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## ACADEMIC AFFAIRS STRATEGIC PLAN

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| **GOAL I: SUPPORT AND ENHANCE ACADEMIC EXCELLENCE** | Provide supplemental instruction for courses with \( \geq 40\% \) students with \( \leq D \) or withdrawal | Improved Student Writing Skills and Improved Quantitative Skills as measured by GE assessment | Focus on Writing:  
- Writing Survey administered to faculty; data analyzed  
- A writing summit held in the spring  
- Writing Fellows Program to be funded as future pilot project to assist students in writing  

**Priorities for 2007-2008**  
- During the Fall Opening Meeting, the Writing Committee will hold a program to continue focus.  
- Continue focus on writing  
- Develop a focus on quantitative skills |
| Incorporate “Foundations of Excellence” action plan in 2006 | Increased retention rate (currently 82.1\%) to 83\% in 2 years and 85\% in 5 years |  
- Foundations of Excellence Report completed  
- Assessment of student motivation not fully addressed; an initiative begun regarding early intervention, particularly the mid-semester report system; more action expected in the fall  

**Priorities for 2007-2008**  
- Look more closely at the first year retention rate; the national norm for public comprehensive colleges is about 77\%.  
- Conduct a review of retention and graduate rates by inviting a consultant to set up a baseline system for analysis of both rates |
| Identify, by program, and offer summer courses critical to successful progression through the program; implement courses Summer 2007 | Increased 4-year graduation rates from 26.4\% to 34\% in 5 years  
- Increased 6-year graduation rates to 58.3\% in 5 years |  
- Improvement in the number of online offerings  
- Some departments are paying more attention to which courses are needed for the summer.  
- Increase in undergraduate enrollment for 2007 Summer Session I |
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| Establish an early feedback system for students to assess their performance in courses | Increased use of WebCT grade book | • Increased use of WebCT with over 100 faculty trained so far in newer version with its easier grade book facility; however, timing awkward for new arrival of WebCT version 6.0 during the spring 2007 semester  
• Plans are underway to integrate WebCT and Banner.  
• Intervention a priority for the fall with focus on courses that are the center of the freshman experience  
• Clicker Feedback technology being implemented in large BIO and PSY classes  
• Report due in December 2007 | **Priorities for 2007 – 2008**  
• Integrate WebCT and Banner so that all course are automatically enrolled in WebCT  
• Maintain a focus on WebCT and the use of grade book |
| Reduce, by half, 24 large lecture sections in freshman courses | Improved faculty-student ratio in first year courses | • HLH 110 reduced from one section of 250 seats to two sections for 150 and 40 seats; Another section to be added  
• No discussion held to reduce COM 100  
• Goal to be reconsidered for BIO110, COM 100 and PSY 101 after reviewing D-E-W rates in US History Classes that have experienced reduction via natural attrition. | **Priority for 2007-2008**  
• Reduce, by half, large sections in the School of Professional Studies and the School of Arts and Sciences |
| Refine the graduate curricula by reviewing all graduate programs | Developed schedule for reviewing all programs in a 5-year cycle | • Fall 2008 – The review of graduate programs will begin  
**Priorities for 2007-2008**  
• Fall 2007 – GFEC will be charged to develop a Graduate Program Review process that will address academic integrity, student outcomes and fiscal viability of each graduate program  
• Spring 2008 – Presentation of the Graduate Review Process to Academic Affairs |
| Assess students’ successful progress to degree completion by developing a computerized student | Student computerized information port developed to include the following checkpoints: change of status, | • Research the SAIN system used by Suffolk Community College  
**Priority for 2007-2008**  
• Work on the early warning system for first year students and the SAIN system |
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<td></td>
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<td>information port that allows students to self-monitor their progress to degree completion and graduation</td>
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<td>indicator of candidacy, completion of culminating experience, degree completion within five years, application for graduation and diploma</td>
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| **Enhance Faculty Excellence** | Increase full-time faculty and decrease adjunct faculty | Minimum of 60% courses taught by full-time tenured or tenure track faculty | • This goal remains a priority  
• Per IPEDS, there is an increase in fulltime faculty from 258 in Fall 2004 to 298 in Fall 2006 – excluding visiting faculty  
• Competitive salaries are now being offered to incoming faculty  
• The last report indicated that 70% of courses were taught by full-time faculty | **Priorities for 2007-2008**  
• Increase the number of full-time faculty by maintaining a goal of 90% success in faculty searches  
• Areas of critical need have been identified and four new faculty positions have been secured to address them |
|                  |                                            | Support and encourage research/scholarship | Minimum of 60% courses taught by full-time tenured or tenure track faculty | • This goal is on track with assistance from the Vice President for Finance and Management who provides start-up funds for new faculty |
|                  |                                            | One faculty member recruited annually with an established program of research/scholarship | Minimum of 60% courses taught by full-time tenured or tenure track faculty | • 56% of faculty searches in the School of Arts and Sciences successful (5 out of 9)  
• 90% of faculty searches in the School of Professional Studies successful (9 out of 10)  
• 78% of faculty searches in the School of Education successful (7 out of 9)  
• Overall success rate is 75%  
• Competitive salaries are now being offered incoming faculty and a high success rate is expected |
|                  |                                            | Promote recruitment and retention of faculty:  
• Offer competitive salaries  
• Contend with resulting salary compression issues  
• Increase faculty salaries to national mean by discipline,  
90% of faculty searches successful; newly recruited faculty retained. | Minimum of 60% courses taught by full-time tenured or tenure track faculty | Other  
• Overall, new faculty this year seemed relatively content with their work lives |
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<td>rank and experience</td>
<td>Salaries for Cortland’s faculty moved in 20% increments until Cortland mean salaries are equal to national means within 5 years</td>
<td>• More focus to be directed on retention by addressing issues (other than salaries) that sometimes contribute to faculty leaving: Advisement, anxiety about the review process, concerns about class size, etc.</td>
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| Provide funding for a full-time Faculty Development Center Director to support faculty in the areas of pedagogy, scholarship and research | • Funding provided • Annual series of workshops developed by full-time Faculty Development Director to support faculty pedagogy, scholarship and research | • This goal is on track with at least $250,000 committed in 2006-2007  
**Priority for 2007-2008** • Continue to look at salary equity, and raising faculty salaries relative to national norms  
**Priority for 2007-2008** • Work to make the Faculty Development Director position full-time |
| **Enrollment Planning** | Expand academic programs School of Arts and Sciences: Develop new undergraduate program in Studio Art (BFA) and a new graduate program (MS in Gerontology) | Undergraduate: BFA Studio Art developed Graduate: MS Gerontology developed | • BFA in Studio Art approved at all levels  
**Expand academic programs School of Professional Studies:** • Develop new undergraduate programs developed: BS Professional Studies; BS Therapeutic Recreation; BS Recreation Management; BS Outdoor  
**Collaborative Programming** • Corning Collaboration: There is good progress with two classes expected in the fall • The Delhi 2+2 agreement is in place, but no students have enrolled yet. Slots are available |

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| programs. Develop collaborative programs with Corning Community College (HUS) and SUNY Delhi (PE)  
- Develop new graduate programs | New graduate programs developed: Sport Management; International Sport Management; Speech Pathology and Audiology; Coaching/Physical Education; Coaching and Athletic Leadership; Community Health Collaboration with Corning Community College and SUNY Delhi | currently available.  
**Priority for 2007-2008**  
- The School of Professional Studies will implement a number of new programs: MS in International Sport Management (2008), the MS Dual Degree with London Metropolitan (2008), the MS in Communication Disorders (2008), MS in Coaching (2009), and the MST in Physical Education (2009). The Health Department will explore the development of an M.S. in Gerontology | |
| Expand academic programs  
School of Education:  
- Develop new undergraduate programs  
- Explore combining Childhood Education & Early Childhood Education into a program with both bachelor’s & master’s degrees | The following programs developed:  
- Middle Grades Certification with a 7-8 Endorsement; Inclusive Special Education at Adolescence Level  
- Graduate: Explorations completed and recommendations made | **Priority for 2007-2008**  
- A Professional Development School initiative is being explored; the committee will submit a proposal to the Provost by the end of the fall 2007 semester | |
| Increase graduate enrollment through new programs. | Graduate enrollment increased to 22% of the total college enrollment | **Sport Management is making progress; Exercise Science, Health, and MST in Childhood are also doing well** | |
| Academic Program Direction  
- Increase technology enhanced/ online learning; develop  
- 250 students enrolled in the five hybrid/online Master’s degree | 250 students enrolled in the five hybrid/online Master’s degree | **This goal is on track regarding the Physical Education program**  
**Sport Management had 8 students for the first year; 10-12 students expected in the fall** |
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| graduate programs that use online, hybrid online and summer seminars as a vehicle for degree completion. (Physical Education with concentration in Coaching Pedagogy, Sport Management, Athletic Leadership, Community Health) | programs                                                                                                                                                                                                                                            | • A letter of intent has been submitted for Coaching  
• Community Health will begin next summer with the first cohort                                                                                                                                                                           |
|                   |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |
| • Promote and enhance programs that meet local, regional and state, needs; infuse an experiential learning component (e.g., civic engagement, service learning, internship, etc.) into students’ educational experience | Each major has experiential learning requirement imbedded (similar to WI)                                                                                                                                                                                |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |
| Promote and enhance programs that meet local, regional and state, needs;  
• Develop funding support for full-time Service-Learning Coordinator. | A full-time Coordinator for Service-Learning                                                                                                                                                                                                                                           | • Full-time coordinator hired in Spring 2007                                                                                                                                                                                                                 |                                                                                                                                                                                                                                  |
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<tr>
<td>Promote and enhance programs that meet local, regional and state, needs; Provide faculty grants to augment service-learning</td>
<td>Implementation of faculty grants for service-learning</td>
<td>• 6 grants to augment service learning were awarded</td>
<td></td>
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</tbody>
</table>
| Increase Library Acquisitions Budget for traditional and electronic resources to adequately support academic programs | Allocations added to library budget                                                                                                                                                                                                                   | • One-time increase of $25,000 for 2006-2007 with a similar amount expected next year  
**Priority for 2007-2008**  
• Continue to work to add permanent funding increases to base budget                                                                                                                                                                                                                                                                                                                                                                                        |
| Develop new graduate programs (Sport Management, International Sport Management, Speech Pathology & Audiology, Community Health, Gerontology, Physical Education, Athletic Leadership) | • Graduate enrollment increased to 22% of total college enrollment  
• New programs completed and approved at all levels  
• Faculty hired                                                                                                                                                                                                                      | • This goal is on track. Several new graduate programs have been developed - Sport Management, Health, International Sport Management and Coaching Pedagogy                                                                                                                                                                                                                                                                  |
| Facilities Support Academic Priorities and Excellence | Provide appropriate faculty office space  
• Assess needs for faculty offices  
• Plan for potential growth in faculty                                                                                                                                                                                                 | Full-time faculty with private, confidential offices that meet state and SUNY space regulations                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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<td>Plan for new School of Education Building.</td>
<td>- Develop plan for office and classroom needs</td>
<td>Building completed and occupied</td>
<td>• The plan for the new School of Education Building is on track with demolition of the A-wing during the summer; expected completion Fall 2009</td>
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</table>
| Plan for transition back to Sperry and renovation of other academic buildings    | - Review of Master Plan for renovation  
- Coordinate Transition Work Group for timeline and available resources                                                                                                                                                                                                                                        | Plan executed  
- New Master Plan developed                                                                                         | • Construction completed; building is ready for classes in the fall                                                                                                              |
<p>| Plan for renovation of Bowers Hall (2 phases)                                    |                                                                                                                                                                                                                                                                                                                                                                         | Building renovation complete and occupied                                                                              | • The Steering Committee met with the Construction Fund in late May and saw proposals for the programming phase; the contract is being discussed                                                                                          |
| Plan for Professional Studies addition to Studio West                            |                                                                                                                                                                                                                                                                                                                                                                         | Building renovation and new construction completed; McDonald Building occupants relocated                               | • The project received $10M from the State; a committee and sub-committee have been formed and planning is underway for renovations.                                                                                                                                               |
| Develop College in the Community partnership.                                   | (To support the downtown building expenses, grant funding will be sought from McDonald Foundations, VISTA and Federal Appropriations Request                                                                                                                                                                     | Infrastructure completed (smart classrooms, furnishings) and opening scheduled                                               | • The grand opening of the Beard Building took place in September 2006 and the building is now being occupied. Schedule went well with graduate classes during the summer.                                                              |</p>
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<td><strong>GOAL II: TO MAKE SUNY CORTLAND A MORE CULTURALLY COMPETENT INSTITUTION</strong></td>
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</table>
| Conduct a self-assessment of the cultural competence of the institution | Assess institutional policies | Selection criteria for review of institutional policies identified | • Self-assessment not yet conducted  
• Development of an instrument for the assessment is underway  
**Priority for 2007-2008**  
• Develop and conduct a self-assessment of the cultural competence of the institution |
| | Establish a Multicultural Life Council to serve as the governing body for cultural competence (i.e., policy, development, institutional practices, etc.) | ▪ Selection of membership identified with campus-wide representation  
▪ Vision and guiding principles developed and communicated to the campus | • The MLC has been established and has been renamed the Multicultural and Diversity Council for Social Justice (MDCSJ)  
• Vision and Guiding Principles have been developed  
• The Center for Multicultural and Gender Studies has met to discuss its new mission and consider a name to reflect that mission: Center for Intercultural and Gender Studies, with a focus on Academics; Co-curricular issues are now the responsibility of the MDCSJ. The MDCSJ will address educational programming to advance the college mission  
**Priority for 2007-2008**  
• Send out a call in the fall for faculty/staff participation in the MDCSJ |
| To Increase the number of ethnically and culturally diverse faculty | Identify and establish ongoing relationships with institutions that graduate high numbers of ethnically and culturally diverse doctoral graduates | Increase number of ethnically and culturally diverse faculty from 11.33 to 14.19 percent | • Four new diverse faculty recently hired include one in PE, one in Sport Management; there is also one in the School of Arts and Sciences and one in Education  
• “Grow your own” initiative - No progress made  
• Conferences: Some progress in conference attendance |
<p>| | Participate in the SUNY “grow your own faculty” program to recruit ethnically and culturally diverse faculty from doctoral degree granting SUNY institutions by funding | Increase number of ethnically and culturally diverse faculty from 11.33 to 14.19 percent | • “Grow your own” initiative - No progress made |</p>
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<tr>
<td>and mentoring three fellows over a five-year period</td>
<td>Send five faculty recruiters to conferences targeted at ethnically and culturally diverse faculty</td>
<td>Increase cultural and ethnic diversity of faculty applicant pools by 5 percent</td>
<td>• Conferences: Some progress in conference attendance</td>
</tr>
<tr>
<td><strong>To increase the number of ethnically and culturally diverse students from 6.7 to 9.6 percent of the total student body.</strong></td>
<td>Create MLC; add second position in OML</td>
<td>▪ Charge MLC with fulfilling MRII and AASP goals and objectives including policy development, review of campus policies and procedures, mentoring and development of cross-cultural teams for diversity training, partnership development and relationship building within the community. ▪ Hire Co-Coordinators in OML to establish mentoring programs for ethnically and culturally diverse faculty, students, and administrators; facilitate and organize partnership activities</td>
<td>• Targets exceeded for diversifying student body: Approximately 11% diversity rate for incoming undergraduate class (10.7% using known ethnicities) and 9.7% for graduate enrollment</td>
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<td>with area schools; collaborate with MLC, Director of Diversity Institute and others as appropriate to the development of establishing a more culturally competent institution</td>
<td>Increase ethnically and culturally diverse student population from 6.7 to 9.6 percent of the entire student body</td>
<td>Recruitment in geographical areas with high populations of ethnically and culturally diverse students is being accomplished through the CURE program – work in progress due to uncertain nature of funding for CURE; Not likely to see expansion of the CURE program for the graduate population</td>
</tr>
<tr>
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<td>Target recruitment in geographical areas where there are high populations of ethnically and culturally diverse students</td>
<td>Increase ethnically and culturally diverse student population from 6.7 to 9.6 percent of the entire student body</td>
<td>Ongoing</td>
</tr>
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<td>Target colleges with high percentages of ethnically diverse student populations for recruitment of transfer and graduate students</td>
<td>Increase ethnically and culturally diverse student population from 6.7 to 9.6 percent of the entire student body</td>
<td>Ongoing</td>
</tr>
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<td>Establish a permanent Multicultural Life Council that meets once per semester to identify and discuss impediments to the retention of ethnically and culturally diverse students</td>
<td>Council established and development of policies for SUNY Cortland begun</td>
<td>A permanent Multicultural and Diversity Council for Social Justice (MDCSJ) has been developed</td>
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<tr>
<td>To increase the number of ethnically and culturally diverse staff and administrators</td>
<td>Identify and establish ongoing relationships with institutions that graduate high numbers of ethnically and culturally diverse professionals</td>
<td></td>
<td>This is accomplished through the Summer Diversity Institute; the result has been course redesign by all participants; Participants are also expected to deliver sandwich seminars; The effectiveness of the program will be assessed in the near future</td>
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<tr>
<td>To enhance the curricula and infuse diversity into the content</td>
<td>Augment GE curricula to include intersectionality coursework (religion, diversity, multiculturalism, social justice)</td>
<td>Permanent funding identified for a minimum of 10 faculty annually to attend the Diversity Institute; Ten GE 2 and 3 courses restructured each year over the next 5 years; GE 2 and 3 courses expanded from 32 to 42</td>
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<td>Use COR 101 as a supportive model to introduce students to multicultural concepts</td>
<td>COR 101 enhanced to incorporate multiculturalism within the curricula</td>
<td>Diversity has always been at the core of COR 101; Tunnel of Oppression and AIDS quilt have helped to foster diversity</td>
</tr>
<tr>
<td>To enhance the campus climate to make it a place that embraces diverse people and ideas</td>
<td>Charge the MDCSJ to assure professional development of staff across campus</td>
<td>Implementation of professional development programs</td>
<td>Priority for 2007-2008; Establish the Multicultural and Diversity Council for Social Justice (MDCSJ)</td>
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<td>Strengthen communications with the Cortland community to address multicultural issues</td>
<td>Monthly meetings established between college (administration and student groups e.g. BSU, Familia Latina,</td>
<td>MDCSJ in developing stage</td>
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<td>etc) and community groups (police, community leaders, bar owners)</td>
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<td>Create a campus program team to develop and facilitate a coordinated annual evening and weekend alternative education program that brings together faculty and students through the use of films, guest speakers, and discussions about diversity</td>
<td>Greater number of evening and weekend alternative education programs with increased participation</td>
<td>● MDCSJ in developing stage</td>
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<td>Train student leaders to be able to facilitate difficult dialogues among peers and others on campus</td>
<td>Coordinated training program attended by all student leaders</td>
<td>● MDCSJ in developing stage</td>
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<tr>
<td>Provide mentoring program for ethnically and culturally diverse students</td>
<td>Mentoring and support programs in place</td>
<td>● MDCSJ in developing stage</td>
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<tr>
<td>To retain ethnically and culturally diverse faculty, staff and students</td>
<td>Establish a support system for new ethnically and culturally diverse faculty, staff, and students to offer</td>
<td>80% of ethnically and culturally diverse faculty and staff will have received continuing appointment</td>
<td>● MDCSJ in developing stage</td>
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| mentoring and navigating strategies for success at SUNY Cortland | i) Mentoring program developed with an 80% retention rate of new ethnically and culturally diverse students through graduation  
ii) Mentors assigned to 100% of all ethnically and culturally diverse faculty and students | • MDCSJ in developing stage | |
<p>| Establish a grievance procedure to be responsive to ethnically and culturally diverse student needs | Revitalization of the Multicultural Resource Team for more visibility, enabling ethnically and culturally diverse students to engage and navigate the system | • MDCSJ in developing stage | |</p>
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| **GOAL III**: TO INTERNATIONALIZE THE CAMPUS | 1. Complete campus self study on Internationalization  
2. To internationalize our curricula  
3. To increase the number of international students at SUNY Cortland  
4. To increase the number of Cortland students who study abroad  
5. Increase the number of SUNY and non-SUNY students who study abroad  
6. To increase the number of Cortland students who have an international experience  
7. To increase the number of faculty with international experience  
8. Promote collaboration among Cortland’s international partners | - The search of a permanent director for the Office of International Programs is ongoing  
**Priority for 2007-2008**  
- Focus on the ACE Internationalization Initiative which seeks to engage campuses in a comprehensive review of their internationalization efforts through self-assessment, site visits, and peer review. SUNY Cortland’s self-study is part of this initiative and is due in September 2007. |
| **GOAL IV**: SUPPORT RESEARCH & SCHOLARSHIP THROUGH SPONSORED ACTIVITY | 1. Increase faculty and staff participation in funded research and scholarship from 20% to 25%  
2. Increase external proposal submission rates through the internal grant programs from 67% - 75%  
3. Maintain annual R&D expenditures over the next 5 years at $2.6M | - All items in the strategic plan are completed except one  
**Priorities for 2007-2008**  
- Promote participation in sponsored research by implementing REDI, an internal grant program  
- Engage Saud Joseph for programming  
- Utilize technology to enhance funding opportunities, faculty recognition and sample funded proposals |

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1 Please note that the table format from Goal III – Goal XI are different from that of Goal I – Goal II. This is due to the fact that most items in the latter are complete.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Subgoal/Objective</th>
<th>Outcome/Status</th>
</tr>
</thead>
</table>
| GOAL V: IMPLEMENT THE TEACHING LEARNING CENTER AND LEARNING COMMONS AS A CAMPUS-WIDE RESOURCE | 1. Physically create the Teaching Learning Center on the first floor of Memorial Library  
2. Configure, purchase, and install furnishings, including technology  
3. Move reference desk and part of the reference collection to the first floor  
4. Redesign a portion of the TMC as a presentation practice area for faculty and students  
5. Define the Learning Commons and its role on campus  
6. Define the Teaching Learning Center and its role on campus  
7. Determine best practices for the integration of the Teaching Learning Center and the Learning Commons and develop a mission statement with specific goals  
8. Develop parameters of service including “service level” agreements with IR and other campus departments  
9. Develop a library wide training program for student workers to answer basic questions | • All items are complete with the exception of subgoal/objective # 7: Determine best practices for the integration of the Teaching Learning Center and the Learning Commons and develop a mission statement with specific goals |
<table>
<thead>
<tr>
<th>Goal</th>
<th>Subgoal/Objective</th>
<th>Outcome/Status</th>
</tr>
</thead>
</table>
| **GOAL VI: TO CREATE A HIGHLY EFFECTIVE AND EFFICIENT DIVISION OF ACADEMIC AFFAIRS**<sup>2</sup> | 1. Establish new Departments | New departments have been established:  
- African American Studies was established as a new department and renamed Africana Studies;  
- Sport Management has been established as a new department; additionally, Exercise Science and Sport Studies has been renamed Kinesiology  
  - Corning Partnership  
  - Partnership established; work is being done on operational details - ID cards, classes, etc. |
|  | 2. Establish a branch campus at Corning Community College |  
- Dual Admissions with SUNY Delhi  
  - Completed |
|  | 3. Establish dual admissions program with SUNY Delhi | Programs and Courses at MVGC  
- Fully-established Clark Center  
  - On hold until the ACE initiative is completed  
- Graduate Research Council  
  - Models are being researched with help from the deans |
|  | 4. Increase number of courses and programs at Mohawk Valley Graduate Center | Enterprise-wide systems  
- OnBase has been expanded to include the Associate Deans, Graduate Studies and Speech Pathology. Enrollment Management introduced the technology to campus and has been using it for some time now. |
|  | 5. To fully establish the James Clark Center for International Education |  
- Priority for 2007-2008  
Continue to develop ONBase for speech pathology, graduate studies and the associate deans’ offices. |
|  | 6. Develop a Graduate Research Council |  
-  |
|  | 7. Continue to develop and enhance enterprise-wide systems. |  
-  |

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<sup>2</sup> Two subgoals/objectives were eliminated from Goal VI following the Provost’s Open Meeting on the Strategic Plan held on 2/28/07:  
- Develop a fourth school: School of Graduate Studies  
- Explore and develop an alternative organizational model for effective promotion and management of the School of Arts and Sciences.
ACADEMIC UNITS

SCHOOL OF ARTS AND SCIENCES

Highlights

Introduction
The School of Arts and Sciences experienced continued steady growth in enrollment, progress in facilities improvement, and the hiring of new faculty. Significant challenges remained in the form of insufficient resources to support the primary academic mission of the school. This is especially apparent as we prepare for the largest entering class in the college’s history.

