Section 1: Campus Alignment with SUNY Excels (the framework for the Power of SUNY 2020) and SUNY’s overall focus on completion. Please provide information about how your institution’s current or proposed strategic focus (i.e., plan name, years covered, and a hyperlink to the plan) broadly aligns with the five priority areas of SUNY Excels and Chancellor Zimpher’s System-wide completion goals.

SUNY Upstate Medical University is an academic medical center consisting of four colleges (the Colleges of Graduate Studies, Health Professions, Medicine and Nursing), a main campus (Syracuse), a clinical campus (Binghamton), and University Hospital with two hospital sites (downtown Syracuse and Community General) as well as multiple ambulatory practices. With over 9,000 employees, Upstate is the largest employer in central New York, and its mission is “To improve the health of the communities we serve through education, biomedical research and health care.”

Upstate’s strategic plan was established in 2010/11 following a three-year, campus wide “Engaging Excellence” process that “drew on the ideas and energy of hundreds of people-employees, faculty, students, patients, volunteers, and affiliated members of the community.” The process identified five goals as key to the institution’s success and progress. These became the goals of our strategic plan, which continues to serve us well, now in its sixth year. Upstate’s strategic goals include: 1) Provide outstanding education; 2) Grow our Clinical Mission; 3) Grow our Research Enterprise; 4) Commit to our Community, and 5) Sustain our university. Each goal is elaborated with specific objectives (total of 23) to advance the five goals, and specific metrics/key performance indicators (KPIs). Our Strategic Plan, KPIs, and annual Report Cards are at www.upstate.edu/strategicplan/.

Upstate’s strategic plan is strongly aligned with the priority areas of SUNY Excels and Chancellor Zimpher’s System-wide completion goals. As a small enrollment academic medical center, we value and contribute substantially to all five priorities of SUNY Excels: Access, Success, Completion, Inquiry, and Engagement. The table below demonstrates that alignment:

<table>
<thead>
<tr>
<th>SUNY Excels Priority</th>
<th>Upstate Medical University Strategic Plan Objectives closely aligned with SUNY Excels and Completion Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>1.2 Leverage technology to create an innovative teaching and learning environment</td>
</tr>
<tr>
<td>- Enrollment</td>
<td>1.3 Grow enrollment and...meet workforce needs</td>
</tr>
<tr>
<td>- NYS Citizens served</td>
<td>1.4 Provide seamless and effective pathways that ensure student access and success</td>
</tr>
<tr>
<td>- Diversity</td>
<td>1.6 Recruit and retain outstanding faculty to improve student to faculty ratios across colleges</td>
</tr>
<tr>
<td></td>
<td>5.2 Advance our core value of diversity and infuse into our campus culture</td>
</tr>
<tr>
<td>Completion</td>
<td>There are no explicit objectives relating to completion in the Upstate Strategic Plan, although Upstate contributes substantially to SUNY goals in this area. Graduation rates in the Colleges of Health Professions, Medicine and Nursing exceed 95%, and in the College of Graduate Studies are 74% (national average 63% in the life sciences). Employment rates are 98% within 6 months after graduation in all programs. Our university faculty committee on Student Learning Outcomes tracks these annually.</td>
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<tr>
<td>- Completions</td>
<td></td>
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<tr>
<td>- Student Achievement</td>
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<td>- Graduation Rates</td>
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<tr>
<td>- Time to Degree</td>
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</tr>
<tr>
<td>Success</td>
<td>There are no explicit objectives relating to success in the Upstate Strategic Plan, although Upstate contributes substantially to SUNY’s goals in this area. 100% of academic programs include applied learning experiences; all clinical rotations (required for all students in Health Professions, Medicine and Nursing) include multi-cultural experiences which foster cultural competence. Mentoring and pipeline programs are in place to expose under-</td>
</tr>
<tr>
<td>- SUNY Advantage (applied</td>
<td></td>
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<tr>
<td>learning, multi-cultural</td>
<td></td>
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</tbody>
</table>
represented high school, college and graduate-level students to the range of health professions available. Student support systems are robust. Financial literacy is high and loan default rates are < 0.5%.

| Inquiry | 3.1. Develop research partnerships in the region, state, nation and around the globe  
|   | 3.2. Increase research expenditures by 10% annually  
|   | 3.3. Hire additional basic and clinical researchers within areas of strength  
|   | 3.4. Increase the research laboratory and office space to accommodate increased researchers |

| Engagement | 4.1. Increase Upstate’s mission-guided investment and participation in our local, regional and global communities  
|     | 4.2. Improve the health of our local community, in partnership with the health department, city schools, and other local hospitals  
|     | 4.3. Expand business-related partnerships within our community  
|     | 4.4. Develop the University’s Faculty Group Practice Plan as a strategic partner  
|     | 5.3. Grow our revenues through philanthropic and financial stewardship; become more entrepreneurial  
|     | 5.5. Ensure capital building and renovation to support growth  
|     | 5.6. Establish Upstate...as a regional leader in Green Sustainability practices |

The arrival of Upstate’s new president, Dr. Danielle Laraque-Arena, in January 2016 will be an ideal time to revisit our strategic plan. In her preliminary vision for Upstate, she shared five strategic priorities which substantially overlap with both our current strategic plan and SUNY Excels Priorities. These include:

| Advance Health | Support Scientific and Academic Development  
| Support information technology innovation to an integrated system of healthcare  
| Increase responsiveness of the health system  
| Develop, apply, track and report cross-generational health outcomes |

| Transformational Education | Promote transdisciplinary, team-based education  
| Attract, train and retain the best talented clinicians  
| Provide innovative education platforms  
| Develop strong, purposeful, diverse leaders |

| Community Engagement | Commit to cradle/childhood to college pipeline  
| Eliminate health disparities  
| Commit to a diverse, talented and inclusive workforce |

| Economic Development | Promote joint University enterprise (industry, government, public sector)  
| Stimulate basic science research  
| Build global connections |

| Financial Health | Promote financial transparency, integrity and stability  
| Establish fairness in financial contribution  
| Develop philanthropy and endowments |

Section 2: Specific SUNY Excels Priority Areas and Metrics

In this section, specifically address your plans for continuous improvement and excellence in the five areas of Access, Completion, Success, Inquiry, and Engagement, including Chancellor Zimpher’s pledge to increase the # of SUNY graduates to 150,000 per year by 2020. Be specific about future plans and investments. Focus on initiatives that have the most impact on advancing your goals in these areas.

2.1 ACCESS

1. FULL ENROLLMENT PICTURE – What are your plans for enrollment growth? Re your Planned Goals for 2018-19 and 2020-21, comment in the context of the system goal a path to 100,000 increase by 2020 (Open SUNY).

All degree programs at Upstate are either upper division undergraduate degrees in health professions and nursing or graduate programs. All programs include substantial applied learning activities that must occur in clinical settings, research laboratories, and/or in the field. Upstate students rotate across the region, state, and country for clinical placements. The availability of clinical sites and research labs is the major factor limiting substantial enrollment growth. The limits on clinical sites include the modest and declining population density in central and upstate New York, and increasing competition from expanding health sciences academic programs in private and public colleges and universities within the region as well as in neighboring states. While total enrollment growth will be modest as a result, Upstate has identified several opportunities:
• **Distance Education.** We have begun the Institutional Readiness Evaluation with Open SUNY staff in support of the opportunity to increase access and enrollment through distance education, in all colleges.

