2012 ANNUAL REPORT

scaling new heights
The greater college community continually reinvigorates and expands opportunities for Oswego's students and the region. In 2011-12 evidence of this ingrained vitality included the largest planned gift ever, from one of the college's passionate alumni, to support scholarships; new lines of study; a new cadre of faculty; and — on page, stage and screen — tales spun from traditions near and far.

$5 million for scholarships aims at economic uplift, too
Mathematics and the disciplines it supports are a
passion for a successful alumnus who stepped up to help the college's Possibility Scholars in their quest for degrees in these fields. Having used his math degree to prosper in real estate, he disclosed his intention to bequeath, anonymously, about $5 million to this scholarship fund.

By supporting math and science education for New York state students, it will potentially lift the whole area economically. The donor wants to keep America more competitive in the global economy, he said, by reversing a trend toward accepting poor math skills.

Oswego's Possibility Scholarships provide talented students who want to study in the science, technology, engineering and math fields with the financial help they need to complete their four-year degrees debt free.

New academic opportunities meet work force, student demand

Faculty keep Oswego's academic offerings relevant to students and society by monitoring their needs and updating courses and programs accordingly. This ongoing process resulted in a number of new programs of study in 2011-12:

- Combined BA/MBA degree program in broadcasting and mass communications
- Six residency-based master's degree programs in teaching at the secondary level (math, biology, chemistry, earth science, physics and teaching English to speakers of other languages)
- Undergraduate minor program in sustainability studies
- Undergraduate minor program in photography
- Graduate certificate in trauma studies

Some of these programs build on Oswego's traditional strengths. The college has well-regarded programs in
broadcasting and business, and many alumni have built careers in the business of electronic media. Now the new combined degree gives students a fast track into such careers. Similarly, the residency-based teacher preparation degrees extend Oswego's distinguished history of innovation in teacher education by immersing apprentice teachers in the life of a school and its students.

The program in trauma studies, on the other hand, aims at a new niche to serve emerging needs. It seeks to enroll students in the college's established mental health counseling program as well as a range of health care workers who encounter people emotionally shocked by war, disaster, abuse or other stressors.

As new fields open, Oswego's faculty are eager to get a foot in the door. Fehmi Damkaci, assistant professor of chemistry, lobbied to acquire a new scanning electron microscope that will help prepare students for careers in nanotechnology, expected to become a booming job market in Upstate New York. "We are positioning ourselves right now just ahead of that phase," Damkaci said.

**New faculty bring fresh ideas and energy to Oswego**

Oswego hired 27 new faculty members in 2012 and selected 11 of them for the new Early Start Program. Each representing a different discipline, the "early starters" came to campus in July to get a jump on their research and apply for outside grant support.

Among their projects were using artificial intelligence to overcome barriers between disciplines, studying genetic determinants of sex, examining how building social capital affects companies' financial return and improving the diagnosing of learning disabilities. They
planned to recruit student assistants to work with them on their funded projects.

The college also named a new provost, the chief academic officer of the college. Lorrie Clemo had served as interim provost for two years. "Dr. Clemo has energized our college's academic planning and programs, inspiring and supporting our faculty and staff as they provide new and distinctive learning experiences for our students," said President Stanley.

Tales, from tall to inspiring, spiced campus scene

In an unexpected congruence of celebrations, the college's sesquicentennial programming in 2011-12 evoked stories from Oswego's past and echoed the storytelling theme of the college's pervasive celebration of arts and culture for the year, "Telling Tales."

