Team Name: SUNY and the Entrepreneurial Century

Chair(s): Shaun McKay, Sam Stanley, Brian Hutzley, Tim Killeen, Alain Kaloyeros

Key Staff Liaison: Jeffrey Boyce

SP Office Liaison: Kaitlyn Beachner

SUNY and the Entrepreneurial Century Initiatives and Leads

- SUNY's Technology Accelerator Fund: Matt Mroz
- SUNY Entrepreneurs in Residence (EIR) Program: Jeffrey Boyce
- SUNY Faculty Research Travel Grant Program Pilot: Angela Wright
- Entrepreneurship in New York: A Benchmark Study of University Affiliated Innovation-Based Entrepreneurs: Thomas Moebus
- Federal SBIR Technology Access and Expansion: Jim King
- Increasing the Production and Consumption of Locally Grown Foods: Richard Gottschall
- Replication of SUNY BEST in the Mohawk Valley Region: Thomas Kowalik
- SUNY/RF Research Collaboration Fund: Ivar Strand
- 2012 New York Business Plan Competition: Pradeep Haldar

Why was this team created?:

The Entrepreneurial Century Team works to create a climate conducive to innovation for SUNY students, faculty, alumni, entrepreneurs and New York firms to drive investment and job creation in New York.

What is its original purpose?:

Objective 1 – Build SUNY's Research Base
Growing sponsored research brings federal dollars back into the State, creates new highly paid jobs, builds infrastructure, and generates discoveries that lead to innovation that provides opportunity to attract and retain industry in the State. Through both basic research and applied research, SUNY’s university centers, technical colleges, university colleges and community colleges each have an important role to play in a focused regional research effort. To increase our competitiveness we must stimulate faculty collaborations, help identify potential partners, and develop programs to support collaborative research programs within SUNY.

Objective 2 – SUNY Start-up – Building an Entrepreneurial Culture
SUNY Start-up will create a system-wide suite of courses, grants, and mentorship programs that will foster more entrepreneurial campus cultures and support students and faculty in moving discoveries and ideas into the marketplace where they will generate jobs, income, and prosperity. 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.

Objective 3 – SUNY Inc – SUNY Anchoring Regional Economies
SUNY campuses anchor regional economies and facilitate company growth and development through innovation, technology transfer, small business development programs, major research assets, and workforce training. To be successful, this model has to be collaborative not only among SUNY’s own campuses within a region, but with other major institutions and entities, including public and private economic development and planning agencies, business organizations and non-profits.
What is the Focus of this team?:

See Above. The team focus is enumerated in objectives 1-3.

How can we measure the outcomes?:

Objective 1
- Total Research Expenditures

Objective 2
- Enrollment in Courses with Entrepreneurial Curriculum
- Number of Invention Disclosures

Objective 3
- Jobs Created in New York State
- Star Metrics (Jobs created through sponsored programs)
- SUNY’s Entrepreneurial Support of New York Firms

Abridged Executive Summary:

The Entrepreneurial Century team is working to create a climate conducive to the SUNY Community as well as New York firms in order to drive investment and job creation in the state’s economy. By placing SUNY campuses at the center of their region’s economy and attracting world-class faculty, SUNY is building its research base. Also, SUNY is building an entrepreneurial culture through increasing internship opportunities for students and an expanding business plan competition. SUNY, with the support of Small Business Development Centers, continues to build new alliances with New York firms.
Initiative Overview and Description (History, goals, status of initiative):

SUNY’s Technology Accelerator Fund (TAF) is designed to support SUNY’s most promising technologies in overcoming the funding gap that exists after research funding ends and further “proof-of-concept” is necessary to establish that a technology is commercially viable, to prove its value, and to reduce the risk for industry or investors. In order to meet this objective the TAF funds projects that are capable of accelerated development and commercialization. Through a competitive process, the TAF provides grants to selected projects that are capable of high-impact commercialization and partners with faculty to expedite an innovation’s readiness for transfer to the market for the public benefit. The purpose of the fund is to:

- Accelerate and propel promising new discoveries from the lab to the commercial development stage
- Build added value into early-stage technologies, thereby enhancing their commercial viability
- Overcome many of the limitations that impede potentially life-altering technologies from reaching their full potential
- Create more attractive opportunities for licensing, investment and commercial development
- Expand public access to new technologies developed at SUNY
- Reinforce SUNY and Research Foundation strategic goals and missions
- TAF has proven to be a successful initiative in supporting SUNY and the Entrepreneurial Century. The TAF is currently funding two classes of awards and began accepting proposals for another class on January 15.

Class of 2011
The TAF pilot project was launched in April 2011 with five awards at $50,000 each made to projects that were evaluated against certain funding criteria. Three of these five projects were later awarded an additional $100,000 each due to their success in accomplishing project milestones that further enabled the underlying technologies to be commercialized for the public benefit. As a result of TAF funding, all five projects have been given the opportunity to undertake further proof-of-concept studies to prove their commercial value, which otherwise would have been impossible due to sparse funding circumstances. Two of the five technologies have been successfully licensed to startup companies that were formed to specifically develop the technologies into products that can be commercialized for the public benefit. One of the two licensed TAF-supported technologies that were licensed to startup companies was also recently awarded a Small Business Technology Transfer Award (STTR) from the National Institutes of Health, which included a subcontract back to SUNY for additional technology development work.

Class of 2012
Through a competitive proposal review process, the TAF made six additional awards of $50,000 each in September 2012. SUNY faculty, staff, and students were eligible to submit proposals. Proposals were evaluated by the TAF Managing Director with input from external experts in various fields of science and intellectual property commercialization. Factors considered in the evaluation included: availability of intellectual property protection, marketability, commercial potential, campus commitment, feasibility, breadth of impact and public benefit. Dr. Andrew Kaufman who is the principal investigator on Upstate’s TAF Class of 2012 project has recently gone half-time at the campus and is in the process of setting up a startup company to commercialize his TAF-funded technology. His company will reside in the Central New York Biotech Accelerator.

Class of 2013 Spring
On January 15, 2013, the RF announced that the TAF is accepting proposals for Class of 2013 Spring funding. It is
expected that five awards at $50,000 each will be made in May to fund projects fitting certain criteria which is outlined in the TAF Class of 2013 Spring Application and Administrative Guidelines. The TAF is a program that has been well-received and vetted by the University Centers and comprehensive colleges. The RF is looking forward to continuing the successes of the TAF.

Please list the objectives for this initiative:

Three overarching objectives of TAF are: To assist the SUNY Innovation Engine in reaching greater potential by facilitating the commercialization of SUNY’s intellectual assets; to promote and cultivate an entrepreneurial culture at SUNY; and to build stronger relationships with industry and investment communities.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- All TAF program application and administrative guidelines are developed by the RF’s Innovation and Partnerships team and vetted with the campuses through the Technology Transfer Directors and Technology Transfer Coordinator.
- The effectiveness of the TAF program and the campus view of how efficiently the program is administered was tested and evaluated by asking all principal investigators of TAF-funded projects, institutional officials, and technology transfer directors to complete a brief survey. We used the data obtained from the survey responses to modify the program to fit the needs and wants of our campus constituencies.
- A TAF mailbox has been created as an easy way to answer questions regarding a funding class or the program in its entirety. Every question is incorporated into a TAF FAQ document that is available on the TAF webpage.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

The TAF program provides directly supports the research, commercialization, and economic tenants of SUNY’s mission statement: “...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.“ All TAF projects link the teaching and education aspect of SUNY’s mission as well. TAF principal investigators often have both undergraduate and graduate students on their research teams and they are responsible for carrying out TAF project work under the direction of the principal investigator.

Strategic Plan
The TAF program has direct linkages to SUNY and the Entrepreneurial Century. The program cultivates innovation and entrepreneurial thinking across the enterprise. The TAF program has led to the creation of new startup companies and has caused faculty to start thinking more entrepreneurially. All TAF Class projects show a clear connection to the core values of The Power of SUNY, specifically, SUNY and the Entrepreneurial Century. The TAF fuels the Power of SUNY by accelerating the translation of promising and innovative SUNY discoveries to the marketplace by employing a competitive process to award funds to support technology-based projects that align with defined market opportunities, increasing the value of the technology to potential licensees and/or investors. In doing so, the TAF provides public and economic benefits by supporting SUNY’s strategic mission to grow the New York State economy and create knowledge-based jobs.

Metrics for determining if this initiative is successful:

As a long term goal, the RF’s Innovation and Partnerships team would like to work with SUNY’s Strategic Planning team to further develop the current report card metrics to more qualitatively provide insight into activities and initiatives related to SUNY and the Entrepreneurial Century initiatives and SUNY’s role in economic development, innovation, and commercialization. In the short term, using the TAF-funded technologies, the RF will endeavor to adopt and utilize new metrics that will show the real-world impacts SUNY-developed technologies have on society. These metrics are identified below:
Report card metrics
- Number of licenses executed
- Stories identifying real-world impact TAF-funded technologies make (NEW)
- The number of people positively affected by the use of X, Y, Z SUNY TAF-funded technology (NEW)
- The number of startup companies created around commercializing a SUNY TAF-funded technology (NEW)
- The number of new jobs created related to the commercialization of SUNY TAF-funded technology (NEW)
- The number of collateral relationships generated (materials transfers, inter-institutional)

Operational metrics
- Number of proposals submitted for funding

Abridged Executive Summary:

SUNY’s Technology Accelerator Fund (TAF) is designed to support SUNY’s most promising technologies in overcoming the funding gap that exists after research funding ends and further “proof-of-concept” is necessary to establish that a technology is commercially viable, to prove its value, and to reduce the risk for industry or investors. In order to meet this objective the TAF will fund projects that are capable of accelerated development and commercialization. Through a competitive process, the TAF provides grants to selected projects that are capable of high-impact commercialization and partners with faculty to expedite an innovation’s readiness for transfer to the market for the public benefit. TAF has proven to be a successful initiative in supporting SUNY and the Entrepreneurial Century. The TAF is currently funding two classes of awards and began accepting proposals for another class on January 15.
Team Name: SUNY and the Entrepreneurial Century
Initiative Name: SUNY Entrepreneurs in Residence (EIR) Program
Lead Name: Jeffrey Boyce

Initiative Overview and Description (History, goals, status of initiative):

The proposed SUNY EIR Program directly supports “SUNY and the Entrepreneurial Century” – the first of the six Big Ideas of the SUNY Strategic Plan. Specifically, a pilot EIR program advances the objective of SUNY Start-Up – Building an Entrepreneurial Culture. The program will pilot a new tool that will help SUNY leverage more new-business formation (and accompanying jobs growth) from the $1 billion in sponsored research that flows through the SUNY system annually.

Through the initiative, RF will provide campuses with access to the time and skills of proven, private-sector entrepreneurs who have both startup experience and “domain expertise” that is relevant to particular discoveries in the SUNY research portfolio. These EIRs will work with faculty inventors, technology-transfer professionals, motivated academic graduate students; business and law students, businesses people already involved in other SUNY research assets, and the statewide business and financial communities. In broadest terms, the mission of the EIR is to identify the business-development and technology-development milestones that must be met in order to convert a discovery-based idea into a business; to provide early leadership of this process on campus, even before a spinoff is formed; and to help ensure that the eventual startup is well positioned to attract the outside capital and executive and managerial talent that will allow it to survive, thrive, and grow to its largest possible scale as a local employer.

The EIR program builds on well established national precedent at similar public universities, and presents an opportunity to capitalize on SUNY’s scope, scale and diversity to increase research commercialization. The program will focus on SUNY’s strengths in key research areas as enumerated by the SUNY Research Council and will work in concert with other recent innovations such as the Technology Acceleration Fund (TAF).

Please list the objectives for this initiative:

The goal of the pilot program is to bring EIRs to the research-oriented campuses as a way of accelerating the identification of opportunities for research commercialization. We want to expedite the creation of spin-off enterprises that are well enough thought out and prepared so that they can attract private investment capital and skilled management. We want to infuse into our research campus culture the skill sets necessary to successful commercialization of discovery.

The broadest objectives of the EIR corps are these:
-Interacting with faculty in identified disciplines to support those research programs generating discoveries that have potential to form the basis of economically viable spin-offs;
-In specifically targeted cases, working with faculty and campus-based resources to manage the pre-commercialization process;
-Educating faculty inventors – and sometimes students – on the nature of their responsibilities to such an enterprise, and the general practices of startup management and finance.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The initiative builds on RF’s regional technology transfer hub model. The proposal was shaped with input from technology transfer, CAT and COE staff and is designed to work in collaboration with SUNY’s Small Business Development Centers.
Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

The SUNY Entrepreneurs in Residence (EIR) Program directly supports “SUNY and the Entrepreneurial Century” – the first of the six Big Ideas of the SUNY Strategic Plan. Specifically, a pilot EIR program advances the objective of SUNY Start-Up – Building an Entrepreneurial Culture.

Success of the EIR program is all about the identification and deployment of “serial entrepreneurs” who have managed technology development from the very earliest stages of start-up formation, including experience at seed-stage financing, the raising of venture capital, and managing through to “liquidity events,” such as acquisition or public stock offering.

These are the skills that are required for successful commercialization, and they do not exist on most campuses. The SUNY EIR program is designed to fill that gap and begin building a support network of entrepreneurship that allows faculty to participate in the formation of SUNY spinoffs without leaving their traditional roles with the university, and which lets the campus technology-transfer offices become more proactive.

If the pilot program is successful, benefits might include:
- More reliable determinations of the license/spin-off decision, and therefore possibly more licensing revenue to be shared with campuses and faculty inventors per RF policies;
- Better odds of success by spin-off ventures, building value in equity that RF may hold in such spin-offs, which ultimately is shared with campuses and faculty per RF policies;
- More robust formation of spin-off companies, which are locally anchored licensees, enabling SUNY to play a more significant role in company formation and job creation in New York;
- Greater likelihood of more sponsored research, and more charitable donations to campus foundations, by businesses and entrepreneurs who owe their success to SUNY discovery;
- Building of more durable “entrepreneurial ecosystems,” positioning the system better for federal programs designed to reinforce such regional assets.

Metrics for determining if this initiative is successful:

The following evaluative metrics will be gathered and reported on a semi-annual basis:
- Hours or days of EIR service delivered;
- Number of science and engineering disciplines touched by EIR programming;
- Number of faculty, graduate students, post-docs and undergraduates touched by EIR programming;
- Number of spin-off companies formed with direct participation of EIRs;
- Amount of non-state funding raised for spin offs, including “friends and family,” investments by informal or angel investors, SBIR/STTR awards;
- Feedback from faculty, graduate students, post-docs, undergraduates and technology-transfer/sponsored-research staff involved in EIR projects.

Abridged Executive Summary:

The EIR Program will provide campuses with access to the time and skills of proven private-sector entrepreneurs who have both startup experience and “domain expertise” that is relevant to particular discoveries in the SUNY research portfolio. The mission of the EIR is to identify the business-development and technology-development milestones that must be met in order to convert a discovery-based idea into a business; to provide early leadership of this process on campus, even before a spinoff is formed; and to help ensure that the eventual startup is well positioned to attract the outside capital and executive and managerial talent that will allow it to survive, thrive, and grow to its largest possible scale as a local employer.
Team Name: SUNY and the Entrepreneurial Century
Initiative Name: SUNY Faculty Research Travel Grant Program Pilot
Lead Name: Angela Wright

Initiative Overview and Description (History, goals, status of initiative):
The SUNY Faculty Research Travel Grant Program was awarded $20,000 from the SUNY Strategic Planning fund and aims to improve the competitiveness of research proposals from SUNY faculty by facilitating interaction with prospective federal sponsors. The program grants travel funds of up to $1,000 for faculty to meet with program managers at federal funding agencies. Chief academic officers and deans from comprehensive, technology, and community colleges are also eligible to receive funding to meet with federal funding agencies. A campus match of $.50 for each $1.00 awarded is required.

Please list the objectives for this initiative:
- The SUNY Research Faculty Travel Grant pilot program will help SUNY faculty create more competitive proposals for research grants, and thus lead to increasing SUNY’s research base.
- Faculty who interact with prospective sponsors learn how to better structure research proposals and increase the likelihood of their proposals being funded through the peer review process.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
- SUNY and RF Government Relations are working together on the development and management of the program.
- The program will be marketed throughout the system by not only RF and SUNY administration, but also the Faculty Senate and Faculty Council of Community Colleges.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
The main goal of the program is to increase SUNY’s research. Increasing research is a major tenant of SUNY’s mission, “to search”, and the strategic plan through the “SUNY and the Entrepreneurial Century” big idea.

Metrics for determining if this initiative is successful:
Proposals submitted as results of the meetings supported by the SUNY Faculty Travel Grant Program pilot will be tracked. Proposals that are awarded funding will be tracked for research expenditures, STAR Metrics (jobs) and indirect cost recoveries.

Abridged Executive Summary:
The SUNY Faculty Research Travel Grant aims to improve the competitiveness of research proposals from SUNY faculty by facilitating interaction with prospective federal sponsors. The program grants travel funds of up to $1,000 for faculty to meet with program managers at federal funding agencies. Chief academic officers and deans from comprehensive, technology, and community colleges are also eligible to receive funding to meet with federal funding agencies. A campus match of $.50 for each $1.00 awarded is required. The main goal of the program is to increase SUNY’s research.
Team Name: SUNY and the Entrepreneurial Century
Initiative Name: Entrepreneurship in New York: A Benchmark Study of University Affiliated Innovation-Bas
Lead Name: Thomas Moebus

Initiative Overview and Description (History, goals, status of initiative): Governor Cuomo’s State of the State Address addressed the roles of innovation and entrepreneurship in growing New York State’s economy, echoing the findings of the 2011 SUNY Levin Institute study, New York in the World, widely distributed through Government and Legislative offices. The intertwined goals of the Governor-announced Innovation New York Network and of SUNY’s Entrepreneurial Century will be to dramatically increase the numbers of university-affiliated start-up firms, the investments they receive, and the success they achieve, leading to economic revitalization and job growth. Despite being second ranked in Federal R&D, New York State is lower ranked in the number and investments in innovation startups. As SUNY enters its Entrepreneurial Century, we must first understand the state of university supported entrepreneurship in New York State. Who are the companies? What are they commercializing? How successful are they? What economic sectors and what regions offer the most promise? And what can be done to stimulate further company growth and job creation?

The SUNY Levin Institute and its collaborators will collect extensive data on innovation-entrepreneurship across New York State. The main objective is to set a 2013 baseline of the performance of New York’s universities in stimulating innovation-based entrepreneurship. Entrepreneurship in New York will examine university-affiliated innovation-based firms over the last five years, supplementing existing data sets and metrics with original research to provide an in-depth portrait of New York’s ecosystem of university supported innovation entrepreneurs. Comparisons with other states and regions will help assess New York’s potential for improvement in stimulating the innovation economy. The study will also include qualitative case studies of selected entrepreneurs from interviews with entrepreneurs, investors, educators, business and economic development specialists. In addition to providing a base of statistical information, the study will formulate recommendations for how the Innovation New York Network might improve the performance of the innovation economy in the State.

We are currently in Phase 1 which includes collecting existing data and making critical network contacts to gain access to information that will be presented in the study. We are currently engaging with university tech transfer offices, incubators, regional innovation support systems, and others to identify the universe of innovative entrepreneurial firms to be studied. We plan to gather data in stages, beginning with University sources, continuing with Non-University sources such as regional organizations, and also including Publically-Available Sources.

Among Publically-Available sources, we are currently reviewing metrics and reports from the Association of University Technology Managers (AUTM), the Association of Public and Land-grant Universities (APLU), National Science Foundation, STaR Metrics Initiative, Small Business Innovation Research (SBIR), IMPLAN Data sets, Empire State Development Data Center, Small Business Development Centers (SBDC), Entrepreneurial Assistance Programs (EAP), Tech Transfer Society, Business Incubator Association of NYS(http://bianys.com/), and regional Upstate partners (High-Tech Rochester, Center for Economic Growth, etc).

Our goal is to have data collection completed by June. At that time the analysis phase will begin, as will interviews to flesh out the data with narrative. Our advisors will assist with analysis of the data, and we will begin the writing of the report. Our intent is to publish the report later in the fall.

Please list the objectives for this initiative:

- Establish a baseline of current performance against which we can measure the success of SUNY’s Entrepreneurial
Century activities
- Provide a working snapshot of each region’s entrepreneurial ecosystem, an important tool to stimulate better understanding and to generate more investment within each region
- Form the basis to identify the investable firms, region-by-region and sector-by-sector that will be the focus of the effort to engage the NYC investment community.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

This initiative will draw on collaborations across the system and other state and local agencies due to the nature of the information we are trying to collect and report. Current advisors to the project include: Don Siegel (UAlbany), Jonathan Bowles (Center for an Urban Future), Judy Albers, Steve Cohen (ESD), the Research Foundation Innovation and Partnerships Team.

In addition to working directly with the SUNY Research Foundation Innovation and Partnerships Group we are currently drawing on expertise and information from SUNY campus contacts through Tech Transfer Directors, as well as with regional economic development organizations like Buffalo Niagara Partnership, High Tech Rochester, CenterState CEO, the Center for Economic Growth in Albany, and others.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

Measuring the impact of the Entrepreneurial Century activities over time will depend on an accurate baseline of innovation-based entrepreneurship, which we aim to stimulate and increase. This study will provide these needed metrics for future Report Cards. It will also provide detailed working knowledge for SUNY and the state to respond effectively with initiatives and programs to increase support of university affiliated innovation based entrepreneurship.

Metrics for determining if this initiative is successful:

This initiative creates useful baseline metrics for future Report Cards. The number of companies, invested dollars, revenues, and employment are all important indicators of innovation-based entrepreneurship success—especially of SUNY related firms.

Abridged Executive Summary:

The intertwined goals of the Governor-announced Innovation New York Network and of SUNY’s Entrepreneurial Century will be to dramatically increase the numbers of university-affiliated start-up firms, the investments they receive, and the success they achieve, leading to economic revitalization and job growth. As SUNY enters its Entrepreneurial Century, we must first understand the state of university-supported entrepreneurship in New York State by collecting extensive data on innovation-entrepreneurship across New York State, supplementing existing data sets and metrics with original research. In addition to providing a base of statistical information, the study will formulate recommendations for how the Innovation New York Network might improve the performance of the innovation economy in the State.
Team Name: SUNY and the Entrepreneurial Century
Initiative Name: Federal SBIR Technology Access and Expansion
Lead Name: Jim King

Initiative Overview and Description (History, goals, status of initiative):

The earliest stages of a new high-technology company represent a level of risk that few investors will incur. It is critical to improve the likelihood of success and find creative methods to nurture nascent technology companies. The SUNY Fast Initiative – Driving SBIR/STTR Awards represents an opportunity to expand the Technology Advisor (TAD) program at four SUNY Regional SBDCs.

A Technology Advisor, within a regional SBDC will:
- Aid the principals to identify the products and/or services that will be profitable.
- Lead the principals in the design of a business model which will assure the profitability of the product and/or service.
- Leverage key resources of SUNY, the Research Foundation and partners to maximize the efficiency and effectiveness of business development.
- Assist in the identification and evaluation of sources of funding, including; SBIRs/STTRs, bank loans or private investors and play a key role in securing funds.
- Where the management structure has not been fully identified, temporarily carry out responsibilities of the missing management personnel.

It is the intent that the companies receiving assistance will have arisen from University research and/or have a significant interaction with the University through its research units, State Centers for Advanced Technology, Centers of Excellence, or incubators. Regional SBDC staff persons serve as members or staff to almost all of the Economic Development Councils for the economic development regions.

Please list the objectives for this initiative:

This program will assist public/private technology innovation partnerships that will in turn stimulate and strengthen the capability of small and medium-sized businesses to;
1) Deploy federal research and development (R&D) support
2) Respond to research priorities (SBIR)
3) Utilize existing University IP and drive commercially viable research within higher education
4) Maximize the value of university research through market opportunity linkages, and
5) Partner in development of STEM offerings to deepen the university industrial collaboration.

The SBDC proposes to directly outreach to researchers and partners through training and conference events in support of technology deployment, providing informational events to assist researchers with need awareness, market understanding, opportunity evaluation methodologies and the legal contexts applicable. The SBDC goal is to increase SBIR awards to New York businesses by approximately 15 awards per year, increasing technological competitiveness, and contributing to the state economy, enhanced by federally supported research while advancing the commercialization of early stage firms.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Four University campuses have been selected to lead the collaboration (Stony Brook, Binghamton, Albany and Brockport). They will share services among regions.
- Targeted outreach to increase the participation among all campuses for programs.
- Regional mentoring programs between businesses and researchers.
Development of interest sections, email newsletters, opportunity alerts, and procurement practices.
Conferences showcasing issues, solutions and experience in each region, raising awareness.
Planning a statewide conference, co-sponsored with State and federal agencies, where researchers and small businesses will meet assistance providers and sponsoring agencies.
Brookhaven National Laboratories and Cold Spring Harbor Laboratories, NYSERDA, NYSTAR as well as Angel/Venture Capital funding

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

The Federal SBIR Technology Access and Expansion combines the educational, research and economic development objectives of SUNY’s Mission in alignment with the strategic plan objectives focused upon the Entrepreneurial Century but touching upon each of the six big ideas through varied research, opportunities for progressive education, health and energy related topics combining to help create a more vibrant community that will ultimately impact the world.

The pilot promotes collaboration among campuses as well as the business community to research and commercialize new products or services that will have a long-term impact upon New York State. Through federal associated sponsorship, new research will be transitioned, with the help of the University, staff, faculty and students to improve the wellbeing of New York while improving the economic outlook.

Metrics for determining if this initiative is successful:

This program will assist public/private technology innovation partnerships that will in turn stimulate and strengthen the capability of small and medium-sized businesses to:

1) Deploy federal research and development (R&D) support
2) Respond to research priorities (SBIR)
3) Utilize existing University IP and drive commercially viable research within higher education
4) Maximize the value of university research through market opportunity linkages, and
5) Partner in development of STEM offerings to deepen the university industrial collaboration.

Specific outcome measurements will include number of SBIR Phase 1 applications submitted from campuses, number and value of awards received, number of STTR applications authorized and submitted as well as the corresponding number and value of awards received.

Abridged Executive Summary:

The earliest stages of a new high-technology company represent a level of risk that few investors will incur. It is critical to improve the likelihood of success and find creative methods to nurture nascent technology companies. It is the intent that the companies receiving assistance will have arisen from University research and/or have a significant interaction with the University.
**Team Name:** SUNY and the Entrepreneurial Century  
**Initiative Name:** Increasing the Production and Consumption of Locally Grown Foods  
**Lead Name:** Richard Gottschall

**Initiative Overview and Description (History, goals, status of initiative):**  
Initiative submitted a 2012 Business Plan but did not receive funding.

**Please list the objectives for this initiative:**

**Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:**

**Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:**

**Metrics for determining if this initiative is successful:**

**Abridged Executive Summary:**

This 2012 proposal did not receive any funding so is on hold. The project aimed to increase the organizational capacities of local farmers to process and distribute their products more efficiently, develop a facility for food processing, put Plattsburgh at the center of accelerating the growth of local agriculture, improve local communities’ access to healthier food, and work with local organizations to develop a feasible plan for developing the facility.
**Team Name:** SUNY and the Entrepreneurial Century  
**Initiative Name:** Replication of SUNY BEST in the Mohawk Valley Region  
**Lead Name:** Thomas Kowalik

**Initiative Overview and Description (History, goals, status of initiative):**

Binghamton University’s BEST Project is an exemplary illustration of the Power of SUNY, creating a vibrant community by convening all sectors of the Southern Tier in a monthly engaging meeting or event focused on economic development and community enrichment. SUNY BEST, led by Binghamton University, Continuing Education and Outreach Department, is a volunteer group comprised of senior staff members from key economic and educational institutions in the Southern Tier. The group works to forge strong alliances, strengthen industry specific needs and provide information and outreach for business. SUNY BEST also seeks to explore and support the business community workforce needs for traditional and emerging industry clusters such as nanotechnology, biotechnology, energy, photonics, energy conservation and renewal. BEST proved to be sustainable because it met a demand in the region – an entity to identify issues of common interest, provide brief learning experiences and offer good solid networking opportunities. The success of this initiative can be replicated to other SUNY regions. The Mohawk Valley is a good choice because SUNYIT engages in similar community outreach activities and is committed to creating a BEST-like platform in its five-county region.

**Please list the objectives for this initiative:**

The purpose of this project is to replicate a best practice, SUNY BEST, to engage the business, education and labor community partners in an on-going dialog with the regional SUNY campuses.

The replication of BEST intends to:
- Develop a regional initiative that meets regional demand for new ideas relevant to economic development and community enrichment
- Host monthly meetings and events that encourage networking by various sector representatives related to topic of interest and concern
- Provide short relevant presentations and seminars by experts with practical suggestions for new programs and best practices
- Develop a sustainable initiative with membership representing all major sectors from each of the counties in the region – creating steering committee to guide the initiative.

**Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:**

SUNYIT’s team consisting of Deborah Tyksinski, Asst VP for Sponsored Research and Continuing Professional Education (CPE), Marvin Meissner, Associate CPE Director and David Mallen MVSBDC Director is working with Thomas Kowalik, Director, Binghamton University Continuing Education and Outreach to design the replication of BEST in the Mohawk Valley. Preliminary discussions identified SUNYIT community partners such as MV EDGE, GENESIS, the chambers of commerce, Herkimer-Oneida-Madison WIB, public and private colleges, K-12 schools and BOCES and others as potential participants. Strong relationships have been built with these are other organizations during the past 15+ years of CPE outreach efforts. Additional partnerships will be sought among the following:
- Community/Local – local corporations, cultural and social services organizations
- Regional – REDC and its members
- State/Legislative members
Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Binghamton University’s BEST consortium represents a best practice in community engagement and collaboration. It contributes to the vibrant community in the Southern Tier and promises to do the same in the Mohawk Valley. Specifically, by convening meetings of business, education, economic development professionals and labor, BEST leverages the resources of the community partners to focus on revitalizing the economy and quality of life in the region.

Additionally, BEST meetings and events offer a fluid assessment of industry and community needs that might be filled by SUNY continuing education programming or partnering among community organizations. BEST fulfills the promise of The Power of SUNY through:

COMMUNITY ENGAGEMENT
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.

COLLABORATION
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.

SUNY and THE VIBRANT COMMUNITY
Strong communities are at the heart of economic revitalization. As more and more communities worry about “brain drain,” SUNY campuses act as a natural magnet for young, talented, and creative people—the intellectual firepower that’s so critical to economic development in the 21st century. Our cultural efforts are critical building blocks in the development of a new creative economy.

Now we need to act on behalf of New York’s communities with greater intentionality across our entire system. Our initiatives will take advantage of the already fluid boundaries that exist between town and gown while offering new ways for SUNY communities to form stronger bonds with one another. We want to create a broader sense of common ground and make a lasting difference for everyone in the places we call home.

Metrics for determining if this initiative is successful:

- Report card metrics
- Operational metrics

Abridged Executive Summary:

Binghamton University’s BEST Project is an exemplary illustration of the Power of SUNY, creating a vibrant community by convening all sectors of the Southern Tier in a monthly engaging meeting or event focused on economic development and community enrichment. SUNY BEST, led by Binghamton University, Continuing Education and Outreach Department, is a volunteer group comprised of senior staff members from key economic and educational institutions in the Southern Tier. The group works to forge strong alliances, strengthen industry specific needs and provide information and outreach for business. The success of this initiative can be replicated to other SUNY regions. The Mohawk Valley is a good choice because SUNYIT engages in similar community outreach activities and is committed to creating a BEST-like platform in its five-county region. SUNYIT will collaborate with Binghamton University to replicate the spirit and structure of BEST with a Mohawk Valley “flavor”.
Team Name: SUNY and the Entrepreneurial Century
Initiative Name: SUNY/RF Research Collaboration Fund
Lead Name: Ivar Strand

Initiative Overview and Description (History, goals, status of initiative):

The SUNY/RF Research Collaboration Fund grant program was created to capitalize on the power of SUNY’s systemness by encouraging new and existing inter-campus collaborations and supporting their development into long term partnerships with sustained growth.

Please list the objectives for this initiative:

See above.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

This initiative seeks collaborative proposal from throughout the SUNY system.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

The SUNY Research Collaboration Fund was designed to connect researchers on campuses in New York State, and give them a platform to share data and strengthen their ideas.

Metrics for determining if this initiative is successful:

The program gathers evaluative feedback from funded projects including any future awards won as a result of a collaboration grant.

Abridged Executive Summary:

The SUNY/RF Research Collaboration Fund grant program was created to capitalize on the power of SUNY’s systemness by encouraging new and existing inter-campus collaborations and supporting their development into long term partnerships with sustained growth. This targeted investment of $700,000 aims to help faculty researchers generate the preliminary data they need to qualify for larger scale proposals for future funding. December 6th 2012, the Research Foundation announced nine research proposals that will each receive up to $100,000 from the SUNY/RF Research Collaboration Fund. The projects reflect the system’s broad strengths in the areas of biotechnology, chemistry, engineering, medical research, nanotechnology, physics, public health and social sciences.
Team Name: SUNY and the Entrepreneurial Century
Initiative Name: 2012 New York Business Plan Competition
Lead Name: Pradeep Haldar

Initiative Overview and Description (History, goals, status of initiative):

The New York Business Plan Competition is a venture creation and innovation competition that was established in 2009 to encourage innovation and entrepreneurship throughout New York’s colleges and universities.

The College of Nanoscale Science and Engineering (CNSE) of the University at Albany, in partnership with UAlbany’s School of Business, the Lally School of Management and Technology at Rensselaer Polytechnic Institute, and Union Graduate College School of Management organized a regional business plan competition with a focus on energy technology. The inaugural event was held at CNSE’s Albany Nanotech Complex on April 28, 2010; it was meant to encourage students to fully engage in their research and allow them to gain valuable experience through presenting their business plan to potential investors and industry executives.

The event was such a success that the scope was expanded to include five additional categories and all students from accredited colleges throughout New York. The cash and in-kind prizes available each year to competing teams has grown from about $20,000 in 2010 to more than $250,000 currently, thanks in large part to the support of the competition’s title sponsors, SEFCU and SUNY. In 2012, Syracuse University joined the organizing institutions as a main university sponsor of the competition. Additional universities have actively partnered with the competition, including Binghamton University, Canisius College, Clarkson University, Columbia University, Cornell University, Ithaca College, Long Island University, Marist College, New York Institute of Technology, New York University, Pace University, Rochester Institute of Technology, Stony Brook University, SUNY College of Environmental Science and Forestry, SUNY Plattsburgh, University at Buffalo, and University of Rochester.

The scope of the event has been expanded once again for the 2013 program to feature the 10 major regions of New York. Regional partner institutions will host a semi-final competition in each region in early April 2013. The top teams from each of the 10 regional competitions will advance to the final round of the statewide competition where they will go head-to-head for the grand prize at the College of Nanoscale Science and Engineering of the University at Albany on April 26, 2013.

The lead organizing institutions have grown the New York Business Plan Competition from a small, regional competition into a statewide competition with some of the largest awards and prizes of any student business competition in the world. The New York Business Plan Competition is the only leading collegiate business competition that is a regionally coordinated, collaborative statewide program representing more than 25 colleges and universities, which sets it apart from all other competitions. The program is one of the top five collegiate business competitions in the country.

Since 2010, over 140 student teams from 25 of New York’s collegiate institutions have pitched their ideas and ventures at the New York Business Plan Competition. The winners are selected each year by esteemed judges including venture capitalists, angel investors, investment bankers, other sophisticated public and private investors, and seasoned entrepreneurs. At the end of the 2012 competition, more than $310,000 in cash and in-kind prizes have been awarded to student entrepreneurs in New York.

Please list the objectives for this initiative:

The focus of the work of the New York Business Plan Competition is to enable student entrepreneurs and fledgling student startups to accelerate the development of their ideas and ventures. The team works with student...
entrepreneurs across a variety of disciplines to give them the resources and funding that is required to take their ideas to the next level and create companies that will set their roots and flourish in New York. As the only regionally coordinated, collaborative statewide collegiate business competition in the country, the New York Business Plan Competition looks to be the model of collegiate entrepreneurship-driven economic development for all other states to follow.

Major objectives for the New York Business Plan Competition are outlined below.

- Increase the number of student teams that participate in the program.
- Increase the amount of funding and sponsorships from existing and new sources for the program.
- Increase the number of institutions from the SUNY system and private campuses across New York that participate in the program.
- Engage more early stage, sophisticated investors to participate as judges and mentors for the program.
- Grow the mentoring and venture development support ecosystem for student entrepreneurs in New York.
- Continue to facilitate the creation of small businesses that launch, grow, and create jobs in New York.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

As the organizing institutions continued to grow the New York Business Plan Competition and strived to identify New York’s top collegiate entrepreneurs and startups, it was critical that we raised awareness of the program among students and faculty at New York’s leading institutions. As a result, we engaged leaders of innovation and entrepreneurship – champions – which are represented by professors, center directors, and administrators from campuses across the state. The Champions’ participation ensured that best of class teams and student entrepreneurs were aware of the opportunity to compete and potentially win seed money at the competition to accelerate the development and growth of their ventures.

