HONORING EXCELLENCE IN
Teaching, Research, and Service

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Cover Artwork by

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*Inner Sanctum, 2005*
Honoring Excellence in Teaching, Research, and Service
SUNY Cortland’s story is rooted in the pursuit of education. As a Normal School founded in 1868, its goal was to prepare K-12 teachers for New York State. Our graduates conveyed their tremendous commitment to teaching, making a substantive impact on the lives of all New Yorkers. Under the leadership of Governor Nelson Rockefeller, Cortland College was transformed into a comprehensive liberal arts college in 1963, a portentous year for demands of free speech and promoting peace and change for a better world. In that year, what was once a Normal School for education was subsumed within the School of Professional Studies, and the School of Arts and Sciences was newly created to expand the College’s mission. In keeping with tradition, three years ago the College established an independent School of Education to bring attention to the founding strengths of SUNY Cortland. Today, with our new education building nearing completion, we reaffirm and celebrate SUNY Cortland’s central role in preparing exemplary teachers for New York State.

All over campus, you can see ground tilled for the beginnings of new and open spaces for student learning. The campus-wide construction is creating better laboratories, teaching environments and creative spaces with innovative, sustainable architecture. These changes are emblematic of SUNY Cortland’s dedication to quality learning environments as we prepare our graduates for leadership roles in the 21st century. Our new facilities will create opportunities for students to meet and interact, and to work closely with their professors on research projects across the disciplines. We look forward to the renovation of Bowers Hall for the sciences, Dowd Fine Arts Center for the performing and creative arts and communication studies, and Studio West with spaces for students in Professional Studies.

Throughout our historical transformation, our mission has remained constant—to teach across the disciplines at the highest levels. Professors from across the country and around the globe bring extraordinarily diverse experiences, along with an abiding commitment to their own fields of study, to their classrooms, and to the College. This award ceremony honors your dedication, performance and creativity. Your influence and impact on the lives of our students is both immediate and long-lasting. The letters I receive from students, parents, faculty and community members attest to the integral role you continue to play. I congratulate all of the award recipients, especially in the diverse and meaningful ways that you contribute to making SUNY Cortland a dynamic and successful institution of higher learning.
Honoring Excellence in Teaching, Research, and Service
At SUNY Cortland, we have dedicated ourselves to upholding the dynamic balance between teaching, scholarship and service. Today, we honor the accomplishments of our distinguished colleagues who have made outstanding contributions in all aspects of these areas. Despite ongoing financial challenges, the faculty and staff recognized today, along with all of your colleagues, continue to advance SUNY Cortland’s mission in “helping our students become good citizens with a strong social conscience and an appreciation of the environment and diverse intellectual and cultural heritages.”

More and more, undergraduates are working independently with faculty members. Our new Council for Undergraduate Research continues to promote active participation in research, scholarship and creative activity. These original intellectual or creative contributions to the discipline engage students in new kinds of critical thinking and learning strategies. Faculty members have developed new programs and the curriculum is flourishing. Today I am proud to honor individual faculty members whose exceptional skills in teaching deserve to be recognized.

Recognizing the diminished amount of funding for research and travel, our faculty remain dedicated to the pursuit of scholarship and creative activities. From research on criminal justice ethics worldwide to toxicity sensors for testing field water, from evaluating physical education programs to teaching high school students to cast iron, across the college our innovative faculty continues to develop new insights into physical, aesthetic and ethical worlds.

In addition to teaching and scholarship, I appreciate your contributions to campus and community. The range of service is exceptional. The Gospel Choir and its international travels are a source of great pride for the College. The AmeriCorps secured by SUNY Cortland focuses on poverty abatement and staffing of nonprofit organizations in Cortland County during this time of dire need. The Community Leaders Demonstration Project will introduce thousands of students to leadership strategies to improve communities. The Migrant Education Program impacts almost 14,000 children whose parents serve at the heart of our agricultural workforce.

I commend all of you for your commitment and advancement of teaching, learning, and service.
Honoring Excellence in Teaching, Research, and Service
The Brooks Award honors a faculty member who devotes a significant amount of time both to teaching and to working with students outside of class. A $5,000 honorarium is included with the award for use in enhancing Tim’s teaching initiatives. Tim is a dedicated and outstanding teacher. His classes are exciting, challenging and filled with energy. He expects professionalism both in behavior and academic performance from each individual student in his classroom as well as from the community of students in his classroom. Tim’s students respond to his expectations by being active and vigorous contributors to class discussion, always listening, always questioning, always engaged. The selection committee noted that Tim’s work outside the classroom is exceptional. He developed a partnership with the J.M. McDonald Sports Complex and the Cortland Homer Afterschool Mentorship Program (CHAMPS), which is an extension of his Motor Development undergraduate course. The program places his students as afterschool mentors to at-risk youth ages five to fourteen. He develops community programs that benefit the participants and, at the same time, gives our students the confidence and skills they need to succeed as teachers and leaders. Tim serves on the College’s Student Affairs Committee as the School of Professional Studies representative for the Faculty Senate. Tim directs the Adapted Sports and Adventure Camp at SUNY Cortland. He is faculty advisor for the College’s baseball team and for Project LEAPE (Leadership and Exercise in Adapted Physical Education). Since 2002, he has chaired the Adapted Physical Education National Standards Project (APENS), which provides national standards and certification examination for adapted physical educators. A grant review committee member for the U.S. Department of Education, Office of Special Education and Recreation Services in the Division of Personnel Preparation since 2001, Tim has been awarded many College, state, federal and private grants. Tim has presented at numerous international and national conferences and has written for several publications and children’s books.
HONORING EXCELLENCE IN
Teaching, Research, and Service
Mecke’s scholarship is rooted in political and feminist theory. She is one of few philosophers worldwide working in criminal justice ethics, highlighting the philosophical import of writings by imprisoned intellectuals. Recognized internationally for redefining prisons as productive, resistant sites of diaspora, Mecke’s books and articles explore cross-cultural perspectives of penalty, human rights, and restorative justice. As co-founder (2003) and editor-in-chief of Wagadu: A Journal of Transnational Women’s and Gender Studies (www.wagadu.org), Mecke has united multidisciplinary scholars at SUNY Cortland with an advisory board of leading international academics. Wagadu (named for a West African goddess) has evolved into an internationally renowned journal, most recently recognized by the European Science Foundation. It contributes to the cutting-edge field of postcolonial and feminist studies with a focus on Africa; no other journal has taken up these challenges. Emphasizing women’s rights and equity in Africa and elsewhere, Wagadu creates access internationally while contributing to interdisciplinary feminist scholarship. Mecke’s recent travels to South Africa, Kenya and Mali afforded study of African peacemaking initiatives and communicative practices that foster forgiveness—leading us closer to Ubuntu, Zulu for describing our shared humanity. Bringing this research into her classrooms (SUNY Cortland and area prisons) and her work with student organizations (POWER, African Student Union), Mecke aims to move students to consider people who have committed offenses, not as objects of pity or contempt, but as subjects of compassion. By taking a scholar-activist stance, students make connections between theory and practice and engage in the bold move of taking action.
Christopher Latimer’s teaching philosophy relies heavily on his research interests in deliberation—that is, strategies based on discussions by informed, thoughtful participants as opposed to debate and polarization. His classroom has become a working reflection of the deliberative method where students are expected to challenge and learn from each other’s opinions. Chris finds ways to allow students to listen to one another’s unique and diverse perspectives so that they might appreciate and even embrace different viewpoints. In his upper level courses, he uses a rigorous Socratic Method, and randomly calls on one student per class to show mastery of Supreme Court cases through written briefs. While at first some students find this daunting, they report that not only do they prepare for class carefully, but eventually relish their turn in the spotlight. Students clearly find the challenge refreshing, and repeatedly claim that the class was worth the extra effort that Chris demands. To make connections to current events for his students, Chris has hosted attorneys, judges and even political campaign managers in his classes. Not content to merely challenge his students, Chris has been known to meet weekly with those who are struggling, and even prepare individual quizzes and exercises for them. His students find this concern and support remarkable. Chris’s demands have paid off, as students claim he has helped shape them and made them “more prepared for life.”
Michael Pitcher brings to his students a world of experience from the front lines of his discipline. He served for four years as a Teacher of Speech and Hearing Handicapped in secondary schools in Cortland, Madison and Onondaga counties. After receiving his Master’s degree in Audiology from Ithaca College, he worked for 15 years as a clinical audiologist both in hospital settings and rehabilitation centers. After Michael was approached by Syracuse University to teach pediatric audiology, he says his interest in higher education was piqued. This experience “in the trenches” is an asset to both his students and his department as he serves as the Coordinator for the Audiology program. Michael’s classroom style reflects his teaching philosophy that no one pedagogy fits all. He uses PowerPoint, online discussions, video clips and YouTube to bring his subject to life. His students’ reactions indicate his success. His faculty colleagues report that student participation in his classes is remarkably high and that students remain engaged and active throughout his 75 minute classes. They find Michael an enthusiastic, knowledgeable and effective professor. He makes time for them after hours, in the evenings and even holds virtual study sessions by Instant Messenger. Michael teaches courses across the Speech Pathology and Audiology curriculum, allowing him to experience students as they develop from freshman to senior. This affords him real satisfaction. “Nothing gives me more pleasure than to see passive learners become engaged critical thinkers and problem solvers by the time they graduate.”
Judith Schillo’s goal as an educator is to inform, inspire and impact her students to effect lasting, positive changes in their lives that reach far beyond the walls of the classroom. One of the strategies she uses to achieve this is the creation of real collegiality in her classes. She intentionally designs learning communities within the confines of her class in which students come to know each other as peers they can trust. She believes that within these groups, students can feel safe and take risks as they learn to teach children. As her students strive to master the best pedagogical approaches, Judith models these for them in her interactions with them as students. This is the cornerstone of Judith’s teaching philosophy: you teach what you are. And, according to her students, Judith is someone who facilitates their growth as teachers, “but even more importantly, as human beings.” As her students enter the field, they report referring often to her ideas and methods, and feeling grateful for having experienced her classes, even though the workload was considerable. They cite her encouragement, support, advice, passion and creativity as a constant inspiration to be the best educators possible.
Honoring Excellence in
Teaching, Research, and Service
The Cortland Migrant Education Outreach Program (MEOP) provides outstanding educational and health services to 1,300 migrant children and their families in New York State. This exemplary program is led by Deborah Miller and Marley Barduhn, both of whom should be exceptionally proud of the impact and quality of staffing and services provided. Although SUNY Cortland's MEOP is currently the fourth largest MEOP in the state, children and parents engaged in SUNY Cortland's MEOP are treated personally, recognizing their unique talents and strengths of each and every child. SUNY Cortland’s 23 expert staff members, most having between 6 and 24 years of experience working in Migrant Education, provide direct tutoring, ESL, advocacy, family literacy, secondary credit exchange, interstate cooperation, Portable Assisted Study Sequence (PASS), High School Equivalency Program (HEP), agency coordination and/or referral, preschool education and career exploration. A Summer In Home Program services the remainder of the program areas. Additionally, MEOP hosts one of the three Family Centers in New York State that is located on campus. Parents visit this Center to hone their own skills (GED), make educational activities with their children, have access to computers, conduct research and meet with staff for individual consultations to help support family learning areas. Debbie and Marley and the entire MEOP Program staff are to be congratulated for the five-year renewal of Cortland’s exemplary MEOP Program!