 Appropriately, in fact, the hit episode of the eight-video series "The Story of Oswego" was "Laker Lore," featuring noted alumnus Al Roker as he probed the legends, both factual and fanciful, entrenched in campus tradition — an old car buried on the college grounds, ropes to keep pedestrians from blowing away, a bathtub belonging to a U.S. president and the origins of Romney Field House. On stage, "Speaking of Sheldon," a readers' theatre production, recounted...
"Telling Tales: The Arts and Discovery" was the thematic banner for the lineup of musicians, dancers, actors, filmmakers and other artists who performed on campus in 2011-12. "From 'Lion King' choreographer Garth Fagan to cutting-edge performance artist Cynthia Hopkins, we assembled master storytellers of our time," said Artswego coordinator Mary Avrakotos. "Each crafts vivid narratives from the shared elements of language, image, motion and sound."

In partnership with artists in residence, students and faculty explored and engaged in the elemental act of telling tales. Some professors developed special courses tying in with the theme — "The Fiction of Julio Cortázár," "Islamophobia" and "Psychology and Comedy," for example — and more than 100 students enrolled in them.

Tags: Vitality, Vibrant community, Distinction
Engaged minds
RISE nurtures deep academic engagement

By blending liberal and applied learning, Oswego helps students see the world with new eyes and fosters their capacity for creative vision. The transformative moment comes for many as they join with a professor in a particular research or creative undertaking or design their own project guided by a faculty mentor.

In 2011-12, more than 800 Oswego students engaged in independent research or faculty-led scholarly or creative activities. More than 160 received college funding to engage in this kind of work with a faculty mentor. We moved to coordinate and increase the already substantial opportunities for these transformative moments at Oswego by establishing the new Office of Research and Individualized Student Experiences — RISE — in spring 2012.

RISE works on expanding financial support for students in these endeavors and in raising awareness among all students about their availability. "I think there are a lot of students on campus who would be keen to participate in research activities, but just aren't aware that they can," said Diana Boyer, the geology faculty member named the first director of RISE. "They're available to all, not just honors students and seniors."

Samuel Hewitt was a junior meteorology major working on data simulation for global climate modeling when Distinguished Service Professor Al Stamm invited him to apply to attend the 2012 National Center for Atmospheric Research Undergraduate Leadership Workshop. He received travel funding through RISE, one of many students who intensified

"All of the chem profs I've had have been awesome teachers. There are so many research opportunities . . . I got addicted to research."

— Adam Szymaniak
April 2012
their engagement in their discipline by attending professional conferences with college support.

**Doubling down to teach scientific rigor for global progress**

In keeping with a national push to graduate more students in the sciences, technology, engineering and math, the National Science Foundation awarded SUNY Oswego nearly $600,000 over five years to provide scholarships to recruit and retain talented students in these fields. Beginning in fall 2011, the project — "A Local-Global Engagement Model for STEM Workforce Development" — supports scholarships for 14 freshmen and 14 sophomores a year.

"Many of the leading global problems require STEM-based solutions," said Shashi Kanbur, a physics professor leading the project. "We need to interest students from all sorts of backgrounds in STEM in order to make progress."

For students interested in science-related disciplines, a hurdle to success is often mastering mathematics skills. To address that challenge, Oswego piloted a three-week math camp for incoming freshmen in summer 2011. In 2012 the college received another major grant from the National Science Foundation to boost retention of freshmen and sophomores in the sciences, technology, engineering and math. The
$873,000 grant will support a summer math camp in coming years, along with a range of additional support services and research opportunities for all STEM students.

"This will be one piece in the puzzle to streamline success for our students from high school to graduation," said Fehmi Damkaci, a chemistry faculty member and principal behind the new grant.

Tags: Intellectual rigor, Education Pipeline

"The faculty here work on unique projects that are changing the world. I never expected that it would be so easy to get involved in something so important."

— Earl Bellinger
Class of 2012
Oswego's students, faculty and staff reached out into the world beyond the college's boundaries in 2011-12 to help schoolchildren thrive and achieve, job seekers to become career ready, businesses to build a skilled work force, and communities in need to mend and rebuild.

