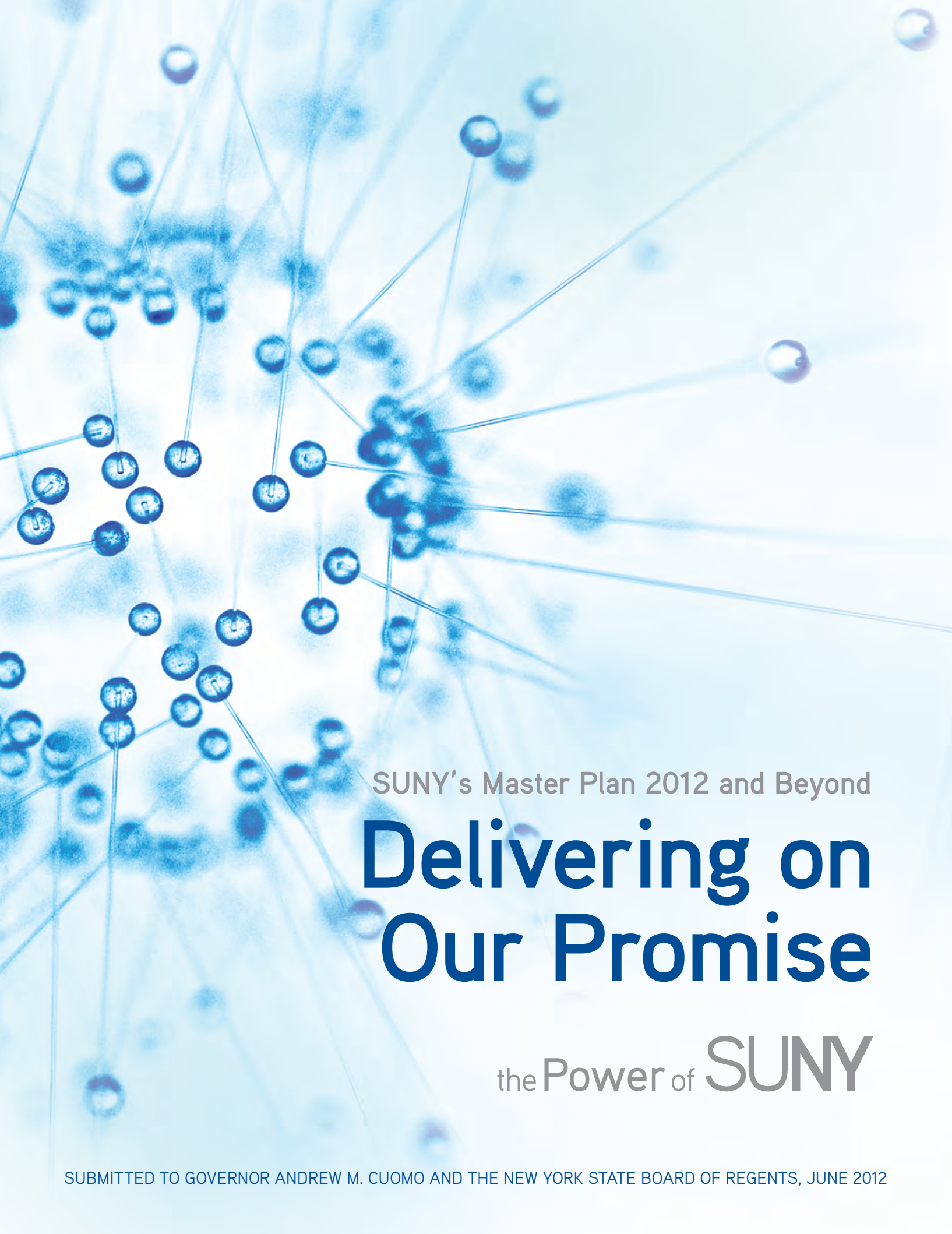


The background of the entire page is a light blue gradient. Overlaid on this are numerous thin, dark blue lines that connect various small, semi-transparent blue spheres. These spheres are scattered across the page, with some appearing in small clusters and others in isolation. The lines and spheres create a sense of a complex network or a molecular structure, symbolizing interconnectedness and progress.

SUNY's Master Plan 2012 and Beyond

Delivering on Our Promise

the Power of **SUNY**

SUBMITTED TO GOVERNOR ANDREW M. CUOMO AND THE NEW YORK STATE BOARD OF REGENTS, JUNE 2012

The Power of SUNY



Far more
than the sum
of its parts.

64 campuses

467,000 students

88,000 faculty and staff

3 million alumni

These figures represent SUNY “by the numbers”—and the numbers are truly impressive. But these statistics can’t begin to capture the impact and capacity of SUNY’s vast system. To fully embrace *systemness* requires an appreciation of more than the usual measures. We need to enlarge our focus to include the infinite web of connections that can form among individuals, institutions, and communities. If those connections can be cultivated and leveraged, the possibilities for growth, innovation, and excellence are virtually limitless. That’s *The Power of SUNY*.



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THE MISSION OF THE STATE UNIVERSITY OF NEW YORK

(New York State Education Law, Article 8, Section 351)

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

- a. recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society;
- b. establishes tuition which most effectively promotes the university’s access goals;
- c. encourages and facilitates basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement;
- d. strengthens its educational and research programs in the health sciences through the provision of high quality general comprehensive and specialty health care, broadly accessible at reasonable cost, in its hospitals, clinics and related programs and through networks and joint and cooperative relationships with other health care providers and institutions, including those on a regional basis;
- e. shares the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state through a program of public service for the purpose of enhancing the well-being of the people of the state of New York and in protecting our environmental and marine resources;
- e-1. encourage, support and participate through facility planning and projects, personnel policies and programs with local governments, school districts, businesses and civic sectors of host communities regarding the health of local economies and quality of life;
- f. promotes appropriate program articulation between its state-operated institutions and its community colleges as well as encourages regional networks and cooperative relationships with other educational and cultural institutions for the purpose of better fulfilling its mission of education, research and service.”



TO LEARN, TO SEARCH, TO SERVE

Our vision remains grounded in the three imperatives on the SUNY seal.

The words on our seal evoke our Core Mission: the centrality of education, the spirit of inquiry, and the full participation in civic life that we expect from our students, our faculty, and the entire SUNY universe.

LEARN

We are first and foremost a community of teachers and learners. Courses, disciplines, and degrees may evolve, but our dedication to the exchange of knowledge from generation to generation is a constant.

SEARCH

We find and create meaning in our universe. The driving spirit behind research and discovery is the conviction that frontiers demand exploration, that conventional wisdom needs to be questioned, and that each discovery takes us to a new horizon of understanding.

SERVE

We are concerned and involved citizens. We have a stake in our community. We direct our skills, our knowledge, and our best intentions toward making a profound and lasting difference where we live—close to home and around the world.

OUR CORE VALUES

STUDENT-CENTEREDNESS

The student is at the heart of all we do. The learning and growth of our students comes first and crystallizes our purpose as a system. We tear down the barriers that discourage people from pursuing their higher education goals. We use innovative teaching tools and formats to make the most of individual learning styles. We continually look for new ways to provide academic, personal, and financial support. Our geographic reach, our ability to attract the best minds in teaching and research, the quality of our facilities and resources, and the breadth of our programs—all of these exist to benefit our students.

COMMUNITY ENGAGEMENT

In our communities, learning goes both ways. In every community or neighborhood where we have a campus, SUNY is both teacher and student. The needs and perspectives of our communities inform what we do and how we do it. Our communities are the very best proving grounds, constantly pushing us to be more meaningful and relevant to the lives of those around us.

DIVERSITY

Diversity makes us stronger and smarter. We respect, encourage, and promote all aspects of human difference—whether in terms of background, interests, age, race, or stage of life. Diversity enriches our lives and the educational experience: it invigorates conversations, awakens curiosity, and widens perspectives. Diversity also ensures that our campuses mirror the rapidly changing world, creating an environment that prepares our students to be culturally competent so they can succeed anywhere. Our diversity is SUNY's edge.

INTEGRITY

Integrity and collegiality are the bedrock of our enterprise. Trust and a shared sense of responsibility are essential to an enterprise of our size. Open, honest relationships allow us to cut to the chase and speak the truth. When we demand of each other the highest standards of integrity and accountability, we create a collegial community that can confidently explore new frontiers, vigorously debate ideas, and learn from mistakes.

COLLABORATION

Collaboration makes our expertise more powerful. Partnerships and alliances, both within and outside the SUNY system, have a multiplier effect. When our campuses join forces with each other and with organizations outside of SUNY, we amplify our expertise, resources, and geographic reach in new and often unexpected ways. When we acknowledge common goals and approach problems in a spirit of reciprocity and flexibility, we achieve far more than when we labor alone.

LETTER FROM THE CHAIRMAN



On behalf of the Board of Trustees of the State University of New York, I am pleased to submit SUNY's Master Plan to Governor Cuomo and to the New York State Board of Regents, in fulfillment of Section 354 of the Education Law.

It has been my great privilege to serve the State University as a member of the Board of Trustees since 2007, and, since October 2011, as Chairman. Our diverse and talented trustees serve with distinction, committed to the highest standards of governance and to ensuring SUNY's accessibility and academic excellence.

During my tenure, SUNY has undergone significant changes and faced substantial challenges in the form of large budget cuts and leadership transitions. That is why the Trustees worked hard to recruit a chancellor with the experience and vision to fully realize the potential of the nation's largest system of public higher education. We found those qualities in Nancy Zimpher, who, since taking the reins as chancellor in June 2009, has ushered in a bold new era for SUNY.

Chancellor Zimpher has demonstrated extraordinary focus on both the big picture and the details of SUNY's transformation. As a result, her leadership, supported by System and campus leaders and a powerful array of partners across government, academia, business, and community-based organizations, has brought the State University to a very exciting chapter in its history. SUNY is now poised to maximize the impact of its substantial assets to our students, to the people of the state of New York, and, indeed, to the world. There is no question—SUNY's commitment to planning is pivotal to our success.

This harnessing of SUNY's potential for the betterment of the state is the central thesis of our strategic plan, *The Power of SUNY*. And the initiatives that flow from this plan are targeted to increasing SUNY's capacity to provide excellent higher education that is accessible and affordable, while putting its economic engine to work for New York.

In all of our work, SUNY is committed to public accountability. We have remained steadfastly transparent, reporting out on our process, our plan, and our progress in meeting our goals. This Master Plan reflects our ongoing dedication to working openly and in close collaboration with our colleagues in education and government to pursue our shared vision of educational opportunities and economic revitalization for all New Yorkers.

I look forward to our continued partnership in service to this critical aspiration.

A handwritten signature in black ink that reads "H. Carl McCall".

H. Carl McCall
Chairman

LETTER FROM THE CHANCELLOR



I arrived at the State University of New York in June 2009 in great anticipation of both the opportunities and challenges of leading the nation's largest comprehensive system of public higher education. With its 64 distinctive campuses and 467,000 students, I could not imagine a more impactful venue to harness higher education's deep capacity for transforming the lives of individuals, families and entire communities.

Unfortunately, years of decentralization and diminished state support had compromised SUNY's ability to reach that potential. That is why, charged by the Board of Trustees to develop a systemwide strategic plan, we set out to create a blueprint for SUNY's future—to maximize its ability to meet its mission and thrive in uncertain times. What we discovered, through a highly collaborative, consultative, and transparent process, was that

SUNY's unique profile can make it a powerful engine for economic opportunity and an enhanced quality of life for all New Yorkers.

The plan that emerged in April 2010—*The Power of SUNY*—began on the ground with a 64-campus tour, then rose to 30,000 feet to create a vision for SUNY's future, and is now firmly down to earth as we make disciplined, purposeful movements to realize our ambitious goals. Informed by a continuous improvement process, we constantly assess and refine our work, often with small but meaningful changes, to ensure we are working in the most cost-effective, productive, and student-centered manner possible. Dedicated to an evidence-based approach, we chart our progress regularly with a diverse set of more than 90 metrics. And inspired by an unfolding concept of *systemness*, we are always in the process of discovering new ways to leverage our distinctive, diverse, and distributed whole—which is so much more than the sum of its parts—to create a better SUNY and a better New York.

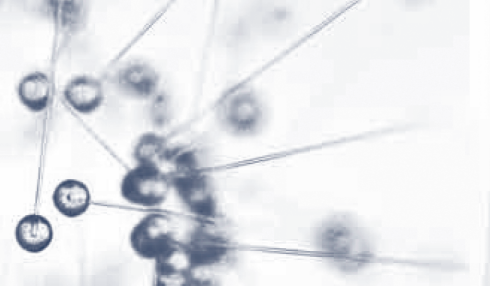
The Power of SUNY: Delivering on Our Promise, 2012 and Beyond was created in this spirit of continuous improvement, along with our collective commitment to accountability. This Master Plan provides the story of how we arrived at this vision, the mechanics of implementation, and a substantive update on the initiatives and best practices that are bringing *The Power of SUNY* to life.

Our work has also been bolstered by the strong support of Governor Andrew Cuomo. The Governor's embrace of higher education as a driver for New York's economy raises the bar for SUNY to fully partner with the state—and deliver the graduates who will be the competitive workforce of the future.

Our bold experiment in *systemness*, made possible with the collaboration of outstanding colleagues across SUNY—as well as partners at every stop on the education pipeline, and in government, business, and community-based organizations—has been a truly remarkable journey. It is my ongoing privilege to participate in a transformative process that, I am confident, will lead this “great big” university system to the greatness that is well within its reach.

A handwritten signature in black ink, reading "Nancy L. Zimpher". The signature is fluid and cursive, with the first name being the most prominent.

Nancy L. Zimpher
Chancellor



INTRODUCTION: *The Power of SUNY* Delivering on our Promise

Under New York’s Education Law, section 237 as amended by chapter 82 of the Laws of 1995, every eight years the Board of Regents develops a Statewide Plan for Higher Education. This statewide plan is informed by master plans from each sector of higher education—public, independent, and proprietary. While the independent and proprietary sectors share eight-year planning cycles, SUNY and CUNY are required to submit master plans every four years. Thus, Education Law requires the State University of New York Board of Trustees every four years to adopt or update a long-range plan and submit it to the Board of Regents and the Governor for approval (Education Law, Section 354, *Power and duties of the state university trustees—planning functions*).

The Power of SUNY: Delivering on Our Promise 2012 and Beyond is an update on *The Power of SUNY*, the State University of New York’s strategic plan, launched in 2010. It is submitted in fulfillment of SUNY’s requirement under Education Law, and to support the Board of Regents’ statewide planning efforts.

The Power of SUNY represents the State University’s overarching blueprint for academic planning as well as every aspect of operational, facilities, and financial management. This Master Plan begins with an overview of the planning process that produced *The Power of SUNY*, followed by a detailed description of the implementation process and the progress made to date on delivering on the benchmarks and goals laid out in the plan.

Importantly, this report also documents the continuous improvement process that guides ongoing initiatives, and a steadfast commitment to reporting to the public how SUNY is doing on delivering on its ambitious goal: **maximizing SUNY’s ability to catalyze economic revitalization for the state of New York, and a better quality of life for all of its citizens.**

In addition to the plans and activities described in the body of this report, there are supporting documents and other materials in the appendices that provide more detail about SUNY’s work in a wide range of areas. The direction of the State University as established in *The Power of SUNY*, and endorsed by the Board of Trustees, is also reinforced by the New York State Board of Regents’ priorities, as captured in the statewide topics of concern laid out in its *Bulletin of the Statewide Plan for Higher Education 2012-2020*:

1. Strengthen connections between the higher education and P-12 education functions of The University of the State of New York.
2. Strengthen connections of higher education with other functions of The University of the State of New York.
3. Strengthen connections between higher education and other parts of the State’s social and economic structure.
4. Improve access, quality, and performance of higher education.
5. Address out-of-state institutions’ interest in serving New Yorkers.

The State University’s efforts and plans address and align with the Regents’ statewide priorities, as this report documents.

The Power of SUNY: Delivering on Our Promise 2012 and Beyond provides to the Regents, the Governor, the State Legislature, and the public at large a detailed account of SUNY’s vision for meeting its mission to its students and the citizens of New York. We believe it also tells the story of a state university that has engaged in a groundbreaking approach to systemwide planning. This and future chapters of our story will help to build the new model of *systemness* designed to bring SUNY’s breadth, depth, diversity, and academic excellence to scale.

ACADEMIC EXCELLENCE: Building on SUNY's Record of Achievement

In fulfillment of SUNY's mission to provide "educational services of the highest quality," academic excellence has always been the driving force behind our plans and actions. As a result, SUNY campuses have long been recognized for academic excellence in all its dimensions, earning high rankings in categories ranging from most selective to best value to most military friendly.

SUNY's Master Plans of 2000 and 2004, which reflected the strategic plans in place at the time (Mission Review I and II), focused on academic excellence at the campus level, based on each campus's mission, strengths, and identity. Those plans led to documented progress in areas key to academic excellence, such as student preparation, student success, instructional and student services, assessment and improvement of student learning, and sponsored research.

The campus mission orientation was an important stage in SUNY's strategic planning evolution, because it allowed for a deep dive into the role and niche of each campus, focusing on ensuring the highest level of academic quality while enhancing differentiation and regional and national reputations.

By recognizing and cataloging campus missions, these planning efforts set the table for the next generation of strategic planning—one that would continue to identify individual strengths while exploring the ways in which SUNY's comprehensive system adds up to an unparalleled engine of educational and economic opportunities.

This perspective called for a process of inquiry asking how coordination and collaboration among campuses, scaffolded by strong System leadership, could move SUNY's statewide enterprise to a new echelon of academic excellence and service. That process led to the current strategic plan, *The Power of SUNY*.

So what does System-level academic excellence look like? The answer writ large is that every aspect of

SUNY's strategic plan is designed to promote academic excellence. But the case can be made through several illustrative examples that demonstrate the benefits of a coordinated system at work:

First, the convening of the **Academic Excellence Transformation Team** provided an important vessel for initiatives to ensure that the strategic plan's implementation is informed and enhanced by SUNY's commitment to the core educational mission of the university and academic quality. Focusing on student access and success, strengthening student engagement in challenging academic work at all levels, and recruiting excellent faculty and graduate students to advance scholarship, the Academic Excellence Team is cultivating broad discussion across SUNY about these goals—and working closely with campuses to make progress toward them.

The **Innovative Instruction Transformation Team** also supports SUNY's efforts to enhance academic excellence and student success. This team is developing frameworks to encourage and reward innovation, enhance communication and community building among SUNY faculty and staff, and extend professional development opportunities related to instruction and instructional support. The Innovative Instruction Team is actively involved in the vast array of campus and System efforts to support smooth transfer and degree attainment, and will be responsible for coordinating opportunities to improve these processes through innovation and campus collaborations.

The principle of shared governance is key to academic excellence, and integral to *The Power of SUNY*. The **Shared Governance Transformation Team** has been actively engaged in strategic plan implementation on this front, exploring strategies and initiatives to support sound shared governance practices across SUNY. For example, shared governance has provided an important vehicle for enhanced transfer policies as part of our Student Mobility initiative.

To support SUNY's research portfolio, we are leveraging our relationship with the Research Foundation (RF). With the establishment of a new combined RF leadership position of President and Vice Chancellor

for Research, a dual report to the RF Board of Directors and the Executive Vice Chancellor and Provost, RF resources and initiatives will be far more integrated with SUNY's academic programs.

In addition, the RF and System Administration have created the **Research Collaboration Fund** to support multi-disciplinary, multi-investigator, multi-campus research projects (page 21).

SUNY also has a long history of systemwide recognition and cultivation of excellence among its faculty. Chief among these efforts is the tradition of honoring extraordinary faculty through appointment to the rank of Distinguished Professor. And, in March 2012, the Board of Trustees passed a resolution creating the **Distinguished Academy**, a body that will be made up of all Distinguished Faculty—to create a more active organization and greater collaboration and service among these top teachers and researchers.

The **SUNY Leadership Institute**—an outgrowth of the **Leadership Development Transformation Team**—invests in the professional development of faculty and staff through orientations, seminars, fellowships, mentoring programs, and web-based assessment tools, as well as support for campus efforts to promote from within.

SUNY's participation in the **Collaborative on Academic Careers in Higher Education (COACHE)**, based at the Harvard Graduate School of Education, will provide critical data about the level of engagement in *teaching, research, and service*. The survey gives tenured and tenure-track faculty an opportunity to express their level of satisfaction with their institution. System Administration, in collaboration with the campuses, will use the results to gain insights into how SUNY is doing in relation to national and local peers, and campuses will be able to use the results to strengthen the academic environment to support faculty and students.

Many other System-led efforts enhance the academic experience, such as support for diversity programming, led by SUNY's Office of Diversity, Equity, and Inclusion, with programs like the **Faculty Diversity Program Awards** and the **Graduate Diversity Fellow-**

ship Program. Our systemness also allows us to take high-leverage campus-based best practices to scale—like the **SUNY Works** cooperative education initiative (page 25) and Purchase College's **Baccalaureate and Beyond** mentoring program (page 27).

But SUNY cannot reach our big goals—and reach the level of academic excellence to which we aspire—without attending to the core infrastructure issues that scaffold all of SUNY's work. As we have moved forward, we continually work to refine core infrastructure issues into the key initiatives targeted to help us reach our strategic goals. This process of inquiry has led us to a set of targets we believe will help us transform SUNY's "Iron Triangle"—enabling us to simultaneously **control costs, increase productivity, and enhance access and completion** (page 46). While each supports SUNY's academic mission, here are a few examples that directly enhance academic excellence:

- The implementation of a **Shared Services Initiative** that reinvests significant resources into instruction and direct student services.
- The creation of a **Remediation Task Force** to increase college-readiness—in collaboration with our P-12 partners—and to dramatically reduce the need for remediation over the next decade with aligned curriculum and more effective remedial education policies and practices.
- Development of a **Performance-Based Allocation** system that will incentivize campus performance with new investments from University-wide funding programs toward areas such as the Collaborative Research Initiative, the Educational Opportunity Program, and High Needs Programs.

Finally, System Administration must ensure that SUNY has the financial stability to meet its academic mission, and this requires a coordinated legislative agenda. We worked hard to ensure the passage of **NYSUNY2020**—legislation that shored up SUNY's finances with Maintenance of Effort and a rational tuition plan, while also creating a \$142 million fund for campus grants that will enhance research capacity (page 19).

These actions, along with many others detailed in this Master Plan, forcefully demonstrate that SUNY's historic commitment to academic excellence remains at the heart of every strategic decision. As we build on our record of achievement, we will continue to refine the critical pathways that make it possible for a diverse, distributed, yet *coordinated* system to amplify the academic excellence embodied by SUNY institutions across the state.

SUNY'S COMMITMENT TO ASSESSMENT

Central to SUNY's commitment to academic excellence is its rigorous assessment policy, which requires campuses to assess institutional effectiveness, general education, and academic programs at both the undergraduate and graduate level. The policy also requires SUNY campuses to meet or exceed the standards set by the **Middle States Commission on Higher Education (MSCHE)** for the assessment of student learning and institutional effectiveness.

Faculty design their own approaches for assessing student learning, which include course-embedded assessments, national tests like the Collegiate Learning Assessment (CLA), and certification and licensure exams. Hundreds of SUNY's academic programs—primarily in professional areas such as education, health care, engineering, and law—have additional, specialized accreditation that requires them to engage in rigorous assessment at the program level. To help campuses assess their overall effectiveness, SUNY asks all campuses to administer the **SUNY Student Opinion Survey (SOS)** on a three-year cycle. Beginning in spring 2013, all four-year campuses will administer the **National Survey of Student Engagement (NSSE)**, also on a three-year cycle. The SOS covers academic, student support and other campus features, while the NSSE focuses on high impact practices associated with strong student learning outcomes. **The SUNY Council on Assessment (see Appendix page 103)**, appointed by the Provost, supports assessment on SUNY campuses. In addition, more than 120 SUNY faculty and administrators are members of the statewide **Assessment Network of New York (ANNY)**.

STRENGTH IN DIFFERENTIATION—NOT JUST IN NUMBERS

In addition to its diverse mix of 64 campuses, each with its own mission and unique identity, SUNY leverages its diversity through sector mission differentiation. The six campus sectors include: *Colleges of Technology, Community Colleges, Comprehensive Colleges, University Centers, Specialized Institutions, and Statutory/Contract Colleges*.

- **SUNY Colleges of Technology** share a strong technical orientation, with most programs requiring a solid foundation in math and science. Together these institutions share responsibility for high-quality certificate and degree programs, primarily in technology, agriculture, and the applied sciences. Included in this sector are the colleges of technology located in Alfred, Canton, Cobleskill, Delhi, Farmingdale, and Morrisville.
- **SUNY Community Colleges** share responsibility for providing high-quality transfer and career associate degree and certificate programs to all New Yorkers at affordable cost, while also providing specialized training to individual workers, businesses, and industry. SUNY's 30 community colleges are located in every region of the state. Students study in a range of two-year programs leading to the associate degree and in certificate and other non-degree programs. More than half of SUNY community college graduates transfer to four-year institutions to earn a baccalaureate degree, while other graduates begin work immediately. The community colleges also have a wide range of offerings and resources supporting programs in lifelong learning and skill development for part-time students already in the workforce, either individually or through employer-supported, tailored courses. A number of community colleges offer residential living, and several operate in more than one location. SUNY's community colleges are different from its state-operated campuses in that governance and operation are shared between the state and local sponsor (e.g., a county or group of counties). State-local shared governance is reflected in the membership of community college

boards of trustees: they include both Governor-appointed and local sponsor-appointed members. The Fashion Institute of Technology, a specialized college with an international reputation, falls within this sector in terms of governance, but is atypical in terms of programs and admissions criteria; it offers associate through master's degrees in more focused programs, many of which are highly selective.

- ***SUNY Comprehensive Colleges*** provide a range of high quality disciplinary and interdisciplinary programs at the baccalaureate and master's level, as well as selected undergraduate and graduate professional programs, based on state and regional need. The Comprehensive Colleges vary in size, setting, academic focus, and degree of comprehensiveness, while providing a range of undergraduate experiences. This sector comprises twelve traditional institutions, mostly located in small cities and towns, with academic offerings that include liberal arts and sciences and professional programs such as business and teacher education. In addition to a full range of undergraduate curricula, including honors programs, the comprehensive colleges offer master's degrees. The thirteenth, less traditional, comprehensive college is Empire State College, which enrolls a high proportion of working adults at learning centers throughout the state and via distance learning.
- ***SUNY Comprehensive University Centers***, located in Albany, Binghamton, Buffalo, and Stony Brook, are, first and foremost, research institutions where the creation of new knowledge is central to their mission. In addition to wide-ranging undergraduate and graduate programs leading to baccalaureate and master's degrees, each university center has doctoral programs and professional schools.
- ***SUNY Specialized Colleges*** share the distinction of being relatively small in size with highly focused missions. They include SUNY's Institute of Technology at Utica-Rome, the Maritime College and the College of Optometry, both in New York City, the College of Environmental Science and Forestry located on Syracuse University's campus, and two

free-standing Health Science Centers in Brooklyn and Syracuse, each with a college of medicine, nursing programs, and health-related undergraduate and graduate programs. SUNY offers, through its freestanding and university center-based health science centers, some of the highest quality health-related education, research, and patient care in the nation.