Math Assessment = Success (MAS) is a Migrant Education Program Consortium Incentive Grant designed in response to substantial needs identified among migrant students in the lead state of Texas and the consortium receiving states of Arkansas, Illinois, Montana, New Hampshire, New York and Wisconsin. The goal of MAS is to increase migrant student achievement in mathematics by operating a multi-state consortium aimed at offering high-quality curriculum, instruction, professional development and innovative uses of technology through interstate and intrastate collaboration. MAS curricula is created locally and impacts 14,000 New York children and families. This MEOP grant is Deborah Miller and Marley Barduhn's third consecutive national award to improve mathematics fluency.
In an effort to address urban teacher shortages, SUNY Cortland has, since 1998, administered a comprehensive program in urban teacher preparation, supported in part by the Park Foundation. Cortland’s Urban Recruitment of Educators (C.U.R.E.) Scholarship Program has capitalized on previous funding in order to address these issues and increase the number of highly qualified teachers committed to urban schools each year. The 2008-2012 Park Foundation grant supports scholarships for one cohort of C.U.R.E. students as well as funding for research travel related to the program. The rich, ten-year history of the C.U.R.E. Program at SUNY Cortland has resulted in some remarkable achievements, including an extraordinarily high graduation and retention rate for students. The impact of this program has been felt far beyond the SUNY Cortland campus, including the placement of more than 40 new teachers in high need schools in New York State, the majority of whom have stayed in challenging teaching positions far past the program’s two year commitment.
Theresa Curtis
Biological Sciences

“Examination of Additional Cell Lines in Ecis System for Chemical Toxicant Detection”
U.S. Army ($15,921)

Theresa is collaborating with the U.S. Army Center for Environmental Health Research in developing an Environmental Sentinel Biomonitor (ESB) system using eukaryotic cells to detect a broad range of agricultural and industrial chemicals in drinking water. Biologically-based toxicity sensors can provide rapid assessments of water quality and contribute to drinking water security investigations. A number of toxicity sensors for testing field water using a range of eukaryotic cell types have been proposed, but it has been difficult to identify sensors with both appropriate sensitivity to toxicants and the potential for long-term viability. To accomplish this goal, a variety of cells (isolated from different tissues and organisms) are being screened for chemical toxicant sensitivity, and for the ability to serve in a portable ECIS (Electric Cell-substrate Impedance Sensing; www.appliedbiophysics.com) based sensor. To achieve cell layer stability in the ECIS system, multiple cell seeding densities, adhesion substrates and cell feeding protocols will be evaluated.
Honoring Excellence in
Teaching, Research, and Service
The Homer Central School District (HCSD) and the Adapted Physical Education faculty within the Department of Physical Education have created a partnership to improve the quality of Adapted Physical Education services currently provided to children with disabilities. Tim Davis and Mike Carboine, Athletic Director for HCSD, outlined the guidelines for a long-term partnership designed to enhance the access and adaptive physical education programming opportunities for children with disabilities throughout the Homer school district. The HCSD will support a part-time Adapted Physical Education graduate student in exchange for 20 hours per week of direct service working with children. The responsibilities of the graduate student are to teach the majority of HCSD’s adaptive students four hours per day in either the elementary, intermediate or junior high schools. The graduate student is responsible for the planning and teaching of daily lesson plans specific to each individual student, along with coordinating and updating any IEP plans for students with the office of Special Education for Homer Schools. The “win/win” scenario provides financial support while graduate students receive valuable public school experience. Past public school partnerships in Adapted Physical Education have been created with Marathon Schools, DeRuyter Schools and the Fransizka Racker Centers. The creative designs and outreach for school partnerships exemplifies why SUNY Cortland’s Adapted Physical Education program was recognized in April of 2008 by the American Alliance for Health, Physical Education, Recreation and Dance (AAPHERD) for The Program of the Year Award, which is the highest honor for adapted physical education programs as recognized by AAPHERD. The school partnerships are an extension of the APE commitment to promote and assure integrity for individuals with disabilities throughout central New York.
Honoring Excellence in Teaching, Research, and Service
The purpose of this project is to collect and analyze data to support the implementation of the Cortland County Physical Education Program (PEP) Grant from the Department of Education that is intended to improve physical education classes district-wide. SUNY Cortland graduate and undergraduate students will assist in the collection of teacher and student data such as attitudes towards physical activity, time spent in physical activity, and motor skill testing. Results of the assessments will be reported back to the grant administrator to include in the grant progress reports to the U.S. Department of Education. School level reports will also be generated to inform administrators and educators.
Honoring Excellence in Teaching, Research, and Service
Health

“Development of an HIV-AIDS Undergraduate On-line Pedagogy Course”
New York State Student Support Services Center, Center for Disease Control ($10,000)

