



# Summary of Table Responses

Strategic Planning Town Hall Conversation #1

Wednesday, October 21, 2009

Hudson Valley Community College

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## Group Questions

**Question #1:** Paul Grogan highlighted three major means through which universities can manifest stronger relationships with their communities: employment, public education, and economic development. With these in mind:

A. Identify any existing initiatives among the SUNY institutions represented in your group that fit into these categories.

- In your experience, what has made them successful or promising?
- Are there principles that you can derive from these successes that might be “syndicated” to other SUNY institutions?

B. Having heard Paul Grogan’s description of several examples in each of these categories, what role might SUNY as a system play as a catalyst for such initiatives?

**Question #2:** Chancellor Zimpher has emphasized that this strategic planning process is to result in a transformative vision for SUNY. Chancellor Zimpher has referenced the concept of a “Big Hairy Audacious Goal,” or “BHAG, developed by Jim Collins in his book, “Good to Great.” In that book, Collins describes a BHAG as, “a huge and daunting goal,” but one that is “clear, compelling, and people ‘get it’ right away.” It “serves as a unifying focal point of effort, galvanizing people and creating team spirit.” It “captures the imagination and grabs people in the gut.”

A good BHAG Collins notes, reflects an organization’s understanding of three things:

- What it genuinely can be the best at;
- What will significantly improve its economic position; and
- What it is passionate about.

**Question #3:** What BHAG for SUNY could you imagine with respect to helping ensure New York State’s economic vitality and quality of life?

## Table #1

### Question #1:

Oswego and Oneida: Office of Business and Community Relations; Workforce Board; Outreach 6 f/t; Staff populates boards in region; Revenue generation grants

Economic Development in Sullivan County: Sullivan County Community College partnerships in Economic Development; Hudson Valley Center for Innovations; Green Technology Park – must produce green products; Center for Advanced Science and Technology

K-12 Partnership – Yonkers Collegiate Academy

Morrisville – Nelson Farms (student employees) Products for approx. 300 clients  
Saratoga Salsa – Economic impact on region  
College does product development

BRIDGE – Welfare to Work – \$10 million dollar – Department of Labor – involves localities and Social Services – 6-7,000 clients a year brings them to Educational Opportunity Centers (EOC's) and community college. Career ladder in Health Care Industry – attached to many colleges at 32 sites

Purchase – Focusing on Arts education for the underserved; Service Learning; Bring communities to SUNY Purchase and takes Art Education to community

STEP – Albany – Underserved middle and high school kid; primarily in the sciences  
Recommendation: EOC's more energized in some of efforts in K-12

Students (Oswego) work with Civic Organization to get students in need scholarships to go to college (STEM) \$40,000 per student for four years – ten scholars

Say YES – Privately sponsored now SUNY needs to adapt this program  
Have multi purposes – bring people back to inner cities

We are the only arts in some of our communities  
Quality of life

Downtown Syracuse – at Downtown Graduate Center

Extension Centers on Economic Workforce Development

BHAG – Rural future of New York State – Literacy rate issue – Not yet a focus of SUNY  
Our rural assets attached to urban issues and urban experiences, e.g. Morrisville – rural

environment

Rural issues sometimes ignored

Educational Opportunity Program (EOP) needs to be on 64 campuses – could lead to Economic Development

### Principles

1. Partnership
2. Identifying a need
3. Place matters in defining opportunities and needs
4. Take our program into the community – place specific

### Question #2

Power of the Convener (SUNY can do)

More educated people will translate into an economic boom – “Free Public Education” – for 1<sup>st</sup> 2 years

Municipalities

Corporate

Passionate – Education

- Growing percentage of population that completes a degree
- Having citizens who are living not just making a living
- Revisiting the tax people
- Bring business to NYS
- Creating Entrepreneurs

### Question #3:

Recommendation: Connect with Gates/RPI effort to develop strategic roadmap for improving STEM education in NYS.

## Table #2

### Question #1

Shared: Our colleges are largest employers (1<sup>st</sup>-3<sup>rd</sup>)

Initiatives in place:

- 1) Continuing Education opportunities
- 2) Every graduate must complete a professional experience or opportunity
- 3) Established Center for Lifelong Learning and traveling continuing education outside of county/college
- 4) Small Business Development Center is now housed on campus – community outreach and exposure has resulted in support for small businesses
- 5) Branch campuses, taps into other locales, partnerships with businesses (IBM)
- 6) University of Buffalo – UB 20/20 – build community leadership/engagement – works to develop community – center/downtown revitalization efforts to assist business growth and employment
- 7) Center for Teaching and Learning
- 8) Offer evening courses, on-line opportunities for workforce, access to education
- 9) Initiatives to build in critical thinking, collaboration – professional writing/communication

Example: Lighthouse Project

### Question #2:

1. Mobility for students as they apply/transfer to colleges
2. We are not meeting the demands for students and employees; ex. Math (we need more teachers to meet the demands of students)
3. We educate but do not control the supply/demands

### **Table #3**

Dr. Jeffrey Borer, Downstate Medical  
Matthew Morgan, Steering Committee, President ACT  
Linda House, Geneseo  
Ken Abt, New Paltz  
Cliff Wood, Steering Committee, President Rockland Community College  
Dennis Golladay  
Bret Meckel, Delhi  
Robert Matson, Finger Lakes  
Noah Dorsky, New Paltz

#### Question #1:

K-12: Cayuga Community College, Auburn, NY “Summer Theatre Festival” Revitalize the downtown; Local entrepreneur app.

