do so either simply as club members or they may receive one participation credit for their experience. Participation for credit in spring 2011 is listed below:

- Campus newspaper, *The Dragon Chronicle*: 33 students. Advisor: Scott Rapp
- Campus radio station, WSUC-FM: 25 students. Advisor: Peter Johanns
- Campus TV station, CSTV-20: 20 students. Advisor: David Hollenback
- *Speak* magazine: 25 students. Advisor: Mical Cadden

In addition, Syed Pasha organized a bus trip in Spring 2011 for students to travel to Stamford, CT, to participate in the taping of two nationally syndicated NBC television shows.

## IV. Well Being

During the last academic year, Arts and Sciences faculty made significant contributions in promoting well being, enhancing the cultural climate, and advocating for equity and social justice. Major activities reported by departments in these areas are summarized below.

### Support for Students, Faculty and Staff

As Dean of Arts and Sciences, I am involved in a number of activities that are intended to promote the welfare of all faculty, staff and students in the school. As a member of the Facilities Master Plan Oversight Committee (FMPOC) and secondarily as the building administrator for Old Main, I review facilities requests and respond to concerns about physical space to ensure that offices, classrooms and laboratories are safe, functional and properly equipped. In personnel actions, I work with personnel committees and department chairs to ensure that all faculty members are afforded due process when they are reviewed. It is my responsibility to address academic grievances from students when they are not resolved at the department level. I am also called upon to work with other administrators and staff from Human Resources to address conflicts between faculty and/or staff members. Again this year, we have engaged the services of Sally Klingel, Director of Labor Management Programs at Cornell University, to address specific issues within a couple of departments and to provide training in conflict resolution for all department chairs. Associate Dean O'Callaghan regularly works with department chairs and faculty advisors to assist students in distress. His office provides notification letters to students with problematic mid-semester grade estimates and follows up with students who are placed on probation, warning or dismissal.

The Art and Art History department sponsors a student organization, the Art Exhibition Association as well as the Raquette Lake field study program, both of which promote student retention, professional development, and awareness of environmental issues.

Kathleen Burke and Kate Graham continued the Economics Department Mentor Program. The program pairs a senior in BUSE or ECO with a freshman in COR 101. Feedback from both groups of students continues to be quite positive.

David Franke and Victoria Boynton, English, organized two Raquette Lake Writers' Retreats for students.

The Writing Center promotes retention through the provision of tutoring to both ESL and graduate students.

History department members support the summer orientation program for new students by offering "Lecture Hall 101" sample lectures.

Student workrooms provided by the Mathematics Department in Moffett Center and by the sciences in Bowers Hall help promote the social, emotional, and psychological well-being of



students. Some students spend hours in the workroom each week working in groups, using the tutoring services there, and socializing.

The Women's Studies program, along with CGIS, co-sponsored a faculty retreat at Raquette Lake in fall 2010.

Marie Ponterio, Modern Languages, hosted four French exchange students in spring 2011, introducing them to American traditions.

This year, the musical theatre majors adopted a mentoring system for freshmen, in which each freshman is paired with an upper classman, in order to help freshmen in making the transition to college life.

Brice Smith, Physics, organized a number of educational and social events with the Physics and Engineering club to foster a greater sense of community. In addition, he led an ad-hoc interdisciplinary committee to organize several STEM Cafés that were designed to encourage women to succeed in science and mathematics through community building, personal and professional networking, and career mentoring. Other committee members included Angela Pagano, Aphrodite Ahmadi, David Dickerson, Gayle Gleason, Karen Downey, Mary Gfeller, and Rena Janke.

The Psychology Department offers many courses focused on well-being at the individual-psychological level, including abnormal/counseling psychology, human emotion, social psychology, health psychology, and cultural psychology. In addition, the department sponsors a Psychology Club that provides opportunities for students to meet, socialize, and learn outside of the classroom. An adjunct faculty member, Dr. Teitelbaum, presented a lecture/workshop entitled "*Emotional wellness: How to create inner calm in the midst of life's storms*" as part of the campus "Wellness Wednesday" series.

### **Activities related to Cultural and Intellectual Climate, Equity and Social Justice**

Scott Moranda, History, became chair of the Cultural and Intellectual Climate Committee in September 2010. In the fall semester, the CICC explored a Common Read for the campus community. Efforts by the committee included a campus online survey for faculty and students, meetings with the Chair's Council and the Campus Writing Committee, as well as a Sandwich Seminar in December. Lectures sponsored by the CICC during the year were given by Julia Scheeres (fall 2010) and David Stovall (spring 2011). The CICC also supported an art exhibit in Dowd Art Gallery and a Multicultural Life Student Diversity Conference.

