



THE STATE UNIVERSITY *of* NEW YORK

MASTER PLAN *2004-2008*

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Mission of the State University of New York (New York State Education Law, Section 351)

“ The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational post-secondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals. In fulfilling this mission, the state university shall exercise care to develop and maintain a balance of its human and physical resources that:

- a. recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society;
- b. establishes tuition which most effectively promotes the university's access goals;
- c. encourages and facilitates basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement;
- d. strengthens its educational and research programs in the health sciences through the provision of high quality care at its hospitals, clinics, and related programs;
- e. shares the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state through a program of public service for the purpose of enhancing the well-being of the people of the state of New York and in protecting our environmental and marine resources;
- f. promotes appropriate program articulation between its state-operated institutions and its community colleges as well as encourages regional networks and cooperative relationships with other educational and cultural institutions for the purpose of better fulfilling its mission of education, research and service.”



Message from the Chancellor

I am pleased to transmit the State University of New York Master Plan 2004-2008.

This Master Plan gives us a chance to highlight the tremendous progress made since our last formal submission, and more broadly, since *Rethinking SUNY* was launched in 1995. It is also an opportunity to share our ongoing plans to make SUNY's vision—to move to the very front ranks of public higher education in America—a reality.

In so many respects the State University is already there, with the largest enrollment ever, dramatic gains in student quality, and tremendous growth in research activity. As Chancellor, I have seen first-hand many of the extraordinary achievements of the State University of New York and what I have witnessed has been nothing less than awe-inspiring. It is truly a privilege to serve this great university—the single largest comprehensive system of higher education in the country.

Credit for our success must be shared broadly, from the University's Board of Trustees to its faculty, staff, and campus leaders. The beneficiaries of this success are our students, their families, their future employers, indeed all New Yorkers. SUNY's intention, as described in more detail in this document, is to continue building on our success—with support from the Governor, legislature, and all of the State University's stakeholders—and thereby to enrich the lives of all whom we serve.

Grounded in the precepts of *Rethinking SUNY*, the State University of New York has developed a unique and multi-faceted planning framework, one that continues to move the entire University forward while at the same time respecting the history and autonomy of its constituent campuses. This Master Plan lays out in detail the set of planning processes by which the University engages each of its 64 campuses in this effort. System-wide initiatives described in this document—our approach to Strategic Planning, Mission Review II, and a performance-based budget allocation process—demonstrate how a comprehensive system such as ours can leverage size and strength to enhance efficiency and effectiveness, and achieve excellence.

Let me close by saying that the State University of New York welcomes the opportunity to share this Master Plan with the New York State Board of Regents, the Governor, and the leaders of the Senate and Assembly, and we look forward to working together to ensure that SUNY continues to offer the best possible education to all of New York's citizens.

A handwritten signature in black ink, which appears to read "Robert L. King". The signature is written in a cursive, flowing style.

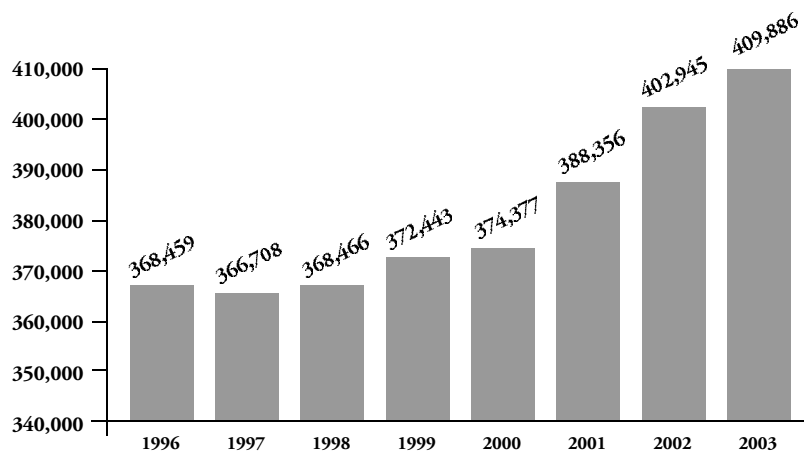
Robert L. King, Chancellor

The State University of New York Today: The Impact of *Rethinking SUNY* (1995)

The State University of New York—the nation’s largest comprehensive system of colleges and universities—is rapidly moving into the front ranks of American higher education. Through vigorous reforms, begun by its Board of Trustees and embraced by System and campus leadership, SUNY’s 64 institutions are being transformed into colleges and universities that rival the finest institutions of higher education in America.

Rethinking SUNY has served as the blueprint for the University’s successful transformation. Launched by the Board of Trustees in 1995, this bold plan for reform called for significantly higher academic aspirations throughout the system—spanning the entire range of higher education from community colleges to major research centers—while devolving substantial operational authority and accountability for performance to campuses and their leadership. Strategic planning continues to build on the foundation laid out in *Rethinking SUNY*, maintaining an upward trajectory and ensuring the University’s ongoing success.

**Total University
Enrollment at an
All-Time High**
(Fall Headcount)

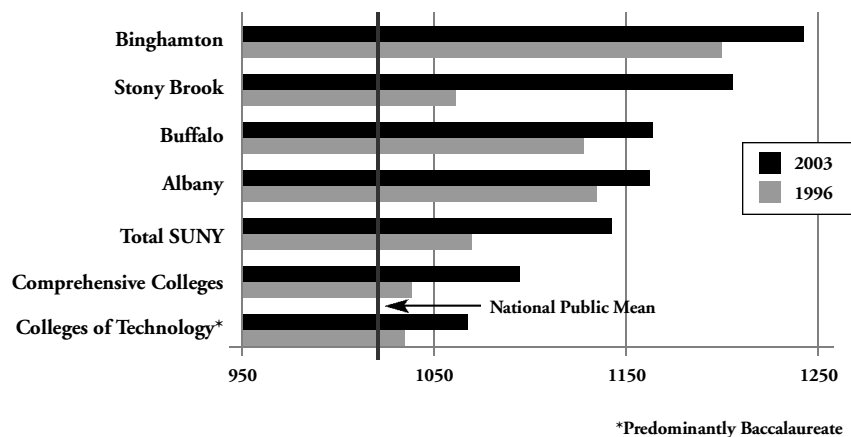


In 2003, roughly 410,000 students seeking degrees or certificates enrolled in the \$7.8 billion State University system, representing its highest ever full-time undergraduate and graduate enrollment. The State University’s research centers are attracting freshmen with academic profiles rivaling some of the most outstanding public flagships across the country, such as the University of Wisconsin at Madison and UCLA. SUNY’s comprehensive colleges are attracting academically stronger students, strengthening their teacher education programs to better meet State needs, and making tangible improvements in key baccalaureate and master’s degree programs. The University’s technology and community colleges are playing a more critical role than ever before in training—and retraining—the State’s work force as well as sending well educated students on to baccalaureate study. Across a range of fields, campuses throughout the system have seen their academic programs rise substantially in national reputation and, most importantly, student success.

Gains in Mean SAT Scores at SUNY Institutions Since 1996

This positive momentum can be seen in every facet of the University and is further reflected in the significant contributions of the State:

- For eight consecutive years, the University has attracted increasingly larger pools of applicants, reaching an all-time high in 2004.
- Enhanced reputation, buttressed by stronger and broader programs of study, has raised the academic profile of incoming students at all SUNY campuses. More than 50% percent of those who enrolled at SUNY University Centers in fall 2003 had SAT scores above 1200 and grade point averages above 90, comparable to admission profiles found at top public flagships in California, Michigan, Texas, and North Carolina.

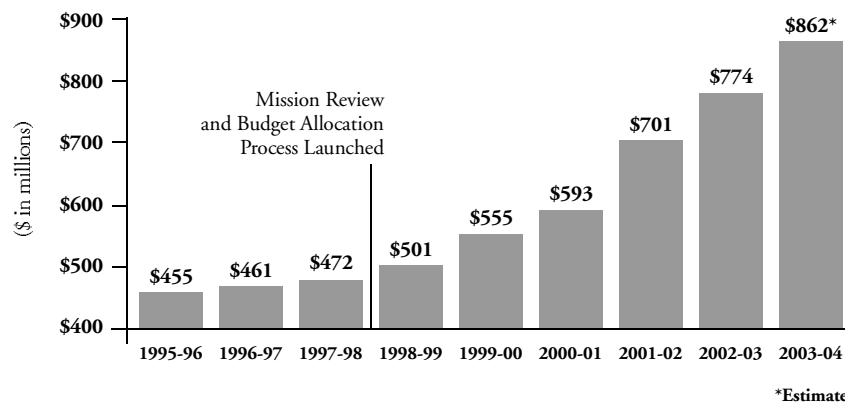


- Across the entire University there is a renewed emphasis on the quality of undergraduate education, notably implementation of a university-wide core curriculum, new honors programs, and most recently, a broad-based agreement to implement the most comprehensive program of learning outcomes assessment to be found anywhere in the country.
- Addressing New York State's growing need for excellent teachers, the University's *New Vision in Teacher Education* has substantially strengthened aspiring teachers' mastery of subject content and nearly doubled student teaching experiences.
- SUNY's *\$3 Billion Challenge*—the largest fund raising effort of its kind and the first launched by a public university system—is well on its way, with over \$1 billion in accumulated gifts secured.
- Since 1995, the University has invested more than \$4 billion in State funding to dramatically enhance campus facilities, including classrooms, libraries, laboratories, and residence halls. Successive funding enhancements achieved since that time—most notably, enactment of the University's first multi-year program for capital investments in 1998—have supported the expansion of facilities through new construction and more intensified efforts to improve, upgrade, renovate or rehabilitate existing facilities. Over the past nine years, approximately 2,500 new capital projects have been initiated, improving existing facilities and increasing total capacity across the University to nearly 100 million gross square feet.

SUNY's Research Volume Rising Dramatically

(89% Growth in the Past 8 Years)

- In addition to educating those students seeking degrees, SUNY serves more than 1.2 million people who participate in continuing education opportunities across the University.
- Through new institutional initiatives such as the nation's first college of Nanoscale Sciences and Engineering at Albany and the Levin Institute in Manhattan focused on preparing students in international economics, finance, and public policy, SUNY continues to ensure New York State's preeminence as a worldwide leader in university-based research, business creation, and job development.
- The State University, for the second year in a row, surpassed Johns Hopkins and other top-ranked universities in the amount of income received from patent royalties coming from faculty research and joined IBM, Corning, and GE among the top recipients of patents in New York State.
- Since 1995-96, sponsored research activity has grown from \$455 million to an estimated \$862 million in 2003-04, an 89% increase in annual expenditures; and SUNY grants now underwrite over 9,000 projects which directly support more than 21,000 full- and part-time jobs across New York State.



- With the support of New York State and private industry partners including IBM, Hewlett-Packard, Veridian, International Sematech and Dell, almost \$1.5 billion has been invested in SUNY's three Centers of Excellence, establishing cutting-edge research facilities and academic programs in bioinformatics, nanotechnology, and wireless communication at Buffalo, Albany, and Stony Brook respectively.

The implementation of *Rethinking SUNY* and the translation of its spirit into concrete achievements are credited in large part to the strong leadership of the State University under Governor Pataki, the SUNY Board of Trustees, chaired by Thomas F. Egan, and Chancellors John W. Ryan (1996-1999) and Robert L. King (1999-present). Furthermore, recognizing the critical role of campus leadership in this reform, SUNY continues to attract and retain nationally recognized leaders through a comprehensive recruitment and rigorous evaluation process. Recent presidential appointments include: Vice Admiral John Ryan, previously Superintendent of the US Naval Academy at Annapolis (Maritime College); John Simpson, formerly Executive Vice Chancellor and Provost of the University of California at Santa Cruz

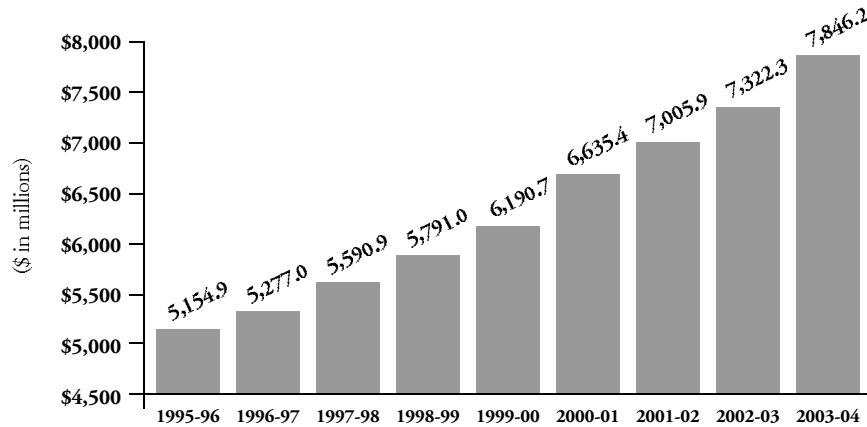
(University at Buffalo); John Ettling, formerly Vice President for Academic Affairs and Provost of the University of North Dakota in Grand Forks (SUNY Plattsburgh); Uma Gupta, Dean of the College of Technology at the University of Houston (Alfred State); and Shirley Robinson Pippins, formerly President of Thomas Nelson Community College (Suffolk County Community College).

Beyond strengthening campus leadership, System Administration itself has focused on performance review and reform, with an eye toward changing policies and procedures that inhibit effective management and streamlining administrative processes. The recently completed work of the Task Force on Efficiency and Effectiveness, charged by the Board of Trustees with determining the progress made since *Rethinking SUNY*, underscores the depth of the University’s commitment to accountability and performance.

The State University has been very successful in developing innovative paradigms for institutional change that continue to drive wholesale reform throughout the University. The budget allocation process SUNY adopted in 1998 is performance-driven and “zero-based” meaning each campus must “earn” its entire allocation every year. Campuses gain significant state tax levy funds for instruction as their students successfully advance toward graduation, and for research in proportion to their success in attracting and renewing external grants. In addition, campuses keep all locally generated tuition revenue—not yet widespread policy in other public systems.

**Total University
All Funds**

*Including State-
Operated/Statutory
Campuses and
Community Colleges*



The broad performance incentives of the new budget allocation process have been powerfully reinforced and given more focus by Mission Review, a cyclical five-year planning process, nationally recognized by the American Association of State Colleges and Universities as a “Best Practice” in higher education. Mission Review engages campus leadership in a dialogue with system representatives on such fundamental issues as the characteristics of their students, strength of their academic programs, and levels of faculty performance in scholarship and teaching. The product of the planning process is a campus commitment to achieve explicit five-year quantitative and qualitative goals set out in a Memorandum of Understanding (MOU) signed by the campus president and Chancellor King. Among the most impressive results of the first round of Mission Review has been its impact on raising campus admissions standards while ensuring access to higher education for all New Yorkers.

The second cycle of Mission Review was launched in February 2004. The Mission Review MOUs also serve as the basis of annual performance reviews of campus presidents.

In addition, the State University is recognized as a national leader for its comprehensive assessment program. The ultimate goal of the SUNY Assessment Initiative is to improve the teaching and learning process, to determine what students gain from a SUNY education, and to be accountable to the University's many stakeholders. This broad program includes an assessment of student performance in all general education subject areas, use of nationally or SUNY-normed instruments in three key subject areas, and cyclical review of every academic major at all SUNY institutions—comprised of a rigorous self-study and external evaluation.

Taken together, these accomplishments of the State University of New York represent one of the most remarkable higher education transformations in recent history.

Leveraging our progress and building on the foundation of *Rethinking SUNY*, the State University is well positioned to continue its march to the forefront of American public higher education, joining the ranks of the nation's truly great public universities. In recasting itself as a national public university, SUNY has focused not only on getting immediate results and solving particular problems but on implementing broad mechanisms of reform designed to drive continuing improvement on all its campuses. The University's innovative budget allocation process, its commitment to Mission Review, its persistent attention to undergraduate learning, its effective infrastructure of system support for campus facilities and functions, and its recently launched comprehensive strategic planning framework will continue to transform the State University of New York for years to come.

The State University of New York Master Plan 2004-2008

Background

Per Education Law, section 237 as amended by chapter 82 of the Laws of 1995, every eight years the Board of Regents develops a Statewide Plan for Higher Education. The statewide plan is informed by master plans from each sector of higher education—public, independent, and proprietary. While the independent and proprietary sectors share eight-year planning cycles, SUNY and CUNY are required to submit master plans every four years. Thus, section 354 of the Education Law requires the State University of New York Board of Trustees to every four years adopt or update a long-range plan and submit it to the Board of Regents and the Governor for approval. The required (generic) elements of master plans include the following: plans for new curricula; plans for new facilities; plans for change in policies with respect to student admissions; projected student enrollments; comments upon [the State University's] relationship to other colleges and universities, public, independent, and proprietary, within the state; and, for informational purposes only, projection standards and overall expenditure projections of capital and operating costs (Education Law, §354, *Power and duties of the state university trustees—planning functions*).

In December 1995, the State University Board of Trustees responded to a call from the New York State Legislature requesting a "multi-year, comprehensive, system-wide plan to increase cost efficiency in the continuing pursuit of the highest quality and broadest possible access consistent with the state university mission." The Board of Trustees, in its 1995 plan entitled *Rethinking SUNY*, reaffirmed the statutory mission of the University. It endorsed additional propositions that *The State University of New York Master Plan 2004-2008* also carries forward:

- the State University exists to provide access to educational services of the highest quality;
- increased differentiation of campuses is fundamental to realizing the synergies achievable as a system;
- graduate, professional, and research programs are essential to the mission of the State University of New York and to the economic vitality of New York; and
- clearer academic standards and better means for measuring performance are central to increasing accountability.

The SUNY Board of Trustees submitted *Rethinking SUNY* (1995) as its Master Plan for 1996-2000. A detailed description of the University's core academic planning process, Mission Review, and the plans and goals embodied in the resulting Memoranda of Understanding comprised the SUNY Master Plan 2000-2004 (submitted in 2002, following an approved extension so that the first cycle of Mission Review could be completed). Mission Review is central to the University's efforts to realize the goals first outlined in 1995, ensuring campus responsibility for higher levels of performance, distinctiveness, efficiency, and system-wide collaboration. These efforts helped lay the foundation for the *State University of New York Master Plan 2004-2008*.

Introduction

The *State University of New York Master Plan 2004-2008* is an update on *Rethinking SUNY* (1995), the Board of Trustees' blueprint for the University. In particular, it reflects and builds upon Mission Review, which has become the University's ongoing academic planning framework for implementing and maintaining the vision laid out in *Rethinking SUNY*. The Plan begins with an overview of the University's integrated strategic planning effort, which will capitalize on prior and current planning vectors and position the State University for continued excellence. A detailed description of Mission Review II (2005-2010), launched in February 2004, follows. The State University's ongoing service to local regions, the state, and the nation; administrative and financial structures, in place and planned; and an overview of the capital facilities and capital plan are also included. Finally, a summary of the findings and recommendations of the Task Force on Efficiency and Effectiveness, charged by the Board of Trustees in 2003 with determining how well the System has responded to the reforms outlined in *Rethinking SUNY*, is included. In addition to the plans and activities described in the body of the Master Plan 2004-2008, there are several reports and other supporting materials in the appendices which provide more detail about the University's future direction.

The direction of the University established by the Board of Trustees in *Rethinking SUNY* is reflected in the priorities reaffirmed in this Master Plan: quality, access, efficiency, effectiveness, and accountability. These priorities are particularly important, given the seven priorities of the Board of Regents outlined in *The Bulletin of the Statewide Plan for Higher Education 2004-2012*:

- I. Maximizing Success for all Higher Education Students
- II. Smooth Student Transition from PreK-12 to Higher Education
- III. Strong Graduate Education to Meet the State's Needs
- IV. Creation of New Knowledge through Research
- V. Qualified Professionals for Every Community throughout the State
- VI. Qualified Teachers, Leaders, and Other School Professionals for New York's Schools
- VII. A Balanced and Flexible Regulatory Environment to Support Excellence

The State University's efforts and plans address the Regents' statewide priorities, as will be made evident in this document.

The State University of New York Master Plan 2004-2008 is a description of the progress made and the successes achieved since implementing *Rethinking SUNY*. More importantly, it sets out how the State University will continue to translate the principles of *Rethinking SUNY* into action through ongoing and integrated strategic planning, articulation of the University's strategic vision, and execution of Mission Review II (2005-2010).

SUNY's Strategic Planning Efforts – A Commitment to Excellence

The overarching vision for the State University of New York is to “move to the forefront of American public higher education and join the ranks of the truly great public universities” (Chancellor Robert L. King and Board of Trustees’ Chairman Thomas F. Egan).

To be a truly great University system requires excellence in all efforts. From associate-degree to post-doctoral education, from job training to cutting-edge research, the State University of New York will be defined by its commitment to excellence. A great university requires excellent students, faculty, and programs, supported by adequate resources, up-to-date technology, and state-of-the art instructional and research facilities, managed by effective leaders who value excellence and accountability as well as access and diversity.

Building excellence in a system as large and comprehensive as the State University of New York requires strategic planning on a different scale than that found at most institutions, indeed most systems, of higher education. Such planning must be integrative, inclusive, and iterative to be effective; it should include all functional areas and it must build on successes achieved.

The State University has recently undergone several major planning efforts that have served it well, beginning with *Rethinking SUNY*, which focused on efficiency and effectiveness, enhanced campus autonomy, and accountability. That blueprint for change led to the establishment of *Mission Review* as the University’s ongoing academic planning process, now entering its second five-year cycle (*Mission Review II, 2005-2010*). *Rethinking SUNY* also led to the development of a budget allocation process that substantially increased campus responsibility for managing resources effectively. More recently, *Realignment for Excellence* examined the structure of the central offices of the University—including System Administration, the Research Foundation, and the Construction Fund—and, as a result, changes were made to increase the effectiveness and responsiveness of these units. In 2003, the Board of Trustees charged the *Task Force on Efficiency and Effectiveness* with determining how well the University had responded to the reforms recommended in *Rethinking SUNY*. The Task Force concluded that SUNY has made excellent progress and is lean and efficient. Among the Task Force’s recommendations was the suggestion that greater emphasis be placed on system-wide strategic planning, coordinated effectively with campuses.

The *Mission Review II (2005-2010) Guidance* documents, *Rethinking SUNY*, and other planning documents¹ provide a strong foundation for developing a comprehensive strategic plan that integrates areas necessary to achieve the State University’s

¹Including the Community Colleges of the State University of New York Strategic Plan (2001-2004); A Plan for the State University (2003); Task Force on Efficiency and Effectiveness - Findings and Recommendations (2004).

goal of excellence. Under the leadership of the Vice Chancellor and Chief of Staff, the Office of Strategic Planning will work with the various offices in the University's central administration and the campuses to bring greater coherence and consistency to SUNY's system-wide strategic planning.

The State University's strategic plan will set goals for the system that will move it to the forefront of higher education and provide a framework for each campus to specify how it can contribute to those goals. Current draft goals include achieving: access and success for students; academic programs that are recognized for quality, accredited, and responsive to local, state, and national needs, including enhancement of international activities; increasing numbers of outstanding faculty to carry out teaching, research, and service; state-of-the-art technology, infrastructure, and facilities to support mission; a sufficient and growing resource base to support excellence; administrative effectiveness to ensure efficiency, productivity and quality; optimal system-ness while ensuring campus distinctiveness and excellence; strong partnerships with business and industry, communities, and the state; accountability to stakeholders; and state, national, and international reputation for excellence.

The strategic plan will specify steps necessary to achieve these goals, identify parties responsible and resources needed, set timelines, and measures of success.

Overview, Purpose, and Principles

Mission Review II (2005-2010): Building an Expectation of Excellence

The Mission of the State University—reaffirmed by the Board of Trustees in *Rethinking SUNY*—is to provide the people of New York with “educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional, and vocational post-secondary programs....” Today the State University is achieving its mission with remarkable distinction. *Rethinking SUNY* made far-reaching recommendations for the State University, including an ongoing commitment to re-examine the University and its work, with the intention of raising academic standards, utilizing State resources efficiently, and ensuring accountability to the public. Mission Review has become a key vehicle for accomplishing these priorities.

Since 1998, Mission Review has been the core academic strategic planning process of the State University. It is an ongoing, campus-based effort that includes all SUNY institutions both individually and collectively as part of geographic regions and sector groups. This extensive effort to think coherently about the role and niche of each of the University’s 64 campuses was designed to:

- ensure the highest levels of academic quality across the University;
- focus on the fundamental aspects of campus missions;
- encourage campuses to think strategically about their roles within SUNY, New York State, and the nation;
- enhance campus distinctiveness and differentiation;
- enhance the reputation of each campus relative to regional and national peers;
- increase opportunities for and support of inter-campus cooperation; and
- identify goals and benchmarks to monitor success.

Mission Review continues to be an unprecedented effort—in terms of its scope and detail—that has received broad support and is recognized by the American Association of State Colleges and Universities (AASCU) as a “Best Practice” in Quality Assurance. The process is characterized by iterative dialogue between System Administration and the campuses, comprehensiveness (i.e., includes planning at the institutional, sector, and regional levels), and inclusiveness (bringing together all different constituencies).

Now, more than ever, public higher education institutions must demonstrate their effectiveness in objective terms and do so in the context of appropriate benchmarks and peer comparisons. From national accrediting bodies and government agencies to bond raters and potential students, there are clear mandates to provide evidence of institutional quality. Mission Review provides the framework with which the University satisfies such mandates.

SUNY has an ongoing commitment to realize the full potential of its diverse campuses and its comprehensiveness as a system. The first cycle of Mission Review focused on individual campus missions as components of the State University's overall academic mission. Through that process, the status and direction of the University was articulated and a vision for the future began to take shape. Today that vision is clear and is embodied in the strategic agenda that drives Mission Review II (2005-2010).

During the first cycle of Mission Review, campuses identified specific institutional goals for higher admissions standards, academic program excellence, enhanced student outcomes (e.g., improved graduation and retention rates), and increased faculty research. Commitments were also made in the areas of assessment, teacher education, online learning, especially through the SUNY Learning Network, and participation in the University's library integration initiative (*SUNYConnect*). Mission Review II (2005-2010) will build upon the successes already achieved through Mission Review and incorporate the University's companion efforts to raise academic quality.

Following the first cycle of Mission Review, stakeholders were surveyed in order to gauge the strengths and weaknesses of Mission Review and determine how this strategic planning process might be improved.

Overall, survey respondents strongly agreed that the goals and objectives set out for Mission Review were successfully achieved. Most agreed that the process helps the University meet its mission, is an effective way for the University to evaluate itself, and should be continued. There was consensus that the review process should be conducted every five years and that it should be streamlined and carried out in a more compressed timeframe. There was also consensus that there should be greater faculty involvement in the process and that the schedule should be more in line with the academic calendar to facilitate that.

The survey results, along with other critically important feedback from the University community, have been incorporated into Mission Review II (2005-2010). The strengths of the process remain, including its collaborative and consultative nature, its comprehensiveness, its focus on institutional improvement and accountability, and its recognition of the importance of campus-based planning. New to this cycle will be greater attention to the physical facilities, resource, and infrastructure implications of academic plans. Consistent with national trends and SUNY Trustees' direction, efforts to further enhance and measure student outcomes will be of central importance. The enduring theme across Mission Review topics will continue to be academic quality.

Key principles, upon which Mission Review rests, derived from the Mission Review Task Force Report entitled *A Template for Rethinking the State University of New York* (1998), have also been retained. The Report articulates a vision for the State University as "the single most dominant higher education institution in New York" and "one of the pre-eminent educational institutions in the nation and the world." That vision, reaffirmed by Chancellor King and the Board of Trustees, continues to frame the academic planning of the University.

Campus Role and Distictiveness

Mission Review is intended to encourage campus responsibility for higher levels of distinctiveness, performance, efficiency, and system-wide collaboration. It is premised on the following principles:

- The State University as a whole fulfills its comprehensive mission, meeting the needs of the State's post-secondary students. A commitment to access is fundamental to the University.
- Building on current levels of success and achievement, all campuses will aspire to perform at even higher levels and to enhance the quality of all programs within their unique mission envelopes.
- Consistent with a required degree of comprehensiveness, each campus will identify, develop, and hone a distinctive mission. In their totality, SUNY campuses should complement each other and cooperate in sharing the resources of the State University System.
- Campuses will have in place robust budgeting and financial management policies and practices to ensure that they fulfill their missions efficiently and cost-effectively.
- All campuses share three key objectives: to advance student learning by offering an academically rigorous program of instruction; to support an outstanding faculty in their instruction and scholarship; and to provide public service to the citizens of New York State.

The State University must look to the challenges of the future and plan accordingly. Mission Review continues to be a vehicle for forward-looking change. It provides a way to help identify where the system needs to develop new programs and services, and invest additional resources. What follows is a brief discussion of key areas addressed in Mission Review II (2005-2010).

Perhaps the most important step in each cycle of Mission Review is the first: campuses are asked to re-examine and clarify their mission and role within the University. Clear delineation of mission "envelopes" is useful, both to campus constituencies and to the broader constituency base of the State University. Campuses define their role and distinctiveness in relation to their historic mission, geographic considerations, the range of academic degrees offered, and particular institutional strengths. This information is made explicit in the Memoranda of Understanding which, in turn, serve as useful reference documents for determining the appropriateness of newly proposed academic programs. As noted during the first cycle of Mission Review, the sheer scope and comprehensiveness of the State University places a particular responsibility on System Administration to assist each campus in focusing and differentiating its mission. To maintain the quality of education, scholarship, and service provided by the University, regular and thoughtful attention must be given to avoiding institutional drift and mission creep. It is also important that each campus understand and be comfortable with its role and place in the University, and that institutional sectors play a meaningful role in the planning of University objectives.

Each campus has a unique role within the University, encompassing both distinctive features that complement other campuses and common features that ensure

SUNY Campus Sectors

necessary breadth, quality, and access. As the nation's largest comprehensive system of public higher education, SUNY has unparalleled opportunities to generate efficiencies while nurturing campus distinctiveness and excellence. In Mission Review II (2005-2010), the University will once again endeavor to identify the unique programmatic strengths of each campus while exploring potential synergies—especially regionally, but also statewide—such as joint programs and shared faculty, facilities, and equipment, that can yield enriched academic environments for students and faculty alike.

Ensuring institutional quality and effectiveness necessitates looking beyond SUNY to measure our progress against broader goals in a national context. Consistent with an emphasis on campus distinctiveness, as part of Mission Review, unique sets of peer institutions are identified and campus goals and progress are compared to the performance of those peers. Identifying benchmark institutions for the purpose of making appropriate comparisons enhances academic quality by providing meaningful context for viewing oneself. In Mission Review II (2005-2010), System Administration will work with campuses to generate robust sets of current and aspirational peers—ones that share common characteristics (e.g., mission, program mix, etc.) and are clearly useful for benchmarking purposes. Also, implicit in the identification of “selected benchmark institutions” is the notion that evaluation of campus effectiveness must be supported by data. These benchmark institutions will be used to gauge campus quality improvement over time in measurable areas such as undergraduate enrollment, acceptance rate, SAT scores of entering students, high school grade point average, full-time faculty, retention rate, graduation rate, and research funding.

In addition to providing a set of academic programs of the highest quality, benchmarked against a unique set of peers, each campus has a distinct and significant impact on the economy—locally, regionally, statewide, and beyond. The aggregate economic impact of SUNY is enormous. In many areas of the state, the State University is the largest employer and in less tangible ways it plays a profound role, enriching the culture and vibrancy of communities throughout the state. But SUNY must do a better job of describing its impact to the public. An explicit goal of Mission Review II (2005-2010) will be to credibly measure the economic impact of the University—as a whole, by sector and region, and at each constituent campus—so that SUNY's power as an economic engine is fully demonstrated. (See also *Service to Local Regions, the State, and the Nation*; and *Task Force on Efficiency and Effectiveness – Findings and Recommendations*.)

Beyond differentiation at the institutional level, Mission Review also seeks to clarify the missions of campus sectors across the State University. The State University has experienced minimal mission creep since its inception, with distinctive sector identities ensuring complementarity within and across sectors. Seven categories of campuses proposed by the Task Force on Mission Review and Performance Reporting were reorganized into four during the first cycle of Mission Review, when campus missions were examined carefully and common elements became more apparent. The simpler taxonomy, described below (in alphabetical order), has been adopted as part of the official planning framework for the State University; it includes five categories of institutions—four college and university sectors (*Colleges of Technology, Community Colleges, Comprehensive Colleges, and Doctoral Degree-Granting*

Institutions) and the *Related Educational Centers*. This broad range of institutions enhances each citizen's ability to contribute to society, participate in the workforce, and take advantage of lifelong learning opportunities.