Champions from the institutions below were actively involved in fostering fledgling student entrepreneurs and startups, in addition to promoting the competition around their campus and region.

- Binghamton University
- Canisius College
- Clarkson University
- Columbia University
- Cornell University
- SUNY-ESF
- Ithaca College
- Long Island University
- Marist College
- New York Institute of Technology
- New York University
- Pace University
- SUNY Plattsburgh
- Rochester Institute of Technology
- Stony Brook University
- Union Graduate College
- University at Buffalo
- University of Rochester

The champions at regional partner institutions made up the subcommittee for the New York Business Plan Competition.
and were responsible for promoting the New York Business Plan Competition on their campus and around their region
to make as many students aware of the program as possible. The main organizers held monthly planning meetings with
the champions to provide information about the program and ensure that the champions were promoting the
competition around their campus and region.

The main organizing institutions of the New York Business Plan Competition will continue to identify and engage other
SUNY and private campuses to get involved with the program.

The New York Business Plan Competition prides itself on innovation and technical merit. Both of these values are
hallmarks of the main organizing institutions, and we strive to integrate them into every aspect of the competition. To
do so, we have established a transparent judging process with no conflicts of interest between our judges and the
teams that they are evaluating. All of our judging panels are composed of a mix of private and public investors – all of
whom have years of experience investing in their respective industries. Moreover, we ensure to have technical subject
matter experts – each of them with expertise in one of the categories – to evaluate the technical feasibility and
scalability of the plans in their category. The individuals below judged the 2012 New York Business Plan Competition.

- Michael Castellana, President and CEO, SEFCU
- Judy Albers, Managing Partner, Neworks
- Nasir Ali, Co-Founder and CEO, Upstate Venture Connect
- Stuart Angert, Founder and CEO (Retired), Remarketing Services of America
- Roy Arad, Vice President of Business Development, Arocon Consulting
- Mark Austin, Senior Venture Advisor, Bright Capital Cleantech Seed Fund
- Martin Babinec, Founder and Chairman, Upstate Venture Connect
- Clayton Besch, Director, Small Business Technology Investment Fund, Empire State Development
- John Cococcia, Partner and Founder, FA Technology Ventures
- Brian Cohen, Chairman, New York Angels
- Al Culliton, Chief Operating Officer, Erie County Industrial Development Agency
- Dennis DeLeo, Senior Partner, Trillium Group
- Robert Delman, Managing Director, Golden Seeds
- Bob Greene, Managing Partner, Contour Ventures
- Edward Greer, Manager, Ventures and Business Development, The Dow Chemical Company
- James Groelinger, Chairman, President and CEO, Heartland Bridge Capital
- Kevin Halpin, Managing Director, DeltaPoint Capital
- David Hessler, Entrepreneur-In-Residence, High Tech Rochester
- Russ Howard, General Partner, High Peaks Venture Partners
- Reid Hutchins, Senior Vice President, Advantage Capital Partners
- Rami Katz, Chief Operating Officer, Excell Partners
- Michael Lasch, Managing Partner, Pine Street Capital Partners
- J. Peter Lynch, President, Salem Financial
- Howard Maier, President, Maier Ventures
- Brian Model, Managing Director, Stonehenge Growth Capital
- David Montanaro, President, Strategic Advisory Associates
- Peter Rothberg, Partner, Reitler Kailas & Rosenblatt
- Michael Schattner, President, Onondaga Venture Capital Fund
- Jeffrey Seul, Partner and Co-Chair, Venture Capital and Emerging Companies Team, Holland & Knight
- Michael Shimazu, Senior Project Manager, Innovation and Business Development, NYSERDA
- Christine Tate, Investor, ARC Angel Fund
- Jennifer Tegan, Partner, Cayuga Venture Fund
The 124 teams that participated in the 2012 New York Business Plan Competition competed for over $150,000 in cash and in-kind prizes. The grand prize team won $50,000 and over $20,000 of in-kind prizes from service providers like general law firms, intellectual property law firms, accountants, tax specialists, and management consultants. In order to ensure that the top teams in each track followed through on their business plans, the teams continued to work with the organizing institutions and advisors from their region to develop milestones that they had to achieve in the months following the competition. Teams that won at least $10,000 were awarded half of the funding upfront and had to successfully complete the agreed upon deliverables over a set period of time in order to receive the second half of the funding.

A summary of the winning teams from the 2012 New York Business Plan Competition is below.

Clean Energy / Sustainability / Nanotechnology / High Tech
- 1st Place – SofGrip Robotics – Cornell University – $10,000 cash + $5,000 in-kind services
- 2nd Place – Full Circle Pellets – SUNY-ESF – $5,000 cash
- 3rd Place – Adept Advancements – Rensselaer Polytechnic Institute – $1,500 cash

Healthcare / Social / Non-Profit
- 1st Place – Strong Arm Technologies – Rochester Institute of Technology – $10,000 cash
- 2nd Place – Sound ExChange – University of Rochester – $5,000 cash
- 3rd Place – RevoPT – Ithaca College – $1,500 cash

Information Technology / Software
- 1st Place – ShowCode – Syracuse University – $10,000 cash + $5,000 in-kind services
- 2nd Place – PsyQic – Syracuse University – $5,000 cash
- 3rd Place – Social Evolution - University at Buffalo – $1,500 cash

Products / Services
- 1st Place – Innovative Delivery Systems – Clarkson University – $10,000 cash + $5,000 in-kind services
- 2nd Place – Aeroparel – College of Nanoscale Science and Engineering – $5,000 cash
- 3rd Place – TrendSeeder – Columbia University – $1,500 cash

Grand Prize Winner
- Strong Arm Technologies – Rochester Institute of Technology – $40,000 cash + $20,000 in-kind services

People’s Choice Award Winners
- Celly Sticks – Canisius College – $1,000 cash
- Green Kids Media – New York Institute of Technology

Judges’ Choice Award Winner
- Bottle Interface Bracket System – New York Institute of Technology – $1,000 cash

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

The New York Business Plan Competition directly relates to every aspect of SUNY’s Mission. Given the program’s expansion and the fact that students in every region of New York have the opportunity to participate in it, the New York Business Plan Competition effectively meets the needs of both traditional and non-traditional students and addresses
local, regional, and state needs and goals relating to collegiate-based entrepreneurship and new venture development.

The New York Business Plan Competition links to several of SUNY’s Six Big Ideas in the Strategic Plan. The New York Business Plan Competition ties in most directly with the Big Idea Entrepreneurial Century, which focuses on fostering an entrepreneurial mindset to foster economic growth through tangible, measurable benefits. With its already established statewide pipeline, the New York Business Plan Competition expands the breadth and reach of its programs to student entrepreneurs and ventures across New York, while providing mentorship and seed funding at critical early stages of development. Students and faculty participating in the New York Business Plan Competition will also increasingly take advantage of SUNY StartUp, the local mentorship program for students and professors within the SUNY system, as the program continues to grow.

The New York Business Plan Competition also links to the Big Idea Seamless Education Pipeline. The main organizers including CNSE and the University at Albany, as well as many of the champion institutions, have access to multiple teams of researchers, facilities, and expertise from other SUNY campuses and private institutions across New York. Already actively engaged with many SUNY institutions, including local community colleges; the New York Business Plan Competition highlights discoveries and promotes and tracks concepts through the idea stage through development to commercialization. The New York Business Plan Competition serves as a catalyst for students working on faculty-led grants and other funded programs to create spinoff companies on SUNY campuses while also providing workforce development for New York and professional training for these students.

Finally, two other focuses of SUNY are through its Big Ideas Energy-Smart New York and Healthier New York. New York’s energy costs have escalated to 50 percent above the national average—a burden that makes businesses far less competitive. Additionally, healthcare costs continue to rise in New York and the rest of the country. With a special focus on Energy/Sustainability and Biotechnology/Healthcare ideas and ventures, the New York Business Plan Competition serves as a proving ground for students attempting to develop innovative energy and healthcare technologies. Student teams that participate are extremely early stage ventures. The New York Business Plan Competition gives these ventures the tools that they need to develop into small businesses that will launch, grow, and create jobs in New York.

**Metrics for determining if this initiative is successful:**

Metrics are listed below for how the New York Business Plan Competition measures outcomes of the program.

- Number of student teams that participate
  - 13 teams in 2010
  - 33 teams in 2011
  - 124 teams in 2012

- Total funding and prizes available
  - $27,000 in 2010
  - $116,000 in 2011
  - $175,000 in 2012

- Number of institutions that participate
  - 5 in 2010
  - 12 in 2011
  - 25 in 2012

- Success stories of student teams that have won at the New York Business Plan Competition
- B.E.S.S. Technologies – College of Nanoscale Science and Engineering
  - Awarded over $900,000 in grants from National Science Foundation and NYSERDA
  - Raised over $1,500,000 in seed round of funding from private strategic investor
- HELIOS – Syracuse University
  - Established relationships with potential customers
    - Upstate Medical Center
    - Syracuse VA Medical Center
  - Startup Open’s GEW 50 Most Promising Companies for 2011
- Radiator Labs – Columbia University
  - Won $225,000 grand prize at the MIT Clean Energy Prize and the Department of Energy's Northeast Regional Clean Energy Business Plan Competition
- Strong Arm Technologies – Rochester Institute of Technology
  - Won $100,000 at the MassChallenge in the Life Science/Healthcare category
  - Testing prototypes with potential customers
    - Target Corporation
    - CDS Monarch

There are not any metrics in the report card already that links to the measureable success of our team.

**Abridged Executive Summary:**

The New York Business Plan Competition is a venture creation and innovation competition that was established in 2009 to encourage innovation and entrepreneurship throughout New York’s colleges and universities. The inaugural event was held at CNSE’s Albany Nanotech Complex on April 28, 2010; it was meant to encourage students to fully engage in their research and allow them to gain valuable experience through presenting their business plan to potential investors and industry executives. The lead organizing institutions – corporate and higher education – have grown the New York Business Plan Competition from a small, regional competition into a statewide competition with some of the largest awards and prizes of any student business competition in the world. The program is one of the top five collegiate business competitions in the country.
Team Name: SUNY and the Seamless Education Pipeline

Chair(s): Aaron Podolefsky, Johanna Duncan-Poitier

Key Staff Liaison: Jill Lansing

SP Office Liaison: Kaitlyn Beachner

SUNY and the Seamless Education Pipeline Initiatives and Leads

- New York Cradle to Career Network Development
- STRIVE
- SUNY Works
- Urban-Rural Teachers Corps.
- Early College High Schools

Why was this team created?:

SUNY sees itself as integral to the pipeline from Pre-Kindergarten-12 education, through postsecondary education, and into beneficial employment. To that end, SUNY and the Seamless Education pipeline is one of the 6 Big Ideas in the SUNY strategic plan. The plan describes three main strategies for which SUNY has committed to providing leadership – cradle to career success; strengthening teacher and school leader education and the SUNY Works cooperative education and structured internships initiative. Over the last three years, SUNY has led major efforts to strengthen the education pipeline for the students of New York State. Working in collaboration with regional education, community, government, and business partners, we have launched three cradle to career networks to support student success in Albany (The Albany Promise), Rochester (ROC the Future), and Clinton County (Thrive). In addition, we are leading a network of 23 new Early College High Schools, known as Smart Scholars, where students once at-risk of dropping out of high school are now graduating with a high school diploma and up to 20 college credits. And, at SUNY, we prepare the teachers who prepare the students who enter our colleges prepared to succeed. To truly achieve educational change, we are now leading a statewide effort to transform the preparation of future teachers and school leaders through the new SUNY Teacher Education Network (S-TEN). Further, we are working closely with the DOL, the State’s Regional Economic Development Councils, and business and industry partners across New York to prepare students for careers and citizenry in the 21st century through SUNY Works.

What is its original purpose?:

What is the Focus of this team?:

The bottom line goal for the SUNY and the Strategic Planning Implementation Team is to help more students graduate from high school prepared to succeed in college and the 21st century workforce.

How can we measure the outcomes?:

Over time, as network development activities progress, networks will transition from progress metrics to outcome metrics for assessing impact. This transition is ambitious and challenging since SUNY does not have sole responsibility for the outcomes of any of the education pipeline initiatives, but also shares accountability for success with Pre-K-12 educators, business and industry partners, community organizations, and others. As networks transition from process metrics to outcome metrics, a key first step is to collect key baseline data for each identified indicators.

Each new cradle to career network in New York State is now working to identify their community’s key priority outcome...
areas based on baseline student performance data. Data on each community’s priority outcome areas will be reported in the SUNY report card as progress made by individual cradle to career networks to increase student performance and success in their regions. Rochester and Clinton County are developing baseline data report cards now and establishing priority indicators. Based on preliminary data in Albany, the Albany Promise cradle to career network has included the following priority outcome areas in its baseline report card:
- Early Child Care Enrollment
- Proportion of Albany children performing at or above benchmark upon entering pre-kindergarten
- 4th Grade ELA/Math Proficiency
- 8th Grade ELA/Math Proficiency
- 9th Graders with 5 or more credits towards graduation
- Average Days Missed by 9th graders
- Passed English and Algebra Regents Greater than or equal to 75%
- High School Graduation

Next steps for members of the Albany Promise and of all other cradle to career networks include establishing target goals for metrics in priority outcomes areas that will be reported upon annually. It is proposed that these indicators will become a part of the outcome measures included in the SUNY report card beginning in 2012-13.

Abridged Executive Summary:

New York currently ranks fifth in the nation in terms of the percentage of the workforce with a bachelor’s degree. However, nearly three in ten students fail to graduate high school in four years and six out of every ten students who do graduate in four years do so without a Regents Diploma. Furthermore, students who go on to college often need remedial coursework which jeopardizes their success in college and their subsequent career. Working adults are also finding that, due to rapidly changing economies and technology, their skills are obsolete. By focusing on the development of effective teachers and using our resources wisely, we will significantly impact the individual – and in turn, collective – prospects of New Yorkers.
Team Name: SUNY and the Seamless Education Pipeline
Initiative Name: New York Cradle to Career Network Development
Lead Name: Vanessa Threate

Initiative Overview and Description (History, goals, status of initiative):

Please list the objectives for this initiative:

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

Abridged Executive Summary:

Through this initiative students stay in school, graduate on-time with college credits and are ready to succeed in the workforce. By integrating academic work with industry-based paid professional experience at two- and four-year campuses, cooperative (co-op) education produces graduates who are work-savvy, generally debt-free, and job-ready. SUNY Works will take the co-op model to scale across the SUNY system, strengthening the collaboration between the SUNY campuses and the New York State business and industrial sectors, and extending these experiences to graduate students and adult learners.
The STRIVE concept originated in Cincinnati, Ohio. There a partnership made up of more than 300 organizations committed to improving student achievement from cradle to career in Cincinnati and Northern Kentucky. SUNY has taken a leadership role in creating a cradle to career network in New York State. Strive sites have been established or are working to be established in Albany, Rochester, Clinton County, and Harlem. SUNY is working collaboratively with the STRIVE president and his team to continue to grow the support of our students from cradle to career across New York State. SUNY’s Strategic Plan has helped cover costs for SUNY administrators to attend and play an active role in national conferences relating to Strive and Cradle to Career programs.
Team Name: SUNY and the Seamless Education Pipeline
Initiative Name: SUNY Works
Lead Name: Paula Perna

Initiative Overview and Description (History, goals, status of initiative):

Please list the objectives for this initiative:

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

Abridged Executive Summary:

Many SUNY campuses already provide paid, credit-worthy, and typically full-time internships for their undergraduates—programs known across the country as cooperative education. By integrating academic work with industry-based paid professional experience at two- and four-year campuses, co-op produces graduates who are work-savvy and generally debt-free. They’re also truly job-ready—in fact, the businesses and industries that sponsor co-op often offer their students full-time employment after graduation. SUNY Works will take the co-op model to scale across the SUNY system, strengthening the collaboration between our campuses and the New York business and industrial sectors, and extending these experiences to graduate students and adult learners. We’ll also extend SUNY Works to SUNY employees, because we believe every member of the SUNY community should reap the benefits of educational attainment. We want everyone invested in the future of New York’s economy and quality of life—and SUNY Works will provide the incentives to help achieve that goal.
Initiative Overview and Description (History, goals, status of initiative):

Please list the objectives for this initiative:

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

Abridged Executive Summary:

Student achievement and teacher attrition are intertwined issues. The primary determinant of a student’s academic success, regardless of all other factors, is a competent and caring teacher. Yet students in high-need urban and rural schools are the least likely to benefit from exposure to the highly effective teachers who can keep young people engaged in learning, whatever the challenges. The cause of teacher burnout, meanwhile, is two-fold: their initial preparation for working in high-poverty urban and rural schools falls short, and they lack the support and high-quality professional development they need once they’re in the classroom. The SUNY Urban-Rural Teacher Corps will represent a thorough rethinking of teacher preparation. Employing classroom simulations as well as extended, structured classroom experience, the SUNY Urban-Rural Teacher Corps will offer real world experience akin to the clinical training that medical professionals undergo. True to its name, the geographic scope of the Corps will be far wider than many teacher preparedness initiatives, ensuring that all New York’s children—whether in urban or rural communities—will know the rewards of learning from great teachers.
Team Name: SUNY and the Seamless Education Pipeline
Initiative Name: Early College High Schools
Lead Name: Andrea Mulkey

Initiative Overview and Description (History, goals, status of initiative):

Please list the objectives for this initiative:

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

Abridged Executive Summary:
Team Name: SUNY and a Healthier New York

Chair(s): 
Key Staff Liaison: 
SP Office Liaison: sub_Reporting_Initiatives

Why was this team created?:
What is its original purpose?:
What is the Focus of this team?:
How can we measure the outcomes?:

Abridged Executive Summary:

New York's medical and health dilemmas mirror those of our nation and no other organization, public or private, can address New York's health challenges as powerfully as SUNY. SUNY institutions educate thousands of students each year—9,800 alone from our four Academic Medical Centers—and the majority of these graduates stay to serve the people of New York State. Our Academic Medical Centers treat more than one million patients annually—including the sickest, the most vulnerable, and the most diverse populations. We see firsthand where and how the safety net is fraying or failing, and we can bring about pragmatic, fundamental reform. We want New York State to be recognized for the best thinking in healthcare and we can do it by capitalizing on what we already know and the innovations that emerge from SUNY’s healthcare environments every day.
**Team Name:** SUNY and an Energy-Smart New York

**Chair(s):** Cornelius B. Murphy, Jr., Yacov Shamash, Bahgat Sammakia

**Key Staff Liaison:** Deborah Howard

**SP Office Liaison:** Rebecca Grace

**SUNY and an Energy-Smart New York Initiatives and Leads**

- Energy-Smart New York 30%
- Build Smart NY
- Small Grant Sustainability Fund
- Changing Food Systems - Reducing Energy Usage in Food Production and Supporting NYS Farmers
- Renewable Energy Workshop
- Hudson Valley Community College Energy Audit Program
- Brownfields to Brightfields
- Start up Funds for New York Energy Innovation Hub

**Deborah Howard**

**Why was this team created?:**

The team is part of Energy-Smart NY, which is one of the Chancellor’s Six Big Ideas.

**What is its original purpose?:**

To help bridge SUNY’s clean energy innovations with New York’s economic revitalization. Furthermore, to help shape the energy efficiency and renewable energy markets by having SUNY campuses lead the way in energy projects that lower the energy consumption and carbon footprint of SUNY.

**What is the Focus of this team?:**

To achieve a 30% reduction in the use of fossil fuels per gross square foot by 2020 and a 30% reduction in total greenhouse gas emissions. This will result in a major increase in New York’s share of the U.S. Renewable Energy market and Green Energy workforce, while leading to a decrease in New York’s energy consumption.

**How can we measure the outcomes?:**

We have information centrally that tracks the energy usage and greenhouse gas emissions of the SUNY campuses. With our New York State (NYS) food initiative, our campuses are able to allocate which portion of their food purchases are NYS based. There are some gaps in measuring that require action at the SUNY Central level though. One major outcome to be measured is the increase in energy-related sponsored project activity. It is not currently possible to measure this outcome with anything approaching precision. To obtain data that is more precise than anecdotal reports or diverse individual reviews of campus information, a change in the Research Foundation’s coding of awards and contracts is needed that would make it possible to total this activity quickly and easily, and to analyze subsectors, sponsorship and the like. Such a change by the RF would ideally identify a number of areas to track activity, across disciplines. Some increased level of definition is needed for both assessment and future planning purposes.
Abridged Executive Summary:

Climate change and overdependence on fossil fuels along with New York’s energy costs - soaring to 50% above the national average - have made New York’s businesses less competitive and places financial strain on households. Without smarter energy use, economic revitalization will remain an elusive goal. Many of Energy-Smart’s initiatives pertain to research and discovery and we have productive partnerships with a range of private and public enterprises to tackle the challenges of sustainability. By applying a coordinated, focused approach, SUNY can demonstrate how a large-scale institution can turn promises into progress.
Team Name: SUNY and an Energy-Smart New York  
Initiative Name: Energy-Smart New York 30%  
Lead Name: Deborah Howard

Initiative Overview and Description (History, goals, status of initiative):

- History:
  - SUNY and an Energy Smart New York, first announced in 2010, is one of the Six Big Ideas fueling SUNY’s strategic plan to drive New York’s economic revitalization and enhanced quality of life.
  - The state’s energy costs run 50% above the national average, leaving businesses less competitive and households under financial strain.
  - SUNY, with its unparalleled scope, scale, and experience, will lead the way in discovering and implementing better ways to create energy and more efficient ways to use it.
  - SUNY campuses are already leading the nation in clean energy innovation through research, education, training, and retrofits.
- Goal: Reduce SUNY’s system-wide energy consumption by at least 30% by 2020 through transformative research, training and education, and through SUNY’s own energy practices.
- Status:
  - Currently have a Build Smart NY “30%” Working Group Report that needs to be considered and acted upon by the Chancellor’s Executive Committee and the Board of Trustees (Appendix D)
  - See the SUNY renewable energy project inventory in the Appendix A.

Please list the objectives for this initiative:

- Reduce energy consumption and carbon footprint by 30% by 2020.
- Make SUNY the nation’s first “energy smart” and low carbon emitting university system.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- All of the SUNY campuses are involved in this effort, through research, training, education, capital projects and retrofits.
- State agencies such as NYSERDA and NYPA are involved in many of the campuses energy projects.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- SUNY’s Mission: Energy Smart NY fulfills the SUNY mission by seeking ways to decrease our greenhouse gas emissions as well as protecting our land and marine resources, and encouraging research, education, and training that increase knowledge vital for enhanced local economies and quality of life.
- Strategic Plan: Energy Smart New York is one of the Six Big Ideas fueling SUNY’s strategic plan.
- Improvement of NY: Energy Smart New York will revive New York’s economy and enhance the quality of life for New Yorkers, through reducing their energy bills and providing them with a cleaner, healthier environment.

Metrics for determining if this initiative is successful:

Abridged Executive Summary:

New York State’s energy costs currently run approximately 50% above the national average, leaving our businesses less competitive and putting strain on individual households. SUNY with its unparalleled scope, scale, and experience, will lead the way in discovering and implementing better ways to create energy and more efficient ways to use it. SUNY campuses are already leading the nation in clean energy innovation through research, education, training, and retrofits.
The goal is to reduce SUNY’s system-wide energy consumption by at least 30% by 2020 through transformative research, training and education, and through SUNY’s own energy practices.
Team Name: SUNY and an Energy-Smart New York
Initiative Name: Build Smart NY
Lead Name: Deborah Howard

**Initiative Overview and Description (History, goals, status of initiative):**

- **History:**
  - Build Smart NY is a state initiative created by Governor Cuomo that aims to improve energy efficiency in state buildings by 20% by 2020 in a strategic, coordinated, cost-effective, and data-driven manner.
  - Build Smart NY includes an analysis of all of the energy delivered to a site, so savings can be realized at generation, transmission and distribution levels.
  - The SUNY system has committed to reducing its fossil fuel energy demand for campus buildings by 30% by 2020.

- **Goals:**
  - Reduce fossil fuel energy demand for campus buildings by 20% compared to the 2010/2011 baseline by 2020
  - Reduce greenhouse gas emissions
  - Reduce annual state energy expenditures through energy efficiency
  - Create good, in-state jobs
  - Demonstrate the value proposition of energy efficiency
  - Serve as a model for the public and private sectors

- **Status:**
  - NYPA has received detailed data from each campus on energy efficiency work, priority projects, and status of sub-metering.
  - Five priority campuses for first Energy Master Plans have been identified.
  - The Build Smart NY “30%” Working Group has written a report about how SUNY will meet the reduction targets set by the Governor and SUNY.

**Please list the objectives for this initiative:**

- Benchmarking of energy usage by SUNY campuses in order to identify the buildings with the biggest energy efficiency potential and prioritize buildings for audits and retrofits
- Implementing initiatives specific to campuses, including sub-metering pilots, the creation of partnerships with utilities, and the design of financial plans
- Creating and executing energy master plans at the most energy intensive campuses
- Implementing best practices for building operations and maintenance to ensure efficiency improvements are sustained
- Communicate the economic, social, and environmental benefits of building energy efficiency through contributing to the Build Smart NY website
- Engaging with campus energy managers and student organizations through facilitating a “Biggest Loser” energy reduction competition, encouraging an Inter-Agency Energy Manager Group, and promoting energy efficiency student workshops

**Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:**

- SUNY will be working with NYPA, since the Build Smart NY team will be located at its office.
- The NYS Office of General Services (OGS) and New York State Energy Research and Development Authority (NYSERDA) are involved in Build Smart NY.
- We expect all of the SUNY campuses to implement this initiative.
Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- SUNY’s Mission: Build Smart NY fulfills the SUNY mission by reducing our greenhouse gas emissions and protecting our land and marine resources.
- Strategic Plan: Fulfilling Build Smart NY will allow us to achieve Energy-Smart NY, which is one of the Six Big Ideas in the Strategic Plan.
- Improvement of NY: Creating more energy efficient buildings will result in lower energy bills, improved environments, and enhanced health for New York State residents.

Metrics for determining if this initiative is successful:

Not completely, since SUNY does not include generation, transmission and distribution losses in its current analysis of the energy usage of campuses.. Each campus, however, will use the metrics that they already use to determine energy and greenhouse gas reductions. This will save campuses time and human resources.

Abridged Executive Summary:

Build Smart NY was proposed by Governor Cuomo to improve energy efficiency in state buildings by 20% by 2020 in a strategic, coordinated, cost-effective, and data-driven manner. The SUNY system has committed to reducing its fossil fuel energy demand for campus buildings by 30% by 2020. The goal is to revitalize the economy and create jobs by cutting energy expenditures and in turn serve as a model for the public and private sectors.
Team Name: SUNY and an Energy-Smart New York
Initiative Name: Small Grant Sustainability Fund
Lead Name: Deborah Howard

Initiative Overview and Description (History, goals, status of initiative):

- History: In order to promote riskier thinking and the creation of smaller projects that may lead to larger ones, SUNY’s Office of Sustainability has established a fund for small sustainability projects.
- Goal: A fund that would enable faculty, students or staff to explore different ways to enhance the sustainability of the SUNY campuses
- Status: Winning proposals have already been notified and grants are currently being awarded to these proposals. We funded 10 of the 19 submitted proposals. The winners represented a wide array of SUNY campuses.

Please list the objectives for this initiative:

- Encourage SUNY students to work on sustainability projects in order to improve their sustainability education
- Reduce the energy usage of the SUNY campuses
- Replicate some of these projects in the surrounding communities of the campuses
- Encourage riskier thinking since the grants and thus the stakes, are not as significant as normal
- Spur more intensive research on an idea developed during the funded project

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- All SUNY campuses were invited to submit proposals for this initiative.
- Preference was given to projects in which campuses collaborated with other campuses and community organizations.
- The Research Foundation has been helping us to market and administer this fund.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- SUNY’s Mission: The fund would fulfill the SUNY mission by reducing our greenhouse gas emissions and working towards the protection of our land and marine resources, and encouraging research and education that enhances local economies and quality of life.
- Strategic Plan: By using our campuses as test beds for small but practical sustainability initiatives, we are advancing the goals of Energy-Smart New York as well as Entrepreneurial Century, which are both initiatives of the Strategic Plan.
- Improvement of NY: If these ideas are successful they will most likely save money for the communities surrounding campuses and may serve as inspiration for sustainability initiatives in these communities.

Metrics for determining if this initiative is successful:

No. The following will be metrics for success:
- Number of applications
- Number of grants
- Percentage of grants that involved cross-campus collaboration
- Percentage of grants that benefit the community
- Average grant amount
- Carbon footprint
- How many SUNY students were hired
- Whether this project will encourage more detailed research funded by a different source
- Long term if this fund continues, if we do not have at least fifteen good sustainability stories from these projects in five years, then this fund would not be successful. If in ten years, we cannot show that at least half of our money spent has
been recouped by successful projects, then this fund would not be successful.
- Numerous failed outcomes would NOT be an indication that this program was unsuccessful, since we want to encourage riskier thinking.

**Abridged Executive Summary:**

In order to promote riskier thinking and the creation of smaller projects that may lead to larger ones, SUNY’s Office of Sustainability has established a fund for small sustainability projects. This fund would enable faculty, students or staff to explore different ways to enhance the sustainability of the SUNY campuses. The fund would fulfill the SUNY mission by reducing our greenhouse gas emissions and working towards the protection of our land and marine resources, and encouraging research and education that enhances local economies and quality of life. By using our campuses as test beds for small but practical sustainability initiatives, we are advancing the goals of Energy-Smart New York as well as Entrepreneurial Century, which are both initiatives of the Strategic Plan.
Team Name: SUNY and an Energy-Smart New York
Initiative Name: Changing Food Systems - Reducing Energy Usage in Food Production and Supporting NYS F
Lead Name: Deborah Howard

Initiative Overview and Description (History, goals, status of initiative):

- History:
  - Food production from field clearing to an individual's fork consumes 30% of all of the world’s available energy. Trying to figure out how our SUNY campuses can purchase food in a more environmentally conscious way is, therefore, a serious pursuit.
  - Food that is produced locally is safer, uses less energy and also helps our local economy.
  - Approximately 23% of the state’s land is used by 36,300 farms to produce food, much of which is ready for direct human consumption. We are national leaders in the production of a number of fruits, vegetables, and dairy products.
- Goal: For SUNY, which most likely purchases more food than any other state agency (except perhaps for the Department of Corrections) and in a predictable way, to use its size and regularity to increase the production of local foods. This would result in decreased energy use, more nutritious foods for students, and an improved local economy.
- Status: SUNY is piloting a SUNY Pizza Sauce, which would be made entirely from New York products. We hope that eventually all of our SUNY campuses will purchase this sauce and that we will extend this initiative to other products.

Please list the objectives for this initiative:

- Identify more opportunities for our campuses to effectively purchase local food
- Determine if the food providers for the SUNY campuses can improve the delivery of requested products by having their wholesale food distributors or food processors agree to purchasing guarantees to farmers
- Determine if we can encourage more sustainable inputs. For example, we would like to explore if we can encourage reduced pesticide use by local producers.
- Understand whether a centralized, coordinated effort from SUNY can improve the infrastructure of the New York food system

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- The auxiliary services of campuses and university dining services have demonstrated support of increased local food purchasing, though most feel constrained financially.
- Another key player is Purdy & Sons, which is a woman-owned wholesale food distributor that is already successfully providing local food for the following SUNY campuses: Morrisville; Oneonta, New Paltz, Albany, Binghamton, and IT (Utica). It is seeking to provide food to more campuses.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- SUNY’s Mission: The fund would fulfill the SUNY mission by leading to the reduction of Scope 3 greenhouse gas emissions attributed to our campuses and protection of our land and marine resources.
- Strategic Plan: This project will further four of the Six Big Ideas:
  - By working with a small, woman-owned wholesaler and bolstering our local farmers, we are advancing the goals of SUNY and the Entrepreneurial Century.
  - Providing our students with healthier food options should only improve the long-term health of our students and further the goals of SUNY and a Healthier New York.
  - Promoting the local New York farmers will help maintain areas of the state that have been suffering economically and further the goals of SUNY and the Vibrant Community.
  - This initiative supports SUNY and an Energy-Smart New York since if we create smarter food partnerships, then we
will be reducing the energy used in New York to produce food.
- Improvement of NY: We will be reducing the energy consumption of communities, keeping much-needed money in our local communities, providing healthier food to residents, and improving their local environments.

**Metrics for determining if this initiative is successful:**

- **Entrepreneurial Century:**
  - We anticipate that Purdy & Sons will work with the New York farmers to get information related to increased crops, revenues and personnel.
  - Purdy & Sons would also provide numbers on the number of new farms used.

- **A Healthier New York:**
  - We do not see a direct metric for this, but we should be able to measure the increased purchases of produce.

- **Energy-Smart New York:**
  - We should be able to compile information that gives us an estimate of our greenhouse gas emission savings from this program.
  - We would need to research and perhaps develop a measuring system during the pilot for the reduction of energy inputs.

- **The Vibrant Community:**
  - This initiative should provide information for the community well-being index.
  - Number of campuses involved in this initiative.

**Abridged Executive Summary:**

Food production from field clearing to individual consumption uses 30% of the world’s available energy. Food that is produced locally is safer, uses less energy and also helps our local economy. Therefore, SUNY needs to use its size and food-purchasing regularity to pursue ways in which to purchase food more efficiently in order to decrease energy consumption, provide fresher, local, more nutritious food for students, and support the local economy.
Team Name: SUNY and an Energy-Smart New York
Initiative Name: Renewable Energy Workshop
Lead Name: Deborah Howard

Initiative Overview and Description (History, goals, status of initiative):

- History: With the creation of such initiatives such as SUNY’s Energy-Smart NY, the Governor’s Build Smart NY, and the New York State Energy Research and Development Authority’s New York Sun Competitive Photovoltaic (PV) Program, the need for discussion about how to make campuses more energy efficient has increased.
- Goal: A workshop for all of SUNY’s sustainability coordinators and the SUNY Sustainability Council, during which there would be discussion about the practical issues that need to be considered when thinking about putting renewable energy on campuses and new developments in the renewable energy area.
- Status: The workshop is on February 8th, 2013. Currently, we are finishing up planning for it.

Please list the objectives for this initiative:

- Discuss practical issues that need to be considered when thinking about putting renewable energy on campuses
- Discuss recent developments in the renewable energy field
- Discuss how campuses can participate in the New York Sun Competitive Photovoltaic (PV) Program

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- Representatives from all of the SUNY campuses have been invited to attend, and many of those invited will be attending.
- There will be speakers from Clarkson University, Verdae, LLC, SUNY’s Research Foundation, SUNY’s Office of General Counsel, SUNY Global Affairs, and the SUNY Center for Sustainable and Renewable Energy.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- SUNY’s Mission: The workshop would fulfill the SUNY mission by leading to the reduction of greenhouse gas emissions and protection of our land and marine resources, and result in knowledge that enhances local economies and quality of life through reducing the use of fossil fuels and cost of energy.
- Strategic Plan: By discussing practical considerations when installing renewable energy projects on campuses and next steps in the renewable energy area, we are working towards the state being an Energy-Smart New York, which is one of the 6 Big Ideas that are included in the Strategic Plan.
- Improvement of NY: Through discussing best practices regarding renewable energy projects and the latest developments, we will be encouraging our campuses to use fewer fossil fuels, which will encourage the communities surrounding SUNY campuses to follow suit. This will reduce energy costs for communities and improve their quality of life, since fewer fossil fuels means decreased pollution and a healthier environment in a community.

Metrics for determining if this initiative is successful:

No. We will measure the success of the workshop by number of attendees and number of renewable energy projects that are initiated within two years after the workshop.

Abridged Executive Summary:

This initiative will establish a workshop for all of SUNY’s sustainability coordinators and the SUNY Sustainability Council, during which there would be discussion about the practical issues that need to be considered when thinking about putting renewable energy on campuses and new developments in the renewable energy area. The goals of this initiative are to: discuss practical issues that need to be considered when thinking about putting renewable energy on campuses;
discuss recent developments in the renewable energy field; discuss how campuses can participate in the New York Sun Competitive Photovoltaic (PV) Program.
**Team Name:** SUNY and an Energy-Smart New York  
**Initiative Name:** Hudson Valley Community College Energy Audit Program  
**Lead Name:** Deborah Howard

**Initiative Overview and Description (History, goals, status of initiative):**

- **History:**
  - SUNY’s Energy-Smart NY goal and the Governor’s Build Smart NY goal has lead the Office of Sustainability, in collaboration with Hudson Valley Community College (HVCC), the University at Albany, and Empire State College, to start thinking about creating a course that would teach students how to conduct energy audits of commercial buildings.
  - Not only would such a course prepare students for jobs that have promising employment prospects, due to Energy-Smart NY and Build Smart NY, but it would also allow SUNY campuses to fulfill both of these initiatives, since students would conduct audits on SUNY campus buildings.
  - **Goal:** To create a course at HVCC that would provide the skills necessary for students at the University at Albany, Empire State College and possibly community members to conduct energy audits of commercial buildings.
  - **Status:** In the initial planning stages, but we are looking to collaborate with Pat Malone at AERTC, who has NYSERDA funding for curriculum development.