• **College of Nursing.** Evidence shows that improved patient outcomes correlate with higher degrees attained by nurses. The CON is working to increase access and success in achieving advanced degrees at all levels. A recently started online and now accredited DNP program and conversion of the RN to BS degree to an online program support this goal. These offer more flexible options for nurses who are concurrently working full or part time, and/or have family obligations. We have also hired a student success specialist in the college who will assist the Director of Continuing Education, Marketing and Recruitment in area recruiting to increase knowledge about the competencies of the DNP graduate. There has been a decline in undergraduate applications due largely to the online presence of competitors. The DNP program has been slow to grow as the upstate NY market has not fully embraced the advantages of the advanced degree. We anticipate that this will change over the next few years.

• **College of Health Professions.** Space renovations (estimated completion 08/2016) will support modest enrollment growth in existing programs, decompress existing pent-up demands for space and teaching with technology needs, and provide an environment for addition of new – or modification of existing – programs and academic offerings. A new Master’s Degree in Applied Behavioral Analysis is under development and we anticipate 7 to 10 students will be admitted each year starting in August 2017.

• **College of Graduate Studies:** In 2015-2016, 7 new students entered in MS programs. This was a 17% increase in the total college enrollment. We anticipate enrolling 10 per year in current master’s programs and an additional 10-20 per year if a proposed new Master’s Degree in Professional Science is approved.

• **College of Medicine:** The capacity of the MD program is limited by available clinical placements. We could increase by 40 students/yr (an increase of 25%) if plans to add an extension campus in Utica are approved. This proposal was submitted to the SUNY RFP for Expanded Investment (title of proposal: *Development of the Mohawk Valley Clinical Training Site*). Our faculty size (~25th percentile) is small compared to our enrollment (65th percentile), a challenge as we consider growth. We hope to expand the recently established MPH program by 6 students/yr by 2018; this would reflect a 20% increase in class size. Further expansion could be achieved through distance education which is under discussion.

2. **NYS RESIDENTS SERVED BY SUNY** – Describe your plans for increasing the number of NYS Residents served by your institution, including those served beyond what is reported in SUNY student data submissions. Use the Excel template to report these numbers.

Currently, 86% of Upstate students are NYS residents. This varies by college and by the mission and goals of the individual programs. Several programs have a specific focus on rural NYS residents in order to address work force needs in the region (e.g., the Rural Medical Education Program in the College of Medicine, the College of Health Professions’ Physician Assistant Program with an emphasis on serving medically underserved populations in upstate NY). In all colleges, we seek to admit a diverse student population, and seek a balance of NYS, out-of-state, and international students to meet that goal. Within specific programs:

• **College of Health Professions:** 95% of CHP students are NYS residents. We plan to increase recruitment efforts, including to underserved states and regions of the U.S. Online offerings will be considered for all current and proposed programs in the CHP. We are assessing the feasibility of creating new programs and expanding current offerings, and must remain cognizant of NYS employment market needs to avoid saturation risk by graduates.

• **College of Nursing:** 99% of students are NYS residents; most are from central NY. With the addition of online programs, we hope to improve access for residents across NY State and neighboring states.

• **College of Graduate Studies:** 55% of graduate students are NYS residents. Our recruitment efforts are intentionally directed toward NYS residents. Our recruiter travels to more than a dozen schools in NYS annually for fairs and recruiting. Our Visiting Lecture Series sends faculty to neighboring institutions to discuss research and recruit the best students to our graduate school. Our Summer Undergraduate Research Fellowship (SURF) program brings in a large number of SUNY students. This program offers a full immersion in laboratory research for the summer and receives a record number of applicants and rave reviews. These efforts have increased the NYS applicant pool. We have applied for funding in the SUNY RFP for Expanded Investment to expand the SURF program and to collaborate with other SUNY campuses in reproducing it (title of proposal: *Inter-professional, Applied Learning Research Experience for Students in All Fields of Biomedical Sciences*).

• **College of Medicine.** Currently, 96% of COM students are NYS residents. This was an intentional move from a 50/50 balance in the graduating class of 2011. We believe the right balance of NYS and out-of-state residents is 75/25. This ratio is driven by the opportunity and desire to increase diversity within the class.
DIVERSITY

Describe your plans to further strengthen the diversity and cultural competency of students at your institution, to reflect the increasing diversity of our population. Describe plans to further strengthen the diversity of faculty and staff at your institution. You will be provided state and regional diversity profiles for reference.

Diversity is essential in developing an environment where students may experience inclusiveness and appreciation of individual differences. Diverse students are attracted to, feel supported by, and are more likely to be successful in environments where the faculty and staff are also diverse. Upstate actively recruits a diverse student body and workforce which embrace individuals from a multiplicity of dimensions including race, religion, national origin, sexual orientation, age, gender and differential abilities. In efforts to enhance diversity enrollment, we plan to analyze trends in our enrollment data to better focus our recruitment efforts to identify students most likely to enroll. As an Academic Medical Center, Upstate strives to enroll students that reflect the populations we serve. To achieve this, we employ a Holistic Application Review and the Multi Mini Interview (MMI) process, both of which allow us to assess an applicant’s strengths and weaknesses relating to cultural competency as well as other characteristics. We are currently in our fourth year using the MMI as a more objective tool to evaluate applicants in our programs in Medicine, Public Health, Physical Therapy, and Physician Assistant, and plan to expand its use into several other programs as well. This allows us to assess applicants’ empathy, communication skills, resilience, curiosity, neuroticism and interest in healthcare.

Upstate’s Chief Diversity Officer (CDO) oversees the Office of Diversity and Inclusion, and is a strong advocate for Equal Employment Opportunity and Affirmative Action, as well as for Diversity and Inclusion. Under her leadership, diversity recruitment and retention efforts have simultaneously employed workforce, workplace, and marketplace strategies. The CDO is an active participant in the search process for new leadership, faculty and staff, raising awareness of the organization’s legal obligations, diversity sensitivity, and the phenomenon of Unconscious Bias.

College deans have offered a summary of their approach to enhancing diversity within their colleges:

**College of Health Professions.** Continue to celebrate the diversity demonstrated throughout the college. Revisit external partnership opportunities with Upstate’s CDO and intentionally seek ways to enhance diversity and inclusion across CHP faculty, staff and students. In addition to developing processes to increase the proportion of under-represented and disadvantaged populations in the CHP, options that increase Veteran enrollment and even closer collaboration with the VA will be pursued. Curriculum across the college will be assessed and ways of increasing student exposure and immersion to cultural competency and health literacy will be sought.

**College of Nursing.** Diversity at the CON has been enhanced by the hiring of a new doctorally prepared faculty member, and by guided mentoring of nurses in the community by some faculty.

**College of Graduate Studies.** We have continued efforts to recruit and retain under-represented minority students. Last year, one student received the institutional Gala scholarship to encourage under-represented minority students to attend Upstate. This was a $5000 award added directly to the student’s annual stipend.

**College of Medicine.** Each department has created a Diversity Recruitment plan, in which the chair outlines steps (s)he commits to take to promote recruitment of a more diverse faculty. They affirm their commitment to continuing these efforts on a bi-annual basis.

**All colleges.** The Office of Student Affairs coordinates a number of initiatives to embrace diversity and support a diverse student population. A recent initiative is identification of LGBTQ “safe spaces.”

