



# Academic Affairs Annual Report

## *2010 - 2011*



**OSWEGO**  
STATE UNIVERSITY OF NEW YORK



# *Table of Contents*

Message from Interim Provost Clemo . . . . .	.1
Vitality . . . . .	.3
Intellectual Rigor . . . . .	.9
Engagement . . . . .	.14
World Awareness . . . . .	.18
Solutions . . . . .	.23
Conclusion . . . . .	.27
Appendices . . . . .	<a href="http://www.oswego.edu/administration/provost/goals_and_reports.html">http://www.oswego.edu/administration/provost/goals_and_reports.html</a>



## Message from Interim Provost Clemo

As the 2010-2011 academic year commenced, I challenged the academic community to produce a broad set of recommendations, ideas, and actions built around the College's strategic plan with the intent of establishing new approaches to learning including the creation of transformational learning environments and dynamic pathways for learning, while promoting the development of a mindset for lifelong learning. The faculty was asked to engage in discussions of issues central to creating a vibrant and sustainable learner-centered environment for the 21st century.

A common theme that emerged from these conversations was the importance of engagement. Relationships formed through these learning environments among students, professors, staff, alumni mentors, or with those in internships or service learning, were recognized as meaningful, lasting, and central in enabling students to reach their full potential.

Through collaboration, planning, and idea sharing, the academic community produced many significant accomplishments this past year which have been designed to capitalize on these highly valued relationships while uniquely positioning Oswego for future success. In that spirit, new platforms for engaged and transformational learning have been introduced. These developments recognize changes in the way students seek information and use technological environments which push the traditional boundaries of classroom learning further and in more varied ways.

Our new Online MBA, majority online Winter Session, and "Text A Librarian" reference service, all demonstrate our efforts to design dynamic learning environments to meet evolving student demands. Many other transformational and pre-professional engagement experiences introduced this past year, such as the English Department's Words in the World Capstone Seminar, the Global Laboratory research abroad experiences, the Summer Scholars Program, and the nine academic departments that will participate in the Co-op Education Program, offer students dynamic pathways for learning.

We continue to offer our distinctive attributes of academic excellence, innovative curriculum, low student-faculty ratio, and strong community engagement, yet we aspire greater accomplishments. In addition to our continuous improvement practices this past year, we engaged in an array of focused assessments including Middle States Reaccreditation Self-Study, GE21: Taskforce on General Education, a campus-wide workshop of student learning outcomes, the President's Environmental and Sustainability Team's campus-wide integrated assessment and planning operation for sustainability, a review of scholarly and creative activities on campus to design a comprehensive campus-wide community of inquiry and impact that recognizes the faculty-scholar-mentor model and links academic knowledge with the everyday life experiences of the student, and a review of academic support services to meet the increasing demand for distributed tutoring and learning services.

These important achievements and continuous improvement efforts are all by design. Guided by the College's strategic plan, purposeful planning has helped us reach this point.

As a community, we enjoyed some wonderful moments throughout this past year. Highlights include the culturally invigorating academic year kickoff of Step Afrika, the monumental groundbreaking of the Science Engineering and Innovation Corridor including the more than 35 Summer Scholars poster presentations that were highlighted at the event, the exciting news that SUNY Oswego successfully achieved Carnegie Community Engagement Classification and was named to the U.S. President's Higher Education Community Service Honor Roll "with Distinction"; and most notably, May 2011 Commencement marked the official start to the College's Sesquicentennial Anniversary.

The pride we all feel in SUNY Oswego's progress is the result of the extraordinary talent, determination, hard work and support put forth by our diverse faculty and staff. The report that follows captures but a small portion of the endless work and energy that is expended by these individuals which is a major contributor to the success of our students.

Energized by this success, we will continue our work in the upcoming year that encompasses priorities that will advance excellence in academics. Building on our 150-year legacy, we will emerge as a more engaged learning community and achieve a greater level of academic distinction.

Lorrie Clemo





Vitality

Intellectual Rigor

Engagement

World Awareness

Solutions





## Vitality:

Academic Affairs enhances the vitality of SUNY Oswego through curricular innovation in substance and delivery, diverse faculty and staff, growth in the Metro Center and summer/winter sessions programming, vigorous alternative revenue streams, building an efficient infrastructure, and offering relationship-building opportunities that foster seamless connections among constituents.

### Building distinctive, high-quality academic programs

In 2010-2011, thirteen exemplary new programs and graduate certificates were added to the curriculum, each with remarkable academic identity that build upon Oswego's unique strengths and distinguish our programs from those of our competitor universities. Assessment plans for each of these programs will be developed and external reviews will be conducted every five years, in addition to action plans that respond to the needs identified in the reviews.

- MBA Online
- Integrated Media Graduate Certificate
- Audio Design and Production Minor
- Chemistry Professional Science Masters
- Play Therapy Graduate Certificate
- Gerontology Graduate Certificate
- Mental Health Counseling (60-credit hour licensure program)
- Human Computer Interaction Professional Science Masters
- MST Initial Certification Childhood
- MST Initial Certification Adolescent
- MSED Special Ed Childhood 1-6
- Peace Corp International Masters—MAT Math
- Peace Corp International Masters—MSED VTP Agricultural Education

Seven additional programs or certificates have been approved by Faculty Assembly and are awaiting further approval at SUNY or the State Education Department. They include several innovative graduate certificates developed through broad collaboration with community and business partners across the region (i.e. Health Information Technology, Integrated Health Systems, and Trauma Studies). Other programs designed to attract undergraduates showing promise for successful graduate study are under development, including a 5-year Broadcasting BA/MBA. These programs encourage Oswego undergraduates to pursue graduate and advanced certificates immediately following their undergraduate studies.



## Recruiting and retaining an outstanding and diverse faculty and staff

The campus has been actively engaged in faculty and staff searches that serve to build the academic strengths of the College and propel strategically important academic initiatives. We hired 10 tenure track and 4 visiting assistant professors, and 10 professional staff in 2010-2011. New faculty and staff represent a wide diversity of backgrounds and areas of expertise, including 16 women and 8 men; 3 with international backgrounds and 7 persons of color.

We offer a comprehensive program of support for faculty at all stages of their careers. This year we focused particularly on new technologies to engage faculty in the development and use of educational technologies to support innovative pedagogy, specifically online international collaborative learning experiences.

Another high priority for Academic Affairs is increasing the variety and formats of courses and programs delivered through distance-learning and blended approaches so that students can be offered greater choice with respect to attending courses in person, online, or both. This important strategy continues to keep Oswego attractive to new markets of students interested in highly flexible class delivery options. More than 23 new courses were developed this year in hybrid and online format.



- CELT under the leadership of John Kane (Eco) has been instrumental in mobilizing new workshops in uses of tools such as Prezi, Voicethread, eBooks, Elluminate, Google Reader, Diigo, lecture capture using Camtasia, Google Scholar, ANGEL rubrics, and Digital Storytelling. These tools are important in advancing new technologies in teaching and learning on our campus.
- Lisa Langolis (Art), Julieve Jubin (Art) and John Kane (Eco) attended the SUNY COIL conference to develop a better understanding of how web 2.0 tools can be used to provide effective collaborative learning activities involving our students and students in other countries.
- Music experimented with the use of Smartphones and iPod Touch applications in applied studio lessons and chamber ensemble rehearsals. Bill Goffe (Econ) continues to lead the campus in exploring new pedagogies to enhance learning and has given several workshops for CELT to share research-supported techniques with the campus.
- Starting in Fall 2010, Ulises Mejias (Comm) began experimenting with Google Sites as a platform for hybrid learning. Using Google Sites as a learning environment could have important pedagogical and economic implications for the college.
- The new Integrated Media program will serve as a pilot for testing the Cisco Telepresence system scheduled to be installed at the Metro Center and the Oswego campus. This new technology will help us deliver graduate programs simultaneously at both locations.
- The Virtual Computer Lab pilot program has been undertaken by CTS to provide virtual computing resources at remote locations at the Metro Center and Phoenix, online courses, and courses held on the main campus. The project provides users with web-based access to high-end software applications such as SPSS and Adobe Create Suites.
- Elluminate Pilot web-conferencing software was piloted by faculty and students in VTP during the 2010 academic year and holds great promise for online real-time learning going into the Fall 2011 semester as the pilot is expanded.

