Faculty Meeting

November 29, 2001

President’s Report
Agenda

- Recent Awards to Faculty and Staff
- Government Relations Activities
- Visibility Initiatives
- Recruitment/Admissions Activities
- ESF Strategic Planning Summary
- Proposed BS Program in Environmental Science
- Accessory Instruction Challenges
Recent Awards to Faculty and Staff

- **Dr. Ross S. Whaley** – awarded the Pinchot Medallion by the Pinchot Institute for Conservation
- **Dr. Robert H. Brock** – named a Fellow of the American Society for Photogrammetry and Remote Sensing
- **Professor Richard S. Hawks** – appointed to the National Trust for Historic Preservation Board of Advisors
- **Dr. Roy A. Norton** – elected honorary member of Hungarian Academy of Sciences
Walsh’s spending bill dines well on CNY

It’s good to be the chairman. Rep. James Walsh, R-Onondaga, proved it again Thursday by directing $44 million in federal money to his Syracuse-based district. The money — including another $10 million for Onondaga Lake cleanup, another $6 million more for Syracuse housing initiatives — comes through the annual spending bill that Walsh produces as chairman of a House subcommittee on appropriations.

The House passed the bill Thursday by a vote of 401-18. The Senate and President Bush are expected to give their approval in coming days. The bill totals more than $112 billion, and covers all federal spending on veterans, housing, education, the environment, space, science, emergency preparedness and other programs. It’s a popular bill because it is sweetened with money for local projects across the country. And it is the last big federal spending bill before the election.

By Mark Libbon
Washington Bureau
Local projects get fed money

NASA also will spend $2.5 million on research at Cayuga Community College and the State College of Environmental Science and Forestry and $1.4 million on a business incubator center in Syracuse.

Lower Onondaga Park:
Walsh is getting the State College of Environmental Science and Forestry involved in making improvements to lower Onondaga Park, with $200,000 for work on the portion of Onondaga Creek that flows through the park and $250,000 to create a horticultural center.

Watersheds: Another $1.5 million goes to protect watersheds in Onondaga and Cayuga counties, and $150,000 goes to SUNY ESF to evaluate the Otisco Lake watershed.
Government Relations Activities

- Meeting with and letter to Senator Hoffmann for Member Item support in the amount of $218K for the Roosevelt Wild Life Station to help secure 6 jobs
Government Relations Activities

- Proposal for Upstate New York Centers for Anti-Bioterrorism (UMU/ESF; ~$20M)
  - Senate Health, Education, Labor and Pensions
    » Kennedy – Frist Bill: up to $3.2B to boost bioterrorism funding
  - House Science Committee
    » Water Infrastructure Security Research and Development Act proposed $5B in authorization
Government Relations Activities

- Letter to Senators DeFrancisco, Wright and Stafford for Member Item support in the amount of $250K for the New York Center for Forestry Research and Development
Government Relations Activities

- Coordination with Aiken Gump, Research Foundation (Matt Behrmann), House Science Committee staff, Assemblyman Magnarelli, Senate Energy Committee and the staff of Senator Schumer to get language in the Senate Energy Bill Re: ESF’s Center for the Development of Biobased Products
Visibility Initiatives

It's a whole new world ... right across the street

A course from ESF will broaden your experience and enhance your major. Just look at some of our 300 course offerings:

- Tropical Ecology (a spring break field trip too!)
- Survey Law
- Drugs from the Wild
- Molecular Biology Techniques
- Photogrammetry
- Environmental Chemistry
- Ethnic Inequities and Intergroup Relations
- Environmental Psychology
- Environmental Conflict and Citizen Groups
- Cultural Landscape Preservation
- History of Landscape Architecture

Spring Registration: November 9-20. See your academic advisor to register.

SUNY College of Environmental Science and Forestry
www.esf.edu
Visibility
Initiatives
Inside Our Schools

What is Geography Awareness Week?

Geography week

Follow the course of a droplet of water: descending to earth, striking a mountain-top, trickling down streams into rivers, flowing eventually into the sea.

Geography Awareness Week this year focuses on rivers. They provide drinking water for millions, are home to billions of creatures and many times become the source of conflict.

Nations have fought wars over river rights. Western states continue to battle Nevada for more access to the Colorado River. Before Israelis and Palestinians can reach an agreement, both sides will delineate rights to the Jordan River.

National Geography Awareness Week, initiated in 1987 by the National Geographic Society’s Geography Education Program, is an annual celebration to promote geographic literacy. Each year, a new theme is emphasized.

Marcellus Students Brent Bishop (left), Erin Bowman, Marcus Hagan and Steve Karlottz look at insect nymphs in Nine Mile Creek on Thursday. Each year, biology teacher Heidi Busa takes her students on a field trip to the creek.
ESF Puts Environment in High School

College lets students tackle deep topics

By Paul Riebe

A curriculum being completed at the SUNY College of Environmental Science and Forestry will help teach high school students around the state that there's a lot more to rivers than fish and running water.

