

# RE-IMAGINING TOMORROW TOGETHER

2019 - 2020 SUNY OSWEGO ANNUAL REPORT



# RE-IMAGINING TOMORROW TOGETHER

[President's \*\*Message\*\*](#) [1](#)

[Oswego \*\*by the Numbers\*\*](#) [2](#)

[Student and Graduate \*\*Success\*\*](#) [5](#)

[Academic and Creative \*\*Excellence\*\*](#) [23](#)

[Community \*\*Impact\*\*](#) [43](#)

[Capital \*\*Projects and Endowment\*\*](#) [58](#)

[Financial \*\*Reports\*\*](#) [67](#)

[College \*\*Leadership\*\*](#) [69](#)



# PRESIDENT'S MESSAGE

The State University of New York at Oswego's 2019 - 2020 Annual Report shines a light on our high-achieving students, faculty and staff; innovative initiatives; insightful practices; and deep commitment and resolve our institution displayed throughout the past year.

I am incredibly proud of the ways in which members of **our campus community have shown devotion to teaching, fortitude to learn, and an inherent desire to support one another as we moved Oswego forward.** We accomplished a great deal in 2019 - 2020, while also managing our response to an unprecedented global pandemic to ensure the health and safety of members of our community while striving to maintain and extend excellence in teaching and learning. Our Laker spirit has been truly inspiring!

Our faculty and staff have shown tremendous resourcefulness in implementing the unforeseen and rapid change to remote teaching and learning. They successfully negotiated a long roster of unplanned circumstances and delivered in their full capacities to support our students and our college – they were unwavering in their dedication to student success. Our students adapted to unanticipated needs and urgent challenges as well, continuing to show the tenacity and grit needed to continue their path forward. It is through this #TogetherOz mentality and renewed focus that I am certain the SUNY Oswego community will demonstrate its resiliency and continue to face and surmount lingering uncertainty ahead.

Many of the projects and initiatives listed throughout this report highlight SUNY Oswego's commitment to increasing academic and student success, sustaining our institution, and positioning our graduates to live ethical and meaningful lives and build a better world for future generations. These accomplishments are evidenced by SUNY Oswego's rising academic reputation and impressive rankings, which continue to reverberate across the state of New York, throughout our nation and around the globe.

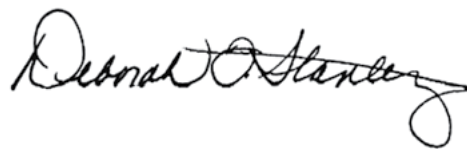
Our college also rightly refunded millions of dollars to our students without existential harm by looking across our operations to do and be better and smarter in financial matters. We built the virtual fortress of Oswego Forward:

our plan to restart this new semester and we are nimble every day retooling and reshaping it given new information, circumstances and regulations. We mustered a platoon of volunteers from faculty, staff, administrators, alumni and friends to augment our admissions and enrollment operations to bring in our fall class of new and returning students.

Throughout the past academic year, great numbers of this campus community acted immediately with deep support in response to the Black Lives Matter protests and calls for social justice. Many students, faculty and staff mobilized for racial justice with protests and programs and preparation for the fall semester. As I have shared with our students and employees, we must be agents of a vastly better future. We must step forward and join the many others at Oswego who have worked tirelessly, with deep commitment and understanding, to, without rest, **lift up the culture on this campus that is taking deep root—the unending quest for justice, equality and peace.**

SUNY Oswego has the record of resilience in the face of great odds, of employing thoughtful study and response, and of the will, strength and endurance to bring our plans to fruition. This is more than surviving—this is finding the means and the character of thriving through adversity.

We have important work to do. Higher education is under enormous scrutiny and there are current circumstantial burdens that present real barriers to student participation. In this Annual Report, we tell SUNY Oswego's story of a strong identity tied to finding shared vision and amassing collective commitment. I am convinced we will prevail; that through our record of successful work together you read of here, we will be inspired to refocus our purpose and reinvigorate our mission.



# OSWEGO BY THE NUMBERS

## Total Enrollment: **7,830** students

- 6,920 undergraduates; 95% are full-time/5% are part-time
- 910 graduate students; 35% are full-time/65% are part-time

## Fall 2019 First-Year Student Stats:

- Distribution of Fall 2019 Class by college/school:
  - College of Liberal Arts and Sciences: **46%**
  - School of Business: **15%**
  - School of Education: **14%**
  - School of Communication, Media and the Arts: **12%**
  - Undeclared: **13%**
- Average undergraduate SAT/ACT/GPA: **1153/24/88**
- **46%** of Fall 2019 first-year students received a four-year renewable SUNY Oswego scholarship



**30%** of total student body and **35%** of the fall 2019 entering class (including international students) self-identified as Hispanic, African-American, Asian, Native American, Pacific Islander or multi-ethnic

## Outcomes

### Fall 2014 Cohort 4-Year Graduation Rate as of Fall 2019:

**55%** (5-year programs removed)

### Fall 2018 Cohort Retention Rate as of Fall 2019:

**77.4%**

### Class of 2019 First Destination Outcomes as of Fall 2020:

- **94%** Employed and/or Continuing Education
- **89%** of those working full-time are in their field of choice.
- **74%** work in New York State

## Economic Impact on Region

### Largest Public Employer in Oswego County



- **4,437** full-time, part-time and student employees in 2019 - 2020 (Data current as of August 7, 2020)
- **62%** of non-student employees lived in Oswego County (Data current as of August 4, 2020)

### Campus Renewal and Capital Projects



- Over the past 5 years of campus renovations and new construction, SUNY Oswego's capital plan projects exceeded **\$91 million** and injected more than **\$50 million** into New York's economy

### Research Dollars in Action



- **\$4.3 million** in federal, state and private support
- More than **\$1 million** invested in campus support for teaching, research, experiential and pre-professional learning opportunities

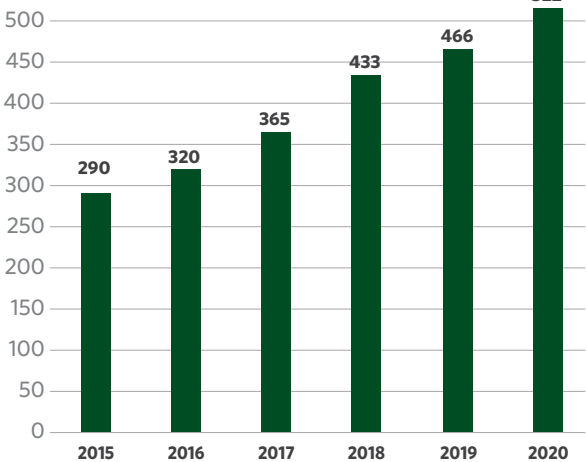


# Student Scholarships and Endowment

## OSWEGO COLLEGE FOUNDATION, INC.

### Number of Donor Funded Student Scholarship Recipients

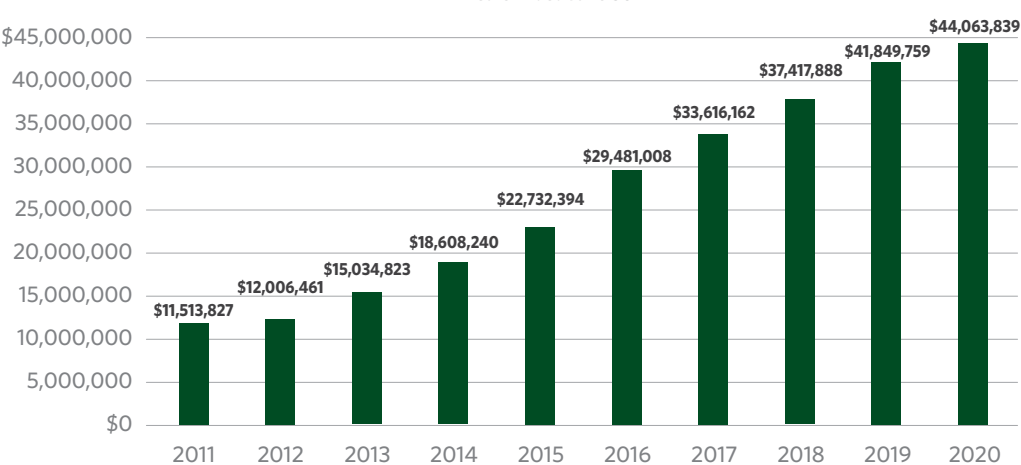
Years Ended June 30



## OSWEGO COLLEGE FOUNDATION, INC.

### 10-year Growth of Endowment

Years Ended June 30



Nearly **84%** of **ALL** 2019-2020 students enrolled received a total of more than \$84 million in aid (scholarships, grants, and loans)

In fiscal year 2019 - 2020, the college raised a total of **\$10,699,370**



## Our Mission Includes All

SUNY Oswego is committed to continuous improvement and to taking action that will help the college best educate, serve and advance its students — all students.

### Mission

*SUNY Oswego contributes to the common good by lighting the path to wisdom and empowering every person in the college community to pursue meaningful lives as productive, responsible members of society.*

### Vision

*Inspired by a shared commitment to excellence and the desire to transcend traditional higher-education boundaries, SUNY Oswego will be a premier institution that provides a transformative experience to a diverse body of students, empowering them to live ethical and meaningful lives and build a better world.*





# STUDENT AND GRADUATE SUCCESS



## STUDENT EXCELLENCE CELEBRATED

*Our students and graduates excel because of the knowledge, hands-on experiences and perspectives gained through the opportunities they are afforded at Oswego. Their education opens their minds to endless possibilities their lives can hold, and gives them access to pursue the coursework, skills and experiences they need to forge their desired path forward. To support our students along their way, SUNY Oswego purposefully brings together students and alumni across a multitude of disciplines and generations to forge meaningful relationships with each other and with the institution.*

*We are proud that each year our students graduate ready to live and work in our communities, serve as our civic partners and pursue lifelong learning to improve our world; and our alumni return to campus as loyal mentors and philanthropists who volunteer their time and resources for the betterment of our students and our college. This section highlights many initiatives over the 2019 - 2020 academic year that exemplify our student success focus, caring campus culture and our deliberate efforts to recruit, retain and graduate a talented and diverse student body while we engage and partner with our network of 87,000 successful and dedicated alumni.*







## Student Success and Excellence

The academic reputation, resources and caring atmosphere of SUNY Oswego makes it home to students who excel across the institution. Highlights of our successful students include:

- Three students were [2020 SUNY Chancellor's Award for Student Excellence](#) recipients — the highest student honor in the SUNY system. Honored for outstanding achievement were **Dylan A. DiGrazia**, a chemistry major; **Samantha Jenks**, a dual major in psychology and in cognitive science; and **Chanel Meyer**, a dual major in Spanish adolescence education and in Spanish.

› **DiGrazia's** organic chemistry research has been presented or accepted to present at the northeast regional meetings of the American Chemical Society, the SUNY Undergraduate Research Conference and the RISE Summer Scholar Symposium. DiGrazia performed research for the past two summers with chemistry professor Fehmi Damkaci.

› **Jenks'** accomplishments include a first-authored manuscript currently under review, a published co-authored journal article, and research on monkeys conducted through the highly competitive Massachusetts Institute of Technology Summer Research Program in 2019.

› **Meyer** took part in the June 2019 SUNY Stands with Puerto Rico program, where she helped repair houses, farms and the National Rainforest all damaged by hurricanes. She also has presented on her experience to the college's Global Awareness Conference, and additionally gave a thesis in Spanish at Oswego's Spanish Colloquium.

- Academic excellence and a range of involvement earned **Kari Henry** the [Oswego Alumni Association's 2020 Outstanding Senior Award](#). A meteorology major with a minor in astronomy, Henry maintained a grade point average of 3.5 while remaining actively involved in campus activities, research initiatives and community service projects.



**Chanel Meyer** also earned a prestigious [Fulbright Student](#) award to teach in Spain, making her the eighth SUNY Oswego student to earn this distinguished honor in the past three years. Meyer previously has studied abroad in both Spain and Ecuador. In each location, she worked as a teacher's assistant and a tutor. She also has helped manage 21 international programs in nine countries as an assistant in the college's Office of International Education and Programs.

- Two SUNY Oswego graduates from the Class of 2020 — **Ajaneé Fryar** and **Laura Piekunka** — were among 100 honorees statewide for the new [Chancellor's Undergraduate Scholarships and Graduate Fellowships for the State of New York](#). Grants of up to \$5,000 were awarded to support students graduating with a SUNY associate's or bachelor's degree who are continuing their education at one of SUNY's 64 campuses for either a baccalaureate or graduate degree, respectively. Fryar, who earned bachelor's degrees in adolescence education with an English concentration and in English, plans to continue at SUNY Oswego toward a master's in special education. Piekunka, a double major in SUNY Oswego's human development and sociology programs, will continue her studies at Binghamton University in the master of social work program.
- SUNY Oswego junior **Lauren Fitzgerald** earned a [2020 - 2021 Newman Civic Fellowship](#), a national honor for outstanding community service, for her work with Vote Oswego and other civic efforts. Campus Compact, a national coalition of more than 1,000 colleges and universities committed to the public purposes of higher education, coordinates the yearlong fellowship program that provides training and resources to future leaders.
- For **Ian Cummins** and **Theo Johnson**, winning the [Global Game Jam](#) competition in New York City was just the beginning of an adventure that includes their game's inclusion in a startup's new system. Putting their Oswego knowledge and experiences to work, their team's game "Pirates and Lasers" earned a top award at the popular conference in late January/early February, and caught the attention of Move38, the parent company for the Blinks game system. Cummins, a senior cognitive science major, served as the project lead and game designer on the project. Johnson — who earned his master's in human-computer interaction in 2019, as well as a bachelor's in psychology from Oswego — worked on user-experience and general design.
- The student team of **Alexis Indick**, **Anisha KC**, **Bharati** and **Tonia Sanzo** won Best User Interface at the [WiCHacks](#) competition for their app "TRANSition," which promotes inclusion and connectedness for the LGBTQ+ community. A total of three teams from SUNY Oswego, featuring members of the campus chapter of Women in Computing, participated in the competition.



▲ Civic engagement success — Lauren Fitzgerald (second from right), shown with the Vote Oswego team during the group's 2018 non-partisan civic engagement efforts, recently earned a 2020-2021 Newman Civic Fellowship, a national honor for outstanding community service.



▲ A team of SUNY Oswego students — from left, Alexis Indick, Anisha KC, Bharati Mahajan and Tonia Sanzo — won Best User Interface for their app "TRANSition" in the WiCHacks competition earlier this year.



- Three SUNY Oswego student productions continued to bolster the college's national reputation by earning [Broadcast Education Association awards](#). Winning Awards of Excellence were: **Emmy Leavy**, **Ethan Magram** and **David Hite** for "The SUNY Oswego Holiday Television Special" in the student film and video competition: studio (multi-camera or live-to-tape) category; **Carl Neff**, **Chelsea Gualoano**, **Timothy Brenner** and **Matthew Roelands** for WNYO's "Matt and Carl in the Morning" in the studio audio competition: comedy or drama category; **James Kattato** for "Salar Faryar Profile" in the student sports competition: television sports story/feature short category.



- Student host David Hite (center) and an eclectic cast of characters celebrate wrapping up filming the upcoming Oswego Holiday TV Special. The variety show, directed by Francisco Suarez of the communication studies faculty, was produced by Oswego students.
- Student-run broadcasting organizations earned four national awards at the [College Broadcasters Inc. competition](#) including a first-place honor for **WNYO FM 89** radio and three overall awards for **WTOP-TV10**. WNYO earned top honors for the **Best Sports Play-by-Play** category for its away men's hockey broadcast at Plattsburgh. Meanwhile, WTOP earned both second and third place honors in the **Best Live Sports Broadcast** category with its Whiteout Weekend men's hockey broadcast of Oswego vs. Plattsburgh, and an NCAA men's basketball tournament game of Oswego vs. Baldwin-Wallace. **WTOP** also placed third in the **Best Station Imaging** category, for overall promotional and branding work.

- In addition, students and student-run **WTOP-10 TV** and **WNYO 88.9 FM** added a combined eight new awards to their list of accomplishments through the [New York State Broadcasters Association's annual Awards for Excellence in Broadcasting](#).
- Samia Montgomery '23** was one of five statewide recipients of the [Carey Gabay Scholarship Program](#). Despite encountering and surmounting many obstacles during her youth, Montgomery placed second in her high school class and graduated with a 95 average, while achieving outside the classroom as well.
- Henry Leon '20** was one of 42 students in SUNY's Educational Opportunity Program to receive the inaugural statewide [Norman R. McConney Jr. Award for Student Excellence](#), recognizing his ability to overcome obstacles to achieve success.



**Nicholas Roalef '20** was accepted to compete on "**American Ninja Warrior.**" Then a senior broadcasting major, he beat long odds to make it on the show, but producers likely were convinced by a compelling video showcasing his personality and video production skills earned during his time at SUNY Oswego.





▲ SUNY Oswego students (from left) Nicole Demartino, Ryan Maguire and Richard Bethea participated in the PitchNY program in New York City.

- For three SUNY Oswego cinema and screen studies students, participating in the highly selective [PitchNY](#) program in November was the next step in their dreams of telling stories through film. **Richard Bethea**, **Nicole Demartino** and **Ryan Maguire** from SUNY Oswego were three of only 50 students from colleges in New York selected from around 200 applicants for the prestigious program, co-sponsored by the Governor's Office of Motion Picture and Television Development, NBCUniversal and the Tribeca Film Institute.
- Theatre majors **Michaela Buckley** and **Sean Ryan** performed a play they wrote, "Between Fourth and Fifth," in the [KeyBank Rochester Fringe Festival](#) in September 2019. The duo created Good Friends Bad Company, an Oswego-based theatre company, to start conversations and spark change. "Between Fourth and Fifth" is a play that takes a glimpse at what



▲ Theresa Glynn (left) scores against SUNY Cortland in an October 2019 matchup.