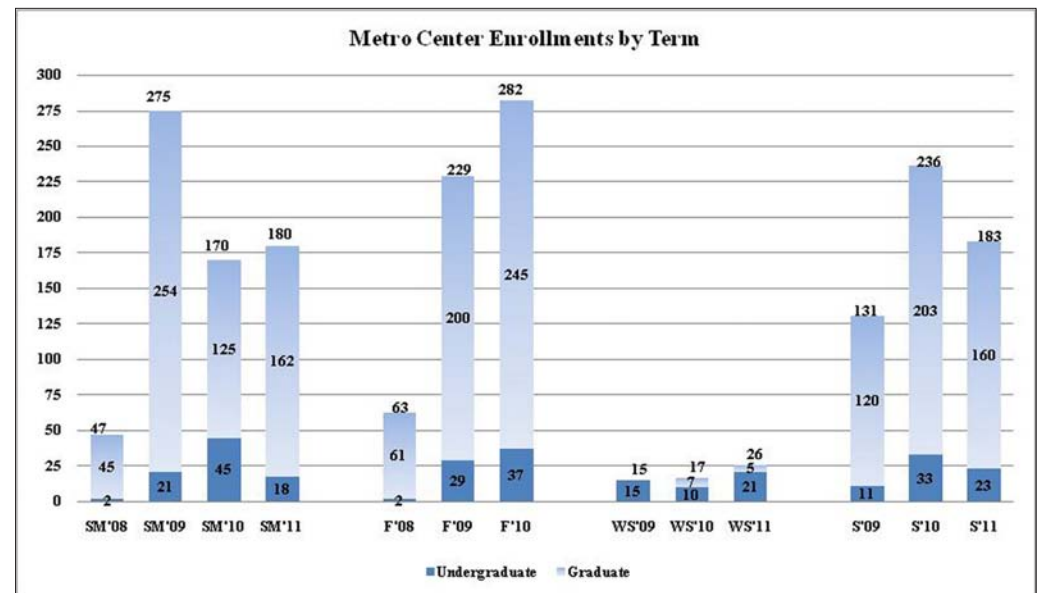
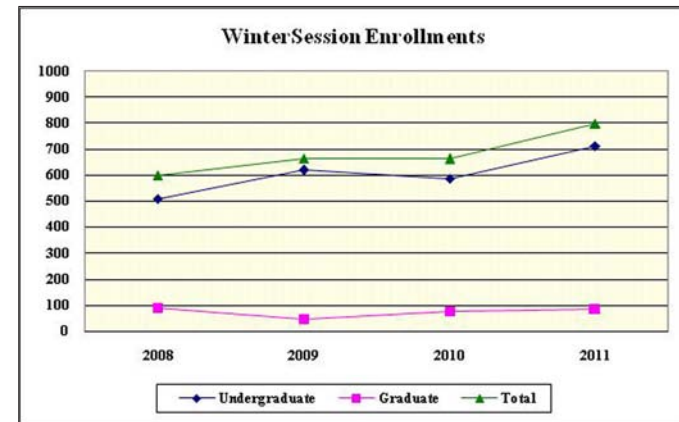
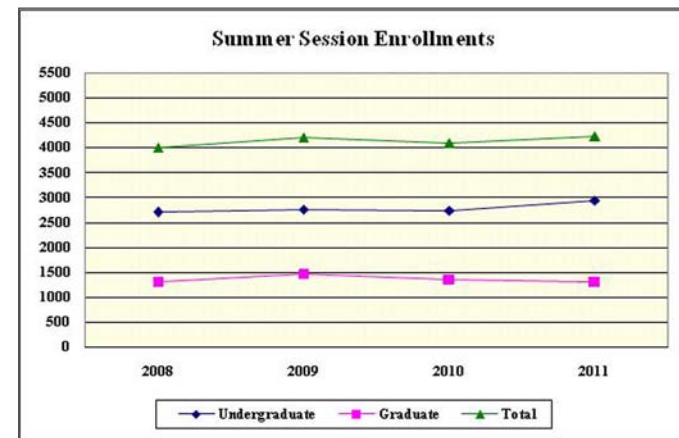




## Vigorously developing Metro Center programs and alternative revenue streams

In order to help build and maintain a firm foundation and growth for excellence of our academic programs, we have established financial objectives to be achieved through Metro Center programming, alternative revenue streams including Summer and Winter Sessions, and alumni support for academic endeavors.

- Enrollment continues to climb at the Metro Center in both Summer and Winter Sessions as illustrated in the following charts. Growth in enrollment has been the result of increasing online education, a critical component. Many departments are increasing online and hybrid course offerings.
- An integrated marketing plan for all graduate programs was developed and will be launched this summer to enhance Metro Center, part-time, and graduate enrollments.
- A marketing campaign consisting of web-based ads, radio and cinema spots, and public relations outreach, promoted the MBA program with particular focus on the online and Metro Center programs. During the campaign, applications increased by 110%. Total MBA enrollment in the 2010-2011 year doubled from the previous year.
- Collaborating with University Development, the Center for Finance, Insurance and Risk Management was endowed. Funds were also raised for the Center for Accounting Research and Education and the Center for Human Resource Management.
- A wide variety of course formats are being offered at the Metro Center including hybrid, condensed, weekend, and cohort. We have also been offering courses on Friday evenings and Saturdays for students who must travel a great distance (VTP 544, 552 and 598).
- An exciting new Workforce Development Suites program is being offered at the Metro Center. The suites are three series of six classes for office workers and other supporting staff seeking skill enhancement or occupational advancement. Those who successfully complete an entire Suite earn a certificate of completion, 1.5 CEUs, and a binder containing materials to include in their professional portfolio. CSEA voucher opportunities are available.



## Building an efficient infrastructure

We have successfully leveraged Oswego's current technology and used new technologies to streamline administrative processes and improve services to students, faculty and staff. In addition, we've increased the frequency, interactivity and reach of communication between students, faculty, staff and other campus constituents. A list of the many ways faculty and staff help to build an efficient infrastructure through University and College Service is found in Appendix H.

- Contracted CRM services of Intelliworks which provide contract management, e-marketing, social networking, analytics and online applications processes for degree and non-degree students.
- New redesigned online orientations for Extended Learning and the Graduate Office were completed in an effort to provide evening degree, online and graduate students with important information on the support services available to new students.
- Penfield Library introduced their mobile website in March, the first such site on the campus, creating a vital web presence in our rapidly growing mobile culture. A locally developed mobile version of the online catalog was introduced in June.
- Infusion of technology through the implementation of Document Imaging in the Registrar's Office is changing the way we maintain academic records on campus and use that information to help our students.
- Experienced Based Learning created an Angel-based workshop for students' training for internships. The online workshops account for approximately 50% of the initial student contacts to the EBE office. EBE also subscribes to a technologically advanced national database through the National Association of Career Educators to assist students in finding internship opportunities.
- CELT introduced the use of Google forms and Google docs to quickly and easily create surveys of faculty and staff concerning their professional development needs and interests. These tools were also used to create a simple registration process for CELT workshops. The use of these tools substantially increased the variety of workshops, number of workshops offered, attendance, and engagement in professional development activities.
- The Office of International Education implemented a full-scale online application and data management system to reduce paperwork, quicken response time for student applicants, and improve administrative functioning.
- Extended Learning engaged significant effort into improving marketing communication for Academic Affairs through Facebook advertising, Search Engine Marketing, and Twitter.

## Fostering a Seamless Connection among Constituents

- Cara Thompson (Art) created an innovative speaking series that placed Alumni from across the country into the classroom for "chats" using Skype and digital cameras.
- The Telling Tales Project is a major focus in the area of interdisciplinary initiatives. Jointly sponsored by IPAC and ARTSwego, it engages teams of faculty from across disciplines to develop Intellectual Issues courses that center on a theme of telling tales.
- Tim Delaney (Soc) organized the Third Annual Sportsmanship Day Symposium, which provides a multi-disciplinary look at sportsmanship.
- A new model for CMA 110: Arts and Ideas, was co-developed by Julie Pretzat Merchant (SCMA), Lisa Langlois (Art) and Rob Auler (Music). This unique course embeds campus arts and communications activities into first year students' experiences. It also introduces Angel, online learning, and teaches writing.
- Faculty Assembly worked to improve understanding and participation in faculty governance by soliciting input from faculty through a campus-wide survey. Faculty Assembly worked on strengthening communications and improving opportunities for formal and informal interaction between faculty members, governance leaders, administration, and Student Association.
- Penfield Library piloted a program of "Roving Reference" in the Campus Center's busy concourse. The program was especially useful for engaging with teaching faculty colleagues.
- The Oswego Reading Initiative brought many students, faculty, and staff to this important community program. This year, more than 1,000 attended Chip Kidd's three events in fall 2010.





## High Impact Practice: LakerApps: A Noble Network

Campus Technology Services migrated the legacy email system to Google Apps for Education as the College's primary email and collaboration system. Branded on campus as LakerApps, this move has had far reaching implications for students, faculty and staff.

