Greetings from Oswego:

Looking out my study window at the snow-covered ground I see two crows and a squirrel cleaning up under the bird feeder. June and I keep looking for a glimpse of our new neighbors — a considerable number of American bald eagles. Driving along nearby State Route 48 between Oswego and Minetto, it is not uncommon to see 15 to 20 of them perched in trees. Our son recently spotted a flying eagle carrying a fish. We have noticed that traffic often moves more slowly and it is not unusual to see drivers pulled over to take a closer look. In the midst of concerns about global warming and other ecological problems, the return of the eagles is evidence that we can reverse some of the damage we have done.

Your Emeriti Association slows down a bit during the winter but has not been entirely dormant. We sponsored a Winter Breakout Workshop at which Director Bob Schell gave an excellent illustrated presentation entitled Meet Dr. Sheldon. Bob has done a considerable amount of research and found numerous publications that reveal many details of Sheldon’s work and the early years of the college. Several emeriti gathered for lunch before the presentation and 24 emeriti, associates, and active college personnel attended the presentation. The presentation was arranged to address our recently amended Constitution calling for the Emeriti Association to maintain the traditions and collective memory of the college and transmit them to the college community.

Bob Schell and I met in January with School of Education Dean Pamela Michel and Dr. Mark Hardy, chairman of the Department of Technology. We discussed our concerns about incorporating information about Sheldon, the early years of the college, and the accomplishments of its graduates in the orientation of new faculty and the educational experiences of students. It was a very cordial conversation and Dean Michel has invited us to meet with all the chairs of the School of Education in April to continue the discussion and consider implementation possibilities.

Your Board of Directors has devoted some time to drawing up plans for holding periodic meetings with active college personnel who are starting to think about retirement and sharing the benefit of our experiences with them. We will not duplicate any of the work already done by United University Professions or the Office of Human Resources. We are thinking of addressing such topics as: How do I decide when to retire? How do I decide whether or not to retire at a particular time? How should I prepare for the day after I retire? What is it like to be retired? What are the benefits of retirement? What are the challenges and problems of retirement? What lifestyle changes come with retirement? What are the psychological issues of retirement? How should I prepare to deal with new medical issues that usually appear in retirement? We would welcome your suggestions based on your own experiences.

Many of us will gather for our next Springside luncheon on Monday, April 22. Our next Board of Directors’ meeting will be on Tuesday, May 14, and, of course, our annual meeting and luncheon will be on Monday, August 5. I hope to see you at one or more of these events.

That’s the Emeriti news from Oswego.

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**In Memoriam**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Position</th>
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<tbody>
<tr>
<td>Anne V. Powell</td>
<td>2011</td>
<td>Associate Member</td>
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<tr>
<td>Thomas F. Powell</td>
<td>August 2012</td>
<td>Former Dean, Arts &amp; Sciences</td>
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<td></td>
<td></td>
<td>Professor Emeritus, History (Active 1967-1996)</td>
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<tr>
<td>Hugh E. McKenna</td>
<td>October 2012</td>
<td>Former NTP, Instructional Resources (1964-1983)</td>
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<tr>
<td>Katharine (Kenny) Chase</td>
<td>November 2012</td>
<td>Associate Member</td>
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<tr>
<td>Charles Kollenkark</td>
<td>December 2012</td>
<td>Former Assistant Director of Admissions (1968-1982)</td>
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<tr>
<td>Raymond Bridgers</td>
<td>February 2013</td>
<td>Professor Emeritus, Education (1958-1992)</td>
</tr>
</tbody>
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A Dream Cruise

Heathrow airport, where we had arranged for car service to take us to our hotel in London.

London: It does rain a lot. After arriving on Saturday, we rested/crashed, then went for dinner at a Thai restaurant close to the hotel. Early to sleep. Sunday—a rare day of sun. We went to a solemn high Latin Mass at Bromley Oratorio, lunch at a wonderful Scandinavian restaurant, then visited several gardens and museums. London marathon was being run, so added traffic complications, and we were advised NOT to take the open bus tour because of that. Probably a mistake. Monday—We foolishly tried to do the bus tour. NEVER in the rain! People boarded who had no tickets, people stood in the aisles so we could only see sights on our side of the bus. We gave up after three hours at the half-way point and returned to the hotel for a short rest before going out again to meet up with Mary’s high-school friend (50 years since they had seen each other; she had worked in the Foreign Service) and her husband (A Londoner by birth) for a private after-hours tour of the National Gallery. That was fabulous!! but so tiring. We then had a great meal at a French restaurant. Tuesday—We rested. Went to a Lebanese place for lunch, then the grocery across the street from the hotel for ice cream! That night we had dinner with my friend from 41 years ago when we worked at the same rich-girls’ camp; she had worked in the Foreign Service) and her husband (A Londoner by birth) for a private after-hours tour of the National Gallery. That was fabulous!! but so tiring. We then had a great meal at a French restaurant.

We had a great flight back (business class is always nice!). Very good food, drinks, water, movies, attendants asking if there was anything they could get us — a pillow and comforter, sleep thing for our eyes, little “booties,” toothbrush and toothpaste.

At the airport we hadn’t removed our shoes until after the screening, then an agent had retrieved our shoes and put them through security for us. Heathrow was so civilized!

Save the Date!!