- ***The Statutory/Contract Colleges*** are operated by their host institutions, subject to the general supervision and coordination of SUNY's Board of Trustees [Education Law § 355(1)(a)], which also approves the appointment of the head of each college by the governing board of its respective private institution [Education Law § 355(1)(e)]. Included in this category are four colleges affiliated with Cornell University, which are the Colleges of Agriculture and Life Sciences, Human Ecology, Veterinary Medicine, and the School of Industrial and Labor Relations; and a fifth institution, the New York State College of Ceramics, affiliated with Alfred University (see Education Law, Article 123). Each partnership college enjoys the benefits of being part of the State University of New York, while being connected to, and located at, a private university. These colleges are exemplars of productive public-private partnerships.

In addition to campus sectors, SUNY's related educational centers include the statewide network of **Educational Opportunity Centers (EOCs)**, supported by two Counseling and Outreach Centers. EOCs have pioneered urban education with innovative vocational training programs, geared toward gainful employment and economic self-sufficiency, and academic programs leading to higher education. In 2010-11, roughly **23,000** individuals received services, with more than **13,000** of those individuals enrolled in programs leading to certificates. Academic programs range from Adult Basic Education to English as a Second Language, GED, and College Preparation. Demand-driven vocational training programs result in job placement in entry level, career-track employment in information technology, customer service, and allied health.

It was not to be a garden-variety strategic planning process. Nancy Zimpher brought with her the experience of leading two university-wide plans that went far outside the parameters of a traditional academic strategic plan. SUNY's plan would similarly push the envelope, informed by a twenty-first century land-grant concept, and encompassing an ambitious agenda that expanded SUNY's reach beyond its 64 campuses to the boundaries of New York State—and beyond.

Immediately after her arrival at SUNY, Chancellor Zimpher set out on a tour of SUNY's 64 campuses, which served as the initial data source and resource inventory for the planning process. During this 100 day tour, she met with SUNY faculty members, staff, students, alumni groups, affiliate organizations, and community and business leaders, constituting Phase I of the strategic planning process.

foundation for Phase II development activities. And a powerful value proposition had surfaced—a working hypothesis that would be tested during Phase II: “SUNY can be a major economic engine and improve the quality of life in New York.”

To begin Phase II of the Strategic Plan, SUNY formed a Strategic Planning Steering Committee comprised of campus presidents, staff, students, and community members. This team was charged with prioritizing themes and objectives for SUNY's statewide conversations, along with developing the strategic actions for the planning process as a whole. A System Administration-based Tactical Group provided support to all activities of the planning process.

DIVERSITY COUNTS

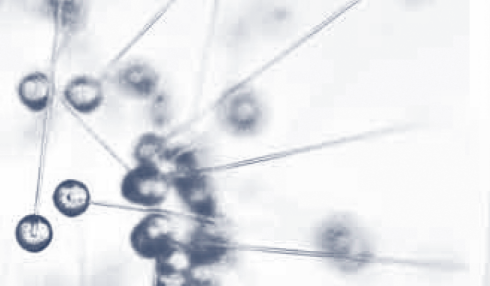
Diversity was originally conceived as one of the Big Ideas to be addressed in the plan. But over time, and across many important conversations, it became clear that the challenges and opportunities connected to diversity could not be separated from any aspect of SUNY's work. So diversity became a thread that was woven through each of the Six Big Ideas, with specific "Diversity Counts" goals that underscore SUNY's commitment to respecting, encouraging, and promoting all aspects of human difference—and ensuring that our campuses mirror the rapidly changing world. SUNY also has a strong foundation of academic and programmatic assets that support this critical core value, with systemwide leadership from our Office of Diversity, Equity, and Inclusion (ODEI).



Each day-long conversation had a structured dialogue, organized for participants to consider, evaluate, and prioritize the challenges and opportunities facing SUNY. The group was invited to think outside the box and dream big about SUNY's potential. The meetings included a guest speaker, opportunities for full group Q&A, a break-out session for small groups to work on the development and prioritization of themes and goals, and an open forum session. Throughout Phase II, SUNY campus presidents, the SUNY Board of Trustees, and other key stakeholder groups were briefed on the process and asked for their collective input.

In addition, working groups were created to focus on each theme and core infrastructure area, staffed by experts from inside and outside of SUNY. These working groups reviewed ideas and suggestions from the statewide conversations, feedback from meetings of the Steering Committee, and input from the SUNY campus presidents. In the spring of 2010, the working groups completed reports that provided a high-level summary of SUNY's strengths, capabilities, and key challenges it faced, and they proposed actions that could help meet strategic goals.

At the end of this phase, eleven months after the 64-campus tour, SUNY had coalesced around the idea that ***SUNY has tremendous capacity that can be leveraged to drive economic development and enhance the quality of life for the people of New York.***



LAYING OUT THE VISION: *The Power of SUNY*

Armed with working group reports and hundreds of proposed initiatives gathered from the Group of 200 and other stakeholders around the state, the Strategic Plan Steering Committee began to flesh out the main areas of focus. The result was **Six Big Ideas** representing interdependent areas of opportunity and challenge that married SUNY's mission and capacity with the needs of the state as a whole.



SUNY AND THE ENTREPRENEURIAL CENTURY

We will cultivate entrepreneurial thinking across our entire learning landscape, helping new and existing businesses innovate, prosper, and grow.



SUNY AND AN ENERGY-SMART NEW YORK

Achieving sustainability demands action on multiple fronts at once. SUNY's collective intelligence makes it New York's renewable resource for ideas.



SUNY AND THE SEAMLESS EDUCATION PIPELINE

SUNY sees education in New York State as a pipeline that extends from birth to retirement years—and finds ways to close the gaps that impede success.



SUNY AND THE VIBRANT COMMUNITY

As other entities cut or loosen local ties, SUNY's role as an enduring, enriching presence in communities becomes even more critical.



SUNY AND A HEALTHIER NEW YORK

A fully integrated SUNY healthcare enterprise has enormous potential—in terms of public health, economic impact, and global influence.



SUNY AND THE WORLD

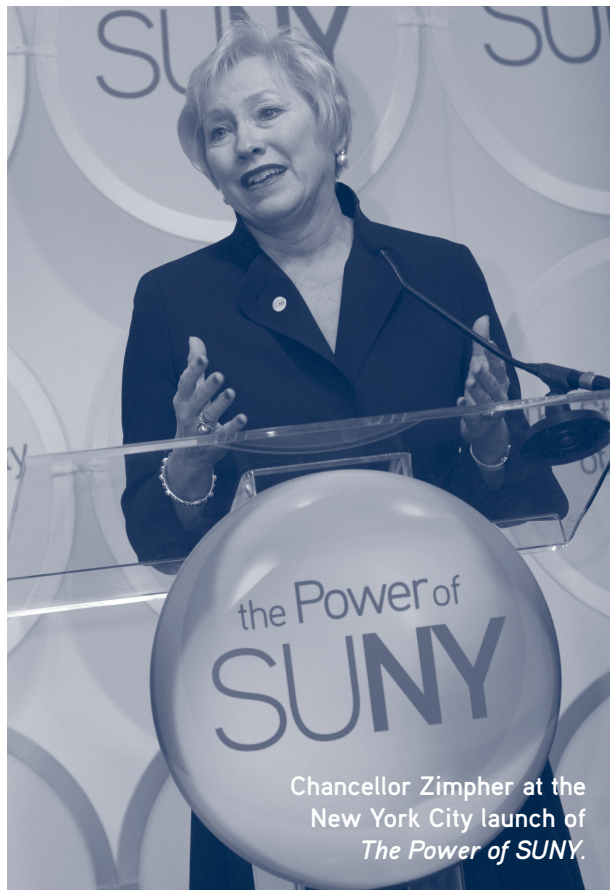
We will nurture a culturally fluent, cross-national mindset and put it to work improving New York's global competitiveness.

BRINGING *THE POWER* OF SUNY TO LIFE

LAUNCHING THE PLAN

In April 2010, *The Power of SUNY: Strategic Plan 2010 and Beyond* was born. In conjunction with SUNY partners and campuses, Chancellor Zimpher hit the road again for a series of 11 SUNY Strategic Plan launch events at several locations throughout New York State, attracting 93 speakers and 1500 participants.

Now it was time to fasten SUNY's collective seatbelt and prepare for an exciting ride on the way to realizing our vision. We built a detailed plan for implementation—with working groups transitioning into **Innovation Teams** to develop work plans for the Six Big Ideas, and **Transformation Teams** to work on the seven infrastructure issues selected. To meet



Chancellor Zimpher at the
New York City launch of
The Power of SUNY.

SUNY's commitment to measure progress, a team of researchers with expertise in methodology, program evaluation, and data analysis advised SUNY on the selection and development of metrics and other means of measuring progress toward goals. More than 90 metrics were selected using a rigorous vetting process.

POWER OF SUNY IMPLEMENTATION TEAMS

Innovation Teams—The Six Big Ideas

SUNY and the Entrepreneurial Century
SUNY and the Seamless Education Pipeline
SUNY and a Healthier New York
SUNY and an Energy-Smart New York
SUNY and the Vibrant Community
SUNY and the World

Transformation Teams— Building a Better SUNY

Academic Excellence
Strategic Enrollment Management
Resource and Budget Taskforce
Leadership Development
Innovative Instruction
Information Technology
Shared Governance
Leadership Development

A hallmark of the implementation process is taking disciplined action to ensure that every activity aligns with *The Power of SUNY*—from the Board of Trustees' committee structure to the SUNY Construction Fund's Facilities Master Plan.

As implementation teams meet and discuss initiatives and tasks, part of their charge is to frequently evaluate how to proceed with projects, given initial feedback and other influencing information and events. As will be further discussed, continuous improvement requires sometimes hitting the pause button on some projects to address issues that are critical to

the success of the overall effort. For example, the Academic Excellence Transformation Team has identified completion-rate targets as a key metric that needs to be developed in order for other issues to move forward, and so SUNY made a commitment to focus on getting completion-rate targets right.

REPORTING ON OUR PROGRESS: THE *SUNY* REPORT CARD

As a first step in making good on SUNY's promise to measure and report on its progress toward reaching the goals of the strategic plan, working group members began the process of selecting the metrics that would provide the basis for accountability. The teams engaged in an exhaustive search of national best practices and existing databases, gathering metrics widely used in higher education and other fields, as well as creating new measures to capture SUNY's specific goals and core values.

In all, more than 90 metrics were selected to set baseline measures from which SUNY could begin to show progress and improvement. These metrics were broken out into three categories: **A Competitive SUNY**, which captures SUNY's commitment to build a better university; **Diversity Counts**, which tracks SUNY's dedication to build upon the tradition of providing access and opportunity to traditionally underserved populations—and better preparing students for the complex challenges they will face as part of the global community; and **A Competitive New York**, which measures SUNY's success in implementing the initiatives associated with the Six Big Ideas—

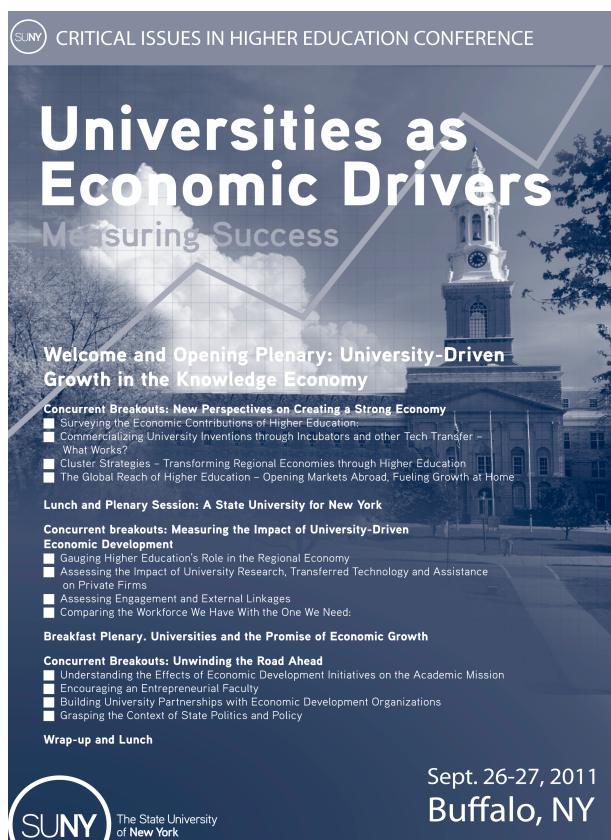
to drive New York's economic recovery and enhanced quality of life.

Baseline data for the metrics under these three categories were collected and published in SUNY's first-ever *Report Card*, released in May 2011 (www.suny.edu/powerofsuny). The *Report Card* provided a comprehensive snapshot of the starting point from which SUNY would be measured in future reports. It is a work in progress and a model of continuous improvement, as SUNY refines its work to become as high-leverage as possible, and therefore adapting the metrics that best track the success of that work.

Four months later, SUNY followed this baseline document with another *Report Card* that provided greater detail, along with national comparable data to show where SUNY stands among its peers in the Competitive SUNY measures. The next *Report Card*, which will be released in fall 2012, will feature web-based interactivity for deeper data analysis—creating a powerful tool to assess SUNY's performance.

For a complete list of metrics, see the Appendices, (pages 64-73).





SUNY held its first **Critical Issues in Higher Education** conference in September 2011, showcasing the nation's most innovative thinking about how institutions of higher education can have the greatest impact on economic growth—and how that impact can be measured and assessed. Bringing together a distinguished collection of leading scholars, administrators, policymakers, journalists, and entrepreneurs, the conference generated a unique synthesis of perspectives and best practices for universities to deploy as engines of economic revitalization and quality of life.

PROFILE IN SYSTEMNESS

ALIGNMENT WITH CAMPUS STRATEGIC PLANS AND PRESIDENTIAL REVIEW PROCESS

A vital aspect of the implementation of *The Power of SUNY* has been the alignment of campuses with systemwide strategic goals. To develop a detailed picture of how each campus aligns with the strategic plan, all campus presidents, as part of their performance reviews, submitted a comprehensive report to the Chancellor. These reports detail institutional strengths, institutional challenges, and suggestions of ways SUNY could support their campuses, along with campus actions that support each of the Six Big Ideas—with detailed background on the areas identified as standout campus strengths.

Presidents were asked to verify a set of data tables that provided detailed information on enrollment, diversity, faculty trends, transfer, completion rates, and results of a student opinion survey on the academic experience, services, and campus facilities. They were also asked to set future goals in these areas. The data tables with projections for 2015 provide detailed and valuable information to track each campus's progress and SUNY's as a whole. For example, when it comes to retention rates, campus presidents set ambitious goals that, in the aggregate, would push SUNY's retention rates—already above national averages—even higher. These campus goals are critical inputs as SUNY develops systemwide targets on a range of metrics.

The presidential review process has generated an invaluable inventory of data about campus resources, programs, best practices, and areas where capacity could be enhanced, perhaps by another campus with complementary assets. The result is a detailed mapping of campus strengths, resources, and needs that is perhaps the ultimate expression of *systemness*—a demonstration of the properties of SUNY's diverse, distributed whole. With the benefit of this emerging picture of SUNY's vast enterprise, we are in a greatly enhanced position to fully realize *The Power of SUNY*.

MAKING THE CASE FOR SUNY: ENGAGEMENT, OUTREACH, AND ADVOCACY

Starting with Phase II of the Strategic Plan, SUNY began reaching out to business groups, legislators, local officials, and other stakeholders to raise awareness about the strategic planning process and the working hypothesis about SUNY's capacity to be an economic engine for the state. During this time SUNY also spearheaded a legislative campaign for reforms that would stabilize SUNY's finances and strengthen its ability to be an economic engine for the state, a process that helped to build a coalition of partners who joined the lobbying effort for these reforms.

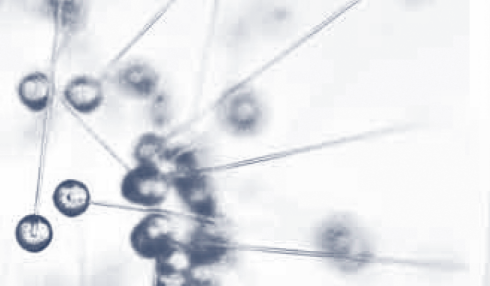
This commitment to outreach continued throughout the strategic planning process—and after the launch of *The Power of SUNY*, Chancellor Zimpher embarked on a statewide tour to meet with chambers of commerce, industrial development agencies, and other economic development organizations to amplify the message that SUNY is an accessible and committed partner for local, regional, and statewide economic development efforts.

So when Governor Cuomo laid out his economic development plan in 2011, focused on the creation of Regional Economic Development Councils (REDCs), SUNY, whose value proposition was now an integral part of the statewide conversation on economic revitalization, was asked to play a key role in the REDC process, with representatives on every regional council.

As part of the overall endorsement of SUNY's importance to the state's economic future, the Governor pushed successfully for **NYSUNY 2020**, legislation that provides for a rational tuition policy, maintenance of effort to shore up SUNY's financial stability, and the establishment of a capital challenge grant program. NYSUNY2020 provides an opportunity for SUNY's four university centers to compete for \$140 million in economic development funding. These funds are meant to leverage outside investment and expand SUNY's research and academic portfolios while creating thousands of jobs across the state.

To date, two campuses, the University at Buffalo and Stony Brook University, have had their plans approved, and it is expected that the University at Albany and Binghamton University will get approval later this year. The 2012-13 state budget also includes an additional \$30 million in economic development funding that will be matched with \$30 million in SUNY contribution to expand this program to other SUNY campuses.





THE SIX BIG IDEAS: Innovation Team Initiatives

The Innovation Teams, charged with developing the initiatives under each of the Six Big Ideas, have continued to meet to review, prioritize and put forth specific proposals to implement these initiatives. The concepts laid out in *The Power of SUNY* for each Big Idea have been adapted into programs identified as having the ability to move forward SUNY's strategic goals.

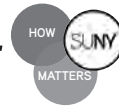
The projects and programs described here represent the "signature initiatives" under each Big Idea, selected for their ability to move the dial quickly toward SUNY's strategic priorities. It is important to note, however, that there are countless other initiatives and projects—too numerous to mention—both new and longstanding, that support the Six Big Ideas and *The Power of SUNY*.

SUNY AND THE ENTREPRENEURIAL CENTURY

The critical components that businesses of all sizes and stages need—knowledge, talent, and expertise—can all be found at SUNY. We have \$1 billion annually in research expenditures, more than 10,000 research projects across 64 campuses, world-class facilities, and strong existing partnerships.

By orchestrating collaboration across SUNY's immense research enterprise, commercialization and small business resources—and through its strong presence on the governor's **Regional Economic Development Councils (REDCs)**—SUNY is solidly positioned to translate its academic and research footprint into new opportunities and growth across the state.

How SUNY Matters



A joint project of the University at Albany's Rockefeller Institute of Government and the University at Buffalo Regional Institute,

How SUNY Matters explores SUNY's role as an economic engine for New York State. The study estimates SUNY's total economic impact at **\$19.8 billion**, including **173,000** jobs supported and **\$460 million** in state and local taxes generated.

SETTING THE STAGE FOR INVESTMENT: LEVERAGING COLLABORATIVE RESEARCH

Research and innovation have long been hallmarks of American higher education. But in the twenty-first century, knowledge creation is no longer enough. Economic growth depends on translating that knowledge into tangible, measureable benefits—from more grants won, to more patents issued and more jobs created. This shift demands an entrepreneurial mindset—a way of thinking determined to create and shape new markets.

Sponsored research brings federal dollars back into New York, creates highly paid jobs, builds infrastructure, and generates discoveries that lead to innovation that provides opportunity to attract and retain industry. By focusing not only on basic research, but also on translational research and the increasingly important priority of educating scientists and engineers, each SUNY sector has an important role to play in a focused regional research effort.

To fully power up its research and entrepreneurship resources, SUNY is developing a systemwide network of research collaboratives that will build a critical mass of world-class faculty researchers capable of attracting vastly increased research dollars.

The Research Foundation for SUNY has established the **Research Collaboration Fund** to support multi-disciplinary, multi-investigator, multi-campus research projects, under the auspices of the newly created and consolidated position of President of the Research Foundation and Vice Chancellor for Research. This Fund will support pilot studies as well as advanced, larger-scale proposals for future funding. SUNY and the Research Foundation have established the Fund with \$750,000, and additional New York State matching funds are being sought to augment this initiative.

A **Research Council** led by top researchers will serve as an advisory body to the SUNY and RF boards of trustees; a faculty-led **Research and Development Catalysts Project Committee**

will direct projects into existing funding mechanisms, such as the **Empire**

Innovation Program, and will review grants and coordinate projects to ensure they are aligned with strategic goals.

The **Inter-Campus Student/Faculty Collaboration Program** will provide undergraduate science, technology, engineering, and mathematics (STEM) majors with an in-depth, year-long research experience that links campus departments and takes advantage of expertise, facilities, and equipment at multiple campuses.

To attract “gamechanging” faculty researchers, the **NYSUNY Innovators Program (NYSIP)** will enable SUNY to recruit the best and brightest researchers to campuses. Modeled on the Empire Innovation Program, the Strategic Partnership for Industrial Resurgence, and other best practices, NYSIP will recruit the most successful out-of-state life science and energy researchers and engineers whose impact will extend beyond the results of their own research, catalyzing a culture of excellence and entrepreneurial activity across the state.



**The Research
Foundation for**

The State University of New York

SUNY is also investing in research consortia that enable New York to compete for large federal awards. For example, **SUNY REACH (Research Excellence in Academic Health)**, brings together SUNY Upstate Medical University, SUNY Downstate Medical Center, Stony Brook University, the University at Buffalo, and the College of Optometry to collaborate as a superlative statewide biomedical research institution (for a complete description of SUNY REACH, see **page 29**).

CAMPUS BEST PRACTICE

BINGHAMTON-UPSTATE MEDICAL COLLABORATION LEVERAGES REGIONAL STRENGTHS

Through innovative collaborative research projects and an articulation agreement, Binghamton University and SUNY Upstate Medical University are sharing course offerings in their neuroscience graduate programs, allowing both institutions to expand and diversify their curricula in the neurosciences through use of video conferencing technology. In addition, Binghamton’s Thomas J. Watson School of Engineering and Applied Science and Upstate’s medical school are working together to improve the functionality of operating rooms and the emergency department at Upstate hospitals.

Binghamton and Upstate are also exploring collaborations in both cancer research and the neurosciences at the two institutions, with the goal of developing research synergies that capitalize on the expertise available at both locations.

BINGHAMTON
UNIVERSITY
STATE UNIVERSITY OF NEW YORK

UPSTATE
MEDICAL UNIVERSITY

BUILDING AN ENTREPRENEURIAL CULTURE

To foster a more entrepreneurial campus culture and support students and faculty in moving discoveries into the marketplace, **SUNY Start-Up** creates a systemwide suite of courses, grants, and mentorship programs. Each aspect of SUNY Start-Up will incorporate participation and guidance from entrepreneurs who are members of the community, alumni, or have connections to the SUNY campuses.

The **SUNY Educational Network to Grow Innovation and Entrepreneurship (SUNY ENGINE)**, spearheaded by Cayuga Community College with support from the SUNY Leadership Institute, convened a gathering of administrators, faculty, and students from across SUNY to share best practices and academic resources around entrepreneurial education.

The **Technology Accelerator Fund (TAF)** is bridging the gap between R&D funding and private investment by providing grants to further advance SUNY's best disruptive technologies—innovations that have the potential to create new markets. Development of a state-wide entrepreneurship competition will inspire faculty to prepare for the creation of an actual business. Expansion of SUNY's assistance to minority and women-owned business enterprises will help New York develop the new businesses needed by the state's diverse and rapidly changing population.

10,000 Entrepreneurs/FastTrac builds on the successful outcomes of a model program led by the SUNY Levin Institute and implemented in New York City, in cooperation with the New York City Department of Small Business Services and the Kauffman Foundation for Entrepreneurship. FastTrac NewVenture is geared to entrepreneurs who want to start their own businesses, while FastTrac GrowthVenture is geared to entrepreneurs who want to sustain or expand their current businesses.

CAMPUS BEST PRACTICE



**Fashion Institute
of Technology**
State University of New York

To help students understand the essential connection between their design training and building a successful enterprise, SUNY's **Fashion Institute of Technology (FIT)** has established a new two-year, upper-division Bachelor of Science degree program in Entrepreneurship for the Fashion and Design Industries. The program, which started in Fall 2011, is the first of its kind in the New York City area and is designed to enable both business and design students to acquire and develop the strong skills and sophistication necessary for organizing and launching new ventures in today's global fashion business environments.

SUPPORTING LOCAL ENTREPRENEURS, ANCHORING REGIONAL ECONOMIES

SUNY campuses already function as anchor institutions for regional economies, facilitating company development through innovation, technology transfer, business development centers, incubators, research and development parks, and workforce training. But *The Power of SUNY* is all about harnessing the system's *collective* resources. To be successful, this model has to be collaborative, not only among SUNY's own campuses within a region, but also with other major institutions and entities, including public and private economic development and planning agencies, business organizations and non-profits. As part of its role on the Regional Economic Development Councils (REDCs) in every region of the state, SUNY will marshal its entrepreneurship and small business resources to help local businesses plug in successfully with REDC initiatives and regional economic development efforts.

SUNY will reinvest in the **Small Business Development Centers (SBDC)**, a diversified partnership between SUNY, the U.S. Small Business Administration, New York State, and the private sector. SUNY operates 24 SBDCs, 28 outreach offices, and many part-time satellites to deliver free business counseling and training to New Yorkers who want to start a business or improve the performance of an existing business. SUNY plans to expand SBDC consulting services to focus on areas such as energy efficiency, entrepreneurial

education, government procurement, and technology.



SBDC also created **EntreSkills**, a web-based educational tool that introduces aspiring entrepreneurs to key business concepts and the skills needed to start a business.

To reflect local research strengths and each region's own assets and resources, SUNY is fostering coalitions between campuses and regional and statewide partners to support regional **Innovation Hubs**. The Research Foundation's **Technology Transfer Hubs** and the **SBDCs** will work with the Innovation Hubs to solidify a regional structure within SUNY and build regional and state-wide alliances. SUNY is also creating high-impact communication strategies to link SUNY campuses' expertise and resources to regional, statewide, and industry partners.

With these highly coordinated assets in place, SUNY will be poised to fast-track the best ideas and innovations—making sure they are connected with the experts, resources, and partners they need to succeed.

DIVERSITY COUNTS

SUNY STEM CONFERENCE

In November 2011, SUNY hosted its second annual STEM (Science, Technology, Engineering and Mathematics) Conference, convened by the Office of Diversity, Equity and Inclusion. The conference theme, "Building Toward Equity and Excellence," underscored SUNY's commitment to cultivating greater participation and success among low-income and underrepresented minority students in the STEM fields. The first SUNY STEM Conference, held in 2009, initiated a systemwide effort to examine and replicate successful STEM programs—those that have been shown to increase recruitment and retention of minority and low-income students. As SUNY continues to bring its convening power and its campus and system resources to the table, we are working to create more diversity in the critical pipeline of scientists, engineers and entrepreneurs who can innovate and compete in the global economy.



SUNY Fredonia's Technology Incubator

SUNY's Business Incubators are a time-tested way to help businesses grow and create jobs in New York. Since opening its first incubator in 1988, SUNY has established a broad array of business incubation programs that tap into local strengths and resources to boost regional economies.