**Please list the objectives for this initiative:**

- Include more personnel from the three campuses in this initiative
- Explore whether offices, labs, and eventually, hospital space, could be audited by students taking this course.
- Select one building to be audited for each course
- Determine whether the course could be offered as an elective at the University at Albany and Empire State College
- Explore whether completion of the course could result in certification from an independent organization, which would assist students in gaining employment
- Determine what types of students to market this initiative to. For example, we think that engineering students would be particularly interested in this course.

**Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:**

- Hudson Valley Community College, the University at Albany, Empire State College, and TAITEM Engineering are all involved in this initiative.
- We have received the support of the Governor’s office for this initiative, since it will help with the fulfillment of the Build Smart NY goals.

**Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:**

- **SUNY’s Mission:** The course would fulfill the SUNY mission by leading to the reduction of greenhouse gas emissions and protection of our land and marine resources, and encouraging training that enhances local economies and quality of life.
- **Strategic Plan:** The course would lead to the fulfillment of Energy-Smart New York, which is one of the Six Big Ideas of SUNY’s strategic plan.
- **Improvement of NY:** The course would train students for a job that is in demand. Thus the course would lead to higher employment rates in New York State. It would also decrease the energy bills and increase the comfort of SUNY buildings, which would increase the quality of life for SUNY students and employees. Additionally, it would increase the quality of life for New Yorkers, through providing them with a cleaner, healthier environment.
Metrics for determining if this initiative is successful:

There are not any metrics in the report card. Metrics are still being developed, as the initiative is only in the beginning planning stages. However, the program’s success would most likely be based off of the following measures:
- Number of students enrolled in the course
- Employment rate of graduates of the program
- Energy reductions that resulted from improvements recommended by the audit

Abridged Executive Summary:

Hudson Valley Community College (HVCC), the University at Albany, and Empire State College have started thinking about creating a course that would teach students how to conduct energy audits of commercial buildings. Not only would such a course prepare students for jobs that have promising employment prospects, but it would also allow SUNY campuses to fulfill some Energy-Smart initiatives since students would conduct audits on SUNY campus buildings. We will look to create a course at HVCC that would provide the skills necessary for students at the University at Albany, Empire State College and possibly community members to conduct energy audits of commercial buildings. This initiative is currently in the initial planning stages.
Team Name: SUNY and an Energy-Smart New York
Initiative Name: Brownfields to Brightfields
Lead Name: Deborah Howard

Initiative Overview and Description (History, goals, status of initiative):

- History:
  - Brownfields are “real property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant”, as defined by the United States Environmental Protection Agency (EPA).
  - The EPA emphasizes that using these properties is important because “[c]leaning up and reinvesting in these properties protects the environment, reduces blight, and takes development pressures off greenspaces and working lands.”
  - Redeveloping brownfields for renewable energy projects would fulfill SUNY’s Strategic Plan and the Governor’s Build Smart NY initiative
- Goal: To conduct the due diligence for a pilot project that would assess the viability of putting approximately three Megawatts of renewable energy onto an existing New York brownfield site, preferably on a SUNY campus for the pilot.
- Status: Temporarily on hold due to lack of funding

Please list the objectives for this initiative:

- The following items need to be determined:
  - Financing sources
  - Location of site(s)
  - Ease of connecting the renewable energy to the grid
  - Corporate structure of project(probably a not-for-profit, but that may need to change based on available tax credits)
  - Campuses interest in project
  - Issues related to the use of and liability for a brownfield
  - Possible New York start-up company(ies) that would benefit from an “energy for jobs” initiative, in which the company(ies) would benefit by free or reduced energy costs as a result of the project
- We also want to support a student design contest aimed at creating an innovative and energy-intensive renewable energy portfolio for a designated brownfield site, even if the due diligence shows that a pilot is not viable.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- SUNY’s Office of Sustainability, SUNY ESF, Government Relations, and the Energy-Smart NY Team are all involved in this initiative.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- SUNY’s Mission: The course would fulfill the SUNY mission by leading to the protection of our environmental and marine resources, and encouraging education that enhances local economies and quality of life.
- Strategic Plan: A pilot project would touch three prongs of the Six Big Ideas of the Strategic Plan: Energy Smart – NY, the Vibrant Community and the Entrepreneurial Century:
  - Energy-Smart NY: We would be increasing the number of renewable energy projects on campuses, which would fulfill Energy-Smart NY.
  - Vibrant Community: We would be turning a blighted parcel in a community into an economic asset for the community.
  - Entrepreneurial Century, Energy-Smart NY, and Vibrant Community: A small, but not insignificant, percentage of
the power created by a renewable energy project would be given to a new business in the community, which would result in an “energy for jobs” initiative.

- Improvement of NY: Converting an environmentally impaired site into a renewable energy site would enhance the community that includes the site. Furthermore, if the pilot can be duplicated in other communities, the entire state could potentially benefit from this initiative. In addition, a small percentage of the renewable energy power would be designated for use by a start-up company in the region, so we would be providing energy to help with the creation of jobs.

**Metrics for determining if this initiative is successful:**

- If we go forward with a pilot, then it would assist with the following report card metrics:
  - SUNY Renewable Energy Production/Utilization
  - Community Well-Being Index
  - SUNY’s Entrepreneurial Century support of New York firms
- This project will have achieved its major objective if we have at least a letter of intent or memorandum of understanding between SUNY campuses, other funding partners, and necessary private entities, to proceed with the development of a designated site.
- This project will have achieved one of its objectives if we have enough information to conduct a system-wide student design competition on a designated site.
- This project will be a huge success if we have multiple projects in the design and implementation stage in years five through ten

**Abridged Executive Summary:**

Redeveloping brownfields for renewable energy projects would fulfill SUNY’s Strategic Plan and the Governor’s Build Smart NY initiative. Our goal is to conduct the due diligence for a pilot project that would assess the viability of putting approximately three Megawatts of renewable energy onto an existing New York brownfield site, preferably on a SUNY campus for the pilot. The course would fulfill the SUNY mission by leading to the protection of our environmental and marine resources, and encouraging education that enhances local economies and quality of life.
Team Name: SUNY and an Energy-Smart New York
Initiative Name: Start up Funds for New York Energy Innovation Hub
Lead Name: Hao Wang

Initiative Overview and Description (History, goals, status of initiative):

This initiative came about as a direct result of the work and vision of the SUNY and an Energy-Smart New York team. In Research SUNY campuses will collaborate in the conduct of transformative energy research that will have a profound impact on society in ways that will improve New York State’s economy. The Goal of the team was to triple the volume of funded SUNY R&D activity in areas related to Smart Energy, by creating working groups of faculty and scientists from SUNY campuses, Brookhaven National Laboratory and other leading national labs, and private sector researchers and engineers in critical areas of need and opportunity including:
- Smart Grid and Energy Efficiency (New York State Smart Grid Consortium)
- Alternative and Renewable Energy Sources – next generation innovative technologies
- Energy Storage
- Energy Policy

Please list the objectives for this initiative:

- To increase the volume of funded SUNY R&D activity in areas related to Smart Energy by establishing a working group to develop a proposal for a research program addressing a single high-priority energy issue.
- Fund to provide incentive for energy research projects that could pilot efforts for larger proposals in the future.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

In this initiative the team is collaborating with the Research Foundation, SUNY campuses and Brookhaven National Laboratory, as well as New York State Smart Grid Consortium, NYSERDA, Battery and Energy Storage NY Consortium, New York Energy Policy Institute and SUNYCA.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

This initiative relates to the Strategic Plan's SUNY and an Energy-Smart New York big idea.

Metrics for determining if this initiative is successful:

This initiative's metrics are in the reports Energy-Smart section, specifically Energy-Smart Invention Disclosures and Energy-Smart Research.

Abridged Executive Summary:
Why was this team created?:

SUNY’s strategic plan The Power of SUNY outlines six big ideas in which the SUNY system has been directed to make large strides over the course of the upcoming years. SUNY and the Vibrant Community is one of these six ideas and it continues to be a major system-wide initiative. The Vibrant Community goal was set with the idea of bringing SUNY and the communities within and around it together To work towards a stronger New York.

What is its original purpose?:

Within SUNY’s strategic plan, The Power of SUNY, we find a clarion call to improve the quality of life for all of New York’s citizens. 97 percent of New Yorkers live within 20 miles of a SUNY Campus, a fact that speaks volumes about SUNY’s unique ability to reach every New Yorker in the state and have an impact on the quality of life in our state. Strong communities are also at the heart of economic revitalization, and we must strengthen our ties to our communities to act as a magnet for young, talented and creative people.

What is the Focus of this team?:

This team has 5 initiatives that keep us on track towards reaching the goals outlined by the original 6 Big Ideas set forth by the Chancellor in 2010. These initiatives include SUNY Passport, Service Learning, Community Service, SUNY’s Well-Being Index and the Signature Community Engagement Project. Each initiative separately and collectively supports the team goal of enhancing the quality of life for New Yorkers.

How can we measure the outcomes?:

-SUNY Passport will measure outcomes by the success of the application.
-With service-learning we will measure outcomes by the increase of service-learning activities offered by each campus and by the system as a whole.
-Community Service will be measured by the number of colleges ranked in the Carnegie Elective Classifications for Community Engagement and the President’s Higher Education Community Service Honor Roll.
-The Signature Engagement Project will be measured by the number of colleges reporting their college’s chosen signature project and the reported number of hours of community service performed directly linking to the chosen signature project.
Abridged Executive Summary:

97% of New Yorkers live within 20 miles of a SUNY campus. Our campuses have the unique ability to play a vital role in our local communities as well as statewide. SUNY’s arts-and-culture programming can be a critical building block for a new creative state economy. Using various initiatives, Vibrant Community will get New Yorkers and students engaged in the arts and culture throughout New York and work with local communities to determine which areas have the most potential for improvement.
Team Name: SUNY and the Vibrant Community
Initiative Name: SUNY Passport
Lead Name: Stacey Hengsterman

Initiative Overview and Description (History, goals, status of initiative):

History: SUNY Passport is a unique and exciting way for SUNY System Administration to facilitate education outside of the classroom for all of our various different constituencies while using new technology that is already in the hands of most New Yorkers. Using smart phone technology, SUNY Passport is an application set up for both iPhone and Droid platforms. This new application uses SCVNGER, a location-based application software that allows the users the ability to track their experiences across the state. SUNY Passport will use the participant's geo-location to identify a verity of cultural, historical, artistic, and recreational activities surrounding the user's current location. These listings will also inform the participant of any information needed about that listing, such as address, contact information, or even special pricing for students, faculty, administration, and/or alumni. In turn, the partners we have will have the ability to track the information of who attends their location, how often, what time of day, etc. This is not only a way for our students and other constituents to learn about New York, it is a way for our partners to learn about these specific pockets of population.

Goals: SUNY Passport truly aims to bring the relationships fostered in each community to scale by sharing the benefits with the entire SUNY family. In technical terms, our goal is to have 250 partners across New York State. These partners are our cultural, recreational, and artistic institutions throughout the state. We also have the goal of 1000 users within the first three months. If those goals are met, we expect that our partners will be willing to help us pay for the software usage that will continue in the future.

Status: SUNY Passport will be launching at SUNY's Harnessing System Conference, November 8th and 9th in New York City. Currently we have several partners throughout the state. Major partners include: New York Council on the Arts, Department of Parks and Recreation, and the NY Economic Development Council.

Please list the objectives for this initiative:

The SUNY Passport initiative was established for several reasons. This initiative will bring the SUNY name and brand into the mobile technology that almost every New Yorker carries with them day in and day out. This initiative is designed to make our students and various constituents more aware of their surroundings and the true uniqueness of our great state. With this application and its geo-location ability, students will be able to, in a matter of seconds, find a cultural, historical, artistic, or recreational activity to participate in that will expand their learning far past the classroom. The average New Yorker can use this application, knowing that SUNY is helping them learn more about the history and cultural experiences found in New York. All in all, this initiative is meant to build a bridge between our already existing SUNY community and the rest of the New York community.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

SUNY Passport is working with the New York Council on the Arts, Department of Parks and Recreation, and the NY Economic Development Council. Every campus will be encouraged to list their cultural, artistic, recreational and even historic events on the application to encourage people to come to campus and interact with their students/faculty/staff.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

SUNY Passport will advance SUNY’s Strategic Plan by revitalizing student access to the arts and creating a more positive environment for the enjoyment of art, culture, and recreation. Economic revitalization remains a key component of
SUNY Passport, as many galleries, museums, and other recreational venues are losing funding or rely on ever-dwindling donations and membership fees. In time of economic recession, there are perhaps among the first disposable expenditures to go, resulting in a weakened budget for these institutions. Increased use of these facilities and institutions will also promote awareness of their importance in our communities and to our economy. SUNY is a large producer of art students, sculptors, museum curators, etc and therefore, it is in our best interest to bolster the field they will be entering. There are over 53,000 art-related businesses in New York that employ over 335,000 people (as of 2010) and we believe SUNY can be a key partner to promote growth in this area.

This initiative also supports the mission of SUNY, as these partnerships will lead to a renewed need within the art community for quality artists, artist technicians, managers, and other employment possibilities. These opportunities will find themselves in the form of internships, co-ops, and eventual employment of our students. SUNY students will be to learn from existing and established institutions before going on to serving their own communities.

**Metrics for determining if this initiative is successful:**

In the report card, on the SUNY and the Vibrant Community page, there is a note to place the amount of partners we have recruited for the SUNY Passport initiative.

**Abridged Executive Summary:**

Using the readily available and prevalent technology that is smart phones, we will create an application for both the iPhone and Droid platforms. This technology will allow students to locate participating cultural, historical, artistic, and recreational activities within their area due to geo-location. Some of these activities may provide discounts to students or other constituents who locate their business using SUNY Passport, and in return they will log information about their customers which is pertinent to a successful business: various demographics, frequency of individuals’ visits, busiest time of day, etc. Our goal is to have 250 partners across NYS and 1,000 users within three months. We expect that the success of SUNY Passport will lead participating companies to contribute more to this application.
Initiative Overview and Description (History, goals, status of initiative):

In 1999, the Kellogg Commission on the Future of State and Land-Grant Institutions released a report calling for a return to engaged institutions. Since the release of that report, several institutions have instilled a service-learning component into their educational experience for their students. In a service-learning framework, community groups and leaders teach students, and students recognize a civic responsibility towards the communities in which they learn. Student-centered classes prepare students to engage in meaningful community service while simultaneously creating time for reflection and larger discussions surrounding pedagogy. Service-learning is time and relationship intensive and alters the lives of students, faculty and community partners involved.

We plan to begin by piloting comprehensive service-learning programs on several (no more than 5 or 6) campuses, gather information needed to create a framework for scale-up, and ultimately scale-up system-wide. Pilots will be chosen to reflect a wide variety of geographic location, student population, community size/needs, and the level of development of current service-learning programs on each campus. This will ensure a good snapshot of what kind of work is already happening at our campuses and what resources are needed to take a beginning/intermediate/master program to scale.

Goals: The current goal is to have 5 to 6 campuses begin an intensive service-learning pilot program in the fall of 2012. Success will be proven through a comprehensive assessment of each pilot site in fall 2014. Through conferences held over the course of 2012 – 2014, we will build community buy in. Based on the pilot assessments and conferences, the team’s goal is to have a system-wide service-learning program implementation to begin in 2014/2015.

Status: The Pilot Application is in the last stage of development and will soon be sent out to all campuses. Participating campuses will be chosen and notified in the fall of 2012.

Please list the objectives for this initiative:

SUNY Students are often either resident members of the communities surrounding their campus or transplants from other parts of New York, meaning their community engagement ranges from absent to intense. While completing their course of study, students will have the opportunity to participate in a form of deep learning known as service-learning. Service-learning connects a students’ field of study to needs in the community, creating lasting partnerships between campuses and stakeholders in the community.

- First-ever SUNY Experiential Learning Summit held Spring 2012
- Community needs assessment to survey the needs of our communities
- Faculty development workshops
- Best practices conference

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The campuses chosen as pilot campuses will partner with the Vibrant Community Team to ensure success. The campus’s Service-Learning Centers, an analogous office, will also collaborate with our team to ensure they have the resources to ensure success.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

SUNY’s mission reads “To Learn, To Search, To Serve.” Taking SUNY’s Mission seriously means focusing on teachers’ and students’ real world experiences and varying methods of gathering and retaining knowledge, thinking deeply about
knowledge creation and dissemination, and committing to serve the communities SUNY interacts with in ways that are reciprocal and responsible. There exists no better way to represent the SUNY mission than to create the opportunity for all SUNY Students to experience service-learning courses and projects.

Service-learning courses and projects are steeped in pedagogy that is closely aligned with all five of the core values described in “The Power of SUNY, Strategic Plan 2010 & Beyond.” Service-learning begins and ends with student-centeredness; through Service Learning students learn by doing and become civically engaged in ways that shape their lives and foster their entire personhood.

**Metrics for determining if this initiative is successful:**

Report Card Metrics already have a section counting the number of campuses committed to the Service Learning Plans, national Recognition of Campus Community service and Service Learning via applications and awards for the President’s Higher Education Community Service Honor Roll and the Carnegie Elective Classification for Community Engagement.

Operational Metrics would be counting the number of service learning courses offered, institutional support for service learning, assessment and evaluation of service learning courses using uniform metrics by community partners, students, and faculty at pilot sites.

**Abridged Executive Summary:**

In a service-learning framework, community groups and leaders teach students, and students recognize a civic responsibility towards the communities in which they learn. Service-learning is time and relationship intensive and alters the lives of students, faculty, and community partners involved. Our plan was to begin by piloting programs on a sample of 5 to 6 campuses (with different locations, populations, etc.) by fall 2012 and ultimately scale-up system-wide. Success will be proven through a comprehensive assessment of each pilot site in fall 2014. Based on the pilot assessments and conferences held between 2012 and 2014, the team’s goal is to have a system-wide service-learning program implemented by 2014/2015.
Team Name: SUNY and the Vibrant Community
Initiative Name: Community Service
Lead Name: Stacey Hengsterman

Initiative Overview and Description (History, goals, status of initiative):
Many of our students and faculty are active in their communities through a variety of community service projects. They tend to do so at a rate that is much higher than the national average. Our campuses have been doing great work for many years in this area but we have not tracked it on a system level to show the impact of our students and faculty’s community service.

Goals: This initiative’s goal is to create an accountable and reliable way to measure the cumulative strength that SUNY as a system can have. This measurement will display a primary example of systemness and our impact on the communities in which we are a part of. We will also host a conference of best-practices that communicate the completion and data collection related to community service. Based on information collected, our goal will be to increase our system-wide totals of community service hours.

Status: Currently the Community Service team is working together to form best practices for hour collection and reporting and to develop and implement campus-based projects.

Please list the objectives for this initiative:
A yearly total of the amount of hours of community service completed by our entire system would be able to show the dedication of our students, faculty, and staff. With a best-practices conference, we can educate our educational community on the best ways to engage students while helping the communities surrounding our campuses.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
This initiative will take support from all of our campuses. The totaling of community service hours is key, and the campuses will need to provide that information to system administration.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
“To Learn, To Search, To Serve” – This initiative specifically speaks to the serve aspect. Through community service, our students, faculty and staff will be engaged in the community that they are a part of. Through their service, they will also learn about themselves, others and the community in which they are a part of. This initiative also strengthens the Vibrant Community which is one of the 6 big goals of the Strategic Plan.

Metrics for determining if this initiative is successful:
In the report card, the Vibrant Community section has a metrics that measures the national recognition of campus community service. Both the amount of campuses that are recognized by the Carnegie Elective Classification for Community Service and the President’s Higher Education Community Service Honor Roll are ways to demonstrate success.

Abridged Executive Summary:
SUNY students and faculty are already active at a rate that is much higher than the national average but we have never measured this at the system level to show the impact of our students’ and faculty’s community service. This initiative is aimed at creating an accountable and reliable way to measure the cumulative strength that SUNY as a system can have. Based on information collected, our goal will be to increase our system-wide totals of community service hours.
Team Name: SUNY and the Vibrant Community
Initiative Name: Signature Engagement Project
Lead Name: Stacey Hengsterman

Initiative Overview and Description (History, goals, status of initiative):

The Signature Engagement Project will bring together stakeholders in the community to have a conversation about the community’s needs. Through the data found in the Well-Being Index and the community support found at the stakeholder’s table, together the community and the institution will figure out the biggest area(s) of need that through community service initiatives, students, faculty and staff can impact. The college is part of a greater community, this initiative will encourage the capacity of the college to help in the areas that the community needs.

Goals: This initiative invested in the research to create the Well-Being Index. This research shows what are a community’s social, economic, and environmental character is via indicators that are broadly accepted and allow us get a picture of the complexities of the communities which our colleges are in. The goal is to show the stakeholders at the table the results of the Well-Being Index in their areas, and have these individuals discuss what is going on in their community so that they can decide on the most pressing issues.

The Signature Engagement Project will place our colleges and universities at the stakeholder table. With the resources our institutions have, they will play a large role in helping the community overcome the issues they currently see. Together, these stakeholders and the entire university community can work towards making their community a better place to live.

Status: The Well-Being Index research study has been completed. Currently, researchers are applying the data to the community from which it came so that when the stakeholders meet, the data affecting that community can be shown and utilized. More tailoring of the Index is needed in order to create an accessible document that is concise and compelling for educators as well as other community members.

Please list the objectives for this initiative:

The Signature Engagement Initiative aims to promote our institutions by gathering the key stakeholders in each community. Through the stakeholders’ discussions, together they will decide the most important things that the community needs help with. Then our campuses can help provide resources and volunteers to help solve the issues pressing to the community.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The Signature Engagement Project has already brought together students and faculty at the CRREO center at New Paltz to help do the research needed in the communities of New York State.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

“To Learn, To Search, To Serve” – This initiative specifically speaks to the “serve” aspect. Through community service that will be initiated based on what the stakeholders decide is the issues in the community, our students, faculty and staff will be engaged in the community that they are a part of. Through their service, they will also learn about themselves, others and the community in which they are a part of. This initiative also strengthens the Vibrant Community which is one of the 6 big goals of the Strategic Plan.

Metrics for determining if this initiative is successful:

In the Report Card, on the Vibrant Community page, there is a metrics counting the number of campuses committed to service learning plans and the signature community engagement project.
Abridged Executive Summary:

The Signature Engagement Project will bring together stakeholders in the community and use the Well-Being Index to determine the community’s biggest area(s) of need. Through community service initiatives, students, faculty, and staff can make an impact. With SUNY’s extensive resources, we will play a large role in helping the community overcome its issues. The Well-Being Index research study is complete and researchers are currently applying the data for use in stakeholders’ meetings, however more tailoring of the Index is needed in order to create a concise, accessible document which is compelling for educators as well as other community members.
Team Name: SUNY and the World

Chair(s): Mitch Leventhal, Stephen Dunnett (UB), Bruce Sillner (New Paltz)

Key Staff Liaison: Sally Crimmins Villela

SP Office Liaison: Johanna Kendrick-Holmes

SUNY and the World Initiatives and Leads

COIL Conference and Workshops                      John Fowler
COIL’s Globally Networked Learning Online Community and Website Jon Rubin
Institutes for Globally Networked Learning           Jon Rubin
COIL Nodal Network                                   Jon Rubin
Confucius Institute for Business: Language, Business, and Cultural Courses Thomas Moebus
Confucius Institute for Business: Public Engagement   Thomas Moebus
Confucius Institute for Business: Systemness Collaboration Thomas Moebus
Diversity in Education Abroad                        Claudia Hernandez
International Student Recruitment through Academic Collaboration Lori Thompson
Profiling and Marketing SUNY to International Students Krista Northup
International Recruitment Opt-In Strategy           Krista Northup
International Student and Scholar Services (ISSS)   
Study Abroad Scholarship Programs                    Lori Thompson
SUNY Global Engagement Program                      Bruce Sillner
SUNY Global Rockefeller Master’s in International Affairs Rey Koslowski
SUNY Global Scholars Certificate Program             Rebecca Smolar
SUNY Language PACT (Pipeline-Access-Culture-Technology) Sally Crimmins Villela
Ucosmic                                             Rebecca Smolar
Fostering Institutional Engagement in the SUNY and the World Strategic Plan Sally Crimmins Villela

Why was this team created?:

As SUNY seeks to fashion itself as a model for a new type of Land-Grant university for the 21st century – one that operates fully within a global context while advancing the economic and human resource development needs of New York State – it must re-orient its fundamental missions – education, research and service – to address the challenges and opportunities of this new environment. The SUNY System as a whole must move to a new stage of development by embracing the imperative to achieve comprehensive internationalization. Achieving this goal will facilitate the success of the Big Ideas, as well as advance the diversity agenda, by bringing the world to SUNY and SUNY to the world.

What is its original purpose?:

The original purpose is to foster the comprehensive internationalization of the SUNY System through the internationalization of its constituent units.
What is the Focus of this team?:

The focus remains the fostering of comprehensive internationalization of the SUNY System through the internationalization of its constituent units.

How can we measure the outcomes?:

Abridged Executive Summary:

While SUNY boasts one of the most diverse learning communities in the world, numbers are not enough. We must continue to be a beacon for talent worldwide and retain that talent within our state. Most important, we must think of diversity in terms of the energy and perspective that it represents and use it to everyone’s advantage. While building upon New York roots, we can transform SUNY into a worldwide leader in globalized information.
Team Name: SUNY and the World
Initiative Name: COIL Conference and Workshops
Lead Name: John Fowler

Initiative Overview and Description (History, goals, status of initiative):

- After its founding at SUNY Purchase in 2006, COIL hosted two successful primarily SUNY-focused conferences in 2007 and 2008. Upon COIL’s move to System Administration in 2010, COIL refocused its conference to have an international scope, becoming the only annual international conference focused on globally networked learning in a higher education context. The conference brings together faculty, international educators, instructional technologists, and senior university and college administrators from SUNY, across the U.S. and around the world to share their experiences developing GNL courses, initiatives and best practices. The 2011 and 2012 conferences each sold out well in advance and together brought these events brought nearly 300 attendees to the Global Center from 38 SUNY campuses and 85 other institutions from the US and abroad. At each event, attendees engaged in two days of presentations and dialogue surrounding the teaching and support of this expanding internationalization sector.
- For those unable to attend for financial, geographic, or political reasons we have also provided a free live webcast and all sessions are recorded and uploaded as a video archive linked to the COIL website. Since 2012 we have also included a call for presentations to allow for an additional research and scholarship vector for practitioners in the field.
- Plans are currently well underway for the 2013 Conference entitled: Can Globally Networked Learning Anchor Internationalization in the Curricular Mainstream? This year’s keynote address will be offered by Hans de Wit, one of the world’s leading internationalization experts. This event coincides with the Capstone Conference for the COIL Institute for Globally Networked Learning in the Humanities. As a result we expect it to be our most widely attended conference to date.

Please list the objectives for this initiative:

- To offer the preeminent annual international conference in the globally networked learning field
- To provide an opportunity and venue for networking and partnership building amongst a wide range of SUNY campuses, and between SUNY and institutions around the world.
- To advance the globally networked learning field by providing a venue for the presentation of scholarship and research related to teaching, learning and assessment in this field.
- To maintain COIL and SUNY’s visible role as the globally networked learning leader in the higher education context.
- To provide a vector for bringing together our Nodal Network campus stakeholders for dialogue, networking, and to learn from and with each other at a training workshop following the conference.
- To encourage the development of new globally networked courses at SUNY and elsewhere by providing a professional development opportunity for faculty and staff

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- For the 2013 event we have worked with the SUNY Language PACT (Pipeline-Access-Culture-Technology) group to conjoin our conferences. This will link to a track focused on language teaching and learning within the COIL Conference. Some COIL speakers and attendees are also expected to participate in the Language PACT event entitled: Building Community to Strengthen Language Learning.
- We also work with SUNY’s Center for Professional Development which provides registration and some marketing services within a SUNY context.
- COIL’s Nodal Network campuses across SUNY are also actively involved in the conference both in attendance as well as presentational roles. Past Nodal Network faculty grantees also have a chance to present about their experiences at the event. We also offer a 1-day workshop immediately following the COIL Conference for the current year’s grantees to discuss what they learned at the Conference and to better prepare them to develop and teach their globally networked
courses. The workshop and conference also provide an opportunity to develop camaraderie and relations between the campuses and individuals within them.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- COIL’s annual conference initiative is most closely related with the SUNY and the World aspect of the Strategic Plan. The annual event has become a much talked about and anticipated gathering of practitioners at SUNY and around the world. The diverse nature of the event’s attendees helps to bring global perspectives to a wide range of SUNY faculty and staff who often are not able to gain such access to an international group of scholars. The conference provides an ideal venue for the creation of partnerships between SUNY campuses and faculty with campuses abroad also those within the U.S. These new perspectives and partnerships are then often utilized to create globally networked courses which provide valuable cross-cultural experiences to a wider group of SUNY students than can be reached through more traditional internationalization vectors of study abroad and recruitment of international students.
- The high-profile nature of the event and the large number of attending institutions from the U.S. and abroad also helps to secure SUNY’s reputation as one of the innovative leaders in the international education field.

Metrics for determining if this initiative is successful:

While there is not a metric in the report card related to this initiative, COIL makes extensive efforts to evaluate and improve the event. Included in this are detailed conference evaluations of both the in-person and webcast experiences which seek to identify both areas of strength and those which can be improved upon. The satisfaction rates have been outstanding with:
- 97% of responding attendees were satisfied overall with the 2011-12 events
- 94% reported they are likely to attend a future COIL Conference
- 93% reported they would recommend future COIL conferences to colleagues

Abridged Executive Summary:

In 2010, COIL refocused its conference to have an international scope, becoming the only annual international conference focused on globally networked learning in higher education. The conference brings together faculty, international educators, instructional technologists, and senior university and college administrators from SUNY, across the U.S. and around the world to share their experiences. Recent conferences have sold out well in advance and hosted representatives from 38 SUNY campuses and 85 other worldwide institutions. At each event, attendees engaged in two days of presentations and dialogue surrounding the teaching and support of this expanding internationalization sector. For those unable to attend various reasons, we have also provided a free live webcast and all sessions are recorded and uploaded to the COIL website. Since 2012 we have also included a call for presentations to allow for an additional research and scholarship vector for practitioners in the field.
Team Name: SUNY and the World
Initiative Name: COIL’s Globally Networked Learning Online Community and Website
Lead Name: Jon Rubin

Initiative Overview and Description (History, goals, status of initiative):

As the only system-level entity focused on globally networked learning in higher education, COIL is a high profile leader in this emerging international education vector. However, our emergence has been hindered by the lack of a central online location for the growing community of practitioners in the field to come together. As a result, in 2012 COIL made the major decision to redevelop its web presence to serve as the leading informational portal for globally networked learning internationally. A particular focus of the new website is to engage an online international educational community which bridges traditional institutional and cultural boundaries by providing a venue where new and veteran globally networked learning practitioners can find partners, as well as share experiences and best practices. We are developing the community aspects of the website using a social network model which seeks to break down academic silos by opening wider dialogues between faculty, instructional design staff, and international programs offices.

Please list the objectives for this initiative:

- To increase the visibility and international leadership role of the SUNY COIL Center though the construction of the leading international hub for globally networked learning practitioners.
- To provide a collaborative online workspace for those involved in various COIL initiatives including the Nodal Network, COIL Institute(s), COIL Conferences, etc.
- To enable a Partnering Tool which creates a venue where partnerships can be built between SUNY and faculty and institutions around the world which are interested in creating globally networked course collaborations.
- To program and develop a “From Me to We Tool” to establish a collaborative workspace in which faculty partners and international and instructional design support staff can ramp up their engagement as their partnership develops.
- To build an LMS-lite which provides a location where COIL’s online training courses and activities can be embedded within the same website where users will be interacting, rather than redirecting them to an outside website or LMS.
- To create a resource aggregator which will be an area that provides COIL and its site users a place for sharing resources and best practices related to globally networked learning. Will include a feature allowing users to add their own resources which will be moderated by COIL before being made available to the broader community.
- To enable a group functionality where individuals can work together with others participating in the same project or course, or where specific initiatives or linked campus projects can be developed.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

We have had early discussions with SUNY Commons and UCosmic initiative teams to discuss possible synergies and collaboration between our systems to insure a more seamless user experience between the platforms.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

Like most COIL initiatives this project will bridge many different areas within the SUNY system and extend well beyond. The key linkage is to the SUNY and the World elements of the Strategic Plan. The website will help ensure that COIL and SUNY continue to be seen as the leader in this area of international education. It will also create a venue to not only ease the building of international partnerships for our SUNY faculty and campuses, but will also provide a vector in which those same stakeholders can more easily access and interact with those creating knowledge and expertise in globally networked learning. Ultimately these efforts will create better and deeper opportunities to embed COIL courses at SUNY. In turn this will lead to increased opportunities for SUNY students to have meaningful intercultural and international experiences that simply would not take place otherwise.
Metrics for determining if this initiative is successful:

As the website has not yet been made available to COIL’s constituencies, no metrics are currently in place. Once the site is launched we will closely monitor usage and content on the site to ensure its viability and growth. This will likely include basic measurements such as the number of users, number of partnership requests, documents uploaded, etc. But it will also involve looking more deeply into how users interact with the site and the success of various tools and strategies that we will employ to encourage engagement and collaboration on the site.

Abridged Executive Summary:

Although COIL is the only system-level entity focused on globally networked learning in higher education, the lack of a central online location for practitioners has hindered its emergence. In 2012, COIL redeveloped its web presences to serve as the leading informational portal for this emerging international education vector. A particular focus of the new website is to provide a venue where new and veteran globally networked learning practitioners can find partners, as well as share experiences and best practices.
Team Name: SUNY and the World
Initiative Name: Institutes for Globally Networked Learning
Lead Name: Jon Rubin

Initiative Overview and Description (History, goals, status of initiative):

Following an initial pilot grant, the NEH provided $250k in funding to create a 3-year Institute (2010-13) to develop pilot Globally Networked Learning (GNL) initiatives in the Humanities at campuses around the U.S. and internationally. Our Institute accepted 22 U.S. institutions working with 29 partner institutions in 21 countries. The Institute provided a rare opportunity for the six accepted SUNY campuses (Brockport, Buffalo State, Corning, Empire State, Cortland, and Geneseo) to work and learn with a diverse range of institutions at SUNY, across the U.S. and around the world. While this Institute will soon come to a close, COIL is seeking to replicate this model for other cohorts and with other funding sources.

Please list the objectives for this initiative:

The list below represents the key activities of the NEH-sponsored COIL Institute. As funding is found to support future Institutes, we will adapt this structure to reflect the outcomes and lessons learned from the current Institute to the context and stakeholders represented in future variants. This format of structured cohort-based training provides an excellent professional development opportunity where faculty and staff learn while engaged within a larger community. This dynamic results in greater peer-to-peer learning, exchange, and support. At the same time, it is an efficient method through which COIL can train large numbers of faculty and staff, despite its small staff size.
- Online Institute Commons utilizing a customized social networking platform where participants can network and share experiences with other Institute Fellows throughout the Institute (June 2011 – June 2013)
- Five 3-day discipline-specific workshops at the SUNY Global Center. Topics include: setting disciplinary-specific learning goals; fostering cross-cultural engagement and dialogue; evaluating the technical support needs of globally networked learning environments; and engaging and supporting online collaborative initiatives as a means to promote and enhance study abroad (Sept. - Oct. 2011)
- Follow-up online courses utilizing synchronous and asynchronous tools building on globally networked learning ideas discussed in workshops (Oct. 2011 - Jan. 2012)
- Implementation and support of globally networked course(s) involving partner institutions and students in at least two countries (Jan. - Dec. 2012)
- A 2-day Capstone Conference in NYC leading to various Institute publications which: discuss and promote the work which has been accomplished; identify best practices; engage university administrators as they work with faculty to build these pilot courses into institutional initiatives (April - June, 2013)

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Using an Institute structure creates an environment that lends itself naturally to multi-institutional participation and collaboration. The current COIL Institute includes over 50 participating institutions at SUNY, across the U.S. and from all of the permanently inhabited continents in the world. COIL’s future institutes may be of different scales, with different disciplinary foci, but will all have a range of SUNY campuses working together with international institutions from many geographic regions.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

COIL’s Globally Networked Learning Institute initiative is closely related to the SUNY and the World aspect of the Strategic Plan. Creating such Institutes composed of faculty, staff and administrators from SUNY, non-SUNY-US and international institutions working together, creates a dynamic format for mutual professional development between...
peers based in different countries who each may view the world from their own culturally attuned perspectives. While this initiative provides access to critical cross-cultural job skills, as is part of the SUNY Mission and is described in the Improvement of NY, it does this through enhanced outcomes for students living within the US, rather than by sending these students abroad. It is also observed that students who enroll in globally networked courses are more likely to study abroad and to engage other vectors of SUNY and the World, so this model creates a powerful synergy with other initiatives.