Health Department colleagues Bonnie Hodges, Donna Videto, and Sarah Beshers have been awarded a contract from the New York State Student Support Service Center to develop and pilot test an online course for New York State teachers on the teaching of HIV/AIDS. Age-appropriate HIV/AIDS education is mandated in New York yet a need for teacher training and continuing education in this area has been identified. In-service teachers often report feeling unprepared for and uncomfortable about teaching this topic, largely due to their own lack of education, the cultural taboos surrounding adolescent sexual behavior, and a perceived lack of support from administrators and the local community. Teacher training that addresses these barriers can be very effective. The Centers for Disease Control and Prevention indicate that HIV/AIDS education is most effective when embedded into a comprehensive K-12 school health education program that focuses on the relationships between behavior and health and provides the opportunity to develop skills such as decision-making, refusal, and interpersonal communication, and the self-efficacy to use those skills in “the real world. The CDC also recommends that all school personnel should receive periodic continuing education about HIV/AIDS to assure that they have the most current information and effective teaching strategies. This course will address both basic content as well as pedagogy, including state and national guidelines, relevant theories of behavior change, and the “programs that work,” i.e., those curricula which have been shown to have a significant and positive impact on sexual risk reduction and which are widely recommended by experts in the field. The course will be available through the Health Department for K-12 educators and teacher education candidates across the state.
Honoring Excellence in Teaching, Research, and Service
This project seeks to create the Building Community Leaders Program, which is designed to take our current Institute for Civic Engagement (ICE) academic initiatives to the next level. Through a three-pronged campus wide approach, students in this program will develop the self-awareness and confidence to seek out and assume leadership roles in Cortland, their own communities, New York State and the nation. The goals of this project are: 1) to transform the educational experiences of our students over a three-year period through curriculum design and development that will infuse course curricula with leadership development training for students. Such curricula will include credit-bearing coursework that prepares students to participate fully in the democratic process; 2) to target a group of exceptionally motivated students for participation in a newly created Building Community Leaders Program. Student leaders may participate in workshops or courses, attend seminars with prominent community leaders, and engage in instructive retreats on leadership skill development, among other activities, to become proficient at problem-solving skills that can be directed to key issues, such as economic development, education, poverty abatement and community revitalization; and 3) to develop a comprehensive student leadership program that unites faculty and staff in academic affairs and student affairs to participate in a number of activities designed to promote student leadership development throughout the College.

SUNY Cortland and its ten community partners received funding from the Corporation for National and Community Service to create an AmeriCorps program for the Cortland community. In addition, $51,975 was awarded in Segal Education Award funds to provide tuition assistance for those completing the AmeriCorps program. The program is renewable for two additional years (and our application for the second year has been submitted). The program funds 13 AmeriCorps positions serving 11 different agencies in the Cortland community (ten positions are full-time; one is half-time; two are quarter-time). The agencies served include the City and County Youth Bureaus, Family Counseling Services, Cornell Cooperative Extension, Cortland County Soil and Water Conservation Bureau, Lime Hollow Center for Environment and Culture, Seven Valleys Health Coalition, SUNY Cortland’s Institute for Civic Engagement, Cortland Downtown Partnership, YWCA and the Cortland County Convention and Visitor’s Bureau. AmeriCorps members work on projects that focus on child care, youth mentoring and recreation, economic development, volunteer recruitment and development, and environmental education, among others. Additional information about the program can be found at www.cortland.edu/civicengagement.
This wide-scale collaborative effort is designed to explore the development of Professional Science Masters (PSM) degree programs at SUNY Cortland. PSM degrees combine rigorous training in science, math and technology with supplemental coursework in business management, public policy, marketing, communications and writing. The co-investigators will work with a broad range of faculty collaborators from the sciences, mathematics, economics, political science, philosophy, English and communications to draw upon their disciplinary expertise and interest to develop feasible curricula. Activities include: a) creating a planning group from participating departments to develop the PSM degree program(s) that are aligned with state-wide and regional economic development planning initiatives; b) creating a PSM advisory committee; c) engaging consultants to survey the labor market for existing employment and job creation trends; and d) charging the SUNY Cortland Graduate Studies Office, in consultation with participating PSM faculty and the Office of the Dean of Arts and Sciences, to formulate a business plan that will include enrollment projections, plans for expenses and revenues, student recruitment strategies, marketing and branding. The State University of New York is developing PSM programs at several SUNY campuses with funding from the Alfred P. Sloan Foundation to promote economic growth and workforce development in New York State.
Honoring Excellence in Teaching, Research, and Service
“The Cortland Road Pour”

National Endowment for the Arts, Fast Track Grant Program ($10,000)

The Cortland Road Pour artistically reinterprets the manufacturing heritage of Central New York as a cultural tradition through engaging the public in the process of creating cast iron sculptures. Eight art students from area high schools with a range of socio-economic backgrounds will be recruited to apprentice under sculpture professor Vaughn Randall for a five-week program in metal arts. These students, mentored by SUNY Cortland Bachelor of Fine Arts students, will develop a public exhibition of iron casting and invite Central New York residents to create their own artistic works in cast iron based on Cortland County’s manufacturing heritage. The Cortland Road Pour will introduce sculptural metalworking to the local community that has limited access to arts due to its rural location and challenged economic environment.
This is Joan’s second award for this internship program! The SUNY Cortland Athletics Department is the recipient of one of fifteen National Collegiate Athletic Association’s Ethnic Minority and Women’s Internship awards funded in the U.S. in 2006. This two-year award is designed to support an intern with opportunities for learning and contributing to administrative leadership and coaching activities. At SUNY Cortland, the selected individual will work with event management, corporate sponsorships and serve as an assistant coach for one of the sports.
Gary T. Babjack

Athletics

“Excellence in Innovation within Profession”