SUNY AND THE SEAMLESS EDUCATION PIPELINE

An educated population is the foundation of economic growth. Studies show that, in the years ahead, almost half of all jobs will require at least some college experience. Already, the 30 fastest growing fields demand a minimum of a bachelor's degree. At first glance, New York State may seem well-positioned for this new age: it ranks fifth in the nation in terms of the percentage of the workforce that holds a bachelor's degree or higher. But, in reality, more and more of our young people are being sidelined from the educational attainment they need to succeed in this economy. Nearly three in ten students fail to graduate from high school in four years. And only six in ten of those who make it to graduation do so with a Regents Diploma—a critical indicator of college readiness. What's more, far too many students who enter the higher education system need remedial course work, jeopardizing their success in college and career, and accruing huge costs to themselves, to institutions of higher education, and to society.

As highlighted in Governor Cuomo's *New NY Agenda*, New York spends more per student than any other state, yet ranks 40th in its high school graduation rate. In fact, for every 100 ninth grade students in New York:

- **57** graduate from high school four years later...
- **41** immediately enter college...
- **31** are still enrolled by their second year...
- **21** need three or more remedial college classes...
- **And only 19** graduate with an Associate's Degree within three years or a Bachelor's Degree within six years.

These numbers reflect the severity of the leaks in the education pipeline—and call for bold solutions.

SUNY is bringing its substantial resources to bear on the leaking education pipeline with several high-leverage initiatives. We're bringing together community stakeholders to develop cradle-to-career

partnerships. We're transforming teacher preparation to provide the highly effective teachers students need. And we're bringing the well-documented success of cooperative education to scale across SUNY to radically boost college completion while creating career-ready graduates in strategic, growing industries—most of whom finish with a job offer in hand.

CRADLE-TO-CAREER SUCCESS

Because large-scale social change requires broad cross-sector participation and a systemic approach, SUNY is forging partnerships in several communities with representatives from education, business, non-profits, community-based organizations, and foundations—to focus on student success, academic completion, and job readiness. And because education begins the moment a child is born, and continues throughout that individual's career and beyond, SUNY has prioritized the development of Cradle-to-Career partnerships across New York.

SUNY's cradle-to-career initiative is based on the work of the **Strive Partnership**, a group of community leaders in Cincinnati and Northern Kentucky who have established a disciplined cycle of analysis, benchmarking, improvement, and innovation targeted at transforming education systems. The successful Strive framework is helping communities across the nation leverage their unique strengths and address their most complex challenges to improve student outcomes. In the four years since the Strive Partnership was launched, student outcomes have improved in many key indicators, including high school graduation rates, fourth-grade reading and math scores, and the number of preschool children prepared for kindergarten.

Based on the *collective impact* concept, which emphasizes a common agenda, shared measurement, continuous improvement, and mutually reinforcing activities, cradle-to-career partnerships support high-quality early learning programs and services (birth-grade 3); comprehensive education reforms (Pre K-grade 12); college- and career-readiness programs; and family and community support systems.

SUNY is working in collaboration with school districts and parents, community organizations and residents, educational and cultural institutions, city and county government leaders, business and industry leaders, philanthropists and private funders, and others to create **Cradle-to-Career partnerships** regionally across New York State. Partnerships are currently under way in Albany, Rochester, Harlem, Queens, Brooklyn, and Clinton County.



Albany City School Superintendent Raymond Colucciello speaks at the launch of The Albany Promise cradle-to-career partnership in May 2012.

SUNY WORKS: TAKING THE CO-OP EXPERIENCE TO SCALE

The skills and experiences that once served working adults well are now overshadowed by enormous economic and technological changes in the workplace, especially in the fields of science, technology, engineering and mathematics (STEM). New York State currently needs to fill thousands of jobs in high-demand fields that require certifications and degrees. We also know that the vast majority of college students (70-80 percent) work while enrolled in classes and that financial pressures are a major contributor to adult attrition in post-secondary institutions.

Many SUNY campuses already help address these challenges through paid, credit-worthy, and typically full-time internships for their undergraduates—known as cooperative education. By integrating academic study with industry-based professional experience at two- and four-year campuses, co-op graduates are

work-savvy, and generally have a lower debt load than non-coop graduates. They're also truly job ready. Nationally, 60 percent of co-op graduates accept offers of full-time employment from their co-op employers. And the National Commission on Cooperative Education estimates that **95 percent of all co-op students find jobs immediately upon graduation.**

This very impressive track record is why SUNY is taking co-op to scale with the **SUNY Works** initiative. In partnership with employers in strategic, high-demand industries, SUNY is building a model cooperative education infrastructure across the 30 SUNY community colleges, in close collaboration with local business and industry and regional economic development councils. Ultimately, SUNY will expand the co-op model across all 64 campuses.

Workforce Training for Adult Learners

As part of SUNY Works, the Lumina Foundation awarded SUNY's Office of Community Colleges and the Education Pipeline a grant of nearly \$1 million to participate in its nationwide Adult Degree Completion Network. The goal of this initiative is to graduate 2,000 adults during the project period and ultimately more than 5,000 upon full scale-up across our 64 campuses. Currently, nine partner pilot campuses are on board across the state to implement the SUNY Works co-op framework, with more on the way.

Partnering with Employers in Growth Industries

SUNY Works is collaborating with business and industry leaders across the state, the nation, and the world. Individual SUNY colleges and universities are working with **over 100 business and industry** partners to expand internships and cooperative opportunities with SUNY students.

GLOBALFOUNDRIES, the world's most advanced semiconductor manufacturing facility, based in Malta, NY, is working closely with SUNY to develop new education and training models which will fully leverage SUNY's human capital to build a globally

competitive local workforce. This unique co-op model begins with the “Pathfinder Program,” a rigorous 10-week pre-co-op training program that exposes students to the world of advanced manufacturing and STEM fields. GLOBALFOUNDRIES employees serve as mentors to participating SUNY students, providing technical information, institutional knowledge, and insight into the profession.

IBM is working directly with the teaching faculty at several SUNY campuses in targeted academic programs (such as engineering, business, computer science, environmental science, and architecture), to expose students to careers in the STEM fields. Students will participate in workshops and seminars, Software for a Cause projects, and the IBM Liquid Challenge Program. Many of these students will also benefit from direct IBM-paid work experiences across the state.

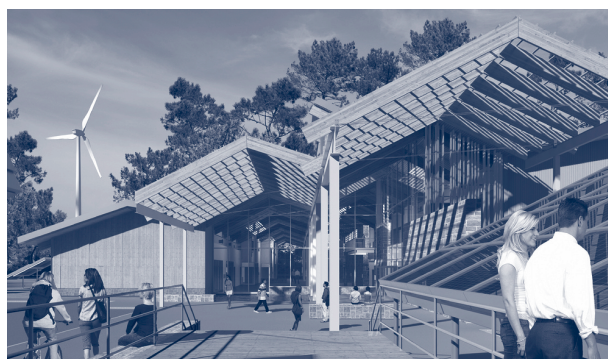
Linking with the Governor’s **Regional Economic Development Councils** and the **Center for Economic Growth**, SUNY has strategically organized its 30 community colleges into **industry-centered regional hubs**. This orientation of community colleges, based on high-demand job opportunities, is now being championed by President Obama and other national leaders, who have charged states with strengthening the transition from college to real jobs.

On an international level, the **World Association for Cooperative Education (WACE)** is providing best practices for building SUNY Works. Similarly, SUNY and the **Organization for Economic Cooperation and Development (OECD)** co-sponsored a conference called “Internationalization for Job Creation and Economic Growth: Increasing Coherence of Government and System Policies at a Time of Global Crisis” in New York City in April 2012.

To evaluate the successes and challenges of SUNY Works, a group of evaluation experts from institutions of higher education and research facilities across the United States will conduct a formal study to assess the effectiveness and outcomes of the SUNY Works model.

CO-OP BENEFITS STUDENTS, CAMPUSES, AND EMPLOYERS

- Provides business and industry with a source of innovation and a higher quality employee.
- Expands a company’s network while developing strong relationships between campuses and employers.
- Improves employee retention in high-demand fields such as technology and engineering.
- Keeps more highly trained workers in New York.
- Students develop a network of professional contacts—which often begin with the SUNY alumni who create co-op opportunities.



Training and Education Center for Semiconductor Manufacturing and Alternative and Renewable Technologies

SUNY’s Hudson Valley Community College has a new extension center that operates a state-of-the-art training facility side-by-side with the multi-billion dollar GLOBALFOUNDRIES plant. This high-tech partnership is designed to enable associate degree completers to move into STEM careers. Four other community colleges and two four-year colleges are also partnering to graduate more adult students and meet regional workforce needs in high-demand STEM fields.

EARLY COLLEGE HIGH SCHOOLS

An Early College High School (ECHS) is a deep partnership between higher education and local school districts that provide a strong dual-enrollment model for students who are traditionally under-represented in higher education: students of color, at-risk, low-income, English language learners and first generation. In an ECHS, students earn up to two years of tuition-free college credit while still in high school. As a result of their small school size, students are supported in their academically rigorous high school and college courses, thus making them college and career ready faster than their counterparts in traditional high schools.

Through the **Smart Scholars Early College High School** program launched in 2009 by the New York

State Board of Regents, SUNY is partnering with public school districts and public charter schools to create early college high schools. In 2011, New York State provided a matching \$6 million to fund 12 new Smart Scholars partnerships. Twenty-three Smart Scholars Early College High Schools have opened since 2010, with a goal of helping up to 5,500 students decrease their time to a two- or four-year credential.

In partnership with EDWorks, an Ohio based education reform organization that has started nine early college high schools with remarkable results, SUNY sees the Smart Scholars partnerships as a highly effective model to foster sustainable collaborations between school districts, higher education institutions, and communities that lead to measurable improvements in college-readiness and completion.

DIVERSITY COUNTS

AWARD WINNING COMMUNITY COLLEGE MENTORING PROGRAM GOES TO SCALE

A key tactic in creating a seamless education pipeline is enhancing transfer opportunities for students from the community colleges to four-year institutions. A stunningly successful SUNY model is the **Baccalaureate and Beyond Community College Mentoring Program**, established at Purchase College. Founded in 2000 with major funding from the National Science Foundation, the National Institutes of Health, the PepsiCo Foundation, and other private and corporate donors, the program provides intensive mentoring and other forms of academic support to help underrepresented minority, financially disadvantaged, and first generation community college students complete a Bachelor's degree in various fields of the liberal arts and sciences.

More than 350 students have participated in the program, 83 percent of whom have completed an AA or AS degree and are transferring to four-year institutions; 71 percent of these students are completing their Bachelor's degrees—compared to a national transfer rate of 30 percent and a bachelor's completion rate of only 17 percent.

One third of Baccalaureate and Beyond graduates are also pursuing post-graduate opportunities. For these very significant achievements, in 2011 the Baccalaureate and Beyond Community College Mentoring Program received the Presidential Award for Excellence in Science, Mathematics, and Education Mentoring (PAESMEM) from President Obama.

To replicate this highly effective model, program founder Dr. Joseph Skrivanek is leading a systemwide initiative in the Office of Diversity, Equity and Inclusion (ODEI), working with regional teams to begin bringing Baccalaureate and Beyond to students across SUNY.



Program founder Joseph Skrivanek with President Obama at the PAESMEM award ceremony

A TRANSFORMATIVE VISION FOR TEACHER PREPARATION

Teacher preparation is a critical component of SUNY's approach to repairing the leaking education pipeline. Because SUNY produces nearly 5,000 teachers each year—more than any other institution in New York State—we have both a tremendous responsibility and unparalleled capacity to move the dial on teacher education. And since SUNY prepares the teachers who go on to teach countless future SUNY students, our stake in teacher education is inextricably linked with systemwide completion and college-readiness goals.

SUNY's teacher preparation programs are embedded in all sectors of our system. Many future teachers begin their preparation at community colleges and then, through Teacher Education Transfer programs, proceed to an undergraduate program at a comprehensive college to complete a program and to be recommended for initial certification. These teachers then may return to a comprehensive college or research university to complete a master's program which leads to professional certification. Other students may complete their undergraduate content area studies at community and/or comprehensive campuses and then prepare for teacher certification in a graduate program.

In 2010, Chancellor Zimpher served as co-chair of the **National Council for Accreditation of Teacher Education (NCATE) Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning**, which issued recommendations for the development of partnerships in which teacher education becomes a shared responsibility between P-12 schools, higher education, and organized labor to transform teacher education into a clinical practice, similar to training for medical professionals. Two SUNY campuses (UAlbany and Oswego) have received Clinically Rich Teacher Preparation Program grants from the New York State Education Department (NYSED) to strengthen graduate-level preparation. Empire State College has also begun implementing this teaching model.

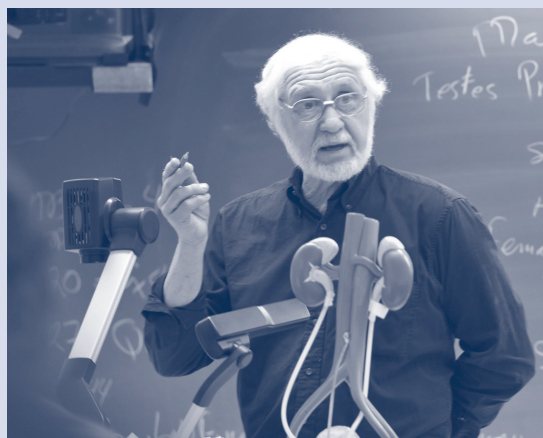
SUNY is working toward building a new vision for teacher education that reflects the NCATE Blue Ribbon Panel's recommendations. Clinically rich student teaching, close partnerships with school districts, selective recruitment of teacher preparation students,

and a focus on professional development of current teachers are some aspects of teacher preparation programs that are being developed to better align teacher preparation with the expectations of school districts and the needs of students.

Many of the initiatives for teacher preparation will be instituted through SUNY's Urban-Rural Teacher Corps (URTC). A collaborative effort led by our 17 teacher preparation campuses, the URTC will focus on developing teachers who are equipped to help close the achievement gap in high-need districts and underserved geographic locations.

Another priority is preparing teacher candidates and higher education faculty for new teacher certification examinations, including the Stanford Teacher Performance Assessment, as a performance-based assessment to qualify teacher candidates for New York State initial certification. This innovative subject-specific performance assessment will provide data for program evaluation, continuous improvement, and accreditation. In addition to measuring readiness for teaching, this unique instrument is designed to predict a candidate's impact on student achievement.

Currently, SUNY is working closely with NYSED to offer professional development to SUNY faculty who are involved in teacher and principal preparation. This will assist both content area and teacher education faculty in preparing future school professionals who can implement the Regents Reform Agenda.



SUNY AND A HEALTHIER NEW YORK

Improving the health of New Yorkers is essential to the state's economic success. And no other organization, public or private, can address New York's health challenges as powerfully as SUNY. We have field-tested knowledge that covers the entire state. Our researchers are generating new insights into everything from HIV/AIDS to personalized medicine to cardiovascular disease. SUNY institutions educate thousands of students each year for medical, dental, nursing, public health, optometry, pharmacy, research, paramedicine, allied health, and biomedical careers—9,800 alone from our four Academic Health Centers, the majority of whom stay in New York. SUNY's medical centers also treat more than one million patients annually, including the most vulnerable and the most diverse populations.

SUNY's four Academic Health Centers are on the leading edge of collaborative research ventures, joining forces to leverage intellectual capital, facilities, and training resources as an integrated statewide enterprise. In addition to an enhanced ability to attract federal research dollars and provide improved care to millions of New Yorkers, SUNY's dynamic healthcare network is the embodiment of *systemness*.



LEVERAGING A UNIFIED VERSION OF BIOMEDICAL RESEARCH

SUNY REACH (Research Excellence in Academic Health) is a phased investment in the people, core facilities, and information technology to unify and advance the research vision of New York's public Academic Health Centers (AHCs) and their integrated medical schools—making SUNY one of the largest

biomedical research enterprises in the state and the only one with a committed public mission.

The four SUNY AHCs have a unique mission built around medical schools and teaching hospitals. Each supports a biomedical/biotechnology research enterprise aimed at improving human health, and a significant portion of their funding—more than \$200 million in federal grants alone—is solely dedicated to biomedical research.

With an emphasis on cutting-edge IT infrastructure and the world-class researchers to deploy the best technologies, SUNY REACH is designed to grow biomedical research in four specific areas related to human disease: cancer, infectious disease and emerging pathogens, disorders of the nervous system, and diabetes and cardiovascular disease.

REACH is making SUNY a competitive leader in biomedical research, positioning our AHCs to better compete for Clinical Translational Science Awards and other high-profile grants. The coordinated investment strategy will invigorate the academic culture to foster collaboration. A natural extension of SUNY's public health and service mission, REACH enables unprecedented collaboration, shared success, and strategic recruitment.

SUNY INSTITUTE FOR HEALTH POLICY AND PRACTICE

Through the creation of the SUNY Institute for Health Policy and Practice (IHPP), SUNY is assembling the intellectual capital of SUNY's academic health centers, schools of public health, and colleges and community colleges with health-related degree programs under a single virtual institute. The IHPP will build on important policy development and research already under way across SUNY—by providing a platform for collaboration on new ideas and research projects—and the ability to capitalize on expertise from throughout the system.



DIVERSITY COUNTS

PROMOTING DIVERSITY IN ACADEMIC MEDICINE

Under a grant from the SUNY Office of Diversity, Equity, and Inclusion's Explorations in Diversity and Academic Excellence program, Upstate Medical University has developed a collaborative initiative to hold workshops—open to all employees—that will help create a culture that does not tolerate bias and inequities in the workplace. Programs will promote awareness of unconscious bias and micro-inequities, teach the skills to address them, and appoint "Diversity Ambassadors" for every department of the university.

Tackling the critical health care issues facing New York State is essential to rebuilding New York's economy and adapting to reforms.

To meet the challenge, the IHPP will draw on SUNY's collective strengths in basic and population sciences, biomedical informatics, clinical research, public health, health care education and delivery to provide evidence-based guidance on a variety of concerns, shape the future of health care education, improve student health and wellness, and inform public policy decisions.

Governed by SUNY's AHCs, schools of public health and the Chancellor's Office, the IHPP will coordinate ongoing and new initiatives through five collaboratives:

- **Clinical, Translational, and Basic Sciences Collaborative** to build SUNY's biomedical research infrastructure by developing specific areas of research expertise.
- **Evidence-Based Clinical Care Research Collaborative** to identify the best practices and comparative effectiveness research in partnership with the NYS Department of Health.
- **Quality and Patient Safety Collaborative** to improve health care quality and patient safety.
- **Public Health and Wellness Collaborative** to build on the efforts of SUNY's public health programs partnership with the Center for Health Workforce Studies (CHWS) at the University at Albany.
- **Global Health Collaborative** to provide a forum for SUNY faculty to collaborate on international health projects.

The collaborative based structure will allow SUNY to align its efforts across the system, and with other stakeholders, including the NYS Department of Health. In addition to ongoing policy work, the IHPP will launch two major new initiatives under the Public Health and Wellness Collaborative: **The Right Professionals in the Right Places** and the **SUNY Wellness Network**.

THE RIGHT PROFESSIONALS IN THE RIGHT PLACES (RP²)

New York, like the rest of the nation, struggles with a serious shortage of health care workers and professionals. To address this challenge, and to capitalize on the continued growth of the health care sector, SUNY is leading the way to provide strategic enrollment management and planning to ensure we are training and graduating high-demand professionals to serve high-need regions (see [page 52](#)).

The plan will be implemented in three phases through spring 2014, and then on a continuous basis thereafter, beginning with ongoing data analysis at CHWS—including re-registration surveys of key groups of licensed health professionals in New York State, assessment of the job market for new physicians, and trends in the production of Registered Nurses statewide.

By building on data already available, RP² will construct a regional workforce gap analysis in New York State's healthcare delivery system. By analyzing the state's workforce in relation to SUNY degree programs, SUNY can maximize its educational offerings to align with the state's needs, and provide an educational ladder for existing workers hoping to continue their education. By combining these efforts with a focus on workforce diversity and health care disparities, SUNY will drive a coordinated effort to create a health care workforce for the future of New York.

Starting with a steering committee made up of a variety of faculty and staff from across the system, the RP² team will expand to create standing regional work groups as the organizational structure of the project—to include health care employers, and unions, local foundations and community agencies, and other educational institutions to develop and implement regional health workforce development plans.

THE SUNY WELLNESS NETWORK

The **SUNY Wellness Network** will have a special focus on the 18-25 year old demographic in its start-up initiatives: to improve the health and lives of students while establishing SUNY as a leader in promoting student health.

The Wellness Network's first campaign will be to embrace a SUNY-wide tobacco-free environment, and roll out a plan to achieve that goal. A second initiative, **Healthier Students: Healthier New York**, will support students' physical and mental well-being. With student rates of obesity, lack of fitness, depression, and alcohol and substance abuse at all-time measurable highs, SUNY will measure student health across various demographic categories and evaluate where support is needed. Like all of IHPP's efforts, these data-driven initiatives will track programs to determine which practices are most effective and share best practices among campuses.

SUNY AND AN ENERGY-SMART NEW YORK

Against the backdrop of the converging crises of global climate change and the depletion of fossil fuels, clean water, soil, and other natural resources, there has never been a more critical time for institutions of higher education to lead the way to a sustainable future. That is why SUNY set an ambitious goal to: reduce systemwide energy consumption by 30 percent over ten years; help catalyze a clean energy revolution through our vast research capacity; and harness our extensive education and training resources to prepare students to be the energy innovators, environmental stewards, and the green workforce our state and nation so desperately need.

As one of New York's largest institutional consumers of energy, SUNY not only has a tremendous financial stake in finding ways to substantially reduce our energy use—we also have a responsibility to do so as part of our commitment to dramatically reduce our carbon footprint. Fortunately, with our diverse and increasingly coordinated resources we are positioned to make significant progress toward these goals.

Through multi-campus collaborations, a strong portfolio of foundation and federal grants, and partnerships with industry and corporations, SUNY is unifying its distributed system to create a powerful network of basic and applied research and workforce development in the areas of energy, environmental science and green jobs. With campus- and system-led conservation initiatives, expanding research engagement, and innovative educational collaborations, SUNY is in the vanguard of New York's energy-smart future.

SUNY sees the road to realizing this future divided into three parts: **Education, Research, and Facility Energy Management.**

ENERGY-SMART EDUCATION

With more than 150 environmental and energy-related programs, SUNY has a vast array of academic offerings in environmental and energy-related areas—from continuing education courses and certificate programs that meet emerging workforce needs to PhD programs that support cutting-edge research and development. The diversity of SUNY campuses provides New York with access to higher education in environmental and energy related fields, in every part of the state.

SUNY also has the ability to respond quickly to emerging workforce needs. We work closely with NYSED to streamline the program review and registration process, especially for occupationally oriented certificate programs. When employers make specific requests for workforce development, an accelerated review process helps SUNY respond quickly with programs that prepare the employees those industries need, where they need them, supported by our strategic enrollment efforts.

SUNY is also seeking to infuse curricula with energy-smart courses, content, and other forms of communication. SUNY will vastly increase student exposure to fundamental concepts of energy and environmental sustainability using a broad-based, interdisciplinary approach—including a competitive grant program for faculty to propose innovative new courses and modules.

Maximizing Workforce Impact with Educational Consortia

To fully leverage campus academic resources and facilities, SUNY has developed educational consortia that build capacity and geographic coverage with certificate programs, as well as continuing education programs targeted to support clean-energy technology and other green jobs.

For example, Hudson Valley Community College, in partnership with the New York State Energy Research and Development Authority (NYSERDA) is the headquarters for the **Center for Energy Efficiency and Building Science (CEEBS)**, a network of ten

training centers across the state, including several SUNY campuses. The CEEBS network provides building science/energy efficiency training recognized by the Building Performance Institute, a national independent certification organization that sets the standards for building science and energy efficiency. It is estimated that at least 1,700 building technicians were trained through CEEBS in 2009.

Since 2004, NYSERDA has partnered with 25 SUNY campuses to provide **Clean Energy Technology Training**, including solar water heating, small and large wind, geothermal, fuel cells, and photovoltaic (PV) across the state. More recently, new technology training has been introduced, including anaerobic digestion systems.

SUNYGREENSNY, led by Alfred State College, was awarded a \$2.1 million clean-energy training grant from NYSERDA because of the campus's expertise in renewable energy. The collaborative effort includes six community colleges, along with the Association of Builders and Contractors. The grant will allow expansion of coursework consistently across the state by integrating the curriculum into existing programs such as electrical technology, mechanical technology, HVAC, architectural technology, and construction technology.

The Long Island Alternative Energy Consortium is a cooperative effort by seven public and private colleges and universities—including six SUNY campuses—working with public entities and private companies, to coordinate regional education and training for the renewable and alternative energy industries. This collaboration is the beginning of a broad, interdisciplinary focus on energy and related issues for a variety of career paths.

The Hudson Valley Educational Consortium is a partnership of four SUNY community colleges (Orange, Rockland, Sullivan, and Ulster) that have teamed up to provide greater access, primarily through distance education, to a number of energy-focused programs, including Green Building Maintenance and Management and Wind Turbine Technology, using primarily distance education.

DIVERSITY COUNTS

JASPER CHIGUMA, PhD

Jasper Chiguma, PhD '09 Binghamton, Materials Science, and recipient of the Clifford D. Clark Fellowship at Binghamton, part of SUNY's **Graduate Diversity Program**. Currently a post-doctoral fellow studying with Binghamton chemistry professor Wayne Jones, Jasper hopes to find materials to replace the limited and expensive metals currently used in solar cells, as well as developing better harvesting and storage systems for solar energy.



ENERGY-SMART RESEARCH

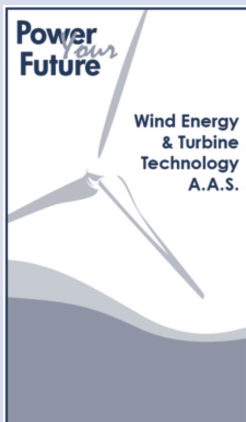
With state-of-the-art research centers, business incubators and major strategic alliances for energy and the green economy, SUNY is poised to make significant contributions. As evidence of both our capacity and our commitment, we continue to expand, coordinate, and support our research and innovation network—with a continued emphasis on increased research grants and new collaborations across campuses and with outside partners. SUNY is bringing together faculty members from a variety of disciplines to discuss coordination and funding opportunities—in subjects ranging from campus-based best practices to materials science.

Energy is an area in which SUNY has the powerful advantage of strong campus-based leadership in

research and education; two prime examples are **Stony Brook University** and the **College of Environmental Science and Forestry (ESF)**. This exemplifies an important principle of *systemness*: when an individual institution has significant strengths in a given area, that campus can function as an innovation hub for a region and benefit the system as a whole— attracting top faculty, students, ideas, and research dollars.

SUNY-ESF is recognized internationally as a premier education and research institution in natural resources and the environment. ESF is home to the **SUNY Center for Sustainable and Renewable Energy**, a systemwide research and development clearinghouse in the critical area of energy sufficiency and sustainability. The Center has a statewide role as a scientific and academic policy advisor to the

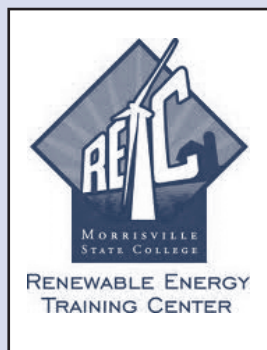
CAMPUS BEST PRACTICES



Clinton Community College has the first and only associate's degree program in the northeast in Wind Energy and Turbine Technology. In fall 2010, Clinton put into service the first large-scale wind-turbine nacelle simulator in the country.