The School of Arts and Sciences has many accomplishments to be proud of, and continues to exhibit much strength. However, lack of sufficient resources continues to pose a challenge. While recent years have been marked by a paucity of new resources for full time tenure-track faculty positions and academic equipment, the potential of supplementing the budgets of academic departments through fund raising is a real, but heretofore, untapped possibility. There are opportunities for academic departments as the college prepares to embark on a major capital campaign.

Strengths

As always, the strengths of the School of Arts and Sciences are its faculty, curriculum, students and facilities. Retirements and difficulty in retaining junior faculty have resulted in a considerable turnover of faculty, especially in math and the sciences. Some junior faculty have also left in the social sciences. New faculty searches, though less successful than in previous years, led to the hiring of highly qualified faculty in some departments. The market for new Ph.D.s in many fields is becoming increasingly competitive. Cortland in recent years has been willing to make more competitive salary offers, resulting in fewer failed searches.

There are currently 16 faculty in the school who have achieved the rank of Distinguished Professor, Distinguished Teaching Professor or Distinguished Service Professor. This rank, which is awarded through the Chancellor’s Office, recognizes the special contributions of faculty to the college, the community and the discipline. Other faculty have received recognition for their teaching, research and service through the Chancellor’s Award for Excellence.

This year Professor Timothy Baroni was promoted to the rank of Distinguished Professor. Professor Seth Asumah was promoted to Distinguished Teaching Professor. Professor Mike Toglia was recognized with a Chancellor’s Award for Excellence in Scholarship and Creative Activities. Other faculty were recognized by awards from national organizations and within their disciplines. The faculty of the school are recognized for their contributions through excellent teaching and scholarship, as well as for taking the lead in numerous college-wide initiatives, including civic engagement, service-learning, international education, and the promotion of multiculturalism.

Faculty in the School of Arts and Sciences continue to pursue active research agendas. Within the natural sciences, faculty in biology, chemistry and geology were especially active in both publishing research in peer reviewed journals and pursuing external funding for their scholarship. Every
department in the social and behavioral sciences (economics, geography, history, political science, psychology and sociology/anthropology) continued to make scholarly contributions to the discipline at a pace that averages one peer reviewed publication per full time faculty member a year. The departments of art and art history and performing arts have been active in a variety of creative endeavors.

The curriculum provides the foundation for the strength of the school. While the pace of curriculum development slowed noticeably, one new program, the BFA in Studio Art, was approved by system administration. Significant contributions have been made to internationalize the campus through the development of articulation agreements (particularly the dual diploma programs with Turkish partners) and study abroad opportunities. The result has been an increase in international student enrollment.

This year the School experienced a respite from academic program review. The campus requested that program reviews be conducted on a seven-year, rather than a five-year cycle, in the future. This would allow academic departments time to implement and assess program changes in meaningful ways. One commonality evident in the program reviews of academic programs is the recognition that our curriculum is strong and generally conforms where appropriate to national disciplinary standards. Our General Education program satisfies the SUNY General Education requirement while retaining unique features. These include more rigorous foreign language and science requirements as well as additional requirements in the area of Prejudice and Discrimination", and “Science, Technology and Human Affairs”. This year marked the transition to the new Cortland General Education Program. The implementation of the GE program, facilitated by the Implementation Committee, was marked by few problems.

Students are a third area of strength. Not only are there more of them, but they are more active intellectually and civically. According to the Office of Institutional Research and Assessment, approximately 44 percent of declared undergraduate majors were in the School of Arts and Sciences in the fall of 2006. This marks a significant turnaround from the 33 percent in 1998. Overall, the departments with the highest number of undergraduate majors in the school are Economics (273), Communication Studies (263), Biological Sciences (254), Sociology/Anthropology (253), History (240) and Psychology (233).

An increasing number of students participate in service-learning courses. Additionally, the Office of Service-Learning maintains close ties to the Institute for Civic Engagement and the American Democracy Project, providing opportunities for students and faculty alike to participate in our civil society. Students are also actively involved in collaborative research with faculty. Much of this work contributes to the annual Scholars’ Day. This year marked the 10th Annual Scholars’ Day, with Dr. Thomas Buchanan ‘73, President of the University of Wyoming, returning to his alma mater to deliver the keynote address.

FACILITIES

Maintaining and improving the facilities available to the School of Arts and Sciences re constant challenges. Currently a number of projects are in the works with mixed success. The exterior work on Dowd Fine Arts was completed during the year and has dramatically improved both the appearance and access for the building. The renovation of Sperry Learning Center is nearing completion, amid anxiety about its availability for the opening of classes in the fall. The replacement
window project for Old Main, which has been much anticipated, is progressing slowly, and continues to be hampered by the restrictions from SHPO and the constraints of contractors. Plans for the first phase of renovation for Moffett Hall are proceeding nicely, and it appears the Department of Sociology/Anthropology will have an accommodating new home in a few years. The School is about to embark on the programming phase for the renovation of the science building. This phase will be critical in determining the future needs of the science programs and how best to provide physical space in support of the academic mission.

Renovation work and an increase in the number of students and faculty on campus are making it increasingly difficult to find office and laboratory space for faculty.

CHALLENGES

- Physical space allocation
- Workload - Enrollment in Arts and Sciences majors is growing along with the growing demand by all students for General Education courses and service courses in their major (Childhood Education and Sport Management particularly). Based on data provided by the Office of Institutional Research and Assessment, the faculty in Arts and Sciences generate, on average, more student credit hours than faculty in the other two schools. New full-time tenure-track faculty positions have been allocated to support graduate programs in the development stage. There needs to be greater recognition, however, of the need to support existing academic programs at the same time.
- Academic Equipment Replacement - The President’s Cabinet did authorize some significant spending on equipment from one-time dollars received with the new budget. However, insufficient support for academic equipment replacement affected all departments, especially the sciences and the arts. It is important that support for the core instructional mission of the institution, in terms of faculty, facilities and equipment, be the highest priority of the college.

These challenges will grow as demographic trends become less favorable, and competition for students and resources intensifies. In this light, it is imperative that we continue to serve our students, our disciplines and our community.

Office of the Associate Dean

The Office of the Associate Dean has completed another successful year – thanks in large part to the significant assistance of the ever-reliable Sue Teeter. Linda Simmons has also played a critical role in our daily routine, handling most permission to transfer credit requests, evaluating transfer transcripts and reviewing CPV internship proposals. Her work has been extremely valuable for the office. The full plate of the Associate Dean’s routine responsibilities includes:

- Addressing daily student appointments and telephone calls
- Maintaining student records for all Arts and Sciences undergraduates
- Maintaining student records for all Pre-majors
- Meeting with students on academic probation to monitor progress
- Addressing parent issues, both by telephone and in person
- Conducting Alpha Delta Scholarship interviews and filing recommendations
- Reviewing readmission applications and transcripts
- Disposition of various student requests: late add/drop, course withdrawals, leaves of absence, course overloads, and college withdrawals
- Disposition of faculty requests: course substitutions, change of grades, graduation checklists
• Reviewing catalog pages for department and program descriptions
• Reviewing proposals for study abroad
• Evaluating midterm grades and response letters
• Evaluating final grades, determining probation contracts, academic suspensions and dismissals
• Preparing appeals materials for the Academic Standing Committee and completing communications related to appeals

Adolescence Education
The Adolescence Education programs at SUNY Cortland consist of undergraduate and graduate programs leading to initial/professional certification to teach the following subjects in grades 7-12: English (BA, MAT, or MSEd); French (BA, MSEd), Spanish (BA, MSEd), or English as a Second Language (MSEd); Biology, Chemistry, Earth Science, Physics, or Physics/Mathematics (BS, MAT, or MSEd); Mathematics (BA, BS, MAT, or MSEd); and Social Studies (BA or MSEd).

Through the AEC, coordinators discussed/collaborated on a number of issues, including issues related to field placement (suitability of placements, student data sheets, etc.), the State’s online certification process, problematic cases of athletic waivers during student teaching, timeline of the NCATE visit and obligations regarding data collection for our NCATE report, improvements to the Fair Process Policy and the Candidate Consultation Report (endorsed by TEC and forwarded to the Provost), TEACH – (helping students navigate the new online certification system), WebCT and Taskstream technologies and how they offer many advantages to students, cooperating teachers, supervisors and program coordinators, tracking NYSED criteria, and maintenance of the online ESL module that Jean LeLoup constructed and maintained. Jean has agreed to continue work on the site from her new position.

Future Agenda
• New coordinators in the Math and ICC areas
• Creation of a student survey to address across all programs satisfaction with observation hours

Enrollment for Adolescence Education: June 2007

<table>
<thead>
<tr>
<th>Program</th>
<th>BA/BS</th>
<th>MAT</th>
<th>MSEd</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>74</td>
<td>14</td>
<td>5</td>
<td>93</td>
</tr>
<tr>
<td>French/Spanish</td>
<td>53</td>
<td>-</td>
<td>37</td>
<td>90</td>
</tr>
<tr>
<td>Math</td>
<td>101</td>
<td>10</td>
<td>14</td>
<td>125</td>
</tr>
<tr>
<td>Science*</td>
<td>59</td>
<td>19</td>
<td>9</td>
<td>87</td>
</tr>
<tr>
<td>Social Studies</td>
<td>176</td>
<td>-</td>
<td>35</td>
<td>211</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>463</strong></td>
<td><strong>43</strong></td>
<td><strong>100</strong></td>
<td><strong>606</strong></td>
</tr>
</tbody>
</table>

* Includes Phy/Mat program

Faculty

Promotions:

Associate Professor to Full Professor: Jeremiah Donovan, Art and Art History; Christopher McRoberts, Geology

Assistant to Associate Professor: Patricia Conklin, Biological Sciences; Christopher Gascon, International Communications and Culture; Alan Haight, Economics; Kimberly Kraebel and Leslie Eaton, Psychology; Tiantian Zheng, Sociology/Anthropology
Lecturer I to Lecturer II: Julie Barclay, Geology; Cecile Dore, Mathematics; Aaron Fried, Biological Sciences; Patricia Martinez, International Communications and Culture; Nicola Morris, English; Judith Sears, Economics

Lecturer II to Lecturer III: Katherine Graham, Economics; Marie Ponterio, International Communications and Culture

Lecturer III to Lecturer IV: Kathy Lattimore, English

Continuing Appointments:
Scott Anderson, Geography; Christopher Gascon, International Communications and Culture; Gayle Gleason, Geology; Alan Haight, Economics

External Grants:
Scott Anderson, Geography (The Tournées Festival); Kathleen Burke and Timothy Phillips, Economics (Appalachian Regional Commission); Louis Gatto, Biological Sciences, Nancy Meagher, Chemistry, and Carol Bell, Mathematics (NYSED); Isa Jubran, Mathematics (NYSED); J. Richard Kendrick, Sociology/Anthropology, and John Suarez, English (U.S. Election Assistance Commission); Denise Knight, English (NEH); Jean LeLoup, ICC (United States Air Force); Craig Little, Sociology/Anthropology, Colleen Kattau, ICC, David Neal, Performing Arts (New York State Music Fund); Craig Little and J. Richard Kendrick, Sociology/Anthropology (J. M. McDonald Foundation); Barbara Wisch, Art and Art History (NEH)

Faculty Research Program:
Alexander Gonzalez, English

Research Travel Grants:
Raymond Collings, Leslie Eaton and Kimberly Kraebel, Psychology; Joshua Frank, Economics; Christopher Gascon and Donna West, ICC; Marni Gauthier and Cynthia Sarver, English; Gayle Gleason, Geology; and Frank Rossi, Chemistry

Summer Research Fellowships (2006):
Colleen Kattau, ICC; Jason Pontrello and Frank Rossi, Chemistry; Rachel Reinhard, History

Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program Awards:
Gigi Peterson, History; Tiantian Zheng, Sociology/Anthropology

New Full-time Tenure-track Faculty
Biru Paksha, Economics; Wendy Miller, Geography; David Dickerson, Mary Gfeller and Damien Pitman, Mathematics

Retirements
Wesley Clymer, English; Robert Pierce, Geography; Donald Wright, History; and Arden Zipp, Chemistry

Leaves of Absence
Marica Cassis, History; Jean LeLoup, ICC; Jason Pontrello, Chemistry; Deborah Spencer, Economics; and Barbara Wisch, Art and Art History

Resignations
James Ayers, Chemistry; Carol Bell and John Best, Mathematics; Barbara Racker, Art and Art History
The School of Arts and Sciences continues to labor under conditions of too few faculty resources. While a number of visiting professorships have been authorized for the coming year to make up for a number of failed searches as well as late resignations and faculty leaves, no new full-time faculty lines were allocated to the school for the coming year. In conjunction with growing enrollment in the school, as well as the expanding demands on General Education for a large entering class, the school cannot help but continue its heavy reliance on part-time faculty.

Progress on operationalizing the mission statement for the school, Learning to Make a Difference, remains a concern. Some departments have embraced the idea of embedding active and integrated learning experiences into the curriculum. Other departments continue to offer first year learning communities as a venue for recruiting students into majors. Good examples of these include Earth and Sky, Tech First, and World First. More, however, could be done.

On the other hand, the challenge of attracting students to the arts and sciences is far less an issue today. Enrollment has increased from approximately 1700 majors in Fall 2001 to 2338 in Fall 2006. Enrollment measured in terms of declared majors represented 43 percent of undergraduate declared majors. At the same time, it appears that the academic profile for entering students continues to improve, and that enrollment growth has been achieved without sacrificing selectivity.

It will be important for the school to embrace the work of the Marketing Advisory Committee, which holds the potential for solidifying the momentum that the college has enjoyed over the last five years. While some bristle at the idea of creating a “brand” for the college, or engaging in marketing, it is essential to recognize that the current popularity of SUNY Cortland will be challenged in the near future by declines in the population of college age individuals.

The Arts and Sciences Alumni Advisory Board, a group of dedicated alumni, take time from their busy schedules to visit Cortland, and act as a sounding board for new ideas. Their support is much appreciated. One idea, especially, that they have contributed is that of creating alumni networks within departments to facilitate internship and career opportunities for current students. Second, these dedicated individuals will become critical as the college embarks on a capital campaign. It is hoped that each department within the School of Arts and Sciences set an achievable goal for a permanent, dedicated endowment.
SCHOOL OF EDUCATION

Highlights

Overview of the School

This annual report covers the activities of the SUNY Cortland School of Education during the 2006-2007 academic year. The year opened with the release of a report, *Educating School Teachers*, by Arthur Levine, former president of Teachers College at Columbia University. Levine was highly critical of teacher education programs in general and particularly those at master’s level institutions such as SUNY Cortland. Levine cited problems such as inadequate preparation, curriculum in disarray, disconnected faculty, low admission standards, insufficient quality control, disparities in institutional quality and effects on P-12 student achievement. His criticisms, however, could not be further from the truth when applied to SUNY Cortland. In defense of SUNY Cortland, we prepared and circulated an editorial that was carried in several newspapers around New York. This editorial was received with a great deal of praise from the SUNY Cortland community including students, parents, and faculty.

The planning is complete for the new building and construction should start over the summer and early fall. The first phase of construction will be the demolition of the “A” wing of Van Hoesen Hall and the construction of a new facade on the south side of the remaining structure. This is already underway and will be completed in the late fall. The second phase of construction will be the addition to the west of Cornish Hall with ground breaking around the opening of the fall semester with a completion date of January 2009. The new construction will then be occupied by the new tenants and the remaining occupants from Cornish Hall will be temporarily housed in Van Hoesen Hall. At the same time the Sociology and Anthropology Department will be relocated to renovated spaces in Moffett Hall. The existing Cornish Hall will then be gutted and rebuilt over the next year. The School of Education will occupy the rebuilt space in January of 2010. The landscaping and play yard spaces will be completed in the spring with the Child Care Center occupying its new spaces in summer of 010.

The new construction will be an “L”-shaped structure with one leg parallel to Prospect Terrace and the other connecting Cornish to Van Hoesen Halls. The existing cafetorium and lobby in the “A” wing will be demolished and a new entrance will be constructed for the remaining structure. The lower level of the new construction will be occupied by the Child Care Center. The upper two floors of new construction and Cornish Hall will be occupied by the School of Education. Figure I depicts the completed project.

To support and enhance academic excellence, the Academic Affairs Strategic Plan also calls for accessing the needs and providing adequate faculty offices. The new building will provide appropriate offices for all faculty and staff within the School of Education. With the current arrangement faculty members and departments are split throughout the Cornish/Van Hoesen complex such that communication is inhibited by the physical arrangement of spaces.
The School of Education had a successful year recruiting new faculty and staff members. The School had a total of eleven vacancies and filled nine of these positions for a success rate of 82%. The School came very close to achieving the 90% success rate outlined in the Academic Affairs Strategic Plan which calls for promoting the recruitment and retention of faculty. The success in hiring was a substantial improvement over the 50% for the 2005-2006 year. This year the School retained all recently hired faculty.

The successful searches included Katina Sayers-Walker (CEC), Orvil White (CEC), Kevin Mack (EDL), Edward Caffarella (change in assignment to EDL), David Smuckler (FSA), Brian Barrett (FSA), Donna Mahar (LIT), Kathleen Beney (FPO), and Gerald Porter (Dean). One position remains vacant in Childhood and Early Childhood Education, and a second position remains vacant in Educational Leadership.

The School of Education continues to be plagued by the lack of full-time tenure-track faculty to teach courses. This has been a continuing problem since before the creation of the School in 2003 and will likely continue into the foreseeable future. The Academic Affairs Strategic Plan calls for a reduction in the dependence on adjunct faculty.

During the spring semester of 2007 the School of Education offered 296 course sections and only 126 were offered by full-time faculty members for a percentage of only 43% against the goal of 70%. The situation for tenured and tenure-track faculty was even more bleak with only 92 sections out of 296 offered by these faculty for a percentage of 31%. The breakdown by department is shown in the following table.
Percentage of Courses Taught by Faculty Classification  
During Spring 2007

<table>
<thead>
<tr>
<th></th>
<th>CEC</th>
<th>EDL</th>
<th>FSA</th>
<th>LIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure/Tenure Track</td>
<td>28%</td>
<td>21%</td>
<td>37%</td>
<td>41%</td>
</tr>
<tr>
<td>Visiting</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>15%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Adjunct</td>
<td>58%</td>
<td>79%</td>
<td>49%</td>
<td>59%</td>
</tr>
</tbody>
</table>

The School of Education continues to have problems reducing the dependence on adjuncts. One of the hallmarks of colleges like SUNY Cortland is that most courses are taught by full-time faculty members. Sadly, the School of Education cannot make this claim with only 43% of the courses taught by full-time faculty and 57% taught by adjuncts. The 2006-2007 academic year looked somewhat better than the past year but still was problematic in the large dependence on adjuncts. To meet the 60% and 70% goals in the Academic Affairs Strategic Plan, the School needs twenty-two (22) additional tenure-track faculty members. The following table shows the needs for each department.

Number of Tenured and Tenure-Track Faculty Members Needed to Achieve 60% and 70% Goals within the School of Education by Department

<table>
<thead>
<tr>
<th></th>
<th>CEC</th>
<th>EDL</th>
<th>FSA</th>
<th>LIT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007 Tenured &amp; Tenure Track</td>
<td>16</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>33</td>
</tr>
<tr>
<td>Needed to meet Tenured &amp; Tenure Track @ 60% &amp; Full-time @ 70%</td>
<td>30</td>
<td>6</td>
<td>8</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Shortage</td>
<td>14</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>22</td>
</tr>
</tbody>
</table>

The School of Education is currently approved to hire two new faculty members for appointment in the fall of 2008, one each in Childhood/Early Childhood Education and Educational Leadership. This will reduce the total shortage above to 20 leaving the School of Education far short of the goals in the Academic Affairs Strategic Plan. Without additional funding, achieving the goal for full-time tenure-track faculty, at least through the fall of 2009, will be impossible.