Gary has taken the lead in developing new initiatives from synthesizing and utilizing technology in the classroom to developing a web-assisted master’s degree program in Physical Education at SUNY Cortland. He “catalyzed technology applications,” including Dartfish technology, XOS (a state-of-the-art digital team analysis system), and a mobile tablet computer lab to provide training to physical educators and students in utilization of cutting edge technologies. Through Gary’s diligent efforts and close work with Academic Computing, all student-athlete program evaluations are now done using WEBCT. He was instrumental in securing the hardware necessary to have a digital analysis system in place for coaches to utilize in assessing individual and team performance. As a Dartfish Master trainer, he attends practices daily to assist coaches in learning to use Dartfish and XOS to enhance team and individual performance. Our state-of-the-art camera systems for Corey Gymnasium were the result of his being instrumental in partnership discussions with Panasonic. He co-wrote and received a grant for instituting computer assessment in pedagogy classes. In addition to teaching, advising and volunteer activities, Gary coached our 2007-08 Gymnastics team to a third place finish and coordinated the 2008 USGA National Gymnastics Championships held at SUNY Cortland this spring. His technology innovations have resulted in improved processes and effectiveness for all connected with our Physical Education Programs and Team Sports.
Honoring Excellence in Teaching, Research, and Service
Juanita Larrabee has made several contributions in the Facilities Planning, Design and Construction Department. Most recently, she co-authored a project management and tracking database with the assistance of Academic Computing Services that provides for better delivery and tracking of project schedules, budgets and administrative services for respective project coordinators for hundreds of concurrent projects occurring throughout the year. Her innovation and contributions are not limited to this specific project. Due to the state budget crisis, a new requirement was imposed by the Department of Budget (NYSDOB) for contract approvals. This new process, without outlined procedures, caused delay and confusion for State operated agencies. However, Juanita’s diligence and creativity placed Cortland as the first campus to receive all approvals from DOB without any denials. In fact, she helped DOB create procedures using her documents as examples. She honed her skills in navigating the web portal and was able to train project coordinator teams to access and enter vast amounts of information for over 54 current major building, infrastructure and landscape projects. As a result, our campus is highly regarded at the State University Construction Fund, Office of the State Controller and DOB. She has received numerous requests for assistance in getting their construction requests approved from other campuses. Not one to rest on her laurels, she has also redesigned the file management of PDC’s file and plan room from multiple locations of over 900 square feet to a space less than half that size, organized by requirements and regulations for the many varied types of files. “The redesign of the file and plan process has improved the effectiveness of the system, resulting in a 100% retrieval rate, reduction of volume of outdated material, and reduction of time needed for file retrieval.” In addition, she updated the office’s Policy and Procedures Manual and their Procurement Policy Manual, working closely with the new Purchasing Manager. Juanita’s efforts have truly aided both the administrative and fiscal efficiency of the Facilities Planning, Design and Construction Department.
The hallmarks of a recipient of the Service to Students award are “going the extra mile,” developing creative student programs, and implementing programs or processes designed to improve services for students. Sarah Gingrich possesses each of these hallmarks. “She provides superior service to SUNY Cortland students in ways that are not necessarily visible or transparent to onlookers, but affect students in terms of their safety, security and comfort.” Sarah is a keen advocate for students in her daily interactions with the Physical Plant and Facilities Departments, students who live in the halls, the Hall Directors and Complex Coordinators who supervise the halls, her fellow Residence Life professionals, and the other departments who interact with and have access to Residence Halls. Whether it be her ability to advocate a viewpoint to that department in “a manner that often compels reconsideration of a long-held assumption” to literally “rolling up her sleeves to do physical labor alongside her student help and the custodial staff,” she displays a willingness to step in at any time. She is responsible for coordination and preparation of annual fire inspections. Since Sarah has been in charge, there has been an outstanding reduction in the number of inspection violations in the residence halls. She is the “Green Go-To Person” in Residence Life who has been responsible for a new eco-rep program this year to improve sustainability efforts, supervised the 1st Annual Sustainability Day, and worked with Physical Plant to implement an energy refund initiative for West Campus students to get money back if they decreased energy consumption. She has also found the time to co-present on Savvy Social Networking for Student Leaders last year, have been active with Residency Hall Associations, served as staff advisor for Nu Sigma Chi, has taught COR101 classes, and acts as a volunteer staff justice for Judicial Affairs, often as the chair of the panels or as the administrative hearing officer.
Jack Sheltmire is the epitome of someone who meets the requirements of this award; he is a role model, leader, problem-solver, visionary and dedicated professional of the highest caliber. Since his arrival in 2000, he has brought new technology, received great recognition, and obtained grant money for improvements to technology, infrastructure and programming to the SUNY Cortland Raquette Lake program. He has increased the revenue and use of the camp over 30% while “putting SUNY Cortland Outdoor Education on the map.” In 2004, his efforts resulted in Camp Huntington (Camp Pine Knot) achieving National Historic Landmark Status, a first for a SUNY campus. In 2006, Vogue magazine utilized Camp Huntington as a backdrop for a photo shoot. Information Resources worked with him to establish a nationally recognized, state-of-the-art, wireless communications system and technology classroom with a mobile computer lab made possible by a U.S. HEA Title III Grant. He also serves on several important campus committees, including NCATE, in addition to his myriad roles in the Raquette Lake area, such as serving as liaison with the Adirondack Museum and the Adirondack Architectural Heritage Association, the NYS Office of Parks, Recreation and Historical Preservation, and the U.S. Dept. of the Interior National Parks Service. He has been the Region 7 Coordinator for the NYS Outdoor Education Association, been Vice-President for Recreation EDA/AAHPERD, and made over sixty state, regional, national and international professional presentations, in addition to receiving the NYS Outdoor Education Leadership Award. Jack lives his passion, and his achievements, vision and dedication make him well-deserving of this year’s award.
Christopher Latimer is the second recipient of this award in recognition of his ability to establish and maintain significant connections with students outside of the classroom. Chris is currently serving as the Political Science Association Club advisor and the Pre-Law advisor. In both roles he has shown strong support of student initiatives and recognizes the need to keep events student-driven so as to allow members to maintain ownership. The nominations speak for themselves as they describe how, “Dr. Latimer is a mentor and a professor who has pushed me in and out of the classroom to reach my full potential.” One nominator highlighted the fact that in their interactions, “He never made me feel like a burden. . . . He was always welcoming and helpful. . . . He works for his students above anything else.” Based on the nominations received, it is obvious that Chris goes above and beyond what is expected of him to establish excellent relationships with students. He was also noted for establishing “lasting connections with students outside of his regular teaching duties” and is lauded for helping students reach “the next phase of their lives.”
Honoring Excellence in Teaching, Research, and Service
Barry L. Batzing, who has served on the SUNY Cortland faculty for 36 years, will retire on August 31. He has earned the designation of professor of biological sciences emeritus. Barry, a former Biological Sciences Department chair, was honored in 1981 with a SUNY Chancellor’s Award for Excellence in Teaching. A native of Rochester, N.Y., Barry specialized in microbiology during college, earning a bachelor of science from Cornell University and a Master of Science and doctorate from The Pennsylvania State University. From 1971-73, he conducted postdoctoral investigations for the Biology Division at Oak Ridge National Laboratory in Oak Ridge, Tenn. Barry joined SUNY Cortland in 1973 as an assistant professor in the Biological Sciences Department. He was promoted to associate professor in 1977 and to professor in 1984. Barry has taught a course in Microbiology and Human Disease for health majors and conducted classes in Microbiology for biological sciences majors. He has offered the introductory Principles of Biology I class as well as Science and the Public, which is a writing-intensive General Education Program elective. He also taught a Microbial Ecology module for Field Biology at Raquette Lake, Seminars in Microbial Ecology and Immunology, and the Independent Study/Research in Biology course, which involves student projects. From 1981-82, Barry returned to Oak Ridge National Laboratory to serve as a visiting scientist in the Environmental Sciences Division. Since 1983, he has served as a summer session visiting professor in microbiology at Cornell University. SUNY College of Environmental Science and Forestry’s Institute of Environmental Program Affairs named him an adjunct assistant professor in 1974. In 1978, the National Science Foundation (NSF) appointed him as a panel reviewer for its NSF Instructional Scientific Equipment Program. From 1980-86, he served on the editorial board of Applied and Environmental Microbiology, a journal of the American Society for Microbiology. Barry wrote a textbook, Microbiology: An Introduction (Brooks/Cole, 2002), and co-authored with Paul J. VanDemark The Microbes: An Introduction to Their Nature and Importance (Benjamin/Cummings, 1987). He is the author of several journal articles on topics in his field. His research and teaching has been supported by grants from the College, the SUNY Cortland Alumni Association, the NSF and the SUNY Research Foundation.
Honoring Excellence in