Colleges of Technology –

Colleges with a strong technical orientation; most programs require a solid foundation in math and science. Together these institutions share responsibility for high-quality certificate, associate, baccalaureate, and selected master's programs, primarily in technology, agriculture, and the applied sciences. Included in this sector are SUNY's Institute of Technology at Utica-Rome and the Maritime College in New York City, where baccalaureate and Master's programs are offered; and the colleges of technology located in Alfred, Canton, Cobleskill, Delhi, Farmingdale, and Morrisville, where associate and baccalaureate degrees are offered.

Community Colleges –

Community-based, predominantly commuter colleges with responsibility for providing high-quality transfer and career associate degree and certificate programs to all New Yorkers at affordable cost, and providing specialized training to individual workers and business and industry. The State University's 30 community colleges are located in every region of the state. Students study in a range of two-year programs leading to the associate degree and in certificate and other non-degree programs. More than half of SUNY's community college graduates transfer to four-year institutions to earn a baccalaureate degree, while other graduates begin work immediately. The community colleges also have a wide range of offerings and resources supporting programs in lifelong learning and skill development for part-time students already in the workforce, either individually or through employer-supported, tailored courses. A number of community colleges offer residential living, and several operate in more than one location. SUNY's community colleges are different from its state-operated campuses in that governance and operation are shared between the state and local sponsor (i.e., a county or group of counties). State-local shared governance is reflected in the membership of community college boards of trustees: they include both Governor-appointed and local sponsor-appointed members. The Fashion Institute of Technology—a specialized college with an international reputation—falls within this sector in terms of governance, but is atypical in terms of programs and admissions criteria: it offers associate through master's level degrees in more focused programs, many of which are highly selective. (See also Appendix, *Progress Report on the Community Colleges of the State University of New York Strategic Plan for 2001-2004*.)

Comprehensive Colleges –

Institutions providing a range of high quality disciplinary and interdisciplinary programs at the baccalaureate and master's level, as well as selected undergraduate and graduate professional programs, based on state and regional need. The Comprehensive Colleges vary in size, setting, academic focus, and degree of comprehensiveness, while providing a range of undergraduate experiences. This sector comprises twelve traditional institutions, mostly located in small cities and towns, with academic offerings that include liberal arts and sciences and professional programs such as business and teacher education. In addition to a full range of

undergraduate curricula, including honors programs, the comprehensive colleges offer master's degrees. The thirteenth, less traditional, comprehensive college is Empire State College, which enrolls a high proportion of working adults at extension centers throughout the state and via distance learning.

Doctoral Degree-Granting Institutions –

Research institutions, with national and international stature, offering baccalaureate, master's, doctoral, and advanced professional degrees, with differentiated missions and together offering access to programs and advancing knowledge in the panoply of disciplines, professions, and interdisciplinary fields. Included in this sector are the four university centers, University at Albany, Binghamton University, University at Buffalo, and University at Stony Brook, which are, first and foremost, research institutions where the creation of new knowledge is a central part of the campus' mission. In addition to wide-ranging undergraduate and graduate programs leading to baccalaureate and master's degrees, each university center has doctoral programs and professional schools. Also in this sector are the four Health Science Centers, including two freestanding centers—in Syracuse and Brooklyn—and two university-based centers at Buffalo and Stony Brook. Three of the HSCs (Syracuse, Brooklyn, and Stony Brook) include University-owned hospitals. Each Health Science Center has a college of medicine, nursing programs, and a range of other health-related undergraduate and graduate programs. SUNY offers, through these centers, some of the highest quality health-related education, research, and patient care in the nation. Joining their sister campuses in the doctoral sector are the College of Environmental Science and Forestry and the College of Optometry, with more specialized programs and research foci.

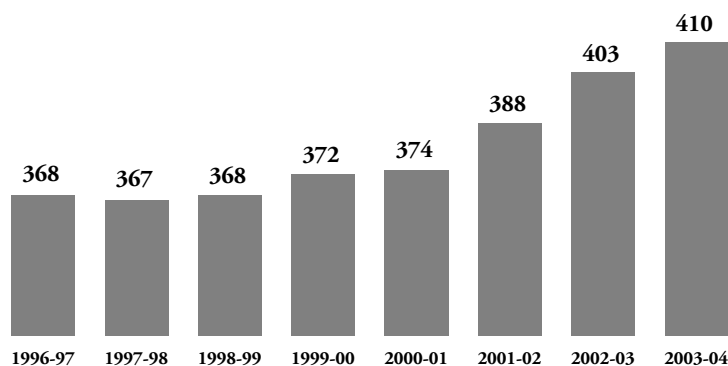
Statutory/Contract Colleges - The five partnership colleges, also known as statutory or contract colleges, round out the doctoral sector. These colleges are not directly operated by the State University, but are operated by their host institutions, subject to the general supervision and coordination of State University Trustees [Education Law §355(1)(a)], who also approve the appointment of the head of each college by the governing board of its respective private institution [Education Law §355(1)(e)]. Included in this category are four colleges affiliated with Cornell University, the Colleges of Agriculture and Life Sciences, Human Ecology, Veterinary Medicine, and the School of Industrial and Labor Relations; and a fifth institution, the New York State College of Ceramics, is affiliated with Alfred University (see Education Law, Article 123). Each partnership college enjoys the benefits of being part of the State University of New York while being connected to, and located at, a private university. These colleges are exemplars of productive public-private partnerships.

Related Educational Centers –

The University's related educational centers include the statewide network of Educational Opportunity Centers (EOCs), supported by two Counseling and Outreach Centers. EOCs have pioneered urban education with innovative vocational training programs, geared at gainful employment and economic self-sufficiency, and academic programs leading to higher education. In 2002-03, over 23,000 individuals received services, with more than 13,000 of those individuals enrolled in programs leading to certificates. Academic programs range from Adult Basic

Plans for Strengthening the Quality and Diversity of the Student Body

SUNY Enrollment (Fall headcount in thousands)



Education to English as a Second Language, GED, and College Preparation. Demand-driven vocational training programs result in job placement in entry level, career-track employment in information technology, customer service, and allied health.

The State University will continue to seek to attract and educate a stronger, more diverse student body. Since *Rethinking SUNY* (1995), the University has made tremendous strides in improving the academic profile of students enrolled, with SUNY gains outpacing the state and nation, while growing to approximately 410,000 students in 2003-04. At the same time, the State University has become more diverse than ever before, with 76,392 minority students, 15,029 international students, 18,027 students with disabilities, and 129,811 students aged 25 years or older enrolled in fall 2003. As a public university, SUNY remains committed to ensuring access to the full range of populations served; thus, diversity—including geographic, ethnic, economic, gender, age¹, and disability status²—will be a priority in Mission Review II (2005-2010).

In addition to enhancing the quality and diversity of the student body, it is essential that SUNY campuses manage their enrollments with the same level of sophistication found at the best colleges and universities across the country. Many campuses have made significant investments in the area of enrollment management, as evidenced by eight consecutive years of increasingly larger pools of applicants across the University, reaching an all time high this year. Mission Review II will explore plans and priorities to develop this expertise further. With enhanced academic quality as its guiding principle, the State University addresses enrollment planning from multiple angles, including setting realistic enrollment goals; specifying selectivity aspirations; and identifying benchmark institutions for appropriate comparative student outcome data. Campus plans to attract stronger students through initiatives such as merit scholarships and honors programs are also outlined in the Mission Review Memoranda of Understanding.

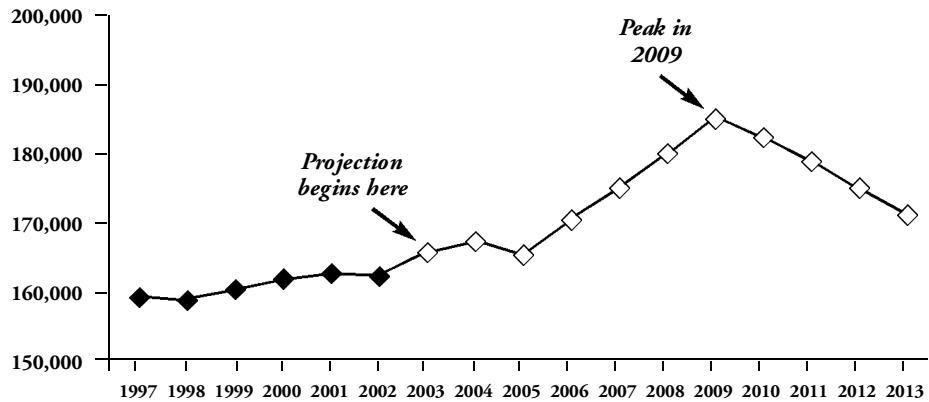
¹Consistent with “Project 2015: State Agencies Prepare for an Aging New York”; for more details, see www.sysadm.suny.edu/provost/project2015.htm.

²SUNY’s annual enrollment of students with disabilities has increased nearly fourfold over the last two decades, and is up 30% since 1995. Consistent with the report of the Task Force on Postsecondary Education and Disabilities, *Postsecondary Education and Individuals with Disabilities: Recommendations to New York State for Strategies to Increase Access and Opportunity*, the State University continues to work in partnership with all sectors to provide full access and support for students with disabilities (see www.SUNY.edu/disabilities/taskforce/ for details). In conjunction with the ongoing work of SUNY’s Office of Disability Services and Information and local campus support services, assuring compliance with the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, a system-wide committee has been created to address ongoing issues and plans related to students with disabilities.

As part of the ongoing Mission Review process, campuses carefully consider their short- and long-term enrollment plans in terms of both the size *and* the academic profile of their admitted student body. An important outcome of Mission Review has been the adoption of a rigorous enrollment planning process—one that takes into account campus goals and aspirations and progress toward those goals and aspirations—which is now in place and overseen by the Enrollment Planning Group (EPG) in System Administration. The EPG engages campuses in dialogue as needed and appropriate, and approves campus plans that are in concert with the thrust of the Memoranda of Understanding. Enrollment plans are evaluated for consistency with overall State University direction, campus goals, demographic trends, campus capacity, workforce needs, funding constraints, and prior success in campus-based enrollment planning.

Based on demographic trends,¹ increases in the college-going rate, and growing need for associate, baccalaureate and advanced degrees, there will likely be greater demand for public higher education in New York State over the next several years.

New York State High School Graduates over Time



But resources may not be sufficient to support growth and quality simultaneously, and SUNY will not compromise on quality. In order to assure that SUNY campuses maintain and enhance academic quality, Mission Review II (2005-2010) will ask for campus enrollment plans in this context, with projected enrollments linked to likely available resources.

Projections for 2008-09² are for 182,842 annual average full-time equivalent (AAFTE) students at state-operated institutions (7.5 percent increase over 2004-05) and 170,421 full-time equivalent students at community colleges (5.5 percent increase over 2004-05), for a total of 353,263 full-time equivalent students (a 6.5 percent increase over planned enrollment for 2004-05 and a 16.4 percent increase over 2000-01). With a current total headcount of about 410,000 students, SUNY's enrollment has grown by more than 35,000 students since 2000-01. Total headcount

¹High School graduates are projected to rise to 180,301 in 2008, a 6.7% increase over 2004 projections, and peak at 184,931 in 2009. See NYS High School Graduate Projections, NYSED Fiscal Analysis and Research Unit, NYSED OHE Office of Research and Information Systems, January 2003.

²Campus-based projections, to be refined during Mission Review II (2008-2010).

SUNY Enrollment Trends through 2004-05
(in Annual Average Full-time Equivalents)

is expected to reach approximately 435,000 students in 2008-09, roughly 25,000 more students than are currently enrolled. The table below summarizes State University planned enrollment (in AAFTE) to 2008-09, across sectors and in the context of projected New York State public high school graduates. While the 2004-05 projections reflect agreed-upon plans, the 2008-09 projections are compiled from campus-based plans that will be discussed and refined further during Mission Review II (2005-2010).

	Actual 2000-01	Projected 2004-05	Projected 2008-09	Projected Change 2004-2008	Proportion of SUNY 2004-05	Proportion of SUNY 2008-09
Doctoral Campuses	75,421	79,524	84,287	6.0%	24.0%	23.9%
Comprehensive Colleges	68,820	70,568	75,787	7.4%	21.3%	21.5%
Colleges of Technology	17,118	19,975	22,768	14.0%	6.0%	6.4%
Community Colleges	142,065	161,495	170,421	5.5%	48.7%	48.2%
TOTAL	303,424	331,562	353,263	6.5%	100%	100%
New York State HS Graduates ¹	162,273	169,023	180,301	6.7%	—	—

The selectivity profile of an admitted class is another indicator of academic quality. As previously mentioned, Mission Review II will include continuing efforts to further enhance the quality of students admitted to the State University of New York while maintaining the University's long-standing commitment to access. To that end, all state-operated campuses continue to work toward enhanced selectivity and have established precise goals for entering classes. Campus-driven selectivity goals—informed by state and national peer comparison data—are made explicit in the Memoranda of Understanding and will be updated in Mission Review II (2005-2010). The chart below illustrates the current rubric² used by campuses

Admissions Selectivity Matrix

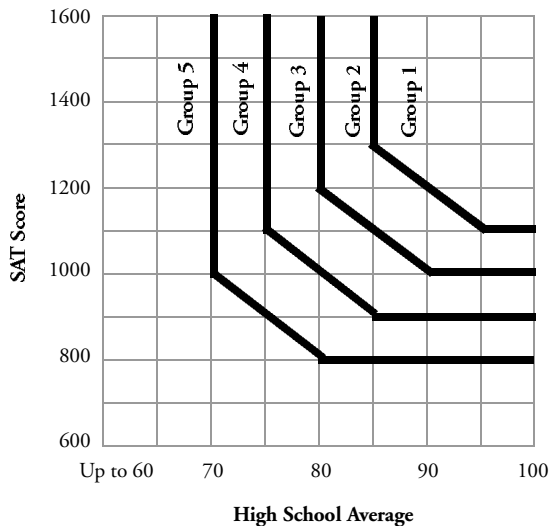
Most Selective:
at least 60% of students enrolled are in Group 1

Highly Selective:
at least 60% of students enrolled are in Group 2

Very Selective:
at least 60% of students enrolled are in Group 3

Selective:
at least 60% of students enrolled are in Group 4

General Admission:
not meeting any of the above categories



¹See NYS High School Graduate Projections, NYSED Fiscal Analysis and Research Unit, NYSED OHE Office of Research and Information Systems, January 2003.

²NB: With upcoming changes to the SAT I, the Selectivity Matrix may need to be revised during Mission Review II (2005-2010).

Access and Opportunity

and System Administration to describe the selectivity goals for undergraduate admissions. With a defining criterion of at least 60% of students enrolled (as first-time, full-time regular admits) for each selectivity group, the matrix leaves considerable room for access to even the most selective State University campuses.

The Mission Review Memoranda of Understanding will continue to be relied upon to determine not only whether a given campus is reaching its targeted enrollment but also its goals for undergraduate selectivity, diversity and mix, and student outcomes (e.g., retention and graduation). Campuses are asked to provide updated information on selectivity annually, as part of the enrollment planning process. All indications suggest that the integrated Mission Review and enrollment planning processes continue to be successful in meeting State University goals for 1) more accurate enrollment planning consistent with MOU goals, 2) raising selectivity (where appropriate) and maintaining access, and 3) facilitating collaborative and more transparent planning.

SUNY's commitment to ensuring access and opportunity for New York State residents is clear in its stated intention to provide "educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population...." This responsibility—central to the University's mission as a public institution and articulated as early as 1964—has been reaffirmed many times.

In the coming years, the University will give particular attention to:

- building upon existing programs that ensure access;
- expanding efforts to reach and support populations under-represented in higher education;
- supporting early intervention initiatives, in collaboration with middle and secondary schools, that seek to increase student preparedness;
- increasing diversity among graduates in fields corresponding to state needs (e.g., teaching);
- increasing access to, and support for, graduate level study;
- developing greater levels of diversity among faculty, staff and students—particularly in positions that affect governance and policy; and
- identifying factors that support or diminish successful student outcomes among various populations, and promoting greater levels of success in all sectors of the University.

At the center of the range of programs that serve as mechanisms for access, diversity, and student support is the University's highly successful Educational Opportunity Program (EOP). Designed for undergraduate students who have the potential to succeed in higher education despite economic and academic disadvantages, each year this program provides financial assistance, academic development skills workshops, advisement, and counseling to more than 11,500 students who might not otherwise have the opportunity to pursue college-level study. As a complement to its undergraduate support programs, tuition waivers

Plans for Strengthening the Quality, Diversity, and Reputation of Faculty

for study at the master's, doctorate, and first-professional level at selected SUNY campuses dramatically expand career options for successful graduates from disadvantaged backgrounds.

Students enrolled in the University's opportunity programs come from a variety of backgrounds—from urban to rural—representative of the diversity found in New York State. Also playing an important role in the maintenance of access is the involvement of SUNY's Opportunity Programs in the statewide GEAR UP project. As a sector partner, the University provides support and exposure to higher education options in the public sector for thousands of high school students across the state.

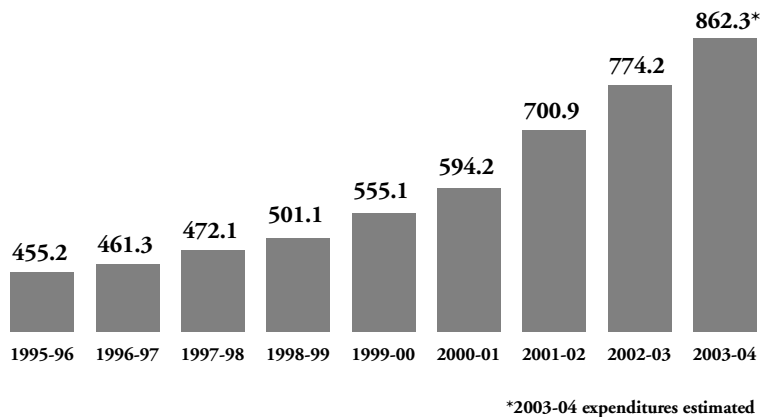
The University's Opportunity Programs unit works jointly with the Search for Education, Elevation, and Knowledge (SEEK) program in the City University of New York and occupies a leadership role in the Tri-State Consortium of Opportunity Programs, comprising access programs in public and private institutions throughout New York, New Jersey, and Pennsylvania.

More than any other factor, the quality of a university's faculty determines the quality of education it provides to its students. SUNY's teachers and scholars are recruited from the finest graduate schools and universities and include nationally and internationally recognized figures in all major disciplines. State University faculty accomplishments have been acknowledged through the receipt of numerous prestigious awards and honors, including the Nobel Prize, Pulitzer Prize, Guggenheim grants, MacArthur "genius" awards and Sloan, Danforth, and Fulbright fellowships.

The State University of New York must continue to attract, engage, and support a diverse faculty of leading teachers and scholars, while advancing the frontiers of knowledge and practice appropriate to each sector. Mission Review II (2005-2010) will see greater emphasis on faculty development, including plans for recruitment and retention (consistent with academic program development plans), strengthening promotion and tenure processes, and plans for ensuring the work of the faculty is appropriately supported and recognized. Campus goals for faculty productivity, in teaching, research and scholarship will be set in the context of national peer performance, and plans to support those goals—with adequate infrastructure, resources, and facilities—will also be discussed. Implications for State University policy will necessarily emerge during the dialogue with campuses, and there will be broader participation from System Administration during Mission Review II to explore such implications. SUNY will ensure its campuses remain places where leading faculty can create outstanding programs of instruction and research, and serve effectively.

Expanding the level and distinction of the research enterprise within the University is an essential component of the University's mission. Making new contributions to knowledge remains at the heart of what the University does. World-class research promotes the stature of the State University, to the benefit of all New Yorkers, and enhancing the research environment on all campuses enables the University to continue to attract the best and brightest faculty from around the world.

**Externally
Sponsored
Research
Activity**
(\$ in millions)



Strengthening the research enterprise also enriches student learning, as research and teaching are closely interrelated and synergistic. Faculty who are actively engaged in creating knowledge bring those insights to their teaching, at both the graduate and undergraduate level, and students have opportunities to work with top-notch faculty researchers from whom they learn to do original work. Finally, University-based research directly and indirectly benefits the economy of New York (see also Research section under *Service to Local Regions, the State, and the Nation*).

During the first cycle of Mission Review, a system-wide goal was set to reach one billion dollars in externally sponsored activity per year. With an estimated \$862 million in annual expenditures in 2003-04 (an 89% increase since 1995-96), SUNY is well on its way to reaching, if not surpassing, that goal. A new goal will be articulated in Mission Review II (2005-2010), consistent with campus missions and aggregate plans to increase research and other sponsored activity beyond the one-billion-dollar mark.

Beyond campus-based efforts, System Administration and the Research Foundation have committed additional resources to help support faculty development. For example, the Faculty Development Initiative now underway seeks to establish an expectation for, and firm commitment to, effective efforts by campuses in developing strategies and providing support for the ongoing development of their faculty, so as to create and maintain an optimal intellectual, scholarly, and professional environment. The Report of the Advisory Task Force on Faculty Development, co-chaired by the presidents of the University Faculty Senate and the Faculty Council of Community Colleges, is nearing completion and recommendations will be implemented in 2004-05. The Provost's charge to this group is as follows:

- to examine and discuss the broad range of issues related to the ongoing intellectual, scholarly, and professional development of State University faculty, including support for the development and improvement of teaching skills; scholarship and research; community and professional service; further pursuit of advanced credentials; opportunities to develop leadership, administrative and governance skills and additional responsibilities; and appropriate and meaningful recognition and reward, including ways of enriching the State University

through greater involvement of its distinguished professors in its ongoing academic enterprise;

- to examine and propose a set of best practices—appropriate to each sector of the University—that will provide candidates for reappointment, promotion and tenure with clear guidance regarding campus process, expectations, standards, and flexibility, as well as mentoring, support and timely feedback regarding their progress;
- to discuss strategies that might successfully address the need to secure and allocate sufficient additional resources in support of these important aspects of faculty development; and
- to make recommendations regarding policy, guidelines and best practices, as appropriate, that would address these issues and contribute to a strengthening of the academic environment and the ongoing retention and development of State University faculty and future academic leadership.

In addition, the University has taken several measures to provide ongoing support for faculty scholarship and research, including:

- recognizing research volume in the budget process, thereby enhancing institutional support (see *A Stronger Financial Foundation for the State University – Providing and Managing Resources to Support Excellence*);
- working with the State University Construction Fund and campuses to ensure that research space is state-of-the-art and supports efforts to attract competitive funding;
- facilitating collaboration across SUNY and with peer institutions outside of the System;
- working with New York businesses to emphasize the importance of research and the building of a state-wide research infrastructure;
- working with the Legislature and the Governor’s Office to promote University-based research initiatives such as Centers of Excellence, Gen-NY-sis, and other such collaborative efforts (see *Research* section, in *Service to Local Regions, the State, and the Nation*); and
- aggressively seeking federal support for research, in part through our continuing SUNY presence in Washington, DC.

Finally, a designated unit in the Provost’s Office is charged specifically with overseeing initiatives that recognize and reward extraordinary performance by SUNY faculty and professional staff. Recognition programs include the Chancellor’s Awards for Excellence in Librarianship, Professional Service, Teaching, Scholarship and Creative Activities, and Faculty Service; and the Distinguished Faculty ranks in Teaching and Service. In addition, the University has expanded its support for collaborative faculty research, especially in research relevant to homeland security, such as cyber security and port security. The University’s Conversations in the Disciplines program continues to support collaborative scholarly efforts through competitively awarded grants.

Plans for Strengthening the Quality and Reputation of Academic Programs

SUNY is committed to offering academic programs of the highest quality, with the range and mix of academic programs in the State University of New York ever evolving, aimed at meeting student and state needs while staying abreast of intellectual currents. Campuses periodically add new programs (see Appendix, *New Programs of Study Tentatively Planned for Introduction 2004-2008* and *Master Plan Amendments 2000-2004*), modify existing programs, and discontinue ones that are no longer appropriate.

As part of the ongoing Mission Review process, each campus identifies priorities for program development. During Mission Review II (2005-2010) campuses will be encouraged, once again, to focus on their strengths and sharpen and build on institutional differentiation in setting academic program direction, including development of new programs, revision of existing programs, and elimination of outdated/moribund programs. At the same time, the University's program review policies and procedures—focusing on *mission*, *market*, and *quality*—will continue to provide mechanisms to monitor and prevent unwarranted duplication of programs and to maintain each campus' distinctive academic mission. As mentioned previously, Mission Review II will include continued exploration of potential synergies and opportunities for greater collaboration between campuses in developing and delivering academic programs—opportunities uniquely available to SUNY because of its size and comprehensiveness.

Consistent with longstanding SUNY and State Education Department practice, proposals for new programs and/or revisions to existing programs are reviewed and approved by the University Provost on behalf of the State University Board of Trustees, before being submitted to the State Education Department for registration. With *Rethinking SUNY's* call for streamlining administrative procedures, the University's review process for new undergraduate programs was revised and streamlined in 2000-01, and updated again in 2002-03 to reflect University-wide academic initiatives in assessment, teacher education, and transfer, as well as technological improvements in the review process itself. The updated *Handbook for the Submission of Undergraduate Academic Program Proposals* (2003) maintains the requirement that proposed programs be consistent with campus mission, reflect market need, and have demonstrable quality (see *Memorandum to Presidents 03-4: 2003 Handbook for the Submission of Undergraduate Academic Program Proposals*). In turn, the Program Review and Assessment group's first priority is to review all academic program submissions in a timely and efficient manner, according to a process that is both judicious and transparent. To that end, review timelines have been established and program proposals may now be submitted electronically. The Program Review and Assessment group maintains a website that includes an Accountability Matrix of its performance and a FAQ (Frequently Asked Questions) of program review issues. Changes to the graduate program proposal review process—including new guidelines—are planned for introduction in 2004-05.

The University also plans to continue to increase the number of programs that are nationally recognized and, where appropriate, ensure programs are nationally accredited. This serves to strengthen the reputation of individual campuses and the University as a whole.

General Education

In addition to offering excellent and accredited programs, the State University has an obligation to develop programs in disciplines important to New York's future. Recent program development activity suggests that campuses are sensitive to that mandate, with new programs in areas such as materials science and materials engineering, bioinformatics and computational biology, forensic biology, nursing (accelerated), and cybersecurity—to name just a few. (See Appendix, *New Programs of Study Tentatively Planned for Introduction 2004-2008* for more detail.) Academic programs are being launched and/or strengthened in conjunction with cutting-edge research conducted on SUNY's campuses, including its three Centers of Excellence in bioinformatics (at Buffalo), nanotechnology (at Albany), and wireless communication (at Stony Brook). Critically important program development is also occurring through institutional initiatives such as the Levin Institute in Manhattan, focused on economics, finance, and public policy in an increasingly global context, and the nation's first college of Nanoscale Sciences and Engineering at Albany, home to newly created graduate degrees in nanosciences and nanoengineering.

While SUNY's campuses continuously update their curricula to meet changing demographics, consistent with SUNY's participation in Project 2015, Mission Review II (2005-2010) will include focused discussion of campuses' academic plans and priorities for addressing New York State's aging population. In particular, plans for relevant new and/or expanded programs and use of technology mediated learning, including online learning, will be explored (see www.sysadm.suny.edu/provost/Project2015.htm for more details).

Student study abroad is another high priority for the State University. Each year thousands of SUNY students pursue course work in more than 200 overseas academic programs around the world. International programs will receive greater attention during Mission Review II (2005-2010), consistent with the University's longstanding and growing commitment to provide students with access to broad educational experiences in culturally rich and varied environments.

The State University believes that its graduates should have the general knowledge and skills necessary to participate in and contribute to a democratic society and to enrich their lives continually as educated individuals. The University seeks to inculcate such knowledge by offering a broad-based and coherent program of general education. Resolution 98-241 of the State University Board of Trustees, passed in December of 1998, mandated a minimum of 30 credit hours of general education coursework—in 10 specified subject areas and two learning competencies—for all baccalaureate candidates within the University. This policy took effect for students entering in fall 2000, every campus with undergraduate programs committed to meeting the requirements of this policy in the signed Mission Review Memoranda of Understanding in 2000-01, and the resolution is now fully implemented. During Mission Review II (2005-2010), the University will explore with campuses the results of Campus-based Assessment of General Education, with particular attention on how assessment results are being used to make program improvements and improve student learning (see more detailed discussion under *Assessment of Student Learning Outcomes*; and also Appendix, *Progress Report on the SUNY Assessment Initiative: Assessment of Student Learning Outcomes*).

Teacher Education

Teacher Education—historically the centerpiece of many of the State University’s senior campuses—is another area important to New York State’s future, indeed the nation’s future. Eleven of the University’s senior institutions originated as normal schools to train public school teachers. Although the missions of these institutions have evolved, all have retained a strong commitment to preparing highly qualified teachers, and currently 16 campuses have teacher education programs. Through its formal teacher preparation programs, the State University educates about 25 percent of the teachers certified each year in New York State through college and university programs. Additionally, a large number of SUNY graduates with non-education degrees later become certified as teachers through alternative processes. This accounts for an estimated additional 15 percent of the New York State certifications, bringing the total proportion of State University graduates to approximately 40 percent of the teachers certified annually. The University takes justifiable pride in the strong reputation of its graduates who become teachers—a reputation built on consistent excellent performance on teacher certification examinations (see Appendix, *SUNY Pass Rates on the NYS Teacher Certification Examination, 2000-01 through 2002-03*) and, more importantly, success in the field.

The goals of the University’s reform initiative, *A New Vision in Teacher Education* (see Appendix), adopted in summer 2001, are: to improve the preparation of new teachers, to address New York State’s needs for K-12 schools, and to assure continuing excellence and improvement of teacher preparation. In addition to system-wide enhancements in academic preparation and field experiences, *New Vision* has, among other projects, (1) fostered development of a universal transfer template, involving 33 associate degree and 12 senior institutions (see www.suny.edu/EducationTransfer; and Appendix, *Memorandum to Presidents: Teacher Education Transfer Template Status Report*); (2) established the SUNY Urban Teacher Education Center in New York City where more than 200 student teachers have engaged in field experiences during the Center’s first two years; and (3) supported numerous campus developments, including Empire State College’s alternative teacher preparation program for adults who are changing careers. Consistent with SUNY’s commitment to quality, seven of the 16 institutions have achieved national accreditation for their teacher education programs and the remaining nine are scheduled for evaluation visits during the next two years. Two additional system-wide projects, a teacher-education program assessment initiative (funded by the Fund for the Improvement of Post-secondary Education—FIPSE) and a Mathematics Education Task Force (METF), have the goals of improving program performance in critical areas. The METF has recently submitted its report (see Appendix, *Initial Report: Provost’s Mathematics Education Task Force*, February 2004) with recommendations for improving the preparation of teachers and the teaching of mathematics in the K-12 schools.

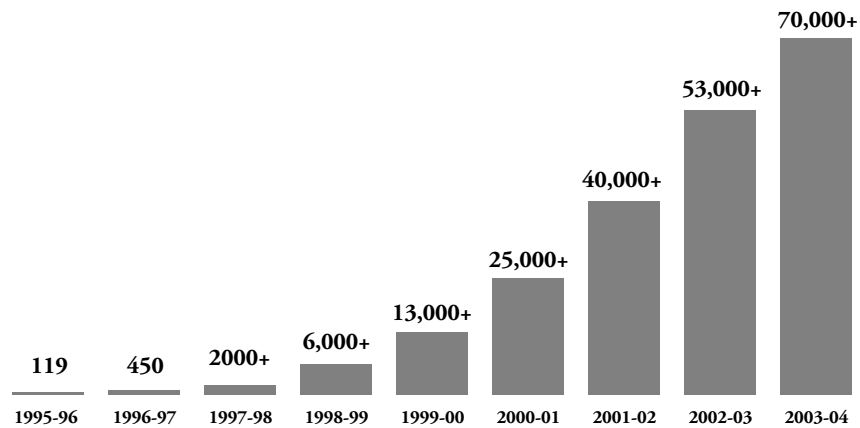
Academic Technology

The State University is committed to harnessing technology for the enhancement of instruction and learning, including innovative uses of technology in campus classrooms, laboratories, and libraries and through distance learning. Indeed, SUNY is a national leader in technology-mediated learning, with dramatic growth in student and faculty participation, and numbers of courses and programs offered solely online and in hybrid formats.

Online Learning

The SUNY Learning Network (SLN) has one of the longest and most successful track records in online education in the country. At its core, SLN provides a complete support infrastructure of faculty training and course development, course-management software and server infrastructure, and student and faculty help desk services. It also provides marketing, promotion, and program management services to participating campuses. Course enrollments through SLN have increased from 119 in 1995-96 to 70,669 by 41,000 students in 2003-04, and course offerings have grown from eight to over 4,000 courses during the same time period. In addition, institution-level participation in online learning is up from just two campuses in 1995-96 to 56 campuses in 2003-04. To date, more than 2,000 SUNY professors have developed and taught courses through SLN.