SUNY Farmingdale's **Solar Energy Center** is the first utility-scale photovoltaic demonstration project in the northeast. Solar energy holds potential as a sustainable clean energy source with competitive rates provided it is harnessed suitably. The College has faculty expertise in electricity, electronic controls, heat transfer and fluid mechanics to conduct applied research in the field of solar energy. To support the development of infrastructure to make this clean energy source available to the Long Island community, the college is working to utilize

this large scale demonstration project in education, research and community service. SUNY Farmingdale, the Long Island Power Authority (LIPA) and Keyspan are working on short- and long-term needs of the local industry.



SUNY Morrisville's **Renewable Energy Training Center (RETC)** provides technical short courses for employed and unemployed individuals seeking marketable skills in the renewable energy field. The RETC is

an alliance of employers, training providers, economic development partners, and K-12 schools to address the needs of New York State's renewable energy sector. Course curricula are based on employer-identified skill gaps and needs, with a focus on renewable-energy resources and systems, including wind, solar, micro hydro, geothermal, and biofuels.

American Bioenergy Association—the acknowledged national bioenergy industry association and policy voice. The Center is conducting research in areas that include renewable carbonate fuel cell operations, photovoltaic power generation, solar-fueled hydrogen generation, biomass gasification for synthetic gas, and hydrogen extraction and biotechnical hydrogen production from biomass.

Stony Brook University is a national leader in energy research and development, with a large and diverse portfolio of assets and accomplishments. Chief among these resources is its relationship with the U.S. Department of Energy's **Brookhaven National Laboratory**, located at and managed by Brookhaven Science Associates, a partnership between the Research Foundation for SUNY (on behalf of Stony Brook) and Battelle, a nonprofit, applied science and technology organization. Brookhaven's cutting edge research in sustainable energy technologies, climate science, and energy policy are integrated into Stony Brook's intellectual and scientific activities, with nearly 600 SBU faculty members and students working on projects at Brookhaven.

Other resources at Stony Brook include the **Advanced Energy Center (AERTC)**, which is providing innovative energy research, education, and technology deployment with a focus on efficiency, conservation, renewable energy, and nanotechnology applications for new and novel sources of energy. Longstanding relationships that have been forged between large research institutions, such as Brookhaven National Laboratory, the University at Albany, vocational training centers at Farmingdale State College, and regional companies that supply or distribute power, provide an ideal platform for this energy research initiative.

AERTC leads the **NYS Smart Grid Consortium**, a statewide program to collectively communicate and coordinate smart grid efforts of transmission and distribution companies, government agencies, industry, and academic and research institutions. The Consortium is the only organization of its scale in the United States that is committed to representing all major contributors across the energy value chain from utilities, markets, operators, industry, academia,

government, and end-users—harnessing the unique resources of the state as it manages the collaborative development of the smart grid.

Stony Brook was selected by the U.S. Department of Energy to host the **Northeastern Center for Chemical Energy Storage**, one of DOE's Energy Frontier Research Centers. This center is focused on designing new chemical energy storage systems, including the next generation of lithium-ion batteries.

The Long Island High Technology Incubator (LIHTI) at Stony Brook was established with funding from NYSERDA to accelerate the successful development of early-stage, clean energy technology companies on Long Island. LIHTI will offer on-site and virtual business incubation services, including presentation support, business planning, office and laboratory space, and access to comprehensive and professional services.

SUNY's other doctoral-granting institutions also have significant energy-related research and development in place:

Incubators for Collaborating and Leveraging Energy and Nanotechnology (iCLEAN) at UAlbany's College of Nanoscale Science and Engineering (CNSE) is a NYSERDA-funded clean energy incubator program that will help growing companies develop and commercialize clean energy technologies and create jobs in the Tech Valley. The NYSERDA funding established iCLEAN, spearheaded by CNSE's Energy and Environmental Technology Applications Center (E2TAC). Over the next four years, iCLEAN expects to incubate 25 successful companies, with the potential for creating 125 new jobs and investing nearly \$125 million into the regional economy. E2TAC is also advancing important research and development for renewable energy and energy efficiency.

The Photovoltaic Manufacturing Consortium (PVMC) is a partnership of CNSE, SEMATECH, and the U.S. Department of Energy (DOE). An industry-led consortium of cooperative R&D to accelerate the development, commercialization, and manufacturing of next-generation solar photovoltaic (PV) systems. PVMC's goal is to increase the performance and speed the implementation of PV technologies—especially copper indium gallium selenide (CIGS)

thin film technologies—while improving manufacturing processes and driving down costs. Thin film solar technologies have been shown to be much less expensive to produce in larger volume.

Also headquartered at E2TAC, PVMC was chartered as part of the DOE's SunShot Initiative, which is designed to reduce the cost of photovoltaic solar energy systems by about 75 percent over the next decade. PVMC shares the DOE's goals of reducing the cost of solar energy and advancing large-scale U.S. solar manufacturing, boosting American competitiveness, and driving the deployment of clean, renewable energy.

With the support and participation from more than 40 companies and organizations from across the solar community, and with over \$300 million in projected state, federal, and industry funding, PVMC is well positioned to provide significant, positive, and sustainable impact on the growth of the domestic PV industry.

Binghamton University's Center for Autonomous Solar Power (CASP), part of the Small Scale Systems Integration and Packaging (S³IP) Center (a New York State Center of Excellence), is focused on the development and production of flexible, large-area solar panels, as well as storage and transmission devices. In three years, CASP has received more than \$4 million in state and federal grants. **The Institute for Energy Efficient Systems**, another research center in S³IP, works in partnership with government, industry, and academia to develop new dynamic, predictive, and synergistic energy optimization and thermal management design criteria, enabling U.S. data centers and electronic systems to operate efficiently and securely.

At the **University at Buffalo**, through the Strategic Strengths research initiative, faculty are working to develop more efficient solar cells and advancing energy storage through nanotechnologies and spin-based technologies. UB researchers are developing new techniques to create nano-materials that can be used in lower-cost, more efficient solar cells. Because improved energy storage is critical to many

emerging technologies, from electric and hybrid vehicles to implantable medical devices, UB researchers are developing nanomaterials that can provide longer battery life than current technologies.

The Atkinson Center for a Sustainable Future (ACSF) at Cornell's College of Agriculture and Life Sciences (CALS) was created to foster a campus-wide dialogue on sustainability and cultivate scholarship in the interdependent areas of energy, environment, and economic development. ACSF's work—which is grounded in the understanding that the science and engineering needed to develop clean energy technologies cannot be separated from the ecological study of earth's integrated human and natural systems or from the social sciences—includes projects to develop sustainable technology for bio-based energy, innovative conservation strategies, climate change mitigation, energy storage, and geothermal and solar technology, among many others.

ENERGY-SMART FACILITY MANAGEMENT

In his 2012 State of the State Address, Governor Cuomo announced that the state will develop a master plan for accelerating energy savings in state-owned and operated facilities. As one of the major energy consumers in state government, SUNY will be a key partner in the implementation of this plan. Through our existing commitment to achieving a major reduction in energy use and carbon footprint, SUNY is fully aligned with the Governor's initiative, and will continue to cut energy use and costs by retrofitting existing facilities and applying high energy-efficiency standards for new construction.

SUNY has long collected energy usage data manually. Now, a new **Energy Budget and Management System** will help SUNY conserve energy across its 108-million-square-foot physical plant, making it possible to track campus energy use in real time. Currently the information runs at least three to six months behind the actual use period. The new web-based system, which uses Energy CAP™ software, will allow campuses and System Administration to view data

in segments as small as hour-to-hour and make adjustments accordingly. This information will be readily available to all personnel who participate in the purchasing, contracting, or energy departments of each campus.

With this new platform in place, SUNY will enhance the timeliness and accuracy of baselines for energy use, and track the performance of individual systems—which will be particularly useful in evaluating new high-efficiency or alternative energy installations. This new system will even generate reports on greenhouse gas emissions, providing invaluable data to evaluate SUNY’s progress on reducing our energy usage and carbon footprint.

SUNY’s **Office for Capital Facilities** serves as a central point of contact for funding sources and opportunities to participate in renewable energy projects through NYSERDA and the New York Power Authority (NYPA). SUNY campuses are involved in a wide range of projects to upgrade and retrofit facilities and transition to renewable energy sources when possible—everything from energy efficient lighting to geothermal systems to large solar photovoltaic arrays.

As part of an overall action plan for the “Greening of SUNY” adopted by the Board of Trustees, SUNY campuses and the **State University Construction Fund** are committed to designing all new and renovated facilities at state operated campuses and statutory colleges to a minimum Leadership in Energy and Environmental Design (LEED) silver rating.

In addition, many SUNY campuses have developed, or are developing, individual Sustainability Master Plans to manage and reduce their carbon emissions. Nearly half of SUNY’s 64 campus presidents are signatories to the **American College and University Presidents’ Climate Commitment (ACUPCC)**, which requires each institution to establish a greenhouse gas emission baseline with an associated action plan, and then to monitor, evaluate, and report on its progress toward achieving climate neutrality.



SUNY ESF: A National Leader in Academic Environmental Sustainability

The nation’s first true “college of the environment,” SUNY’s **College of Environmental Science and Forestry (ESF)** is the only institution in the United States with a program that is focused on the study of natural resources and the environment. ESF’s unique mission—to meet environmental challenges at all levels—gives SUNY a distinctive edge in our goal of leading New York toward an energy-smart future.

Today’s environmental issues are inherently complex and must consider a variety of perspectives and competing interests. Four themes—Applied Ecology and Conservation Biology; Renewable Materials, Energy, and Biotechnology; Sustainable Systems and Communities; and Environmental and Natural Resources Information Systems—provide a context to integrate and synthesize the cultural, natural, and industrial perspectives that run through all of ESF’s academics, research, and service.

ESF also serves as a systemwide demonstration project of best practices, from recycling to renewable energy—all part of a strategic goal for the campus to reach carbon neutrality by 2015.

With a dynamic array of programs, built on a foundation of academic excellence, ESF is educating the next generation of scholars, entrepreneurs, and environmental stewards to take on the most pressing challenges of our time.



Alfred State students
volunteer in Hurricane Irene
community cleanup

SUNY AND THE VIBRANT COMMUNITY

SUNY has a strong history of service—beginning with its motto: To Learn, To Search, To Serve. *Service*, in its broadest sense, comes in many forms with students and faculty contributing to their communities and their fields.

Wherever New Yorkers come together as a community, SUNY is there—a remarkable 97 percent of all New Yorkers live within 20 miles of a SUNY campus. Most of our campuses proudly bear the name of their home city or town. They serve as the local crossroads, enabling people from many different backgrounds to meet and deepen their mutual sense of belonging.

SUNY campuses fight “brain drain,” acting as a natural magnet for young, talented, and creative people—the intellectual firepower that is so critical to economic development. SUNY graduates—the majority of whom stay in New York—also become volunteers, teachers, healthcare professionals, first responders, employers, advocates, and community leaders. And SUNY is a major source for arts and culture programming that makes life richer for everyone.

SUNY was a charter member of the **New York Campus Compact (NYCC)**, which was founded in 2001 by a task force of college and university presidents to promote active citizenship as an aim of higher education. NYCC seeks to strengthen the capacity of member institutions to partner with their communities, increase student involvement in academic and co-curricular public service; advance *engaged* scholarship; and cultivate the knowledge, values, and skills of civic responsibility and democratic participation.

With a remarkable array of campus-based programs and activities ranging from internships, service-learning projects, community service, and every possible expression of volunteerism, SUNY has been deeply embedded in the fabric of our communities. Now we are looking to take our success stories to scale by studying the best practices modeled across SUNY. And with several system-level initiatives—

including supporting signature campus-community engagement projects—we are knitting together our resources to create more cultural experiences, new opportunities to serve the greater good, and a deeper sense of place.

Every year, numerous SUNY campuses are listed on the **Presidential Higher**

Education Community Service Honor Roll,

which recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. Making the 2012 honor roll were: University at Albany, Alfred State, Binghamton University, Buffalo State College, Cobleskill, Delhi, ESF, Fashion Institute of Technology, Monroe Community College, Morrisville, Old Westbury, Oneonta, and Stony Brook University. In addition, three SUNY colleges—Cortland, Geneseo, and Oswego—were named to the Honor Roll with distinction.



SUNY & WELL-BEING REPORT

In 2008, the Center for Research, Regional Education, and Outreach (CRREO), based at SUNY New Paltz, conducted a study to identify agreed-upon values and goals and to develop ways of measuring the mid-Hudson Valley's social, economic, and environmental character. As part of the Vibrant Community initiative, SUNY commissioned CRREO to expand this study to all of New York State's 62 counties and its 10 economic development regions. The counties and economic regions were categorized based on the presence and concentration of SUNY campuses.

A team made up of CRREO staff, New Paltz faculty and students, and a diverse group of community leaders created an index of eight indicators. Importantly, the data are derived from sources that can be easily updated—such as U.S. Census and state and county data systems.



The results of the study are currently being analyzed and will be released later in 2012. SUNY hopes the report will help inform the decisionmaking that impacts quality of life in communities, not only for SUNY campuses, but also for local government, community-based organizations, and economic development organizations—including the Regional Economic Development Councils (REDCs).

SUNY PASSPORT

Arts, culture, and recreation play a vital role in any vibrant community. The cultural, historic, artistic, and recreational institutions that call New York State home are as diverse as its citizenry. From national parks and monuments, to art galleries and museums, music halls and historic landmarks, New York truly has it all. Increasing access to these important cultural institutions is key to promoting economic development and retaining talent in New York State.

In Europe, many museums and other cultural institutions offer reduced admission rates to students attending colleges and universities, encouraging cultural exploration while students are still in their most formative years. With the rising price of higher education, students may find it increasingly difficult to afford to pay for cultural exploration. By offering reduced or free admission, institutions can whet the appetite of the future generation of museum-goers and park users, giving them a taste of what they can benefit from during their entire lives as engaged citizens.

DIVERSITY COUNTS



World premiere theater production during Buffalo State College's 2011 Anne Frank Project of "I'm Not Leaving", the story of Carl Wilkens, the only American to stay in Rwanda during the 1994 genocide. The Anne Frank Project is produced with support from SUNY's Explorations in Diversity and Academic Excellence program.

EXPLORATIONS IN DIVERSITY AND ACADEMIC EXCELLENCE

The **Explorations in Diversity and Academic Excellence** initiative supports the goals of SUNY and the Vibrant Community with innovative programs that illuminate and strengthen the intersections between diversity and academic excellence for campuses and surrounding communities. Funded projects are selected for their potential to improve the campus climate, enhance access and student success, and create innovative curriculum and pedagogy. Many awards have led to ongoing conferences and symposia, film and speakers' series, recruitment and retention of diverse faculty, and campus-community dialogues.

SUNY sees a major opportunity to offer a program for students and faculty that will increase access to cultural institutions at a free or reduced rate. The SUNY Passport aims to make available both on- and off-campus cultural resources to our constituents in a way that will promote and support the vibrant artistic, cultural, and recreational activities for which New York is so well known.

The key to SUNY Passport's success involves the implementation of a smartphone application to engage students and members of the community. SCVNGR, a location-based application, will allow participants to track their experiences across the state.

This smartphone application will be free to users and available on iPhone and Android platforms. The software has been highly praised and ranked as one of the best location-based software companies on the market today. More than 700 colleges and universities use the software, but SUNY will be the first to take it to scale and organize "treks" across an entire state. And a new systemwide student ID code will make it easy for students to gain entrance to activities at other campuses.

SUNY Passport aims to bring the cultural vibrancy of each of our 64 communities to scale by sharing its benefits with the entire SUNY family.



SUNY
Passport App

ENRICHING COMMUNITIES AND ACADEMICS WITH SERVICE-LEARNING

Volunteer work by our students, faculty, and staff is important, but it's only the beginning. We are positioning SUNY as a national model for higher education citizenship, unleashing the problem-solving energy of our entire system on the challenges our communities face. We will collaborate with community representatives on each campus and across the state to identify their most pressing problems and create solutions that promote safe and livable neighborhoods, stable housing, and thriving workplaces. We'll ensure long-term commitment by building our involvement into the courses and degrees of each SUNY campus. And we'll gather, analyze, and share research and experiences in civic engagement, making the most of our combined knowledge.

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection. Its aims are to enrich the learning experience, teach civic responsibility, and strengthen communities. SUNY is developing a plan to expand the concept of academically based service. Service-learning is one of the best ways to integrate service to the community into the academic curriculum of a college.

Since the needs of each community differ greatly, as do available campus resources, SUNY's approach to service-learning is grounded in a bottom-up model. Starting with a group of campuses, representing each sector, that currently engage in service-learning, we will collect data and best practices on how to best implement and institutionalize service-learning across SUNY. From the data collected, we will begin to map our assets and build a framework for success.

SUNY Retirees Service Corps Harnesses Wealth of Experience and Commitment

Retirees are an increasing force in our society; they are living longer, leading healthier lives, and enjoying more productive years than ever before. They have time, talent, and collectively possess many years of working experience. There are about 20,000 retirees from SUNY's 64 campuses—with about 1,000 new retirees each year. Based on a 2010 survey of SUNY retirees, 75 percent continue to live in the community of the campus from which they retired, and 82 percent had engaged in some form of volunteerism or community service since retiring.

SUNY retirees represent a large and diverse pool of expertise and skills, age distribution, and racial and ethnic backgrounds. While several SUNY campuses have retiree organizations, the potential for retiree engagement has long been under-utilized. To help tap this rich resource, with leadership from the University Faculty Senate, in 2008 SUNY created a systemwide **Retirees Service Corps (RSC)**. The RSC's aim is to create a "retiree-campus-community" connection within and among SUNY campuses, and provide support to create campus-based retiree organizations and opportunities.

Whether it's academic tutoring or mentoring for students, teaching a continuing education course, planning campus events, sitting on a board, or running a blood drive—retirees are already making tremendous contributions. Now, with a biannual statewide conference, a web-based system to connect retirees with service opportunities and a quarterly newsletter with profiles of retirees and resources for individuals and campuses, the Retirees Service Corps will continue to seek new ways for retirees to serve and enhance the quality of life in SUNY communities.

SUNY Experiential Learning Summit

In April 2012, we convened our first-ever meeting of service-learning leadership teams from across SUNY. These teams are made up of teaching faculty engaged in service-learning opportunities, academic affairs administrators, and campus service learning coordinators. Participants at the summit shared success stories, lessons learned, and best practices for opening doors to experiential learning. This meeting also provided a critical crosswalk between service-learning and the **SUNY Works** cooperative education initiative.

SUNY AND THE WORLD

In our increasingly global economy, SUNY's graduates will compete with peers from all over the world. Our commitment is to provide them with the excellent technical, cultural, and linguistic preparation they will need to flourish in an international society. By internationalizing the campus environment and the classroom, and by making the opportunity for education abroad available to all, we will send out "global-ready" graduates whose efforts over the course of their careers will effectively secure New York State's central role in the global economy.

SUNY can lay claim to many remarkable accomplishments in the field of international education—including the creation of the first dual diploma partnership with a foreign university system (in Turkey). We also have a significant international presence and a growing population of more than 18,000 international students on our campuses.

Now we are building rapidly on that record of achievement. With a transformative international recruitment initiative and efforts to expand international research and participation in study abroad programs, especially among underrepresented minorities, SUNY is taking its systemwide embrace of internationalization to the next level.

BUILDING OUR GLOBAL TALENT POOL

The enrollment of international students is one of the most effective ways to broaden perspectives in the classroom and to offer an international experience to students who do not travel outside of New York. It also helps us forge alliances between SUNY, New York State, and future leaders from around the world. In addition, international students have a positive economic impact on our institutions and our state as they fill seats made available by declining college-age populations in the northeast. Currently, their tuition and room-and-board dollars create a statewide



impact of approximately two billion dollars. With increased international enrollments, SUNY seeks to further enhance our positive impact on New York's economy.

SUNY launched our international recruitment initiative in fall 2011 with a SUNY Road Show in Vietnam, China, and India—part of a systemwide effort that includes voluntary participation from roughly half of the campuses, working collectively with a growing network of education agents worldwide. The objective of the initiative is to increase international enrollment from 18,000 in fall 2009 to 32,000 by fall 2017. By agreement with participating campuses, eight percent of the first year's tuition paid by these international students will be redirected to a **Global Reinvestment Fund**, creating a pool of scholarship funds to enable more than 3,000 low-income SUNY students to study abroad each year by 2017. Additional monies from international tuition payments will fund faculty internationalization grants, bring scholars to SUNY from politically at-risk environments, and expand other important global services.

A key asset in SUNY's commitment to increasing its global talent pool is the **SUNY Turkish Dual Diploma Program**, which offers more than two dozen bachelor's degree programs through the participation of eleven SUNY campuses and seven Turkish universities. The program is managed in partnership with the Turkish Higher Education Council and enrolls more than 1,800 Turkish students each year. Students spend about half of their undergraduate program studying on a SUNY campus, and roughly half at the Turkish home campus. Nearly 1,000 students have graduated with both a Turkish university diploma and a SUNY degree. Annual economic impact from the SUNY Turkish Dual Diploma Program alone is estimated at nearly \$15 million. Beyond the financial impact, SUNY study abroad numbers for programs in Turkey have grown. As local students have studied alongside Turkish students, many have become interested in studying there themselves. Even for those students who never leave New York, learning about engineering or international relations in a team or discussion group with students from Turkey serves as excellent preparation for a global career.

SUNY IN THE WORLD – INCREASING EDUCATION AND RESEARCH ABROAD

As our state and nation continue to integrate into the global economy, tomorrow's graduates will enter a workforce that increasingly must cross borders on a regular basis. The experience of studying, and in some cases working, outside our borders is no longer a luxury for the elite or relevant only to language majors. Engineers, health care professionals, and teachers, to name a few, will need the global perspective afforded by an education abroad experience just to compete in their chosen careers.

SUNY's coordinated approach to education abroad is an excellent illustration of *systemness* at work: By pooling the program management resources of 64 campuses and seamlessly transferring credit and tuition dollars, students from any SUNY campus can participate in any of our more than 600 programs in over 50 countries on all seven continents.

SUNY
平价实现美国梦

美国最大公立大学—
纽约州立大学中国招生峰会

时间: 2011-10-26 13:00-17:00
仙乐斯广场1801室 启德上海留学中心

- 超高性价比, 美国公立大学系统完全解码
- 招生主任Krista现场指导申请流程、注意事项
- SUNY学生就业及发展前景现场公布

SUNY: 64个校区、48万在校生, 世界超级大学、完整课程学历体系、学费低廉、超高学术地位、教育质量, 灵活学分互换。

SUNY
banner
advertising
recruitment
fair sessions
in Hangzhou
and
Shanghai

Broader Access and Participation in Study Abroad

Building on this success, we are committed to lowering barriers to study abroad for underrepresented groups, including racial and ethnic minorities, first-generation college attendees, community college students, students with disabilities, and LGBT students. To help reach this goal, SUNY has joined **The Diversity Network**, the leading professional consortium of higher education institutions, government agencies, and for-profit and non-profit organizations dedicated to advancing diversity and equity in international education. With resources available through the network and through specialized seminars, we are learning as a system how to identify hurdles to participation in study abroad for individuals from underrepresented groups—and how to break through those barriers to vastly increase exposure to international programs for these students.

DIVERSITY COUNTS

SUNY Global and the Office of Diversity, Equity, and Inclusion have teamed up to offer a series of **Diversifying Education Abroad** workshops aimed at study abroad and diversity professionals. Participants have discussed best practices for inclusive programming and financial aid resources for study abroad for historically underrepresented populations. The most recent workshop, held at the SUNY Global Center in May 2012, included a panel of SUNY students who spoke about their international educational experiences. Participants also went to breakout sessions to discuss specific barriers to study abroad for students who are ethnic/racial minorities, first generation, low-income, disabled, or LGBT.

Future events may include a systemwide conference and campus-based events that would be geared toward student participation.



SUNY Global is also enhancing opportunities for SUNY students to study abroad in more places and disciplines. **The Chancellor's Award for Internationalization (CAFI)** provides students with meaningful academic experiences in settings that are profoundly different from the United States from a cultural, linguistic, academic, or in some cases, physical environment perspective. These programs offer faculty an opportunity to convey their unique understanding of specific destinations and cultures to students. Through CAFI, campuses are devising programs with innovative structure and content to enhance student learning goals while creating new opportunities for faculty to collaborate with overseas partners. CAFI is harnessing SUNY's rich faculty international experience across the curriculum to benefit all SUNY students, while broadening study abroad and cross-cultural opportunities to include underrepresented destinations and academic disciplines.

LANGUAGE TEACHING FOR A CHANGING WORLD

One of the most important competencies of a global-ready graduate is fluency in a foreign language. That is why, in partnership with the Modern Language Association, SUNY is initiating **Language Teaching and Learning for a Changing World**—a dialog with language specialists across our system on evolving trends in foreign language study. We need to focus on fully preparing students to live and work abroad—and to collaborate with future colleagues around the world. Using the most innovative pedagogies and educational technologies, and harnessing the talent and expertise from our campuses, SUNY will be able to provide a broader, more coherent interdisciplinary curriculum for foreign-language learners to gain this critical proficiency.

PROFILE IN SYSTEMNESS

THE CENTER FOR COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)

Originally spearheaded at Purchase College with SUNY System Administration support, and now located at the SUNY Global Center, the Center for Collaborative Online International Learning (COIL) develops online collaborative international courses at SUNY as a format for experiential cross-cultural learning, sensitizing participating students to the larger world by deepening their understanding of themselves, their culture, how they are perceived, and how they perceive others.

These globally networked courses also intensify disciplinary learning in fields where engaging other cultural perspectives is key. COIL builds bridges between study abroad, instructional design, and teaching faculty through courses taught by teams from different countries, thereby promoting, integrating, and enhancing international education experiences across the curriculum.

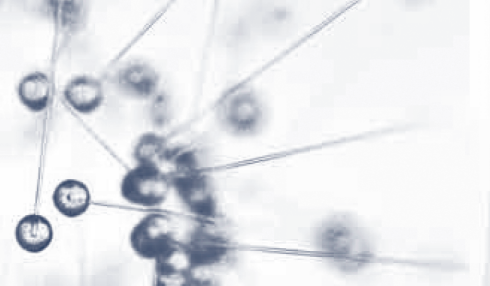
COIL is initiating an institution-wide adoption approach, where SUNY campuses engage in significant development of partnerships and curricular offerings using COIL pedagogical methodology to deliver globally networked learning opportunities to students. COIL's innovative approach has been described as "virtual study abroad" because it provides students with the setting for meaningful cultural exchange mediated through the curriculum with counterparts in other countries.



THE UCOSMIC® CONSORTIUM

Managed by SUNY Global, the UCosmic Consortium is developing open-source, cloud-based solutions to allow research institutions to comprehensively map global engagement with relatively low up-front costs. UCosmic pulls data from diverse sources and presents it back in a way that can be easily mined by students, faculty, administrators, and the public to uncover relationships and opportunities. The UCosmic paradigm is designed to enable research institutions to become more entrepreneurial in their pursuit of global relationships. Partners currently include the College Board, the Institute of International Education, and universities from around the world. Implementation of UCosmic will enable SUNY campuses to strengthen existing activities and develop new ones. The result will be a comprehensive mapping of the university and all of SUNY's global engagement, including student mobility, research collaboration, corporate activity, performance activity, and scholarship.

