The Office of the Provost provides academic leadership to the State University in the pursuit of excellence, drawing on both the strengths of campuses and the potential that is inherent within a System.

The Office establishes priorities, including resource allocation, in support of the mission of the University, the policies of the Chancellor and Board of Trustees, and the aspirations of the University’s constituent institutions.

The activities of the Office reflect its dedication to the enhancement of academic quality throughout the University and will effectuate the sharing of expertise, data and analyses.

In implementing its mission, the Office will work to further the University’s fundamental commitment to access, public service and the advancement of research.

Office of the Provost and Vice Chancellor for Academic Affairs
State University of New York
State University Plaza, Albany, New York 12246
518/443-5154, fax: 518/443-5321
psalins@sysadm.suny.edu http://www.sysadm.suny.edu
1998-99 Annual Report

Table of Contents

Message from the Provost

Office Update

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Learning and Information Initiatives and Services</td>
<td>3</td>
</tr>
<tr>
<td>Division of Academic Operations and Services</td>
<td>6</td>
</tr>
</tbody>
</table>

Review of Major Office Initiatives

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Review</td>
<td>15</td>
</tr>
<tr>
<td>Mission Components of BAP</td>
<td>16</td>
</tr>
<tr>
<td>Mission and Admissions Selectivity</td>
<td>16</td>
</tr>
<tr>
<td>University Colleges of Technology</td>
<td>18</td>
</tr>
<tr>
<td>Faculty Recognition</td>
<td>19</td>
</tr>
<tr>
<td>General Education</td>
<td>20</td>
</tr>
<tr>
<td>Performance Indicators</td>
<td>22</td>
</tr>
<tr>
<td>Assessment of Student Learning</td>
<td>23</td>
</tr>
<tr>
<td>SMART-NY</td>
<td>25</td>
</tr>
<tr>
<td>Engineering</td>
<td>26</td>
</tr>
<tr>
<td>Research Advisory Council</td>
<td>27</td>
</tr>
<tr>
<td>SUNYConnect</td>
<td>29</td>
</tr>
<tr>
<td>SUNY Learning Network</td>
<td>30</td>
</tr>
</tbody>
</table>
Providing academic leadership in the pursuit of excellence, is more than just a catch phrase highlighted in our Office mission statement; it has been the driving force behind a year of achievement, accomplishment, and change. In keeping with an ongoing focus on communication, I am pleased to provide you with an overview of activity within the Office of the Provost for the 1998-99 academic year.

The Office of the Provost is a multifaceted unit with broad and diverse responsibilities ranging from the development of policy and academic program review, to data collection, implementation of technology and more. When I joined the University in 1997, one of my first priorities was a reorganization that would reduce the number of independent divisions within the Office and, with a focus on efficiency, separate academic leadership and policy functions from operations and services. As much as any single initiative coming from the Office of the Provost, this reorganization played a vital role in progress through 1997 and certainly in activity during the 1998-99 academic year.

Created in the reorganization was the Office of Academic Affairs, serving as a central hub for the planning, development and evaluation of the academic activities within the Office. A newly created Campus Liaison function was added under the umbrella of Academic Affairs that would play a vital role in leading the Office’s outreach efforts, would assume the responsibilities of the former Office of Research and Economic Development and would house the Educational Opportunity Programs Office. Academic Planning, Policy and Evaluation, also included in Academic Affairs, expanded its scope of responsibilities through an integration of the academic activities of the former Office of International Programs.

The primarily self-funded programs and activities of the Office were aggregated under the newly formed Division of Academic Operations and Services (DAOS), providing a unified management structure for these varied entities. Responsibility for the Educational Opportunity Centers was relocated to the University Center for Academic and Workforce Development within DAOS. DAOS was also given responsibility for international development initiatives. And finally, the service functions of the Office of Educational Technology were moved to the newly established Office of Advanced Learning and Information Services in DAOS, while its academic policy responsibilities were placed in the Advanced Learning and Information Initiatives unit.

In essence, we moved from an Office with many independent areas, to one led by three primary divisions: the Office of Academic Affairs, the Office of Advanced Learning and Information Initiatives and the Division of Academic Operations and Services. Further detail about the responsibilities and accomplishments of each area follows.