Public Education: Geneseo and Rochester City District “Xerox Multi-Cultural Program”

Public Education in Economic: SUNY Downstate Medical – “Arthur Ash Academy”; need patients; high school education students – educational opportunities within the health care industry

“One of the examples of a relation between SUNY and its community in employment, education and economic development was from my institution, SUNY Downstate, involving teaching high school students about medicine to foster consideration of careers in the health care industries and, particularly, in medical research. The example used was the Arthur Ashe Academy, sponsored jointly by the Arthur Ashe Institute/Foundation, SUNY Downstate and the Brooklyn Borough President’s Office. However, as presented, the activity was cited as an effort at “education”. In fact, however, I think it is much more. In order to be successful, the Academy requires academic credibility and research projects for its students. SUNY DMC offers both. In order to be successful in its tripartite mission, SUNY DMC requires expertise in outreach to patients. The Arthur Ashe Institute has such expertise. Thus, fostering this particular relationship allows realization of important goals for all partners – a “win-win” opportunity.

The key principle to be derived from this example is that, in “town-gown” interactions, each partner (and particularly SUNY) must determine the needs of both partners and must develop strategies that provide useful outcomes for both – the “win-win” attitude is likely to lead to the greatest success and most durable partnerships.” Jeff Borer

#### Question #2:

SUNY New Paltz – Economic Driver. Economic Impact Study to work with the community on how college’s presence affects them economically; why is it beneficial to

have the college there, how they can collaborate? Ongoing

Question #3:

SUNY to become a truly unified system that would be the “public” first choice

“The BHAG, suggested by another member of the group, involved making SUNY the higher education destination of choice for NYS students and their parents for reasons other than cost alone. However, the key to achieving this BHAG, also suggested by another member of the group and more important, I believe, than the BHAG itself, was not mentioned. That is, to enable students from any SUNY campus to take courses at any other SUNY campus for academic credit at the home campus and without additional cost. The later would take advantage of the breadth of academic opportunity across the system, would provide truly unparalleled learning opportunities, and would make SUNY more attractive than currently for prospective students.” Jeff Borer

## Table #4

### Question #1:

Student representation (3), community college representation (3), and a representative from Buffalo State

Workforce development; Herkimer Jefferson Community College

Need on the part of the Community Colleges to identify employment needs within community and address them.

Could have a broader economic impact – employment-wise – in situations where independent contractors come to work on our campuses. This may be a metric that needs to be measured. Corollary is whether or not these contractors go back or are in higher education. Economic impact reports are available for area colleges. Collaboration that studies higher education student demographics, and can be reported out on a college by college basis. In essence, economic impact statements.

Non-degree, continuing education types of programs are offered at some of the four-year colleges as well as community colleges.

In Western NY – the health care industry is desperate for employees, an example being nurse-managers, Nurses frequently prefer not to be managers, and so for those who wish to become managers, this educational opportunity is a real niche.

### Question #2:

Community colleges and four-year institutions all need to become more nimble, in terms of identifying opportunities and addressing them

Community College's are at the forefront where they offer college programs and classes in high schools, in a variety of ways and models.

Colleges and universities could do more to help K-12 students prepare themselves for college and life. Student success classes could be offered earlier in life. "Life skills" lessons are also important, yet missing. Tools for success. Encouragement to take AP classes in high school is needed. "Middle college" is another model that is already being offered. 9<sup>th</sup> grade students begin their high school / college careers at a WNY community college in coordination with Buffalo Public Schools. – They get their regents high school diploma.

### Question #3:

Community Service should be an important component of the college experience, and should be required. The impact of the 400,000 students on the communities in which

they're located. There could be a course that fulfills a general education elective requirement. Can these 400,000 plus students be channeled toward increasing graduation rates in college and high schools? The barrier is the willingness of students to do this, which can be overcome with incentives. We need to enhance access to SUNYU Learning Network, as there are, in some areas of the state, barriers to computer internet and SLN access.

## Table #5

### Question #1:

#### Cortland:

- A large and successful teacher education program has created very strong K-12 connections
- Professional development program
- Renovation and use of a downtown building
- Educational opportunities are provided for children of migrant workers

#### Oswego

- Small Business Development Center assists individuals with startup and expansion of businesses

#### Utica-Rome

- Small Business Development Center
- Continuing and professional department that brings K-12 teachers to campus to learn technology.

#### Plattsburgh

- High school outreach program that provides professional development and student leadership skills in the areas of diversity and social justice
- Institute for Ethics and Public Life

#### Delhi

- Nursing program offers classes at Bassett Health Care. Bassett funds tuition. This creates career ladder for Bassett employees

#### Hudson Valley CC

- Grow Your Own Program with Albany Med (similar to Bassett program above).
- College in the High School dual enrollment program
- Center for Service Learning and Civic Engagement
- Workforce Development Institute

#### Erie CC

- Workforce development – training and scholarship of adults who need retraining
- Middle early college: 800 applications per year from incoming 9<sup>th</sup> graders. The college runs this program, in which students start in 9<sup>th</sup> grade, and complete high school and an associate's degree in five years.

