



New direction — Kathy Evans, associate dean of students, sifts through Student Advisement Center files moved from the old office in Culkin Hall to the Compass in the Campus Center, where six offices combine into one location geared toward guiding student success.

Compass to help guide students through college

A significant change in Oswego's landscape is the new Compass in the Campus Center, which encompasses what used to be six offices to provide students with orientation, direction and guidance.

The component offices of the Compass — Student Advisement, Career Services, Experience-Based Education, Community Service and Service Learning, First-Year Programs and Transfer Services — used to be scattered in three buildings.

"Now we have a collaborative location dedicated to student success, entering, going through college and leaving," said Bob Casper, director of career services. "The one thing that resonated with everyone is how students could get help here every step of their college experience."

The renovated setup is a "pretty unique approach" and "pretty innovative" at the college level, said Kathy Evans, associate dean of students and director of the Student Advisement Center. "We wanted to position ourselves as a comprehensive educational and career planning center," she explained.

'It's important they know what the Compass is and all that we all offer.'

— Kathy Evans

"The moment a student says, 'Yes, I'm coming to Oswego,' we're communicating with them," Evans said. Students then move through a continuum that includes orientation and first-year programs to internships and career planning.

The Campus Concept Committee envisioned a collaborative center about 10 years ago. A few years later, staff from several offices came together with architects to explore what was originally called the Educational Planning Center.

Visitors will see an open floor plan, with administrative staff and student workers in center spaces, with offices ringing the sides. Offices on the north side retain the original brickwork of Swetman Hall. Large windows to the outside as well as within offices transmit natural light.

A resource center with computers for students using any Compass program or service sits at the west end. Four interview rooms for employers or internship sites fill a pressing need, Casper said. Two areas — a smaller seminar room and a larger group-instruction room — can be used for meetings, workshops or instructional programs.

A staff of 15 student "navigators" will prove beneficial in helping their peers, Evans said.

Casper noted the success of two divisions, Academic Affairs and Student Affairs, collaborating on a unified effort to support students.

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Geospatial technologies being added to classes

Under a new grant, SUNY Oswego faculty and undergraduates have begun research that will result in teaching modules that make use of such new technologies as satellite imaging of the earth and geographic information systems. The teaching modules can be used here and elsewhere in teaching college science courses and training professionals.

Jack Gelfand, Oswego's director of research administration and development, is the project director for the \$45,000 venture, which is funded by the Institute for the Application of Geospatial Technology at Cayuga Community College. It is the first project in Oswego's partnership with the NASA-sponsored institute located at the James T. Walsh Regional Economic Center in Auburn.

Geospatial technology helps create "smart maps" that display layers of different kinds of information and allows the information to be manipulated. "The institute has a mandate to educate people in the use of this technology," he said.

The overall project at SUNY Oswego encompasses four subprojects involving energy development, water

New MAT-math degree to meet teaching need

One of Oswego's newest degree programs — master of arts in teaching mathematics — will meet a pressing need for certified math teachers in the nation and region.

Approved this summer, the degree is an initial certification program to teach grades 7 through 12. Its curriculum can be completed within 15 months to send graduates into a very hot job field.

According to the American Association for Employment in Education, among the greatest areas of demand in any certification area — both nationally and in the mid-Atlantic region — is for mathematics teachers in grades 7 through 12.

The ideal admissions cycle would involve accepting students in the spring to start in summer, said Joyce Smith of Oswego's curriculum and instruction department.

"If they have all the requirements, they can do it in a summer, an academic year and another summer," said Chris Baltus of Oswego's mathematics department. It is designed for students entering with a bachelor's in mathematics and meeting other requirements.

"The more common route has been to get your undergraduate degree in education, teach for a few years, then come back for your master's degree," he

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resources, severe weather modeling and emergency management.

"Each of the four projects will produce a CD or DVD that will include a lecture or lectures, handouts and reading materials to be inserted in certain topical courses," Gelfand said.

For instance, Alok Kumar of the physics faculty is working with Gelfand and student Wes Laurion to develop a module on siting energy-generating facilities with respect to their impact on local economic activities and emergency preparedness. The teaching module will be used in his course on energy and the environment and will be transportable to other schools.

Gelfand's co-directors on the overall project, in addition to Kumar, are David Valentino of the geology faculty; Scott Steiger, Robert Ballentine and Steven Skubis of the meteorology faculty; and Nancy Bellow, executive director of the Office of Business and Community Relations.