- happens when two strangers are stuck in an elevator together, forced to settle into uncertainty.
- SUNY Oswego student-athletes also shone brightly — six SUNY Oswego student-athletes earned **All-American honors**; five were named **All-American Scholars**; Women's Volleyball earned an **AVCA Team Academic Award**; Women's Indoor Track earned an **USTFCCA All-Academic Award**; Field Hockey earned an **NFHA National Academic Team Award**; and Women's Soccer earned a **USC Team Academic Award**.
  - Four [Start Now](#) program students graduated in 2020. As of spring 2020, 24 Start Now students have transferred to SUNY Oswego. To date, 100% of all students who transferred have been retained.



## Fall 2019 Students Welcomed

Oswego establishes our defining characteristics as an intimate, caring community of diverse learners dedicated to the success of each campus member upon our first interactions with prospective students. The college is holistic in our approach to recruitment in that every college member plays a role as admissions ambassadors. From employees who greet prospective students and their families as they pass a tour group on campus to current students, faculty and alumni participating in more structured recruitment events, the Oswego community welcomes future Lakers.



Because of our comprehensive approach to enrollment management, our enrollment has remained steady with **7,830 total undergraduate and graduate students** enrolled in fall 2019. 6,920 of those students were undergraduate students (with 95% full-time, 5% part-time). 910 were graduate students (with 35% full-time, 65% part-time). Overall, 30% of total student body (including international students) self-identified as Hispanic, African-American, Asian, Native American, Pacific Islander or multi-ethnic.

The **fall 2019 first-year student class** was also incredibly diverse with more than **35% enrolled from self-reported culturally-diverse backgrounds**. 95% were from New York State, 3% were from out-of-state and 2% were from foreign countries. The first-year cohort was well distributed across SUNY Oswego's academic disciplines: 46% enrolled in the College of Liberal Arts and Sciences, 15% enrolled in the School of Business, 14% enrolled in the School of Education, 12% enrolled in the college of Communication, Media and the Arts and 13% enrolled with an undeclared major. 46% of fall 2019 first-year students received a **four-year renewable SUNY Oswego scholarship** to help make attending SUNY Oswego possible. 42% of the first-year students received Pell Grants and 29% of all first-time, full-time students self-reported as First Generation college students.

With **29% of Oswego students identifying as the first generation** in their families to attend college, SUNY Oswego's newly created [\*\*FirstLEAP Coalition for First-Generation College Student Support\*\*](#) team united to recognize and celebrate these students' needs and accomplishments. An inaugural **"I'm First Day"** in November 2019 was part of a national celebration of first-generation college students, and included a panel of successful first-generation SUNY Oswego alumni and events that provided resources and networking opportunities to all participants. SUNY Oswego created the year-long program, that will now become an annual event to welcome and help support our first generation college students. The event included introducing the students to faculty and staff members who were also first generation college students and who are eager to serve as guides and/or mentors to these students.

The college's FirstLEAP Coalition for First-Generational College Student Support team is a reflection of the institutional-wide efforts underway to help all students achieve and succeed at SUNY Oswego. Our efforts are proving to be effective — in recent years, the retention of first generation college students in the full-time freshman cohort lagged by 4% behind their peers from families with college-educated parents. Preliminary data for the fall 2019 cohort shows the gap has been reduced to 1% (82% for first generation students and 83% for other students). Similarly, the gap between Pell and non-Pell students has averaged 4% recent years, and preliminary data for the fall 2019 cohort shows the gap will be 3% (81% for Pell recipients and 84% for non-Pell students). We remain extremely committed to eliminating these gaps.



▲ Student Association President Takeena Strachan '20 speaks with other students at the 2019 Student Involvement Fair.

The [Student Involvement Fair](#) in late August allowed new and returning Lakers to meet representatives of the more than 200 student organizations while learning the benefits of getting involved at SUNY Oswego.

[Family and Friends Weekend](#) in October showcased the scholarly, creative and athletic talents of SUNY Oswego students, while giving family and friends the important opportunity of sharing in their students' SUNY Oswego experience.

[Homecoming](#), also in October, featured entertainment for the campus community as well as events for students and alumni to make connections. The annual Green and Gold Day, promoting school colors and spirit, continued to serve as an unofficial kickoff to the weekend, which also included inventive performances of "Pneumatica" by Squonk Opera, a free concert by rapper and entrepreneur Young M.A., the Oswego Athletics Hall of Fame induction, the annual Scholars Breakfast, and more.



## Recruitment and Yield Strategy Transformed

In response to the COVID-19 pandemic, SUNY Oswego's enrollment management efforts were transformed in spring 2020 to attract and yield the fall 2020 class. Efforts shifted to nearly all virtual and web-based environments and included:

**SCMA NYC Admitted Students Day:** In February 2020, the School of Communication, Media and the Arts (SCMA) Dean's Office, the Office of Admissions and the Alumni Office piloted a SCMA NYC Admitted Students Day — which connected prospective, admitted students from SCMA majors with SCMA alumni living and working in New York City. Throughout the day, 14 alumni hosted 47 prospective students and 45 of their family members for informational sessions at their places of business, representing different industries within the communication field.

**Admitted Student Initiative:** From April – June 2020, a group of alumni volunteers reached out to admitted, undeclared prospective students, and their parents, to encourage their commitment to SUNY Oswego. A total of 22 alumni volunteered through this program contacting approximately 25 students each during the month of April via both phone and email.

**Alumni Spotlight Series:** In May 2020, the Alumni and Admissions offices launched an "Alumni Spotlight" series to connect incoming admitted students with successful alumni from the field of their declared major. A total of five virtual events were held over the course of four days. These virtual events included small-group conversations moderated by faculty/staff from the respective school or college of the major being highlighted.

Student interns in the Admissions Office, Cassie Carudo and Cloey Olkowski, started the ["Road To Oz" podcast](#) to provide information and advice to incoming SUNY Oswego students. Their efforts dovetailed with **Admitted Student virtual events and programming**, where prospective students, their families and guests were invited to "visit" SUNY Oswego through a host of live online events.

**Decision Day:** Alumni volunteers were also encouraged to help promote the June 1 "Decision Day," by posting on their respective social media channels about their decision to attend Oswego, congratulating those students who did commit to Oswego and encouraging those who had not yet committed to do so.



▲ Seniors Cassie Carudo (right) and Cloey Olkowski (center) have started the "Road To Oz" podcast (available on Spotify and Anchor).

A new partnership with the **District of Columbia College Access Program "DC-CAP"** was formed to support the enrollment and retention of selected D.C. students at SUNY Oswego. Despite COVID-19 and the inability of students to visit Oswego, 24 of the 71 admitted students in this program had committed (as of June 1, 2020) to enroll at SUNY Oswego with 11 of those students receiving Presidential or Merit scholarships. DC-CAP is nurtured through consistent contact with the DC-CAP staff, leadership and counselors by SUNY Oswego Admissions staff members.

The annual and much anticipated [New Student Orientation](#) programs shifted to a virtual format for the first time in summer 2020. Instead of the traditional two-day, on-campus overnight experience, orientation was transformed into a six-week virtual experience — from early July to mid-August — where Laker Leader student orientation guides engaged with over 1,780 first-time and transfer students through virtual programs and conversations. This new format for Orientation has helped the students begin to form what they already report as longer, more fruitful connections.

## Investing in Student Success

In total last year, the college oversaw the distribution of more than **\$1.2 million in 522 privately funded student scholarships and awards**. Many of these scholarships were established by or in honor of alumni, whose support expresses the important role SUNY Oswego played in their lives. To continue to build and sustain the reach of institutional scholarships, on Nov. 15, 2019, SUNY Oswego officially launched [The Path Forward](#) — a campaign to double the number of need-based scholarships at SUNY Oswego from 220 to 440. By June 30, 2020, **111 new scholarships valued at \$1.3 million had been established to directly support Oswego students**.

In response to the pandemic, SUNY Oswego temporarily pivoted its focus of raising money for The Path Forward toward raising private donations for its newly created [Student Emergency Fund](#) to assist students with the immediate housing, food, transportation and technology needs they encountered due to the dramatic changes created by the pandemic. Many students faced unforeseen challenges, including the need for technology and wireless connectivity, and the loss of a stable job, housing and food. By June 30th, **the college raised more than \$245,000 in private donations** to support the Student Emergency Fund, including the gift of \$50,000 from an anonymous alumna.

The [Students Helping Oz Peers \(SHOP\)](#) food, toiletries and clothing pantry had to take precautions due to new health guidelines, but the student-led initiative remained committed to helping the students who remained on campus after spring courses transitioned online. Students were able to request items via an online form, and schedule a pickup of items assembled by SHOP student volunteers. Between SHOP and the Student Emergency Fund, Lakers found ways to come through for others in the Oswego family.

Also to assist with the financial impact of the COVID-19 pandemic, in spring 2020, SUNY Oswego's Financial Office applied for and secured support totaling \$7,599,228.00 in **Coronavirus Aid, Relief and Economic Recovery (CARES) Act funding to provide emergency grants to students** affected by the COVID-19 pandemic and to help offset the institutional cost from going to online delivery of instruction. \$3.6 million of the college's CARES Act funding was allocated as Higher Education Emergency Relief (HEERF) to provide direct emergency aid to students.

[#TogetherOz](#) was created in April 2020 to help all members of the SUNY Oswego campus community feel connected as we became physically spread

across the state, nation and the world to complete the semester. Thanks to an inspiring idea from the President's Office, the Office of Communications and Marketing created and incorporated the **Notes From Home video series** helped keep the Oswego family connected. Through Notes From Home and the [#TogetherOz campaign](#), many campus partners showed that, regardless of geography, SUNY Oswego remains a beloved home for students, faculty, staff and alumni.

The outstanding work of healthcare workers remained on the minds of the college community, including the men's hockey team, who worked with the Office of Communications and Marketing to put out a [thank you video to a very special nurse and everybody else on the front lines of the pandemic](#).





## We Must All Be Agents of a Vastly Better Future

SUNY Oswego, led by President Deborah F. Stanley and her leadership team, continues to encourage the full participation of individuals who are willing to stand up and aid in the struggle for justice and peace, as well as those engaged in seeking greater understanding and equity.

In her direct outreach to students, faculty and staff, President Stanley has called on all to be unwavering in their devotion to and demand for a culture of understanding and respect for all. *“Stand together with renewed vigor to channel your pain and outrage into anti-racist action and other forms of positive change that will forever end inequity and the chasms of injustice that divide and defeat us. I urge you to sow the seeds of true peace in every interaction and venue. Much work remains. We must be agents of a vastly better future. And so I pledge to you that I, along with our dedicated faculty and staff and committed alumni, will stand with you in our collective pursuit of justice, equality and peace.”*

Faculty Assembly chair and economics professor Elizabeth Dunne Schmitt echoed these thoughts in a letter to faculty in June 2020: *“I was pleased and proud to see so many of our faculty and staff join our students, along with President Stanley, to raise the Black Lives Matter flag at Culkin Hall. They are the students in our classroom. They are the future of a nation. Their lives matter. Black lives matter...As we progress through this summer I ask you as individual faculty and as departments to take a look at your own courses and your program curricula. Start the conversations about how we infuse our value of diversity and how we can better live up to our responsibility to fully educate engaged citizens.”*

Under the leadership of the college’s Chief Diversity and Inclusion Officer **Rodmon King**, the **Office of Diversity and Inclusion** increased its visibility and infused its messaging into programs across the college. The office held numerous diversity, equity and inclusion training sessions for Admissions Office tour guides, orientation program student Laker Leaders and Residence Life and Housing student resident assistants, and programming was also integrated into the summer experience for incoming Educational Opportunity Program students. In total, the office organized and conducted hundreds of sessions on social identities, implicit bias, structural inequality, unearned privilege, and non-violent communication for students and faculty and staff members from across the college.

These efforts remain critically important and are at the forefront of SUNY Oswego’s thoughts and actions, and directly tied to our institutional mission and values.







In response to national events, the spring and summer of 2020 presented a number of challenges for our community. The effects of COVID-19 lockdowns and the murders of Ahmaud Arbery, Breonna Taylor, and George Floyd, deeply impacted our students, faculty and staff members. Intensified Black Lives Matter activism led to calls for anti-racist action on the national, local, and campus levels. In addition, reports of bias-based behavior on social media by members of our community led to calls for action and change.

SUNY Oswego's shared vision for our community guides all the work that we do. We place a high priority on **meeting and supporting the needs of our students** and providing them with networks of resources during moments of social tension and calls for change. Providing opportunities for members of our community to engage in discussion on matters of inequality, social justice and anti-racism education is central to our institutional mission. Initiatives that engage stakeholder groups to help move our community forward and to meet the needs of our students are also vital. **Creating and supporting opportunities for stakeholders to engage in positive community change** is central to realizing a shared vision for our community. Below are institutional-wide initiatives that are underway to improve the campus climate and experience for all members of our SUNY Oswego community:

#### **Additional Content on Core Institutional Values Added to**

**Orientation** — Additional content on SUNY Oswego's core institutional values (i.e., diversity, equity, inclusion, and cultural humility) were added to this fall's New Student Orientation. The importance of these values in institutional processes and their meaning for members of the Oswego community were explicitly emphasized.

**Oz Against Injustice** — This three-part series was organized by the Student Affairs and Enrollment Management (SAEM) Diversity and Inclusion Committee. The first session focused on healing and well-being, and was facilitated by a staff member from Counseling Services. The second session was a panel that focused on the impacts of COVID-19 and institutionalized violence against black and brown people. This panel included staff, student leaders and alumni. The last session focused on advocacy and activism, and was facilitated by two professors from the School of Education (SOE) who are also the chair and coordinator of the SOE Diversity Committee.



**Additional DEI Training for Laker Leaders and Educational Opportunity Program (EOP) Peer Mentors** — In addition to ongoing DEI training, the Office of Diversity and Inclusion conducted training for Laker Leaders and EOP Peer Mentors to address the impact of current events on incoming students. The training content included non-violent communication, conflict de-escalation, social identities, community building, macro and microaggressions, and free speech vs. hate speech.

**Development of a Diversity, Equity and Inclusion (DEI) Fund through the Alumni Association** — The Alumni Association Board created a diversity and inclusion fund to support programming and other initiatives.

**CELT Reading/Discussion Group on Race, the Black Experience, and Racism** — Associate Professor of English Pat Clark and faculty and staff of color led a five-part [reading/discussion group series on race, racism, and Black experience](#) through the SUNY Oswego Center for Excellence in Learning and Teaching (CELT). The texts included “The Fire Next Time” by James Baldwin, “Between the World and Me” by Ta-Nehisi Coates, and “Can We Talk About Race?” by Beverly Tatum. The focus of this series was to increase participants’ understanding of the impact of structural racism on the lives of people of color and to help them identify ways to utilize this understanding in their professional work.

**Required General Education Diversity, Equity, and Inclusion Learning Outcomes** — The General Education Council resumed work on required diversity and inclusion learning outcomes as a result of Oswego students asking for this, and the faculty understanding the importance of having all students engage with diversity and inclusion content as a part of their education.

**Development of an Alumni Association Diversity, Equity, and Inclusion Committee** — The Alumni Association Board is working on creating a Diversity and Inclusion Committee. This committee will connect alumni to ongoing campus wide diversity, equity, and inclusion (DEI) initiatives. Also, this committee will develop specific DEI initiatives and programming for alumni.

**Task Force to Intervene on White Aggression and Violence Against Others** — A group of white faculty is working on creating a “Task Force to Intervene in White Aggression and Violence Against Others.”



## Black Lives Matter

In June, as Oswego students and alumni organized and led a [Black Lives Matter march](#) that started on campus, the college worked with **alumnus Jeff Knauss '07** and his Digital Hyve agency (who donated supplies and time) to paint a Black Lives Matter mural in front of Sheldon Hall. President Stanley and many administrators, faculty, staff and local community members joined students in a peaceful protest in support of Black Lives Matter on June 14, 2020.



## Reimagining Student Services for All

When COVID-19 shifted services online, Career Services moved to the virtual realm. The ability to transition smoothly stemmed from previously creating a framework to offer Career Services to our Syracuse campus students as well as distance/online learners. Employer relations, workshops/seminars, student appointments, class presentations, support for enrollment management and more continued without interruption.

Even when the Oswego family couldn't be together geographically, the college's **Office of Diversity and Inclusion** created Laker Live, a new initiative that allows any member of the campus community to submit a proposal to virtually host anything from a how-to session or a performance to a fitness class or a painting lesson — whatever their skill or passion might be that could resonate with others. Every Laker Live session also serves as a fundraiser for the Student Emergency Fund.

SUNY Oswego's **Counseling Services Center** earned prestigious recognition through accreditation from the International Accreditation of Counseling Services. The accreditation confirms that Counseling Services meets the best practices and standards in this important field, while offering an effective and comprehensive program of services that makes a vital contribution to the quality of student and campus life.

▼ Full-time staff members of SUNY Oswego's Counseling Services Center.



The passionate and outstanding effort of the **Title IX Office**, its student team and entities campus-wide earned the college a SUNY's Got Your Grant award of \$2,019 to put toward prevention programming. In this statewide project, SUNY students, faculty, staff and community members created thousands of comfort kits for victims and survivors of violence.

Last year the **Title IX Office** offered more than 20 Title IX information sessions for more than 600 students and 550 employees. The college's annual Yards for Yeardeley event — walking to remember and prevent domestic violence — went virtual as a month-long event and shattered the previous SUNY Oswego campus record by eclipsing 21 million yards.