SUNY Learning Network Enrollments



Key to the success of SUNY's online learning program—and what distinguishes the State University from most other higher education institutions (including commercial and private-sector institutions)—is that all courses are developed and delivered by SUNY campus faculty. In addition, courses are anchored in existing departments, curricula, degrees, and research programs. State University faculty use SLN and other technologies to create efficiencies and new learning opportunities for students, thereby extending and transforming the educational experience.

In 2003-04, System Administration assumed responsibility for the development, support, and administration of CourseSpace—SUNY's technology-program-and-services suite aimed at maximizing faculty access to web-based instructional tools.

While SLN provides the means to deliver courses totally at-a-distance, CourseSpace supports the much larger spectrum of web-enhanced learning, including hybrid and blended courses, and enables integration of online activities into classroom-based courses. Through SUNY CourseSpace, the advantages of synchronous and face-to-face traditional learning can be combined with those of asynchronous and on-line learning. SUNY CourseSpace is parallel to and integrated with the SUNY Learning Network, which provides faculty who receive training in developing hybrid or web-enhanced courses through CourseSpace with the flexibility to create complete online versions of courses via SLN, with only minimal additional training. Thus, beginning in fall 2004, SUNY faculty will have a broader array of options for creating an online presence in the courses they teach.

In the coming years, System Administration will continue to work with campuses to strengthen technology-based learning environments, including online course delivery, and ensure SUNY faculty have access to the full range of tools and practices to achieve excellence in teaching and learning. The University will also work to promote the enormous potential that online learning holds for inter-campus academic collaboration in developing degrees and programs, in teaching, and in research, which the University is just beginning to explore. In all these activities, the State University seeks to identify where System Administration's role can most add value and quality, and support campus efforts without unnecessarily duplicating infrastructure. Our shared commitment to academic technology is a key component of each institution's Mission Review Memorandum of Understanding; future plans and goals will be explored during Mission Review II (2005-2010) and described in updated campus MOUs.

Libraries

Libraries are not only repositories of our collected knowledge they are an essential tool for scholarship. Providing full access to that knowledge is an ongoing challenge—one that the State University is meeting head on by harnessing technology through its automated library initiative.

In 2000, the State University launched *SUNYConnect*, a bold new effort that electronically links all the libraries of the System, creating the largest library collection of any public university in the world. A major part of *SUNYConnect* is the installation of library management software that creates an Internet-accessible catalog of library materials, allowing searches of all State University library collections. This software also provides a common circulation process enabling students to directly access and borrow materials from any SUNY library and receive them within two days. Significant savings are already being realized from the creation of this common library management system and reduced (unnecessary) duplication in library holdings.

During the first cycle of Mission Review, campuses made commitments to participate in the *SUNYConnect* initiative. By 2005, all campuses will be operating the common library management system, providing every student and faculty member on every campus full access to SUNY's entire holdings (over 18 million volumes).

Assessment of Student Learning Outcomes

In Mission Review II (2005-2010), the University will continue to explore opportunities to further enhance library resources and generate additional long-term cost savings through mechanisms such as unified subscriptions to electronic databases and regional storage facilities. This initiative is just one example of how SUNY is working effectively to leverage its size, and achieve substantial savings—through joint purchasing, group purchasing, and shared licensing—to the benefit of students and faculty. Additionally, the University is part of a statewide, comprehensive, coordinated system of higher education resources and distance learning programs, to which all New Yorkers will have access via telecommunications and local libraries.

Finally, the State University has been instrumental in the establishment of the New York State Higher Education Initiative (NYSHEI). NYSHEI is a membership organization of New York academic institutions and their libraries. Its mission is to develop, enhance, and preserve research and educational services, collections, and resources for the benefit of faculty, students, and the larger research community, and to promote new methods of scholarly communication. Full NYSHEI membership currently exceeds 125, including all SUNY and CUNY libraries and the New York State Library.

Assessment is an essential factor in ensuring academic quality. During the first round of Mission Review, all campuses made commitments to ongoing, systematic assessment. The State University has come a long way these past few years, with substantial progress made in campus-based assessment of both General Education and the Major. In 1999, the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes was charged with recommending a process for assessing student learning outcomes and intellectual growth, in general education and the major, across the University. Following extensive research and deliberation and broad consultation within the SUNY community, the Task Force submitted its Report to the Provost in November 2000 (see Master Plan 2000-2004 Appendix, *Report of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes*).

The Task Force report clearly identified Outcomes Assessment as a cooperative venture between the faculty of the University and the academic leadership of both campuses and System Administration. Consistent with the principles of *Rethinking SUNY*, emphasis is placed on campus-based assessment focusing on program improvement and accountability. The University's assessment initiative is well underway and all campuses are involved. Guidelines for the implementation of campus-based assessment of general education and the major were developed and distributed to campuses in December 2000; assessment of the major began in fall 2001 and assessment of general education began in 2002-03. As of June 2004, approximately 1,500 academic programs have undergone review (by campuses and external reviewers) and many positive changes have been implemented as a result.

Further enhancements (approved in spring 2004) to the campus-based process for assessing general education will strengthen this effort by focusing additional attention on the core building blocks of mathematics, written communications and critical thinking through the inclusion of nationally- or SUNY-normed measures,

Plans for Enhancing Student Outcomes/ Success

or a value-added approach. Campuses will also be expected to analyze and interpret general education assessment data in the context of an assessment of the level of student engagement in academic activities and the campus academic environment.

Preceding and concurrent with the Task Force's work on assessment, Mission Review has emphasized the importance of comprehensive assessment in enhancing academic quality. Consistent with the recommendations of the Task Force, all campuses have made a commitment in their Mission Review Memoranda of Understanding to meaningful assessment efforts, specifically including regular assessment of academic departments/programs, and participation in system-wide surveys of students and alumni. System Administration and campuses are further committed to working together to ensure the validity of data interpretation through, for example, consistent and clearly delineated procedures for administering survey instruments so that data are comparable year-to-year and across the system. Many SUNY institutions, especially the community colleges, rely increasingly on employer satisfaction data as a key component of their assessment efforts, properly reflecting the workforce-training element of their mission. By using such surveys within a comprehensive assessment framework, campuses seek to ensure that they successfully meet expectations—held by recipients and beneficiaries alike—of a State University of New York education.

A system-wide project now underway involving all campuses with teacher education programs, supported by a grant from the Fund for the Improvement of Post-secondary Education (FIPSE), illustrates the efficacy of inter-institutional collaboration on assessment within an academic discipline. In Mission Review II (2005-2010), campuses will describe how assessment results are being used to improve program quality, teaching effectiveness, and student learning, and share their plans going forward. (See Appendices: *Guidelines for the Implementation of Campus-based Assessment of the Major*; *General Education Assessment Review (GEAR) Group Review Process Guidelines*; and *Progress Report on the SUNY Assessment Initiative: Assessment of Student Learning Outcomes*.)

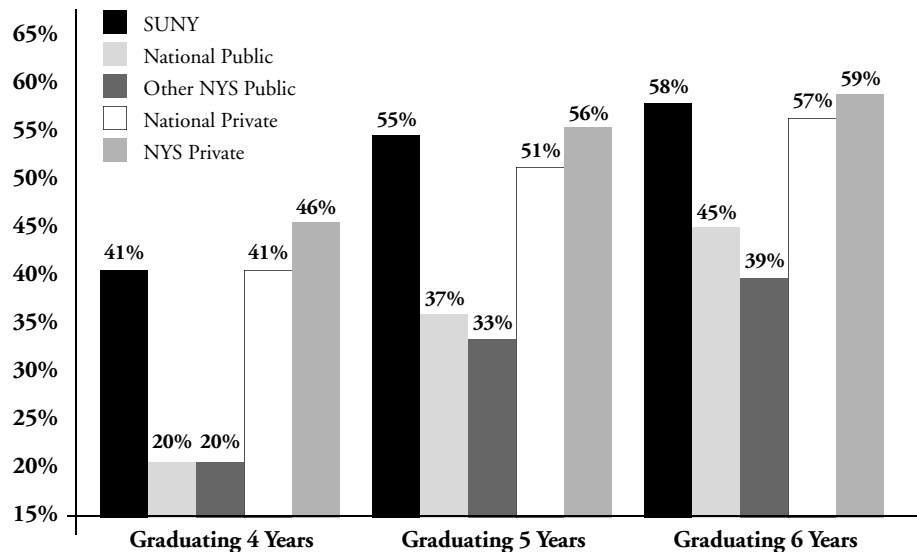
SUNY is committed to a culture of accountability and continuous improvement, with particular concern for student outcomes. For the State University, enhancing academic quality extends beyond attracting strong and capable students to include providing excellent instruction and a supportive learning environment until graduation, and ensuring students are well prepared for their future endeavors. Success can be measured in terms of excellent retention rates and timely graduation, pass rates on licensing and certification examinations, and postgraduate success in obtaining a job, transferring, and/or pursuing an advanced degree. Successful student outcomes depend on a number of factors, including the quality of instruction, students, and faculty, and the quality and availability of student support services and co-curricular experiences. During Mission Review II (2005-2010), the University will seek to better understand the relationships between these factors and student success at each campus and facilitate sharing of best practices where appropriate. National and system-wide surveys may be particularly useful in elucidating this relationship. System Administration will also work with campuses to determine post-graduate success: to measure it, keep track of it, benchmark it, and identify best practices for gauging this as well.

Retention and Graduation

Consistent with *Rethinking SUNY's* attention to time-to-degree, State University campuses are very focused on retention and graduation as important indicators of academic quality, and performance at most campuses continues to outpace national averages for public universities and colleges. Over the last four years, first-year retention rates at SUNY's four-year campuses rose from 79 percent to 81.4 percent in fall 2003, a ten-year high, compared to 74 percent nationally.¹ Rates are even higher at SUNY's doctoral campuses, with almost 87 percent of the 2002 cohort returning in fall 2003. First-year retention in the community college sector also continues to outpace the nation, with 63 percent of the 2002 cohort returning in fall 2003 compared to the national mean for public two-year colleges of 57 percent.¹ Successful initiatives now underway include expanded first-year studies programs (e.g., Freshman Seminars), faculty mentoring of new students, placing students in supportive learning communities, and improved academic advisement.

Similarly, the State University's average six-year graduation rates at its four-year campuses continue to exceed the national mean for public colleges and universities, 58 percent overall and 65 percent at SUNY doctoral campuses, compared to 45 percent nationally.² Likewise, the average SUNY community college three-year graduation rate of 28 percent also exceeds the national mean for public two-year colleges of 18 percent.²

SUNY Baccalaureate Graduation Rates Compared to Carnegie Peers (1996 Entering Freshman Cohort as of Fall 2002)



For community colleges, in particular, retention and graduation rates must be interpreted in the context of student goals. Many community college students do not enroll to pursue a degree but rather to acquire specific skills or knowledge (for example, by taking a set of specific job-related courses). Consistent with national attention focused on achievement of student goals in gauging success at community

¹College Board, Annual Survey 2003-04

²Integrated Postsecondary Education Data System (IPEDS), 2002 Graduation Rate Survey

Transfer and Articulation

colleges, the first cycle of Mission Review gave rise to a commitment to develop more comprehensive analyses of student intentions upon admittance and at subsequent points in their academic career. This System-wide effort will provide more accurate measures of community college effectiveness in helping students reach their academic goals.

Student retention and graduation are, of course, affected in important ways by financial pressures facing SUNY students. Consistent with its access mission, the University remains concerned about economic barriers that may prevent a student from attaining a quality higher education in New York. SUNY will continue to seek adequate levels of financial support through federal, state, local, and private sources so that students can stay in school and graduate in a timely manner, consistent with individual educational goals. As mentioned previously, Mission Review II (2005-2010) will also see more focused attention on the economic diversity of students enrolled.

During the first cycle of Mission Review, campuses set three- and five-year goals for retention and graduation rates. Most campuses are meeting, if not exceeding, these goals. In Mission Review II (2005-2010), campuses will update their goals and re-affirm commitments to enhance student success, and the University will continue to benchmark student outcome data—including retention and graduation rates—against appropriate peer institutions. In addition to tracking retention and graduation rates as a matter of course through the University's Office of Institutional Research, campuses and System Administration monitor these trends as part of the enrollment planning process.

A major function of the University's thirty community colleges is to provide students with access to an educational pathway leading to the baccalaureate degree and beyond. Well over 8,000¹ SUNY community college students transfer to upper-division SUNY institutions per year. Moreover, data continue to show that transfers from SUNY's community colleges fare exceptionally well at our upper-division institutions, often outperforming those who began their education at these institutions as freshmen. Independent colleges also actively recruit and welcome SUNY community college graduates.

Each of SUNY's community colleges has negotiated detailed articulation agreements with their most prominent transfer partners, including both four-year SUNY campuses as well as independent colleges. In addition to articulation agreements, many SUNY community colleges and their transfer partners offer jointly registered programs. Students in these programs are effectively admitted to the upper-division campus at the same time they are admitted to the participating community college.

Seamless articulation between community colleges and four-year institutions—a pillar of the University's mission—continues to be a high priority for the SUNY Board of Trustees. Board policy ensures that students with an A.A. or an A.S.

¹In fall 2003, 8,276 community college students transferred to a SUNY State-operated institution.

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Technology
Infrastructure
Supports
Academic Quality**

degree who are accepted into a parallel program by a SUNY baccalaureate institution will be granted full junior status and have the opportunity to complete their degree within the same timeframe as students who matriculate as freshmen. Furthermore, the State University General Education Requirement (SUNY-GER) assures seamless transfer of general education courses among SUNY institutions. Transfer students from SUNY campuses take with them—as a supplement to the official transcript—the General Education Transcript Addendum (GETA), which specifies the SUNY-GER categories already completed and associated course work. Consistent with the high priority given to transfer and articulation, during the first cycle of Mission Review campuses made commitments to tighten existing articulation agreements, develop new articulation agreements, develop more jointly registered programs, and increase inter-campus collaboration.

As a result of transfer discussions during the first round of Mission Review and thereafter, a system-wide SUNY transfer initiative was launched; a committee was charged with monitoring and ensuring implementation of relevant University policy, as well as formulating recommendations for system-wide approaches to facilitate student movement within the University. That work has been integrated into the *Intra-SUNY Transfer Action Plan* (see Appendix for Plan; see also Appendix, *Progress Report on the Community Colleges of the State University of New York Strategic Plan for 2001-2004*).

SUNY's largest transfer initiative, the Teacher Education Transfer Template project, which aims for full participation of all associate degree-granting colleges and all senior institutions with undergraduate teacher education programs, is now fully implemented (spring 2004). Working templates—accessible via the web—now serve as valuable resources to students and faculty alike, supporting advisement and curricular/program development, thereby facilitating transfer and articulation. (See Appendix, *Memorandum to Presidents: Teacher Education Transfer Template Status Report*.)

The State University continues to seek ways to encourage the best possible communication between associate and baccalaureate institutions, with strong articulation and seamless transfer the desired outcome. Many campuses have worked particularly hard over the last two or three years to strengthen articulation agreements and, more generally, communication with sister SUNY campuses. The work that has been done to date is truly commendable. Still, the University needs to continue to enhance campus-to-campus relationships and ensure that students wishing to transfer receive the best possible advisement and are well prepared for academic work at the next (i.e., receiving) institution.

It is essential for the State University to invest in its technological infrastructure to support academic quality. Many of the University's systems are in need of updating and integration with other campus-based and/or centrally based systems. In particular, systems that track applications, student data, courses, faculty and staff, library resources, and so on, must provide accurate and timely information for effective decision making and planning. Because resources are limited and maintaining technology is very costly, campuses must be strategic in developing

Plans for Ensuring Facilities Support Academic Quality

technology plans, and plans and investments must align with academic priorities and institutional mission. Technology planning and investment is another area where cross-campus collaboration can be particularly effective in maximizing resources. During Mission Review II (2005-2010), SUNY will give added attention to plans to ensure robust technology infrastructure and explore opportunities to expand collaborative activity.

The State University—with support from the State University Construction Fund, the Dormitory Authority of the State of New York and, in the case of the community colleges, local sponsors—will continue to invest in and maintain its facilities to support academic quality and successful student outcomes. Campus facilities must go beyond functional adequacy; they must be aesthetic spaces where world-class teaching and research can flourish, where students and faculty are excited about learning and creating new knowledge. Indeed, the University's priorities will be dramatically revealed by the manner in which its facilities and site infrastructure are maintained. Each campus' focused attention to facilities maintenance and renewal, via strategic capital planning efforts that integrate resources with vision and mission, will best position that campus to attain both short- and long-term goals for facility improvements which promote academic excellence. Moreover, no campus can sustain a core of excellence without a demonstrated commitment to facilities; neglect of facilities suggests a conflict of administrative priorities readily apparent to prospective students and their parents upon arrival. Accordingly, Mission Review II (2005-2010), will emphasize both short- and long-term plans for ensuring SUNY's facilities support academic quality and enhance prospects for favorable student life experiences.

Many campuses, while properly planned and developed for the era in which they were built, are now in need of major rehabilitation and renovation in order to reflect current advances in technology and to support new and evolving directions in academic programs, research, and student life. Successful attention to and transformation of campus facilities is essential. To ensure that every campus is positioned to achieve such transformation and that all campuses effectively maintain and improve the University's vast infrastructure—the extent of which rivals the core facilities found in a small city—each campus must develop and implement new facilities plans, fully integrated with the campus' overall mission objectives. These should include a carefully constructed campus design concept plan and a long-range plan for facility rehabilitation, improvement, and development.

Each set of plans will be as unique and varied as the legacy of SUNY's individual campuses, which range from historic and landmark structures like the Maritime College's Fort Schuyler campus and Westchester's Hartford Hall to building complexes designed by contemporary world-class architects, such as those found at Fredonia, Purchase, and the University at Albany. Many campuses have already seen extraordinary transformations—the beautifully landscaped and aesthetically pleasing Academic Mall at the University at Stony Brook is a wonderful example. Other examples include the renovation of historic Weiskotten Hall at the Health Science Center at Syracuse (the original medical school building at the campus);

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Quality**

the major rehabilitation of Cornell’s Mann Library (including significant technological upgrades) and its new Veterinary Science building—part of the largest veterinary college complex in the country; and Jamestown’s creation of an entire branch campus complex in downtown Olean, successfully renewing the business district of that small city and providing a positive economic impact on the community as a whole.

In Mission Review II (2005-2010), the University will seek to ensure consistency between academic plans and priorities and facilities planning. In addition to academic, clinical, and residential facilities, plans for developing and equipping research facilities essential to attracting federal funding, will be discussed; as these areas are explored, implications for University policy and procedures that put SUNY in the strongest position possible for attracting competitive funding will likely emerge.

(See also, *State University of New York Capital Facilities and Capital Plan*)

The University must distribute its resources efficiently and effectively, and its resource allocation must be closely linked to and supportive of campus mission, with appropriate performance measures defined and applied. The University’s budget allocation process is currently under review to determine how best to support the academic priorities of the University. A continued commitment to develop a resource allocation model that encourages excellence and rewards quality is essential to SUNY’s, and therefore New York’s, future. Mission Review II (2005-2010) will proceed in conjunction with these efforts.

As mentioned previously, in Mission Review II the University will show that dollars invested in SUNY bring significant returns to the state—in terms of jobs, a better educated population, reduced crime, cultural enrichment, inventions, external research support, population growth (especially with rising out-of-state enrollment)—and beyond. But, while SUNY demonstrates its value to stakeholders, the economic reality in which it operates must be faced, and the University must do all that it can to maximize available resources. Taking advantage of the size and strength of the system wherever possible, through joint purchasing agreements, shared facilities, and other forms of collaboration, is essential and must be explored fully.

Effective use of data is another way in which the University can maximize its resources. A goal of Mission Review II will be to ensure that timely and accurate institutional data is available to support decision-making, at both the campus and system level.

Clear delineation of responsibility—between System Administration and campuses and among campuses themselves—is an essential step to maximizing effectiveness and leveraging the size and strength of the University. While *Rethinking SUNY* and the tradition of the State University devolved substantial numbers of academic and administrative functions to campuses, System Administration continues to play an important role. However, System Administration must ensure that what is being done centrally truly adds value to the University. Similarly, on a campus level, campus leadership must put in place administrative structures and resources to ensure the highest possible academic quality and institutional effectiveness.

(See also, *A Stronger Financial Foundation for the State University – Providing and Managing the Resources to Support Excellence.*)

Contributions to Community Ensuring a Vibrant Environment to Support Academic Quality

SUNY and Higher Education in New York – The Larger Context

As an outgrowth of the University's commitment to service, all campuses endeavor to build strong and productive partnerships with their communities, to the benefit of students, faculty, and programs. SUNY campuses make significant contributions to the communities they serve—as cultural centers where art, theater, athletic, and other such activities occur regularly; as educational centers where credit and noncredit instruction, and continuing education is offered; and in public service, where faculty, staff, and students share knowledge and expertise. In turn, local support is vital to institutional success and academic quality. In Mission Review II (2005-2010), the University will expand the description of these activities. To the extent that service and other contributions can be quantified, for example, by describing the economic impact of the campus and/or system, SUNY must capture that data and clearly demonstrate the value of such contributions.

(See also, *Service to Local Regions, the State, and the Nation.*)

Despite its size and comprehensiveness, SUNY recognizes that it is just one part of a much larger educational community spanning pre-K through post-graduate education, encompassing public, independent, and proprietary sectors, providing education, research, and service to New York State and beyond. Through joint and cooperative programming, the State University provides a wider range of instruction, research, and public service for a larger number of citizens than would otherwise be possible. As a result of Mission Review and other campus-driven initiatives, inter-institutional relationships continue to be enhanced through jointly registered programs and articulation agreements, scholarly exchanges, and multi-campus interdisciplinary research. As noted previously, jointly registered programs and detailed articulation agreements are particularly important in disciplines such as education and nursing, where shortages of professionals across the state and nation are reaching critical levels. Besides facilitating transfer and enhancing access, these programs are effective recruitment mechanisms for participating campuses, thereby increasing the mutual benefits of such collaboration.

State University campuses actively participate in regional organizations that involve non-SUNY institutions, including the Associated Colleges of the Mid-Hudson Area, Hudson-Mohawk Association of Colleges and Universities, Long Island Regional Advisory Council on Higher Education, Associated Colleges of the St. Lawrence Valley, Rochester Area Colleges, and Western New York Consortium of Higher Education. These organizations provide a vehicle for collaboration in the form of student cross-registration at participating campuses; joint workshops, symposia, exhibitions, and special projects; and shared use of expensive equipment and services among member institutions. Beyond regional organizations, SUNY is active in numerous statewide consortia addressing focused issues such as integrated library services (as described previously) and shared medical research facilities.

The State University's Chancellor or his designee joins other sector leaders in statewide higher education planning and policy formation through participation on the New York State Commissioner of Education's Advisory Council on Higher

Education. At a national level, in addition to the hundreds of professional associations in which SUNY faculty and staff maintain membership and leadership responsibilities, the State University is active in the American Association of State Colleges and Universities, American Council on Education, National Association of State Universities and Land-Grant Colleges, and several international associations of colleges and universities.

Coordinated inter-institutional activities have long had a place in SUNY and the University continues seek opportunities to expand these. During Mission Review II (2005-2010) such opportunities will be explored further.

Service to Local Regions, the State, and the Nation

Central to the State University's mission is service to local regions, the state, and the nation. This service takes on many forms, from the development of excellent academic programs that respond to need and demand, to the sharing of expertise through research and business development, to support for innovative educational approaches such as Charter Schools.

The economic impact of the State University—the result of both direct and indirect service—is enormous. Indeed, one might even regard the University as a \$16 billion¹ industry with 64 locations around the State. In many instances the State University campus is a region's largest employer, providing a solid base of employment, educating the citizenry, working to attract and build business and industry, and enriching the quality of life through cultural offerings. In addition, SUNY campuses draw students from outside the community who in turn add to the local economic base. The University also strengthens the business environment in New York through its research enterprise, including public-private ventures such as its Centers of Excellence; through technology transfer and incubator facilities that foster high-tech industry; and through workforce development.

The following sections highlight just a few of the many ways in which the State University provides service to New York.

Research

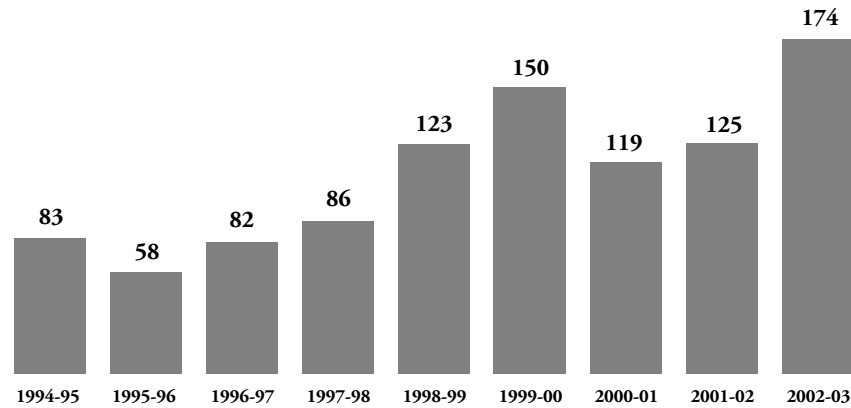
Research conducted at the State University not only contributes new knowledge and understanding, and leads to economic growth, but also frequently addresses significant social problems. Thus, SUNY research is a vehicle for service to the people of New York, the nation, and the world.

In 2003-04, SUNY's research expenditures (funded by governments, corporations, foundations, and other entities) reached an estimated \$862 million, an increase of 89% since 1995-96. Projects sponsored directly by the federal government (including the Department of Health and Human Services, the National Science Foundation, the Department of Education, and the Department of Defense) represented over half of the expenditures. Last year, more than 21,000 full- and part-time research jobs statewide supported by 9,360 projects contributed substantially to the economic health of the state.

In 2002, the U.S. Patent and Trademark Office ranked SUNY in the top 10 of U.S. universities receiving the most patents for inventions. With over 650 patented inventions to date, State University inventions generated \$11.7 million in royalty revenues in 2002-03 alone.

¹\$7.8 billion in direct expenditures; using a simple multiplier of 2.1, the estimated total impact exceeds \$16.3 billion.

Trends in Patent Applications



SUNY's research efforts also gain strong support from ongoing state initiatives. In recent years, New York has substantially increased its investment in the research infrastructure that will enable its universities to become national leaders in key fields. Established Centers of Excellence in Nanoelectronics at Albany, Bioinformatics at Buffalo, and Wireless and Information Technology at Stony Brook demonstrate the power of industry-government-university collaboration and the value of focused strategic investment. With more than a billion dollars in private industry and venture capital support, and matching state support of \$446 million, SUNY's Centers of Excellence are already attracting high-tech companies from around the globe and substantial federal research and development.

Together with the University's Centers of Excellence, incubator programs such as the Center for Environmental Science and Technology Management (CESTM) at Albany and the Long Island High Technology Incubator (LIHTI) at Stony Brook serve as catalysts in attracting businesses and generating new research and scientific breakthroughs, providing important educational resources for training scientists, engineers and researchers in diverse areas such as atmospheric chemistry, nano-electronics, wireless communication, and artificial intelligence. Such facilities are essential to attracting leading faculty researchers and top-notch graduate students. At the same time, these state-of-the-art facilities give start-up companies access to university libraries, computing support, and other important scientific and technological tools.

The State University is co-sponsor, along with Cornell University, of the New York Sea Grant Institute (NYSG), a state-federal partnership program located in the Marine Sciences Center at Stony Brook University. In addition to Stony Brook, eight other SUNY campuses participate in this important program (SUNY Colleges at Buffalo, Purchase, Brockport, Oswego, and Plattsburgh, Empire State College, the University at Buffalo, and the College of Environmental Science and Forestry). NYSG is dedicated to the development and protection of coastal resources. Through the outreach activities of NYSG's extension specialists, SUNY contributes not only to the viability of many small and low margin businesses (e.g., fisheries, marinas, seafood, boating), but of the state as well. Work on erosion control helps to maintain the \$10 billion tax base on the southern shores of Long Island.

Business, Industry, and Economic Support

Through stewardship of the educational outreach activities of the program, SUNY also helps train citizens, legislative and executive decision-makers, and the next generation of resources scientists to be knowledgeable about sustainable coastal development. Given the significance of the Great Lakes and marine coastal contributions to the NYS economy via the ports of Buffalo and New York, shipping, tourism and recreation, etc., the services of SUNY to New York State via stewardship of NYSG are important to the state's long-term economic stability.

Promoting research is vital to enhancing the academic quality and stature of the State University, and in increasing the University's contribution to the economic health of New York State and beyond. SUNY's success in attracting millions of dollars of research in areas important to New York's future is made possible by the groundbreaking research and discoveries of its outstanding faculty. Their achievements bring prestige to the University, at a national and international level, enabling the University to attract bright and accomplished students and faculty. As noted previously, during Mission Review II (2005-2010) the University will set a new five-year goal for total sponsored activity based on campus-specific goals articulated in the Memoranda of Understanding. To ensure campus success in reaching research goals, the University will continue to provide support for research.

Small Business Development Center

The New York State Small Business Development Center (SBDC) celebrated its 20th anniversary in March 2004. Administered by SUNY through the Office of the Provost, the SBDC has evolved into an integral component of the University's academic mission, delivering hands-on counseling and support services to small businesses in every corner of New York State. In addition to providing business advice to New Yorkers, the SBDC works in partnership with other government agencies to open up opportunities for New York entrepreneurs. Funded in part by the U.S. Small Business Administration and host campuses, today's SBDC is a nationally recognized, electronically integrated network of 23 regional centers and 30 satellite offices.

Since 1984, the SBDC has worked with more than 200,000 businesses, saved or created over 100,000 jobs, and helped businesses invest more than \$2.4 billion in private and public funds into the State's economy. Notably, the SBDC recently received national recognition for its support to small businesses in the wake of the September 11, 2001 terrorist attack. The SBDC has marked its 20th anniversary by renewing its longstanding commitment not only to meet the emerging needs of NYS business and industry but to exceed expectations for services provided; specific goals include increased outreach, enhanced technology, and growth in counseling services.

Strategic Partnership for Industrial Resurgence

In 1996, the University's engineering schools formed the Strategic Partnership for Industrial Resurgence (SPIR) to provide a vehicle for delivering advanced technical assistance to foster development of high-tech regions similar to California's Silicon

Community College Workforce Development

Valley or North Carolina's Research Triangle. These regions grew through strong bonds between industry and universities, manifested most powerfully through university engineering schools. SUNY's engineering schools—at Binghamton, Buffalo, New Paltz, and Stony Brook—hope to achieve similar results in New York, as the state's industry moves toward an economy based on technical knowledge and development of new technology. From small firms looking to streamline their manufacturing to large high-tech firms searching to expand their horizons, SUNY's engineering resources continue to help businesses enhance their competitive edge.

Central to the missions of the State University's 30 community colleges is their role in workforce development. Beyond extensive for-credit programming, SUNY's community colleges offer a wide range of non-credit courses and programs aimed specifically at business and industry (funded from a variety of sources, including grants, employers, and participants); in 2002-03 alone, approximately 4,200 non-credit courses and programs were delivered, with over 54,000 individuals participating.

One well-known and highly successful program which provides funding for such efforts is the Community College Workforce Development Training Grants program, aimed at stimulating economic growth throughout New York and administered through the Office of Community Colleges. The goal of the program is to promote and encourage the location and development of businesses in the state, and to create greater employment opportunities for individuals. With the support of the Governor and the Legislature, \$8.5 million has been allocated to this effort during the past seven years. In the past five years alone, almost \$7 million provided training to over 300 projects involving more than 36,000 workers. A required match of at least 25 percent from participating businesses multiplies the effect of these grants; participating employers have invested more than \$9 million, including \$1.5 million in cash. Employers indicate that as a result of the training grants 2,500 jobs have been created and 31,000 others retained. Most of the participating companies are small to medium sized businesses, from diverse fields such as manufacturing, building trades, health, e-commerce, service industries, tourism, and the fashion industry, to name a few. Every State University community college has participated and SUNY will continue to seek support for this important program. Such workforce/economic development efforts are prominent in the Community College Strategic Plan (see Appendix, *Progress Report on the Community Colleges of the State University of New York Strategic Plan for 2001-2004*).

Charter Schools

The New York State Charter Schools Act of 1998 granted the State University Board of Trustees authority to approve up to 50 new public charter schools. Charter Schools are innovative public schools of choice created by parents, educators, civic leaders and other community leaders, open to all students—tuition free—and designed to improve learning. Operating under a five-year license, or charter, these schools are freed from many of the state laws, rules, and regulations controlling public education. This allows them greater flexibility in determining

curriculum, staffing, hours, budgeting, and other features. In return for this flexibility, public charter schools must set measurable goals for student achievement or face revocation of their charter.