Issues related to diversity, social justice and equity are addressed in a number of courses offered within Arts and Sciences, including but not limited to general education courses taught in Prejudice and Discrimination (GE 11) and Science, Technology, Values and Society (GE 12).

Seth Asumah, Africana Studies and Political Science, and Mecke Nagel, Philosophy, co-facilitated the Summer Institute for Infusing Diversity and Multiculturalism into the Curriculum and

Professional Service in May 2011. This year, the Institute was expanded from faculty to also include the participation of campus professionals. For the second year, Asumah and Nagel also offered the Diversity Leadership Train the Trainer Institute (DLTI) at SUNY New Paltz and SUNY Oneonta, supported with funding from both the New York State/United University Professions (UUP) Joint Labor-Management Campus Grants Committee and the SUNY Office of Diversity and Educational Equity (ODEE).

The Africana Studies Department once again sponsored a full slate of activities to commemorate Black History Month in February 2011. Highlights included:

- The annual Cultural Celebration in Old Main Brown Auditorium featuring performances by the SUNY Cortland Gospel Choir, guest choirs and the A Capella singers.
- A lecture by Horace Campbell, Syracuse University, who discussed "Barack Obama and 21st Century Politics: Revolution and Counter Revolution in the U.S."
- The Unity Celebration, an hors d'oeuvres reception that was rescheduled for April this year due to weather concerns in February.

Other activities sponsored by the department included the SUNY Cortland Gospel Choir 25<sup>th</sup> Anniversary Reunion Concert on May 1, and the annual Kente Graduation Ceremony (co-sponsored by the Multicultural Life and Diversity Office) which attracted 35 graduating students of color and their families.

German Zarate, Economics, hosted Hakan Yetkiner, a visiting scholar from Izmir Economics University in Turkey during a three-week stay in Fall 2010.

Karla Alwes, English, helped to organize the twice-yearly Take Back the Night rally and march against rape, organized by the student group Cortland Against Another Rape (CAAR).

David Franke, English, organized sessions for approximately 30 faculty, staff and students to discuss Nicholas Carr's *The Shallows*.

Mary Lynch Kennedy, English, organized and chaired five presentations in the "Plagiarism and Its Just Desserts" series offered by faculty and administrators from English, History, Memorial Library, Psychology, Modern Languages, and the A & S Dean's office.

Noralyn Masselink, English, offered campus workshops and professional development courses on professional writing, grammar, punctuation and editing, minute taking, and email etiquette.

The History Department has established a new project in which history club members interview retired faculty. The interview is webcast and available on-line as a means of deepening the relationships between generations within the history community.

Judith Van Buskirk, History, serves as President of the Center for the Arts Community Theater and facilitated several campus and community events, including:

- A campus presentation by a published playwright, Nancy Frick, attended by Vicki Boynton's poetry class as well as other students and community members.
- A hydrofracking presentation during Women's History Month by speakers from Onondaga Nation.

- A play reading series at the Blue Frog and the Center for the Arts.

The Modern Languages Department sponsored campus showings of Italian and French films. The showings were organized by Mark Cerosaletti and Tim Gerhard, respectively.

Donna West and Patricia Martinez, Modern Languages, served as translators for Cortland City/Family Court and for Cortland Memorial Hospital.

Norma Helsper and Colleen Kattau, Modern Languages, organized a three day immersion experience for activists who want to learn Spanish.

Dowd Gallery, under the direction of Interim Director Bryan Thomas, hosted seven exhibitions during the year, featuring work by faculty, students and visiting artists that helped to promote a vibrant artistic climate on campus.

Attendance at our theatrical and musical performances this year was approximately 6,400, and included the main stage productions *Kiss Me, Kate* and *The Drowsy Chaperone*, along with the double bill *Oedipus Back to Back* in the lab theatre. In musical events, Carl Orff's *Carmina Burana* was one of the primary offerings of the year, along with two concerts by the College-Community Orchestra. The latter group had 29 students playing this year, a dramatic upsurge in student participation. The Choral Union continued its collaboration with The Arts at Grace series by performing as part of its Christmas concert. The College Singers also presented two concerts that were very well attended, and rounding out the year were two faculty concerts and a senior recital given by our graduating students. In addition to our own events, we were very pleased to host two special concerts, the Queens College Choir and the Storioni Trio (a part of the CALS series), both of which were very well received.