Oswego provides strong support for the LGBTQ+ community with two student-run organizations — the long-standing **Pride Alliance** and the new **Queer and Trans Outreach Center** — creating programming, events, and dialogue opportunities for all interested members of the campus community.





## Annual Diversity, Equity and Inclusion Traditions

The 33rd annual student-powered [ALANA \(African, Latino, Asian and Native American\) Leadership Conference](#) continued to promote empowerment, self-awareness and diversity through a dynamic week of featured speakers, musicians, networking opportunities, a peace walk and a popular fashion show.

“Black Panther” and “Avengers” star Winston Duke headlined the 31st annual [Martin Luther King Jr. Celebration](#) that also featured performances, musical numbers and readings from SUNY Oswego students. In addition to being one of the most in-demand young actors in the industry, Duke is a leader in using his voice to advocate for inclusion and gender equity.

The [I Am Oz Diversity Speaker Series](#), organized through the Division of Student Affairs and Enrollment Management, celebrated its sixth year and brought two additional impressive individuals to campus: Harvard educator and sociologist [Anthony Jack](#) discussed the central paradox of his book “The Privileged Poor,” and [Gabby Rivera](#) — author of “America,” the debut solo series for America Chavez, Marvel’s first queer Latina superhero — discussed that series, her work and novel “Juliet Takes A Breath.”

► Author and educator Dr. Anthony Jack (right) presented at SUNY Oswego’s I Am Oz Diversity Speaker Series.

▼ The ALANA Fashion show is a highlight of the 33rd annual conference (below).



## Alumni Unite with Laker Pride to Advance our Students

Our success in developing and delivering the best education for students and lifelong alumni programs lies in our ability to leverage the personal and professional networks of our 87,000 alumni. Working with a core group of engaged alumni, the Alumni and Development team was able to create meaningful and enriching experiences for our alumni while advancing the mission of SUNY Oswego.

Last year, SUNY Oswego's **Alumni and Development** team mentored nearly 40 students who worked with staff members as interns, Telefund callers and work-study students. Each year, many students earn academic credit as they perform duties ranging from writing news stories and alumni profiles to updating data in alumni records to organizing campus events. These students are able to develop their professional and interpersonal skills in a work setting, and receive guidance and mentorship from staff members. This past year, students involved in the **Future Alumni Network** took a much more active role in planning and coordinating the **Alumni-In-Residence** program, and served as ambassadors and escorts for alumni who return to campus.

The annual **Alumni Awards** program honored and recognized alumni for outstanding professional achievements in their fields, for service to the college and our students, and for exemplary service in their local, national or global communities. A committee of seven volunteer alumni reviewed the 25 alumni nominated for awards this year. From that pool, seven outstanding alumni were chosen to be recognized as award recipients for the 2020 award year: Dr. Frederick Bieber '72, Tamar Greene '09, Barry Gliner '84, Jerry Esposito '70, Bob Garrett '83, Dr. Linda Townsend '77, and Quindell Williams '11.

Alumni contributed their expertise and leadership on several college boards, including the **Oswego College Foundation**, the **Oswego Alumni Association**, **College Council**, **School of Business Advisory Board**, **Engineering Advisory Board** and the **School of Communication, Media and the Arts Advisory Board**. The alumni share their professional contacts, expertise and input on such issues as curriculum development, corporate partnerships, career development opportunities, and facilities and equipment upgrades.

**Alumni volunteer service** extends beyond formal board work. In fact, a total of more than 1,500 alumni, including 40 Reunion planning and giving

volunteers, 900 Alumni Sharing Knowledge mentors, 280 Alumni-In-Residence visitors and dozens of members of college boards, have either volunteered their time and energy on current alumni events and programs, or have agreed to make themselves available as a resource for our students. Alumni also serve on the college branding advisory group, scholarship selection committees, Athletic Hall of Fame awards committee, Auxiliary Services committees and other college committees.

Alumni also served as mentors and judges for the annual **Launch It** student entrepreneurial competition. The fall 2019 edition saw its usual collection of brilliant student ideas, with the AfroRock line of hair products rising above the distinguished competition.

The **15th annual Dr. Lewis B. O'Donnell Media Summit** brought together students, alumni and faculty to examine the relationship between media professionals and news consumers with a program themed "Trust Transformed: Media and the Public, 15 Years Later." Students were able to engage with alumni throughout the planning and hosting of the summit.



▲ Finance major Ramatoulaye Sy (center, holding check) earned first-place honors and a \$2,000 grand prize at the Nov. 15 LaunchIt student startup competition finale.



Based on a recent suggestion during an Oswego College Foundation Board meeting, a planning committee came together to brainstorm ways for students to gain skills that will propel them forward in today's professional world upon graduation. Specific products/skills included in this first program titled [Upskilling in a Digital World](#) included data analytics, robotic process automation and cybersecurity. The college hosted a kick-off event on campus in October that featured five alumni speakers, 65 attendees and three staff facilitators (two of whom are alumni).

**The Alumni-In-Residence (AIR)** program has connected thousands of alumni with students over recent years. In 2019-20, 280 alumni connected with over 10,500 students, including 244 on-campus visits prior to the COVID-19 pandemic, and 36 virtual alumni/student sessions from mid-March to the end of the spring 2020 semester, having merged with the Alumni Sharing Knowledge (ASK) program. During the pandemic, as students and alumni alike were finding themselves in uncharted territory, these connections became even more vital as a way for alumni to not only share career and professional advice, but to share personal stories and suggestions with students about navigating and moving forward during times of adversity.



▲ As part of the college's Alumni-in-Residence program Timothy Cooper '73, an acclaimed composer and music producer, met with students to offers insight on joining the music industry.

In May, **Alumni Relations** launched a new monthly [Oswego Alumni Podcast](#) in partnership with student-run radio station WNYO. Hosted by May graduate Carl Neff '20, the former general manager of the student-run WNYO radio station, the podcast features alumni from a diverse range of backgrounds, spanning across several decades, career fields and interests to discuss their experiences at Oswego and life after graduation.

**NYC Career Connections** helps students to gain exposure to various industries and provides a venue for students to network with alumni from different backgrounds and build a connection within the field they wish to pursue. Last year, the program's evening networking fair activity had 69 students and 26 alumni in attendance, and, earlier in the day, 26 students visited seven alumni during sessions at The Ayers Group, The Media Kitchen, Archetype and Matson Driscoll & Damico, with the evening fair hosted at the SUNY Global Center.

During the **fifth annual Scholars Brunch**, close to 100 SUNY Oswego student scholarship recipients shared time together with the 82 donors who are among the generous group of supporters who have established 500 privately funded scholarships at the college. Angel Tyler '21, a music major with a concentration in vocal performance and the recipient of the Carapetyan Voice Scholarship, spoke on behalf of all the student scholarship recipients and thanked all of the donors.



▲ SUNY Oswego's Upskilling in a Digital World event connected students with alumni who talked about about the skills that are highly sought after in today's business and technology sectors.





▲ December 2019 Commencement

This year, the college created a [Virtual Village](#) to highlight the talents of our alumni and to better publicize the resources available to them. The college shared multiple messages with alumni about Career Services including free lifelong learning courses, graduate studies opportunities, a new Alumni Business Directory and information about free concerts, webinars, yoga sessions and online workshops.

Each year, SUNY Oswego's **Commencement ceremonies** serve as milestones to celebrate the achievements of students in front of friends and family. For December 2019 graduates and their families, the college invited and welcomed [Marnie LaVigne](#), the president and CEO of Launch NY, to serve as

the commencement speaker. Her advice and passion benefited a college and student body that increasingly embraces the entrepreneurial spirit.

The traditional May commencement ceremony was postponed due to COVID-19 and restrictions on public gatherings. However, SUNY Oswego created a special [Class of 2020 website](#) to honor and recognize the graduates, and united on the scheduled May graduation day to celebrate virtually. The college continues planning for an in-person Commencement once regulations allow an opportunity to more fully celebrate the achievements of the May 2020 class.





# ACADEMIC AND CREATIVE EXCELLENCE



## OUR TRADITION OF EXCELLENCE CONTINUES

*For nearly 160 years, our institution has been known for its quality of education and adaptability to provide for the needs of students. The past year saw a need to adapt like never before, and our faculty and staff members came together, rose up to the unprecedented challenges presented by the COVID-19 pandemic, and put their knowledge, expertise and empathy fully into ensuring that classes and services could continue for our students.*

*Our mission to achieve academic and creative excellence in education dates back to our founding in 1861 and throughout 2019 – 2020 we again met and achieved impressive milestones. For example, last August, our engineering programs attained the highly sought-after international ABET accreditation, a mark of quality that will benefit students going into this crucial and growing industry. Our national rankings illuminate the quality and rigor of our academy and our 12th place national ranking in the annual Open Doors report confirmed that our commitment to global education remains high and well-recognized. Our evolving academic offerings also demonstrated how our institution continues to move forward in connecting our students with the knowledge and skills they need in order to obtain the bright futures they deserve.*

*Our faculty also continue to earn honors acknowledging their outstanding teaching ability, research and creativity, and dedication to student success. This past year, dedicated members of our campus community came together to address key elements such as academic advisement, accessibility and social awareness. We remain committed to creating and delivering innovative programs that match society and student needs.*





## Engineering Accredited by ABET

Our bachelor of science degree programs in electrical and computer engineering and in software engineering earned accreditation by the **Engineering Accreditation Commission of ABET** – the global accreditor of college and university programs in applied and natural science, computing, engineering and engineering technology.

The accreditation shows our programs meet rigorous industry standards, and that our teaching, technology and industry partnerships all represent best practices. Conferred in August 2019, ABET accreditation assures that our engineering programs meet standards to produce graduates ready to enter critical engineering fields. Sought worldwide, ABET's voluntary peer-review process is highly respected because it adds critical value to academic programs in the technical disciplines, where quality, precision and safety are of the utmost importance. We continue to build on these programs' strengths, most recently by expanding course offerings in machine learning and virtual reality.

## More Accreditations Earned and Reaffirmed

Also last year, our Counseling and Psychological Services department's school psychology program earned **national recognition for another seven years by the National Association of School Psychologists**. Our school psychology program also successfully maintained its **accreditation earned**

**in 2017 through the Council for Accreditation of Counseling and Related Educational Programs** by meeting or exceeding national standards set by the profession.

## National Rankings Illuminate Excellence

**U.S. News and World Report** placed Oswego in the [top ten public institutions](#) for its influential "2020 Top Regional Universities in the North" publication. We continued our strong position in U.S. News' important Best Value Schools rankings, while staying on the A+ for B Students and Best for Veterans lists, and adding placements among Top Performers for Social Mobility and Top Undergraduate Business Programs.

**U.S. News** also ranked **Oswego's MBA online program** the [highest among public institutions in New York state and 54th nationally](#). The ranking service also found the Oswego MBA's quality and flexible delivery merited a place among [the nation's best part-time offerings](#). Poets & Quants — a publication and resource which focuses on MBA programs — ranked our online MBA program 18th nationally.

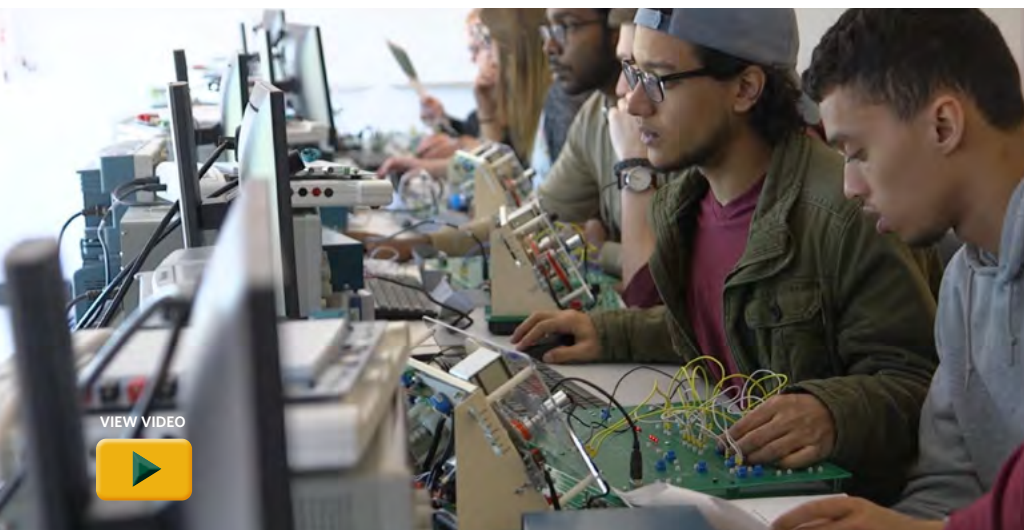
**The Princeton Review** once again [named SUNY Oswego to its list of top regional offerings](#) in "**224 Best Regional Colleges-Northeast**," a distinction the college has earned every year since the educational services firm started regional listings in 2003. The service also continued to applaud Oswego's commitment to sustainability, through inclusion in ["The Princeton Review's Guide to 413 Green Colleges."](#)

SUNY Oswego again earned high national rankings in the most recent **Open Doors Report on International Educational Exchange**. [Ranking 12th among master's universities](#) and demonstrating that we continue to display consistent excellence, and perform at the highest national level for nearly two decades.

The college's offerings to those who serve and have served our country earned continued recognition from such publications as **Best for Vets College by Military Times**; the **Military Friendly School list by Military Advanced Education**; and the **G. I. Jobs' Military Friendly School designation**.

---

♦ *SUNY Oswego's electrical and computer engineering, and software engineering programs were recently accredited by ABET.*



VIEW VIDEO





## Faculty and Staff Excellence

In addition to the many national accolades received, SUNY Oswego's exemplary faculty and staff continue to be recognized and celebrated for their achievements and contributions. The following is a sampling of some of SUNY Oswego's faculty and staff members' achievements and the extraordinary talent, commitment and effort demonstrated last year:

The State University of New York recognized **Leigh Wilson** as a [Distinguished Service Professor](#), one of the SUNY system's highest honors. Her creativity and ability to inspire students are paralleled by a dedication to service that bridges her scholarship and teaching, which in turn establishes connections



▲ Leigh Wilson, professor and chair of the English and creative writing department, recently earned one of the top honors in the State University of New York system, the title of Distinguished Service Professor.

across disciplines and with the broader community. In addition to being an award-winning fiction writer, highly regarded teacher and chair of Oswego's English and Creative Writing department, Wilson also directs the college's creative writing program, campus-wide Grand Challenges: Fresh Water for All initiative, the Interdisciplinary Programs and Activities Center and the Digital Oz storytelling project.

Mathematics professor **Ampalavanar Nanthakumar** earned the [SUNY Chancellor's Award for Excellence in Teaching](#). The award recognizes his exemplary skills as an educator, dedication to students, and contributions to the field of statistics. While consistently earning high praise for his teaching ability, Nanthakumar has authored or co-authored more than 40 peer-reviewed papers in top international journals.

Art professor **Juan Perdiguero** added the [SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities](#) to his robust portfolio as an artist and educator. The Fulbright Scholar brought his knowledge, talent and perspective to Universidad Finis Terrae in Santiago, Chile, in 2018 - 2019. In addition to his teaching skills and inspirational spirit, Perdiguero has presented some two dozen solo exhibitions, as well as more than 30 exhibitions with other artists.

Two employees received the [SUNY Chancellor's Award for Excellence in Professional Service](#) for their decades of dedication to SUNY Oswego and all members of the campus community. The 2020 honorees for this prestigious statewide honor are **Tyrone Johnson-Neuland**, assistant director for technical support in Campus Technology Services, and **Barbara St. Michel**, associate director of Campus Life. In addition, **Gerry Roy**, a recently retired member of the college's Maintenance and Operations crew, earned this year's [SUNY Chancellor's Award for Excellence in the Classified Service](#), recognized for her tireless work ethic and support of positive student experiences.



SUNY Oswego physics faculty member **Mohammad Islam** was named a Syracuse CoE (Center of Excellence) Faculty Fellow. Islam's submission, "Synthesis of Silicon, Tin and Phosphorus Nanoparticles as Anode Materials for High-Performance Sodium Ion Battery for Grid Scale Energy Storage," continues his research on the sodium ion battery as a promising technology to power the planet while having a more positive impact upon it. The fellows program supports seed projects that strengthen faculty scholarship in clean and renewable energy, indoor environmental quality and water resources. The three-year program brings together a diverse community of faculty members from many disciplines.

This research, in addition to outstanding work as an educator and mentor, earned Islam the college's **President's Award for Teaching Excellence**. Nominators praised his high-quality instruction, availability to learners and priceless advice in helping students find successful paths.