"We will be able to support eight students over two

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Mapping the world Wes Laurion, a sophomore majoring in adolescence education and physics, works with geographic information system software in the Snegg Hall computer lab earlier this month. He is one of four undergraduates currently working on a project funded by the Institute for the Application of Geospatial Technology.



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College trends

Pleasing new faculty

“White and male junior faculty members experience a better campus climate than do their minority and female counterparts, according to the results of a study of the views of 6,773 tenure-track faculty members at 77 four-year colleges and universities around the country. Those working at colleges generally experience a better climate than those working at universities, the survey also found. The study was conducted by the Collaborative on Academic Careers in Higher Education, a research project based at the Harvard University Graduate School of Education. COACHE . . . has become a leading source of information on how colleges can attract the next generation of professors and keep them happy — even as their demographics and priorities may differ in key ways from their senior colleagues.” — *Inside Higher Ed*, Aug. 2, 2007

Private financing

“With college enrollments mushrooming in many nations but public support generally unable to keep up, the world is seeing a historic swing from public to private financing of higher education, according to a report . . . by the Institute for Higher Education Policy. That shift has become evident in a number of ways. First and foremost, more students and their families are paying their own way as countries impose tuition. And institutions themselves are looking for private cash in new ways, collaborating with businesses and starting up fund-raising departments. . . . In many countries in Europe, Latin America, Africa, and elsewhere, higher education has traditionally been dominated by free public universities. Government attempts to introduce even modest tuition payments have been met with sometimes violent student protests. . . . In the richer countries, private financing generally . . . accounted for 23 percent of all higher-education expenditures in 2003. . . . (Even among rich countries, the percentage of private financing varies greatly, from over 50 percent in Australia, Japan, and the United States, to less than 10 percent in Austria, Denmark, Norway, and Portugal.) . . . Only four countries showed a decrease in the role of private spending: the Czech Republic, Ireland, Norway, and Spain. Ireland introduced tuition but then abolished it in 1996. There and in Norway, high economic growth has allowed the government to pick up most of the bill even as college systems have expanded. The shift toward private financing has been driven by rapidly growing enrollments in almost all countries in the world. . . . In China college enrollments more than doubled between 1998 and 2004. . . . By one estimate, from 1990 to 2001, the share of public financing in Chinese higher education dropped from 99 percent to 55 percent.”

— *Academe Today, The Chronicle of Higher Education*, Aug. 7, 2007

Alumni relations

“Nearly one-fourth of living alumni have donated money to their alma maters, according to a new study . . . by Primary Research Group. . . . Drawn from a survey sample of 60 public and private colleges with an average enrollment of 6,473, findings show:

- * . . . one in five alumni offices maintains a presence on MySpace.com
- * About 4 percent of alumni sign up for credit cards offered by their colleges . . .
- * Most alumni offices employ about three full-time employees
- * Four in 10 colleges restrict how often their alumni offices may contact alumni by e-mail
- * Three in four colleges use the phone for fund-raising appeals
- * . . . about 16 percent of alumni attend their 10-year reunions”

— *BriefCASE*, Council for Advancement and Support of Education, Aug. 7, 2007

People in action

Charles Echelbarger, professor of philosophy, was a distinguished guest lecturer on “The Future of Unbelief” at the Center for Inquiry in Amherst last month. Echelbarger is an internationally recognized Hume scholar and president of the Society of Humanist Philosophers of the American Philosophical Association. The lecture series was part of the center’s summer program “Beyond Belief,” comparing David Hume’s naturalistic theory of religion with those of Marx, Freud and Durkheim, with implications for the current debate about atheism sparked by recent books by Daniel Dennett and Richard Dawkins. Echelbarger’s lectures focused on the evolutionary and epistemological aspects of religious belief.

Richard Horan of Oswego’s Office of Learning Services reviewed Sir Colin Thubron’s *Shadow of the Silk Road* in the *Christian Science Monitor* last month. Powell’s, the nation’s largest independent

bookstore, chose the review for its highly regarded “Review-a-Day.” The review was also published in dozens of newspapers and online news sources across the country and around the world from Afghanistan to Australia.

Shashi Kanbur of the departments of physics and earth sciences, C. Ngeow of the University of Illinois and **Greg Feiden**, a junior in physics at Oswego, are co-authors of the paper “Period-Color and Amplitude-Color Relations in Classical Cepheids: V: The Small Magellanic Cloud Cepheid Model” published in the peer-reviewed *Monthly Notices of the Royal Astronomical Society*.