**Initiatives with schools target children at the margins**

Oswego's School of Education received one of the first and largest shares of federal Race to the Top funding to
pilot a rigorous model of teacher preparation for high-need schools. The $1.73 million project integrates apprentice teachers more fully into the community where they're placed, whether it is in rural Oswego County or a New York City borough.

The residency-based program for graduate students addresses a need for secondary teachers in special education, languages, sciences and math. By raising the proficiency and readiness of new teachers, the Oswego Residency Initiative for Teacher Excellence aims to help the schools and children they go on to serve to achieve at higher levels.

To improve the high school graduation rate in Oswego, the college's Mentor-Scholar Program, launched in 2011-12, works directly with eighth-graders. It pairs college students with Oswego Middle School students identified as at risk of falling behind or dropping out. The mentors — college students of any major — work with eighth-graders on thriving in school. They seek to build their self-confidence and give them tools to be effective students and become good citizens.

Meanwhile, over in the psychology department, Dr. Matthew Dykas is helping lift the social and emotional skills of children in Oswego pre-kindergarten classes. His SOAR project (Socio-emotional Adjustment and Resilience) started with consultation and planning with community stakeholders and moved on to research and training in responsive parenting and healthy child development.

In the pre-kindergarten classroom, college students use fun, highly visual exercises to help teach 4-year-olds how to be friends, listen, respect each other's space, cooperate, and handle their own and others' emotions. Dykas believes that these skills are as important as math,
reading and writing skills.
Understanding how to deal with social situations effectively, he said, frees up children's minds and bodies to develop optimally.

Career readiness supports state's economic competitiveness

Just as SUNY Oswego works with school and community programs to help groom schoolchildren for their next steps in life, the college also works to extend access to higher education and ease entry to careers.

Affording college is a hurdle for many students and their families, yet lack of higher education hurts employment prospects. A first principle at Oswego is to provide high-quality education for a comparatively modest price. USA Today and Princeton Review validated our efforts in 2012 when they named Oswego a Best Value College.

One way the college eases access and reduces students' expense is by growing online offerings. Oswego's Winter Session was completely online in 2012, for example, and experienced its highest enrollment.
real world in a company setting, in a workplace atmosphere."
— Marshall Ennis
Co-op student at Welch Allyn
Watch Co-op video >>

Another innovative way Oswego offers students to afford their college education is the college's new cooperative education program. This earn-and-learn model alternates months of academic study on campus with months in a co-op job placement — a paid work experience relevant to the student's long-term career interests that also helps to cover college costs and reduce the need for loans.

SUNY Oswego provides countless paths that connect traditional college students as well as adult learners to career opportunities. Among new ones in 2011-12:

- With a $100,000 grant from the U.S. Small Business Administration, the college established a temporary e-commerce incubator in Fulton to help displaced workers start and promote their own small business. An on-site business adviser provided skills and interests assessment, advice and training. Thirty people attended the initial "What Business Should I Start?" workshops. Among the ventures that resulted were a greenhouse and nursery and a graphic design business.

- The School of Business offered its MBA "Entrepreneurship Seminar" at the college's Metro Center in downtown Syracuse for the first time.

- New high-profile internship placements offered through Oswego's well-established Experience-Based Education Office included the U.S. Supreme Court, Citigroup and Radio City Music Hall, plus a new set-aside placement for Oswego broadcasting students with the David Letterman Show.

- With a $300,000 National Science Foundation grant, the college began developing a program to attract and groom talented science and math students for careers in teaching
as well as to entice teaching candidates changing careers from business and industry. The program's vision is long-term: Good teachers in these fields will prepare future generations of scientists and engineers who have the potential to kindle economic growth with their discoveries and inventions.

- In response to a growing work force need, SUNY Oswego developed new health information technology and integrated health care systems certificate programs. The college collaborated with health care professionals and businesses to design programs that train people for specialized jobs managing medical records.

**Culture of service pervades Oswego college community**

SUNY Oswego continually shapes its programs to address the changing challenges facing the region and its people. Initiatives like those cited above reinforce the "cradle to career" pipeline. Others endeavor to mend or strengthen other parts of the social fabric.