The State University Board of Trustees created the Charter Schools Institute to administer its responsibilities under the Charter Schools Act, including the review of applications. To date, the Institute has received over 190 applications for charters, of which the University Trustees have approved 40 schools, located throughout New York State. The Institute assists charter schools in identifying the annual goals contained in their accountability plans, and monitors progress toward achieving them. The Institute also reviews, issues reports, and makes recommendations to the Trustees on schools seeking renewal beyond the term of their initial five-year charter.

**Securing
SUNY's
Financial
Future**

A Stronger Financial Foundation for the State University – Providing and Managing the Resources to Support Excellence

The State University of New York, like institutions of public higher education across the nation, is facing many financial challenges. Tax dollar support of public higher education has softened in the face of competing spending demands and sluggish tax revenues. At the same time, enrollment pressures have intensified, driven by demographic factors, economic trends, SUNY's reputation for academic quality, and growing competition for the best students.

The State University of New York will undertake several initiatives designed to strengthen its financial base and allocate resources to areas of the most urgent priority. Steps will also be taken to improve the administrative infrastructure upon which the effectiveness, efficiency, and attractiveness of the University's operations depend.

Public higher education is a unique enterprise that relies on a blending of several revenue streams: taxpayers support public colleges and universities because higher education is an effective engine of economic growth and a valuable enhancement to the quality of life for New Yorkers; students and their families support higher education through tuition payments that are generally far lower than payments to independent colleges and universities; government and private grants support research and public service activities; and alumni and other interested contributors support higher education through philanthropy. Collectively, these revenue streams support core instructional operations, capital projects, equipment, and student financial aid.

Throughout the nation, adverse state budget environments have resulted in reduced taxpayer support for public higher education systems, while costs associated with contractual salary increases, enrollment growth and general inflationary factors, most significantly for energy, have continued to climb. In the near term, SUNY's campuses have met these financial challenges by increasing operating efficiencies and cutting costs. As a relatively young and extremely diverse university system, SUNY relies mostly on tuition as the primary alternative to tax dollar support.

However, in the long term, in order to preserve gains in enrollment and academic quality, the University must ensure a more predictable revenue base. In recent years, SUNY has made unprecedented gains in attracting revenues from sponsored research and philanthropy.¹ Accordingly, a key element of the University's plans going forward will be to strengthen efforts to secure additional funding from these and, more generally, all sources.

¹See www2.rfsuny.org/philanthropy/index.htm for more details on SUNY's fundraising efforts, including the University's *\$3 Billion Challenge* launched on January 1, 2004.

Linking Budgets to Campus Mission and Performance

The basic educational and departmental research mission of the State University is accounted for in the core instructional budget. This account also funds instructional support, general administration, institutional services and related activities. In 2003-04, the core budget totals just over \$1,866 million which is \$7.6 million higher than the available spending in 2002-03. For the years ahead, it is expected that the core budget will be affected by the costs of collective bargaining agreements between the State of New York and major employee groups, general inflation, and workload increases tied to any enrollment growth experienced by the University.

A major responsibility of the SUNY Board of Trustees is the allocation of operating budget support among the various State-operated campuses and the statutory colleges. This allocation is made more complicated by the tremendous variety that exists among these institutions.

Since 1997-98, the State University has employed an allocation model that allows for campus retention of tuition revenue generated at each campus, and the allocation of state support according to a complex formula that recognizes enrollment, program costs, faculty workload among the numerous discipline groups, sponsored and organized research, unique campus missions, and certain other factors. When this approach was implemented, it was the expectation of the State University that discrete, additional funding would be distributed to campuses in recognition of academic performance. However, no additional funding was forthcoming.

The budget allocation approach employed by the State University has been utilized for six years and during this time period, the University has experienced periods where resources were made available to fully fund the allocation formula, periods where no new funding was available to fund growing budgets, and a period where tuition was increased to offset a reduction in State support.

This experience has prompted the Chancellor and the Board of Trustees to direct the staff to review the existing budget allocation process and identify ways to revise it to more appropriately reflect emerging fiscal realities and more directly tie funding levels to campus missions and performance. A working group consisting of System Administration and campus staff, representing various constituencies has begun work on this task. This effort will be linked closely to the Mission Review II (2005-2010) process being undertaken over the same time period.

Improving Administrative Systems

SUNY supports several University-wide administrative computing systems that process and manage the day-to-day financial activity of the campuses, process personnel and payroll transactions, house the University's institutional research and academic information, and support the centralized collection and distribution of student application information. The University also maintains several automated gateways to external State agencies, such as the Office of the State Comptroller, for submitting and receiving information electronically. These computer systems are essential to the daily operations of the campuses and the policy development and oversight responsibilities of System Administration, but many of these systems are older and had not received significant investment and enhancement for a number of years.

Strengthening Hospital Finances and Operations

In 2002, the University initiated a five-year effort to transition these computer systems to modern technology in support of campus business requirements and to take advantage of the efficiencies inherent in such a common effort. Objectives of the project include the standardization of business processes, data terminology, and technology, while meeting the local needs of the campuses; streamlining of business functions; greater reliance on electronic versus manual paper processes; providing campus user departments with greater functionality; improved reporting and access to information; enhanced security of systems and information; and less expensive and easier maintenance of systems due to more common technology.

This initiative is proceeding on schedule for completion in 2007.

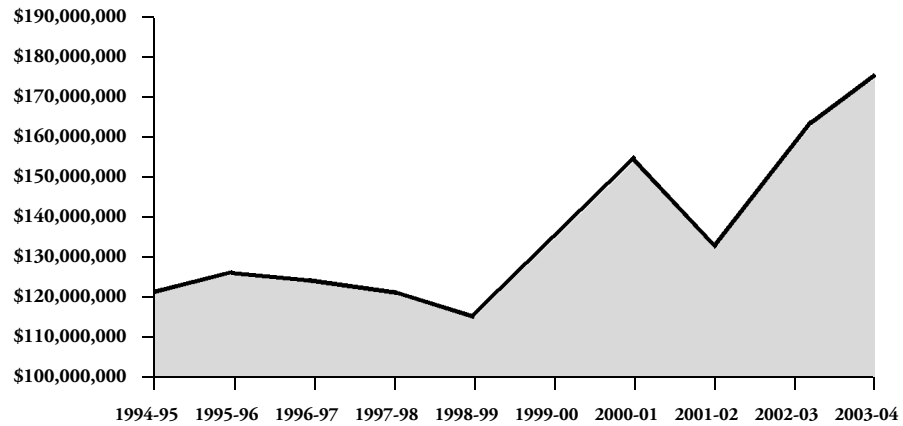
The three academic medical centers of the State University, located at Brooklyn, Stony Brook, and Syracuse, face all of the challenges common to such institutions throughout the nation, as well as the constraints inherent in operating as public institutions. Reductions in the reimbursement streams that support health care, coupled with limitations on their ability to manage costs, impose serious financial stresses on the three SUNY hospitals.

SUNY has been working aggressively to address these challenges. The hospitals update their strategic plans each year and are required to move toward financial self-sufficiency. A key element of their plans is the implementation of initiatives, carefully designed to generate net revenue while meeting their health care and medical education missions. In 2003-04, the Governor proposed and the Legislature enacted capital financing authorizations totaling \$350 million to enable the three hospitals to undertake important initiatives to upgrade and expand their facilities and infrastructure. These initiatives include investments in existing capital infrastructure as well as highly targeted projects that are designed to accommodate new, revenue-producing programs and services. These initiatives will be implemented over the period 2004-05 through 2009-10 and will enable the hospitals to meet new service needs and maintain their economic viability.

Managing Energy Consumption and Cost Effectively

The University is among the largest energy consumers in New York State, with expenditures rising to nearly \$180 million in 2003-04 at State-operated and statutory campuses (see chart on next page). These expenditures make up nearly 10 percent of the operating budgets on many campuses. With every one percent reduction in energy costs representing nearly \$2 million in savings, the University is taking steps to both decrease its consumption of energy and reduce the per-unit cost.

Energy Expenditures at State-Operated and Statutory Campuses



In order to reduce costs and assist in compliance with the requirements of Governor Pataki's Executive Order 111, directing State agencies to be more energy efficient and environmentally aware, the University is using energy performance contracts to replace inefficient and worn out systems. With the assistance of the New York State Energy Research and Development Authority (NYSERDA) and the New York Power Authority (NYPA), campuses are using savings from energy conservation projects to pay for comprehensive energy audits, design services, and construction. Currently, SUNY campuses are using annual savings of \$8 million to pay for \$100 million in projects. During the next eight years, the University anticipates about \$250 million in additional energy performance contracts.

The deregulation of New York's energy markets has provided opportunities for energy customers to reduce the per-unit cost of electricity and natural gas. System Administration's Office of Energy Management and Planning helps campuses procure reliable energy supplies at the lowest cost. Utilizing in-house expertise and system-wide consulting contracts, this Office provides technical support in the bidding, awarding, and management of gas supply contracts, which ensure the lowest cost delivery of interstate natural gas, while allowing campuses to lock in future gas prices based on NYMEX traded futures. In addition, the Office of Energy Management and Planning purchases electricity through the New York Independent System Operator (NYISO), which allows the University to buy energy at wholesale prices. Over the next five years, the University will improve and expand its electricity and natural gas procurement efforts.

While the University has had initial success in reducing energy expenditures by decreasing both utilization and per-unit price, significantly greater benefits could accrue to campuses by reducing the price volatility of electricity and gas. Achieving such stability will require the implementation of a system-wide risk management policy and program, which could enable campuses to control costs within a nominal percent of its budget targets.

Enhancing Our Residence Halls

SUNY's growing enrollment and increased interest in on-campus residential living have led to greater utilization of the residence hall facilities and improved financial operations. Between fall 1999 and fall 2003, the number of available revenue producing beds increased from 60,641 to 63,007, while the bed utilization rate grew from 93 percent to 97 percent. Campus room rental income increased by 32 percent, from \$188 million to \$248.2 million.

Over the next five years, the University will continue implementation of its current capital plan (2004 through 2008), which consists of \$338.7 million in new construction and improvements, of which \$227 million will be funded with bond proceeds. Among the priorities for this and the subsequent five-year capital planning periods will be upgrading fire safety systems at existing residence halls in accordance with the recommendations and requirements of the Governor's Task Force on Campus Fire Safety. These requirements stipulate that all newly constructed residential facilities must be equipped with a fire sprinkler system protecting all areas of the building, as well as a completely integrated fire/smoke detection and alarm system, and that existing campus residential facilities must be equipped with completely integrated fire/smoke detection and alarm systems by the summer of 2010.

Strengthening Campus- Related Entities

The University has a relationship with a number of campus-related organizations that support the mission of the campus with which they are associated. These organizations principally include foundations, auxiliary services corporations, and alumni associations. Recognizing that these organizations play an important role in the overall operation of a campus, the University takes seriously its accountability and oversight responsibilities in ensuring that the activities of these organizations are focused on the mission, goals, and objectives of the University. In that regard, in April 2003 the University issued guidelines that strengthen its oversight of campus-related organizations while providing campuses with the operating flexibility they need to achieve their missions. These guidelines, effective on July 1, 2003, are expected to be substantially implemented by campuses and their related organizations by the end of fiscal year 2003-04. Once adopted, the University believes that the activities of the campus-related organizations will be strongly focused on fundraising, providing auxiliary services to faculty, students, and staff, and program support to their related campuses to further ensure the success of the overall academic enterprise. Going forward, the University will monitor the strength and operations of those entities to ensure their continued alignment with, and support of campus and University mission and direction.

Historical Financial Results

Information relating to the State University's financial condition and results of operations for the most recently completed fiscal year of June 30, 2003 is contained in the Annual Financial Report 2003 (www.suny.edu/templates/SUNY/SharedFiles/AnnualFinancialReport.pdf).

State University of New York Capital Facilities and Capital Plan

Overview

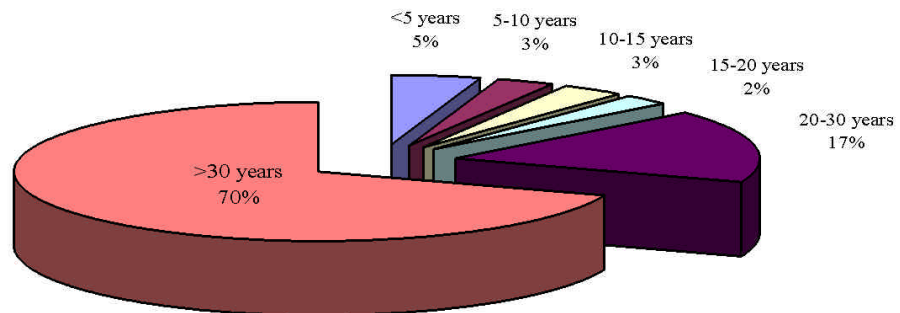
The primary goal for the SUNY Capital Plan is to provide the facilities required to meet the University's mission. In addition, the Capital Plan assists the University in protecting, maintaining, preserving, and modifying the physical plant as required to support changes in health and safety codes, energy conservation measures, and academic program changes.

Over the past several years the University has experienced dramatic increases in several key areas of performance: enrollment, academic quality, federal funding for research, and fundraising. These gains would not have been possible without concomitant gains in our ability to maintain, rehabilitate, and selectively expand SUNY's physical infrastructure.

Under a \$2.4 billion multi-year Capital Improvement Program (CIP) inaugurated in 1998, the University was able to accelerate the pace of efforts to protect and improve capital facilities across the State's network of State-operated and community college campuses.

Because most of the University's facilities—about 70 percent of all major buildings (see chart below)—are more than 30 years old, a primary focus of SUNY's Capital Plan since 1998 has been on critical maintenance activities, that is, projects for basic repair and rehabilitation of existing facilities.

SUNY State-Operated and Community College Campus Building Age Profile



Other major objectives of SUNY's Capital Plan in recent years have included basic building and infrastructure upgrades needed to outfit classrooms and laboratories for the 21st Century; facility development or improvements to enhance the quality of campus life; and facility renovations or new construction designed to ensure that the University can compete in the areas of leading-edge technology, and state-of-the-art science and research requirements.

University Hospitals

These efforts, along with complementary programs for new capital funding such as the development of Centers for Excellence to support enhanced public/private collaboration and the provision of NYSTAR grants to support new equipment and technologies for research, have signaled a renewed emphasis on strategic investments in New York's higher education infrastructure.

As the State University capitalizes on investments made to date and embarks on new multi-year programs for funding projects to improve facilities during the next several years, the demands of the University's aging infrastructure require a continued policy emphasis on critical maintenance; this theme, and other key objectives of the University's Capital Plan for 2004-2008, are discussed in the four sections that follow. These sections address the scope of multi-year funding plans enacted (or soon to be enacted) as successors to the 1998 CIP for the University's four major capital programs, including SUNY teaching hospitals, Community Colleges, and Residence Hall and Educational Facilities on State-operated campuses.

Although the 1998 multi-year Capital Improvement Plan provided sustained investment levels of \$15 million per year over five years for capital improvements at the University's three academic medical center hospitals, the level of outstanding need at these facilities has continued to increase.

To support needed investments, in 2003 the State Legislature enacted a new multi-year capital program of enhanced funding for SUNY hospitals totaling \$350 million for the State fiscal year period 2003-04 through 2007-08. This new multi-year program supports initiatives contained in the five-year strategic plans developed by each of the University hospitals to ensure continuation of core education, research and patient care missions, including capital projects for basic facility modernization (such as HVAC repairs or replacements), utility upgrades, technology advancements and re-design of service delivery configurations to meet evolving quality requirements. The increased level of investment made possible under the new program is also necessary to accommodate the growing need for both inpatient and outpatient facilities, the development of programs and services for an aging population, the acquisition of state-of-the-art medical technologies, and information system upgrades.

Capital improvements identified in the hospitals' strategic plans are intended to enhance overall market competitiveness and increase revenue-generating capabilities. Examples of major capital initiatives include construction of a new facility to house the Cancer Treatment and Cardiology Surgical Units of the Downstate Medical Center at Brooklyn; major modernization of hospital facilities at Stony Brook, with renovations to support expanded Neonatal Care, and Labor and Delivery operations; and the vertical expansion of the main hospital building of the Upstate Medical Center in Syracuse by nearly 25 percent in order to accommodate expanded Cancer and Pediatric Care Units.

Specific multi-year State funding allocations provided for in the 2003 State legislation are derived from the priority need levels identified in each hospital's strategic plan, and include the following:

Downstate Medical Center	\$ 74.7 million
Stony Brook Hospital	123.6 million
Upstate Medical Center	126.7 million
Statewide Reserve	25.0 million
<i>Total</i>	<i>\$350.0 million</i>

Community Colleges

Multi-year State funding authorizations were made available to the University's 30 community colleges for the first time under the 1998 Capital Improvement Program, providing for a total of \$400 million (State and local) in new capital project investments at these campuses. These multi-year authorizations helped to streamline the State-local planning process for financing community college capital efforts, and represented a major increase in overall funding compared to annual funding levels in prior years.

A survey of community college capital needs conducted in 2000 identified more than \$1 billion in outstanding needs for maintenance, major rehabilitation, systems and technology upgrades, and new construction projects. More than half of these projects were critical maintenance in nature.

Building on past progress, in 2003 the State Legislature enacted a new \$420 million (State and local) multi-year plan for additional SUNY community college capital improvements, governing the State fiscal year period 2003-04 through 2007-08. The enabling legislation included campus-specific funding allocations based on each campus' most recent reported enrollment figures for 2001, measured by Annual Average Full Time Equivalents (AAFTE) as the best single approximation of overall facility utilization. (See Appendix, *State University of New York Community Colleges Multi-Year Capital Plan 2003-04 to 2007-08*, for a summary of the applicable AAFTE by campus, as well as the corresponding allocations totaling \$420 million as enacted.) While this most recent funding authorization continues the pace of progress established in 1998, the University continues to survey its community colleges and examine additional capital investment needs and opportunities in support of the University's long-term goals.

Residence Halls

(See *Enhancing Our Residence Halls* section, under *A Stronger Financial Foundation for the State University – Providing and Managing the Resources to Support Excellence.*)

Educational Facilities

Enactment of the University's 1998 multi-year capital program dramatically increased annual levels of capital improvements made to academic facilities at the University's 34 State-operated campuses, and greatly enhanced the campuses' ability to plan and appropriately sequence the implementation of priority projects.

More than \$1.6 billion was made available for academic facility projects in 1998, including \$200 million for the State/campus incentive matching program designed to leverage non-State funding. About 60 percent of projects financed under this first multi-year program were for critical maintenance needs; the remaining 40 percent of funding supported targeted improvements to existing facilities or selected new construction activities.

Examples of projects undertaken in recent years include the development of new facilities or modernization of existing facilities for advanced technology and research at Albany, Buffalo (University), Canton, Geneseo, Maritime, Stony Brook, and the College of Environmental Science and Forestry at Syracuse; and creation or major renovation of academic buildings at Alfred State College of Technology, Binghamton, the Health Science Center at Brooklyn, Cornell, Farmingdale, Geneseo, Oneonta, Oswego, Plattsburgh, Purchase, Stony Brook, and the Health Science Center at Syracuse. The complete list is long and impressive, but more remains to be done.

A University-wide assessment of the condition and capital project requirements of academic facilities conducted in 2000 by independent architectural and engineering professionals showed the need for more than \$3 billion in additional critical maintenance investments. This survey effort was initiated to provide thorough, comprehensive reviews of facility improvement needs at each campus based on uniform criteria, with a specific emphasis on developing a database of knowledge to assist campuses in fully identifying and subsequently prioritizing their most pressing capital needs. Further, the same survey identified the potential for an additional \$5 billion in projects for adaptive re-use of existing facilities to support program improvements and for new facilities to enhance research and academic programs or to improve the quality of campus and community life.

Future investments in the University's academic infrastructure must balance affordability with incremental but sustained progress in upgrading aging and deteriorated facility components as well as achieving other capital improvements essential to academic mission goals.

The Executive Budget for 2004-05 proposes a new multi-year capital plan for academic facilities which would provide nearly \$1.8 billion in new authorizations for the State fiscal year period 2004-05 through 2008-09. This amount includes over \$1.6 billion in new State funding, of which nearly \$1.4 billion—more than 80 percent—is allocated directly to campuses for critical maintenance, and just over \$200 million for other major projects and program initiatives. Campus-specific critical maintenance funding allocations were derived based on the most recent gross square footage (GSF) of academic space at each campus, as reported for the year 2003. This methodology was used to approximate the relative scale of existing facility space at each campus requiring periodic attention and improvement through basic system upgrades and physical plant rehabilitation/repair. Campus 2003 GSF figures and corresponding funding allocations are detailed further in the Appendix, *State University of New York State-Operated Educational Facilities Multi-Year Capital Plan for 2004-05 to 2008-09*, which summarizes total new State funding proposed for state-operated educational facilities in the 2004-05 Executive Budget.

All projects, including critical maintenance, are specifically identified in the proposed appropriation legislation, and are targeted to the highest priority campus requirements. Specific project examples include \$15 million for a new biotechnology building at the College of Environmental Science and Forestry, \$5.5 million to rehabilitate the power plant at the University at Albany, \$25 million to construct a new academic building in downtown Binghamton, \$25 million to replace Martha Van Rensselaer Hall at Cornell, and nearly \$5.5 million to rehabilitate the utility tunnel at the University of Buffalo.

As part of the \$1.8 billion total new funding recommended, a \$150 million appropriation is proposed to support campus-funded projects which may be possible through local fund-raising or private donations, and/or to support the campus share of projects which may be possible under a new State-wide capital matching grants program.

Task Force on Efficiency and Effectiveness – Findings and Recommendations

In 2003, the Board of Trustees charged the Task Force on Efficiency and Effectiveness with determining how well the System had responded to the reforms recommended in the 1995 blueprint for change, *Rethinking SUNY*. Given the budget challenges faced by the campuses during recent years, there was particular interest in making sure the System Office was doing its part in using scarce resources wisely. As a major recommendation of *Rethinking SUNY* was the devolution of functions from the System Office to the individual campuses wherever possible, the Task Force was also charged with identifying best practices throughout the University that could further enhance efficiency and effectiveness, without sacrificing quality. Exploring additional streamlining possibilities and benchmarking SUNY's performance against other systems were major components of the study as well.

The Task Force was chaired by Vice Admiral John W. Craine, USN (Retired), who recently served as the director of assessment for the Navy and president of the SUNY Maritime Academy, and past-President Judson H. Taylor, recently retired from SUNY Cortland, who has extensive background in higher education administration as well as program evaluation and assessment. The Task Force included four members of the Board of Trustees and two staff members to support data collection and analysis.

Multiple data sources were used, including recent studies of system functions by external consultants; structured interviews of key stakeholders in System Administration; surveys of campus presidents; enrollment and other University datasets; job descriptions, organizational charts, long-range planning documents; and web-based information on other systems.

The yearlong study was both formative and summative in nature; thus critical information was shared with key University leaders as the study evolved. As a result, many of the final recommendations were implemented well in advance of the final report. One example was the creation of a chief of staff/vice chancellor position to lead system-wide strategic planning (see, *SUNY's Strategic Planning Efforts – A Commitment to Excellence*).

The Task Force's work culminated in a report of findings and recommendations to the Board of Trustees in January 2004. Major findings and recommendations are highlighted below.

Major Findings

- A 10.2 percent increase in enrollment since 1999, accompanied by stiff competition for state-support funds, has forced campuses to search for more efficient practices and strengthen alternative sources of revenues throughout the State University.

- Campuses now rely more heavily on tuition and fees than ever before, although the increase in the cost of a SUNY education since 1995 remains substantially below the average cost at peer institutions.
- Since 1994-95, a total of 669 new full-time equivalent employees have been hired at State-operated campuses, but 98.5 percent of those employees are being paid from sources other than tax revenues.
- System Administration office personnel has been reduced by 17.1 percent since 1994-95.
- Campuses throughout the system eliminated 388 academic programs since 1994-95.
- Better management of energy programs has produced system-wide savings of \$22 million.

A preliminary survey of best practices on SUNY campuses yielded more than 130 innovative, cost-effective programs, producing over \$7.5 million in annual savings. Examples of such practices include technology-enhanced services; more efficient approaches to training, such as outsourcing; reduced energy costs through equipment upgrades; and effective inter-campus collaboration to reduce purchasing costs. All best practices submitted by campuses across the system are being made available via a continuously updated directory and website.

The Task Force concluded that not only has SUNY become more efficient, but quality has improved over the last decade with SUNY attracting more—and more capable—students, as evidenced by SUNY’s rising SAT scores, and strong retention and graduation rates compared to national averages. Other indicators of quality noted by the Task Force include SUNY’s high pass rates on the New York State Teacher Certification Examination and its dramatic increase in externally funded research, patents, corporate partnerships, and fundraising.

Major Recommendations

In order to accommodate demographic trends and the increasing demand for a SUNY education in an efficient and effective way, the Task Force recommended that closer attention be given to long-range strategic planning. High school graduate cohorts will be increasing in number at the same time thousands of SUNY community college students who expect to transfer to a four-year college must be accommodated. It will be critical to have a comprehensive strategic plan that integrates academic program directions and student demand with the physical and financial capacity of the system. It was recommended that system-wide goals be included in campus-specific long range, strategic plans. The Task Force also recommended the development of a predictable tuition and fees plan tied to a cost-of-living index.

Another major recommendation of the Task Force was greater utilization of system-wide benchmarking and continuing the best practice directory to aid campuses in finding additional efficiencies.

To further enhance recognition of SUNY and its potential to serve New York State, the Task Force recommended the development of a system-wide faculty and staff

database, and completion of the SUNY-wide economic impact study, which is a major component of Mission Review II (2005-2010). These activities were deemed critical in raising awareness of the major role SUNY plays in promoting the long-term economic health of New York.

Acknowledging recent improvements in transfer and articulation between SUNY community colleges and four-year colleges, the Task Force underscored the need to continue efforts in this area, to make sure transfer students are placed appropriately and graduate in a timely manner. It was recommended that on-line course equivalency systems employed in other states be studied for potential implementation by SUNY.

The Task Force noted the dramatic growth in the SUNY Learning Network, from 119 enrollments in 1995 to 53,000 enrollments in 2002-03, and recommended continuing support for SLN as an effective teaching/learning alternative at all levels.

In the business management area it was recommended that all System Administration finance and management functions be consolidated under the chief operating officer/vice chancellor. It was also recommended that the system take greater advantage of the size and scope SUNY by developing a more comprehensive procurement program.

The Task Force concluded that the State University has made excellent progress in the area of efficiency and effectiveness since *Rethinking SUNY* began in 1995. The study highlighted how best practices and effective management by SUNY campus presidents and their staff and faculty has enabled the State University to offer a first-rate education at a reasonable cost. As noted previously, many of the recommendations have already been implemented, and the University continues to work on the adoption of the remaining ones. Acknowledging the work of the Task Force, Chancellor King noted that while it is reassuring that the University was found to be efficient and effective, SUNY must continuously strive to enhance its performance in these areas.

Conclusion

The State University of New York has accomplished much since *Rethinking SUNY*. As called for in that blueprint for change, and described in this Master Plan, key efficiencies have been realized and attention focused on enhancing academic quality. Going forward, the University's ambitious vision will require a comprehensive strategic effort that capitalizes on strong planning vectors already in place as a result of *Rethinking SUNY*, including Mission Review, resource planning, and facilities and technology infrastructure planning.

Consistent with an integrated strategic planning paradigm, Mission Review II (2005-2010) will be broader in scope than the first cycle, including all functional areas of the University, with particular attention to the resource and facilities implications of academic plans and priorities. The second cycle will build on the accomplishments of Mission Review—an unparalleled effort in SUNY's history and unrivaled in American higher education—to date, with campuses and System Administration working together to update the goals and benchmarks laid out in Memoranda of Understanding.

Service to local regions, the state, and nation will continue to be a high priority for the State University. From workforce development to charter schools, from basic research to technology transfer and incubators, the State University shares its expertise to the benefit of citizens and business in New York State and beyond. Thus, in addition to being centers of education, all of SUNY's campuses contribute to the economic and cultural vitality of their local regions and the state as a whole.

Management flexibility and devolution of authority has freed our campuses from some of the constraints entailed by a state bureaucracy. Concomitant with increased flexibility and autonomy, SUNY campuses are held accountable for their academic and non-academic decisions. Going forward, the University will continue to balance devolution with optimal system-ness. As the nation's largest comprehensive system of higher education, the University must continue to capitalize on its size and scope to achieve maximum efficiencies, particularly in areas such as energy management and procurement of goods and services. These opportunities will receive greater attention as part of the University's comprehensive strategic planning effort; and, consistent with Mission Review II (2005-2010), resource planning will be more closely aligned with academic planning and priorities.

State-of-the-art facilities and technological infrastructure are essential to achieving the University's vision. Aging educational facilities are in need of critical maintenance and updating, to ensure excellence in teaching, research, and service. The State University takes seriously its stewardship responsibilities, made more challenging in the current environment of constrained resources. At every turn, the University will leverage State and local support to attract additional sources of funds, now essential to ensuring excellence.

The Mission of the State University is fundamentally about excellence in learning, teaching, research and service. SUNY will continue its commitment to critical self-examination, measuring and enhancing the quality of the education it provides to a diverse body of students and how that education transforms and empowers, the success of its endeavors to push the boundaries of knowledge and human understanding through research and scholarship, and the impact on local regions, the state, and nation. Through these efforts the State University strengthens and serves New York State.

MASTER PLAN *2004-2008*

Appendices

Appendices

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Board of Trustees

System Administration

Advisory Committees

List of Campuses

Doctoral Degree-Granting Institutions

University at Albany
University at Binghamton
University at Buffalo
University at Stony Brook
Health Science Center at Brooklyn
Health Science Center at Syracuse
College of Environmental Science and Forestry
College of Optometry

Statutory

NYS College of Ceramics at Alfred University
Agriculture/Life Sciences at Cornell University
Human Ecology at Cornell University
Industrial/Labor Relations at Cornell University
Veterinary Medicine at Cornell University

Comprehensive Colleges

Brockport
Buffalo
Cortland
Empire State College
Fredonia
Geneseo
New Paltz
Old Westbury
Oneonta
Oswego
Plattsburgh
Potsdam
Purchase

Colleges of Technology

Institute of Technology at Utica-Rome
Maritime College
Alfred
Canton
Cobleskill
Delhi
Farmingdale
Morrisville

Community Colleges

Adirondack
Broome
Cayuga
Clinton
Columbia-Greene

Corning
Dutchess
Erie
Fashion Institute of Technology
Finger Lakes
Fulton-Montgomery
Genesee
Herkimer County
Hudson Valley
Jamestown
Jefferson
Mohawk Valley
Monroe
Nassau
Niagara County
North Country
Onondaga
Orange County
Rockland
Schenectady County
Suffolk County
Sullivan County
Tompkins Cortland
Ulster County
Westchester

Educational Opportunity Centers

Bronx
Brooklyn
Buffalo
Capital District
Long Island
Manhattan
North Bronx Career Counseling
and Outreach Center
Queens
Rochester
SUNY College and Career
Counseling Center
Syracuse
Westchester

New Programs of Study Tentatively Planned for Introduction 2004-2008

CAMPUS	PROGRAM NAME	AWARD
Albany	Applied Chemistry	M.S.
Albany	Forensic Biology	M.S.
Albany	Information Science M.S. in combination with 43 baccalaureate programs	B.A. or B.S./M.S.
Albany	Nanosciences & Nanoengineering	M.S.
Albany	Nanosciences & Nanoengineering	Ph.D.
Albany	Political Science/Public Affairs & Policy	B.A./M.A.
Albany	Public Health: Fundamentals & Principles	Adv. Cert.
Albany	Women's Studies	B.A./M.A.
Binghamton	Acupuncture for Physicians & Dentists	N.C. Cert.
Binghamton	Asian & Asian American Studies	B.A.
Binghamton	Bioengineering	B.S.
Binghamton	Bioengineering/Business Administration	B.S./M.B.A.
Binghamton	Computer Engineering/Business Administration	B.S./M.B.A.
Binghamton	Computer Science/Business Administration	B.S./M.B.A.
Binghamton	Electrical Engineering/Business Administration	B.S./M.B.A.
Binghamton	Global & International Affairs (with Bilkent University)	B.S.
Binghamton	Global & International Affairs (with Bogazici University)	B.S.
Binghamton	Global & International Affairs (with Middle East Technical University)	B.S.
Binghamton	Industrial & Systems Engineering/Business Administration	B.S./M.B.A.
Binghamton	Information Science (with Bogazici University)	B.S.
Binghamton	Information Science (with Istanbul Technical University)	B.S.
Binghamton	Mechanical Engineering/Business Administration	B.S./M.B.A.
Binghamton	Social Work	M.S.W.
Binghamton	Translation Studies	Ph.D.
Binghamton/ SUNYIT	Electrical Engineering	B.S.
Buffalo (Center)	Architecture/Media Arts Production	M.Arch./M.F.A.
Buffalo (Center)	Asian Studies	B.A.
Buffalo (Center)	Biochemical Pharmacology	B.S./M.S.
Buffalo (Center)	Bioinformatics & Computational Biology	B.S.
Buffalo (Center)	Bioinformatics & Computational Biology	M.S.