Teaching, Research, and Service
In 2007, he convened and co-directed a conference at SUNY Cortland on “Contemporary Issues in Sport-Related Injuries,” which featured a keynote presentation by Bert Mandelbaum, M.D., a 1975 SUNY Cortland biology graduate who is team physician with the U.S. World Cup Soccer Team. In 1984, he helped to organize and co-directed a College conference on the “Effects of Low Level Radioactivity,” sponsored by the scientific research honor society Sigma Xi. In 1975, Barry co-directed a SUNY Conversations in the Disciplines Program Grant on “Microbiological Aspects of Ecology.” The Biological Sciences Department chair from 1991-94, he served on many department committees and advised the Biology Club. Barry also served on many all-College committees and was the College’s premedical advisor for 10 years. A familiar sight as a marshall at Honors Convocation and Commencement, Barry has represented the College at meetings, served as president and secretary-treasurer of the Sigma Xi Research Society, organized and spoken at academic seminars on campus, offered his speaking skills to continuing education programs, and advised pre-major students. He was a higher education specialist on a New York State Education Department site review team that evaluated academic programs at Alfred University in 1989 and also served on a SUNY review team of the SUNY New Paltz Biology Department in 2003. A member of the Cortland County Board of Health since 2000, Barry was commissioner on the City of Cortland Wastewater Treatment Board from 1987-89 and secretary-treasurer for the Central New York Branch of the American Society for Microbiology from 1976-81. His professional affiliations also include membership in the American Society for Microbiology, the scientific research honor society Sigma Xi, the American Association for the Advancement of Science (AAAS) and the interdisciplinary honor society Phi Kappa Phi. He was on the board of Cortland Loaves and Fishes, a program to provide meals for the poor, from 1986-89 and served as vice president in 1988. Barry annually visits first graders at Barry Elementary School in Cortland, N.Y., to talk about microbiology and also gives community presentations on the subject of science and religion. Barry, of Cortland, N.Y., will continue to be active in his church and hopes to become more involved as a community volunteer. He and his wife, Diane Moyle Batzing ’68, anticipate spending more time with their grandchildren. They have two grown children. Their son, Chad, is a podiatrist residing in Painted Post, N.Y. Their daughter, Janine, is a physical therapist at the Cortland Regional Medical Center’s Outpatient Clinic.
Honoring Excellence in Teaching, Research, and Service
Vaughn A. Copey of Camillus, N.Y., who has taught at SUNY Cortland since 1980, will retire on Aug. 31. He has been designated lecturer emeritus of English. Vaughn grew up in Auburn, N.Y. He obtained an Associate of Arts in Liberal Arts from Cayuga County Community College in Auburn, N.Y., before earning a Bachelor of Arts in Writing and Literature and a Master of Arts in Language and Literature from SUNY Oswego. He began his career in 1974 teaching part-time at Cayuga County Community College. Since 1980, has been employed as an adjunct instructor of English by Onondaga Community College in Syracuse, N.Y. He also has served as an adjunct instructor of English at Syracuse University, LeMoyne College, Cazenovia College and Mohawk Valley Community College. During the 1990s, he operated Professional Image, a small business specializing in resume writing, desktop publishing, web design, writing and editing. At SUNY Cortland, Vaughn taught basic, intermediate and advanced level writing courses. He was among the first educators in SUNY Cortland’s English Department to experiment with and use technology-assisted instruction. From the early 1980s to the present, he has used course management systems as vehicles for implementing and teaching his courses. He served as the official faculty trainer for WebCT instruction at Cortland for two years. In 1997, the English Department appointed him as Coordinator for Computer Mediated Instruction. That position evolved into the department’s Technology Coordinator around the early 1990s, a role that encompassed serving as department Web master, scheduling the computer lab, maintaining department distribution lists, producing the annual department newsletter, and creating or assisting in departmental handbooks and manuals. Vaughn provided technology support to staff, served as the liaison between the English Department and Academic Computing Services and conducted research and development for current trends in technology-assisted instruction. Within the past two semesters, he piloted two new courses that are prototypes for the English Department’s newly reconstituted Composition Program, to be implemented next year. These courses place greater emphasis on multi-modal writing over a cross-section of inter-disciplinary themes and modes. Vaughn also served on the English Department’s Blue Ribbon Committee, which was instrumental in bringing about the program changes. He served as editor of the literary magazine, Pen & Brush, from 1971-72, and co-wrote and edited The Cayuga County Community College Research Manual in 1974. Copey is the author of a number of poems and short fiction and is a member of the Modern Language Association of America, the United University Professions, the New York Council of Teachers of English, the New York Educators Association, the Associated Community College Faculties, the New York Association of Junior Colleges and the National Association of Secretarial Services. Vaughn plans to continue teaching part-time at Onondaga Community College and may restart his home business.
Honoring Excellence in Teaching, Research, and Service
Dianne M. Galutz of Cortland, N.Y., who has served the College for 21 years, will retire on May 27. She has earned the designation of senior programmer/analyst emerita. A native of Cortland, she received an Associate of Sciences from Tompkins Cortland Community College (TC3) and a Bachelor of Science in Physical Education from SUNY Cortland. From 1975-88, Dianne served in the Computer Center at Tompkins Cortland Community College in Dryden, N.Y., where she assisted in the design and implementation of the College’s first student records system. She was responsible for the proper operation of the College’s computer center and for all modifications and enhancements to all programs. Dianne developed application programs, trained users and hired and trained student workers. She rose to the title of software and operations administrator. Upon joining SUNY Cortland’s Administrative Computing Services in 1988, she provided continuing technical support of the College’s legacy system called TRITON. In 1998, when the College began the conversion of TRITON to the Banner Student Information System, she focused her work on the specific area of student accounts and finance. She provided Banner training and technical support to the College business personnel and continued to support these areas in their daily processes, collection of tuition and fees, and local and state reporting. A member of United University Professions (UUP) Executive Board since 1991, Dianne served as the UUP local vice president for professionals from 1991-95 and 2002-07, formed and chaired its Professionals Issues Committee, and organized the annual UUP Professional Staff Recognition Luncheon in 1995. Dianne served on College committees relating to the Provost’s Professional Service Award, the Mandatory Student Health Insurance, the Faculty Senate Ad-Hoc DSI Evaluation, the President’s Committee on Professional DSI Review Task Force, and Affirmative Action. She taught WordPerfect courses for the College’s Center for Educational Exchange (then Lifelong Learning) from 1996-2000. For the past six years, she has been the State Employees Federated Appeal representative for Administrative Computing Services. In the community, she is a longtime member and current co-president of the Cortland Repertory Guild. She was a volunteer with the 2002 Empire State Games. Upon retirement, she plans to travel in Alaska, play golf, expand her garden, enjoy the family summer home on Owasco Lake, and see more of her many siblings across the U.S.
Honoring Excellence in Teaching, Research, and Service
Sanford (Sandy) Gutman of Ithaca, N.Y., who has served on the SUNY Cortland faculty for 37 years, will retire on Aug. 31. He has earned the designation of professor of history emeritus. Sandy who grew up in Detroit, Michigan, focused on history as an undergraduate at Wayne State University and earned his master of arts and doctoral degrees at the University of Michigan, specializing in modern European history. He joined SUNY Cortland’s History Department in 1972 as an instructor after teaching for two years at the University of Massachusetts-Boston. Sandy was promoted to assistant professor in 1976, associate professor in 1982 and professor in 1988. He has also been a visiting professor of modern Jewish history at Cornell University, Ithaca College and Syracuse University. For much of his first 15 years at Cortland, Sandy taught European and French history and helped prepare secondary social studies teachers in the History Department’s Professional Semester. An invitation from his department chair in 1979 to teach a course in Modern Jewish History led to his growing interest in that subject and the decision to add to his teaching repertoire that course and related ones on the Arab-Israeli conflict and the Holocaust. To that end, in 1986 Sandy attended the Yad Vashem Summer Institute on Teaching the Holocaust and in 1991 was an invited seminar participant in the University Teaching of Anti-Semitism at Hebrew University in Jerusalem. He has prepared several generations of appreciative students on teaching about the Holocaust and the Arab-Israel conflict. He finds it especially rewarding to get a letter or call from some of those former students — now teachers — expressing how helpful his undergraduate and graduate classes have been for their own teaching. Sandy chaired the History Department for close to 10 years during a period when both student majors and the number of faculty increased substantially. He remembers those years fondly as a time of harmony and intellectual vibrancy in the department. He has served on numerous College and department committees over the years. Active in Jewish Studies at the College, he coordinated that program’s committee for more than 10 years and was faculty advisor to the Jewish Student Society, now Hillel, for 15 years.