Monroe CC

- A strong service learning program

Question #2:

- Foster the sharing of best practices and challenges across the SUNY system
- Provide financial and organizational assistance
- Promote service learning
- Promote diversity and social justice among all SUNY constituents (one of our prime value propositions could be that we generate graduates who are ethical, engaged citizens).
- Provide solid, stable leadership
- Develop and promote its own leadership from within (professional development opportunities and career ladders across campuses and from campuses to SUNY Central Administration).
- Fund capital construction, which creates jobs and enhances the communities we serve
- Consider a new General Education requirement for students in the arena of Civics/Social Justice
- Be more centrifugal. The campuses have become too independent and insular
- Facilitate regional and statewide conversations
- Brand SUNY

Question #3:

- Create a respected institution that is dedicated to community engagement and social justice
- Reduce poverty in our communities a certain percentage (the original BHAG here was “end poverty in our communities”)
- Work to increase college degree attainment in our communities a certain amount
- Set a goal to capture a certain percentage of NYS high school graduates to become SUNY students

## Table #6

### Question #1:

- 1) Bad job of building appreciation of what we do; We don't market what we do – successes; need better marketing; selling our story and impact to public; how to use concepts in rural communities; Alfred doesn't market relationships between Legislators and school
- 2) How do we raise awareness and impact of SUNY? Well respected in other states: in NYS not so much because we do not sell ourselves
- 3) Employment – SUNY campus is major employment center in community; Economic impact analysis; Object is to produce number but without context; i.e. Cortland; what is impact for region – terms of percentage and what would state pay; Here is what State can do; partnership – but need numbers; Internships; but not targeting local economic development

- Workforce training
- Leadership partnerships between colleges and intercity schools
- FLCC
- Dual enrollment program – final year of high school at college and earn credit toward associate degree – not as subscribed as it should be; try syndication; look at SUNY wide perspective; how these programs are done is key; has to be meaningful; can be managed
- Job creation programs; future job creation; what can lead to? Alfred; agriculture; early stages
- Suffolk Community College; Know what community needs; Nursing, culinary – did in record time, hospitals funded nursing programs, best practice which could address other college needs – but we need infrastructure to help all campuses and all levels
- Employment – Buffalo; upward mobility, academic health center downtown; consortium; curriculum, jobs and communities; done thru lens of community; computer access to jobs
- identify emerging practice
- EOC – job training program; Bring local population into jobs

Establish a SUNY fund (with campus match) to fund research into local issues, urban or rural – special state appropriation?

What are SUNY best practices? Outlet; Transparency

Question #2:

- Establish best practices
- Regularize community relations; i.e. internships; tying to curriculum
- Understanding what is needed in workforce; helps in classroom and expectation
- Research; set up research fund that is campus specific but requires a campus match; could work for all kinds of campuses
- Inter-SUNY collaborations; how can a system drive this without interfering with local campus; seed fund; drive local needs
- Tool that catalogs best practices; Easily accessible

Question #3:

- Preserve State base; state is broke; efficient spending, new revenue generation, reserve
- Market why to invest in SUNY education; What you are getting for that tuition; How it is equivalent to private institutions
- Partner with K-12 to assist in higher graduation rate; have resources to do it; difference between private and public institutions.

Emphasis on SUNY

Public Higher Education

- Social mobility – double/triple the number of students in public high school graduating from an institution of higher education
- Creation of new economies
- Underpinnings tying the social fabric of our communities together

Lots of activities

What is the impact?

High Impact capacity to replicate 64-laboratories

## **Table #7**

### Question #1:

Largest employer in Binghamton is Binghamton University

Hudson Valley Community College

Tech Smart – Malta

Training for Global foundries

Economic revitalization

Renewable technologies

SUNY Empire State

Labor Center

MBA; Allow collaboration with community

Nursing Teaching Program

Local Approach

Maritime – Worldwide maritime community – basic and continuing development

Brockport

Secondary and primary education

Partnership education department and Rochester School District

Higher education major driver in Rochester

Lack of inclusion of Higher Education into regional development

U Binghamton

Incubator

Solar

Kick 20/20 20% UB graduates stay in Binghamton

Empire State – Innovation; Community involvement

### Question #2:

Locally sponsored research and assistance

What can we do? Open SUNY for open NY

Put lectures by academic stars on web.

Available distance learning – open to public; pay for degree.

Incentives from System Administration for professors to work with local governments

### Question #3:

List of who is the expert or doing the system wide database

How does a mayor get help and advice on...

## Table #8

### Question #1:

Keen (Farmingdale): The Advanced Energy Research and Tech Center; collaboration of University, utilities and businesses; Based at Stony Brook, led by executive of utilities and formerly president of Stony Brook.

- \* Looks to future for different kinds of employment and education to lead to it
- \* Served net meters to more sophisticated things (ladder)
- \* Economic development; green energy

Voorst (Binghamton): Initiative 2020; by 2020, Binghamton graduates will stay in tri-county area. (1) Right now working with cities and leaders to have programs that interest students in city itself. Build relationship outside of campus. (2) What types of initiatives/jobs will keep students in that area? Five years in. And it's truly gaining a lot of good benefits for community; and more and more students involved.

