

Insights 2011-12



Academic Affairs Report



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Insights

The 2011-2012 academic year provided us with important insights on our remarkable decennial progress, students' success, and how we can best improve as we enter a new milestone in the history of the College.

The Middle States Self-Study offered great insights into the progress the College has made over the past decade. The reaccreditation process was a welcome opportunity for the campus to provide the public with a confirmation of our high standards, our academic quality and our student-centered approach to education. We are proud that the Middle States Visiting Team confirmed SUNY Oswego's culture of planning and continuous improvement and recognized, among a long list of commendations that "there is a palpable faculty—and institutional—culture that celebrates student success as its core value."

The underlying principle that drives our educational practices is student success. Data-driven student success initiatives such as mid-term grades, first-year and transfer pre-registration, distributed tutoring and learning services, and adoption of software to assist with alert management, transfer equivalency, degree compliance, and tutor matching were all new policies and processes adopted by the faculty and professional staff this past year. These initiatives have provided important services in a helping and caring manner, while promoting learning and supporting academic success.

Over the past year, we have made significant progress in strengthening student learning outcomes assessment. New structures for measuring student learning outcomes were built college-wide. Each year going forward, we will gather data from our major and General Education assessment plans that will enable the College to identify strengths and areas where we need to improve educational practices.

As part of our institutional improvement efforts, we reviewed and successfully revised our General Education program. The GE21 Taskforce put several well-designed curriculum models forth. Following broad consultations with students and faculty, Faculty Assembly approved the new core curriculum in May 2012. The curriculum promises to broaden student learning and strengthen long-term personal and career potential by adding opportunities for students to explore second majors, minors, independent research and creative activities, co-ops, or other experiential learning modalities.

We continue to tailor new degree programs to meet regional and market demands particularly by designing practitioner-orientated graduate education that focuses on concepts and applied skills required in a global economy. Our new Trauma Studies Certificate, Health Information Certificate, Information Health Systems Certificate, Clinically Rich Teacher Education Programs, 5-year and accelerated programs, and flexible scheduling are all designed to meet emerging market demands. We also take great pride in developing new degree programs that educate students about issues, such as environmental sustainability, that are increasingly critical for humanity and the planet.

To ensure our students have the best opportunities after graduation, we design new learning opportunities based on shifts in industry and emerging technology. An increasing need of students and employers for career-orientated skills was the basis for development of our new campus-wide Co-op Education Program. We were proud to launch the first multi-discipline co-op program in SUNY this year. Nine academic departments were first adopters of this popular work-based learning model that help students obtain early career success by practicing their field of study. Additionally, this dynamic pathway for learning proactively helps students manage their total educational loan debt.

We recognize that the success of students is directly linked to the strength of our curriculum, learning methods, and quality of our faculty. We also recognize that student experiences and support provided outside the classroom, such as advising, faculty-mentored research, and alumni and employer connections, play a major role in helping students complete their degree and obtain satisfying careers, community leadership, and fulfilling lives after graduation. Our aim is to make all of our learning experiences as enriching as possible and our academic support services seamless. This past year several of our academic departments actively cultivated relationships with regional and global employers, prominent alumni, and external research collaborators to help students leverage the power of these connections. Meetings with advisory boards made up of representatives from industry related degree programs have helped faculty connect directly with key employers that offer internships, project-based learning, job shadowing, and employment opportunities to our students. They also help us stay aware of professional innovations and practices, and anticipate how disciplines are changing so we can adapt our academic programs accordingly.

Faculty provide the learning environments that challenge our students to value the continuous pursuit of knowledge as life-long learners. As a group, the faculty boast a number of academic accomplishments in 2011-2012 including Fulbright awards, notable scholarly works, sizable external grant awards, and national and international recognitions. They contribute to Oswego's growing reputation as a place that provides the very best experience for its students.

We are proud of our 150-year legacy and the key role that we play as a public comprehensive college in helping the state and nation meet its educational attainment levels. The report that follows describes the individual and collective achievements of our hard-working faculty and staff that contribute to the success of our students. We are energized by this success and are honored to be entering our 151st year of growing an alumni community of thriving life-long learners.

Lorrie Clemo



Lorrie Clemo, Ph.D.
Provost and Vice President for Academic Affairs

*Look for these boxes for
Commendations from the
Middle States Visiting Team*

The SUNY Oswego faculty exhibits an outstanding level of commitment to their students and their roles as teachers and mentors. There is a palpable faculty—and institutional—culture that celebrates student success as its core value.

*—Commendations from the
Middle States Visiting Team*

Vitality

The Division of Academic Affairs is essential to the vitality of SUNY Oswego through the evolution of our academic programs, the continuing intellectual vigor of its faculty and staff, expanding performing arts and cultural programs, growing alternative revenue sources and programming at the Metro and Phoenix Centers, and leveraging technology to improve teaching, learning, and services to students.

Designing Innovative Academic Programs of Distinction

As an institution of higher education our primary goal is to facilitate learning. We strive to provide distinctive, innovative programs and establish program goals designed to prepare students to achieve their educational goals and succeed after graduation. As a result of major assessments and scheduled program reviews several graduate certificates were added to the curriculum in 2011-2012. Many other curriculum developments took place including the addition of a new minor and revisions in nine academic majors. These curricular developments will enhance the experience of our students that come to us to learn to solve real world problems. All new degree and graduate certificate programs are developed based on careful consideration of the factors a new graduate faces when entering the job market or furthering their education beyond Oswego. Among the academic developments this year have been the following degree programs:

- BA/MBA Broadcasting and Business
- Trauma Studies Graduate Certificate
- Health Information Technology Graduate Certificate
- Integrated Health Systems Graduate Certificate
- Sustainability Minor
- Vocational Technology Preparation- accelerated
- Graduate Clinically Rich Teacher Education Programs
- Penfield Librarians contributed to the SUNY Oswego Sesquicentennial projects through provision of Archives/Special Collections resources and services. They also produced a Sesquicentennial display and a plan for archiving the digital materials created during this observance.
- The Music Department performed over 50 concerts this year providing the College and region with a wide range of music listening opportunities. This year, performances included 15 large ensemble concerts, 10 small chamber concerts, a Collage Scholarship Concert & Rodgers and Hammerstein Revue, student recital showcases, open master classes with guest artists, Opera Performance, Guitar Festival, Kenekt Concert Series, and music for campus events including the Arts Gallery Opening and the Middle States Visiting Team.
- Juan La Manna of the Music Department played a dance concert in Sheldon Hall and Fulton N.Y. with guest artist Ligia Pinheiro

Below are selected highlights of the innovative curriculum developments, performing arts and cultural programs that occurred in 2011-12 to better prepare students for life in the 21st century:

- To celebrate the College's 150th anniversary, the Theatre Department produced Speaking of Sheldon, a readers' theatre performance based on the Autobiography of Edward Austin Sheldon. The Department welcomed back actress and alumna Robin Curtis who performed along with a cast of four students.
- One of the most vivid highlights of the 2011-12 performing arts season was the remarkable Caravanserai program at SUNY Oswego. It was an initiative between ARTSwego and Arts Midwest on behalf of the U.S. Regional Arts Organizations with support from the Doris Duke Foundation for Islamic Art.
- Cara Thompson (ART) included team challenges to ART 414 that were meant to mimic real-life, high pressure situations where quick action and creative thinking won the day.
- The Theatre Department developed and presented the Black History Storytelling Performance Project, for Black History Month, which included storytelling workshops for second grade students from Riley Elementary.
- In Fall 2011, Cara Thompson (ART) organized a college-wide scavenger hunt to introduce freshmen in Art 111 to upper level classmen, faculty, and the general campus community.
- Students in COM 416: Capstone in Public Relations created a strategic public relations campaign for SUNY Oswego's Office of Business and Community Relations.
- The Program "Telling Tales: The Arts and Discovery" ran throughout the academic year, bringing visiting artists to campus and enrolled over 100 students over a cross-curricular platform, exploring how stories are told. The Fall semester included such topics as Women in Science and The Fiction of Julio Cortazar. Spring semester included course topics such as Islamaphobia and Psychology and Comedy.