The President’s Diversity Council has instituted several programs to promote awareness of diversity-related issues to enhance retention of faculty and staff who are from under-represented groups. These include offering monthly programs (Diversity Lecture Series), ongoing presentations and discussions about unconscious bias to faculty and staff groups, facilitated by the Corps of Diversity Allies, and other diversity-related initiatives to foster an inclusive and respectful culture. The Diversity Lecture Series are recorded and archived on the President’s home page as a resource for faculty, students and staff. The Office of Faculty Affairs has organized a Minority Faculty group, they meet monthly and are developing ways to support minority faculty and reach out to the minority community.

Several mentoring/pipeline programs are coordinated by the Office of Diversity and Inclusion, which are designed to foster the interest of under-represented minority high school, college and graduate-level students to pursue higher education and/or careers in the health care industry. One of the goals of SUNY Excels is to increase the diversity of the workforce in NYS in terms of academic preparedness and job-readiness. These programs are designed to speak to that issue.
4. CAPACITY – Describe your plans to improve the alignment of programs and course capacity with need and demand, including expanded online delivery through Open SUNY.

Work force demand is high in all the health care associated fields and in biomedical research. As noted in 2.1.1, all degree programs at Upstate are either upper division health professions and nursing undergraduate degrees or graduate programs in biomedical science, health professions, medicine and nursing. All programs include substantial applied learning activities, in clinical settings, research laboratories, and/or in field experiences. Students rotate across the region, state, and country for clinical placements. 98% of graduates are employed within their discipline within 6 months of graduation.

The availability of clinical sites and research labs is the major limiting factor on substantial enrollment growth. The two primary factors limiting the number of clinical sites include the modest and declining population density in central and upstate New York, and increasing competition for clinical sites from expanding health sciences academic programs in private and public colleges and universities within the region as well as in neighboring states. While total enrollment growth will be modest, Upstate has identified several opportunities. We are currently in the process of an Institutional Readiness Evaluation with Open SUNY staff in support of the opportunity to increase access and enrollment through distance education, in all colleges. This should be complete by December 2015, and will help us identify needed enhancements in infrastructure, faculty development, recruitment and student support.

College-specific efforts include the following:

- **College of Health Professions.** The CHP has planned expansions in the Doctor of Physical Therapy (10%) and the Cardiovascular Perfusion Programs (up to 25%). As appropriate, online learning and distance education will be maximized as will delivery options through Open SUNY. The CHP celebrates the fact that student progress is never limited by courses being filled before matriculated students can register.

- **College of Nursing.** The CON is aggressively pursuing online programming, a delivery model in high demand in the field of nursing for upper level and graduate degrees. Dependent on how quickly our applications are processed at SUNY and NYSED, the change of the BS degree to an online format should greatly increase access and capacity. The online DNP could expand. We are exploring a non clinical track for nurses in informatics and leadership which will have an online format. We submitted a proposal in the SUNY RFP for Expanded Investment to establish a platform for shared prerequisites, required courses, and continuing education in nursing, health professions, medicine and biomedical graduate programs across our colleges and potentially with other SUNY partners (title of proposal: Shared Online Resources in Nursing, Health Professions, Medicine and Biomedical Sciences Education).

- **College of Graduate Studies.** As noted earlier, the CGS is expanding enrollment and offerings at the Master’s Degree level, both in existing programs and hopefully through a new proposed Master’s of Professional Science (we anticipate submitting a letter of intent during the current academic year). In the 2015-2016 Academic Year, 7 new students will begin in MS programs. As noted above, we anticipate 10 master’s degree students per year in existing programs and an additional 10-20 per year if the Master’s of Professional Science is approved.

- **College of Medicine.** As noted earlier, the COM hopes to expand class size by up to 25% within 5 years if we are able to establish a partnership with the Mohawk Valley Health Network in the Utica area. This collaboration will provide clinical site placement for additional students, starting with 10 students per year and increasing to a total of 40 per year. This could also provide clinical placements for students in the CHP and CON.

2.2 COMPLETION

5. COMPLETIONS – Describe your campus efforts to increase the total number of degrees and certificates awarded. As you think about your Planned Goals for 2018-19 and 2020-21 (see Attachment 2), be sure to comment on your institution’s plans in the context of the overall system goal of 150K by 2020.

The background for this section is provided in section 2.1 above. While we have extremely high graduation rates, very low attrition (<5% in Health Professions and Medicine, <10% in Nursing) and plan modest enrollment growth, the limitations on our ability to increase degrees granted are mainly the availability of clinical sites and research labs for student placement. Through expansion of distance learning, the development of new expanded clinical sites in Utica, and the development of new programs, we anticipate increasing the total number of degrees and certificates awarded to 542 by 2020-21.

6. STUDENT ACHIEVEMENT / SUCCESS (SAM) – As you know SUNY was the first system in the country to adopt the Student Achievement Measure (SAM). SUNY campuses are still collecting data for SAM; for now we are tracking...
SUNY Success Rates using the same formula as SAM. Comment on student achievement overall and your campus efforts to enhance student achievement in retention, persistence, graduation and transfer.

Upstate Medical University contributes substantially to achievement in this area of SUNY Excels goals:

- **College of Health Professions:** Retention, persistence, graduation, employment and national exam pass rates remain at or near 100%. Program level outcomes are available to the public on their website. 5-year key indicator rates are (on-time) graduation (94.5%), credentialing exam pass rate (98.6%) and job placement (99.35%).

- **College of Nursing:** Graduation and persistence rates across all programs range 92-100%; attrition rate is 8%.

- **College of Graduate Studies:** Graduation rates in the CGS during the 1987-1996 was 65.7%. From 1997-2007, it was 74.2%. There are still students in the program who started in 2008, so we do not have more recent data. The national average graduation rate for students in life science programs is 62.9% (published by the Council of Graduate Schools). To reduce time to degree and increase retention, we have developed a series of workshops to give students basic skills as they enter graduate school and further workshops to hone those skills through grad school and into their next career. First year students are required to attend our “Six Weeks to Success” program and are encouraged to attend our other workshops. Workshop topics include dealing with the stress of grad school, conflict management, writing a research paper, and others. Nationally, while 62.5% of PhDs in the Life Sciences are employed within 6 months of graduation (http://www.thecollegesolution.com/a-look-at-americas-newest-phds/), 100% of Upstate’s recent graduates were employed in their field within 6 months of graduation.

- **College of Medicine:** Retention, persistence, graduation, employment and national exam pass rates are 96-98%. 98% of graduates match into competitive residency programs across the state and the country, with others choosing to pursue additional degrees or enter research or other medicine-related careers.

7. **GRADUATION RATES** – Describe campus goals/plans to increase graduation rates at the 4- and 6-year level for four year baccalaureate institutions and at the 2- and 3-year level for associate institutions. Compared to peers, within/ outside SUNY, detail steps you are taking to improve. You can discuss your institution’s involvement in SUNY-wide initiatives such as seamless transfer, degree works, and Open SUNY, and the anticipated impact on your undergraduate graduation rates. Please include efforts to narrow gaps between URM and non-URM.

Upstate has graduation rates as outlined in section 2.2.6 above: 95% for the Colleges of Health Professions and Medicine, 92-100% for the College of Nursing, and 74% for the College of Graduate Studies (national average 63%).

As noted earlier, we are participating in the Open SUNY Institutional Readiness Process, and we participate in the Seamless Transfer Pathway for Nursing (the only one that applies to our programs). We currently maintain 45 articulation agreements with other colleges, 33 of which are with other SUNY campuses. These include 2+2 agreements with community college partners and our Colleges of Nursing and Health Professions for upper level programs, 3+3 agreements with our Doctor of Physical Therapy Program, and BS to MD agreements into the College of Medicine. We also maintain 8 joint admission agreements into the College of Nursing, 5 of which are with other SUNY community college campuses. The College of Nursing is in the process of finalizing a dual degree partnership with a local community college to facilitate seamless transfer and an increase in the number of associate degree nurses who complete their BS.