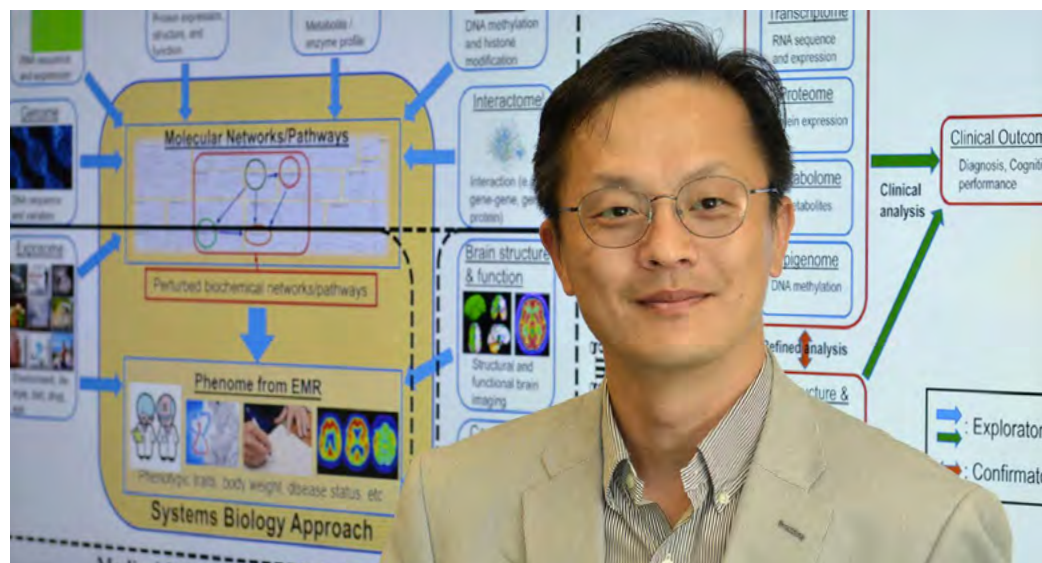
Ongoing research efforts and leadership for an international research competition helped make **Fehmi Damkaci**, professor and chair of chemistry, this year's winner of the **President's Award for Scholarly and Creative Activity**. Damkaci devotes himself to the academic development of his students resulting in conducting countless research projects (some of which leads to co-published work) with students and colleagues, as well as overseeing the annual GENIUS Olympiad program that, under his leadership, has brought thousands of high school students from across the globe to campus.

Innovative research of complicated neurological disorders and an impressive publication record earned **Sungeun Kim** of electrical and computer engineering the **Provost's Award for Scholarly and Creative Activity**. His cutting-edge research integrates blood-based biomarkers, neural imaging and interdisciplinary data for early detection of Alzheimer's and other complex diseases. He has 93 peer-reviewed publications, 21 since joining the Oswego faculty, as well as 11 peer-reviewed conference presentations.

Dedication to the success of student researchers earned **Julia Koeppe** of the chemistry faculty this year's **Provost's Award for Mentoring in Scholarly and Creative Activities**. In four years at Oswego, Koeppe has mentored 50 student researchers in biochemistry, often going above and beyond to guide and support successful student outcomes. Her lab focuses on the study of protein interactions involved in the activation and regulation of the complement system, an important part of innate immunity.



▲ Julia Koeppe (right) of the chemistry faculty has earned this year's Provost's Award for Mentoring in Scholarly and Creative Activities.



▲ Dedication to researching complicated neurological disorders and an impressive publication record have earned Sungeun Kim of the electrical and computer engineering faculty the Provost's Award for Scholarly and Creative Activity.

The Office of Research and Sponsored programs recognized two faculty members with the [Award of Excellence in Research and Sponsored Programs](#). These medals recognize dedication to innovate and support research, creative and scholarly interests, while enriching the educational experiences for students. A Gold Medal (\$1 million received in cumulative funds) recognized **Scott Steiger** of the atmospheric and geological sciences faculty for research on Oswego's well-known lake-effect snow. A Bronze Medal (\$250,000 received in cumulative funds) honored **Yulia Artemenko** of biological sciences, primarily for involving undergraduate students in investigating cell movement with implications on cancer research.

**Gonzalo Aguiar Malosetti** of modern languages and literatures earned a [National Endowment for the Humanities Summer Scholar Fellowship](#) for his book project, "Tropes of Violent Inequality: Brazilian Crime Fiction in a Post-Neoliberal Age." The award included an invitation to a seminar, "The Making of Modern Brazil," connecting top teachers and scholars in an interdisciplinary environment to exchange ideas, readings and research.

For raising participation and involvement through Vote Oswego, political science faculty member **Allison Rank** received the **2019 Standout Faculty Award** and SUNY Oswego earned a bronze seal from the **ALL IN Campus Democracy Challenge**. Rank was one of two recipients of [the national honor recognizing faculty](#) who go above and beyond to promote civic engagement inside and outside the classroom. Rank's non-partisan course has become a national model for registration and awareness, while driving an increase in participation rates and earning subsequent awards. Rank also helped other campuses increase the educational value of their civic involvement campaigns through collaborating with Democracy Works to create a classroom simulation version of their planning game Votes & Ballots.

SUNY Oswego Distinguished Service Professor **Alfred D. Frederick** was **honored by the African nation of Benin** for more than [two decades of tremendous impact](#) on the country's education system. A six-time Fulbright scholar, the curriculum and instruction faculty member was celebrated in a January 2020 ceremony that included an original tribute song and video, praise from education officials, support from many friends and former students, and recognition of the contributions in educational publications and in schools the Oswego professor has provided since his first Benin visit in 2000.

Communication studies faculty member **Lindsay McCluskey** was named a 2020 [Association for Education in Journalism and Mass Communication Kopenhagen Center Fellow](#), which will provide training, networking and other support. The program brings together diverse and seasoned senior women faculty and administrators with 25 junior women faculty fellows from colleges and universities across the country.

A clever crossover between 19th-century games and literature earned **Douglas Guerra** of English and creative writing the [2019 Popular Culture Association's Ray and Pat Browne Award](#) for Best Reference/Primary Source Work. "Slantwise Moves: Games, Literature and Social Invention in Nineteenth-Century America" takes popular board games of the era, such as Milton Bradley's first breakout hit The Checkered Game of Life, and correlates them with significant books, such as Walt Whitman's "Leaves of Grass." He found games represent a great way of learning about people both in the present and throughout history.



▲ *Gonzalo Aguiar Malosetti of SUNY Oswego's department of modern languages and literatures has earned a prestigious National Endowment for the Humanities Summer Scholar Fellowship.*



Whether appearing on the red carpet for the **EMMY Awards** or serving as a top-flight consultant for the airlines industry, School of Business faculty member **Stathis Kefallonitis** continues to inspire our campus community to soar. For last November's awards ceremony, Kefallonitis was invited to [represent the inflight entertainment industry](#), since onboard entertainment affects the passenger experience in an era that passengers elect to be connected via WiFi to the outside world, watch live-media and latest releases on TV shows and movies.



♦ School of Business faculty member Dr. Stathis Kefallonitis on the red carpet at the 47th International Emmy Awards ceremony in New York City.

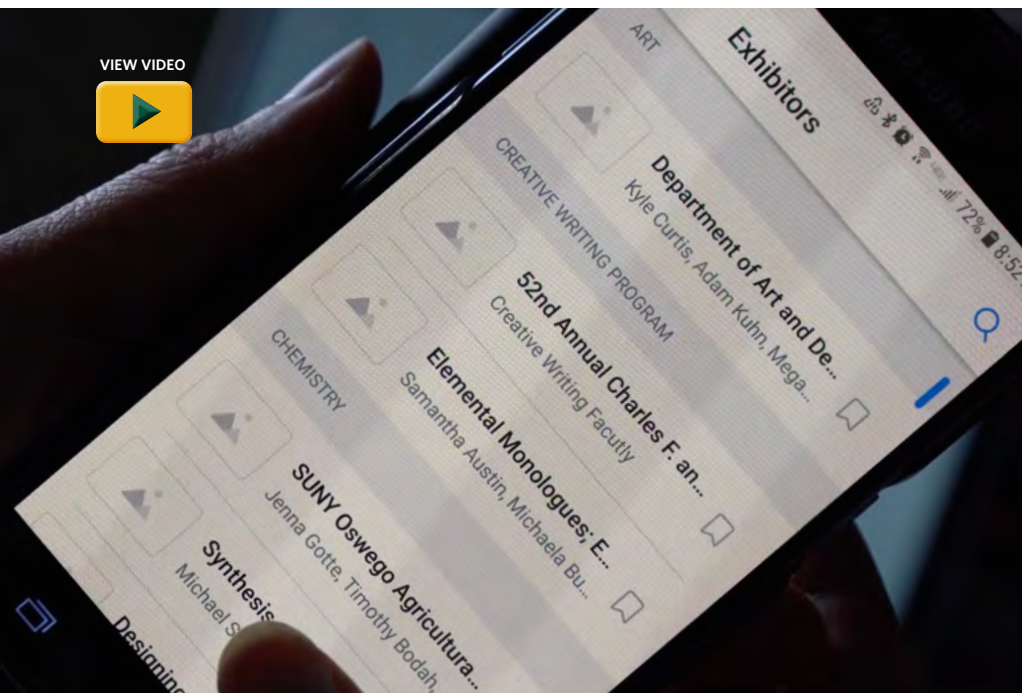


♦ Allison Rank of SUNY Oswego's political science faculty received the 2019 Standout Faculty Award from the ALL IN Campus Democracy Challenge.



## United Response to COVID-19 Pandemic Sparks Innovation

Academic Affairs had a tremendous response to the unprecedented pivot required by all members of the SUNY Oswego community due to COVID-19. Not only did the faculty make the necessary course adjustments, but SUNY Oswego's [Center for Excellence in Learning and Teaching \(CELT\)](#) and the [Division of Extended Learning](#) created numerous faculty development opportunities. This work has continued with hundreds of faculty participating in weekly workshops and courses. We also saw over 40 faculty members with expertise in online teaching volunteer to serve as informal mentors to their colleagues. In addition, all academic programs from across the institution united with the Division of Student Affairs and Enrollment Management and the Office of Admissions to help retain students throughout the spring 2020 semester and yield new students for the upcoming fall 2020 semester.



▲ While Quest, the annual celebration of scholarly and creative activity, could not take place in person this year, the virtual edition had plenty to offer students and those looking to learn.

### Exemplary actions from across the Division of Academic Affairs included:

- **John Kane**, economics professor and **CELT** director, played a vital role in providing faculty development and individual faculty consultations. He was joined by **Extended Learning instructional designers** and **Campus Technology Services staff** in providing hundreds of workshops and nearly around the clock support to faculty since our shift to remote learning in March and as we prepared to restart on-campus operations and a hybrid delivery of instruction this fall.
- CELT's **John Kane** and art professor **Rebecca Mushtare**, in their [Tea for Teaching podcast](#), celebrated the release of their 100th podcast last fall. The podcast has listener downloads in over 100 countries and in all 50 states, and its popularity continues to grow.
- **The Division of Extended Learning** developed and provided three workshops on accessibility, offered extensive open office hours and assisted faculty with the creation of online content during the transition to remote learning in spring 2020. Extended Learning also created and offered a flexible teaching workshop with more than 116 faculty enrolled in May and June 2020, and presented regularly at internal meetings.
- An [Online Learning Portal](#) was developed by Extended Learning, CELT and CTS to assist faculty with moving quickly into remote teaching. A new telecommuting portal and student online learning portal were also developed to assist staff moving to remote employment, and to support students' transition to remote learning.
- The Division of Extended Learning's **distance learning team** collaborated with faculty and staff to create 23 instructor introductions, 33 overviews for SUNY Oswego courses, 11 course overviews for SUNY Online courses and six other videos for more engaging online courses.
- Efforts to improve the teaching and learning experience for all were also led at the department level. For example, all English and creative writing faculty participated in a six-week series of **online Digital Co-op pedagogy workshops**. In these interactive workshops, faculty focused on preparing flexible learning platforms for fall 2020, online best practices and collaborating across programs in creative and flexible ways.



- The **School of Education** also took immediate action to ensure that all student teachers in curriculum and instruction were able to continue their placements during the pandemic. When school closures were imminent, cooperating teachers were surveyed on whether they wanted our student teachers to continue assisting with remote learning and instruction. Overwhelmingly, 135 of 139 teachers responded affirmatively – a testament to their and to our faculty, supervisors and the students’ preparation and commitment to persevering during challenging times. With excellent support, **all student teachers successfully completed their final placement and graduated.**
- **Penfield Library** addressed student and faculty needs throughout the pandemic, allowing a new mindset to take hold about quality remote library access. Penfield utilized the library’s management system to facilitate lending 160+ pieces of equipment from CTS to students, faculty and staff throughout the switch to remote learning to help students obtain the technology needed to successfully complete their courses remotely.
- SUNY Oswego’s **Division of Graduate Studies** celebrated a successful year with improved graduate recruitment, advising and online user experience for prospective graduate students and our program coordinators, resulting in an increased percentage of students accepting our offers and fall 2019 enrollment totaling 910 students, a new high in the last five years and up from 833 students in fall 2015.
- **2020 Quest day transitioned to a virtual event.** Penfield Library facilitated the Quest transition from in-person to virtual by utilizing the **Oswego Digital Library (OswegoDL)**. In total, 54 presentations and posters were submitted to OswegoDL, with hyperlinks of the submissions making it possible to access the electronic presentations — which also helps students better integrate excellent work into their digital portfolios.
- Graduate Studies also hosted a **3 Minute Faculty Competition** during which 12 faculty presented their research to an audience of more than 60 people who engaged in a live voting event to select the winner.
- Many departments organized online webinars and **Zoom meetings for admitted** students for overviews and to answer any questions and concerns. Health promotion and wellness, for example, created various informational videos and emails sent to all wellness management and undeclared-pre-health admitted students.
- The college traditionally sponsors an **International Education Week**, which celebrates the more than 250 international students and scholars on campus

and programs that annually send about 400 students overseas to study abroad. When the pandemic impacted traditional international activities, the college worked with its partner **CAPA** to make **summer virtual global education and internship opportunities** available.

- **ARTSwego** initiated campaigns to highlight the arts on campus in a larger endeavor to support student retention. Its **“Campus Community Creatives”** campaign highlighted works of art, music, poetry readings, dance and more from faculty, staff and students, while producing an “Interview with a Professor at home” series of short videos with faculty members showcasing their close relationships with students and how they stayed connected in a time of social distancing.
- **Academic Affairs** debuted its **Advisement Center** this year, which is housed in Hewitt Hall as a one-stop shop for student advisement needs. When the vast majority of the college’s students left campus due to the pandemic, the Advisement Center quickly **made all of their services available virtually** to continue to serve all students including offering valuable virtual “walk in” hours for students.
- In December 2019, the first cohort of **Accessibility Fellows** completed their year of working together and welcomed in the second cohort. The two groups worked together to offer extensive training during winter 2020. The program has been instrumental in helping faculty share best practices within their units. CTS hired a digital accessibility analyst to work to develop accessibility templates and training materials for the college’s digital accessibility website and other avenues. **The SUNY system recognized and praised Oswego’s efforts during SUNY Accessibility Week**. The college will continue to emphasize academic accessibility, and the importance of supporting all varieties of learners. **The Accessibility Fellows program** works with faculty and staff to improve their courses to ensure all students can learn in an equitable way.





## International Education Programs

In 2019 - 2020, the Office of International Education and Programs (OIEP) collaborated within Academic Affairs to successfully enroll **129 SUNY Oswego students in 15 distinct faculty-led study abroad programs**. These experiences, designed as embedded short-term travel components within academic courses, have been popular and successful international offerings at SUNY Oswego for many years. Prior to the unforeseen arrival of the COVID-19 pandemic, our faculty and staff members were prepared and ready to bring students to diverse locations on rigorous academic and experiential journeys in Africa, Asia, Europe, and Latin America. Unfortunately, due to travel restrictions, all programs after January 2020 were canceled.

COVID-19 concerns worldwide then immediately led to an unprecedented repatriation effort for students studying abroad for the spring 2020 semester. Semester study abroad programs underway since January 2020, were forced to suspend in-person instruction and students returned to the United States. At SUNY Oswego, like other campuses across the SUNY system and all over the country, dedicated study abroad staff members spent countless hours for months to identify, track, assist, and help reassure students and parents throughout the process. Staff assisted with our students' return home and transition to online learning and completion of the spring academic coursework. Great effort and attention to detail was dedicated to helping our students recover financially to the maximum extent possible, and to resolving a myriad of academic and personal difficulties. It was a searing, intense, and an unprecedented experience for everyone involved, yet ultimately successfully accomplished at SUNY Oswego and in the field of international education.

Likewise, international students enrolled at SUNY Oswego in 2019 - 2020 were required to shift to online instruction mid-semester. A strong cohort of **262 students from 48 different countries were enrolled at SUNY Oswego last year**. A similarly strenuous and complex advising and support process by dedicated OIEP staff and campus colleagues helped our students deal with disruptive departures, online academic transition, financial hardship, with the added confusion of shifting immigration policy scenarios. This all made spring 2020 enormously challenging but, due to unrelenting dedication and care shown by SUNY Oswego faculty and staff members, ultimately a successful experience for SUNY Oswego.





## Diversity, Equity and Inclusion in the Search Process

SUNY Oswego's Strategic Diversity and Inclusion Plan includes specific goals and actions to address issues of the hiring and retention of faculty and staff from diverse backgrounds. In 2019, the approval process for faculty and professional searches was revised; affirmative action goals were replaced with diversity, equity and inclusion (DEI) goals in order to centralize DEI in the search process at an early point. These DEI goals require that hiring managers not only articulate how they will actively recruit a diverse candidate pool but also how the position will contribute to our institutional DEI efforts or initiatives.

Beginning in 2020, the Chief Diversity and Inclusion Officer was added as a required signatory in the approval process. Also last year, the college began requiring candidates to include a diversity statement in their application documents. Faculty candidates were generally asked to specifically address how they would engage diversity, equity and inclusion issues into their pedagogy, service, or scholarship. Professional staff candidates were asked how they envision contributing to diversity, equity and inclusion in the position applied. As a result of these efforts, new faculty and professional staff hired last year totaled 37 with 35% self-reporting as BIPOC (black, indigenous, and people of color) individuals.



## PRODiG – Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth

SUNY Oswego welcomed our first three PRODiG (Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth) underrepresented minority faculty including **women faculty in STEM fields** to campus at the start of the fall 2019 semester. In addition to working with the new faculty members' deans and departments to help orient and welcome the new faculty to SUNY Oswego, our Provost joined with leadership from other comprehensive campuses to develop and implement a **PRODiG Fellow program**: a two-year program for post-doc or all-but-dissertation faculty members that introduces them to the comprehensive university environment and provides them a jumpstart on their careers as they finish their doctoral program.