- The African and African American Studies Program, along with the Theatre Department and Black Student Association, presented its first Black History Month Storytelling event in February 2012. The performance featured guest CNY-region storyteller Vanessa Johnson and spoken word and dramatic readings from students and faculty across disciplines.
- Penfield Library exhibited employee and student work, including the Dean's Writing Award papers. The employee art exhibit, On My Own Time, was Penfield's first time participation in this regional program that culminates in a fall exhibit of select pieces at the Everson Museum in Syracuse. It was hosted in collaboration with Tyler Art Gallery and sponsored by Human Resources.
- Office of International Education Programs supported several campus artistic, cultural, and educational programs, including: supporting Mexican writer Yolanda Zamora for International Women's Day; Maria Auxiliadora Rosales for the SUNY Oswego Spanish Symposium; Benin filmmaker Idrissou Mora Kpai; the Hart Hall Global Awareness Conference; Hispanic Heritage Month; ALANA Student Leadership Conference; and the International Small Cinemas conference.
- Women's Studies co-sponsored the "Science Today" speaker series, which featured the theme of Women in Science during 2011-2012. Eighteen speakers gave talks throughout the series.
- Women's Studies organized and hosted the Ernst & Young Gender Equity in the Workplace Lecture Series that included nine public lectures, attended by more than 400 people.
- Women's Studies co-organized the two-day conference entitled Gender, Justice, and STEM: At the Intersection of Feminism and Science. More than 150 faculty, staff, students, community members and visiting scholars participated. The conference was organized by Co-Principle Investigators Webe Kadima (CHEM), Rhonda Mandel (PSY), Preeti Tripathi (MAT), and Lisa Langlois (ART) of the NSF ADVANCE Catalyst grant. SUNY Oswego is the first SUNY institution to be awarded this highly competitive grant of \$200,000.
- The Institute for Global Engagement (IGE) launched a Scholars Brown Bag with discussions of scholarly papers by Walter Opello and Barbara Streets in the spring semester. Both were well attended and IGE plans to continue these next year.
- Professor Sarah Haig hosted Two Minute Theatre, a film festival event on campus featuring short films in multi-media, 3-D modeling and Animation, Motion Graphics and Broadcasting that drew students from across the campus.
- Juan Perdiguero (ART) supported a presentation by Spanish painter and professor, Juan Gallego. Visiting from the Universidad Complutense de Madrid School of Fine Arts, the artist met with local students for group and one-on-one critiques and discussions.
- Chris McEvoy (ART) coordinated the highly popular collaborative painting event entitled Championship Painting in December 2012. This fun and energetic learning experience bolsters vitality within the Art Department.

The degree to which the COMPASS program coordinates first-year experiences, academic advisement, and other support services into a truly integrated program that creates a "culture of student success". This initiative also serves an excellent example of successful collaboration between faculty and administration and between academic and student affairs.

–Commendations from the Middle States Visiting Team



Linking Academic Programs with Advances in Technology

The evolution of our academic programs has been inextricably linked with advances in technology. Our faculty embrace this important strategy in the many ways they integrate technology into teaching and learning. A plethora of campus based professional development activities and workshops support faculty in their effort to enrich the learning environment with new methodologies and technologies.

- To enhance faculty development, particularly with respect to technology and pedagogy, CELT offered 160 sessions during this academic year, which enrolled close to 1200 participants.
- More than 37 new online courses were developed in 2011-2012, including courses in Linguistics, Economics, English and Creative Writing, Mathematics, French, Philosophy, Public Justice, and other disciplines.
- In support of faculty development, Campus Technology Services (CTS) offered 64 face-to-face workshops on a variety of technology-related topics including LakerApps, Microsoft Office, Windows and Apple Operating Systems, Elluminate web conferencing, and Panopto—a lecture capture software in ANGEL.
- Penfield Library supported faculty development through appropriate technology and continuing education opportunities, including hardware and electronic devices for evaluation and piloting for teaching and learning.
- In collaboration with CTS, Instructional Designers in Extended Learning brought several new items online in the ANGEL Learning Management System including an application from McGraw-Hill that provides easy access to support material that allows for full web-conferencing capabilities within ANGEL.
- A new CISCO telepresence unit used for high tech video conferencing was installed to allow class instruction and meetings between campus and the Metro Center.
- A centralized classroom control and monitoring system, Global Viewer Enterprise, was implemented to provide remote support and diagnostics for Advanced Technology Classrooms.
- A new student response (iClicker) system was evaluated and adopted for advanced technology classrooms.
- The Multimedia Production Room in Penfield Library was opened up to students who have utilized the room for class projects or productions involving audio and video.
- Digital learning spaces--informal meeting spaces equipped with technology--were increased across campus from one to nine.
- Cara Thompson (ART) incorporated “Skype Alumni Day” in Art 414 in the Spring 2012 semester. Alumni from Saratoga to Los Angeles and Seattle brought their expertise into the classroom during these visits.
- Georgina Whittingham (MLL) designed SPA448/449 to promote awareness of inter-disciplinary connections. Specific works were assigned for their relevance to cultural events and exhibits taking place on campus. Namely, Dr. Alejandro Garcia’s lecture and exhibit at Tyler Art Gallery included the screening of the documentary “Ahead of Time” that was accompanied by a real-time Skype conversation with Ruth Gruber, whose life the documentary chronicled; especially her role in helping bring holocaust refugees to Fort Ontario, Oswego.
- Ulises Mejias (COM) co-taught CAS 201 Osw3go.net: Islamophobia with Lisa Glidden (POL). The course makes use of a virtual alternate reality platform to create situations that encourage robust discussion of controversial issues.
- MATLAB (industrial and research standard for signal processing in the field of Engineering) was integrated into studio teaching of Signals and Systems. SUNY Oswego received MATLAB licenses on a SCAP award.
- COM 317: Public Relations Research, Jennifer Novak-Leonard, a senior researcher for WolfBrown, addressed the students via Skype two times during the semester related to the Caravanserai project.
- Music students used innovative new mobile applications such as Metronome, Music Theory Pro, Amazing Slower-Downer and Tuner to improve efficiency and effectiveness in applied lessons by recording musical excerpts for immediate evaluation.
- The School of Education adopted an online end-of-semester evaluation form for all part-time faculty via ANGEL using computers and cell phones.
- Thomas Kubicki from the Technology Department participated with his students to pilot the NYSED Certification Video pilot during the Fall 2011 semester. Kubicki and his students contributed to the development and testing of the new certification exam process.

Employing a task force model to bring timeliness to policy-making without sacrificing inclusiveness, transparency, or circumventing the established governance structure.
–Commendations from the Middle States Visiting Team

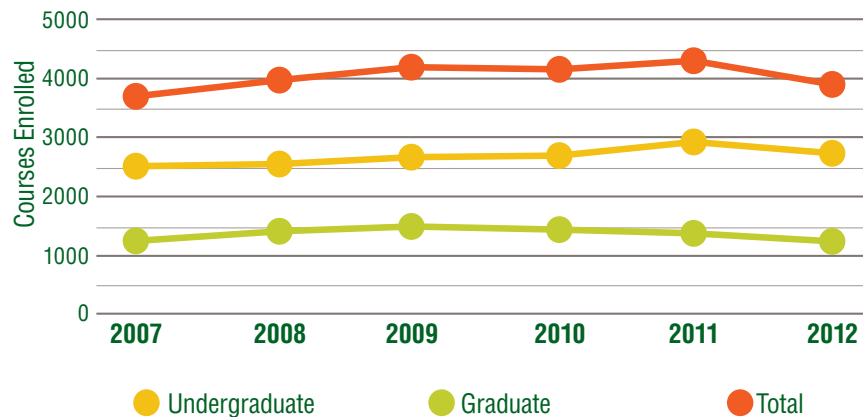


Expanding Metro Center and Phoenix Center Programs and Alternative Revenue Streams

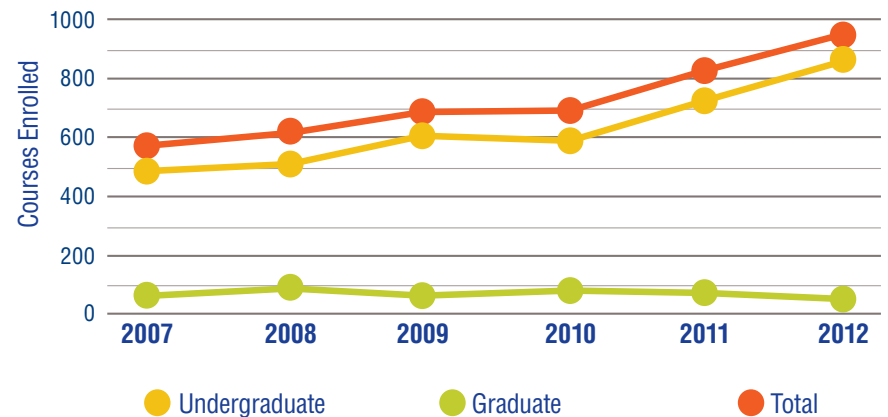
A solid foundation of academic course offerings have been established at the Metro Center since the facility opened in Spring 2009. Many professional development programs that add intellectual capital to the region and create alternative revenue sources for the college now complement these course offerings.

- The first cohorts of the Initial Certification Master's Programs for both Childhood and Adolescence Education completed their programs in August 2012. The Masters of Science in Teaching (MST) program was taught at the Metro Center (Spring 2012). The Metro Center was an ideal location for this new program.
- Staff at the Phoenix Center collaborated with the NYS Small Business Administration and NYS Procurement Office to deliver a Government Contracting program at the Phoenix Center. Fourteen businesses participated.
- Phase two of the Nurse Leadership program was developed and implemented: Conflict Resolution and Management. The program, delivered in Watertown, was attended by Oswego and Jefferson County nursing staff.
- Contract training was delivered to employees of Pathfinder Bank for Notary training, to staff from Auxiliary Services for computer software and communications, and to staff from SUNY Oswego Facilities and Maintenance for computer software.
- An AMA Business Writing course was developed for online delivery with the pilot offering in Summer 2012.
- Six Sigma Yellow Belt Certificate Program was offered for AT&T workers. One of the graduates designed a project improvement that saved her company \$200,000.
- A new Health Promotion and Wellness "suite" with six new professional development classes addressing topics related to employee mental, interpersonal and physical health and wellness was offered at the Metro Center.
- A GRE "Cram" test preparation, patterned after the successful GMAT Cram course, was offered for the first time this spring.
- The Metro Center became an authorized test site for the CHES (Certified Health Education Specialist) exam and offered the certification exam in April.
- The Metro Center received approval to accept CSEA vouchers for our professional development classes that offer office workers and other support staff skill enhancement or occupational advancement.
- The Ethnocultural Aspects of Trauma: Focus on Haiti course was offered by the Psychology Department in a weekend delivery format at the Metro Center.