8. **TIME TO DEGREE** – Describe plans to reduce average time-to-degree. Does your campus have a finish-in-4 or finish-in-2 guarantee program? If not, what are your plans to implement one? If yes, report on participation and the effect the program is having on time to degree.

Upstate does not have a Finish-in-4 guarantee program, and it has no two-year programs. To date, we have not identified a need to implement such programs. All students are guaranteed access to all required courses. Students are completing programs in a timely and appropriate manner. In the College of Graduate Studies, our most recently calculated time to completion average was 5.85 years which is under the national average of 6.9 years for Life Sciences (Doctorate Recipients from U.S. Universities, 2012. National Science Foundation. Natl. Science Foundation, Jan. 2014. Web. 9 May 2014). The College of Nursing has a 5 year timeline for students to complete their degree. Students in MD programs across the country often take 5 years to complete their degrees in order to take a year of research or add an additional degree. For example, at Upstate they may add the MPH for a combined degree in 5 years, or the MD/PhD for a combined degree in 6 to 8 years. Thus average time-to-degree may reflect enrichment rather than obstacles to completion. Additional processes to reduce average time-to-degree are not warranted.
2.3 SUCCESS

9. SUNY ADVANTAGE – this represents campus selected initiatives and programs that make up the set of things beyond basic curriculum to support student future success (e.g., hands-on research, applied learning, study abroad/ multi-cultural experiences, enhanced co-curricular supports and opportunities, etc.). Describe your plans for improvement in this area. What does your campus uniquely offer that you feel is critical to student success? Describe your efforts to increase participation for all students, including both URM and non-URM. In addition to campus-specific efforts, comment on plans to participate in SUNY-wide enabling initiatives and projects.

Applied Learning. 100% of Upstate’s academic programs incorporate applied learning, including hands-on research (all colleges, especially the College of Graduate Studies), clinical rotations (Colleges of Health Professions, Medicine and Nursing), and capstone projects (MPH). These are fundamental in helping our students acquire the competencies required in their fields and are critical to student success. All College of Health Professions programs include 1,000 hours or more of applied learning. All MD students complete 75 or more credits of clinical rotations.

Community Engagement. Upstate’s Center for Civic Engagement is a university-wide center dedicated to service learning and engagement with the community and global partners. They have established partnerships with 15 local community sites (multiple health clinics, the Rescue Mission, the Salvation Army, CYO, city schools, refugee clinics, etc.) and 3 international sites in order to engage the energy, commitment and skills of students in addressing community needs and in expanding students’ understanding of the social determinants of health. Upstate students give several thousand hours of volunteer time on an annual basis to partner sites. The programs are organized through a group of Student Service Leaders who organize objectives and assessments in collaboration with faculty and staff in the colleges and in the Center for Civic Engagement. Some of this effort is eligible for academic credit and some is outside the curriculum. Through student surveys, faculty observations and participation rates, we know that these service learning opportunities enhance the cultural and social skills of participating students as they learn to effectively work in their disciplines.

Interprofessional Education experiences and curriculum across the Upstate campus are available and being expanded. In addition to several specialty-specific simulation centers (e.g., surgery for laparoscopic training, perfusion lab for cardiovascular perfusion students), we are planning a University-wide Simulation Center in the basement of the library. Approved for funding in the SUNY 2020 Round IV, this will expand our ability to provide team-based interprofessional training that is fundamental to safe and effective patient care. International partnerships including student rotations and faculty exchanges are being strengthened and established. We have established a campus chapter of the Institute for Healthcare Improvement (focused on the reduction of medical errors and improved patient safety); online modules from IHI are available for all students.

Career planning has been an area of need, especially in the Colleges of Graduate Studies. In the CGS, we recently implemented a career workshop series throughout the year on various career opportunities and skills related to career success. Most learning in the CGS is applied learning in the lab through independent student research. We also developed alternative career courses including an Education course for graduate students and a Good Manufacturing/Clinical/Laboratory Practice course for students interested in Education and Biotechnology, respectively. As noted earlier, employment rates for CGS grads have recently been 100% within six months.

10. FINANCIAL LITERACY – Describe campus efforts, through SUNY Smart Track and other initiatives, to promote smart student borrowing, decrease student default rates, and increase the financial knowledge of all students. Document the impact of your efforts on the measures you are tracking to support performance in this area.

We employ a comprehensive campus-based initiative to address financial literacy for prospective, current and graduating students. It is a 3 pronged approach: transparency, knowledge and planning. Upstate’s student loan default rates have been < 0.5% for many years.

For prospective students we try to be transparent about the financial investment they will be making in themselves. We post the average educational indebtedness for their program at SUNY Upstate Medical University and the average total indebtedness for those students bringing in debt prior to attending Upstate. We outline the types of financial aid available to them within their chosen program and breakdown the different repayment options available to them when they graduate. We use the SUNY Smart Track Award Letter to further explain what
the direct and indirect costs are as well as the financial aid available to them as a student at Upstate. Our website hosts a specific Financial Literacy webpage where Smart Track’s Prospective Student Financial Literacy Tools is highlighted. We provide 1:1 appointments with financial aid counselors to address specific questions/concerns.

For current students we offer nearly 20 program-specific financial literacy seminars throughout the academic year. In these seminars, we breakdown financial language, types of aid and repayment options. We project their financial investment during their tenure with Upstate. We offer suggestions on how to minimize educational indebtedness and savvy budgeting techniques. Some techniques include budgets apps for smart phones to help students track spending and find cost efficient alternatives in living expenses (housing, food). We again highlight SUNY Smart Track’s Current Student Financial Literacy Tools and our own literacy videos on our Financial Literacy webpage. A monthly brown bag series fosters discussions about specific Financial Literacy topics, e.g. Income Driven repayment options, Loan Forgiveness options and budget healthy options. As with prospective students, we provide 1:1 appointments to discuss students’ questions and concerns surrounding financial aid and budgeting.

For graduating medical students we offer a graduating student specific Financial Literacy seminar in March before graduation which focuses on planning. We discuss choosing an appropriate loan repayment plan given specific career paths and financial situations now, projected a few years out from graduation, and then 10+ years after that. In 1:1 loan exit counseling, we speak specifically about the student’s indebtedness, career path and projected financial future. These sessions prepare students to revise their budgeting techniques as a member of the workforce as well as how to protect their credit and identity.

Our goal is to have a consistent message from prospective student to SUNY graduate. We measure the impact of Financial Literacy by tracking the number of 1:1 exit counseling appointments we have each year, the number of attendees we have at our programming events, collecting data from satisfaction surveys and focus groups representative of an accurate cross section of our students. We also track indebtedness each year to measure the trajectory of our students’ debt load. Our Financial Literacy Program evolves according to students’ needs.

2.4 Inquiry

11. TOTAL SPONSORED ACTIVITY – Describe your plans to increase total sponsored activity. This should include plans for raising research expenditures but also noteworthy efforts related to increasing industry-sponsored activity, grants in high-priority areas, investment in faculty hires, number of proposals submitted, sponsored graduate research fellowships, etc. Please report on efforts to identify and track inclusive excellence in this area.