In Memoriam

Norman Gordon, 86, former chair of the psychology department, died Aug. 9 in Oswego. □



Honored for 20 — Many long-serving campus workers were honored during SUNY Oswego’s 18th annual Employee Recognition and Awards Ceremony. Among those recognized for 20 years of work were, from left, **Robert Henderson** of physical plant, **Jane Fernandes** of Residence Life and Housing and **Kristine Bushey** of Student Affairs. Others honored for 20 years of service included **Joan Brown** of the Registrar’s Office; physical plant employees **Eddie de la Cruz**, **Thomas Hibbert**, **Arthur Patton** and **Lee Perry**; **Paula Dowdle** of the mathematics department; and **Vicky Tesoriero** of the Parking Office.

Higher One system to streamline students’ refunds

Instead of waiting in line to receive their refund checks, Oswego students now can just take a card.

All students due refunds are receiving a Higher One card, which serves as a debit card and can be used anywhere MasterCard is accepted. When the refund comes in, students receive an e-mail saying the balance has been transferred to the card, said Peg Lloyd, director of student accounts.

Students are not required to use the debit card, although it is the vehicle through which they choose their refund options. They can choose to have the refund transferred to their card (same day), have it direct-deposited into a bank account of their choice (two to three business days) or have a check mailed to their preferred address (five to seven business days).

The college mailed around 7,600 cards to students on Aug. 10. Within a week, around 1,840 had activated their accounts, Lloyd said.

Before partnering with Higher One, Byron Smith, assistant vice president for finance, said he checked with other colleges using the service and they were all “very satisfied,” Smith said.

Lloyd said the flexibility of the card is one of its chief assets. Students can manage their accounts online, using it as their primary banking account, as opposed to having to find a bank to deposit or cash their refund check, Smith said. Higher One will furnish two on-campus ATMs that students can access with their debit cards for no fee.

Family members can also transfer money into a

student’s Higher One account at any time, and students working campus jobs — whether work-study, temp-service or Auxiliary Services — can also have their paychecks direct-deposited into their accounts.

Security is another consideration. If students lose the card, “they can go online and report the card lost and get a new card,” Lloyd said. “The old card is automatically taken out of service.”

While returning students may be less likely to fully utilize the new system, incoming students and parents have been “really interested, especially if they haven’t been up here already to set up a bank account,” Lloyd said. “At orientation, freshmen seemed to like it and were very receptive.”

While building student convenience, the new system also frees up the Student Accounts Office to work on other existing — and perhaps new — projects, Smith said.

“We used to produce over 14,000 refund checks a year, and that is going away,” Smith said. “There is also less liability from an internal control standpoint because we’re not storing student account information.”

He also expressed confidence that Higher One will do everything it can to make the relationship work, since Oswego is the first SUNY school to partner with the service. “Everyone in SUNY is watching how this goes,” Smith said. “If it goes well at Oswego, it could become a SUNY-wide service. So Higher One wants to make sure this is good for Oswego.” □

— **Tim Nekritz**

History professor to help Underground Railroad sites with recognition

Judy Wellman of Oswego's history department will help several communities use their connections to the Underground Railroad to get on track with tourists under a state grant.

The \$23,250 grant to create and upgrade signs and historical interpretation comes from Heritage New York, a program of the state's Office of Parks, Recreation and Historic Preservation.

The grant covers identification and education for 27 Underground Railroad Heritage Trail sites around New York state. "This program will do signage for all of them, exhibits for many of them," Wellman explained.

Oswego County sites will include the Oswego Public Library, Starr Clark Tin Shop in Mexico and the Bristol Hill Church in Volney. Other Central New York places include the Tubman and Seward houses in Auburn, the Matilda Joslyn Gage Home in Fayetteville and the Gerrit Smith House in Peterborough.

In the mid-19th century, the region was pivotal to the Underground Railroad because it was a nexus of east-west and north-south travel located near Canada, Wellman said.

"Oswego was the most important port of trade with

Canada," she said. "It was a natural place to come. Gerrit Smith owned the whole eastside harbor area and was a known abolitionist. You knew once you reached The Cove, as Smith's operation was called, you reached a point of freedom."

The first step is for Wellman to meet with people at the historical sites — such as the Oswego Public Library earlier this month — to gather information, cultivate ideas and start envisioning what type of interpretation may happen.