Instructor Eric Feinblatt
at COIL's Media Arts
and Culture workshop
in October 2011



GETTING DOWN TO BUSINESS: Disciplined Action to Meet Our Goals

All along, we've known that we can't reach our big goals—and reach the level of academic excellence to which we aspire—without attending to the core infrastructure issues that scaffold all of SUNY's work. Parallel to the Innovation Teams' work, the Transformation Teams have moved forward on initiatives that address core infrastructure needs.

At least 16 core infrastructure needs were identified during Phase I, which were culled to seven in the implementation framework; these were fairly generic to the business of all universities, not necessarily specific to SUNY. But as we have moved forward, we continually work to refine core infrastructure issues into the key initiatives targeted to support the Six Big Ideas and leverage *systemness*.

TRANSFORMING SUNY'S IRON TRIANGLE

The concept of an “Iron Triangle” has been applied to a multitude of fields to describe situations in which there is a stable, self-reinforcing (though not necessarily desirable) triad of dynamics or conditions. SUNY has adapted this concept as an organizer to define the priority areas necessary to support the vision of *The Power of SUNY*, based on three mandates in higher education that often seem to exist in mutual conflict: **controlling costs**, **increasing productivity**, and **ensuring access and completion**. The model has also been envisioned as an equation: **Controlling Costs + Increasing Productivity = Enhanced Access and Completion**. Rather than a construct in which an institution is forced to choose between, say, cutting budgets and increasing access, the *systemness* paradigm requires us to take a more integrated look at the relationships and resources that can make it possible for these two goals to be achieved simultaneously.

While there is significant interaction among the three areas, they are useful in identifying and organizing

the interdependent priority areas critical to reaching the goals of *The Power of SUNY*. Under each leg of the triangle are three sub-priorities, creating new teams linked with the Board of Trustees, System Administration, Implementation Teams, and other entities within SUNY engaged in related projects and initiatives.

CONTROLLING SUNY'S COSTS SHARED SERVICES

To enhance the core academics and student services mission of our campuses, SUNY will reinvest \$100 million annually from administration savings into instruction, delivery of courses, and hiring more faculty.

On June 15, 2011, the State University Board of Trustees adopted resolution 2011-063, entitled “Effective Resources Alignment through Shared Services.” That resolution authorized the Chancellor to direct the State-operated campuses “to collaboratively develop and implement strategies to improve efficiency, generate cost savings, build capacity, and increase resources available to the core academic and student service missions of campuses.” The intent of the resolution—to redirect resources generated through such cost-saving measures toward the University's core academic and strategic missions—is in keeping with *The Power of SUNY* and our core values of collaboration and student centeredness.

Because SUNY's campuses have done an outstanding job in the past five years managing the reductions in state funding, significant savings are not easily found at any individual campus. However, as a system we have located high-leverage opportunities not only to save resources but also to improve efficiencies and enhance services by working across the campuses and across the system, through **strategic sourcing**, **IT transformation**, **innovative administrative services**, **regional transaction centers**, and our **Campus Alliance Network**.

Strategic Sourcing

Working closely with the NYS Division of the Budget and the Office of General Services, we will use our combined buying power to generate savings in virtually everything SUNY purchases. We are improving over past efforts by ensuring coordination among everyone involved in the procurement process. Leadership, process controls, reporting, and accountability will be required to optimize savings while ensuring quality.

The rollout for the Strategic Sourcing initiative will tie into statewide procurement plans for fleet cars, office supplies, IT hardware and software, and lab supplies, as well as utilities, fuel, and building repairs. Additional SUNY-led initiatives will focus on hospital purchasing, equipment maintenance, advertising, and university-wide contracts, among other areas.

To maximize the impact of this strategic sourcing and ensure that we deliver on cost-saving contracts, SUNY is working closely with campus presidents, business officers, and campus wide leadership.

IT Transformation

Information Technology represents a significant set of opportunities for improving our efficiencies and services while reducing spending. In particular, automation will allow us to drive efficiencies in other areas. Without consistent systems and processes it would not be efficient or effective to create hubs or transaction processing centers.

SUNY will achieve these goals through streamlined student information systems, standardizing campus-based software, data warehousing, and data center consolidation.

For more information on SUNY's plans for IT Transformation, see Systems Integration (**page 49**).

Transaction Processing Centers, Regional Hubs, Centers of Expertise

Transaction-based processes will provide improved service at a reduced cost for procurement, payroll, benefits, accounts payable, travel, and other basic administrative functions.

Cost effective, high-service, customer-focused centers of expertise will process transactions through a service-oriented regional hub or systemwide center, driving savings and improving efficiencies. Our centers will leverage the geographic footprint of the overall system and its strategic partners to deliver consistent, high-quality services at a competitive cost while still maintaining proximity to the customer where necessary.

Campuses will move beyond their traditional back-office functions, becoming more strategic in delivering services that solve end-to-end business problems, and by innovating to create overall business value in new ways: delivering upon continuous improvement, service enhancement, and cost reduction targets; enabling growth in existing and emerging markets without traditional investments in new facilities, infrastructure, or people; innovating services and solutions; and attracting and retaining top talent.

Campus Alliance Networks and Administrative Alliances

Launched in August 2011, the Campus Alliance Network brings campuses together to achieve savings, efficiencies, and improved services. Working together, the campuses establish their own plans, but as a system we benefit from successes and best practices. SUNY campus presidents and System Administration will collaboratively develop and implement regional SUNY Campus Alliance Networks, which will expand academic resources and course availability for students while increasing efficiency within the system.

Currently, two pairs of SUNY campuses have commenced a shared administrative leadership arrangement: Delhi/Cobleskill and SUNY IT/Morrisville. Additional savings and best practices will be generated through partnerships across the system. Though various partnerships have been discussed, it is expected that realignment will occur based on regional and campus needs and expertise.

SUNY campus presidents will develop plans to employ available resources more efficiently by sharing services on a sector, regional, or mission basis. Planning among campuses from all sectors is just beginning and, when complete, will identify specific opportunities to reduce and consolidate administrative services and collaborate on procurement procedures and academic offerings.

Cost savings generated by administrative reorganization will be redirected toward academic instruction and other student-support services. The extent to which services will be shared among alliance partners is expected to vary by campus and region. A systematic assessment will be completed through the Campus Alliance Network process to identify specific campus alliance opportunities in a range of areas, including student services, employee services, advancement, and academic affairs.

ALLOCATING RESOURCES BASED ON PERFORMANCE

To incentivize high achievement in areas critical to *The Power of SUNY*, we will allocate a percentage of the overall budget to be distributed to campuses that perform well according to specific metrics aligned with our strategic goals. This system will be straightforward, transparent, and tailored to individual campuses—so that they will be competing with themselves, not with each other.

Performance-based funding systems will catalyze changes and improve performance in key areas. Currently, SUNY's funding model is largely based

on students enrolled and cost of programs. With performance-based allocations, a portion of the overall SUNY operating budget will be allocated to the campuses based on indicators focusing on student-centeredness in areas such as graduation and retention, community engagement, diversity, integrity and collaboration, campus efficiencies, and partnerships, using the systemwide metrics laid out in the *SUNY Report Card*.

Led by the **Finance and Administration Strategy Team (FAST)**, SUNY is in the process of designing a pilot program to implement a performance-based funding system for the 2012-13 academic year. The pilot phase will not tie funding distribution to campus performance but will enable SUNY to make modifications to measures and set clearer goals by tracking performance. Full implementation of performance funding will begin with the 2013-14 academic year, when the target funding pool will be distributed based on campus performance.

To help frame the initial phase of the performance funding system, we are starting with a limited number of measures selected to have the greatest impact in improving performance in targeted areas.

In addition to setting aside a specific portion of the budget for performance-based funding, we will orient our university-wide funding programs (often referred to as U-wides) to reward performance. For example, we have recently been able to reinvest funds to increase funding for the Educational Opportunity Program (EOP), and our research programs, such as the Empire Innovation Program, the Strategic Partnership for Industrial Resurgence (SPIR), the Collaborative Research Initiative Program, and High-Needs programs. Achievements in retention and graduation rates will be major factors in determining the allocation of additional EOP enrollment spaces. Research and High-Needs funding will be dispersed based on a campus's past performance as well as on the quality of each proposal and on progress toward performance goals.

SYSTEMS INTEGRATION

In recent decades, devolution of administrative processes in the SUNY system led to each campus having the freedom to choose its own path for information technology (IT) resources. We are hard at work creating a plan for all SUNY campuses to operate on common IT data systems by summer 2013, and by summer 2014, these systems will be implemented across the board.

One of the most promising areas for cost savings can be found in information technology. The successful model for the sharing of SUNY's existing systemwide technology services will expand to leverage savings opportunities achieved through collaboration and consolidation. In addition to savings, automation allows us to drive efficiencies in other areas. We will continue with the comprehensive assessment of the current IT landscape already underway, including a systems inventory, a detailed accounting of spending, and a detailed implementation plan for campuses.

Leveraging current systemwide services, we will develop an integrated system approach that streamlines and standardizes: student information systems and associated student data; campus-based software in such areas as degree planning and residence hall management; along with business intelligence and data warehousing. Campuses will utilize SUNY's private and public cloud services, and data centers will be consolidated where appropriate. This will enable campuses to focus their valuable technical support services on the delivery of instruction and academic support for faculty and students.

The goal of this initiative is the development of a clear, concise, integrated approach for systems that will allow SUNY to operate far more efficiently as a system, as well as becoming a truly evidence-based institution capable of providing and analyzing systemwide data.



INCREASING SUNY'S PRODUCTIVITY

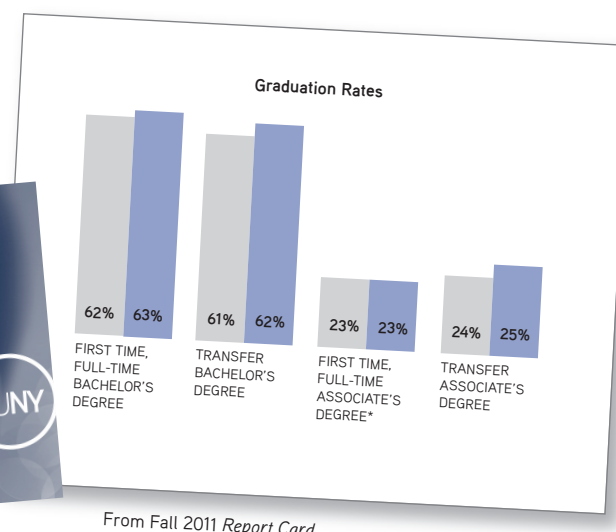
DELIVERING ON THE SIX BIG IDEAS

In the coming year SUNY will take its *Report Card* from a statement about accountability—the “you can hold us to it” promise—to a testament for progress and a tool for improvement.

SUNY will invest resources and look to external support as well for the major initiatives that flow out of the Six Big Ideas. The impact of those actions will then be assessed by the data collected in our enhanced, web-based *Report Card*, which will allow for deeper analysis and data manipulation to measure our progress.

We are in the process of building a prototype platform that will allow users to drill down on three initial metrics: **graduation rates**, **research expenditures**, and **cost per student**. Over time, we will increase the number of metrics available for analysis, with the ultimate goal of creating a real-time reporting system that captures the most current data available.

SUNY has a wealth of data at its disposal, but to become truly data-driven, we need a dynamic, highly interactive reporting system. The state-of-the-art infrastructure we are building will enable us to fulfill our promise of transparency and accountability, while allowing all SUNY stakeholders to evaluate our impact across the landscape of the Six Big Ideas.



ELIMINATING THE NEED FOR REMEDIATION

We will accelerate progress on increasing college-readiness and boost SUNY's productivity by dramatically reducing the need for remediation over the next decade—principally by repairing the leaking education pipeline in collaboration with our P-12 partners, to align curriculum and create more effective remedial education.

Like the rest of the nation, New York faces a crisis in college readiness. Forty percent of the state's high school graduates are unprepared or underprepared for college-level work. The numbers are even more alarming for underrepresented minorities, with less than 15 percent of African American and Hispanic graduates ready for college. The costs are staggering: SUNY spends \$70 million annually to help students gain basic competencies to pursue a degree program—more than all state aid to SUNY's technology campuses. But that figure does not begin to capture the full costs associated with remediation, including the immeasurable costs associated with countless students who never reach the finish line to a college degree.

SUNY has a tremendous stake in reducing the need for remediation, and the capacity to vastly improve its delivery. Since the mid-1970s SUNY community colleges have operated under Full Opportunity Plans (FOP), allowing for open admission of all students who hold a high school diploma or equivalent. Under FOP guidelines, colleges must provide remedial education to those students who are not adequately prepared for college-level work. Indeed, remediation and improving retention rates are top priorities for SUNY community colleges. This policy has provided a critical point of access to higher education in the state. Unfortunately, success and graduation rates are lower for students in remediation—and fall dramatically for students needing multiple remedial

courses. Across SUNY's community colleges, roughly half of all full-time students enroll in at least one remedial course, and some colleges report substantially higher rates.

In addition to recent high school graduates, SUNY provides remedial education—through its Educational Opportunity Centers as well as its community colleges—to many older, nontraditional students who attend college to gain new skills, study English as a second language, advance current careers, or begin new career paths.

SUNY has been working on many fronts to address this challenge through its initiatives under SUNY and the Seamless Education Pipeline, such as cradle-to-career networks, the SUNY Works cooperative education model, Early College High Schools, and enhanced teacher preparation programs. SUNY campuses also have a wide range of support programs in place for students needing remediation.

Now, to accelerate improved college-readiness among students in New York, SUNY is initiating a coordinated systemwide program using a three-pronged approach:

- **Strengthening partnerships with K-12 schools and NYSED**—making sure students are college-ready when they leave high school.
- **Strengthening current remediation practices**—focusing on improved student outcomes in first-year college-level courses.
- **Developing a funding policy that promotes success**—exploring the kinds of reforms that will be most cost-effective for students and campuses, provide effective incentives, and support better delivery of remedial courses and other services.

A newly created SUNY Task Force on Remediation will support this effort, focusing on SUNY's community colleges, and working within partnerships that span the education pipeline.

Driving Readiness and Success with Data: New York's P-20 Data System

To dramatically improve college readiness rates and radically reduce the need for remediation, we need better information about student progress—from early childhood through career. New York's P-20 Longitudinal Data System, led by NYSED in partnership with SUNY, the Department of Labor, the Office of Children and Family Services, the Department of Health, and the Department of Taxation and Finance, will be a major asset in the campaign to track student progress and provide targeted interventions when and where they are needed.

With college- and career-readiness as its central driver, the P-20 Data System will cultivate a more unified system across the education pipeline, providing a platform for SUNY to collaborate more effectively with P-12 partners, NYSED, and local school districts to follow student progress not only from pre-K through post-secondary education, but eventually into the workforce, tracking a wide range of educational data, and ultimately using the data to set targets from which performance is measured.

SUNY's participation in the development of the P-20 Data System will help us assess and improve the effectiveness of academic placement testing practices and remedial instruction—and require us to establish consistent, coherent definitions of remedial courses.

When complete, this four-year project will:

- Collect teacher and course data.
- Link P-12 and Higher Education data.
- Build a Data Portal and Instructional Reporting and Improvement System that helps teachers, school officials, and parents improve student achievement and close the achievement gap.
- Create an Early Warning System to help at-risk students.

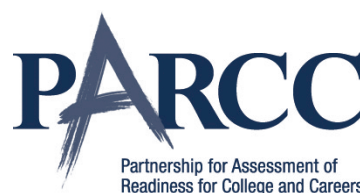
- Link with other state agencies, state financial aid, vocational rehabilitation, and early childhood data systems.
- Improve data quality and overall system performance, with daily data verification and error checks for schools.
- Provide essential information for predictive analytics, which will help students make appropriate academic choices.

SUNY aims to capitalize on this powerful resource to support the P-12 partnerships that are key to re-envisioning remediation as we know it—as well as strengthening student mobility, degree completion initiatives, and all of our efforts with respect to building a seamless education pipeline.

P-20 Assessment Alignment: Key Strategies to Address the Remediation Challenge

As part of the Regents' reform agenda, New York, like more than 40 other states, adopted the Common Core Learning Standards, which cover two subject areas: English language arts/literacy, and mathematics. These standards—developed in consultation with higher education and others, and benchmarked to international standards—attempt to define what public school students need to know in those areas to be ready for college or careers when they graduate from high school.

As New York's schools prepare to teach to these new standards, NYSED is designing new assessments to help students, families and teachers track and improve students' progress toward meeting the standards, and to inform school accountability and teacher evaluation systems. New York is playing a leading role in the Partnership for Assessment of



Readiness for College and Careers (PARCC), which is developing new assessments for about two dozen states. NYSED is also revising New York State exams, including Regents exams in English language arts, algebra, and geometry, to align them with the new standards. The Regents' goal is for New York's colleges and universities to accept a "college ready" score on a Regents or PARCC exam as indicating that a recent high school graduate is ready for the first college-level course in English and mathematics without needing remediation.

Since 2010 SUNY has been engaged in planning with NYSED and PARCC. In fall 2011, SUNY's Chief Academic Officers met with NYSED and PARCC leaders to discuss the alignment of this work with SUNY's Education Pipeline goals. SUNY faculty members also serve as members of the advisory panels that are designing the new assessments.

At the policy level, SUNY is committed to helping design the new assessments and participating in studies to evaluate whether the new assessments are valid for academic placement. In addition, SUNY is working with NYSED on a Common Core professional development program for college faculty in the liberal arts and sciences and teacher education, so that these faculty members can prepare future teachers to help all students meet the standards.

STRATEGIC ENROLLMENT MANAGEMENT: PREPARING NEW YORK'S FUTURE WORKFORCE

Critical to providing access to programs that prepare students for twenty-first century careers, and a powerful economic development tool for making sure the state has the right talent in the right places, comprehensive enrollment strategies advance campus goals while heightening the impact of *systemness*. In partnership with economic development officials and employers across New

York, SUNY is mapping current academic resources and building capacity to meet workforce needs and drive growth and innovation in key industries.

While conventional enrollment management is associated with setting and meeting the goal of assembling a student body that comprises a predetermined and advantageous mix of students in terms of quality, number, and diversity in all its forms, **strategic enrollment management** is a far more dynamic task requiring an understanding of regional, national, and global contexts and future trends, as well as alignment with institutional mission. A shift to a strategic approach to enrollment can have an impact on every aspect of enrollment activities, including marketing, recruitment, tuition pricing, financial aid, student advising, and, of course, the mix of curriculum and degree programs offered.

To meet its productivity goals, SUNY needs a full picture of system capacity—by understanding individual campus programs and how they relate to the system as a whole. This requires analyzing transfer data and calculating the volume and demand for existing programs. Based on outcomes of this analysis, campuses may propose new programs, cancel programs, or develop collaborative ventures with other campuses—a process that will be facilitated by SUNY's shared services infrastructure.

SUNY will also determine system and campus capacity for degree programs and students, using projections of high school graduates and transfer populations, in areas that support both the state's workforce needs and the unmet educational needs of transfer students (who often find that their desired major is fully subscribed and either must choose another campus or change their aspirations for a particular major). This essential process requires an extensive examination of the capacity and use of SUNY's educational facilities. Through the **Facilities Master Plans** (see page 54), we are matching available facilities with programmatic needs to determine which campuses have capacity that can be utilized or expanded at a reasonable cost.

The strategic enrollment management process enhances SUNY's participation in the Governor's Regional Economic Development Councils (REDCs), where SUNY is strengthening links between academic programs with New York's workforce needs. By identifying and harnessing SUNY's capacity in strategic industry clusters such as renewable energy, biotechnology, and nanotechnology, strategic enrollment will help ensure that SUNY is producing the graduates to fill jobs and drive innovation in these critical industries.

SUNY is analyzing labor statistics to determine program need, expanding on our successful "High-Needs" funding program to provide start-up funding for faculty and equipment. Campuses with the appropriate mix of programs to support a new program (or substantial expansion of an existing program) and facilities that do not require extensive investment will be encouraged to apply for the competitive funding.

Strategic enrollment management serves as a potent example of how SUNY can increase productivity and leverage its assets—not just for individual communities or regions, but as a coordinated economic engine that serves the state as a whole.

SUNY's Professional Science Masters Degree: Bringing Science and Business Together

With funding from the Alfred P. Sloan Foundation, 15 SUNY campuses have created the **Professional Science Masters (PSM)**, for science majors. These programs cover a broad range of science and technology disciplines, and combine a science-based curriculum with management, marketing, and other industry-relevant coursework, as well as an internship experience. Campuses plan these programs in partnership with the businesses and industries that provide internships and hire graduates. Participating campuses include Fredonia, Buffalo State, Buffalo University, Brockport, Oswego, ESF, Cortland, Cornell, Binghamton, SUNY IT, Oneonta, Albany, Empire State, Potsdam, and Plattsburgh. These promising programs are expected to continue and expand.



SUNY'S FACILITIES MASTER PLAN

A pivotal component of SUNY's strategic enrollment initiative is its first-ever systemwide Educational Facilities Master Plan (FMP). The FMP identifies the projected ten-year capital facilities needs for each of SUNY's 34 state-operated and statutory campuses as well as System Administration, and will translate this information into a systemwide approach to developing future SUNY multi-year capital plan funding requests.

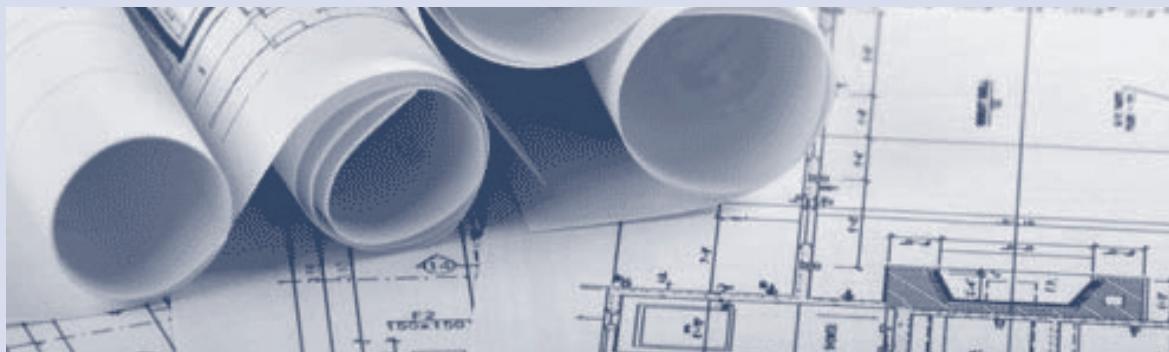
The FMP analyzes a wide range of information and provides recommendations for facilities improvements. To support academic missions and strategic plans, the FMP reviews current space inventory and conditions, current and projected departmental enrollments, and compares formula-driven space need calculations with current space utilizations and projections of future campus-wide space needs. The FMP identifies opportunities for better use of existing space and buildings, as well as cataloging potential needs for new space and facilities.

This comprehensive facilities inventory coordinates space reassignment, building rehabilitation and expansion, facilities conversion, demolition, and new construction with the mission and strategic plans established by each SUNY College. The FMP will serve as each campus's blueprint to identify, prioritize, structure, and sequence future capital projects—all of which will facilitate timely requests for capital funding and keep project timelines on schedule.

The timing and scope of this innovative planning process reflect SUNY's evolution in its approach to capital planning for the campuses. Over the decades, SUNY's planning and funding decisions have moved from a centralized, year-at-a-time process to a campus-driven, multi-year process—helping to provide each campus with a targeted methodology for advancing future capital plans.

Execution and delivery of the FMP has been phased in groups of seven to ten colleges, with individual consultants selected for each. The typical length of the FMP effort for each campus is 18 months. The first group of FMPs started in the summer of 2009 and the last group was completed in early 2012. Individual campus FMPs will also feed in to the 2013 SUNY Capital Plan budget request in fall 2012. Further information on the immediate history of the SUNY Educational Facilities Capital Plan and plans for the future can be found in the Appendices, **pages 111-113.**

While the FMPs will provide each campus with a powerful roadmap to plan its future capital facilities improvements, the hallmark of this process is its alignment with strategic enrollment management, academic priorities, space assessments, and accurate projections of future capacity and needs. Recognizing that circumstances may change, the final FMPs are designed for flexibility—to help SUNY evaluate and modify components as necessary to support future systemwide priorities.



ENSURING ACCESS AND COMPLETION

CONNECTING THE TRANSFER DOTS

Because seamless transfer between SUNY campuses is a key strategy in SUNY's access and completion agenda, we will build on a record of achievement with mobility policies that help students shorten their time to degree, save money, and join the workforce sooner. Ultimately, all students who exit SUNY community colleges with an AA or AS will be ready to transfer, fully credited to our baccalaureate institutions.

Each year, nearly 27,000 students transfer from one SUNY campus to another. While the majority of students transfer from SUNY's 30 community colleges to SUNY four-year colleges and universities, many students transfer from one community college to another, one four-year institution to another and even from four-year institutions to community colleges. Data continue to show that transfers from SUNY's community colleges fare exceptionally well at our upper-division institutions, often outperforming those who began their education at these institutions as freshmen. Independent colleges also actively recruit and welcome SUNY community college graduates.

Because the path to a four-year degree begins with increasing frequency at a two-year institution, SUNY's 30 community colleges are critical to the success of our mobility initiatives. Community colleges have evolved into centers of innovative regional cooperation, with a built-in agility to respond quickly to workforce needs. SUNY is working to harness and build on these strengths as community colleges play a growing role in our access, completion, and economic development goals.

Today, students with an AA or an AS degree who are accepted into a parallel program by a SUNY baccalaureate institution will be granted full junior status and have the opportunity to complete their degree within the same timeframe as students who matriculate as freshmen.

The State University General Education Requirement (SUNY-GER) assures seamless transfer of 30 credits of general education courses among SUNY institutions. Transfer students from SUNY campuses take with them—as a supplement to the official transcript—the General Education Transcript Addendum (GETA), which specifies the SUNY-GER categories already completed and associated course work.

To put transfer students on an even footing with classmates who began their studies at four-year campuses, the **SUNY Student Mobility Project** identified parallel programs for transfer of AA or AS degrees to state operated campuses and the common lower division courses taken in the most highly enrolled majors. These guaranteed course groupings are known as the SUNY Transfer Pathways.

Three hundred two- and four-year faculty in various disciplines developed common course descriptions for the pathway courses, with campuses identifying the courses that fit these descriptions. The corresponding equivalencies are stored in a business intelligence database on the SUNY website as a resource for campus faculty and staff, greatly reducing the time and effort necessary for evaluation of a transfer student's transcript. Courses meeting these descriptions are guaranteed to transfer in the major designated. Efforts are under way to expand the project to the remaining majors across the university.

Additional resources for campuses and students include an appeal process for campuses regarding courses fitting the common course descriptions, and an appeal process for students who have issues with the assignment of transfer credit. A systemwide project has put in motion the implementation of a product called **DegreeWorks**, a degree audit and transfer planning tool. This tool will be a big leap forward for students and their advisors to monitor progress toward degree completion by viewing exactly which courses they need to take at which campuses, and to plan accordingly. They will be able to compare their proposed coursework at up to three campuses at a time and to evaluate their transfer options.