**New Programs of
Study Tentatively
Planned for
Introduction
2004-2008,
Continued**

CAMPUS	PROGRAM NAME	AWARD
Buffalo (Center)	Biological Sciences/Dentistry	B.S./D.D.S.
Buffalo (Center)	Biomedical Sciences	B.S.
Buffalo (Center)	Critical Museum Studies	Adv. Cert.
Buffalo (Center)	Economics	M.S.
Buffalo (Center)	Education & Technology	Ed.M.
Buffalo (Center)	Film Studies	B.A.
Buffalo (Center)	Finance	M.S.
Buffalo (Center)	Higher Education Administration	Ed.M.
Buffalo (Center)	Information Assurance	Adv. Cert.
Buffalo (Center)	Journalism	Cert.
Buffalo (Center)	Law	LL.M.
Buffalo (Center)	Medical/Health Informatics	Adv. Cert.
Buffalo (Center)	Mental Health Counseling	M.S.
Buffalo (Center)	Molecular & Cellular Biology	Adv. Cert.
Buffalo (Center)	Neuroscience	M.S.
Buffalo (Center)	Neuroscience	Ph.D.
Buffalo (Center)	Nursing	B.S.
Buffalo (Center)	Nursing	Ph.D.
Buffalo (Center)	Nursing Education	Adv. Cert.
Buffalo (Center)	Nursing/Acute Care Nurse Practitioner	B.S./M.S.
Buffalo (Center)	Nursing/Geriatric Nurse Practitioner	B.S./M.S.
Buffalo (Center)	Occupational Science	B.S.
Buffalo (Center)	Occupational Science/Occupational Therapy	B.S./M.S.
Buffalo (Center)	Occupational Therapy	M.S.
Buffalo (Center)	Organizational Leadership, Change & Development	M.S.
Buffalo (Center)	Physician Assistant	M.S.
Buffalo (Center)	School Business & Human Resource Administration	Adv. Cert.
Buffalo (Center)	Social Work/Business Administration	M.S.W./M.B.A.
Stony Brook	Adolescence Education: Mathematics	M.A.T.
Stony Brook	Chemical & Molecular Engineering	B.E.
Stony Brook	Comparative Literature	M.A.
Stony Brook	Comparative Literature	Ph.D.
Stony Brook	Dental Hygiene: Anesthesia	N.C. Cert.
Stony Brook	Health Science	B.S.
Stony Brook	Nursing Administration	Adv. Cert.
Stony Brook	Nursing Administration	M.S.
Stony Brook	Nursing Education	Adv. Cert.
Stony Brook	Nursing Education	M.S.
Stony Brook	Public Health	M.P.H.

**New Programs of
Study Tentatively
Planned for
Introduction
2004-2008,
Continued**

CAMPUS	PROGRAM NAME	AWARD
Syracuse HSC	Medical Biotechnology	B.S.
Environmental Science & Forestry	Aquatic & Fisheries Science	B.S.
Environmental Science & Forestry	Conservation Biology	B.S.
Environmental Science & Forestry	Construction Management	B.S.
Environmental Science & Forestry	Forest Health	B.S.
Environmental Science & Forestry	Natural History & Interpretation	B.S.
Environmental Science & Forestry	Paper Engineering	B.S.
Environmental Science & Forestry	Paper Science	B.S.
Environmental Science & Forestry	Wildlife Science	B.S.
Optometry/CUNY	Biology/Optometry	B.S./O.D.
Agriculture & Life Sciences	Information Science	B.S.
Agriculture & Life Sciences/ Cornell	Environmental Engineering	B.S.
Agriculture & Life Sciences/ Cornell	Science of Natural & Environmental Systems	B.S.
Brockport	Computational Science	B.S./M.S.
Brockport	Dance	M.A.
Brockport	Professional Accounting	B.S.
Buffalo College	Creativity & Change Leadership	Adv. Cert.
Buffalo College	Early Childhood Education (for Elementary Teachers)	M.S.Ed.
Buffalo College	Human Resource Development	Adv. Cert.
Cortland	Biomedical Sciences	B.S.
Cortland	Conservation Biology	B.A.
Cortland	Conservation Biology	B.S.
Cortland	Criminology	B.A.
Cortland	New Communication Media	B.A.
Cortland	New Media Design	B.A.
Empire State	Adolescence Education: Biology	M.A.T.
Empire State	Adolescence Education: Chemistry	M.A.T.
Empire State	Adolescence Education: Earth Science	M.A.T.
Empire State	Adolescence Education: English	M.A.T.

**New Programs of
Study Tentatively
Planned for
Introduction
2004-2008,
Continued**

CAMPUS	PROGRAM NAME	AWARD
Empire State	Adolescence Education: French	M.A.T.
Empire State	Adolescence Education: Mathematics	M.A.T.
Empire State	Adolescence Education: Physics	M.A.T.
Empire State	Adolescence Education: Social Studies	M.A.T.
Empire State	Adolescence Education: Spanish	M.A.T.
Empire State	Middle Childhood Education Generalist	M.A.T.
Empire State	Middle Childhood Education Specialist: Biology	M.A.T.
Empire State	Middle Childhood Education Specialist: Chemistry	M.A.T.
Empire State	Middle Childhood Education Specialist: Earth Science	M.A.T.
Empire State	Middle Childhood Education Specialist: English	M.A.T.
Empire State	Middle Childhood Education Specialist: French	M.A.T.
Empire State	Middle Childhood Education Specialist: Mathematics	M.A.T.
Empire State	Middle Childhood Education Specialist: Physics	M.A.T.
Empire State	Middle Childhood Education Specialist: Social Studies	M.A.T.
Empire State	Middle Childhood Education Specialist: Spanish	M.A.T.
Fredonia	Accounting	M.S.
Fredonia	Computer Information Systems	B.S.
Fredonia	Computer Science	B.S.
Fredonia	Computer Sound Production	B.F.A.
Fredonia	Music Composition	Mus.B.
Fredonia	Music Performance	Mus.B.
Geneseo	Accounting	M.S.
Geneseo	Early Childhood Education	M.S.Ed.
Geneseo	Literacy Education (5-12)	M.S.Ed.
Geneseo	Literacy Education (B-6)	M.S.Ed.
New Paltz	Environmental Geochemical Science	B.S.
New Paltz	School District Leader/Alternative Program	Adv. Cert.
Old Westbury	Accounting	M.S.
Oneonta	Adolescence Education: Biology	Cert.
Oneonta	Adolescence Education: Chemistry	B.S.
Oneonta	Adolescence Education: Chemistry	Cert.
Oneonta	Adolescence Education: Earth Science	Cert.
Oneonta	Adolescence Education: French	Cert.
Oneonta	Adolescence Education: Mathematics	Cert.
Oneonta	Adolescence Education: Physics	Cert.
Oneonta	Adolescence Education: Spanish	Cert.
Oneonta	Criminal Justice	B.S.
Oneonta	Family & Consumer Sciences Education	Cert.
Oswego	Accounting	M.S.

**New Programs of
Study Tentatively
Planned for
Introduction
2004-2008,
Continued**

CAMPUS	PROGRAM NAME	AWARD
Oswego	Adolescence Education: Mathematics	M.A.T.
Oswego	Biochemistry	B.S.
Oswego	Curriculum & Instruction	M.S.Ed.
Oswego	Family & Consumer Sciences Education (All Grades)	M.S.Ed.
Oswego	Human Computer Interaction	M.A.
Oswego	School Psychology	M.S./Adv.Cert.
Plattsburgh	Curriculum & Instruction	M.S.Ed.
Potsdam	Adolescence Education: Mathematics	M.S.Ed.
Potsdam	Biology	B.S.
Potsdam	Chemistry	B.S.
Potsdam	Environmental Studies	B.A.
Potsdam	Visual Arts	B.F.A.
Alfred - Main	Coding & Reimbursement Specialist	Cert.
Alfred - Main	Interior Design	A.A.S.
Canton	Business Office Technology	Cert.
Canton	Criminal Justice: Security	Cert.
Canton	Health Sciences Career Studies	Cert.
Cobleskill	Child Care & Development	B.S.
Cobleskill	Liberal Arts & Sciences: Humanities	A.A.
Cobleskill	Liberal Arts & Sciences: Mathematics	A.S.
Cobleskill	Liberal Arts & Sciences: Science	A.S.
Cobleskill	Liberal Arts & Sciences: Social Science	A.A.
Delhi	Hospitality Management - Interinstitutional Program - Schenectady County Community College	B.B.A.
Delhi	Turf Management	A.A.S.
Delhi	Veterinary Technology Management	B.B.A.
Farmingdale	Applied Mathematics	B.S.
Farmingdale	Dental Hygiene (Day)	A.S.
Farmingdale	Dental Hygiene (Evening)	A.S.
Farmingdale	Dental Hygiene: Anesthesia	N.C. Cert.
Farmingdale	Technology Studies	B.S.
Adirondack	Teaching Assistant	Cert.
Broome	Dental Hygiene: Anesthesia	N.C. Cert.
Broome	Electrical Technology	A.A.S.
Clinton	General Studies	Cert.
Clinton	Payroll	Cert.
Columbia-Greene	Automotive Technology	Cert.
Columbia-Greene	Aviation Science	A.S.
Columbia-Greene	Teaching Assistant	Cert.
Corning	Web Technology	A.A.S.

**New Programs of
Study Tentatively
Planned for
Introduction
2004-2008,
Continued**

CAMPUS	PROGRAM NAME	AWARD
Dutchess	American Sign Language/ English Interpreter Training	A.A.S.
Dutchess	Aviation Science: Pilot	A.S.
Dutchess	Fire & Occupational Safety	A.S.
Dutchess	Fire Protection Technology	A.A.S.
Dutchess	Teaching Assistant	Cert.
Erie - City	Baking & Pastry Arts	Cert.
Erie - City	Court/Realtime Reporting	Cert.
Erie - City	Physical Education Studies	A.S.
Erie - North	Physical Education Studies	A.S.
Erie - South	Industrial Technology	A.O.S.
Erie - South	Physical Education Studies	A.S.
Erie - South	Telecommunications Technology: Verizon	A.A.S.
FIT	CAD for Fashion Designers: Apparel	Cert.
FIT	CAD for Fashion Designers: Art	Cert.
FIT	Exhibition Design	M.A.
FIT	Fine Arts	B.F.A.
FIT	Global Fashion Management	M.P.S.
FIT	Haute Couture	Cert.
FIT	Illustration	M.A.
Fulton- Montgomery	Radiologic Technology	A.A.S.
Genesee	Developmental Disabilities Studies	Cert.
Genesee	Fine Arts	A.S.
Genesee	Fitness & Recreational Sports Management	A.A.S.
Genesee	Health Studies	Cert.
Genesee	Individualized Studies	A.A.S.
Genesee	Teaching Assistant	A.A.S.
Genesee	Tourism & Hospitality Management	A.A.S.
Herkimer	Business: Accounting	A.S.
Herkimer	Business: Health Service Management	A.S.
Herkimer	Criminal Justice: Cybersecurity	A.S.
Herkimer	Liberal Arts & Sciences: Childhood Education (Teacher Education Transfer)	A.S.
Hudson Valley	Computer Information Systems: Business Applications Programming	A.A.S.
Hudson Valley	Computer Information Systems: E-Commerce	A.A.S.
Hudson Valley	Computer Information Systems: Internet & Web Programming	A.A.S.
Hudson Valley	Computer Information Systems: System & Network Administration	A.A.S.

**New Programs of
Study Tentatively
Planned for
Introduction
2004-2008,
Continued**

CAMPUS	PROGRAM NAME	AWARD
Hudson Valley	Computer Information Systems: Web Design	A.A.S.
Hudson Valley	Dental Hygiene: Anesthesia	N.C. Cert.
Hudson Valley	Electrical Technology: Semiconductor Manufacturing Technology	A.A.S.
Hudson Valley	General Education	Cert.
Hudson Valley	Teaching Assistant	Cert.
Jamestown - Main	Communications	A.S.
Jamestown - Main	Computer Repair	Cert.
Jamestown - Main	Computer-Aided Design & Computer Numerical Control	Cert.
Jamestown - Main	Digital Audio Production	Cert.
Jamestown - Main	Digital Graphic Design & Publishing	Cert.
Jamestown - Main	Media Arts	A.S.
Jamestown - Main	Practical Nursing	Cert.
Jamestown - Cattaraugus	Practical Nursing	Cert.
Mohawk Valley - Utica	Liberal Arts & Sciences: Psychology	A.A.
Mohawk Valley - Utica	Transportation Management	Cert.
Monroe - Brighton	Call Center/Customer Service	Cert.
Monroe - Brighton	Dental Hygiene - Anesthesia	N.C. Cert.
Monroe - Brighton	Health Studies	A.S.
Monroe - Brighton	Hospitality Management	A.A.S.
Monroe - Brighton	Hotel Management	Cert.
Monroe - Brighton	Information Technology	A.S.
Monroe - Brighton	Travel & Tourism	Cert.
Monroe - Damon City	Call Center/Customer Service	Cert.
Nassau	Computer Repair Technology	A.A.S.
Nassau	Construction Management	Cert.
Nassau	Photography	A.S.
Niagara	Emergency Management	A.A.S.
Niagara	Health Studies	A.S.
Niagara	Hospitality Management	A.A.S.

**New Programs of
Study Tentatively
Planned for
Introduction
2004-2008,
Continued**

CAMPUS	PROGRAM NAME	AWARD
North Country - Main	Computer Graphics & Design	A.A.S.
North Country - Malone	Business: Office Technology	A.A.S.
North Country - Malone	Business: Office Technology	Cert.
North Country - Malone	Computer Graphics & Design	A.A.S.
North Country - Malone	Individual Studies	A.A.S.
North Country - Malone	Liberal Arts & Sciences: Math & Science	A.S.
North Country - Malone	Office Technology	A.A.S.
Onondaga	Dental Hygiene: Anesthesia	N.C. Cert.
Onondaga	Emergency Management	A.A.S.
Onondaga	Public Safety	Cert.
Orange	Dental Hygiene: Anesthesia	N.C. Cert.
Orange	Industrial Laboratory Technology	A.A.S.
Orange	Teaching Assistant	Cert.
Orange/ New Paltz	Liberal Arts & Science: Humanities & Social Science/Childhood Education	A.A./B.S.
Orange/ New Paltz	Liberal Arts & Science: Humanities & Social Science/Early Childhood Education	A.A./B.S.
Orange/ New Paltz	Liberal Arts & Science: Mathematics & Science/Childhood Education	A.S./B.S.
Schenectady	Computer Networking & Systems	A.A.S.
Schenectady	Criminal Justice	Cert.
Schenectady	Health Studies	Cert.
Schenectady	Individual Studies	A.A.
Schenectady	Individual Studies	A.S.
Schenectady	Teaching Assistant	Cert.
Sullivan	Direct Support Practice	Cert.
Sullivan/ New Paltz	Liberal Arts & Science/Childhood Education	A.A./B.S.
Sullivan/ New Paltz	Liberal Arts & Science/Early Childhood Education	A.A./B.S.
Tompkins Cortland	Computer Support Specialist	A.A.S.
Ulster	Animal Science Office Assistant	Cert.
Ulster	Veterinary Technology	A.A.S.
Westchester	Telecommunications Technology	Cert.

Master Plan Amendments 2000-2004

CAMPUS	PROGRAM NAME	AWARD	DATE APPROVED BY BOARD OF TRUSTEES
Buffalo College	Business Administration	B.S.	4/30/2001
Empire State	Adolescence Education: Biology	M.A.T.	6/25/2002
Empire State	Adolescence Education: Chemistry	M.A.T.	6/25/2002
Empire State	Adolescence Education: Earth Science	M.A.T.	6/25/2002
Empire State	Adolescence Education: English	M.A.T.	6/25/2002
Empire State	Adolescence Education: French	M.A.T.	6/25/2002
Empire State	Adolescence Education: Mathematics	M.A.T.	6/25/2002
Empire State	Adolescence Education: Physics	M.A.T.	6/25/2002
Empire State	Adolescence Education: Social Studies	M.A.T.	6/25/2002
Empire State	Adolescence Education: Spanish	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Generalist	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Specialist: Biology	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Specialist: Chemistry	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Specialist: Earth Science	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Specialist: English	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Specialist: French	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Specialist: Mathematics	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Specialist: Physics	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Specialist: Social Studies	M.A.T.	6/25/2002
Empire State	Middle Childhood Education Specialist: Spanish	M.A.T.	6/25/2002
Old Westbury	Accounting	M.S.	4/23/2002
Alfred - Main	Technology Management: Financial Services	B.B.A.	2/27/2001
Canton	Technology Management: Financial Services	B.B.A.	2/27/2001
Cobleskill	Child Care & Development	B.S.	1/29/2002

**Master Plan
Amendments
2000-2004,
continued**

CAMPUS	PROGRAM NAME	AWARD	DATE APPROVED BY BOARD OF TRUSTEES
Cobleskill	Technology Management: Information Technology	B.B.A.	2/27/2001
Delhi	Hospitality Management Interinstitutional Program - Schenectady Community College	B.B.A.	4/29/2003
Farmingdale	Bioscience	B.S.	10/22/2002
Farmingdale	Computer Programming & Information Systems	B.S.	5/22/2001
Farmingdale	Dental Hygiene	B.S.	11/14/2000
Morrisville - Main	Automotive Technology	B.Tech.	10/23/2001
Morrisville - Main	Technology Management: Automotive Technology	B.B.A.	2/27/2001
Utica/Rome	Accounting	B.S.	2/26/2002
Utica/Rome	Applied Mathematics	B.S.	2/26/2002
Utica/Rome	Business & Public Management	B.S.	2/26/2002
Utica/Rome	Computer & Information Science	B.S.	2/26/2002
Utica/Rome	Computer Engineering Technology	B.S.	2/26/2002
Utica/Rome	Computer Information Systems	B.S.	2/26/2002
Utica/Rome	Finance	B.S.	2/26/2002
Utica/Rome	Health Information Management	B.S.	2/26/2002
Utica/Rome	Health Services Management	B.S.	2/26/2002
Utica/Rome	Industrial Engineering Technology	B.S.	2/26/2002
Utica/Rome	Mechanical Engineering Technology	B.S.	2/26/2002
Utica/Rome	Professional & Technical Communication	B.S.	2/26/2002
Adirondack	Music	A.S.	9/26/2000
Clinton	Computer Information Systems	A.A.S.	9/26/2000
Columbia-Greene	Environmental Studies	A.S.	9/26/2000
Corning	Early Childhood Studies	A.A.S.	4/30/2001



Guidelines for the Implementation of Campus-based Assessment of the Major

Revision: August 12, 2003

I. General

Each campus is responsible for overseeing the process through which the assessment of academic major programs takes place, following existing curriculum and governance procedures. Campuses and programs have maximum autonomy in the development of assessment plans for academic majors, and should include the input of faculty, professional staff, and students.

II. Guide for the Evaluation of Undergraduate Academic Programs

It is important to note that the assessment of student learning outcomes comprises only a part of the comprehensive program review process academic programs should undergo on a regular basis in order to stay current and provide the best possible education to their majors. The recently revised *Guide for the Evaluation of Undergraduate Academic Programs*¹ is a helpful working document accepted by the faculty for guiding program review and the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes recommends that the assessment of student learning outcomes in the Major be carried out within the broader framework of the University Faculty Senate's guidelines.

III. Requirements

All programs should meet the following requirements in carrying out their assessment plan:

- Programs should complete one cycle of assessment every five to seven years. If a review of the major has not been done within the past decade, it should occur early in this cycle;
- Programs should include measures of student learning outcomes in their plans;
- Programs should seek review of their final assessment report by an external review team, including a campus visit and report to the chief academic officer;² and,
- Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time, specific to designated learning outcomes.

¹ The current version was approved by the University Faculty Senate and endorsed by the Faculty Council of Community Colleges in 2001.

² This could become a part of a more comprehensive, cyclical departmental or school review.

IV. External Review Team and Report

The purpose of the external review is to provide programs and academic leadership with an at-arm's length, objective critique of the strengths and weaknesses of campus programs, so as to provide the basis for improvement. While issues related to funding levels may have some relevance, the focus of the review should be on the academic enterprise and on steps that could and should be taken to improve the program within available funding levels. Also, given the importance of good governance, it would not be inappropriate for the external review team to examine the effectiveness of program leadership and the level of functional collegiality within the department.

Many programs are reviewed regularly for reaccreditation purposes by an external review team whose membership is determined by a professional accrediting body. The membership of external review teams for all other programs should be discussed between the program/department being reviewed, the dean (where applicable) and the campus chief academic officer or his/her delegate. The campus chief academic officer should make the final determination.

In general, external review teams should consist of not less than two (2) persons¹ who have no academic, professional or other significant relationship to full-time faculty in the program/department², no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer or aspirational peer group (equivalent to being in the same Carnegie class and having similar program size, scope and statistical, or perceived reputational, ranking).

The report from the external review team should include:

- The date of the campus visit and a list of the people whom the team met during the visit;
- The team's assessment of the program, including major strengths and weaknesses; and
- The team's recommendations to the chief academic officer for program improvement.

V. Reporting Requirements

By June 1 of each year, chief academic officers should submit to the Office of the Provost:

- A list of the academic programs reviewed during the previous year;
- For each program that was reviewed:
 - The departmental or program Self-Study document, which should include the *Program Data Summary Table* (attached).
 - The completed *Assessment of Student Learning Outcomes in the Major Summary Report*; and
 - The report of the external review team;
- A list of the programs scheduled for review during the next academic year.

¹ Ideally there should be a third reviewer, from an unrelated department on the campus itself.

² Two-year career programs may include one Advisory Board member as part of each review team.

VI. Additional Information and Recommendations

Please consult the Report of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes (pp. 32-36, printed version) for additional information and recommendations regarding the assessment process for the major.



Program Data Summary Table

Note: This table is a summary of data adapted from the University Faculty Senate's *Guide for the Evaluation of Undergraduate Academic Programs* and "Best Practices" program reviews received from State University campuses.

Name of Institution: _____
{specify name of branch campus, if relevant}

Registered program title: _____

Registered award: _____ (A.A., B.S., etc.)

Year program approved (if less than 7 years ago): _____

Year to year (for the last five years)	Total number of majors	Total number of FTE taught by department / program faculty	Graduates	Number of faculty assigned to program		Estimate of resources allocated to department / program ¹	Notes
				Full-time	Part-time		
to							
to							
to							
to							
to							

Department / Program Chair: _____

Chief Academic Officer: _____

¹ Per the 2003 Handbook for the Submission of Undergraduate Program Proposals, this should include personnel, library, equipment, laboratories, supplies and expenses, capital and other expenditures, as appropriate.



General Education Assessment Review (GEAR) Group

Review Process Guidelines

Revision: Spring 2004

I. Introduction

The General Education Assessment Review (GEAR) Group has been established upon the recommendation of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes and has been formed jointly by leadership from the University Faculty Senate, the Community College Faculty Council, System Administration and the Student Assembly.

Comprised primarily of faculty from throughout the University, GEAR also includes students, campus chief academic officers, and campus professional staff (particularly from Institutional Research). GEAR is co-chaired by Dr. Patricia Francis, Professor of Psychology and Executive Assistant to the President at the College at Cortland and Dr. Donald Steven, Executive Vice Provost for Academic Affairs. GEAR's web page, which includes a summary of its activities as well as many useful resource and reference materials, may be accessed at <http://cortland.edu/oir/gear/>.

Members¹

Dr. Robert Axelrod	Professor of Speech, Past President, Faculty Council of Community Colleges, Rockland Community College
Dr. Pat Belanoff	Professor of English, University at Stony Brook, President, SUNY Council on Writing
Dr. Susan Bello	Assistant Dean, Institutional Research, Nassau Community College
Dr. David A. Carson	Professor of History and Social Studies, Buffalo State College
Ms. Frances Dearing	Assistant Professor of Visual and Performing Arts, Coordinator of Curriculum and Program Development, Monroe Community College
Dr. Mary Jane Feldman	Professor, Director of Institutional Research, Niagara County Community College
Dr. Joseph Flynn	SUNY Distinguished Professor of English, Alfred State College
Dr. Patricia Francis	Professor of Psychology, Executive Assistant to the President, College at Cortland
Professor Joseph Hildreth	Professor of Art, President, University Faculty Senate, College at Potsdam
Dr. Robert Jubenville	Professor of Life Sciences, Co-chair of Academic Affairs Committee, Faculty Council of Community Colleges, Mohawk Valley Community College
Dr. Cathleen McColgin	Professor of Nursing, Associate Dean, Fulton Extension Center, Cayuga Community College
Dr. Jack Meacham	SUNY Distinguished Teaching Professor, Chair, Department of Psychology, University at Buffalo
Dr. Herbert Merrill	Professor of Psychology, Erie Community College
Dr. Runi Mukherji	Professor of Psychology, College at Old Westbury
Dr. Kimberley Reiser	Associate Professor of Biology, President, Faculty Council of Community Colleges, Nassau Community College
Dr. David Rule	Vice President for Academic Affairs, Orange County Community College
Dr. Peter Sinden	Professor of Sociology and Anthropology, Director of Campus Assessment, College at Fredonia
Dr. Donald Steven	Executive Vice Provost for Academic Affairs, System Administration
Dr. Melanie Vainder	Professor of English and Technical Communications, Director of General Education, Chair of the Assessment Advisory Board, SUNY Farmingdale
Dr. Judith Adams-Volpe	Director of University and External Relations, General and University Libraries, University at Buffalo
Dr. Gary Waller	Professor of Literature and Cultural Studies, Provost, Purchase College

¹ Revised: September 2002

II. Goals

The GEAR Group's goal is to work with campuses as they develop and implement their campus-based plans for assessing student learning outcomes in General Education, following the guidelines contained in the Task Force report as well as subsequent discussions involving faculty and campus and System leadership. GEAR intends to function as a resource and a colleague, making itself available to campuses to the extent that they would welcome and in ways that they feel would be helpful, engaging them in a dialogue as they develop and carry out their assessment plans. In its "process review" of campus General Education assessment plans, GEAR will focus exclusively on the campus's assessment processes and procedures, not the assessment outcomes themselves.

III. Process

Each campus is responsible for determining the particular structure and content of its campus-based General Education assessment plan, following its own existing governance processes.

The task of developing and implementing a campus-based assessment plan for General Education should fall primarily to the faculty members who teach in the program, with the assistance of professional staff and students when appropriate. (Indeed, it may well be the case that on some campuses a full-time staff and/or faculty assessment person may be in a leadership role.) Campus-based assessment plans should be submitted to, and approved by, the campus's Faculty Senate or Faculty Council prior to being submitted to the GEAR Group for formal review.¹

GEAR's Expectations of Campus General Education Assessment Plans

In its initial review of campus assessment plans, the GEAR Group will use nine criteria in evaluating a plan's comprehensiveness and rigor. In addition to reflecting widely recognized best assessment practices in higher education, these criteria are consistent with the general guidelines included in the Task Force Report and subsequent discussions, the expectations for assessment of the Middle States Commission on Higher Education, and regulations proposed by the New York State Education Department as part of its Quality Assurance Initiative in Higher Education.

In its initial review, the GEAR Group will seek to ascertain for each campus plan that:

- 1. The objectives for student learning in General Education relate directly to the student learning outcomes defined in the *Implementation Guidelines of the Provost's Advisory Task Force on General Education*.²** The GEAR Group is likely to agree that this criterion is met if all outcomes from the *Implementation Guidelines* are reflected in the campus' statement of General Education learning objectives for its program. (It is important to note that campuses may also include additional learning objectives that are specific to their own program.)
- 2. Programmatic activities intended to accomplish the campus' objectives for student learning in General Education are described.** The GEAR Group is likely to agree that this criterion is met by the campus providing GEAR with its guidelines or procedures for designating courses as General Education courses.

¹ Though GEAR encourages campuses to engage in dialogue throughout the plan's development process.

² See Appendix D of the *Final Report of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes*, at <http://www.sysadm.suny.edu/provost/whatsnew/asmtfinalreport.pdf>.

3. The measures developed to assess student learning are designed to provide credible evidence of the extent to which students have achieved the learning outcomes or skills stated in the objectives. The GEAR Group is likely to agree that this criterion is met if, for each learning objective, appropriate assessment measures have been established for determining the degree to which students have mastered the objective. In judging the appropriateness of a specific measure, the GEAR Group will rely on answers to the following questions:

- Will it *directly measure* student learning (i.e., as differentiated from the *perception* that learning has taken place)?
- Will it measure the objective it is intended to measure (i.e., will it have reasonable *face validity*)?
- Will the plan provide assurances that the measure is reliable, particularly with respect to the ability of two independent scorers to rate it similarly (i.e., will it have *inter-observer reliability*)? While this issue is less important for objective measures (e.g., multiple choice exams), it is critical for qualitative approaches (e.g., portfolios), which do not yield “one correct answer.”
- For the learning outcomes in Mathematics, Basic Communication (Written), and Critical Thinking (Reasoning), are externally referenced measures of the campus’s choice—either nationally- or SUNY-normed¹—included?
- Will the data that are reported be representative? It may not be feasible for campuses to assess all students on a particular measure, nor is it necessary. The campus assessment plan should therefore make it clear how representative sampling of students will be assured when collecting assessment data.
- For campuses opting to attempt to determine the growth in learning achieved by SUNY undergraduates in some or all of general education (“value-added”), is there an adequate description of when measures will be administered and how problems commonly related to pre- and post-testing (e.g., student motivation, attrition) will be controlled?

4. The plan proposes standards to which student performance relative to the learning outcomes in the objectives can be compared. The GEAR Group is likely to agree that this criterion is met if campus assessment plans include, for each learning objective, the standard defining what level of student performance the faculty considers as “exceeding,” “meeting,” “approaching,” and “not meeting” standards.

5. The anticipated results of the assessment are able to affirm the degree to which the learning objectives have been achieved and thus make it possible to identify areas that need to be addressed in order to improve learning. The GEAR Group is likely to agree that this criterion is met if it is clear from the assessment plan that mechanisms exist for sharing assessment results with appropriate faculty and staff and for making programmatic improvements based on the assessment results (if necessary).

6. Mechanisms for assessing the campus academic environment are described. The GEAR Group is likely to agree that this criterion is met if it is clear that the assessment plan provides for the periodic administration of a survey that yields indicators reflecting the campus academic environment (e.g. the National Survey of Student Engagement, the Community College Survey of

¹ See appendix for examples and process.

Student Engagement or a revised, extended SUNY Student Opinion Survey or similar instrument.) and a report on what has been learned from the campus's consideration of the possible relationship between academic assessment results and these environmental influences.

7. **The assessment plan has been reviewed and approved through the appropriate curriculum and faculty governance structures and shows evidence of student involvement in the development of revisions to the assessment plan.** The GEAR Group is likely to agree that this criterion is met if the assessment plan includes a section describing the process through which the plan was developed and approved on the campus prior to being shared with the GEAR Group, as well as the efforts made to include students in the process of revising the initial plan.
8. **The plan adheres to the timetable established by the GEAR Group and agreed to by the University Provost.** The GEAR Group is likely to agree that this criterion is met if it is clear that the assessment of all of the General Education learning objectives in the Knowledge and Skills Areas and Competencies takes place within a three-year cycle. (The campus plan should include the schedule for the assessment cycle.)
9. **The assessment process includes provisions for evaluating the assessment process itself and disseminating assessment results to the appropriate campus community.** The GEAR Group is likely to agree that this criterion is met if processes are described in the assessment plan for evaluating the assessment process once complete, making changes in the process if necessary, and sharing assessment results with the appropriate campus community.

Initial Review

GEAR will receive and critique campus assessment plans and approve those that meet its expectations for effective assessment; campuses will be advised in writing of revisions that would likely lead to approval, as appropriate. GEAR will place a strong emphasis on the extent to which campuses demonstrate they will use assessment results to improve their General Education programs.

Ongoing Review

After the initial review process, the GEAR Group will review campus General Education assessment plans on a biennial, staggered basis, applying the same criteria as above, with greater emphasis on how campuses are using assessment data to improve their General Education programs.