This enhanced definition of both the academic and the service sides of the Office of the Provost set the tone for an aggressive development of initiatives in the 1998-99 academic year. In evaluating the needs of the University and the goals of the Chancellor, the Board of Trustees and our campus leadership, the work of the Office fell within four key areas of focus: (1) campus mission; (2) accountability, including our responsibilities to the State of New York; (3) research and contributions to economic growth; and (4) advanced learning and information. Prominent initiatives in each of these areas are outlined in the second section of this report.

As we set the framework for new initiatives, we continued to evaluate how we could best integrate those initiatives with our day-to-day operation, again with a commitment to efficiency and effectiveness. We have accomplished much. Note too that we have outlined an aggressive strategy for moving forward. From conclusion of our first comprehensive Mission Review (page 15) to enhancement of the SMART-NY initiative (page 25), we have set a full agenda for the 1999-00 academic year. This is an exciting time for the University and New York State; together we are poised for terrific things. I look forward to, and am committed to, working toward the brightest of futures for the State University of New York and the many constituencies we serve.

Peter D. Salins, Ph.D.
Provost and Vice Chancellor for Academic Affairs
A sampling of the diverse classroom activity taking place within the University today.
Photos at left: Peter Finger, Photo at top right: John Senzer, Photo at bottom right: Nancy Battaglia
Steven Poskanzer, Senior Associate Provost

The Office of Academic Affairs serves as a focal point for the academic activity of the Provost’s Office: (1) conceptualizing and then implementing academic initiatives to enhance the quality of the State University; (2) ensuring that State University campuses and System Administration have current, accurate and useful data on all key aspects of the educational enterprise, providing a basis for campus and System-wide planning and budgeting efforts; (3) helping to make certain that new academic programs offered across the System are of excellent quality, fit within campus mission envelopes, and facilitate the University’s goals of comprehensiveness, excellence and access; and (4) working to improve communication and coordination between System Administration and campuses and their leadership.

The Office of Academic Affairs, created in June 1998, is a newly established entity within the Office of the Provost. While the office is composed of two distinct units, further described below, it consciously functions in a cross-cutting manner, drawing teams of professionals from different units and sub-units to address specific issues. To carry out these functions, the office must increasingly function as a “think tank” for new ideas and as a sounding board for campuses.

The central, and indeed signature, work of the office during the 1998-99 academic year has been Mission Review (additional information on page 15). This University-wide effort to think cohesively about the role and niche of each of the System’s 64 campuses — what they do best and what they would like to do better — has been driven by participation from the Office of Academic Affairs at every stage; from creation of the initial procedural guidance for the project to the ongoing dialogue with campuses and the University community at large that will ultimately bring this process to conclusion.

Office staff have also taken the lead in pressing forward all of the other academic efforts described in the Office Initiatives section of this report. In the last 12 months, considerable effort was devoted to the development of the University’s new Budget Allocation Process — making certain that the allocation of funds is driven by the academic goals of campuses and the results achieved in pursuit of those goals (additional information on page 16) and devising widely accepted performance indicators (additional information on page 22) that will eventually be linked to campus funding.

Another central item of business during the 1998-99 academic year has been the successful recruitment of a top-flight staff in multiple areas of the office through a series of national searches.

The Office of Academic Affairs includes an Academic Planning, Policy and Evaluation (APPE) Group, whose focus includes responsibility for the review of academic programs and new System policies, and the maintenance of appropriate academic standards. Staff assigned to this group are particularly active in the area of program review. For example, for the period June 1, 1998 to May 31, 1999, the office examined, commented upon, refined and ultimately approved over 150 new academic programs from 42 campuses, 94 program revisions from 21 campuses, and a host of program deactivations, discontinuances and title changes. Health care and technology continue to be the programmatic areas experiencing the most activity and there is a clear increase in the number of cross-disciplinary
programs, requiring little in the way of new resources, that are being submitted for approval: Cinema and Cultural Studies, Sport Management, Computer Engineering, and Information Design and Technology to name only a few. The development, approval and registration of academic programs is viewed by most campuses as part of the lifeblood of their operations. It is likewise an area where System and campus representatives must engage in dialogue about programmatic niche, market demand, and enhancements to quality.