The study guide — part of a growing effort by SUNY ESF to bring environmental education into high schools — focuses on the Hudson River. But it goes far beyond simple science. The guide will help teachers and students explore not only the Hudson's ecology but the historical, economic and even artistic impacts a river can have on a region and its people.

"You see the importance of the connections between things," said Rich Beal, an associate of ESF's Office of Educational Outreach who is helping to put the curriculum together. "You see that things are complex and that if you change one thing, it may have an effect on other things down the line. And I think that's an important lesson.

It's a lesson more local students are learning. Although environmental science is not mandated by the state, they are becoming more popular in some high schools. Corunna High School in Syracuse, for instance, added a third section of environmental science this year to accommodate demand.

Corunna teacher Jim Smith, who wrote the first environmental science curriculum for the school a dozen years ago, said students see the course as an "out-of-the-box" elective that brings together different disciplines in a hands-on way.

Next year, Corunna hopes to offer a course for SUNY ESF credit, called "The Global Environment." That course is being offered at DeRuyter, Mamaroneck and Skaneateles high schools and the Cayuga-Onondaga BOCES.

The course is part of an effort called "ESF in the High School,� which adds another component to the state's environmental education program. The course is being taught by an environmental specialist.

Wednesday

Brent Bishop and Erin Bowman take a closer look at the environmental health of Nine Mile Creek.

Today's question

A narrow strip of land bordered by water and connecting two large land masses is known as what? For the answer and a chance to try your additional question, call Newsline at 472-2115 and punch number 3298.

The Hudson River project is a separate, seven-part curriculum, but it has a strong emphasis on the interdependence of systems within the environment. Schools will be able to incorporate all or part of the curriculum into their existing science courses. And teachers from different disciplines will be able to contribute their expertise to give students a full story of the river.

One unit, for example, will focus on the fate of the sturgeon, a fish that at one time was one of the most important in the economy and culture of the river. The fish was sought after for its caviar as well as for its meat, which came to be known as "Albany Bait," Beal said.

Today's question

"Sturgeon are one of the most important species to the ecosystem. They help control the amount of pollution and the loss of much of the habitat," Beal said.

Another unit will focus on the Hudson School painters and what their work says about our attitudes toward nature. The curriculum will fit best in schools along the Hudson, but teachers will be able to adapt parts of it to rivers and streams in their areas.

Teacher Heidi Busa, science department chairman at Mamaroneck High School, has been working with ESF to make sure the Hudson River curriculum is accessible to high school students and that it lines up with the state's learning standards. Busa is considering adding portions of the curriculum to her work with students at nearby Nine Mile Creek. Every year, Busa's students take samples of organisms from the creek to monitor its environmental health.

"I don't think she does anything for a reason," she said. "They get excited about what we're doing," she said. "They see the relevance to their local environment."

That's the kind of interest Beal and his colleagues hope to spur with their Hudson River unit and their "ESF in the High School" courses.

"Kids are interested in things that are real," Beal said. "We're trying to make things more learner-centered and hands-on. We want to expose them to environmental challenges."

Visibility Initiatives
Visibility Initiatives
# Recruitment/Admissions Activities

## Applications Processing Center

### Information

**Applications for Fall 2002 as of 11/25/01**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Percent Change</th>
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</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>193</td>
<td>205</td>
<td>236</td>
<td>+ 15.1%</td>
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<tr>
<td>Transfer</td>
<td>38</td>
<td>34</td>
<td>25</td>
<td>- 26.5%</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>+ 9.2%</strong></td>
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Recruitment/Admissions Activities

January 2002 – Spring Admissions

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Acceptances</th>
<th>Deposits</th>
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<tbody>
<tr>
<td>2002</td>
<td>82</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>2001</td>
<td>96</td>
<td>36</td>
<td>11</td>
</tr>
<tr>
<td>2000</td>
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<td>9</td>
</tr>
<tr>
<td>1999</td>
<td>88</td>
<td>31</td>
<td>13</td>
</tr>
</tbody>
</table>

What can faculty do?
- Make phone calls
- Write
- On-line system available to faculty chairs.