IV. Reporting

GEAR will establish a clear protocol and a standardized reporting format—consistent with the recommendations of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes—for campuses to use to report assessment results in General Education to System Administration for the purpose of accountability. This annual report, to be submitted by the Chief Academic Officer at each campus directly to the Office of the Provost, will include specific information on its students' progress in mastering the learning outcomes outlined in the *General Education Implementation*

*Guidelines.*¹ System Administration will use these data—in accord with the Utilization and Reporting of Assessment Results principles in the Task Force report—in the preparation of summary reports to external stakeholders for accountability purposes.

V. Summary

The GEAR Group will continue the long tradition of involving existing faculty governance and curriculum review structures on individual State University campuses in the process of assessment. This involvement of SUNY faculty was central in the early 1990's when the State University was playing a leadership role nationally in the assessment movement, and it has certainly characterized the deliberations of the Task Force on the Assessment of Student Learning Outcomes that has provided the *raison-d'être* for GEAR.

Approved by GEAR: October 16, 2001, updated: December 5, 2003
Revised, Spring 2004

¹ Reported results should indicate the percentage of students exceeding, meeting, approaching, and not meeting the delineated learning outcomes. (*A draft reporting form is attached.*)

Appendix

Nationally-normed Measures

There are many nationally-normed measures available that are designed to assess learning outcomes in Mathematics, Basic Communications (Written), and Critical Thinking (Reasoning). The table below shows a number of examples of some which campuses may find useful:

Discipline	AP	CAAP	CCTST	CRA	QUANT-Q
Mathematics	✓	✓			✓
Basic Communications (Written)	✓	✓			
Critical Thinking (Reasoning)	✓	✓	✓	✓	✓

AP *Academic Profile*, Educational Testing Service (www.ets.org/hea/acpro/)
 CAAP *Collegiate Assessment of Academic Proficiency*, ACT (www.act.org/caap/)
 CCTST *California Critical Thinking Skills Test*, INSIGHT Assessment (www.insightassessment.com/test-cctst.html)
 CRA *California Reasoning Appraisal*, INSIGHT Assessment (www.insightassessment.com/test-cra.html)
 QUANT-Q *Quant-Q*, INSIGHT Assessment (www.insightassessment.com/test-quantq.html)

Costs

The costs of the purchase and scoring of nationally-normed measures—as well as for the National Survey of Student Engagement or the Community College Survey of Student Engagement—will be paid for by System Administration for State-operated/funded institutions and community colleges, based on a sample size of up to 20% of the undergraduate student body on a three-year cycle.

SUNY-normed Measures

Campuses wishing to include SUNY-normed measures in lieu of nationally-normed measures in Mathematics, Basic Communication (Written), and Critical Thinking (Reasoning) may use one of two approaches:

1. A locally developed instrument that measures the learning outcomes in one or more of these three areas and that is demonstrated to correlate statistically (i.e., have *concurrent validity*) with nationally-normed measures, including those listed above.
2. A locally developed instrument that measures the learning outcomes in one or more of these three areas that is reviewed and approved by the GEAR Group. As part of this process, GEAR will rely on discipline-based panels of distinguished SUNY faculty that will develop standards and rubrics campuses may use to assess student performance. Campuses choosing to use their own standards and rubrics must demonstrate to GEAR that their standards and rubrics are essentially equivalent to those developed by the discipline-based panel.

Campuses opting for this second approach would also be expected to periodically provide GEAR with samples of student work for each standard of student performance, to be reviewed by GEAR to ensure ongoing validity and reliability of the measure. GEAR will provide campuses with feedback and, possibly, recommendations regarding any scoring adjustments that may be required.

Mixing and Matching

It is also possible to combine these approaches: for example, a campus may choose to use the CCTST for Critical Thinking and SUNY-normed measures for Mathematics and Basic Communication (Written).

Progress Report on the SUNY Assessment Initiative: *Assessment of Student Learning Outcomes*

Introduction

Assessment serves two complementary functions in higher education today: “Assessment as improvement” and “Assessment as accountability,” and both of these functions have an appropriate place in the SUNY Assessment Initiative and will strengthen the University’s institutions and the system as a whole. The SUNY Assessment Initiative places foremost emphasis on assessment as a means of improving student learning and is comprised of two complementary components:

- campus-based assessment of general education; and
- campus-based assessment of the major

As a publicly supported institution, SUNY has a responsibility to demonstrate to its stakeholders that it is fulfilling its mission. These stakeholders include: the Board of Trustees, College Council members and the Boards of Trustees of Community Colleges, executive and legislative officials, students and their parents, the public, employers and the communities served by campuses, and accrediting and regulatory bodies.

I. Campus-based Assessment of General Education

Each campus is responsible for determining the structure and content of its campus-based General Education assessment plan, following existing governance and curriculum processes. These plans are approved and reviewed by a System-wide group consisting of faculty, campus chief academic officers and representatives from System Administration who are knowledgeable about assessment. Reported results indicate the percentage of students exceeding, meeting, approaching and not meeting the delineated learning outcomes of the SUNY-GER.

Implementation Status

The General Education Assessment Review (GEAR) group has now reviewed the assessment plans of virtually all of the 57 campuses with undergraduate general education programs. To date, it has approved 51 of these plans, with several others pending.

We have received first year data reports from campuses. Feedback from campuses has been excellent and early indications are that this effort is producing results that will likely lead to improved teaching and learning.

Notes

1. Averages are calculated as the sum of individual campus percentages, divided by the number of campuses. In some cases, percentages do not total to 100% due to rounding errors.
2. As this is the first year of a three-year cycle—with most campuses assessing four areas each year, in some instances no campuses within a sector may have assessed a particular outcome in AY 2002-03. These are shown with a “—”.

MATHEMATICS

OUTCOME: ARITHMETIC, ALGEBRA, GEOMETRY				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	39.50	14.50	21.00	25.00
Comprehensive Colleges	32.11	33.33	15.79	20.71
Colleges of Technology	38.27	24.81	9.53	27.82
Community Colleges	35.43	28.75	15.30	18.51
Average	35.38	28.36	14.66	21.09
OUTCOME: DATA ANALYSIS, QUANTITATIVE REASONING				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	43.00	0.00	33.00	25.00
Comprehensive Colleges	29.49	28.59	26.12	15.60
Colleges of Technology	22.27	27.46	13.44	36.66
Community Colleges	33.41	31.51	16.51	18.47
Average	30.61	29.18	18.71	21.39

NATURAL SCIENCES

OUTCOME: UNDERSTANDING OF THE METHODS SCIENTISTS USE TO EXPLORE NATURAL PHENOMENA, INCLUDING OBSERVATION, HYPOTHESIS DEVELOPMENT, MEASUREMENT AND DATA COLLECTION, EXPERIMENTATION, EVALUATION OF EVIDENCE, AND EMPLOYMENT OF MATHEMATICAL ANALYSIS				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	29.70	38.00	20.73	11.59
Comprehensive Colleges	40.10	29.27	17.12	13.03
Colleges of Technology	23.20	31.00	12.13	33.00
Community Colleges	40.26	27.48	11.62	20.45
Average	37.10	29.09	13.19	20.35
OUTCOME: APPLICATION OF SCIENTIFIC DATA, CONCEPTS, AND MODELS IN ONE OF THE NATURAL SCIENCES				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	17.36	42.43	19.86	20.36
Comprehensive Colleges	52.60	33.70	8.80	4.90
Colleges of Technology	15.00	37.67	15.67	31.67
Community Colleges	37.35	28.40	13.56	20.55
Average	32.98	31.31	14.23	21.37

SOCIAL SCIENCES

OUTCOME: UNDERSTANDING OF THE METHODS SOCIAL SCIENTISTS USE TO EXPLORE SOCIAL PHENOMENA, INCLUDING OBSERVATION, HYPOTHESIS DEVELOPMENT, MEASUREMENT AND DATA COLLECTION, EXPERIMENTATION, EVALUATION OF EVIDENCE, AND EMPLOYMENT OF MATHEMATICAL AND INTERPRETIVE ANALYSIS				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	42.23	37.64	11.87	8.27
Comprehensive Colleges	60.80	26.10	5.00	8.10
Colleges of Technology	28.40	32.70	14.63	24.43
Community Colleges	37.87	28.67	15.66	17.80
Average	38.03	30.04	14.59	17.36

OUTCOME: KNOWLEDGE OF MAJOR CONCEPTS, MODELS AND ISSUES OF AT LEAST ONE DISCIPLINE IN THE SOCIAL SCIENCES				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	24.13	42.17	21.05	12.66
Comprehensive Colleges	62.40	28.80	5.10	3.70
Colleges of Technology	30.56	38.68	9.84	20.55
Community Colleges	34.51	32.60	15.89	17.00
Average	34.27	34.28	14.96	16.44

AMERICAN HISTORY

OUTCOME: KNOWLEDGE OF A BASIC NARRATIVE OF AMERICAN HISTORY: POLITICAL, ECONOMIC, SOCIAL, AND CULTURAL, INCLUDING KNOWLEDGE OF UNITY AND DIVERSITY IN AMERICAN SOCIETY				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	43.62	32.40	15.92	7.86
Colleges of Technology	28.60	28.66	15.14	27.62
Community Colleges	27.50	23.05	21.34	28.11
Average	31.44	25.81	19.46	23.24

OUTCOME: KNOWLEDGE OF COMMON INSTITUTIONS IN AMERICAN SOCIETY AND HOW THEY HAVE AFFECTED DIFFERENT GROUPS				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	42.22	30.10	17.60	10.08
Colleges of Technology	14.34	40.43	14.64	30.59
Community Colleges	25.60	28.84	19.63	26.00
Average	28.63	30.31	18.62	22.48

OUTCOME: UNDERSTANDING OF AMERICA'S EVOLVING RELATIONSHIP WITH THE REST OF THE WORLD				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	46.82	32.02	10.68	10.48
Colleges of Technology	44.01	17.37	12.96	25.67
Community Colleges	23.43	28.82	21.78	25.96
Average	31.33	28.48	18.12	22.06

WESTERN CIVILIZATION

OUTCOME: KNOWLEDGE OF THE DEVELOPMENT OF THE DISTINCTIVE FEATURES OF THE HISTORY, INSTITUTIONS, ECONOMY, SOCIETY, CULTURE, ETC., OF WESTERN CIVILIZATION				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	30.08	35.28	31.40	7.22
Colleges of Technology	19.81	36.78	24.02	19.41
Community Colleges	38.98	30.68	15.65	14.69
Average	34.97	32.21	19.09	14.30

OUTCOME: RELATE THE DEVELOPMENT OF WESTERN CIVILIZATION TO THAT OF OTHER REGIONS OF THE WORLD				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	24.32	45.11	27.82	2.75
Colleges of Technology	22.09	41.67	22.68	13.57
Community Colleges	30.22	41.84	10.74	17.18
Average	28.06	42.32	15.21	14.40

OTHER WORLD CIVILIZATIONS

OUTCOME: KNOWLEDGE OF EITHER A BROAD OUTLINE OF WORLD HISTORY, OR THE DISTINCTIVE FEATURES OF THE HISTORY, INSTITUTIONS, ECONOMY, SOCIETY, CULTURE, ETC., OF ONE NON-WESTERN CIVILIZATION				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	63.00	16.00	21.00	0.00
Comprehensive Colleges	32.60	38.35	22.60	6.45
Colleges of Technology	—	—	—	—
Community Colleges	35.58	43.65	13.65	7.02
Average	37.97	39.40	16.46	6.11

HUMANITIES

OUTCOME: KNOWLEDGE OF THE CONVENTIONS AND METHODS OF AT LEAST ONE OF THE HUMANITIES IN ADDITION TO THOSE ENCOMPASSED BY OTHER KNOWLEDGE AREAS REQUIRED BY THE GENERAL EDUCATION PROGRAM				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	29.00	60.90	4.70	5.00
Comprehensive Colleges	27.47	32.91	22.01	17.62
Colleges of Technology	—	—	—	—
Community Colleges	29.78	44.85	16.60	8.75
Average	29.01	43.73	16.44	10.75

THE ARTS

OUTCOME: UNDERSTANDING OF AT LEAST ONE PRINCIPAL FORM OF ARTISTIC EXPRESSION AND THE CREATIVE PROCESS INHERENT THEREIN				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	28.58	50.06	10.11	11.25
Comprehensive Colleges	30.80	50.67	10.23	8.30
Colleges of Technology	8.00	76.00	16.00	0.00
Community Colleges	38.99	35.40	12.06	13.54
Average	30.75	48.03	11.63	9.60

FOREIGN LANGUAGE

OUTCOME: BASIC PROFICIENCY IN THE UNDERSTANDING AND USE OF A FOREIGN LANGUAGE				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	44.53	34.23	12.72	8.65
Colleges of Technology	—	—	—	—
Community Colleges	47.45	33.29	12.07	8.12
Average	46.42	33.62	12.30	8.30

OUTCOME: KNOWLEDGE OF THE DISTINCTIVE FEATURES OF CULTURE(S) ASSOCIATED WITH THE LANGUAGE THEY ARE STUDYING				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	56.62	23.06	8.62	11.70
Colleges of Technology	—	—	—	—
Community Colleges	50.25	28.36	11.66	9.72
Average	52.37	26.60	10.64	10.38

BASIC COMMUNICATION

OUTCOME: PRODUCE COHERENT TEXTS WITHIN COMMON COLLEGE-LEVEL WRITTEN FORMS				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	25.93	46.73	22.25	5.38
Colleges of Technology	11.25	57.23	21.33	10.35
Community Colleges	23.16	45.01	24.05	7.89
Average	22.45	47.37	23.02	7.35
OUTCOME: DEMONSTRATE THE ABILITY TO REVISE AND IMPROVE SUCH TEXTS				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	21.55	41.89	27.96	8.60
Colleges of Technology	5.25	27.95	33.15	31.95
Community Colleges	21.96	40.42	22.13	15.62
Average	20.43	39.87	24.99	14.64
OUTCOME: RESEARCH A TOPIC, DEVELOP AN ARGUMENT, AND ORGANIZE SUPPORTING DETAILS				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	21.49	45.43	27.07	6.01
Colleges of Technology	8.50	32.60	31.95	26.85
Community Colleges	29.43	35.97	21.56	12.96
Average	23.63	38.17	24.90	13.25
OUTCOME: DEVELOP PROFICIENCY IN ORAL DISCOURSE				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	56.95	25.99	5.06	12.01
Colleges of Technology	15.85	40.09	22.95	21.13
Community Colleges	38.42	41.37	13.55	6.74
Average	35.46	39.37	14.70	10.53
OUTCOME: EVALUATE AN ORAL PRESENTATION ACCORDING TO ESTABLISHED CRITERIA				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	—	—	—	—
Comprehensive Colleges	58.64	25.22	5.22	12.43
Colleges of Technology	9.50	23.40	36.30	30.90
Community Colleges	37.77	43.89	12.94	5.44
Average	38.67	40.03	13.47	8.07

CRITICAL THINKING

OUTCOME: IDENTIFY, ANALYZE, AND EVALUATE ARGUMENTS AS THEY OCCUR IN THEIR OWN OR OTHER'S WORK				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	0.00	8.00	25.00	67.00
Comprehensive Colleges	32.76	30.69	21.88	14.36
Colleges of Technology	13.40	31.13	43.70	11.67
Community Colleges	16.00	43.00	34.00	7.00
Average	22.98	29.87	29.22	17.74

OUTCOME: DEVELOP WELL-REASONED ARGUMENTS				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	0.00	6.00	31.00	63.00
Comprehensive Colleges	33.60	27.61	22.30	16.74
Colleges of Technology	14.07	31.80	44.37	9.67
Community Colleges	55.00	33.00	11.00	0.00
Average	25.73	27.21	29.37	17.66

INFORMATION MANAGEMENT

OUTCOME: PERFORM THE BASIC OPERATIONS OF PERSONAL COMPUTER USE				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	11.50	65.50	21.00	2.00
Comprehensive Colleges	53.92	21.88	11.52	12.46
Colleges of Technology	—	—	—	—
Community Colleges	56.88	32.40	3.80	6.90
Average	47.28	33.63	10.44	8.54

OUTCOME: UNDERSTAND AND USE BASIC RESEARCH TECHNIQUES				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	28.00	52.50	16.50	3.00
Comprehensive Colleges	45.98	28.06	15.63	10.34
Colleges of Technology	—	—	—	—
Community Colleges	41.56	36.96	10.68	10.62
Average	40.70	36.55	13.54	9.13

OUTCOME: LOCATE, EVALUATE AND SYNTHESIZE INFORMATION FROM A VARIETY OF SOURCES				
	Exceeding	Meeting	Approaching	Not Meeting
Doctoral Institutions	23.75	52.00	21.25	3.00
Comprehensive Colleges	46.63	25.88	14.06	13.46
Colleges of Technology	—	—	—	—
Community Colleges	40.85	35.40	9.20	12.53
Average	39.74	34.91	13.55	11.00

II. Campus-based Assessment of the Major

Introduction

Assessment of all campus academic programs takes place on a five- to seven-year cycle with external review and includes delineation of the programmatic goals and objectives that students should demonstrate as they progress through the program to completion. Each year campuses submit a report to System Administration providing a summary of the academic programs that underwent review during that year and the self-studies, major findings, external reviewers' reports and a listing of programs scheduled for review during the next academic year.

Implementation Status

We have now completed the third year of the five- to seven-year program review cycle (or assessment of the major) and our campuses are actively engaged in this process, many using the University Faculty Senate's excellent *Guidelines for the Implementation of Campus-based Assessment of the Major*.

Key Requirements: Campuses will review every program on a five- to seven-year cycle, with an external review team including a campus visit and report to the chief academic officer.

The report from the external review team includes:

- The date of the campus visit and a list of the people whom the team met during the visit;
- The team's assessment of the program, including major strengths and weaknesses; and
- The team's recommendations to the chief academic officer for program improvement.

As the AY2003-04 draws to a close, virtually all campuses are meeting System guidelines. Approximately 400 programs are scheduled for review in 2003-04. Each review is thoroughly read by Academic Affairs staff and each campus receives a letter from the Provost with a detailed analysis of their submission and indications where improvements to the process should be made.

Going Forward

The *Implementation Guidelines* were revised and strengthened for the AY2003-04, now requiring that campuses complete a Program Data Summary Table for each program, indicating:

- the number of majors;
- the total number of FTE taught by department and program faculty;
- the number of graduates;
- the number of faculty assigned to the program; and
- an estimate of the resources allocated to the program.

This additional data will enable a more thorough assessment by Program Review and Assessment staff of the progress of recently (within the past five to seven years) approved programs and should prove helpful in informing the program-related discussions of Mission Review 2005-2010.

State University of New York Pass Rates on the NYS Teacher Certification Examination (2000-01 through 2002-03)

	Year	Program Completers	Professional Knowledge/Pedagogy ATS-W (or NTE)			Other Content Areas LAST (or NTE)			Summary Totals & Pass Rates		
		Number	Number Tested	Number Passed	Pass Rate	Number Tested	Number Passed	Pass Rate	Number Tested	Number Passed	Pass Rate
SUNY Total	2000-2001	5,124	4,485	4,353	97%	4,501	4,366	97%	4,551	4,347	96%
	2001-2002	5,062	4,620	4,485	97%	4,679	4,525	97%	4,709	4,487	95%
	2002-2003	5,637	5,059	4,935	98%	5,115	4,903	96%	5,169	4,929	95%
Doctoral Centers	2000-2001	716	561	552	98%	549	540	98%	562	550	98%
	2001-2002	496	460	457	99%	458	451	98%	463	455	98%
	2002-2003	498	430	424	99%	430	394	92%	436	426	98%
Albany	2000-2001	307	222	220	99%	217	215	99%	223	221	99%
	2001-2002	64	63	63	100%	63	63	100%	63	63	100%
	2002-2003	70	68	65	96%	68	66	97%	69	65	94%
Binghamton	2000-2001	71	52	50	96%	52	51	98%	52	50	96%
	2001-2002	94	70	70	100%	65	65	100%	70	70	100%
	2002-2003	85	65	65	100%	63	63	100%	66	66	100%
Buffalo	2000-2001	177	137	136	99%	131	130	99%	137	136	99%
	2001-2002	125	122	122	100%	122	122	100%	122	122	100%
	2002-2003	135	133	133	100%	134	134	100%	134	134	100%
Stony Brook	2000-2001	161	150	146	97%	149	144	97%	150	143	95%
	2001-2002	213	205	202	99%	208	201	97%	208	200	96%
	2002-2003	208	164	161	98%	165	131	79%	167	161	96%
State Colleges	2000-2001	4,408	3,924	3,801	97%	3,952	3,826	97%	3,989	3,797	95%
	2001-2002	4,566	4,160	4,028	97%	4,221	4,074	97%	4,246	4,032	95%
	2002-2003	5,139	4,629	4,511	97%	4,685	4,509	96%	4,733	4,503	95%
Brockport	2000-2001	318	286	270	94%	291	274	94%	294	267	91%
	2001-2002	355	316	298	94%	321	301	94%	326	299	92%
	2002-2003	442	393	377	96%	400	379	95%	405	378	93%
Buffalo College	2000-2001	787	607	586	97%	603	577	96%	617	582	94%
	2001-2002	548	515	495	96%	528	503	95%	529	497	94%
	2002-2003	614	581	556	96%	597	565	95%	599	558	93%
Cortland	2000-2001	663	626	608	97%	630	612	97%	632	607	96%
	2001-2002	672	616	594	96%	628	600	96%	628	591	94%
	2002-2003	819	754	730	97%	766	732	96%	767	721	94%
Fredonia	2000-2001	413	348	345	99%	343	340	99%	353	348	99%
	2001-2002	437	416	410	99%	418	414	99%	421	411	98%
	2002-2003	455	402	398	99%	414	402	97%	415	400	96%
Geneseo	2000-2001	436	400	397	99%	399	398	100%	401	398	99%
	2001-2002	550	509	507	100%	509	507	100%	512	509	99%
	2002-2003	531	488	486	100%	488	485	99%	494	491	99%
New Paltz	2000-2001	366	351	339	97%	359	346	96%	361	340	94%
	2001-2002	341	327	324	99%	332	321	97%	332	319	96%
	2002-2003	287	280	276	99%	284	275	97%	285	275	96%
Old Westbury	2000-2001	95	90	85	94%	92	84	91%	92	83	90%
	2001-2002	95	90	83	92%	92	82	89%	93	80	86%
	2002-2003	103	90	79	88%	89	76	85%	92	74	80%
Oneonta	2000-2001	350	333	326	98%	339	331	98%	341	327	96%
	2001-2002	324	305	296	97%	316	308	97%	316	302	96%
	2002-2003	348	309	303	98%	311	302	97%	314	300	96%
Oswego	2000-2001	404	369	347	94%	374	357	95%	374	342	91%
	2001-2002	373	326	306	94%	329	313	95%	332	304	92%
	2002-2003	366	359	346	96%	365	346	95%	366	342	93%
Plattsburgh	2000-2001	410	361	347	96%	361	349	97%	363	346	95%
	2001-2002	439	351	338	96%	354	336	95%	359	336	94%
	2002-2003	340	317	311	98%	313	307	98%	318	309	97%
Potsdam	2000-2001	166	153	151	99%	161	158	98%	161	157	98%
	2001-2002	432	389	377	97%	394	389	99%	398	384	96%
	2002-2003	834	656	649	99%	658	640	97%	678	655	97%

Provost's Advisory Council on Teacher Education Report and Recommendations

March 2001
(Executive Summary)

Introduction

Teacher Education was historically the central function of many of the SUNY senior campuses, 11 of which were founded as Normal Schools specifically to prepare teachers. The State University has enjoyed an excellent reputation for its graduates who become teachers. Although missions have expanded and changed, each of the 11 original campuses has retained its commitment to educating teachers, and today 16 SUNY institutions grant degrees accompanied by teacher certification. Currently the State University of New York educates about 25% of the teachers certified in New York State each year through college and university programs.

Teacher education continues to evolve in response to reform initiatives. National reports have focused on: (1) the reform of teacher preparation as a complement to rising expectations for students in the schools, and (2) on the need for field- and performance-based teacher preparation. The need for alignment between preparation of teachers and the K-12 standards for learning is also a national concern. In 1988 the New York State Board of Regents adopted standards for learning at every level in K-12 schools, and in 1999 new regulations were adopted for teacher preparation programs.

In fall 1999, University System Provost, Peter Salins, appointed and charged an Advisory Council on Teacher Education (ACTE). The Council was charged with investigating and making recommendations on a wide range of issues that are encompassed by four major goals. These four goals constitute the outline of this, the Council's first report, coming at the conclusion of over one year of deliberations.

Goal A

Strengthen and enhance all State University teacher education curricula and programs by:

Recommendation 1 -

Assuring that all students who are candidates for teaching certification have completed majors or concentrations whose content or discipline constitutes a "central content" area to be taught in the classroom.

SUNY teacher education institutions must prepare beginning teachers who have depth of study in one or more academic content fields that relate directly to their classroom teaching. Breadth of knowledge that an excellent General Education program can provide is essential for new teachers, and interdisciplinary majors with content essentially like that required of all students who undertake the program are appropriate.

Recommendation 2 -

Assuring that all pedagogy courses are based on tested and defensible concepts and methods that give candidates for certification the quality and breadth of skill they need to teach students with varied needs.

Classroom teachers must have command of the principles of best practice in pedagogy, and teachers must continually incorporate new findings from research that improve instruction and student learning. Teachers must demonstrate skill in classroom management as well as assessment of learning and curriculum.

Recommendation 3 -

Requiring more extensive clinical experiences and greater integration of theoretical and clinical education for students preparing for teacher certification.

Strong consensus exists that greater emphasis than at present is needed on clinical experiences and on the integration of theoretical and clinical education. Experiences in diverse school settings, with effort and dedication of full-time faculty, are requirements for effective teacher education. The system of incentives and accountability both for faculty and for classroom teachers who collaborate in preparing future teachers should be improved. Close collaboration among colleges, schools, and teachers is essential to effective teacher preparation.

Recommendation 4 -

Combining baccalaureate and master's degree programs so students pursuing careers as teachers may complete requirements for both initial and professional certification more efficiently and in a more integrated manner.

Combined baccalaureate-master's degree programs will be in greater demand as new Board of Regents regulations take effect. Combined programs can prepare prospective teachers more effectively, allowing sufficient time for both liberal arts education and pedagogical education.

Goal B

State University teacher education programs should respond to state needs by:

Recommendation 5 -

Increasing the number of State University candidates for teacher certification in titles with high need and in districts with high need.

Demographic analysis predicts a shortage of teachers in the U.S. and in New York State. Needs are already high in urban areas and in some certifications, including the natural sciences, mathematics, special education, early childhood education, English as a second language, and in languages other than English. In 1998-99 almost 16,000 New York State teachers were not certified in their fields, and almost 30,000 teachers in the state were over 55 years of age. Attrition among new teacher is also high.

Recommendation 6 -

Facilitating the transfer of community college students to State University baccalaureate programs leading to teaching certification.

There is evidence of a high interest among community college students in pursuing teaching careers. Community colleges have the capacity to provide lower-division study in high-demand areas such as mathematics and the natural sciences. Community colleges can provide pre-student teaching field experience and may provide introductory education coursework, thereby facilitating completion of demanding teacher education curricula at the senior colleges. Access to teacher certification for place-bound community college students is a concern in some regions.

Recommendation 7 -

Developing programs for “career changers,” individuals who have pursued another career and/or have later reached a decision to enter teaching as a career.

Some campuses can meet regional needs through such campus-based programs, and a SUNY-wide program should be developed to serve widely dispersed geographic needs. Many career changers have excellent undergraduate education and professional experience, and reports of their success as teachers are very positive.

Goal C

State University teacher education programs should dedicate greater effort to preparing teachers for the State’s urban school districts, where student and school needs call for special attention, by:

Recommendation 8 -

Collaborating with the New York City Board of Education to establish a SUNY Urban Teacher Education Center (SUTEC) in New York City and supporting similar efforts in other cities.

If the state is to meet the need for qualified teachers in New York City and other urban areas, then SUNY must provide an increasingly larger number of teachers. Various factors in urban schools make it difficult to meet higher learning standards and school performance, as now mandated. Historically, the City University of New York provided a large proportion of the city’s teachers but at present meets only about one-quarter of the need.

Goal D

State University’s teacher education programs must sustain quality of performance and continuously strive for improvements by:

Recommendation 9 -

Promoting research on the degree to which teacher education programs successfully prepare teachers to effect learning in the classroom.

Research offers the best hope to enable improved design of programs and enhanced teacher performance in the classroom. Expansion of research requires improving information systems for accumulating, analyzing and sharing data. Reasonable balance of faculty workloads is essential if research on teacher education programs is to be successful.

Recommendation 10 -

Faculty, campus administrators and System Administration taking actions to assure the continuing quality and improvement of teacher preparation

Program review by external consultants should be undertaken on a regular schedule by all teacher education programs. Accreditation is one endorsement of quality and helps to assure maintenance of high standards in teacher education programs. The proposed in-state accreditation option should be supported as it provides opportunity for an integrated approach to accreditation, designed in conjunction with state standards and regulations. Campuses will assess, through collaboration with school system employers, the quality of preparedness of new teachers who are SUNY graduates and respond to any concerns of employers. Campuses will accurately promote the quality of SUNY's teacher preparation programs. The quality of SUNY teacher education programs should be publicly promoted.

Implementing the Recommendations

Effective implementation of these recommendations and actions requires, first, strong agreement from all sectors of the university on the issues to be addressed. Second, the cooperation of campus leaders, including Presidents, Provosts, program administrators and faculty, is essential in implementing the campus-level recommendations. Third, the System Administration must implement the system-wide recommendations and actions. Finally, this ambitious agenda requires the support of SUNY System Administration and campus leaders working with state officials to reform policy and acquire essential funding.

Give all SUNY students pursuing teaching careers the best possible preparation to become effective teachers by:

A New Vision in Teacher Education: Agenda for Change in SUNY's Teacher Preparation Programs

The State University of New York will fulfill its commitment to educate excellent teachers through a System-wide action agenda with the following components.

Assuring that students are thoroughly grounded in the subjects they teach

1. Students preparing to teach secondary or specialized subjects (i.e., English, Biology, Spanish, Music, etc.) will major in the relevant discipline, completing all required courses for the major. Additional courses in the major may be specifically designated for students preparing to teach.

Responsibility: Campuses

Timeframe: Applicable to students entering in fall 2001

2. Students preparing to teach in the elementary grades will complete an approved major or concentration directly related to the elementary curriculum (i.e., language arts/English, mathematics, etc.) of at least 30 credits with at least 18 credits at the upper division level.

Responsibility: Campuses

Timeframe: Applicable to students entering in fall 2002

Assuring that students have completed integrated programs of clinical and pedagogical education that give them the skills to make their own K-12 students successful learners

1. SUNY will convene a series of forums involving SUNY faculty and administrators on best practices in (a) methods for teaching content areas; (b) integration of technology into instruction; (c) skills for classroom management and assessment of learning; and (d) integrating pedagogy with clinical education.

Responsibility: System Provost

Timeframe: First forum to be convened during 2001-2002

2. Students will complete not less than 100 hours of clinical experience in a school classroom before and exclusive of time spent in student teaching.

Responsibility: Campuses

Timeframe: Applicable to students entering in fall 2001

3. Student teaching will consist of a minimum of 75 days in classrooms and schools, [with 90 days being desirable] in two separate experiences, at least one of which is in a high-need school. Campuses should explore ways to enhance further and expand clinical experiences.

Responsibility: Campuses and System Administration working with the New York State Education Department and school districts.

Timeframe: Applicable to students entering in fall 2002

4. Experienced clinical faculty will supervise all field experiences. At many campuses additional costs are likely to be incurred to accomplish this goal.

Responsibility: Campuses, with support of System Administration

Timeframe: Applicable to students entering in fall 2001.

5. SUNY campuses will design integrated programs for qualified students that provide continuity from entry as freshmen through the Master's degree. Coursework credited toward the Master's degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.

Responsibility: Campuses in consultation with the System Provost

Timeframe: Program design begins during 2001

Forming partnerships with schools to accomplish SUNY's educational goals and to meet the schools' needs for excellent teachers and professional development for teachers

1. SUNY will promote, both within the System and with State officials, systematic involvement and recognition of the professional contributions of classroom teachers and schools in educating new teachers.

- SUNY will work with the State Education Department to develop ways to extensively involve school districts and their teachers to assist in educating new teachers.

Responsibility: System Administration and campus leaders

Timeframe: Initial discussions will be held during fall 2001

- SUNY will increase the stipend for cooperating classroom teachers who work with student/pre-service teachers by 50%, and other non-monetary incentives will be sought. Incentives will also be sought for cooperating teachers who supervise pre-student teaching experiences.