Summer Session Enrollments



Winter Session Enrollments



Improving Communications and Building Greater Efficiencies

A major focus in Academic Affairs this past year was improving strategic communication with students to optimize program enrollment, improve retention, and strive toward delivering seamless services to students.

- A new online Tutortrac system was implemented by the Office of Learning Services to facilitate services offered, and to improve the efficiency of the tutor and tutee application, matching and scheduling processes.
- Improved library services were added for distance learners:
 - Secured a separate library resources tab in ANGEL that automatically offers access in all online and ANGEL supported courses.
 - Supported distance learners through purchase of virtual resources, including e-books appropriate to the Metro Center curricula. Worked with Undergraduate Curriculum Committee to meet the needs of new Metro Center programs and courses.
 - A new, streamlined distance learner support page was created in LibGuides, including a video “welcome” from the Distance Learning Librarian.
- Penfield Library introduced a new 7:45 AM Monday-Friday opening time. Though prompted by the need to provide student printing prior to 8 AM, the early opening has also accommodated student use of library facilities and resources.
- Penfield Library adopted a “Purchase on Demand” program for both faculty and students, using pre-determined criteria to respond to Interlibrary Loan book requests with purchases for the collection. These items are “rush processed” by our technical services staff for quick availability.
- Penfield Library implemented a statistics keeping tool, Gimlet. This product monitors and provides analytics for reference service activities. In response to this analysis Penfield made improvements in reference librarian scheduling and initiated the Penfield Navigator pilot project. The Navigator (aka concierge) works from noon to 1 PM Monday – Thursday, our busiest hour. Her responsibility is to assist the various desk staff with meeting patron needs, specifically for reference and circulation.
- The Registrar’s Office implemented a number of online processes that eliminated paper and reduced unnecessary “run-around”. Examples of such efficiencies include online ordering of official transcripts and pre-registration of more than 1,300 freshmen and 600 transfer students.
- A comprehensive strategic communications plan was implemented to support the Early Intervention and Midterm grade processes. These communications included:
 - Directly notified 2,500 students of low grades, things to consider
 - Notified advisors of students with low grades
 - Sent “good job” notice to 501 students doing well
- Additional targeted student communications from the Registrar included:
 - Graduation application deadline approaching
 - Contacted 884 students regarding May deadline, 344 applied (162 more than the prior year)
 - Contacted 816 students regarding December deadline, 118 applied
 - Holds prevent advanced registration
 - Contact over 1,000 students / term. Approximately 25% clear their holds before advance registration opens.
 - Not advanced registered
 - Contact over 700 students / term. 20-40% then register
 - Avoid late registration fees
 - Recent stopouts - how to readmit
 - Contacted 401 Stopouts who left in good standing, 51 registered for Spring 2012
 - Degree candidates with holds
 - Contacted 261 candidates at the end of April. By the end of term, 155 (59%) cleared all holds.
 - Left without a degree
 - Contacting former undergrads who left in good standing with 90+ credits but no degree.
- Graduate Studies in collaboration with the Division of Extended Learning implemented a full-scale marketing plan for all 30 graduate programs that included new brochures, website landing pages, program pages, and other media based program needs.
- Extended Learning sent 7,000 emails promoting our programs with mail open rates that surpass industry average – oftentimes by more than 10 percent.
- Oswego’s Search Engine Marketing ads have provided 687,853 geographically targeted impressions resulting in 4,932 clicks on our ads driving people to our website – primarily focused on our Summer Sessions, WinterSession, part-time programs and our non-credit professional development programs.
- Several departments including EAD, VTP, TEC, MUS, COM, and THT have engaged in strategic recruitment efforts to grow program enrollments which include redesigned websites, developing electronic one-page flyers, holding informational meetings across the region, and making personal phone calls to students. These recruitment efforts have significantly increased our contact with prospective students and professionals in the field and hold promise for increased student applications.

The piloting, assessment, and subsequent implementation of requiring midterm grades for all lower division courses. The initial assessment indicated that students were more likely to make midcourse corrections that resulted them remaining in good academic standing.

–Commendations from the Middle States Visiting Team

Intellectual Rigor

To educate effectively, we must have an intellectually vital faculty that designs and delivers relevant programs to meet the needs of our students. This past year we successfully hired 27 new members of our faculty. The faculty works to strengthen our academic programs in a variety of ways. This includes offering academic experiences both in and out of the classroom that challenge students and offer opportunities for students to master important skills such as critical thinking and communication.

Scholarly and Creative Activities

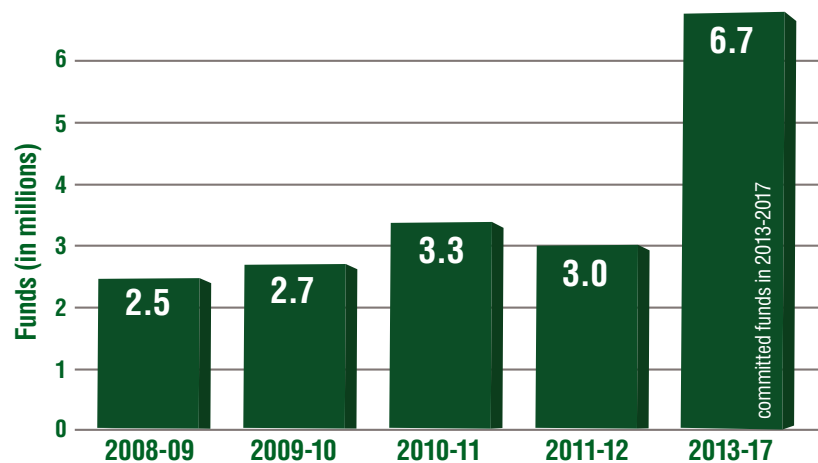
Our faculty scholars continue to win national and international recognitions. Among the collective achievements was the increased number and quality of faculty and staff publications and creative work. Several faculty received special recognition for their accomplishments. A list of faculty and staff reporting honors, presentations, creative works, publications and highlights from professional activities in the Online Report, is found in Appendices C-G.

This past year also brought with it prestigious Fulbright Awards to Distinguished Professor Geraldine Forbes (HIS) and Professor Faith Maina (C&I). Dr. Forbes spent her Senior Fulbright year at Calcutta University, India and Dr. Mania spent her year at Moi University, Kenya. These Fulbright awards bring added distinction to Oswego's growing reputation around the globe.

As illustrated in the chart below, faculty and staff have been extremely active in submitting proposals in support of scholarly and creative activities, and to acquire state of the art instrumentation. This year total awards received for FY 2011-2012 totaled \$3.07 M. Including some awards still pending for 2011-2012, we anticipate committed funding to be \$ 6.9 M between 2013-2017. Oswego faculty grant activity in 2011-2012 with grants over \$100,000 include: Martha Bruch, Doug Pippin, Jim Pagano, David King, Shashi Kanbur, Paul Stewart, Yvonne Petrella, Cathy Santos, Marcia Burrell, and Linda Rae Markert. Awards between \$20,000 and \$100,000 went to Jim Early, Marianne Hromalik, Diana Boyer, Karen Wolford, Fritz Messere, Kim Armani, and R. Deborah Davis.

Of special note, the School of Education in conjunction with the Department of Curriculum and Instruction has been awarded Race to the Top funding of \$1.7 million to implement a graduate level clinically rich teacher preparation pilot project. The program has enrolled 12 students in this year's cohort that began instruction in early July.

Academic Affairs Awarded Funds



State of the Art Instrumentation

New state-of-the-art instrumentation primarily secured through faculty written external grant proposals has led to increased scholarly productivity and expanded faculty-student research:

- The National Science Foundation (NSF) and The U.S. Environmental Protection Agency's Great Lakes National Program Office awarded instrument grants to the Environmental Research Center (ERC) to acquire state-of-the-art analytical instrumentation valued at over \$1.5 million for multidisciplinary environmental, human health, and Great Lakes research projects.
- In March 2012, the ERC acquired an additional \$68,000 system that will allow the ERC to increase sample throughput with enhanced precision and accuracy.
- Scott Steiger (ES) mentored student research using data collected by the Doppler on Wheels (DOW), supported by NSF EAGER grant entitled, "Collaborative Research: Dual-Polarimetric Doppler-On-Wheels Observations of Long Lake-Axis-Parallel Lake-effect Storms over Lakes Erie and Ontario".
- Rice Creek Field Station (RCFS) is teaching new field technologies to students. In 2011-12 RCFS acquired 22 GPS and 22 field cameras that are now in use. In addition to use in courses such as Animal Ecology, Mammalogy, and Geographic Information Systems (GIS), students use the instrumentation for their own independent projects. As these technologies, especially GIS, are increasingly used in research in a broad range of fields, our students hands-on experience with them will make them more competitive in their search for work or graduate school after leaving SUNY Oswego.
- Paul Tomascak (ES) conducted faculty-led research supported by a grant from the Northeastern section of the Geological Society of America.