- Provided the college with a robust and reliable email service
- Reduced power consumption thus reducing our carbon footprint
- Reduced the need to distribute documents on paper due to the sharing of electronic documents in the Docs service
- Made us tremendously more efficient in scheduling meetings by adopting the calendar function
- Increased interaction among students, faculty and staff by simultaneously editing documents, chat online, sharing of multiple files electronically
- Saved the College \$130,000 per year in hardware and maintenance costs
- Fostered a vigorous, cohesive and strong community and now allows us to maintain a cutting edge communication and collaboration system into the future!

**Organizers: Joe Moreau and Campus Technology Services**









## Intellectual Rigor:

This year, Academic Affairs focused particular attention on strengthening the student academic experience. This included: increasing opportunities for undergraduates to undertake research and scholarship with faculty, create capstone experiences that integrate material learned throughout a student's studies, and offer opportunities to showcase the student's mastery of skills required by employers such as critical thinking, and written and oral communication. We also focused on expanding the opportunities for international experiences through externally funded study and research abroad, and leveraging partnerships with community and businesses to provide students with meaningful professional preparation, hands-on learning, and career guidance.

## Transformative Learning Experiences

Emerging from the 2010-2011 academic affairs retreat was a clear focus on designing a greater number and variety of learning environments; rich in culture, diverse in experience, and steeped in engaged learning. The following are a sample of the many creative efforts put forth by faculty and staff to increase these opportunities for students.

- A cross-campus collaboration committee worked on exploring the possibility of adding cooperative education opportunities to our portfolio of learning experiences available to students. As a result of their efforts and the enthusiasm expressed by campus constituents for providing meaningful professional preparation for students, a Co-op Education Program will be launched this Fall. There will be nine academic programs supporting the pilot: Software Engineering, Mathematics/Applied Statistics, Theatre, Communication Studies, Chemistry, Biochemistry, Computer Science, Accounting, and Marketing and Management.
- In an effort to provide meaningful career guidance to students, the College of Liberal Arts and Sciences teamed up with the Career Planning and Placement Office to sponsor a Job Fair for Liberal Arts and Sciences majors. The fair drew over 50 students to the program and guided them in choosing the correct major for their interests, locating career opportunities, developing resumes, and preparing for a job interview.
- Rice Creek Field Station vastly expanded the number of students and faculty engaged in research projects at the field station in the past year. Fourteen courses or parts of courses are now taught at Rice Creek. This is an increase to 21 sections from 12 in 2008. Through increased usage of GPS and GIS, the Center is now able to provide visual information through precise maps and location of some infrastructure in the grounds and GPS and GIS technologies have now been integrated into four courses.
- A new senior capstone course, "Words in the World" was developed in the English Program. In the program English majors serve as writing consultants on projects commissioned and supervised by partners in local businesses and nonprofit organizations. In 2010-2011 student writers worked for organizations including Oswego County Opportunities and Neighbors of Onondaga Nation, and had their material circulated in internal and public communications. Writers produced correspondence with legislators, advocating for public health protection laws, newsletters on senior citizens performing community service, and research papers on controversial environmental practices.

- Anthropology created several opportunities for students to pursue independent research projects in the Exuma Cays Land and Sea Park in the Bahamas.
- Linguistics has begun to offer students a teaching experience to migrants and refugees through the Oswego County BOCES Adult and Migrant Education Program.
- Dave Valentino (Geo) offered a new geology course entitled, Mid-Atlantic Ridge Geology/Fire and Ice, capped by an immersive learning experience to Iceland.
- The NSF EAGER (Early concepts Grants for Exploratory Research) grant gave students great new insights into meteorology as students used Doppler on Wheels equipment to investigate Lake Effect storm patterns.
- Under the direction of Dr. Pan, history students have the experience to practice their profession by publishing the Oswego Historical Review, a student edited electronic journal.
- Georgina Whittingham (MLL) has developed a new seminar: "Mexican History through the Mexican Dramatist's Lens" in which Mexican history and its relationship to contemporary social issues is presented through plays.
- Barbara Streets (CPS) initiated a Research Mentorship Lab. This lab population consisted of six ethnically diverse undergraduates who met and collaborated with Dr. Streets on STEM research initiatives.
- The Economics Department partnered with the Oswego Film Group to bring the campus "Inside Job".



## Robust Scholarly and Creative Activities

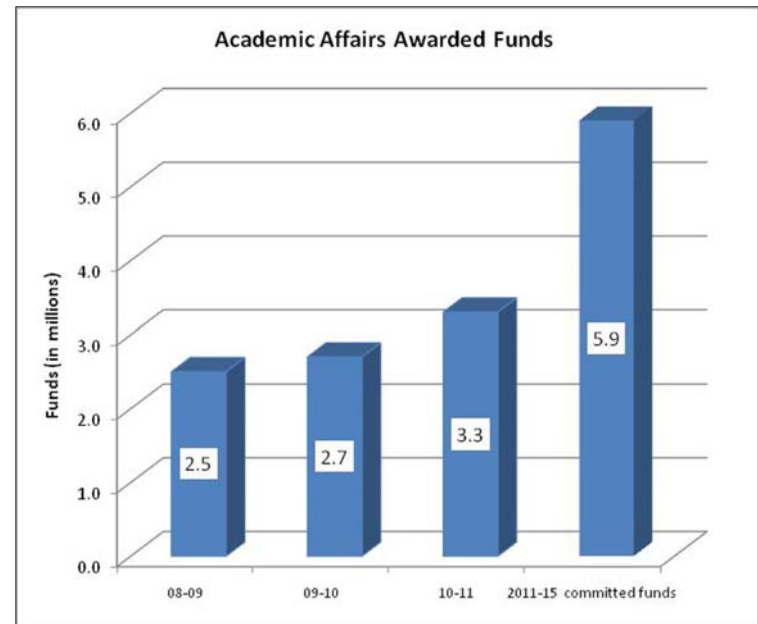
The campus is committed to expanding robust scholarly and creative activities for students, particularly in international contexts. We have designed a campus-wide, pre-professional scholarly and creative activities program that embodies innovative scholarly and teaching techniques and creative opportunities. The program recognizes our students' achievements, accentuates their skills, and prepares them for a practice of lifelong learning. Over the past five-years we have had over 1,700 student publications, presentations and exhibits at local, national or international professional organizations and events. Dozens of students have been honored for their scholarly and creative achievements. For a complete list of student's off-campus presentations, publications, exhibitions, honors and awards see Appendices A and B.

Notable achievements include a 23% increase in faculty-led undergraduate student research in 2010-11 and a \$50,000 donor funded Summer Scholars Program that awards stipends to students to participate in summer research and creative activities. This program is linked to a STEM apprenticeship program--the Summer Science Immersion Program that provides \$30,000 to low-income, underrepresented minority high school students engaged with SUNY Oswego faculty and students in STEM research.

We have been extremely successful this year in laying the groundwork for expanding these opportunities for the future. Together we've demonstrated this by an increase in participation by students and faculty in scholarly activities across campus, growth in the number of external grant proposals submitted in support of these activities, and the amount of external funding received in support of these activities. To plan for expanded growth in this area, a comprehensive analysis was conducted by a sub-group of the Scholarly and Creative Activities Committee.

- Deeply committed to engaging students in genuine scholarly and creative activities, a sub-group of SCAC (OUR CORE) designed a planning document detailing specific recommendations for increasing student-faculty collaboration on scholarly and creative activities. The team was charged with conducting a situation-analysis of the current state of student scholarship on campus, articulating the goals and characteristics of a scholarly community of inquiry, increasing the diversity of students participating in scholarly and creative activities, identifying the core curricular elements and curricular innovation needed to develop a research-rich environment that broadly incorporates undergraduate and graduate research projects and creative activities into the curriculum, identifying the essential characteristics of the faculty, students and resources needed to create a culture of undergraduate/graduate research and creative activities on campus, the organizational support needed for a comprehensive scholarly and creative activities program, and the expected outcomes of a comprehensive scholarly and creative activities program. Under the leadership of Leigh Bacher (Psy) the OUR CORE team submitted the document to the Provost in May. To begin to implement some of the recommendations outlined in the report, a Director of Undergraduate Research and Creative Activities will be recruited from the faculty to begin work by Fall 2011.