Next a team from Heritage New York, probably including a scholar, a facilitator and a designer, will elaborate on the initial work. Such factors as how intact a given site is and the availability of photos and other artifacts will help determine how it will be presented.

"We hope when the project is done, this will be marketed as a whole trail so people from around the country can visit these remarkable places," she said.

The region is perfect for this kind of project, said Wellman, who retired from full-time teaching — but still teaches some online courses for Oswego — in 2000 to start her own consultancy, Historical New York Research Associates.

"It's really a tool of economic development for a lot of these communities as well as an educational component about what we have in Upstate New York," Wellman said. "We have beautiful scenery, great stories and historical buildings. We're primed for heritage tourism, which I think is really taking off."

Wellman said she hopes the project will also remind local communities to be proud of their heritage and learn things not widely known. "For instance, sometimes large groups of freedom seekers stayed in Oswego instead of going on to Canada," she noted. "There were more than 300 African-Americans in Oswego County in the 1850s, according to census records."

The Underground Railroad also, to Wellman, represents an uplifting story showing common people standing up and banding together against what they felt was an unjust system.

"It's such an affirming project," Wellman said. "Here are people working locally to keep alive stories about people who worked to bring about freedom and uphold the Declaration of Independence's idea that all men are created equal. It's really exciting." □

— Tim Nekritz

Mathematics master's

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said. "This opens up another road. I think there are some students who will prefer this route, especially math majors who wait until their senior year to decide they want to teach."

The full-time 48-hour program includes 12 credit hours in mathematics, 12 credits in general pedagogy, eight credits in math-specific pedagogy and 16 credit hours in field placement and student teaching — 100 hours of field placement and two supervised seven-week student-teaching sessions.

"The mathematics and curriculum and instruction departments really worked cooperatively on this," Smith said. "Each department will have input on admission, too."

Students in the program will have two advisers: one from mathematics, one from curriculum and instruction.

Because Oswego has no graduate program in mathematics, professors had to create courses to meet the requirements. "It was interesting and I think it's going to make for a very strong program," Baltus said.

For example, "Mathematics for All Learners in a Diverse Society" was created "to include the objectives of a diversity course, cross-cultural mathematics and pedagogical mathematics into one course," he said. "I'm pretty pleased with that. I think it will be a good and interesting course."

Smith added that the program's graduates will have very strong content knowledge, experience with diversity and plenty of field experience before joining the world of full-time teaching. □ — Tim Nekritz

Navigating student success

Continued from page 1

"We expect that we are going to develop new programs and new initiatives as a result of being all together," Evans said.

Christopher Hockey, the transfer services coordinator, said his office being on the sixth floor of Culklin Hall meant it was out of the flow for incoming transfers. Now, he said, the convenience is apparent.

"I can reference a student here to Career Services to start working on their résumé, or to Experience-Based Education for internship opportunities," Hockey said. "It helps get students involved in all the other things that will help them."

The Compass also fits with other components of the Campus Center. Having the Compass in a busy traffic area — near student activities spaces, classrooms and academic offices — will naturally raise awareness of its offerings. Casper said his office often works with Continuing Education, which used to mean sending students way across campus; now that office will sit across the hall.

To better serve students, including non-traditional ones, the Compass will remain open until 7 p.m. on Tuesdays and Wednesdays.

Bringing the offices together has helped staff and

students learn more about what the other programs do, Evans said, and reinforced the teamwork required to serve students.

"It's not important to me that students know what the Student Advisement Center is any more," Evans said. "It's important they know what the Compass is and all that we all offer." □ — Tim Nekritz

Geospatial technologies

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summers, this summer and next summer," Gelfand said last week.

Students already participating, besides Laurion, are Steven Smith and Josh Valentino, working with Valentino on the water resources project, and Eric Wenke, working with the three meteorologists on severe weather modeling.

Valentino's project involves studying the impact of geologic faults on the accumulation of ground water. The meteorology project will apply satellite remote sensing to weather forecasting in the Great Lakes region.

Just getting under way is Bellow's project to develop training materials for emergency response personnel in the use of geospatial information technologies.

The Institute for the Application of Geospatial Technology is a nonprofit organization that aims to apply such technologies as satellite and aircraft-based imaging of the earth, geographic information systems, global positioning systems and visualization technologies.