The student affairs educators and faculty exhibited a genuine ethic of caring about students and students expressed similar feelings about them. The relationship among student affairs educators, enrollment management professionals, and faculty showed strong positive relationships and a sincere effort to engage as partners in creating a student centered learning experience at SUNY Oswego. Oswego deserves commendation for creating a cooperatively coupled organizational climate dedicated to student learning and committed to working together for the best interests of students.

—Commendations from the Middle States Visiting Team



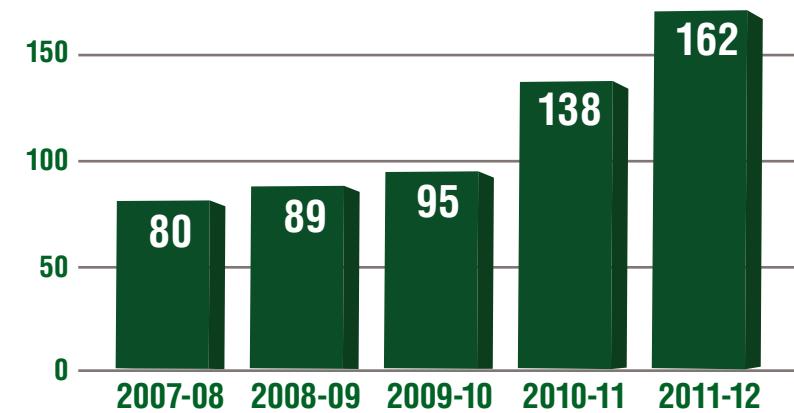
Faculty-Mentored Student Research and Creative Activities

The college is committed to building a campus culture that promotes faculty-mentored student research and creative activities. In 2011-12, more than 800 students engaged in independent research or faculty-led scholarly or creative activities. More than 160 students received funding to engage in research or creative activities with a faculty-mentor. Listed below are highlights from this year's scholarly activities and student conference travel that illustrate the vast array of faculty-led scholarly and creative activities across campus.

- The Summer Scholars Program awards stipends to students to participate in faculty-mentored research and creative activities. In 2011-2012 the program grew in size, including participation from the Summer Science Immersion Program that provides \$30,000 to low-income, underrepresented minority high school students engaged in STEM research. A total of 75 students engaged in summer research projects in our Global Laboratory with nearly \$250,000 in combined funding to support these activities. New to the Summer Scholars program were residential scholarships offered generously by Residence Life and Housing that permitted students to live on campus during their summer research experience.
- Faculty in the Anthropology Department provided students with hands-on experience in a survey and excavation of a historical site at Carleton Island, NY. They gained working knowledge of the use of GPS technology and the Total Station – both of which are essential in fieldwork in archeology and forensic anthropology. This training is not normally available at the undergraduate level.
- A group of seven Adolescence Mathematics Education students presented at the state wide Association of Mathematics Teachers-New York State.
- Eleven scholars attended the CSTEP conference in Sagamore, NY. Eight scholars presented their research at the regional McNair conference in Buffalo, NY.
- Health, Promotion and Wellness students presented at the regional American College of Sports Medicine conference in Harrisburg, PA in November 2011.
- Twenty-four students participated in the Kennedy Center American College Theatre Festival at Indiana University in Pennsylvania, January 10-16, 2012.
- Thirteen Audio and Production minors attended the 131st Audio Engineering Society Convention in New York City. Attending students from Dan Wood's Music recording classes were able to incorporate new learning from the convention into class research papers.
- Twenty-three students from the Oswego Technology Education Association placed in four competitive events during the Technology Education Collegiate Association Eastern Regional Conference in Virginia Beach.

For a complete list of students off-campus presentations, publications, exhibitions, Honors and awards see the oswego.edu website.

Student Research and Creative Activities Awards



Active and Collaborative Learning Experiences

Faculty improved student learning during the last academic year by developing experiences that support a vibrant intellectual life for our students. A few of these:

- This year SUNY Oswego added a number of high profile, highly competitive internships to its placement list. For the first time, a student from SUNY Oswego was selected for the U.S. Supreme Court. Other placements included a high paying internship in Finance with Citigroup, a set aside placement for broadcasting interns with the David Letterman Show, placements at Radio City Music Hall, and Welch-Allyn.
- In the Biological Sciences, classroom activities were augmented with faculty-led trips to SUNY ESF, the New York State Museum in Albany, and the cadaver lab at the NY Chiropractic College. In Public Justice, students had the opportunity to see two local correctional facilities in Auburn and Butler, interview staff, and dialogue with inmates. In Sociology of Aging (SOC 383) instructed by Mary Stuck, students visited and interviewed heads of assisted living and nursing home facilities and related theory to those facilities' practices.
- The Wind Ensemble (MUS 295/495) brought students to Toronto to hear the National Arts Center Orchestra of Canada. The experience built unity among students to aid in retention and potential future recruitment efforts.
- William Goffe (ECO) used "Team-Based Learning" in ECO 300 and 342, which is a non-lecture approach to teaching that clearly places the onus of learning on students.
- The Office of International Education and Programs supported the development of new faculty-led international programs in Costa Rica (L. Bacher, M. LeBlanc, C. Medeiros), Rome, Italy (C. Raymond), and at Zhejiang Sci-Tech University in China (R. Jackson).
- The Global Laboratory provided more than 47 students from across SUNY and New York State an opportunity to engage in summer research abroad at leading research-driven universities in Summer 2012.
- After a three year hiatus, The School of Communication, Media and the Arts and Communication Studies reinstated the Hollywood P.O.V. program .

SUNY Oswego is to be commended both for creating and sustaining an organizational culture that expects assessment and allocating resources to support widespread data-gathering efforts in support of evaluation of its programs and processes.

–Commendations from the Middle States Visiting Team



Student Learning Assessment and Program Review

In the past year, all departments engaged in student learning assessment and six majors were scheduled for program review or re-accreditation by specialized accreditation bodies. Based on assessment results, departments developed strategies for improving the curriculum and designing opportunities for students to engage with faculty in creative learning environments. It represents a commitment to the premise that an essential element in the success of an excellent college is the continuing vitality of its faculty.

- All academic programs completed student learning outcomes assessments for all majors in 2011-2012. This year we introduced a campus-wide assessment cycle that will result in the production of a comprehensive assessment report outlining divisional achievements resulting from assessment activities.
- The National Association of Schools of Arts and Design reaccredited the Art Department after a comprehensive self-study in 2011-2012.
- Faculty across the School of Education wrote and met all standards for 23 Specialized Professional Association documents in preparation for re-accreditation by the National Council for the Accreditation of Teacher Education (NCATE). All SPAs met set standards.
- Penfield Library developed and improved assessment of information literacy learning outcomes through two projects:
 - The results of the James Madison University Information Literacy Test given during the previous year was reviewed, and determined that it validated the assessment activities we had been doing several years prior. Based on our last assessment of CSC 101 waiver students, we plan to strengthen the modules within the tutorial dealing with topic development and accessing information.
 - Collaborations and information sharing between librarian liaisons and teaching faculty was initiated in the departments of Psychology, Economics and History. At present we are reviewing the assessment materials these departments currently have in use.
- The Assessment Plan for the BS Program in Wellness Management was revised in the Fall 2011 semester. Rubrics were developed to assess learning outcomes in the following courses: HSC 448 Health Promotion Program Planning, HSC 470 Wellness Skills: Application and Assessment, and HSC 488 Evaluation and Research in Health Promotion. Data was gathered in the spring and will be entered into the Tk20 system over the summer.
- Anthropology improved student learning opportunities through laboratory exercises and other hands-on activities. Kathleen Blake (ANT) created a series of laboratory exercises in biological and forensic anthropology for students in ANT 280 (Biological Anthropology) and ANT 354, 454 (Forensic Anthropology and Advanced Forensic Anthropology).
- EAD 610 The Principalship/Middle Level Leadership: Based upon data from assessments and from student surveys, two new units of study were embedded into the current modules: School Finance/Budget and School Law.
- The Chemistry Department established a Graduate Teaching Assistant Review Process to help them improve their laboratory teaching skills.



Celebrating our Academic Excellence

It is important to celebrate and honor those individuals who have achieved a recognizable level of excellence. This year, we acknowledged the academic success of our modern language students in their performance on international standardized testing, and celebrate the contributions of our non-traditional students and those engaged in international education initiatives.

- The Institute of Global Engagement established a new honorary on campus, Phi Beta Delta, which recognizes the outstanding contributions of students, faculty, and staff who have strong academic credentials, participation in education abroad, and contributions to global engagement on the campus.
- In April 2012 seven out of eight students took and passed German language proficiency examinations of the Goethe Institute, and an arm of the German government tasked with the teaching, testing and learning of German as a foreign language. Passing scores on any of the Goethe Institute's examinations represent tremendous evidence of the intellectual rigor that the German program prides itself on.
- Seventeen students were inducted into the Eta Gamma Chapter of Alpha Sigma Lambda Honor Society on April 23, 2012.