Baldwin (Albany/BOCES): Tech Valley High School on SUNY east campus, it's a collaboration of two BOCES and institutes of higher education; Many businesses in Tech Valley region. Project-based learning and tech based platform.

Gueye (Schenectady): Schenectady County Community College; partnership of High School and college, for students – what are the college level expectations.

Kremenek (Onondaga): Onondaga's Presidential Scholarship program, "Say Yes to Education" (part of national initiative). Funding for inner-city students to go to college. Probably doesn't apply to suburbs; many in suburbs not going to college because of cost. Raised over three million dollars to help students within city and also in suburbs. Hope is to get students into community college and they can save for 4 year institutions.

Matonak (Hudson Valley): Follow up on green jobs: Hudson Valley Community College has been: (1) energy efficiency training, training people trained to evaluate companies, schools; also training trainers. 12 or 13 colleges involved in that; also grant for trainers to do photovoltaic instruction – 35 colleges in northeast. We can do a lot together; don't have to reinvent wheel.

Giopolus (Alfred): Alfred State; building trades program; has built 40 new homes in the area. Not a huge # but a small community so has impact on quality of life and has introduced college to community. Opportunity again for student employment when they're out. This year now doing totally green home on campus and bringing people to campus.

Gueye (Schenectady): In area of workforce development: programs with hospitals try to support need for training and employees, also EMT programs for that need.

Keen (Farmingdale): Health care area: partnership with Winthrop University Hospital; huge need for nurses. Limit on how many one campus can produce; we've expanded a great deal, limited in resources. Some external funding for high-need disciplines. Nurses are a primary goal. WUH provides funding for 2 full-time faculty and 2 nursing labs. Cannot ensure they hire the grads, but they provide a pathway for recruitment. Great partnership.

Matonak (Hudson Valley): Same arrangement in Albany medical, but they initiated a "Grow Your Own" program. Employees with potential to move up, they provide the training via their HR dept. Have slots in nursing program.

Giopolus (Alfred): Have been programs well established and well known; idea is to stay current in demands of society. Some of it has morphed, and other dramatic. 2 examples: 1. rural area where he is; changing program to have a rural nursing emphasis; support staff. 2. Farm. Historically Alfred has had a farm; was losing money. Strategic initiative turned into a sustainable organic farm; students now have richer curriculum. Two examples where needs of society morphed and SUNY went with. The farm was prompted by fact it was losing money. Often own resources; refined.

Pace Watson (Optometry): New collaboration with ophthalmology; does a lot in community outreach, kids in underserved areas, providing eye exams. We also have programs with local HS and college; CSTEP, bring in students interested in optometry. Success there.

Giopolus (Alfred): There are lots of ad hoc things occurring with colleges and community. One thing today: new approach – creating an umbrella organization to include more partners and connections. Seems many are afraid to go that route; feel loss of autonomy or smaller orgs intimidated about their contributions.

Haefele (Oswego): Really important for leaders of institutions to do outreach, but also important for students to have investment in their areas. As an undergraduate education major, she didn't get placed in local schools. Students need to have investment in community; creating their own plans. Some volunteer opportunities (after-school program for ex). Could be more; lots of potential.

Guptill (Brockport): Three things that come to mind on our campus. (1) Delta College – time-variable degree program, with an emphasis on three internships. (2) Small Business Development Center in department of Business. (3) Camp Abilities, sports camp for blind, deaf-blind, and visually impaired children; become a model that has spread around the world.

Baldwin (Albany/BOCES): Three-year bachelor degree is reemerging as an area to explore. From a K-12 perspective, the pipeline issue is huge, need seamless

opportunities to go to higher education. New Visions Programs, for ex, that provide authentic college exp in their senior year. Connected in some cases to life sciences; a number of partnerships.

Kremenek (Onondaga): At Onondaga we have a link to SUNY-ESF. Qualifying OCC-students can transfer to ESF at level tuition!! Many students, that's a significantly lowered barrier, links to good jobs with good futures.

Gueye (Schenectady): Have to think in a global context. There's a center in Schenectady connecting different regions of the world. Reside in Schenectady – provide research, marketing strategies, rigorous consulting.

Factors for success:

Keen (Farmingdale): example of a GEAR UP project that failed miserably because HS superintendent and principal said they wrote the grant, they manage it, and they produce programs which were miserably misaligned with college.

- GENUINE collaboration; utterly essential; among all levels (K-12) (it's not easy)
- Importance of leadership (especially among key collaborators)
- Articulating clearly what goals and roles are, being able to do so for multiple audiences

Key principles:

- Thinking outside the box
- Commitment to excellence
- Authentic collaboration: SUNY can bring private investment to bear if SUNY is willing to invest on the faculty side

Question #2:

- Employment
- K-12: Integral role on pipeline issue; convening, catalyzing, analysis, training
- Economic development: workforce development – we have GOT to make it easier for students to transfer between campuses; it's the University of NY.

Question #3:

Keen (Farmingdale): As I'm hearing all this today, I'm not yet seeing the connection between the work most of us do every day with the students in our classes. What connects that work there with their eventual impact on the community?

Gueye (Schenectady): We do a lot of research; complicated research. We need to simplify research to be useable; application – purpose even; take away cloud that keeps

people apart

Guptill (Brockport): Does the term “creating value” capture connecting academic programs and economic vitality?