Among its several roles are teaming with government agencies on various projects, working with educational institutions like SUNY Oswego to show

teachers how to teach geospatial information technologies in their classrooms, and partnering with businesses to expand the use of these technologies in the community. □ — Julie Harrison Blissert

Entergy supports faculty effort to engage children in science

Shashi Kanbur of the physics and earth sciences departments has received a \$2,000 grant from Entergy Nuclear Operations to give planetarium shows and physics demonstrations to children in the Oswego City School District in line with the fifth-grade state curriculum.

He works with college students to engage elementary school children in active learning both in the Jerred Planetarium on campus and in local school rooms. He began this work last year and has received Entergy support for it previously. □

Searches under way

The search to fill the campus chief technology officer position is now in its final stages with campus interviews scheduled this week, Aug. 21 and 23. See www.oswego.edu/news/calendar for information or call 312-3437.

The search for dean of the School of Business was recently reopened with the aid of a search firm. "We hope to hire a dean who can assume the position as early as Jan. 1, although later in the year is a more likely starting date," Provost Susan Coultrap-McQuinn wrote the campus community in June. In the meantime, Richard Skolnick is interim dean. □



Hit the bricks — Rob McLean (left) and Jim Benedict of Grover's Landscaping in Granby place brickwork along the edge of parking lot E-18/R-9 last week, creating a walkway connecting a new parking lot with Hart Hall and the Campus Center.

Spotlight

Hockey's goal: To help transfers transition to Oswego

The Campus Update Spotlight shines on Christopher Hockey this week. The college's transfer services coordinator has worked at Oswego since June 2006.

Q. How would you describe your job and responsibilities?

A. Overall my focus is to make sure students make a successful transition between where they're coming from and here. It's done through programs, research I'm looking at, and working with community colleges to help make the transition easier on the student. There is some advising, but it's more through programs like transfer student orientation. For example, this year I established a mentoring program for incoming students, pairing them with a returning transfer student. It gives them one person who truly knows what they are going through and can help.

Q. How important are transfer students to SUNY Oswego?

A. Transfer students are extremely important to our campus. They make up between 1/4 and 1/3 of the total student population. Those are very large numbers compared to other schools that maybe only bring in 70 or 80 in the fall, whereas we bring in almost 700 each fall semester. They provide our community with observations and knowledge that they've gained while attending another school and/or working in the "real world," and I think that's where the importance of our transfer students is really shown.

Q. What is your favorite part of working at Oswego?

A. Working with students. I know it sounds like a cliché, but as an alum of Oswego, I know what it's like to have staff members take an interest in you and guide you through difficult times. In helping current students, I feel like I'm giving back what was given to me.

Q. What is your impression of Oswego's students?

A. Overall, I would say my impression is that they are diverse. We have some students that are big academic achievers, which are great students to have. We have other students more focused on getting involved in clubs and activities and making a difference, which is how I was, and that's great to have, too. We have students from all walks of life.



Q. What is your educational background?

A. I graduated in 2002 from SUNY Oswego with a political science degree, with minors in public policy administration and history. My crowning achievement as a student was probably working as the Student Association vice president my last year. I also have a master's in higher education from Syracuse University.

Q. What achievement are you most proud of?

A. I would probably say getting my master's degree. It was scary going back to school, knowing it would be twice as hard and working full-time at the same time.

Q. What can you tell us about your family?

A. My wife Melissa and I just got married in May. We live with our two cats, Mocha and Anakin, in Fulton.

Q. Do you have any hobbies?

A. Friends and family are definitely the main thing outside of work. Spending time with my wife. We bowl together. We go camping. I like an occasional round of golf. I guess I'm not much of a hobby guy. □

U.S. News ranks SUNY Oswego among best colleges in North

SUNY Oswego has earned a top ranking in the 2008 edition of *America's Best Colleges* published by U.S. News & World Report, the magazine announced Friday. Twenty-two State University of New York campuses earned top rankings in categories including top public national universities, campus diversity, and least student debt.

The annual rankings by U.S. News groups schools based on categories created by the Carnegie Foundation for the Advancement of Teaching. Oswego ranked among Best Universities in the North in its Carnegie classification as a master's level institution. Oswego tied with two private institutions — Fairleigh Dickinson University and Mercyhurst College — and two CUNY campuses — Brooklyn College and City College.

"Our U.S. News ranking is just one piece of evidence that Oswego provides an education of the highest quality," said President Deborah F. Stanley.