A second, ongoing item of business for the Office of Academic Affairs, also housed within the APPE Group, is the State University’s institutional research and data analysis function. The planning and management of an enterprise the size of the State University requires the maintenance of a “statistical clearinghouse” in a central location that can provide information to interested parties, comply with reporting obligations to state and federal agencies, and create and utilize statistical concepts and measures for budgetary and accountability purposes. This data serves as the backbone of the financial and academic planning done by System Administration and serves as a resource for individual State University campuses that rely on such data and measures in their daily work. In 1998–99, the office maintained 38 comprehensive databases on University activities such as graduation rates, instructional workload, academic programs, degrees awarded, libraries, residence hall utilization, and student satisfaction. In addition to responding to over 500 data requests from inside and outside the State University, the office also published an annual series of 16 major reports and 25 short releases.

The other primary component of the Office of Academic Affairs is the Campus Liaison Group, whose job it is to promote administrative and intellectual linkages and streamline flows of communication between System Administration and campuses and among the campuses themselves. The office now has in place a group of very experienced and knowledgeable individuals to serve as the Provost’s primary liaisons to each of the State University’s campuses — and also in some cases to particular programs, such as engineering schools. The liaisons are charged with gaining a deep appreciation of respective campuses’ history and culture, current needs and future plans. They then share this information with appropriate colleagues and offices at System Administration, ensuring that the plans formulated and decisions made herein are properly sensitive to campus considerations. At the same time, the liaisons offer campuses accurate information about and analyses of System-wide developments.

The Campus Liaison Group includes the University’s Equal Opportunity Program (EOP), which continues its longstanding and successful efforts to ensure access to higher education for all New York residents. Over the last year, staff in this area have begun a regular series of focused reviews of the quality of campus EOP programs. Another important Campus Liaison responsibility is supporting the academic work of the University’s health science centers. Campus Liaison staff have worked to enhance management flexibility at University hospitals and provide targeted support that will allow the hospitals to be responsive to changes in the health care administrative and fiscal environment. For example, when State University hospitals became eligible for participation in the Tax Exempt Leasing Program, Campus Liaison staff guided the University Hospital at Stony Brook though a complex application process in less than 60 days that allowed it to borrow $9.5 million for needed equipment replacements and upgrades (additional information on page 9).

The coming year promises to be an exceptionally busy and productive time in the Office of Academic Affairs. Topping the office’s list of priorities will be bringing the ground-breaking Mission Review effort to a successful conclusion. The office will also work to facilitate progress on other Provost’s Office academic initiatives as outlined in this report.

In addition to undertaking these activities, the Office of Academic Affairs will continue a recently begun evaluation and refinement of the program review process which will permit it to more effectively address System and campus needs. The office will focus on efforts to make data in the University’s “statistical clearinghouse” instantly available to campuses through electronic means, with a top priority being the development and maintenance of a “data warehouse.” All of this work is aimed at supporting the University in its effort to move to an even more prominent position in the front ranks of American higher education.
The Office of Advanced Learning and Information Initiatives (ALII) and the Office of Advanced Learning and Information Services (ALIS) share in a commitment to providing leadership in and support for the effective use of technology throughout the State University. ALIS is focused on technology related services, ALII on technology related planning and policy development. Because the two functions are so closely interrelated, they are referenced together in this section of the report. Making up the two areas are four major operating groups: (1) Learning Environments; (2) Library Services; (3) Networks and Infrastructure; and (4) Training, Development and Support.

ALII and ALIS collectively represent the Provost and the State University in a number of state and national efforts focused on technology and higher education. The State University is one of only two university System offices in the federal Internet2 project (a collaborative effort with industry and government to accelerate the next stage of Internet development in academia) and was recently selected by PC Week magazine as one of the "top 10" innovators in higher education for its use of technology.

**Learning Environments**

Assisting campuses in their efforts to meet diverse and ever-changing student needs, the use of technology to create new teaching and learning environments is a high priority for ALII and ALIS. In particular, the 1998-99 academic year has seen significant progress in (1) the expansion of on-line course offerings and (2) in the debut of a campus-based Course Management Systems (CMS) program.