As a part of SUNY Oswego's PRODiG program, the college has taken action and made noteworthy progress on its articulated goals:

### Hiring Goals

We continue to innovate our hiring processes so that diversity, equity, and inclusion are centrally located throughout the process. One of the ways we met this goal is through special sessions and workshops. During the 2019 - 2020 academic year, SUNY Oswego's Affirmative Action Officer (AAO) and the Human Resources Associate (HRA) convened search committee education sessions to include best practices in the work of these committees. Additionally, the HRA attended several recruitment events including the Southern Regional Education Board (SREB) Institute on Teaching & Mentoring Conference, the American Indian Science and Engineering Society (AISES) Annual Conference, and the Diversity, Equity and Inclusion Recruitment Workshop (Academic Network). And both the HRA and the Chief Diversity and Inclusion Officer (CDIO) continued the "Prior to the Search" workshops to aid academic departments and administrative offices in developing hiring plans based upon best practices. While this work was paused due to COVID-19, we have a plan to restart and expand this work, utilizing multiple modalities, during the 2020-2021 academic year.

Another innovation to our hiring process is the revision to the "Request to Fill" form for faculty and professional positions. In our old form, hiring managers were prompted to fill in affirmative action goals. Establishing goals at the outset of the search process is critical in ensuring that benchmarks in the diversity, equity and inclusion strategic plan are carried through from the job description to the final interview.

### **Faculty/Staff Professional Development**

Coordinated by the CDIO and the Center for Excellence in Learning and Teaching (CELT), professional development for faculty and staff included an online **MOOC on Diversity, Equity, and Inclusion** that focused on micro/macroaggressions in the classroom and inclusive pedagogies. In addition, the CDIO met with faculty and staff from the college's nearly 40 years-old **Faculty & Staff of Color Core Mentoring Group** to discuss ways in which current mentorship models can be improved and reconfigured to meet needs of current and incoming PRODiG faculty and Fellows. Lastly, a session with the CDIO was included in new faculty orientation in order to share information on institutional diversity, equity, and inclusion efforts and opportunities for engagement.

### **Pipeline Building Goals**

We have made significant progress in pipeline building. In 2019 - 2020, the college fully funded seven students through the **Diversity Fellowship Program**. We also changed our funding model to support winter and summer courses, and we started a Graduate Diversity Grant program for a one-time tuition grant. This program provided support to five additional students. SUNY Oswego has continued efforts to provide opportunities for undergraduate research and other applied learning through faculty-student research grants (SCAC), the Possibility Scholar program, and the RISE program.

### **Outreach and Collaboration**

Our hiring goals, faculty/staff professional development, and pipeline building goals require collaboration across many units on campus and outreach to other organizations to continue the progress we have made. For example, the Office of Institutional Research and Assessment (IRA), using IPEDS data, provided all instructional and many non-instructional professional search committees information identifying schools across the country that have relatively high numbers of underrepresented minority or Women-in-STEM doctorate recipients. During the hiring process, independently, the CDIO, AAO, and HRA review candidates submitted by search committees to ensure that among other things that a minimum threshold standard is maintained with respect to diversity, equity, and inclusion search criteria.

In July 2020, SUNY Oswego submitted a request for its PRODiG funding to be renewed for 2020 - 2021. Continued support from SUNY's PRODiG

program will advance SUNY Oswego's efforts to continue to hire talented and deserving URM and W-STEM faculty, whom serve as important role models for our increasingly diverse student body.

### **SUNY Online**

In the summer of 2019, SUNY Oswego unveiled the **online learning strategic plan**, *Advancing Online Learning for Tomorrow: Education that is Powerful, Personal and Distinctly Oswego*. This plan guides decision making, resource prioritization and innovative emphasis, enabling SUNY Oswego to extend our status as an exemplar of high-quality, student-centered online learning. The plan documented the college's intent to grow online program enrollment, enhance the student experience, and continue our legacy of leadership in online learning which positioned us perfectly to take advantage of a rapidly evolving opportunity announced at the same time.

SUNY Oswego was one of the first colleges to participate in the SUNY Online pilot with three programs. In fall 2019, **the master of business administration (MBA)** program, the **health services administration** program and the **MBA in management** program were launched. In spring 2020 the **undergraduate business administration** program was added, which was also the first time the program was offered in an online format. A task force of 28 individuals from across campus was mobilized to implement this sweeping initiative, led by the Division of Extended Learning in partnership with Campus Technology Services and the School of Business. Intentionally designed to serve adult and non-traditional students at scale, these programs leverage a national marketing and recruitment campaign, implement significant online student services and technology supports, and provide pathways toward progressive educational accomplishments. As part of the pilot, SUNY Oswego has been a key contributor to the overall design of the system-wide initiative, which matures to full implementation in fall 2020 and is projected to grow into large scale enrollments within the next five years.



## An Education Ecosystem of Teaching, Mentoring and Research

As teachers, mentors and research partners, each year our faculty devote themselves to continual self-improvement through frequently available professional development opportunities supported by the college. Through new ways, the faculty members seek to provide hands-on learning experiences to help students grow, learn and prepare for their futures.

In the fall 2019 semester, after already being one of SUNY Oswego's most beloved alumni, **Al Roker '76** became one of SUNY Oswego's most well-known faculty members. Roker, national weather anchor on NBC's "Today" show and co-host of the 3rd hour of "Today," taught a new broadcasting course titled "Camera Ready: Developing Your On-Air Persona" (BRC 497).

Roker was joined by two faculty members: assistant professor of communication studies **Michael Riecke** (former anchor of WSYR-TV "The Morning News" in Syracuse) and adjunct professor of meteorology **Vanessa Richards** (a 2008 graduate of SUNY Oswego and TV meteorologist for Spectrum News, CNY) to co-teach the class. The course was designed to help students explore and learn what it takes to stand out from the pack and apply their

skills and knowledge to succeed as an on-air personality in today's competitive media environment. The class visited New York City, where they appeared live from the "Today" show set and had the opportunity for invaluable behind-the-scenes tours of state-of-the-art broadcasting facilities.

Communication studies faculty took students to New Hampshire in February 2020 to cover the first **presidential primary**. Students interviewed candidates, supporters and voters to develop multimedia packages with realistically quick turnarounds.



The interdisciplinary **Smart Neighbors Project** involved eight courses working closely with the City of Oswego mayor's office. Students created promotional materials for the mayor's office, presenting the city from a younger person's perspective, worked collaboratively to produce films, podcasts, photo essays and large banners throughout downtown, as well as in City Hall and Marano Campus Center.

The **Institute for Global Engagement** organized or co-hosted 14 events, several related to its Year of Turkey program. When the pandemic shifted activities online, IGE created a four-part online discussion series titled "COVID-19: The Crisis as a Global Opportunity," focusing on how science, education, media and inequality interconnected with the virus and global response. These discussions were made available as podcasts.





▲ Exploring and learning: SUNY Oswego's "Biology 394: Tanzania Biodiversity and Conservation" class, in northern Tanzania.



▲ Play preparation: Cast and crew from SUNY Oswego practice a reading for the presentation of "Kill Shakespeare: The Live Graphic Novel."

Last summer, 13 SUNY Oswego students from six majors learned first-hand about biology, conservation and culture through a class that traveled across northern Tanzania. ["Biology 394: Tanzania Biodiversity and Conservation,"](#) team-taught by biological sciences faculty members **Kamal Mohamed** and **Karen Sime**, provided lessons along the rugged landscapes in the northern part of an African nation that presents extraordinary biological and cultural diversity.

The college's theatre season once again supported immersive experiences for students to develop their imaginations in inventive ways. The annual **Student Honors Production** featured an absurdist adventure featuring a woman trying to solve the mystery of a recently deceased man in ["Dead Man's Cell Phone,"](#) which was directed by senior theatre major **Ahmanee Simmons**.

The theatre department also earned [two awards from the regional Kennedy Center American College Theater Festival:](#) a student team won Outstanding Achievement in Collaborative Dramaturgy for the previous season's **"Fun Home Dramaturgy: Welcome to Our House on Maple Avenue"** while **Amanda Gydesen** earned a KCACTF Dramaturgy Note Award for **"The Fantasticks."**

[The 57th annual Student Juried Art Exhibition,](#) open to all students, continued to promote the array of artistic talent of our student body. Also noteworthy — junior bachelor of fine arts in studio art major **Shea McCarthy's** oil painting "Colored Subconscious" joined the select works of the [2020 SUNY Global Student Art Exhibit in New York City.](#)

The **Office of Research and Individualized Student Experiences** administered 53 travel grants allowing graduate and undergraduate students to travel and present at international, national and regional conferences.

The **Office of Research and Individualized Student Experiences (RISE)** hosted the 2019 Summer Scholarly and Creative Activities Symposium, displaying 38 scholarly works. RISE and the Financial Aid Office administered nine Undergraduate Research Assistantship grants to support faculty and undergraduate student research.

The **Biomedical and Health Informatics (BHI)** program received several grants for BHI to provide an excellent technical environment to foster student



learning. A demo lab was created this year and equipped with a range of innovative devices to support telemedicine, high-throughput gene sequencing, single-cell sequencing, virtual reality, biosensors, health monitoring, and simulations. In addition, the acquisition of a High Performance Computing (HPC) cluster and Data Center for BHI has been finalized. This HPC cluster will provide a virtual desktop infrastructure to enable teaching courses with artificial intelligence (AI) and Big Data online.

SUNY Oswego's student **Chartered Financial Analyst (CFA) Research Challenge Team**, under the leadership of Mary Tone Rodgers — the college's Marcia Belmar Willock Professor of Finance — utilized analytical skills and teamwork to [place second out of eight participating schools in the Western New York district](#).

The work of four SUNY Oswego student researchers and a faculty member tracking and potentially combatting an invasive species earned publication. Titled ["The microbiota of \*Drosophila suzukii\* influences the larval development of \*Drosophila melanogaster\*,"](#) the full study was published in the Zoological Science section of PeerJ, an open access, peer-reviewed journal. The research, led by assistant professor **Peter Newell** in the department of biological sciences, spanned two years and included contributions from four undergraduate students. First author **Gabrielle Solomon** (who graduated in 2018) started the research in summer 2017, supported by a Student-Faculty Challenge Grant. The other three students: **Hiruni Dodangoda**, **Rita Ntim-Gyakari** and **Tylea McCarthy-Walker** are also co-authors of a research paper.

A group of strategic communication graduate students investigated students' complicated relationship with technology and their smartphones. [The Student Survey on Attitudes Toward Technology \(SSATT\)](#) annually collects information from freshmen and seniors about their relationship to the technologies they use as students and young adults. Students in the "Integrated Media Projects" course carried out the data analysis and media design, under the supervision of faculty advisor **Ulises Mejias** of the communication studies department, and with help of the college's Office of Institutional Research and Assessment.



▲ A student team from SUNY Oswego placed second in the Chartered Financial Analyst (CFA) Institute Research Challenge.



▲ SUNY Oswego 2018 zoology graduate Gabrielle Solomon.

### **Additional Highlights from Across the Division of Academic Affairs**

- A **new minor in sales and entrepreneurship**, supported by data, provides in-demand skillsets.
- **New proposal** for a master's in **Higher Education Leadership**.
- **New track** added to our master's in **Biomedical Health Informatics** program
- **New online version of Public Relations Program and Business Administration** program was launched.
- Adoption of a campus-wide **micro-credential policy**, approved by faculty governance at both undergraduate and graduate levels.
- The **Association for College and University Educators (ACUE)** cohort finished their course and became **Provost Teaching Fellows**. Fellows engage in a yearlong series of intensive training modules called the "Course in Effective Teaching Practices," with a goal of increasing student success. ACUE informed SUNY Oswego that we had one of the highest retention rates of faculty ever. Our second yearlong cohort begins in January.
- The **MST Teacher Residency program with the Syracuse City School District (SCSD)**, and our **Leighton-Fitzhugh and Lanigan Learning Communities** received recognition from the **Bank Street College Prepared to Teach program**, a national leader in Teacher Residency Programs in March 2020.



▲ SUNY Oswego's 2019 e-holiday greeting card "World of Wonder."

- **Daniel Baldassarre** of the biological sciences faculty **[published breakthrough research on bird migration.](#)**
- **Ulises Mejias** of SUNY Oswego's communication studies faculty and Nick Couldry of the London School of Economics and Political Science co-authored a new book, **["Costs of Connection,"](#)** that depicts how from invasive social platforms to data breaches, daily headlines paint a cautionary tale of information on the internet.
- **Juliet Giglio** of creative writing faculty and her husband Keith, who teaches at Syracuse University, wrote the script for **["Christmas Reservations,"](#)** which **[debuted in November on the Lifetime network.](#)**
- **Francisco Suarez** of the communication studies faculty spearheaded the student production of an ad-agency-level video project in partnership with **Stephanie Pritchard** of the English & creative writing faculty and the college's Office of Communications and Marketing. The **["World of Wonder"](#)** video was shared broadly with students, employees, 87,000+ alumni and the higher education community as SUNY Oswego's e-holiday greeting card in 2019.
- Current faculty members **Helen Knowles** of political science and **Jaclyn Schildkraut** of criminal justice teamed with political science emeritus professor **Bruce Altschuler** to co-write the book titled **["Lights! Camera! Execution!: Cinematic Portrayals of Capital Punishment."](#)**
- In fall 2019, two new **Service-Learning Communities were introduced** to the First Year Experience in partnership with the Community Service office. Business majors participated in a major course focused on strategic communication and a newly created service-learning course called Contemporary Social Issues. Communication Studies majors also participated in a section of Contemporary Social Issues paired with a public speaking major course.
- Working together with the Dean of the School of Communication, Media and the Arts, ARTSwego helped to create **a new SUNY Oswego Artist-in-Residence program** to be implemented in fall 2020. A central focus of this residency program is on artistic work that engages with issues of diversity, intersectionality, inclusion, and belonging. The Resident artist is expected to work with students across disciplines through teaching and creation of work in their respective fields of study.



- Through the **Bridges Ticket Program**, ARTSwego encouraged faculty in all disciplines to incorporate arts events into their teaching, providing subsidized tickets to performances for over 730 students to attend curriculum-linked programs.
- Our **Health Promotion and Wellness Department** advised 69 students completing 3-credit hour internships across the region. Examples of facilities where students completed internships included Summit Physical Therapy, Robert Berkley Physical Therapy, St. Francis Commons Assisted Living Residence, Bishop's Commons, YMCA, Oswego Health, Oswego Hospital, and the Oswego County Health Department. Even during the COVID-19 crisis when the college transitioned to a remote learning model, many students successfully completed internships remotely.
- The **electrical and computer engineering program** revised the wireless communications course to include a laboratory component allowing students to gain more **hands-on experience in the state-of-the-art wireless communications systems and wireless sensor networks**. With research equipment funded by the SUNY Performance Improvement Fund Modern Energy Laboratories grant, Hui Zhang continued developing and improving new laboratory courses and delivered 18 new lab sessions on different topics in the past year.
- The **history department developed a number of new courses** including "American Immigration and Ethnic History," an online History 394 "Ottoman Empire" course, topics courses on the history of the body, "War, Slavery and Rebellion in North America and the Caribbean, 1750-1900" and "Witchcraft in the Atlantic World"; and a new survey-level course on African-American history.
- The **communications studies** department created new courses including "Television Sports Production," "Hispanic Media in the U.S.," "Television Criticism" and an "Arts, Entertainment and Sports PR" special topics class.
- All 37 students in the spring 2020 **Finance 442 "Commercial Credit Analysis"** class passed a key professional certification exam and earned the **Risk Management Association Credit Essentials Certificate (RMA CEC)**.

► Daniel Baldassarre, a current SUNY Oswego biological science faculty member, recently published research that found the phainopepla is only the third kind of bird with a particular and peculiar migration pattern.



► "Costs of Connection," a new book co-authored by Ulises Mejias of SUNY Oswego's communication studies faculty.



► Helen Knowles of SUNY Oswego's political science faculty spearheaded the development of "Lights! Camera! Execution! Cinematic Portrayals of Capital Punishment."



## External Grants Awarded

In 2019 – 2020, SUNY Oswego's Office of Research and Sponsored Programs (ORSP) reported an increase in total awarded external grants with a total of **\$4.7 million in grants awarded**. This increase is partially attributed to SUNY Oswego re-earning the five-year **Collegiate Science and Technology Entry Program (CSTEP)** grant that will provide nearly \$200k/year to increase the number of students from under-represented groups who are pursuing professional licensure and careers in mathematics, science, technology and health-related fields.

**Other academic and/or student support program related grants received totaling \$10,000 or more include:**

- Up to **\$278,010** over three years from the Substance Abuse and Mental Health Services Administration to Counseling Services director **Katherine Wolfe-Lyga** for the **SUNY Oswego Campus Mental Health Development Project**.