**Metrics for determining if this initiative is successful:**

- The current COIL Institute marks the largest ever assembled working group of globally networked learning practitioners with its over 120 participants. As a result, it provides an ideal opportunity to learn more about the impacts of this field on institutions offering such courses and the students taking part. COIL has developed a two-part student survey to help measure and better understand the student experience in GNL courses. We are also guiding each team in creating a detailed case study about their joint course development and implementation process. This will be compiled into a series of white papers and best practices documents to be distributed upon completion of the project.

- We expect the lessons learned for the current Institute to be greatly beneficial in the design and implementation of future COIL institutes.

**Abridged Executive Summary:**

Following an initial pilot grant, the National Endowment for the Humanities (NEH) provided $250k in funding to create a 3-year Institute (2010-13) to develop and pilot Globally Networked Learning (GNL) initiatives at campuses around the U.S. and internationally. Our Institute accepted 22 U.S. institutions working with 29 partner institutions in 21 countries. While this Institute will soon close, COIL is seeking to replicate this model for other cohorts and with other funding sources.
Team Name: SUNY and the World
Initiative Name: COIL Nodal Network
Lead Name: Jon Rubin

Initiative Overview and Description (History, goals, status of initiative):
Since 2009, the SUNY COIL Center has partnered with a subset of SUNY campuses, helping them embed globally networked learning into their courses and internationalization plans. These campuses are known as the COIL Nodal Network and have each made a Provostial and/or Presidential level commitment to developing the COIL model. COIL supports these campuses developing into true nodes with direct communications and collaboration between them, facilitated by COIL, rather than being simply a hub and spokes system with COIL at the center. We believe this model truly reflect SUNY’s systemness goals. The Network included the following SUNY campuses as charter members: Binghamton University, SUNY Cortland, SUNY Cobleskill, SUNY Delhi, SUNY New Paltz, Purchase College and SUNY Ulster. We expanded the network in 2012 to include Corning Community College, Empire State College, SUNY Geneseo and SUNY Oswego. Alfred State has joined in 2013. We are in active negotiations with several other campuses to join us and expect the network to continue its growth.

Please list the objectives for this initiative:
- Development and implementation of collaborative online international courses as a format for experiential cross-cultural learning across the Nodal Network
- Foster Systemness across the Nodal Network by encouraging and supporting cross-campus dialogue, partnerships and programs.
- Help campuses increase their international partnerships and number of students gaining valuable intercultural experiences through globally networked learning
- Provide campuses access to COIL’s growing network of international partner institutions and faculty wishing to create GNL courses with SUNY
- Work with designated Nodal Network Coordinators facilitating campus COIL activities
- Hold annual COIL campus visit with presentation to faculty and engagement with other stakeholders including senior administration, international programs, and instructional technology offices
- Encourage attendance at annual COIL Conference and linked Nodal Network workshops through a faculty travel grant program
- Provide in-person and online campus support through workshops and the COIL web sites and other online tools

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
Cross-campus engagement is at the heart of the Nodal Network. We hold regular meetings of all Nodal Network members campuses to report activities and share ideas for expanding the collaborative activities of the group. COIL’s work has parallels with the Office of International Programs (OIP) in regards to international partnership building at SUNY. We have begun to work more closely with them to bring both perspectives to stakeholder meetings within SUNY and abroad.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
While the Nodal Network initiative links most closely to the SUNY and the World area of the Strategic Plan is also relates to SUNY’s Mission and Improvement of NY. In regards to the latter two, the underlying goals of the Nodal Network are to help SUNY campuses increase access to international education, meet the changing needs of our society, and to provide students with timely job skills. In today’s increasingly interconnected world, students not only need access to knowledge, but must also be equipped to understand the many contexts and cultural points of view that
give meaning to what they know. As these intercultural interactions are a growing aspect of our personal and professional lives, students must now be able to apply that knowledge effectively and sensitively. Consequently, cross-cultural competence has become a key skill in the 21st Century. COIL helps SUNY campuses to provide new pathways to developing this competence through courses which give students hands-on experience working in virtual teams with partner students from around the world. The partner students in turn can help SUNY build our global talent pool and diplomacy as potential graduate students, partners, and advocates who have a vested interest and relationship with SUNY through their COIL course experience.

**Metrics for determining if this initiative is successful:**

There is not currently a metric in the report card for the Nodal Network initiative. We do track the growth of the network through the number of campuses participating, number of COIL courses being offered each semester, and yearly number of faculty provided with development grants.

**Abridged Executive Summary:**

Since 2009, the SUNY COIL Center has partnered with a subset of SUNY campuses, the COIL Nodal Network, helping them embed Globally Networked Learning into their courses and internationalization plans. Each campus in the Network has made a senior-level commitment to developing the COIL model. COIL represents systemness by supporting and facilitating campuses with direct communications and collaboration rather than simply being the “center.” The Network includes 12 campuses as of early 2013, and we are in active negotiations with several other campuses and expect the network to continue its growth.
Team Name: SUNY and the World
Initiative Name: Confucius Institute for Business: Language, Business, and Cultural Courses
Lead Name: Thomas Moebus

Initiative Overview and Description (History, goals, status of initiative):

The Confucius Institute for Business (CIB) at SUNY, established in December 2010, is a partnership between the State University of New York (SUNY), the Office of Chinese Language Council International (the “Hanban”, under the Ministry of Education of China), and Nanjing University of Finance and Economics (NUFE). There are more than 400 Confucius Institutes in the world. CIB is the only Confucius Institute for Business in North America and only one of four in the world. CIB integrates the study of language with culture and integrates this learning to the Chinese and global marketplaces. In Academic Year 2011 – 2012, CIB offered its initial courses. In Academic Year 2012 - 2013 more courses were added to the offerings.

Please list the objectives for this initiative:

To provide excellent courses and programs that integrate Chinese language, culture, and business that is relevant and useful to business managers and executives.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

We have collaborated with the following SUNY campuses: Cortland, Fashion Institute of Technology, Maritime College, and Optometry. We have also collaborated with the Asian American Business Development Corporation and China Institute.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

This initiative supports SUNY’s Mission by providing programs which meet the needs of both traditional and non-traditional students. It also addresses local, regional and state needs and goals. The initiative supports SUNY’s Strategic Plan by providing resources for New York businesses to expand globally and adapt to new economic and competitive realities.

Metrics for determining if this initiative is successful:

- 20% increase in class enrollment
- Receive evaluations results of “excellent” or “very good” from 80% of participants in classes
- Establish 5 new collaborations with corporations and non-profits

Abridged Executive Summary:

The Confucius Institute for Business (CIB) at SUNY, established in December 2010, is a partnership between SUNY, the Office of Chinese Language Council International (the “Hanban”, under the Ministry of Education of China), and Nanjing University of Finance and Economics (NUFE). There are more than 400 Confucius Institutes in the world but CIB is the only Confucius Institute for Business in North America and only one of four in the world. CIB blends the study of language with culture and applies this to the Chinese and global marketplaces. In 2011 – 2012, CIB offered its initial courses and in 2012 – 2013 more courses were added.
Team Name: SUNY and the World
Initiative Name: Confucius Institute for Business: Public Engagement
Lead Name: Thomas Moebus

Initiative Overview and Description (History, goals, status of initiative):
The Confucius Institute for Business (CIB) at SUNY, established in December 2010, is a partnership between the State University of New York (SUNY), the Office of Chinese Language Council International (the “Hanban”, under the Ministry of Education of China), and Nanjing University of Finance and Economics (NUFE). There are more than 400 Confucius Institutes in the world. CIB is the only Confucius Institute for Business in North America and only one of four in the world. CIB integrates the study of language with culture and integrates this learning to the Chinese and global marketplaces. In Academic Year 2011 – 2012, CIB offered its initial courses. In Academic Year 2012 - 2013 more courses were added to the offerings.

Please list the objectives for this initiative:
To reach business and thought-leaders in the New York City area and engage them in CIB and SUNY.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
CIB has collaborated with Asia Society, Asian American Business Development Center, China Institute, Chinese Cultural Foundation, Hong Kong Economic and Trade Office, Silicon Dragon, and the United Nations. CIB also collaborated with Chinese Consulate in New York and the government of Jiangsu Province (China) to host Party Secretary Luo Zhijun’s visit in July 2011.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:
This initiative supports SUNY’s Mission by providing programs which meet the needs of both traditional and non-traditional students. It also addresses local and regional and state needs and goals. The initiative supports SUNY’s Strategic Plan by providing resources for New York businesses to expand globally and adapt to new economic and competitive realities.

Metrics for determining if this initiative is successful:
- Holding four events a year
- Increase number of collaborative partners
- Increase attendance by 20%

Abridged Executive Summary:
The Confucius Institute for Business (CIB) at SUNY, established in December 2010, is a partnership between SUNY, the Office of Chinese Language Council International (the “Hanban”, under the Ministry of Education of China), and Nanjing University of Finance and Economics (NUFE). There are more than 400 Confucius Institutes in the world but CIB is the only Confucius Institute for Business in North America and only one of four in the world. CIB blends the study of language with culture and applies this to the Chinese and global marketplaces. In 2011 – 2012, CIB offered its initial courses and in 2012 – 2013 more courses were added.
Team Name: SUNY and the World
Initiative Name: Confucius Institute for Business: Systemness Collaboration
Lead Name: Thomas Moebus

Initiative Overview and Description (History, goals, status of initiative):

- On July 22, 2011 SUNY's Confucius Institute for Business (CIB) hosted Jiangsu Province Party Secretary Luo for a keynote speech. Given this high level event, CIB invited SUNY's other Confucius Institute (CI) Directors to attend. All four were able to attend and CIB used this opportunity to convene a meeting with the SUNY CI Directors. The meeting was very productive as the Directors were able to introduce their CIs which enabled the Directors to explore possible opportunities for collaboration.

- In January 2012 Hanban asked Levin's CIB to organize a tour of SUNY CIs for a cultural troupe from Sichuan. In New York City, the troupe performed at Maritime College and College of Optometry. The performance at Optometry was co-sponsored by China Institute, College of Optometry, and CIB. The troupe also had performances at Binghamton, Buffalo, and Alfred. Over 1,500 people attended the performances over a course of a week.

- In March 2012 Chancellor Zimpher, Vice Chancellor Leventhal, and Mr. Thomas Moebus had a meeting with Madame Xu Lin, the Executive Director of Hanban, in Beijing. In this meeting SUNY presented the idea that CIB could lead an initiative to establish a SUNY CI collaboration. This collaboration would harness the power of SUNY and strengthen and increase the SUNY CI programming. Hanban was supportive of the idea.

- Tom Moebus has taken the lead on this and most recently organized a SUNY CI Directors meeting in Beijing in December 2012 during the Hanban annual meeting for CI Directors. Based on the meeting, CIB is developing a plan to initiate specific programming with the SUNY CIBs this year. The programming includes: developing Online Courses using the content of courses developed by SUNY CIs existing programs; organizing a system wide conference to address the Power of SUNY + Confucius; developing a system wide China focused research agenda (details to be developed); and creating a system wide Chinese scholar/fellows program (details also to be developed).

Please list the objectives for this initiative:

To leverage the strengths of each SUNY CI to create a portfolio of programs that can be offered to the SUNY CIs as well as throughout the SUNY system.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

CIB collaborates with the other SUNY CIs: Binghamton, Buffalo, Optometry, and Stony Brook. We are also in discussions with Empire State.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This initiative supports the Mission of SUNY as it will provide greater access to the educational programs throughout NY State through leveraging the resources of the SUNY CIs. The initiative supports the Strategic Mission’s goals of “Building a Global Talent Pool”, “Building a Global Faculty Talent Pool”, and “Economic Impact of International Activity”.

Metrics for determining if this initiative is successful:

- 100% participation by the SUNY CIs
- Development of three new programs for AY 13-14
- Participation in the programs of 10 new SUNY campuses
- Two Chinese professors visit and teach at least three campuses
- Two research papers related to China are written
Abridged Executive Summary:

In March 2012, Chancellor Zimpher, Vice Chancellor Leventhal, and Mr. Thomas Moebus had a meeting with Madame Xu Lin, the Executive Director of Hanban. In this meeting SUNY presented the idea that CIB could lead an initiative to establish a SUNY CI collaboration in order to harness the power of SUNY and strengthen and increase the SUNY CI programming. Tom Moebus has taken the lead and most recently organized a SUNY CI Directors meeting which led to CIB developing a plan to initiate specific programming with the SUNY CIBs this year.
Team Name: SUNY and the World
Initiative Name: Diversity in Education Abroad
Lead Name: Claudia Hernandez

Initiative Overview and Description (History, goals, status of initiative):

Study abroad has historically been viewed as the province of elites – viewed as an activity suitable for students from privileged backgrounds, attending elite institutions, and often engaging in specialized area or language studies. The SUNY and the World strategic plan views education abroad as a powerful means of enhancing the career and economic prospects of students, while contributing to their cognitive and personal growth. As such, this is an opportunity that must be made available to all interested students, regardless of background. Since January of 2011, SUNY’s Office of Global Affairs and SUNY’s Office of Diversity, Equity and Inclusion have partnered with Diversity Abroad, an organization whose aim is to foster diversity and equity in global student mobility. Through this partnership, all SUNY institutions are members of the Diversity in Global Education Network, the leading consortium dedicated to advancing diversity and equity in international education. This advancement is achieved through advocacy, professional development, partnership building, student advising resources, and providing a platform for professionals to network, discuss and debate issues of diversity, equity and underrepresentation in international education.

Please list the objectives for this initiative:

This project aims to address the need for awareness, discussion and measures to make study abroad opportunities accessible to students from diverse economic, educational, ethnic and social backgrounds through the following:
- Establishment of SUNY as a national leader in removing barriers to study abroad for under-represented populations.
- Annual workshop: Initiate discussions on overcoming barriers and exploring best practices for diversity outreach and student advising;
- Engaging SUNY campuses and professionals in the Diversity Network to actively use the resources available;
- Support SUNY campus participation and SUNY visibility at the Inaugural Diversity Abroad Conference to encourage collaboration with other institutions.
- Series of webinars to further discussions and foster collaboration among SUNY professionals and members of the network.

To expand the work we have been doing with Diversity Abroad, we will initiate discussions to explore and address the unique challenges faced by international students in understanding diversity and equity from the US perspective, and by professionals in advising these international students.
- First conference to take place in Fall 2013 at the SUNY Global Center to bring together professionals in the field from various institutions.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- Diversity Abroad
- Mobility International USA (MIUSA) – encourages inclusion of disabled students
- SUNY’s Office of Diversity, Equity and Inclusion
- SUNY’s Council on International Education (CIE)
- SUNY professionals from the international education and study abroad, EOP, diversity, disability and financial aid offices participated at the Spring 2011 and Spring 2012 workshops held at the SUNY Global Center
- Eight SUNY professionals from study abroad offices will participate at the Inaugural Diversity Abroad Conference (April 1 and 2 of 2012), with support from SUNY Global.
- With the collaboration of SUNY campuses, a series of webinars will be organized to continue the discussion on barriers and best practices on diversifying education abroad.
Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This initiative relates to all three areas. It promotes SUNY’s commitment to diversity and access to opportunities for international exposure among all students, and helps to prepare our students to be competent and succeed in an increasingly global society that now exists in our own state.

Metrics for determining if this initiative is successful:

 Increased participation of students from underrepresented backgrounds in education abroad will increase participation in study abroad, the first of the six metrics of SUNY and the World.

Abridged Executive Summary:

The SUNY and the World Strategic Plan views education abroad as a powerful means of enhancing the career and economic prospects of students, while contributing to their cognitive and personal growth. As such, this is an opportunity that must be made available to all interested students, regardless of socioeconomic background. Since January of 2011, SUNY’s Office of Global Affairs and SUNY’s Office of Diversity, Equity and Inclusion have partnered with Diversity Abroad, an organization whose aim is to foster diversity and equity in global student mobility.
Team Name: SUNY and the World
Initiative Name: International Student Recruitment through Academic Collaboration
Lead Name: Lori Thompson

Initiative Overview and Description (History, goals, status of initiative):

Two of the four units within the Office of Global Affairs, the Office of International Programs and the Office of International Recruitment, are initiating and coordinating the development of system-wide and multi-campus partnerships with academic institutions abroad. Each partnership is unique in status and in detail, but the goal of all partnerships is to create sustainable, articulated programs to enroll international students, leading to a SUNY degree.

Please list the objectives for this initiative:

The development and administration of collaborative academic programs with higher education institutions abroad is an effective and efficient strategy to complement the direct recruiting of international students, while enriching the international exposure of our students and faculty. Five major programs are included in this report, although there are smaller initiatives under way:

1. PathPro: (status: in process) As part of a joint initiative with the China Education Association for International Exchange, AASCU and McGraw Hill, SUNY has signed an MOU and is nearly finished with the development of an articulation program between selected Chinese three-year technical colleges and self-nominated SUNY campuses, mainly from among our colleges of technology and comprehensive colleges. Students will complete a special program that will assure adequate preparation in English language, key general education requirements, and major courses, and will then come into participating SUNY campuses with transfer credit toward a bachelor’s degree.

2. Edinburgh Napier University: (status: developed, no student enrolled at present) SUNY and Edinburgh Napier University in Scotland have signed an agreement to offer dual degree programs in the areas of business and information technology. Four campuses are involved, with the first two ready to receive students: Cobleskill, Old Westbury, Farmingdale and Alfred State.

3. HUFS-KORUS: (status: students enrolled – more than 300 so far) Seven SUNY campuses have signed agreements and finalized articulation programs in a variety of academic fields, to receive students in “1+3” programs. During year 1, the Korea-USA Education Institute (KORUS) provides English language instruction and the Hankuk University of Foreign Studies (HUFS) provides general education courses which are approved by SUNY campuses for credit transfer. Our campuses are extremely pleased with the caliber of student arriving through this program for the remainder of a bachelor’s degree.

4. SUNY Korea: (status: students enrolled) Initiated and led by Stony Brook, we are involved in the coordination and review of academic and pre-academic programs at the SUNY Korea campus in Songdo, Korea. Stony Brook provides the academic oversight of SB bachelor’s degree programs offered partially in Korea and on the Stony Brook campus. Our staff members are involved in the admissions process of students completing the pre-academic programs, and are coordinating the involvement of other SUNY campuses in the SUNY Korea endeavor.

5. SUNY Dual Diploma Programs in Turkey: (status: steady state enrollment 500+ per academic year) This partnership began 10 years ago and continues, with constant coordination by the Office of International Programs, its representative office in Turkey, and each of the participating (10) SUNY campuses. More than 1,800 Turkish students are dual enrolled in undergraduate programs that pair a SUNY campus with one of Turkey’s top universities. More than 1,000 students have graduated.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Extensive collaboration is involved in each project under this initiative, including our international partners and many campuses, as described in the objectives section above. The Office of Academic Program Review works closely with OIP.
Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- The recruitment of international students through academic collaboration serves the mission and strategic plan of the university by providing opportunities for our domestic students to have exposure in an academic setting to varying viewpoints and cultures of students from around the world. Through this sustained exposure, students are able to gain a global competency that will serve New York as they seek employment in an increasingly global society that now exists in our state and throughout the world.
- Increase in international student enrollment (SUNY and the World metric #3)
- Increase in international student economic impact (SUNY and the World metric #4)

Metrics for determining if this initiative is successful:

Yes, under the SUNY and the World metrics, the number of international students and the economic impact of international students will track and prove this initiative’s success. We are able to differentiate the particular students who are enrolled in the programs under this initiative.

Abridged Executive Summary:

Two of the four units within the Office of Global Affairs, the Office of International Programs and the Office of International Recruitment, are initiating and coordinating the development of system-wide and multi-campus partnerships with academic institutions abroad. Each partnership is unique in status and in detail, but the goal of all partnerships is to create sustainable, articulated programs to enroll international students, leading to a SUNY degree.
Team Name: SUNY and the World
Initiative Name: Profiling and Marketing SUNY to International Students
Lead Name: Krista Northup

Initiative Overview and Description (History, goals, status of initiative):

The Office of International Recruitment was initiated two years ago under the Office of Global Affairs. Until this time, each campus was individually responsible for its own international recruitment and marketing. International recruitment is a long-term investment requiring strategic plans, market intelligence, resources, and relationships. International recruiting has been a priority for many SUNY campuses, but the level of engagement varies widely. The main objective of the Office of International Recruitment is to complement the efforts of the campuses and to profile and elevate the SUNY brand to international students leading to increased international enrollments.

Please list the objectives for this initiative:

Create marketing materials and resources specific to the needs of international students
- Create and maintain practical, useful information for international students on the SUNY website
- Create print materials including market-specific, translated brochures
- Assist campuses in creating materials for international students

Provide campuses with regular, current information on opportunities and challenges
- Gather and analyze statistics on top sending countries to SUNY
- Briefings on market trends which impact enrollments (i.e. government scholarships, visa approval rates, etc.)
- Briefings on admission trends (i.e. new English language test providers including PTE, Eiken, iTep)

Facilitate discussions that impact the recruitment and admissions processes at all campuses
- International student application forms – coordination of a working group which recommended and proceeded to implement new FSA 2,3, 4 forms (forms that international students are required to fill out with their application for admission)

Coordination of events and activities to have a direct impact on student enrollments
- Development of SUNY China 150 website – an effort to highlight the stories and experiences of the 150 students SUNY hosted from Sichuan Province after the devastating 2008 earthquake
- SUNY International Day on College Week Live – a low-cost, no-travel opportunity to expose SUNY campuses to direct students through a virtual fair
- SUNY China office – representative office charged with profiling SUNY in China
- Create ads and marketing campaigns that lead to an increased awareness of SUNY

Advocacy to key stakeholders abroad – Consular Officials, Education USA, school officials, etc.
- Coordination of an outreach plan in response to campus feedback about visa rejections from key countries. The objective was to further educate consular officers about the diversity of campus options at SUNY (thus assisting in their knowledge of SUNY when they interview applicants for a student visa)

Increase SUNY’s overall international student enrollments

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Within SUNY System Administration, outside of the Office of Global Affairs, the following units are engaged:
- The Office of International Recruitment works in partnership with the Office of Enrollment Services. While Enrollment
Services is focused on domestic student enrollment, the two offices align marketing messages, design elements, and materials in order to deliver a consistent message to prospective students.
- The Office of International Recruitment works hand-in-hand with the Printing and Design team in all publications and marketing materials.
- The Office of International Recruitment liaises regularly with the Government Relations and Communications units about public relations issues, press opportunities, and legislation impacting international students.

SUNY Campuses
- The office liaises closely with SUNY campuses that have a commitment to international student recruitment. Our interactions are based at the level of individual campus engagement. For example, well-established campus international recruitment programs are interested in facts and figures they can use to deepen their strategic plans, while new programs look for guidance and support in establishing an initial plan.

Outside Associations
- It is critical for the office to maintain relationships with international education associations and organizations such as NAFSA and IIE. These organizations provide advocacy, training, best practice, and trend data.
- Another role of the office is to meet with key stakeholder groups while travelling overseas. These stakeholders include consular officers, Education USA colleagues, school officials, etc.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
The international recruitment strategy is a key component of the SUNY and the World Strategic Plan. The following excerpt comes directly from the White Paper developed by the SUNY and the World Innovation Team, “Grow the international enrollment in SUNY by attracting high-quality, self-funded students from all world regions and by facilitating appropriate “matches” between international students and the SUNY institutions that will best serve them; campuses lacking international recruitment expertise and infrastructure of their own can take advantage of the system’s global recruitment network and related infrastructure. [Metric 3.]” The economic impact of international student enrollment is Metric 4 of the SUNY and the World Strategic Plan; it is entirely dependent upon Metric 3.

Metrics for determining if this initiative is successful:
- Increased numbers of international enrollments across the SUNY system.
- Increased economic impact form international student enrollment.

Abridged Executive Summary:
International recruitment is a long-term investment requiring strategic plans, market intelligence, resources, and relationships. International recruiting has been a priority for many SUNY campuses, but the level of engagement varies widely. The main objective of the Office of International Recruitment is to complement the efforts of the campuses and to profile and elevate the SUNY brand to international students leading to increased international enrollments.
Team Name: SUNY and the World
Initiative Name: International Recruitment Opt-In Strategy
Lead Name: Krista Northup

Initiative Overview and Description (History, goals, status of initiative):

While the work of the Office of International Recruitment supports all campuses, the International Recruitment Opt-in Strategy has been set-up as a dedicated strategy for those campuses that want to engage on a deeper level. The strategy makes use of third-party recruiters, called agents, who are vetted, contracted, and trained by the Office of International Recruitment. This centralization of administrative functions allows campuses to save valuable time in developing and maintaining their relationships. The goal of this strategy is to increase the international student enrollments at the campuses that have opted in. Each campus who has opted-in has signed a participating institution agreement with system administration to outline the expectations of the strategy.

Please list the objectives for this initiative:

Establish a group of recruiting partners around the world who represent SUNY in their respective markets
- These partners further SUNY’s reach especially in diversity markets where we are less apt to travel (Saudi Arabia, Nigeria)

Ease administrative burdens for the campuses
- SUNY’s Procurement Process is a multi-step process facilitated by the Office of International Recruitment
  - All contracts are coordinated by one central point rather than having individual contracts with each participating campus.
  - Training materials, including an agent manual, are produced on a yearly basis for the agents. The manual features campus programs and the admissions requirements of each campus. This is being moved online to better accommodate practical use and ensure information is kept up to date
- Facilitate communications between campuses and agents
  - Establishment of an application procedure for agency-placed international students
  - Establishment of a centralized commission payment system
  - Collection and dissemination of admissions policies for each campus
- Facilitate communications with students
  - Navigating the application process to study in the US can be confusing for students and parents. Agents advise in the native language and translate confusing terminology
- Coordination of events and activities
  - SUNY Roadshows (individual campuses travelling abroad as a group to leverage SUNY brand)
    - Agents find value in a group of campuses working together as it gives them additional choices for students
    - Coordination is helpful for the campuses as resources can be pooled
    - Coordinated efforts deepen the impact made in places where SUNY doesn’t have brand recognition
  - Internal strategic workshops
    - Discussion and planning to align campus and system objectives
    - Best practice and exchange of ideas/experiences
    - Challenges and opportunities
  - Agent Training – both individual and group
    - On-site in respective markets
    - Coordination of campus visits when agents come to NY
- Differentiation among competitors
  - SUNY’s collaborative approach is the first consortium-based strategy using agency partners. This differentiates
SUNY as a market leader
- Increase SUNY’s overall international student numbers

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
- Within SUNY System Administration, outside of the Office of Global Affairs, the following units are engaged:
  - The application procedure for agency-placed students was established using existing systems so as to keep costs at a minimum. As such, direct collaboration and cooperation was needed with the SUNY Application Services Center. Regular communications are fundamental to the efficacy of the strategy.
  - Recruitment agents are service providers and therefore treated as SUNY vendors. An agent procurement process and standard contract has been set-up in collaboration with the Office of Business Operations and Procurement.
- SUNY Campuses
  - The office liaises closely with all 36 opt-in campuses.
  - It is important to note that this is a collaborative strategy driven by the input of the participating campuses. An international recruitment council (IRC) has been set-up as the primary communication channel to the opt-in campuses.
  - Given the range of topics and issues essential to the opt-in program, a number of sub-committees have been formed to address specific topics. These sub-committees are as follows and each include a combination of system administration and campus representatives:
    - Application Process/ Undergraduate Admissions
    - Business Affairs
    - Community Colleges
    - Graduate Recruitment
    - Marketing
    - Pathways
    - Support Systems/ International Student Services
    - Scholarship Policy
    - Global Reinvestment Fund
    - Short-term Programs
- SUNY-authorized agents
  - Our international partners around the world who are an extension of the admissions offices of the opt-in campuses.
- Service Providers
  - Printing, shipping, software, online events, advertising companies, test providers

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:
International recruitment is a key component of the SUNY and the World Strategic Plan. Two points from the SUNY and the World whitepaper directly reference the applicability of the agency-strategy:
- "Diversify international enrollment across SUNY by partnering with sponsoring agencies to recruit more students from underrepresented regions, particularly from Africa, Central and Eastern Europe, Latin America and the Middle East. [Metric 3]"
- "Enhance the economic impact of SUNY’s international enrollment by recruiting larger numbers of self-funded students at the Associates, Bachelor’s and Master’s level, whose tuition dollars represent an increasingly important revenue stream for SUNY. [Metric 4]"

Metrics for determining if this initiative is successful:
- Increased numbers of international enrollments across the SUNY system.
- Increased economic impact of international student enrollment
Abridged Executive Summary:

The strategy makes use of third-party recruiters, called agents, who are vetted, contracted, and trained by the Office of International Recruitment. This centralization of administrative functions allows campuses to save valuable time in developing and maintaining their relationships. The goal of this strategy is to increase the international student enrollments at the campuses that have opted in.
Team Name: SUNY and the World
Initiative Name: International Student and Scholar Services (ISSS)
Lead Name:

Initiative Overview and Description (History, goals, status of initiative):

Responding to the constant evolution of US government regulations and issues related to serving international populations on our campuses, this initiative serves to provide leadership, support, and guidance to campuses and System Administration regarding international student and scholar issues. In 2011, SUNY Global hired an International Student and Scholar Services Manager to focus on this area system-wide and serve as lead for a variety of ISSS initiatives, as well as to create a systemwide J-1 Visa Exchange Visitor Program. SUNY’s application for J-1 designation was submitted to the Department of State on June 26, 2012. As of January 14, 2013, System Administration was granted J-1 designation to act as the responsible office for a SUNY J-1 Exchange Visitor Program Consortium to allow member campuses to bring exchange visitors, both students and scholars, to their campuses. In addition, we have provided professional development training to SUNY ISSS professionals on F-1 Student Advising.

- CISSS listserv and SharePoint website have over 150 members representing all 64 campuses and system administration.
- The SUNY J-1 EVP Consortium currently consists of 18 member campuses and system administration. This initiative will enhance the number of exchange visitors that come to SUNY campuses once launched.
- These efforts directly impact both retention and recruitment of international students which is one of the six metrics in SUNY in the World.

Please list the objectives for this initiative:

- Creation of a Council for International Student and Scholar Services (CISSS) professionals
- Develop a forum for ISSS professional to communicate and collaborate (CISSS Listserv)
- ISSS SharePoint website was developed to provide direct access to resources and links to facilitate compliance with SUNY, campus and federal guidelines and requirements
- Launch the SUNY J-1 EVP Consortium including development of processes and guidelines, provide campus training, and bring exchange visitors to member campuses system-wide.
- Provide support to campuses in the form of individualized guidance, campus visits, training and resource development for internationalization efforts.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- Government Agencies:
  - Department of State (DoS)
  - Department of Homeland Security (DHS)
  - U.S. Citizenship and Immigration Services (USCIS)
  - Immigration and Customs Enforcement (ICE)
  - Customs and Border Protection (CBP)
  - State and Local Agencies
- We also collaborate with professional organizations that impact the field of international education in identifying resources and provided training such as NAFSA: Association of International Educators.
- Office of International Recruitment, SUNY Global
- SUNY Counsel’s Office
- ISSS Subcommittees:
  - Exchange Visitor Program (EVP) Advisory Council
Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

This initiative supports SUNY’s Strategic Plan by supporting the retention of international students at our campuses, by attracting both talented students and scholars for exchange opportunities, providing internationalization efforts system-wide and increasing exposure of cultural diversity to our domestic students and local community. Throughout New York State, international students contributed a significant $2.6 billion to our state economy in 2011-2012, an increase of 8 percent from the prior 2010-11 academic year.

Metrics for determining if this initiative is successful:

Strong international student services are key to retention and further recruitment of international students. Success of ISSS efforts will be measured by metrics 3 and 4 of the SUNY and the World Strategic Plan:
- Increased enrollment of international students
- Increased economic impact of international student enrollment

Abridged Executive Summary:

This initiative serves to provide leadership, support, and guidance to campuses and System Administration regarding international student and scholar issues. As of January 14, 2013, System Administration was granted J-1 designation (under the J-1 Visa Exchange Visitor Program) to act as the responsible office to allow member campuses to bring exchange visitors, both students and scholars, to their campuses. In addition, we have provided professional development training to SUNY ISSS professionals. This initiative will enhance the number of exchange visitors that come to SUNY campuses once launched. These efforts directly impact both retention and recruitment of international students which is one of the six metrics in SUNY in the World.
Initiative Overview and Description (History, goals, status of initiative):

SUNY campuses operate as a consortium for the administration of study abroad programs, offering nearly 600 programs in more than 50 countries. Our goal is to increase the number of students participating in the existing programs, and to broaden the access to and variety of programs available through the creation of distinct student opportunities for international exposure.

- This initiative includes four programs:
  - CAFI – the Chancellor’s Award for Internationalization supports the development of new and innovative SUNY study abroad programs. Thirty-seven projects have been selected as recipients of this award over the course of four funding cycles.
  - Study in Turkey grants support the development of new study abroad programs and Study in Turkey scholarships provide resources to students with demonstrated financial need to participate in existing study abroad programs in Turkey. SUNY has a long-standing partnership with the Turkish Higher Education Council and Turkish universities that led to the establishment of various dual diploma programs which enroll more than 500 Turkish students at SUNY each year. Our goal is to increase the number of SUNY students who study in Turkey under this partnership.
  - Global Laboratory: Undergraduate research program in international laboratories in the STEM fields: science, technology, engineering and mathematics. This program provides resources for underrepresented and financially disadvantaged students. In the course of two summers, 30 students have traveled to Brazil to engage in a hands-on, research experience.
  - Global Reinvestment Fund Scholarships: With funding provided from the agency-based international recruitment strategy, scholarships will be awarded to students with demonstrated financial need, to increase access and participation in study abroad.

Please list the objectives for this initiative:

- Enlarge and improve study abroad opportunities by broadening the type of program, the destinations, and the fields of study.
- Facilitate access to study abroad by providing financial support to students.
- CAFI – Chancellor’s Award for Internationalization: increase student opportunities for academic experience in countries that are less commonly visited and in academic disciplines that are underrepresented in study abroad.
- Study in Turkey grant and scholarships: increase the number of opportunities available to students to study in Turkey and increase the number of students participating in existing program with Turkish partners. This initiative aims to increase the low SUNY student participation in our Turkish partnerships, which are sustained by the non-resident tuition of more than 500 Turkish students on our campuses annually.
- Global Laboratory: Promote undergraduate student participation in research opportunities overseas, particularly in Brazil, but open to other countries.
- Global Reinvestment Fund Scholarships: to increase access to study abroad for financially disadvantaged students, who are underrepresented in study abroad.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- SUNY’s Council on International Education (CIE)
- SUNY professionals in study abroad, faculty members and business offices
- SUNY Oswego for the Global Laboratory
- SUNY’s Turkish Dual Diploma Coordinators group (representatives of 11 SUNY campuses)
Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This initiative supports the SUNY mission, strategic plan and the improvement of NY by providing a comprehensive education to our students, increasing access to global education opportunities, and helping students to acquire a series of skills and experiences that will enable them to thrive in a competitive global marketplace.

- SUNY and the World, Metric 2 – Enrollment in Education Abroad

Metrics for determining if this initiative is successful:

SUNY and the World Metric 2, Enrollment in Education Abroad

Abridged Executive Summary:

Our goal is to increase the number of students participating in the existing study abroad programs, and to broaden the access to and variety of programs available through the creation of distinct student opportunities for international exposure. This initiative includes four programs: the Chancellor’s Award for Internationalization (CAFI) which supports new and innovative study abroad programs; Study in Turkey grants which support students who need financial assistance to study abroad in Turkey; Global Laboratory which is an undergraduate research program in international laboratories for STEM fields; and Global Reinvestment Fund Scholarships which awards scholarships to students in financial need of assistance.
Team Name: SUNY and the World
Initiative Name: SUNY Global Engagement Program
Lead Name: Bruce Sillner

Initiative Overview and Description (History, goals, status of initiative):

The SUNY Global Engagement Program is designed to provide students with interests in international issues with globally focused internships and a rigorous academic program. This program will be offered by the SUNY New Paltz Political Science and International Relations Department at the SUNY Global Center in NYC every fall starting in 2013. The program will enroll not only SUNY New Paltz students, but also interested students from other SUNY campuses and SUNY partner universities abroad.