Start Now!
On-line Faculty Chair Accepted Students Data

SUNY College of Environmental Science and Forestry
Undergraduate Admission Data for Departments Students that have been accepted

List Student Address Information

Faculty Department:  
Forestry  
Semester:  
Fall 2001  
Enter Date to Begin Search:  
Enter Date to End Search:  
Enter

List Student Academic Information

Faculty Department:  
Forestry  
Semester:  
Fall 2001  
Enter Date to Begin Search:  
Enter Date to End Search:  
Enter

Please Note: Your web session will time out 20 minutes after your last click. Also there is a three day lag time before accepted can be accessed.
### Current Students in Forestry

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Program of Study</th>
<th>Decision</th>
<th>Decision Date</th>
<th>Acceptance Date</th>
<th>Gender</th>
<th>EOP Ind</th>
<th>Ethnic Origin</th>
<th>Student Type</th>
<th>High School Name</th>
<th>High School Grad Date</th>
<th>College Name</th>
<th>TASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe, A</td>
<td>FRM</td>
<td>ACCEPTED/PAID</td>
<td>8/21/01</td>
<td>8/3/01</td>
<td>Male</td>
<td>No</td>
<td>White</td>
<td>Transfer</td>
<td></td>
<td>06/1998</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Doe, B</td>
<td>FRM</td>
<td>ACCEPTED/PAID</td>
<td>1/19/01</td>
<td>12/27/00</td>
<td>Male</td>
<td>No</td>
<td>White</td>
<td>Freshman</td>
<td>Ithaca High School</td>
<td>06/2001</td>
<td></td>
<td>0</td>
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<tr>
<td>Doe, C</td>
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<td>2/1/01</td>
<td>Male</td>
<td>No</td>
<td>White</td>
<td>Transfer</td>
<td>Batavia High School</td>
<td>06/1999</td>
<td>Suny Coll Envrnmnt Sci Frstry</td>
<td>67</td>
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</tbody>
</table>

You can import a comma-delimited file of these students into a database or spreadsheet on your PC. To create this comma-delimited file on your PC, [left-click here](#) to view the contents of the file, and then copy and paste into a text editor such as WordPad and save the file as a text document. More simply, if your browser permits, [right-click here](#) and then click "Save Target As" (Microsoft Internet Explorer) or "Save Link As" (Netscape) and enter the file name you want it saved to. Your browser will then download to that file.
On-line Faculty Chair Accepted Students Data

Faculty Chair Data

Current Students in Forestry

<table>
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<tr>
<th>Student Name</th>
<th>Home Address</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
<th>Phone</th>
<th>Prog Study</th>
<th>Email</th>
<th>Accept Date</th>
<th>Student Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe, John</td>
<td>1234 Middle Rd.</td>
<td>Amenia</td>
<td>NY</td>
<td>14567</td>
<td>(315)987-6543</td>
<td>FRM</td>
<td></td>
<td>11/16/01</td>
<td>Transfer</td>
</tr>
<tr>
<td>Doe, Jane</td>
<td>987 First St.</td>
<td>Locust Valley</td>
<td>NY</td>
<td>11560</td>
<td>(516)234-5678</td>
<td>FRM/RECREATN</td>
<td><a href="mailto:JDOE@ABC.COM">JDOE@ABC.COM</a></td>
<td>10/23/01</td>
<td>Transfer</td>
</tr>
<tr>
<td>Doe, Joan</td>
<td>10 Old Rte. 100</td>
<td>Carmel</td>
<td>NY</td>
<td>10512-210</td>
<td>(845)456-7890</td>
<td>FRM</td>
<td><a href="mailto:JOAND@XYZ.COM">JOAND@XYZ.COM</a></td>
<td>11/21/01</td>
<td>Transfer</td>
</tr>
</tbody>
</table>

Click [here](#) to send email to all students.
Recruitment/Admissions Activities

Report on Visits to NYC Community Colleges
November 12-15, 2001
Jim Heffernan

- Bronx Community College
- Borough of Manhattan Community College
- Queensborough Community College
- LaGuardia Community College
- Hostos Community College
- Boricua College (non-CUNY – graduate recruitment)
Recruitment/Admissions Activities

Inquiry Pool Receptions

11/2 Buffalo ~25
11/10 New York City ~25
11/14 Huntington, Long Island ~25
11/15 Albany ~50

~125 students

(~250 Total attendance)
ESF Strategic Planning Council

**Draft College Goals**

Derived from November 2\textsuperscript{nd} Strategic Planning Meeting
ESF Strategic Planning Summary

1. To achieve academic excellence in both undergraduate and graduate education.
   a. Create 5 to 7 programs in top five nationally (each faculty)
   b. Add academic programs
      1) BS in Environmental Science
      2) Biotech/Renewable resources
      3) Biophysics and bioinformation
   c. Adopt a problem-based curriculum
   d. Reduce number of undergraduate courses and be more strategic
2. To provide an outstanding student experience through academic, service, and experiential learning.
   a. Achieve highest graduation rates in SUNY
   b. Institutionalize problem-based learning
   c. Identify maximum size for enrollment, faculty and staff factoring in issues of equity and cultural diversity
ESF Strategic Planning Summary

d. Need to define set of skills and knowledge *all graduates* of ESF will have upon graduation

e. Add summer bridge and summer eco-camps

f. Increase experiential learning opportunities
3. To be the “go-to” institution with a strong and visible reputation with all our customers.
   a. Create “brand name” recognition and attraction
   b. Target high school guidance counselors to communicate our excellence
   c. Pursue College programs and activities in multiple off-site locations including international arenas
ESF Strategic Planning Summary

d. Be a major player for environmental consultation by business, government, grants, etc.
e. Hire a VP for marketing
f. Create an extension campus in NYC for student outreach and teacher development
ESF Strategic Planning Summary