Annual Emeriti Business Meeting and Luncheon
Monday, August 5, 2013
10 a.m. 329 Sheldon Hall
Emeriti Business Meeting

11:30 a.m.
Annual Emeriti Luncheon
Sheldon Hall Ballroom

Please attend the annual business meeting for important announcements and to add your voice to financial and program decisions. Spouses and associate members are welcome. Also, to be assured a place at the luncheon, please return the invitation you will receive later this spring.
Friends We’ve Heard From and About

We are pleased to send congratulations to Charles Phallen, the Alumni Association’s fall inductee to the Faculty Hall of Fame. Well into his teaching career after graduating from Oswego’s Industrial Arts program, Ken decided to return to Oswego for his master’s. His thesis advisor, Charles Phallen, convinced him to earn a doctorate, and when Ken finished his studies, he returned to Oswego as a faculty member. Two sabbaticals very much influenced him. His teaching in Australia spurred his love of travel, which included visits with Jane to every state in the Union and every continent except Antarctica. And his sabbatical to SUNY’s Environmental Science and Forestry to study wood science, led to his becoming a Cornell master forest owner on their four acres in New Haven, with 85 different species of trees. Always an outdoorsman, Ken is an Adirondack Forty-Sixer, having climbed 46 peaks over 4,000 feet. He has been active in his community as a scouting leader, a 4-H committee member, and a Board of Education member in Mexico. In 1994, he was honored by the Alumni Association with its Lifetime Award of Merit.

Congratulations also go to John Demidowicz, this past winter’s inductee to the Faculty Hall of Fame. In his teaching, John was known for his joke in a semester’s first day of class. He would let a golf ball fall out of his pocket, and tell his students in Spanish that he had been on the golf course when he suddenly realized that he had to teach. “You ruined a great game,” he would say. For John, humor was the first of four ingredients essential in every class, followed by mastery of the subject, awakening students' confidence and potential, and inspiring them to continue with the language. John tells us of two unforgettable moments in his career: In 1994, students presented him with a plaque in appreciation of his teaching, and upon his retirement he was honored at a party with students singing to him in Spanish. Since then, he and Maria have traveled in Europe, especially enjoying the cultural and religious pilgrimage which included the Passion Play at Oberammergau. They can always be found at the Shaw Festival in the fall, but they always return to their home across from the college that has been central to their lives.

In October we heard from Owen Houghton regarding the passing of Tom Powell: “I extend sympathies to all who benefitted from [Tom’s] wise counsel. I celebrate a life well lived, with memories of the experiences we shared in the tumultuous ‘civil-rights period’ between 1966 and 1975 when I served as dean of students at Oswego and he served as dean of the college. Our mutual efforts in community relations and the Equal Opportunity Program contributed significantly to the high regard which SUCO enjoys to this day. Tom’s influence has made us all better people.”

Tony and Gloria DelPrete recently told us that they had an extended visit in New Zealand last October to visit their son, Mike, who moved there with his family. Like their son and family, they greatly enjoyed the country. And in a fall 55 Plus article, Bob Canfield was featured as “A Master Watercolor Painter.” The article notes that Bob began painting when he retired 20 years ago, he paints for pleasure only, but he has sold his watercolors, has been commissioned to paint, and has had his paintings on exhibit. His skillful pieces line the hallway at St. Luke Health Services, as well as enhance the elegant decor of Bishop’s Commons, where he resides.

We often hear from former students who have been greatly influenced by our colleagues. Dr. Kahan Sablo, a vice-president at Edinboro University, who had been featured in Oswego’s alumni magazine, Oswego, for having received several awards has noted that Mary Stuck’s Sociology 250 course gave him “the opportunity to see the world—and more importantly, myself—through a more colorful, inclusive and fascinating lens.” (Note Mary's travel article in this issue.) And alumnus John Christian, president and CEO of CAPA International Education, has recently noted that he was the first in his family to have a passport, but had his life changed by an Oswego study-abroad program under the direction of Jose Perez. In appreciation, he and CAPA recently gifted the college with $100,000 to support international education. A separate gift will fund the Jose Ramon Perez International Scholarship to provide two need-based learning-abroad opportunities for Oswego students.

In the winter issue of Oswego, Rick Muto ’75, a highly successful Rochester artist who often uses Steinway pianos as a three-dimensional canvas, notes that under the tutelage of Paul Garland, he began to find inspiration at nearly every turn. Buildings, sidewalks, virtually everything became a potential site for his art. Rick’s decorative Steinways are spread throughout the world in the hands of distinguished collectors.

Ed and Marianne Thibault, along with a number of other friends attended the October luncheon meeting at Springside. We learned that last May Ed had by-pass open-heart surgery, and is obviously doing very well. His Proactive Police Management, with Larry Lynch and Bruce McBride, is still selling after being in print for over a quarter century, and he gave two workshops on cyber crime in 2012. He and Marianne spend four months each year in Orlando with its loads of culture, good food and things to do. He tells us that heated swimming pools and warm sunlight help, too.
A number of other friends and former colleagues enjoyed each other's company at Springside ("South Campus"), where so many of our friends and former colleagues live. Gathered together were Tony Annunziata, Pat Benjamin, Mary Bennett, Kolan and Elaine Bisbee, Bill and Francine Bosch, Ron Brown, Lee Burling, Sherry Dunham, Ellie Filburn, "Mike" Harrison, Nina Hastings, Bernie Henderson, Paul and Jan Hutko, Deale Hutton, Lou and Marilee Iorizzo, June Johnston, Leslie and David King, Bruce Lester, Paul Liebenauer, Harry and Lorraine Nash, Ray and Marylou O'Donnell, Queenie O'Neil-Sands, Emily Oaks, Laree Pease, Ginny Pratt, Claire Putala, Ken and Jane Richards, Bob and Shirley Rock, Ruth Sayer, Bob Schell, Ray and Marlene Schneider, Monica Soto-Granado, Vern and June Tryon, Linda and Francis Tyrell, Johanna VanGeet, Don Vanouse, Herb and Sandy VanSchaack and Jane Wright. Also among the group were good friends of the Emeriti Association, Shelley Love and Betsy Oberst. All of the attendees agreed that it's great to get together, and they look forward to seeing each other again April 22 for the Spring Luncheon on South Campus. Will we see you there?

**Cap and Gown Gathering Dust?**

If your cap and gown are gathering dust in your closet, the college would like you to consider one of two possibilities. Each year, we emeriti are invited by President Stanley to attend the May commencement ceremony. And because we continue to be members of the academic community, we are also encouraged to attend the event in cap and gown and join the procession (When else do we get a chance to shake out the gown, and check for moths?). Academic protocol suggests that emeriti proceed at the head of the faculty line, but an individual may choose instead to join his or her former department.