The faculty salary levels at SUNY Cortland continue to be a problem in attracting and retaining faculty members. The Academic Affairs Strategic Plan calls for increasing faculty salaries to promote the recruitment and retention of faculty. The average salaries for Cortland and our identified peer institutions are shown in the following table.
Faculty Salaries at SUNY Cortland and Peer Institutions

<table>
<thead>
<tr>
<th>Current Salaries (06-07)</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Cortland</td>
<td>47.4</td>
<td>57.9</td>
<td>74.3</td>
</tr>
<tr>
<td>Peer Institutions</td>
<td>55.1</td>
<td>67.9</td>
<td>85.5</td>
</tr>
</tbody>
</table>

We are approximately $8,000 below at the assistant level, $10,000 below at the associate level, and $11,000 below at the professor level when compared to our peers. This is a substantial improvement over last year when Cortland was approximately $10,000 below at the assistant level, $15,000 below at the associate level, and $17,000 below at the professor level. Although the College is starting to narrow the gap, there is still a long way to go before achieving parity with our peer institutions.

A similar situation is reflected in a comparison of similar departments across the SUNY comprehensive colleges and with the College and University Personnel Association (CUPA) data. SUNY Cortland has the lowest average salaries for assistant and associate professors in the Childhood/Early Childhood Education (CEC) and Foundations and Social Advocacy (FSA) Departments. Since there are small numbers for full professors in Educational Leadership and Literacy, making such comparisons is impossible. The tables below show the average, minimum, and maximum assistant professor salaries for CEC and FSA.
Only two of our sister institutions have MINIMUM salaries for assistant professors in similar departments below SUNY Cortland’s AVERAGE salary for CEC assistant professors. The situation is even more dire in Foundations and Social Advocacy where all of our sister institutions have MINIMUM salaries for assistant professors higher than our MAXIMUM salaries. Clearly SUNY Cortland is at the bottom of the list for faculty salaries in education when compared with sister SUNY institutions.

The future of the Education Leadership (EDL) programs looks much brighter than it did a year ago. The enrollments in the three programs are picking up and increasing toward the kinds of numbers that were seen during the early part of this decade. There was a huge bulge in EDL enrollments through the summer of 2006 caused by changes in the certification requirements. This was followed by a decline in enrollments that is just now turning around. With the addition of two new faculty members, the Department is now positioned to implement the new programs with a high degree of quality. There is still need for a fourth faculty member who hopefully will be hired during the 2007-2008 academic year. The University at Binghamton is launching a new CAS program in Educational Leadership that will likely siphon off some of the Southern Tier students. This may, however, be less of a threat than was originally expected because they appear to be limiting enrollment to a small and select group of students.

The School of Education did a pilot study to investigate a new way to schedule classes and classrooms for the fall 2007 semester. The pilot project had three major objectives: a) flatten the schedule with more classes earlier and later in the day, b) increase the offerings at 7 p.m. and, c) make better use of classrooms throughout the day. The preliminary results from the pilot study indicate that we were successful in achieving all three objectives. Special thanks are due to the School chairs and the various secretaries for creating this success.

Each School of Education chair was given several classrooms based upon their usage during previous semesters. The day classes during the fall of 2006 were split as follows: CEC 57%, EDL
0%, FSA 29%, and LIT 14%. The evening classes during the fall of 2006 were split as follows: CEC 26%, EDL 11%, FSA 26%, and LIT 38%. The rooms were assigned based upon these percentages.

Each chair had complete control over the scheduling of their assigned rooms through January 15, 2007 at 11:59 p.m. Any rooms not assigned by that date became available to other School of Education department chairs for scheduling through January 25 at 11:59 p.m. Any rooms not scheduled after January 25 became available to the entire campus community. All technology rooms were assigned by the chairs to faculty members who will make full use of the technology. Other faculty members were assigned by the chairs to non-technology rooms.

The two graphs below show the actual distribution of planned Monday and Tuesday classes by hour of the day. The schedules for the other days of the week are very similar to these:

The first objective was to flatten the schedule with more classes earlier and later in the day. As can be seen in the two graphs, the schedule is relatively flat with a couple of exceptions. On Monday there are a couple of more classes in the 11:30-12:20 time slot. The opposite is seen on Tuesday with a couple of fewer classes in the 11:40-12:55 time slot. There are ten classes on Tuesday morning. There is a good representation of classes in the later part of the afternoon.

The second objective was to increase the offerings at 7 p.m. For Monday, we have the same number of classes taking place during the early evening and late evening time slots. For Tuesday we have fewer classes at 7:00 than 4:20 but substantially more than in previous semesters.
The third objective was to make better use of classrooms throughout the day. By spreading the School of Education classes from early morning until late evening we were able to keep virtually all of the classes in Van Hoesen Hall. We were also able to use fewer rooms than were originally planned and vacated the rooms that will be occupied by the ASAP offices.

The SUNY Cortland Teacher Education Candidate Assessment System (TECAS) provides a means to assess the preparation of candidates over their academic program. This was originally developed in 2003 and 2004 in preparation for the NCATE Board of Examiners visit. During the 2006-2007 academic year discussions were held on the refinement of this system. The current system has a wealth of data on the teacher education candidates and programs throughout the entire College. Among that data are over 18,000 student teaching evaluations for candidates who have graduated since the spring of 2004. The system has the capability to provide information for the improvement of the individual programs as well as the entire teacher education unit. The TECAS system has been used as a model assessment by numerous colleges and universities around the country.

The system is dynamic and available online to the individual candidate as well as advisors, other faculty members, and administrators. The TECAS is designed to complement the Curriculum Advising and Program Planning (CAPP) report that shows all requirements for a student’s major and the student’s progress in meeting those requirements. The Office of Institutional Research is currently refining the TECAS for advanced programs as well as developing some automated reporting routines to generate useful reports from the enormous amount of data stored in TECAS.

For the next NCATE visit in the spring of 2010, the College must supply several years of assessment data for all the teacher education programs. The individual departments will also need specific information for their Specialty Program Area (SPA) Reports. All of this historical data is currently stored in TECAS and with the reports being developed the summary information can be available for the SPA Reports and the NCATE Institutional Report.

Office of the Associate Dean
The Associate Dean in the School of Education is well positioned to move throughout the various units of the institution, often working collaboratively with any number of other campus offices, solving problems and communicating effectively with various constituencies.

Accomplishments for 2006-2007
• Achieved $1.2 million in external funding as principle investigator for our Migrant Education Outreach Program, including continuing our base grant through New York State Education Department flow-through monies from OME office in Washington, Mathematics Plus, and several other grants.
• Received Excellence in Research, Scholarship and Outreach Award at SUNY Cortland.
• Served as Acting Dean of the School of Education from November through January, 2006 and from May through July.
• Conducted Internal Program Assessment for the Office of International Programs: final document evaluating 33 study abroad programs.
• Worked collaboratively with colleagues at the University of the Sunshine Coast for second Australian Teaching Fellowship, providing a position for a SUNY Cortland alumnus (John Selvaggio) to work during the academic year at Chancellor State College in Sippey Downs, Queensland, Australia.
• Directed Australia Student Teaching Program at SUNY Cortland for fourth cohort of student
teachers. Worked collaboratively with SUNY partners SUNY Potsdam, SUNY New Paltz and SUNY Brockport to expand the partnership to include these other colleges.

- Appointed by Provost Davis-Russell to chair the newly-created Executive Committee for Cortland Professional Development Schools as well as chairing the campus-based Professional Development Schools Committee.
- Appointed by President Bitterbaum to the President’s Committee on Campus Safety following the tragedies at Virginia Technical College in April.
- Member of successful Literacy Department search committee hiring Dr. Donna Mahar.
- Convenor for School of Education International Coordinators. Collaborative work included planning study abroad semesters which complement existing teacher education curricula for our students at the University of Ballarat and University College, Cork, Ireland.
- Chaired Middle States’ Sub-Committee on Assessment and the T.E.C. Curriculum Committee.
- Co-haired Graduate and Undergraduate Commencement Committees.

**Day-to-Day Operations**

- The Associate Dean meets with students requesting assistance and appeals to departmental decisions.
- Academic policy interpretation for the school as requested.
- Meetings with students on academic probation every three weeks, targeting goals, monitoring progress and working to outline strategies for success. Data indicate the norm is now one semester on academic probation followed by good academic standing.
- Family consultations regarding various academic issues.
- Medical, military and regular leaves of absence and college withdrawals. Communication with campus and faculty regarding extended absences.
- New faculty orientation program conducted in late September together with other associate deans.
- Orientation assistant and RA training.
- Academic discipline: warning, suspension, dismissal and reinstatement. Expedited appeals for first-time students. Midterm grade review and intervention for those identified as “at-risk.”
- Graduation review for approximately 400 students this past year.
- Top 1% letters for students and academic advisors.
- Readmission for undergraduate students: review, approval and communication with students.
- Second baccalaureate degree student review and admission.
- Curricular work with departments, school, college and teacher education.
- Leadership for school nominations for Alpha Delta Junior Scholarships.
- International and exchange student issues;
- Advisement and consultation for students, faculty and chairs regarding academic policy and procedures.
- Approval for academic overload and graduate coursework during final semester of study.
- Oversight of the Migrant Education Outreach Program: This year presented particular challenges for our M.E.O.P. program. National trends regarding immigration policy, Immigration and Naturalization Services issues at other sites, program review and personnel issues all affected the program this year.
SCHOOL OF PROFESSIONAL STUDIES

Highlights
This annual report is an encapsulated review of the activities and accomplishments that have occurred in the School of Professional Studies during the 2006-2007 academic year.

The current School of Professional Studies is comprised of the following academic departments: Kinesiology (formerly Exercise Science and Sport Studies), Health, Physical Education, Recreation and Leisure Studies, Speech Pathology and Audiology, and Sport Management.

During the 2003-2004 academic year, the new School of Professional Studies developed the following mission statement.

The School of Professional Studies at SUNY Cortland is committed to preparing liberally educated professionals through active and collaborative engagement in teaching, scholarship and service. The School seeks to prepare culturally sensitive and competent professionals who will be effective agents of positive change for individuals, their communities and environment. Our graduates leave the School of Professional Studies prepared to improve the quality of life in a diverse world.

This mission statement provides a cornerstone on which the School of Professional Studies has been committed to achieve.

In the 2001-2002 Annual Report, it was reported that the School had adopted a "Vision of Excellence" that emphatically declared the School's goal as: "To be the premier school of its type, which integrates a strong foundation of liberal arts and sciences, theory and application in the professional disciplines." This "Vision of Excellence" is strongly aligned with the "Conceptual Framework" for the teacher education program at the College, as well as the College's Long Range Plan, Middle States Self-Evaluation, and Memorandum of Understanding.

Based upon the mission statement for the School and the School’s "Vision of Excellence", each department within the School is poised to focus its energy toward collecting and analyzing data that can be used for the purpose of assessing where they are and where they want to be. This data can serve as the basis for each unit's SUNY Program Review required by SUNY System every five years. The findings allow each department, the School, and the College to formulate a plan as to how to improve the quality of each program.

Academic year 2006-2007 marked the third year for Dr. Roy H. Olsson Jr. as Dean of the School of Professional Studies. Some of the major accomplishments achieved during the 2006-2007 academic year include the following:

Template Developed for Online Faculty Portfolios
Two faculty members in Sport Management submitted their promotion and/or reappointment application materials via an online portfolio. Plans are being made to make minor revisions to the online portfolio template and train faculty members to utilize the template for future use.
Curriculum Approvals/Submissions

- Approval for the Online/Web-Assisted Master’s Degree for Physical Education with a Concentration in Coaching Pedagogy. New York State Education Department registered the online/web-assisted M.S. in Physical Education with a concentration in Coaching Pedagogy in early 2007.

- Approval for the Master of Science in Community Health. The Health Department submitted the M.S. in Community Health proposal to SUNY System for approval in Spring 2007. It was approved by SUNY System in Spring 2007 and registered by New York State Education Department in May 2007.

- Anticipated Approval for the Master of Science in International Sport Management. The Letter of Intent for the M.S. in International Sport Management was submitted in Fall 2006. The proposal was completed in June and SUNY System approval is expected Summer 2007 and New York State Education Department registration in late Summer or early Fall 2007.

- Submission of Letter of Intent for Master of Science in Coaching (formally known as Athletic Leadership) to SUNY System. The Letter of Intent for the M.S. in Coaching was sent to SUNY System in Spring 2007. No comments were received. Kinesiology will complete the proposal in late Spring or early Summer 2008.

- Submission of Letter of Intent for the Master of Science in Communication Disorders. The Letter of Intent for the M.S. in Communication Disorders was sent to SUNY System in Spring 2007.

Online/Web-Assisted Course Offerings

- Health: Twenty Health graduate students registered for EDU 632: Teaching Health Education Seminar, a hybrid course consisting of online work and one week of in-class delivery on campus in July. An additional online course, HLH 598: Applied Epidemiology will be offered during Fall 2007 and the department expects to offer three to four additional online courses next summer.

- Physical Education: The first cohort of 28 students started the Online/Web-Assisted Master’s Degree for Physical Education with a Concentration in Coaching Pedagogy in May 2006. Four classes (three 3-credit hour courses and one 1-credit hour course) were taken by all 28 students. Seven of the ten credit hours were hybrid classes requiring participation in a summer seminar. This May, all but one student returned for the second year, a retention rate of 96%. Forty-four new students started the program in Summer 2007, bringing the total number of new and returning students for 2007 to 71.

- Sport Management: Eight students registered for two 3-credit hour online graduate courses this summer, SPM 510: Sport Enterprise and SPM 670: Sport Law. SPM 670 is a hybrid course consisting of online work and one week of in-class delivery on campus in June. Like Health, Sport Management plans to offer an online course in Fall 2007 and three additional online courses next summer.

SUNY Partnership/Collaboration

Human Service collaboration program with Corning Community College: Two classes have been scheduled at CCC for Fall 2007. Spring 2008 course offerings at CCC will be included in Cortland’s Spring 2008 master schedule. Agreement should be approved by SUNY during the 2007-2008 academic year.

Dean’s Office Assessment

The Dean’s Office in the School of Professional Studies obtained an Assessment Grant to develop and implement questionnaires to assess student and faculty interaction with the Dean’s Office. The
surveys were completed and analyzed in Spring 2007. Final evaluations of the data and grant were completed in June 2007.

Enrollment Management

- Health developed an initial enrollment management plan for its graduate program in Health Education. The department will need to address undergraduate enrollment based on its graduate program enrollment numbers. In Spring 2007 the department reduced the size of one of its sections of HLH 110 from 200 to 150 students and added a smaller section of 40 students. This reduction was duplicated for Fall 2007.

- Speech Pathology and Audiology will have an undergraduate enrollment of 160 and a projected graduate enrollment of 60 (30 each year of a two-year program) by 2011 provided the department has 6 PhDs. The program could move to 80 students (40 each year) if 7 PhDs. were hired.

- Sport Management has finalized it enrollment number in both the undergraduate and graduate programs. The undergraduate program will maintain 360-375 students and the graduate program will increase to 75 when the International and International Dual degree programs are added. Total enrollment for undergraduate and graduate programs is projected at 450 with 11 full-time faculty.

Increase in Graduate Enrollment
Fiscal year 2005-2006 produced 364.21 graduate student FTEs compared to 395.85 for fiscal year 2006-2007. The increase of 31.64 graduate student FTEs from fiscal year 2005-2006 to 2006-2007 represented an 8.7% increase.

Increase the Internationalization of Academic Programs in the School of Professional Studies

- Health: Health Department faculty are encouraging students to student teach and conduct fieldwork at the international level. (They had two students in international field placements this semester - one in London and one in West Africa). They have invited an international visiting scholar to teach in the fall and he will be teaching two courses that focus on international health issues. The department has two faculty members who regularly consult and support international health projects and conduct research at the international level. Those faculty share their experiences in their classes as well as guest lecture in other health classes.

- Physical Education: Colleen Buchanan re-visited with Wolfgang Krause and the Physical Education faculty at the Sporthochschule in Cologne, Germany to revitalize their exchange program. The department added the opportunity for 30 hours of the required pre-student field experiences hours to be completed while studying at the Sporthoschule at a local middle/high school. Last year, the department had three students complete their student teaching and selected course work at the University of the Sunshine Coast (USA), Australia. For the upcoming fall semester, the department will send seven students to USA. Finally, the James M. Clark Center for International Education, along with the Department of Physical Education’s input, is seeking to invite a Chinese scholar from Capital Normal University to SUNY Cortland to teach in the Physical Education Department for a semester.

- Recreation and Leisure Studies: Internationalization of its academic program is one of Recreational and Leisure Studies’ goals outlined in its department strategic plan. They teach REC 150: Play Across Cultures every semester (GE6). They currently have at least one student a semester, if not more, interning in a different country. They have a student doing NOLS in India next year. They also have at least one student, if not more, in their major from a different country (usually they have been from Australia and/or Japan).
Sport Management: Sport Management has been involved in various activities to increase the internationalization of its academic programs. During the Summer 2006, ten students and one faculty member (Kevin Heisey) were in residence at the German Sport University in Cologne. Students completed 12 credit hours, participated as survey interviewers for an economic impact research study sponsored by the German government conducted by Dr. Holger Preuss from the University of Mainz. In Fall 2006, SPM student Dan Tritz studied in Costa Rica on a semester abroad program and SPM student Dan Vize studied in Cork, Ireland on a semester abroad program. During Spring 2007, SPM students Josh Azar and Ed Dolenk studied at University of Sunshine Coast in Australia on a semester abroad program and SPM student Katie Jaus ’07 completed her internship at the Cologne Centurions of NFL Europe. Additionally, SPM student Mike Cummings ’06 returned for a second post graduate internship with the Centurions. During the Summer 2007, thirteen students and one faculty member (Aaron Zipp) completed a five nation Study Tour in cooperation with LANCON as part of Summer Session I class, SPM 440: International Sport Enterprise. Also during Summer 2007, eight students and one faculty member (Kevin Heisey) are completing a practicum experience (SPM 349) arranged by LANCON as part of the volunteer core working the U-21 European Men’s Soccer Championships in Holland. Ongoing internationalization curriculum activities include: sixteen undergraduate students completing a 3 credit hour SPM 440: International Sport Enterprise class taught by Professor Peter Han in Fall 2006 and fifteen graduate students completing the 3 credit hour SPM 540: International Sport Enterprise class taught by Dr. Ted Fay. New curriculum initiatives include the SPM Curriculum and School Curriculum Committees passing a set of four new courses to enhance the internationalization of the SPM curriculum. These included a set of three one-credit courses which are intended to be taken in a progression over a span of two-to-three years (SPM 201, 301, 401). These courses are intended to provide a broader and deeper pre-departure cultural awareness (SPM 201), a means of analyzing and reflecting on a Study Abroad experience (SPM 301) and finally to provide an avenue and structure to share this experience with peers upon returning to Cortland (SPM 401). An additional course (SPM 240) was introduced as a three credit, intensive, immersion course to support 2–3 week international Study Tours in sport management in a variety of regions of the world including Europe, Africa, South America, Asia, and Australia. Sport Management has established the International Sport Management Working Group consisting of: Dr. Ted Fay, Peter Han, Aaron Zipp, Sarah Zipp, Kevin Heisey, plus Dr. Yomee Lee and Brian Richardson from Kinesiology. This group meets twice a month. Furthermore, Dr. Fay was a regularly attendee at SUNY Cortland’s Center for International Education (CIE) and is a new member of the Provost’s work group on Liability, Risk and Security for International Travel at SUNY Cortland.

Renovations of Studio West
- Phase I (Dean’s Office, Motor Behavior Lab, Computer Labs, and Sport Management). The Dean’s Office, computer labs and Sport Management Department offices were completed in early Fall 2006. The Motor Behavior Lab was opened in January 2007.
- Phase II (Speech Pathology and Audiology Clinic). The objective will be part of the 12 million dollar renovation approved by the State of New York in Spring 2007.

Hiring of New/Replacement Faculty
To date, the School of Professional Studies has successfully hired several new faculty to begin Fall 2007. New faculty in new full-time faculty/professional lines are: Julie Cavallario, Kinesiology; Irena Vincent, Speech Pathology and Audiology; and Elizabeth Galletta, Speech Pathology and Audiology. New faculty in replacement positions are: Laura Campbell, Health (replacing Owen
Donovan); and Luis Columna, Physical Education (replacing Maha Ebeid). Additionally, the three visiting professor lines in Sport Management were converted to permanent tenure-track lines: one assistant professor and two instructor positions. Man-Young “Peter” Han was hired as assistant professor. The searches for the two instructor positions as well as an assistant/associate professor in Sport Management are currently underway.

The Health Department had a failed search for a new graduate-level position in Health Education. A new search for this position will begin in Fall 2007. Recently, a faculty member in Recreation and Leisure Studies (Kenneth Cohen) resigned. The Department will begin a search for his replacement in Fall 2007. Additionally, a faculty member (Lisa Scherer) in Sport Management recently resigned. A visiting assistant professor (Kevin Heisey) was hired for this position for next academic year. The Department will conduct a search to fill the position with a permanent person beginning Fall 2007.