Over the past year the SUNY Cortland Planetarium has been used as a resource in both PHY 150 and COR 101. In addition, numerous other Cortland students as well as off campus classes and clubs (Boy Scouts, Girl Scouts, Family weekend event for admissions, elementary and HS classes, TC3) attended a total of 31 planetarium shows in 2010-11 with a combined attendance of 943.

In February, SUNY Cortland hosted a debate on hydrofracking presented by two scientists from Syracuse University and Cornell University. Chris Latimer, Political Science, served as moderator.

Highlights of the 2011 Women's History Month, sponsored by the Women's Studies program include the following:

- Artistic presentations by Barbara G. Hoffman, Cleveland State University, Denise Pelletier, Connecticut College, and Tavy D. Aherne, DePauw University.
- Panel Discussions: "*Women of the Shale*," addressing the topic of gas drilling and hydrofracking and "*Women's Path to Success*", featuring Mary Kate Boland, Jamie Dangler, Vicki Johnson, Virginia Levine and Sherry Snell.
- 2011 Charles N. Poskanzer Lecture: "*Social Marketing: What's the Value Added for Health Promotion Research and Practice?*" presented by Kelli McCormack Brown, University of Florida.

- Presentation: “*Becoming an Advocate: I Don’t Tolerate Hate,*” presented by the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Committee.

Kathy Russell, Philosophy, contributed to the Climate Change Action Plan by research and class work on global warming, natural gas drilling, and environmental ethics.

The Center for Ethics, Peace and Social Justice (CEPS) sponsored a public lecture entitled “*Plato Not Prozac!*” by Lou Marinoff, City College CUNY and president of the American Philosophical Practitioner’s Association. Marinoff also met with students to talk about careers in philosophical practice. CEPS also conducted the seventh annual Summer Ethics Institute (SEI) at Alumni House. Andrew Fitzgibbon, CEPS director, is exploring plans to open future SEI events to K-12 faculty, administrators, and student leaders.

## V. Maximization of Resources

### Alumni and Outreach Events

William Thomas, BS Biology, 1982, was inducted into the Academic Hall of Fame. He also met with three different groups on campus to discuss success in medical careers and the significance of ethical eldercare practices.

The SUNY Cortland Gospel Choir and Africana Studies Department hosted an Alumni Reunion night at the Alumni House. This event attracted about 12 alumni and their families.

Tim Phillips, Economics, invited several speakers, including some department alumni, to make presentations in his Strategic Management course (MGT 454). Timothy J. Clark, a venture capitalist came to our campus as part of the Executive-In-Residence Program.

In November 2010, the Geology Department hosted a Career Night in which seven department alumni were invited to participate in a panel discussion at the Alumni House for a panel discussion.

The History Department updated its website and promotional materials and created a department Facebook page. The department also a "History of the History Department" program whereby History Club members interview retired history faculty members. Frank Burdick (fall) and Roger Sipher (spring) initiated the program and spoke about their early careers and life at SUNY Cortland. Each interview is webcast and archived on the history department's web page. Through these kinds of events and the future development of a newsletter the department hopes to keep in touch with department alumni and develop more College Foundation support.

The Performing Arts department held its first reception for alumni at the Alumni House in October 2010. The event consisted of a meet-and-greet session, performances by the College Singers and several of the leads from our *Kiss Me, Kate* production, and after a dinner break, attendance at a performance of *Kiss Me, Kate*. The turnout among alums for this initial reception was modest but enthusiastic. Planning for a similar event in fall 2011 has already begun.

The Political Science department has significantly increased its outreach efforts to alumni through its new electronic newsletter and a new Facebook page for alumni. The department has expanded its fundraising appeal to alums – efforts that have started to bear fruit – and plans to tie future donations to specifically targeted activities such as the spring luncheon and student honors.

### Facilities

All faculty and staff in the Biological Sciences, Chemistry, Geology and Physics departments have made extraordinary efforts in preparation for the imminent renovation of one wing of Bowers Hall. The department chairs and building administrator John Sternfeld deserve special recognition for their leadership during this process. Thanks to their careful planning, the remaining space in

the open wing of Bowers Hall and surge space in Van Hoesen will be used very efficiently. In some instances, activities formerly housed in separate laboratories will occur in shared space. Other spaces have been repurposed so that essential activities can continue during the renovation.

In a similar vein, the faculty and staff housed in the Dowd Fine Arts Center from Art and Art History, Performing Arts and Communication Studies have devoted a significant amount of time to planning for the Dowd renovation (and eventual relocation of the Communication Studies department) beginning in 2012. An additional challenge arises from the fact that the Bowers and Dowd renovations will overlap for at least one year. Associate Dean O'Callaghan deserves special recognition for his diligent efforts to coordinate the surge space needs associated with these two projects.