A second possibility is to donate your cap and gown to your department so that they can be used temporarily by a faculty member who does not yet have them.

We hope to see your cap and gown on you at the next commencement ceremony because it is important for former colleagues and for students to know that we maintain our interest in the academic community. However, if you choose not to attend, the college hopes we will at least see your cap and gown there.

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**The State of the University**

In her third State of the University address in January, Chancellor Nancy Zimpher noted that SUNY will grow to become the country’s biggest provider of online education courses and will develop a three-year degree, SUNY Smart Track. The system will add 100,000 online students, including international students and those who live outside the state. And by 2015, 25 percent of SUNY students will graduate in three years, saving them money and reducing the student loan default rate by 5 percent over five years.

SUNY has struggled with course availability at some campuses, making it difficult for a number of students to complete degree requirements in a timely fashion. Online courses will help ease the situation, Zimpher said. Massive open online courses (MOOCs), a rapidly growing trend in higher education, come at little cost, and colleges are looking for ways to make money from them and increase enrollment. SUNY will create its own MOOCs featuring top professors, and develop assessment tests students can take for credit. The university's online degree program, OpenSUNY, is scheduled to launch in 2014.

"SUNY will turn online education on its head," Zimpher said. "We will build out our capacity for online learning, meaning all online courses will be available across the system using a universal set of tools and platforms."

Students enrolled in online courses will also benefit from the system’s new push for more experiential learning opportunities, Zimpher said. SUNY will help students secure internships, research or volunteer opportunities.

As part of her attempt to unify the university with measures that have to do with how colleges receive and spend their money, all of the colleges will use the same data systems in order to better compare their academic outcomes and to award money to campuses that are improving their performance. All of the colleges will also use new technology to track financial aid and student debt.

The chancellor also noted that the path to college begins when a child is born. SUNY will partner with more community cradle-to-college efforts that bring social and academic services into poor communities and center them around schools. Albany already has a partnership and Zimpher said that she will create a Cradle to Career Alliance that will provide technical and professional support to all the sites envisioned.

UUP, which represents over 35,000 faculty and staff on 29 campuses, said through a spokesman it does not wish to comment on the address.

— From media releases
Moving? Reorganizing? Remember the Archives!

If you’re making a residential move or reorganizing office space, you’re probably dealing with old files of professional and personal papers, correspondence, photos and memos from your years at SUNY Oswego. The College Archives, part of Special Collections, encourages you to consider donating the kinds of materials listed below to help preserve our college’s history. This list is not definitive or exhaustive. Material that will contribute to the documentation of faculty and staff careers as fully as possible will be welcome.

For further information, please contact Elizabeth Young at elizabeth.young@oswego.edu, call Special Collections at 315-312-3537, or e-mail at archives@oswego.edu.

BIOGRAPHICAL
- Resumes, vitae, bibliographies, biographical and autobiographical sketches, chronologies, genealogies, newspaper clippings, memoirs, and reviews of your publications.

CORRESPONDENCE
- Official: Outgoing copies and drafts, and incoming letters and memos
- Professional: Correspondence with colleagues, publishers, organizations, and students
- Personal: Letters to and from friends, relatives, acquaintances, and business associates

DIARIES, NOTEBOOKS, AND JOURNALS

CLASSROOM MATERIAL
- Lecture notes, syllabi, course outlines, reading lists, examinations, selected student papers

RESEARCH FILES
- Research designs, raw data, notes, analyses, and reports of findings

DEPARTMENT AND COMMITTEE RECORDS
- Agendas, minutes, reports, and correspondence

DRAFTS AND MANUSCRIPTS OF ARTICLES, BOOKS, REVIEWS, AND SPEECHES

PUBLISHED ARTICLES AND MONOGRAPHS

AUDIOVISUAL MATERIAL
- Tapes of lectures, speeches, discussions, interviews; videotapes; architectural drawings; examples of creative work

PHOTOGRAPHS
- Prints, negatives, and slides with identifying information

COLLEGE MEMORABILIA

What's New in Higher Education

- Several colleges across the country are pushing electronic textbooks, but strangely enough, students don’t seem to want to buy them, in spite of the fact that some colleges are forcing them to adapt to the trend. At Indiana U., the first school to pilot a program requiring e-textbooks for selected courses, students cannot opt out of buying the e-version.

- State support for public research universities fell 20 percent between 2002 and 2010, according to the National Science Board. The study showed that the universities—which perform the majority of academic science and engineering research and educate scientists in training—have been weakened by years of eroding state support. Meanwhile, the salary gap between public and private research universities is also widening, raising the specter of a two-tier system in which most of the best faculty migrate to private institutions.

- In recent years, Jewish students at the U. of California system have been labeled terrorists for their support of Israel. Black high school students have been pelted with bananas on a Tennessee campus tour. A hostile student in Maryland challenged his professor to a fight after the teacher had limited the use of laptops and cellphones during lectures. A 2009 survey of 3,500 students showed that one in seven reported harassment on campus, from racial slurs to hostile e-mails. The decline of basic civility isn't limited to academia, but the push for more polite discourse is taking root on campuses. As a result, colleges are treating the erosion of common decency as a public health epidemic and enacting civility campaigns. At Tennessee, for instance, freshman orientation discusses 10 "Principles of Civility and Community," shared values that range from inclusiveness and collegiality to respect and integrity.

- Colleges are going to the dogs—to relieve stress! At Emory University's law library, Stanley, a golden retriever puppy, rolls around on the floor and chews on a toy while zombie-like law students wander in, a giant grin breaking out on their weary faces just in time for finals week. From Harvard to UCal San Francisco, pooches are around during exams to help harried students relax. Pet-friendly dorms are also popping up where students can bring their pets from home.