Moving forward, the Transfer Mobility initiative will focus on:

- Reviewing curriculum transferability, with definition and designation of AA and AS degree programs that are truly seamless.
- Recognizing transfer-supportive practices and programs across SUNY institutions.
- Implementation of the Degree Audit and Planning initiative.
- Addressing “credit creep” and clarifying academic policy regarding credit requirements.
- Completing a student mobility pathways architecture and mapping to campus requirements.

OPENING THE DOOR TO ONLINE EDUCATION

Online education represents an immense equalizer and a powerful vehicle to increase access and completion. But as in other areas, SUNY’s online learning system is distributed—so we will put our best practices and *systemness* to work to create Open SUNY, a very competitive online environment.

SUNY has been a pioneer in distance learning since the early 1970s through Empire State College. In 1995, SUNY System Administration, Empire State College, and several campuses in the Mid-Hudson Valley launched the **SUNY Learning Network (SLN)**, with funding provided by the Sloan Foundation. The SLN now provides a complete support infrastructure of faculty training and course development, course management software and server infrastructure, and student and faculty help-desk services. It also provides marketing, promotion, and program management services to participating campuses.

Over the past decade, online learning has evolved from a mechanism to provide learning at a distance to a diverse set of technologies including face-to-face, blended, and fully online courses and programs. Every aspect of instruction is now infused with technologies and practices that allow students and

faculty to interact in web-based environments. Today’s students expect to have access to their course materials, classmates, and faculty from devices they carry in their pockets.

SUNY has worked to keep pace with the changes and challenges brought on by the expansion of the Internet, the explosion of multimedia digital content, and proliferation of laptops, smartphones and tablets. SUNY campuses continue to grow their online course and program offerings, and increasingly look to online summer and winter sessions to provide students additional opportunities to earn credits toward their degrees.

Now SUNY is committed to coordinating and scaling up these resources into a systemwide, state-of-the-art online portal, tapping into the combined strengths of SLN and Empire State College, our leading institution in online learning, to develop **Open SUNY**. This online educational ecosystem will provide SUNY students with far greater access to the wealth of learning opportunities available across SUNY and present a centralized common database of course offerings to allow a student to match needs with online courses throughout the system.

Open SUNY has the potential to be the nation’s most extensive distance-learning environment, connecting students with faculty and peers from across the state and throughout the world—and giving them access to the best in open educational resources. Using a combination of online courses, an expanded YouTube channel, and an increased presence on iTunes U, Open SUNY will be launched in time for the fall 2013 semester.

In addition, the **SUNY Learning Commons** will provide a “network of networks” to allow students, faculty, and staff to build systemwide relationships and connect with resources that will promote learning, research, and collaboration.

The **Innovative Instruction Technology Grants** will be a series of competitive grants that SUNY faculty and staff may apply for. These grants will help spur innovative instructional activities by providing funding for conferences and workshops, collaborative

curriculum development, research, and matching grants. Innovative Instruction Grants will be openly administered through the SUNY Learning Commons and awardees will be required to contribute the output of their work in the Commons.

The **SUNY Digital Concierge** will augment the Learning Commons with a personalized user interface that compiles an extensive knowledgebase of University contacts, policies, procedures, and web sites and assists users of the Commons to find the information they need.

An enhanced **SUNY Center for Professional Development (CPD)** will greatly expand opportunities for faculty and staff to participate in training and development activities that support innovative teaching and learning, leadership, scholarly exchange, assessment, accreditation support, and academic initiatives.

The **SUNY Center for Applied Research in Learning and Teaching (SCARLET)** will be a forum for scholarly exchange and collaborative research to help ensure teaching and learning are informed by current relevant research.

The Chancellor's Online Education Advisory Group held its inaugural meeting in April 2012, and has set forth an ambitious workplan focused on the design, vetting, and implementation of Open SUNY.

TURNING ACCESS INTO COMPLETION

The success of *The Power of SUNY*—and our ability to contribute to the national goal of 60 percent of the 25-34 year old population having a postsecondary award by 2020— requires radically improving New York's dismal statistics on college readiness and completion. However, to accelerate success and measure our progress, SUNY needs to identify specific targets, and the kinds of data that represent progress toward completion.

To drill down on completion rate targets and prioritize its efforts on the ground, SUNY will integrate the information that emanates from other initiatives such as student mobility and remediation. We will also look at national databases for guidance in the collection of data, and establish appropriate measures and goals

for each campus, which can be rolled up and reported by campus, region, sector, or system levels.

It is important to note that there is no one-size-fits-all definition of "completion." In a system as diverse as SUNY, measures need to be thoughtfully designed to capture the varied and complex dimensions of student success—completion within the context of an individual student's objectives. For example, a student who transfers from a community college to a four-year institution without completing an associate degree, but who completes a baccalaureate degree at the receiving campus, is counted as a non-completer at the community college under current national definitions, and is not counted at all at the four-year campus. Seen more holistically, this student has successfully completed a college degree and achieved her objective. This, among many other instances, calls for a more nuanced approaches that link students' pathways with completion data.

The development of completion rate targets will be supported by SUNY's student information systems and campus-level initiatives that track student progress and use early warning systems to alert staff and faculty when student persistence is likely to be compromised. These efforts will provide evidence about the kinds of interventions that are needed, as well as the impact of applying those interventions.

Examples of efforts that will help SUNY reach its targets, once established, include:

- Using new, online Degree Planning and Audit tools to (1) help students and their academic advisors plan efficient degree pathways for each student at the student's first institution or transfer campuses; and (2) help campuses schedule courses to match students' plans for timely degree completion.
- Developing a robust and comprehensive portal to SUNY's online course offerings so that students can easily find the courses at any SUNY campus that they need to complete their degrees.
- Finalizing a University-wide policy that would permit a student to cross-register at another SUNY campus when a course needed for timely degree completion is not available at the students' home campus.

- Promoting the use, and studying the impact, of “early warning” systems that (1) identify students whose progress to a degree may be at risk; and (2) use interventions to help students get back on track to a degree.

SUNY is also engaged in statewide and national initiatives that advance our access and completion agenda, among them **Access2Success** and **Project Win-Win**.

Access2Success:

SUNY is one of 24 public college and university systems participating in Access2Success (A2S), a project of the National Association of System Heads (NASH) and the Education Trust. Members of this consortium have pledged that their enrollment will reflect the racial/ethnic and income characteristics of their state’s college-aged population and that by 2015 they will cut in half the gap in college enrollment and degree completion that separates low-income students and students of color from others.

In a 2009 A2S report, SUNY had the highest six-year graduation rate among participating systems for low-income freshmen. Notably, the report highlights that several SUNY campuses do an exceptional job of serving underrepresented minority students. And the most recent A2S report (2010) indicates that SUNY continues to build on its record of success, making

gains in virtually every measure of minority enrollment and degree completion—from the number of underrepresented minority freshmen and transfers, to degrees granted to underrepresented minorities at both two-year and four-year campuses.

Project Win-Win: Helping Students Cross the Finish Line

In partnership with the Institute for Higher Education Policy (IHEP) and the State Higher Education Executive Officers (SHEEO), and funded by the Lumina Foundation for Education, SUNY is part of Project Win-Win, an initiative to find former students who are no longer enrolled anywhere and have never been awarded any degree, whose records qualify them for associate degrees, and get those degrees awarded retroactively. Simultaneously, this effort will identify former students who are “academically short” of an associate’s degree by no more than nine credits, and seek to bring them back to complete the degree.

SUNY’s Degree Planning and Audit tools will support this effort by helping these students find the best pathways to re-enter and complete their degree programs, including through “reverse transfer”—transferring courses taken at a four-year institution back to the original community college to fulfill the requirements of an associate’s degree program.

PROFILE IN SYSTEMNESS

THE EDUCATIONAL OPPORTUNITY PROGRAM

In the mid-1960s, education leaders in New York State recognized the need to provide greater educational access for historically underrepresented groups. This growing awareness was reflected in SUNY's 1964 Master Plan, which called for new opportunities in higher education for disadvantaged students.

In 1965, the Black and Puerto Rican Caucus of the New York State Legislature pushed successfully for an initiative at City College at the City University of New York (CUNY) called Search for Education, Elevation, and Knowledge (SEEK), to create greater educational access for low-income students. SEEK's success led Assemblyman Arthur Eve to propose legislation that would bring this model to the State University. With bipartisan support from the Legislature and Governor Rockefeller, the program was included in the state budget, with \$500,000 to set up a pilot program at Buffalo State College.

In the fall of 1967, 249 students were enrolled in SUNY's version of SEEK. The following year, Assemblyman Eve was able to secure increased funding to expand the program to ten campuses; it was renamed the **Educational Opportunity Program (EOP)**. In 1970, New York State Education Law §6452 formally established the provisions of the Educational Opportunity Program in the State University of New York, and 30 campuses had enrolled more than 4,600 opportunity students.

Administered by SUNY's Office of Opportunity Programs, there are currently 9,000 EOP students studying at 43 SUNY campuses. The program has seen more than 60,000 graduates over the past 45 years, most of whom were the first in their families to attend college.

EOP expands access and success by extending admission to students who have the ability to succeed in college but whose life circumstances have not permitted them to achieve at the level of their potential. Student success is supported through academic skill development, tutoring, workshops, specialized academic guidance, counseling and advisement,

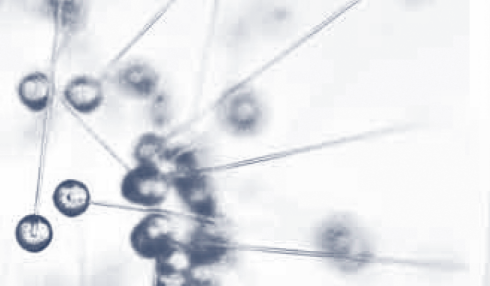
and financial assistance. Summer programming for pre-freshmen helps ease the transition to college—with orientation days, and, at some campuses, up to six weeks intensive preparatory studies. Available primarily to full-time, matriculated students, the program supports students throughout their college careers at SUNY.

Thanks to its highly structured programming, deep level of engagement, and dedicated staff, EOP's track record has been impressive: recent analysis of EOP student success rates shows a first year retention rate of 87 percent and an overall graduation rate of 60.6 percent, with students at University Centers graduating at a rate of 66.8 percent.

This record of achievement is why EOP is held up across SUNY—and around the nation—as a model program. SUNY hopes to expand on EOP's success in its systemwide efforts to expand access and success and to help eliminate the need for remedial education.

EOP was also an early experiment in *systemness*—as a program that started at one campus and then was scaled to a systemwide initiative, setting a precedent for state budget items for SUNY programs that serve the entire University rather than one campus in particular.





THE ROAD AHEAD: The Cycle of Discipline and Improvement Continues

ASSESSING OUR PROGRESS: By the Numbers

Moving forward, SUNY will continue its disciplined approach to implementing *The Power of SUNY* with an ongoing dedication to measuring our progress. As we have discussed, the next *SUNY Report Card* (September 2012) will feature expanded interactivity and capabilities for deeper data analysis. This *Report Card* will also include SUNY's first systemwide targets, tied to metrics that measure performance in high-leverage priority areas. Establishing these targets will take SUNY's commitment to being accountable and data-driven to the next level—setting our sights high and answering for our aspirations.

At the same time, SUNY will refine and roll out new initiatives that support the Six Big Ideas, drill down on Cost, Productivity and Access and Completion, and explore the theme of *systemness* with our second annual conference: "Harnessing Systemness, Delivering Performance: Charting a New Path for Higher Education" (November 8-9, 2012). All of this work will underscore SUNY's pledge to continuously improve and evaluate our progress.

A SHARED VISION OF NEW YORK'S FUTURE

Throughout the strategic planning and implementation process, SUNY has worked hard to reach out to a wide range of stakeholders and to communicate SUNY's ability to maximize its impact on the state's economic revitalization efforts. Governor Andrew Cuomo's vision and plans for New York's future

resonate deeply with SUNY's Six Big Ideas and our dedication to working closely with leaders at the community, regional, and statewide levels. We are committed to continuing this very productive partnership with Governor Cuomo and New York through our work on Regional Economic Development Councils and by continually bringing the resources of our campuses and our system to the table. We will also persist in our dedication to enhancing relationships with other partners and colleagues in government, the P-20 education pipeline, business, industry, and community-based organizations.

CONCLUSION

SUNY is poised to make significant headway toward the goal of economic revitalization and enhanced quality of life for New Yorkers. The vision now in place is ambitious yet reachable, thanks to a disciplined approach to building and continuously improving the structures and systems that serve as the foundation for meeting the vision. But perhaps more important, SUNY's institutional culture is shifting toward *systemness*—a new lens through which individuals, groups, and campuses begin to view all aspects of their work in the context of the resources, relationships and possibilities that exist within the whole of the SUNY enterprise.

This shift has been cultivated since the launch of the strategic plan, and is increasingly an integral part of every conversation, every policy decision, and every financial transaction. This ongoing transformation will be key to SUNY's success. As *systemness* continues to permeate our work, we will increase our capacity to bring SUNY's vast potential to scale for our students, our communities, and our state.

SUNY's Master Plan 2012 and Beyond

Delivering on Our Promise

the Power of **SUNY**

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2012 SUNY FAST FACTS

Most recently available data, as of May 2012

Campuses 64

Total Enrollment (Headcount)	467,991
Undergraduate Enrollment	427,403
Graduate Enrollment	40,588
State Operated Enrollment	220,324
University Centers	84,629
Other Doctoral	14,512
Comprehensive Colleges	92,783
Technology Colleges	28,400
Community College Enrollment	247,667

Gender

Female	254,279 (54.3%)
Male	213,712 (45.7%)

Student Diversity

Minority Enrollment	114,251 (24.4%)
Black Non-Hispanic	43,861 (9.4%)
Hispanic	40,459 (8.6%)
Asian/Pacific Islander	22,371 (4.8%)
American Native	2,008 (0.4%)
Multi-Racial	5,552 (1.2%)

SUNY Employees (Headcount) 88,024

Faculty	33,354 (46.9% FT)
State Operated	18,855 (59.7% FT)
Community Colleges	14,496 (30.2% FT)
Non-Faculty	54,456 (74.0% FT)
State Operated	43,063 (75.7% FT)
Community Colleges	11,393 (67.3% FT)
System Administration	227
University-Wide Programs	268

International and Out-of-State Students

Out-of-State	
State Operated	20,219 (4.3%)
Community Colleges	5,914 (1.3%)
International	
State Operated	19,418 (4.1%)
Community Colleges	3,419 (0.7%)

Enrollment Trends (5-Year Growth 12%)

AY 11-12 (Headcount)	468,000
AY 06-07 (Headcount)	418,000

Educational Opportunity Program

Enrollment	9,140
State Operated	7,148
Community Colleges	1,992
Student Diversity	
African American	3,319
Hispanic	2,678
Caucasian	1,531
Asian/Pacific Islander	910
Native American	52
Multi-Racial	180
Graduation Rate: 6-year (2004 cohort)	55.9%

SUNY's Capture Rate of New York State High School Graduates 40%

Campus Proximity-Percent of New York State Population Living Within:

5 miles from a SUNY campus	50%
15 miles from a SUNY campus	93%
20 miles from a SUNY campus	97%
30 miles from a SUNY campus	99.8%

SAT Scores (Averages)

State Operated	1155
University Centers	1209
Comprehensive Colleges	1098
United States Average	1011
New York State Average	984

SUNY Learning Network Enrollment

AY 2011-12 (est.)	150,000
AY 2006-07	102,223
AY 1995-96	119

Graduation Rates

6-Year SUNY	63.8%
National Public Universities	55.8%
National Private Universities	64.1%
5-Year SUNY	60.1%
National Public Universities	50.3%
National Private Universities	61.5%
4-Year SUNY	45.0%
National Public Universities	31.0%
National Private Universities	51.0%

2012 SUNY FAST FACTS

Most recently available data, as of May 2012

Academic Program Count Total

	7,342
Undergraduate	5,295
Graduate	2,047

Degrees Granted

Total Degrees and Other Formal Awards (1949 to 2010-11)	3,199,378
2010-11 Academic Year Total	89,645
Undergraduate	75,440
4-year	38,317
2-year and Certificate	37,123
Graduate	14,205

Alumni (Estimate, April 2012)

Total Alumni	2,739,307
Alumni/Current NYS Residents	2,227,056

Continuing Education Enrollments

Total Registrations (AY 2009-10) (of these, 719,540 supported business and industry)	1,695,985
Instructional Activities (courses) (of these, 25,576 supported business and industry)	114,866

Tuition Assistance Program (AY 2010-11)

Total Recipients	126,190 (\$298.6 million)
State-Operated	66,760 (\$176.4 million)
Community Colleges	59,430 (\$122.3 million)

Undergraduate Tuition & Fees (AY 2011-12)

State Operated	
In-State Tuition	\$5,270
Out-of-State Tuition	\$13,380
Mandatory Fees (average)	\$1,235
Community Colleges	
In-State Tuition (average)	\$3,703
Out-of-State Tuition (average)	\$7,657
Mandatory Fees (average)	\$496
Graduate Tuition and Fees	
In-State Tuition	\$8,870
Out-of-State Tuition	\$15,160
Mandatory Fees (average)	\$963

SUNY Research Foundation: Sponsored Program

Administration - FY 2010-11 Data

FY 2010-11	\$940.5 million
5-Year Growth	5.4%
Direct Activity (up 5.8% over 5 years)	\$794.9 million

Indirect Activity \$145.6 million

(up 3.6% over 5 years)	
Proposals	5,350
Awards	7,380
ARRA Awards (as of March 30, 2012)	396
Jobs Created from Federal Funding (STAR metrics)	6,155
Sponsors	1,724
Employees	17,209
Principal Investigators	2,670

Commercialization (FY 2009-10 Data)

Invention Disclosures (up 49% since FY 2000-01)	260
Patents Filed (up 59% since FY 2000-01)	189
Patents Issued (up 6% since 2000-01)	55
License Agreements Executed 2009-10 (up 28% since FY 2000-01)	50
Total License Agreements Generating Revenue (up 9% since FY 2000-01)	165

Philanthropy

FY 2010-2011	\$250.8 million
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Price Indexes vs. Core Budget Growth (2000-01 to 2010-11)

SUNY Core Budget Growth (per student)	19.6%
Consumer Price Index	24.1%
Higher Education Price Index	35.6%

Fiscal Information (2010-11)

All Funds Budget	\$11.5 billion
State Operated	\$9.2 billion
Community Colleges	\$2.3 billion
Total State Support (includes hospital subsidy of \$128 million)	\$3.3 billion
Core Instructional (State Operated)	\$2.4 billion
State Support	\$1.2 billion
Tuition	\$1.2 billion

Economic Impact

For every state dollar received, SUNY generates \$5 in total spending in NYS. The 2010-11 estimated all-funds budget of \$11.5 billion, which includes \$3.3 billion in state support, equals an estimated \$16.7 billion total economic impact.

SUNY REPORT CARD: A Competitive SUNY

For more information on these metrics and the data collected go to www.suny.edu/powerofsuny/reportcard/

TO LEARN

		2008-09 (BASE)	2009-10	CHANGE
SUNY SUCCESS (successful educational outcomes, includes graduation, persistence and transfer)	First Time-Full Time Bachelor's Degree	88%	n/a	
	Transfer Bachelor's Degree	76%	n/a	
	First Time-Full Time Associate's Degree	55%	n/a	
	Transfer Associate's Degree	75%	n/a	
GRADUATION RATES	First Time-Full Time Bachelor's Degree (6year)	62%	63%	1%
	Transfer Bachelor's Degree	61%	62%	1%
	First Time-Full Time Associate's Degree (3year)	23%	23%	0%
	Transfer Associate's Degree	24%	25%	1%
RETENTION RATES	First Time-Full Time Bachelor's Degree	83%	84%	1%
	Transfer Bachelor's Degree	77%	77%	0%
	First Time-Full Time Associate's Degree	61%	63%	2%
	Transfer Associate's Degree	56%	56%	0%
CREDITS EARNED AT GRADUATION	First Time-Full Time Bachelor's Degree	133	133	0
	Transfer Bachelor's Degree	135	135	0
	First Time-Full Time Associate's Degree	70	74	4
	Transfer Associate's Degree	71	76	5
STUDENT/FACULTY RATIOS	State-Operated Campuses*	15.6:1	15.8:1	0.2:1
	Community Colleges	20.5:1	22.1:1	1.6:1
STUDENTS ENGAGED IN INTERNSHIPS AND COOPERATIVE EDUCATION		WiP		
COURSE AVAILABLE ONLINE		WiP		
RECRUITMENT AND ENROLLMENT OF STUDENTS FROM HISTORICALLY UNDERREPRESENTED POPULATIONS	Application of students from historically underrepresented populations	39,000	40,000	1,000
	Total Applications	143,000	133,000	(10,000)
	Enrollment of students from historically underrepresented populations	22,000	23,000	1,000
	Total Enrollment	122,000	128,000	6,000
STEM GRADUATES	STEM Degrees Granted	9,940	10,640	700
	% of total degrees	12%	12%	0%

TO SEARCH

		2008-09 (BASE)	2009-10	CHANGE
RESEARCH EXPENDITURES	Total	\$ 849,961,000	\$ 891,200,000	\$ 41,239,000
	Doctoral Campuses	720,332,000	767,003,000	46,671,000
RESEARCH EXPENDITURES, PER TENURE OR TENURE-TRACK FACULTY	Total	\$ 126,000	\$ 132,000	\$ 6,000
	Doctoral Campuses	255,000	273,000	18,000
NUMBER OF LICENSES EXECUTED		49	46	(3)
NUMBER OF FACULTY AND STUDENTS PARTICIPATING IN SPONSORED GRANTS	Faculty	3,920	4,170	250
	Students	5,290	5,290	0
	Total Faculty and Students	9,210	9,460	250
LIBRARY CIRCULATION AND E-RESOURCE DOWNLOADS*	Circulation	3,020,000	3,083,000	63,000
	eResources	n/a	16,240,000	

TO SERVE		2008-09 (BASE)	2009-10	CHANGE
GRADUATES EMPLOYED IN NYS		WiP		
MEDIAN INCOME OF GRADUATES EMPLOYED IN NYS		WiP		
DIVERSITY CONTENT IN THE CURRICULUM AND COURSE OFFERINGS		WiP		
GRADUATES IN SUPPORT OF NYS WORKFORCE NEEDS		WiP		
ANNUAL PROJECTED WORKFORCE NEEDS BY CLUSTER				
	Back Office & Outsourcing		-	
	Biomedical		140	
	Communications, Software & Media Services		1,320	
	Distribution		-	
	Electronics & Imaging		120	
	Fashion, Apparel & Textiles		280	
	Financial Services		6,340	
	Food Processing		90	
	Forest Products		-	
	Front Office & Producer Services		11,390	
	Industrial Machinery & Services		-	
	Information Technology Services		3,880	
	Materials Processing		70	
	Miscellaneous Manufacturing		-	
	Transportation Equipment		10	
	Travel & Tourism		1,180	
	Management		7,270	
	Education, Training and Library		17,150	
	Healthcare Practitioners and Technical		14,460	
	TOTAL		63,700	
AFFORDABILITY / COMPARATIVE DEBT OBLIGATIONS UPON GRADUATION*	State-Operated	n/a	\$20,920	
	Community Colleges	n/a	WiP	
SYSTEM ENERGY CONSUMPTION	(BTU/F ²)	140,565	134,941	(5,624)
PURCHASING POWER		\$ 2,848,451,000	\$ 2,868,152,000	\$ 19,701,000
PATIENTS SERVED BY OUR HOSPITALS	Inpatient	67,000	70,000	3,000
	Outpatient	1,077,000	1,088,000	11,000
HOSPITAL AND CLINICAL EMPLOYMENT		13,540	13,850	310
MEDICAL STUDENTS (IN-STATE)		81%	82%	1%

STUDENTS AND FACULTY		2008-09 (BASE)	2009-10	CHANGE
STUDENT DIVERSITY	ALL	439,500	461,400	21,900
	White Non-Hispanic	286,800	289,100	2,300
	All Minorities	90,600	95,600	5,000
	Black Non-Hispanic	39,200	41,200	2,000
	Hispanic	29,400	31,400	2,000
	Asian/Pacific Islander	19,700	20,700	1,000
	Native American/Alaskan	2,200	2,400	200
	Non-Resident Alien	18,200	18,800	600
	Unknown	44,000	56,000	12,000
	ALL	100%	100%	0%
	White Non-Hispanic	65%	63%	-2%
	All Minorities	21%	21%	0%
	Black Non-Hispanic	9%	9%	0%
	Hispanic	7%	7%	0%
	Asian/Pacific Islander	4%	4%	0%
	Native American/Alaskan	1%	1%	0%
	Non-Resident Alien	4%	4%	0%
	Unknown	10%	12%	2%
AVERAGE TIME TO DEGREE (IN YEARS)	First Time Bachelor's	4.5	4.5	0
	First Time Associate's	4.6	4.7	0.1
TIME TO EMPLOYMENT UPON GRADUATION		WIP		
INTERNATIONAL STUDENTS	Students	18,200	18,800	600
	Percentage	4%	4%	0%
FACULTY AND STAFF DIVERSITY	ALL	85,800	87,900	2,100
	White Non-Hispanic	68,600	70,500	1,900
	All Minorities	13,300	14,100	800
	Black Non-Hispanic	6,900	7,000	100
	Hispanic	3,000	3,100	100
	Asian/Pacific Islander	3,200	3,600	400
	Native American/Alaskan	300	300	0
	Non-Resident Alien	3,900	3,300	(600)
	Two or More Races		100	100
	ALL	100%	100%	0%
	White Non-Hispanic	80%	80%	0%
	All Minorities	16%	16%	0%
	Black Non-Hispanic	8%	8%	0%
	Hispanic	3%	4%	1%
	Asian/Pacific Islander	4%	4%	0%
	Native American/Alaskan	<1%	<1%	0%
	Non-Resident Alien	4%	4%	0%
	Two or More Races		<1%	
TENURE AND TENURE TRACK FACULTY	State-Operated	64%	64%	0%
	Community Colleges	54%	53%	-1%

FINANCIAL HEALTH

		2008-09 (BASE)	2009-10	CHANGE
FULLY LOADED COST PER STUDENT FTE – STATE-OPERATED*	Total	\$ 20,390	\$ 20,260	(130)
	Instructional	18,640	18,530	(110)
	Instruction – Direct	10,290	10,140	(150)
	Instruction – Administrative/Support	6,400	6,400	0
	Instruction – Capital Expenditure	1,950	2,000	50
	Research and Public Services	1,740	1,720	(20)
FULLY LOADED COST PER STUDENT FTE – COMMUNITY COLLEGES*	Total	\$ 8,800	\$ 8,430	(370)
	Instructional	8,770	8,400	(370)
	Instruction – Direct	4,360	4,230	(130)
	Instruction – Administrative/Support	4,120	3,990	(130)
	Instruction – Capital Expenditure	290	180	(110)
	Research and Public Services	30	30	0
PUBLIC SUPPORT PER STUDENT FTE*	State-Operated Campuses	\$12,570	\$11,830	(740)
	Community Colleges	5,180	4,750	(430)
	Community Colleges – State Support	2,770	2,520	(250)
	Community Colleges – Local Share	2,420	2,230	(190)
FINANCIAL SUPPORT PROVIDED BY HOSPITALS TO ACADEMIC HEALTH ENTERPRISES		\$186,500,000	\$201,100,000	\$14,600,000
FUNDS RAISED IN SUPPORT OF SUNY CAMPUSES		\$232,821,000	\$309,325,300	\$76,504,300
ALUMNI GIVING RATE	State-Operated Campuses	8%	7%	-1%
	Community Colleges	1%	1%	0%
FACILITIES MASTER PLAN PROGRESS AND UPDATES		0	24	24

SUNY REPORT CARD: Diversity Counts

Data reported for Academic Year 2009-10.
For more information on these metrics and the data collected go to www.suny.edu/powerofsuny/reportcard/

DIVERSITY COUNTS IN A COMPETITIVE SUNY

SUCCESS RATES*	WIP																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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DIVERSITY OF UNDERGRADUATE AND GRADUATE / PROFESSIONAL STUDENTS	Active Military Duty		National Guard or Active Reserve		Veteran
	Total	Undergraduates	Total	Undergraduates	
	500	200	200	100	

WIP = Work in Progress * see Fall 2011 SUNY Report Card

DIVERSITY COUNTS IN A COMPETITIVE SUNY (CONT.)