Please list the objectives for this initiative:

- To assist students in obtaining a globally engaged and internationally focused internship in New York City
- To bring visibility to SUNY's international program initiatives around New York City in order to raise student profile among potential employers
- To create bonds between international non-governmental organizations and SUNY for student placement, programming and potential employment
- To raise SUNY's visibility in the United Nations and other international organizations in New York City
- To make use of the unique attributes of the SUNY Global Center for innovative academic programming, providing a unique, NYC-based, opportunity to students from across the System.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The Global Engagement Program is a collaborative effort of SUNY New Paltz and SUNY Global. SUNY New Paltz will provide instruction, internship supervision and award credit. The program will be housed and classes will be offered at the SUNY Global Center. The program is open to students from all SUNY campuses. The program director works with political science faculties and other relevant departments throughout SUNY’s 4-year institutions to promote this program. SUNY Global promotes the program to the Council on International Education and the Senior International Officers, as well as through the Chief Academic Officers. Additional collaboration will come from organizations offering internship placements. These include UN affiliates, country missions, NGOs, international businesses, etc.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

This initiative supports the SUNY and the World recommendation to:
- Work with New York State companies and organizations to facilitate internship opportunities for both international students and domestic students with international training.

Metrics for determining if this initiative is successful:

- Increase in number of students participating in globally focused internships.
- Ongoing internship placements at the same NYC organizations
- Number of program alumni working in internationally related organizations
- Greater ties between SUNY and NYC international business and political concerns
- Increased use of the SUNY Global Center for academic programs

Abridged Executive Summary:

The SUNY Global Engagement Program is designed to provide students with interests in international issues with globally focused internships and a rigorous academic program. This program will be offered by the SUNY New Paltz but
will enroll not only SUNY New Paltz students, but also interested students from other SUNY campuses and SUNY partner universities abroad.
The proposed Master’s of International Affairs (MIA) degree to be offered by the Rockefeller College of Public Affairs and Policy at the University at Albany is a professional Masters degree that provides graduate students a broad educational foundation in international relations theory, policy analysis, economics, management, quantitative methods, oral and written communications skills that will prepare them for careers in the public, private and non-profit sectors traversing governmental, sectoral and national boundaries. The International Affairs program will draw on the knowledge and expertise of the Department of Public Administration (primarily economics and management) and the Department of Political Science (primarily international relations and comparative politics) and will complement existing programs in both those departments.

International Affairs (IA) courses will be specifically designed for professionally oriented masters-level students. International affairs courses will be offered at the University at Albany and at the SUNY Global Center in New York City (eventually with about half in each location). All core courses and most elective courses will be offered in the evening (Monday through Thursday). A majority of the courses will be offered in a synchronous distance-learning format that allows students in Albany classrooms to interact in real time with students in the SUNY Global Center, by using videoconferencing and/or tools such as Blackboard’s Collaborate, an application for web-based conferencing and instruction.

Please list the objectives for this initiative:

The MIA would:
- Enable a SUNY institution to meet criteria for APSIA (Association of Professional Schools of International Affairs) membership;
- Increase UAlbany’s (and SUNY’s) standing nationally through APSIA membership;
- Fulfill the promise of a SUNY degree program offered at 116 East 55th Street;
- Establish an MIA program that is distinct in focus from many existing programs in that it explicitly addresses globalization, the impact of globalization on relations between nation-states, the importance of global non-state actors and networks, and management at all levels of governance (Global, national, and local);
- Establish an MIA with a unique emphasis on the development of practical international organizational management skills and monitoring and evaluation methods.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

This initiative involves collaboration between Rockefeller College of the University at Albany and SUNY Global (Office of Global Affairs).

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Establishing an MIA degree program will address the SUNY strategic plan, The Power of SUNY, which holds that “In the globalized economy, students with a broad cultural and international perspective have distinct competitive advantages” and outlines goals such as “create a globally competent student body,” and “increase the opportunities for international exposure throughout all courses and degrees.” Making measurable progress toward those broad goals became the task of the “SUNY and the World” innovation team, which articulated 16 recommendations “Toward Comprehensive Internationalization,” including, “Encourage the expansion of opportunities for globally-oriented SUNY
professional and graduate education, and promote these opportunities to SUNY undergraduates, especially those with globally-oriented majors and study abroad experience.”

Chancellor Zimpher has highlighted the new SUNY Global Center as a focal point of these efforts. By internationalizing education and providing a point of access in NYC, the MIA will enable SUNY to “attract and educate a stronger, more diverse student body.” Moreover, the New York City location for an international affairs program that will produce graduates who primarily go on to public service careers will help SUNY “do a better job of describing its impact to the public.” By bringing faculty and students to the SUNY Global Center in New York City, the MIA program will increase opportunities for contributions to national and international public policy debates from those with SUNY affiliations. Such exposure will help the public understand the importance and relevance of SUNY research and education.

**Metrics for determining if this initiative is successful:**

- This initiative will be deemed successful if the MIA enrolls a first cohort of 22 students beginning in Fall 2014.
- Enrollment target is to reach a steady state of program enrollment of 130 students by Fall 2019.
- A successful application for the first APSIA member institution at SUNY will demonstrate the success of this initiative.

**Abridged Executive Summary:**

The proposed Master's of International Affairs (MIA) is a professional Masters degree that provides graduate students a broad educational that will prepare them for careers in the public, private and non-profit sectors traversing governmental, sectoral and national boundaries. The International Affairs program will draw on the knowledge and expertise of the Department of Public Administration and the Department of Political Science and will complement existing programs in both those departments. International Affairs (IA) courses will be specifically designed for professionally oriented masters-level students and will be offered in the evenings (Monday-Thursday) at the University at Albany and at the SUNY Global Center in New York City, mostly in distance-learning format.
Initiative Overview and Description (History, goals, status of initiative):

- The Global Scholars Program (GSP) was originally created by the SUNY Levin Institute, SUNY Cortland, and the College at Brockport as part of the SUNY Global Workforce Project, an initiative funded by the U.S. Department Education to internationalize the SUNY General Education curriculum. Due to funding cuts, it was not able to be carried out.
- A new consortium including the SUNY Levin Institute, SUNY Office of International Programs, Binghamton University, Nassau Community College, and SUNY Old Westbury are now developing this program. The goal of the GSP is to strengthen international studies programs on the participating campuses, while recognizing the accomplishments of top performing students in achieving a global mindset, becoming culturally-fluent, and obtaining leadership experience. Currently, the Consortium is preparing a grant application to be submitted in late spring 2013 for funding by the U.S. Department of Education.

Please list the objectives for this initiative:

- The first objective is to strengthen international studies programs and international experiences on the participating campuses
- The second objective is to incentivize and motivate students to pursue multiple “global experiences” (at home and abroad) that lead students to achieve a global mindset, become culturally-fluent, and obtain leadership experience.
- The third objective is to recognize student achievement in the global arena

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The SUNY Levin Institute, SUNY Office of Global Affairs, Binghamton University, Nassau Community College, and SUNY Old Westbury are forming a consortium to seek funding for this project. Furthermore, faculty and staff from Cobleskill, Empire State College, Ulster Community College, College at Brockport are contributing to the development of the key assessment tool to be used in the program.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

The Global Scholars Program addresses the SUNY and the World metrics for diversity in the curriculum and student offering. Capacity building measures undertaken by participating campus may also increase the number of students in SUNY study abroad programs and increase the number of faculty international engagements.

Metrics for determining if this initiative is successful:

- The Global Scholars Program receives funding from the U.S. Department of Education
- 50 students from three campuses participate in the pilot program
- The majority of the students that complete the program demonstrate a global mindset, cultural fluency, and leadership
- Participating campuses internationalize their curriculum through the use of innovative Global Workforce Curriculum modules and globally networked courses
- Participating campuses improve their international programs as demonstrated by increased number of students studying abroad and/or participating in faculty-led trips or other campus-based international programs
- Participating 4-year campuses witness an increase in the number of students taking intermediate level foreign language courses and participating 2-year schools witness an increase in the number of students taking two semesters of foreign language
Abridged Executive Summary:

The Global Scholars Program (GSP) was originally created as part of the SUNY Global Workforce Project, an initiative funded by the U.S. Department Education to internationalize the SUNY General Education curriculum. Due to funding cuts, it was not able to be carried out and a new consortium is now developing this program. The goal of the GSP is to strengthen international studies programs on the participating campuses, while recognizing the accomplishments of top performing students in achieving a global mindset, becoming culturally-fluent, and obtaining leadership experience.
Team Name: SUNY and the World
Initiative Name: SUNY Language PACT (Pipeline-Access-Culture-Technology)
Lead Name: Sally Crimmins Villela

Initiative Overview and Description (History, goals, status of initiative):

On April 5, 2013, SUNY Global and the Office of the Provost, with the support of the University Faculty Senate, will hold an all day workshop entitled SUNY Language PACT: Building Community to Strengthen Language Learning.

This event continues a dialogue about modern language education that was initiated by last year’s workshop, SUNY-MLA Collaboration for Language and Culture Education: Exploring New Structures for a Changing World. Four issues were identified that are central considerations as we seek to enrich the teaching and learning of languages at SUNY in accordance with the goals expressed in the SUNY and the World strategic plan. The SUNY Language PACT (Pipeline-Access-Culture-Technology) initiative seeks to address each of the four concepts. The workshop will provide an opportunity to continue a dialogue on fostering collaboration among and across language programs, increasing student access to language study, and making the most effective use of SUNY’s vast language offerings, faculty expertise, and technology to enhance opportunities for students.

Please list the objectives for this initiative:

- Foster collaboration among and across SUNY language programs and beyond.
- Initiate discussions for building Community of Practice within SUNY.
- Showcase best practices in teaching and learning of language and culture mediated through or supported by technology. The workshop is planned for the day after the Fifth Annual COIL Conference on Globally Networked Learning in order to attract significant expertise in digital learning from that community of practitioners as well.
- Initiate a working group for developing a business plan for the SUNY Language Consortium, the goal of which will be to increase student access to language studies, provide professional development activities for SUNY faculty, and make the most effective use of SUNY’s vast language offerings, faculty expertise, and technology to enhance opportunities for students.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- Office of the Provost
- University Faculty Senate (UFS)
- Community College Faculty Senate
- The COIL Center
- Council on International Education (SUNY study abroad consortium)
- Modern Language Association (MLA)
- Columbia University (Language Consortium)
- Yale University (Language Consortium)
- SUNY Campuses: More than 70 individuals from 25 campuses came to the May 2012 language workshop in Albany. More than 10 SUNY Campuses have been involved in the planning process for the 2013 workshop. The upcoming event is open to non-SUNY participants in order to attract outside expertise, but we expect that majority of the workshop participants will be from SUNY campuses

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This activity is linked to both SUNY’s Mission Plan and the SUNY and the World Strategic Plan. One of the most important competencies of a global-ready graduate is fluency in a foreign language. For many years there has been a
two-tiered structure in foreign language departments that has valued teaching and learning of literature over other uses of language. We need to also 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.

**Metrics for determining if this initiative is successful:**

- Foreign Language Enrollment is one of the six metrics for SUNY and the World Initiative
- Study abroad is another of the six metrics, which is enhanced by better foreign language preparation for our students

**Abridged Executive Summary:**

On April 5, 2013, SUNY Global and the Office of the Provost, with the support of the University Faculty Senate, will hold an all day workshop entitled SUNY Language PACT: Building Community to Strengthen Language Learning. In accordance with the goals of the Strategic Plan, the workshop will provide an opportunity to continue a dialogue on fostering collaboration among and across language programs, increasing student access to language study, and making the most effective use of SUNY’s vast language offerings, faculty expertise, and technology to enhance opportunities for students.
Team Name: SUNY and the World
Initiative Name: Ucosmic
Lead Name: Rebecca Smolar

Initiative Overview and Description (History, goals, status of initiative):
The UCosmic software was initially developed under the leadership of University of Cincinnati (UC) then-Vice Provost for University Affairs, Mitch Leventhal, to comprehensively map global activities taking place across the institutional enterprise, enabling the university to more aggressively leverage assets and achieve internationalization objectives. In 2009, when Leventhal left UC to become the Vice Chancellor for Global Affairs at SUNY, he reached an agreement with UC to form a consortium to create a cloud-based, open-source version of the UCosmic system. The UCosmic Consortium was founded in 2011 and now has 20 members, including SUNY. The UCosmic system is now online and has two modules: agreements and faculty activities.

Please list the objectives for this initiative:
- The UCosmic Consortium aims to form a robust Community of Practice engaged in dialogue on best practice in mapping internationalization across the institutional enterprise.
- The UCosmic Consortium aims to create a complete open-source software package that includes at least the following eight modules: 1) Agreements, 2) Faculty and Staff, 3) Alumni, 4) Students, 5) Representatives, 6) Travel, 7) Corporate Engagement, and 8) Global Press.
- At SUNY, the UCosmic software should strengthen and improve campus and system internationalization efforts through awareness of the myriad of programs, activities, and partners around the world.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
In addition to all 64 SUNY campuses, the Consortium has 20 members from around the world, including the College Board, Institute for International Education, Santander Universities, and universities in the United States, Canada, United Kingdom, China, Australia, Peru, and Egypt, as well as corporate members such as Terra Dotta.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
The UCosmic system will capture the SUNY and the World metrics for both the campuses and the system as a whole. All of the following metrics will be provided by UCosmic once it is completed developed: numbers of international students, diversity in the curriculum and student offerings, number of students in SUNY study abroad programs, and faculty international engagement.

Metrics for determining if this initiative is successful:
- Eight modules are created in the UCosmic system.
- All 64 SUNY campuses adopt UCosmic and provide data in the UCosmic modules.
- SUNY faculty, staff, administrators use UCosmic and provide information about their international activities and programs.
- Additional university and corporate members join the Consortium.

Abridged Executive Summary:
The UCosmic software was initially to comprehensively map global activities taking place across the institutional enterprise, enabling the university to more aggressively leverage assets and achieve internationalization objectives in 2009. When Mitch Leventhal became Vice Chancellor for Global Affairs, University of Cincinnati (UC) agreed to form a consortium to create a cloud-based, open-source version of the UCosmic system. The UCosmic Consortium was
founded in 2011, has 20 members including SUNY, and is now online with two modules: agreements and faculty activities.
Team Name: SUNY and the World
Initiative Name: Fostering Institutional Engagement in the SUNY and the World Strategic Plan
Lead Name: Sally Crimmins Villela

Initiative Overview and Description (History, goals, status of initiative):

The intent is to conduct a series of workshops targeting senior leadership of SUNY campuses to facilitate their engagement in a campus-level strategic internationalization process that will align with the goals and metrics identified in the SUNY and the World plan. The overarching recommendation of the SUNY and the World business plan is that SUNY campuses engage in their own strategic internationalization planning process. Many of our campuses lack the expertise and context to initiate their own internationalization planning, and would benefit from facilitative guidance of these regional planning workshops and appropriate follow-on activities such as dissemination and sharing of promising practices among campuses and support and formation of communities of practice.

The team has set a tentative schedule for two workshops to be held in June of 2013. Potential speakers have been identified and approached to confirm their interest and availability. The letter will go out to the presidents of opt-in campuses to identify three senior leaders on each campus to lead this initiative and take charge of deliverables.

Please list the objectives for this initiative:

By coordinating and working together with SUNY international education leaders from throughout the system (through workshops or direct engagement), the Office of Global Affairs, as the implementing unit of the SUNY and the World innovation team will offer campuses:
- The ability to implement new programming and services;
- The opportunity to improve access to services and programs where such is currently restricted;
- Consultancies, training and support where international programs and services are incipient or non-existent;
- The ultimate objective of this initiative is to prepare globally competent graduates ready for the challenging careers that the new millennium will have to offer.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- SUNY Campuses
- SUNY Strategic Planning Unit
- Investors Participating Campuses
- Sponsors Participating Campuses
- Supporters Participating Campuses
  - Global Advisory Council; Council on International Education; International Recruitment Council; Council on International Student and Scholar Services
- Community/Local
  - Surrounding communities of participating campuses
- Regional:
  - CUNY, NYC Department of Economic Development, county and regional economic development entities, NAFSA Region X
- State/Legislative
  - NYS Department of Economic Development and the Regional Economic Development Councils, Study New York, clcu, NY Academy of Sciences
- National
Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This activity is linked to both SUNY’s Mission Plan and the SUNY and the World Strategic Plan:

The Power of SUNY Strategic Plan: The SUNY and the World plan critically depends on the initial phase in which individual campuses determine how they can best align their own strategic internationalization plans with the priorities and metrics of SUNY and the World. Thus, SUNY and the World depends upon the proposed initiative to give it traction at the campus level. By conducting strategic internationalization planning workshops and needs assessments, thereby fostering and promoting campus internationalization, SUNY and the World takes a big step forward.

The mission and goals of SUNY: “Power of SUNY” articulates a vision for system-wide internationalization that the proposed initiative serves to advance at the campus level. The initiative also serves to help coordinate institutional international planning with SUNY and the World.

Metrics for determining if this initiative is successful:

All six SUNY and the World metrics pertain to the proposed initiative insofar as participating campuses make these a priority in their internationalization plans:

1. International Student Enrollment
2. Economic Impact of International Students
3. Enrollment in Education Abroad
4. Foreign language Enrollment
5. Prestigious International Awards to Faculty and Students
6. Economic Impact of International Activities

Campuses will determine through their institutional plans which metrics have priority in the implementation phase.

Abridged Executive Summary:

The intent is to conduct a series of workshops targeting senior leadership of SUNY campuses to facilitate their engagement in a campus-level strategic internationalization process that will align with the goals and metrics identified in the SUNY and the World plan. Many of our campuses lack the expertise and context to initiate their own internationalization planning, and would benefit from facilititative guidance of these regional planning workshops. With two tentative workshops scheduled for June 2013, potential speakers have been identified and approached to confirm their interest and availability. Three senior leaders on each opt-in campus will take charge of this initiative.
Team Name: Shared Services Steering Committee

Chair(s): Brian Hutzley

Key Staff Liaison: Paula Russell

SP Office Liaison: Kaitlyn Beachner

Shared Services Steering Committee Initiatives and Leads

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<td>Tom Hippchen</td>
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<tr>
<td>Campus Alliance Networks</td>
<td>Brian Hutzley</td>
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Why was this team created?:

The Shared Services team was created to manage the myriad of initiatives currently being implemented across SUNY with the overarching goal of enhancing the core academic and student service missions of our campuses by redirecting resources to them from administrative and non-instructional functions.

What is its original purpose?:

To drive savings across the system to reinvest $100 million over three years back into our direct instruction and student services.

What is the Focus of this team?:

Beyond savings the focus of the work of this team is to drive efficiencies, improve services, enhance quality, develop best practices and innovative approaches toward meeting the goals of Systemness and provide students with a SUNY-wide seamless experience.

How can we measure the outcomes?:

Outcomes can be measured by the Milestones reached, communication plans, dollar savings recognized and monies redirected to student services and academic programs.

Abridged Executive Summary:

Shared Services was created to enhance the core academic and student service missions of our campuses by redirecting resources to them from administrative and non-instructional functions. SUNY will drive savings across the system to reinvest $100 million dollars back to student’s needs within the next 3 years. Through strategic sourcing SUNY will work with the state to use combined buying power to drive savings across the system and provide better service to our students and campuses. The Campus Alliance Network has campuses partner to achieve savings, efficiencies, and improve services.
**Team Name:** Shared Services Steering Committee  
**Initiative Name:** Strategic Sourcing  
**Lead Name:** Tom Hippchen

**Initiative Overview and Description (History, goals, status of initiative):**

Traditionally, the SUNY campuses have been responsible for their purchasing. While there are some instances of University-wide contracts (often in technology) and some regional agreements (typically in energy), SUNY has not collectively planned its spending in a meaningful way. The goal of this initiative is for the SUNY campuses (and where appropriate, the RF) to use its combined buying power to allow savings in commodities and services that we buy, either independently or with the State. This initiative is multi-dimensional and includes working collaboratively with the State, the RF, and both system-wide and regionally.

**Please list the objectives for this initiative:**

- SUNY System Administration, RF Central Office and campuses will work collaboratively to (1) strategically identify opportunities where our aggregate purchasing (either with the State, University-wide, multi-campus, or regionally) may realize significant cost savings as well as increase procurement efficiencies and expertise.
- SUNY will explore membership(s) in GPOs (group purchasing organizations) or consortia for additional potential cost-saving benefits. In cases where SUNY is already a member of a GPO or consortia, we will evaluate those contracts to ensure SUNY (and the RF if applicable) is fully realizing their benefits.
- SUNY will develop a University-wide procurement proposal, which can lead to a sustainable SUNY strategic sourcing program.

**Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:**

Working with NYS DOB and OGS and SUNY Campuses, RF.

**Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:**

The strategic sourcing initiative is connected to several aspects of SUNY’s Mission. First, having the campuses and System Administration working collaboratively on certain procurements speaks directly to the concept of “Systemness.” Secondly, with the goals of strategic sourcing being cost savings and increased efficiencies, the project is perfectly aligned with the Shared Services initiative ($100M savings in administrative services redirected to student instruction). Finally, Governor Cuomo and Chancellor Zimpher have described the SUNY system as the “economic engine” that will drive economic revitalization and help enhance the quality of life in the State of New York. The strategic sourcing strategy of more efficient use of funds is an integral part of achieving this goal.

**Metrics for determining if this initiative is successful:**

- Timelines and potential savings will be contingent on the State’s process for a majority of contracts.

Format for data below: First Two "Waves" of the State's Initiative in which SUNY Participated, Savings Targets, Potential Savings:
- Fleet Cards, 1 - 3%, up to $100k  
- Office Supplies, 10 - 40%, $1.1 - 4.3M  
- IT Software, 11 - 15%, $1.0 - 1.4M  
- IT Hardware, 7 - 12%, $1.2 - 2.0M  
- Med/Lab Supplies, 5 - 23%, $3.0 - 12.0M
- For SUNY specific strategic sourcing (timeline/status):
  - Elevator maintenance (25 campuses, including some community colleges, plus SUNY system and RF central participated. Anticipated start date May, 2013, awaiting final campus signatures, Attorney General and Office of State Comptroller approval. Still calculating cost/efficiency savings).
  - Athletic apparel and footwear (41 campuses have expressed interest, although less may participate once scope is finalized. Request For Proposal being drafted, anticipate contract.
  - Student health insurance (Due to the impact and complexities of the Affordable Health Care Act, securing a healthcare consultant to help us write our solicitation. Still developing timeline).
  - The three hospitals have developed an Integrated Delivery Network (IDN) to consolidate their buying for certain medical supplies (Proposed structure and process awaiting Hospital CFO approval. This project will be continuous, no end date. While awaiting final approval the hospitals have worked collaboratively, savings as of June 2012 are $2M. Savings related to recently ended projects or projects in process are being calculated).

- Metrics to determine cost savings and process efficiencies include; dollars saved, better contract terms, enhanced services received, time saved from combining/consolidating contracts.

**Abridged Executive Summary:**

SUNY will use its combined buying power to allow savings in commodities and services that we buy. Additionally, SUNY System Administration, RF central office and campuses will work collaboratively to identify additional opportunities and, where feasible, pursue University-wide or multi-campus contracts to achieve cost savings and increase procurement efficiencies.
Team Name: Shared Services Steering Committee
Initiative Name: Campus Alliance Networks
Lead Name: Brian Hutzley

Initiative Overview and Description (History, goals, status of initiative):

Campuses were aligned based on common attributes with the goal of working together to identify areas for potential cost savings and opportunities to share services. Through partnerships across the system additional savings and best practices will be generated.

The Harnessing Systemness: Regional Discussions on Efficiency and Effectiveness series is aiding in bringing campuses together by geographic regions and providing the opportunity to celebrate and share their successes and to develop additional networks and relationships to grow upon their efforts and explore additional opportunities for collaboration. Opportunities include:

- Student Services
  - enrollment and recruitment
  - tutoring
  - housing and food services
  - library services
  - athletic facilities and staff
  - student activities

- Employee Services, Diversity, and Inclusion
  - leadership development;
  - diversity programming and training

- Advancement
  - Economic development initiative
  - Grants writing and support.
  - System-wide Alumni support

- Academic Affairs
  - academic programs and course offerings
  - develop collaborative plans
  - faculty development
  - international programs/study abroad
  - training in grant writing

Please list the objectives for this initiative:

- Improving service excellence
- Identify opportunities for increased efficiencies
- Identify costs savings
- Develop best practices
- Promote innovative solutions
Campus Alliance Networks span all of SUNY campuses

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- SUNY’s Mission: outcomes will benefit students through improved services and increased efficiencies.

- Strategic Plan: in line with Six Big Ideas, the initiatives and proposed initiatives submitted by campuses touch on all aspects
  - SUNY-wide print shop utilization efforts
  - On-line tutoring consortium (STAR-NY)
  - Shared dining/food service contract
  - Partnership with NYS Office of General Services to leverage their efforts utilizing best practices for shared services (Procurement, IT and Transaction Processing Center)
  - Consulting services – EOP, financial aid, townhouse development, student activities, auxiliary services, community service
  - SUNY Smart Track Campaign
  - SUNY Business Intelligence (BI) and SMRT programs

- Improvement of NY: Access, Completion, Success for SUNY students will help grow a stronger and well prepared workforce, equipped with the educational and work related skills that aligns with and meets the needs for New York State.

Metrics for determining if this initiative is successful:

Metrics will be monies redirected from administrative costs into academic support and student services. Other metrics include improvements to services, increased efficiencies, and cost avoidance.

Abridged Executive Summary:

Campuses were aligned based on common attributes with the goal of working together to identify areas for potential cost savings and opportunities to share services. Through partnerships across the system additional savings and best practices will be generated. The Harnessing Systemness: Regional Discussions on Efficiency and Effectiveness series is aiding in bringing campuses together by geographic regions and providing the opportunity to celebrate and share their successes and to develop additional networks and relationships to grow upon their efforts and explore additional opportunities for collaboration. Opportunities include student services; employee services, diversity, and inclusion; advancement; and academic affairs.
Why was this team created?:

FAST, created as part of the Getting Down to Business agenda announced by the Chancellor in January 2012, provides advice and guidance for a variety of administrative and financial issues.

What is its original purpose?:

The initial charge was to develop a performance funding model, with a pilot program for the 2012-13 academic year, and allocations reflected in their 2013-14 operating budgets. Although the team spent the first part of 2012 discussing various performance models, from August 2012 through January 2013 the major focus was to guide the development of the Resource Allocation model. Pursuant to the decision to “pause” implementation of the Resource Allocation model, FAST will spend additional time discussing enrollment, especially as it relates to strategic enrollment management, and reviewing the components of the model and recommending any changes that might be necessary.

What is the Focus of this team?:

FAST is an advisory committee, and is charged to provide guidance and oversight for development of policy issues related (but not limited) to the following areas:
- Resource Allocation Methodology/Enrollment Planning
- Budget Planning and Implementation
- Tuition and Fee Strategies
- IT Transformation
- Financial Aid issues
- Community College chargebacks
- MWBE best practices
- Policy Review
- Reporting improvements
- National research needs
- State-wide training needs

How can we measure the outcomes?:

As an advisory committee, the success of FAST could be quantified by identifying the specific policy areas that the committee reviewed, in addition to recommendations regarding the resource allocation model and performance based funding.
Abridged Executive Summary:

FAST, created as part of the Getting Down to Business agenda announced by the Chancellor in January 2012, provides advice and guidance for a variety of administrative and financial issues. The initial charge was to develop a performance funding model. FAST will spend additional time discussing enrollment, especially as it relates to strategic enrollment management, and reviewing the components of the model and recommending any changes that might be necessary.
Team Name: Finance & Administration Strategy Team (FAST)
Initiative Name: Performance Based Funding Model Development
Lead Name: Wendy Gilman

Initiative Overview and Description (History, goals, status of initiative):
FAST was charged with developing a performance based funding model to be used for allocating resources.

Please list the objectives for this initiative:
- Development of a pilot model for state operated campuses
- Development of a PBF allocation model for state operated campuses
- Work with community colleges in reviewing the Governor’s proposal for PBF and submitting an appropriate response

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
- Presentation to CCBOA in October 2012
- Discussions with SUBOA

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
A PBF model supports SUNY’s mission, the Strategic Plan and New York by rewarding performance related to student success

Metrics for determining if this initiative is successful:
No quantitative metrics. Initiative would be deemed successful once new model is implemented

Abridged Executive Summary:
The team was charged with developing a pilot model for performance based funding for the state operated campuses. They are creating an allocation model for those schools. They are also working with the community colleges to review the Governor's proposal for appropriate funding.
Team Name: Finance & Administration Strategy Team (FAST)  
Initiative Name: Resource Allocation  
Lead Name: Brian Hutzley

Initiative Overview and Description (History, goals, status of initiative):
Guidance of development of a resource allocation model

Please list the objectives for this initiative:
Provide guidance on resource allocation model development

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:
No quantitative metrics; initiative would be deemed successful once new model is implemented

Abridged Executive Summary:
The FAST Team is currently guiding the development of a resource allocation model for implementation throughout the SUNY System.
Team Name: Information Technology

Chair(s): Brian Hutzley

Key Staff Liaison: Dave Powalyk

SP Office Liaison: Kaitlyn Beachner

Information Technology Initiatives and Leads

- SUNY Seamless Student Information System (S4) Jean Boland
- Business Intelligence Joe Gardiner
- Human Resources Data Warehouse Redesign and Business Intelligence Initiative Joe Gardiner
- Time and Attendance Joe Gardiner
- Adopt Existing Finance and HR Julie Petti
- Virtual Desktop Infrastructure Joe Gardiner
- Data Center Consolidation Mike Notarius
- SUNY Federated Security (Identity Management or Single identity) Dave Powalyk

Why was this team created?:

The ITTT was created to manage the myriad of technical initiatives currently being implemented across SUNY with the overarching goal of enhancing the core academic and student service missions of our campuses by redirecting resources to them from administrative and non-instructional functions.

Two-Fold Multi-Perspective Approach
- Technology perspective focused on three areas:
  - Academic technology and its seamless use and support on campus
  - Infrastructure and technology efficiencies
  - Administrative Computing and improvements to business functions

Business perspective focused on input from Strategic Teams

Bi-directional communication between ITTT and other Strategic Planning teams regarding their thinking, initiatives, projects and expected outcomes to ensure that integration, alignment and seamless systemness is achievable.

What is its original purpose?:

To drive savings across the system to reinvest $100 million over three years back into our direct instruction and student services.

What is the Focus of this team?:

Beyond savings the focus of the work of this team is to drive efficiencies, improve services, enhance quality, develop best practices and innovative approaches toward meeting the goals of Systemness and provide students with a SUNY-wide seamless experience. To ensure seamless integration of the expected services and to map the requirements to an overall technical university-wide solutions.

- The four key areas of focus that each initiative must align with include:
  - Data Consistency and standardization.
- Infrastructure and hardware requirements.
- Seamless integration with other initiatives and services.
- The preferred standard adopted software and/or services.

How can we measure the outcomes?:

Milestones reached, communication plans, dollar savings and monies redirected to student services and academic programs

Abridged Executive Summary:

The ITTT was created to manage the myriad of technical initiatives currently being implemented across SUNY with the overarching goal of enhancing the core academic and student service missions of our campuses by redirecting resources to them from administrative and non-instructional functions. Beyond savings, the focus of the work of this team is to drive efficiencies, improve services, enhance quality, develop best practices and innovative approaches toward meeting the goals of Systeminess and provide students with a SUNY-wide seamless experience. We will ensure seamless integration of the expected services and map the requirements to overall technical university-wide solutions.
Team Name: Information Technology  
Initiative Name: SUNY Seamless Student Information System (S4)  
Lead Name: Jean Boland

Initiative Overview and Description (History, goals, status of initiative):

The SUNY Seamless Student Information System (S4) is one of the nine initiatives described in the resolution recommended by Chancellor Zimpher to the Board of Trustees on January 25, 2012 and is further described as one of the Strategic IT Transformation initiatives in Vice Chancellor Hutzley’s memo to the campus presidents, dated June 29, 2012. The goal of the S4 initiative is to provide seamless, consistent, and improved system-wide services for students, faculty, and staff. Achieving this goal will assist with future university-wide implementations such as, Degree Planning and Audit, Smart Track, Seamless Student Transfer, Reverse Transfer, Cross-registration, Single Student Identity, and Resident Hall and Housing Management and will also provide consistent information for improved analytics and decision-making at the campus.

The S4 initiative begins with creating university-wide consistent data with the creation of a SUNY-wide standard data dictionary as the outcome of the first sub-project. Consistent data is the foundation upon which all phases of the S4 initiative will build.

The S4 project consists of three sub-projects:
1. Consistent data or creating a SUNY-wide standard data dictionary
2. Seamless student information system solutions
3. Core business processes with limited campus configurations

In addition, the S4 project includes an open application with NYSERDA to provide financial incentives for energy-savings achieved in any of the S4 sub-projects or other SUNY Transformation Office data center initiatives.

Please list the objectives for this initiative:

Service Excellence:
- Seamless Access to System-wide Services
- Enable Consistent Student Services Broadly Across the University
- Provide Consistent Information and Improved Analytics for Decision-Making at the Campus and at SUNY.

Functional and Operational Efficiencies:
- Facilitates System-Wide Use Cases including:
  - Open SUNY
  - Reverse Transfer
  - Cross-registration
  - Seamless transfer
  - SUNY-wide student tracking through graduation
  - Single University identity
- University-wide degree planning
  - Enable Shared Services, Cost Avoidance and Cost Reduction

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- Working with all SUNY colleges, ITEC and SICAS and System Administration.
- Strategic partnerships with Ellucian and Blackboard companies.
Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

The S4 project will help provide seamless access to all of the educational services of SUNY and will facilitate seamless transfer, university-wide degree planning, a single university identity and student tracking through graduation.

**Metrics for determining if this initiative is successful:**

For each of the following three S4 sub-projects:

- Consistent data or creating a SUNY-wide standard data dictionary
  The measurement of success will be the existence of a production version of a SUNY-wide standard data dictionary, complete with data elements, a definition of the data element, and a set of allowable values for each data element.
- Seamless student information system solutions
  The measurement of success is to be determined.
- Core business processes with limited campus configurations
  The measurement of success is to be determined.

In addition, the measurements of success for the open application with NYSERDA is to the achievement of financial savings and assist in providing an energy-smart SUNY.

**Abridged Executive Summary:**

The goal of the S4 initiative is to provide seamless, consistent, and improved system-wide services for students, faculty, and staff. Achieving this goal will assist with future university-wide implementations such as, Degree Planning and Audit, Smart Track, Seamless Student Transfer, Reverse Transfer, Cross-registration, Single Student Identity, and Resident Hall and Housing Management and will also provide consistent information for improved analytics and decision-making at the campus. The S4 initiative begins with creating university-wide consistent data with the creation of a SUNY-wide standard data dictionary as the outcome of the first sub-project. Consistent data is the foundation upon which all phases of the S4 initiative will build.
Team Name: Information Technology
Initiative Name: Business Intelligence
Lead Name: Joe Gardiner

Initiative Overview and Description (History, goals, status of initiative):

The intention of providing campuses with pre-defined dashboards and the ability for campus personnel to create and run their own analysis. Moreover by creating financial and HR views, this initiative will provide for data analytics and an all-funds view of campus monies. Initial focus is on Finance and HR data,

The BI initiative has been campus driven based on a production solution in place at the University at Buffalo and in collaboration with Binghamton University and supported by System Administration in meeting the objectives for this effort.

Please list the objectives for this initiative:

- Phase I—State Operated financial information
- Phase II—SUNY Human Resources information
- Phase III—SUNY Research Foundation information
- Phase IV—Campus Foundation and other campus specific information

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Working with campuses and System administration

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Providing a data driven analytics solution links directly to SUNY’s mission and Strategic Plan.

Metrics for determining if this initiative is successful:

- Usage measures
  - The number of Mainframe/Legacy reports that are eliminated.
  - The number of Dashboard hits that are registered

- Product measures
  - Information quality: The data warehouse should provide accurate, complete and consistent information.
  - System quality: The data warehouse should be flexible, scalable and able to integrate data.
  - Individual impacts: Users should be able to quickly and easily access data; think about, ask questions, and explore issues in new ways; and improve their decision-making because of the data warehouse and BI.
  - Organizational impacts: The data warehouse and BI should meet the business requirements; facilitate the use of BI; support the accomplishment of strategic business objectives; enable improvements in business processes; lead to high, quantifiable ROI; and improve communication and cooperation across the University.

- Development measures
  - Development cost: By providing a centralized and standardized solution for the University this will reduce the costs of developing and maintaining the data warehouse.
  - Development time: The time to develop the initial version of the U-Wide data warehouse should be appropriate.
Abridged Executive Summary:

The intention of this initiative is to provide campuses with pre-defined dashboards and the ability for campus personnel to create and run their own analysis. Moreover, by creating financial and HR views, this initiative will provide for data analytics and an all-funds view of campus monies. The initial focus is on Finance and HR data. The BI initiative has been campus driven based on a production solution in place at the University at Buffalo and in collaboration with Binghamton University and supported by System Administration in meeting the objectives for this effort.
Team Name: Information Technology
Initiative Name: Human Resources Data Warehouse Redesign and Business Intelligence Initiative
Lead Name: Joe Gardiner

Initiative Overview and Description (History, goals, status of initiative):

Redesign the existing SUNYHR Data Warehouse to create a comprehensive repository of the SUNY community. This population currently is comprised of state-operated campuses and includes, but is not limited to faculty, staff and individuals that provide meaningful contributions to SUNY. Historical, current and future data will be maintained for purposes of reporting and analysis at the detail and summary levels. Campus and System Administration will have the ability to view current information and historical trends and also provide input for future projections.