Responsibility: System Administration for stipends, campuses for non-monetary incentives

Timeframe: Stipend increase beginning in fall 2001

- SUNY teacher education faculty, in collaboration with schools and teachers, will devise methods of evaluating the contributions of classroom teachers to educating new teachers.

Responsibility: Campuses

Timeframe: By fall 2003

**Address New York
State's growing
need for excellent
teachers by:**

Enabling more SUNY two-year college graduates to become teachers

1. A group of two- and four-year college faculty and administrators will be convened to design an academic program at two-year campuses for qualified students pursuing teacher education programs. The program would then be accepted by senior campuses as fulfillment of a portion of the teacher preparation curriculum. The two-year curriculum will be sensitive to accreditation issues and include:
 - SUNY General Education Requirements;
 - Introductory education courses and prerequisites for teacher education programs; and
 - Initial practical experience or observation in a school classroom.

Responsibility: System Provost will convene group; campuses provide advisement and program articulation

Timeframe: Convene the group during fall 2001

2. Two-year and baccalaureate colleges will negotiate revised and jointly registered programs to bring more qualified two-year students into teacher education programs.

Responsibility: Pairs of collaborating campuses

Timeframe: To be completed by fall 2003

3. Two-year and baccalaureate colleges will collaborate to assure expert counseling and advisement of qualified two-year college students pursuing teaching certification programs.

Responsibility: Pairs of collaborating campuses

Timeframe: begins with students entering in fall 2001

4. Partnerships of two-year and four-year campuses will be organized to assure broad geographic access to SUNY teacher preparation programs for place-bound students.

Responsibility: The System Provost will survey the need and convene groups of collaborating campuses

Timeframe: Appropriate regions to be identified by the end of 2001-2002; meetings to be convened by fall 2002

Enabling working professionals and other educated adults to become teachers

1. System Administration will work with individual campuses or groups of campuses to develop alternative certification programs for candidates who hold a baccalaureate degree and demonstrate competence in an appropriate content field. These programs will provide clinical experience in the classroom and instruction in relevant pedagogy.

Responsibility: Campuses working with the System Provost

Timeframe: Development begins immediately with first program(s) offered in fall 2002

2. Campuses will obtain formal agreements with school districts: to provide classroom mentor-teachers; to accommodate the integration of instruction in pedagogy for candidates; and to assure support for successful candidates until they obtain professional certification.

Responsibility: Campuses

Timeframe: Integrated into administration of programs

3. Creation of alternate certification programs will be targeted at high-need school districts and subject areas, and may also serve geographic areas without access to SUNY teacher certification programs.

Responsibility: System Administration will furnish background data and analyses, campuses will develop programs

Timeframe: Analysis to be conducted and interested campuses identified during 2001-2002

Preparing more SUNY students to teach high-need subjects such as mathematics, science, special education and languages other than English

1. SUNY will advocate expansion of government incentive programs, such as New York's Teachers of Tomorrow, to include undergraduates who pursue high-need teaching credentials.

Responsibility: System Administration, with support from campus leaders

Timeframe: Begins immediately

2. Campuses will undertake aggressive recruitment of students to pursue certification in high-need subjects.

Responsibility: Campuses, with support from System Enrollment Management

Timeframe: Ongoing as long as need exists

3. Campuses will pursue private funding for scholarships and incentives to address teacher shortages in high-need subjects.

Responsibility: Campuses, with support of SUNY Research Foundation

Timeframe: Ongoing as long as need exists

Meeting the special challenges of urban public education in New York's cities

1. SUNY will establish an Urban Teacher Education Center in New York City with the purpose to both increase the number of SUNY-educated teachers who take positions in the city's schools and to serve as a laboratory for enhancing the effectiveness of teacher preparation for urban schools.

Responsibility: System Provost

Timeframe: Immediately

**Continuously
assessing and
improving SUNY's
teacher education
programs by:**

2. SUNY will promote increased service to the urban schools in other cities, such as Buffalo, Rochester and Syracuse and others, including the possible establishment of teacher education centers in these cities.

Responsibility: The System Provost will initiate discussions with regional campus leaders

Timeframe: Beginning during 2001-2002

Subjecting them to rigorous external review and by earning accreditation

1. All programs will be accredited by a recognized agency

Responsibility: Campuses

Timeframe: Programs will be accredited by December 2004

2. The University supports the establishment of alternative accrediting agencies to provide choice for campuses.

Responsibility: System Administration

Timeframe: Immediately

Conducting ongoing research on SUNY's graduates and on best practices in elementary and secondary education

1. Campuses will survey school systems that employ SUNY-educated teachers and use information derived from surveys to respond to concerns and improve programs.

Responsibility: Campuses

Timeframe: Dialogue between campuses and schools to begin during 2001, surveys for collecting data will be completed by fall 2002

2. Both as a System and through the work of its faculty, SUNY will conduct research on best practices for preparing teachers, for gauging teaching effectiveness, and on identifying the characteristics of successful teachers. Results of research will be shared with the Board of Trustees and thereafter widely disseminated.

Responsibility: System-wide research efforts will be organized by the System Provost, in consultation with appropriate faculty and administrative groups.

Timeframe: Organization for research will be determined during 2001-2002

Standing behind the professional competence of every graduate of SUNY education programs teaching in the State's schools

1. On behalf of SUNY, the Chancellor affirms the University's confidence in its teacher education programs. The System guarantees that every graduate of SUNY's teacher education programs is fully prepared to assume responsibility as a teacher in the area of his or her certification. To this end the System will fund, during the candidate's first two years of teaching, further education if needed.

Responsibility: System Administration, in consultation with campus faculty and administrators, will develop a guarantee statement. The System Administration will use such statement to publicly promote and support the quality of its teacher education programs, and campuses will provide further education if needed

Timeframe: Immediately

2. SUNY will engage its collaborating schools as partners in educating new teachers and will provide continuing professional development for in-service teachers.

Responsibility: Campuses

Timeframe: Ongoing

**Memorandum
to Presidents:
Teacher Education
Transfer Template
Status Report**

March 5, 2004

MEMORANDUM

TO: State University Presidents
FROM: Provost Peter D. Salins
SUBJECT: Teacher Education Transfer Template - Status Report

I am pleased to provide you with a status report on the Teacher Education Transfer Template (TETT) initiative.

This project has been complex and wide-ranging, involving three certification areas and forty-four State University campuses. To date, over 14,500 courses have been reviewed and evaluated and the TETT website now comprises almost 500 “pages.” The project is staffed by New Paltz Provost David Lavallee, and Hubert Keen and Jennifer Clarke from my office. Substantial progress has been made since my last communication with you in November 2003, and we are now ready to take the next step in implementation of this important initiative.

The principal purpose of the TETT is to facilitate transfer between participating Associate Degree-Granting Institutions (ADGIs) and those SUNY baccalaureate campuses with teacher education programs, consistent with the Chancellor’s initiative, *A New Vision in Teacher Education*. The goal is both to eliminate course incompatibilities that can hinder student progress and to simplify advisement at all campuses involved in teacher education.

I am very pleased that the template project has prompted a serious discussion on the need for course compatibility across the University, especially in professional programs. The successive rounds of review by ADGIs and baccalaureate institutions have identified deficiencies and resolved many course incompatibilities. As a result, a number of ADGIs have revised courses and/or developed new courses that mesh seamlessly with the requirements of baccalaureate teacher education programs. This is an ongoing process although we are now approaching the threshold at which full implementation is possible.

As you know, the TETT calls for a model curriculum consisting of three components for students aspiring to earn degrees with recommendation for teacher certification:

- General Education Core: complete SUNY-GER plus an additional three credits of Foreign Language;
- Major or Concentration: at present the website covers coursework in seven majors/concentrations (Biology, Chemistry, Earth Science, English, History/Social Studies, Mathematics, and Physics)—others may be added at a later date;

- Pedagogical Core: one Psychology course (Child or Adolescent) and *Foundations of Education*.

While it is our expectation that students who complete associate degree template programs will likely have greater success in pursuing transfer into SUNY baccalaureate teacher education programs, they must continue to meet the same admissions standards as those for “native” students. It is also important to understand that the TETT does not ensure transfer and admission to a specific teacher education program. Let me explain further.

A significant proportion of students who earn teacher certification via our baccalaureate colleges have transferred with associate (AA and AS) degrees and, as we know, serious teacher shortages exist in “high need” academic areas such as Adolescence Education in Mathematics and in the Sciences. In addition, certain (principally urban) districts have shortages in other certification areas. Our experience indicates that baccalaureate campuses will generally welcome all academically-qualified transfers into programs serving such “high need” areas. However, the TETT initiative may well not result in increased transfers into already popular certification areas, particularly those that are oversubscribed at the baccalaureate level (Childhood Education, grades 1-6 is, perhaps, the best example).

Implementation Status

Attached to this memorandum is a set of tables that provide a detailed summary of the status of submission (by thirty-three ADGIs) and acceptance (by the eleven baccalaureate colleges now participating in the TETT initiative) of courses that together lay out the potential curricula for the first two years of Early Childhood/ Childhood and Adolescence Education programs. The tables reveal the extent of institutional participation and the degree of compatibility.

TETT Website

As we are committed to a collegial process, the development and refinement of the TETT website at: www.suny.edu/EducationTransfer has necessarily taken time, although it is being carried out as expeditiously as possible. We anticipate the official launch by April 1, 2004.

The website as designed will serve two complementary purposes. First, it will serve as a stand-alone resource for advisement, as community college faculty and staff assist students in planning their programs so as to transfer smoothly to baccalaureate campuses. Secondly, it will function (together with the System Administration database of SUNY-GER courses) as a supplement to campus program proposals as we seek registration from SED for template associate degree programs. In light of this second aim, my staff will be meeting with SED soon to settle the final terms for facilitating the review and registration of such proposals. Advisement to campuses about the results of this meeting will be promulgated immediately in the Program Review Update that is circulated from my office. Once this occurs, we should be able to begin processing Template-consistent proposals from campuses with dispatch.

Thank you for your attention and, most of all, for your hard work and cooperation on this initiative. If you have further questions or comments please direct them to the following individuals as designated below:

Regarding the overall TETT initiative:

Associate Provost Jennifer Clarke, 518-443-5865, clarkea@sysadm.suny.edu

Dr. Hubert Keen 518-443-5865, keenhu@sysadm.suny.edu

Regarding curriculum as it relates to program proposals:

Assistant Provost Kathryn Van Arnam, 518-443-5507,

vanarnke@sysadm.suny.edu

Regarding data in attached tables:

Provost David Lavalée, 845-257-3280, lavalée@newpaltz.edu

Attachment

Copy: Chief Academic Officer
Dean and Director of Education
Dean of Arts and Sciences

Initial Report: Provost's Mathematics Education Task Force

(February 2004)

Executive Summary

Preparing teachers for the K-12 schools is a long-standing component of the mission of the State University of New York, with a number of institutions in the System having been founded with teacher education as their central mission. Today SUNY's graduates constitute a major segment of New York State's K-12 educators. Recognizing this historical mission and a responsibility for continuing excellence, the Chancellor and Provost adopted an action plan, *A New Vision in Teacher Education*, to guide the future of teacher education in the System. The SUNY Provost's Mathematics Education Task Force (METF) is an outgrowth of the action plan's charge to engage faculty in seeking enhancements in the preparation of teachers and, ultimately, in the improvement of instruction in the K-12 schools.

The METF, formed by campus's recommendations of more than 100 mathematics and mathematics education faculty and administrators from across the System, was organized into three working groups: (1) pre-service teacher education; (2) professional development and in-service teacher education, including graduate programs; and (3) articulation issues between K-12 and post-secondary education. The task force set the goal to interact extensively with the State Education Department on its work and invited SED staff to participate as full members of the group. Initial work was carried out by a steering committee and three small core-working groups which identified four focus areas and prepared an interim report. The focus areas form the headings for the recommendations in this report. The interim report was circulated to the full task force membership. The results of a plenary session of the task force led to drafting and revision of the report, the recommendations of which follow.

Focus A: Bachelor's Degree Programs

Recommendation A: Increase the number of mathematics credits in the Bachelor's degree coursework of future early childhood and childhood teachers. Added coursework should be directly connected to how that mathematics should be taught and learned in school classrooms.

Recommendation A-1: Students entering their first course in a teacher preparation program should be given a placement examination or competency test.

Recommendation A-2: Mathematics courses should be taken in Associate Degree programs for transfer to baccalaureate teacher education programs. Such courses should be carefully planned to facilitate acceptance at senior colleges.

**Focus B:
Master's
Degree
Programs**

Recommendation A-3: To allow for increases in specific required content and content-related pedagogy courses in early childhood and childhood education programs, consideration must be given to reducing the number of education courses of a general (non-content-specific) nature, such as curriculum development.

Recommendation B: Mathematics and/or mathematics pedagogy courses should be required in the Master's Degree programs of in-service early childhood and childhood teachers as well as in Master's programs for in-service teachers of middle childhood and adolescence education.

Recommendation B-1: Master's Degree programs for in-service early childhood and childhood teachers should require a minimum of three credit hours of mathematics and three credit hours of mathematics integrated with appropriate pedagogy in addition to requirements for initial certification.

Recommendation B-2: Master's Degree programs for middle childhood and adolescence education should require a minimum of 12 credit hours of mathematics and at least 3 credit hours of mathematics integrated with appropriate pedagogy. Generalist Master's Degree programs for middle childhood and adolescence teachers of mathematics should be prohibited.

Recommendation B-3: Master's Degree programs in Education/Mathematics Education should contain a research project that focuses on standards-based practice in a classroom setting, and that examines the role of student and teacher in the meaningful learning of mathematics.

**Focus C: Teacher
Certification
through Transcript
Evaluation**

Recommendation C: Specific mathematics courses, covering the areas that are essential for teaching mathematics in secondary schools, should be included among the 30 credits (under new proposed regulations) of mathematics required for alternative adolescence certification through transcript evaluation.

**Focus D:
Professional
Development for
In-service
Teachers**

Recommendation D: Guidelines should be formulated for professional development opportunities for teachers of mathematics to assist them in teaching to the state's standards in grades K-12.

Recommendation D-1: SUNY should encourage research on what constitutes effective professional development and should provide funding for innovative professional development programs such as SUNY Fredonia's Professional Resources in Mathematics Education (Project PRIME). "Conversations in the Disciplines" is one potential source of funds.

Other Recommendations

Recommendation D-2: SUNY faculty and administrators should work cooperatively with professional organizations such as the Mathematical Association of America (MAA), the New York State Mathematical Association of Two-Year Colleges (NYSMATYC), the National Council of Teachers of Mathematics (NCTM), the Association of Mathematics Teachers of New York State (AMTNYS), and other affiliated organizations to actively support faculty who organize professional development programs for K-12 teachers.

Recommendation D-3: Faculty who participate in professional development of teachers should receive recognition, commensurate with their contributions, for professional service and scholarly activity.

Recommendation D-4: Teachers at the childhood, middle childhood, and adolescence levels who are specialists in mathematics should be required to have a minimum of 100 Continuing Education Units (of the 175 required over a five-year period) in mathematics and mathematics pedagogy. Early childhood and childhood generalist classroom teachers should be required to have a minimum of 20% of the 175 required Continuing Education Units (CEUs) in mathematics and/or mathematics pedagogy.

Recommendation D-5: Individual professional development plans for teachers should consist of at least three different acceptable activities (see below), at least one of which should include a more in-depth professional development experience.

Recommendation E: The Mathematics Education Task Force should continue to address issues of K-16 articulation, including development with interested institutions of a mathematics placement test that can be pilot-tested on participating campuses.

Recommendation F: SUNY should collaborate with the New York State Education Department (SED) on issues of mutual concern, including compatibility between expectations of mathematics learning in K-12 schools and in SUNY colleges and universities.

The Mathematics Education Task Force recognizes the complexity of curriculum change and innovation, especially given the diversity of institutions within the State University and competing demands in the preparation of teachers. The METF has endeavored to work through a collegial process with open invitation to membership and consultation among both mathematics educators and mathematicians. Considerable strength of consensus accompanies the recommendations of this report, and the task force believes that, if implemented, these recommendations can have positive impact on mathematics teaching and learning, not just within the State University, but across the state.

Initial Report: Provost's Mathematics Education Task Force

Introduction

Teacher Education is a mainstay of the State University of New York, several member institutions of which were founded in the nineteenth century specifically to educate teachers. SUNY's graduates constitute a major segment of New York State's K-12 educators. Acknowledging that highly qualified teachers are a prerequisite for quality in the education of the nation's children, and thus to its future, SUNY rededicated itself to continuing improvement of its programs for preparing the educators of tomorrow. An Advisory Council on Teacher Education (ACTE) was empanelled by the system's Provost, Peter D. Salins, as part of this high-priority initiative. The group's recommendations culminated in Chancellor Robert King's formulation in 2001 of an action plan, *A New Vision in Teacher Education: Agenda for Change in SUNY's Teacher Education Programs*, to guide the future directions of teacher education in the system. The SUNY Board of Trustees strongly endorsed the plan.

Background

The SUNY Provost's Mathematics Education Task Force is an outgrowth of the advisory council's recommendation that a series of forums be convened to address best practices in preparing teachers.

As a first step, the Provost called a meeting of mathematics and mathematics education faculty from across SUNY in April 2002. At that meeting, the Provost challenged the group to work collectively to improve the education of future teachers of mathematics, to ultimately help improve the mathematics instruction in New York's K-12 classrooms, and to consider steps leading to more effective articulation between high school and college level mathematics.

Discussion at the initial meeting led to the creation of a Mathematics Education Task Force and to the formulation of an agenda for such a group. Based on early discussions, the task force was organized into three working groups: one on pre-service teacher education, one on professional development and in-service teacher education, and one on articulation issues between K-12 education and post-secondary education. The task force's agenda is attached as Appendix I.

Following up on the initial meeting, Provost Salins forwarded to all SUNY campus Presidents and Chief Academic Officers a copy of the initial task force agenda and invited recommendation of faculty from their institutions to serve on the task force. Response to the call for participation was excellent, with more than 100 faculty and administrators recommended from almost every campus with basic mathematics instruction and a role in the preparation of teachers.

Special Assistant to the Provost, Dr. W. Hubert Keen, coordinated and oversaw follow-up efforts to organize the SUNY-wide task force of mathematicians and mathematics educators. Distinguished Teaching Professor Alan Tucker, of the

University at Stony Brook's Applied Mathematics and Statistics Department, and Professor Vicky Kouba of the University at Albany's School of Education, were appointed co-chairs. Professor Tucker was the lead author of the 2001 report, *The Mathematical Education of Teachers* (the MET Report, 2001), issued by the Conference Board of the Mathematical Sciences, a consortium of professional mathematics organizations. The MET Report has been widely cited for setting high standards for the preparation of teachers of mathematics. Professor Kouba is recognized for her research on results of the National Assessment of Educational Progress reports.

Two co-chairs were named for each of the task force's working groups, one each from mathematics faculty and mathematics education faculty. Additionally, to facilitate the work of this broad group, approximately eight members were enlisted to serve on core working groups to refine and focus the task force's work. Members of the core-working groups were convened in December 2002. The results of that meeting, along with subsequent work, led to formulation of an interim report that served as the basis for a plenary session in October 2003. This report incorporates the results of the task force's work to date.

Overview

After extensive discussion, including during the December 2002 meeting of the task force leadership, the decision was made to focus initially on four areas:

- A. Increasing the number of mathematics credits in the Bachelor's degree coursework of future early childhood and childhood teachers;
- B. Requiring mathematics courses in the Master's degree coursework of early childhood, childhood, and adolescence teachers;
- C. Specifying particular mathematics courses in the 30 (under new proposed regulations) credits of mathematics that may be used for obtaining certification as a secondary teacher of mathematics through the state's transcript evaluation route; and
- D. Developing guidelines for the professional development of in-service teachers of mathematics to assist them in teaching to the New York State Mathematics Learning Standards (Standard 3 – Math-Science-Technology Learning Standards).

While concentrating on these four areas, the task force planned from its inception to take up other issues as deemed appropriate by the group. It also set out to work closely with the New York State Education Department, both to articulate its work with the needs of the K-12 schools and to aim for substantial impact of its recommendations.

Focus A: Bachelor's Degree Programs

Areas of Focus and Recommendations

Recommendation A: Increase the number of mathematics credits in the Bachelor's degree coursework of future early childhood and childhood teachers. Added coursework should be directly connected to how that mathematics should be taught and learned in school classrooms.

The task force recommends that students completing teacher preparation programs for early childhood (grades Pre-K - 2) or childhood (grades 1 - 6), including those seeking dual certification as special education teachers, take a minimum of nine credit hours in three separate courses. Implementation of this requirement will lead to the addition of a course in most programs and, in some cases, reorganization of topics. The recommended additional hours should be tied to the New York State Mathematics Learning Standards, the school mathematics curriculum, and the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics (2000).

The aim of additional instruction is to allow appropriate mathematical content to be taught for deeper levels of understanding. Additional content in advanced mathematics may not be necessary for most elementary classroom teachers. However, faculty and departments should make a concerted effort to recruit students to undertake a concentration in mathematics. The number of early childhood and childhood teachers in New York's schools with some specialization in mathematics is exceedingly small.

In addition to this overarching recommendation, following are other related recommendations:

Recommendation A-1: Students entering their first course in a teacher preparation program should be given a mathematics placement examination or competency test.

The results of this examination would be used to determine the course into which students are placed as they begin the program. Such a test could prevent classes from becoming bogged down in teaching basic skills and could enable a focus on the mathematics, justifying the arithmetic algorithms. Some institutions already use the national placement test Accuplacer for this purpose.

Recommendation A-2: Mathematics courses should be taken in Associate Degree programs for transfer to baccalaureate teacher education programs. Such courses should be carefully planned to facilitate acceptance at senior colleges.

Courses accepted by senior colleges to fulfill program requirements should focus on the mathematics, although not necessarily the pedagogy, needed for students pursuing programs leading to elementary teacher certification. By taking appropriate courses, students can avoid additional requirements after transfer and can engage productively in mathematics pedagogy courses. For students not transferring directly from two-year programs, courses should have been taken not more than five years prior to entry to the program.

Recommendation A-3: To allow for increases in specific required content and content-related pedagogy courses in early childhood and childhood education programs, consideration must be given to reducing the number of education courses of a general (non-content-specific) nature, such as curriculum development.

The task force recognizes that requirements for students in teacher preparation programs already press the limits of baccalaureate program credits, and, in addition, that adding a course may be a resource issue on most campuses.

New York State Education Department regulations for teacher certification programs are relatively unspecific with respect to the mathematical preparation of early childhood and childhood teachers. Representatives of the SED have acknowledged the need for attention to this concern, and the task force hopes to gain broad support for attention to this issue.

A survey by the task force's working group on Pre-service Education for Teachers found that SUNY teacher preparation programs typically require two courses totaling six or eight credits for future teachers in the Pre-K-6 grade levels. Virtually all had a two-course mathematics sequence specifically designed for future childhood and early childhood teachers.

SUNY's requirements are more rigorous than those of public institutions in many states where taking generic mathematics courses—such as College Algebra—suffices for fulfilling degree requirements. College Algebra is not an essential prerequisite for students preparing to be teachers. The breadth of content, types of reasoning and skills of Math A in the state's high school curriculum provide a solid foundation for designing courses for prospective elementary teachers. The report *The Mathematical Education of Teachers* (CBMS, 2001), cited above in the Background section, recommends nine credits and gives guidance about content of the coursework.

Several other factors prompt the recommendation of additional coursework in mathematics. Future teachers develop reading and writing skills in almost all their college courses, while mathematics skills are typically developed only in mathematics courses. Today, mathematics proficiency in K-12 education is receiving increased attention along with the traditional concerns about reading and writing. Yet another major stumbling block for many future elementary teachers is the apprehension about—even aversion to—mathematics. Some have serious deficiencies in their mathematical skills and reasoning. More coursework in mathematics is essential in preparing early childhood and childhood teachers capable of meeting the heightened expectations for school mathematics instruction necessary to prepare students for adolescence mathematics courses.

A related issue is that SUNY Associate Degree granting institutions should offer mathematics courses designed for future early childhood and childhood teachers, because a large number of students who complete teacher preparation programs at senior campuses in New York State start their higher education in SUNY associate degree granting institutions. Offering such courses at two-year colleges requires careful planning to articulate smoothly with senior college program structure and

Focus B: Master's Degree Programs

practices, as well as to comply with state regulations. The task force strongly encourages ongoing dialogue between these sectors to facilitate student transfer to senior institution programs.

Recommendation B: Mathematics and/or mathematics pedagogy courses should be required in the Master's Degree programs of in-service early childhood and childhood teachers as well as in Master's programs for in-service teachers of middle childhood and adolescence education.

Recommendation B-1: Master's Degree programs for in-service early childhood and childhood teachers should require a minimum of three credit hours of mathematics and three credit hours of mathematics integrated with appropriate pedagogy in addition to requirements for initial certification.

Recommendation B-2: Master's Degree programs for middle childhood and adolescence education should require a minimum of 12 credit hours of mathematics and at least 3 credit hours of mathematics integrated with appropriate pedagogy. Generalist Master's Degree programs for middle childhood and adolescence teachers of mathematics should be prohibited.

This recommendation is in accord with the report *The Mathematical Education of Teachers* (CBMS, 2001, p.11). Ideally, many of these courses would be "linking" courses that integrate mathematical content with pedagogical strategies.

Mathematics in the middle grades (grades 5-8) should be taught by mathematics specialists. Current attention in New York State to deficiencies in the preparedness for Math A in high schools is focusing on the fact that a substantial proportion of students were taught in the middle grades by teachers with minimal preparation to teach mathematics.

Recommendation B-3: Master's Degree programs in Education/Mathematics Education should contain a research project that focuses on standards-based practice in a classroom setting, and that examines the role of student and teacher in the meaningful learning of mathematics.

Currently, there is no mathematics content requirement for coursework in the Master's degree programs for early childhood and childhood teachers leading to the professional teaching credential. States across the U.S. vary on whether a Master's Degree is required at all for teachers, and thus national standards are lacking. The working group on In-service Education and Professional Development for K-12 Teachers surveyed the requirements across SUNY campuses for Master's Degree programs in early childhood, childhood, middle childhood and adolescence education. There seems to be a growing trend away from content-specific programs to generalist programs, perhaps due in part to the SED requirement that programs contain a minimum of 12 credit hours that link content and pedagogy. Because of current resource limitations, it appears that the generalist approach discourages the offering of content-specific mathematics courses and mathematics education degree programs. In particular, this requirement is being interpreted in a way that programs need not require content courses.

**Focus C:
Teacher
Certification
Through
Transcript
Evaluation**

The task force believes this trend is a serious mistake, and it recommends at least one mathematics course in the Master's Degree program for early childhood and childhood teachers. This course would develop more deeply the core mathematics topics, such as operations on numbers, measurement, and algebraic thinking that are the focus of undergraduate mathematics courses for future elementary teachers. A conceptual framework and rationale for such courses are convincingly presented in the National Research Council's report, *Adding It Up* (2001). Master's Degree programs for middle childhood and adolescence teachers of mathematics should contain a minimum of 12 credit hours of mathematics. In future work, the task force will develop more specific recommendations about the content in these 12 credits, building on the middle school recommendations in the MET Report.

Recommendation B-3 aims to inculcate in teachers an orientation toward research. Teachers should be comfortable with reading and analyzing the results of research on the teaching and learning of their subjects, as well as being able to develop and carry out research projects. Introspective, action research projects are valuable for classroom teachers as the profession seeks to base teaching on research-verified methodology.

Recommendation C: Specific mathematics courses, covering the areas that are essential for teaching mathematics in secondary schools, should be included among the 30 credits (under new proposed regulations) of mathematics required for alternative adolescence certification through transcript evaluation.

The Mathematical Association of America's Committee on the Undergraduate Program in Mathematics recommends the following (recommendation 4.2 in the MAA's report):

"In addition to the skills developed in programs for K-8 teachers, departments should ensure that mathematical sciences majors preparing to teach secondary mathematics:

- Learn to make appropriate connections between the advanced mathematics they are learning and the secondary mathematics they will be teaching, including a senior-level experience that makes these connections explicit;
- Fulfill their requirements for a mathematics major by including topics from abstract algebra, analysis (advanced calculus or real analysis), geometry, probability and statistics with an emphasis on data analysis, discrete mathematics, and number theory;
- Experience many forms of mathematical modeling and a variety of technological tools, including graphing calculators and geometry software;
- Learn about the history of mathematics and its applications, including recent work."

The Mathematics Education Task Force recommends that the minimum requirements, derived from the common courses across all SUNY adolescence mathematics education programs, should be:

1. Single-Variable and Multivariable Calculus
2. Linear Algebra
3. Probability and Statistics
4. Geometry
5. Abstract Algebra or Applied Algebra

Additional courses discussed for inclusion in the list were Discrete Mathematics, Logic and Real Analysis, but there was no clear consensus on these. Courses numbered 3, 4 and 5 above, with the possible exception of probability and statistics, should be at the junior or senior undergraduate level. Additional hours, to complete the 30 required, should also be above the introductory college mathematics level. In addition, the task force considers a capstone course addressing the mathematics curriculum of the secondary schools to be highly desirable. Such courses are the most essential component of some undergraduate programs, bridging the gap between the content of the mathematics major and its relationship to the school curriculum. Capstone courses are not widely available, however, and if required at present may be an insurmountable obstacle to candidates.

The task force recognizes that certification through transcript evaluation is an issue that reaches beyond SUNY and affects all college graduates who seek certificates through this route in New York State. Currently, a college graduate with 30 credits of college-level mathematics and appropriate pedagogy coursework and experience, may seek provisional certification to be a secondary school mathematics teacher. The Regents' earlier decision to eliminate this 'backdoor' route to teacher certification has been reversed because the state is confronted with critical shortages of certified teachers in high demand areas, such as mathematics, and the discontinuation of the alternative route would exacerbate the problem.

Given this reality, the task force proposes that specific courses be required among the 30 credits of college-level mathematics. Because of the shortage of mathematics teachers, applicants for alternative certification may be temporarily certified for one or two years during which time they complete specified courses to remove deficiencies.

This recommendation will require extensive discussions with SED and other interested parties before it is ready to be publicly announced. Note that SED, rather than SUNY, would be implementing this recommendation.

Focus D: Professional Development for In-Service Teachers

Recommendation D: Guidelines should be formulated for professional development opportunities for teachers of mathematics to assist them in teaching to the state's standards in grades K-12.

Recommendation D-1: SUNY should encourage research on what constitutes effective professional development and should provide funding for innovative professional development programs such as SUNY Fredonia's Professional Resources in Mathematics Education (Project PRIME). "Conversations in the Disciplines" is one potential source of funds.

Recommendation D-2: SUNY faculty and administrators should work cooperatively with professional organizations such as the Mathematical Association of America (MAA), the New York State Mathematical Association of Two-Year Colleges (NYSMATYC), the National Council of Teachers of Mathematics (NCTM), the Association of Mathematics Teachers of New York State (AMT-NYS), and other affiliated organizations to actively support faculty who organize professional development programs for K-12 teachers.

Recommendation D-3: Faculty who participate in professional development of teachers should receive recognition, commensurate with their contributions, for professional service and scholarly activity.

Recommendation D-4: Teachers at the childhood, middle childhood, and adolescence levels who are specialists in mathematics should be required to have a minimum of 100 Continuing Education Units (of the 175 required over a five-year period) in mathematics and mathematics pedagogy. Early childhood and childhood generalist classroom teachers should be required to have a minimum of 20% of the 175 required Continuing Education Units (CEUs) in mathematics and/or mathematics pedagogy.

Recommendation D-5: Individual professional development plans for teachers should consist of at least three different acceptable activities (see below), at least one of which should include a more in-depth professional development experience.

To place in perspective the importance of high quality professional development for in-service teachers, consider the question posed by a task force member: "What percent of a teacher's career is post-baccalaureate?" Because the answer to this question is "A very large percent," and because of the ever-greater impetus in New York State to teach to higher standards, SUNY institutions should take an active role in the continuing professional development of teachers. The MET report (CBMS, 2001, p.9) states: "Teacher education must be recognized as an important part of mathematics departments' mission at institutions that educate teachers." SUNY Fredonia's Project PRIME (Professional Resources in Mathematics Education) is an example of such a program.

High quality professional development is essential for both new and continuing teachers. SED recently mandated that all K-12 teachers receiving initial certification after 2004 "complete 175 clock-hours of acceptable professional development"

every five years after attaining professional certification. In addition to this requirement, other factors providing strong motivation for professional development are new standards for learning in the K-12 schools, followed by statewide mathematics assessments, and generally poor mathematics achievement in most U.S. schools. The weight of these factors has however not led to a surge of professional development activity in mathematics. Unfortunately, there still are very few professional development opportunities for teachers in mathematics, sponsored either by local school districts or by statewide organizations. Anecdotal evidence indicates that many local school administrators prefer general professional development that encompasses all teachers and not subject-specific programs.