—From a variety of sources, including The Chronicle of Higher Education
What’s New on Campus?

A new state program will provide hands-on experience for SUNY Oswego students in high-needs Syracuse schools with significant numbers of students who do not speak English as their primary language. As many as 90 different languages are spoken in the schools in Syracuse and the system has had a difficult time finding qualified teachers of English as a second language. Oswego’s students who want to go into teaching ESL will be put into Syracuse schools alongside classroom teachers, helping five days a week for a year at elementary and high school levels.

Last October, Oswego hosted the 73rd annual Fall Technology Conference, billed as the largest of its kind in the Northeast. This year’s theme, “Technology Education for All: K-16” saw presentations unthinkable when most of us came to the college. For example, “Computer-Aided Design and Drafting: The Wave of the Future,” “This Was Not a Vacation! Teaching Sustainability in Afghanistan” and “Enhance Your Classroom with LEGO Robotics.” The conference, which included the second annual Technology Innovation Showcase also gave high school and college technology teachers an opportunity to demonstrate innovative projects they are doing with their students.

An interesting announcement comes to us from station WHIO, Dayton, Ohio: “Storm Center 7 gets even stronger this September with the addition of Meteorologist McCall Vrydaghs, who joins Miami Valley’s #1 weather team. Adding McCall to our team is further evidence of our dedication to keep our viewers safe. She earned her degree from SUNY Oswego, which is one of the top universities for winter weather forecasting. At Oswego they study snow like the University of Oklahoma studies tornados.”

Hankuk University of Foreign Studies in Seoul held ceremonies in February 2012 for 200 students potentially destined to study for three or more years at seven SUNY colleges. Of those, 40 degree-seeking students arrived in Oswego early in January, joining 18 Korean second-semester students already on campus in the 1 + 3 program from Hankuk. The new students, likely to spend their final three years at Oswego, have diverse academic goals in the sciences and math, in liberal arts, business, education and more. The program is part of the SUNY Global Initiative to increase its international enrollment by 14,000 students over the next five years to approximately 32,000 and also to increase the involvement of its own students in foreign studies. This now brings Oswego’s international foreign student population to over 200.

For the ninth consecutive year, Oswego’s School of Business made the Princeton Review list of the nation’s outstanding MBA-granting institutions. Its survey found strength in small and interactive classes, hands-on learning opportunities, state-of-the-art facilities, vibrant campus life, solid preparation in accounting and management, and the scenic Lake Ontario setting.

This coming fall, coinciding with the opening of the $118 million Sciences and Engineering Innovations Corridor, the college will offer a new bachelor's degree program in electrical and computer engineering. The program will help meet needs in such cutting-edge fields as bioinstrumentation, robotics, power systems and embedded systems as microprocessors, which are omnipresent in machines and products from autos to refrigerators. The program has the support of local and international companies in the region, some of which are represented on the college's Engineering Advisory Board.

Two space-age, state-of-the-art manufacturing labs and a new classroom opened last fall in a $5.8 million addition to Wilber Hall as an investment in preparing technology students to survive in an evolving world. According to faculty member Dan Tryon, the manufacturing labs host such modern machines as a 3D printer that can use computer-assisted designs to turn out working thermoplastic models ranging from new mechanical inventions to chess pieces. A laser cutter-engraver, fast becoming a standard in industrial shops, can do its work from computer designs. Other equipment includes a computer router, industrial robots and modern milling machines.

Outstanding service to undeclared and other students has earned Oswego's Major Exploration Program an award from SUNY. The honor, in the First-Year Student and Support category of the 2012 Outstanding Student Affairs Awards, cites Oswego's freshmen-to-sophomore retention rates for undeclared students nearly 10 percent higher in the years following the 2007-08 pilot for the program. The initiative provides courses, in-person and online workshops, career events and other resources for students trying to identify a major.

The college, moving to increase opportunities for student research and creative projects, has established an Office of Research and Individualized Student Experience (RISE) to provide support and pique student interest in hands-on, faculty-mentored work. RISE can help students start a mentored research or artistic project, and assist with funding for conference and research travel through the college's Scholarly and Creative Activities Committee.

Oswego has been designated as a military-friendly college in the 2013 Guide to Military-Friendly Colleges and Universities. The publication, which helps inform education service officers, transition officers and the service men they counsel, notes that schools on the list “implement policies in support of our men and women in uniform.” Oswego’s services to veterans include counselors professionally trained around veterans issues such as reintegration, admissions, and financial aid.
As we begin the second half of the 2012-13 academic year, I am pleased to report many remarkable attainments in Academic Affairs as a result of a dedicated leadership and faculty committed to excellence in teaching, research and community service.

We enthusiastically started the fall semester with a celebration of our campus-wide effort to engage students in faculty-mentored research and creative activities by holding the Annual Summer Scholars Poster Symposium. More than 90 posters were displayed at this jam-packed event recognizing the scholarly contributions of our students and their faculty mentors who participated in Oswego’s summer research programs including the Global Laboratory, Summer Science High School Immersion Program, and the Summer Scholars Program. In recognition of the faculty who support our students in research endeavors, we instituted a new faculty award warmly called “The OSCAR”—Faculty-Student Mentor Oswego Scholarly and Creative Activity Recognition. The OSCAR Award of $1,000 will be given annually to a faculty member who continuously mentors students in scholarly activities.

Last year more than 800 students engaged in independent research or faculty-led scholarly activities, of which more than 160 students received funding to support research or creative activities with a faculty mentor. In summer 2012 alone, more than $250,000 in combined funding from alumni, friends, corporate and college funds supported these activities. Our students engaged in scholarly activities both on the Oswego campus and around the world. More than 45 students participated in the Global Laboratory summer research abroad program spending 6-10 weeks at research-focused universities in Costa Rica, Taiwan, India, Sweden, Brazil, Democratic Republic of Congo, Italy, and Switzerland.