Goals for 2007-2008

- Develop and pilot an educational session for online faculty portfolios;
- Obtain SUNY system approval and New York State Education Department registration for the Master of Science dual degree in International Sport Management with London Metropolitan University;
- Obtain SUNY system approval and New York State Education Department registration for the Master of Science in Communication Disorders;
- Submit proposal for the Master of Science in Coaching;
- Increase graduate enrollment by Fall 2008 by 2%;
- Finalize enrollment plan for the Health Department;
- Review graduate programs in the departments of Kinesiology, Recreation and Leisure Studies, Health, and Physical Education;
- Submit the Letter of Intent for the Master of Science in Teaching in Physical Education;
- Submit the Letter of Intent for the dual degree Master of Science in International Sport Management and Master of Business Administration with the University of the Sunshine Coast, Australia;
- Finalize collaborative Physical Education program arrangement with SUNY-Delhi
- The arrangement with SUNY-Delhi guarantees 25 community college slots from SUNY-Delhi into the Physical Education program at Cortland.; and
- Fill the following vacancies with full-time, tenure-track faculty:
  - Assistant Professor in Health Education (new position)
  - Assistant Professor in Recreation and Leisure Studies (replace Kenneth Cohen)
  - Assistant/Associate Professor in Speech Pathology and Audiology (new position)

Office of the Associate Dean

Selected major accomplishments achieved by Associate Dean Raymond Goldberg during the 2006-2007 academic year include the following:

- Reviewed and revised the curricula in all departments in the School of Professional Studies for catalog revision;
- Assisted with moving the College Catalog from a hard copy to an on-line publication;
- Assisted with the implementation of the new and improved General Education program;
• Assisted in the development of two master’s degrees, Communication Disorders and Community Health;
• Worked with the Physical Education Department to develop a coaching pedagogy concentration for graduate students;
• Assisted the Recreation Department in converting three concentrations to majors;
• Involved with Study Abroad through revision of application for studying abroad, interviewing potential candidates for study abroad and meeting regularly with International Coordinators in each of the departments in the School of Professional Studies;
• Established course equivalencies for courses taken abroad, especially Australia.
• Revised forms that were used to help students monitor their academic progress throughout the semester;
• Reviewed articulation agreements between the Physical Education Department and numerous community colleges;
• Interviewed and recommended candidates for the Alpha Delta Junior Class Scholarships.
• Served on the J. Robert and Maureen Johnson Scholarship Fund;
• Served on the Committee for the Foundation of Excellence; co-chaired a sub-committee;
• Reviewed students’ files regarding transfer credit, academic probation, suspension and dismissal, and eligibility for graduation;
• Processed applications for readmission from students who were previously suspended or dismissed;
• Assisted departments in the School of Professional Studies with the preparation of materials for curriculum revision;
• Interviewed all students who registered for internships;
• Served on an ad hoc committee to review policies affecting transfer credit; and
• Assumed responsibility for dealing with students in the Human Services major.

Summary

The School of Professional Studies saw many exciting initiatives come to fruition during the 2006-2007 academic year including: new program approvals, online course offerings, development of an online template for faculty reappointment and promotion, increased graduate enrollment, completion of the Dean’s Office assessment, development of enrollment management plans, funding approval for renovations to Studio West, hiring of new faculty, and a program collaboration with Corning Community College. Most significantly, the School continued to contribute dramatically to the College’s overall well-being. The School has always had the reputation among students as being "user friendly" and the activities reported in this annual report have illustrated that the past year was not an exception.
GRADUATE STUDIES AND SUMMER/WINTER SESSIONS

Highlights

Introduction
If a theme is to be identified this year in graduate studies, it is notoriety beyond the SUNY Cortland campus. Through increased marketing, the director’s participation in professional organizations, graduate coordinator’s efforts, the Office of International Programs, and the James Clark Center for International Education, the SUNY Cortland name is reaching around the state, nation and the world.

Graduate Studies Innovations/Improvements

For Students
- The Graduate Student Advisory Council (GSAC) successfully rewrote and resubmitted the application for recognition as a formal group on campus and received official campus group recognition through the Student Government Association.
- MIST (Masters in Science Teaching) is being formed as an outgrowth of the GSAC to provide professional growth for science teachers through speakers and discussion of journal articles.
- 55 Graduate assistantships were awarded this year, with 4 of them funded through the Graduate Studies budget. Graduate assistantships supported by state funds were reassigned to achieve a better balance throughout all areas within Academic Affairs.

For Students and Faculty
- The two classrooms in the Main Street or Beard Building are in full use for graduate classes. The goal for these classrooms is twofold: to have a comfortable learning environment and ease of parking during the 4:20 p.m. class time.

Marketing
- Graduate Studies and the Sport Management program both started advertising through Google resulting with an increase in general with applications and inquiries. Applications overall show an 5% increase and Exercise Science, very specifically, experienced a 50% increase from 7 to 11 applications. A separate advertising in Peterson’s for the Sport Management Program yielded a 150% increase in applications.
- The first annual March Open House for potential graduate students was held to attract our undergraduate juniors and seniors and potential local students throughout Cortland County. This resulted in one international student applying, receiving acceptance and enrolling in the Sport Management Program for fall 2007. There were two other applications, one in recreation and one in literacy.
- A mass mailing (about 3,000) was implemented with the purpose of introducing our Literacy and Educational Leadership at Cortland’s SUNYIT extension center. Inquiries about these two programs have increased and applications for these programs in the Mohawk Valley area are up about 10%.

Curriculum/Program Innovations/Improvements

For Faculty
- The office of Graduate Studies co-sponsored 12 technology grants with the Office of Information Resources, increasing the grant money from $750 to $1,000. Grants were awarded for both summer and winter session online course development.
- A position description has been developed for the graduate coordinator position resulting in the identification of a formula to equitably compensate graduate coordinators.
Curriculum
- A continuous enrollment policy was developed to track students (through actual enrollment and tuition payment) as they finish the project, thesis or comprehensive exam and give credit to the faculty who supervise this research.

Enrollment
- Online health courses were offered through the American Association of Health Educators. Cortland is the credit bearing college with the instructors identified by AAHE. This arrangement has made possible the acceptance of more students into the Health programs especially as we can provide more courses without an increase in faculty. The Health program is now the largest graduate program on campus with 315 active students.
- With assistance from academic computing, a Banner report (Graduate Enrollment Listing) that identifies all active students in graduate programs, not just students enrolled in a semester, was developed. Graduate coordinators and chairs use this report to plan course offerings and advise students. This data reports 1,481 active graduate students across all programs.

Program
- Plans are underway to develop a Professional Science master’s degree.
- The Physical Education/Coaching online program started with the first cohort of 28 students. A second cohort of 26 began this summer 2007.
- The Sport Management online program began this summer with 8 students enrolled.
- The new graduate program in Speech Pathology and Audiology received curriculum approval from the Graduate Faculty Executive Committee and the Provost. With external approval, the program is poised to begin in fall 2008.
- The new Community Health program received approval from both SUNY system and the State Education Department. Students have begun inquiring about the program and we are preparing to begin accepting applications in the fall 2007 for a program start in fall 2008. Students can take the AAHE (American Association of Health Educators) online Health courses on a non-matriculated status as advised by the graduate coordinator to fulfill program requirements.
- The dual degree program in Second Language Education: English as a Second Language, non-certification track, is fully developed with Azerbaijan. The plan is for students to arrive in the fall 2008 for the second year of the program.

Progress in Improving Diversity
The Graduate Studies and Summer/Winter Sessions Office unit consists of seven permanent staff members, including the staff assistant at the Mohawk Valley Graduate Center. Six of the seven members are female.

The graduate student body at Cortland is about 70% female and 30% male. This percentage mirrors a national trend in master level programs. This is also shaped by the fact that SUNY Cortland has a high number of teacher education programs that historically tend to enroll more women than men. By the Chancellor’s mandate, the Underrepresented Graduate Fellowship has been recast to the Graduate Diversity Fellowship to increase the applicant pool. Every newly accepted graduate student receives information about the Graduate Diversity Fellowship.

Increased graduate population diversity will best occur when Cortland offers programs which diverse students most often study, such as criminology and international business.
Progress that has taken place in the development and implementation of assessment, with special emphasis on using assessment to improve programs

A Graduate Studies Office assessment plan was approved in the 2002 – 2003 academic year. The Graduate Studies Office received an Assessment Incentive Grant for the 2005 – 2006 academic year. Based on the responses to a student questionnaire two changes were implemented for the 2006 – 2007 year. One was extended Graduate Studies Office hours, and two, a balance of courses offered in the 4:20 p.m. and 7 p.m. time slots. The Graduate Studies Office extended office hours until 6 p.m. on Tuesday evenings beginning April 11, 2006.

Through the efforts of the Graduate Studies Office, each graduate coordinator received data documenting the percentage of courses offered at the 4:20 p.m. and 7 p.m. time frames over the last two years. As all graduate programs are reviewed for course times, 4:20 p.m. is the majority class time across all programs. It is an effort of administration to have a better balance of course times, or a flattening of the schedule. This is as important in the evening as it is in the day schedule. The Graduate Studies Director will work more closely with the deans to achieve a better flattening of the evening schedule.

In March, all Graduate Studies personnel attended a one-day retreat for the purpose of revising the assessment plan from 2002. Original goals have been accomplished and new goals were identified.

Departmental plans for (a) next year and (b) the next five years.

a) Next year (2007-2008)

Curriculum/Program Innovations

✦ Continue to work with chairs, graduate coordinators, and other key stakeholders on the development of the master’s programs in Speech Pathology and Audiology.

✦ Continue to use the AAHE health Education online courses. These courses also are applicable as a part of the new Community Health program. The goal is to offer two or three courses each semester and in the summer; this offers a cost effective means to augment Health faculty and keep health enrollment at a higher level.

✦ Continue to explore a master’s program in American Culture and Civilization.

✦ Continue our contact with Azerbaijan and the dual degree ESL program. Determine how to offer a graduate assistantship to one Azerbaijani student.

✦ Work closely with the Sport Management Department for implementation of the International Sport Management Program.

✦ Research certificate programs, Elderhostel programs or some similar model courses/programs for professional enrichment.

Graduate Students

✦ Continue to work with graduate coordinators on the development of new graduate student orientations. Programs with successful orientations are Sport Management, Health, and MST Childhood.

✦ Continue more discussion on the development of an additional forum for graduate students to present their scholarly work. This is not to replace Scholar’s Day and graduate students’ participation in this event; it is to enhance the opportunity for graduate students not available during the day with another venue to present their scholarship.

✦ Research membership, purpose and goals of the Graduate Research Council and identify a funding source.

✦ Develop a scholarship or tuition aid plan for out-of-state students taking online courses. Bill Shaut has identified a possible structure for keeping tuition for online courses the same for all
students, regardless of state residency. Charging out-of-state tuition for on-line-courses defeats a
goal of offering the online format.

Graduate Studies Office

- Provide more time for Banner registration. Other SUNY comprehensive institutions keep Banner
registration open with either continuous registration or a very short window of closed Banner
registration. Banner now closes 6 weeks before the start of the semester, when about 25% or
more of graduate students are still registering for courses.
- Work with Institutional Research for data on number of years to complete a master degree and
identification of enrollment trends.

Mohawk Valley Graduate Center

- Continue efforts to increase enrollment in Literacy and Educational Leadership through marketing
and appropriate course scheduling and modes of course delivery.
- Offer Health courses each semester at MVGC and the online AAHE courses until more faculty
are hired with the start of the Community Health program.
- Continue working with computer services to gain access to all Banner Programs at Mohawk
Valley Graduate Center.
- Work with the Dean and Associate Dean of Education on the use of technology, to deliver
Literacy and Educational Leadership courses. SUNYIT has a state of the art distance learning
classroom that is available for our use.
- Develop a plan for more Special Education courses offered at MVGC. Data shows a need for
both elementary and secondary special education programs.
- Dean Olsson will work with the Kinesiology department about serving the Mohawk Valley
Graduate Center with the Athletic Leadership Program that will be available in summer 2009.

(b) Plans for the next five years

Curricular/Program Innovations

- Have fully operational master’s programs in Speech Language and Audiology, International Sport
Management, Community Health, Athletic Leadership and the fifth year of the MST Early
Childhood/Childhood program for liberal arts majors.
- Develop a proposal for the master’s program in Gerontological Studies.

Graduate Students

- Attain enrollment goal of 22% of the total student population at SUNY Cortland. We can achieve
this with the development of programs outside of education, some within education, and with the
addition of some carefully chosen programs at the Mohawk Valley Graduate Center. We are well
on the way of achieving this enrollment goal with the fully functioning programs of Sport
Management, PE/Coaching, and the ready-to-accept-application status of the Community Health
and Speech Language and Audiology programs.
- Continue the increase in the number of online courses throughout programs.

Graduate Studies Office

- Increase staff by one professional position (a bachelor or master level degree), a Student Services
Representative.
- Seek approval for the Assistant Director to become full time position. This will be essential as the
number of graduate students increase.

Mohawk Valley Graduate Center

- Offer 5 graduate programs at Mohawk Valley Graduate Center offers 5 graduate programs at the
SUNYIT campus. This is a geographical area that needs more access to graduate programs and
SUNY Cortland is well positioned to be the institution to provide quality programs. With the
facility at SUNY IT we could easily have 400 students participating in programs there each semester.

**International Initiatives**

- Engage in graduate international programming beyond the Eastern European corridor. There is a need for an international strategic plan to focus our resources for successful partnerships.

**Immediate Future Needs**

1) The Graduate Studies Office needs a student service representative (or whatever title is appropriate). This staff member is responsible for marketing of graduate programs (including graduate fairs, media marketing, developing publications, graduate open house), marketing of summer and winter sessions including development of materials (on campus marketing is as important as off campus), general contact and information with graduate students, and assisting international graduate students with securing housing. Times have changed. The graduate studies world has changed with the availability of online programs, more graduate programs in general, and students looking for convenience (course times, amenities on campus, ease of registration).

2) The vision continues for Graduate Studies having a stronger place in the college structure. One of the College’s goals is to rise to national prominence with several graduate programs. There may not be a School of Graduate Studies, but there can be a dean (or appropriate title beyond director) with more a clearly defined role. In this role, the dean will: 1) articulate a vision of excellence for the graduate community; 2) provide quality control for all aspects of graduate education; 3) maintain equitable standards across all academic disciplines; 4) define what graduate education is and what it is not; 5) bring an institution-wide perspective to all post-baccalaureate endeavors; 6) provide an interdisciplinary perspective; 7) enhance the intellectual community of scholars among both graduate students and faculty; 8) serve as an advocate for graduate education; 9) develop ways for graduate education to contribute and enhance undergraduate education; and 10) support graduate student services; 11) Serve as an advocate for issues and constituencies critical to the success of graduate programs. (This role definition comes from the Council of Graduate Studies). If increased graduate enrollment and the development of a wider variety of graduate programs are important to Cortland, then a dean of graduate studies with a specific role definition is in a position to advocate for and enhance excellence in graduate education.

3) One of the strategic goals is an increase in the number of international students. Graduate international student enrollment shows a modest increase in the fall 2007 semester. This is an important goal for the college with the college providing support for international student housing. It may not be possible for Cortland to have on-campus housing, but the College can provide assistance for international students in securing appropriate, safe housing and understanding a lease. This support person will be a liaison between the international student and housing options.
# ACADEMIC UNITS: STUDENT DATA TABLES

**Table 1: Undergraduate Student Enrollment by Department**

<table>
<thead>
<tr>
<th>Department</th>
<th>Undergraduate Students</th>
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<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
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<td># of Part-time Undergraduates in the Majors</td>
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<tr>
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<tr>
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<td>Literacy</td>
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<tr>
<td>Africana Studies</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>Art and Art History</td>
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</tr>
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</tr>
<tr>
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<tr>
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<td>International Culture and Communication (ICC)</td>
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<td>109</td>
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<td>Psychology</td>
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<td>6</td>
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<td>Sociology/Anthropology</td>
<td>233</td>
<td>8</td>
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<td>187</td>
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Table 2: Graduate Student Enrollment by Department

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<td># of Part-time Graduates in the Majors</td>
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<td>N/A</td>
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<td>30</td>
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<td>Speech Pathology and Audiology</td>
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<td>N/A</td>
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<td>Sport Management</td>
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<td><strong>593</strong></td>
<td><strong>296</strong></td>
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Table 3: Average Grade Point Average (G.P.A.) of Students by Department

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<td>Childhood/Early Childhood</td>
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</tr>
<tr>
<td>Sociology/Anthropology</td>
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<td>2.88</td>
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<tr>
<td>Health</td>
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<td>Sport Management</td>
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<td><strong>Total Average G.P.A.</strong></td>
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<td><strong>2.94</strong></td>
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Table 4a: Academic Probations, Suspensions and Dismissals

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<td>Academic Probation</td>
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<tr>
<td>Foundations and Social Advocacy</td>
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<td>0</td>
</tr>
<tr>
<td>Literacy</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>History</td>
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<td>Health</td>
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<td>3</td>
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<td>6</td>
</tr>
<tr>
<td>Recreation &amp; Leisure Studies</td>
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<td>4</td>
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<tr>
<td>Speech Pathology and Audiology</td>
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<tr>
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<tr>
<td><strong>Total # of Students</strong></td>
<td><strong>164</strong></td>
<td><strong>90</strong></td>
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3 Numbers do not include PRE and EDW.
Table 4b: Students Charged with Academic Dishonesty

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<th>Description</th>
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<tbody>
<tr>
<td># of alleged violations</td>
<td>17</td>
<td>60</td>
</tr>
<tr>
<td># of students who accepted charges or did not comply</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td># of students who denied charges and/or penalty; cases heard by AGT</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td># of students declared ‘guilty’ by the AGT</td>
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<td>5</td>
</tr>
<tr>
<td># of students declared ‘not guilty’ by the AGT</td>
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<td>0</td>
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<tr>
<td># of students not penalized</td>
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<tr>
<td>Total # found guilty by consent or AGT’s determination</td>
<td>16</td>
<td>59</td>
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</table>

*Student not penalized due to withdrawal from course; penalty would have affected grade for course (if accepted and implemented)
Table 5: Number of Students in Each Department Receiving Awards

<table>
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<tr>
<th>Department</th>
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<th></th>
<th>Spring 2007</th>
<th></th>
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<td>President's List</td>
<td>Dean's List</td>
<td>Chancellor's Award</td>
<td>President's List</td>
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<td>296</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Foundations and Social Advocacy</td>
<td>25</td>
<td>69</td>
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<tr>
<td>Literacy</td>
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<td>N/A</td>
<td>N/A</td>
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<td>69</td>
<td>N/A</td>
<td>9</td>
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<tr>
<td>Economics</td>
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<td>N/A</td>
<td>8</td>
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<tr>
<td>English</td>
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<td>57</td>
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<td>15</td>
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<tr>
<td>Geography</td>
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<td>15</td>
<td>N/A</td>
<td>2</td>
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\(^6\) Proposal submitted May 2007
\(^7\) Include non-refereed abstracts
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ACADEMIC SUPPORT UNITS

ACADEMIC AFFAIRS – OFFICE OF THE ASSOCIATE PROVOST

Highlights

The Office of Associate Provost for Academic Affairs includes diverse responsibilities and in all cases reflects interaction as well as cooperation with colleagues across the campus and with other institutions. Any “accomplishments,” then, were achieved through faculty activity, committee recommendation, administrative implementation, and Provost-President support, and in some cases collaboration with SUNY and SED counterparts. Certainly the effectiveness of this office is interdependent with others, and this position oversees numerous academic initiatives and facilitates communication among the various participants in order to benefit our students.

Accomplishments

Development of the Curriculum

Curriculum is at the core of our educational mission. To provide current academic programs is to serve students as well as society, and a responsive curriculum reflects responsive as well as dedicated colleagues. The curricular process is therefore a combination of faculty initiative, peer review, and administrative oversight. In working with chairs and deans, with the College Curriculum Review Committee (CCRC) and the Graduate Faculty Executive Committee (GFEC), with the General Education Committee and the General Education Implementation Task Force, with the Provost and the President, and with SUNY System and the State Education Department (SED), the following information represents both accomplishments for 2006-2007 and goals for the future.