- The number and quality of faculty and staff publications and creative works continues to increase. Faculty disseminated their work and Oswego's growing reputation around the globe, at regional, state, national and international conferences, frequently co-presenting with their students. Many faculty and staff received special recognition and honors for their accomplishments. A list of faculty and staff reporting honors, presentations, creative works, publications and highlights from professional activities in the Online Report, is found in Appendices C-G.
- Participation at Quest this year was up 32%, representing a total of 275 presentations with 419 presenters. The evening graduate sessions had 13 presentations by 13 graduate students and 5 daytime graduate presentations led by 15 graduate students. In addition, the Sustainability Fair attracted more than 500 student and faculty members. As an added technological advancement to Quest, select presentations were made available on the Internet through Second Life.
- As illustrated in the chart below, faculty and staff have been extremely active in submitting proposals in support of scholarly and creative work in their disciplines as well as extremely successful in receiving funding in support of their work. This year we are proud to report an increase of 10% in the number of proposals submitted. This has resulted in a 10% increase in overall funding, 15% increase in research funding, and a 100% increase in institutional and student support. Oswego faculty grant activity across disciplines in 2010-2011 with grants over \$100,000 include: Barb Beyerbach, Jack Narayan, Suzanne Gilmour, Webe Kadima, Shashi Kanbur, David King, Jim Pagano, Scott Steiger, and Paul Stewart. Awards between \$25,000 and \$100,000 went to Diana Boyer, Jim Early, Roger Hinrichs, Marianne Hromalik, Fritz Messere, Peter Rosenbaum, and Amy Welsh.

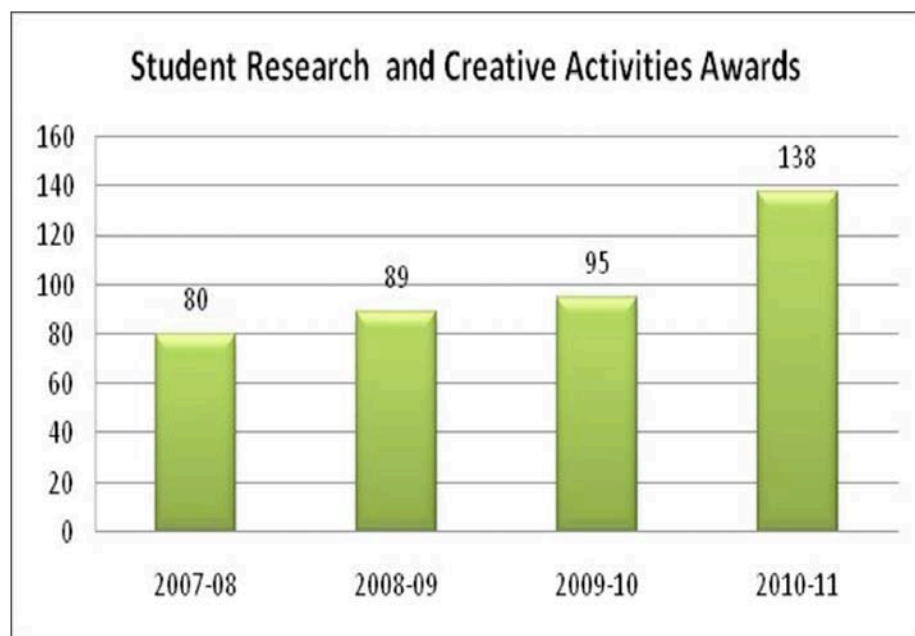




## Strengthening and Reinforcing our Culture of Excellence

SUNY Oswego faculty and staff were successfully awarded funding in the S-STEM program, NSF IRES program, the Sloan Foundation Program, NSF Advance program, CSTEP program, and EPA. Of special note, Jim Pagano (Chem) received a 5-year \$2 million grant from the EPA through his collaboration with Clarkson University and SUNY Fredonia. This includes the loan of a \$500,000 apparatus for analysis of pollutants in water and tissue samples. For a list of awards received in 2010-2011 see Appendix J.

- On campus, the Provost Office supported 42 students' travel to present their work at professional conferences off-campus and our total student research awards have increased by 45% this year.



- Penfield Library partnered with academic departments to showcase student work including a new partnership with the Writing Across the Curriculum Committee (WAC) to display winning papers from the Deans' Writing Awards contest in addition to hosting art exhibits or portraits created by students in ART 334 and a Quest exhibit by Marissa Hill in support of a SCAC grant.
- In addition to Quest, many departments and student organizations offered important venues for students to engage in scholarly activities. During the spring semester, students of Beta Alpha Psi worked on Ethics Projects as a competition that included interviewing local accounting firms regarding policies and practices of ethics.

As part of our effort of continuous improvement and commitment to build high-quality academic programs we commit to student learning outcomes and assessment being an essential component of our institutional culture. This past year, we made tremendous strides in recognizing that accountability lies at the heart of improvement and progress. Many individuals and units willingly took on this responsibility for achieving strategic goals and standards of excellence in the area of assessment. A small sample of those individuals and units are cataloged here:

- This spring, Faculty Assembly passed a resolution creating a policy to include student-learning outcomes as a fundamental element of course syllabi.
- The Middle States Steering Committee, co-chaired by Julie Pretzat Merchant and Liz Dunne Schmitt (Eco), together with more than 75 faculty and staff assigned to eight workgroups, continued progress on the self-study in preparation for the Spring 2012 visit by the MSCHE team. A first draft of the self-study was completed in March 2011 with a second draft scheduled for completion by late summer.
- During 2010-2011, most departments made revisions in the major or minor programs in response to assessment of student learning outcomes. Those departments that engaged in a more thorough revision of courses or comprehensive revisions include: Anthropology, Political Science, Cognitive Science, Chemistry, Economics, Modern Languages and Literature, Mathematics, Physics, Linguistics, Marketing and Management, Curriculum and Instruction, HPW, EAD, Technology, and Communication Studies.
- Penfield Library utilized the James Madison Information Literacy Test to assess students' information literacy knowledge and practices at an intermediary level by testing a sample of students in History 202 and 203.
- Experience Based Education initiated an evaluation study to better understand how students perceive academic internships, to assess their awareness of the internship program and the EBE office. The data to date are too limited to draw conclusions.
- Doug Hemphill, in conjunction with the Committee on Intellectual Integrity, led a redevelopment effort of the Intellectual Integrity Policy quiz, which will record student results institutionally.
- The SOB submitted their maintenance of accreditation review application in June 2010. SOE has ongoing Specialized Professional Association document preparations for NCATE. In addition, at the recommendation of the SOE Assessment Committee, the SOE determined to pursue the Continuous Improvement Pathway toward the next NCATE Accreditation visit in 2014.

## High Impact Practice: Fostering A Deeper Understanding of Academic Excellence

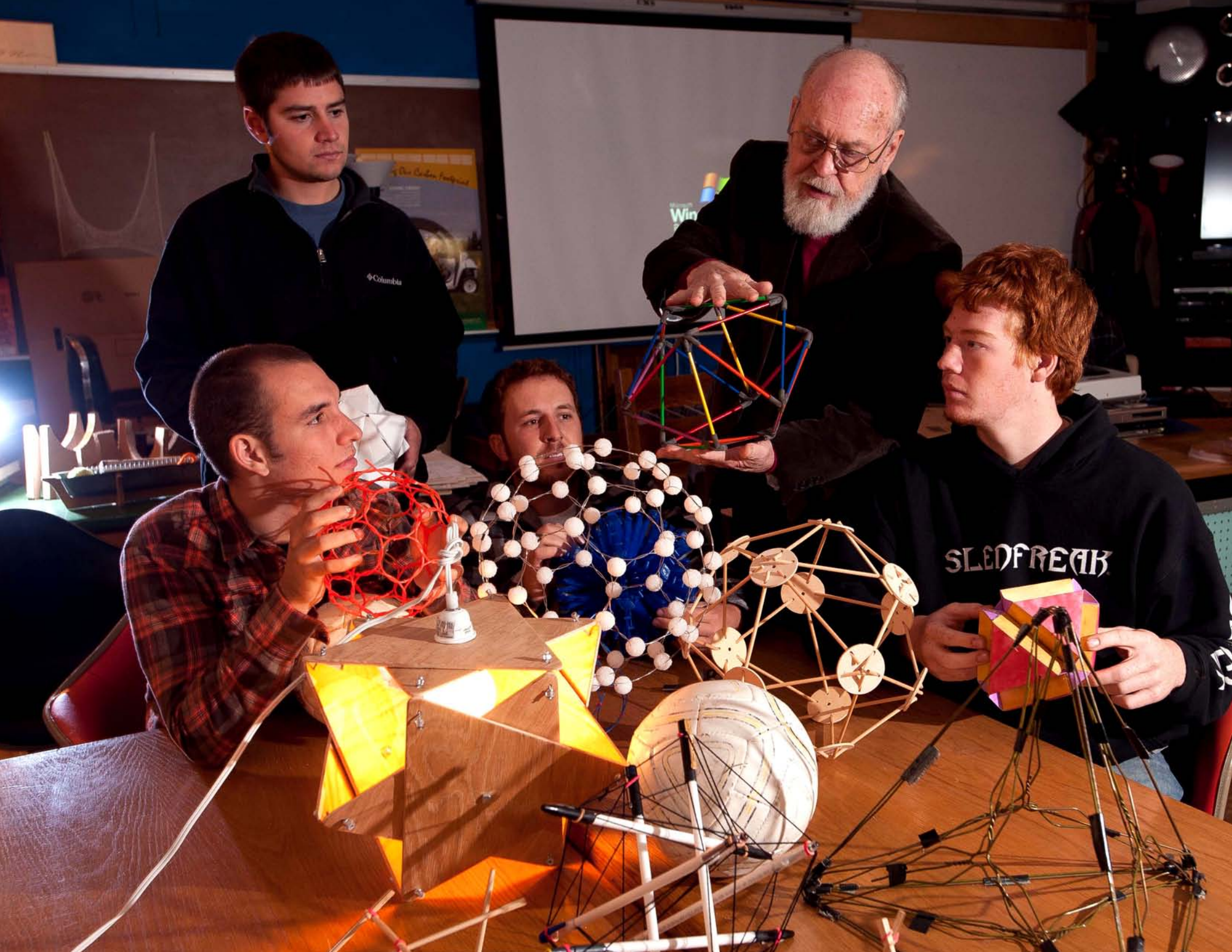
This past year, the Assessment Advisory Committee fostered a deeper understanding of assessment through a variety of workshops, departmental meetings and campus-wide presentations. Their work has led to a renewed understanding of the role assessment has in helping faculty build high quality academic programs essential to Oswego's culture of excellence. Evidence of the culture shift includes:

- All academic programs reviewed their assessment plans. This involved defining student learning objectives, measuring student achievement, and using measures to report progress or obstacles to learning and outlining steps to respond.
- Faculty enthusiasm for assessment has increased dramatically this year, evident from the more than 150 people attending the six sessions organized for the various academic units over a two-day workshop.
- At the request of faculty, Dr. Barbara Walvoord, a nationally recognized leader in assessment who led the Spring campus-wide assessment workshop is scheduled to return to campus in October and January for additional workshops on improving assessment practices.
- The cost of sending two faculty members to a national conference on student learning outcomes and assessment: \$ 2,800. The value of hosting Dr. Barbara Walvoord for an on-campus workshop that helped change the culture of assessment and led to the understanding and adoption of simple assessment practices: priceless! (at a dollar cost of about \$35/attendee!)

**Organizers: Brad Wray (Assessment Coordinator), Patrick Murphy (Assessment Advisory Committee Chair) and Assessment Advisory Committee.**







Columbia

SLED FREAK



## Engagement:

The students, faculty and staff of SUNY Oswego are leading the way in Central New York in individual and collective contributions made to the common good through partnerships to the broader society. Each year, new curricular and co-curricular programs, teaching strategies, approaches to civic engagement, and partnerships or projects with others in the region, state and world help enhance the quality of life for others. Oswego's reach has once again broadened beyond previous years and anyone's expectations.

### Partnership and Pipeline Programs

Many of our engagement initiatives have the dual purpose of working with groups in Oswego and the surrounding region to enhance the quality of life in our community, and to also offer potential students an opportunity to get a better sense of the opportunities SUNY Oswego offers. The following highlight some of the new initiatives started this year as well as many continuing partnerships with regional schools.

- Aspire Higher is a new initiative with Oswego High School to raise college-going rates of local high school students by offering an early college experience for high achieving high school students. Students can earn up to 18 college credit hours before graduating from high school.
- The Technology Department hosted the first STEM Education Summer Institute, partnering with the New York State Education Collaborative in August 2010. Approximately 150 participants were offered programs in math, science, technology, engineering, and education.
- The SOE continues to partner with Oswego County BOCES to host the New Vision Education program offering an immersion-based education program for high schools students with a total of 86 Oswego County High School students earning 9-12 credits.
- Sigma Xi Science Day sponsored a science day for area high school students to visit campus and engage with Oswego STEM students and faculty.
- Rice Creek Field Station offers the "Exploring Nature" program designed to engage elementary aged children in hands-on field experiences where they can learn through participating in various field exercises.
- SCMA is in year two of its "Adopt a School" initiative in partnership with Oswego Middle School. The project included weekly on-site instruction with over 180 8th grade OMS students in 12 classes. Project-based activities included advanced work with industry-standard music technology, synthesizers and computers.
- The Theatre Department hosted the 52nd Annual High School Drama Festival in April, hosting 480 students from 13 area schools from a five county region.

- The Summer Science Immersion Program with Syracuse Science Academy continued in its second summer to bring 10 high school students and their teachers to Oswego to engage in research with Oswego STEM faculty and students.
- The Department of Modern Languages and Literature saw continued growth in its High School Language program with enrollment increasing to 1010 students.
- Chris Hockey, Transfer Services Coordinator had a substantial role in helping develop an agreement with Seattle District Community College to allow their students to have a seamless transfer to SUNY Oswego.
- The Technology Department hosted Youth Technology Day with 60 tenth grade honor students from Mexico High School and 55 eighth graders from Levy Middle School.
- Close collaborations with Welch Allyn, the Syracuse Veterans Administration Hospital, North Country/Fort Drum Health Consortium, SUNY ESF, SUNY Upstate Medical, and Med Tech led to the development of our new Health Information Technology Certificate (pending), additional internships, and co-op placement opportunities for our students.





## Civic Engagement Projects, Service Learning, and Community Service

The college's commitment to civic engagement is remarkable. The steady rise in civic engagement projects and service learning in the curriculum is a clear indicator of the dedication faculty and staff have toward the region and state. Listed below is a small sample of some of the projects and partners that students and faculty are working with to improve quality of life in the area. For a full list of the generous ways our faculty and staff participate in community service, see Appendix I.

- Ulises Mejias (Comm) instituted an assignment in his classes that asked students to design and execute a civic engagement project utilizing or involving media. Some resulting projects included fund raising for WRVO, workshops at Springside Retirement Home about internet skills, and Public Service Announcements for the Oswego Humane Society.
- Software engineering students under the direction of Jim Early (CS) worked in collaboration with Harborfest to create 3D models of all the parking spaces to improve capacity planning and efficiency.
- Several members of the Biological Sciences Department (Back, Hellquist, Hernandez, Rosenbaum, and Sime) worked with representatives from the US Fish and Wildlife Service and NY Department of Environmental Conservation outlining the removal of Fallbrook dam and the restoration of Rice Creek.
- The Political Science Club hosted several public officials on campus for informal discussions with students, faculty, staff and community members. Visits included Howie Hawkins, Darrel Aubertine, Patty Richie, and Kristin Davis.
- Penfield Library worked with Oswego County School Library Resource Council to develop a new set of information literacy standards for area schools.
- Bookmobile is a new community collaborative project that will bring books to kids of all ages who would otherwise not have access to books. Community partners include Oswego School District, YMCA, Entergy, Pathfinder Bank, Key Bank, Youth Bureau and the Gifford Foundation.
- The Sudan Book Project provided books for Dr. John Garang University in South Sudan. The project was coordinated by Kamal Mohammad (Bio) and Pat Clark (Eng) with OnPoint for College, LeMoyne College, and Syracuse University. The drive collected more than 20,000 books and raised \$13,500 for shipping costs. Penfield Library served as a collection and packing site for the project.
- Penfield Library sponsored their annual Thanksgiving "Food for Fines" program collecting 33 boxes of food in lieu of \$640 in fines.
- The SOB offered income tax assistance to low and moderate income households in Oswego County through the VITA program. It resulted in 315 returns comprising approximately \$340,000 in federal refunds and \$50,000 in state funds.
- Financial literacy workshops were offered to the community by award-winning Students In Free Enterprise (SIFE) in collaboration with Pathfinder Bank.
- Curriculum and Instruction collaborated with Oswego City Schools and ARTSwego to hold dance workshops with pre-service teachers in preparation for the Gallim performance group.

- CPS worked with Head Start in Oswego and Cayuga counties to provide instruction for Mental Health students. In the program, counseling was done for free with young economically disadvantaged children. CPS also provided behavioral consultation for students in local school districts, Oswego BOCES and with Team Sheldon participants.
- The Advanced Public Relations class planned and carried out the 20th annual SUNY Oswego United Way Walk-A-Thon.
- Voter Registration efforts were led by the Civic Engagement Coalition with significant help from Residence Life, student organizations, Compass Navigators, Phi Beta Sigma, Lambda, KDP and others.
- SUNY Oswego served as host to New York Campus Compact's Institute on Project-Based Learning in Spring 2011 where more than 30 Oswego faculty participated in developing project-based activities designed to embed in the curriculum.