A number of initiatives are being pursued on campus to reverse recent trends of declining research expenditures as a consequence of decreasing NIH funding in an NIH-heavy portfolio.

A. Investment in Clinical Research Infrastructure Upstate’s clinical research portfolio saw an increase from $1 to $3 million in FY 2012/14. Upstate intends to continue this trend to grow clinical trials research to be ~20% of the portfolio or to about $10 million. Increased support has been provided through research administration including two deployable CRAs and a PA within our CRU that can be hired for an hourly rate to facilitate the involvement of more clinicians in clinical research. This model has already more than paid for itself in new clinical trials. We have also hired a quality assurance person to support more heavily regulated clinical trials including the trials being performed by the very successful Center for Global Health and Translational Science (CGHATS). This investment helped contribute to the success of CGHATS in obtaining $12.2 million in contracts from the Department of Defense (DoD) for 5 Dengue Human Infection Models. Dengue is a mosquito-transmitted viral disease that has major public health effects worldwide, and which is spreading through the southern US. In addition, an experienced Director of Clinical Research Initiatives was hired whose charge is to facilitate the involvement of clinical faculty in clinical research, to identify barriers and solutions to facilitate clinical research, and identify new opportunities. This has led to a number of solutions and better business practices including a better close-out procedure that has already recovered over $100,000.

B. Investment in Global Health Over the past 3 years the University has invested support in CGHATS, resulting in new large grants and contracts from the DoD. The Dengue Human Infection models that will be performed at Upstate starting in fall 2015 are receiving national attention, e.g., a recent article in Nature Medicine (Volume 21, pages 828-830). In addition, Upstate will soon begin the build-out of an insectary to support trials and other insect vector
research projects as well as the front office, meeting spaces and computer labs to support the Institute for Environmental Health and Environmental Medicine (IEHEM). IEHEM is SUNY2020 funded collaboration between SUNY ESF, SUNY Oswego, and OCC. The goal is to become a major vaccine development and testing site in the U.S.

C. **Restructuring of the Upstate Cancer Center** Known for the quality of its clinical care, Upstate’s Cancer program will now be redesigned in an NCI-designated model that integrates basic and clinical research and builds translational cancer research. Upstate is working with the ECG consulting firm to do this. The expectation is that this redesign will facilitate growth, especially through the hiring of funded translational cancer researchers around target tumor sites. Our proposal for the SUNY Institute for Precision Cancer Research, Education and Care (IPREC) in the SUNY RFP for the Expanded Investment Fund reflects our aspirations in this area.

D. **Integrating Neuroscience Research** Upstate’s neuroscience research programs are now physically co-located in the new Neuroscience Research Building (NRB). This project came with new high level imaging instrumentation and next generation sequencing capabilities. Upstate has been recruiting to fill 3 Empire Innovation Program hires to help drive innovation and lead to new competitive grant applications. Each hire is being targeted to increase collaboration between a basic and clinical research department. The first hire, Wei-Dong Yao, was recruited from Harvard and brings together Neuroscience and Psychiatry. Since arriving Dr. Yao has obtained 2 additional NIH grants. A second Empire Scholar, Marianno Viapiano will be joining Upstate in March 2016. As a neuro-oncologist, Dr. Viapiano will also contribute to our efforts to build translational cancer research. Upstate is currently pursuing other nationally and internationally recognized neuroscientists to fill the final position.

E. **Pilot Grants to Encourage Collaborative Trans-disciplinary Research** The Vice President for Research (VPR) recently developed a competitive pilot grant competition oriented around increasing collaborative research. A wealthy local philanthropist funded this mechanism with a $500,000 gift targeted to encourage collaborative research between faculty at Upstate and at Syracuse University. The first five $100,000 pilot grants will be awarded before the end of 2015. In addition, separate funding will be used through the same mechanism to encourage collaborative research within Upstate, in particular between clinical and basic scientists. These pilot grants come with the expectation that they will lead to large federal grant proposals.

F. **A Restart of the Central New York Bio-Accelerator (BAC)** Upstate recently hired a new director of the BAC who is reviewing our procedure, policies and support structures to adopt best practices for new company generation around biomedical IP. In addition, the build out of a new Molecular Genetics lab will support precision medicine research and clinical care, especially within the cancer center. In addition, on the 4th floor of the BAC a build-out of a new Medical Innovation and Novel Discovery (MIND) innovation center has begun. These initiatives will facilitate IP development of Upstate faculty and students and potentially those at neighboring universities as well.

**Topic Areas of Strategic Focus** As a relatively small Medical University, Upstate recognizes that it cannot be great in all areas of biomedical research. Therefore our strategic focus builds off existing strengths of its research faculty with an eye to building synergies to foster future collaborative and multi-disciplinary research projects. This will in part be achieved through collaborative recruiting of translational scientists between clinical and basic science departments. This approach should lead to enhanced scientific collaboration between Upstate’s strong basic science departments and clinical programs to drive bench to bedside solutions. An additional overarching focus is to increase capabilities to perform data-intensive research on human disease to develop new knowledge and technology around precision and personalized medicine. Specific topic areas of strength and focus for our campus are described below:

• **Neuroscience** Upstate has a large critical mass of neuroscience researchers from several departments, most of whom are now working collaboratively in the new Neuroscience Research Building. Particular strengths include:
  o *Psychiatric Genetics and Physiology* - Upstate’s department of psychiatry has a strong research focus in psychiatric genetics including a world expert on GWAS analysis of inherited psychiatric disease and an Empire scholar with expertise in the electrophysiology of psychiatric disease. In addition, faculty in the Neuroscience department are identifying early biomarkers for psychiatric disorders such as autism.
  o *Neurodevelopment* - Within Upstate’s Neuroscience and Physiology department there is strong expertise in animal models of brain development and the physiological bases of genetic and environmental influences on brain development.
Traumatic Brain Injury (TBI)/Concussion - The Upstate Concussion center serves as a regional resource for the evaluation and treatment of TBI and as a result Upstate has a large cohort for enrollment in clinical trials. The Director of this center and faculty within the College of Health Professions have established a formal relationship with Motion Intelligence, Upstate’s first Start-Up NY company. Our faculty, working with Motion Intelligence have developed a quantitative assessment tool for concussion. In addition, NIH and VA funded research in the Department of Surgery is focused on stem-cell based treatments for TBI.

Neuroscience of Aging - With an aging population the incidence of age-related cognitive disorders is rapidly rising. Upstate has strong clinical and clinical trials programs on Alzheimer’s in the Departments of Medicine and Neurology. Complementing the clinical focus are basic science research programs in the role of oxidative stress and protein folding disorders in aging.

Disorders of the Visual System - A large team of vision researchers in the Neuroscience, Neurosurgery, and Ophthalmology departments are coordinated and unified through the Center for Vision Research (CVR). In addition, these researchers work collaboratively throughout the SUNY system through the SUNY Eye Institute (SEI). The research focus is largely on the structure, function and development of the retina. To support this work Upstate has assembled one of the most comprehensive imaging facilities in the nation to study the retina. Since its inception in the 1997 the CVR is responsible for generating $26 million in total extramural funding. Particular areas of focus of the CVR are eye development, modeling human eye disease such as macular degeneration, photoreceptor development, and stem-cell approaches toward visual system regeneration. The University intends to further grow this area of research so that larger grants such as Center grants and training grants can be pursued.