4. Become more financially secure and independent through diversification, endowment and research.

5. To take a leadership role in building partnerships and collaboration in the community, state and beyond.
   a. Act as a catalyst for economic development in CNY
   b. Take on the large environmental issues
   c. Create a sustainable number of partnerships
ESF Strategic Planning Summary

6. To respond to the needs of society through teaching, research and public service.
   a. Create organizational agility
   b. Introduction to Entrepreneurship
   c. Teach teachers to teach
   d. Reconfiguration of existing programs
   e. Create 2 yr program in Environmental Technology
ESF Strategic Planning Summary

7. To continually assess and improve internal operations and the work environment.
   a. Improve business (easier) of doing business
   b. Market / survey / assess to determine change
   c. Systematic assessment-ongoing and comprehensive
   d. Promote the professional and personal development of faculty and staff
What’s Next?

- Taking Stock Final Report is Due 1/15/02
- Focus of 1/15/02 Unit Reports
  - Results and Vision
  - Goals
  - Next Steps
(See outline in Daring to Dream web site)
(9/28/01 memo)
What’s Next?

- 10/15/01 Interim Reports on Web Site
  - Opportunity for Cross Fertilization
- Feedback on Draft College Goals
  - Next week to CBM
- Feedback from Strategic Planning and Campus Community
  - 12/10 through 12/21
- Middle States Site Visitation Team
  Impressed with Process
Proposed BS Program in Environmental Science

Preliminary Program Concepts
Why Propose an Environmental Science BS Program?

- Competitive Environment
- College Visibility
- Not Looking to Have this Program Compete with Other Programs
- Creating a New and Small Pool of Students
- Looking to Start with a Small Number of Selective Students
Why Propose an Environmental Science BS Program?

- Interdisciplinary Nature of Environmental Science
- First Three Semesters Having a Common Curriculum
- How Can ESF Not Have an Undergraduate BS in Environmental Science?
Environmental Science – BS Program
(Concentrations or Options)

- Watershed Hydrology
  - (ERFE, EFB, FOR)
- Health and the Environment
  - (EFB, Chem)
- Large-Scale Environmental Systems
  - (EFB, FOR, ES)
- Environmental Chemistry
  - (Chem)
- Environmental Analysis
  - (Chem, EFB)
- Environmental Engineering
  - (PSE, ERFE, Chem & CMWPE)
Preliminary Schedule

Review and Approval of BS Program

Environmental Science

COI Meeting 2/4/02
Faculty Meeting 2/14/02
COI Meeting 3/4/02
Faculty Meeting 3/21/02
Catalogue Due 3/26/02
SUNY Viewbook Due 4/15/02
Faculty Meeting 4/25/02
Accessory Instruction

Academic Value
Corrective Actions
Projected Financial Impacts
Rate/Cr. Hr.: $444 in 2001-02
Provide Access to a Large and Diverse University Education

- Wise use allows for control of:
  » Increasing freshman class size
  » Diversity in General Education
  » Diversity in special areas
  » Graduate level course (MPS etc.)
  » Achieving educational outcomes
**Academic Value**

- Provide for Focusing ESF Resources on Mission Areas
  - Sciences (Physical, Biological and Social)
  - Management
  - Design
  - Engineering
What Corrective Actions are Appropriate?

- Correct Registration to Place Students in an ESF Course Closely Equivalent to an SU Course
  - From GEO 172 into EST 496
  - From various into FOR 296
  - From MAT 485 into APM 485
  - From various into APM 153
  - From CHE 117 into FCH 153 (expanded)
  - From FIA 106 into EIN 205

Additional proposed courses

- Tighten AI Use Guidelines
Impacts (Projected)

- Maximize Access to Enriching Diversity of SU Courses that ESF Does Not Offer Similar Coverage
  - About 280 courses in Spring 2002

- Reduce AI Budget Deficit

  Current deficit $260,000
  Adjusted deficit $104,000
  Savings $156,000

- Cost ESF 2001-02 Part Time Instruction: $54,000

- Save ESF 2002-03 Budget: $18,000

  Total Savings: $120,000
ESF Students in SU Courses: Spring 2001

Number Enrolled Students

SU Courses w/o Chem

ESF Students
“We are making progress and I am gratified with that progress.”

“We still have a lot to do.”