In 2011-12, for example, to serve a growing population of returning military veterans, Oswego teamed with Syracuse University to start a trauma research program. Undergraduates who are veterans themselves conduct research aimed at determining which trauma victims are vulnerable to post-traumatic stress disorder and, ultimately, preventing it or hastening recovery. To address a health care challenge posed by immigrants in Syracuse, the college's Metro Center provided a non-credit course in medical Spanish.

Attending to needs in communities beyond the college campus is important to our college, faculty and students. The breadth and depth of their involvement helped SUNY Oswego receive national recognition, "with distinction," on the U.S. President's Higher Education Community Service Honor Roll for the second straight year in 2012.

"Becoming involved in these projects has really changed my life and even inspired me to change what I want to do with my life to focus more on helping others."

— Lexie Avery
Sophomore childhood education major
The national Honor Roll spotlighted Oswego student service work rebuilding storm-stricken communities during winter and spring breaks, the Adopt-a-School initiative and a book drive for the new nation of South Sudan. Between service learning courses, volunteering and other community involvement, over 4,000 Oswego students contributed more than 430,000 hours of service.

Watch Sudan book drive video  >>

Tags: Education Pipeline, Vibrant community, Entrepreneurial, Solutions, Healthier New York, Engagement
SUNY Oswego is committed to internationalizing our campus, curriculum and educational experiences to promote appreciation for the rich diversity of people and voices. In 2011-12, we continued to expand opportunities for students to gain greater
Octavia Morrison on her Global Laboratory experience in Calcutta

“The atmosphere here encourages me to genuinely learn in depth.”
— Octavia Morrison on her Global Laboratory experience in Calcutta

international understanding and experience — whether scaling Africa's Mount Kilimanjaro, participating in astrophysics research in Switzerland or learning from Pakistani artists visiting Oswego.

Our efforts won wide recognition as we excelled among our peers in sending students abroad. The college was named a top producer of Fulbright Scholars. And the Institute of International Education named Oswego a destination campus for overseas students.

Oswego advances as leading study-abroad institution

Often in the top 20 of the nation’s master's level colleges and universities for student participation in study abroad, Oswego rose to No. 8 on the list for mid-length study-abroad programs in the 2012 Open Doors Report on International Educational Exchange. "That's our highest ranking ever," said Dr. Joshua McKeown, director of international education.

Enrollments through Oswego’s international education office totaled 436, including 233 Oswego students in 2011-12.

The international opportunities Oswego offers students extend beyond the traditional year or semester abroad at a partner university to such experiences as "Global Cities" quarter courses that include a week in the city under study; research projects through the college’s distinctive Global Laboratory network; and service opportunities through the college's Center for Service Learning and Community Service.

Oswego's Global Laboratory network continued to expand in 2011-12, adding sites in India,
Sweden, Switzerland, Costa Rica and Brazil. In summer 2012, 47 students participated in this research-abroad program.

A high-visibility international experience launched in 2012 was the class whose final project was climbing the world's highest stand-alone peak. The course, PED 399: "Climbing Mount Kilimanjaro," covered mountain climbing, fitness and nutrition, and the culture of Tanzania.

"Students learned about working as a team, how to prepare their minds and bodies for the trek and about the importance of setting and reaching goals," Provost Lorrie Clemo said. "As with all of our international education offerings, the course provided knowledge and understanding of culture, language, geography and global perspectives."

Class activity continued on the students' return to Oswego, as they collected clothing and raised funds for the Maasai people they met on their trek. "The kind of poverty, the lifestyle, was something we've all seen on TV, but there's a difference between knowing about it and being there," said junior technology education major Mac Dillman.