Baldwin (Albany/BOCES): Strategic alignment with economy and with higher ed and K-12; BOCES looking for info that is of practical utility. K-12 looking at what works. University cranks out research; and the people there aren't rewarded for spending time with K-12 people on how to apply research.

Giopolus (Alfred): One possible operational way: establish annual SUNY-wide theme that SUNY would be sponsors of; same theme could be picked up on multiple campuses. One theme a year, or maybe for two or three. Foster some system-wide connections.

Keen (Farmingdale)): Connecting students that we graduate to the economic engines; so that they stay. Address brain drain problem.

Gueye (Schenectady): SUNY has to identify the strengths of the state because they don't know what it is.

## Table #9

### Question #1:

- 1) Helping business communities across SUNY:  
Workforce development  
Workforce Investment Board
- 2) Keeping our graduates in the community
- 3) Leverage the 64 campus size by using expertise from across the system
- 4) Physical presence in economic distressed areas (move campus activity off campus into the community)
- 5) Field training in the community
- 6) What can we do best – better than the CICU's?
- 7) Enhance programs that track students for success (K12 – Higher Education)
- 8) Focus research on localities

### Question #2:

Follow the money = SUNY to provide funding for start-up

- 1) Articulate centrally that this is important (allowing some campuses autonomy, but having a central commonality)
- 2) Make it more clear and known what we currently do. Don't reinvent the wheel.  
Share best practices
- 3) Facilitate us getting data on the outcomes of our graduates (especially teacher candidates )
- 4) Share resources for institutions working on common problems
- 5) Improve the SUNY/campus relationship (system currently seen as the imposer of rules and restrictions)
- 6) Help campuses communicate /interact with each other better. Promote cooperation rather than competition

### Question #3:

- 1) Workforce Preparation – Access with Success for students
- 2) Workforce Preparation – Growing the education workforce for NYS
- 3) Workforce Preparation – Helping NYS be the house of our graduates
- 4) Job Creation – Research and knowledge creation/create the jobs of the future.  
World class location for incubating research as the innovation and job creation of the future
- 5) Job Creation – Connecting the 10,000 great things that are happening on the 64 campuses

## Table #10

### Question #1:

#### Student Shadowing

- A. High school students and FIT college students spend a day going to classes and experience college classes
- B. Rural education at Potsdam Research Product conducted to help local college town. Grant writing assistance to local towns. Sponsored Research Office
- C. Capital construction work 20% woman and minority projects; Buffalo University – Architecture – start up companies
- D. K-12 – Recruit students; 1000 students invited to participate and prepare to help local high school students to apply/enter Buffalo University
- E. Binghamton – Nursing Program reaches out to help undergrad
  - Children/families
  - Clinics
  - Flu shots
  - Collaborate with local health offices – hospitals – clinics
- F. Farmingdale
  - Collaboration – Coldspring Harbor (University and Business)
  - Helping companies grow
  - Lab Tech's from school to help
- G. SUNY/Goal
  - Unified colleges statewide
  - Business development statewide
  - Job development

## Table #11

### Question #1:

Students employed back into community; Case by case  
Student teacher initiative; Instructional  
Student experiences in local community; gaining experience  
Internships are integral (no data)  
Student mentor programs to low and middle school kids  
School has department of career development  
Share Education data from all silos (all entities at that location)  
SUNY as employer – What are the numbers?  
2<sup>nd</sup> year employment, critical mass; development at new technical 2 percent instructional  
Faculty staff ratio (successes)

### Question #2:

Distance learning from SUNY  
Local teachers coming to SUNY  
Energy institutes in summer; Garcia Center  
Collaboration higher education with public education

Economic Development  
Grants thru Research Foundation  
Employment to learn to use new tool or technical

Albany College of Nanoscale Science and Engineering; Close proximity of critical mass of bio technology, industry clusters; Biotech feeds Technology feeds Money feeds Employment feeds Biotech; Must be champion – point person; Workforce initiative means to be used to retrain/re-teach

### Question #3:

Shared knowledge  
Collaboration  
Central Clearance Center

Best practices are not shared  
Could make New York energy independent  
Feed self sufficient

Consider reorganization of topics

## Table #12

### Question #1:

Plattsburgh State and Economic Development: New supply chain management program, real opportunity from Montreal border; Canadian studies program and Economic Development Canadian Relationship; Quebec minister for international relations; Business School – internship program more dynamic

Clinton Community College: Former Air Force base develop aerospace workforce needs; Partner with BOCES regarding aeronautical program, accelerated degree program; Local economic development – regional; Put together inspirational programs; Regional workforce investment board; Wind technology program at Clinton Community College with Quebec (Wed components) strategic take no prisoners chamber. Presidents matter. Top down values.

Robert Ward: What can SUNY say to business community to get engaged?

Buffalo State: Faculty leave time for community engagement internships; student involvement in non-profits; integrate academic & community work; SUNY's hiring and evaluating of President should reflect community involvement; Buff State: Community score/score; Need for local studies to help communities

Plattsburgh State: 13N Grant for Workforce Development: Plattsburgh doing studies for chamber; "Green Job Study" for real vs. ideology – Important role for SUNY; "Think Tank" – harness with Ontario Money; UG research opportunities in social sciences

### Question #2:

Publish and catalog; Name it; Pick a few key actions; what are definite high impact strategies; packaging too; Energy policy in NYS – Rockefeller – Don't study NYS; UAlbany – Workers careers (union issues)

Albany High School – UAlbany

Albany – Name

Does it do as much as it can?