### **Course Scheduling and Enrollment Management**

The School of Arts and Sciences continues to monitor course enrollments carefully with a view towards cancelling under-enrolled courses. In addition, department chairs have made a concerted effort to flatten the schedule of offerings. For instance, the number of A&S courses scheduled at 8 AM on MWF increased by nearly 50% from fall 2010 to fall 2011. The average SCH per faculty FTE also rose from about 246 in fall 2009 to nearly 256 in fall 2010, suggesting that the A&S faculty members with full teaching loads taught roughly 3 more students in fall 2010 than they did a year earlier. Additional efforts reported by specific departments are summarized below.

The Chemistry department has made efforts to increase course availability by offering "trailing" sections of general chemistry in the spring semester. Enrollments in this section have increased.

The Communication Studies Department implemented scheduling changes to flatten the course schedule should make it easier for students to find appropriate courses and reduce the need for course substitutions.

The Economics Department has increased enrollment caps in several courses, especially in management courses which are now approaching 45 students in some sections. There is some concern that increasing the number of students can change the nature of the course. For instance, it is more difficult to facilitate student discussions or assign essay exams in larger courses.

In spring 2011, Scott Anderson, Geography, increased the enrollment in his Cultural Geography course (GRY 120) to 100 students, and adapted the course to serve this larger class size. It had been suggested by the external reviewers during the Geography Program Review in spring 2010 that we might consider increasing class size. However, department members share the concerns expressed above by the Economics department faculty about the potential negative consequences of increasing class sizes.

The Mathematics Department has increased its course offerings at 8:00 MWF and 8:30 TR from only two in fall 2010 to four in spring 2011, with six scheduled at these times in fall 2011. The department chair acknowledges that it has primarily been adjunct faculty and full time lecturers who have taught at these times.

The Modern Languages Department has developed a plan to eliminate SPA 305 and adjust the prerequisites for its 400 level courses. Currently, SPA 308 is the lone prerequisite. Under the new plan, students will be able to enroll in 400 level courses after they successfully complete any two at the 300 level. Instead of taking SPA 305, they will take an additional 400 level course. These changes will enable the department to use faculty expertise more effectively. Currently four sections of 305 and three of 308 are offered per year, with most sections taught by tenure track faculty. By implementing these changes, track faculty will be able to offer more 300, 400 and 500 level electives in their areas of expertise. The department is also exploring the establishment of minors in Arabic, Chinese, German, and Italian. These would be essentially “cost-free,” in that this is a curricular initiative that requires offering no new courses, since the advanced courses would be taken at a carefully surveyed and SUNY-approved study abroad program.

### **Personnel and Workload**

Two full-time lecturers in Economics, Katherine Graham and Judith Kinne, agreed to take on advisement duties, lessening the advisement load for the tenure-track faculty.

In response to years of difficulty in finding qualified adjuncts, the History department has made a commitment to limit their hiring for survey courses to those who are ABD candidates or those who have earned their Ph.D.s. In addition, part-time faculty will not be hired to teach upper division or graduate courses, unless the instructor has a proven record of excellent teaching at Cortland. The department has successfully recruited new ABD and Ph.D. applicants from Syracuse University, Cornell University and Binghamton University.

The departments of Communication Studies and Performing Arts have engaged in a number of collaborative projects. Sound designer Joel Pape regularly teaches a course in Communication Studies in addition to his responsibilities in Performing Arts. Students from Communication Studies assist in a theater course (THT 325: The Working Actor) by filming mock interviews and advertisements. In the future, the Performing Arts department hopes to offer an internship to a Communication Studies student to assist with publicity efforts.

### **Increasing Revenue, Decreasing Costs, Promoting Sustainability**

The Chemistry department has modified its laboratory offerings to reduce both costs and the amount of chemical waste generated, and in some cases has been able to reuse the same chemicals in multiple courses. Several classes have adopted online homework systems to reduce the use of paper.

The History department used funding from the Cortland College Foundation to develop the History Department Research Enrichment and Development Initiative Award (HD-REDI). Last year,

awards were granted for five faculty research projects.

The Mathematics Department has implemented several measures to reduce paper and printing costs. Many faculty members no longer distribute class handouts in paper form but instead scan the documents and deliver them to students electronically. The department search committee made full use of the campus online employment system, reviewing nearly 175 applications electronically. The Department Curriculum Committee established a shared folder on the campus network and conducted most of its business electronically as well.