Honoring Excellence in Teaching, Research, and Service
Since 1975, he has been the College’s Jewish Chaplain. In addition he has served as a graduate coordinator for the Master of Science in Education in Social Studies and the Master of Arts in History for several years, and was faculty advisor to the History Club and Phi Alpha Theta, the history honor society. Sandy was honored to serve as president of the New York State Association of European historians. He has received several small SUNY Cortland travel and teaching improvement grants and a Faculty Research Fellowship from the Research Foundation of SUNY in 1983. He used that grant to research Jewish identity in France at the turn of the 19th and 20th centuries. He also took advantage of two National Endowment for the Humanities summer institutes, both at University of California-Berkeley, in 1982 and 1989. Sandy’s scholarship has taken him to France and Israel during summers and sabbaticals. Subjects on which he has explored, written published scholarship, and presented at conferences and invited lectures range from the French Restoration (1815-1830) to French Jewish history and the Holocaust in France. His deep interest in the interlocking subjects of anti-Semitism, the Holocaust and the Arab-Israeli conflict has led to many university and public lectures to audiences who were not always sympathetic to the messages. This spring he was the invited speaker at the Phi Kappa Phi annual lecture, where he talked about his personal development as a teacher of the Arab-Israeli conflict. He also spoke on a panel at Cornell University on the recent Israeli invasion of Gaza. He has written more than 35 book reviews and manuscript reviews on Jewish and French history. Sandy will continue to teach part-time at SUNY Cortland as part of the College’s phased-in retirement plan. He plans to read, travel with his wife, Linda, a writer and artist, and visit children and grandchildren. He hopes to finally complete a book on France during the Holocaust.
Honoring Excellence in Teaching, Research, and Service
Jean W. LeLoup, who has served SUNY Cortland for 16 years, will retire on Aug. 31. She has earned the designation of professor emerita of Spanish. Jean has been on a leave of absence from SUNY Cortland since the 2007-08 academic year to serve as a Distinguished Visiting Professor of Spanish in the Department of Foreign Languages at the U.S. Air Force Academy in Colorado Springs, Colo., a role she also fulfilled from 1995-96. She taught graduate courses for SUNY Cortland in Venezuela and Costa Rica during the summer in 2001, 2004, 2006 and 2008. In 2006, Jean was honored with a prestigious SUNY Chancellor’s Award for Excellence in Faculty Service. In 2001, she received a SUNY Chancellor’s Award for Excellence in Teaching. A strong and vital leader in the field of foreign language education, Jean has achieved recognition and respect at the state, national and international levels. Jean earned her Master of Arts in Romance Languages and Literatures (Spanish) from Ohio State University, a Master of Education in Counseling from University of Missouri-St. Louis, and a Ph.D. in foreign language education from Ohio State University. After teaching high school Spanish in St. Louis, Mo., for 16 years, she joined SUNY Cortland’s International Communications and Culture Department in 1993 as an assistant professor. She became a professor in 2003. She is permanently certified in both Spanish 7-12 and as a guidance counselor to grades 7-12. At SUNY Cortland, Jean taught foreign language methods courses, supervised student teachers and served as a liaison between junior and senior high schools and the College. She coordinated adolescence education in Spanish and French, graduate studies in the Department of International Communications and Culture, and the Intensive Teacher Institute for Bilingual Education and Bilingual Special Education. A noted authority in foreign language technology and pedagogy, her published scholarship includes 10 book chapters, 18 articles in juried journals and two technology ancillaries for Holt, Rinehart and Winston Spanish textbooks. Her more recent scholarship has focused on the areas of technology and the integration of culture in the foreign language curriculum as well as professional development for foreign language teachers. She co-authored a college textbook for Spanish at the intermediate level, ¡Anda! Curso Intermedio, scheduled for release in fall 2009 by Prentice Hall. Jean has delivered keynote addresses at major conferences in the foreign language field. She has presented numerous workshops on National Standards for Foreign Language Learning, foreign language technology, foreign language pedagogy and methodology. She has presented at national and international conferences. Jean has developed numerous curricular programs for her department, including a Master of Science in Education in Second Language Education, both undergraduate and graduate programs in English as a Second Language (ESL), and a combined Adolescence French and Spanish program that leads to dual NYS certification. She revised all the other teacher education programs during the 2000 NYSED re-registry process and was a key member of many teacher education committees related to the national accreditation initiative.
Honoring Excellence in Teaching, Research, and Service
Engaging in a SUNY-wide initiative, she was the lead coordinator for the development of several dual diploma ESL programs with Turkey, Poland and Azerbaijan institutions. She has devoted considerable time to working jointly with representatives from Anadolu University in Turkey, Azerbaijan University of Languages in Azerbaijan, and the Pultusk School of Humanities in Pultusk, Poland, on curricula. In addition, she hosted international visitors and traveled to their countries to further these ties. In 2002, Jean was appointed as a board member of the Levin Institute in New York City, a SUNY campus fostering international relations. She is a member of the College’s Study Abroad Committee, its Salamanca Subcommittee, and the James M. Clark Center for International Education. A Fulbright Scholar to Ecuador in 1986-87, Jean received numerous New York State Association of Foreign Language Teachers Awards for service to the foreign language profession and for her outstanding articles on foreign languages. She earned its highly-prized President’s Award for her outstanding contribution to the profession. In 2000, she won the American Council on the Teaching of Foreign Languages Award/Faculty Development Program-Houghton Mifflin Award for Excellence in Foreign Language Instruction Using Technology. In 2006, the association honored her with its Anthony Papalia Award for Outstanding Article on Foreign Language Education for an article she co-authored with her colleague Robert Ponterio, SUNY Cortland professor and chair of the International Communications and Culture Department. Along with Robert, she was awarded two national grants from the National Endowment for the Humanities for “FLTEACH: A Model for Professional Development and Foreign Language Instruction.” The award-winning, international listserv for teachers of foreign languages provides an invaluable venue for several thousand participants to converse on topics in foreign language teaching. On campus, she has served as a United University Professions Academic Delegate, a member of the Center for International Education Council, the SUNY Cortland Faculty Senate and the Fine Arts and Humanities Subdivisional Personnel Committee. Within the profession, Jean has twice chaired the American Council on the Teaching of Foreign Languages FDP-Houghton Mifflin Awards for Excellence in Foreign Language Instruction Using Technology Committee, and chaired or co-chaired three other statewide foreign language education post-secondary committees. She has served as a scorer for the New York State Teacher Certification Examinations, Spanish Content Specialty Tests. She was a contributing editor to “Teaching with Technology,” a regular column in Learning Languages, the journal of the National Network for Early Language Learning. With Ponterio, for 12 years she co-authored a regular column, “On the Net,” for the highly respected online journal Language and Technology. Jean plans to continue her FLTEACH listserv collaboration with the College. She and her husband, Jeff, will live in Colorado.
Honoring Excellence in