Need for regional data?

### Question #3:

- 1) Measure local political economic research and double it
- 2) Bring international people (students, professors) to upstate NY (new Americans) and bond them to the community; Intellectual capital and individual people
- 3) SUNY must define its role and be measured against deep community engagement in relevance to its area; leadership collaboration ; SUNY First Choice in NY

## Table #13

### Question#1:

Impact of Employment to Communities

Provide educational opportunities that lead to higher employment

1. SUNY Upstate – R.N., L.P.N., Master – PhD program for nursing career ladder
2. SUNY Stony Brook Medical Center created 1,500 jobs in the hospital in past ten years
3. EEOC opportunities for workforce development
4. Onondaga Community College partner with high school

SUNY Upstate – Intern programs, outreach program to inner cities and recruiters go out to high school – Project “Search” – Onondaga Community College: Workforce Readiness Center

Public Education partnership with K-12 – senior year needs more work

1. Concurrent enrollment program at Herkimer program
2. SUNY ESF NSF funded program graduate student teach in high school
3. Scholarly undergraduate students mentoring support in high school Science and Technology program

Need to be able to measure impact of these interventions

Triad relationship with government, educational matches and industry may be interesting for SUNY to consider; Need to define success in a broader way – with outcome measures

Economic Development

Provide innovation

Provide skilled workforce to attract companies

Levin Institute: “Global begins at home”; Work closely with NYC Mayor; Deal with fiscal crisis at Wall Street; Entrepreneurial Program; Look at how to do that at various SUNY campuses; React quickly to economic problems

Upstate: Partner with politicians for other educational opportunities for rural communities. 3<sup>rd</sup> year rural medicine program; we train 65% of NYS health care workers and retain only 14%; Key is collaboration with communities

### Question #2:

1. Quick response; Partnership and good leadership is required;
2. Need good vision and ability to pull people to work together
3. Be able to overcome resistance of change
4. Difficult in NYS in development of new programs

Question #3:

(Blue Commission Report on Higher Education); Breaking down bureaucracy of State of New York to allow SUNY to move publicly on innovative programs

Better mechanism at New York State on monitoring entrepreneurialism (other states are competing to attract industries away from New York State)

Higher education needs to play a leadership role in community

Stronger partnership with research and businesses

Protective innovations in taking risks

## Table #14

Participants from ESF, North Country, Oswego, Stony Brook, Geneseo, Dutchess, Morrisville, System Admin/SUNY Central

### Question #1:

Employment / Public Education / Economic Development  
(North Country/Oswego/ESF/Stony Brook/Morrisville) – Local and regional environment:

1. Oswego – Student Association – Community Service – tutoring / after-school activities with city school.
2. Stony Brook – Center for Math and Science Education – high school student / research faculty (funded through grants)
3. NCC – advisory groups with communities; career program with communities; work with dual enrollment (last year high school, first year college)
4. ESF working with public school system; summer camps, grant funded program; Green – work – with city for cleanup of Onondaga Lake Coincide with service learning components
5. Dutchess – Students taking college courses in high school – Bridge dual-enrollment in high school / college

What can go to other SUNY institutions:

1. Presidents with institutional commitment to help community
2. Partnered with community groups to receive funding
3. Service – Learning courses / freshman / student leaders participate in community service
4. Partner with community in advocacy group

### Question #2:

1. Reward faculty for facilitating service learning – assist them
2. Reward for cross-campus initiative / collaborative efforts (research activities, other)
3. Facilitate grants across campus
4. Ensure that SUNY campuses are staffed sufficiently to...

Autonomy for campuses; Evaluation / accountability for outcomes at campus; Workload study outcomes; Invest in talent / develop talent that would bring in additional companies / businesses

### Question #3:

SUNY is treated like a state agency / treat like a university – (Like Table 3)  
Be more explicit about quality of life discussion; define and measure

Service scholarship – tuition traded for service back to community  
Competitive funding for SUNY schools based on SUNY goals – fund best campus ideas.

## Table #15

### Question #1:

SUNY: Responsible for 50 Charter Schools out of the 100 approved in NYS  
Unusual for SUNY to be given a K-12 responsibility

Community colleges partner through Corporate and Community Education Division  
(Mohawk Valley Community College)

Cobleskill: “Commun-university” aimed at revitalizing downtown Cobleskill –  
architectural students worked with community to revamp a mini park; Culinary students  
involved with a Bistro for the community

Broome Community College

- 1) Nursing program to meet local hospital needs
- 2) Fast forward – college credit through Broome Community College in high school

Brockport: Collaborative projects with community; Number of community links is  
important and invaluable; Business program advisory council linked to campus; Same  
true in communication access

Nano College: Industry/government/academic partnerships; 250 companies on site;  
Living, breathing example of how these partnerships can benefit the community and the  
institutions

School of Public Health: Program in Nano Health – no other schools do this

Mohawk Valley Community College

Assisted in creating a degree program to train mechanics (a private project center) for  
an air force high paying job creation

What will make SUNY & successful?