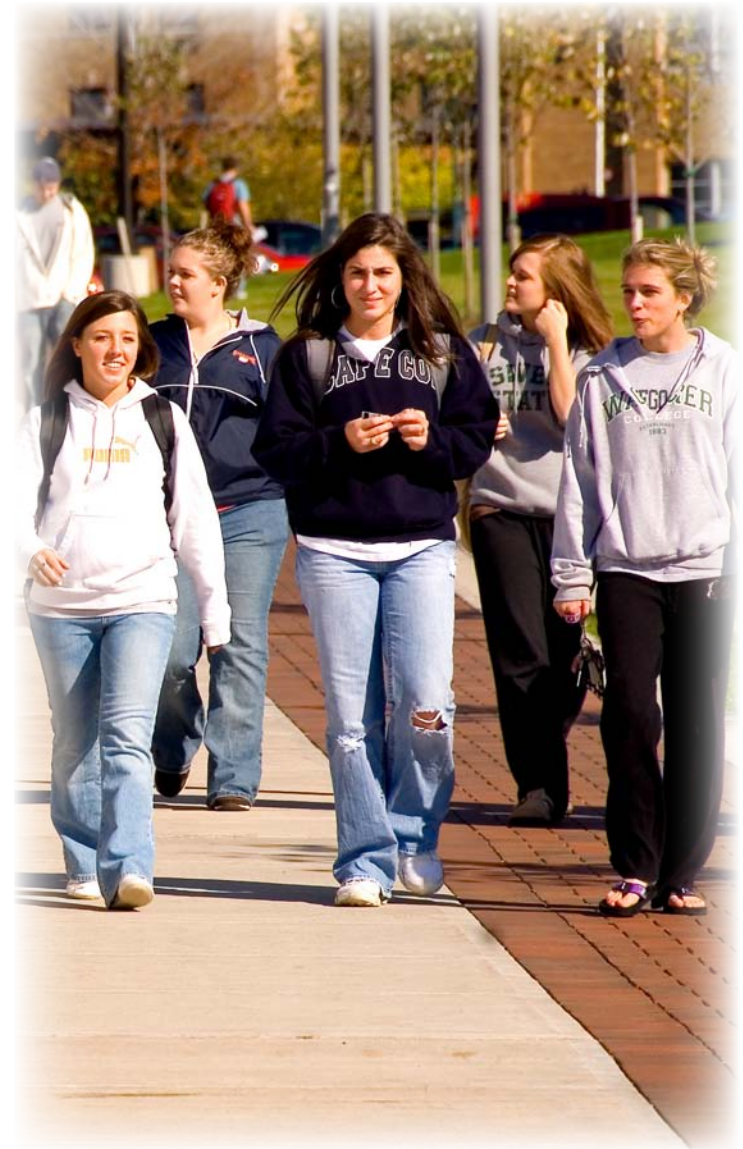


## High Impact Practice: Leading the Way in Civic Engagement

In 2010-2011 SUNY Oswego became the proud recipient of two of the most distinguished awards granted to institutions of higher education in the area of civic engagement. The College has earned recognition from the Carnegie Foundation as an Engaged Campus and placement on the President's Higher Education Community Service Honor Roll "with distinction". Notable reasons for our leading designations:

- SUNY Oswego's over 100 community partners, over 20 community service programs including Alternative Spring Break, Mentor Oswego, and a growing number of environment and sustainability focused programs.
- Over 200 courses with service learning and community-based learning in all disciplines.
- During the past academic year over 2,419 students provided 50,615 hours of community service and 137 faculty and professional staff provided service to the community.
- Since 2000, students have rated SUNY Oswego first or second in SUNY system for opportunities for community service.
- Over 81% of Oswego seniors reported community engagement during their college career.
- Approximately \$2 million in college funds are allocated annually to support community engagement and service learning.
- SUNY Oswego is a leading civic engagement school!

**Organizers:** Nola Heidlebaugh, Paul Roodin, Alyssa Amyotte, Thad Mantaro, Christy Huynh and the Civic Engagement Coalition.









## World Awareness:

One of our prominent institutional strategic goals is to promote appreciation for the richness of diversity, people and voices by expanding multicultural and international understandings and experiences for students, faculty and staff. Through the development of quarter course study abroad, courses with travel option programs, innovative curricular and co-curricular programs, international students, and scholars-in-residence programs, we have witnessed a dramatic upsurge in the internationalization and world awareness of our campus community.

### Surging International Education Enrollments

#### Notable achievements in this area include:

- 20% of Oswego's graduating seniors have study abroad experience. There has been a 103% increase in study abroad participation since 2000. In 2010-2011, SUNY Oswego reached the largest number on record of students in credit-bearing programs abroad, encompassing credit-bearing, internship, teaching, and research abroad.
- Enrollments through SUNY Oswego's OIEP totaled 519, with 347 SUNY Oswego students in our programs, which continues Oswego's leadership role in the SUNY system.

#### Oswego's Expanding Global Footprint

- In 2010-11 Oswego expanded education abroad programs to developing areas of the world to engage in challenging coursework and often challenging subject matter. Cohorts of Oswego students prepared for and engaged in meaningful faculty-led courses abroad focusing on post-earthquake trauma studies in Haiti (8 students), human trafficking in India (7 students), and educational reform in Benin (8 students).
- SUNY Oswego advanced its uniquely engaging partnership with the University of Havana, Cuba by sending the largest number of students (16) ever during the 2010-2011 academic year.
- Educational reform in Benin and Brazil, in which 8 students and Professor Burrell traveled to Benin to continue on-going curricular and instructional reform focused on culturally-relevant teaching. Also, Oswego faculty members Beyerbach and Ramalho led 6 students to Rio de Janeiro, Brazil to investigate Brazil's education system and its reforms. They also traveled to economically disadvantaged Alagoas for professional development training. The Brazilian initiative included a two-day training in calculator mechanics. At least 3000 students will have access to the 1100 calculators provided by Mercy Corps.
- Ecological research was the primary focus in Brazil and Honduras, in which 8 students and Professor Medeiros examined the ecological impacts on animal life in the Brazilian wetland of the Pantanal, a biologically diverse region threatened by man-made encroachment on its delicate ecosystem. Also, Oswego biology instructor Liz Balko continued her research in marine ecology bringing 8 students to Roatan, Honduras to study environmental impacts on dolphin and other marine life.





## Acclaim for Faculty Going the Distance

- The department of Vocational Teacher Preparation, including Margaret Martin, Ben Ogwo, and Eugenio Basualdo, through a grant funded by the World Bank, have been working with the Nigerian Ministry of Education to enhance workforce education in Nigerian higher education. A VTP contingent, along with Michael LeBlanc (CPS) traveled to Nigeria this summer.
- New program locations abroad this year included those in Austria, Brazil, Congo, Greece, Iceland, Ireland, Korea, and Turkey. Oswego is a leader in SUNY for the development of rich, faculty-led research programs to a broad number of countries. This year Oswego faculty collaborated with new international partners to deploy research programs focusing on ecological threats in Brazil (8 students), human trafficking in India (7 students), medicinal plants in the Democratic Republic of Congo (1 student), marine ecology in Honduras (8 students), and geological research in Iceland (6 students).
- Oswego Going Global was a new group created this year by the faculty, staff, students, alumni and friends of SUNY Oswego. They are committed to creating a community of people invested in developing scientifically and internationally skilled problem solvers. The group aims to promote global learning opportunities beyond the confines of the classroom and to support students that may not have access otherwise. The group has teamed up with the Department of Health Promotion and Wellness and OIEP to offer a quarter course that will culminate in travel to Mount Kilimanjaro. Several faculty and students have contributed to the project including Jane Winslow who produced multiple video promos, and Cara Thompson who serves as a faculty sponsor to student web designers for the project.
- The National Science Foundation IRES funding awarded \$160,000 in support of research abroad scholarships for students to Taiwan in 2010-11.
- Banco Santander offered \$160,000 in funding to support student and faculty research abroad in the Brazil Global Laboratory.



Establishing sufficient academic and scholarly breath across the institution is important for maintaining vital and high quality academic programs. Faculty exchanges, Fulbright awards and visiting scholars bring national recognition to SUNY Oswego and help draw faculty and students from across the nation and abroad. We are proud to report that many of our faculty are going the distance, and bring further acclaim to SUNY Oswego on the international scene.