Being ranked first or second among 12 comparable SUNY schools in student surveys with regard to opportunities for community service and availability of internships. Seventy two percent of seniors report being engaged in internships, field experiences, practica, service learning, or volunteer service. This integration of classroom experience and engagement opportunities was a significant factor in being recognized by the Carnegie Foundation as a community-engaged campus.
–Commendations from the Middle States Visiting Team



ENGAGEMENT

This year we witnessed the realization of President Stanley's vision to begin a school-based mentoring program with the Oswego City School District. The Mentor-Scholar program was developed in 2011 to improve high school graduation and college-going rates in Oswego and is a thriving partnership between SUNY Oswego, the Oswego City School District, and AmeriCorps VISTA. The program's early contributions are three fold as measured by Oswego student's increased academic and social skills, increased civic responsibility and leadership among participating undergraduates, and strengthened relationships between the College and the community. The program will expand in the next academic year to include mentorship of students as they enter Oswego High School.

Other new community based engagement initiatives introduced this past academic year include:

Connecting with High Achieving High School Students

- The "Aspire Higher" Program offering SUNY Oswego courses to high achieving Oswego High School students was developed and implemented in partnership with the Oswego City School District.
- The U.S. historians within the History Department, in combination with the Office of Extended Learning, have entered into a formal partnership with the Liverpool School District. Our faculty review advanced U.S. History courses that are taught by the Liverpool school districts faculty members. When these courses are completed successfully, the students earn SUNY credit.
- MLL expanded its collaboration with high school programs in advanced-level instruction in French, German, and Spanish. The program has grown to more than 1000 students and over 40 teachers from 23 schools throughout the Central New York region.
- Penfield Library initiated a program of offering complimentary library cards to teachers and students conducting advanced research. Packets were distributed via school librarians, and this service is now being promoted on the School Library Council website for Oswego County.



Reinforcing the Education Pipeline in Oswego County

SUNY Oswego faculty and students engage in a variety of activities that improve student progress through the education pipeline. Here are some of the ways Oswego is mobilizing its partners to increase secondary and postsecondary graduation rates.

- The BookMobile is a substantial collaborative effort involving SUNY Oswego, Oswego School District, YMCA, and the Public Library. With the help of Americorp volunteers and many volunteers from the community, the BookMobile began traversing the streets of Oswego and putting thousands of books in the hands of children. This project was supported by many local businesses including substantial support from Constellation Energy, Entergy Nuclear, Oswego Port Authority, Friends of the Library, Pathfinder Bank, and Alliance Bank. This summer, the BookMobile will have even a larger list of locations where it will serve the community with approximately \$50,000 in support from industry partners as well as foundations.
- The Oswego Technology Education Association founded the STEM-4-Kids program for students and led some collaborative activities with the Mentor-Scholars Program.
- Jean Ann (C & I) partnered with Paul Gugel, Director of Adult & Migrant Education of Oswego County BOCES, for the students taking ADO 320 to offer English language instruction to the migrants and refugees they serve. They visited two Karenni families in their Syracuse homes to offer English language instruction. These experiences offered the students an opportunity to use their expertise to serve the migrant and refugee community in need.
- Hillside Scholarship Connection Dan Wood provided two Audio Production workshops in the Tyler Hall MIDI Lab for over 40 at-risk, Hillside Agency high school students visiting through SUNY Oswego's Teacher Opportunity Corps/Teacher Recruitment for Urban Schools Today program.
- Team Sheldon, chaired by Linda Rae Markert (EAD), continues to support Oswego County's P-20 Consortium. The focus of the 2011-12 professional development sessions was addressing the high school drop out rate.
- The Theatre Department hosted the 53rd Annual High School Drama Festival that brought 400 students from 14 area high schools (from a five county region) to campus. Forty-five students attending the Festival Audio Production workshops provided by Dan Wood, while Todd Graber and Rebecca Horning assisted the Theatre Department by offering sessions in support of the festival.
- The School of Communication, Media and the Arts (SCMA) engaged the Oswego Middle School in the Adopt-A-School program. The program is a 40-week collaborative project in audio production and electronic music. The project involves weekly on-site instruction with over one hundred-eighty 7th and 8th grade OMS students. Over 50 Oswego Middle School students also visited SUNY Oswego where they toured audio production facilities and Waterman Theatre. A class recording session was a feature of the visitations. Nine SCMA faculty and professional staff supported the project.
- Penfield Library has reinvigorated their relationship with area high schools and BOCES with the arrival of our new First Year Experience librarian. They routinely teach specialized classes to high school, BOCES New Vision, and advanced placement students. Since New Vision BOCES is now located on campus, these students now receive Lakernet IDs, making it much easier for them to access our resources.



Strong Connections to the Community

Another barometer of our success with the community is the continued popularity of our annual engagement programs. Included among those are:

- A partnership with the American Institute of Certified Public Accountants (AICPA), the Accounting, Finance & Law Department and Center for Accounting Research and Education (CARE) that offers Career Opportunities in Accounting Professions. This is a four-day residential program to introduce underserved high school juniors to career opportunities in the accounting profession.
- In conjunction with CARE and Pricewaterhouse Coopers, the School of Business offers academic services for underrepresented minority Accounting majors, including attendance in a three-week summer math camp, tutoring, and mentoring from accounting professionals.
- Students in Efsthathios Kefallonitis' MBA 514 class partnered with the Landmark Theatre in Syracuse to design marketing plans for the newly renovated facility.
- Students in COM 317: Public Relations Research, developed a research proposal to assist the Oswego Lighthouse Development Committee with its efforts to redevelop the Oswego West Pierhead Lighthouse. The students presented their research to the client at the end of the semester in the form of oral and written reports.
- CASPeR (Center for Applied Statistics and Probability Research), in collaboration with the local school district, worked on various optimization and technological problem solving, as well as developed a partnership with the Institute for the Application of GeoSpatial Technology.
- Technology students completed community service activities in the fall and spring semesters for the Oswego Maritime Foundation. With leadership from Richard Bush (TECH) and Daniel Tryon (TECH), nearly 40 students and other department faculty completed maintenance activities as a service tradition that has spanned more than 30 years.
- A hallmark of community outreach at the Rice Creek Field Station, the "Exploring Nature Program", enrolled 110 children in the Summer of 2011.
- The Metro Center continued to host Third Thursday art exhibits as well as dozens of other Central New York community programs, meetings and events.
- The Phoenix Center, in collaboration with WNET and Connections, hosted monthly programming and meetings for women entrepreneurs.
- In support of the American Heart Association, staff from the Phoenix Center and Office of Business and Community Relations co-chaired the SUNY Oswego Wear Red Day Campaign. As a result of the team's efforts SUNY Oswego received the "2012 Wear Red Top Fund Raising Company Award".



GLOBAL AWARENESS

As part of SUNY Oswego's Strategic Plan, we are committed to internationalizing our campus, curriculum, and educational experiences to promote appreciation for the richness of diversity, people and voices. In 2011-2012 we expanded the opportunities offered to our students to gain greater international understandings and experiences. Our reputation as an internationalized campus led to Oswego successfully being named a destination campus by the Institute of International Education. This designation allows us to receive Brazilian funded undergraduate exchange students through the "Science Without Borders" program beginning Fall 2012.

Expansive International Opportunities for Students

Enrollments through SUNY Oswego's OIEP totaled 436, with 233 SUNY Oswego students in our programs, which continues to keep Oswego in a leadership role in the SUNY system for study abroad participation.