Please list the objectives for this initiative:

- Phase I - Enhancement of the existing SUNYHR Transactional System
- Phase II - Warehouse requirements gathering, design, development and implementation
- Phase III - Initial Dashboard Creation
- Phase IV - Integration with other SUNY Data warehouses
- Phase V - Additional Dashboard Creation based on campus and U-wide need
- Phase VI - Department and Role level data access
- Phase VII - Investigation of interest and business needs for potential Community College inclusion.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

State University of New York state operated campus community including but not limited to:

- University-wide Executive Offices
- Campus Executive Management
- Campus Functional Offices
- Campus Departmental Offices

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

N/A

Metrics for determining if this initiative is successful:

N/A

Abridged Executive Summary:

The goal of this initiative is to redesign the existing SUNYHR Data Warehouse to create a comprehensive repository of the SUNY community. This population currently is comprised of state-operated campuses and includes but is not limited to faculty, staff and individuals that provide meaningful contributions to SUNY. Historical, current, and future data will be maintained for purposes of reporting and analysis at the detail and summary levels. Campus and System Administration will have the ability to view current information and historical trends and also provide input for future projections.
Team Name: Information Technology
Initiative Name: Time and Attendance
Lead Name: Joe Gardiner

Initiative Overview and Description (History, goals, status of initiative):
The SUNYHR time and attendance system will keep a record of the vacation, holiday and sick leave accrual and absences of each employee, and the reasons therefore, whether from sickness, vacation, or leave of absence without pay. In addition, the hours worked each workday and the total hours worked each workweek and absences from work by employees in certain negotiating units or hourly workers must be recorded to ensure the employee’s receiving proper payment for hours actually worked or for leave entitlements.

Please list the objectives for this initiative:
- Phase I - Unclassified Service, non-hourly employees
- Phase II - Classified Service, non-hourly employees
- Phase III - Hourly employees
- Phase IV - Generation of Payment/Payroll Approval Rosters
- Phase V - Investigate Non-Employee time entry
- Phase VI - Financial Reporting

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
Pilot Group:
- Binghamton
- Brockport
- Cortland
- Plattsburgh
- Maritime
- System Administration

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
Significant campus efficiencies and best practices can be realized by automating the current manual and paper driven HR and payroll processes. A Human Resources/Payroll Transaction Processing Model could be completed with a multi-phased approach. Specific areas of focus should include:

- Employment – Automate the campus HR and payroll transactions by developing access and workflow down to the department level so that HR and payroll transactions (hires, separations, promotions, salary increases, etc) can be created and approved online and electronically posted in SUNY HR (subject to HR and payroll review/approval). This would also standardize campus forms and processes, leading to the sharing of campus best practices across the system.
- Employee Self Service – Develop employee self service functionality to allow employees to change addresses, update personal information, and complete certain tax and deduction forms online (subject to HR and payroll review/approval).
- Time & Attendance – Implement a uniform automated time and attendance system across all bargaining units to eliminate the current paper, labor-intensive process. The system will be implemented in phases and will ultimately electronically generate the associated payroll transactions directly from the automated timesheets (subject to payroll review/approval).
- Comprehensive Management Reporting - Redesign the existing SUNYHR Data Warehouse to create a comprehensive repository of the SUNY community. Develop the capability to provide state-operated campus employees and affiliates
with operational, comparative and strategic reporting tools for all Human Resource and Payroll data.
- Interface – Develop electronic interfaces between existing campus systems and SUNY HR to further automate HR and payroll data.
- Security – Develop a flexible security strategy that could allow transactions to be processed in a shared environment.

**Metrics for determining if this initiative is successful:**

- All SUNY state operated campuses will have access; use will be frequent
- Approximately 75,000 employees will be using the system on a daily, weekly or monthly basis

**Abridged Executive Summary:**

The SUNYHR time and attendance system will keep a record of the vacation, holiday and sick leave accrual and absences of each employee, and the reasons therefore, whether from sickness, vacation, or leave of absence without pay. In addition, the hours worked each workday and the total hours worked each workweek and absences from work by employees in certain negotiating units or hourly workers must be recorded to ensure the employee’s receiving proper payment for hours actually worked or for leave entitlements.
Team Name: Information Technology
Initiative Name: Adopt Existing Finance and HR
Lead Name: Julie Petti

Initiative Overview and Description (History, goals, status of initiative):
To promote, communicate and train campuses on the effective use and functionality of SUNY’s existing Finance and HR systems.

Please list the objectives for this initiative:
- Educate campuses
- Provide end-user training
- Promote more widespread adoption of efficient functionality and paperless processing

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
- Working with all SUNY State operated colleges, CPD and System Administration.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
Supports SUNY’s $100 M goal towards the reallocation and distribution of administrative monies into Student support services and Academic programs

Metrics for determining if this initiative is successful:
- Campus adoption rates
- Attendance at training offerings

Abridged Executive Summary:
This initiative aims to promote, communicate and train campuses on the effective use and functionality of SUNY’s existing Finance and HR systems.
Team Name: Information Technology
Initiative Name: Virtual Desktop Infrastructure
Lead Name: Mike Notarius

Initiative Overview and Description (History, goals, status of initiative):
To establish an efficient and effective means for SUNY to establish and share resources regarding the support of desktops, servers and software. VDI is the name for identifying the technology around virtualizing desktops at the server level and presenting them to various end user devices.

Please list the objectives for this initiative:
- Educate campuses
- Provide services that enable campuses to adopt the VDI strategy at a system-wide level versus locally on each campus
- STATUS: Production service is available from ITEC, test environments are available to any campus interested, first campus (Oswego) is on-boarding to the new service.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
- Working with each technology conference to showcase and provide hands-on opportunities for campuses to interact and learn the benefits of VDI.
- Working with all colleges.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
Supports SUNY’s $100 M goal towards the reallocation and distribution of administrative monies into Student support services and Academic programs.

Metrics for determining if this initiative is successful:
Campus adoption rates

Abridged Executive Summary:
This initiative aims to establish an efficient and effective means for SUNY to establish and share resources regarding the support of desktops, servers and software. VDI is the name for identifying the technology around virtualizing desktops at the server level and presenting them to various end user devices.
Team Name: Information Technology  
Initiative Name: Data Center Consolidation  
Lead Name: Mike Notarius

Initiative Overview and Description (History, goals, status of initiative):
To leverage an efficient and effective means for providing and delivering technology services to our: campuses; system office; to our students, faculty and staff. To appropriately leverage and expand the data center assets provided by the existing University-wide Service Centers at ITEC and OIT while looking for opportunities to leverage additional campus locations to ensure quality services are available to all campuses in a consistent seamless manner.

Please list the objectives for this initiative:
- Provide data center services that enable campuses to adopt the broader set of Core Service at the system-wide level versus locally on each campus

Consolidation goals include:
- Better security
- Ability for campuses to reallocate staff to support on campus technology requirements.
- Provide full 24x7 x365 coverage - campuses would realize better support coverage
- Lower Total cost of ownership
- Save millions in Energy
- Save millions in infrastructure on Data Centers being replicated all over the state

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
Supports SUNY’s $100 M goal towards the reallocation and distribution of administrative monies into Student support services and Academic programs

Metrics for determining if this initiative is successful:
- Campus adoption rates
- Staff reorganizations to better align for support of instructional delivery

Abridged Executive Summary:
This initiative will leverage an efficient and effective means for providing and delivering technology services to our: campuses; system office; to our students, faculty and staff. It will also aim to appropriately leverage and expand the data center assets provided by the existing University-wide Service Centers at ITEC and OIT while looking for opportunities to leverage additional campus locations to ensure quality services are available to all campuses in a consistent seamless manner.
Team Name: Information Technology
Initiative Name: SUNY Federated Security (Identity Management or Single identity)
Lead Name: Dave Powalyk

Initiative Overview and Description (History, goals, status of initiative):
To establish a single consistent identity that enables students, faculty and staff seamless secured access to services across the University, no matter where they originate. Additionally, to integrate with any service provider (New York State, Federal, campus or otherwise) via a consistent industry-standard secured solution.

Please list the objectives for this initiative:
- Adopt standards based university-wide Distributed Service Provisioning via Federation
- Enable Information sharing and maintenance across all SUNY entities
- Establish common mechanisms by which information is accessed in a secured manner
- Enable university-wide and campus-based systems to provide a richer user experience
- To ensure that identity credentials are established and maintained at the campus source where an individual’s identity and entitlements are verifiable and maintainable
- To ensure that all services are terminated immediately university-wide when appropriate
- To ensure that all SUNY locations remain in compliance with State and Federal requirements

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:
- Supports SUNY's $100 M goal towards the reallocation and distribution of administrative monies into Student support services and Academic programs
- A core service to achieve all systemness goals

Metrics for determining if this initiative is successful:
- Campus adoption rates
- Better overall security scores for our campuses regarding the adoption of secured access to services as part of the SUNY Self Assessment Questionnaire regarding Campus Information Security programs and management.

Abridged Executive Summary:
This initiative will establish a single consistent identity that enables students, faculty and staff seamless secured access to services across the University, no matter where they originate. Additionally, this initiative aims to integrate with any service provider (New York State, Federal, campus or otherwise) via a consistent industry-standard secured solution.
The Power of SUNY

Team Name: Delivering on the Six Big Ideas
Chair(s): Kaitlin Gambrill, Rebecca Grace, John McDonald
Key Staff Liaison: Rebecca Grace
SP Office Liaison: John McDonald

Delivering on the Six Big Ideas Initiatives and Leads

- IBM POC Project
- SUNY IT Report Card BI Tool
- Annual Report Card
- Survey Process and Tools

Why was this team created?:

This team was created out of a promise the Chancellor made at the 2012 State of the University Address....

Delivering on 6 Big Ideas

The second wall of the so-called "iron triangle" we must break through is productivity.

As you know, in The Power of SUNY, our strategic plan, we have something very special—our 6 Big Ideas.

Each of the Big Ideas—the Entrepreneurial Century; the Seamless Education Pipeline; a Healthier New York; an Energy-Smart New York; the Vibrant Community; and the World—each has its own set of what we call—and this brings us back to Jim Collins again—Big, Hairy, Audacious Goals.

But how do we track these? How do we know we are moving the dial on these critical issues for New York?

That is precisely why we've created the SUNY Report Card.

In the coming year we will take the Report Card from a statement about accountability—the "You can hold us to it" promise—to a testament to progress and a tool for improvement. Let me explain this step in two parts:

To begin, we are investing SUNY resources, and looking to external support as well, in a discrete set of measurable actions. We will assess the impact of those actions by the data collected in our report card.

What is its original purpose?:

The teams purpose is to support the data needs of the Strategic Plan, most specifically the Report Card. The team also helps design, create, organize and test SP data systems.

What is the Focus of this team?:

1) Produce Annual Report Card
2) Design and Create POC for Online Report Card Tool
3) Implement Full-scale Online Report Card Tool
How can we measure the outcomes?

Abridged Executive Summary:

Each of the Six Big Ideas has its own set of what we call “Big, Hairy, Audacious Goals” which we track using the SUNY Report Card. We take the Report Card from a statement about accountability—the "you can hold us to it" promise—to a testament to progress and a tool for improvement. This step occurs in two phases: investment and assessment.

To begin, we are investing SUNY resources, and looking to external support as well, in a discrete set of measurable actions. We will assess the impact of those actions by the data collected in our Report Card. In the future you'll know how effective those actions are because we will tell you in the Report Card. Across our Six Big Ideas, this adds up to serious economic revitalization and enhances quality of life for all New Yorkers.
Team Name: Delivering on the Six Big Ideas
Initiative Name: IBM POC Project
Lead Name: Rebecca Grace

Initiative Overview and Description (History, goals, status of initiative):
Design and Create POC for Online Report Card Tool – SUNY is working with IBM to create a design and Proof of Concept of an online report card tool. Where appropriate members of this team will help with that project. More specifically, they will be providing drilldown data for a set of metrics.

Please list the objectives for this initiative:
Develop an approach and proof of concept (POC) to highlight potential benefits of an automated SUNY Report Card.

Specifically, the POC will focus on the “A Competitive SUNY” portion of the SUNY Report Card. As published in the Fall of 2011, this section contains approximately 40 metrics generated from many different sources of data within, across and outside of SUNY. Using a single, flat data source supplied by SUNY, IBM will create a scorecard / dashboard view of each “A Competitive SUNY” metric. These views will not include any active drill down capability except as outlined. This will demonstrate the concept of having the full breadth of Competitive SUNY metrics represented in a format that is consumable to those that are interested in actively measuring performance of the metrics.

In addition, IBM will expand the following metrics with drill down capability to provide insight into the performance as broken down.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
The D6BI team, office of Strategic Planning, SUNY Information Technology office and IBM will work on this project together.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
This initiative brings the Report Card data to the web and links the report card, it's data and additional supporting documentation and research together into an interactive platform.

Metrics for determining if this initiative is successful:
No.

Abridged Executive Summary:
Completed in Fall 2012, this initiative developed an approach and proof of concept (POC) to highlight potential benefits of an automated SUNY Report Card. Specifically, the POC focused on the “A Competitive SUNY” portion of the SUNY Report Card. Using a single, flat data source supplied by SUNY, IBM created a scorecard / dashboard view of each “A Competitive SUNY” metric. This demonstrated the concept of having the full breadth of Competitive SUNY metrics represented in a format that is consumable to those that are interested in actively measuring performance of the metrics. In addition, IBM expanded three metrics with drill down capability to provide insight into the performance.
Team Name: Delivering on the Six Big Ideas
Initiative Name: SUNY IT Report Card BI Tool
Lead Name: Rebecca Grace

Initiative Overview and Description (History, goals, status of initiative):
Implement Full-scale Online Report Card Tool – once the IBM POC is complete, analyzed and approved, a full-scale online report card tool will be developed and maintained over time. Members of this group will be asked to help with that project and effort.

Please list the objectives for this initiative:

Phase 2 – DC and ACNY
a. Design (Document for 2012 sections can be modified to guide this process). DC will need to be represented graphically (possibly with pie charts showing only one year with the option to drill into additional years).
b. Development (Internal designer/architect) January – May, 2013

Phase 3 – Targets
a. Establish and analyze targets for ACSUNY, ACNY, and DC
b. Determine how to represent them within each graph or table in the Online Report Card and incorporate them graphically into every section
c. Create Metric Scorecard that compares year-over-year data to 3 and 5 year targets
e. Deployment of “less contentious” targets Spring 2013, and “more contentious” targets Fall 2013.

Phase 4 – Drilling
a. Implementation of this feature will be in phases over 3 years (2013-2015). See Phase 4 document for a timeline for implementation of this feature.
b. Security

Phase 5 - Maintenance
a. Security/user request for access
b. Error handling
c. Enhancements – as data becomes available new dashboards will be necessary

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
The D6BI team, office of Strategic Planning and SUNY Information Technology office will work on this project together.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
This initiative brings the Report Card data to the web and links the report card, it’s data and additional supporting documentation and research together into an interactive platform.
Metrics for determining if this initiative is successful:

No.

Abridged Executive Summary:

Completed in Fall 2012, SUNY working with IBM developed an approach and proof of concept (POC) to highlight potential benefits of an automated SUNY Report Card - specifically the “A Competitive SUNY” portion of the SUNY Report Card. This initiative continues that work with SUNY's IT BI team is creating a scorecard / dashboard view of each "Diversity Counts" and “A Competitive New York” metrics. Not just reporting the data, this tool will track and show progress towards goals for these metrics and explain and document activities and programs implemented by SUNY to attain this progress. Additionally, this initiative plans to expand the Report Card metrics with drill down capability to help the SUNY system and its campuses analyze data and make data driven decisions.
Team Name: Delivering on the Six Big Ideas
Initiative Name: Annual Report Card
Lead Name: Rebecca Grace

Initiative Overview and Description (History, goals, status of initiative):

Produce Annual Report Card - includes collecting, analyzing and compiling data for report card metrics. Each team member represents an office or function that provides data to the Strategic Planning office for the report card. They are responsible for defining the metric, documenting the methodology and answering questions when necessary. When collecting the data they are responsible for providing accurately data by campus, analyzing the data trends over time, and explaining the results to the Strategic Planning office and answering questions when necessary.

Please list the objectives for this initiative:

To use data to carry out the strategic plan in an absolutely transparent and responsible manner.

embrace our public mission to “move the dial” in a positive direction regarding critical social issues facing the state, the nation, and the world.

Embracing accountability by laying out our goals — small and big, immediate and long-term — and asking New Yorkers to hold us accountable

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The annual reports card involves the combined efforts of several SUNY System Administration offices, the research foundations, all the six big idea teams, many of the getting down to business teams and the campuses in the form of data surveys and research requests. We are also working with the SED, DOL and the department of taxation on a few metrics.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

The report card was outlined in the Strategic Plan itself – “Achieving the goals of this Strategic Plan will only be possible if we commit to the ongoing measurement of our progress—and if we resist the all-too-human impulse to move the goal posts when the results aren’t to our liking. SUNY already generates a vast amount of information related to performance and progress, but we can still be better and faster in capturing data, measuring our progress, extracting value, and disseminating what we learn. A culture of data-driven accountability is one of the most enduring legacies we can leave for those who will reinterpret SUNY’s goals for succeeding generations.”

Metrics for determining if this initiative is successful:

Abridged Executive Summary:

Produce Annual Report Card - includes collecting, analyzing and compiling data for report card metrics. Each team member represents an office or function that provides data to the Strategic Planning office for the report card. They are responsible for defining the metric, documenting the methodology and answering questions when necessary. When collecting the data they are responsible for providing accurately data by campus, analyzing the data trends over time, and explaining the results to the Strategic Planning office and answering questions when necessary.
Team Name: Delivering on the Six Big Ideas
Initiative Name: Survey Process and Tools
Lead Name: Rebecca Grace

Initiative Overview and Description (History, goals, status of initiative):
TBD

Please list the objectives for this initiative:

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

Abridged Executive Summary:
TBD
Team Name: Task Force on Remediation
Chair(s): Johanna Duncan-Poitier
Key Staff Liaison: Jay Quaintance
SP Office Liaison: Leydi Zapata

Task Force on Remediation Initiatives and Leads

SUNY Community College Innovation Initiative

Abridged Executive Summary:

SUNY spends $70 million a year in remediation. The Chancellor has invited K-12 leaders throughout the state to partner with SUNY in eliminating the need for remediation over the next decade. Through working collaboratively with SUNY’s teacher educators, current k-12 teachers, k-12 leadership across the state and with national experts in the area, this team will work to end the need for remediation.
Team Name: Task Force on Remediation
Initiative Name: SUNY Community College Innovation Initiative
Lead Name: Jay Quaintance

Initiative Overview and Description (History, goals, status of initiative):

Please list the objectives for this initiative:

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

Abridged Executive Summary:

The SUNY Community College Innovation Initiative (CCII) seeks to enhance the position of SUNY as a premier community college system nationally by building a sustainable infrastructure for the strategically coordinated development, implementation, replication and publicity of innovative practices across the 30 SUNY community colleges. Attention on the community college sector has increased nationally over the past decade; community colleges are increasingly seen as key elements of economic revitalization plans developed at the community, state and national levels. Demands for immediate and substantial improvements in student success and completion as well as re-imagined funding models place pressure on the colleges to innovate or parish. Increasingly, it is recognized that if community colleges are to fulfill the expectations of their diverse stakeholders, radical innovation is required. This initiative will provide for the development and implementation of a strategic method to achieve this type of innovation at scale across NYS.
Team Name: Strategic Enrollment Management

Chair(s): David Lavallee

Key Staff Liaison: Lisa Montiel

SP Office Liaison: John McDonald

Strategic Enrollment Management Initiatives and Leads

| Strategic Enrollment Management | Lisa Montiel |

Why was this team created?:

The Strategic Enrollment Management Team was created to integrate system-wide resources, programs, and planning to maximize enrollment and alignment of academic program opportunities to meet the current and future needs of students and employers.

What is its original purpose?:

The original purpose of the Strategic Enrollment Management Team was to determine system/campus capacity to meet the demands of New York’s workforce and of student interests; to enhance recruitment efforts; to align SUCF facilities master plans with campus-level and system-wide academic priorities; and to explore incentives to establish or expand high-needs programs and the means to sustain them.

Originally, student mobility/transfer and student/program costing were included in the SEM Team’s charge, but those responsibilities are now assigned to other teams.

What is the Focus of this team?:

The focus of the Team is on strategic enrollment planning and expanding academic program opportunities to meet the current and future needs of students and employers.

How can we measure the outcomes?:

The metrics for each of the SEM initiative components are described in the initiative report.

Abridged Executive Summary:

The Strategic Enrollment Management (SEM) Team will focus its efforts on enrollment capacity, program distribution, and the integration of enrollment planning and revenue forecasting. SEM will work closely with the Budget Task Force to determine which campuses can expand their enrollment capabilities in order to secure more funding – SUNY’s most valuable source of revenue.
Team Name: Strategic Enrollment Management
Initiative Name: Strategic Enrollment Management
Lead Name: Lisa Montiel

Initiative Overview and Description (History, goals, status of initiative):

To fulfill its statutory mission, while also advancing The Power of SUNY strategic plan, the State University of New York must effectively manage its enrollment. Moreover, in support of New York’s economic revitalization, tighter coupling is needed between the workforce needs of the State and targeted academic programs. Working closely with campuses, the Strategic Enrollment Management initiative seeks to maximize enrollment and expand academic program opportunities to meet the current and future needs of students and employers.

The SEM Initiative will determine system and campus capacity for degree programs and students using internal and external data. SEM will align enrollment management with regional, statewide and national employment trends through analyses of labor, demographic, and socio-economic statistics to determine program need, to expand on the successful “High-Needs” funding program, and to design a tool that informs key stakeholders on how a degree from SUNY translates into a job (especially a job in New York State). SEM will identify and harness SUNY’s capacity in strategic industry clusters to help ensure that SUNY is producing the graduates to fill jobs and drive innovation in these critical industries.

To maximize SUNY’s recruitment efforts, both in-state and out-of-state, SUNY seeks to leverage its brand and growing national recognition, to dramatically expand its reach and market penetration. This component of SEM requires objective assessment of SUNY’s current recruitment infrastructure and market share compared to that of peer states, systems, and institutions. Critical data will help guide a comprehensive approach to recruitment, supporting both system and campus-level enrollment goals. Campuses would receive much needed support in strategic enrollment management, including focused attention on increasing applications from target populations, packaging students and leveraging sources of financial aid, enhancing yield rates, and recruiting out-of-state students.

An essential aspect in determining system and campus capacity for degree programs and students is an extensive examination of the capacity and use of SUNY’s educational facilities. Through the Facilities Master Plans, we are matching available facilities with programmatic needs to determine which campuses have capacity that can be utilized or expanded at a reasonable cost. In order to capture system potential for growth/no-growth, SUNY will analyze individual campus plans and how they relate to the system as a whole, in the context of demographic and economic trends in New York State and beyond.

In 2012-13, the Strategic Enrollment Planning Analyst has been creating the data environment necessary for strategic enrollment planning, including creating crosswalks of all SUNY academic programs with occupations and determining SUNY’s capacity to fulfill New York State’s projected workforce needs. Additional temporary staff hires to assist the Strategic Enrollment Planning Analyst will be made in the last months of the current fiscal year.

The out-of-state and metro/NYC recruitment advisory committees have been formed and plans to enhance recruitment efforts are underway. The 2013-2014 SUNY High Needs Program request for applications was released in January 2013. Funding decisions are anticipated to be finalized in April 2013.

Please list the objectives for this initiative:

The objectives the SEM initiative consists of four components:
1. Create data environment to support SEM planning
2. Enhance SUNY’s recruitment efforts
3. Develop/monitor facilities master plans in concert with SEM goals and priorities
4. Properly fund academic program development and growth in high-need areas, consistent with NYS priorities.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The SEM Initiative involves campus enrollment officers, campus admissions officers, and chief academic officers in the planning and implementation of the initiative. The initiative also collaborates with the State University Construction Fund, New York State Department of Labor, New York State Department of Education, NYS Regional Economic Development Councils, and Empire State Development.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

The SEM Initiative’s goal of expanding academic program opportunities to meet the current and future needs of students and employers directly links to SUNY’s Mission: “The mission of the state university system shall be to provide to the people of New York educational services of the highest quality... in a complete range of academic, professional and vocational postsecondary programs... to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals.”

Strategic Enrollment Management is one of the 9 Getting Down to Business areas. The purpose and goals of the Strategic Enrollment Management Team directly address the following Getting Down to Business priority: producing graduates who are in demand for New York’s future workforce. It is critical for SUNY to provide access to programs that prepare students for twenty-first century careers. The work of the SEM Team complements other areas including student transfer and mobility, access and completion, and the Education Pipeline.

Metrics for determining if this initiative is successful:

Yes, there is a metric in the report card that will link to the measureable success of the SEM team. So far, the metric serves as a baseline. Three years of data for the metric “Graduates in Support of NYS Workforce Needs” have been compiled and targets have been set. The SEM Team’s measurable success will also be reflected in the SUNY and a Healthier New York metric “The Right Professionals in the Right Places.” This metric and its targets are still a work in progress.

Other metrics for determining if the Initiative is successful are outlined below by each of the four initiative components.

The outcomes for creating data environment to support SEM planning (Component 1) are:
- Clear data (current and projected trends) provided about careers/jobs, demographics, SUNY’s academic programs and capacity—all made appropriately accessible to a wide range of audiences (students, faculty, administrators, businesses); These data have supported SUNY’s report card metrics and target-setting objectives.
- Dollars saved by avoiding unnecessary and/or unsustainable program development.

The outcomes for enhancing SUNY’s recruitment efforts (Component 2) are:
- Establish “presence” nationally in key states.
- Effective out-of-state recruitment process as demonstrated by upward trends in both applications and enrolled students (e.g., specific target: double the number of domestic out-of-state students enrolled from 15,000 to 30,000 by 2018).
- Enhanced metro-NY recruitment process as demonstrated by upward trends in both applications and enrolled students.

The outcomes for developing/monitoring facilities master plans in concert with SEM goals and priorities (Component 3)
are:
- Measured by the billions of capital strategically invested in areas that support SUNY’s mission to serve New York State, and a SUNY Capital Facilities Plan that aligns with The Power of SUNY and is tightly linked to academic plans and priorities.
- The capacity of SUCF and campuses to deliver the plan successfully, as well as campus tolerance for disruption due to construction activities, were also considered. SUCF and SUNY continued to work in a partnership, arriving finally at an agreed upon total capital need for the system which was approved by the SUNY Board of Trustees.
- Based upon levels and types of funding authorized, SUNY and SUCF now have a far more sophisticated system in place to respond by prioritizing capital needs across the system.

The outcomes for properly funding academic program development and growth in high-need areas, consistent with NYS priorities (Component 4) are:
- A dynamic High-Needs Program that is data-driven supporting critical investment.
- An increase in enrollment and degree production/capacity in high-needs fields.

**Abridged Executive Summary:**

To fulfill its statutory mission, while also advancing The Power of SUNY strategic plan, the State University of New York must effectively manage its enrollment. Moreover, in support of New York’s economic revitalization, tighter coupling is needed between the workforce needs of the State and targeted academic programs. Working closely with campuses, the Strategic Enrollment Management initiative seeks to maximize enrollment and expand academic program opportunities to meet the current and future needs of students and employers.
Team Name: Student Mobility Task Force

Chair(s):

Key Staff Liaison:

SP Office Liaison: sub_Reporting_Initiatives

Why was this team created?:

What is its original purpose?:

What is the Focus of this team?:

How can we measure the outcomes?:

Abridged Executive Summary:

This task force was set up with the goal of making seamless transfer a reality by Fall 2013. Over time this group became a sub-group of the Student Success and Completion team and together they completed seamless transfer a year early. The team and initiatives work has been rolled up into the Student Success and Completion Team.
Team Name: Chancellor’s Online Education Advisory Group
Chair(s): Nancy Zimpher
Key Staff Liaison: Carey Hatch
SP Office Liaison: John McDonald

Chancellor’s Online Education Advisory Group Initiatives and Leads

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Why was this team created?:

There are three significant parts to the Chancellor’s Charge: 1) to gain common understanding of online learning across SUNY, 2) develop a vision for “scaling up” programs to support public education, and 3) define a strategy for moving forward.

1. To establish a common understanding of SUNY’s current online environment and online learning markets:
   - Define the scope of online learning environments for this activity
   - Identify, map and analyze the existing on-line/distance learning environment within the system, including areas of intercampus cooperation and competition, and campus leadership initiatives such as Empire’s participation in Open Education Resources University
   - Identify evolutions in the higher education market and online learning within that market
   - Identify primary drivers for online courses/programs for: each sector, level (undergrad vs. grad), international students, Open Learning
   - Identify specific program areas where coordinated efforts can fill a gap for guaranteed courses in the major that can be offered online
   - Assess the potential impact to online learning as a result of the Innovative Instruction Report and evolution of SCAP funding to Innovation Grants

2. Develop a shared vision for scaled up, high quality, online learning environment to better align, integrate and represent online teaching and learning among our campuses to improve student access, success, retention, time to degree and degree completion. This environment will leverage initiatives and course and degree offerings from all SUNY campuses to the benefit of our students, New York State citizens and learners throughout the world. Assess the competitive advantage for attracting New York based online learners, who are increasingly turning to the for-profit sector for online education.

   - Establish Guiding Principles to clarify future expectations regarding: quality; student success, retention and completion; markets served; primary goals for online instruction; support services; inter-campus collaborations; degree
-Propose business models and SUNY policies to incent appropriate online program and course development to break the “iron triangle” of cost, productivity and access and completion (possibly involving part time and adjunct faculty at the comprehensive colleges).

3. Recommend an implementation strategy to deliver, grow and govern a more cohesive, scaled up, high quality SUNY distance learning environment that demonstrates the strength of the SUNY System.

-Review and align the vision with activities of other committees associated with Getting Down to Business

-Identify priority activities to advance online learning

-Establish a baseline budget to move forward with priorities

-Identify organizational structures and responsibilities (including development of a full implementation plan)

-Detail a governance structure to oversee the initial implementation and ongoing management of the SUNY Online Environment. This organization must align with other governance organizations associated with Getting Down to Business

What is its original purpose?:

-Efforts and initiatives already in development such as services provided by various University-wide programs such as the SUNY Learning Network (SLN), Center for Professional Development (CPD), and the Office of Library and Information Services (OLIS);

-Activities already underway as part of the Faculty Advisory Council on Teaching and Technology (FACT2) Task groups;

-Projects that have been funded by Innovative Instruction Technology Grants (IITG); and

-Organizational and operational enhancements that will make achievement of goals possible.

What is the Focus of this team?:

SUNY is well positioned to be the largest deliverer of online programs in the country, but in order to realize this vision, we must leverage our “systemness.” SUNY now delivers more than 200 complete online degree and certificate programs with thousands of fully online courses and 100,000+ enrollments annually. This team investigated (and is continuing to report on):

-Adopting and leveraging established best practices and metrics for online teaching and learning SUNY-wide;

-Using collective resources to pursue inter-campus opportunities through cooperation when economies of scale apply to keep access to education affordable;

-Providing scalable, supportable innovative learning environments proven to engage 21st century learners;

-Expanding innovation and research through a combination of SUNY-wide grants, formal initiatives, advisory group efforts, and campus-based research activities;

-Utilizing online environments to engage students at a global level, providing opportunities for intercultural and international scholarly interaction;

-Connecting our vast library of academic support resources, via online and mobile technologies, to better serve our learners across the globe; and

-Offering an array of online education and training programs to support critical workforce development demands by supporting working adults and those seeking employment.

How can we measure the outcomes?:

By the success measured from each of the strategic goals as articulated in the interim report Delivery on specific goals as articulated through the Power of SUNY’s innovative instruction transformation team efforts, combined with the work and vision of other strategic transformation initiatives. Open SUNY will:

- Increase access to SUNY degrees by leveraging SUNY-wide program mobility initiatives to improve degree completion and time to degree, by establishing University-wide access to coordinated degree completion programs.

-Consistent with SUNY Strategic Enrollment Management and Shared Services initiatives, develop and deliver a targeted set of online degree and certificate programs in support of continuing education and workforce development needs for key industries driving economic development across the State.

-Leverage Empire State College’s nationally recognized prior learning assessment (PLA) services and openly extend them to all students.
-Scale up innovation and research of online environments and in the provision of faculty and student support services, to ensure quality delivery that improves educational outcomes.
-Extend SUNY’s educational and cultural opportunities throughout New York State to national and international student populations.
-Reduce the cost barriers to education and research through economies of scale by adopting and producing Open Education Resources (including some courses), Open Access Journals, Open E-Textbooks, and Open Courseware.
-Provide a robust set of federated services and infrastructure to support quality online learning that promote student success by embedding collaboration and communication tools that build communities and assist students with navigating services that support learning outcomes across the system.
-Offer workforce development programs in online formats and environments that serve the needs of working adults, are responsive to business and industry communities, and that leverage and partner with Regional Economic Development Councils to identify and deliver education unique to regions.
-Integrate credit-based, discipline specific faculty-supervised experiential education to improve instruction, assess teaching and learning, and interact with communities and cultures beyond the academy.
-Additional, more specific measurement will be articulated in the coming months as the advisory group completes the current effort and an implementation team is charged in the Fall of 2013.

Abridged Executive Summary:

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 a new presence on iTunes U, Open SUNY will be launched in time for the Fall 2013 semester. The goal is to demonstrate the strength of the SUNY system through a cohesive, scaled up, high quality distance learning environment.
Team Name: Chancellor’s Online Education Advisory Group  
Initiative Name: Complete SUNY  
Lead Name: Amy McQuigge

Initiative Overview and Description (History, goals, status of initiative):
The Complete SUNY program will identify and support former SUNY students who wish to return to SUNY to earn a degree. This program is designed to increase graduation rates system-wide.

Please list the objectives for this initiative:
- Identify, contact, and recruit SUNY students who are close to, but have not completed their degree to reapply at SUNY Empire State College
  - We will be collecting data from SUNY IR for students who have not enrolled in more than 3 years but less than 4 who are within 64 credits of the Bachelor of Arts degree
  - Our preliminary goal is to contact identified students by June 2013 through a direct mail campaign
- Provide advising services to applicants to help them complete their degrees
- Create a model and agreements with other colleges and universities to expand the program SUNY-wide
- To increase SUNY’s graduation rate and time to completion
  - Our preliminary goal is for 10% reapplication of identified stop-outs

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
-Our initial outreach will involve stop-outs from each of the SUNY campuses.
-We will develop MOUs with SUNY campuses to increase the reach of the project

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
-As part of OPEN SUNY and “The Power of SUNY” strategic plan, Complete SUNY addresses the need for students to find innovative pathways to graduation, including affordable, alternative delivery models through distance education.
-By providing students with a chance to finish the degree they have already started at SUNY Empire State College, our students will reduce their time to degree completion, allowing for a more seamless career transition which will provide New York State with more college graduates.

Metrics for determining if this initiative is successful:
The SUNY Success Rates (measuring time to completion) Graduation Rates (measuring percent of students completing) are both linked to the OPEN SUNY project and are an integral part of the Complete SUNY project.

Abridged Executive Summary:
The Complete SUNY program will identify and support former SUNY students who wish to return to SUNY to earn a degree. This program is designed to increase graduation rates system-wide. The goal is to: Identify, contact, and recruit SUNY students who are close to, but have not completed their degree to reapply at SUNY Empire State College; collect data from SUNY IR for students who have not enrolled in more than 3 years but less than 4 who are within 64 credits of the Bachelor of Arts degree; provide advising services to applicants to help them complete their degrees; create a model and agreements with other colleges and universities to expand the program SUNY-wide; and increase SUNY’s graduation rate and time to completion.
Team Name: Chancellor’s Online Education Advisory Group  
Initiative Name: SUNY REAL  
Lead Name: Amy McQuigge  

Initiative Overview and Description (History, goals, status of initiative):  
SUNY REAL was initially presented as part of Empire State College’s Open SUNY Proposal in April 2012. It was based off of a grant that Empire had been working on with Lumina.

Please list the objectives for this initiative:
- To create and implement a framework that assesses college-level learning in open educational resources.  
- To refine and reuse the framework based on recommendations from an academic team and expert panel  
- To model the use of the framework for other colleges and universities  
- To freely and openly disseminate our research  
- To increase the number of students that participate in and campuses that accept prior and emergent learning assessment  

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:  
This team has collaborated with CAEL: The Council for Adult & Experiential Learning, the Saylor Foundation, and the Lumina Foundation during the grant writing and execution processes.  