- Lisa Glidden (Pol Sci) received the Chancellor's Award for Internationalization, one of only five selected throughout SUNY.
- Geraldine Forbes (His) was appointed Kathe Leichter Guest Professor in Gender Studies at the University of Vienna for Summer 2011. She has also been awarded a Senior Fulbright Scholar in India for 2011-2012 where she will teach at Calcutta University.
- Faith Maina (C&I) was awarded a Fulbright Scholar in Africa for 2011-2012 where she will teach at Moi University, Eldoret, Kenya.
- Stephen Rosow (Pol Sci) received appointment as a Distinguished Visiting Professor in Politics and International Relations at Australia National University.
- Josh McKeown (OIEP) was chosen as one of only ten administrators from the U.S. to attend the Fulbright-Nehru International Education Administrators Seminar, March 19 to April 3, 2011 in India.
- The Vocational Technology Department hosted Dr. Mark Harris, a Fulbright Scholar from Brisbane Institute of Technology, Australia. Dr. Harris was instrumental in presenting a global perspective to a number of classes and met with faculty across SUNY to explore best methods to retrain faculty instructors in new techniques for vocational teaching.
- Jessica Hester (Theatre), Mary McCune (His), Greg Parsons (His) hosted the Second Annual Jan Kochanowski University-SUNY Oswego Student Conference on Cultural Studies in early June.
- SUNY Oswego hosted nine International Scholars in Residence in 2010-2011.



## Connecting Oswego to the World

Oswego is committed to teaching others about our region and the diversity of perspectives our campus community offers. Our efforts are manifested in a variety of exciting ways from recruiting international students and bringing students to Oswego for the Summer Intensive English Program to serving as the venue for a variety of art, cultural, and education events that bring people from around the globe to Oswego.

- The SOB negotiated a 2+2 Agreement with Nanjing University of Science and Technology (NUST): After completing the first two years at NUST, students will transfer to SUNY Oswego for their final two years. Students will receive degrees from both NUST and SUNY Oswego. NUST is ranked among the top-50 Chinese institutions of higher learning.
- GENIUS Olympiad Environmental Science and Art Competition was hosted by SUNY Oswego on June 26-30. Organized by Fehmi Damkaci (Chem) and sponsored by SUNY Oswego and the Terra Science and Education Foundation, the competition solicited art and science projects from high school students from 42 countries and 36 states. Faculty in the Sciences departments and Art Department supported the competition as judges, graphic and web designers.
- Tyler Art Gallery had the privilege of displaying work from the private collection of Dr. Alejandro Garcia. The exhibit included decorative masks from Mexico that expressed different cultural rituals.
- Onondaga Nation School visit through Project SMART 2010 summer program using student-centered, multicultural, active, real-world teaching.
- Bruce Long Peng(C&I) and Jean Ann (C&I) have spearheaded two projects that offer the TESOL and Linguistics students an opportunity to teach, apply their burgeoning expertise, and to learn about other communities. The Somali-Bantu Tutoring Program and the Karen-ni English as a Second Language Teaching Program provide Oswego TESOL majors an opportunity to offer individualized English language instruction to refugees in the Syracuse area.
- ARTSwego sponsors many visiting artists that accentuate Oswego's efforts to promote multicultural and international understandings. A highlight of the 2010-2011 performing arts season was an appearance by Zakir Hussain. A classic table virtuoso, he is considered a chief architect of the contemporary world music movement. As a result of its consistent emphasis on making artists from around the globe part of the Oswego experience, ARTSwego has been selected one of five sites across the nation to participate in Caravanserai, a project of Arts Midwest and the Doris Duke Foundation for Islamic Art that will bring Pakistani performers and filmmakers to the United States in a major cross-cultural initiative next year.
- The Registrar's Office assisted in codifying the designation of the School of Record for the CAPA International Education Beijing program.
- Penfield Library was asked by "The Scout Report"--a service that regularly lists recommended web-sites--if they could list our link to "Safe Haven" collections available online through Penfield. They have now published the link to the world.
- CELT has been active in encouraging faculty to develop courses implementing cooperative online international learning approach (COIL) advocated by the SUNY COIL Center. It is a low-cost and effective way of encouraging our students to develop a more global and multicultural understanding of the world.

- The SOB co-sponsored two international conferences: IEEE SuperNetworks Conference in Shanghai, China and the 2011 Entrepreneurship in Africa Conference held in May 2011 in Syracuse.

## Attention to Diversity in the U.S.

SUNY Oswego has added a number of new programs this year designed to promote equal access and respected participation of all groups, as well as to meet the diverse professional development needs of business and industry in the region.

- In partnership between the Accounting, Finance and Law Department and the Center for Accounting Research and Education, offered Career Opportunities in the Accounting Profession (COAP), a four-day residential program to introduce underserved high school juniors to career opportunities in the accounting profession. The program increased enrollment of underserved students and strengthened links with regional accounting firms.
- Facilitated by Kim Armani, Extended Learning will offer 10-week series of Business Spanish classes to AXA at their downtown Syracuse offices.
- Kim Armani facilitated an online, non-credit course in Medical Spanish that will be offered through Extended Learning. The course will teach medical personnel and support staff how to communicate in culturally appropriate ways with their Spanish speaking patients who have limited English proficiency.





## High Impact Practice: Pursuing a Global Course: The Global Laboratory

SUNY Oswego's Global Laboratory is a unique worldwide network of student learning experiences. It is designed for STEM students to undertake 6-8 week research projects at leading research universities outside the U.S.

- The Global Laboratory encourages our faculty to collaborate internationally while offering students contextual learning opportunities with skilled scientists from around the world.
- 30 students participated in cutting-edge research projects in Brazil, Democratic Republic of Congo, Taiwan, and Iceland in summer 2011.
- Banco Santander contributed \$160,000 to support student and faculty research at Global Laboratory sites in Brazil.
- New Global Laboratory sites are being developed in India, Columbia, Singapore, Australia, Italy, and more.
- Global Laboratory students develop the capacity to confront and conquer global problems and the humanitarian will to go out into the world to effect positive change!

Organizers: Shashi Kanbur, (Faculty Fellow) and OIEP









## Solutions:

As previously highlighted, SUNY Oswego anchors students' intellectual work in active involvement with diverse communities both local and global as they seek to understand real-world challenges. But we aspire our students and faculty to do more than understand the world they live in. We want our community of scholars to address real-world problems and help design solutions to improve society. Over the past year we have made significant strides in interconnecting real-world problems in our curricula and co-curricula, and investing in faculty development, to enable our community of scholars to apply the life of the mind to the work of the world.

### Making a difference

A number of campus services were adopted that streamlined work processes, produced financial efficiencies, or improved services to students and campus constituents:

- Academic Affairs aimed to create an environment that fosters sharing of resources as both a cost saving measure and a specific strategy for reducing the college's carbon footprint. To achieve this objective we reduced the amount of individual desktop imaging equipment – personal printers, scanners and copiers – by providing faculty and staff with access to sophisticated multifunction machines. Because they are on the campus network, the machines have the potential to serve many more users with higher quality, more secure imaging at much less cost to the college. Eight Xerox ColorQube machines were installed in strategic locations within academic buildings across campus. This initiative has paid immediate dividends by saving the Academic Affairs division approximately \$46,000 in copier maintenance agreement and equipment repair expense this year alone. Additional savings will accrue as high cost personal devices and related supplies are phased out. This has made it possible to divert resources previously devoted to maintaining aging copiers and other imaging equipment toward faculty travel and meeting other critical academic needs. This initiative has served as a pilot for plotting the future expansion of shared imaging services across campus.
- CTS piloted lecture capture as a tool for faculty and students to use in the event of inclement weather, possible pandemics, or for supplemental learning support for students to review class lectures.
- Desktop security improvements were made over the last academic year which improved the reliability and security of the campus' desktop computing environment. CTS continues to work with the Campus Technology Advisory Board and faculty leaders to refine this model, and to balance information security concerns with the needs of faculty and staff, to support creativity and innovation.
- Voice over Internet Protocol implementation started last summer as part of the Science and Engineering relocation project. Most areas of the campus have been complete. Tyler and Mahar Hall will be next.
- CTS, Admissions, Student Advisement, and the Registrar's Office implemented a document imaging system during the 2010-2011 academic year. Imaging electronic and paper documents is environmentally friendly and provides faster and easier communication between departments. The system will continue to be expanded throughout the coming year.

- The Registrar's Office has made some significant changes to improve services to the campus including enrollment verification from the National Student Clearinghouse enables students to be able to print enrollment verifications for free through myOswego. Classroom assignment processes have been adjusted to accommodate the myriad of changes and temporary needs during capital projects. Final exam times and locations are now posted in myOswego for easy reference.
- Penfield Library implemented new LibGuides that allows Librarians to create and update guides individually and easily incorporate them into online learning tools such as Angel. Sustainability goals are addressed as the number of paper handouts is reduced, and students have 24/7 access to librarian created resources specific to many courses. Distance learning students and faculty have especially benefitted from these improved online resources.