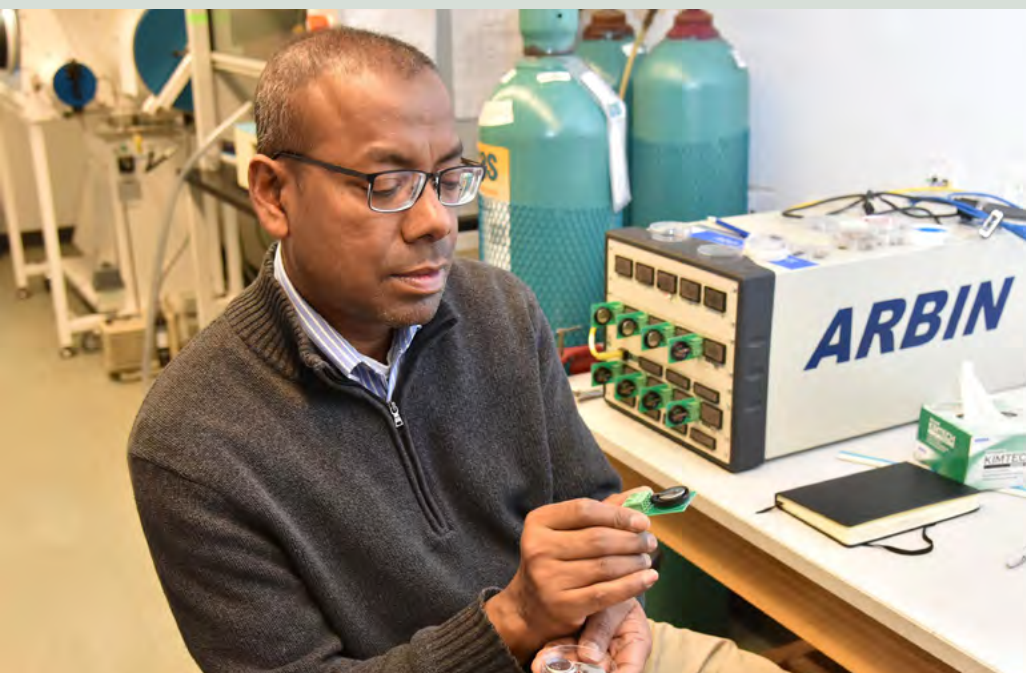


▲ SUNY Oswego atmospheric and geological sciences faculty member Justin Stroup (right) and David McGee of the Massachusetts Institute of Technology (left) are two of the principal investigators for a team of five colleges and universities studying water levels over the last 150,000 years in two of North America's driest places, Death Valley and another dry lakebed in Southern California's Mohave Desert, Searles Lake.

- **\$89,996** from the National Security Agency to modern language and literature professors **Ching Hung Hsiao** and **Ming Te Pan** for **STARTALK: Chinese Language and Culture Academy 2019**.
- **\$51,357** from the National Science Foundation to atmospheric and geological sciences professor **Justin Stroup** for [Collaborative Research: Regional hydrologic and vegetation changes over the last 150 kyr in the Searles and Death Valley basins](#). As part of the interdisciplinary group, Stroup invited students to join the study providing refined analysis of past precipitation cycles and other data indicative of climate change, to develop a model to predict future wet-dry eras in the region. \$25,000 from Exelon Constellation to electrical and computer engineering professor **Hui Zhang** for Smart Gym: Power the World While Exercising.
- **\$47,000** from the Kessler Foundation via a sub award from Cornell University to Extended Learning for **Combat to Careers**.
- **\$38,941** from National Science Foundation via Syracuse University to psychology professor **Karen Wolford** for **REU Site: Training Diverse Undergraduate Teams of Veterans and Non-Veterans to Conduct Trauma Research with Veterans**.
- **\$36,000** from Namaste to psychology professor **Gillian Tenbergen** for **Establishing a Primary Prevention Program Against Child Sexual Abuse: The Global Prevention Project (TGPP)**.
- **\$35,000** from Exelon Constellation to physics professor **Mohammad Islam** for **Development of the Technology for High Performance and Environmentally Benign Safe Sodium Ion Batteries**.
- **\$29,950** from the Syracuse City School District to criminal justice professor **Jaclyn Schildkraut** to **Implement the Standard Reunification Method**.
- **\$25,500** from the Syracuse City School District to Field Placement Office director **Nichole Brown** for **School Improvement at Grant Middle School**.
- **\$22,245** from the Great Lakes Fisheries Commission to biological sciences professor **Nicholas Sard** for **Simulation-Based Assessment of a Large-Scale Genetic Tagging Study to Identify Adult Lamprey Natal Streams**.



- **\$17,132** combined from The Borman Family Foundation, Oswego City-County Youth Bureau, and The Richard Shineman Foundation to Art professor **Cynthia Claybough** to support **My Home Town: Continuing Our Creative Community, My Hometown Project, At the Art Studio: Workshop Program, and At the Art Studio – Scholarship Fun** — all of which are art programs available to community youth and young adults. The My Hometown projects have led to the creation of 19 banners now hanging in public parks of 19 banners featuring 40 works of art by area school children. The grant funding has also supported an exhibition featuring over 450 works of art by Oswego City School District students.
- **\$13,735** from the United States Fish and Wildlife Service to biological sciences, atmospheric and geological studies professors **Peter Rosenbaum** and **Justin Stroup** for **Sonar Investigation and Water/Sediment Testing for a Site in Seneca County, NY.**



▲ SUNY Oswego physics faculty member Mohammad Islam



- **\$12,103** from the New York State Education Department to Penfield Library director **Sarah Weisman** for **Coordinated Collection Development Allocation.**
- **\$12,000** from Oswego County to criminal justice professor **Jaclyn Schildkraut** to **Implement Standard Response Protocol** in the Central Square School District.
- **\$10,000** from the Gene Haas Foundation to technology professor **James Weinschreider** for Technology Management/Manufacturing Scholarships.
- **\$10,000** from the Syracuse Center of Excellence to physics professor **Mohammad Islam** for **Synthesis of Silicon, Tin and Phosphorus Nanoparticles as Anode Materials for High Performance Sodium Ion Battery for Grid Scale Energy Storage.**



## Self-Study Preparations Underway

- SUNY Oswego's [accreditation was last reaffirmed](#) by the Middle States Commission on Higher Education (MSCHE) in 2017 after the college's submission of the Periodic Review Report. In September 2019, SUNY Oswego began preparing for its 2021 - 2021 [MSCHE Self-Study](#). From September 2019 – May 2020, the more than 70 total faculty and staff members who comprise the Self-Study steering committee and subcommittees met numerous times to produce two preliminary reports for the Self-Study co-chairs: **Rick Back**, Associate Professor, Biological Sciences, and **Kristi Eck**, Chief of Staff. These reports described how SUNY Oswego meets and exceeds the MSCHE Standards and Criteria and addresses our upcoming Self-Study report's Lines of Inquiry. The campus will continue the institutional-wide work of preparing for its Self-Study throughout the upcoming year and until the Self-Study visit is completed in spring 2022.

## Strategic Planning for 2020 and Beyond

At the fall 2019 Opening Breakfast, President Deborah F. Stanley presented the key elements of the college's last four strategic plans, dating back to 1996, to illustrate the evolution of SUNY Oswego and to reiterate the steadfast values and principles for which we stand. We remain a learner-centered institution committed to student success, academic and creative excellence, our community and partnerships, sustainability and to the Grand Challenges of our time.

- In November, President Stanley convened the [44-member Strategic Planning Advisory Board](#) to work together with the campus community to develop and propose comprehensive strategic goals that will advance SUNY Oswego in the current context of higher education. At the direction of President Stanley, 18 focus group meetings were also held in 2019 - 2020, where close to 200 members of the campus community provided input on how our actions can positively impact student success and/or institutional achievement. Following the focus groups, all feedback was reviewed by campus leadership and the Strategic Planning Advisory Board, and incorporated into the following **five strategic institutional priorities: Student Success, Academic and Creative Excellence, Inclusive Community, Sustainable Institution, and Partnerships**. SUNY Oswego will launch its





# COMMUNITY IMPACT





## AN IMPACT RICH IN HISTORY

*Throughout our history, SUNY Oswego has been a public institution committed to serving and helping to advance its community. SUNY Oswego was founded in 1861 as the Oswego Primary Teachers' Training School by Edward Austin Sheldon, who popularized some of the most innovative teaching methods of his day. Sheldon's method of preparing teachers through combining experiences in the community with coursework in the classroom helped improve the K - 12 public education system because it produced teachers who were well equipped to teach, but also to contribute in their communities in the region and across the nation.*

*Nearly 160 years later, generations of alumni continue this legacy of learning by doing. Together, with our community partners, SUNY Oswego positively impacts the lives of our youth, professionals and businesses, senior citizens and vulnerable populations and helps shape and improve the health, education, environment, arts and culture, and sports and recreation resources in our region while contributing to scientific and social progress in our society.*

*This section captures the many ways SUNY Oswego faculty members, staff and students have come together with our community partners, both near and far, to enrich and support the communities we touch.*







## Our Community Service

SUNY Oswego's decades of commitment to serving its community was again recognized this past year by the **Carnegie Foundation** when the college was announced as one of 119 U.S. colleges and universities to receive the competitive **Carnegie Community Engagement Classification**, an elective designation that indicates institutional commitment to community engagement. One of only four SUNY institutions to receive this designation, SUNY Oswego first earned the classification in 2010, making this the second consecutive time the Carnegie Foundation has renewed the honor.

The fall 2019 semester began with our annual **Project Serve program**, where **110 students provided 220 hours of service** during opening weekend at various sites in the Oswego community. Students served at the SHOP pantry, Newman Center, Planting Seeds, St. Luke, The Gardens, St. Francis, Richardson-Bates House Museum, Paws Across Oswego County, and conducted litter clean-up along the Lake Ontario shoreline. Many of these efforts continued throughout the fall semester and into the spring semester, until the impact of COVID-19 caused them to discontinue or move to a virtual setting. In total last year, the **Office of Community Services** collaborated with **12 student-led campus groups for 20 one-time service projects with 338 students providing 1,149 hours of service to the community**.

These community service efforts were further supported by student athletes who again earned a **first-place national award for community service from the National Association of Division III Athletics Administrators** by supporting a department record by contributing to 81 different projects and events. This is the 13th award earned by SUNY Oswego Lakers in the past 11

years. Despite the shortened year, **403 student athletes completed more than 3,571 hours of voluntary community service, or an average of 8.6 hours per student athlete. They also raised a total of \$72,571 for a variety of organizations.**

Last year's Community Services Office organized an **Alternative Break** program where a week of service was brought to an organization that focused on a specific social issue. As a part of the program, students learned about their host site and community while reflecting on the root causes and impacts of these social issues. In 2019 - 2020, Community Services sent 28 participants to three host sites that focused on food insecurity, animal welfare and affordable housing. Student and staff participants completed 2,024 hours total among Habitat for Humanity in Omaha, Nebraska; Food and Friends in Washington, D.C.; and Liberty Livestock in Middleburg, Virginia.

## Our Mentoring and Enrichment Programs

Last year, through SUNY Oswego's Community Services office, **49 SUNY Oswego student mentors in the Mentor Oswego program volunteered a total of 739 hours at six local elementary and middle schools** and, throughout their interactions, further introduced those children to the possibility of attending college and to the pathways they can take to access college.

The Community Services office also helped recruit four staff and community volunteers for the **New York State Mentoring Program** at Leighton Elementary which paired an adult mentor with a youth mentee for weekly meetings held at the school under the supervision of the school counselor.

Additionally, SUNY Oswego's [Focus Forward](#) mentoring program (previously called Mentor-Scholar) **paired 99 undergraduate student mentors with 200 middle and high school students from nine schools**, representing five nearby school districts, for weekly mentoring sessions which included academic tutoring and social support. Also last year, SUNY Oswego's [Experiential Courses and Engaged Learning \(EXCEL\)](#) office expanded the Focus Forward program into the Altmar-Parish-Williamstown School District.

SUNY Oswego's Division of Extended Learning hosted **19 children's camps for 277 local children**, and, in partnership with Onondaga County Teacher's Center, trained many K-12 teachers across the Central New York region in STEM and provided **nine camps at six schools to 208 children** in rural districts across Oswego and Onondaga counties.

Siobhan Rodrigues, a graduate student in psychology and a Graduate Studies Impact Scholar, created and led a seven-session [Mindful Movement program](#) at **the Children's Museum of Oswego (CMOO)**. The mindful movement program was well received by participants and their families as it provided fun activities that support self-awareness, self-control, problem-solving, mind-body connection and imagination, and a break from a fast-paced and digital-focused world.

SUNY Oswego's [Say Yes to Education \(Say Yes\) Scholars](#) also reached out to support local youth by collaborating with the Oswego City School District to develop school-based internships. In this collaboration, two SUNY Oswego human development majors/Say Yes Scholars served as positive role models and mentored underrepresented students at Kingsford Park Elementary School.

In December 2019, under the leadership of Jerri Howland, Vice President for Student Affairs and Enrollment Management, and Mary Toale, Executive Assistant to the President, SUNY Oswego received a **\$50,550 grant from the Herckscher Foundation for Children** to deliver what was originally imagined to be an in-person, residential summer experience on SUNY Oswego's campus called the [Oz Grand Challenges Academy](#). The Academy was for first generation students from New York City entering their senior year in high school. Due to COVID-19, the program shifted to a fully online experience that resulted in the grant award to be adjusted to \$36,375. During the virtual

Oz Grand Challenges Academy that ran from July 12 - 31, 2020, the high school students earned one college credit hour and they began to work with a mentor associated with SUNY Oswego whom they will remain connected with throughout the 2020 - 2021 academic year. Participating in the Academy will hopefully reaffirm or spark their desire to pursue a college degree.

SUNY Oswego **Athletics** and hundreds of student-athletes and coaches again hosted numerous sports campus and clinics on campus while also coming together to offer special events and programs to the community. The women's and men's hockey programs hosted the popular [annual Holiday Skate with the Lakers](#) that supports food and toy drives for the local community. And, for the first time, the men's hockey program hosted the Oswego Youth Bureau for an additional game, at which food and drink coupons along with 150 tickets to attend the game were donated to local children.



▲ Siobhan Rodrigues (top left) leads a "Guided Imagery Adventure" session as part of a new Mindful Movement summer program at the Children's Museum of Oswego. (Photo courtesy of Children's Museum of Oswego)





## Our Local K-12 Partnerships

As stated on our School of Education's homepage, *"The faculty of the School of Education, working in partnership with citizens of the world, supports and promotes extraordinary educators and learners. Building on the wisdom of the past, the realities of the present and the promise of the future, our innovative educational programs prepare individuals who will continually strive for personal growth and become socially-conscious catalysts for change. We will instruct, involve, challenge and care for all learners, children and adults, in the legacy of SUNY Oswego's founder Edward Austin Sheldon."* Together, with partners in K-12 schools across our region, state and nation, SUNY Oswego delivers on this mission each year.

### *This past year's highlights include:*

- SUNY Oswego's **Team Sheldon** (which spans three decades and includes eight Oswego County public schools, the county's Center for Instruction, Technology and Innovation, and the School of Education) joined together to promote authentic learning and social justice through its **Professional Development School (PDS)** partnership initiatives, which also included the Syracuse City School District. This project supported productive work in social emotional learning; teacher residency; literacy and mathematics; new program development; culturally responsive teaching; technology integration; and review of coursework to ensure meeting the (continuously) changing learning environment. PDS highlights include our clinically-rich **Leighton-Fitzhugh Learning Community**, a three year-old partnership which, last year, was extended to include candidates and teachers at Riley

Elementary School, and two new school partnerships in Minetto and Kingsford Park schools.

- SUNY Oswego's **Educational Administration** department developed multiple partnerships with school districts and BOCES all over New York State, including the Superintendent Development Program, Leaders of Leaders Program, and the Teacher Leader Academy.
- The **Counseling and Psychological Services** department continued its partnership with Oswego Middle School and the Hannibal Central School District to supplement school personnel with student mental health workers to address children's needs.
- The **School of Education** recruits and retains highly diverse and talented students, by providing academic, social, financial and professional support to 50 teacher candidates of color per year through our **My Brother's Keeper: Teacher Opportunity Corps II (TOC II)** grant (\$325,000 per year) awarded from 2016-2021 by the New York State Education Department. In 2019 - 2020, the TOC II program served 50 undergraduate and graduate candidates as they completed requirements for initial teacher certification, engaged in finding positions at urban schools, and the School of Education provided induction support to graduates beginning their teaching careers. When the campus transitioned to remote instruction due to the COVID-19 crisis, alumni of color were invited to join Saturday virtual check-in meetings to explore how candidates were doing/coping with the crisis, to discuss how candidates were working with their students and families during the pandemic, and to help celebrate spring 2020 TOC II graduates.



- Additionally, the TOC II program enabled the School of Education to secure \$160,000 of additional funding from Syracuse City School District (SCSD) to support our teacher candidates in **teacher residencies**. Once our TOC II candidates graduate from SUNY Oswego, SCSD has pledged to offer the students teaching positions, which will assist with our mutual goal of diversifying the teacher workforce. During the past year, a total of 10 TOC II candidates participated in a teacher residency.
- The **School of Business** hosts the **Career Opportunities in the Accounting Profession (COAP) program**. The program is coordinated by accounting professor Laura Bea Lamb. Statewide, the program is sponsored by the New

York State Society of Certified Public Accountants. It brings underrepresented minority high school students to campus for three days and nights to learn about professional accounting opportunities, resume building, interview techniques, etiquette dining, and other professional life skills.

- SUNY Oswego's **Office of Community Services** partnered with **BOCES Migrant Education Program** to host the **13th Annual Discover College Day** with 22 middle school and high school students on campus for the day. Additionally, they hosted the Migrant Family Day in partnership with BOCES Migrant Education Program where 13 middle school and high school students and their families visited campus for the day.





## Our Office of Business and Community Relations

Serving as co-chair of the CNY Regional Economic Development Council (REDC) the past year has allowed President Deborah F. Stanley and SUNY Oswego the leadership opportunity to **partner with regional and state partners to execute the best strategies for investment in Central New York**. Working together to build a foundation of success that ensures that community supported projects align with the consistently adapting business and higher education climates, President Stanley has participated in this **vital REDC process** that sets forth investments in our region, which help us create an abundance of community-driven growth. Such a regional and statewide effort has led to a resurgence in quality-of-life in our communities and most importantly, allowed us to invest in key priorities — **childcare and environmental justice**— and remain committed to a significant return on investment to New York State where it is needed most: **job retention and creation, capital investment, key industry sector growth and community revitalization**.