Fulbright winners share expertise abroad, foster partnerships

The Chronicle of Higher Education recognized SUNY Oswego as one of the year's Fulbright Scholarship "top producers." Two Oswego faculty members studied and taught overseas on Fulbright awards, one in India, the other in Kenya, and Oswego's director of international education won admission to a Fulbright-Nehru International Education Administrators Seminar in India.

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government. It aims to increase mutual understanding between the people of the United States and the people of other countries.

Dr. Geraldine Forbes, distinguished teaching professor of history, has long experience with the Fulbright Program and in 2011-12 traveled and taught in India and Turkmenistan with a Fulbright-Nehru Visiting Lecturer Fellowship. Dr. Faith Maina, associate professor of
curriculum and instruction, used her Fulbright award to develop women scholars in Kenya.

With support from sources other than the Fulbright Program, Oswego faculty in 2011-12 conducted research, attended conferences and presented their scholarly and creative work in countries throughout the world: Angola, Australia, Austria, Brazil, Canada, China, Costa Rica, Germany, Greece, Kenya, Pakistan, Paraguay, Poland, Romania, Russia, Saudi Arabia, South Africa, South Korea, Spain, Sweden, Turkey, United Arab Emirates, United Kingdom and Zimbabwe.

Learners and teachers from around the world enrich campus culture

The Institute of International Education named SUNY Oswego a destination campus, which will contribute to increasing our number of international students. At the same time that visitors learn American ways, our domestic students will become accustomed to interacting with people from other cultures.

New "two-plus-two" agreements with Chinese universities mean that SUNY Oswego will do more than host temporary visiting students: we will award them degrees and they will become our alumni. Students in chemistry from Zhejiang Gongshang University will study for two years there and apply to transfer to Oswego for the final two years of study, graduating with a chemistry degree from Oswego. Similarly, Zhejiang Sci-Tech University and Oswego will jointly deliver bachelor's degrees to Chinese students in three majors: business administration, human resource management and marketing. These pacts build on the shorter-term student exchanges and other cooperative ventures Oswego has undertaken with seven partner universities in China.

International students and visiting scholars from other nations reside in our community during the academic year, accenting our daily life. But we also stage special arts and culture events that more explicitly and deliberately promote cross-cultural understanding. A prominent example in 2011-12 was

"I am an international faculty member, so I feel the need to contribute to connecting SUNY Oswego and universities in South Korea."
— Dr. Taejin Jung
Assistant professor of communication studies
"Caravanserai: A Place Where Cultures Meet," a yearlong exposure of the people of Central New York to Pakistani music, film and culture through the college's Artswego program.

Tags: World Awareness
Facts and figures

**Founded:** 1861

**Mission**
Our mission is to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens.

**Fall 2012 Enrollment**
TOTAL: 7,921
Undergraduate: 7,151
Graduate: 770
From New York state: 7,711 (97.3%)
From Central New York: 2,947 (37.2%)
Minority, including international: 1,370 (17.3%)

### Degrees Awarded

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<th>Degree</th>
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<td>Certificate of Advanced Study</td>
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Nicholas Lyons  
Vice President for Administration and Finance

Kerry Dorsey  
Vice President for Development and Alumni Relations

Richard Skolnik  
Dean of Business

Fritz Messere  
Dean of Communication, Media and the Arts

Pamela Michel  
Interim Dean of Education

Richard Back  
Interim Dean of Liberal Arts and Sciences

David King  
Dean of Graduate Studies and Research

Yvonne Petrella  
Dean of Extended Learning

James Scharfenberger  
Dean of Students

**COLLEGE COUNCIL**
Darlene Baker, 2007-2014  
Saleem Cheeks ’01, 2006-2013  
Paul Culligan ’78, 2006-2012  
Richard Farfaglia, 2012-2018
These charts reflect SUNY Oswego's operating results during the 2011-12 fiscal year, the most recent final data available through the Integrated Postsecondary Education Data System (IPEDS) Financial Survey.