## Improving Our Local Schools and Extending our Reach

Everyone engaged in the field of education accepts student achievement as a personal responsibility. Performance issues require attention from the earliest levels through to post-secondary levels. Exceptional work by faculty and students at SUNY Oswego occurs with hundreds of students throughout the region improving individual performance and high school graduation rates in the form of tutoring, assessments, counseling, workshops, and professional development.

- Project SMART faculty work with urban and Oswego County schools in professional development to support literacy, writing instruction, real-world and hands-on experiences for students, guest speakers, and a host of activities to improve student performance.
- In the Syracuse City School District, Maria Murray (C&I) operates a reading/literacy clinic in which MSED-Literacy candidates tutor students each semester at Salem Hyde School.
- At Henniger High School, Eric Olson (C&I) is investigating the assessment of student achievement and how to improve instruction, focusing on individual and group case studies. At Altmar-Parish-Williamstown, Catherine Crary (C&I) provided 35 teachers and six student teachers with professional development on the Six Traits Writing Program. At Lanigan Elementary School, Tania Ramalho (C&I) works to support delivery of Childhood Education courses at the school for pre-service teachers. At Huntington, Dennis Parson (C&I), is focusing on using technology with IPADs, to implement a writing program for a professional development session.
- Thirty-five leadership candidates in the Educational Administration program analyzed issues related to current real-world problems in schools around New York State. These individuals presented recommendations as potential solutions to superintendents, principals, and boards of education.
- Al Frederick (C&I) hosted a community seminar at the Metro Center entitled "Addressing Academic Achievement through Multicultural Education" which included speakers of national and local renown and attracted an audience of approximately 75 students and community members.
- The Metro Center hosted a Latino Leaders forum that included community leaders and representatives from SUNY Oswego. They discussed existing programs, opportunities, and future educational needs to help better serve the region.

## Improving Support Services to Students

This year, we also focused attention on our own tutoring and support services. We've begun to design a plan for improving student retention in areas where our own students reported low performance.

- The Office of Learning Services initiated a walk-in tutoring pilot program this past year. During the Fall and Spring semesters, walk-in tutoring was made available to students in Penfield library on a drop-in basis. Tutoring was initiated for Calculus-Pre-Calculus sequence: MAX 101 (Intermediate Algebra), MAT 104 (College Algebra), MAT 120 (Pre-Calculus), MAT 210 (Calculus 1) and MAT 220 (Calculus 2). Walk-In tutoring was also made available in Spring 2011 for writing. During the Spring semester, walk-in writing tutoring was provided for all courses on Sundays from 3-8 pm. In total, more than 50 students were served by the walk-in writing tutoring pilot.
- EOP summer math curriculum was redesigned to better serve the significant number of students participating in the program. Utilizing smaller class sizes in combination with greater individual attention during the summer session resulted in an 11% increase in student success in Math during the first semester in college.
- The Department of Mathematics was one of the first departments to think creatively about the use of technology to enhance student learning. Chosen to be an early recipient of money from SUNY on NCAT procedure to enhance learning through the use of technology, the department initiated a program that used on-campus labs as the main form of instruction in MAT 104: College Algebra. Similar uses of technology have now been adopted by a number of other math courses.

## Some of the ways Oswego is helping students make sense of the world and their responsibility to it:

- A new minor in Environmental Sustainability will be available to students in Fall 2011.
- Courses in economics deal with the severe economic slump that began in 2007 and the struggle of some 80% of the world's population to get out of poverty.
- Webe Kadima (Bio), Rhonda Mandel (CLAS), Preety Tripathi (Math), and Lisa Langlois (Art) are working on a NSF grant that will assist the recruitment, retention, and success of women in the STEM areas. Gwen Kay (His), Karen Sime (Bio) and Diana Boyer (Geo) are developing an Intellectual Issues course in conjunction with the NSF STEM initiative.
- Anthropology developed a course entitled Globalization and Global Culture that helps students understand the processes and consequences of globalization. The course pays special attention to key issues such as poverty, hunger and population control.
- Doug Lea (CS) continues to lead worldwide open-source research and development groups that regularly result in software deployed on billions of computers.
- Jim Early (CS) collaborated with USAF Rome Labs with student interns to improve the security of worldwide computer networks and servers.
- Jean Chambers (Phil) gave a panel presentation of the ethical implications of shortages of fresh water and attempts at the privatization of water.





## Environmental Sustainability Solutions

Consistent with the goals and objectives of the President's Climate Commitment and the College's local sustainability initiatives, faculty and staff undertook a number of green projects including cross-campus collaborations.

- Networked electric meters. CTS and Facilities replaced all of the electric meters throughout the campus with digital meters connected to the College's data network. This data can be used in a variety of ways from detecting problems to encouraging students, faculty, and staff to conserve energy.
- Real-time monitoring of the wind-turbine. CTS worked with Facilities and the Impact Technology Group to provide network monitoring to the prototype wind turbine mounted on Lee Hall.
- Student Print Job Cover Page Elimination. Working with the Student Association and academic departments, CTS eliminated the use of cover pages to separate student print jobs in departmental computer labs. This reduced the consumption of paper and toner by one page per job for the thousands of documents students print each year.
- Low Density Printing. CTS activated a low-density printer setting on numerous printers across campus. This setting substantially reduces the amount of toner used in printing a document while maintaining the readability of the document.
- Electronic Recycling. CTS stepped up its efforts to recycle electronic devices. This reduces the amount of toxic materials and heavy metals that enter the waste stream and end up in landfills.
- Rice Creek Field Station co-organized with the Sustainability Institute a special teacher-training program focused on forms and sources of energy; defining and putting sustainability into action. Grades K-6 teachers were introduced to these issues and given resources to motivate students about environmental issues.
- Students in Judith Belt's (Tech) Fall 2011 Technical Writing and Literacy course, conducted a feasibility study, worked with Tom Simmonds and John Moore from Facilities, Design, and Construction on the problem of moving people on the Oswego campus. Presentations on their findings were presented to representatives of the Facilities, Design, and Construction Office, the dean of the School of Education; and the Campus Concept Committee.

## High Impact Practice: Taking the Long View

The President's Climate Commitment and Environmental Sustainability Team is demonstrating what it means to take the long view. Created as a joint taskforce by Faculty Assembly and Administration in December 2010, the campus-wide integrated planning body is dedicated to quantifying greenhouse gas emissions and developing a climate action plan to bring emissions down to net zero. But there is much more to the bottom line of sustainability than just carbon reduction. The committee successfully:

- Identified people who recognize their role in the interconnected world
- Created a common language around sustainability
- Initiated discussions that cross broad boundaries including curriculum, research, operations, finance and planning
- Produced a shared campus roadmap to carbon neutrality
- Achieved a silver rating for SUNY Oswego's STARS report!

**Organizers: Co-Chairs John Moore and Casey Raymond**











## Conclusion: Positioning for the Future

The previous pages are filled with examples that describe an empowering education. Through our work we have engaged our students, the community, and ourselves in creating and advancing a diverse, socially just, and democratic culture. To better position ourselves for the future, remain a robust academic community, and continue to engage our diverse student population in meaningful learning experiences, it will be important to build new goals around the College's Strategic Plan, while committing ourselves to complete projects we began this past year.

The GE21 Taskforce revisited our General Education program with the goal of recommending ways we can improve student learning of the essential knowledge, competencies, and attributes necessary for an educated person to participate in 21st century civic and intellectual life. Over the past nine months the taskforce diligently examined assessment documents, visioning reports, surveys, and solicited input from a broad array of campus constituents. Under the dedicated leadership of co-chairs Dave Valentino and Fehmi Damkaci, the committee is poised to present several general education curriculum models to the faculty in Fall 2011.

The campus joyfully celebrated the national recognitions bestowed upon the College as a Civically Engaged Campus by the Carnegie Foundation and by the President's Higher Education Community Service Honor Roll. Yet, despite these accolades, we must do more to engage students in purposeful activities that involve personal and social responsibility. In order to improve these experiences, it will be important to establish a student learning outcome baseline on which we can design a plan for improvement. As we begin the new academic year, we will work to create this broad assessment program which will include ongoing evaluation of civic engagement outcomes.

Growth in new undergraduate research and creative activities as recommended in the SCAC OUR CORE planning document, will take place across the campus in the upcoming academic year. I anticipate that next year will be a time to excel in these areas by enhancing contextual learning opportunities for students particularly as we look to expand global research and education sites and consider new ways to enmesh the issues facing our region and state with tangible ways to enhance the populations' quality of life through social and natural science research, economics, business, education, technology, communications and the arts.

Through our continuous renewal and stringent self-examination efforts, we will be well positioned to deliver the programs that enrich our institution, our students and the world beyond.