DIVERSITY OF FACULTY AND STAFF

	Total	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/Pacific Islander	Native American/Alaskan	Non-Resident Alien	Unknown	Two or More Races	Male	Female
Total Employees	87,870	70,500	7,030	3,100	3,590	290	3,300		60	39,690	48,180
	100%	80%	8%	4%	4%	<1%	4%		<1%	45%	55%
Full-time Faculty	15,750	12,830	620	400	1,150	60	680		20	8,980	6,770
	100%	81%	4%	3%	7%	<1%	4%		<1%	57%	43%
Part-time Faculty	17,710	16,030	600	370	410	50	250		10	8,870	8,840
	100%	91%	3%	2%	2%	<1%	1%		<1%	50%	50%
Full-time Staff	40,020	31,070	4,990	1,770	1,560	150	460		20	16,120	23,900
	100%	78%	12%	4%	4%	<1%	1%		<1%	40%	60%
Part-time Staff	14,390	10,570	830	550	470	40	1,920		20	5,730	8,660
	100%	73%	6%	4%	3%	<1%	13%		<1%	40%	60%

DIVERSITY COUNTS IN A COMPETITIVE NEW YORK

SUNY AND THE ENTREPRENEURIAL CENTURY

GRADUATES IN STEM FIELDS BY GENDER AND ETHNICITY	Total	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/Pacific Islander	Native American/Alaskan	Non-Resident Alien	Unknown	Two or More Races	Male	Female
Undergraduate Certificates	200	150	11	11	8	2	4	18		160	40
	100%	73%	5%	5%	4%	1%	2%	9%		81%	19%
Associate's	2,130	1,660	120	100	60	13	50	120		1,790	340
	100%	78%	6%	5%	3%	1%	2%	6%		84%	16%
Bachelor's	6,100	3,620	300	240	750	19	390	770		3,790	2,310
	100%	59%	5%	4%	12%	<1%	6%	13%		62%	38%
Master's	1,620	530	30	23	110	3	840	80		1,040	580
	100%	33%	2%	1%	7%	<1%	52%	5%		64%	36%
Doctoral	550	200	13	11	20	1	260	40		330	220
	100%	36%	2%	2%	4%	<1%	48%	7%		60%	40%
Graduate Certificates	50	22	3	-	2	1	16	3		24	23
	100%	47%	6%	-	4%	2%	34%	6%		51%	49%

SUNY AND THE SEAMLESS EDUCATION PIPELINE

INTERVENTION STRATEGIES DEVELOPED FOR HISTORICALLY UNDERREPRESENTED AND ECONOMICALLY DISADVANTAGED POPULATIONS (Associated with our Strive Cradle-to-Career Sites)

SUNY AND A HEALTHIER NEW YORK

GRADUATES WITH HEALTHCARE CREDENTIALS BY ETHNICITY AND GENDER		Total	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/Pacific Islander	Native American/Alaskan	Non-Resident Alien	Unknown	Two or More Races	Male	Female
Undergraduate Certificates	Total	9,340	6,310	840	370	810	50	210	740		2,030	7,320
		100%	68%	9%	4%	9%	1%	2%	8%		22%	78%
		720	540	60	30	24	12	3	50		140	570
Associate's		100%	75%	8%	4%	3%	2%	<1%	7%		20%	80%
		4,220	3,210	340	200	150	30	21	280		750	3,480
		100%	76%	8%	5%	3%	1%	1%	7%		18%	82%
Bachelor's		2,240	1,260	250	90	290	6	60	280		460	1,780
		100%	56%	11%	4%	13%	<1%	2%	12%		20%	80%
		930	570	120	30	80	2	70	60		130	800
Master's		100%	61%	12%	3%	9%	<1%	8%	7%		14%	86%
		240	170	12	3	15	1	19	25		80	160
		100%	69%	5%	1%	6%	<1%	8%	10%		32%	68%
First Professional		880	490	50	21	240	3	27	40		440	440
		100%	56%	6%	2%	28%	<1%	3%	5%		50%	50%
		120	90	3	3	7	-	12	5		40	80
Graduate Certificates		100%	74%	3%	3%	6%	0%	10%	4%		31%	69%

SUNY AND AN ENERGY-SMART NEW YORK

 MEASURE CAMPUS-BASED PROGRAMS DESIGNED TO EDUCATE LOW INCOME FAMILIES IN BECOMING ENERGY-SMART

SUNY AND THE WORLD

INTERNATIONAL STUDENTS STUDYING AT SUNY BY COUNTRY OF ORIGIN		China	2,950
	Korea, South		2,720
	India		2,560
	Canada		1,100
	Turkey		1,020
	Japan		790
	Singapore		1,020
	Taiwan		660
	Czech Republic		220
	Other Counties		5,760
	Total		18,800

SUNY AND THE VIBRANT COMMUNITY

 CERTIFIED DIVERSITY COUNTS SERVICE-LEARNING OPPORTUNITIES

SUNY REPORT CARD: A Competitive New York

For more information on these metrics and the data collected go to www.suny.edu/powerofsuny/reportcard/

SUNY AND THE ENTREPRENEURIAL CENTURY

		2008-09 (BASE)	2009-10	CHANGE
TOP LINE METRIC*	NYS RESEARCH EXPENDITURES	\$ 4,034,100,000	\$ 4,224,500,000	\$ 190,400,000
	JOBS CREATED IN NEW YORK STATE	58,000	(237,100)	(295,100)
	NEW YORK STATE AVERAGE WAGE	\$ 60,384	\$ 57,794	\$ (2,590)
	NATIONAL AVERAGE SALARY	\$ 43,460	\$ 44,410	\$ 950
RESEARCH EXPENDITURES BY REGION		\$ 849,962,000	\$ 891,199,000	\$ 41,237,000
	Capital	294,137,000	294,724,000	587,000
	Central NY	53,700,000	59,673,000	5,973,000
	Finger Lakes	5,790,000	5,847,000	57,000
	Long Island	177,513,000	203,319,000	25,806,000
	Mid-Hudson	7,689,000	7,182,000	(507,000)
	Mohawk Valley	5,902,000	7,593,000	1,691,000
	New York City	51,738,000	56,941,000	5,203,000
	North Country	11,252,000	10,982,000	(270,000)
	Southern Tier	39,843,000	43,848,000	4,005,000
	Western NY	202,398,000	201,090,000	(1,308,000)
JOBS CREATED THROUGH SPONSORED PROGRAMS USING STAR METRICS		5,360	6,130	770
NUMBER OF INVENTIONS DISCLOSED		320	260	(60)
SUNY'S ENTREPRENEURIAL SUPPORT OF NEW YORK FIRMS WHO SAY THEY RECEIVE SUPPORT FROM SUNY				

SUNY AND THE SEAMLESS EDUCATION PIPELINE

TOP LINE METRIC*	NEW YORK STATE 9TH GRADERS WHO GRADUATE FROM COLLEGE IN A STANDARD TIME FRAME	19%	19%	0%
	AVERAGE NEW YORK STATE UNEMPLOYMENT RATE	5.3%	8.4%	3.1%
SUNY URBAN-RURAL TEACHING CORPS*		0	0	0
SUNY WORKS		0	0	0
NUMBER OF NY SITES QUALIFYING FOR MEMBERSHIP IN THE STRIVE NATIONAL CRADLE TO CAREER NETWORK		0	0	0
NUMBER OF STUDENTS RECEIVING COLLEGE-LEVEL CREDITS IN EARLY COLLEGE HIGH SCHOOLS		193	192	-1

SUNY AND A HEALTHIER NEW YORK

	2008-09 (BASE)	2009-10	CHANGE
TOP LINE METRIC: DEVELOPMENT OF THE SUNY INSTITUTE FOR HEALTH POLICY AND PRACTICE	WiP		
THE RIGHT HEALTH PROFESSIONALS IN THE RIGHT PLACES			
Needs Analysis	WiP		
Producing More Well-Trained Health Professionals	WiP		
THE SUNY WELLNESS NETWORK			
Identify Wellness Issues by Executing a Behavioral Risk Factor Surveillance System	WiP		
Number of Tobacco Free Campuses	WiP		
DEVELOP THE SUNY SCALE	WiP		
EXTERNAL FUNDING FOR THE FOUR SUNY REACH PILLARS	WiP		
EXTERNAL FUNDING TO EXPAND SUNY'S HEALTH POLICY IMPACT	\$ 4,637,500	\$ 4,932,000	\$ 294,500

SUNY AND AN ENERGY-SMART NEW YORK

TOP LINE METRIC: NEW YORK'S SHARE OF THE RENEWABLE ENERGY MARKET AND GREEN COLLAR WORKFORCE AND NEW YORK'S ENERGY CONSUMPTION		WiP		
INCREASING QUALITY STUDENT EXPOSURE TO ENERGY-SMART EDUCATION		WiP		
INCREASING QUALITY ENERGY-SMART CONTINUING EDUCATION AND JOB TRAINING		WiP		
ENERGY-SMART INVENTION DISCLOSURES		WiP		
ENERGY-SMART RESEARCH		\$ 23,524,400	\$ 42,722,000	\$ 19,197,600
SYSTEM ENERGY CONSUMPTION	BTU/ OGSF	140,565	134,572	(5,993)
	MMBTU/ AAFTE	61.97	59.08	(2.89)
SYSTEM CARBON FOOTPRINT (MTCO2E)	Emmissions per OGSF (KG/OGSF)	9.6569	9.2170	(0.4399)
	Emmissions per AAFTE (MTON/AAFTE)	4.2519	4.0942	(0.1577)
SUNY RENEWABLE ENERGY PRODUCTION/ UTILIZATION (KWH)	Produced	546,286	546,286	0
	Utilized	39,523,786	40,780,786	1,257,000

SUNY AND THE VIBRANT COMMUNITY

TOP LINE METRIC: COMMUNITY WELL-BEING INDEX		WiP		
NATIONAL RECOGNITION OF CAMPUS COMMUNITY ENGAGEMENT	Carnegie Elective Classifications for Community Engagement	1	5	4
	President's Higher Education Community Service Honor Roll	19	19	0
CAMPUS AS COMMITTED TO SERVICE LEARNING PLANS AND SIGNATURE COMMUNITY ENGAGEMENT PROJECTS		WiP		
QUANTIFYING THE IMPACT OF VOLUNTEERISM PERFORMED BY STUDENTS, FACULTY, AND STAFF		WiP		
SUNY PASSPORT PARTNERS RECRUITED		0	0	0

SUNY AND THE WORLD

		2008-09 (BASE)	2009-10	CHANGE
TOP LINE METRIC*	NEW YORK STATE EXPORTS (INTERNATIONAL)*	\$ 81,386,000,000	\$ 58,743,000,000	\$ (22,643,000,000)
	NEW YORK STATE JOB CREATION	58,000	(237,100)	(295,100)
	NEW YORK STATE AVERAGE WAGE	\$ 60,384	\$ 57,794	\$ (2,590)
STUDENTS ENROLLED IN FOREIGN LANGUAGE COURSES	Total Enrollment	n/a	44,940	
	Introductory Undergraduate	n/a	39,500	
	Advanced Undergraduate	n/a	4,900	
	Postgrad Total	n/a	540	
PRESTIGIOUS EXTERNALLY AWARDED INTERNATIONAL SCHOLARSHIPS FOR SUNY STUDENTS		42	64	22
ENROLLMENT IN EDUCATION ABROAD			WIP	
INTERNATIONAL STUDENTS		18,200	18,800	600
HARNESSING THE IMPACT OF INTERNATIONAL STUDENTS*		\$ 378,952,000	\$ 406,802,000	\$ 27,850,000
BUILDING A GLOBAL FACULTY TALENT POOL: NUMBER OF INTERNATIONAL FELLOWSHIPS TO FACULTY AND STAFF		18	19	1
ECONOMIC IMPACT OF INTERNATIONAL ACTIVITY (Research expenditures as reported by The Research Foundation)		\$ 42,515,000	\$ 31,219,000	\$ (11,296,000)

SUNY Campuses

COLLEGES OF TECHNOLOGY

Alfred State
Canton
Cobleskill
Delhi
Farmingdale
Morrisville

New Paltz
Old Westbury
Oneonta
Oswego
Plattsburgh
Potsdam
Purchase

COMMUNITY COLLEGES

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

COMPREHENSIVE COLLEGES

Brockport
Buffalo State
Cortland
Empire State
Fredonia
Geneseo

UNIVERSITY CENTERS

University at Albany
Binghamton University
University at Buffalo
Stony Brook University

SPECIALIZED COLLEGES

College of Environmental Science and Forestry (ESF)
College of Optometry
Downstate Medical Center
Maritime College
SUNYIT
Upstate Medical University

STATUTORY/CONTRACT COLLEGES

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

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Bronx
Brooklyn
Buffalo
Capital District
Long Island
Manhattan
North Bronx Career Counseling and Outreach Center
Queens
Rochester
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Syracuse
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Candace S. Vancko
Delhi

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Bjong Wolf Yeigh
Officer-In-Charge
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Binghamton University

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University at Buffalo

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Stony Brook University

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Downstate Medical Center

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College of Environmental Science
and Forestry

Wendi B. Carpenter, RADM, USN (Ret.)
Maritime

David A. Heath
College of Optometry

Bjong Wolf Yeigh
SUNYIT

David R. Smith
Upstate Medical University

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Associate Vice President
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Head of the NYS College of Ceramics

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Medicine at Cornell University

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and Labor Relations at Cornell University

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*2012-13 election to be held July 2012

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Binghamton University

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Marjorie Glusker
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Dennis Golladay
SUNY System Administration

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SUNY ESF

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The Levin Institute

Basabi Runi Mukherji
Old Westbury

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SUNY Fredonia

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NJ Wolfe
Fashion Institute of Technology

Philip W. Wood
SUNY System Administration

Angela D. Wright
The Research Foundation

Victor Yick
Stony Brook University

Strategic Plan Working Groups

ECONOMIC VITALITY AND QUALITY OF LIFE

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Assistant Vice Chancellor for Community
Colleges
SUNY System Administration

Wayne Diesel (chair)

Economic Vitality and Quality of Life
Working Group
Albany Medical Center

Patrick Foye

Deputy County Executive of Economic
Development
Nassau County

Jack Friedman

Executive Vice President
Queens Chamber of Commerce

Bob Kraushaar

Associate Vice Provost
SUNY System Administration

Frank Mauro

Executive Director
Fiscal Policy Institute

Brian McMahon

Executive Director
New York State Economic Development
Council (NYSEDCC)

Dennis Mullen

Commissioner, Empire State Develop-
ment
Empire State Development

John O'Connor

Vice Chancellor and Secretary
of the University
SUNY System Administration

Liz Praetorius

Director, Office of Strategic Planning
and Accountability
SUNY System Administration

Edward Reinfurt

Executive Director, NYSTAR
NYSTAR

David Shaffer

Senior Fellow
Rockefeller Institute of Government

F. Michael Tucker

President
Center for Economic Growth

David Wright

Director, Urban and Metropolitan Studies
Rockefeller Institute of Government

Nancy Zimpher

Chancellor
SUNY System Administration

ENERGY AND SUSTAINABILITY

Emily Bauer

Director of Sustainability,
Student Assembly of SUNY
University at Buffalo

Bonny Bentzin

Director, Campus Sustainability
Practices, Arizona State University
Arizona State University

Diane Blankenhorn

Manager of Research and Development
National Grid

Diane Brink

Vice President of Marketing,
Global Technology Services
IBM

Robert Callender

Senior Vice President
NYSERDA

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Chairman, AERTC
Stony Brook University

Fred Coppersmith

Director, R&D
CON ED

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John Paris
Manager of Business Alignment
The Research Foundation

Gaby Peloquin
Technical Manager, Information Services
The Research Foundation

David Powalyk
Chief Technology Officer
SUNY System Administration

Kathy Preston
Associate Vice Chancellor
SUNY System Administration

Juliette Clara Price
Coordinator of Outreach and Engagement
SUNY System Administration

Kathy Slusher
Director, Energy Planning and
Management
SUNY System Administration

Patricia Thompson
Assistant Vice Chancellor for Student
Financial Aid Services
SUNY System Administration

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Chancellor
SUNY System Administration

Jeffrey Bartkovich
Vice President, Educational Technology
Services
Monroe Community College

Meg Benke
Provost and Vice President
for Academic Affairs
Empire State College

Getting Down to Business Teams

Austin Booth

University Librarian;
Interim Associate Vice President
for University Libraries
University at Buffalo

Elizabeth Bringsjord

Vice Provost and Vice Chancellor
SUNY System Administration

Kyle Brown

Director Information Services
and Online Learning
SUNY Canton

Alan Davis

President
Empire State College

Susan Deer

Vice President of Academic Affairs
Rockland Community College

Larry Dugan

Director of Online Learning
Finger Lakes Community College

Norman Goodman

Distinguished Teaching Professor
and Distinguished Service Professor
University Faculty Senate
Stony Brook University

Carey Hatch

Associate Provost and Associate
Vice Chancellor
SUNY System Administration

Daniel Knox

Student Mobility Project Coordinator
SUNY System Administration

Linda Lamb

Associate Dean of Continuing Education
Herkimer County Community College

David Lavallee

Executive Vice Chancellor and Provost
SUNY System Administration

Mitch Leventhal

Vice Chancellor for Global Affairs
SUNY System Administration

Linnea LoPresti

Assistant Provost for
Academic Programs
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Jen LoTurco

Assistant Vice Chancellor
for External Affairs
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Dean, Center for Distance Learning
Empire State College

John Nader

Provost
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Janet Nepkie

SUNY Distinguished Service Professor
Professor of Music and Music Industry
SUNY Oneonta

David O'Neill

Vice President for Integrated Technologies
Empire State College

Yvonne Petrella

Director of Extended Learning
SUNY Oswego

Alexandra Pickett

Director, SUNY Learning Network
SUNY System Administration

Jon Rubin

Director, SUNY Center for Collaborative
Online International Learning
SUNY Global

Kim Scalzo

Director, Center for Professional
Development
SUNY System Administration

Peter Shea

Faculty; MERLOT Project Director
University at Albany

Lisa Stephens

FACTT Chair; Associate Director,
Academic Services, CIT
University at Buffalo

Paul Tucci

Vice President for Administration
Empire State College

STUDENT MOBILITY TASK FORCE

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Eileen Abrahams

Assistant Professor
Schenectady County Community College

Christopher Belle-Isle

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Norman Goodman

Distinguished Teaching Professor
and Distinguished Service Professor;
University Faculty Senate
Stony Brook University

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Transfer and Articulation Services
University at Buffalo

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Student Mobility Project Coordinator
SUNY System Administration

Bob Kraushaar

Associate Vice Chancellor for Faculty
and Professional Development
SUNY System Administration

Wayne Locust

Vice Provost Enrollment Management
University at Albany

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Provost and Senior Vice President
Onondaga Community College

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Assistant Provost
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Academic Affairs
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Professor Biology
Nassau Community College

Ronald Sarner

Chair, Computer Information Sciences
SUNYIT

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SUNY System Administration

Craig Abbey

Director, Office of Institutional Analysis
University at Buffalo

Barbara Beyerbach

Professor of Curriculum & Instruction
SUNY Oswego

Craig Billie

Associate for Institutional Research
SUNY System Administration

Gary Blose

Assistant Provost for Institutional
Research
SUNY System Administration

Bruce C. Bongarten

Provost and Vice President for
Academic Affairs
SUNY ESF

Getting Down to Business Teams

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Vice Provost and Vice Chancellor
SUNY System Administration

Eileen Cain Sherman

Assistant Vice President Office
of the Provost
University at Buffalo

Michael Cappeto

Director of Institutional Research
& Assessment
Maritime College

Sally Crimmins-Villela

Senior Associate Director,
Office of International Programs
SUNY System Administration

Mantosh Dewan

Distinguished Service Professor
and Chair, Psychiatry and Behavioral
Sciences
Upstate Medical University

Lynn Domina

Professor
SUNY Delhi

Susan Faerman

Vice Provost and Dean for Undergraduate
Education
University at Albany

Candice Foley

College Associate Dean of Curriculum
Development
Suffolk County Community College

Barbara Garrii

Associate Dean, School of Education
SUNY Oswego

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and Distinguished Service Professor;
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Binghamton University

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and Associate Vice Chancellor
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Alfred State College

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Vice President for Academic Affairs
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Marie Iglesias-Cardinale

Professor, English
Genesee Community College

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Student Mobility Project Coordinator
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Assistant Provost for Diversity
and Educational Equity Programs/
Associate Vice Chancellor
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Assistant Provost
for Community College Education
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Dean, Harpur College of Arts & Sciences
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Member, SUNY Board of Trustees
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John Penrose

Professor of Chemistry and
Department Chair
Jefferson Community College

Mark Reisinger

Associate Professor and Undergraduate
Director of Geography
Binghamton University

Paul Schacht

Professor of English
SUNY Genesee

Shadi Shahedipour-Sandvik

Associate Professor
University at Albany

Michael Snyder

Community College Representative,
SUNY Student Assembly
Monroe Community College

Wendy Tarby

Director, Institutional Effectiveness
Onondaga Community College

Jianping Wang

Associate Dean for Student Affairs,
Arts & Humanities
Westchester Community College

Nancy Willie-Schiff

Assistant Provost
for Undergraduate Education
SUNY System Administration

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Chancellor
SUNY System Administration

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President
Maritime College

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for Academic Affairs
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Vice President for Administration
& Finance
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Hudson Valley Community College

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Academic Services
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SUNY Delhi

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Vice President Admin. & Enrollment
Alfred State College

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President
University at Buffalo

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Simeon Banister
SUNY System Administration

Michelle Aguilar
Research Foundation

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Kimberley Reiser
Nassau Community College

Ken O'Brien
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Professional Development

Linda Sturges
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Genesee Community College

Gregory Truckenmiller
Fulton-Montgomery Community College

Carlos Vidal
Stony Brook University

Nancy Willie-Schiff
SUNY System Administration

Programs of Study Tentatively Planned for Introduction

University at Albany

Adolescence: Special Education Generalist - M.S.
Economics - B.S./M.A.
Information Security - Adv. Cert.
Online Learning & Teaching - Adv. Cert.
Peace Corps Master's International (PCMI) -
Public Administration - M.P.A.

University at Albany/Downstate Medical Center

Medicine/Nanoscale Engineering - M.D./Ph.D.
Medicine/Nanoscale Sciences - M.D./Ph.D.

Binghamton University

Asian & Asian American Studies - B.A./M.A.
Asian & Asian-American Studies - Adv. Cert.
Chinese Adolescence Education - M.A.T.
Community & Public Affairs - Ph.D.
Complex Systems Science & Engineering - Adv. Cert.
Environmental Studies/Public Administration - B.A./M.P.A.
Evolutionary Studies - Adv. Cert.
French/French Adolescence Education - B.A./M.A.T.
Geriatrics & Gerontology - Adv. Cert.
German Cultural Studies - Adv. Cert.
Judaic Studies/Public Administration - B.A./M.P.A.
Local Government Management - Adv. Cert.
Medieval & Renaissance Studies - Adv. Cert.
Non-profit Administration - Adv. Cert.
Philosophy, Politics, & Law/Public Administration -
B.A./M.P.A.
Spanish/Spanish Adolescence Education - B.A./M.A.T.
Teaching American History - Adv. Cert.
Watershed Studies & Management - Adv. Cert.

University at Buffalo

Architecture - M.S.
Biomedical Engineering - M.S.
Biomedical Engineering - Ph.D.
Clinical Laboratory Technology - M.S.
Contemporary Music Performance - Adv. Cert.
Data-Intensive Computing - Cert.
Genetics, Genomics & Bioinformatics - M.S.
Genetics, Genomics & Bioinformatics - Ph.D.
International Trade - B.A.
International Trade - M.A.
Jewish Studies - B.A.
Literacy Teaching & Learning - Adv. Cert.
Mental Health Counseling - Adv. Cert.
Rehabilitation Counseling - Adv. Cert.
Urban & Regional Planning - Ph.D.

University at Buffalo/Brock University

Canadian-American Studies - M.A.

Stony Brook University

Computer Engineering - M.E.
Computer Science - M.S.
Contemporary Asian Studies - M.A.
Electrical Engineering - M.E.
Electrical Engineering Online - B.S.
Health & Rehabilitation Sciences - Ph.D.
Health Care Quality & Patient Safety - M.S.
Health Education & Promotion - Adv. Cert.
Marine Sciences/Marine & Atmospheric Sciences -
B.S./M.S.
Materials Science & Engineering - M.E.
Mechanical Engineering - M.E.
Medical Humanities, Compassionate Care &
Bioethics - M.A.
Medicine/Public Health - M.D./M.P.H.
Nursing Education - Adv. Cert.
Nursing Education - M.S.
Nursing Leadership - Adv. Cert.
Nursing Leadership - M.S.
Nutrition - Adv. Cert.
Nutrition - M.S.
Organizational Leadership - M.S.
Quantitative Finance - M.E.
School Building Leader - M.P.S.
Sustainability Studies/Business Administration -
B.A./M.B.A.

SUNY Korea (at Songdo Global University)

Computer Science - Ph.D.
Information Systems Engineering - M.S.
Technological Systems Management - M.S.
Technology Policy and Innovation - Ph.D.

Downstate Medical Center

Public Health - Adv. Cert.

Upstate Medical University

Clinical Nurse Specialist - D.N.P.
Family Nurse Practitioner - D.N.P.
Family Psychiatric Mental Health
Nurse Practitioner - D.N.P.
Pediatric Nurse Practitioner - D.N.P.

College of Environmental Science & Forestry

Environmental Health - B.S.
Environmental Resources Engineering - M.P.S.
Environmental Resources Engineering - M.S.
Environmental Resources Engineering - Ph.D.
Paper & Bioprocess Engineering - M.P.S.
Paper & Bioprocess Engineering - M.S.
Paper & Bioprocess Engineering - Ph.D.
Sustainable Construction Management &
Wood Science - M.P.S.
Sustainable Construction Management &
Wood Science - M.S.

Programs of Study Tentatively Planned for Introduction

Sustainable Construction Management &
Wood Science - Ph.D.
Sustainable Energy Management - B.S.
Sustainable Engineering Management - M.P.S.

Maritime College

Facilities Management Engineering - M.S.

College of Optometry

Optometry/Vision Science - O.D./M.S.

SUNYIT

Applied Mathematics - M.S.
Civil Engineering - B.S.
Community & Behavioral Health - B.S.
Data Analysis - Adv. Cert.
Mechanical Engineering - B.S.
Network & Computer Security - M.S.
Nursing Practice - D.N.P.
Systems Engineering - M.S.