I. Programs and Courses
   A. Status of Programs
      • New Programs -- Approved by SUNY and Registered by SED
        B.F.A. -- Studio Art
        M.S. -- Community Health
      • Revision of Existing Programs -- Approved by SUNY and Registered by SED
        B.S. -- Early Childhood Education (Birth to Grade 2)
        B.S. -- Combined Childhood/Early Childhood Education (Birth to Grade 6)
        B.S. -- Childhood Education (Grades 1-6)
        B.S. -- Outdoor Education
        B.S. -- Recreation Management
        B.S. -- Therapeutic Recreation
        M.S.Ed. -- Physical Education (coaching concentration)
• Discontinuation of Existing Programs – Approved by SUNY and Registered by SED
  B.A. -- Early Childhood Education (Birth to Grade 2)
  B.A. -- Combined Childhood/Early Childhood Education (Birth to Grade 6)
  B.A. -- Childhood Education (Grades 1-6)

• New Proposals at SUNY System
  M.S. -- International Sport Management

• Letters of Intent at SUNY System
  M.S. -- Coaching
  M.S. -- Communication Disorders

• Program Announcement at SUNY System
  Establishment of a Branch Campus at Corning Community College

B. Status of Courses at SUNY Cortland
  • Approval of 62 New Courses
  • Approval of Alteration of 15 Existing Courses
  • Approval of Minor-Minor changes in 11 courses
  • Approval of Alteration of one Minor:

II. General Education
  • Chair, General Education Implementation Committee
  • General Education Assessment Review (GEAR)
    - Participant, All-Day SUNY-Sponsored GEAR Workshop
    - Co-presenter, GEAR Results at a Sandwich Seminar

III. Process and Communication
  • Approval of New Curriculum Change Guide
  • Development of Curriculum Web-Site

Establishment of “Partnerships” With Other Institutions

I. Creation of a Branch Campus at Corning Community College
  • Ongoing development of the Master Plan Amendment

II. 2+2 Dual Admissions Agreements
  • Monroe Community College (updated, in several majors);
  • SUNY Delhi (new, in Physical Education)

III. Articulation Agreements
  Adirondack Community College (Outdoor Recreation); Corning Community (College Childhood Education); Herkimer Community College (Human Service Studies); Onondaga Community College (Biomedical Science); SUNY Cobleskill (Recreation and Physical Education)
IV. Articulation Agreements Under Discussion
Clinton Community College (Human Service Studies); Dutchess Community College (Fitness Development); Erie Community College (Human Service Studies); Jamestown Community College (Human Service Studies); Onondaga Community College (several Adolescence Education programs); SUNY Cobleskill (MST - Childhood/Early Childhood Education)

V. Letters of Support for New Programs at Two-Year Colleges
Corning Community College (Fine Arts); Niagara County Community College (Recreation); Sullivan County Community College (Fitness Development and Physical Education)

VI. Other Responsibilities
• Chair, Institutional Review Board (IRB) – refer to IRB in the report of the Office of Research and Sponsored Programs
• Member, Steering Committee of the Learning Commons (LC) – refer to LC in the report of Information Resources
• Collaborator (with Professors Craig Little and Richard Kendrick) in the establishment of Main Street SUNY Cortland
• Member, Editorial “Team” for the production of the College Catalogs
• Co-Chair, Middle States Periodic Review Report Committee
• Provost’s Representative on CCRC, GFEC, GE, EPC, TEC, Pandemic Flu Emergency Preparedness Planning Task Force
• Instructor, “COR 101: The Cortland Experience”
• Member on Transfer Advisory Committee, Honors Convocation Committee, Travel Fellowship Committee, MC Representative, IDA Committee, Marshall, Undergraduate and Graduate Commencement Ceremonies, Member, Phi Kappa Phi, and Phi Eta Sigma

LONG- RANGE GOALS (one-year and five-year)

A. Development of the Curriculum
One-Year
• to participate in the implementation of the “Curriculum Change Guide” and to revise as necessary
• to assist in the development through final SED approval of such programs as the B.A. in Archeology, Certificate in American Civilization and Culture, M.S. in Coaching, M.S. in Communication Disorders, M.S. in International Sport Management, M.S.T. in Physical Education, program in Gerontology
• to coordinate the implementation of additional new undergraduate and graduate programs according to Mission Review II and Mission Review III
• to monitor and update the website providing curriculum committees’ members and minutes, the status of proposals, and “downloadable” curricular forms
• to organize information sessions for curriculum committee members at every level of discussion
• to offer Sandwich Seminars to colleagues interested in new programs and courses
• to assist in the review of General Education courses by the General Education Committee with regard to the new Cortland General Education Program
  Five-Year
• to implement a computer tracking system for curriculum proposals (in collaboration with the Associate Provost for Information Resources)

B. **Establishment of “Partnerships” With Other Institutions**
   **One-Year**
   • to finalize the necessary paperwork for the Master Plan
   • Amendment for a branch campus at Corning Community College
   • to update expired articulation agreements
   • to visit the five major “feeder” community colleges in order to maintain contact
   **Five-year**
   • to visit all academic departments on campus
   • to develop a systematic review process of all articulation agreements with community colleges
   • to advance the long-range goals of all reporting units

C. **Institutional Review Board (IRB)**
   **One-Year**
   • to review and monitor “best practices” and national standards in an ongoing effort to improve the IRB process at SUNY Cortland
   • to reorient the duties of IRB members in order to more fully utilize faculty expertise
   **Five-Year**
   • to review and monitor “best practices” and national standards in an ongoing effort to improve the IRB process at SUNY Cortland

D. **The Learning Commons (LC)**
   **One-Year**
   • to revisit, in collaboration with the Coordinator of the Writing Program and the College Writing Committee, the mission, policies, and location of the Writing Center
   **Five-Year**
   • to monitor and assess student needs in this flexible, dynamic space

E. **Main Street SUNY Cortland**
   **One-Year**
   • to continue to support and facilitate the outreach efforts of this initiative
   **Five-Year**
   • to continue to support and facilitate the outreach efforts of this initiative

F. **Production of the College Catalogs**
   **One-Year**
   • to oversee the development of the 2007-2008 College catalogs
• to offer (with the Catalog “editorial team”) information sessions and provide general assistance in the transition to the Acalog system
• to explore how campus processes could be more “user-friendly” for everyone

Five-Year
• to explore how campus processes could be more “user-friendly” for everyone

G. Other Responsibilities

One-Year
• Middle States - to assist in any follow-up in reference to the Periodic Review Report
• NCATE - to help in the necessary preparation for NCATE reaccreditation
• Transfer Credit Coordinator - to support and supervise the Transfer Coordinator in order for an effective, efficient, and smooth transition for our transfer students
• Provost’s Representative/Miscellaneous Campus Involvement - to provide accurate communication, facilitate College priorities, and represent the Provost and Senior Administration as issues arise and needs are identified

Five-Year
• Middle States - to offer assistance for the ten-year Middle States reaccreditation review
• NCATE - to participate in the NCATE reaccreditation process for the 2010 site visit
• Transfer Credit Coordinator - to continue to improve and refine our policies and procedures with regard to transfer issues
• Provost’s Representative/Miscellaneous Campus Involvement - to provide accurate communication, facilitate College priorities, and represent the Provost and Senior Administration as issues arise and needs are identified

Accomplishments and Goals of Reporting Units

A. Center for Aging

Accomplishments for 2006-2007
• Completion of a feasibility study for an M.A. in Gerontology
• Co-sponsorship, with the Area Agency on Aging and CNY Alzheimer’s Association, of the Annual Memory Walk for Alzheimer’s Disease
• Advocacy efforts with regard to Social Security and Medicare
• Development of a major internship and resource site at the Kendal Retirement Community in Ithaca
• Assistance for student paper presentation at the State Society on Aging Annual Conference and also the State Society on Aging Student Conference

One-Year Goal
• to reconsider, reconstitute, and reactivate the Center for Aging
Five-Year Goals
• to explore various campus and community activities for greater awareness of the Center and its resources
• to establish SUNY Cortland’s reputation through the region and the state in the field of aging

B. College Writing Committee
Accomplishments for 2006-2007
• Administration and analysis of a writing survey
• Writing Summit
• Ninth Annual College Writing Contest
• Two faculty workshops on Teaching Writing, two sandwich seminars and two book chats (*Persopolis* by Marjane Satrapi and *The Darling* by Russell Banks)
• Approval of 8 courses for WI (writing-intensive) designation

One-Year Goals
• to coordinate a writing theme for the President’s Opening Breakfast
• to reconsider and reconfigure the Writing Center
• to pilot the Writing Fellows Program
• to begin preparations to become a site for the National Writing Project

Five-Year Goals
• to achieve a “culture of writing” at SUNY Cortland
• to gain stability for the composition program by adding full-time faculty
• to raise the level of student writing through constant assessment and review
• to involve more departments in writing projects
• to increase student and faculty participation in “writing across the campus”

C. Faculty Development Center (FDC) – reassigned to the Provost’s Office
Accomplishments for 2006-2007
• The Institute of Teaching Strategies (June 18-19, 2007)
• Teaching and Learning Conference, “Problem Concepts in Evolution,” featuring Dr. Eugenie Scott (February 2, 2007)
• First Annual Fine Teaching Development Award
• Award of Teaching Innovation Grants and Small Grants
• 4 Faculty workshops, 4 Teaching and Learning Circles and 1 Book Chats held
• Distribution of $6,000.00 for sixteen travel grants for presentation at discipline-specific conferences
• Participation in:
  o New Faculty Orientation
  o The President’s Opening Meeting
  o New Faculty Retreat
  o Brown Bag Working Parents Lunch Series
  o How to Find - and Win – Federal, State and Private Grants with David Bauer
One-Year Goals
• to continue the improvement of existing programs and activities
• to reinstitute a full-day schedule for the annual January Teaching and Learning Conference

Five-Year Goal
• to respond continually and responsively to ongoing and changing faculty needs for faculty development

D. Honors Program
Accomplishments for 2006-2007
• Sixteen (16) students completed the Honors Program, representing approximately 70% of the current graduating class, an all-time high in recent years
• Four of the six Pi Kappa Pi Scholars of the Year were members of the Honors Program
• Twenty-eight (28) Honors Program students were in the top 5% of their class, approximately 25% of the entire Honors Program roster (28/118)
• Only three members of the freshman class were not able to maintain a 3.2 GPA, the lowest number in recent years, an indicator that the recruiting system is improved
• One EOP student who last summer attended the National Collegiate Honors Council sponsored Engalitcheff Institute on Comparative Economic Systems, has graduated and will begin a masters program in Public Affairs at Cornell University

One-Year Goals
• to increase enrollment rates
• to raise retention rates
• to explore funding for student scholarships and faculty stipends

Five-Year Goals
• to increase enrollments to about 200 participants - or 3% of the student body
• to approach near a 100% student retention and thus completion of the program
• to establish an Honors Endowment for students and faculty

E. Institute for Civic Engagement (ICE)
Accomplishments for 2006-2007:
• Delivery of 200 copies of the NY Times each day to distribution points across the campus throughout the 2006-2007 academic year (completed by Pam Hoerup and the Women’s Volleyball Team)
• Award of five stipends for the development of service-learning courses
• Formation of the Western and Central SUNY Service-Learning Coordinators’ group in August of 2006
• Enlisting the help of four interns and a graduate assistant over the academic year
• Assistance with coordination of Volunteer Fairs at the beginning of each semester (August 31, 2006, and January 25, 2007); coordination of Service-Learning Project Fairs for community service agencies and SUNY Cortland faculty, staff, and students on February 20 and 21, 2007
• Coordination of Constitution Day activities the week of September 18-22
• Receipt of MacDonald Foundation funding for Main Street SUNY Cortland ($100,000)
• Opening of the Main Street SUNY Cortland facility on September 25, 2006 (attended by over 100 people, including congressional candidate, Michael Arcuri, and our State Senator, James Seward)
• Opening of the Office of Service-Learning in the Learning Commons on October 3, 2006
• Attaining the “President’s Higher Education Community Service Honor Roll” designation in October 2006
• Participation in the Young Voters Strategies research project of the American Association of State Colleges and Universities and the national American Democracy Project during the fall semester 2006
• Creation of a service-learning “Mentor Team” of four students to help service-learning students reflect upon their service projects and experiences
• Administration of a U.S. Election Assistance Commission grant for $13,678 to train students as poll workers during the fall semester 2006
• Organization of a Civic Education Discussion series (that started with a presentation by Michael Arcuri in October 2006) to promote student understanding of the importance of local politics
• Continuation of the “Shop Talk” series in which students, faculty, and community members discuss and evaluate their civic engagement activities
• Revision of a proposal for an appropriations earmark that went to members of our congressional delegation ($364,416)
• Support of the themed speakers’ series of the Intellectual and Cultural Climate Committee by publicizing the talk by Laurie Goodstein of the New York Times on March 6, 2007
• Award of a New York State Music Fund Grant ($500,000)
• Recognition of 20 students, 10 faculty and staff members, and 6 community members at annual Leadership in Civic Engagement Awards reception on April 4, 2007; award of the Institute for Civic Engagement Scholarship
• Recognition by the Celtic Fest organization of Tim Emerson (English) and his students in the professional writing service-learning course
• Renewal of the VISTA volunteer for another year with support from an ASC grant
• Coordination of campus involvement in Community Cleanup Day on April 28 (65 college students participated)
• Hiring of John Suarez as our first full-time, permanent Service-Learning Coordinator
• Award of a Appalachian Regional Commission grant ($122,000) to support a Center for Economic Education in Main Street SUNY Cortland
• Hiring of a Binghamton University MPA graduate student as a summer intern by the Institute for Civic Engagement to work on housing policy issues (with support from the Office of Institutional Advancement)
• Oversight for a video on the campus’ civic engagement activities (which was produced by Communications Studies Professor Paul van der Veur and two of his students, Sean Walsh and Heather Potts). The video is now being distributed in the community, to the admissions office, the advisement office, local cable access television, and anyone else interested in showing it.
• Growth of the service-learning program to 40 faculty members, 36 courses, and 17 departments.

One-Year Goals
• to develop a strategic plan for the Institute for Civic Engagement and Main Street SUNY Cortland
• to address transportation issues for students to and from the Main Street facility in order to expand the number of classes held there
• to develop focus for the Office of Service-Learning by developing (1) more systematic ways of understanding and assessing campus service-learning activities and publicizing opportunities for participating in those activities and (2) a project focus for our service-learning activities (e.g., the environment; serving underrepresented and underserved populations)
• to apply for AmeriCorps funding
• to involve SUNY Cortland with the American Democracy Project’s initiative on Deliberative Polling
• to work with the International Programs Office to develop a Diversity Day for the fall of 2007 to introduce international faculty and students to the Cortland community
• to promote the Scholarship of Civic Engagement through a forum on the January 2008 opening of the semester event

Five-Year Goals
• to institutionalize and consolidate Institute and Main Street programs
• to develop a ladder of participation in service-learning activities that spans the first year through the senior year
• to enhance service-learning recognition programs for students (developing a service-learning designation on diplomas and transcripts) and faculty (especially through recognizing faculty contributions in the reappointment, tenure, promotion and merit processes)
• to extend “reach” of Institute for Civic Engagement activities to include representatives of all schools, all departments within those schools, and all aspects of campus life, including co-curricular and extra-curricular activities
• to obtain support to develop the 3rd and 4th floors of the Beard Building and expand the programming of the Main Street SUNY Cortland facility

F. Institute for Disability Studies
Accomplishments for 2006-2007
• Directory of Services for Persons with Disabilities for Cortland County
• Development of a comprehensive website is under construction and review
• Development of brochures featuring the Institute
• Creation of an e-journal
• Participation in the Scholars’ Day Program
• Wrightslaw Conference hosted for those concerned about federal law regarding the disabled.

One-Year Goals
• to finalize the mission and by-laws
• to launch the E-Journal
• to advocate for students on campus
• to introduce a speaker series
• to explore grant proposals
• to provide technical assistance to the South Seneca School District

Five-Year Goals
• to implement the long-range plan and engage in continuous strategic planning
• to continue effective programs and identify new initiatives
• to establish a regional/national reputation as a resource about disability issues

**FACULTY/STAFF ACCOMPLISHMENTS**

The major accomplishment for 2006-2007 was the hosting – in collaboration with the Transfer Credit Coordinator- of the regional New York State Transfer and Articulation Association conference in April. Fifteen colleagues from eleven institutions attended. Not only was this conference better attended than in the past, but this meeting was the first time that a four-year college had hosted the event.
The mission of Enrollment Management is to coordinate student recruitment and retention efforts at the College and develop and support activities regarding student college choice, transition to college, student attrition and retention and student outcomes. Our goal is to use a strategic process that involves comprehensive planning to achieve and maintain the optimum recruitment, retention, and graduation of students as defined within the academic context of the institution.

Over the past year, the Enrollment Management Unit continued to develop enrollment management strategies at the institutional and departmental levels, lead programs examining student experience in transition, and expanded the level of sophistication in the application of technology within the unit and across campus. This report will review the past year for the unit.

**EXECUTIVE SUMMARY**
Undergraduate enrollment goals were met this year, in accordance with Mission Review and the Memorandum of Understanding (MOU). Due to continued drop in graduate enrollment, the undergraduate enrollment was adjusted and these targets were met with a full time enrollment of 5739 (221 part time) undergraduates and 301 (734 part time) graduate students. This was possible due to significantly high number of qualified undergraduate applicants. The overall AAFTE for 2006-07 finalized at 6248 (See Table 1).

**Table 1: NEW STUDENT ENROLLMENT - FRESHMEN**

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<td>10,117</td>
<td>9784</td>
<td>9810</td>
<td>9327</td>
</tr>
<tr>
<td>Acceptances</td>
<td>4849</td>
<td>4702</td>
<td>4674</td>
<td>4606</td>
<td>4533</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>44.4%</td>
<td>46.5%</td>
<td>47.8%</td>
<td>47%</td>
<td>48.6%</td>
</tr>
<tr>
<td>Mean GPA Deposits</td>
<td>89.3%</td>
<td>89.3%</td>
<td>88.8%</td>
<td>88.9%</td>
<td>88.6%</td>
</tr>
<tr>
<td>Mean SAT Deposits</td>
<td>1090</td>
<td>1090</td>
<td>1090</td>
<td>1090</td>
<td>1080</td>
</tr>
<tr>
<td>Deposits/Enrollment</td>
<td>1261</td>
<td>1081</td>
<td>1113</td>
<td>1093</td>
<td>1136</td>
</tr>
<tr>
<td>Yield Rate</td>
<td>26.0%</td>
<td>23.0%</td>
<td>23.8%</td>
<td>23.7%</td>
<td>25.1%</td>
</tr>
</tbody>
</table>

*As of 5/28/07
The third semester retention rate of freshmen increased with year to 80.2% from last year’s 76.9%. More importantly, trend in retention continues to increase (See Table 2). A retention study will be completed in the fall to fully analyze student persistence and develop data driven strategies for retention. Another priority will be an analysis of four, five, and six year graduation rates, which are analogous to national data, but indicate considerable room for improvement.

Table 2: RETENTION – FIRST-TIME, FULL-TIME

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>869</td>
<td>990</td>
<td>1009</td>
<td>1219</td>
<td>1256</td>
<td>1194</td>
<td>1050</td>
<td>1136</td>
<td>1093</td>
<td>1110</td>
<td>1089</td>
</tr>
<tr>
<td>%Enrolled Second Semester</td>
<td>89.6%</td>
<td>86.1%</td>
<td>92.0%</td>
<td>88.9%</td>
<td>87.5%</td>
<td>88.3%</td>
<td>92.1%</td>
<td>95.1%</td>
<td>92.8%</td>
<td>92.6%</td>
<td>93.5%</td>
</tr>
<tr>
<td>% Enrolled Third Semester</td>
<td>74.5%</td>
<td>68.9%</td>
<td>75.4%</td>
<td>70.2%</td>
<td>70.8%</td>
<td>72.9%</td>
<td>77.0%</td>
<td>81.8%</td>
<td>76.9%</td>
<td>80.2%</td>
<td></td>
</tr>
</tbody>
</table>

RETENTION - Transfers

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>590</td>
<td>654</td>
<td>656</td>
<td>674</td>
<td>485</td>
<td>594</td>
<td>552</td>
<td>590</td>
<td>611</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%Enrolled Second Semester</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>77.9%</td>
<td>79.7%</td>
<td>76.3%</td>
<td>82.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Will be updated when information is received from IR&A

Over the past five years, Enrollment Management has worked to establish a fully integrated unit that collaborates to support institutional enrollment goals and student success. This is done through effective services within offices and effective communication across campus. Because of this functional foundation, the unit was able to focus on strategies that will keep the campus current and allow for future growth and effectiveness. These include:

- Participation in the branding initiative including relevant research, campus involvement, and integration of branding into the 2007-2008 recruitment materials.
- Completion of the Foundations of Excellence Task Force report with top recommendations including the establishment of the First Year Council to implement a study of early intervention (including assessment of mid-semester report system), faculty recognition, and expand assessment of first year programs.
- Expanded utilization of OnBase content management software that combines document management, process management and records management in a single application. Building on the experience of the Admissions office, OnBase is now used for transcript evaluation, Orientation pre-registration and academic folder creation, and Financial Advisement record storage. In the coming year, application use will increase and expand to other academic areas including the Associate Dean’s offices.
- Faculty development in advisement included: creation of a new faculty orientation presentation from Advisement and Registrar’s called The First Chapter; creation of the
SUNY Cortland Advisor Resource Packet; creation of an interactive program on understanding students (presented at the new faculty retreat); revision of the On-line Advisor; and introduction of new advising workshops.

- Support to the new 2007 General Education program including participation on implementation committee, substantial work in updating information on Banner, revision of CAPP to reflect the new program, catalog review, marketing of the new program, and faculty advising workshops.

- In the area of staffing, Gradin Avery assumed responsibilities for the branding initiative and is currently working in Institutional Advancement as the Director of Marketing (retaining the title of Associate Provost for Enrollment Management). Carol Van Der Karr assumed the role of Assistant Provost for Enrollment Management, and Abby Thomas and Lori Schlicht accepted additional responsibilities in Advisement and Transition.

**MAJOR DEPARTMENTAL ACCOMPLISHMENTS**

**ADMISSIONS**

- President’s Cabinet approved a new position to help the College develop a comprehensive recruitment plan out-of-state. This new position will review freshman and transfer applications for out-of-state students as well as the recruitment travel.

- The office has fully adjusted and integrated the OnBase Document Imaging software into our everyday processing of applications. The system has a detailed sorting ability so that priority classification can easily be found and processed. Mark Yacavone has worked closely with the Advisement and Transition Office and the Registrar’s Office to develop a workflow process in Onbase to assist with orientation and preference registration for freshman.

- Over the past year we offered three college-wide open house programs, nine mini-open house programs, six Saturday programs, and group information sessions every Monday, Wednesday, and Friday.

<table>
<thead>
<tr>
<th>Campus Visitation Program</th>
<th>Acceptance Rate</th>
<th>Yield Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Information Sessions</td>
<td>68.7%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Personal Appointments</td>
<td>61.3%</td>
<td>51.6%</td>
</tr>
<tr>
<td>Mini-Open Houses</td>
<td>76.4%</td>
<td>45.2%</td>
</tr>
<tr>
<td>Saturday Programs</td>
<td>72.0%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Fall Open House (October)</td>
<td>56.5%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Fall Open House (November)</td>
<td>53.6%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Spring Open House</td>
<td>93.7%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Overall Applicant Pool</td>
<td>44.4%</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

- The changes or upgrades for Banner occurred on June 1st and June 2nd. This upgrade moved the system to version 7.3 and had minimal adjustments.

- Jose Feliciano and Merle Canfield worked together to integrate a new survey software to assess our visitation programs. The feedback received has been excellent and many adjustments to our programs were made to increase the effectiveness.

- The integrated marketing initiative is quickly gaining momentum and over the past year we developed new presentations and correspondence to highlight our distinctive attributes.
Working closely with Gradin Avery and Peter Koryzno we developed a series of five e-mails to highlight our distinctive attributes to all accepted students.

<table>
<thead>
<tr>
<th>E-mail</th>
<th># of Students Who Opened the E-mail</th>
<th># of Paid Deposits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands on Learning</td>
<td>2,115</td>
<td>501 (27%)</td>
</tr>
<tr>
<td>Champions</td>
<td>2,146</td>
<td>562 (26%)</td>
</tr>
<tr>
<td>Open House</td>
<td>2,026</td>
<td>511 (25%)</td>
</tr>
<tr>
<td>Quality Student Life</td>
<td>1,838</td>
<td>510 (28%)</td>
</tr>
<tr>
<td>Teaching the Teachers</td>
<td>1,051</td>
<td>505 (48%)</td>
</tr>
</tbody>
</table>

Development of a new viewbook with Stamats is underway.

- 122 $10,000 scholarships have been offered over four years, and 14 students selected SUNY Cortland and the scholarship. Our yield rate was 11.5% as compared to 11.25% last year. A second initiative was developed last year with Financial Advisement to use our Residential Service Scholarships in conjunction with College goals. We offered 293 scholarships; 31 students selected SUNY Cortland and the scholarship.