Cancer - Upstate’s largest sector of NIH-sponsored activity is from the National Cancer Institute (NCI) for a diverse portfolio of cancer research that resides in most of the basic science departments and many of the clinical departments. This portfolio includes basic science research in cell signaling, cell adhesion/metastasis, growth control, structure based drug design, nano-particle based drug targeting, and chromosome integrity. There are also translational programs in prostate cancer, breast cancer, and leukemia and a new Empire Scholar was just hired in the area of neuro-oncology. With the initiative to obtain NCI designation for the new cancer center, Upstate will be expanding translational cancer research programs to better coordinate with clinical practice. Although the University has a large number of cancer clinical trials, this capability will be expanded to make more investigational studies available to patients who have failed standard therapy. In addition, the new molecular diagnostics lab in the CNY Bioaccelerator will provide tumor genome sequence and actionable bioinformatics analysis to inform research and the delivery of precision cancer treatment to cancer patients.

Global Health, Infectious Disease and Vaccine Development - The University has a strong research group in the Center for Global Health and Translational Science (CGHATS). The Center has large DoD contracts for vaccine testing and development in dengue, rabies, and malaria, and to develop dengue human infection models. The center includes sites in Kenya, Thailand and Ecuador supported by MOUs with partner universities. Foreign activities include education, surveillance, climate modeling and vector containment testing and development. The University just recruited a new Dean for the College of Health Professions with expertise in global health research and is in the process of recruiting a new leader for the Department of Microbiology and Immunology to be a strong partner for CGHATS, in particular to understand the immunological response to infectious disease and vaccines. There are also a large number of pediatric vaccine trials being run in Upstate’s Children’s Hospital.

Diabetes and Metabolic Disease - SUNY Distinguished Faculty Dr. Ruth Weinstock is one of the University’s longest running and best funded clinical investigators. She runs our Joslin Diabetes Center where she and colleagues enroll many patients with diabetes in the latest clinical trials. Additional investigators in the Department of Medicine have well-funded translational research projects in beta cell signaling and the development of novel agents to stimulate insulin secretion.

Musculoskeletal Disease - Research concentrated in the Department of Orthopedic Surgery focuses on musculoskeletal conditions including joint diseases such as osteoarthritis, spinal degeneration/injury, osteoporosis, radiation induced fragility fractures, sport injuries, and trauma. Current projects focus on: 1) Understanding why joint replacements loosen and testing changes in technique, materials, and design to improve outcomes, 2) Evaluation of spinal surgery techniques to treat spinal disorders including biomechanical and radio-stereometric imaging studies to determine the ability to stabilize the spine or to return normal function, 3) Causes of post-
radiation fragility fractures of the skeleton in orthopedic oncology, 4) Evaluation of sports injuries and trauma for upper and lower extremity joint damage using sophisticated joint simulators where the effect of disease/trauma can be studied biomechanically and in response to surgical interventions. Complementing these areas are research programs on muscle development in the Department of Cell and Developmental Biology.

- **The Mechanisms of Disease** Distributed through Upstate’s basic science departments are a number of well-funded investigators working on fundamental cell processes that relate to and underlie human disease. These include but are not limited to the roles of the cytoskeleton, organelle acidification, energy generation, protein folding, cardiovascular development and function. A strong technical component of UMU’s basic science portfolio is structural biology complemented by state-of-the-art NMR, cryo-EM, and x-ray instrumentation. Upstate structural biologists are contributing to our understanding of chromatin, rotary motors, p53 (the most commonly mutated tumor suppressor in cancer), ER positive breast cancer, and new antibiotic development. An additional focus is on large data, “omics” based approaches to disease including the role of genome stability in cancer and neurological disorders, mitochondrial defects in neurological and muscles diseases, biomarker discovery in psychiatric disease, immunological responses to infectious disease and vaccination, and cancer genomics in prostate and breast cancer. A continued focus will be to find collaborative partners including, strong translational and clinical research partners for these investigators to help build these programs.

**Tracking excellence in sponsored activity** These activities are tracked monthly by the Vice President for Research, including: 1. Numbers of grant submissions and to what agencies, 2. New awards and amounts, 3. SPAR reports tracking research expenditures by departments and individuals, 4. New IP disclosures and a monthly review of our entire IP portfolio and where each disclosed IP stands in regards to patenting, licensing, etc.

12. **STUDENT HANDS-ON RESEARCH, ENTREPRENEURSHIP, ETC.** – As measured by courses in SUNY Institutional Research Information System (SIRIS) that include hands-on research, entrepreneurship, etc. SUNY is just beginning to collect this information through SIRIS but it will take effort on the part of campuses to get reliable data. Describe your plans to promote hands-on research and entrepreneurship, and your efforts to capture this data in your SIRIS data submission.

**College of Graduate Studies:** Upstate graduate students are performing hands on research on a daily basis from the beginning to the end of their graduate careers. We work with the Biotech accelerator to provide entrepreneurship courses for students and also developed a student internship program there. Additionally, last year, we had two students take an entrepreneurship course in the business school at Syracuse University.

**College of Health Professions:** The CHP in collaboration with the Vice-President for Research is currently exploring student hands-on research opportunities with the SUNY Owego campus. Opportunities for community-based-participatory-research will also be explored.

**College of Nursing:** Hands on research experience is accomplished by capstone projects in the doctoral program and research projects in the MS programs. A Jonas Scholar is selected each year from the doctoral students, which is a funded national program for doctoral students with exceptional abilities in research and policy. MS students present annually at a national specialty nursing conference.

**SIRIS data:** We have coded all hands-on research courses in SIRIS according to initial instructions from SUNY, which was to code it as independent study. This could likely be enhanced to further differentiate between laboratory research, entrepreneurship, etc. As part of our Applied Learning work during the 2015/16 academic year, we will undertake a more thorough coding of both research and all other credit-bearing applied learning activities.

13. **SCHOLARSHIP, DISCOVERY AND INNOVATION** – Some of the SUNY Excels metrics will require system and campus shared commitment to report and collect the data, and possibly make changes to our campus data submissions to standardize collection of this data going forward. While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure it, how do you measure it, how would you recommend we define, collect and measure this item, etc?

**Tracking Scholarship:** Scholarship is tracked at the academic program level. Most scholarship on our campus results in research publications, review articles, books and book chapters and presentations at research meetings. Most of these, except presentations at meetings, can be captured by searching our University’s name in sites such as NCBI’s PubMed. Other metrics include H-factor which is influenced by the number of citations; this might be a less reliable metric than assumed as sometimes papers are cited for negative reasons and frequently heavily cited papers may be small techniques
articles. There is some scholarship that may be more creative or related to education and not tracked through PubMed. Understanding the quality of a faculty member’s scholarship really requires a knowledgeable deep dive into the body of work; this is done at our University at all stages of promotion and is informed by outside letters from top experts in the field. An example of tracking student scholarship is from the College of Graduate Studies. In a weekly PubMed search they identify all published papers from Upstate in the previous week. Through this we track faculty publications and also the average number of publications per PhD student (currently 3.8). The calculated return on investment for graduate student costs to research dollars generated (currently 1:11) is based on tracking a student’s funding back to a NIH grant (annual total indirect costs of the NIH grants divided by total cost of stipends the institution pays). The assumption is that graduate students provide critical contributions to securing NIH funds.

**Discovery and Innovation:** Theoretically a research article should be a new and innovative discovery or it would not have made it through peer review. Citations and impact factors can be helpful in understanding how important and innovative a researcher’s findings are, and though they are somewhat limited, we track them at the department levels. IP disclosures are another metric that can be tracked. We follow all IP disclosed to the University, at what stage of development it is in, and whether it is ready to move to the next stages (e.g., patenting, licensing, driving the formation of a new start-ups).