SUNY System Academic Affairs and individual institutions should urge the State Education Department to establish Continuing Education Units (CEU) as a means to judge teachers' involvement in professional development activities. Such activity is normally measured in Continuing Education Units (CEUs), and these units should be equated with the state's requirement—to be phased in beginning in 2004—of 175 hours of professional development every five years for in-service teachers.

Local determinations of number of CEUs assigned to each activity should be based on the individual teacher's professional development needs and plan, and should be in accord with the teacher's time, effort and quality of each type of experience. Following is a list of activities that would qualify for professional development credit.

- a. Graduate courses in mathematics, mathematics pedagogy and related areas. Appropriate undergraduate courses, such as a computer science course that expands the candidate's scope of knowledge, may also qualify.
- b. Supervision of student teachers and hosting of pre-student teaching field experiences
- c. Professional membership in appropriate organizations
- d. Engaged attendance at national, state, and local professional meetings
- e. Speaking at national, state, and local professional meetings
- f. Participation in introspective research
- g. Authoring an article published in a professional journal
- h. Participation in officially organized mathematics study
- i. Working with university faculty on classroom research projects related to the teaching of mathematics. By giving teachers a reward for working cooperatively with university faculty, such activities would support research in schools. This also supports integration of ongoing research into best practices in mathematics teaching.
- j. Presenting or co-presenting an in-service workshop of at least an hour's duration to other teachers

Other Recommendations

The more challenging content and Regents tests associated with the new Math A and Math B courses are putting pressure on many secondary mathematics teachers to strengthen their own mathematical knowledge and instructional skills to teach more demanding mathematics to all their students. Thus, in the professional development arena, the task force has chosen to focus initially on helping secondary school mathematics teachers with the new Regents Math A and Math B courses. The task force's working group on In-service Education and Professional Development for K-12 Teachers has been discussing a variety of activities to help these teachers. This professional development planning will draw in representatives of interested parties such as teacher organizations and the state associations of boards of education and administrators.

Recommendation E: The Mathematics Education Task Force should continue to address issues of K-16 articulation, including development with interested institutions of a mathematics placement test that can be pilot-tested on participating campuses.

The task force has explored the concept of the development of a common SUNY-wide mathematics placement test. Such tests (Accuplacer is one example) are widely used throughout the country—and indeed on many SUNY campuses—to place entering college students in the appropriate first college course in mathematics, or to determine if students have met general education mathematics requirements. Placement tests are also valuable for determining level of preparedness in math of individuals re-entering teacher preparation programs after a period away from academics. Because many students transfer each year from one SUNY institution to another, largely from two-year to four-year institutions, they are subjected to different placement tests that give different assessments of what mathematics they know and what mathematics course is at the appropriate level. The SUNY Board of Trustees has mandated a general education mathematics requirement, although the content has been determined only within broad guidelines.

A common placement test has both positive and negative implications. Positive aspects of a SUNY-wide test are:

- Facilitating transfer of mathematics course credit among SUNY campuses. Institutions are more likely to give credit for, say, a college algebra course when there is confidence that all courses start at the same level.
- Providing an assessment of how well students are retaining mathematics taught in high school and, by pooling results from across SUNY, giving a basis for general feedback to high schools about the strengths and weaknesses in preparation of students for college mathematics. The prevalence of low-level remedial mathematics courses in American colleges and universities, covering topics like addition of fractions and basic algebra, is clear evidence of this problem.
- Accurately measuring the mathematical mastery of what is being taught in the state's high schools. Locally designed tests may, over time, cease to retain alignment with high school curriculum or to national standards set by the MAA, NCTM, or with tests designed for national use.

Concerns with a system-wide placement test are:

- The range of diagnostic testing across the system may be too great for a single instrument. Some institutions are concerned about skills or reasoning that students use subsequently in a broad range of academic disciplines, while others need to determine the level within the calculus sequence into which students should be placed.
- A single test might be inadequate to both determine level of placement in college courses and to measure high school learning.
- Faculty may resist relinquishing autonomy on an institutional curriculum matter and choose to design and administer its own placement test.
- While the focus of such a test might be for diagnostic and research purposes, once having been administered it provides a database that could be used for unintended purposes.

Related to these issues on placement tests is the concern over whether such a test should be designed to focus on skills, on reasoning or on a mix of the two. Two-year institutions are increasingly concerned with approaches that stress reasoning for students who would employ that facility in many contexts, perhaps in preference to high emphasis on skills, whereas university centers tend to be more concerned with level of skills.

The issue of reasoning versus skills highlights differences between the current high school Math A and B, which give greater attention to reasoning than the previous Math I, II and III, and the more traditional skills-oriented college algebra and pre-calculus courses in many colleges. Math A is considered by some to be much like the reform calculus which has not been universally accepted by college mathematics faculty.

Recommendation F: SUNY should collaborate with the State Education Department on issues of mutual concern, including compatibility between expectations of mathematics learning in K-12 schools and in SUNY colleges and universities.

Deliberations on issues of mathematics in the state's K-12 schools and in colleges and universities reveal considerable lack of consistency between expectations of SUNY mathematics departments and the content and instruction in secondary school mathematics courses. For this reason, it is desirable to continue to address questions of K-16 articulation. Thus, the task force should build on its working relationship with the State Education Department, including active participation by SED staff on the task force's working group and steering committee. SED invited the task force to have one of its members participate last summer in each of the four range-finding meetings for state-wide assessments. In these meetings, the detailed frameworks are established for giving full or partial credit to answers on the various state-wide mathematics tests, from 4th grade up to Regents Math B. The input of college mathematics and mathematics education faculty should help to develop grading standards for these important tests.

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Background

Intra-SUNY Transfer Action Plan

(March 2002)

The State University Board of Trustees has a long-standing commitment—including resolutions in 1972, 1980, 1987 and 1990—to ensuring ease of transfer throughout the University. The current transfer initiative began with Mission Review (1998–2000) when campus and regional meetings highlighted the need for increased attention to the transfer process. Since then, special efforts have been made to enhance intra-SUNY transfer in order to: sustain an environment that assures every SUNY A.A./A.S. graduate an efficient transfer to a parallel program at a SUNY senior institution; provide opportunity to earn a baccalaureate degree with two additional years of full-time study; and enhance the transfer process, to the highest degree possible, for non-A.A./A.S. degree holders. These efforts led to the development of the Intra-SUNY Transfer Action Plan (2002) with six foci: data collection and analysis; student advising; academic program issues; mechanical improvements (infrastructure); recruitment and marketing; and financial.

1. Data Collection and Analysis

- Use currently available data to measure and compare time to baccalaureate completion for community college graduates (categorized by degree) and native rising juniors.
- Analyze student viewpoints relevant to transfer collected during the last three Student Opinion Surveys (SOS).
- Analyze National Student Clearinghouse (NSC) data to compare percentage of students completing AA/AS and AAS/AOS degrees who transfer to a SUNY baccalaureate institution with those who transfer to private colleges. This will help us gauge the competitive posture of SUNY schools.
- System will conduct focus groups with community college students approaching graduation to determine their views of the transfer process and the relative attractiveness of SUNY.
- Demonstrate System Administration's continuing interest in intra-SUNY transfer by:
 - Making data available to all campuses and other interested parties, and monitoring trends
 - Convening periodic regional meetings to review transfer trends, exchange information, and develop system-wide improvements

2. Student Advising

- Improve student advisement at community colleges by
 - Ensuring that transfer advisement begins prior to first registration. Time-to-graduation will inevitably be extended if course/program selection is incorrect, particularly in credit-rich programs such as teacher education

- Making it clear to students that AAS programs are designed to prepare them for immediate entry into the workforce. Although SUNY senior institutions generally welcome AAS graduates, such students should be advised it will not ordinarily be possible to complete a baccalaureate in only four additional semesters of full-time study. This information should be explicitly stated in the catalog and on the appropriate web pages

3. Academic Issues

- Bring together appropriate parties to examine possible common templates for associate degree programs in disciplines with large numbers of transfers. Teacher education is the pilot program.
- Foster the development of additional jointly-registered programs
 - Efforts should be made to replace existing articulation agreements with jointly-registered programs, particularly in programs with large numbers of transfer students; articulation agreements will continue to be important, particularly for transfer pathways with more limited numbers of students.

4. Mechanical Improvements

- Make information available on the web that is important to potential transfer students:
 - Post baccalaureate requirements in each discipline, specifying the precise courses that community college students need to complete prior to transfer to ensure the timely completion of their baccalaureate
 - Highlight GPA requirements for students aspiring to transfer into specific programs
 - Develop a table of course equivalencies for major transfer partners
 - Publish all articulation agreements
- Designate on each campus a person/office responsible for facilitating and coordinating transfer activities.
- System Administration will join the New York State Transfer and Articulation Association. This will help System staff interact directly with campus transfer counselors
- Ensure that at the time of acceptance students receive a complete and accurate transcript analysis setting out remaining requirements for the baccalaureate degree.
- Upper-division institutions will provide community colleges with program-by-program GPA data of transfer students, thereby facilitating better program matches. (System recognizes that in programs with small enrollments, FERPA considerations may constrain this reporting).
- Create an ombudsperson system for community college students who have difficulty transferring to an upper division SUNY

- Create a system for community college campuses to report to the Office of the Provost situations in which an upper division SUNY institution seemingly failed to grant appropriate transfer credit for a course. This will provide a method for addressing transfer anecdotes on a case-by-case basis.
- Ensure that there is adequate overall and programmatic capacity in SUNY upper-division institutions to accommodate community college graduates; as print catalogs are replaced by web-based documents, ensure that current URLs for this information are broadly disseminated

5. Recruitment and Marketing

- Develop and implement a survey for prospective transfer students/applicants. This would include an evaluation of types of promotional recruitment materials received, ease of application, timeliness of responses, and financial aid offers made.
- Critique current System recruitment publications to determine where information for prospective transfer students can be enhanced. Create new publications where necessary.
- Ensure that System transfer inquiries receive appropriate marketing information in a timely manner.
- Work with Office of Public Relations to create a transfer recruitment presence on the suny.edu website. Coordinate web activities with community colleges and upper division institutions to have transfer requirements, equivalency tables, and articulation agreements available on the website.
- Establish a mailing list of community college transfer advisors. Communicate appropriate information in a timely manner.
- Extend the policy of waiving the application fees from immediate SUNY community college graduates to those who graduated earlier.
- Engage in timely and effective advertising programs aimed at the transfer market.
- Ensure that the staff in the Recruitment Response Center is welcoming to transfer inquiries and knowledgeable regarding transfer policies and opportunities.
- Upper-division institutions will host regular meetings with current and likely feeder school transfer personnel to discuss local issues/impediments.
- Ensure that community colleges have an adequate supply of senior SUNY institution catalogs available for student perusal.

6. Finance

- Examine possible financial incentives for community college graduates transfer to SUNY upper-division institutions
- Endeavor to increase the number of scholarships and other forms of financial aid for transfer students

Progress Report on the Community Colleges of the State University of New York Strategic Plan for 2001-2004

(March 2004)

The Community Colleges of the State University of New York Strategic Plan for 2001-2004 was developed during 2000 through 2001 and utilized a process that emphasized the broad-based participation of key constituencies, including SUNY Trustees, college trustees, presidents, System Administration, and faculty, throughout the process. This resulted in widespread support for and ownership of the Plan, which was the first ever adopted for the SUNY community colleges, and which also included for the first time mission and vision statements for the system of colleges.

The Strategic Plan is currently in its last year of implementation. There have been significant accomplishments under the eight goal areas identified in the plan. These include the following:

Goal 1

Achieve a greater system identity and the capability to act as an effective system, including coordinating and facilitating system-wide activities

Accomplishments:

- Through a variety of efforts to improve communications and activities across the system, there is a much greater sense of cooperation, coordination, and collaboration among the colleges and between the colleges and System Administration.
- Development and use of structural mechanisms for improved communications, including working closely with system-wide staff groups and list serves, such as those of the presidents association, business officers, chief academic officers, college trustees, etc., have been effective.
- The existence of the new position of Vice Chancellor for Community Colleges has been highly effective in: increasing the visibility of the community colleges in SUNY, providing greater input into System Administration functions, policy making, and communications, leveraging system support, and communicating System policies and requests to the colleges.
- System Administration continues to advocate colleges joining the Banner system and is developing a data warehouse project that will be widely accessible.

Goal 2

Improve local governance and state coordination roles and relationships

Accomplishments:

- System Administration has worked very closely with four campuses to address major local governance issues with local sponsors. These efforts have had a positive influence on the local relationships and the specific operational issues involved.

- The community college regulations (“code”) underwent a major review and revision to bring them up to date, to more closely align them with the law and actual practice, and to clarify several key areas. This is the first time in over twenty years that the code was reviewed. The revised regulations were adopted by the SUNY Board and published in the State Register in November 2003.
- A major review and revision of the policies and procedures for the Non-Credit Remedial aid program was completed.
- The System Administration’s support and technical assistance to the community colleges has been strengthened, especially in the legal, fiscal and capital projects areas.
- The Chancellor meets with the community college presidents on a regular basis.

Goal 3

Achieve broad-based recognition and promotion of the SUNY Community Colleges

Accomplishments:

- Several community college promotional initiatives have been implemented, including a new web page and a new PowerPoint presentation, which is being delivered to external audiences.
- SUNY, the Office of Community Colleges and the NYS Thruway Authority collaborated on the development of stunning information kiosks promoting all SUNY institutions, including the community colleges, at Thruway rest areas.
- The System Administration is currently working with all campuses to conduct an economic impact study as part of the Mission Review II process.
- The SUNY Chancellor has been highly supportive of community colleges and effective in raising the awareness of the Governor and the legislature regarding community colleges.
- The Vice Chancellor for Community Colleges has held informational meetings with legislative leaders.

Goal 4

Develop the role of SUNY’s community colleges in statewide and regional workforce and economic development

Accomplishments:

- The Office of Community Colleges and the colleges have supported the statewide implementation of the Workforce Investment Act, including active participation on local workforce investment boards.
- The highly successful Workforce Development Training Grants program (contract courses) continues to be funded. Over the past five years the colleges have expended seven million in funding on 300 projects that trained

36,000 workers. The participating employers also invested nine million, including 1.5 million in cash. As a result of the training, employers reported that 2,500 jobs were created and 31,000 jobs were retained.

- Regular communications between the Office of Community Colleges and the campus workforce development professionals have resulted in two statewide training initiatives, with the NYS Food Industry Alliance, and with the American Hotel and Lodging Educational Institute (industry credentialing in hospitality).
- The Office of Community Colleges cooperates with the Vice Chancellor for Business and Industry Relations on various projects, such as a statewide survey of SUNY programs and resources for the manufacturing sector.
- The Office of Community Colleges is working on a proposal for funding from the Governor's discretionary Workforce Investment Act funding

Goal 5

Ensure responsiveness to statewide needs by expanding the capabilities of a common framework for joint program development and delivery

Accomplishments:

- The Office of Community Colleges and the Provost's Office developed and implemented an improved program approval process and shortened timeline.
- Several statewide program initiatives have been or are being developed, for example a proposed early college/alternative high school program, a joint training proposal with the AFL-CIO, Monroe and Onondaga's first responder and emergency management programs, and a teacher education initiative.
- The Office of Community Colleges and the Provost's Office met with the Healthcare Association of NYS to begin to develop ideas for the expansion of statewide training opportunities for nurses.
- The Office of Community Colleges is working with the community colleges and the State Education Department to address the proposal for increasing licensure requirements for ADN nurses.
- The Office of Community Colleges is working with six urban community colleges on a proposal to develop regional alternative high schools.
- The Office of Community Colleges is working with Empire State College on a proposal for an innovative curriculum for the preparation of teachers who are community college graduates.
- The Office of Community Colleges is working on a project to promote teaching as a career choice for community college students.
- The Office of Community Colleges continues to work closely with the Provost's Office on transfer initiatives, including regular Provost's reports to the SUNY Board of Trustees Committee on Community Colleges, and conducting a survey of the colleges on transfer issues for the Task Force on Efficiency and Effectiveness study

- The Office of Community Colleges is cooperating with the Provost's office on the teacher education transfer template project.
- The Provost has emphasized to the senior institutions that transfer should focus on students who have completed the associate's degree.

Goal 6

Ensure adequate resources to support the development and operation of the Community Colleges, including physical facilities and technology, in a manner consistent with the system mission and vision

Accomplishments:

- Several proposals for funding to support major initiatives have been developed to date, including Hearst (scholarships, innovation), Kellogg (leadership development), Gates (early college high school), Governor/Congress (AFL-CIO worker training), and Congress (alternative high schools, teacher education).
- The Vice Chancellor, working with the Chancellor and senior staff, is advocating for increased base aid and increased capital funding for community colleges.
- The Construction Fund, working with campus business officers, has developed new guidelines for capital projects, greatly improving their request, development and implementation. In addition, the Construction Fund has increased its support and technical assistance to community colleges.
- The Construction Fund is currently surveying the master plan capital needs of the campuses and creating a system-wide request for the community colleges.

Goal 7

Develop and recognize the talent of college faculty, staff, presidents, administrators and trustees

Accomplishments:

- The Office of Community Colleges is working closely with the Institute for Community College Development at Cornell to develop and implement programs of professional development for faculty, chairs, and administrators.
- The Office of Community Colleges is working with ICCD to develop a program for the development of community college trustees.
- The Office of Community Colleges is working with ICCD to develop programs for the development of current and prospective college presidents.
- The Office of Community Colleges is working with Vice Chancellor O'Connor's office on a revision of the presidential search guide.
- The Office of Community Colleges worked with the Provost's Office on guidelines that extend the Distinguished Faculty Ranks to community college faculty.

Goal 8

Implement and evaluate progress toward achieving the vision for the community colleges, and ensure overall performance effectiveness and measurable outcomes.

Accomplishments:

- The Vice Chancellor for Community Colleges makes regular reports on the progress of Strategic Plan initiatives to the SUNY Board of Trustees Committee on Community Colleges, the Chancellor, the community college presidents, and community college trustees, as well as other constituent groups.
- System Administration continues to support and oversee campus-based assessment in general education and the majors.
- System Administration is currently working with the colleges to further strengthen assessment of student learning outcomes.
- System Administration and the Office of Community Colleges are advocating the participation of all community colleges in the National Community Benchmark Project, and is providing funding to support the participation fee.

The next phase in SUNY community college strategic planning is beginning in March 2004. The Community College Strategic Plan project is being headed up overall by the SUNY Board of Trustees Committee on Community Colleges. The process will involve an analysis of the current plan, its progress, accomplishments, and identification of areas still needing work, followed by the development of an extended and revised plan for the next five years. An updated environmental analysis will be conducted by staff and a facilitated meeting of key stakeholders (presidents, trustees, faculty, system staff, etc.) will be held in April to complete the analysis and determine new planning assumptions.

The revised and extended plan itself will be developed at a facilitated meeting of the Committee on Community Colleges joined by representative SUNY staff, presidents, trustees and faculty in June. The product of the project, The SUNY Community Colleges Strategic Plan II will be completed in the summer of 2004 and implemented early in 2005. It will continue to serve as a guide and resource for action as well as measurable outcomes for the Community College Office, the Vice Chancellor for Community Colleges, and the system of community colleges.

State University of New York Community Colleges Multi-Year Capital Plan 2003-04 to 2007-08

Enacted

Community College Campus	Allocation Method*	Allocations*
	Annual Average Full-Time Equivalents (AAFTE)	Total Funding Authorizations ALL FUNDS (State & Local)
Adirondack	2,266	\$5,700,000
Broome	4,390	\$10,958,000
Cayuga	2,053	\$5,234,000
Clinton	1,460	\$3,652,000
Columbia-Greene	1,210	\$3,176,000
Corning	3,151	\$7,974,000
Dutchess	4,909	\$12,318,000
Erie	10,053	\$24,908,000
Fashion Institute	8,797	\$21,920,000
Finger Lakes	3,508	\$8,684,000
Fulton-Montgomery	1,669	\$4,316,000
Genesee	3,353	\$8,436,000
Herkimer	2,439	\$6,154,000
Hudson Valley	7,946	\$19,984,000
Jamestown	2,846	\$7,080,000
Jefferson	2,349	\$5,926,000
Mohawk Valley	4,338	\$10,942,000
Monroe	13,104	\$32,448,000
Nassau	16,618	\$41,134,000
Niagara	4,178	\$10,492,000
North Country	927	\$2,486,000
Onondaga	6,249	\$15,532,000
Orange	3,995	\$10,036,000
Rockland	4,926	\$12,324,000
Schenectady	2,554	\$6,390,000
Suffolk	14,138	\$34,972,000
Sullivan	1,230	\$3,180,000
Tompkins	2,610	\$6,606,000
Ulster	2,177	\$5,474,000
Westchester	10,233	\$25,364,000
Systemwide/Technology	n/a	\$46,200,000
Total	149,676	\$420,000,000

* Funding allocations are based on relative campus AAFTE reported for 2001.

State University of New York State-Operated Educational Facilities Multi-Year Capital Plan 2004-05 to 2008-09

New York State Funding Authorizations

As Proposed in the 2004-05 Executive Budget

Campus	Allocation Method*		Allocations*	
	Academic Space Gross Square Feet (GSF)	Critical Maintenance Funding Authorization	Project Initiatives	Total Proposed Funding Levels
Albany	3,040,229	\$76,405,000	\$3,000,000	\$79,405,000
Alfred Ceramics	396,070	\$9,953,000		\$9,953,000
Alfred University	777,081	\$19,529,000		\$19,529,000
Binghamton	3,033,816	\$75,243,000	\$46,000,000	\$121,243,000
Brockport	1,826,803	\$45,910,000		\$45,910,000
Brooklyn HSC	1,144,106	\$28,753,000		\$28,753,000
Buffalo College	2,281,246	\$57,330,000	\$100,000,000	\$157,330,000
Buffalo University	7,143,312	\$179,520,000		\$179,520,000
Canton	515,946	\$12,966,000		\$12,966,000
Cobleskill	723,844	\$18,191,000		\$18,191,000
Cornell	5,222,878	\$131,257,000	\$25,000,000	\$156,257,000
Cortland	1,591,627	\$39,999,000		\$39,999,000
Delhi	677,970	\$17,038,000		\$17,038,000
Empire State	57,655	\$1,449,000		\$1,449,000
Farmingdale	1,220,603	\$30,675,000	\$15,000,000	\$45,675,000
Forestry	1,049,203	\$26,368,000	\$19,000,000	\$45,368,000
Fredonia	1,237,491	\$31,099,000		\$31,099,000
Geneseo	1,294,912	\$32,543,000		\$32,543,000
Levin Institute	n/a	n/a	\$30,000,000	\$30,000,000
Maritime	451,569	\$11,349,000		\$11,349,000
Morrisville	1,038,168	\$26,090,000		\$26,090,000
New Paltz	1,345,368	\$33,811,000		\$33,811,000
Old Westbury	826,560	\$20,771,000		\$20,771,000
Oneonta	1,427,341	\$35,871,000		\$35,871,000
Optometry	298,000	\$7,489,000		\$7,489,000
Oswego	2,090,681	\$52,541,000		\$52,541,000
Plattsburgh	1,373,842	\$34,525,000		\$34,525,000
Potsdam	1,446,644	\$36,355,000		\$36,355,000
Purchase	1,731,820	\$43,523,000		\$43,523,000
State University Plaza	588,820	\$14,798,000		\$14,798,000
Sony Brook	6,904,589	\$173,520,000		\$173,520,000
Syracuse HSC	1,537,074	\$38,628,000		\$38,628,000
Utica-Rome	417,870	\$10,501,000		\$10,501,000
Systemwide/Emergencies	n/a	\$25,000,000		\$25,000,000
Total	54,713,138	\$1,399,000,000	\$238,000,000	\$1,637,000,000

* Critical Maintenance allocations are based on relative campus GSF reported for 2003.

SUNY Facts: State University of New York Quantitative Information

Enrollment - Fall 2003					
<u>State University Total</u>					
UG & GRAD		Undergraduate		Graduate	
Total	Full-Time	Total	Full-time	Total	Full-time
409,886	277,676	367,230	255,535	42,656	22,141
<u>State Operated/Funded</u>					
UG & GRAD		Undergraduate		Graduate	
Total	Full-Time	Total	Full-time	Total	Full-time
205,396	161,169	162,852	139,066	42,544	22,103
<u>Community Colleges</u>					
UG & GRAD		Undergraduate		Graduate	
Total	Full-Time	Total	Full-time	Total	Full-time
204,490	116,507	204,378	116,469	112	38

Student Diversity - SUNY Fall 2003			
	Headcount	Percent	
Total Minority Enrollment	76,392	18.6%	
Black Non-Hispanic	33,908	8.3%	
Hispanic	22,227	5.4%	
Asian-Pacific Islander	18,450	4.5%	
American Native	1,807	0.4%	
<u>Student Diversity - State-Operated Fall 2003</u>			
	Headcount	Percent	
Total Minority Enrollment	36,630	17.8%	
Black Non-Hispanic	14,039	6.8%	
Hispanic	9,604	4.7%	
Asian-Pacific Islander	12,226	6.0%	
American Native	761	0.4%	
<u>Gender Diversity - Fall 2003</u>			
Female - UG	55.7% (204,496 of 367,230)	Male - UG	44.3%
Female - Grad	58.8% (25,090 of 42,656)	Male - Grad	41.2%

Academic Program Information AY 2002-03		
	Degrees Granted	Number of Programs
Total	75,764	6,688
Undergrad Cert.	1,906	799
Associate	29,614	2,116
Baccalaureate	30,948	1,932
Masters	10,287	1,284
Doctoral	1,037	378
Grad. Cert.	795	161
First Professional	1,177	18

Employees			
	Total	Full-Time	% Full-Time
SUNY - Total Employees	77,629	50,289	64.78%
SUNY - Faculty	28,628	14,460	50.51%
State-Operated	53,991	38,387	71.10%
State-Op. Faculty	15,905	10,105	63.53%
Community Colleges	23,085	11,452	49.61%
Community College Faculty	12,721	4,355	34.23%
<u>Workload - Instructional Faculty (State Operated - CASA)</u>			
	Full-Time	Part-Time	
Percent of student credit hrs taught by:	74.3%	25.7%	
Percent of FTE Faculty	83.2%	16.8%	
Average Student Faculty Ratio (State-Operated) = 14.1			

Workforce Diversity - State-Operated		
	Full-Time Employees	Full-Time Faculty
White Non-Hispanic	81.1%	85.2%
Non-Resident Alien	1.7%	2.6%
Total Minority	17.2%	12.1%
Black Non-Hispanic	9.7%	3.8%
Hispanic	3.4%	2.3%
Asian-Pacific Islander	3.7%	5.6%
American Native	0.4%	0.4%
Percentage Women	53.5%	38.3%

Retention & Graduation Rates	
SUNY Baccalaureate Programs	
First Year Retention	81.40%
6 Year Graduation	57.94%
6 Year Grad - National Public	45%
6 Year Grad - National Private	57%
SUNY Associate Programs	
First Year Retention	62.15%
3 Year Graduation	27.76%
3 Year Grad - National Public	18%

International and Out-of-State Students					
<u>Foreign Students - Fall 2003</u>		<u>Overseas Academic Programs (Study Abroad)</u>		<u>Out-of-State Students - Fall 2003</u>	
SUNY Total	15,029	SUNY Total	3,320	SUNY Total	13,930
SUNY Undergrad	8,146	SUNY Undergrad	3,286	SUNY Undergrad	11,685
SUNY Graduate	6,883	SUNY Graduate	34	SUNY Graduate	2,245
State-Op Total	11,294	State-Op Total	2,732	State-Op Total	9,716
State-Op Undergrad	4,425	State-Op Undergrad	2,698	State-Op Undergrad	7,497
State-Op Grad	6,869	State-Op Grad	34	State-Op Grad	2,219
Comm. Coll. Total	3,735	Comm. Coll. Total	588	Comm. Coll. Total	4,214
CC Undergrad	3,721	Comm. Coll. Undergrad	588	Comm. Coll. Undergrad	4,188
CC Grad (FIT)	14	CC Grad (FIT)	0	CC Grad (FIT)	26

SUNY Facts: State University of New York Quantitative Information (continued)

<u>EOP Enrollment - Fall 2003</u>	
SUNY Total	10,130
State - Operated	7,653
Community Colleges	2,477

<u>New Student Inputs - Fall 2003</u>		Full-Time
SUNY Total		
First-Time		67,335
Transfer		23,265
New Graduate		7,977
State-Operated/Funded		
First-Time		30,195
Transfer		14,896
New Graduate		7,957
Community College		
First-Time		37,140
Transfer		8,369
New Graduate (FIT only)		20

<u>Selectivity - Enrolled Freshmen (Regular Admits)</u>		
	Fall 2003 SAT Score	Fall 2000 SAT Score
State-Operated	1137	1116
University Centers	1192	1165
Other Doctoral	1137	1158
Comprehensive Colleges	1092	1074
Colleges of Technology	1096	1065

<u>Tuition & Fees - AY 2003-04</u>	
Baccalaureate - State Operated	
In-State Tuition	\$4,350
Out-of-State Tuition	\$10,300
Average mandatory fees	\$826
Associate - Community College	
In-State Tuition	\$2,678
Out-of-State Tuition	\$5,356
Average mandatory fees	\$215

<u>Teacher Certifications</u>	
SUNY Graduates in Teacher Education	8,476
Provisional Certification	5,630
Permanent Certification	2,846
NYSTCE Pass Rates	95.30%

<u>Need Based Student Financial Aid</u>				
		Total	State-Operated	Community College
Grants	Funds	\$502,710,601	\$295,689,527	\$207,021,074
	Recipients	271,971	146,384	125,587
Loans	Funds	\$559,327,175	\$428,059,422	\$131,267,753
	Borrowers	194,153	134,431	59,722
Work	Wages	\$18,739,357	\$13,569,587	\$5,169,770
	Workers	17,988	13,080	4,908
TAP *	Funds	\$236,000,000	\$158,000,000	\$78,000,000
	Recipients	121,056	72,400	48,656

* TAP Est. 2002-03 recipients and dollars also included in Grants

<u>Sponsored Research</u>	
Sponsored Research Expenditures FY 02-03	\$774.5 million
Sponsored Research Expenditures FY 01-02	\$701.3 million
Sponsored Research Growth - 5 Years (FY 97-98 to 02-03)	64%
Number of Research Foundation Employees:	21,199
Over 11,500 Sponsored Projects	
Royalties from Inventions = \$13.6 million	
SUNY RF ranked 9th in NYS in number of patents granted	

<u>Applicants - Freshmen & Transfer</u>			
	2003	2002	% chge
Total	201,468	192,236	5.95%
State-Operated	124,675	121,243	2.83%
Community College	76,793 (est.)	70,993	8.17%

Board of Trustees, System Administration, Advisory Committees

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Advisory Committees

Provost's Advisory Task Force on Faculty Development
Committee for Conversations in the Disciplines
SUNY Advisory Committee on General Education
Provost's Advisory Council on Teacher Education
SUNY Working Group on Teacher Education Transfer
SUNY Mathematics Education Task Force
Provost's Advisory Board for the SUNY Learning Network
SUNY*Connect* Advisory Council
SUNY FACT (Faculty Access to Computing Technology) Advisory Council
General Education Assessment Review Group
Better Institutional Research Data Systems Committee
Budget Allocation Process Advisory Committee

Provost's Advisory Task Force on Faculty Development

Vincent J. Aceto, *Distinguished Teaching Professor Emeritus, School of Information Science, State University of New York at Albany*

Ginette F. Chambers, *Director of Faculty Awards and Development, SUNY System Administration*

Iris M. Cook, *Professor and Chairperson, Biology Department, Westchester Community College*

Carolyn G. Curtis, *Vice President for Academic Affairs, Hudson Valley Community College*

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Debbie L. Sydow, *President, Onondaga Community College*

Committee for Conversations in the Disciplines

(University Faculty Senate Standing Committee on Programs and Awards)

Justin Giordano (Co-chair), *Professor, Department of Business, Management and Economics, SUNY Empire State College*

Marvin J. LaHood (Co-Chair), *Distinguished Teaching Professor, Department of English, SUNY College at Buffalo*

Carol Lee Anderson, *Associate Librarian, State University of New York at Albany*

Aimee Bernstein (Co-liaison), *Director, Office of the Vice Chancellor and Secretary of the University, SUNY System Administration*

Ginette F. Chambers (Co-liaison), *Director of Faculty Awards and Development, SUNY System Administration*

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