**ADVISEMENT AND TRANSITION**

- Carol Van Der Karr took on responsibilities as the Interim Assistant Provost for Enrollment Management when Gradin Avery was reassigned to focus on the campus’ marketing initiative.
- Abby Thomas and Lori Schlicht assumed director duties during Carol Van Der Karr’s reassignment.
- Offered two workshops to assist students in understanding the integration of the existing Cortland General Education program and the SUNY GE requirements. Based on anecdotal information, GE integration was seamless for students.
- Workshops hosted for CEDW students to help them understand GE requirements, and the advisement and registration process.
- Workshops regarding advising, registration, degree requirement, change in major process and career exploration offered to pre-major students.
- Offered four workshops for faculty regarding the integration of the General Education program and SUNY GE requirements.
- Re-designed the Academic Information Section of the 2007-2008 APM manual.
- Comprehensive review of Orientation fees and budget resulted in a SUNY approved programmatic fee increase.
- Establishment of Advising/Technology Sub-committee within current Orientation resulting in the following changes: Increased faculty participation in Orientation planning; Review and update of Advising forms; Collaboration with Academic Computing Services – secured the use of 19 – 20 laptop computers to be used during Orientation; Creation of a new label to be used on freshman preference registration forms that includes high school regents scores; Expand half hour Banner Web information session to first year students to include information on campus technology.
- Creation of Campus Resource Packet - streamlining information from offices across campus.
- Creation of CARP (Cortland Advising Resource Packet) as tool for advisors (used as model for advisors during the academic year).
- 53 instructors and 55 teaching assistants were hired to teach COR 101.
Second edition of the course reader edition created – *Purpose and Practice: Making the Most of Your First Year at SUNY Cortland*. The focus of the reader consists of information based on course goals and objectives that were created and/or updated by members of the COR 101 Advisory Committee. Reader created completely in house.

- COR Symposium hosted in Brockway Lounge. Seventeen students awarded special recognition for outstanding poster presentations.
- Enrollment in Learning Communities continues to increase; Major specific cohorts continue to remain strong for PSY, SPMG, and POL students.
- Designed new Transfer Student Support brochure to be distributed at Open Houses.
- Adapted Student Success planner and created 2007-2008 Transfer Student Planner with transfer student specific academic information.
- Non-traditional Students Organization (NSO) – moved from defunct to an active organization with four elected officers.
- OnBase introduced to office – review of student information, scanning of preference registration forms, and printing of information for Transfer Student’s academic folders.

**FINANCIAL ADVISEMENT**

**Ethics Investigation and SLATE Act**
In January, Attorney General Cuomo began investigating schools and their relationships with lenders. Because of actions that our office had taken over the past few years to eliminate any potential conflicts of interest, Cortland was already substantially in compliance with the AG’s Code of Conduct before it was issued. Further, Cortland’s website with regard to student loans has been held up by SUNY System Administration, various professional groups, and even nationally as an example for other schools in providing comprehensive, unbiased information to students and parents about student loans.

**New Federal Grant Programs Paid**
On February 8, 2006, President Bush signed the Budget Reconciliation Act of 2005. The Act made substantial changes to the student loan programs and created two new federal grant programs; the Academic Competitiveness Grant (ACG) and the National SMART Grant. The U.S. Department of Education did not publish final regulations until well into the current aid 2006-2007 year.

Most significantly, the Department of Education did not have systems in place for payment of these grants until December, 2006; and Banner was not ready to pay them until January 2007. When the Banner enhancements were finally in place, they had some “bugs” and did not work well with the set-up decisions we had made nine months prior. This resulted in a need to completely re-construct our systems for these grants more than half-way through the aid year. Despite all of the effort and hard work, and the multiple delays, snafus and problems, we accomplished a major implementation smoothly and seamlessly from the perspective of our students.

**Implementation of On Base Document Imaging**
Implementation of this new process was carried out seamlessly. In the current year, the new process created a slight increase in daily workload; and produced the learning curve and
adjustment issues resultant from any major process transition. The long term benefits of this new system will be significant.

**Web-Site Revamp**
Our website underwent a renovation in 2005-2006 that was completed in 2006-2007.

**Yield Project Institutionalized**
Created a report to identify student prospects who met one or more of the following criteria: High academic achievers (Group 1 selectivity), High financial need (socio-economic diversity), Out-of-State residency (geographic diversity), Underrepresented status (racial/ethnic diversity), and Targeted under-enrolled Arts & Sciences majors (institutional goal). Each criterion was assigned a weighted point value, and students who had already submitted their admissions deposit received one negative point. These students were singled out for personal contact from an admissions student ambassador and an appropriate faculty member. Also, the parents of each student were contacted directly by their assigned advisor in our office. The advisors were able to discuss various funding options based upon family circumstances, and even offer scholarships as appropriate (need or merit).

Number of top prospects targeted by the project (2007-2008) 293
Number of these top prospects who have deposited/committed 31 (10.6% yield)

Of the 31 who have committed to Cortland, the numbers representing our recruiting goals are as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 Selectivity (high academic achievement)</td>
<td>24</td>
</tr>
<tr>
<td>Financial Need (economic diversity)</td>
<td>22</td>
</tr>
<tr>
<td>Targeted Arts &amp; Sciences Majors (institutional goal)</td>
<td>21</td>
</tr>
<tr>
<td>Underrepresented Student (diversity)</td>
<td>10</td>
</tr>
<tr>
<td>Out-of-State (geographic diversity, revenue)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Registrar**
- Amy Swindon and Shannon Cafferty were hired in June 2007 as associate registrars to replace Mike Pastore and Doug Hausner; Gilda Votra was hired in October 2006 as administrative assistant; and Linda Eastman was hired in January 2007 as KBS 1/receptionist.
- Successful Implementation of the new General Education Program
- Expanded Integration of OnBase Document Imaging: OnBase implementation has provided the Registrar’s Office with opportunities to continue to increase the efficiency of general day-to-day operations. The 2006-2007 academic year marks the second full year using OnBase as the end process to the Admissions Work Flow for transfer articulation and posting.
- New York State Education Department On-line Certification Process: NYSED’s Office of Teaching Initiatives marked its first full academic year for the on-line process for those applying for a teaching certificate. The TEACH system allows students earning a degree in one of our certification programs to apply for their teaching certificate on-line. Over the next year, the Registrar’s Office will continue to assess our students ability to successfully access TEACH and execute the process to completion.
• Banner: System, System Enhancements and Version Upgrades: The past year has been challenging on all levels, especially as we continued to get a clear understanding of the intricate workings of concurrent curricula. The new concurrent curricula especially moving into version 7.3 and higher will continue to impact CAPP as well as other high end users such as Admissions, and will have other effects on some of the institutional reports we have created. The Registrar’s staff began testing 7.3 a little over a month prior to the upgrade trying to troubleshoot and identify problems that might arise. In using a test database, and requiring staff to spend one hour a day on 7.3, we were able to pinpoint areas of concern, as well as afford the opportunity to have staff become familiar with some of the screen changes in 7.3. While the necessary testing was done, there are still pitfalls (transcript processing) that we are still trying to resolve to date.

• WEB-Registration continues to improve with each registration period. Following the November registration for Spring ’07 and the April registration for Fall ’07, only minor adjustments were made to time-ticket issuance and other process-related details.

• CAPP: Curriculum Advising & Program Planning: The daily review, continued development, and maintenance of CAPP is not only labor intensive, but requires a sound understanding of academic policy as well as having a working command of the curriculum. Ric Karpenko and Ray Ruppert continue progress in the refinement for department specific requests that have lead to a highly specialized customization to CAPP. Ongoing critical issues related to CAPP:
  ▪ the accuracy of the College catalog and the integrity of the curriculum;
  ▪ faculty knowledge of both department, program-specific, and college requirements;
  ▪ Banner version 7.3 and eventually 8.X changes to concurrent curricula.

• Following two extremely successful years of implementation, minor adjustments were made in certain areas of the online degree and diploma application for clarification as a result of feedback received. As the TEACH initiative continues to move forward, this process will streamline our students processing so they will have the opportunity to apply on-line for three major functions: 1) applying for the degree; 2) confirming commencement participation plans; and for students in certification programs  3) applying for NYSED certification.

• The Registrar’s Office continues to expand its relationship with the National Student Clearinghouse. Adding the “Degree Verify" and Enrollment Verification web-based affords students the ability to go on-line and process the necessary enrollment verification they may need for financial aid processing, insurance coverage, and/or employment references.

• The new implementation of OnBase for the incoming Fall 2007 class as a workflow process between the two offices will be a most interesting activity to watch develop and assess. The Registrar’s Office is already fully engaged in block scheduling for Fall 2007 based on major specific courses identified by the department of the student’s major in collaboration with the Advisement and Transition staff. Globally for course management purposes this has also led to an early warning for course and seat availability for departments and Deans to address in a proactive manner.

• Reporting: SUNY and Local - There continue to be positive strides attained in the accuracy of the reporting to Albany for the Student Data File (SDF). However, the new Course and Section Analysis (CASA) being developed by SUNY System IR will have an enormous impact on our campus in the next year. Cortland will be expected to meet the objectives that SUNY IR is looking for, therefore changes to data elements in our student record system for our course detail to meet these specific reporting outcomes will need to be made.
The Enrollment Management Office has utilized technology to increase office effectiveness and communication between the office and the four functional areas. This has included:

- Creation of an office drive on the server to allow shared files between the administrative coordinator and the associate provost
- Automation of Fail to Register student outreach. Every spring, academic departments survey (by phone or email) their students who have failed to register by the end of the semester. This year, EM used electronic reports and database forms to support this outreach. This increased the number of departments responding from three to nine. Next year the process will be fully electronic.
- Shared budget information on the EMU drive to better track procurement card use among the four functional areas.
- The Enrollment Management Professional development committee developed and facilitated a day long seminar for the entire EMU unit that included a Myers Briggs assessment and discussion, presentation of the branding initiative, updates from office directors, and awarding of the inaugural Enrollment Management Award for commitment and excellence.
- In an effort to address logistical issues of international student initiatives, Enrollment Management initiated an administrative support group for international programs that includes representatives from International Programs, Clark Center, Registrar’s, Admissions, Advisement, Student Accounts, Computing, and other offices dependent upon the issue at hand. This group will be co-chaired between the Assistant Provost and the Director of International programs in the upcoming year.

**DEPARTMENT PLANS**

**ADMISSIONS**

**One-year**

- Begin the review of everything we introduced to prospective students. This would include our formal presentations, printed publications, and our physical space to embrace the new marketing initiative.
- Review our current reception area and the service we offer our current visitors while they wait for the tour or presentation. We plan to develop a picture slide show to promote our distinctive brand attributes.
- Doug Langhans will coordinate the development of a visitation program at SUNY Cortland for current international students at other two-year community colleges or language institutions.
- Develop a complete out-of-state recruitment plan.
- With the help of the Multicultural and Diversity Council for Social Justice, create a structure for future recruitment events for underrepresented students.

**Five-year**

- Work closely with Gradin Avery to fully implement our new marketing initiative into all aspects of our internal and external communication.
- Develop a plan to assess that we remain consistent and disciplined in following the MOU, Long Range Planning goals, and our highlights of the brand attributes.
ADVISEMENT AND TRANSITION

One-Year
- Integrate Marketing Communications Campaign with all office publications to align with College branding initiative.
- Continue to improve and update department websites.
- Increase office availability and advising resources and connect with academic departments through presentation to the Joint Chairs Council.
- Work to create on-line Orientation session reservation and payment system.
- Increase the use of technology in the office; OnBase, WebCT, Survey Select, etc.
- Increase connections with greater Cortland community through Transfer Express program, information shared with parents at Orientation, etc.
- Develop a student message board, support groups, and an advisory committee for non-traditional students.

Five-year
- Development of early alert intervention system for at risk students (COR program pilot).
- Development of faculty advising reward structure.
- Development of sophomore initiative programs.
- Increase use of technology and delivery systems across all programs.

FINANCIAL ADVISEMENT

One-Year
- Increase presence in COR101. A major effort will be directed at COR 101 presentations this year. The effort with have a dual effect of furthering our financial advisement efforts with the individual students in COR 101, and helping to educate students and faculty about the services we offer.
- Present Cortland’s student loan website/consumer information as the standard for other schools to emulate. This will require only some slight modifications to the current site to make it compliant with all the new and proposed laws at the state and federal levels.
- Rededicate our department to more initiatives involving student financial literacy and create methods for more effectively communicating with students on these issues.

Five-year
- Continue to grow and mature as an office dedicated to providing appropriate services to a broad spectrum of student and family financial needs.
- Continue to prevent staff turnover and invest in continued professional development and training for our experienced staff. Such investment is not only necessary for accuracy and efficiency, but also to maintain the morale and sense of inclusion of our tenured staff.
- Work with Institutional Advancement to create, and assist with fund-raising for, an endowed pool of need-based scholarship money to provide flexibility when the “Adult Learner Trust Awards’ expire in two years.

REGISTRAR

Next Year
- Proposal Fall 2007: Per-semester Transcript Fee for all enrolled students; this would eliminate the individual $5 “per-transcript” fee currently being charged for each official
college transcript a student requests. Once a student leaves the College, graduates, etc., the student is then guaranteed lifetime transcripts. All students enrolled before the implementation date would be grandfathered under this new policy and would receive lifetime transcripts.

- Implement Transcript Requests via Banner WEB. Locally, the latest WEB enhancement facilitates this implementation, now that the mechanism for payment via the WEB is established; the WEB transcript is ready to move forward.
- Develop and implement cyclical archiving and disposition of all dead files.
- Establish regularly scheduled opportunities for additional professional development initiatives for both UUP professional and CSEA staff members.
- Assess training and services.
- Establish roles for associate registrars and focus on staff development in this transitional year too optimize staffing structure in office.

**Enrollment Management**

**Next Year**

- Completion of a retention analysis study in collaboration with Institutional Research.
- Completion of a graduation rate student in collaboration with Institutional Research.
- Initiate working group on student scholarship funding and administration.
- Increase the use of technology in EM office including installation of OnBase to explore potential use, expansion of electronic reporting and communication.
- Facilitate a strategic course planning training session and ongoing system of course review (e.g., review of fall schedule in the previous May) to provide acceptable course availability for new students.
- Initiate Student Information proposal and oversight committee to review campus information regarding FERPA and other regulations and sharing of student information.
- Review and support professional development opportunities for all EM staff and with a particular focus on associate and assistant directors.
- Create a monthly EMU electronic newsletter.

**Areas of Concern**

In looking towards the future, there are several areas of concern that directly relate to the mission and function of the Enrollment Management Unit. These are on-going issues that we will continue to address through our own work and collaborations across campus.

- SUNY Cortland continues to lack adequate scholarship funds to support student needs and address enrollment leverage. We will be meeting with Institutional Advancement to discuss strategies for improving these numbers and improving our administration of scholarships.
- Course availability continues to be a challenge for students and transfer students in particular. The efforts to expand our course offerings across a broader time schedule are being assessed and a history of course offerings is being compiled to better understand our planning. We will be conducting an information session for chairs regarding course planning for the upcoming year.
- Although we have been sustaining our data reporting responsibilities, our internal campus
assessments of retention, course information, and graduation rates needs to move forward. Improvements are anticipated with the full staffing of the Institutional Research Office.

- Communication regarding new curriculum and curricular change needs to be more effectively communicated so that the Registrar, Admissions and Advisement are well aware of upcoming changes. The directors of all Enrollment Management offices will be receiving Educational Policy Committee and Curriculum committee meeting minutes.
- The rate at which SUNY Cortland is stepping up for new initiatives calls for greater planning and communication. As initiatives develop, the Enrollment Management Unit will need to assertively engage in planning to help support programs administratively and strengthen delivery of programs.
Highlights
Information Resources 2006-07 Year in Review

- The Learning Commons in Memorial Library officially opened in August 2006 as a student-focused full service information and technology point of contact.
- The Periodicals area of Memorial Library was transformed into a full service area.
- iTunesU and podcasting were integrated into classes.
- Information Resources worked with faculty who began using emerging technology-based pedagogies such as student response systems, webcasts and video streaming.
- WebCT was renamed eLearning to reflect its broader applications and fuller integration with Banner and other classroom technologies.
- The CATE Director surveyed academic departments about Information and Technology Literacy expectations of their majors.
- With the Director of Faculty Development, Information Resources helped to coordinate the first Faculty Institute on Teaching Strategies, attended by 14 faculty. The goal of the Institute was for faculty to re-image and redesign their most challenging courses and to develop strategies to effectively teach millennial students.
- Throughout the year, Information Resources, Memorial Library and CATE hosted campus programs on a variety of topics on new technologies such as “Tales of a Reluctant WebCT User,” Second Life Virtual World as a Teaching Environment,” and “Embedding Voice Enabling Technology.”
- Two faculty were awarded grants to redesign courses to be cross listed as CAP courses and ten faculty were awarded grants to develop online courses to be taught summer and winter sessions.
- Through the SCAP process, Information Resources awarded ten faculty grants totaling $35,000 to purchase instructional hardware and software.
- Funding has been made available to replace teaching faculty computers on a rotating cycle.
- OnBase digital imaging and record management system was expanded to include four additional offices.
- Information Resources coordinated the migration to new versions of Aleph, Banner, WebCT, and Perception.
- A disaster recovery site with redundant data for all enterprise systems was created in Smith Towers.
• A video streaming server was installed to support academic programs and campus-wide events.
• A more powerful and flexible SPAM filter was installed for improved campus protection.
• New measures were put in place to protect security and manage identity.
• Information Resources built a technology infrastructure in the Beard Building that included the construction of two classrooms, creation of a data communications network integrated with the main campus, and installation of desktop computer technology.
• Working with Institutional Advancement, Information Resources developed a digital signage system, now in place in three campus locations.
• An emergency notification system (InformaCast) has been installed.
• The wireless network continued to expand.

Noteworthy Statistics
• The number of CAP minors has grown to 107 and the number of CAP courses taught has increased by 12 percent.
• 782 courses were taught using WebCT.
• 1,167 classes were scheduled in technology classrooms and 1,896 classes were scheduled in computer labs; in addition Classroom Media Services delivered 15,870 computers, projectors and other equipment to classrooms.
• The Technology Training Center offered 70 group workshops and 31 one-on-one sessions, and 251 faculty participated in eLearning applications workshops.
• Librarians taught 65 discipline-specific instruction sessions, 60 Composition Library Instruction Program (CLIP) sessions, and 142 information and computer literacy sessions.
• Information Resources/Friends of the Library/CATE hosted 12 programs during the year.
• 99 online courses were taught, a 57 percent increase from the previous year.
• Fifteen faculty used iTunesU in 22 of their courses and produced 344 podcasts.
• 4,198 Banner-generated reports were produced for academic and administrative offices.
• The Technology Help Center responded to 8,480 telephone and in-person and 4,707 e-mail requests from faculty, staff, and students.
• 45,566 library materials circulated and an additional 5,816 items were obtained from other campus libraries though Interlibrary Loan.

• Academic Computing supported 49 academic and administrative departmental databases.

• Students registered and installed 4,228 electronic devices on Hallnet.

• Information Resources facilitated the procurement and installation process for a total of $520,726 in hardware purchases and $46,203 in software purchases for offices across campus.

• Academic Computing Services installed 233 new and 368 reassigned computers and 443 pieces of peripheral equipment, and performed over 3,000 software installations in campus offices.

• During the academic year approximately 375,000 e-mails were processed daily on the campus server; of those, 90 percent were filtered out as SPAM.

• Nearly 2,000 digital images were produced and incorporated into Web pages, electronic presentations, gallery displays and podcasts.

• Network bandwidth was increased from 45 to 85 Mbps at an additional cost of $35,000 (total annual cost $85,000).

• Six new classrooms and one new computer lab were built, and six labs and three classrooms were upgraded.

• There are 17 general-purpose instructional computer labs with 489 computers and 39 discipline-specific special purpose computer labs with 384 computers.

• With the re-opening of Sperry there are now 60 technology classrooms and 13 video classrooms, and four specialized studio classrooms on campus.

**Instructional Support Services**

• Learning Commons and Technology Help Desk support
• Technology classroom instruction and technical support
• Video/still camera and media equipment loan
• Laptop loan program
• Portable data projector system loan for faculty off-campus presentations
• e-Learning (WebCT, Task Stream, iTunesU) training and technical support
• Support to attend SUNY Conference on Instructional Technologies
• IR-sponsored campus programs (faculty symposia, demonstrations of new technologies, sandwich seminars)
- Database development support
- Bibliographer liaison program in Memorial Library
- Webcasting service
- Distance learning classroom and videoconferencing support
- Satellite/cable TV reception and recording
- Memorial Library information and computer literacy instructional programs
  - Course-related library instruction
  - Student information and computer literacy workshops
  - Composition Library Instruction Program (CLIP)
  - Computer Application Program (CAP courses)
  - Learning Commons support
  - Technical assistance for students using technology for class presentations
- Hallnet program for on-campus students
OFFICE OF RESEARCH AND SPONSORED PROGRAMS

Highlights

The Research and Sponsored Programs Office (RSPO) is pleased to present this annual report for the period of July 1, 2006 through June 30, 2007. Below are some of our accomplishments in the chronology and format outlined in the President’s May 3, 2007 memorandum for annual reporting requirements.

Major RSPO Accomplishments

External Proposals and Awards.
Proposal submission rates remained steady during the last three years. RSPO submitted 52 proposals this FY; 54 in 2005-06; and 51 in 2004-05. The most notable awards resulting from the proposal submissions included funding for the Main Street SUNY Cortland facility; Inclusive Recreation Resource Center; Center for the 4th and 5th Rs; and MEOP’s “Math’s Plus” state-wide project.

This fiscal year (FY), RSPO administered 59 awards through the Research Foundation; 37 of which were new awards, continuations or renewals. Last year there were 46 awards (2005-06), and 52 awards in 2004-05. The final expenditures logged this FY totaled $2.415M. Although we did not reach the $2.6M established target, several awards came in during the spring that will help us meet future targets. We also made substantial progress in back filling in over $600,000 from the loss we experienced due to the completion of Title III and having two active researchers close down their research programs. This was a major accomplishment, although not readily understood by just looking at the numbers on the expenditure profile below.

Expenditures: $1,45M $1.89M $2.11M $2.48M $2.60M $2.63M $2.51M $2.41M
**Internal Grant Programs**

Glen Clarke, RSPO associate director, administers the Internal Grants Programs. Glen announces each program and interacts frequently with faculty to assist them in preparing and submitting applications. He also interacts regularly with the College Research Committee and the UUP/Joint Labor Management Professional Development Committee in administering the internal programs.