### 2.5 ENGAGEMENT

14. **START-UP NEW YORK AND BEYOND (businesses started / jobs created)** – With the introduction of START-UP NY, campuses received a new tool to foster, build, and sustain robust linkages with business and industry to support academic and economic development. In this section, report on efforts to build linkages with business and industry (including, but not limited to, those in START-UP NY). Explain how the linkages support the academic mission of the campus, citing specific metrics (as applicable) such as the number of experiential learning experiences provided to students, number of jobs created, number of students and alumni starting new business and/or working in START-UP NY businesses, collaborations with faculty, new patents developed, etc.

Upstate’s Start-Up New York application was approved on 5/12/15. It describes open land and vacant space in current buildings (our Bioaccelerator, Harrison Tower, The Institute for Human Performance, etc.) available for potential Start-Up companies, as well as the criteria and process for selecting businesses. We seek companies with the potential to create jobs that synergize with our biomedical research, health care education, and clinical service missions. To date, one company has been established that has created a concussion detection system in collaboration with 3 Upstate faculty. Upstate, through the Research Foundation, has an equity interest in the company and our faculty collaborate on company research activities. The business plan calls for 10 new jobs. In addition, we have been engaged with Advanced Oncotherapy, a new British firm, to manufacture proton-based radiotherapy machines for many months and hope they become our second Start-Up company in 2016. Our goal is to establish their North American manufacturing and training center in Syracuse.

Upstate has signed a Memorandum of Understanding with CenterState Corporation for Economic Opportunity (CenterState CEO), a 12-county business leadership and economic development organization based in Syracuse. The MOU reaffirms our commitments to facilitate regional economic growth through results-driven partnerships and shared problem-solving.

In the College of Graduate Studies, we work with the Biotech accelerator to provide entrepreneurship courses for students and developed a program to allow students to perform internships there. One of our MD/PhD students is moving a laboratory discovery into a company via the Biotech accelerator. We sponsor a Summer Undergraduate Research Program for college undergrads that immerses students in research for ten weeks. In fall 2015 we started a GXP (Good Manufacturing/Clinical/Laboratory Practices) course to promote skills for the biotech sector.

15. **ALUMNI / PHILANTHROPIC SUPPORT** – Across SUNY there is increased attention on creating and strengthening a culture of philanthropy and alumni engagement. Describe your plans and strategies for enhancing alumni engagement [and]... to increase the level of alumni support and donorship. Briefly describe the case statement and status of your (current or planned) capital campaign including individual campus goals, and how the work that your institution has been doing aligns with the system-wide, multi-year target of $5B target by 2020-21.

Upstate Medical University is supported by The Upstate Foundation as well as the Upstate Medical Alumni Foundation. The Upstate Foundation supports alumni boards for the Colleges of Health Professions and Nursing. The Upstate Medical Alumni Foundation raises funds for the College of Medicine.
Board development is an important component of our plans. Both the Health Professions and Nursing Alumni Boards are working to broaden board membership by recruiting from underrepresented constituencies (different for each board) including faculty, community members, alumni who work on the Upstate Community Campus, and students. Efforts to ensure representation of all seven Health Professions programs have been successful. These relationships are strengthening ties between the colleges, their respective alumni, and the community. Educational events offer opportunities for alumni and students to interact. For example, the Health Professions Alumni Board is planning for a new seminar series that will engage students with alumni from the community around current topics. The Nursing Alumni Association will present a clinical skills workshop this fall for the first time in several years. In addition, the Health Professions alumni board is providing funds each year for reunions for two (of seven) programs to help engage former and current students.

With assistance from The Upstate Foundation’s Matching Gift Program, several new endowed scholarships have been established. It is important to actively steward these donors as the endowments begin to generate scholarships. At the same time, we are enhancing messaging to student scholarship recipients to reiterate the message of philanthropy’s role in their award, planting the seed for tomorrow’s alumni donors. The Matching Gift Program was reauthorized for 2015 and continues to inspire giving. We are expanding options for donors by promoting giving opportunities not just for scholarships but also for faculty enrichment, student emergency aid, a lectureship, and educational equipment. A campaign is underway to raise money toward unfunded needs in both the new academic building (that will house the College of Nursing and part of the College of Health Professions) and Silverman Hall, which will be renovated for other Health Professions programs. This has re-engaged a number of lapsed donors and inspired larger than usual gifts from regular donors.

The Upstate Foundation also raises funds for the College of Medicine through endowed scholarships, annual scholarships, white coat ceremony sponsorship, endowed professorships, and textbook sponsorship. The Upstate Foundation established the President’s Scholarship Endowment to support toward the ever-increasing cost of tuition for students in all colleges.

In addition to the work that the Upstate Foundation does, the Upstate Medical Alumni Foundation, established in 1955, raises funds for the needs of the College of Medicine. Its mission has always been to promote the interests and improve the effectiveness of the College of Medicine at Upstate Medical University, to foster fellowship among alumni, to assist in recruiting students, and to provide opportunities for students and alumni to network. With over 10,000 alumni worldwide, the Medical Alumni Association works to extend far beyond the geographic boundaries of our campus and region. The Medical Alumni Foundation helps fund endowed and annual scholarships, white coats for MSI and MSIII medical students, endowed lectureships and professorships and numerous programs that focus on giving our medical students a great experience. We educate students to “give back,” and include them in efforts such as the annual fundraising Phone-a-Thon.

16. CIVIC ENGAGEMENT – While reporting your plans for this metric, we would appreciate comments/perspective on data collection and reporting for this measure – e.g., does your campus measure civic or community engagement, how do you measure it, how would you recommend we define, collect and measure this item, etc?

Formal curriculum in civic engagement. A number of courses require civic engagement and/or service learning components including: Community Health Nursing (College of Nursing), Service Learning and Community Health (College of Medicine), and Psychosocial Aspects of Patient Care (College of Health Professions).

Service Learning: Center for Civic Engagement. In section 2.3.9, we described Upstate’s Center for Civic Engagement, which focuses on student service learning. The Center for Civic Engagement coordinates volunteer experiences for students in the Syracuse community which provide unique service learning experiences, foster health and wellness in the community, and prepare future health care providers to be active citizens and leaders.

Students in leadership in civic engagement. Many students step into leadership roles in community and professional organizations. Our MD/PhD students are running the regional American Physician Scientists Association meeting in Syracuse in October 2015. A recent graduate was the student representative on the board of the Association of American Medical Colleges. Several graduate students participated in the NSF funded middle school STEM development program in collaboration with SUNY ESF and the New York Academy of Science. Several students are participating with the NYAS 1000 Girls, 1000 Futures program (Upstate is one of their partners in the program). These are only a convenience sampling.

“Team Upstate”: University Community Engagement. Upstate sponsors a very strong community engagement initiative called “Team Upstate”, formed to foster and promote public awareness of our contributions to the community. Team
Upstate encourages volunteer participation among students, staff, faculty and retirees. It promotes our own sponsored activities, as well as those sponsored by other organizations in the Greater Syracuse community, to promote the quality of life in our communities and “walk the walk” of Upstate’s mission, vision, and values with partners and constituents. Employees and students can electronically track community service information, including hours, types of volunteerism, awards and special recognition through Upstate’s Self-Serve on Banner. Examples are the “Say Yes to Education” program which supports elementary and high school students in Syracuse on their way toward graduation, the American Heart Association annual Heart Walk, the “Health Link On Air” award-winning 60-minute weekly radio program which airs on NPR produced by Upstate, the “She Matters” program to raise awareness of breast cancer and increase the rate of mammography screening among African American women living in Syracuse, and many others. Annual reports are on the Team Upstate webpage at http://www.upstate.edu/teamupstate/reports/index.php. Tracking efforts are helpful, but incomplete, and this is an area where we would like capture more data.