While we are deeply committed to building a campus culture that promotes scholarly and creative activities for students, we are also investing in the intellectual vitality of our faculty. This year we awarded Early Start Grants of $5,000 each to twelve faculty members as part of a new innovative program designed to provide support for newly appointed first year tenure-track or tenured faculty in their creative activity or research programs. The awardees are granted a summer stipend to come to the SUNY Oswego campus substantially before the start of the academic year so they can get a jump-start on their research and extramural proposal writing. Academic Affairs also instituted a Faculty Mini Grants program in 2012 that provides support for faculty in their research or creative activity programs by granting small start-up funds for new creative projects that we expect to lead to larger grants, publications, presentations, and performances.

In November, we introduced a new award in support of faculty research. The Provost Faculty Research Award was designed to promote and foster research endeavors and grant activity among the faculty. Beginning fall 2013, four fellowships will be awarded to proven scholars or highly qualified rising scholars with promising research agendas to provide assigned time for research and to pursue extramural funding in support of their research.

Our real investment in the future comes through our continued hiring of new faculty. We welcomed 39 outstanding full-time faculty colleagues this year, as we said good-bye to nine longtime members of our academic community who elected to retire in 2012. They will be missed, but we wish them well as they begin the next well-deserved chapters of their lives. We are currently searching for 27 new tenure-track faculty to begin in fall 2013.

I am especially pleased to introduce a number of new academic programs designed by faculty. Oswego’s new bachelor’s degree in electrical and computer engineering will make us only the second public college in New York to offer such a degree. The program is aimed at helping meet the region’s engineering shortage. Other important curricular developments added in 2012 include a minor in Sustainability, BA/MBA in Broadcasting and Business, Advanced Graduate Certificates in Trauma Studies, Health Information Technology, and Integrated Health Systems, as well as a number of Clinically Rich Graduate Teacher Education programs. The faculty develop these innovative new programs after careful consideration of the factors new graduates face when entering the job market or furthering their education. Currently under review are new program proposals in technology, logic, online broadcasting, advanced graduate certificate in health and wellness, and masters degrees in Business Administration in Health Services Administration.

We continue to design new teaching and learning environments that adopt the latest in technologies and pedagogies so our students have the opportunity to engage in a dynamic educational pathway as they advance through their studies at Oswego. To ensure our students have the best opportunities after graduation, this January we launched the first-multi-discipline cooperative education program in SUNY. More than 12 academic departments are early adopters of this popular work-based learning model that helps students obtain early career success by practicing their field of study before graduation. Additionally, this exciting learning experience proactively helps students manage their total educational expenses and loan debt. The average student participating in a co-op earns $14,000 during a six-month period. We have also instituted ten new scholarships of $6,000 annually to qualified students interested in co-op education.

In addition, we have entered into a new partnership with the SUNY Center for Collaborative Online International Learning (COIL) that offers our students an opportunity to increase international awareness by using technological tools in their academic coursework by collaborating on projects with students from other countries. This
fall we offered our first COIL course titled “Women, the Workplace and the Law” that was co-taught by an Oswego faculty member and a faculty member in Lebanon. The students interacted on projects in an asynchronous online environment. Two other courses are being offered with partnering universities in Australia and Japan this semester. Our hope is that students will use these early international awareness courses to scaffold additional international experiences such as study or research abroad or learning a foreign language.

To ensure that we continue to commit to excellence on every level and are positioning ourselves well for the future, academic departments engage in program review and student learning assessment. New in 2012, every academic department completed student learning outcomes assessments for majors. Based on assessment results, departments developed strategies for improving curriculum and adopted new opportunities for students to engage in various learning environments to strengthen student learning. At the core of this new campus-wide assessment practice is a recognition that every college graduate needs and deserves to reach high levels of achievement across the general education curriculum and in their respective major.

As we begin planning for academic year 2013-14, we are closely identifying and recognizing facts and assumptions about the higher education competitive landscape and how it is evolving. While we offer a full array of educational services, from baccalaureate and master’s degrees to advanced graduate certificates, we will be designing strategies for Oswego that focus on augmenting our educational portfolio with innovative, high quality programs and new creative course delivery formats. These initiatives will focus on steadfastly promoting faculty-student relationships, enhancing experiential learning, improving quality and developing a sense of responsibility for self and community.

Stay tuned for more promising ideas that will lead to a stronger and higher level of academic excellence at SUNY Oswego.

Historic Gift to Name Science Complex

A $5 million gift, the largest in SUNY Oswego’s 150-year history, will name the Richard S. Shineman Center for Science, Engineering and Innovation, which is set to open in the fall. Barbara Shineman, who made the gift, and the late Dick Shineman, both familiar to all of us as emeriti and former colleagues, have been longtime generous supporters of the college.

In announcing the gift, President Deborah Stanley noted that "it will mean many things to our students—from well-equipped science facilities to top-notch faculty." The gift will establish an endowed chair in chemistry and educational and cultural opportunities including science programs and research initiatives of the faculty of the Shineman Center. Chancellor Nancy Zimpher also noted, "It is an honor for campuses to be able to name facilities or scholarships after donors who have shown an exemplary dedication to the campus."

"Dick would be overwhelmed by this...and very humbled," Barbara said. "He really had a great deal of respect for the college. When Dick joined the faculty in 1962, he was hired to help reshape the sciences at Oswego, so he would be so very pleased to see this state-of-the-art building, where all the [science] disciplines will be under one roof. He had a very strong, committed, loyal feeling about Oswego—where it was going, and what it was trying to do."

Dick was one of the founders of the chemistry program and its first chair, as well as part of a cadre of professors who helped design the science facilities in Snygg Hall. One of the courses he was proudest of developing was "Chemistry and the Public Concern," which spoke to environmental issues becoming prominent in the early 1970s. Long after his retirement, he was pleased that it was still being offered as new environmental concerns surfaced.