The Performing Arts department identified a new revenue source this year. For the first time, modest admission fees (\$3 and \$5) were charged for the spring 2011 Choral Union performance of *Carmina Burana*.

Sustainability measures implemented in the Philosophy Department include substantial use of eLearning, and reduction of energy consumption through the use of energy efficient bulbs and turning off lights and equipment when not in use.

The Center for Ethics, Peace, and Social Justice (CEPS) joined in the capital campaign and through the generous gifts of faculty (and matching gifts), a total of \$9,664 has been committed over the next five years. This has almost replaced the budget cut. In addition, several school districts have indicated their willingness to pay in the region of \$400 per person for a two-day professional development workshop in ethics. Offering summer ethics institutes for administrators, teachers, and student leaders has the potential to significantly increase funding for other CEPS activities.

Brice Smith, Physics, did extensive work with Sustainability Week 2011, the student environmental club C-SAVE, the Green Reps program, and the Facilities Department to raise awareness of environmental issues on campus. Smith helped to organize a Black Out in the dorms to highlight wasteful energy consumption patterns and led trips to the Maple Ridge Wind Farm and the Seneca Meadows Landfill and Wetlands Preserve. He was also asked to lead the effort to prepare the first campus Climate Action Plan.

The Psychology department employs a number of practices to promote sustainability. The majority of faculty members have moved from providing paper copies of class materials to electronic format for electronic distribution. In addition, many instructors review and edit students' work electronically. The faculty and staff regularly re-use paper for draft materials and note taking and use back-to-back photocopying. Whenever possible, the department also shares information electronically with faculty, students, staff, and administration.

## **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:



## **Academic Excellence**

While we were encouraged by the success of our NCATE reaccreditation effort, it will be important to begin addressing the areas for improvement that were identified by the Board of Examiners. Several AFIs were related to program and student assessment efforts, issues that will also be very important for our Middle States reaccreditation in the coming year.

Even with the addition of new faculty colleagues in fall 2011, a total of sixteen vacant full time lines (across eight departments) remain in Arts and Sciences. We must also examine the need for additional lines in programs that have experienced significant growth.

In the coming year, faculty in physics and chemistry will be seeking final approval for proposed new graduate degrees in Advanced Materials and Sustainable Energy Systems. Faculty in other departments will be actively exploring the potential for additional program development.

## **Transformational Education**

Departments across all of Arts and Sciences reported on an impressive number of undergraduate research activities during the preceding year. However, the faculty workload associated with directing these projects remains an area of concern. It will be important to continue to explore ways to integrate undergraduate research into regular curricular offerings.

In spring 2011 the Scholars' Day committee engaged the campus in dialogue about negative behaviors and incidents that have detracted from this event. The committee will be making recommendations to President Bitterbaum this summer regarding the future of this event.

## **Well Being**

Without a doubt, helping our new faculty colleagues make a successful transition to SUNY Cortland will be a major priority for the School of Arts and Sciences. A comprehensive program of events for welcoming new faculty, including orientation and mentoring activities has been planned. A number of administrators, department chairs and faculty colleagues will be heavily involved in carrying out this plan.

## **Maximization of Resources**

The School of Arts and Sciences must continue its efforts to schedule courses efficiently and minimize the number of under-enrolled sections. A review of graduate programs is long overdue and would assist us in finding opportunities for growth and making the best use of our faculty resources.

As noted earlier in this report, the first phase of the Bowers renovation project will be underway by this fall, and planning continues in earnest for the Dowd renovation. The campus master plan

also includes plans to complete the renovation of Moffett center which could also have implications for some departments currently housed in Old Main. Therefore, it is likely that in the next few years, virtually every department in Arts and Sciences will be impacted by the ongoing renovations of campus facilities. We will need to participate fully in the implementation of the Facilities Master Plan to ensure that all departments have physical spaces that provide appropriate support to their missions.

During the last year, several departments reported on new initiatives for fundraising and outreach to alumni. We will share these ideas engage in continued conversation so that best practices are adopted more widely across departments.

## VII. Appendices

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

Table 1B: Fall 2009 Faculty Workload (OIRA)

Table 2A: Faculty Publications

Table 2B: Faculty Presentations

Table 3A: Grant Proposal Submissions

Table 3B: New Grant Awards

Table 3C: Active Grant Awards

Table 4: School of Arts and Sciences End of Year Statistics

Table 5A: Faculty Service

Departmental and Individual Annual Reports