Healthy Neighbors Partnership: Upstate Medical University and Syracuse Housing Authority joined forces to establish the Healthy Neighbors Partnership (HNP) in 2012. This is a resident-driven initiative, supported by a team of volunteer staff, students and faculty who provide curriculum design and instruction, and “boots on the ground” support. The mission is to build a participatory relationship with residents in public housing to address health disparities. The goal is to foster strategic partnerships in a sustainable effort to leverage resources and services to improve residents’ health and living conditions.

Health promotion, a major component of the Healthy Neighbors Partnership, is carried out through a Resident Health Advocate (RHA) model where public housing residents are trained to educate and advocate with and for their peers. The trained RHA’s work with Upstate Medical University health professionals and students to conduct health surveys, trainings and screenings to improve the health literacy and outcomes for the housing residents. In 2014 we secured a grant from the Susan G Komen CNY affiliate for $50,000 for the “She Matters” pilot program to study using Resident Health Advocates to conduct outreach and education about breast cancer awareness and screening mammography for early cancer detection. The project has proven successful and has secured a 2nd grant to expand its reach. The HNP has recently expanded to include three additional public housing areas, both located within a five block radius of Upstate Medical University. Other components of HNP include Community Gardens, to promote healthy eating habits/address access to quality, nutritious food; Community Organizing to address health and social concerns as determined by residents; the Women’s Health Network to increase health literacy, awareness of women’s health and maternal and child health, the “Sisters Serving Sisters” support group, the “Story Time” events to encourage family literacy, and promotion of and engagement with the Tenant Association. We are currently training the next cohort of 9 RHA’s. We’d like to alleviate health disparities experienced by Syracuse housing residents by expanding our work to other complexes and by keeping the next cohort of RHAs engaged for at least 6 months to address chronic health issues identified by residents. We are seeking funding for this.

Our recommendations for measuring these types of experience include the following:

- Tracking # and % of students, faculty and staff involved, by program/college, for credit or not-for-credit
- SIRIS coding for courses related to civic and community engagement
- Monitoring assessment of service learning experiences by program and college (look for best practices)
- Tracking number and type of partnerships, and surveying partners for the value of the program
- Tracking grants and in-kind and monetary donations to programs

17. ECONOMIC IMPACT – While reporting on your plans for this metric, we would appreciate your comments and perspective on the data collection and reporting for this measure – for example, does your campus measure economic impact, how do you measure it, are you planning a study, etc?

Beyond providing advanced levels of patient care and performing life enhancing medical research, Upstate is the largest employer in Central New York (CNY) and is an important economic force in the region and state. This was supported through a 2008 economic impact projection completed by Tripp Umbach, a national leader in conducting economic impact analysis for medical schools and teaching hospitals. The study quantified the economic, employment, and government revenue impacts that Upstate had on New York State (NYS) and CNY.

Upstate is critical to the economic success of CNY, especially as the healthcare and education sector has become CNY’s largest and fastest growing employer. At the time of the study, one in every five workers in CNY was employed in either healthcare or higher education. It is likely this ratio has increased over the last seven years. The study projected that Upstate generated a total economic impact of more than $1.67 billion annually in NYS and more than $1.34 billion in CNY.
Additionally, Upstate supported more than 17,500 total jobs statewide, both directly and indirectly, of which nearly 14,000 of these jobs were in CNY using standard conservative employment multipliers of 2.3 and 1.8 for the state and region, respectively. Lastly, Upstate generated more than $86 million in tax revenues for NYS and more than $52 million in government revenue for local municipalities in CNY.

Upstate intends to update its current economic impact projections over the next year. Since the time of the last study, Upstate’s all funds operating budget has increase from $900 million annually to over $1.3 billion, an increase of over 40% with a proportional increase in the number of jobs and salaries supported from Upstate’s operating funds. With over 9,000 employees, it’s very likely that Upstate now supports more than 20,000 total jobs statewide and over 16,000 in the region and generates an annual economic impact of at least $2.5 billion in the State and over $2 billion for the region (based on 50% increase in Upstate’s operating budget and using the same assumptions from the prior study).

Section 3: Conclusion and Expected Impact on your Campus

Provide an overview of your campus’s performance improvement plan and a statement on the broader impacts of the proposed activities on your campus – students, faculty and staff and the wider community – and more broadly the State of New York.

As an academic medical center and member of the university campus sector of SUNY, Upstate Medical University is a small but valuable jewel with regard to SUNY Excel areas of priority for access, completion, success, inquiry and engagement. With its four colleges and hospital network it offers outstanding integration of learning with real-world immersion in the disciplines, and the opportunity to perform research along the spectrum from basic mechanism of disease to translational research that makes a difference in patient outcomes.

Access, Completion and Success: Diversity is a priority in our recruitment and admissions process as we seek to train professionals reflecting the diversity of the communities we serve. Retention, completion and graduation rates are among the highest in the SUNY system. Existing articulation agreements provide substantial opportunities for transfer from SUNY two-year and four-campus partners and other academic institutions. Limitations on expanding enrollment are the number of clinical sites and research labs available for students. Our performance improvement plan has identified opportunities for modest expansion of enrollment and degrees awarded, through the development of distance education programs for several existing degrees, especially in the College of Nursing, the development of new clinical sites with a new partner, the Mohawk Valley Health Network, in Utica and the initiation of other, smaller programs. Additionally, we recognize our role and responsibility to invest in K-12 education, higher education, pipeline and mentoring programs, and employment opportunities for diverse residents of our community.

Inquiry: As NIH funding has become more competitive, Upstate has identified strengths and opportunities on which to build further research, provided in detail in the narrative section on Inquiry. Our performance improvement plan has identified a strategic focus on interdisciplinary and translational research, the infrastructure for clinical research, and capitalizing on strengths in neuroscience, global health, cancer, diabetes, musculoskeletal health, and mechanism of disease.

Engagement and Economic Impact: Community engagement is fundamental to our values and baked into our mission: “To improve the health of the communities we serve through education, biomedical research and health care.” Our economic impact as the largest employer in CNY is substantial. As outlined above, with over 9,000 employees, it is likely that we now support more than 20,000 total jobs statewide and over 16,000 in the region and generates an annual economic impact of at least $2.5 billion in the State and over $2 billion for the region (based on a 50% increase in Upstate’s operating budget and using the assumptions from the 2008 Tripp Umbach study). While rational tuition policy has helped us offset negotiated increases in salary, the small enrollment limits the extent to which tuition addresses our needs, and a campus performance improvement plan will be most successful when supported through incremental base state support and funding opportunities such as the Empire Innovation Scholars, SUNY 2020 Funding, and the recent Expanded Investment Fund.

We appreciate the opportunity to articulate our campus mission, vision, and contributions to the SUNY Excels priorities and Chancellor Zimpher’s System-wide completion goals. Across the SUNY Excels priorities, we believe Upstate Medical University is a strong partner and colleague with other SUNY campuses in achieving our mutual goals.