She noted that Oswego continuously seeks out external review of all its programs to guarantee that they meet or exceed national standards and that its programs hold national and international accreditation. The success of Oswego graduates pursuing graduate and professional study and of Oswego alumni in demanding careers is further testimony to the value of an Oswego education, she said.

"This fall we will have one of the largest and strongest entering freshmen classes drawn from applications that have risen more than 20 percent over the past two years," she added.

The rankings appear in the magazine's Aug. 27 issue, on newsstands this week, and are available online at www.usnews.com/colleges. They also will appear in the magazine's 2008 college guidebook *America's Best Colleges*. □

Police report

Since July 13, University Police have investigated several cases of vandalism and theft and made three arrests. Police helped evacuate Oneida Hall during the fire July 30.

A 46-year-old Oswego man was charged with public lewdness. He is accused of exposing himself to several females along the lakeshore near Johnson Hall. Police charged two Syracuse teen-agers with unlawful possession of marijuana. □

Announcements

Addresses for central campus change, 'Swetman Hall' retired

The entire central campus facility is now named the Campus Center, college officials have announced. The Campus Center encompasses the new construction as well as Poucher Hall and the building formerly known as Swetman Hall. Because the old Swetman facility has been subsumed within the newly constructed and renovated facility, the name Swetman Hall will no longer be used.

The Campus Center, including the former Swetman Hall, is now building number 3 for on-campus mail identification. Poucher Hall will maintain its own identity as a wing of the overall complex. Its mail code is now 3a.

Rooms in the western portion of the facility — the arena and convocation hall, food court and college store area — have both a letter and numerical designation, as do rooms in the Poucher wing. For example, the College Store is in Room C100 of the Campus Center. Similarly, room numbers in Poucher will have a P prefix, i.e. P100.

The central portion of the facility — formerly Swetman — will now comprise the central and eastern portion of the Campus Center. These areas — including the auditorium, student organizations, campus life, philosophy, honors program, continuing education, disability services, Compass, and Interdisciplinary Programs and Activities Center — have only a numerical room designation. For example, Compass is in Room 142 of the Campus Center.

In the coming year, SUNY Oswego will continue working with consultants to develop new identification and way-finding signage for the entire campus, both inside and outside of all buildings. □

Festival Chorus seeks singers

The Oswego Festival Chorus at SUNY Oswego is looking for additional singers for the 2007-08 season. Rehearsals will begin Monday, Sept. 10.

The chorus, directed by Julie Pretzat of the music department, will perform a holiday concert with the Syracuse University Brass Ensemble in December.

The group also will help prepare a newly commissioned piece, "The Origin," to premiere in March on campus. "The Origin" is a large oratorio being composed by Richard Einhorn based on Charles Darwin's life and his landmark work on evolution, *The Origin of Species*. "Origin" will feature the Bulgarian women's chorus Kitka, along with large chorus, orchestra and additional soloists, including Jacqueline Horner of Anonymous 4.

Oswego Festival Chorus rehearsals will run from 7 to 9 p.m. Mondays in Room 41 of Tyler Hall. The cost for participation is \$10. For more information, call Pretzat at 312-2983. □

10Kan volunteers needed

SUNY Oswego is one of many community co-sponsors of the Novelis 10Kan Race, which includes an Oswego City School District field day Sept. 21, a Fun Run for children that evening and the 10K and

5K race Sept. 22 at Breitbeck Park. Volunteers are needed, especially for the field day. The event will celebrate the recycling of a million aluminum cans to benefit Oswego County Habitat for Humanity.

SUNY Oswego classified employees who volunteer and participate may have release time from 9 a.m. to 2 p.m. Sept. 21, with supervisory approval. Volunteers should contact the Center for Community Service and Service Learning at service@oswego.edu, giving their name, phone number and e-mail address. □

Calendar highlights

- New Student Welcome, Aug. 27
- Opening picnic, Aug. 27
- Welcoming Torchlight Ceremony, Aug. 27
- New Faculty and Staff Orientation, Aug. 27 and 28
- Comedy performance: "The O-Show," Aug. 28
- President's Opening Breakfast, Aug. 30
- Fall semester classes begin, Aug. 30
- Labor Day, no classes, Sept. 3
- Tyler Art Gallery opening, Sept. 6
- Music reunion, Sept. 7 to 9
- General faculty meeting, Sept. 10

For a more complete calendar, see SUNY Oswego Events online at www.oswego.edu/news/calendar/. □