Barbara also has deep roots in Oswego. A 1965 non-traditional graduate of the college who had raised her children, she went on to get a master's degree and Certificate of Advanced Study here, then went on to get her doctorate at Syracuse. She taught at the Campus School and in the elementary education department, and directed the Sheldon Institute for Gifted and Talented Students and the Potential Teacher Program.

"The college was a big part of our life together," Barbara said. And that dedication continued into retirement. Both went on to be very much involved with our Emeriti Association, with Dick as a co-founder and member of the original board of directors, and Barbara serving later as our president for seven years. She served the college as the Annual Fund volunteer chair, and during the Inspiring Horizons campaign she was on the Presidential Campaign Cabinet. Both served on the College Foundation.

The gift to SUNY Oswego is the first for the Richard S. Shineman Foundation, established by Dick just before his death in 2010. The mission of that foundation, which aims to be a "Catalyst for Change," is to help fund community programs in Upstate New York and especially Oswego County.

—From OSWEGO and college news releases
In her 2012 State of the University address, Chancellor Zimpher coined the term “systemness” to emphasize that the 64 campuses in the nation’s largest university complex need to work together to lower costs, improve productivity and stimulate the economy of the state. Her goals included increasing graduation rates, reducing the need for remedial education, and expanding online courses and paid internships. While state funding had been cut by $1.4 billion in the preceding four years, Zimpher said that SUNY was stable financially because a five-year plan for tuition hikes had been approved. She outlined other initiatives: Campuses would shift at least 5 percent of administrative spending to academics and student services over the next three years; OpenSUNY, an expanded online learning system would be launched; a portion of funding would be directed to campuses based on performance; SUNY would ensure that programs meet workforce demands in the competitive global job market. Check "The State of the University" article in this issue for the chancellor’s 2013 media-released remarks.

Four months after the chancellor’s 2012 address, SUNY announced an initiative to terminate remedial courses at community colleges. As a first step, a Remediation Task Force composed of nationally recognized researchers, representatives from the NYS Education Department, faculty, community college and K-12 leaders, and students, was created to study remediation. In announcing the initiative, Chancellor Zimpher said, “Today I want to be clear that SUNY’s goal is not only to reduce remediation, not only to be more effective in delivering remedial education . . . but to END the need for remediation in our lifetime.”

With most college students now taking five or six years to complete a four-year degree, degree guarantees are popping up on campuses as a way to counter the trend. The University at Buffalo has joined the ranks with a program called Finish in Four. It promises students a four-year roadmap in exchange for a commitment they’ll stay on track. If a student meets the obligations but still can’t graduate in four years, UB will pay the tuition for the work that remains. Fredonia and Oswego also offer the guarantees.

An Energy Smart New York is among six SUNY initiatives to revitalize and enhance quality of life in the state. According to SUNY, the state’s energy costs run 50 percent above the national average. Among the university’s goal is a 30 percent reduction in its energy consumption by 2020 by research and changes in the habits of SUNY personnel, including students and faculty. To date, the most unique project is University at Buffalo’s Solar Strand that provides enough renewable energy to power 700 student apartments. Also scheduled to make a difference in the future are Oswego’s new geothermal well field, its implementation of Leadership in Energy and Environmental Design gold standards, and its environmental programs.

SUNY is working to streamline costs, for instance by making joint purchases with the state to get better prices on bulk items. The effort has saved $6 million in the first year, and the chancellor has pledged to save $100 million over three years.

In November, SUNY education professors gathered in Albany to discuss the preparation of future teachers, particularly with regard to upcoming state-mandated requirements. Starting in 2014, teacher performance will be scored by a new, emerging evaluation system. At the conference, Chancellor Zimpher introduced the concept of creating regional centers where SUNY professors and students would work together with veteran teachers to learn in a hands-on laboratory setting. (Sounds somewhat like the Campus School model of years ago.)

Students heading to a SUNY college in the fall should have a good idea of what it will cost them. The University will begin using a standard financial aid award letter that will detail the cost of attending, financial aid offerings, a school’s graduation rate, and median borrowing and loan default rates.

Although final details are unknown as we go to press— and probably will be unknown as you read this—the $85 billion across-the-board cuts (“sequester”) in federal spending scheduled for March 1 is likely to have an impact on SUNY as well as private schools in the state. In contention are reductions totaling $110 million in grants from the National Science Foundation and the National Institutes for Health. In addition, there likely would be cuts in student aid through Federal Work-Study and Supplemental Educational Opportunity Grant programs.

Want to know more about The Power of SUNY? Go to SUNY and the site stated, and you will get an eyeful of information. You'll find out about grants to help UB professors improve early learning in math, science, and literacy; research by SUNY students, faculty, and staff across the 64 campuses that contributes to SUNY having the fifth largest university-based clean energy portfolio in the U.S.; and an Oswego student's research (reported earlier in a Newsletter issue) that advanced a faculty member's study on plants that help diabetic patients. Of special interest is the Faculty Senate page on the SUNY website, which will take you to that important group. Go to the SUNY Benefits page for interesting information about such matters as Health Insurance, Retirement Plans, Employee Discount Programs, and Survivor's Benefits.

—From various sources and SUNY press releases
Looking Back at SUNY Oswego: An Interview with Queenie O’Neil

Bill Waite

[Professor Emeritus Bill Waite, Department of Technology recently conducted the interesting interview below with Queenie, a fellow retiree.]

Queenie O’Neil-Sands and I live in Mexico, New York, attend the same church, and see each other quite frequently around town. Last year I thought, what a unique perspective she has had working in the Oswego president’s office for almost her entire career—quite literally a “bird’s eye view” of campus from the 7th floor of Culkin Hall, starting with James Perdue in 1970 and continuing through Deborah Stanley until her retirement in 2001. I fueled my courage and asked if she would be willing to be interviewed for our Emeriti Newsletter, and she most graciously said “Yes!”