- Several new Global Laboratory sites were developed in 2011-12 in Taiwan, Sweden, Switzerland, Costa Rica, and Brazil. In Summer 2012, 47 students participated in the research abroad program. The new sites include the University of Calcutta, Indian Institute of Science, Bangalore, Swedish Agricultural University, Geneva Observatory, Universidade de Planoalto in Brazil, and the Universidade de IberoAmerica in Costa Rica.
- This Spring, SUNY Oswego signed an agreement with the SUNY Center for Collaborative Online International Learning (COIL) designed to support the development of classes in which students in domestic classes will interact in a meaningful manner with students from a partner class in a foreign country. Student interaction may be synchronous or asynchronous and relies on a variety of web 2.0 tools including wikis, blogs, Nings, course management systems, Google Talk, Google Docs, VoiceThread, YouTube, Vimeo, Imgur and Picasa. SUNY Oswego aims to double the number of students engaged in international education by 2014 through the COIL initiative. Lisa Langlois (ART), Damian Schoefield (CS), and Susan Coultrap McQuin (ENG) were involved with SUNY Oswego's successful bid to become part of the SUNY-wide COIL Nodal Network. They will offer the first three SUNY Oswego COIL courses in Spring 2013.
- The second annual Genius Olympiad program brought more than 300 students and their science, art, creative writing and architectural design projects from 49 countries and 32 states to our campus in June 2012.
- New this year, Modern Languages and Literatures (MLL) launched a grant program, GETGO (Global Experience Travel Grant Oswego) to facilitate student travel abroad.
- International articulation agreements were reached as a result of faculty collaborations with international universities. An articulation agreement was reached with the Chinese University for students to complete their Chemistry/Biochemistry degree program at SUNY Oswego. Said Atri (ECO) helped draft a 2 + 2 articulation agreement with Shanghai Normal University in China in Economics, and 2 + 2 agreements with Zhejiang Sci-Tech University and Shanghai Normal University were developed by the School of Business.
- The Technology Department facilitated a new partnership agreement with University of Nigeria, Nsukka. A graduate student from the University of Nigeria will enroll at SUNY Oswego this Fall.
- Students in Richard Metzgar's ART 205 course were introduced to the alternative art practice termed Mail Art (a practice focused on communication). Students researched international exhibition calls for mail art projects addressing a variety of cultural topics. Students then created mail art on the selected topics and mailed the work to projects/exhibitions in Italy, France, Germany, Holland, Spain, Canada, Argentina, China, and Switzerland.
- Jessica Hester (THT), with Gregory Parsons (HIS), led students to Poland to participate in the Third Annual SUNY Oswego/Jan Kochanowski University International Conference in Cultural Studies.
- Supported by a Student Faculty Collaborative Challenge Grant, student Nate Felty and faculty member Eric Schmitz engaged in a week long intensive study in Havana, Cuba, April 2012.
- Dr. Ming-te Pan (HIS) led 10 students to Beijing, China this Spring as part of a new quarter course GSL100 Global City Beijing.
- Professor Lalande (MLL) and Professor Harald Zils (SUNY Binghamton) were co-recipients of a grant from the DAAD (German Academic Exchange Service) for four SUNY Oswego and four SUNY Binghamton students to study in summer at the University of Leipzig, Germany, and for several German students to be mentored and attend classes over a four-week period in Fall 2012.
- Dave Valentino (ES) led eight geology students in a ten-day excursion to visit volcanoes and rift zones in Iceland. The excursion was interrupted by the eruption of Grimsvotn Volcano. They also participated in the Hekla Forest Project to reclaim the environmentally sensitive lands near the Hekla Volcano, and they participated in activities at the Solheimer Ecovillage.

SUNY Oswego is to be commended for its success in increasing the diversity of the student body; students from underrepresented groups increased by 42% since 2001. Given the institution's rural location in a region with limited racial diversity, this increase is significant and is deserving of commendation.

—Commendations from the Middle States Visiting Team

High Ranking Global Faculty

Faculty bring acclaim to SUNY Oswego when they lecture abroad, hold Fulbright awards, and host visiting scholars or artists from around the globe. We are proud to highlight some of the many scholarly and creative activities faculty are engaged in on the international scene.

- During the 2011-2012 academic year, the School of Business hosted seven fully-funded international scholars. The scholars included four faculty from China, one from France, one from Egypt and two from Turkey.
- The School of Communication, Media and the Arts hosted a visiting delegation of professors of media from several countries through a program sponsored by the Department of State.
- Trevor Jorgensen lectured at the University of Cape Town, South Africa in jazz history, and improvisation, and gave private lessons regarding the application of classical phrasing to jazz etudes. He explored Cape Town with the goal of developing a quarter course and class on South African Music.
- Professor Karol Cooper (ENG), is currently on a speaking tour in Poland. Professor Bennet Schaber (ENG), spoke at the Revelation Perth Film Festival (about film, democracy, and the Occupy movement).
- Dr. Geraldine Forbes (HIS) was appointed Provost Senior Fellow for International Exchanges and met with Vice Chancellor and pro-Vice Chancellor of Calcutta University to promote exchange programs, especially the Global Laboratories project. Additionally, Dr. Forbes arranged meetings with the Principal of St. Xavier's College Kolkata to discuss an undergraduate student exchange program.
- Drs. Gregory Parsons and Mary McCune (HIS) hosted students from the Jan Kochanowski University in Kielce, Poland during their eight-day visit to SUNY Oswego. Students participated in the 2nd Annual SUNY Oswego-Jan Kochanowski University Conference on Cultural Studies from June 2 -3, 2011.
- Visitation and lecture by Eugene Basualdo (VTP) during Spring break at University of El Salvador, Technical University of El Salvador, Center of Arts for Peace of Suchitoto, and Casa EsArtes, Association of Art for the Development of First Act, Suchitoto. Presentation on CTE by Dr. E. Basualdo, University of Havana, Cuba
- The African and African American Studies faculty (Dr. Patricia Clark and Dr. Uyilawa Usuanlele) invited Dr. Pius Adesamni, a critically-acclaimed Nigerian author to campus. Dr. Pius gave a lecture and reading based on his award-winning book, *You're Not a Country, Africa* in October 2011. The Program also sponsored (with funding from ARTSwego) guest Congolese-Belgium artist Mona de Vestel, who performed her one-woman spoken word piece titled, *Spark: The Laws of Healing* in March 2012.
- Dan Wood (MUS) was engaged with the International Visitor Leadership Program. He met with visiting South African educators during their visit to SUNY Oswego as part of the International Visitor Leadership Program's "Promoting Leadership and Management in Basic Education."
- Biological Sciences Department faculty have been extremely active in conducting research, attending conferences, and presenting findings throughout the world including Angola, South Africa, Zimbabwe (Kamal Mohamed), Sweden (Sofia Windstam), Scotland (James Seago), and China (Lucina Hernandez-Laundre and John Laundre).
- As a joint effort among Anthropology, History, and the Hart Hall Program, Dr. Wenqiang Yan (Associate Professor from South West University of Political Sciences and Law (China) and Exchange Research Scholar from Harvard Law School) visited our campus between March 27-29. He gave two talks to anthropology students, one titled "Field Experience in Liangshan Yi Autonomous Prefecture" (in our capstone) and the other "Family, Marriage and the Status of Ethnic Minority Women in China: A Study of Divorce Cases Among Liangshang Yi People" (in our course on globalization).
- English and Creative Writing sponsored Small Cinemas in Transition. The participants included filmmakers and scholars from Canada, Brazil, Malta, Romania, Spain, Lithuania, and the United States.
- English and Creative Writing hosted visiting writer Neela Vaswani, who spoke on growing up multi-nationally.
- The Modern Language and Literature Department (MLL) organized the visit and talk of Dr. Ivonne Vailakis ("Desplazamientos hacia una poesia sin fronteras"), and the visit and talk of Dr. Auxiliadora Rosales ("Linguistic and Poetic Discourse in Pancho Madrigal"). Prof. Salcedo-Strumpf (MLL) brought Mexican writer Dr. Yolanda Zamora for Women's Month. She gave two lectures on "Fantastic Literature Between Dreams and Sirens".
- The Office of International Education Programs supported more than 30 faculty through the International Travel Grant Program.

SUNY Oswego is to be commended for the rapid and successful development of international programs, as part of its world awareness focus. 20% of graduating seniors have an international experience before they graduate.
 –Commendations from the Middle States Visiting Team

Raising Cross-Cultural Awareness

Cross-cultural awareness and understanding was a common theme for many cultural, performing arts, and educational events hosted on campus during the 2011-12 academic year including:

- The Summer of 2011 Oswego Reading initiative was Bonobo Handshake authored by Vanessa Woods. The initiative developed a film series as a complementary component during 2011-12: White King, Red Rubber Black Death, Lumumba, Mobutu, King of Zaire, Pieces of Identity. The author visited in October 2011 where more than 1,000 members of the campus and the community attended scheduled events highlighting the author.
- The book and exhibit Crossing the Blvd by Telling Tales performer, author, audio artist, oral historian, and educator Judith Sloan tells the stories of the immigrants of Queens, NY, the most racially diverse region in the United States. In her performance, Sloan recalled interviews with expatriates and used powerful mimicry to tell their stories.
- Ayesha Khan brought her insightful and surprising film, Made in Pakistan, to SUNY Oswego as part of Caravanserai: A place where cultures meet. This film follows the daily lives of four young modern day Pakistani professionals living in a country shrouded by misconceptions, in an effort by Ms. Khan to dispel harmful stereotypes.
- Cry for Peace: Voices of the Congo, through collaboration between the Institute for Global Engagement and ARTSwego offered a preview of a production based on the stories of Congolese refugees, with the goal of promoting healing, unity and reconciliation among the local Congolese refugee community, as well as promote peace in the Congo.
- Milking the Rhino, an On Screen/In Person film directed by David E. Simpson, tells the story of the Maasai tribe of Kenya and Namibia's Himba—two of Earth's oldest cattle cultures—who are in the midst of upheaval. Emerging from a century of "white man conservation" that turned their land into game reserves and fueled resentment towards wildlife, they are now vying for a piece of the wildlife-tourism pie.
- Thanks to a grant from ARTSwego submitted by Professor Lalande (MLL), the German program was able to host a concert by Pyranja, a German rapper from Berlin. The September concert drew 300 high school and middle school students plus 100 SUNY Oswego students.
- Spearheaded by Alfred Frederick, the African Academic and Cultural Exchange Initiative of the School of Education organized and sponsored a cultural event, "A Multicultural Gathering: A Community Outreach Project" each semester. This event brings people together across cultural boundaries and illustrates the need for people from diverse cultural populations to talk and construct knowledge in informal social settings, thus creating the possibility of people from different ethnic groups and cultures to get to know, understand, and appreciate the rich culturally pluralistic reality that exists within the socio-cultural context of the Syracuse community.