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:  
- As part of OPEN SUNY and “The Power of SUNY” strategic plan, SUNY REAL addresses the need for students to find innovative pathways to graduation, including affordable, alternative assessment models through emerging technologies.  
- By providing additional opportunities to utilize prior and emergent knowledge, our students will reduce their time to degree completion, allowing for a more seamless career transition which will provide New York State with more college graduates  

Metrics for determining if this initiative is successful:
- The SUNY Success Rates (measuring time to completion) Graduation Rates (measuring percent of students completing) are both linked to the OPEN SUNY project and are an integral part of the Complete SUNY project.  
- We will also be measuring and reporting the inquiry rate (how many recruited students inquire about the program), the conversion rate (how many students who inquire apply), and the admission yield (how many readmitted student enroll).  

Abridged Executive Summary:  
SUNY REAL addresses the need for students to find innovative pathways to graduation, including affordable, alternative assessment models through emerging technologies. By providing additional opportunities to utilize prior and emergent knowledge, our students will reduce their time to degree completion, allowing for a more seamless career transition which will provide New York State with more college graduates. The goals of this initiative are: To create and implement a framework that assesses college-level learning in open educational resources; to refine and reuse the framework based on recommendations from an academic team and expert panel; to model the use of the framework for other colleges and universities; to freely and openly disseminate our research; to increase the number of students that participate in and campuses that accept prior and emergent learning assessment.
Team Name: Chancellor’s Online Education Advisory Group
Initiative Name: Open SUNY Online Consortium
Lead Name: David Lavallee

Initiative Overview and Description (History, goals, status of initiative):

The Open SUNY Consortium will capitalize on the SUNY Learning Network to offer the most extensive array of online courses and degree programs in the country. This unified approach to online education will provide learners with cost effective options by allowing students to take courses across multiple SUNY institutions to receive financial aid from their home institution.

Please list the objectives for this initiative:

SUNY’s online systemness will spark new innovations with emerging technologies and flexible approaches to learning, while supporting student mobility and improving completion rates.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The Open SUNY Online Consortium will support the next generation of open and online teaching and learning through expanded faculty development and training at the Center for Professional Development (CPD) and interconnected teaching and learning centers and libraries, with an emphasis on instructional design and emerging technologies such as MOOCs, ePortfolios, and mobile learning. SUNY will leverage system resources, such as web conferencing software, to share best practices across SUNY, and engage faculty, librarians, and instructional designers in conversations about the latest trends in open and online learning, while providing incentives, such as the Innovative Instruction Technology Grants, to encourage and promote curricular innovations across the system.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- While participation in the Open SUNY Consortium will become a SUNY system requirement, each campus retains program administration as before, such as admissions, continuation, and graduation requirements, and each campus will prioritize access of online offerings to its campus-registered students.
- Open SUNY will realize significant workforce development by opening access to education and providing an “on ramp” to students who have “stopped out.”

Metrics for determining if this initiative is successful:

Measures will be developed by adapting the key advantages articulated in the interim report to measurement criteria. Key advantages include:

- Expanded open and online learning opportunities for learners system-wide;
- Increased opportunity to form partnerships among campuses to create and share courses as fully online programs; allowing a campus to rely on consortium offerings for general education and elective courses as part of a major;
- Leveraging a single point of contact for students (or campuses) as they plan course offerings and program development. This single portal will accurately reflect the availability of existing offerings, and eliminate duplication of effort;
- Fostering and enabling interdisciplinary online development across all 64 campuses, including data collection critical to business and learning analytics;
- Expanding the opportunity to create communities of practice in all areas of online course development, delivery, and student services in both distance and blended offerings across the system, including use of shared tools, such as ePortfolio, to support documentation and sharing of learning throughout the education pipeline journey;
- Collective marketing to state, national and global audiences that are likely cost-prohibitive to a single campus; and
- Providing enhanced access to developmental course offerings as a guided “on ramp” for non-traditional students, or “stopped out” adult learners to prepare, renew and develop the skills necessary to succeed in college level learning environments.

Abridged Executive Summary:

The Open SUNY Consortium will capitalize on the SUNY Learning Network to offer the most extensive array of online courses and degree programs in the country. This unified approach to online education will provide learners with cost effective options by allowing students to take courses across multiple SUNY institutions to receive financial aid from their home institution. SUNY will leverage system resources to encourage and promote curricular innovations across the system.
Team Name: Chancellor’s Online Education Advisory Group
Initiative Name: Open SUNY Degree
Lead Name: David Lavallee

Initiative Overview and Description (History, goals, status of initiative):

- Campuses will continue to confer degrees and will continue to make decisions about what new courses and programs to propose for online or blended delivery. The term "Open SUNY degree" refers to functional coordination of policies and practices that "systemness" will allow for, not the actual degree conferrals that are the role of the campuses.

- The Office of the Provost will coordinate the functions necessary to leverage existing University-wide programs and new partnerships in service to all of Open SUNY. The Provost will work with campuses and provide incentives to offer new, high needs, online degree programs that will not necessarily require the host campus to develop or provide all the necessary courses to meet credit requirements to confer a degree. University-wide consortia agreements will facilitate financial aid and articulation agreements with the student’s home campus. This will require adoption of best practices for faculty development and support, student support, and course quality assurance.

Please list the objectives for this initiative:

These Objectives will be determined by future efforts as the Chancellor’s Advisory Team completes the report.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

This initiative will require extensive campus involvement and coordination. Initial involvement will come from campus senior administrators. The actual development and delivery of degrees will require cross campus faculty collaboration and coordination of faculty support organizations such as the campus Teaching Learning and Technology Centers, the SUNY Center for Professional Development and the SUNY Learning Network.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This initiative is the major component of Open SUNY.

Metrics for determining if this initiative is successful:

The metrics are not specific to Open SUNY or Online Initiatives, these will need to be defined.

Abridged Executive Summary:

The term "Open SUNY degree" refers to functional coordination of policies and practices that systemness will allow for, not the actual degree conferrals that are the role of the campuses. The Office of the Provost will coordinate the functions necessary to leverage existing University-wide programs and new partnerships in service to all of Open SUNY. The Provost will work with campuses and provide incentives to offer new, high needs, online degree programs that will not necessarily require the host campus to develop or provide all the necessary courses to meet credit requirements to confer a degree.
Team Name: Chancellor’s Online Education Advisory Group
Initiative Name: Open SUNY Resources
Lead Name: Carey Hatch

Initiative Overview and Description (History, goals, status of initiative):

Open Educational Resources (OER) are teaching, learning, and research resources that either reside in the public domain or have been released under an intellectual property license that permits free use or re-purposing of content by others. This may include full courses, course materials, modules, textbooks, videos, tests, software, and any other type of tools, materials, or techniques used to support access to knowledge (Atkins, Brown, & Hammond 2007). A key dimension of the current global open education movement is the development and sharing of open educational resources and courseware.

Please list the objectives for this initiative:

Open SUNY will build on existing digital repositories, making vast amounts of high quality, credible material available to faculty and learners, while simultaneously staking ground as a world leader in creating new resources by leveraging the vast expertise available across SUNY disciplines. Various campuses are already engaged with national and global initiatives related to OERs in the form of Open Textbooks, E-Portfolios and the SUNY Digital Repository (developed by the SUNYConnect library consortium) or funded by Innovative Instruction Technology Grants to further capitalize on cross-campus resources. These form the nucleus of Open SUNY Education Resources - fulfilling the vision of Innovative Instruction as a "network of networks" by linking with other major OER networks such as: Open Learn, OCW, OERu, and Connexions. Taking a cue from MITx, wherein many Open MIT materials can now be used with learner support for application to receive some level of certification, Open SUNY could develop rich digital materials, and link with a network of tutors who will help students requiring developmental coursework for remediation prior to starting or returning to college level learning. Open SUNY coupled with OER resources will “plug the leaks” in the Education Pipeline.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

The initiative is part of Open SUNY and will help us to reduce duplication of effort as faculty members create online courses and instructional materials. This will allow the faster creation of new degree programs and opportunities to create shared instructional modules to achieve learning objectives of general education and pathway courses.

Metrics for determining if this initiative is successful:

- SUNY created consortia multimedia resources;
- Open SUNY Textbooks;
- SUNY MOOCs to be used by campuses in credit-bearing, blended courses;
- Links to a global array of OER in various media that have been vetted and validated;
- Free apps to link students with “learn to learn” metacognition modules and relevant OERs;
- Open SUNY Courseware; and
- The Open SUNY course finder (catalog) of system-wide distance and blended offerings.

Abridged Executive Summary:

Open Educational Resources (OER) are teaching, learning, and research resources that either reside in the public domain or have been released under an intellectual property license that permits free use or re-purposing of content by
others. A key dimension of the current global open education movement is the development and sharing of open educational resources and courseware. Various campuses are already engaged with national and global initiatives related to OERs. Open SUNY could develop rich digital materials, and link with a network of tutors who will help students requiring developmental coursework for remediation prior to starting or returning to college level learning. Open SUNY coupled with OER resources will “plug the leaks” in the Education Pipeline.
Team Name: Chancellor’s Online Education Advisory Group
Initiative Name: Open SUNY Workforce
Lead Name:

**Initiative Overview and Description (History, goals, status of initiative):**

SUNY has long made a strategic effort to align its academic programs to the workforce needs of the state. Open SUNY affords the opportunity to extend SUNY’s educational and technical training programs to the state’s workforce and adult-learner populations. Open SUNY creates partnership venues between the business community and SUNY to offer skills-based programs for the adult learner, advanced manufacturing skills for the technician and collaborative work environments for the scientist. New York State is “Open for Business” to attract and retain industry to sustain and help drive new economic development. This development is being identified and prioritized through the Governor’s Regional Economic Development Councils (REDC). SUNY is an integral player in the work of these Councils, and Open SUNY Workforce should be recognized as a preferred delivery partner in response to the specific education and training needs of regional economies. In addition to training new types of workforce, most employers financially support incumbent worker development and continuing education programs. A SUNY-wide strategy for the use of online learning in support of workforce development and adult/continuing education can strengthen SUNY’s role as an economic driver throughout NYS and provide access to SUNY higher education specifically for employees and employers worldwide.

**Please list the objectives for this initiative:**

Program and service offerings by Open SUNY Workforce could include customized training, computer and technical certification, career exploration services, health care continuing education; and traditional non-credit programs, certificate programs, associate degrees, bachelor degrees and master degrees.

**Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:**

**Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:**

Open SUNY Workforce clearly aligns with Economic Impact and Workforce Development initiatives within NYS.

**Metrics for determining if this initiative is successful:**

Measures will be developed by adapting the key examples of Open SUNY Workforce recommended actions articulated in the interim report to measurement criteria. These recommended actions include:

- Inclusion of professional development (non-credit in workforce development courses) within the SUNY Course Finder (catalog);
- Development and implementation of a system for SUNY campuses to collaboratively design professional development and technical training courses specific to their region while sharing enrollment and revenues;
- Encouraging cooperative development and jointly registered degree programs that address high-demand workforce needs and are high cost to implement and sustain;
- Implementation a system to facilitate review and recommendation of third party providers for online technical training and professional development contracts, and to expedite contract review;
- Formalization of a relationship with Open SUNY PLA to assess workplace and on-the-job learning; and,
- Establishing formal Open SUNY relationships with the Governor’s Regional Economic Development Councils (REDC).
- Partnerships with NYS companies for the development and delivery of customized degree, certificate, and non-credit programs in support of their employee professional development needs.
Abridged Executive Summary:

Open SUNY creates partnership venues between the business community and SUNY to offer skills based programs for the adult learner, advanced manufacturing skills for the technician and collaborative work environments for the scientist. New York State is “Open for Business” to attract and retain industry to sustain and help drive new economic development. In addition to training new types of workforce, most employers financially support incumbent worker development and continuing education programs. A SUNY-wide strategy for the use of online learning in support of workforce development and adult/continuing education can strengthen SUNY’s role as an economic driver throughout NYS and provide access to SUNY higher education specifically for employees and employers worldwide.
Team Name: Chancellor’s Online Education Advisory Group
Initiative Name: Open SUNY Research
Lead Name:

Initiative Overview and Description (History, goals, status of initiative):

Open SUNY Research will continue a long tradition of researching issues related to innovation, student access, and learning in open and online environments. Previous support from the Office of the Provost has fostered an active and ongoing research and development agenda with more than 150 conference papers, book chapters, peer-reviewed journal publications, monographs, and presentations directly related to SUNY Learning Network and online education initiatives. This expanded research and development effort will be supported by a combination of SUNY-wide innovation grants, external funding, formal initiatives, advisory group efforts, and campus-based research activities.

Please list the objectives for this initiative:

- Learning Analytics: Open SUNY will infuse use of learning analytics to assist faculty and students in identifying barriers to success. This will include predictive data at the course and learning management level, supported by examination of broader trends from student enrollment data and business intelligence. Ultimately, it will empower the student to better understand how to prepare for, and best capitalize on, learning environments.

- Innovative Instruction Technology Grants: IITG awards will draw on the intellectual capital of faculty and staff throughout SUNY in support of Open SUNY. These grants are already having a significant impact on the development and integration of new teaching technologies to support pedagogy and course development including Open Education Resources, e-Portfolio, Gaming, e-Textbooks, emerging literacy frameworks (transliteracy) and learning analytics.

- Open SUNY Research Project: This project connects with Open SUNY PD to continue to use research to inform practice. It provides support for research of online student and faculty experiences utilizing a variety of complimentary approaches. It supports ongoing and new faculty and doctoral-level research, collaboration, and sharing of best practices within the SUNY community and beyond.

- Leverage and expand SUNY-wide infrastructure for knowledge sharing, building on SUNY-wide units such as the Center for Professional Development. Creative deployment will allow for synergies, dedicated dissemination venues, and additional publications related to Open and Online Education.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This initiative is part of Open SUNY.

Metrics for determining if this initiative is successful:

Measures will be articulated based upon the initiative objectives articulated above.

Abridged Executive Summary:

Open SUNY Research will continue a long tradition of researching issues related to innovation, student access, and learning in open and online environments. This expanded research and development effort will be supported by a combination of SUNY-wide innovation grants, external funding, formal initiatives, advisory group efforts, and campus-based research activities. Open SUNY will infuse the use of learning analytics to assist faculty and students in identifying...
barriers to success. Innovative Instruction Technology Grant awards will draw on the intellectual capital of faculty and staff throughout SUNY in support of Open SUNY. The Open SUNY Research Project connects with Open SUNY PD to continue to use research to inform practice. It provides support for research of online student and faculty experiences utilizing a variety of complimentary approaches and will leverage and expand SUNY-wide infrastructure for knowledge sharing.
Team Name: Chancellor’s Online Education Advisory Group
Initiative Name: Open SUNY International
Lead Name: David Lavallee

Initiative Overview and Description (History, goals, status of initiative):

Open SUNY International will connect a global community of learners through faculty partnerships and innovative online and mobile learning environments. Extending our reach to international scholars and learners through shared online courses developed and delivered in large part through the Center for Online International Learning (COIL), SUNY will leverage emerging technologies, OERs and collaborative research opportunities to span and connect globally. Open SUNY International will provide a network for learning by linking faculty and students from around the world, demonstrating SUNY’s commitment to international education.

Please list the objectives for this initiative:

In partnership with the Office of Global Affairs, Open SUNY International will provide new opportunities for SUNY students to engage in international and intercultural learning by:

- Extending the COIL model throughout SUNY and across the world. This model creates co-equal team-taught learning environments where faculty from two cultures work together to develop a shared syllabus, emphasizing experiential and collaborative student learning. The courses give new contextual meaning to the ideas and texts they explore, while providing students new venues in which to develop their cross-cultural awareness. COIL’s program currently connects several hundred SUNY students with learners in other countries and is rapidly growing. Open SUNY International will allow us to scale the program to engage thousands of students every year.

- Promoting faculty collaboration and inter-institutional partnerships from around the world encourages online course sharing, and connecting international learners through affordable webconferencing, mobile technologies, and social media.

- Ensuring that SUNY students participating in online programs develop intercultural competence by engaging with international peers through discipline-based, facilitated online interactions.

- Establishing specific Open SUNY international online gateway courses to support and encourage international student recruitment to SUNY campuses.

- Increasing the number of international students enrolled in SUNY online courses, thereby generating additional income to support broader Open SUNY initiatives.

- Enhancing opportunities for language and intercultural learning, including ESL for international students, and languages other than English for locally enrolled students.

- Providing channels to deepen engagement in global education capacity building, including opportunities for partnership with institutions, governments, and associations within the corporate sector.

- Developing short-term virtual study abroad experiences for students who are not able to travel, or as a gateway to actual study abroad (virtual study abroad capitalizes on creative approaches toward developing relationships that meet many of the goals associated with traditional study abroad).
- Formulating online course designs responsive to the needs of students from other cultures.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
SUNY Global.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:
It is part of Open SUNY.

Metrics for determining if this initiative is successful:
Metrics will be defined based on the opportunities articulated above.

Abridged Executive Summary:
Open SUNY International will connect a global community of learners through faculty partnerships and innovative online and mobile learning environments. Extending our reach to international scholars and learners through shared online courses developed and delivered in large part through the Center for Online International Learning (COIL), SUNY will leverage emerging technologies, OERs and collaborative research opportunities to span and connect globally.
Team Name: Chancellor’s Online Education Advisory Group
Initiative Name: Open SUNY Learning Commons
Lead Name: Kim Scalzo

Initiative Overview and Description (History, goals, status of initiative):

The Chancellors Innovative Instruction Implementation Team articulated a vision for the Open SUNY Learning Commons as a set of technology applications and online environments to support all Open SUNY services and components. The SUNY Learning Commons will leverage advanced open source and commercially available online learning tools, while building communities of practice for students and faculty. This online community brings all of SUNY together to share best practices, brainstorm new ideas, and share with the world innovations in teaching, research, and technology development.

Please list the objectives for this initiative:

The Open SUNY Learning Commons will guide students and faculty to all of our open and online course offerings and provide resources for degree planning, academic support, community building, interconnected libraries, workforce development and lifelong learning.

- Envisioned as a “digital concierge,” a portion of the Learning Commons will provide interactive assistance through online chat, mobile components, and social media applications to build communities. The Open SUNY Learning Commons will be an online space for prospective and current learners to receive answers to their questions about the SUNY experience. The Commons is a complement to, not a replacement of, campus portals. This interactive website will direct learners to the appropriate resources including the academic and student support services necessary to plan, navigate, and complete online instruction. It will also assist students and faculty in navigating degree and course offerings for planning and lifelong learning. The digital concierge function ultimately will direct contact with the appropriate support services necessary to plan, navigate and complete instruction. It will also support professional development necessary for faculty, instructional designers and other professional staff necessary to deliver quality services.

- As previously highlighted in this report, a SUNY-wide ePortfolio system will be part of the Open Learning Commons, providing students with the ability to create, collect, reflect on and share artifacts of learning and experience. Such a system would provide the institution with a means for authentic assessment, and a way to demonstrate student achievement. Because of their nature, e-Portfolios provide the best method for porting student learning and achievement from K-12, to SUNY, to the workforce and lifelong learning. E-Portfolio, as part of the SUNY Learning Commons, has the potential to serve students throughout their lives.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Initial collaboration with the UCosmic Consortium, the FACT2 Council, and the SUNY Teacher Education Network (STEN) who are all providing input into the initial development of the Commons.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This will be critical to student support, workforce development and the Education Pipeline initiative and will provide a mechanism for communication and collaboration across SUNY that now does not exist.
Metrics for determining if this initiative is successful:

TBD – based on measures of e-Portfolio development, portal metrics, etc.

Abridged Executive Summary:

The SUNY Learning Commons will leverage advanced open source and commercially available online learning tools, while building communities of practice for students and faculty. The Open SUNY Learning Commons will guide students and faculty to all of our open and online course offerings and provide resources for degree planning, academic support, community building, interconnected libraries, workforce development and lifelong learning. Envisioned as a “digital concierge,” a portion of the Learning Commons will provide interactive assistance through online chat, mobile components, and social media applications. This interactive website will direct learners to the appropriate resources including the academic and student support services. A SUNY-wide ePortfolio system will be part of the Open Learning Commons, providing students with the ability to create, collect, reflect on and share artifacts of learning and experience from K-12, to SUNY, to the workforce and lifelong learning.
Team Name: Chancellor’s Online Education Advisory Group
Initiative Name: Refocusing University-Wide Programs to Support Open SUNY
Lead Name: David Lavallee

Initiative Overview and Description (History, goals, status of initiative):

University-wide programs including the SUNY Learning Network, the Office of Library and Information Services and the SUNY Center for Professional Development will be refocused to focus on providing professional development, technical implementation and support, content management, and customer support services for Open SUNY.

Please list the objectives for this initiative:

To leverage existing resources available in the SUNY Office of Library Services, the SUNY Learning Network, and the SUNY Center for Professional Development.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

These entities work very closely with the Information Technology Exchange Center, the SICAS Center, the SUNY Transformation Office, the SUNY Enrollment Management Office and the SUNY CIO.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

It is part of Open SUNY.

Metrics for determining if this initiative is successful:

A comprehensive professional development program will include measures as articulated in support of Open SUNY including:

- Certificate programs – a series of competency-based certificate programs designed for faculty and staff in roles that are common across all campuses and designed to help obtain necessary skills and competencies.

- Communities of Practice – promotion of and support for communities of practice (for faculty, instructional designers, distance learning leaders, librarians, online learning concierges, technical staff, etc.) with common roles and interests across SUNY to:
  - Network with and learn from each other through the sharing of best practices and resources;
  - Collaborate across campuses for program design, delivery, and support; and
  - Provide mentorship from experienced veterans and experts across the system to new professionals.

This will also include measures from content management applications and digital concierge use statistics.

Abridged Executive Summary:

University-wide programs including the SUNY Learning Network, the Office of Library and Information Services and the SUNY Center for Professional Development will be refocused to focus providing professional development, technical implementation and support, content management and customer support services for Open SUNY. A comprehensive professional development program will support Open SUNY by including Certificate Programs; a series of competency-based certificate programs designed for faculty and staff in roles that are common across all campuses and designated to help obtain necessary skills and competencies. Also included will be Communities of Practice which will promote and support communities of practice for faculty, instructional designers, distance learning leaders, librarians, online learning concierges, technical staff, and others with the common roles and interests across SUNY to network with and
learn from each other, encourage cross campus collaboration, and provide mentorship from experienced professionals for newly participating professionals.
Team Name: Student Completion and Success Task Force

Chair(s): David Lavallee

Key Staff Liaison: Nancy Willie-Schiff

SP Office Liaison: Leydi Zapata

Student Completion and Success Task Force Initiatives and Leads

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Why was this team created?:

This Task Force was created because access is and must be accompanied by success and completion for all of our students.

What is its original purpose?:

The Task Force's purpose and goal is to increase retention, completion, and successful post-completion outcomes for SUNY students within the next five years.

What is the Focus of this team?:

This Task Force is focusing on retention, completion, and success once students enroll at SUNY. While most of the work will target undergraduate students, we are also interested in graduate enrollment.

How can we measure the outcomes?:

Preliminary metrics are discussed in the attached described initiatives.

Abridged Executive Summary:

The success of our students and degree completion is a top priority of the University. Successful students make vital economic contributions as employees and business leaders in our state. The task force focuses on retention, completion, and success once students enroll at SUNY with both undergraduate and graduate students.
Initiative Overview and Description (History, goals, status of initiative):

Responding to the documented need to strengthen advisement at SUNY, this project aims to develop and pilot an online orientation that will teach students the basics of academic planning. The goal is to move from passively providing information to students through websites and course catalogs, to actively teaching students how to identify problems, find information, use available tools, solve problems, and take control of their academic careers. It is not intended as a replacement for local advising, but rather as preparation for advising sessions. The orientation will be developed and administered through the SUNY Learning Network. After an initial pilot phase, the subsequent goal will be to explore ways to automate and extend the orientation, such that it could be offered to thousands of students across the SUNY system without the expense of hiring individual instructors for each course.

Please list the objectives for this initiative:

1) The project will develop an online course that will achieve the following learning objectives:
   a. Students will be able to distinguish between the different types of degrees offered at SUNY campuses (e.g., AA/AS/AOS/BA/BS, etc.).
   b. Students will understand the degree requirements for different types of degrees, including SUNY GER, local campus gen education requirements, mobility courses in the major, cognates, and electives.
   c. Pursuant to their interests, students will investigate possible career paths, and determine what levels and types of educational credentials are necessary for entry and success to the field. This will include an investigation of labor statistics to understand the projected trends in the industry.
   d. Students will identify common issues and problems commonly faced by undergraduates, such as academic planning, registration, financial aid, transfer, and admissions, and learn how to use available tools and resources to solve these problems.
   e. Students will learn how to perform and interpret a degree audit using Degreeworks, both at their own campus and for transfer.
   f. Students will complete a preliminary academic plan for their first two years of college coursework.

2) The course will be taught by adjunct faculty in three sections of approximately 20-25 students each.

3) Both students and faculty will be solicited for feedback and learning outcomes will be assessed. Data will be used to modify and improve the course design.

4) The modified course will then be used as a template to develop plans to scale up and automate the course in order to expand access to students across the SUNY system.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The Task Force is working with the SUNY Learning Network to help administer this course. Also, we will be working with specific faculty to develop the course and assessment of the initiative.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This project addresses the desire to ‘solve’ the iron triangle equation. SUNY’s Master Plan 2012 and Beyond states that “the systemness paradigm requires us to take a more integrated look at the relationships and resources that can make it possible for [multiple goals] to be achieved simultaneously (pg. 46).” In this case, enhancing access and completion can be achieved by controlling the costs of academic advising. As students become more educated about academic planning, they can become ‘self-advisors’ (to a point), freeing up academic advising resources to address higher level...
questions. In addition, if students are able to make better academic choices early on, they can reduce their time to degree and control costs. Finally, to the extent that the process of training students in self-advising can itself be automated, it can be scaled to accommodate the needs of thousands of students without the corresponding labor costs of staffing hundreds of course sections.

**Metrics for determining if this initiative is successful:**

- Course development team assembled.
- Pilot course developed.
- Volunteer sites identified and organized.
- Adjuncts hired and trained.
- Three sections of pilot course booked.
- Learning outcomes satisfied at 80% or better.
- Feedback collected and analyzed.
- Course updated and revised.
- Strategies and partnerships identified for scaling and automation.

**Abridged Executive Summary:**

This project aims to develop and pilot an online orientation that will teach students the basics of academic planning. The goal is to move from passively providing information to students through websites and course catalogs, to actively teaching students how to identify problems, find information, use available tools, solve problems, and take control of their academic careers. It is not intended as a replacement for local advising, but rather as preparation for advising sessions. The orientation will be developed and administered through the SUNY Learning Network.
Team Name: Student Completion and Success Task Force
Initiative Name: Degree Planning and Audit Tool
Lead Name: Daniel Knox

Initiative Overview and Description (History, goals, status of initiative):
The Task Force is implementing a standardized degree planning and audit tool that will enable students to plan their
degrees and check their progress at a “home” or potential “transfer” campus, and enable campuses to plan course
scheduling around students’ needs.
The Degree Planning and Audit Project has a detailed work plan, timeline and milestones that are part of a P20 data
system capital expenditure Memorandum of Understanding (MOU) with the State Education Department (SED) that
governs the flow of funds to SUNY. The project has received funding approval as part of the P20 MOU between SUNY
and SED. As part of this capital expenditure MOU, SUNY has signed a work order with SunGard for the acquisition of the
Degree Works suite of products for University-wide implementation. The Project is overseen by Project Manager, Dave
DeMarco.

Please list the objectives for this initiative:
Started in 2011-12, DegreeWorks will be implemented over a two-year period in partnership with participating
“cohorts” of campuses and the vendor. Related efforts will start in 2012-13. This tool is expected to support higher “on-
time” degree completion rates at “home” or “transfer” campuses, which, in turn, should lead to cost savings for
campuses, students and their families, and taxpayers.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
The New York State Education Department, Ellucian-the vendor, campuses, and faculty governance.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
DegreeWorks supports student completion and success (the Education Pipeline) as well as productivity and workforce
development

Metrics for determining if this initiative is successful:
Successful implementation of DegreeWorks with expected functionality by 2014, will ideally yield higher completion
and success rates.

Abridged Executive Summary:
The Task Force is implementing a standardized degree planning and audit tool that will enable students to plan their
degrees and check their progress at a “home” or potential “transfer” campus, and enable campuses to plan course
scheduling around students’ needs. The Degree Planning and Audit Project has a detailed work plan, timeline and
milestones that are part of a P20 data system capital expenditure Memorandum of Understanding (MOU) with the
State Education Department (SED) that governs the flow of funds to SUNY. The project has received funding approval
as part of the P20 MOU between SUNY and SED.
Team Name: Student Completion and Success Task Force
Initiative Name: Cross-Registration Policy
Lead Name: Bob Kraushaar

Initiative Overview and Description (History, goals, status of initiative):
The Provost plans to finalize the first phase of a cross-registration policy and monitor its implementation. A cross-registration policy is needed so that full-time students do not have to pay extra tuition if they take courses at one or more other campuses. Cross-registration with the permission of both “home” and “guest” campuses can help students register for the courses they need to complete their degrees, and promote the use of shared courses in such initiatives as the SUNY Professional Science Masters program.

Please list the objectives for this initiative:
The cross-registration policy will enable full-time SUNY students to enroll in courses beyond their home campus without paying additional tuition in order to meet their degree requirements in a timely fashion

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
Campus registrars, financial aid administrators, business officers, faculty governance, and others have been involved in policy development and will be essential for successful implementation

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
Cross-registration takes advantage of SUNY systemness to raise student completion and success rates, a goal related to the Education Pipeline and workforce development goals of The Power of SUNY

Metrics for determining if this initiative is successful:
Success is defined as a policy being adopted and revised as needed to make it work well, to the satisfaction of campus leaders and students

Abridged Executive Summary:
A cross-registration policy is needed so that full-time students do not have to pay extra tuition if they take courses at one or more other campuses. Cross-registration with the permission of both “home” and “guest” campuses can help students register for the courses they need to complete their degrees, and promote the use of shared courses in such initiatives as the SUNY Professional Science Masters program. A Memorandum to Presidents (MTP) on the policy is expected to be released by early 2013.
Team Name: Student Completion and Success Task Force
Initiative Name: Online Course Finder
Lead Name: Carey Hatch

Initiative Overview and Description (History, goals, status of initiative):

-This project would establish a robust and comprehensive suite of integrated web tools, with filters for efficient searching, to allow students to discover all of SUNY's online course offerings—whether or not they are offered through the SUNY Learning Network—to facilitate timely degree attainment through enrollment in courses at other campuses when needed.

-Beginning in 2012-13, the tools will be developed by SUNY Learning Network staff. The tools would be most helpful to students if campuses can list courses they plan to offer in the future, particularly courses that are offered on a regular schedule. It may be necessary for campuses to align the start days in academic calendars to make it easier for students to enroll across campuses and satisfy financial aid rules.

Please list the objectives for this initiative:

Create online course finder tools and monitor their use and impact

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Campuses and faculty governance will be essential partners

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

The Online Course Finder supports SUNY's mission and aligns with Power of SUNY goals, including goals for the Education Pipeline and workforce development.

Metrics for determining if this initiative is successful:

Leading indicators will be the creation of the Online Course Finder, and the number of searches conducted on it. Eventually, we would expect the Course Finder to contribute to higher on-time graduation rates

Abridged Executive Summary:

This project would establish a robust and comprehensive suite of integrated web tools, with filters for efficient searching, to allow students to discover all of SUNY's online course offerings to facilitate timely degree attainment through enrollment in courses at other campuses when needed. The tools would be most helpful to students if campuses can list courses they plan to offer in the future, particularly courses that are offered on a regular schedule. It may be necessary for campuses to align the start days in academic calendars to make it easier for students to enroll across campuses and satisfy financial aid rules.
Team Name: Student Completion and Success Task Force
Initiative Name: Transfer and Mobility
Lead Name: Daniel Knox

Initiative Overview and Description (History, goals, status of initiative):

This is a major initiative to clarify and strengthen existing Board policy to make seamless transfer a reality for SUNY students. It builds on progress made through the SUNY General Education Requirement and the SUNY Transfer Course Pathways Project by examining gaps in implementation—such as data system integration—and devising approaches to filling them.

Please list the objectives for this initiative:

- Student transfer and mobility will be supported by accurate and timely information about general education courses, pathways courses in the major, and campus requirements.
- Surveys of campuses and other sources will identify challenges to the implementation of SUNY’s transfer and mobility policies and approaches to addressing them.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

SUNY organizations such as SUNY RA, Faculty Governance and the SUNY Student Mobility Task Force.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

Student Mobility is a key strategy for achieving SUNY’s mission, and the goals of The Power of SUNY in such areas as the Education Pipeline, workforce development and productivity.

Metrics for determining if this initiative is successful:

Campus leaders and students will perceive student transfer and mobility at SUNY to be working well, and SUNY’s data systems will integrate information needed to support seamless transfer. In addition, we should see stable or rising numbers of successful transfers, and increased on-time completion rates for both native and transfer students.

Abridged Executive Summary:

This is a major initiative to clarify and strengthen existing Board policy to make seamless transfer a reality for SUNY students. It builds on progress made through the SUNY General Education Requirement and the SUNY Transfer Course Pathways Project by examining gaps in implementation—such as data system integration—and devising approaches to filling them. Student transfer and mobility will be supported by accurate and timely information about general education courses, pathways courses in the major, and campus requirements.
Team Name: Student Completion and Success Task Force
Initiative Name: High Impact Practices
Lead Name: Craig Billie

Initiative Overview and Description (History, goals, status of initiative):

SUNY’s Office of Institutional Research (IR) oversees the administration of surveys of SUNY’s undergraduate students (Student Opinion Survey or SOS) in order to assess academic and student supports, climates and cultures on campuses—including the use of “high impact” practices associated with student learning and success, with benchmarks to national peers as feasible, in order to inform and document continuous improvement. The work group will work with IR to use survey results and related IR data, to identify top performing campuses, identify best practices, and share those practices with the ultimate goal of raising student completion and success.

Please list the objectives for this initiative:

Promote and extend best practices for student engagement and satisfaction in order to raise student completion and success

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Campus and faculty governance, as well as two vendors, ACT in Iowa City, which runs the SUNY SOS, and the Center for Postsecondary Research at the Indiana University School of Education, which manages the NSSE and provides related professional development

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

Research has associated high impact practices with student completion, success and achievement. These are goals in SUNY’s mission, and The Power of SUNY.

Metrics for determining if this initiative is successful:

- The Report Card’s student success and graduation rate metrics are an indirect measure of how well campuses use the results of the SOS and NSSE surveys.
- The Report Card’s student satisfaction rates are direct measures from the SOS and NSSE surveys, and we would expect them to rise over time.

Abridged Executive Summary:

SUNY’s Office of Institutional Research (IR) oversees the administration of surveys of SUNY’s undergraduate students in order to assess academic and student supports, climates and cultures on campuses—including the use of “high impact” practices associated with student learning and success, with benchmarks to national peers as feasible, in order to inform and document continuous improvement. The work group will work with IR to use survey results and related IR data, to identify top performing campuses, identify best practices, and share those practices with the ultimate goal of raising student completion and success.
Initiative Name: SUNY Honors Program

Initiative Overview and Description (History, goals, status of initiative):

As part of the SUNY strategic planning process, the leadership development transformation team prepared a report in April 2011 that included a vision statement and recommendations for University-wide leadership development for current SUNY employees, SUNY faculty and staff members, and SUNY students. The SUNY Honors Program initiative deals specifically with those recommendations related to developing leadership in faculty members and students involved in the Honors Programs at all campuses.

- The working group has two primary objectives: 1) an Honors Center Directors’ Forum; 2) an Honors Student Research Symposium.

Please list the objectives for this initiative:

Honors Center Directors Forum:
- Goal: SUNY students are the future of our communities, our State, our nation and our world. SUNY enrolls many high achieving students who are leaders in their field of study, and the goal is to mentor and promote these students, and assist them in applying for, and receiving, prestigious fellowships and grants.

Objectives:
- To bring together the directors of honors programs throughout the State University
- To facilitate coordination among grant and fellowship coordinators at all SUNY campuses
- To provide funding support for directors of honors programs to learn about successful programs from other universities outside of the State University
- To provide funding support for directors of honors programs to learn about similar successful programs within the State University and to share best practices.

- To increase the rate of SUNY’s graduates being admitted to competitive bachelor’s, graduate and professional programs
- To increase the rate of SUNY’s students receiving non-SUNY academic recognition and awards from such groups as Phi Beta Kappa, Phi Theta Kappa (for two-year colleges), and discipline-based honor societies.

Student Honors Research Symposium:
- Goal: SUNY students are the future of our communities, our State, our nation and our world. SUNY enrolls many high achieving students who are leaders in their field of study, and the goal is to mentor and promote these students, and assist them in applying for, and receiving, prestigious fellowships and grants.