Teaching, Research, and Service
James J. Starzec, who served the College for more than 33 years, retired on Jan. 7. He has earned the designation of professor emeritus of psychology. James attended Northern Illinois University (NIU) in DeKalb, Ill., on an Illinois State Scholarship and received bachelor’s and master’s degrees in psychology. While studying for those degrees and his doctorate, he served as a teaching assistant in Introduction to Psychology courses and as a research assistant in developmental psychology projects. He has published on such topics as maternal responses to infant vocalizations and cues in rats and mice. He began his career with the College in 1974 as an assistant professor and soon earned his doctorate in psychology from Northern Illinois University. His dissertation was on perceptual development in children. He was promoted to professor in 1988. James taught Experiential Psychology, Sensory and Perceptual Processes, Experimental and Sensory, Child Psychology and the Senior Seminar, among other classes. He was noted for constantly updating his courses and laboratory classes to keep them current and interesting. Over the years, James involved many students in laboratory research projects, co-authored many research papers with them, and served on numerous master’s thesis committees. He also advised the Psychology Club and obtained funding for them to attend a national conference. James’s research focus was the effects of aging, stress during pregnancy or during infancy, animal models of cardiovascular disease processes, hypertension and hyperglycemia. In the early 1980s, he participated with colleagues in the Psychology Department and the Biological Sciences Department on three national studies relating to stress on blood cholesterol levels. Results of his work for the American Heart Association, the National Institute of Mental Health Laboratory of Clinical Services and the National Institute of Neurological and Communicative Disorders and Stroke were published in professional journals. During his career, James presented his research at conferences of the American Psychological Association and the Eastern Psychological Association. He wrote a number of articles published in professional journals, reviewed books in his field, and provided peer review of articles being considered for publication in psychological journals. He was a member of the American Psychological Association and Psi Chi, the psychology honor society. He served on many departmental and college committees. James and his wife, Betsy Wisner, a former lecturer in psychology at SUNY Cortland, now reside in Killeen, Texas.
Honoring Excellence in
Teaching, Research, and Service
Michael P. Toglia, who served on the SUNY Cortland faculty for 30 years and is considered to be at the forefront on research in the fields of human cognition and information processing, retired on Aug. 31. Michael, who was honored with the SUNY Chancellor’s Award for Excellence in Teaching in 1986 and the SUNY Chancellor’s Award for Excellence in Scholarship and Creative Activities in 2007, has earned the designation of professor emeritus of psychology. He has moved to Jacksonville, Fla., where he chairs the Psychology Department at the University of North Florida. A native of Tucson, Ariz., Michael earned his bachelor’s degree in psychology, with a minor in mathematics, from the University of Arizona in Tucson. He received his master’s in experimental psychology and his doctorate in experimental psychology from the University of Colorado at Boulder. Michael served as an instructor at University of Colorado and as a visiting assistant professor at Purdue University. He joined SUNY Cortland in 1978 as an assistant professor and was promoted to the rank of professor in 1991. He chaired his department from 1997-2000. He has chaired the College’s Undergraduate Research Council, a campus organization that he launched and whose purpose is to broaden and strengthen undergraduate research opportunities throughout campus disciplines. At SUNY Cortland, Michael taught courses in cognitive psychology and statistics at the undergraduate and graduate levels as well as undergraduate courses in learning and memory, experimental psychology, psycholinguistics and introductory psychology. Since 2003, he has served as executive director of the international organization, the Society for Applied Research in Memory and Cognition (SARMAC). Michael also is currently on SARMAC’s governing board and the editorial board of the society’s official journal, Applied Cognitive Psychology. Since 2003, he has been a councilor in the Psychology Division of the Council on Undergraduate Research and served on its Nominating Committee. He is the co-author of nine books, most of which are edited volumes devoted to issues on eyewitness memory and testimony. These include Volume 1 and Volume 2 of The Handbook of Eyewitness Psychology, which was published last year by Erlbaum of Mahwah, N.J. Other co-authored books include Children’s Eyewitness Memory (Springer-Verlag, 1987), AdultEyewitness Testimony: Current Trends and Developments (Cambridge University Press, 1994) and Eyewitness Memory: Theoretical and Applied Perspectives (Erlbaum, 1998). Additionally, Michael has written more than 50 published, scientific book chapters or articles in his field of study and has provided some 300 professional reviews for many journals in his area of research, including the journal Memory, which he served as action editor.
Honoring Excellence in Teaching, Research, and Service
In 1991, he wrote a chapter on “Memory Impairment: It Is More Common Than You Think” in the edited volume The Suggestibility of Children’s Recollections for the American Psychological Association. He penned “Repressed Memories: Lost and Found?” that appeared in The Recovered Memory/False Memory Debate (Academic Press, 1996). A reviewer of National Science Foundation grant proposals, Michael recently completed a two-year position as a consultant on a National Institutes of Health grant concerning false memory in special populations. He has testified or consulted in numerous cases involving the suggestibility of memory and lineup identification, has been interviewed by several national newspapers, and has appeared on National Public Television. He has presented his research findings at 125 conferences, including international psycho-legal conferences in Scotland, Belgium, England, Sweden and Canada. Michael is a Fulbright Senior Specialist. His work on eyewitness accuracy and fallibility was largely the basis for his election in 1997 to Fellow in Division 41 (Psychology and the Law) of the American Psychological Association. He is also an APA Fellow in Division 3 (Experimental), a reflection of his scholarly reputation in the field of human memory and cognition. His research has been supported by grants from the Science Directorate of the American Psychological Association and the Family Life Development Center. Michael has been an external examiner on doctoral dissertation committees at SUNY Binghamton, SUNY Albany, Syracuse University and Tufts University. He is a member of many professional organizations, including the American Psychological Association, the American Psychology-Law Society, the Psychonomic Society and Sigma Xi. In 2007, SUNY Cortland bestowed on him the Outstanding Achievement in Research Award. He is married to Cathy and has two grown children, Brian and Jessica.
Honoring Excellence in Teaching, Research, and Service
Paula N. Warnken of Cortland, N.Y., who has served SUNY Cortland for 16 years, will retire on Aug. 27. She has been designated associate provost for information resources emerita. Since joining the College in 1993, she has been responsible for providing leadership and strategic direction for all technology and library services, developing policies, setting priorities and providing resources to fulfill the institution’s instructional and administrative goals. Paula has had administrative oversight of: the College’s Center for Advancement of Technology in Education (CATE); Memorial Library, including its traditional library services as well as its Learning Commons, information and computer literacy instruction, media production, faculty technology training and instructional design support; Academic Computing, including distributed technologies, computer labs, technology help center and database development; Classroom Media Services, including media system development and services as well as Web and video conferencing; Administrative Computing Services, including ERP systems and networking including the IP Phone System and information security. She has overseen a staff of 75 and an annual budget of $6 million. Paula’s tenure has encompassed an era where the slide projector and traditional teaching equipment were replaced in the classroom with successive generations of ever more sophisticated digital equipment. A faculty training and resource center was opened in Sperry Center in 1994 to help professors make the transition to using computer technology in the classroom. She oversaw a major funding initiative that in 1995 for the first time provided a desktop computer to all faculty members. In 1995, the first technology (SMART) classrooms were built, one each in Sperry Center, Bowers Hall and Park Center along with eight computer carts for classrooms. That year, two interactive video distance learning classrooms were completed. Today, there are 63 technology classrooms and 18 teaching labs on campus. By 1998, in terms of SMART classrooms and the completion of the campus-wide network, the College technology infrastructure was more than adequate to host with pride the annual SUNY-wide Conference in Instructional Technologies. A year later, the Hallnet program delivered online technology to students inside the residence halls. In recent years, Memorial Library reclaimed its role as a campus hub through the development of expanded late-night study hours in 2001; the 2004 opening of the Bookmark café as a place for students to relax and collaborate on projects without leaving the building; and the 2006 completion of the Learning Commons, offering students personal assistance with eLearning, Web 2.0 and Social Media, and other academic projects. Paula was especially pleased with the 2007 reopening of Sperry Center, the College’s primary classroom facility, featuring cutting-edge technology. On the administrative side of the College’s information systems, Banner began replacing the outdated Triton computer database in 1999. The new system would eventually make student records management a paperless process for faculty and professional staff working with the Registrar’s office while the students registered for courses and checked their grades online.
Honoring Excellence in
Teaching, Research, and Service
Validating one particular area of Paula’s administrative efforts, the College was awarded the 2003 National EDUCAUSE Excellence in Network Award for network integration and innovation of the converged data, voice and video network. At SUNY Cortland, Paula serves on the President’s Council, Provost’s Cabinet, Academic Affairs Council and Facilities and Master Plan Oversight Committee. She chaired the Academic Reorganization Committee in 1996 and the Education Building Steering Committee in 2005. Among other committees, she was on the Alterations Projects Committee, Art Collection and Exhibit Committee, Title III Steering Committee, Emergency Preparedness Committee, Auxiliary Services Corporation Board of Directors, Auxiliary Services Executive Board, and Auxiliary Services Operations Committee. A founding member of the Council of SUNY Chief Information Officers in 2001, she was on its Executive Board from 2001-08. At the state level, she also served on the Chancellor’s Advisory Group on Capital Technology Equipment, Council on Educational Technology, I-81 Distance Learning Consortium, Advisory Council to the SUNY Office of Educational Technology, Provost’s Distance Learning Council, Student Information and Campus Administration Systems Governance Board, SUNY Distance Learning Advisory Council, SUNY Training Center Advisory Board, and Westnet Distance Learning Consortium. Paula has given national presentations in her field. She served as a peer reviewer for Library and Information Science Research from 2006-08. Paula was editor of the “Managing Technology Series” of The Journal of Academic Librarianship, Vol. 30 (from January–December 2004), and wrote a series of articles that appeared in the publication. Before joining SUNY Cortland, she was director of libraries at Xavier University in Cincinnati, OH from 1984-92. From 1983-86, she was also an instructor in Xavier University’s Department of English. Paula served as head of reader services in Xavier University’s library from 1980-83. From 1976-80, she was assistant public services librarian for the Ohio University-Zanesville Campus. During those years, she also taught business communications as an adjunct instructor in the Business Division of Muskingum Area Technical College in Zanesville, OH. From 1973-75, Paula was a reference assistant at Bowling Green State University. She earned a Bachelor of Arts in English and Comparative Literature from University of Wisconsin, Madison. Paula also has a Master of Library Science from Kent State University and a Master of Education in Personnel Training, Education and Development from Xavier University. She and her husband, Cliff, will reside in the greater Cincinnati area where they lived for 13 years before coming to Cortland. She plans to spend more time with her three young grandchildren, Nolan, Emmett and Theo, as well as reconnect with old friends and colleagues. She will do part-time consulting and enjoy more unscheduled time. Her two sons, Devin and Jonathan, both live in Cincinnati.
Honoring Excellence in Teaching, Research, and Service
Patricia A. Wright, who served SUNY Cortland for 30 years, retired on Jan. 22. She has been designated senior staff assistant emerita. Born and raised in Cortland, N.Y., she joined the College in 1978 as a data entry operator in the Computer Center and served for four years while attending computer-programming classes at the College. Patricia was promoted to computer programmer for the next five years. A billing manager in telecommunications, Patricia worked for eight years until the position was eliminated, and she became a classroom computer support technician. She also assisted in building and supporting the College’s first Smart Classroom and its first Distance Learning Classroom. She attended computer-programming classes at SUNY Cortland and Tompkins Cortland Community College. Patricia received many certificates for her completion of specialized training classes in the PC support field from New Horizons Training Center in Syracuse, N.Y. She served on numerous campus and statewide committees. In the community, she spent the last 15 years as an officer on the Cortlandville (N.Y.) Town Zoning Board. Patricia resides in Pahrump, Nev., with her husband, Chris.
Honoring Excellence in Teaching, Research, and Service