SUNY Oswego is to be commended for its achievements in diversifying its student body. Currently almost 16% of undergraduate students come from underrepresented groups.

—Commendations from the Middle States Visiting Team

SOLUTIONS

Our community of scholars regularly uses a combination of self-studies, benchmarking assessments, and program reviews to determine whether we are operating optimally, and to evaluate our programs' impact on teaching and learning. These practices help us design solutions to improve student achievement.

Assessments and Continuous Improvement

This past year the campus engaged in our decennial Middle States re-accreditation process. The process highlighted the many successes the College has had over the past ten years. Led by Co-Chairs Liz Dunne Schmitt (ECO) and Julie Pretzat (SCMA), members of the Steering Committee, and ten study groups conducted a comprehensive self-study. The self-study process provided a vehicle for evaluating the effectiveness of teaching and learning on student achievement. It reaffirmed our ability to measure outcomes in all aspects of SUNY Oswego's operations and that the findings of these measures are used to enhance teaching and learning within the academic programs and enhance efficiency within support services and operations at all levels. The Middle States Team recognized the well organized, and sustainable assessment processes we have in place to evaluate the total range of programs and services across the campus. All academic departments across the campus engaged in student learning outcomes assessment in 2012.

The self-study also helped us identify a series of recommendations for improving the quality and effectiveness of the College's programs and services. Many of the recommendations have already been addressed. The Middle States Visiting Team commended the College for excellence in sixteen different areas—ranging from international education to strategic planning.

In addition to the Middle States accreditation review, the Music Department and the Theatre Department were also engaged in special subject accreditation in 2012 under the National Association of Schools of Music and the National Association of Schools of Theatre.

The Office of International Education and Programs implemented Oswego's first usage of the International Student Barometer (ISB), an internationally-administered instrument assessing international student satisfaction with academic, social, and campus life. Results were shared during campus visit of ISB representatives on March 26, 2012 showing generally high levels of student satisfaction with specific areas needing improvement.



A Solutions-Based Curriculum

Over the past year, many faculty have revised curriculum to include more real-world problem solving into their classes and course assignments. Students are often inspired by this focus in the classroom that results in higher levels of community engagement and early career success. Here are a few stellar examples of how faculty are helping students do more to understand and affect the world they live in:

The 2011-2012 year welcomed the implementation of SUNY Oswego's first multi-departmental Cooperative Education program. The new program allows undergraduate and graduate students to get a full time, non-credit, paid work experience in their major for as long as a six month period and still graduate on time. Having this opportunity will allow our students to earn a significant salary while still enrolled as students. The results of this experience will provide our students the opportunity to save money as well as lessen their debt load and increase their likelihood of job placement after graduation. Through real-world Co-op experiences, students can apply their learning and make connections with the professional world. In 2011-12 nine departmental "tracks" incorporated Co-op into the curriculum including: Accounting, Finance and Law, Chemistry, Communication Studies, Computer Science, Marketing and Management, Mathematics/Applied Statistics, Software Engineering, and Theatre. Local and regional employers who have committed to partnering with our Co-op program include: Welch Allyn, O'Brien & Gere, Novelis, LandMark Theatre, Inficon, Saab, Sensis, Constellation Energy, Entergy, Fulton Companies, Turning Stone Resort, SABIC, Syracuse Research, Applied Science Group, Outside Regional Opportunities, Biogen, IBM, Innovative Solutions, and others.

- During a 10-day Iceland program coordinated by Dave Valentino (ES), eight geology students participated in environmental programs related to the Hekla Reforestation Project and at the Solheimer Ecovillage.
- Anthropology increased sustainability content in ANT 331 (Digging Up the Past) and ANT 395/GLS 301 (Globalization and Globalized Cultures). Both courses now make significant contributions to the new Sustainability minor.
- Anthropology revised ANT 303 (Conservation and Ethical Treatment of Primates) to address relevant issues such as conservation of animals and environment, sustainability of resources, the effects of habitat destruction (deforestation, development) on primates, regional ecology, and climate change.
- Ranjit Dighe (ECO) crafted a new course, The Political Economy of Financial Crises (ECO 341), which will make its debut in Fall 2012, and it has already reached capacity enrollment. Prof. Dighe's blog on the financial and economic crisis, "Blogging Through the Wreckage" (<http://moneyandblogging.wordpress.com>) began in December 2008 and now has over 13,300 hits.
- In January 2011, seven students traveled to India with Geraldine Forbes (HIS) for a workshop on Sex-trafficking and Solutions to Sex Trafficking organized in collaboration with the Women's Studies Research Centre of Calcutta University.
- Computer Science sponsored student projects resulting in 13 Quest presentations, including one (Wenderholm, sponsor) on a search engine to identify housekeeping genes in NCBI GEO Profiles Database that describes software that will be made available for interdisciplinary CS/Biology research at Oswego and elsewhere.
- Jackie Reihman (PSY) and Ed Lonky (PSY) have partnered with Oswego County Opportunities (OCO) helping to secure \$800,000 a year in funding for the agency and now have five independent study students working with them on research utilizing "electronic diaries" on a multi-year project in the monitoring and servicing of teen mothers.
- Prof. Andrews' and Prof. Graham's (ECO) Economic Development (ECO 330) classes deal with the struggle of some 80% of the world's population to get out of what we would consider to be poverty.
- Prof. Graham's (ECO) Foundations of Sustainability (ECO 115) and Environmental Economics (ECO 390) classes deal with the timely and vital issues of sustainability, environmental externalities of production, and optimal use of natural resources.
- In spring 2012, Jean Ann (C & I) and Long Peng (LING), in collaboration with Fowler High School, designed an after-school program whereby the students that took Professor Peng's EDU 360 offered English language instruction to ESL students at Fowler High School in Syracuse. The ten SUNY Oswego students (four double majors in linguistics and TESOL and six minors in linguistics) designed and implemented an after-school program in which they offered one-to-one tutoring for students in need of assistance with the Global History Regents.
- More than 20 of our linguistics students participated in a presentation by Fowler High School students during QUEST Day. Over 12 countries were represented by the close to 40 high school students, who spoke on the circumstances under which they came to the United States and the challenges they have had and are currently facing.
- Applied Projects in Architecture – Donna Matteson's Architectural Drafting class worked on the Stevedore Project and proposed land development for the east side riverfront in Oswego. The class worked with the City of Oswego Codes Enforcement Office, Engineer's Office, and Community Development. The CAD: Engineering and Analysis class visited DK Manufacturing and Fulton Tool, and the capstone projects included plans for renovation and two floor apartment floor plans for Bridie Manor and the rain garden for the area behind Hewitt Union.

- The Wellness Management major lends itself to the College's solutions goal as students learn how to grapple with the problems in the health care arena. The internship program provides students an opportunity to gain experience in real world situations and to apply their knowledge to a variety of settings. The following is a list of some of the setting the interns were assigned to during the 2011-2012 school year:
 - Oswego
 - Bishop Commons
 - Novelis Wellness Center
 - Oswego County Opportunities
 - Oswego Hospital
 - Oswego YMCA
 - Port City Performance
 - Robert Berkley Physical Therapy
 - Stability Fitness
 - New York State
 - Crouse Hospital, Syracuse
 - C & R Vision Center, Victor
 - East Area YMCA, Fayetteville
 - Harlem United, NYC
 - Planet Fitness, Syracuse
 - Thompson Health, Canandaigua
 - University Chiropractic, Syracuse
- The School of Business offered Income Tax Assistance to low and moderate income households in Oswego County through the Volunteer Income Tax Assistance (VITA) program, resulting in 259 filed returns.
- The School of Business offered Financial Literacy Workshops.
- Students in SIFE (Students in Free Enterprise) partnered with Pathfinder Bank to offer the MoneySmart financial literacy program to the campus and greater community. The program included workshops for high school students.
- The Educational Opportunity Program was redesigned with the Technology Garden to include business students in Start-up Weekend and other entrepreneurial events. The Educational Opportunities Program summer curriculum was redesigned with attention to math courses. The redesign encompassed smaller math classes, increased the number of tutors and classroom assistants, and increased the hours of classes and tutoring.
- A sustainability component was added to introduce and engage the students to the college's commitment for a sustainable future. This project will continue through the fall semester and conclude with a presentation at QUEST.
- The Mentor-Scholars program offered credit-bearing courses to Mentors participating in the program. 35 SUNY Oswego undergraduate mentors provided over 1,650 hours of direct support to 42 middle school students.
- Mentors and mentees participated in five social activities to build relationships and help mentees' connect with and aspire to higher education.
 - Bowling at Lighthouse Lanes
 - SUNY Oswego Campus tour
 - Ice skating at SUNY Oswego
 - Rock climbing at The Wall
 - SUNY Oswego visit including lunch at Lakeside Dining Hall, a technology workshop led by the Oswego Technology Education Association, and a musical workshop led by ARTSwego performers, Arif Lohar and Arooj Aftab.