Her given name is Viola and I asked how she came to be known as “Queenie.” She explained that her grandfather called her this because she was the first female in the family, born after five brothers, and it has stuck to this day. She was raised in Oswego and now lives on a quiet country road near the village of Mexico with her husband Jim, in a beautiful home that they continue to remodel. Following is the result of what we called "The Project."

BW: Can you tell us about your background prior to SUNY Oswego, and how you came to your first position in the president’s office?

Queenie: I graduated from Oswego High School in June of 1964, was married and relocated to Caribou, Maine, for 3 ½ yrs. When I returned to NYS after not utilizing my secretarial skills during that time, I enrolled in a shorthand/typing refresher course at the Oswego High School. After spending some time in these courses, the instructor informed me about a newly opened position on the Oswego campus with the Oswego County Council for Educational Development and I was fortunate to become their first secretary. I worked with them until August, 1968, when I left to have my baby in February 1969. When my son Ryan was 7 months old I returned to the Study Council because the secretary who had replaced me was leaving to be married. During the time that I was away, the Study Council had moved to the former president’s office in Sheldon Hall. With this move, I was now working in the same office space as Dean Charles Turner and his wonderful secretary, Mrs. Ruby West. I absolutely loved working with them! In January 1970, Ruby told me that there was to be an opening in the president’s office in Culkin Hall and that I should apply. I did, and the rest, as they say, is history!

BW: What was the span of your career and the nature of your responsibilities under the many presidents?

Queenie: When I started with the college in January 1970, I was a stenographer in the office of the assistant to the president, Dr. Lynn Hemink. I then became a Senior Stenographer, next a Principal Stenographer, and on to President’s Secretary. The President’s Secretary title meant that I moved from a regular civil service line to a Classified Management Confidential position. In December of 1989, upon the retirement of Mary Brown, I moved to the desk immediately outside the president’s door. During the years from 1970-1989, Mary Brown had become a dear friend and the best mentor ever! In 1992, President Weber promoted me to the rank of Assistant to the President.

BW: Can you give us your memories of each president?

Queenie: When I arrived as the newest member of the president’s office team, Dr. James Perdue was president. Soon after I arrived, Dr. Perdue came and stood in front of my desk to welcome me. He said “Hi, I’m Jim Perdue. We’re all glad you’re here and hope that you stay for a very long time.” Little did he know that I would! I think mostly because of Dr. Perdue’s down-to-earth and welcoming manner, I easily became very comfortable in a setting that may have been somewhat intimidating otherwise. What a great start in my thirty-year career home.

When Dr. Perdue left Oswego, as with any change in that position, it meant big changes for our staff. Dr. Virginia Radley came to our office as acting president in 1976 before being named the first woman to be appointed president in the State University in 1978. Much has been written about Dr. Radley and her “quest for excellence,” along with her desire to teach whenever time allowed. We in the president’s office witnessed first-hand students pouring into our conference room on the seventh floor to attend her class. Most often when Dr. Radley offered a class, the room was filled. I remember speaking with Jim Mahoney, a local banker, who tells about an encounter he had with one of Dr. Radley’s students. The student, a young man, was speaking with Jim about a financial issue that was important to the student. Soon after the conversation began, the student asked how long this transaction would take because he had to leave to get back to campus for his class with Dr. Radley, and he would not miss his favorite class.

Speaking of students, we were all saddened to learn in 1981 that the campus school was to be affected by deep
budget cuts with a state-mandated closing. Through Dr. Radley’s and others’ efforts, several of the fine Campus School teachers were able to be redeployed on campus. On a personal note, my son, Ryan, was in the very last graduating class from the Campus School. Campus School had been the right place for Ryan for many reasons. From the start he gained the benefits from exposure to excellence in teaching. He was guided and encouraged throughout his years at Campus School that laid a solid foundation for his educational experience to follow.

During Dr. Radley’s tenure as president she, of course, lived in Shady Shore. Dr. Radley’s exquisite taste was evident with the lovely touches that she brought into her new home. Dr. Radley was kind enough to invite the president’s office staff to Shady Shore on numerous occasions. Shady Shore became a gathering place for faculty, staff, community members, and students during the time she spent there. She recognized what a valuable asset Shady Shore was, and continues to be, to the campus and the community.

More change occurred in 1988 when Dr. Radley returned to teaching and Dr. Stephen Weber became our new president. For the first year as president, Mary Brown was Dr. Weber’s secretary. When Mary retired in December, 1989, I was asked to move into that position. Not long after, Dr. Weber and I got to better know each other, and my job description changed drastically. Dr. Weber wanted me to take a more active role in the events in which the president participated. With that in mind, I became his representative on the Public Ceremonies Committee. I was extremely nervous about this newly assigned task but to my delight, it turned out to be one of the best things that could have happened to me. Grace Mowatt became chair of the committee and we were able to work together in an efficient and effective manner; in the meantime, we had lots of fun doing what was needed. I learned so much as a working member of that committee. It was imperative to be a stickler for detail and the details were enormous. We helped gather the necessary information for the commencement program, we developed scripts for each ceremony, and then the night before, Dr. Weber’s speech would be incorporated into his scripts. We coordinated efforts with food service for the luncheons, just to mention a few of the “gazillions” of activities associated with commencement. One time, Bernie Henderson and I picked lilacs from campus trees to place on the tables for the platform party tables at the commencement luncheon. As a happy coincidence of working with food service, I became acquainted with Mike Flaherty who later became, and still is, the chair of the Public Ceremonies Committee.

Commencement, as you know, is not the only ceremony in which the president participates. So this level of activity would be repeated whenever the president would be included in the event. My experience working with Dr. Weber enriched my professional life. Not a day went by that I didn’t learn something new. This was especially helpful when in 1995 President Weber left for a temporary assignment in Albany. Later that year, Dr. Weber accepted the presidency at San Diego State University and Deborah Stanley was appointed our interim president. I had worked with Dr. Stanley when she served as executive assistant and legal counsel to Dr. Weber, so this transition was no doubt the easiest.