Honoring 25 Years of Service

Abolghassem Alemzadeh, Mathematics
Mariangela Chandler, Academic Support and Achievement Program
Thomas Hischak, Performing Arts
Thomas Quinn, Physical Education
Joan Sitterly, Athletics

Distinguished Faculty, 2008

Distinguished Teaching Professor, 2008
Karla Alwes, English

Distinguished Service Professor, 2008
Samuel Kelly, Communications Studies

Chancellor’s Awards, 2009

Excellence in Teaching
JoEllen Bailey, Physical Education
Kathleen A. Lawrence, Communication Studies

Excellence in Scholarship and Creative Activities
Jeffrey A. Bauer, Kinesiology
Chancellor’s Awards, 2009 (continued)

Excellence in Faculty Service
Bonni C. Hodges, Health

Excellence in Professional Service
Bille Jean Goff, Counseling Center

Faculty Promotions

Associate Professor to Professor
Margaret D. Anderson, Psychology
Elizabeth Klein, Childhood/Early Childhood Education
Paul D. Luyben, Psychology
Paul van der Veur, Communication Studies
Luo Xu, History

Assistant Professor to Associate Professor
Jena Nicols Curtis, Health
Andrew Fitz-Gibbon, Philosophy
Gayle C. Gleason, Geology
Colleen J. Kattau,
International Communications and Culture
Matthew Lessig, English
Paulo Quaglio,
International Communications and Culture
Faculty Promotions (continued)

Assistant Professor to Associate Professor
Brice Smith, Physics
Brett B. Troyan, History

Lecturer III to Lecturer IV
Thomas Fuchs, Physical Education
Katherine H. Graham, Economics
Patricia Martinez,
International Communications and Culture

Lecturer II to Lecturer III
Julie L. Barclay, Geology
Timothy J. Bryant, Kinesiology
Mary Emm, Speech Pathology and Audiology
Nicola Morris, English
Patricia Roiger, Childhood/Early Childhood Education

Professional Promotions

Lara Atkins, Clark Center for International Education
Continuing Appointments

JoEllen Bailey, Physical Education
Raymond D. Collings, Psychology
Daniel DePerno, Sport Management
Leslie Eaton, Psychology
Kimberly Kraebel, Psychology
Matthew Lessig, English
Gigi A. Peterson, History
Gregory D. Phelan, Chemistry
Tiantian Zheng, Sociology/Anthropology

Permanent Appointments

Holly Doty, Admissions
Lisa M. Grinnell, Career Services
Gerald Hill, Academic Computing Services
Ingrid H. Jordak, Publications and Electronic Media
Doug Langhans, Admissions
Preston W. Marye, Visual and Performing Arts
Benjamin Patrick, Administrative Computing Services
Daniel R. Surdam, Sports Information
Michael A. Urtz, Athletics
Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program Awards

**Colleen Kattau,**
International Communications and Culture

“Arts and Social Movements in the Americas”

This research award enables Colleen to travel to the State of Oaxaca, Mexico, to explore the indigenous roots of Lila Downs’ poetry and music.

**Lin Lin,** Childhood/Early Childhood Education

“LESS is More: A Comparative Analysis to Determine the Efficacy of Literature-based Social Studies (LESS) Program on Students’ Reading Comprehension”

This research project is intended to enable Lin Lin to test the impact of a Literature-based Elementary Social Studies Program on student reading comprehension.
Fulbright Award

Fulbright Senior Specialist
Lisi (Mary E.) Krall, Economics

Lisi will deliver a series of lectures over a two-week period on the economics of women and U.S. economic history in September of 2009 at Omsk State Pedagogical University in Russia.

Faculty Research Program Awards, 2009-2010

Timothy J. Baroni, Biological Sciences
David Collins, Chemistry
Karen E. Downey, Chemistry
Edward Hill/Amy Shellman, Recreation, Parks, and Leisure Studies
David A. Kilpatrick, Psychology
Ji-Ryun Kim, Foundations and Social Advocacy
Angela M. Pagano, Biological Sciences
Randi Storch, History
Tiantian Zheng, Sociology/Anthropology
Sheila Cohen, Literacy
“The Lion, The Witch, and The Wardrobe”
Ralph R. Wilkins Foundation

Sheila secured funding to enable 2,000 local elementary school students to enjoy the Hangar Theater production of The Lion, the Witch, and The Wardrobe in four area schools.

Merle Canfield, Institutional Research
Susana Davidenko,
Childhood/Early Childhood Education
David Dickerson, Mathematics
R. Bruce Mattingly, Mathematics
“U.S. Teacher Education Study-Mathematics”
Michigan State University

Merle, Susana, David, and Bruce secured funds to support SUNY Cortland’s participation in an international study of teacher education programs.

A follow up study is being conducted this year that includes collaborative efforts between Merle, Susana, David and Renee Potter to engage math education students in further assessments of SUNY Cortland’s teacher education programs.
**Timothy Gerhard,**  
International Communications and Culture  

*“Tournées Film Festival”*  
French American Cultural Exchange

This award has enabled Dr. Gerhard to present five films on the SUNY Cortland campus during the spring 2009 semester as part of the FACE Council’s Tournées Festival. The five films are: “Persepolis;” “Mooladé;” “Blame It On Fidel;” “La Vie en Rose;” and “Chats Perchés.”

**Caroline K. Kaltefleiter,**  
Coordinator, Women’s Studies Program  
Department of Communication Studies & New Communication Media Program

*“Revolution Girl Style Now: The Evolution of Media Music, Culture and Identity Politics of The Riot Grrrl Movement.”*  
Duke University Sallie Bingham Center for Women’s History and Culture

Caroline was awarded a Mary Lily Travel Grant from the Sallie Bingham Center for Women’s History and Culture. Lily Award Scholars represent cutting edge researchers in Women’s Studies and Girls’ Studies.
Andrew Mount, Dowd Gallery
“Participatory Art”
Danish Visual Arts Agency to Copenhagen, Denmark

Andrew was invited by the Danish Visual Arts Agency to Copenhagen to a week-long curatorial residency in February. The Agency connected Andrew with artists and curators whose work matches well with the intentions and themes set out in his exhibition programming. The Visiting Arts/Scholar program is characterized within the phrase “Participatory Art,” a mode of art making that refers to and includes the public within which the work is set (in this case it is Cortland). Rather than making art that is only relevant to a slim margin of the general public, artists working through this mode help the public gain access to the variety, range and potential of contemporary art.

Lois Pfister, Performing Arts
“Compose Locally, Perform Globally: A Celebration of Cortland Area Composers”
“Carnival of the Animals Writing Project”
Cultural Resources Council

Lois secured funding to support the Cortland College Community Orchestra’s presentation of concerts on the SUNY Cortland campus in the spring of 2009 and fall 2009 semesters.
Mark Prus,
Provost and Vice President for Academic Affairs

Christopher McRoberts,
Chair, Undergraduate Research Council

Regional Workshop Program for Institutionalizing Undergraduate Research
National Council on Undergraduate Research, National Science Foundation

The Provost’s Office received an award on behalf of the Undergraduate Research Council to send a four faculty-member team to participate in a regional workshop designed to create a SUNY Cortland Action Plan and a commitment to follow-up activities to expand and strengthen undergraduate research. The four-member team included Tricia Conklin, Biological Sciences; Raymond Conklin, Psychology; Gayle Gleason, Geological Sciences; and Mark Prus.

David Smukler, Foundations and Social Advocacy
“Disruptive Students: Effective Intervention Strategies”
Public Services Workshops Program, Nelson A. Rockefeller College of Public Affairs and Policy, University at Albany

David conducted a number of workshops for external constituents focused on a wide range of approaches that teachers use to respond in positive ways to difficult student behavior. The workshops were designed for working teachers of students who have a history of difficult behavior.
Recognition of Book Authors

**Craft, Diane H., and Craig L. Smith.**
Active Play: Fun Physical Activities for Young Children.

**Halebsky, Stephen.**
Small Towns and Big Business: Challenging Wal-Mart Superstores.

**Hales, Mike, Jeff Bauer, Jeff Johnson, Gary Krebs, Frank Spanial, Ben Johnson.**
Dynamic Biomechanics.
Dartfish, USA, 2008.

**Harms, Dan.**
Cthulhu Mythos Encyclopedia.

**Hischak, Thomas S.**
The Oxford Companion to the American Musical: Theatre, Film and Television.
Kinsella, Mary P. and Suzanne L. Gilmour.  
*Succeeding as a Female Superintendent: How to Get There and Stay There.*  
Rowman and Littlefield Publishers in partnership with the American Association of School Administrators [AASA], 2008.

Paul, Biru Paksha.  
*Essays on Indian Business Cycles and Inflation.*  

Porter, Catherine, trans. [Retired], Patrick Weil, author.  
*How to Be French?*  

Porter, Catherine, trans. [Retired], Claude Rosental, author.  
*Weaving Self-Evidence.*  

Smukler, David and David Millstone.  
*Cracking Chestnuts: The Living Tradition of Classic American Dances.*  
The Country Dance and Song Society, Inc. (Haydenville, MA), 2008.
Recognition of Book Authors (continued)

**Spitzer, Robert J.**
*Saving the Constitution from Lawyers: How Legal Training and Law Reviews Distort Constitutional Meaning.*

**Worrell, Mark.**
*Labor, Anti-Semitism, and the Frankfurt School (Volume 11 in the “Studies in Critical Social Sciences” series).*
Brill, 2008.

**Zheng, Tiantian.**
*Red Lights: The Lives of Sex Workers in Postsocialist China.*
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