Academic leadership is key/vision; Non-silo approach necessary; Bring state dollars that  
benefit multiple groups; What has happened at Nano College should be a model;  
Have a transition prepared and ready to respond when there is a community need; Be  
proactive and position for opportunity; Need to be adaptable; Is SUNY coordinating this  
need to be adaptable; Centers of Excellence exist but where is the national consistency;  
Local institutions are linked to local school districts; But there is no central cleaning  
house for coordination of efforts; What can SUNY do ‘Ethos muse’ to change this?  
Chancellor and SUNY administration need to expect a level of leadership on a state wide  
level; Bold recommendations to legislature; 64 campuses need to have a consistent ID –  
SUNY; Multiple year funding to become less reliant on legislature powers; But there is  
no ‘stick’ that Chancellor can bring to the legislature process; Improve image – image  
building; image and identity readjustment can and should be done

Question #2:

- 1) Branding
- 2) Collaboration with in and outside SUNY needs to be strengthened and prosper
- 3) Competition among the different campuses needs to be productive and not destructive
- 4) How does SUNY strategic plan dovetail with the community and NYS
- 5) "Our Plan" and "Your Plan"
- 6) Development with Public Education issue  
30% of NYS 9<sup>th</sup> grades don't graduate greater connectivity between SUNY to K-12

Question #3:

Command Community Colleges to help students become college ready – take it as a challenge to developmental prepare students for college work  
SUNY needs to focus!

## Table #16

### Question#1:

#### Existing Initiatives

- a. Broadhollow Science Park at Farmingdale College – cluster of Bioscience firms that are working with the campus to create a bioscience degree that will supply the workforce on Long Island. The incubator intends to spin off businesses which will generate jobs. Internships will be available to students.
- b. Hudson Valley – training for workers for the chip factory in Malta
- c. Summer Live and Saturday Live FIT – high school students from the NY and NJ metropolitan area attending summer and weekend programs specifically tailored to their needs; registered with faculty; exposing them to a college environment but acts as a feeder to college programs. Given some of the students' directions; also bring in high school student interns.
- d. Binghamton University – Innovative Technologies Complex – flexible research space with small incubator space; out of building within a year into a permanent space.
- e. New Binghamton Downtown Center revitalizing depressed urban area
- f. Educational Opportunity Centers – Western New York at the Buffalo Educational Opportunity Center, EOC program centered on life sciences, integrating with local community and providing information
- g. International Students – \$2B – SUNY \$500M; intellectual capital; enriching institutions; tying NYS to the world;
- h. Fredonia – outreach into the Dunkirk community; get the Latino parents involved by having a Spanish speaking open house;
- i. Economic importance of Farmingdale State – show the importance of the SUNY campus to the local economies.

Concept of building on synergy within SUNY; New Paltz has a center devoted to research on local and regional issues.

### Question #2:

- a. Researching local issues (requires providing incentives to faculty to conduct such research
- b. Technology development to improve the economic position
- c. Be passionate about students
- d. Doubling the college completion rate by

Set an expectation that each SUNY institution participates actively in the local community in specific ways; Take stock of the existing research; Explicit role of SUNY institutions to bring in talented immigrants from local community, reversing the current brain drain in upstate NY; Someone should be assigned the responsibility to ensure that SUNY is a part of the economic development of its communities.

Question #3:

Each campus integrate with local/regional community through dedicated research unit  
Set goal for improving college completion rate, as Paul Grogan described in the Boston example

Set goal for educating adults for new professional responsibilities (resulting from transformational recession)

Significantly reducing barriers to HE by reducing cost

Using higher education to bring the world to our communities and integrating our communities in the larger world

## **Table #17**

### Question #1:

Use the community colleges as a mechanism to strengthen the number of persons in the workforce.

Strengthen the transfer or articulation between the four year schools and community colleges

Offer tuition waivers for low-wage employees within the SUNY System

Enhance existing initiatives currently in place to extend college access to low-income communities (EOP) – Educational Opportunity Programs

Redefine success in the community colleges as an approach to provide more support to those institutions

Take funding from the reinvestment and Recovery Act and create additional STEM SUNY activities

Promote more environmental science / green tech programs across the University.

Design pre-college STEM programs in urban communities

### Question #2:

Country vs. Community

We need to produce more of what we want

What can make our communities more productive?

What is the role of the University? Research, Skilled workforce

How can we reestablish the love of entrepreneurialship?

SUNY as a place known for excellence in producing managers

Small and medium size businesses are critical to success of communities they reside in

More people to finish school = better community

Entrepreneurial research on what works

Packaging – impact on brand identity

What is the relationship of the 64 campuses to central administration?

### Question #3:

Investigate Harvard Program – BHAG Improve standard of living for low-income people

Cradle to Grave – How can we connect Pipeline issue to what we need to do in the community to make us more productive?

## Table #18

### Question #1:

#### 1. Existing initiatives

Various programs

Themes 1) Community support, high school outreach,

2) Small business, retirees, tech services, program for growing industries and alumni programs

#### Challenges

Fleeting students

Funds

Legal issues

#### Benefits

Town Gown relations

Combating brain drain

Pride in community

Increased giving

#### 2. SUNY can do 1. Central depository for leadership talent, 2. Embrace SUNY's diversity

3. Help brand the family, 4. Help secure funding

### Question #2:

Streamline costs, and build system wide infrastructures (ex. Library resources.)