The Compass program includes academic advising, career services, community service/service learning, first-year programs, transfer student programs, experiential learning programs (internships and co-op experiences), and leadership programs for students. Combining these functions helps all students, but particularly "undecided students" to be more intentional and purposeful about their academic work and their overall educational experience. Although each of the functions associated with the Compass programs contributes in unique ways to the life of students, the Compass program as whole is greater than the sum of its parts. The coordination, collaboration, and focus on the whole student experience provide students with a place they can turn for assistance from admission to graduation. A large number of students participate in community service/service learning programs. These programs not only help students build a sense of community, and teach altruistic values, but also help the institution meet its public service mission. The college deserves commendation for creating this innovative and student-centered approach to helping students successfully navigate the college experience.

–Commendations from the Middle States Visiting Team

Improving Services to Students

A broad range of services to students were adopted or revised to help improve the quality and efficiency of the services our students receive.

- The Library continued their effort to make available appropriate levels of technology to provide all library users with access to online resources and library services. This year this included replacement purchases of desktop and laptop computers, scanners and a printer. It also includes maintenance of many software applications and library systems.
- The Office of Learning Services (OLS) will go paperless in the Spring 2013 semester and implemented Tutortrac to facilitate all services offered by the department. A swipe card program was implemented and used for tracking tutoring services, generate bi-weekly payroll, and produce a variety of reports such as usage of each center, attendance, mid-term grade comparisons and student cohort use. As a result of the staff assessment of this product, The CTS designee is in the redesign process of the Tutortrak program to improve the efficiency of the tutor and tutee application, matching, and scheduling processes.
- The EOP received a USDA grant of \$17,000 to cover the cost of meals for qualifying first year students attending summer school.
- An outdoor emergency broadcast system was installed by CTS to complement other emergency notification systems operated by the College.
- CTS expanded the Digital Signage locations to 33 and all content will continue to be available on digital 98.1 and analog 12 channels on the campus cable TV network.

An EOP that has funded enrollment of 322 students and boasts an impressive freshman-to-sophomore retention rate of 82 percent, consistent with that of the college as a whole. EOP students are represented in student leadership, Residence Life and Housing Office staff, Admissions Office staff, student orientation staff, and academic programs such as McNair and CSTEP as well as in honor societies. 80% of McNair students go on to graduate school.

—Commendations from the Middle States Visiting Team




Faculty and Staff Making a Difference

Oswego faculty and staff look outward toward the betterment of society in a broad range of activities that result in dialogue, reflection, and action on public policy and civic culture. One of the signature features of Oswego's scholars is their commitment to engage in a world where local and global communities are equally important. Our faculty draw on their passion for teaching, their experience working with organizations across the globe, and the insights gained from their research to make a difference in the world. Here are some highlights from their inspirational work:

- Dr. Geraldine Forbes (HIS) on sabbatical this year, was a Fulbright-Nehru Teaching Fellow (Nov 2011-April 2012) at Calcutta University Women's Studies. Her activities during this time included over 35 separate lectures/seminars, 10 conferences/courses/workshops/panels at 16 different universities and centers. Dr. Forbes also spent time as the Käthe Leichter Guest Professor in Gender Studies at the University of Vienna, and gave a series of lectures as part of Women's History Month in Turkmenistan at the invitation of US State Department. Dr. Forbes' international reputation and tireless activities to further gender equality and women's issues are prime examples of the teacher/scholar's role in understanding and solving the "challenging problems over time".
- James Early (CS) continued collaborative research and development with USAF Rome Labs (also with involvement of Oswego student interns) to improve security of worldwide computer networks and servers.
- In Psychology, Brooks Gump (PSY), Principal Investigator and Co-principal investigator, Karen Wolford (PSY) and Research Mentors, Matthew Dykas (PSY), Dr. Stephen Glatt of SUNY Upstate, and Jonathan Schwoebel (PSY) and Dessa Bergen-Cico, of Syracuse University in Summer and Fall 2011 began the implementation planning for the two-year National Science Foundation (NSF) grant for \$225,780 to fund an undergraduate research mentor (REU) site, "Teaching Undergraduate Veterans to Conduct Trauma-related research with Fellow Veterans: a NSF Research Education for Undergraduates (REU) Site".
- The CNEET team Jackie Reihman (PSY), Paul Stewart (PSY) and Ed Lonky (PSY) and researchers at Strong Memorial Hospital in Rochester, NY continue work on a multi-year grant from NIEHS National Institute of Environmental Health Sciences on aspects of exposure to environmental toxics on an fMRI study of neurodevelopment in adolescents.
- Liz Schmitt (ECO) gave a presentation on the gender earnings gap for the Ernst and Young Lecture Series at the College in February.
- A new research project in the Environmental Research Center (ERC) entitled "The Great Lakes Fish Monitoring and Surveillance Program: Pushing the Science" will examine fish priority pollutant and emerging chemicals of concern biomonitoring used for human health consumption advisories and international regulatory policies for all five Laurentian Great Lakes. Each year of the five-year projects we target an individual Great Lake for a complete food web/contaminant lake-of-the-year study using the 160' research vessel Lake Guardian.
- Doug Lea (CS) continues to lead world-wide open-source research and development groups that regularly result in improved parallel and concurrent software, as deployed on billions of computers.
- SOAR, a community based research and training program for evidence-based intervention for at risk children was launched by Dr. Matthew Dykas (PSY), Director of the Relationships Across Development Lab (RAD Lab), after consultation and planning with community stakeholders, to provide student training internships (GST 302) and research (PSY 490) on parent/child training in responsive parenting and healthy child development for children's well-being and social and emotional development.
- Karel Kurst-Swanger (PBJ) coordinates a Child Fatality Review Team for Broome County. To date, this project has engaged an extensive study of the deaths of 37 children. Findings from this study have resulted in two large prevention campaigns, changes in the protocols followed by police, coroners, and pathologists, training for police, coroners, child protective workers, emergency management staff, and several reports made to the Consumer Product Safety Commission.
- The Teaching Opportunity Corp (TOC) TRUST Initiative – pre-service teachers conducted a number of presentations in Syracuse schools to recruit students of color into our Education programs, presented at QUEST – "Why We Are Needed to Teach in Urban Areas," and established a new partnership with Corcoran High School Talent Development Program (9th grade team) – the administrators were Alton Hicks, Vice Principal and Leo Cosgrove, Principal.
- Field placements: Faculty, supervisors, and host teachers from NYS and abroad have supported more than 800 pre-service teachers each semester as they provided thousands of hours of support for children in grades K-12 from Watertown to Binghamton, Utica to Rochester, as well as NYC, London, and Australia.
- In select Oswego County schools, Project SMART staff support a major School of Education initiative by playing an integral role in expanding and deepening Professional Development Schools and Professional Development Partnerships. The Entergy study group of 12 teachers and a SMART staff member – Sue Witmer – are collaborating and developing inquiry-oriented curriculum involving MST. Field excursions, blogs and classroom guest speakers are being integrated with a host of activities to enhance real-world, hands-on experiences for students in grades K-12. This team has received funding for \$25,000 from Entergy Corporation for this project. At the Altmar-Parish-Williamstown PDS, Project SMART faculty member – Catherine Crary – provided teachers and student teachers with professional development on Teaching with Poverty in Mind, by Eric Jensen. At the Lanigan Elementary PDS, one Institute for Higher Education faculty – Tania Ramalho – participated in project SMART and other professional development. At Huntington K-8, a team of teachers and Dennis Parsons (C&I), is focusing on using technology, with iPads, to implement much of the Lucy Calkins "Units of Study" writing program as the basis for their professional development sessions. At Henninger, one Project SMART—Eric Olson—provided teachers with professional development around science and mathematics teaching.
- Greening USA Syracuse – Thomas Kubicki (Tech) participated as a member of the Educational Support Committee to provide resources for direct instruction programs to train classroom teachers and the community. The teacher training is to create the capacity for teachers to instruct their P-12 students in energy and sustainability with contextually based materials. The community education targets general awareness of conservation and sustainability that can result in behavioral changes in consumption habits and in attitudes and perceptions regarding sustainability.
- The Metro Center staff participated in planning and implementing "Bringing the World Together in Syracuse," a fundraiser for the Westside Learning Center, an adult education program that specializes in teaching English to non-native speakers in collaboration with Syracuse City School District.

Planning Forward

We could not have asked for a more successful 2011-2012 academic year, as together we had the opportunity to witness the accomplishment of our key objectives while taking important steps toward advancing the College's Sesquicentennial Plan. The final report issued from the Middle States Visiting Team recognized our collective achievements based on successive years of rising student success. We should all be pleased with the high level of confidence the reviewers had in our ability to achieve and/or exceed the goals we set for our students and for ourselves. It is our faculty and staff's unwavering commitment to learning and the compassion for others that will guide us as we plan forward to design the College's next strategic plan, and at the end of the process, put us on a path to a better world.



Oswego is to be commended for the extent to which its various plans are comprehensive and well integrated in functional terms.
—Commendations from the Middle States Visiting Team



Insights 2011-12

Academic Affairs Report



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