Many of SUNY Oswego's programs designed to serve our region's workforce and businesses stem from the college's [\*\*Office of Business and Community Relations \(OBCR\)\*\*](#). Each year, OBCR staff members guide numerous community organizations toward achieving greater economic stability and opportunity while also serving as chairs, board members, competition judges and experts for a vast number of business-related, planning and quality-of-life organizations and agencies across the region. OBCR staff lead the County's **Workforce Development Board** that engages with local, regional, state and federal officials and continuously advocates for resources to support local job seekers and regional business needs. This team also ensures that board and Career Center activities adhere to federal Workforce Innovation and Opportunity Act (WIOA) regulations.

OBCR staff executed initiatives from a \$69,000 Shineman Foundation/ County of Oswego grant to support the Workforce Development Board's public relations campaign and provide demand-driven workplace professional training. Through **providing a yearly Metrix Online Learning System license to county residents, 109 individuals enrolled and took 819 courses**, ranging from general work readiness to professional certification preparation. As part of that grant, OBCR awarded contracts to local training providers to deliver demand-driven workplace professionalism (soft skills) training to local area residents, youth and employees of local businesses; 179 individuals registered for 15 six-hour workshops.

Through OBCR's civic engagement programs last year, **20 professionals from businesses across the county graduated from the Leadership Oswego County Class of 2020 and earned 120 SUNY Oswego continuing education credits**. In addition, through the Small Business Development Center's **Micro-Enterprise Program**, which partners with the City of Fulton Community Development Agency, City of Oswego Community Development Office and Operation Oswego County, OBCR staff provided guidance and support to people interested in starting or expanding a small business, and facilitated two micro-enterprise classes **graduating 29 local individuals who became eligible to apply for up to \$25,000 in low-interest financing** to expand or start their business in Oswego County.



▲ Students demonstrate some of the testing procedures they apply to grain samples at SUNY Oswego's Agricultural Testing and Analysis Labs.

OBCR also coordinated internships for students to provide real-world, hands-on learning experiences which prepared the students for future careers with laboratory testing and analyses, including the United States Department of Agriculture (USDA), other governmental agricultural agencies, and private agricultural industry. **A total of 14 SUNY Oswego students were employed in 2019 - 2020 through the Agriculture Testing and Analysis Labs at the Port of Oswego, generating \$19,088 in student payroll**. To date, this partnership has trained 66 students and provided \$143,595 in student payroll.

Last year, **OBCR staff continued to manage a \$3.49 million grant from the NYS Office of Temporary and Disability Assistance (OTDA) to support MGMRFQ Consultant Service Project and Skill Building Training Project.** In a separate initiative, SUNY Oswego's [Division of Extended Learning](#) offered 60 non-credit programs enrolling 1,105 people in training events to also help develop and improve the skills of the region's workforce.

The college is also a partner with SUNY Upstate Medical University's **Biotech Accelerator** – a NYS-certified business incubator that serves as an innovation hot spot for entrepreneurs and Start Up NY clients. SUNY Oswego's **Deputy to the President for External Partnerships and Economic Development Pam Caraccioli**, serves as **chair of Biotech Accelerator's 22-member advisory board**, leading efforts to engage with numerous partners to both support and create synergies for tenants that drive economic development. Their partners include SUNY Research Foundation, NYS Office of Science, Technology and Academic Research (NYSTAR), MedTech, FuzeHub, the Business Incubator Association of NYS, CNY TDO and Syracuse University's Center of Excellence (COE).

The Division of Extended Learning also continued a long-standing partnership with the Oswego County Department of Social Services (DSS) through a **2019 Professional Development Grant of \$266,466 where 434 people were trained in 24 workshops.** The success of this program earned the college a continuation of this grant program for 2020.



SUNY Oswego's Division of Extended Learning is also a strong supporter of students who are [veterans or active-duty military](#) and are now enrolled at the college as well as being an active partner with many veteran and military organizations in the Central and Northern NY regions that share the goal of connecting our veterans to new career opportunities.

Through **EXCEL: Experiential Courses and Engaged Learning, 631 students registered and completed internships and co-ops, including 170 paid positions in 2019 - 2020.** In all, 29% of 2020 graduates earned credit through internship/co-op experiences, with 32% of internship/co-op experiences completed by underrepresented minorities.

SUNY Oswego's [Career Services Office](#) also supported area employers and helped prepare the next generation of employees by providing 190 events to 696 employers and graduate schools. Career Services continues its robust use of the **Handshake** career connections software system, resulting in vetting and approval for connections with 2,097 employers and posting over 27,300 career opportunities. SUNY Oswego students logged into the Handshake system 24,619 times in the past year.





## Our Care for All

Meeting the needs of our senior citizens and vulnerable populations in the region is also a mission that SUNY Oswego embraces and devotes significant resources to each year. SUNY Oswego's Office of Business and Community Relations (OBCR) serves as the home for the region's [Retired Senior and Volunteer Program \(RSVP\)](#) office.

Together with RSVP, in 2019 - 2020, OBCR managed a grant of \$15,980 for development of a **Lifelong Learning** program supported by the Health Foundation of Western and Central New York and the NYS Office for the Aging that, with the expertise and commitment of SUNY Oswego faculty and staff members, [provided older adults \(50+\) with courses](#) that furthered intellectual stimulation, cultural enrichment and personal growth. The summer 2019 pilot program received positive feedback from participants and the community, leading to virtual summer 2020 offerings. RSVP also provided 378 senior volunteers 36,511 hours of service at over 70 partner sites for community programming and non-profits; created, published and circulated 18,600 copies of their Mature Living eight-page newsletter to share information vital to seniors; and provided oversight for 20 Osteo Bone Builder sites throughout the county utilizing 62 certified volunteer instructors for more than 350+ participants, serving for a total of 8,039 hours. RSVP also implemented the Tai Ji Quan: Moving for Better Balance program, utilizing seven certified volunteer instructors and offering classes that served 53 participants. RSVP coordinates, with the AARP Tax Aide Program, free tax counseling, preparation and e-filing, with no age or income restrictions. Eleven RSVP volunteers staffed sites in Oswego, Fulton and Phoenix, and served 1,405 hours, despite the pandemic's impact on the tax season. RSVP volunteers served 289 hours at the O'Mara Visitor Center greeting nearly 100 visitors to the City of Oswego.

Each year, SUNY Oswego students also volunteer to serve the senior citizens and vulnerable populations in our region. For example, the college's popular **Adopt-A-Grandparent program had 78 consistent student volunteers at six nursing homes who provided 1,404 hours of service**. Students volunteered weekly at the nursing homes to provide socialization, activities and enrichment for the residents. With assistance from the Community Services office, after the pandemic hit, 12 student volunteers were determined to stay in contact with their Adopt-A-Grandparent friends by writing letters and sending videos and pictures to continue to brighten the lives of local senior residents.

Additionally, **The Arc**, a community-based organization of and for people with intellectual and developmental disabilities, **received 10 volunteers who completed 100 hours of service** last fall where student volunteers participated in events and activities with adults with disabilities. Additional support and collaboration was provided by 98 students in our Education Opportunity Program and 12 staff members who served a total of 440 hours with ARISE last summer when they worked together to build and install wheelchair ramps for residents of our community.



## Our Community-Focused Response to COVID-19

When the COVID-19 pandemic began in March 2020, SUNY Oswego faculty members quickly volunteered to share their skills and talent by designing and manufacturing much needed personal protective equipment (PPE) for local healthcare workers and first responders. Faculty members Daniel Tryon of technology education and David Dunn of biological sciences led the effort to design and produce nearly 2,200 protective face shields, intubation shields, and ventilation adaptors for local healthcare providers.

Tryon used 3D printers in SUNY Oswego's Park Hall technology lab to print the frames, and cut lenses out of polycarbonate. Dunn then took the parts to finish and sterilize them in ovens in a Shineman Center lab. Local industry partners Exelon and Novelis also helped with production. Everyone worked together continuously to produce the critically needed PPE until local manufacturers were able to scale-up their manufacturing services to meet the pressing need across the state.

**In total, official college donations to local healthcare workers, first responders and others numbered: 23,200 rubber gloves, 2,150 3-D face shields, thousands of cloth face masks, 60 N95 face masks, 30 ventilator adaptors, and two patient body shields.**



Other outstanding examples of SUNY Oswego and community partners joining together to help keep our community members healthy and safe included:

- An ongoing connection to and love for SUNY Oswego led to a group of more than [50 former SUNY Oswego visiting scholars from China to donate](#) five large boxes of personal protection equipment to the Oswego Health Foundation for local healthcare professionals. Oswego Health received 6,000 isolation masks, 1,000 N95 masks and 1,200 pairs of latex gloves from the Chinese scholars. *"We have all greatly benefitted from our visit to Oswego at different years and are thankful to you who were so kind and generous in offering time and help both academically and in life to make us feel at home in Oswego,"* wrote student Junhua Qiao, on behalf of 53 former visiting scholars.
- [Theatre faculty members Kitty Macey and Judy McCabe, plus their advanced and beginner sewing students, made hundreds of cloth face masks](#) for local healthcare workers, agencies, and campus and community members. Their students very eagerly took on the project, as it provided experience in sewing, which is part of the coursework, but also provided an opportunity to help others.
- SUNY Oswego's [Facilities Services set up an operation where volunteers made more than 1,600 cloth face masks](#). The effort featured 15 people sewing, with others making runs to get supplies and cut material for the face mask kits.
- [The Student Association at SUNY Oswego shared an ambulance](#) from its Student Association Volunteer Ambulance Corps (SAVAC) fleet with the Oswego City Fire Department for use during the pandemic.







## Oswego Forward

With caution, creativity, care and community partnership, SUNY Oswego developed a plan titled [Oswego Forward — A Plan for Fall 2020 Restart at SUNY Oswego](#) that was approved by the State University of New York and met the New York State's Department of Health "Reopening New York Higher Education Guidelines." Our plan was developed over the months of April – August and remains a living document that will change in response to new information, guidance and/or direction received from the State of New York and the Governor's Office.

To develop the Oswego Forward plan, President Stanley, members of President's Council, SUNY Oswego's Health Services Director, Associate Vice President for Human Resources, and other members of the college's COVID-19 Task Force and Health and Safety Group, regularly consulted with and shared restart strategies with local higher education, medical, business and civic leaders. SUNY Oswego is proud to have partnered with **SUNY Upstate Medical University**, which has allowed the college to administer

pooled saliva testing of all our incoming students this fall immediately upon their arrival on campus to identify a baseline infection rate.

Also, SUNY Oswego's Health Services Center has partnered with **Oswego Health** and with our reference lab, **Laboratory Alliance of Central New York (LACNY)**, to supply PCR (nasal swab) tests to students who may trigger a concern through our campus daily health screen, develop symptoms of COVID-19, or are in contact with a known or suspected person with COVID-19. The college works in close partnership with the Oswego County Health Department to assist with contact tracing efforts for all positive cases.

Further demonstrating the college's deep commitment to doing everything in its power to protect the health and safety of all community members, especially during this COVID-19 pandemic, SUNY Oswego has required that all students and encouraged all employees to agree to the ["Oswego Forward Pledge"](#) to "...acknowledge the vital role all members of our college community play in helping to protect the health and safety of each other."







## Our Focus on the Environment

As stated on SUNY Oswego's Office of Sustainability homepage, "SUNY Oswego is committed to being a leader in sustainability, improving the environment, and developing a deeper awareness of environmental and technological developments." On September 15, 2007, SUNY Oswego President Stanley signed the American College and University Presidents' Climate Commitment (ACUPCC) to demonstrate both regional and national sustainability leadership by modeling our campus as an example of ways society can reduce their carbon footprint. In signing the American College and University Presidents' Climate Commitment, SUNY Oswego has pledged to becoming climate neutral by the year 2050. Our efforts to reduce our carbon footprint, to conserve resources, and to protect and better understand our natural environment are evident and alive in all divisions of the college. Below are highlights of the past year's efforts:

- The **Lake-Effect Storm Prediction and Research Center**, run by meteorology faculty and students, continued its forecasting relationship with the New York State Department of Transportation, Jefferson Community College and Oswego City School District and to share weather forecasts with these departments daily to help prepare for incoming storms and emergency management.
- SUNY Oswego's **Biological Field Station at Rice Creek** maintains four trails (7.5 miles) for the general public to use for healthy nature walks, self-guided education and entertainment. After COVID-19, Rice Creek staff continued to serve the community by making its popular Explore Nature children's summer program into a [weekly virtual series](#) and using video to showcase student and faculty research.
- **Sustainability in Dining Service** – 29% of campus dining purchases are sourced locally. Last year, SUNY Oswego Dining Services replaced paper with reusable containers whenever possible.
- **LakerPrint** – SUNY Oswego's new student print system on campus, launched in fall 2019, has helped reduce paper use by over 100,000 sheets. The COVID-19 emergency caused professors to deliver instruction via digital platforms. This cut down on at least 300 pages of printed material and was a cost-savings for students who also reduced their printing costs.

- SUNY Oswego's **Sustainability Office** oversaw a number of public awareness programs for the campus community such as Perk Up, Tap In and the Bike Share programs, and organized annual events such as Sustainability Week in the fall and Earth Week in the spring.

- » **Perk Up** — In partnership with Cupanion, the Perk Up program reduced waste by utilizing refillable coffee cups resulting in 2,947 purchases made with reusable mugs and 26 reusable coffee cups refilled each day over 113 days;
- » **Tap In** — In partnership with Cupanion, the Tap In program reduced waste by utilizing refillable water bottles resulting in approximately 4,000 water bottles distributed during summer Orientation 2019 and 1 million 20-ounce reusable bottles filled at water stations, potentially eliminating 1 million plastic water bottles;
- » **BikeShare** – The college maintains a fleet of 75 bikes available for use by campus members, helping the college achieve a 26% reduction in greenhouse gases since 2005.

- **Shining Waters** — In coordination with the college's Grand Challenge of Fresh Water for All, student group leaders brought volunteers to campus and surrounding areas to maintain trails, the waterfront and waterways. A total of 63 students volunteered to pick up trash for 93 hours this past academic year. The group also partnered with the Sustainability Office to collect and analyze data from litter collected on pickups.



## Our Cultural and Arts Programming

Providing culturally rich, engaging and accessible historical, arts and culture programs to the region is another way SUNY Oswego positively impacts the community. Each year, SUNY Oswego's **ARTSwego** program administers the use of the SUNY Oswego Student arts fee and invites faculty, staff, and student organizations to apply for funding to support professional arts programs. The annual Artswego Performing Arts Series presents the greater Oswego community and our Central New York region with diverse arts options, working with partners such as local school districts, chambers of commerce, arts centers and studios, and community and senior living centers through outreach to invite them to ARTSwego programs.

Artswego's performing arts series serves as a catalyst for high quality arts programs that enhance the cultural environment of the college and augment academic offerings. [The 2019 - 2020 series](#) featured inspiring programs that offered several transformative and innovative learning experiences including:

- **The Mark Lomax Quartet** performed "400: An Afrikan Epic" to a full house, commemorating the 400th anniversary of African Diaspora. This closing event of the ALANA Student Leadership Conference was co-presented with the School of Communication, Media and the Arts; College of Liberal Arts and Sciences; and the Office of Diversity and Inclusion.
- Homecoming Weekend's **Squonk Opera** performed five outdoor concerts of "Pneumatica," showcasing an immersive approach to merging art, design, music, poetry, science, math and engineering with live original music. Theatre students also met with members of the company for a workshop and discussion.
- Contemporary French/Algerian dance company **Herve Koubi** presented the energetic, athletic production "What the Day Owes to the Night." The company also held a workshop with dance students and a master class open to the public.
- A cappella group **Blue Jupiter** closed the season with their concert "Twisted Broadway" pleasing audiences of all ages. Featuring former SUNY Oswego student Diana Prisler, the group held a workshop/demonstration open to the campus and a second engagement with Oswego Middle School students.



Last fall, ARTSwego spearheaded the installation of a beautiful waterscape paint mural in the former concrete sundial in the SUNY Oswego quad located in front of Lanigan and Mahar Halls. The **waterscape mural** supports the campus' Grand Challenge initiative – Fresh Water for All, and the design was inspired by the flow of water and the nearby lakeshore. The goal of this public art initiative was to temporarily activate a deteriorating area, before it is fully transformed into a green space in the future years.

Other examples of SUNY Oswego faculty members and students coming together to preserve and provide history and works of art to the greater community included:

- SUNY Oswego master's in human-computer interaction student and Graduate Studies Impact Scholar **Theodore Johnson** worked with **Paul Lear**, site manager for Fort Ontario State Historic Site, Fort staff and faculty mentor Damian Schofield, to create an [augmented reality tour](#) on the Artivive app. Visitors to the fort can now pick up a flipbook and take it along on a self-guided tour that accesses photos spanning as far back as the 1860s.
- Creative writing professor **Laura Donnelly** mentored advanced creative writing poets to present poems commissioned for specific art openings in the **Downtown Artist Series** at Oswego State Downtown in the fall of 2019.
- Linguistics professor **Taylor Miller's Endangered Language Lab** students engaged in preserving and documenting Kiowa language with a few speakers left, as part of broader efforts toward language preservation and documentation.





▲ Theo Johnson (right), a master's in human-computer interaction student and Paul Lear, site manager for Fort Ontario State Historic Site.