Keep students in NYS

Keep degrees competitive

### Question #3:

Work to limit legislative road blocks for implementing innovative programs

## Table #19

M. Harrell, Downstate Medical, Community Relations

C. Wiezalis, Upstate Medical, Distinguished Service Professor, recently retired, President of Faculty Senate

D. Showers, SUNY Geneseo, Professor in School of Education

Karen Davison Blazey, Finger Lakes CC, Trustee

Arthur Lundahl, Suffolk County Community College, Faculty, FCCC representative

Leah Akins, Dutchess Community College, Faculty and Department Head Engineering, Architecture, and Computer Technologies

Nick Laino, Herkimer Community College, VP Administration and Finance

Jim Ketterer, System Administration, Deputy Provost, Overseas Academic Affairs, Academic Access, student mobility

### Question #1:

Employment, Public Education, Economic Development Focus

- Business, Education, Leadership Consortium operates out of System Administration
- Downstate works closely with K-12 and charter schools in their area (Brooklyn), students come to the college, they set up seminars and symposiums for HS students, limited funding available for this.
- HV First Lego League – industry-education partnership to foster excitement about math, science, engineering, and technology
- Advantage of NY State is that we have historically attracted very high talent, we need to continue doing that and to that better, we need to be a magnet, what kind of data is available on this (balance international draw with taking care of our own)
- Engage local legislators in the campus
- International students are coming to community colleges, a draw of new and diverse talent, also consider international faculty exchange
- “University in the high school”, dual enrollment programs, many SUNY institutions are involved in doing this.
- Foster series of curriculum discussion, getting the institutions to understand the different curricular areas
- Facilitate transfer ... keep going with that initiative
- Energy curriculum – engineering, architecture, and environmental science/studies

### Goals

- Be number one in sustainability in education and innovation. Infuse sustainability in the education system.
- Set, keep, and differentiate our tuition as a system

- Leader in stabilizing and reversing the huge loss in our students, our talent, our tax base, and our businesses ... stop the brain drain.
- Be more collaborative and supportive as a State university system rather than individual institutions. "System-ness"
- Foster innovation at every level.

## Table #20

### Question #1:

Global Perspective – Economic implications of university on global level unknown; International education has huge economic impact; Cultural education for students traveling abroad; At CCC many Canadian businesses located in U.S. and require training; They are training workforce from Canada; At Columbia Greene CC – Best of Chamber of Commerce of counties

Public Education – Problem solving and Education for NY; Columbia Green CC – going into K12 schools; UBuffalo – Public School Partnerships; UAlbany – working with area schools; Service-learning could and should be improved

### Economy and Development

UAlbany Business School students work as interns for local businesses  
SUNYIT – We need a regional of SUNY strategy to partner with local businesses;  
Economic stimulus grants/access; Consortiums need to be formed between business schools and non-profits – SUNY should be the lead on this; Fundraising – must market products of University; must gain respect from community and businesses  
Brand Promise of SUNY needs to be established; offer interns jobs, purchasing power; public may assume government will “carry” SUNY and they don’t need to support; universities should reach out to companies

Employment – Eager about the idea of educational ladders for employees; Columbia Green employees get tuition waivers; Dean used to be Secretary for VP

### Question #2:

Other: Public Awareness: Many people don’t know small schools are part of SUNY; Need to market themselves as a SUNY school

Leadership: Lead grant writing; bring together individuals and community groups  
Function improvements: Need high qualifications to solve problems; limited funding promotes problems; students leave communities after school – drain communities (Solution: Scholarships contingent on staying in region and create jobs through businesses) We are not seen as the solution for jobs or for economic issues. “State University FOR NY”; most attention is given to budget cuts; More State leaders are SUNY graduates (make the link – invite them)

Need to address multiple sectors to increase vitality. Students will stay if there’s regionally located jobs; incentives with scholarships

Products – Report of contributions

### Question #3:

Educated workforce in diverse areas – problem solving and education for NY

## White Board Table Notes

### Table 1

Collegiate Academies in each region  
Partner with local business, civic orgs and SAY YES  
Downtown is the key to revitalization  
Rural assets  
Identify needs, take programs to the communities  
SUNY as convener  
2 yrs free education

### Table 3

Collaborate with community  
Contribute to the community  
(Summer Theatre Program CCC  
(Genesee – Regional Education)  
Arthur Ashe – Downstate)  
(Economic Impact Study – New Paltz)  
Create cohesive university system to allow for 1<sup>st</sup> choice (employers, students, parents)  
World class SUNY

### Table 12

Set regional expectations with community stakeholders  
Research benchmark  
Talented immigrants to the community  
SUNY Central assigned to economic and community development

### Table 13

Upstate's Career Pathways  
SB 1500 jobs – med center assoc.  
Internships and outreach in high schools  
K-12 concurrent  
Tally Initiatives & give community results  
(Clinton) attract companies with educated and skilled workforce  
React quickly, leadership  
Insert and take lead as educational institutions – cut barriers.

PG

High Impact – strategies  
What you decide to focus on is important and now you package it. Will define. (What will communities value?)  
Use campuses as labs and take to scale what works  
Central/campuses: what is the relationship?