**Internal Grants: July 1, 2006 through June 30, 2007**

<table>
<thead>
<tr>
<th>Program</th>
<th>Proposals</th>
<th>Awards</th>
<th>Total Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Research Program ($25,840 requested from applicants)</td>
<td>9 (-12)</td>
<td>9 (-1)</td>
<td>$25,000</td>
</tr>
<tr>
<td>Summer Research Fellowship Program ($70,000 requested)</td>
<td>14 (+3)</td>
<td>4</td>
<td>$20,000</td>
</tr>
<tr>
<td>Research Travel Grant Program ($11,633 requested from applicants)</td>
<td>18 (+9)</td>
<td>14 (+5)</td>
<td>$7,500</td>
</tr>
<tr>
<td>Conversations in the Disciplines ($7,179)</td>
<td>1</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42 (-3)</td>
<td>27 (+1)</td>
<td>$52,500</td>
</tr>
</tbody>
</table>

* Figures in parentheses denote comparisons from last year.

Please note: The UUP/Joint Labor Management Programs listed below are administered through state-side accounts so that the awards received are not factored into the annual sponsored program activity running through the Research Foundation.

**NYS/UUP: July 1, 2006 through June 30, 2007**

<table>
<thead>
<tr>
<th>Program</th>
<th>Proposals</th>
<th>Awards</th>
<th>Total Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Grants ($10,000 requested)</td>
<td>1</td>
<td>1</td>
<td>$4,000</td>
</tr>
<tr>
<td>Drescher Leave Program, Spring 2007</td>
<td>2</td>
<td>2</td>
<td>$21,194</td>
</tr>
<tr>
<td>Individual Development Award ($42,753 requested)</td>
<td>64</td>
<td>59</td>
<td>$22,191</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>67</td>
<td>62</td>
<td>$47,385</td>
</tr>
</tbody>
</table>

**Human Research Participants**

A seven-year profile of IRB application submissions and approvals for the College follows.
The IRB policies and procedures were substantively changed during the summer of 2006 to incorporate the recommendations made by the Quality Assurance IRB external review team that visited campus on March 7&8, 2006. Over the summer, all policies and procedures were modified to: a) reduce the administrative burden on faculty and students and emphasize education of research ethics (as opposed to compliance paperwork); and b) significantly improve the efficiency of IRB administration to allow RSPO time to focus on its core mission. RSPO reviewed 128 less student protocols this year than last. Faculty research protocol activity remained constant. Those certified by the on-line educationally accredited tutorial, titled CITI Program, included 213 students and 30 faculty. Educational certification using CITI is good for a three-year period.

Although this year has been one of transition, the faculty, students and RSPO welcomed the revisions in IRB policies. Much appreciation is extended to the outstanding leadership provided by IRB Chair, Nancy Aumann, for her efforts and contributions in changing IRB practices and policies. Most importantly, the changes that occurred this year helped strengthen education on research ethics and made faculty responsible for the oversight of educational activities, as opposed to the IRB. A good move welcomed by all.

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**Total RSPO Review of Proposals for External, Internal and IRB:**

255 for the period of July 1, 2006 – June 20, 2007

<table>
<thead>
<tr>
<th>Type</th>
<th>Details and Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>External</td>
<td>52 proposals/59 awards administered</td>
</tr>
<tr>
<td>Internal</td>
<td>109 (42 through the CRC; 67 through UUP/Professional Development Committee)</td>
</tr>
<tr>
<td>IRB</td>
<td>94 (50 faculty; 44 student protocols)</td>
</tr>
</tbody>
</table>

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**Graduate Assistant**

RSPO added a full-time graduate assistant (GA) to its office staff this year. The GA immediately became an integral part of making the office function more effectively and enhancing the professional image, via website development. The GA’s primary role is to conduct funding searches for faculty and provide the campus with a weekly electronic funding opportunities listserv. Funding searches are incredibly time consuming and a good search often takes weeks to narrow down exactly the right match, including mission, funding, and proposed scope of the project. GA, Richard Zappata, brought a fresh perspective to the office and aided in the design of a new Funding Opportunities webpage. He worked with Dr. Deborah Rhea and RSPO staff in searching other university websites, developing folders for funding opportunities by discipline and school, and working with Dr. Rhea in the organization and presentation of information. Upon near completion of their task, Loren Leonard is to be congratulated for an outstanding job at redoing the RSPO website and taking the information provided by Richard and Deborah and making it accessible. What a great team!

**Faculty and Campus Recognition**

RSPO assisted the Office of the Provost in coordinating the logistics and ceremonial publication for the *Faculty and Professional Staff Awards Luncheon* held May 9, 2007. Once again, Pam Schroeder was instrumental in organizing the facility needs, plaque ordering, attendance confirmations, menu planning, faculty photographs, and followed up on text for the publication. Appreciation is also extended to Laura Gathagan for her support and organizational assistance. RSPO further acknowledges the many contributions of the Faculty Development Committee, College Research Committee, Professional Service Committee, Institutional Advancement (Publication’s Office) and the Offices of the Provost and President.
for their contributions in the development of the *Cortland Excels* publication, and most importantly, making the event individually and collectively meaningful for awardees and the campus community.

**Curriculum Development and Program Improvements**

RSPO has limited engagement in curriculum development, although many grants over the years have included curricula improvements. For example, the Recreation & Leisure Studies Inclusive Recreation Center, funded by NYS, includes a component of enriching inclusive education in six credit hours. Although the primary mission of the grant is the development of resources for NYS citizens, there remains an important educational part that offers our students coursework and certification programs to enhance their understanding of inclusive education and job placement opportunities after graduation.

With regard to program improvements, this April, RSPO brought nationally renowned consultant, David Bauer, to campus where he trained 30 faculty in conducting proposal reviews and presented to over 70 faculty throughout 3 days of workshop offerings. The RSPO will be working closely with David Bauer throughout the 2007-08 academic year to support a select group of ten faculty in the development of their research program and proposal development. To this end, RSPO is working with the CRC in offering the newly created REDI (Research Enhancement Development Initiative) program that will be announced in the fall of 2007.

**Policy Development**

RSPO was responsible for establishing a campus-wide policy for Conflict of Interest. The Provost assigned a committee. The committee convened and requires additional work to fulfill its charge. Amy Henderson-Harr is responsible for assuring that the charge is completed and will be working with JoAnne Barry to research and present the various SUNY and RF policies that apply and under what circumstances for reporting and managing conflict of interest.

**Salary Recovery Revenues Derived from Sponsored Activity over the last four years totals:**

The following provides a five-year overview of salary recovery generated through grants and contracts. As per SUNY Cortland’s *Salary Recovery Policy*, funds to support course reassignment are taken from IFR accounts, with any remaining revenues allocated as follows: 20% Provost; 40% Dean; 40% Department. Departmental accounts are managed by each respective dean.

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenues</th>
<th>PIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002 – 2003</td>
<td>$267,729</td>
<td>17</td>
</tr>
<tr>
<td>2003 – 2004</td>
<td>$282,572</td>
<td>14</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>$370,758</td>
<td>20</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>$169,674</td>
<td>11</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>$109,763</td>
<td>9</td>
</tr>
<tr>
<td><strong>Five-year total:</strong></td>
<td><strong>$1,200,496</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Implementation of Assessment to Improve Programs**

The RSPO assessment plan is aligned with the Academic Affairs Strategic Plan, MRII and individual performance programs. The overarching MRII goals being assessed are: 1) to increase faculty/staff participation in funded research and scholarship; 2) to increase external proposal submission rates through the internal grant programs; and 3) to maintain annual research and development expenditures at $2.6M over the next five-year period. RSPO has made steady progress on each goal and reported on that progress at the Provost’s Retreat at Raquette Lake in June, 2007 and in performance reviews.
Departmental Plans for Next Year and the Next Five Years

One-Year Plan
Over the next year, RSPO will place significant emphasis on working with a select group of faculty to support research cultivation. To this end, ten faculty members will be mentored and meet every 90 days over the phone with an RSPO designee and David Bauer in advancing their one-year and five-year research plans. In addition to the ten REDI (Research Enhancement Development Initiative) participants, Suad Joseph will be invited to campus to offer mentoring for self-selected social scientists. RSPO will organize the program and follow up with individual meetings for proposal development for all workshop attendees. Additionally, RSPO will be working with the Faculty Development Center in trying to change the culture of short deadline grant submissions and having faculty utilize Quality Circle Reviews for feedback from colleagues prior to submissions. The multi-pronged initiatives are intended to serve as a full immersion experience for various learners in their inclusion in sponsored activity. The entire year will focus on the aforementioned programs and will need devoted energy and stewardship to pilot their productivity successfully.

Five-year Plan
RSPO will continue to focus on the College’s priorities for strengthening Academic Affairs, institutional initiatives, and individual faculty interests. A key goal of the AVP is to assure that faculty develop the experience and confidence to become long-term grants persons who engage their students in applied learning. In order to do that, individual attention will continue to be provided to meet the needs of the applicants, including co-writing, cultivation, career counseling, and administrative reviews of project management.
ATHLETICS

Major Accomplishments in Athletics

The SUNY Cortland men’s and women’s intercollegiate athletic program finished 3rd in the 2006-07 NACDA Directors’ Cup competition among the 434 eligible NCAA Division III programs competing nationally for the prestigious honor. Cortland is one of only six schools nationwide, and the only New York institution, to place in the top 20 each of the 12 years the standings have been compiled on the Division III level. This year’s 3rd place finish was the second best ever for Cortland athletics.

SUNY Cortland again won the SUNYAC Commissioner’s Cup signifying the premier athletic program in the SUNYAC conference. Cortland has won the Commissioner’s Cup, which is awarded for overall sports excellence, in 10 of the 11 years, including the last four seasons. In 2006-07, the athletics teams won 14 of the possible 24 conference championships.

Quick Facts:
- 14 Conference Championships,
- 13 Top 10 Team National Finishes,
- 4 National Champions,
- 46 All-Americans,
- 9 Conference Coaches of the Year,
- 98 All-Region Players,
- 150 All-Conference Selections,
- 69 SUNYAC Commissioners List,
- 112 SUNYAC All-Academic Team.

<table>
<thead>
<tr>
<th>GPA Tally</th>
<th>Number</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 and higher</td>
<td>3</td>
<td>.40%</td>
</tr>
<tr>
<td>3.99-3.50</td>
<td>71</td>
<td>9.49%</td>
</tr>
<tr>
<td>3.49-3.00</td>
<td>222</td>
<td>29.68%</td>
</tr>
<tr>
<td>2.99-2.50</td>
<td>283</td>
<td>37.83%</td>
</tr>
<tr>
<td>2.49-2.00</td>
<td>152</td>
<td>20.32%</td>
</tr>
<tr>
<td>1.99-1.50</td>
<td>13</td>
<td>1.74%</td>
</tr>
<tr>
<td>Below 1.49</td>
<td>4</td>
<td>.53%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>748</strong></td>
<td></td>
</tr>
</tbody>
</table>

New Programs
- Webcasting a variety of men’s and women’s sports through the three sport seasons was incorporated this year. Much positive feedback was received from parents and alums.
- Technology - 17 head coaches were trained in the use of Dartfish.
- A program to incorporate the singing of the national anthem by Cortland students prior to all athletic contests was initiated. Also, a new mascot was purchased and named, through a contest of the campus community, as “Blaze”.
- The “Tailgating Lot” was initiated for all home football games and selected home spring sport contests. This opportunity was extremely well received by our student-athlete parents and added to the festive family atmosphere of our athletic contests.
- SUNY Cortland Athletics is participating as a pilot institution with the NCAA on a program with drug testing. Student-athletes will be randomly drug tested on a weekly basis during the academic year.
- Current athletic events sandwich boards were posted around campus advertising upcoming weekly home athletic contests.
- Blue Tunics and White Sneakers, an event which brought 180 pre-Title IX women athletes back to campus, was a huge success in reacquainting alums to the Cortland campus.
- A Senior Reception was initiated for graduating senior student-athletes as well as their families. A new format for the athletic awards ceremony was also successfully instituted this year.
- A survey was administered to the college campus by the College Sports Project Committee to determine the integration of athletics into the academic mission of the college. Additional work on the project will be forthcoming in the fall.
- The C-Club Pavilion was completed which will allow a site for social gatherings on the lower campus.

**Progress in Improving Diversity**

- Cortland Athletics was one of 10 recipients of the NCAA Ethnic Minority and Women’s Internship Grant. This grant is worth over $45,000 in the next two years and will provide an opportunity to increase the diversity within the Athletics Department by hiring an ethnic minority female to the administrative staff.

**Progress in the Development and Implementation of Assessment:**

- The College completed the NCAA required Institutional Self-Study which was subsequently submitted to the NCAA and accepted.
- Each year a NCAA Demographics report and the EADA federally required report are completed.
- The College Sports Project which analyzes the integration of athletics into the academic mission of the college was initiated.
- The institutional athletics assessment plan was developed and assessment tools are currently being developed.

**Departmental Plans for Next Year and the Next 5 Years**

**One Year:**

- Develop a program for the campus community of alcohol use awareness using model student athletes.
- Continue the team academic advisors program which will enrich the academic lives of our student-athletes and improve the integration of athletics into the academic mission of the institution.
• Improve student and community support for the athletics program through running of a variety of promotional events at athletic contests.
• Improve student and fan sportsmanship by defining acceptable fan behavior.
• Provide mandatory student-athlete educational sessions twice per semester (i.e., diversity, alcohol awareness, tobacco, nutrition, anorexia, gambling, etc.).

Five Year:
• Create an improved program for alumni giving and corporate sponsorship.
• Develop a technology room for athletic coaches.
• Work collaboratively with Sport Management on developing a ticketing partnership with a major firm.

Staff Accomplishments
• Conferences/Presentations: Four head coaches presented nationally with 12 presenting at local and regional conferences.
• Professional Organizations: All head coaches belong to their respective professional organizations. Nine head coaches hold positions within their national organization; 14 head coaches hold positions of leadership within their respective conference.
• Fund Raising: The C-Club and individual teams raised $78,970 in donations for Athletics. Individual teams raised in excess of $247,000 in fund raising efforts.

Significant faculty and staff service provided within the community, region, state and nation.
• Coaches continually bring outside groups to our campus for camps, clinics and tournaments. They are instrumental in making sure all of the needs of the outside groups are met.
• Athletics joined forces with the YWCA in a program call “Girls Day Out”. Over 200 girls grades 5-9 were offered a day of sport clinics, educational experiences and basketball/ice hockey half-time contests.
• The student-athletes from all of our 25 athletic teams joined forces for a special community service project raking leaves for citizens of the city of Cortland.
• Every Athletic team completes at least one community service project during the past year.
CENTRAL FOR MULTICULTURAL AND GENDER STUDIES

Highlights
The Center is comprised of a Steering Committee and a Council. The Steering Committee is
comprised of the chair, Sheila Cohen and the following coordinators: Seth Asumah (African
American Studies); Dawn VanHall and Ellie McDowell Loudan (Native American Studies); Linda
Lavine and Henry Steck (Jewish Studies); Elizabeth Fraser (Latin American Studies); Caroline
Kaltefleiter (Women's Studies); Mark Dearstyn (Student Support); Hongli Fan (Asian and Middle
Eastern Studies). Tanya Abilock (Office of Multicultural Life) also serves on the committee.

1. Major Accomplishments
From October 5, 2006 through April 25, 2007, the chair and other Steering Committee members
organized co-curricular programs that reached campus and community audiences. Some were
linked to the series "Fundamentally Speaking" (e.g. October 5, 2006, Peggy Kelsey: Afghanistan:
Islamic Traditionalism & Islamic Fundamentalism; December 7, 2006, Deepa Kumar:
"Islamophobia and Imperialism in the New Millennium," and February 23, 2007, Father Thomas
Michel S.J. Director of the Jesuit Secretariat for Interreligious Dialogue in Rome "Modern Muslim
Peace Movements: A Dynamic Alternative to Violence" Quite a few programs were organized
in concert with a) other campus units such as the Art Gallery, Education Club, Model UN club); c)
other colleges (CU and IC), and/or d) community organizations (e.g. Cortland Music Coalition; the
Women's Coalition). Several programs, arranged for specific courses, were also available to the
public.

MGS coordinators reached agreement on a set of strategic goals that parallels the college strategic
goals. We also agreed upon a name change: Center for Intercultural and Gender Studies. This was
quite a significant achievement.

2. Progress in Improving Diversity
The Student Support Committee, chaired by Marc Dearstyn, recognized outstanding student
leaders at the college's annual leadership banquet. The committee was also instrumental in
coordinating the annual study day luncheon with the Educational Outreach Program for students,
faculty, staff, and administrators. MGS also honored student scholars at the annual college
convocation for their understanding of diversity issues, and have a minimum GPA of 3.0.

Dr. Cohen served on the Dean of Education search committee, which was successful in hiring a
candidate from a population that is markedly underrepresented on this campus. Several committees
work closely with underrepresented student organizations (African American Studies and Latin
American Studies). There is a tacit understanding that we must work more closely with ethnic
students.

3. Significant faculty and staff service provided within the community, region, state, and
nation. Sheila Cohen serves on the board of the Center for the Arts and the Cortland County
Cultural Council. She organized the second annual MLK celebration, that included an student art
exhibition, international cooking event, and jazz concert at the Center for the Arts of Homer and a
jazz improvisation workshop at Homer High School that included students from four schools in
Cortland County. With other partners (Cultural Survival, Frog Pond Productions, and Tribal Links),
she helped organize a fund raising tour in the U.S. for Maasai Educators at many schools in Central
New York (Tully, Liverpool, Homer, Cortland).
Dawn Van Hall worked with gallery director Barbara Racker to organize a Native American Pottery Exhibition and associated performing artists: Corn Bred, a Native American blues band and Haudenoshaunee dancers. She chairs the Central New York Native American Studies Consortium, which collaborates on planning and sharing of speakers. She is also a member of the SUNY Cortland/Onondaga Nation Partnership Group that works on joint programming.

Ellie McDowell-Loudan is also a member of the Central New York Native American Studies Consortium and President of the Iroquois Studies Association for 2007-8. She publicized Cortland's Native American curricular and co-curricular programs at the Iroquois Research Conference in Rensselaerville, NY and at annual joint meetings of the New York State Archaeological Association and New York Archaeological Council. She also works with the Native American Cultural and Ceremonial Group at Auburn Correctional Facility.

Dr. Hongli Fan served as Interim Coordinator while Dr. Zheng was on sabbatical. Hongli provided admirable leadership in organizing several programs for the campus and the community: the Fourth Annual "Taste of Asia," a reception for new Asian faculty and faculty teaching Asian and Middle Eastern Studies courses; and an academic forum entitled "The Future of Iraq: Stable State or State of Chaos" with panelists from Cornell University, Syracuse University, Binghamton University and SUNY Cortland.

4. Actions considered or implemented by your unit or department that will make the Cortland campus user-friendlier to students and to our various internal and external constituents.
In addition to programming on campus and in the community the recent decision to restructure the Center was a step in this direction, to better address this college priority.

5. Curricular Innovations and Program Improvements:
The Steering Committee continued about limited numbers of students enrolled in minors and curricular overlap with International Studies programs; Women's Studies continues to discuss the feasibility of creating a major

6. Progress that has taken place in the development and implementation of assessment, with special emphasis on using assessment to improve programs: The chair conducted an assessment and follow-up discussion to determine how best to improve the functioning of the Center. A decision was made to restructure the Center to be more in line with the college mission and goals as well as changing needs of faculty.

7. Departmental plans for
   a) The next year: Restructure the Center to address current campus diversity goals (create new by-laws, etc.)

   b) The next five years: Support cultural competence scholarship/projects; Support curricular restructuring and course development projects; Foster a multicultural perspective on campus and in the community working in concert with the newly formed diversity council. Create an effective and inviting office work environment; create a multicultural/intercultural resource Center in the library
8. Faculty and staff accomplishments (e.g., academic and Professional honors, books, etc.)

Sheila Cohen was instrumental in securing the following grants: a $1000 Decentralization grant for the annual MLK Celebration, Art Exhibition, and an International Cooking Workshop, a $500 Foundation grant for Maasai presentations; a $500 Foundation grant for Holocaust Commemoration Lecture and Art Exhibition; and a $500.000 grant from the NYS Music Fund (as part of the Cortland Music Coalition. She received an award for Excellence in Research, Scholarship, and Outreach.

CENTER FOR ENVIRONMENTAL AND OUTDOOR EDUCATION

Highlights

A. Camp Huntington

During this annual period there have been a number of significant accomplishments including:

- Perhaps the most significant accomplishment over the past year focused on the Brauer Field Station. At the recommendation of the advisory committee a new coordinator’s position was approved on a two-year trial basis.
- The bulkhead at the Antlers project was awarded to Waldron Carpentry. The work began in early November and the project was completed in late December.
- Project alteration grants were submitted for the renovation of the Hemlock Dorm windows. This project was completed in December of 2006. In addition, electrical renovations also took place in conjunction with the new windows.
- Plans were developed for the construction of a new maintenance building. Construction should begin in late July.
- A new gate, water purification system and deep well pump were installed at the Brauer Field Station. The quality of the water at Brauer has improved significantly.
- The Brauer Advisory Committee has a very busy year. A number of suggestions and recommendations were made with the most significant one being the search for a marketing and program coordinator. The position was filled in late April.
- Additional docks for the Antlers were constructed at Huntington over the winter. After ice-out they were moved to their permanent location at the Antlers.
- A letter of intent was submitted to the Getty Foundation regarding the renovation of the Maid’s Cabin. Unfortunately, their response was not very encouraging. A follow-up proposal will be made this year to Save America’s Treasures.
- The Challenge Course at Camp Huntington was inspected and minor adjustments are being made.
- A new caretaker was employed in September of 2006.
- The Center co-sponsored a graduate assistant in the Recreation Department
- Fund raising initiatives with the Cortland College Foundation have increased significantly during this period.
- A new initiative will begin in July of 2007 to replace many of the old (30 years or more) canoes at both Huntington and the Antlers. The canoe naming opportunity will require a $1,000.00 gift to the Raquette Lake Foundation Account.
- A Recreation Department intern by the name of Will Schleicher elected to complete his summer internship at Camp Huntington. The Traver Scholarship helped to fund this position.
- A three day photo shoot took place at Huntington for Spanish Vogue Magazine.