**Oswego College Foundation**

The Oswego College Foundation Inc. is a not-for-profit 501(c)(3) organization responsible for raising and administering support and revenue for the advancement of SUNY Oswego. The following summary is from the audited financial statements of the foundation for the year July 1, 2011, through June 30, 2012.

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Michael Goldych, 2008-2014
Jonathan McDonald, 2011-12
James McMahon, Chair, 2008-2015
Carolyn Higgins Rush '68, 2006-2011
William Scriber '80, 2010-2017
Gary Sluzar, 2009-2016
Rebecca Witkin, 2012-13

**OSWEGO COLLEGE FOUNDATION BOARD OF DIRECTORS**

Mark Baum '81
Louis A. Borrelli Jr. '77
Kerry Casey Dorsey '81
Michael Durney '83
Total assets $16,592,685
Liabilities ($ 4,320,488)
Net assets $12,272,197

Contributions and other revenue $4,428,600
Distributions ($3,494,833)
Change in net assets $933,767

2012 ADMISSIONS PROFILE
Mean SAT score: 1110
Mean high school average: 90.5
Applications: 12,052
Accepted: freshmen 49%, transfers 56%
Newly enrolled full- and part-time freshmen and transfers: 2,033
Newly enrolled underrepresented students: 412
Newly enrolled Central New Yorkers (Oswego and neighboring counties): 650

2012 EMPLOYEES
Full-time faculty and staff: 1,150
Part-time faculty and staff: 606
Part-time student employees: 3,156
Full-time equivalent employees: 1,937

FACILITIES
Acres: 696
Buildings: 58

2012-13 STUDENT COSTS (for state residents)
Full-time undergraduate tuition: $5,570
Room and full board for new students (guaranteed for four years): $12,728
Miscellaneous fees: $2,430.50
Full-time graduate tuition: $9,370 ($11,130 for MBA students)

ALUMNI
73,662 alumni with known addresses
50,718 alumni live in New York state

Lois Frankel '73
Bob Garrett '83
Bernie Henderson
Jack James '62
Thomas Lenihan '76
Gordon Lenz '58
Nick Lyons
Peter McCarthy '82
Sanford Miller '75
Robert Moritz '85
Harold E. Morse '61
Colleen Murphy '77
Colleen Enwright O'Leary '74
Suzanne Castrigno Sack '84
William Spinelli '84, Chair
Deborah F. Stanley
Marcia Thompson-Young '81
Mark Tryniski '85
Joseph Yacura '74

OSWEGO ALUMNI ASSOCIATION
BOARD OF DIRECTORS
Timothy Barnhart '02
Marc Beck '93
Paul Brennan '93
Michael Byrne '79
Michael Caldwell '70
Keith Chamberlain '87, President
Lisa Court '83
John Daken '66
Stephen Doran '82
Kerry Casey Dorsey '81
Jerry Esposito '70
Maureen Flynn '04
Donna Goldsmith '82
Ana Rodriguez King '94
Judith Letvak '83
Donald Levine '78
23,606 alumni live in Central New York

**ACCREDITATIONS**

*Middle States Association of Colleges and Schools Commission on Higher Education
  *Renewed in 2012
AACSB International - Association to Advance Collegiate Schools of Business
American Chemical Society
Council on Technology Teacher Education
National Association of Schools of Art and Design
National Association of Schools of Music
National Association of School Psychologists
National Association of Schools of Theatre
National Council for Accreditation of Teacher Education

Steve Messina '91
Joshua Miller '08
Anchal Mohan '05
Betsy Oberst
Nancy Smith Salisbury '93
Mark Salmon '92
Dan Scaia '68
Lisa Marceau Schnorr '87
William Schreiner Jr. '92
Jennifer Shropshire '86
Christie Torruella Smith '08
Deborah F. Stanley
Amy Vanderlyke '01
Koren Vaughan '95
Richard Yacobush '77

2011 Facts and Figures