Objectives:
- To provide an opportunity for honors students to present their research at a statewide conference
- To highlight honors students’ research at the State University
- To provide an opportunity for honors students to network with their peers at other State University campuses

- To increase the rate of SUNY’s graduates being admitted to competitive bachelor’s, graduate and professional programs.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

The SUNY Honors Program is a joint effort from both teams, Student Success & Completion and Leadership Development. We also are working with Honors Directors throughout the state, faculty governance, Chief Academic Officers, national organizations such as the National Collegiate Honors Council and the Council on Undergraduate Research.
Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

Academic excellence and student success are core values in SUNY’s Mission and strategic plan

**Metrics for determining if this initiative is successful:**

Initial success will be measured as outcomes from the Forum and Symposium; ultimately, we would expect increases in the numbers of SUNY students receiving academic honors and awards, pursuing graduate study, and achieving other post-completion successes

**Abridged Executive Summary:**

The SUNY Honors Program initiative deals specifically with those recommendations related to developing leadership in faculty members and students involved in the Honors Programs at all campuses. The working group has two primary objectives: 1) an Honors Center Directors’ Forum; 2) an Honors Student Research Symposium.
Team Name: Student Completion and Success Task Force
Initiative Name: Project Win-Win; Credit When It's Due
Lead Name: Daniel Knox

Initiative Overview and Description (History, goals, status of initiative):

-This initiative seeks ways to help individuals earn associate degrees if they left a SUNY two-year program with 60 or more credits before earning a degree.

-A Win-Win pilot project with six community colleges continues until the end of 2012-13, when we expect to continue the work at pilot campuses and invite additional community colleges to join. Future steps include: (1) assessing the pilot’s costs and results and issuing a report on lessons learned; (2) establishing mechanisms for “reverse transfer” of courses taken at four-year campuses—such as the Dutchess/New Paltz partnership; (3) clarifying FERPA rules for data sharing among our campuses; and (4) exploring the possibility of expanding the initiative to include four-year campuses. New degree planning and audit tools may complement Win-Win efforts.

Please list the objectives for this initiative:

-The number of associate degrees conferred is expected to increase, and former students will have more successful outcomes with a degree than without one

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Win-Win is part of a national project that involves Institute for Higher Education Policy (IHEP) and the State Higher Education Executive Officers (SHEEO), with support from the Lumina Foundation. SUNY partners are campuses and faculty governance.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Project Win-Win is directly related to the Education Pipeline and Entrepreneurial Century goals of The Power of SUNY.

Metrics for determining if this initiative is successful:

The number of associate degrees conferred is expected to increase

Abridged Executive Summary:

Win-Win seeks ways to help individuals earn associate degrees if they left a SUNY two-year program with 60 or more credits before earning a degree. A Win-Win pilot project with six community colleges continues until the end of 2012-13, when we expect to continue the work at pilot campuses and invite additional community colleges to join. New degree planning and audit tools may complement Win-Win efforts. Credit When It’s Due promotes reverse transfer for credit to enable students who transfer before earning an associate degree, but earn enough credits to qualify for an associate degree at another institution, to earn the associate degree at their original institution.
Team Name: Student Completion and Success Task Force  
Initiative Name: Support for Faculty  
Lead Name: Rick Miller  

Initiative Overview and Description (History, goals, status of initiative):
-SUNY faculty at State-Operated campuses participated in the Collaborative on Academic Careers in Higher Education (COACHE) – a survey of faculty – for the first time in 2011-12. COACHE strives to enable “colleges and universities to focus on issues critical to faculty success and on steps academic policymakers can take to gain a competitive advantage in faculty recruitment and retention; ...increase the quality of work-life for their faculty; ...advance a reputation as a great place for faculty to work; ...provoke better questions from and more informed decisions by prospective faculty; and ...generate ideas and initiatives from faculty that enrich and expand the range of possible improvements.”
-Three-year cycles are planned, with workshops for campuses on the use of results.

Please list the objectives for this initiative:
The project’s direct goals are to assess and improve campus climate and work life for SUNY faculty at State-Operated campuses, which is related to institutional effectiveness, and student completion and success.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
Campus leaders, faculty governance and Harvard University’s School of Education, which leads COACHE

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
Faculty and institutional excellence are inherent in SUNY’s mission and aligned with goals the overarching goals of The Power of SUNY to enhance New York’s economy and community vitality

Metrics for determining if this initiative is successful:
-Campuses will use survey results to increase faculty satisfaction over time.
-We would expect that faculty satisfaction rates would rise over time.

Abridged Executive Summary:
SUNY faculty at State-Operated campuses participated in the Collaborative on Academic Careers in Higher Education (COACHE) – a survey of faculty – for the first time in 2011-12. COACHE strives to enable colleges and universities to focus on issues critical to faculty success and on steps academic policymakers can take to gain a competitive advantage in faculty recruitment and retention; increase the quality of work-life for their faculty; advance a reputation as a great place for faculty to work; provoke better questions from and more informed decisions by prospective faculty; and generate ideas and initiatives from faculty that enrich and expand the range of possible improvements.
Team Name: Student Completion and Success Task Force
Initiative Name: Access to Success (A2S)
Lead Name: Carlos Medina

Initiative Overview and Description (History, goals, status of initiative):

-This initiative aims to improve access and completion rates for all students–with a focus on closing gaps for low income and underrepresented minority students–by promoting the use of research-based best practices, including close attention to data and public release of progress reports.
- The Provost has convened two meetings of Chief Academic Officers focused on A2S. At each meeting, speakers from the Education Trust, SUNY’s partner in this work, explained research-based best practices and SUNY’s Office of Institutional Research (IR) provided campuses their respective data and targets. Additional resources on best practices will be provided to campuses.

Please list the objectives for this initiative:

- The goal is for SUNY’s enrollment to have the same shares of low income and underrepresented minority students as the New York State population, while, at the same time, closing the gaps in completion rates between these and other students.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- Partners include the Education Trust, the National Association of System Heads (NASH), campus leaders, faculty governance and IR professionals.
- National effort: http://www.edtrust.org/issues/higher-education/access-to-success

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This initiative is fully consistent with SUNY’s plans for student completion and success and diversity, and provides national benchmarks for assessing progress.

Metrics for determining if this initiative is successful:

- The two metrics for A2S are: (1) access, defined as SUNY’s enrollment having the same shares as New York State’s population of low income and under-represented minority students; and (2) closing, or eliminating, gaps in three-year and six-year completion rates, using the federal Student Right-to-Know definition. The target metrics are expected to be met by 2015.
- The SUNY Report Card has retention, graduation and success rates by race/ethnic group and gender that are consistent with A2S measures.

Abridged Executive Summary:

This initiative aims to improve access and completion rates for all students—with a focus on closing gaps for low income and underrepresented minority students—by promoting the use of research-based best practices, including close attention to data and public release of progress reports. At each of two meetings, speakers from the Education Trust, SUNY’s partner in this work, explained research-based best practices and SUNY’s Office of Institutional Research (IR) provided campuses their respective data and targets. Additional resources on best practices will be provided to campuses.
Initiative Overview and Description (History, goals, status of initiative):

- This initiative was originally intended to establish appropriate metrics and goals for student progress and success at each campus, which could be rolled up as needed for system or sector-level reporting. The goal was to create metrics to reflect SUNY’s focus on helping students select the right programs for their academic and life goals, and then improving their retention, completion and post-completion success. The plan was to review campus-level metrics with campus representatives at Best Practices events in 2012-13 and 2013-14.

- Note, however, that this initiative has been modified by efforts to refine metrics for the SUNY report card and campus-level reports that is being led by SUNY Chancellor Nancy Zimpher and the Strategic Planning Team in collaboration with the Office of the Executive Vice Chancellor and Provost and the SUNY Office of Institutional Research (IR).

- An alternative process was established at the Chancellor’s Retreat for Presidents and Chief Academic Officers in Saratoga Springs in November 2012, under the leadership of the Strategic Planning Team, in partnership with the Provost and IR. The retreat clarified that metrics for the SUNY report card will be refined over time so that they are appropriate for a system-level report card as well as campus-level reports on progress, and that there is no need for the Task Force to duplicate this effort.

Please list the objectives for this initiative:

Metrics for student completion and success will be used to measure System-wide and campus progress, and inform campuses about areas of success or in need of improvement.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Faculty governance, and SUNY groups, such as Presidents, Chief Academic Officers, IR officers and assessment officers are the most likely partners in this work.

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

Metrics for student completion and success already appear in the SUNY Report Card, although they may be refined based on the December 2012 retreat.

Abridged Executive Summary:

This initiative was originally intended to establish appropriate metrics and goals for student progress and success at each campus, which could be rolled up as needed for system or sector-level reporting. The goal was to create metrics to reflect SUNY’s focus on helping students select the right programs for their academic and life goals, and then improving their retention, completion and post-completion success. Metrics for the SUNY report card will be refined over time so that they are appropriate for a system-level report card as well as campus-level reports on progress, and that there is no need for the Task Force to duplicate this effort.
Team Name: Student Completion and Success Task Force
Initiative Name: Early Alert Software Pilot
Lead Name: Daniel Knox

Initiative Overview and Description (History, goals, status of initiative):

Early Alert Software (EAS) is used in higher education to: 1) identify students at risk of falling behind or not completing; and 2) to stimulate campus intervention to assist students and help campuses meet academic goals. This initiative involves a two-year pilot project to identify, test and evaluate EAS within a single campus, SUNY Oswego, as a first step in the consideration of EAS for SUNY as a whole. The goal is for EAS to integrate with DegreeWorks, which SUNY is currently implementing as its standard degree planning and audit software.

-The pilot has been postponed until 2014-15 at the earliest due to vendor issues.

Please list the objectives for this initiative:

1. The project aims to develop an evaluation process for EAS technologies.
2. The project seeks to evaluate the existing EAS technologies, in order to determine which might be the best candidates for scaling up across the system.
3. The project will pilot test one software package at SUNY Oswego.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Collaboration with SUNY Oswego, EAS software vendor TBD, and Faculty Governance.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

EAS technologies can assist in sealing leaks in the education pipeline. As noted in SUNY’s Master Plan 2012 and Beyond, only 19 of every 100 ninth grade students in New York obtain an associate degree within three years or a bachelor’s degree within six years. A significant area of leakage occurs between the 1st and 2nd year in college. If campuses can be alerted to at-risk students earlier, campus leaders can be proactive in getting students back on track. Interventions that begin only after the student has initiated the withdrawal process may occur too late.

Metrics for determining if this initiative is successful:

- EAS software selected for pilot; implemented and tested.
- Pilot campus identified; full campus access to EAS software tools.
- Report to be developed describing a methodology for evaluating and implementing EAS software, and detailing the ‘lessons learned’ for other SUNY campuses. Tools accurately predict academic performance/at-risk students, at a level benchmarked to levels identified in studies of the particular EAS tool selected (TBD).
- EAS tools demonstrated to have a statistically significant impact on grades and persistence.
- Attitudes and opinions of end users identified through survey research. Areas for improvement identified.

Abridged Executive Summary:

Early Alert Software (EAS) is used in higher education to identify students at risk of falling behind or not completing and to stimulate campus intervention to assist students and help campuses meet academic goals. This initiative involves a two-year pilot project to identify, test and evaluate EAS within a single campus, SUNY Oswego, as a first step in the consideration of EAS for SUNY as a whole and will be integrated with DegreeWorks. The pilot has been postponed until 2014-15 at the earliest due to vendor issues.
Team Name: Student Completion and Success Task Force
Initiative Name: SUNY for Graduate Education and Research
Lead Name:

Initiative Overview and Description (History, goals, status of initiative):

Building on the recommendations of the Academic Excellence Transformation Team, the Provost is committed to enhancing the quality of graduate education and research. This work involves a close partnership with Dr. Tim Killeen, President of the SUNY Research Foundation and SUNY Vice Chancellor for Research. Many initiatives are underway.

- The Provost convened a meeting of CAOs and graduate deans of the University Centers and ESF. One outcome of that meeting was a presentation by Vice Provost Bringsjord and Stony Brook University’s Professor Charles Tabor at the January 2013 meeting of the Academic Affairs Committee of the SUNY BOT that focused on excellence in Ph.D. programs, assessments and improvement initiatives.

- A redesigned Empire Innovation Program supports the recruitment of stellar faculty to advance SUNY’s research and innovation goals in specific disciplines at four-year and graduate campuses. Campus proposals for the most recent round of funding were due on March 1, 2013. See http://www.suny.edu/provost/forCAOs/EIPRequestForProposals-1-22-13.pdf.

- The SUNY Research Council is an advisory council to the SUNY Board of Trustees, the Research Foundation Board of Directors, the SUNY Provost and Campus Presidents. It lends deep and broad thinking and understanding to the question of SUNY’s leadership as a 21st Century public comprehensive research-intensive university system. The Council considers and advises SUNY on strategies that encourage and nurture research as one of the primary missions of the University. The work of the Council informs strategic and operational planning at SUNY and the Research Foundation. The Research Council has met three times, in December 2012, January 2013, and March 2013. Its meetings are webcast and available online at https://portal.rfsuny.org/portal/page/portal/The%20Research%20Foundation%20of%20SUNY/SUNY%20Research%20Council/suny_research_council.

- The SUNY/RF Research Collaboration Fund grant program was created to capitalize on SUNY systemness by encouraging new and existing inter-campus collaborations and supporting their development into long term partnerships with sustained growth. This targeted investment aims to help faculty researchers generate the preliminary results and data necessary to qualify for larger scale proposals for future funding. The Provost works with the RF to making the most effective use of the SUNY/RF Research Collaboration Fund program. See https://portal.rfsuny.org/portal/page/portal/The%20Research%20Foundation%20of%20SUNY/connect_collaborate_funding/research_collaboration_fund.

- The Research and Development Catalyst Advisory Committee was started in February 2013. It oversees proposal evaluation; recommends funding of programs and individual projects including Empire Innovation Program, Strategic Partnership for Industrial Resurgence (SPIR), and RF/SUNY Collaborative Research Program; and recommends policies and procedures and conduct program assessments for these programs. Its membership is drawn from distinguished researchers and senior level campus officers within SUNY, with balance and diversity achieved through representation from a variety of disciplines. The Committee will meet three times a year at specific intervals and on as needed basis. Since SUNY is working on the establishment of new programs, as well as evaluating existing ones, this committee needs to be flexible. Meeting material will be provided to members in advance of the meeting. The Vice Chancellor for Research at SUNY, who also serves as the President of the Research Foundation, will chair the R&D Catalyst Projects Advisory Committee. Campus Presidents will nominate one individual per doctoral degree granting campus and two
where that campus has a SPIR Program. Additionally, there shall be one representative from a comprehensive/technical college. To provide for both continuity and the ongoing opportunity to refresh the committee, appointments will be for three years. Term dates will be staggered so that approximately three members per year will be replaced.

- The Provost has approved the creation of a new position in his office, an Assistant Provost for Graduate Education and Research, who will work closely with doctoral campuses and the SUNY research community to strengthen graduate academic programs and funded research efforts.

Please list the objectives for this initiative:

Building on Academic Excellence Transformation Team’s recommendations for graduate education and research, this initiative’s goals are to:

- Continue the thread of the Education Pipeline through master’s and doctoral education.
- Support talent recruitment and development, research and innovation, and workforce development related to the Entrepreneurial Century, Healthier New York, Energy Smart New York and The World.
- Align Strategic Enrollment Management and Resource Allocation with the goals of graduate education and research. More detailed outcomes will be available once the Assistant Provost has been hired.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

This initiative will involve the SUNY Research Foundation (RF) and campus CAOs, graduate deans, and research vice presidents. The new Assistant Provost will work with the Provost, the Vice Provost, the President of the RF/Vice Chancellor for Research, and other Assistant Provosts responsible for academic program planning.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

This initiative is directly related to SUNY’s mission to offer a full range of programs and services, as well as to the Strategic Plan’s Six Big Ideas.

Metrics for determining if this initiative is successful:

This initiative will be coordinated through Provost Lavallee and Vice Provost Bringsjord, who will track goals, activities, milestones and performance measures in a format acceptable to the Provost. The initiative will be deemed a success if, after 5-10 years, SUNY’s externally sponsored research funding rises and SUNY’s graduate programs have achieved greater national prominence.

Abridged Executive Summary:

Building on the recommendations of the Academic Excellence Transformation Team, the Provost is committed to enhancing the quality of graduate education and research. The key goals of this initiative include focusing on Ph.D. programs, assessments, and improvement initiatives; recruitment of stellar faculty; the establishment of the SUNY Research Council; the SUNY/RF Collaboration Fund; the Research and Development Catalyst Advisory Committee; and the creation of the Assistant Provost for Graduate Education and Research position.
Team Name: Leadership Development
Chair(s): Bill Howard, Curtis Lloyd
Key Staff Liaison: Bob Kraushaar
SP Office Liaison: Johanna Kendrick-Holmes

Leadership Development Initiatives and Leads

- Student Leadership: Leadership in Action
- Emerging Leader Award
- SUNY Student Leadership Institute
- Best Practices in Student Leadership Symposium
- Distinguished Academy
- Executive Leadership Development
- Early Career Award Program

Cariann Quick
Bob Kraushaar

Why was this team created?:

October 2010, from recommendations in SUNY Leads

What is its original purpose?:

Leadership Development Across SUNY

What is the Focus of this team?:

Distinguished Academy

The Chancellor was directed by a resolution of the Board of Trustees (www.suny.edu/Board_of_Trustees/webcastdocs/Establishment%20of%20SUNY%20Distinguished%20Academy.PDF) to establish the Distinguished Academy and the organizational meeting was held on May 22, 2012. One reason to establish the Academy was to celebrate and promote excellence within the State University. Another reason was to develop ways that the 430 Distinguished Academy members could use their considerable knowledge and expertise to enhance research, teaching and service within the State University. As the Distinguished Faculty guidelines state:

Appointment to Distinguished designation carries with it an extraordinary responsibility. Distinguished Professors are expected to offer lectures and seminars for students and scholars on other campuses of the University, or other appropriate presentations the individual might bring to them. They may also be asked, by the Chancellor, from a member of the Chancellor's staff, or at the request of a campus President, to help raise or ensure academic excellence within the State University. Distinguished Service Professors are expected to function as role models and devote appropriate service to University-wide activities, both ceremonial and professional, on campuses other than their own when requested to do so by the Chancellor. Distinguished Teaching Professors are expected to devote a considerable proportion of their time to curricular reform and to the improvement of instruction on the home campus. Over and above this campus responsibility is a responsibility to the State University as a whole. During each ten-month academic year, Distinguished Teaching Professors will hopefully devote up to one full week in service to the University on campuses other than their own. Such service may come at the request of the Chancellor, from a member of the Chancellor's staff, or at the request of a campus President.
None of these expectations have ever been acted upon in an organized fashion. The second phase of this Strategic Planning Implementation Initiative is to explore how this can be made possible while still respecting other existing Distinguished Faculty obligations.

Executive Leadership Development
In order to achieve the goals outlined in its Strategic Plan, the State University of New York (SUNY) needs to identify, encourage and promote leaders who are able to work towards the goals envisioned for the State University and to meet the inevitable challenges.

Of SUNY’s 88,000 faculty and staff, approximately 3,000 are already in leadership positions. From Department Chair to Associate Dean or Vice President for Student Affairs, our leaders are required to exercise leadership on a daily basis. The Associate Dean might have gotten her job on the basis of her accomplishments as chair; the Vice President because of his work overseeing student housing. Their new jobs, however, will definitely require new skills and interactions with a more diverse set of individuals and organizations. The SUNY Leadership Institute addresses approaches to both leadership qualities and specific expertise appropriate to a variety of positions at campuses and system-wide. The Institute works to promote leadership development across SUNY and prepare the next generation of campus leaders.

SUNY presidents, as well as others in executive leadership positions, must represent the best model of leadership for their faculty, staff, students and the community. The Chancellor and Board of Trustees rely on the support and guidance of each of the campus presidents, and it is essential that they have the necessary training and support to lead their campus at the highest level of competency.

Over the last decade, SUNY has conducted numerous searches for new presidents at its 64 campuses. Each search typically lasts three to six months or more, and at any one time there are usually multiple searches running concurrently. In addition to presidential searches, SUNY is continually conducting a large number of searches for other high-level officials, both on campuses and for the System Administration.

Because of the volume of presidential and executive needs, as well as the importance of presidential leadership on a campus, SUNY is determined to take a comprehensive look at how the University develops potential presidents from within its own ranks, as well as identifies potential leaders from across the country.

**How can we measure the outcomes?:**

Success of two events.

**Abridged Executive Summary:**

The SUNY Leadership Institute addresses approaches to both leadership qualities and specific expertise appropriate to a variety of positions at campuses and system-wide. The Institute works to promote leadership development across SUNY and prepare the next generation of campus leaders. Campus Presidents are vital to guiding and supporting the Chancellor and the Board of Trustees and must do so competently. SUNY is determined to take a comprehensive look at how the University develops potential presidents from within its own ranks, as well as how it identifies potential leaders from across the country.
Team Name: Leadership Development
Initiative Name: Student Leadership: Leadership in Action
Lead Name: Cariann Quick

Initiative Overview and Description (History, goals, status of initiative):

History: The program started in the spring of 2012 at the SUNY Student Assembly Conference. Both anecdotal and assessment of students has shown the success of the program.

Goal: SUNY students are the future of our communities, our State, our nation and our world. Helping them understand and develop their leadership abilities helps to ensure that the power of SUNY continues. SUNY students will realize that leadership skills are life skills and that leadership is a process, not a position.

Status: Last implemented at the SUNY Student Assembly Fall Conference 2012. Our office is looking to acquire funds based on interest for continuing program that was expressed on survey of student leaders and the request of the SUNY Student Assembly executive board.

Please list the objectives for this initiative:
- To encourage students to enter into, or continue, in leadership positions during college and beyond
- To enhance and expand the leadership development opportunities for students attending the Student Assembly conference
- To expand student’s horizon; broaden their experience and introduce new concepts
- To connect students’ learning that takes place outside of the classroom with academic learning

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:
- Student Assembly president and conference chairperson
- Campus student government advisors on identifying possible speakers

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:
- SUNY students are the future of our communities, our State, our nation and our world. Helping them understand and develop their leadership abilities helps to ensure that the power of SUNY continues.

Metrics for determining if this initiative is successful:
- Assessment was given to the students that attended the event:
  - 90% that attended indicated that lessons learned from the keynote presentation on leadership might or will improve or enhance their leadership skills within the Student Assembly and/or campus student government and beyond
  - 86% would like to see a similar keynote at the next SUNY Student Assembly Conference

Abridged Executive Summary:
The program started in the spring of 2012 at the SUNY Student Assembly Conference. The goal is to help SUNY students understand and develop their leadership abilities which helps to ensure that the power of SUNY continues. This initiative was last implemented at the SUNY Student Assembly Fall Conference 2012. Our office is looking to acquire funds based on interest for continuing program that was expressed on survey of student leaders and the request of the SUNY Student Assembly executive board.
Team Name: Leadership Development
Initiative Name: Emerging Leader Award
Lead Name: Cariann Quick

Initiative Overview and Description (History, goals, status of initiative):

History: Originally, the award recipients were going to attend a luncheon with a keynote and possible workshop after. After the success of the Leadership in Action, we created the SUNY Leadership Institute (below) and thought that the recipients would benefit more from attending that program than a separate luncheon.

Goal: SUNY students are the future of our communities, our State, our nation and our world. Highlighting student leadership at the beginning of their academic career will encourage them to continue to develop and become strong leaders during college and throughout their career. By connecting them to other emerging leaders, they will be able to exchange and develop additional leadership skills and ideas that will empower them while giving them a sense of systemness.

Status: Program was implemented for the first time in the fall of 2012. Based on feedback, we are looking at making this an annual student award similar to the Chancellor’s Award for Student Excellence.

Please list the objectives for this initiative:

- To recognize outstanding emerging student leaders on a university-wide basis; to introduce the concept of systemness.
- To encourage emerging student leaders to continue with leadership positions during college and throughout their career.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- Campus vice presidents/deans of student affairs; members of the Council of Chief Student Affairs Officers (state-operated campuses) and the Council of Community College Chief Student Affairs Officers will be involved in the selection process and planning for the award ceremony
- Other professionals from various affinity groups will be asked to join the selection committee
- A member from the six big idea working groups will be asked to join the selection committee – moving forward

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

- For this year, the funding for this program came from u-wide funding
- U-wide funding should continue which would allow this program to continue; if needed, we can look into other funding options
- Strategic planning funding might be requested if the program continues to grow

Metrics for determining if this initiative is successful:

Award Recipients:

- 17 students were selected:
  - 2 from Energy Smart New York
  - 3 from Entrepreneurial Century
  - 4 from Healthier New York
  - 1 from Seamless Education Pipeline
  - 2 from The World
Of the 17 award recipients; 11 attended the SUNY Student Leadership Institute

Abridged Executive Summary:

Originally, the award recipients were going to attend a luncheon with a keynote and possible workshop after. After the success of the Leadership in Action, we created the SUNY Leadership Institute (below). SUNY students are the future of our communities, our State, our nation and our world. Highlighting student leadership at the beginning of their academic career will encourage them to continue to develop and become strong leaders during college and throughout their career. By connecting them to other emerging leaders, they will be able to exchange and develop additional leadership skills and ideas that will empower them while giving them a sense of systemness. Based on feedback, we are looking at making this an annual student award similar to the Chancellor’s Award for Student Excellence.
Team Name: Leadership Development  
Initiative Name: SUNY Student Leadership Institute  
Lead Name: Cariann Quick

Initiative Overview and Description (History, goals, status of initiative):

History: After the success of the Leadership in Action program, we discussed offering a SUNY Leadership Certificate with the students and all of them loved the idea. Thus we created the SUNY Student Leadership Institute.

Goal: SUNY students are the future of our communities, our State, our nation and our world. Helping them understand and develop their leadership abilities helps to ensure that the power of SUNY continues. SUNY students will realize that leadership skills are life skills and that leadership is a process, not a position.

Status: Program was implemented for the first time in the fall of 2012. Based on feedback, we are looking to offer the program at each of the SUNY Student Assembly Conferences.

Please list the objectives for this initiative:

- To encourage students to enter into, or continue, in leadership positions during college and beyond
- To enhance and expand the leadership development opportunities for students attending the Student Assembly conference
- To expand students horizon; broaden their experience and introduce new concepts
- To connect students’ learning that takes place outside of the classroom with academic learning

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- Student Assembly president and conference chairperson
- Campus student government advisors on identifying possible workshop speakers; possibly serve as workshop presenters

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- SUNY students are the future of our communities, our State, our nation and our world. Helping them understand and develop their leadership abilities helps to ensure that the power of SUNY continues.

Metrics for determining if this initiative is successful:

- 41 students received a Leadership Certificate from the SUNY Student Leadership Institute
  - 100% of responses from attendees indicated that lessons learned from the SUNY Student Leadership Institute might or will improve or enhance their leadership skills within the Student Assembly and/or campus student government and beyond
  - 100% of the responses indicated that they would or might be interested in participating in an advanced leadership certificate at the next SUNY Student Assembly Conference

Abridged Executive Summary:

After the success of the Leadership in Action program, we discussed offering a SUNY Leadership Certificate with the students and all of them loved the idea. Thus we created the SUNY Student Leadership Institute. Helping SUNY students understand and develop their leadership abilities helps to ensure that the power of SUNY continues. SUNY students will realize that leadership skills are life skills and that leadership is a process, not a position. This program was implemented for the first time in the fall of 2012. Based on feedback, we are looking to offer the program at each of the
SUNY Student Assembly Conferences.
Team Name: Leadership Development

Initiative Name: Best Practices in Student Leadership Symposium

Lead Name: Cariann Quick

Initiative Overview and Description (History, goals, status of initiative):

History: Program has not started yet. We are about to start the planning process.

Goal: SUNY students are the future of our communities, our State, our nation and our world. Sharing best practices of student leadership programs will give professionals ideas to either enhance the programs they already offer students or create new student leadership programs. By connecting professionals that oversee similar programs, they will be able to network while giving them a sense of systemness.

Status: Program is scheduled for the fall of 2013.

Please list the objectives for this initiative:

- To assist campuses in creating student leadership programs, or enhancing programs already in place
- To provide an opportunity for campus staff who oversee student leadership programs to network and share best practices

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

- Campus student leadership coordinators and members of the College Union Campus Activities Professionals (CUCAP) group
- Vice presidents/deans of student affairs for nominations and assistance in selecting keynote speakers

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

- SUNY students are the future of our communities, our State, our nation and our world. Sharing best practices of student leadership programs will give professionals ideas to either enhance the programs they already offer students or create new student leadership programs. By connecting professionals that oversee similar programs, they will be able to network while giving them a sense of systemness.

Metrics for determining if this initiative is successful:

- Projected:
  - 75% of responses will indicate that information learned at the symposium could be used to implement a similar program at his/her home campus
  - 75% of responses will indicate that based on information learned at the symposium, the attendee will initiate, or enhance, a student development program at his/her home campus
  - 5% annual increase is anticipated for number of students that participate in student leadership programs

Abridged Executive Summary:

This program has not started yet. We are about to start the planning process. The goal is to give SUNY professionals ideas to either enhance the programs they already offer students or create new student leadership programs. By connecting professionals that oversee similar programs, they will be able to network while giving them a sense of systemness. This program is scheduled for the fall of 2013.
Team Name: Leadership Development
Initiative Name: Distinguished Academy
Lead Name: Bob Kraushaar

Initiative Overview and Description (History, goals, status of initiative):

The Chancellor was directed by a resolution of the Board of Trustees (www.suny.edu/Board_of_Trustees/webcastdocs/Establishment%20of%20SUNY%20Distinguished%20Academy.PDF) to establish the Distinguished Academy and the organizational meeting was held on May 22, 2012. One reason to establish the Academy was to celebrate and promote excellence within the State University. Another reason was to develop ways that the 430 Distinguished Academy members could use their considerable knowledge and expertise to enhance research, teaching and service within the State University.

Please list the objectives for this initiative:

- Empower the Executive Committee of the Distinguished Academy to develop guidelines for Distinguished Faculty interactions with SUNY.
- Develop pilot programs that enable Distinguished Academy members of to fulfill their obligations to SUNY that will serve to forward the overall mission of the University.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Coordination with RF and its Find a SUNY Scholar. See https://portal.rfsuny.org/portal/page/portal/The%20Research%20Foundation%20of%20SUNY/find_suny_scholar

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

Number of Distinguished Faculty involved in initiatives.

Abridged Executive Summary:

The State University of New York always has a long-established commitment to leadership and excellence, whether in improving the mastery of teaching, in creating new knowledge or expanded applications, in enhancing and fostering the intellectual growth of students, or in bringing the breadth of disciplinary expertise to bear on issues of public good. One reason to establish the Distinguished Academy was to celebrate and promote excellence within the State University. Another reason was to develop ways that the 430 Distinguished Academy members could use their considerable knowledge and expertise to enhance research, teaching and service within the State University.
Team Name: Leadership Development
Initiative Name: Executive Leadership Development
Lead Name: Bob Kraushaar

Initiative Overview and Description (History, goals, status of initiative):

The Executive workshop is intended for campus vice presidents and other executive level administrators. It is an intense five-day session that will help the participants enrich their executive leadership skills and potential, as well as enhance their understanding of the presidential search process. The workshop features candid discussion, self- and peer-assessment, and engaging presentations on everything from developing a personal mission and vision and assessing leadership style to reflection on leadership vs. management, building a team culture, and developing and implementing a strategic plan. The Workshop will also provide an understanding of the presidential search process that is appropriate for those who will be considering such a move now and for those who aspire to the position in the future. Workshop participants will undergo assessments focusing on personality analysis and managerial 360° feedback. They will also be required, beforehand, to develop a cover letter and curriculum vitae in response to a typical presidential job announcement and prospectus expressly developed by consultants from Isaacson, Miller. These consultants will then assist in helping the participants define their presidential aspirations.

Please list the objectives for this initiative:

- Run an executive summer workshop at least every other year, targeting vice presidents at SUNY campuses, but also vice presidents and other campus executives from elsewhere in the State and Northeast.
- Explore the possibility of hiring experienced professional search consultants in-house, to conduct most presidential searches, and many other high-level searches, particularly at the comprehensive and technical colleges, and as a shared service with community colleges as well.
- Develop a professional development program for presidents, focusing on new first-time presidents.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

CUNY and Isaacson, Miller.

Please list how this initiative relates to SUNY’s Mission/Strategic Plan/Improvement of NY if applicable:

In order to achieve the goals outlined in its Strategic Plan, the State University of New York (SUNY) needs to identify, encourage and promote leaders who are able to work towards the goals envisioned for the State University and to meet the inevitable challenges.

Metrics for determining if this initiative is successful:

Number of participants in workshops and the number of participants who become SUNY presidents.

Abridged Executive Summary:

Over the last decade, SUNY has conducted very many searches for new presidents at our 59 campuses. Each search typically lasts three to six months or more, and at any one time there are usually multiple searches running concurrently. In addition to presidential searches, SUNY constantly conducts even more searches for other high-level officials, both on campuses and at System Administration. Because of this volume of presidential turnover, as well as the importance of presidential leadership on a campus, we need to take a much more comprehensive look at how we develop potential presidents, search for presidents, and provide them with the proper support once they arrive (especially first-time presidents). Moreover, even with vigorous, extensive and expensive efforts, frequently these searches result in inadequate pools of qualified candidates or in qualified candidates that require substantial time on-
the-job to become effective. SUNY itself has a great reservoir of potential leadership talent that can be developed to the benefit of our campuses.
Team Name: Leadership Development
Initiative Name: Early Career Award Program
Lead Name: Bob Kraushaar

Initiative Overview and Description (History, goals, status of initiative):
N/A. University Faculty Senate did not support this initiative.

Please list the objectives for this initiative:

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

Abridged Executive Summary:

The State University of New York always has a long-established commitment to leadership and excellence. In particular, SUNY, both as a system and individually on its campuses, depends on the contributions of its faculty and staff members and enthusiastically acknowledges them for their pivotal role in the system’s pursuit of distinction. Leadership is essential among the faculty and staff, in their engagement at the highest levels in research, teaching, and service. The establishment of the Chancellor’s Early Career Awards would recognize faculty and staff who have significantly contributed to a campus even after only a few years of service and would help us identify our future faculty and staff leaders.
Team Name: Shared Governance

Chair(s): Ken O’Brien, Tina Good

Key Staff Liaison: David Belsky

SP Office Liaison: Kaitlyn Beachner

Shared Governance Initiatives and Leads

SUNY Voices

Tina Good

Why was this team created?:

The Chancellor incorporated an examination of “shared governance” into the implementation phase of the SUNY Strategic Plan by creating a “Shared Governance Transformation Team.” Shared governance in higher education refers to the structures and processes through which administration, faculty, professional staff, governing boards, and students participate in the development of policies and in decisions that affect the institution.

What is its original purpose?:

The Shared Governance Transformation Team was charged with examining the current patterns and procedures for shared governance across SUNY, including those within System Administration. After this review, the team was to conduct research and recommend foundational documents, policies and processes to strengthen effective shared governance.

As a result of the team’s work, the team recommended the SUNY Voices initiative as a branding mechanism for giving visibility to SUNY’s unique focus on shared governance throughout the system. This strategic planning initiative will also provide support for strengthening shared governance at the system level, at the campus level, and between and among the campuses and SUNY System Administration.

What is the Focus of this team?:

The Faculty Council of Community Colleges and the University Faculty Senate have taken over the work of the Shared Governance Transformation Team, although as we progress, we may want to reconvene the team as a work group.

How can we measure the outcomes?:

Abridged Executive Summary:

Shared governance in higher education refers to the structures and processes through which administration, faculty, professional staff, governing boards, and students participate in the development of policies and in decisions that affect the institution. The Shared Governance Transformation Team was charged with examining the current patterns and procedures for shared governance across SUNY, including those within System Administration. After this review, the team was to conduct research and recommend foundational documents, policies and processes to strengthen effective shared governance. By strengthening shared governance, we will be demonstrating commitment to SUNY’s core values as articulated in the Strategic Plan.
Team Name: Shared Governance  
Initiative Name: SUNY Voices  
Lead Name: Tina Good

Initiative Overview and Description (History, goals, status of initiative):

Please list the objectives for this initiative:

1. Increased visibility of SUNY’s unique commitment to system-wide shared governance.
2. Improved communication and shared decision-making processes throughout SUNY.

Please describe any cross team, campus involvement, organizations, or agencies that this initiative collaborates with:

Please list how this initiative relates to SUNY's Mission/Strategic Plan/Improvement of NY if applicable:

Metrics for determining if this initiative is successful:

The UFS and FCCC are working on specific indicators of effective shared governance that can be a part of the SUNY report card. The surveys will assist with this project. Keys to Success indicated in the business plan were:
- Increased pride in and commitment to SUNY by constituent groups.
- Increased pride in and commitment to individual campuses by constituent groups.
- Increased pride and commitment to shared governance by constituent groups.

Abridged Executive Summary:

Effective shared governance is the foundation for a sustainable system of higher education. This strategic planning initiative will also provide support for strengthening shared governance at the system level, at the campus level, and between and among the campuses and SUNY System Administration. The objectives of the SUNY Voices initiative are: Increased visibility of SUNY’s unique commitment to system-wide shared governance and improved communication and shared decision-making processes throughout SUNY.