NYS College of Human Ecology at Cornell University

Developmental Psychology/Law - Ph.D./J.D.

College at Brockport

Adapted Physical Education - Adv. Cert.
College Counseling - Adv. Cert.
Gerontological Social Work - Adv. Cert.
Mental Health Counseling - Adv. Cert.
School Counseling - Adv. Cert.
School Counselor - Adv. Cert.

Buffalo State College

Family & Consumer Sciences Education - B.S.
Great Lakes Ecosystems Science - M.A.
Great Lakes Ecosystems Science - M.S.
Mathematical Physics - B.S.
Mechanical Engineering Technology - M.S.
Music Education - Mus.M.
Museum Studies - M.A.
Public & Nonprofit Management - M.P.A.
Science Education - M.S.
Science Education - M.S.Ed.

SUNY Cortland

Biochemistry - B.S.
Sustainable Energy - M.S.

Empire State College

Adolescence Education - M.A.T.
Adult Learning - M.A.
Business & Environmental Sustainability - Cert.
Global Brand Marketing - Adv. Cert.
Global Leadership - M.B.A.
Learning & Emerging Technologies - M.A.
Management for Accountants - M.B.A.
Middle Childhood Education - M.A.T.
Nursing - B.S.N./M.S.

Nursing - M.S.
Public Affairs - B.A.
Public Affairs - B.P.S.
Public Affairs - B.S.
Public Sector Labor & Employment Policy - Adv. Cert.
Special Education 7-12 - M.Ed.
Special Education 7-12 (Transition B) - M.Ed.
Teaching & Learning: Principles and Pedagogy - M.Ed.
Veterans Services - Adv. Cert.

SUNY New Paltz

Astronomy - B.A.
Biochemistry - B.S.
Computer Engineering/Electrical Engineering - B.S./M.S.
Digital Media Production - B.A.
Digital Media Production - B.S.
Digital Media Programming & Management - B.A.
Digital Media Programming & Management - B.S.
Electrical Engineering - B.S./M.S.
Multicultural Education - Adv. Cert.
Teaching English Language Learners - Adv. Cert.

College at Old Westbury

Accounting - B.S./M.S.
Accounting/Taxation - B.S./M.S.
Adolescence Education: Clinical Model - M.A.T.
Adolescence Literacy Education - MS
Adolescence Special Education - MS
Childhood Literacy Education - MS
Childhood Special Education - M.S.
Liberal Studies - M.A.
Visual Arts - B.F.A.

College at Oneonta

Biology - B.S./M.S.
Fashion & Textiles - B.S.
International Development Studies - B.A.
Lake Management - M.S.
Mathematics - M.A.
Science Museum Studies - M.S.

SUNY Oswego

Communication Studies: Broadcast & Mass
Communication/Business Administration - B.A./M.B.A.
Electrical & Computer Engineering - B.S.
Health & Wellness - Adv. Cert.
Health Information Technology - Adv. Cert.
Integrated Health Systems - Adv. Cert.
Interdisciplinary Trauma Studies - Adv. Cert.
Students w/Disabilities 7-12 Generalist/Adolescence
Ed 7-12 Biology - M.A.T.
Students w/Disabilities 7-12 Generalist/Adolescence
Ed 7-12 Chemistry - M.A.T.
Students w/Disabilities 7-12 Generalist/Adolescence
Ed 7-12 Earth Science - M.A.T.
Students w/Disabilities 7-12 Generalist/Adolescence
Ed 7-12 Mathematics - M.A.T.

Programs of Study Tentatively Planned for Introduction

Students w/Disabilities 7-12 Generalist/Adolescence
Ed 7-12 Physics - M.A.T.

Students w/Disabilities 7-12 Generalist/Teaching
English to Speakers of Other Languages - M.A.T.

SUNY Oswego (Metro Center)

Adolescence Education - M.S.T.
Business Administration - B.S.
Business Administration - M.B.A.
Childhood Education (1-6) - M.S.T.
Educational Leadership - Adv. Cert.
Gerontology - Adv. Cert.
Health Information Technology - Adv. Cert.
Human Computer Interaction - M.A.
Human Development - B.A.
Integrated Health Systems - Adv. Cert.
Integrated Media & Social Networks - Adv. Cert.
Mental Health Counseling - M.S.
Play Therapy - Adv. Cert.
Public Justice - B.A.

SUNY Plattsburgh

Audio-Radio Production - B.A.
Audio-Radio Production - B.S.
Clinical Mental Health Counseling - Adv. Cert.
Early Childhood Education - Birth-Grade 2 - Adv. Cert.
Expeditionary Studies - M.S.
Leadership - Adv. Cert.
Teaching & Learning - M.S.Ed.
TV-Video Production - B.A.
TV-Video Production - B.S.

Plattsburgh (Adirondack)

Early Childhood Education - Birth-Grade 2 - Adv. Cert.
Leadership - Adv. Cert.
Teaching & Learning - M.S.Ed.

SUNY Potsdam

Childhood Education - M.S.T.
Creative Writing - B.F.A.
English: Creative Writing - B.A.
English: Literature - B.A.
English: Writing - B.A.
Literacy - M.S.Ed.
Music Education: K-12 - M.M.

Purchase College

Latin American Studies - B.A.

Alfred State College

Architecture - B.Arch.

SUNY Canton

Applied Psychology - B.S.
Health & Fitness Promotion - B.Tech.
Homeland Security - B.Tech.
Veterinary Technology - B.S.

SUNY Cobleskill

Applied Psychology - B.S.
Paramedic - Cert.

SUNY Delhi

Integrated Energy Systems - A.A.S.
Integrated Energy Systems - A.O.S.

Farmingdale State College

Civil Engineering Technology - B.S.
Engineering Technology Management - M.S.
Global Business Management - B.S.
Sustainable Energy Technology - B.S.

Morrisville State College

Applied Psychology - B.S.
Architecture - B.Arch.
Renewable Energy - B.Tech.

Adirondack Community College

Creative Writing - A.A.

Broome Community College

Entrepreneurship - A.A.S.
Environmental Science - A.S.
Histological Technician - Cert.
Manufacturing Technology - A.A.S.
Medical Administrative Skills - Cert.
Physical Therapy Aide - Cert.
Visual Communication Arts - A.S.

Cayuga Community College

Health Sciences - A.S.
Information Technology - A.S.

Cayuga Community College (Fulton)

Information Technology - A.S.

Clinton Community College

Criminal Justice - A.A.
Renewable Energy Technologies - A.A.S.
Renewable Energy Technologies - Cert.

Corning Community College

Energy Process Technology - A.A.S.

Dutchess Community College

Aviation Management - A.S.

Fashion Institute of Technology

Digital Still Photography - Cert.
Film & Media - B.S.
Gemology - Cert.
Retail Management - Cert.
Sustainable Packaging Design - Cert.

Programs of Study Tentatively Planned for Introduction

Finger Lakes Community College

Culinary Arts - A.A.S.
Culinary Arts - Cert.
Paralegal - Cert.

Fulton-Montgomery Community College

Health Sciences - A.S.
Health Studies - A.A.S.

Herkimer Community College

Criminal Justice: Crime & Intelligence Analysis - A.A.S.
Quality Assurance - A.A.S.
Quality Assurance - Cert.

Hudson Valley Community College

Animal Advocacy - Cert.
Automotive Management - A.A.S.
Entrepreneurship - A.A.S.
Polysomnography - A.A.S.
Semiconductor Technology - Cert.

Jamestown Community College

Environmental Science - A.S.

Jefferson Community College

Chemical Dependency - A.A.S.
Fire Protection Technology - Cert.
Physical Education - A.S.
Sports Management - A.S.
Winery Management & Marketing - Cert.

Mohawk Valley Community College

Criminal Justice - A.S.
Geospatial Technology - A.A.S.

Monroe Community College (Brighton)

Applied Integrated Technology - A.A.S.
Clinical Laboratory Technician/Medical Laboratory Technician - A.A.S.
Liberal Arts and Sciences: Humanities - A.A.
Solar Thermal Technology - Cert.
Sport Management - A.S.
Sustainability Studies - A.S.
Theatre Arts - A.S.

Monroe Community College (Damon City)

Liberal Arts and Sciences: Humanities - A.A.
Sport Management - A.S.
Sustainability Studies - A.S.

Nassau Community College

Biology - A.S.
Emergency Management - A.S.
Energy Management & Systems Technology - A.A.S.
Sustainability Studies - A.S.

Niagara County Community College

Biotechnology - A.S.
Data Center Operations - A.A.S.
Energy Management & Systems Technology - A.A.S.
Horticulture - A.A.S.
Massage Therapy - A.A.S.
Wind Turbine Technology - A.A.S.

Onondaga Community College

Human Services - Cert.

Orange County, Rockland, Sullivan County, and Ulster County Community Colleges

Green Building Maintenance & Management - A.A.S.

Orange County Community, Sullivan County, and Ulster County Community Colleges

Cyber Security - A.A.S.

Rockland Community College

Accounting - A.S.
Corporate & Homeland Security - A.S.
Engineering Science - A.S.
International Business - A.S.
Marketing - A.S.
Medical Informatics Technology - A.S.

Schenectady County Community College

Chemical Dependency Counseling - Cert.
Medical Coding and Billing - Cert.

Suffolk County Community College (Ammerman)

Communication Studies - A.A.

Suffolk County Community College (Eastern)

Communication Studies - A.A.

Suffolk County Community College (Western)

Communication Studies - A.A.

Sullivan County Community College

Psychology - A.S.
Respiratory Care - A.A.S.

Tompkins Cortland Community College

Digital Cinema - A.S.
Recreation: Exercise Studies - A.S.
Wine Marketing - Cert.

Ulster County Community College

Fashion Design - A.S.
Surveying Technology - A.A.S.

Westchester Community College

Environmental Science - A.S.
Environmental Studies - A.S.
Journalism - A.S.
Veterinary Technology - A.A.S.

Master Plan Amendments 2004-2012

Campus	Program Name	Award	Approved by Board of Trustees
Albany	Nanoscale Engineering	B.S.	6/16/2009
Empire State	Nursing	B.S.N.	11/27/2007
Old Westbury	Mental Health Counseling	M.S.	3/11/2008
Oswego	Software Engineering	B.S.	5/31/2007
Plattsburgh	Adirondack Community College	Branch	11/28/2006
Plattsburgh @Adirondack	Adolescence Education	M.S.T.	11/28/2006
	Childhood Education	B.S.	11/28/2006
	Criminal Justice	B.S.	11/28/2006
	Curriculum & Instruction	M.S.Ed.	11/28/2006
	Psychology	B.A.	11/28/2006
Alfred - Main	Digital Media & Animation	B.S.	1/11/2007
	Information Technology:		
	Network Administration	B.Tech.	1/11/2007
	Nursing	B.S.	1/19/2010
Canton	Alternative & Renewable		
	Energy Applications	B.Tech.	5/24/2005
	Information Technology	B.Tech.	7/18/2006
Cobleskill	Agricultural Biotechnology	B.S.	3/13/2006
	Communication in Technology	B.S.	10/26/2007
	Information Technology	B.Tech.	10/31/2007
Delhi	Architectural Design & Building	B.Tech.	1/25/2005
	Information Technology:		
	Network Administration	B.Tech.	6/17/2005
	Nursing	B.S.N.	5/31/2007
Delhi@Schenectady	Criminal Justice	B.S.	6/29/2010
Morrisville - Main	Human Performance & Health Promotion	B.S.	11/9/2005
	Science, Technology & Society	B.S.	1/11/2007
Morrisville - Norwich	Early Childhood	A.A.S.	11/9/2005
	Human Services	A.A.S.	11/9/2005
SUNYIT	Biology	B.S.	11/28/2006
	Electrical & Computer Engineering	B.S.	11/17/2009
Broome	Music	A.S.	5/31/2007
Cayuga	Fulton Center - 806 Broadway Street, Fulton, New York 13069	Branch	7/15/2005
Cayuga - Fulton	Business: Business Administration	A.S.	7/15/2005
	Business: Business Administration	A.A.S.	7/15/2005
	Computer Information Systems	A.A.S.	7/15/2005
	Computer Science	A.S.	7/15/2005
	Criminal Justice: Corrections	A.A.S.	7/15/2005
	Criminal Justice: Police	A.A.S.	7/15/2005
	Early Childhood	A.A.S.	5/31/2007
	Liberal Arts & Sciences:		
	Humanities & Social Science	A.A.	7/15/2005
	Liberal Arts & Sciences:		
	Mathematics & Science	A.S.	7/15/2005
	Nursing	A.A.S.	6/17/2008
Orange	One Washington Center, Newburgh, NY	Branch	3/11/2008
Orange@Newburgh	Business Management	A.A.S.	3/11/2008
	Criminal Justice	A.S.	3/11/2008
	Criminal Justice: Police	A.A.S.	3/11/2008
	Early Childhood Development & Care	A.A.S.	3/11/2008
	Human Services	A.S.	3/11/2008
	Individual Studies	A.S.	3/11/2008
	Liberal Arts: Humanities & Social Science	A.A.	3/11/2008
	Nursing	A.A.S.	3/11/2008
	Office Technologies	A.A.S.	3/11/2008

Memoranda to Presidents 2010-11

Memorandum to Presidents, Vol 10 (1), Policy and Guidance: State University General Education Requirement

This memorandum explains University policy on general education based on three resolutions:

- *Trustees Resolution 2009-138, Reaffirmation and Strengthening of the State University Board of Trustees Policy on Student Mobility (Transfer and Articulation), of November 17, 2009;*
- *Trustees Resolution 2010-006, Amendments to General Education Requirement, of January 19, 2010; and*
- *Trustees Resolution 2010-039, Streamlining the State University Board of Trustees Policy on Assessment, of March 23, 2010.*

<http://www.suny.edu/provost/mtp/files/mtp10-1.pdf>

Memorandum to Presidents, Vol 10 (2), Policy and Guidance: Assessment

This memorandum provides guidance on implementing the State University's Board of Trustees Resolution 2010-039 Streamlining the State University Board of Trustees Policy on Assessment, of March 23, 2010.

<http://www.suny.edu/provost/mtp/files/mtp10-2.pdf>

Memorandum to Presidents, Vol 11 (1), Policy and Guidance: State University Student Mobility Policies

This memorandum explains University policy on student mobility based on resolutions adopted by the State University Board of Trustees:

- *Trustees Resolution 2009-138, Reaffirmation and Strengthening of the State University Board of Trustees Policy on Student Mobility (Transfer and Articulation), of November 17, 2009; and*
- *Trustees Resolution 2010-006, Amendments to General Education Requirement, of January 19, 2010.*

<http://www.suny.edu/provost/mtp/files/mtp11-1.pdf>

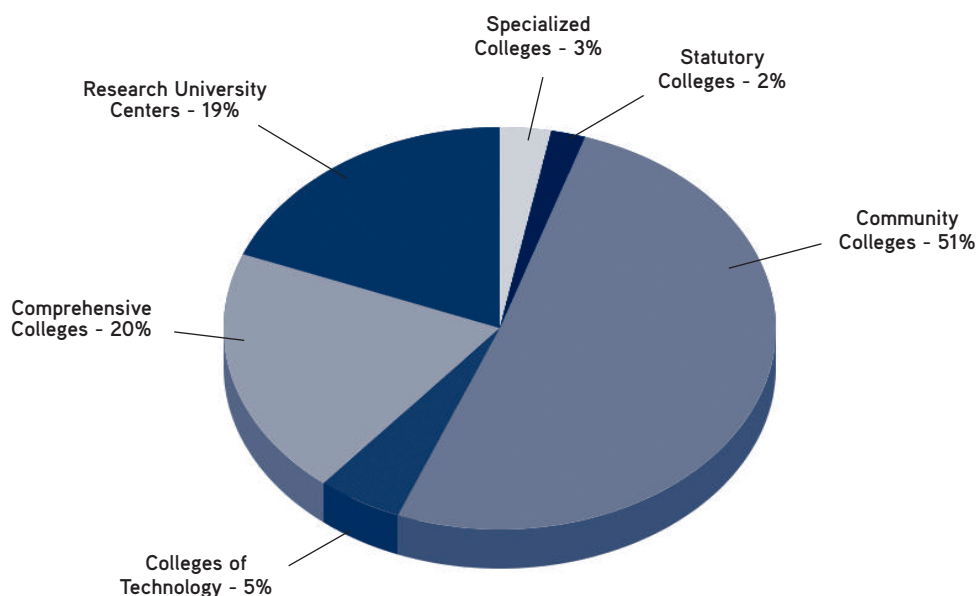
State University of New York Five-Year Enrollment Plan

SUNY's five-year enrollment projections suggest headcount will rise from 468,004 students in fall 2011 to more than 481,000 by fall 2015, with roughly 13,000 more students served. As shown in the table below, annual average full-time equivalents are expected to increase by just over 3 percent, with sector proportions remaining relatively stable.

Projected Enrollment in Annual Average Full-time Equivalents (AAFTE) through 2015-16

	Actual 2010-11	Projected 2015-16	Projected Total Change	Projected Mean Annual Change	Current Proportion of SUNY	Projected Proportion of SUNY
Community Colleges	194,202	204,064	5.1%	1.0%	50%	51%
Colleges of Technology	20,426	21,523	5.4%	1.1%	5%	5%
Comprehensive Colleges	82,012	82,391	0.5%	0.1%	21%	20%
Research University Centers	77,165	77,478	0.4%	0.1%	20%	19%
Specialized Colleges	9,468	10,281	8.6%	1.7%	2%	3%
Statutory Colleges	6,280	6,238	-0.7%	-0.1%	2%	2%
TOTAL	389,553	401,975	3.2%	0.6%	100%	100%
NYS HS Graduates	185,536	169,348	-8.7%	-1.8%		

Projected 2015-16 AAFTE Distribution by Sector



Educational Facility Multi-Year Capital Plans

State Appropriated Funding 2008-09 Through 2012-13 (\$ thousands)

	Allocations			
	Critical Maintenance	Strategic Initiatives	SUNY 2020 State Grant	Total Funding Levels
Doctoral Institutions				
Albany	\$ 165,995	89,000	20,000	274,995
Binghamton	159,236	24,000	20,000	203,236
Buffalo University	329,468	353,000	20,000	702,468
Stony Brook	371,148	148,450	20,000	539,598
Subtotal Doctoral Institutions	1,025,847	614,450	80,000	1,720,297
Other Doctoral Institutions				
Brooklyn HSC	64,091	148,900	-	212,991
Alfred Ceramics	14,117	9,000	-	23,117
Cornell Statutory	163,573	87,000	-	250,573
Environmental Science & Forestry	41,955	30,750	-	72,705
Optometry	15,695	6,700	-	22,395
Syracuse HSC	44,522	130,450	-	174,972
Subtotal Other Doctoral Institutions	343,953	412,800	-	756,753
Comprehensive Colleges				
Brockport	96,742	29,300	-	126,042
Buffalo College	122,399	93,262	-	215,661
Cortland	82,873	51,200	-	134,073
Empire State	5,185	12,900	-	18,085
Fredonia	67,259	78,000	-	145,259
Geneseo	70,209	19,350	-	89,559
New Paltz	82,811	60,826	-	143,637
Old Westbury	45,934	13,000	-	58,934
Oneonta	69,600	66,000	-	135,600
Oswego	106,370	69,500	-	175,870
Plattsburgh	69,655	20,400	-	90,055
Potsdam	69,752	55,000	-	124,752
Purchase	89,573	31,300	-	120,873
Subtotal Comprehensive Colleges	978,362	600,038	-	1,578,400
Technology Colleges				
Alfred State	37,645	33,500	-	71,145
Canton	27,303	21,200	-	48,503
Cobleskill	35,360	41,900	-	77,260
Delhi	30,975	7,000	-	37,975
Farmingdale	76,357	39,325	-	115,682
Maritime	30,744	34,500	-	65,244
Morrisville	41,879	6,000	-	47,879
SUNY-IT	15,767	30,900	-	46,667
Subtotal Technology Colleges	296,030	214,325	-	510,355
Other				
System Administration	23,308	5,000	-	28,308
Subtotal Other	23,308	5,000	-	28,308
Systemwide	82,500	44,000	-	126,500
Grand Total	\$ 2,750,000	1,890,613	80,000	4,720,613

Community College Multi-Year Capital Plans

State Appropriated Funding 2008-09 Through 2012-13 (\$ thousands)

	Allocations				Total Funding Levels
	GSF	FTE	Local Share	State Share	
Adirondack CC	310	2,876	\$ 1,914	1,914	3,828
Broome CC	606	5,318	7,500	7,500	15,000
Cayuga County CC	358	3,460	11,912	11,912	23,824
Clinton CC	255	1,566	1,250	1,250	2,500
Columbia-Greene CC	228	1,441	950	950	1,900
Corning CC	503	3,456	24,765	24,765	49,530
Dutchess CC	628	7,476	8,478	8,478	16,956
Erie CC	495	13,739	19,777	19,777	39,554
FIT CC	1,176	9,100	84,255	84,255	168,510
Finger Lakes CC	505	5,135	19,166	19,166	38,332
Fulton-Montgomery CC	285	2,260	3,224	3,224	6,448
Genesee CC	443	4,684	-	-	-
Herkimer County CC	403	3,024	1,125	1,125	2,250
Hudson Valley CC	1,464	10,253	35,000	35,000	70,000
Jamestown CC	720	3,423	22,112	22,112	44,224
Jefferson CC	253	2,687	-	-	-
Mohawk Valley CC	748	5,903	8,300	8,300	16,600
Monroe CC	1,666	16,156	22,185	22,185	44,370
Nassau CC	1,501	18,915	67,151	67,151	134,302
Niagara County CC	531	5,679	12,925	12,925	25,850
North Country CC	263	1,340	\$ 110	\$ 110	\$ 220
Onondaga CC	1,104	8,859	37,318	37,318	74,636
Orange County CC	638	5,314	37,954	37,954	75,908
Rockland CC	693	6,989	11,694	11,694	23,388
Schenectady County CC	349	3,926	41,540	41,540	83,080
Suffolk County CC	720	20,718	43,332	43,332	86,664
Sullivan County CC	247	1,350	13,850	13,850	27,700
Tompkins CC	528	4,047	1,800	1,800	3,600
Ulster County CC	404	2,262	1,420	1,420	2,840
Westchester CC	766	13,025	16,612	16,612	33,224
Subtotal Community Colleges	18,792	194,378	557,619	557,619	1,115,238
Systemwide			-	20,000	20,000
Grand Total			\$ 557,619	577,619	1,135,238

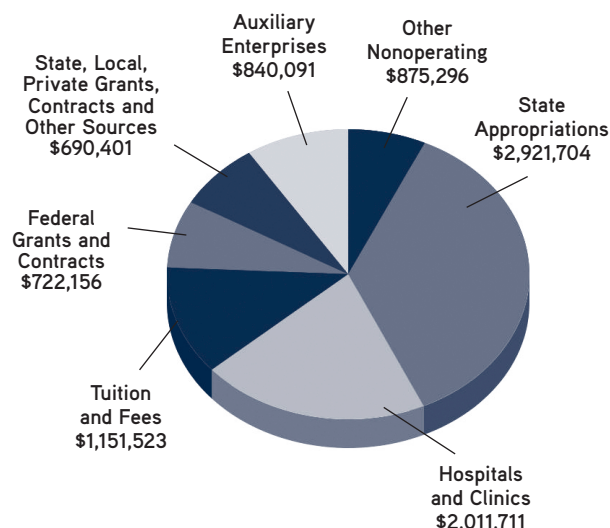
Residence Hall Multi-Year Capital Plans

State Appropriated Funding 2008-09 Through 2012-13 (\$ thousands)

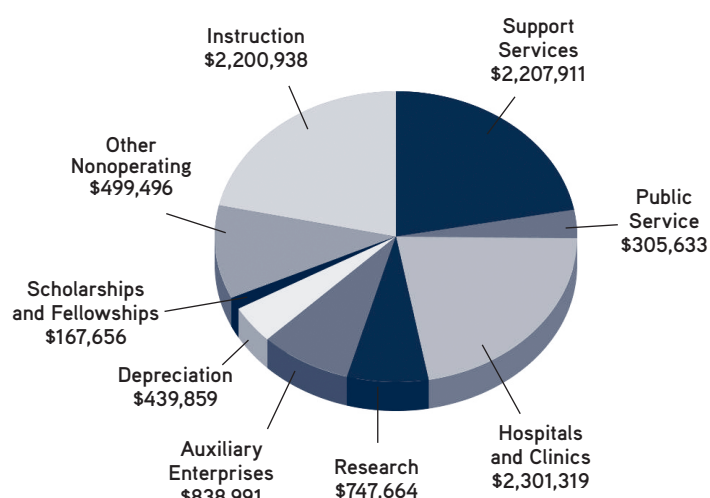
	Allocation
Doctoral Institutions	
Albany	\$ 87,801
Binghamton	278,480
Buffalo University	14,298
Stony Brook	110,511
Subtotal Doctoral Institutions	491,090
Other Doctoral Institutions	
Brooklyn HSC	-
Alfred Ceramics	-
Cornell Statutory	-
Environmental Science & Forestry	-
Optometry	-
Syracuse HSC	-
Subtotal Other Doctoral Institutions	-
Comprehensive Colleges	
Brockport	22,699
Buffalo College	10,820
Cortland	33,326
Empire State	-
Fredonia	28,800
Geneseo	13,100
New Paltz	15,505
Old Westbury	-
Oneonta	22,366
Oswego	38,362
Plattsburgh	19,290
Potsdam	21,547
Purchase	15,531
Subtotal Comprehensive Colleges	241,346
Technology Colleges	
Alfred State	-
Canton	-
Cobleskill	3,497
Delhi	-
Farmingdale	-
Maritime	-
Morrisville	2,999
SUNY-IT	22,350
Subtotal Technology Colleges	28,846
Other	
System Administration	-
Subtotal Other	-
Systemwide	19,719
Grand Total	\$ 781,000

State University of New York Financial Report

2011 Revenues (in thousands)



2011 Expenses (in thousands)



	2011	2010	2009
Tuition and fees, net	\$ 1,151,523	1,107,313	1,030,198
Hospitals and clinics	2,011,711	1,876,918	1,723,164
Federal grants and contracts	722,156	710,642	637,222
State, local, private grants and contracts, and other sources	690,401	649,772	634,500
Auxiliary enterprises	840,091	818,545	780,300
Operating revenues	5,415,882	5,163,190	4,805,384
State appropriations	2,921,704	2,965,719	3,062,915
Other nonoperating	875,296	770,567	587,217
Nonoperating and other revenues	3,797,000	3,736,286	3,650,132
Total revenues	\$ 9,212,882	8,899,476	8,455,516

	2011	2010	2009
Instruction	\$ 2,200,938	2,041,660	2,044,597
Research	747,664	663,353	687,724
Public service	305,633	294,999	298,122
Support services	2,207,911	2,099,496	2,090,135
Scholarships and fellowships	167,656	172,150	125,965
Hospitals and clinics	2,301,319	2,227,162	2,082,902
Auxiliary enterprises	838,991	791,733	775,162
Depreciation and amortization	439,859	432,043	400,494
Other nonoperating	499,496	341,675	984,756
Total expenses	\$ 9,709,467	9,064,271	9,489,857

Notes

Notes



The State University
of **New York**

SUNY's Master Plan 2012 and Beyond

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