## Our Cruisin' the Campus Program

Over the 2019 Thanksgiving and winter breaks, 1,794 community residents participated in the [annual Cruisin' the Campus program](#). Year round, when the college is open, the public is invited to use the track and tennis courts in Romney Field House. Approximately 1,500 community members participated in walking/running on the track or playing tennis on the courts at Romney last year, and 35,221 spectators attended 85 intercollegiate athletics events before the COVID-19 pandemic ended the intercollegiate athletics spring season early.

## WRVO — Our National Public Radio Station

WRVO is a non-profit, non-commercial, multi-platform news and information service for residents of 20 counties in central and northern New York and a member station of NPR. WRVO's broadcast studios and administrative offices are located on SUNY Oswego's main campus in Oswego, N.Y., and at our branch campus in Syracuse, N.Y.

Last year, WRVO Public Media earned several honors, including a prestigious award for a historic refugee-welcoming project. WRVO reporter Payne Horning's feature story on the 75th anniversary of Jewish refugees arriving at Fort Ontario in Oswego received the [Regional Edward R. Murrow Award for Feature Reporting](#) from the Radio Television Digital News Association. The story also aired on NPR's "Here and Now." In spring 2020, the WRVO News team also received awards from the Syracuse Press Club, New York State Broadcasters Association and New York State Associated Press Association.







# CAPITAL PROJECTS AND ENDOWMENT



## ENRICHING THE REGION

*In addition to being an economic engine for the region for decades, SUNY Oswego's overall fiscal health remains stable despite the unprecedented impacts of the COVID-19 pandemic.*

*As we look ahead to the start of the fall 2020 semester, we are pleased to report that our residence halls are appropriately full (with residence hall density intentionally reduced to accommodate more singles and spacious doubles for the vast majority of students) and our headcount and full-time enrollment (FTE) are both respectable and sustainable.*

*These outcomes indicate our continued success as an institution and highlight our ability to deliver on our mission to educate enterprising students; advance and create new opportunities for knowledge; effectively and responsibly steward resources and public funds; and enrich our region through economic and social contributions and service.*







## Looking Into Fiscal Year 2021

As we prepare to begin the fall 2020 semester, the SUNY Oswego campus is ready to deploy a multifaceted approach to ensure continued business operations and financial stability through these challenging, unprecedented times.

Given the current fiscal atmosphere of New York State, the college anticipates a twenty-five percent (25%) reduction in State funding that will be further exacerbated by a projected two percent (2%) decrease in enrollment revenues. The total impact is expected to amount to a \$6.6-million shortfall.

Seventy-five percent of the college's State appropriated budget supports personnel service expenditures. As a result, all current searches for the upcoming semester have been suspended and all vacancy positions are being held centrally to ensure that the maximum amount of frictional savings can be achieved. The college will also impose a thirty-five percent (35%) reduction to the normal number of adjunct instructional hires for FY2020-2021. In addition, employee travel will be reduced or eliminated across all divisions of the college, and equipment expenditures will be curtailed or deferred for one year.

SUNY Oswego has long maintained reserves designed to mitigate the financial impact of budgetary reductions. These reserves will be strategically deployed to lessen the impact of the previously mentioned budgetary actions.

## Campus Renewal

Over the past five years of campus renewal, SUNY Oswego's capital plan projects exceeded \$91 million dollars and injected over \$50 million dollars into New York's economy. In the last year, even with the impact of COVID-19 slowing down the completion of some projects and the universal moratorium on project initiatives after March 2020 causing many projects to come to a temporary halt, SUNY Oswego still completed millions of dollars in capital projects as outlined on the next page. At the time of writing this report, in a resilient response to the externally imposed difficulties, SUNY Oswego has

maintained its record of successful campus facilities renewal and returned to service many facilities that had been taken off-line for updates or repair.

Projects completed that are especially worthy of note are the Phase II rehabilitation of Tyler Hall for the college's visual and performing arts programs. This project addressed deficiencies in the facility's MEP system and modernized instructional space to allow for the implementation of contemporary pedagogy. Funnelle Hall received new base mechanical, electrical and plumbing upgrades. Also included in the scope of work was the replacement of traditional gender specific restrooms and the creation of universal restrooms. Both of these projects were wildly successful within the Funnelle Hall project — a project completed on time and on budget this summer.



**The Space**, located on the lower level of the Marano Campus Center is part of the revitalization and modernization across campus.



### All projects which completed construction and returned to service in 2019 - 2020 included:

Rehab Tyler Hall Phase II	\$14.5M
Rehab Funnelle Hall/MEP Upgrades	\$14.0M
Rehab Penfield Library for Learning Services	\$2.7M
Rehab Commissary Cold Storage	\$2.5M
Rehab Mary Walker Phase I	\$2.2M
MCC Student Activity Space	\$2.5M
Campuswide Minor Critical Maintenance	\$1.5M
Exterior Lighting Upgrades, Phases I & II	\$1.0M
Hewitt Surge, Phase I	\$750K
Construct Student Advising Center	\$150K

**Total:** \$41.8M

### Projects which completed design and are ready for construction:

Rehab Hewitt Hall for SCMA	\$73.0M
Rehab Sheldon Exterior/ Terracotta	\$10.8M
Hewitt Surge, Phase II	\$2.0M
Extended Learning to Sheldon Hall	\$1.5M
Rehab Seneca Hall/ MEP Upgrades	\$19.0M

**Total:** \$106.3M

### Projects In Planning for 2020-2021

2020 Oswego Facility Master Plan	\$250.0M+
NYSERDA Campuswide Energy Master Plan	\$150.0M+
Rehab Hewitt Quad Program Study	\$5.0M

\$405.0M+



## Preparing the Campus for the Fall 2020 Restart of On-Campus Operations

In preparation for the resumption of “face-to-face” instruction, SUNY Oswego’s Facilities Services department undertook a campus-wide space assessment for compliance with social distancing, room density and occupancy, air flow and circulation guidelines. These efforts included the following:

- **Instruction:** In preparation for the resumption of “face-to-face” instruction, the Facilities Services department undertook a campus-wide space assessment for compliance with socially distanced density, individual room occupancies, and pedestrian circulation within each facility. Every space which would be normally occupied by multiple persons was assessed using a social distancing template. Each classroom was assigned new maximum occupancies and each instructor was provided an approximate 8’ x 20” instructor restricted area. The instructor’s area was also provided a membrane or shield to teach behind for their safety. Areas were also assessed for safe ingress and egress and sanitizing supplies were provided in each instruction space for occupant use.



Bob Hageny of Campus Technology Services discusses how classrooms will look different, as well as new health and safety expectations for faculty and students this fall.

- **Work Spaces:** Every department has worked with Facilities Services to install physical COVID-19 Compensatory interventions to make each workspace safe. These include physical reorganizations, hard barriers, and supplemental air filtration.
- **Circulation:** Interior circulation has been assessed for safety and directional signage has been placed throughout the buildings to help ensure the lowest possibility of COVID-19 virus spread. Stairwells and common corridors which cannot provide adequate social distancing space have been designated one-ways.
- **Exterior Structures:** The college will provide multiple outside open air venues (tents) for instruction, dining, and for student activities as alternatives to interior spaces. These spaces will be available by reservation with the Campus Life office.
- **HVAC:** Wherever possible, the college has converted all HVAC systems to 100% external fresh air supply and 100% return air exhausted directly to the environment. This action eliminates any possibility of viral cross contamination throughout these buildings. In the limited number of facilities in which the existing HVAC could not comply with this specification, the college has provided HEPA grade air purifiers which conform to the CDC guidelines of 3 air changes per hour.
- **PPE/Sanitizers:** The college has provided every occupied space on campus with CDC approved cleaning agents, hand sanitizers, and disposable cleaning supplies for the use of all occupants. Additionally, hand sanitizing stations have been installed at the main entrances to all buildings.







## Oswego College Foundation

SUNY Oswego is enduring in these extremely challenging times because the college was able to swiftly and effectively shift gears and change directions in response to a variety of priorities and needs that emerged since the impact of COVID-19 beginning in March. Notably, the Oswego College Foundation's Investment Committee, comprised of alumni volunteers, skillfully stewarded the endowment throughout the tumultuous ups and downs over the past year to its current level of approximately **\$44 million, a 5.3-percent increase** from FY19. That is quite remarkable considering the dramatic market swings that had the endowment at \$46.6 million through mid-February and a dramatic drop due to the COVID-19 pandemic that brought the **endowment** to \$36 million near the end of March. The 5.3-percent gain included investment gains of 4.4 percent and net new **endowment** deposits of over .9 percent.

Due to the careful planning and forethought that bases **endowment** payouts on an average of 20 quarters — a change implemented in recent years, the Oswego College Foundation was able to maintain a 5-percent spending rate from our endowed funds, which we expect to continue next fiscal year. That means students will maintain access to the same pool of award funds, which we expect to be more important than ever during FY2021. **The investment returns have exceeded the national average for 13 years straight, and for 16 of the past 17 years**, according to the latest data released Jan. 31 by the

National Association of College and University Business Officers (NACUBO). This is a testament not only to the exceptional management of our Foundation Investment Committee and Board of Directors, but also to the extreme generosity of SUNY Oswego donors, who stepped up to support endowed gifts for the new [Path Forward campaign](#).

## Annual Success During a Challenging Year

By fiscal year's end, we **raised a total of approximately \$10.7 million, with nearly \$5.5 million in cash/pledges and \$5.2 million in planned gifts**. This total is approximately \$4.68 million more than FY19, representing a year-to-year increase of 78 percent.

As described in Student and Graduate Success, the first section of this report, in response to the needs of our students, President Stanley conceived of a new campaign to increase need-based support available to SUNY Oswego students. Stemming from her vision, on Nov. 15, 2019, the college officially launched the [The Path Forward—a campaign to double the number of need-based scholarships at SUNY Oswego](#) from 220 to 440. In addition, as of June 30, 2020, more than \$110,000 was raised for the General Scholarship Fund by more than 440 donors; 80 new current-use scholarships of \$1,000 each for five years was achieved; and 31 new endowed scholarships were created, valued at more than \$829,000. **By the end of the 2019 - 2020 academic year, a total of 111 new need-based scholarships had been created.**



► **Realizing Your Impact** — Discover for yourself the impact scholarships have on the SUNY Oswego community.



## Student Emergency Fund

As we were building momentum with The Path Forward campaign and for our March Matchness Graduates Of the Last Decade (GOLD) Giving campaign, our world and campus priorities shifted in response to the COVID-19 pandemic and our fundraising goals turned to the [Student Emergency Fund](#). Our loyal alumni base rallied to assist students with unanticipated needs caused by the move to the online environment. **By June 30, more than 450 people contributed to raise \$245,000, and a total of 96 students had applied for and received emergency funds.** Students used the funds to pay for everything from groceries, utility and phone bills and rental support to bus tickets, printer paper and ink, graduate school application costs and insurance payments.



## Campus-Based Actions to Reduce Costs to Students

Last year, Campus Technology Service, Penfield Library and a campus-wide committee focused on lowering the costs of textbooks for students. They worked with the campus bookstore to lower book costs by focusing on multiple options from which faculty can select to deliver the material in the most effective manner. These include options include:

**All Inclusive eTexts Initiative** - allowing students to purchase texts in an electronic format at a reduced cost

**Open Educational Resources** - empowering faculty to utilize freely accessible, openly licensed text, media and other digital assets useful for teaching and learning

**Inclusive Access** - enabling faculty to select a required textbook for students to have the cost placed on their bill so the students can receive access on the first day of class.

The fall 2019 semester saw **89 sections** (62-percent increase from fall 2018) **utilize Inclusive Access** and **2,795 students participate in the program.**

The winter 2020 semester had **132 sections** (140-percent increase from spring 2019) and **2,673 students use Inclusive Access.**

In March 2019, when classes shifted to remote instruction, Campus Technology Services (CTS) and campus partners stepped forward to help students and employees needing technological support. **CTS loaned out 59 computers, 10 Verizon MiFi devices (for Internet access) and six other hardware items to students; and 57 computers, four Verizon MiFi devices and 16 additional items to employees.** Penfield Library helped by putting all this equipment into their loan system, with the vast majority of laptops provided by Rice Creek Field Station, the biology department and the School of Business.



## Looking Forward

Despite the myriad of challenges, social, academic and financial, imposed as a result of the COVID-19 pandemic, the Oswego campus is confident in our ability to preserve the integrity and quality of our academic offerings and the richness of our student experience. Carefully planned, accumulated reserves will be deployed to mitigate the impact of expected budgetary reductions to

our State supported appropriations. Coupled with other budgetary actions, we are confident in our ability to not only maintain our current level of service to our students and community, but to launch new initiatives that will enhance our academic standing and strengthen our position in the greater SUNY community.







# FINANCIAL REPORTS

2019 - 2020 FINANCIAL RECAP:  
TOTAL CAMPUS OPERATING  
BUDGET BY DIVISION — ALL FUNDS

Expenses	Academic Affairs	President/ Administration	Administration/ Finance	Student Affairs	Development	Campus-wide Utilities	Total	% of Total
Instructional FTE	322.00	—	—	4.00	—	—	326.00	—
Non-Instructional FTE	242.75	37.50	367.50	143.28	17.25	—	808.28	—
<b>Total FTE</b>	<b>564.75</b>	<b>37.50</b>	<b>367.50</b>	<b>147.28</b>	<b>17.25</b>	<b>—</b>	<b>1,134.28</b>	<b>—</b>
PSR Instructional	23,412,096	—	—	—	—	—	23,412,096	—
PSR Non-Instructional	17,899,414	2,967,768	11,432,359	9,234,490	1,477,102	—	43,011,133	—
OT/Holiday/Other	83,792	995	423,202	15,711	—	—	523,700	—
<b>Subtotal Personal Service (PSR)</b>	<b>41,395,302</b>	<b>2,968,763</b>	<b>11,855,561</b>	<b>9,250,201</b>	<b>1,477,102</b>	<b>—</b>	<b>66,946,929</b>	<b>55%</b>
TS Instructional	6,429,410	—	—	—	—	—	6,429,410	—
TS Non-Instructional	1,399,681	124,416	746,496	839,808	—	—	3,110,401	—
TS Students/Grad Students	1,070,790	50,807	545,460	1,526,069	2,309	—	3,195,435	—
<b>Subtotal Temporary Service (PST)</b>	<b>8,899,881</b>	<b>175,223</b>	<b>1,291,956</b>	<b>2,365,877</b>	<b>2,309</b>	<b>—</b>	<b>12,735,246</b>	<b>10%</b>
Supplies	1,618,740	77,082	1,334,305	809,370	14,648	—	3,854,145	—
Travel	486,867	62,822	314,108	706,745	—	—	1,570,542	—
Contractual Services	5,010,577	434,569	2,055,510	1,129,878	60,840	—	8,691,374	—
Equipment	575,589	23,188	148,009	65,782	9,703	—	822,271	—
Library Acquisitions	371,620	—	—	—	—	—	371,620	—
Utilities	—	—	—	—	—	3,584,014	3,584,014	—
Other	—	—	—	7,795,695	—	—	7,795,695	—
<b>Subtotal Other Than Personal Service (OTPS)</b>	<b>8,063,393</b>	<b>597,661</b>	<b>3,851,932</b>	<b>10,507,470</b>	<b>85,191</b>	<b>3,584,014</b>	<b>26,689,661</b>	<b>22%</b>
<b>Total Expenditures (PSR, PST, OTPS)</b>	<b>58,358,576</b>	<b>3,741,647</b>	<b>16,999,449</b>	<b>22,123,548</b>	<b>1,564,602</b>	<b>3,584,014</b>	<b>106,371,836</b>	
Fringe Benefits	2,764,980	—	2,851,400	22,123,548	—	—	8,640,600	—
Assessments	—	—	305,905	—	—	—	305,905	—
DASNY Overhead/Insurance	—	—	319,063	—	—	—	319,063	—
DASNY Debt Service	—	—	6,816,606	—	—	—	6,816,606	—
Other	—	—	—	—	—	—	—	—
<b>Subtotal Fringe, OH, etc.</b>	<b>2,764,980</b>	<b>—</b>	<b>10,292,974</b>	<b>3,024,220</b>	<b>—</b>	<b>—</b>	<b>16,082,174</b>	<b>13%</b>
<b>Grand Total</b>	<b>61,123,556</b>	<b>3,741,647</b>	<b>27,292,423</b>	<b>25,147,768</b>	<b>1,564,602</b>	<b>3,584,014</b>	<b>122,454,010</b>	<b>100%</b>
<b>%</b>	<b>50%</b>	<b>3%</b>	<b>22%</b>	<b>21%</b>	<b>1%</b>	<b>3%</b>	<b>100%</b>	<b>—</b>







# COLLEGE LEADERSHIP



**Deborah F. Stanley**, *President*



**Scott R. Furlong**, *Provost and Vice President for Academic Affairs*



**Jerri Howland**, *Vice President for Student Affairs and Enrollment Management*



**Nick Lyons**, *Vice President for Administration and Finance*



**Mary Canale**, *Vice President for Alumni Relations and Development*



**Kristi Eck**,  
*Chief of Staff*



**Rodmon King**, *Chief Diversity and Inclusion Officer*



**Mary C. Toale**,  
*Executive Assistant to the President*



**Wayne Westervelt**,  
*Chief Communication Officer*



**Pamela D. Caraccioli**,  
*Deputy to the President for External Partnerships*



SUNY Oswego | 7060 State Route 104 | Oswego, New York 13126-3599 | 315.312.2500

**oswego.edu**



SUNY Oswego is accredited by the Middle States Association of Colleges and Schools; where appropriate, individual programs may be accredited by specific discipline-oriented organizations.