89
• An addition $1000.00 was spent at the Adirondack Museum for the purchase of books to expand the Sandra Kessler (class of 59) Collection in the Clements Library at Huntington.
• Dr Larry Klotz continues for effectively manage Hoxie Gorge

Departmental Plans:
• Annual funding has been identified by the Facilities Office for Camp Huntington at Raquette Lake. Individual building inventories and priorities have been conducted.
• Assist with funding for the bulkhead and dock project at the Antlers
• Replace the docking structure at the Antlers
• Completion of the renovations to the glass dining room. The spruce bark skirting was the last major portion of this renovation project.
• Continue the building renovations and roof replacements at Camp Huntington and the Kirby Camp.
• Continue an ongoing effort to market and promote the Raquette Lake Outdoor Education facilities.
• Continue to expand the Raquette Lake opportunity to minorities and groups with special needs
• Continue to serve as an educational resource for undergraduate and graduate courses, faculty and staff retreats, research initiatives, internships and special projects.
• Continue to develop a working relationship with the University of the Sunshine Coast, Ballarat and Victoria University (Australia) and Saint Michael’s University (England)
• Continue to expand the Sandra Kessler collection in the Huntington Library
• Continue to pursue external funding for historical renovation at Huntington
• Continue to explore and develop a marketing plan for the Brauer Outdoor Center. Part of this plan included a name change from the Brauer Field Station to the Brauer Education Center.
• Continue to gather assessment criteria to ensure better services, equipment and resources for various user groups
• Continue to renovate the Antler’s buildings & grounds. Construct ramps to various building at the Antlers so buildings will be handicapped accessible

Future Actions:
• Continue with the historical renovation of buildings at Huntington
• Continuing to expand the diversity of users
• Continuing to make the facilities more handicapped accessible
• Continuing to replace and upgrade equipment used to operate and maintain the facility
• Continuing to replace and upgrade program equipment
• Always working to increase use and revenue
• Still working on the installation of the wood fired boiler to help reduce energy costs at Camp Huntington

B. Antlers

Departmental Accomplishments:
• Planted and utilized the Alumni flower and herb garden
• Alumni purchased new porch furniture for the Main Lodge porch
Departmental Plans:
One-year:
• Continue utilizing the gardens and compost heap
• Increase user groups- specifically Monday through Friday use
• Begin adult education courses for SUNY Cortland Alumni
• The first year will be a one week Adirondack History based program
• Others might include: birding, canoeing and kayaking, skills and thrills (Challenge Course) or hiking
• Possibly team up with Onondaga Community Colleges Boomer U.
• Host a walking tour of the original Antlers property, working with the Raquette Lake historian

Five-Year:
• Find money for new building or major capital repairs at Antlers
• Continue to update buildings
• Continue to seek out user groups

OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT

Highlights

The mission of the Office of Institutional Research and Assessment (OIRA) is to serve as a central warehouse for the collection, maintenance, and dissemination of credible and reliable research and assessment information, information that facilitates institution-wide planning and reinforces the mission of the college and the continuous improvement of all academic and administrative entities. OIRA assesses and evaluates the impact of programs and reports on those impacts with the goal of continual improvement. Change is also assessed to assist in the establishment of standard measures for enhancing service quality, teaching, and student learning.

Major internal events of the 2006 – 2007 fiscal year:
• Major staff changes at the director’s and support staff level.
• Implementation of various planning initiatives (in regard to office resources and campus-wide initiatives) and reorganization of the office databases, warehouses, and staff roles/responsibilities continues.
• Development of creative and innovative technology-based solutions to data collection, maintenance, and dissemination.
• The purchase of a secure server to host all office materials has enhanced the ability of the office to collect secure information via online surveys and to collaborate with other units which would not previously share information due to confidentiality concerns.

MAJOR OIRA ACCOMPLISHMENTS

Internal and External Requests Completed
OIRA continues to be the primary point of contact for all SUNY, SED, Middle States, NCATE, Title II, and all other external/internal information requests. As of June 29, 2007 OIRA had received 115 formal information requests: 45 internal requests and 70 were generated from
external sources. Approximately 78% of the requests with set timelines were completed within mandated or negotiated deadlines; fifteen of the projects were completed past the deadline (one was identified as being of low priority and the remainder were delayed due to staffing changes and understaffing). Two of the projects were declined because they were not appropriate and six projects were not completed due to their nature. At least 28 informal information requests have been received and responded to, but have not been officially encoded in the database due to office workload to FTE constraints.

The office is in the process of exploring alternative database coding schemes that can best accommodate the broadest range of information requests and sources that are received on a reoccurring basis. The coding scheme that is finally selected during the 2007 – 2008 fiscal year must enable a finer-grained understanding of office workload demands and resources needed to best accommodate internal and external information needs.

The office continues to review extant and novel information collected in various service units and academic departments across the campus to ensure that information is being collected using the most efficient processes; that encoding procedures facilitate the broadest possible use of information; and that future information needs are a consideration in all data collection efforts.

The office is continuing to explore interfaces between office specific databases and the BANNER mainframe system, that is, OIRA is encouraging all campus databases to be linked together in order to automate reporting and also to facilitate data access for time-sensitive requests.

Assessment Support

OIRA continues to provide leadership for the strong tradition of assessment-related functions at Cortland:

(1) Service Unit Assessment:

The Associate Director has taken the major responsibility for supporting all Service Units and Academic Departments to develop and implement their own effective assessment plans. With the help of a graduate assistant, he has created an online fact book that includes over fifty service unit assessment plans.

(2) General Education Assessment:

The academic year 2006-2007 is the second year within the current three-year cycle of assessment for SUNY Cortland Strengthened Campus-Based Assessment (SCBA). Using the SCBA Plan developed by the office (submitted in December 2005) and approved by SUNY System Administration (2006), OIRA has provided expertise, leadership, and administrative support for the General Education Faculty Committee to complete the Critical Thinking Assessment during the Spring 2007 semester.

The assessment data is currently being analyzed to compile results and to determine reliability and validity. OIRA will finish preparing the Assessment of Student Learning Outcomes in General Education Summary Report of this data, to be submitted to SUNY System Administration by September 1, 2007. In addition, OIRA will continue to collaborate with the General Education Committee to meet the objectives for dissemination of the results of the Critical Thinking assessment for use in program improvements.

OIRA supports a range of other assessment-related activities including attending faculty/staff committee, department, and unit meetings to discuss planning, research, and assessment projects.
Data Warehousing and Technological Innovations

The office maintains an institution-wide assessment database which allows departments to obtain the necessary information pertaining to their own functions and objectives.

OIRA has provided numerous data summaries to meet the needs of several accreditation and mandated reports, including but not limited to NCATE, Middle States, General Education, Program Review, and other Unit and Department specific reporting requirements.

Current technological projects:

- A procedure for developing online surveys has been developed in order to easily generate online surveys. The software program Select Survey is being utilized in the process. A short training procedure should allow end users to develop online surveys. This, along with training in survey construction, should lead to efficient and high quality surveys. One workshop is complete.
- The Student and Course Data Warehouse Interface is now online. The data of more 180,000 records is online and can now be accessed through an interface that allows interactive queries of users.
- Visual Studio is being used to develop web pages and online computing. The software allows for both the building of pages but also interaction and analysis. The above mentioned Student and Course Data Warehouse Interface was developed using this software.
- Technology for the development of training and presentation modules is being developed. For example, a major presentation technology has been Camtasia. This allows presentations and includes voice overlays and web page interactions.
- Writing SPSS Syntax files to automate the process of collecting, editing, and maintaining the data warehouse variables continues. These automated files will help ensure: (a) minimal office disruption of service during staff transitions; and (b) increased response time for a broad range of ad hoc and standardized projects.

Instrument Development and Validation

- Instrument development is ongoing and usually can be classified as one of three types: (1) instrument development for general education; (2) instrument development for campus-wide efforts; and (3) instrument development for departments/units/individuals. The office has been involved with the development, implementation, psychometric analysis, automation, and dissemination of several protocols and surveys.
- In addition to the production, modification, and development of surveys and other data collection protocols, OIRA has supported the creation of online interfaces and many of the data encoding and reporting of the outcomes associated with these instruments and have developed a workshop and web site for training of these procedures.
- Continuing work is being done on a SUNY Cortland Fast Facts brochure that corresponds with campus marketing and web design formats.

Training

- OIRA has provided in-house training to individuals and small groups of faculty and staff to help them better collect, maintain, and use information for formative and summative purposes. The trainings have included content topics such as: (a) using the online student demographic and outcome variable database; b) assessment web page development; c) basic survey development and generating online surveys; and (d) SPSS training.
Grant

In May 2007, OIRA Associate Director took over as principal investigator for the Year Four no-cost extension to this original three-year Fund for the Improvement of Postsecondary Education (FIPSE) grant. All campus aims and objectives are scheduled to be met, and will be reported upon, by September 30, 2007.

The final Year Four Goals of the project were addressed: (1) TECAS administrative, faculty, and staff training; (2) institutionalization of the TECAS system; and (3) TECAS dissemination to international, national, regional, and/or SUNY groups. This stage of the project will first involve securing a group of faculty and administrative staff to serve as TECAS leaders representing all initial and advanced degree programs. These leaders will be trained to fully utilize both the initial and advanced TECAS systems and subsequently disseminate with the other personnel in their respective programs.

The office also plans to continue providing consultative and information support for the Office of Sponsored Programs and other internal constituents seeking external grants. In addition, the office will also explore new grants applications and opportunities that can help advance the institutional research, assessment, and information needs of the campus.

PROGRESS IN THE DEVELOPMENT AND IMPLEMENTATION OF ASSESSMENT

• The Associate Director regularly uses surveys to elicit feedback for all training workshops conducted by OIRA, in order to continually improve the support provided to faculty and staff on campus.

• A comprehensive self-review plan for all activities of OIRA will be developed after the one-year and five-year departmental plans are finalized and a new director has been appointed.

DEPARTMENTAL PLANS FOR NEXT YEAR AND THE NEXT FIVE YEARS

One-Year Plan:

• Continue to serve as the central warehouse for the processing and completion of all mandated and relevant internal and external reports.

• Continue and maintain campus-wide support for all assessment related activities (e.g., maintain web site for the upload of the five-year service unit assessment plans; coordinate service unit reviews with appropriate Vice President; and work with all service units and academic departments to facilitate the collection and dissemination of extant and novel information requests that can be supported by the office).

• Provide training and disseminate the broad range of uses for the Online Comprehensive Student Warehouse.

• Supervise the development of the Advanced Program TECAS system to support NCATE and internal assessment and monitoring needs. Identify and train faculty leaders to help disseminate and increase use of the TECAS systems.

• Continue to develop, automate, and validate technology-based surveys to facilitate data collection and encoding.

• Transition OIRA web site to a new location that promotes information transparency and is more user-friendly.

• Develop polices and procedures for the collection, maintenance, and dissemination of information.
Five-Year Plan:
- Continue to integrate technology-based approaches across campus and within academic departments and service units to enhance efficiency and to decrease required resources.
- Develop a comprehensive and automated assessment system that encompasses all facets of the college and promotes technology-based production of modifiable reports.
- Develop a comprehensive online Fact Book, with password level access for sensitive information and publicly accessible information for non-sensitive information.
- Continue to develop research in teaching, retention, and learning.

JAMES CLARK CENTER FOR INTERNATIONAL EDUCATION

Highlights

INTRODUCTION
The Clark Center provides an integrated framework for the College’s many international activities and programs. It serves as a clearinghouse for proposals, scheduling, activities and the like. It serves as a “think tank” in promoting discussion and exploration of new ideas. It keeps colleagues, offices, departments and other units in touch with one another. Its mission is to promote, coordinate and initiate programs and events and to advance international education within the campus environment and in the Cortland community. It currently reports to the Provost of the College.

As the college’s international activities have developed, the structure of the Center has, in a formal sense, been somewhat constricting. But we have permitted organic growth and learned the pleasure of anomalies and of a more pluralized or hub-based mode rather than a strict hierarchical organization chart structure. The result has been a wonderfully effective and productive group. More important, it has brought to our table colleagues with new and fresh ideas, enthusiasm and energy.

STATUS OF THE SELF-STUDY:
At the writing of this report, the strategic plan is near completion and to goal is to have external consultants visit in the fall. The report, when done, will provide for the community as much more comprehensive understanding of what it means to internationalize a campus – a task that many colleges and universities are undertaking even as we are.

The report will be comprehensive and hopefully complete. It will depart from the normal listing of recommendations in a matrix and provide are more studied approach in order to assist the campus and outside reviewers. It draws heavily, moreover, on a sizeable literature on international education and internationalization, e.g., ACE, government reports, etc. It will certainly move beyond the few simple recommendations contained in the college report.
OUR WORK THIS YEAR
Clark Center Activities & Concerns: Overview
1. International Education Week – highlights included (a) a first-class keynote lecture by Prof. Davyyd Greenwood (Cornell) on “Action Research” as it might apply to international learning. (See Appendix I for the Final program for IEW)
2. Developing the Belize initiative
3. Developing the Ukraine Special Education initiative
4. Organizing the Faculty-Staff Development Study Trip to China in collaboration with Professors Luo Xu and Hongli Fan. This trip signals a new start – a renewal – of Cortland’s long-standing relationship with Capital Normal University.
5. The Dual Diploma Program (DDP) with our partners – Anadolu and Izmir. Very slowly the program is beginning to grow. Henry Steck is now serving as the de facto Coordinator. As this report is being composed, we have been dealing with a variety of tangled questions and issues related to the Fall 2007 admissions. Slowly, we are developing the infrastructure to deal with the DDP students: registration, admission, TOEFL, housing, payment of bills, transition, advisement, etc.
6. Campus programming. These included cooperation with others (PECE, Jewish Studies, and various Departments and campus units):
   • Prof. Jovanka Biljanoska (Fulbright Scholar School of Business and Economics, College of Charleston, Charleston, SC; University "St. Clement Ohridski" Bitola, Ohrid, Macedonia):
     – Macedonia Today: An Old Nation but a New State since The Break-up of Old Yugoslavia.
   • Lecture. Class on International Trade in the Department of Economics
   • Olle Kwarnmark (Scania Corporation – Sweden) Teaching in a Multicultural & Multinational
   • Culture: Participatory Workshop [in collaboration with the Office of Service Learning]
   • Jala Garibova (Fulbright Scholar, Eastern Tennessee State University; Azerbaijan University of Languages, Baku, Azerbaijan)
     – Azerbaijan Today: An Old Nation in the Period of Post-Soviet Independence
   • -- Seminar: Language Policy and FLT in Azerbaijan
   • Daniel Mendelsohn (Bard College, author of The Lost: A Search for Six of Six Million – Finding The Lost: Some Problems (and Pleasures) in Writing One Family’s Holocaust Story And Matt Mendelsohn(former photographer for USA Today and UPI)
     “In the Footsteps of The Lost – A Photographic Journey”
7. Hosting international visitors – and other visitors. This year this included: Prof. Jala Garibova from Azerbaijan, Prof. Jovanka Biljanoska (Fulbright Scholar from College of Charleston, Charleston, SC; "St. Clement Ohridski" Bitola, Ohrid, Macedonia, Jiguo Xia- Professor at Capital Normal University in Beijing, China, Julia Hugo- Studied Philosophy at University in Friedberg, Germany, the Ukrainian delegation, Olle Kwarnmark (Scania Corporation – Sweden), and representatives from partner institutions visiting the Office of International Programs.
8. The Center also acts as a regrant agency and this year, as in previous years, we supported a variety of projects and events of other international groups on campus. These included the Second Language Educators Conference (ICC), the Taste of Asia (AMES), and Prof. Miller’s AED Project with his class (in support of Doctor’s Without Borders)
9. Phi Beta Delta: the Cortland Chapter of the Honorary Society held a very successful installation ceremony and a significant number of students, staff, faculty and administrators were inducted.
10. A group, chaired by Associate Dean O’Callaghan, has been permanently convened to begin see how SUNY Cortland can help its students take advantage of international post-graduate fellowships and other post-graduate international opportunities.

11. We facilitated the link to SUNY Cortland by the SUNY Center for Collaborative Online International Learning (COIL). As its name suggests, COIL, a project of SUNY OIP that grew out of discussions and ideas at Cortland and Purchase, focuses on international online learning and is now housed at SUNY Purchase.

12. An undergraduate certification program in American Studies for international students has been approved internally and has been submitted to SUNY. It would be ideal for a student who wishes (a) to learn more about the United States and (b) to spend a year at Cortland and in the US. Students who enroll for the Certification (whether graduate or undergraduate) would be matriculated students.

13. In a continuing effort initiated some years ago to bring international faculty to the campus, the following faculty will teach at Cortland during the fall semester:
   a. Prof. Larissa Titarenko from Belarus who will be offering courses in the Department of Sociology and a dual listed course in the Departments of Political Science and History.
   b. Prof. Vincent O’Brien who will be teaching courses in the Department of Health.
   c. Additionally, Dr. Mickaël Augeron from Cortland’s partner university, La Rochelle – will be visiting and teaching in Summer Session II.

14. ASGIP or ASGIA. As we expand our work in this area, the Administrative Support Group for International Programs (or Activities, the name still isn’t cleared up!) should be acknowledged. This group produces a smooth meshing of all the gears with respect to international programs.

**International Studies Program:** A few words are in order about the Annual Report of the International Studies Program. IST is a special case because it is a degree granting program. Several points are worth noting:

- The enrollment continues to increase – a testimony to the quality of the program and a reflection of growing student interest in international studies.
- The core courses (e.g., IST 200, IST 229) still need to be cross-listed due to a shortage of seats to accommodate the demand.
- IST 400 was not taught, thus creating the necessity of doing “course substitutions” for seniors.
- IST students tend to be high performers, with 93% of major with a GPA of 2.5 or better. The estimated (hand calculated due to the fact that all dual majors are not reported by Banner) overall GPA is 3.14. A significant percentage makes the Dean’s List and the President’s List.
- From the point of view of the IST curriculum – and of an internationalized curriculum in college-wide terms – there continue to be some notable curricular gaps: Asia (e.g., Politics of Asia, Politics of China, economics, etc.).
- As the program grows, it begins to exceed that capacity of one coordinator with no support staff. As the major continues to grow – as surely it will – more support will be required for the coordinator such that he or she need not depend on the kindness of a hosting department.

**Asian-Middle-East Studies (AMES) Committee:** With the interesting and important reorganization of the Multicultural and Gender Studies Center and the emergence of two new bodies, affiliated groups that were attached to the former MGS are left floating without (to date) an apparent home base. AMES wishes to attach itself to the Clark Center and its representative has been attending the Clark Center meetings regularly. The Clark Center is very happy to receive
AMES, especially since AMES’ focus is now exclusively international. The one difficulty is that AMES used allocation from the MGS to fund its activities and the Clark Center budget is not large enough to underwrite AMES’ activities. The best solution, therefore, might be for the source of the prior MGS funding to create a budgetary line for AMES or to arrange to have the normal Clark Center amount increased by that amount. As matters stand, the Clark budget cannot support, as MGS did, the range of activities pursued by AMES.

**Latin American Studies Committee:** The Latin American Studies Committee is not now encompassed by the Clark Center although a representative from LAS does attend Clark Center meetings.

**INTERNATIONAL STUDENTS**
The Clark Center continues to discuss various issues related to international students support and we all commend the work of Lara Atkins as International Student Adviser and the Office of International Programs.

**COOPERATION WITH SUNY OFFICE OF INTERNATIONAL PROGRAMS**
In 2005, Chancellor Ryan made clear in his address at Cortland, SUNY itself is expanding its international presence and mission. This year has seen a setback in the role of the SUNY System Administration Office of International Programs due to very severe budget cuts.

Much of the work we do on our campus is linked to initiatives that SUNY has undertaken. At Cortland, then, we are able to realize the benefits of SUNY’s role and it creates space, opportunity and even some resources for us.

**Budget for International Visitors**
The College needs to think seriously about stand alone budgets for visitors and for Clark Center international travel. The rising level of travel by SUNY Cortland personnel suggests the need for thinking about an overall travel budget or, at least a method for identifying funds to support institutional travel. Since a number of trips are undertaken in response to unexpected invitations or opportunities, it would be shortsighted to constrain opportunities by a fixed budget. On the other hand, it would be well to think about some rough budget figures for this purpose.

**THE CLARK CENTER: IDEAS FOR THE FORTHCOMING YEAR & FOR THE CENTER’S FUTURE WORK**
The following list is meant to be suggestive and not inclusive or set in cement. As noted elsewhere, we are open for business and welcome new ideas.

- Complete the self-study and invite the consultants to visit; initiate the implementation process thereafter.
- Implement the recommendations already made for the IST Program by its external reviewers.
- Resources:
  - Attempt to identify sources of external grant funding, e.g., USAID
  - Look hard at development activities for the Clark Center and, indeed, our international mission generally.
  - Undertake some realistic budget projects for the next five years.
- Continue to work hard on our Dual Diploma partnerships – particularly with Azerbaijan University of Languages.
• Continue to encourage a robust partnership with Capital Normal University
• Continue to strengthen the Belize partnership.
• Develop the Azerbaijan initiative
• Continue to strengthen the partnership with Capital Normal University
• Work with the Office of International Programs to assist with study abroad and international students and scholars as needed.
• Two years ago, the then-Chancellor spoke the following words below and Provost Davis-Russell has spoke importantly to the same point. The long-range plan will suggest internationalizing curriculum as a major priority. We agree with then Chancellor Ryan:
• Address promotional efforts for SUNY Cortland’s international efforts.
• Work with the Office of International Programs and with, one hopes desperately, a new Director to make the transition productive and pleasant.
OFFICE OF INTERNATIONAL PROGRAMS:

Office of International Programs, Participants by Country Academic Year 2006-2007

![Chart showing participants by country for the academic years 2006-2007 and 2005-2006.](chart)

International Students by School

![Chart showing international students by school for the academic years 2006-2007 and 2005-2006.](chart)
Office of International Programs, Participants by Gender

SUNY Cortland Students Studying Abroad