While the transition may have been easier for me, I have to comment about President Stanley and what she has accomplished during her tenure thus far. I remember when we were working through our first two years together, not one but two national searches were conducted. President Stanley’s amazing accomplishments since 1995 have shown that she was, indeed, the best choice. Recently, I gave a tour of the campus to a person who had worked at Oswego State several years ago. She was astounded at the changes that have taken place since President Stanley took office. She especially noted the beautiful facade on the buildings that have been renovated, she was fascinated by the addition of student housing around Glimmer Glass, and was very impressed with the state-of-the-art campus conference center.

President Stanley encouraged her staff to look at things differently. She inspired us to look at and embrace the bigger picture. Her innovations such as Presidential Scholars, the success of the fund-raising effort, and the expansion of curriculum have been well documented, but for us they were a further indication of her vision that is unparalleled and her passion for what is possible. There is no doubt that we all grew as individuals under her tutelage. While it was a most difficult decision to make when I retired in 2001, it was however a great way to end my thirty-year career.

**BW: What were some of your greatest joys over the years?**

**Queenie:** In looking back, without a doubt my greatest joys were the incredible people who passed through the president’s office doors. I especially want to mention Bernie Henderson. Bernie is “one of a kind.” I’m confident that all the presidents with whom Bernie worked appreciated his knowledge, work ethic, and especially his sense of humor. I feel so privileged to have worked with him and take great pleasure in calling him my friend. And, in addition to those friends on the 7th floor like Rose Vinciguerra, Laree Pease, and Howard Gordon, we welcomed governors, senators, honorary degree recipients, faculty, administrators, parents, and students to name a few. It truly was a joy!
For nearly 150 years prior to World War II New York State’s commitment to public higher education was largely local and in the form of one- or two-year programs in teaching and farming. As most of us know, Oswego’s teaching program was founded in 1861 by the then-superintendent of the local school district, Edward Austin Sheldon. But other teacher-education programs began before ours. Potsdam (1816), New Paltz (1828), Brockport (1841), and Albany (1844) pre-dated Sheldon’s work but hardly had his worldwide influence, largely the result of his hiring world leaders in educational methods and his own far-reaching lectures.

Between 1907 and 1912 the several agriculture and technology schools were created, offering one- or two-year programs in farming techniques. The opportunity, however, for New York state to found a separate one-campus university devoted to agricultural education was fruitless. States like Michigan and Ohio developed agricultural schools (Michigan State and Ohio State universities) in the mid- to late-nineteenth century, largely with funding from the federal Morrill Land Grant Act of 1861, designed to improve agricultural methods in a mainly agrarian society. New York chose instead to contract out its land-grant funds to a politically astute private college. Thus were born what came to be known as the state’s colleges of Agriculture and Life Sciences, and Veterinary Medicine at Cornell. Since then other state programs have been contracted out — Environmental Science and Forestry to Syracuse University; Ceramics Engineering to Alfred; and Human Ecology and Industrial/Labor Relations to Cornell.

The ability of the state’s private colleges to keep a state-supported university from becoming competitive took a dramatic turn at the close of World War II with the tidal wave of returning service personnel who wanted to study under the G.I. Bill for careers other than teaching or farming. The private colleges were overwhelmed, and the state, with the cooperation of private colleges, wisely created several temporary two-year colleges with liberal arts and business curricula, known as the Associated Colleges of Upper New York (ACUNY), to serve as feeders to the private schools. Among the several were two schools that eventually offered four-year degrees, one at a former Army post in Plattsburgh (SUNY Champlain College), the other in Binghamton.

While their influence was indeed waning, the private colleges maintained a degree of strength. By 1952 Champlain College was under fire, largely because then-Governor Thomas Dewey had been convinced by the private colleges that they could adequately tend to the higher education needs of the state themselves. This writer, your editor, a member of the second—and last—graduating class of that college, was among those who actively protested that Binghamton would be the only state-supported institution offering four-year degrees in the arts and sciences and business.

But the wave of veteran students did have their effect. The State University of New York was founded in 1948, consolidating the 29 state-operated but unaffiliated campuses. From 1946 to 1971, slowly at first, but with increasing speed during Nelson Rockefeller’s tenure as governor, the state created the 30 community colleges, gave the teachers’ colleges and agricultural schools broader missions, created two additional arts and science colleges, a senior College of Technology, three doctoral-granting university centers, and brought a struggling, nearly bankrupt private graduate center, the University of Buffalo, into the system. It also created an entity with nearly invisible walls, Empire State College.

The state now has the largest centrally managed system of higher education in the nation, perhaps in the world. And the system has endless variety. There are 64 geographically distributed campuses serving more than 400,000 students, 64 percent of whom are full time. There are the four university centers, 13 university colleges, 8 colleges of technology, 5 health centers, two specialized colleges, 5 statutory colleges, and Economic Opportunity Centers in several urban areas preparing inner-city youngsters to attend state colleges. And there are differences within groups. Canton and the Technical Institute in Utica offer somewhat different curricula, as do the arts and science colleges at Brockport, Geneseo, and Oswego.

Nearly all of the present arts and science colleges were created in the nineteenth century as teacher-preparation institutions. Prior to World War II they had evolved into two-year Normal schools, and then into four-year degree-granting teachers’ colleges, each of them offering a special program in education—for instance industrial arts at Buffalo and Oswego, and physical education at Brockport and Cortland. Albany offered secondary education, the others elementary education.

The most profound changes began to occur, however, in the late 1950s and early 1960s, when with Rockefeller’s support the teachers’ colleges developed arts and science and business curricula. Faculty and physical plants sometimes doubled in one year as students poured into the schools. It was a most exciting time for those of us who were involved in the process. Today, as reported in these pages over the years, the growth in faculty, curricula, and opportunities for students has defied the imagination of those of us who came to SUNY decades ago.