Recognized as the national leader in the delivery of on-line courses, the SUNY Learning Network’s (SLN) capacity for facilitating on-line instruction has grown dramatically. Through 37 participating campuses, SLN expanded its number of on-line courses from 200 in 1997-1998 to almost 500 in 1998-1999; enrollments over this same period tripled from 2000 to over 6000. While most widely known for its delivery of on-line courses, plans for future development include expansion of SLN’s role in providing a framework for a full continuum of distance learning options (additional information on page 30).

The Internet has proven valuable not only in meeting the needs of students whose schedules or geographic locations make coming to a University campus difficult, it has also provided added benefit to those students who are learning in the classroom. The campus-based CMS program was created to help campuses respond to the growing number of faculty who want to use the Internet as a resource for course materials and on-line discussion as a complement to regular classroom instruction — it is a project with the potential to benefit substantial numbers of faculty and students at every State University campus. For the purposes of this project, Course Management has been defined as the process of developing, managing and delivering information related to a specific course. Course Management Systems are applications, processes and the requisite infrastructure designed
to facilitate course management. Twenty-nine State University campuses participated in the CMS program in the first year and System-wide participation is expected to increase.

The continued growth of the annual Conference on Instructional Technologies (CIT) is further advancing the University’s efforts to keep pace with advances in learning environments. Over 500 faculty from at least 50 campuses gathered at the Institute of Technology at Utica/Rome in June 1999 to increase their knowledge and skills in using technology for instruction. This conference is the showcase event for University faculty to demonstrate and evaluate new technology products and to address the pedagogical impact of technology.

Library Services

Support for State University library services is provided through the Office of Library and Information Services and Nylink (New York Library Network, formerly the SUNY/OCLC Network).

The Office of Library and Information Services works with the libraries of all State University campuses to ensure the availability of high quality library resources and materials. During the 1998-99 academic year, the highest priority in this area was planning for SUNYConnect; a major initiative intended to strengthen State University libraries with a common library management system as well as improved access to electronic databases, journals and full-text resources. Implementation for SUNYConnect is scheduled to begin during the 1999-2000 academic year (additional information on page 29).

After 25 years of service to the New York State library community, the SUNY/OCLC Network was renamed Nylink, effective April 1, 1999. The mission of Nylink, a membership organization of over 700 libraries in New York — including all State University libraries — and surrounding areas, is to enhance collaboration and cooperation and facilitate access to and implementation of, quality, cost-effective information technologies, products, and services for its members. During the past year, Nylink has been successful in continuing to enhance and expand the services it provides members in the areas of training, user support, consulting, communications, and consortial purchasing. Internally, the 1998-99 academic year focused on strategic planning and an enhancement of technological infrastructure.

In addition to providing support for all of OCLC’s (On-line Computer Library Center) products and services, Nylink continues to expand its consortial purchasing activities for reference databases, full-text resources available on-line, and software solutions for libraries. These activities have resulted in greater access to information and savings for libraries of approximately $1.5 million in this past year alone.

Networks and Infrastructure

SUNYNet, the University’s universal data communications network — linking all state-operated campuses, System Administration and most community colleges — is celebrating its tenth year of operation as the University-wide data and compressed video network. SUNYNet connects 72 University locations for networking, supporting instructional, library, business, research, E-mail and Internet connectivity. Several important accomplishments were made in this area during the 1998-99 academic year:

- SUNYNet ISP is a new service launched to provide and manage campus connections to the Internet. SUNYNet Technology
Services is engaged in ongoing planning and development activities designed to ensure capacity for initiatives like SUNYConnect and other University-wide programs.

- Videoconferencing services provided to the University were expanded during the 1998-99 academic year with the establishment of the University Videoconference System, connecting sites in Albany, Syracuse, Buffalo and New York City. This accommodated a growing demand for a wide variety of both academic and administrative uses.

- National activity continued with participation in the federal Internet2 project and its New York State component NYSERNET 2000, ensuring that the University remains a leader in higher education networking. NYSERNET 2000 was inaugurated in April 1999 with the University at Buffalo as its founding University participant. This will be a key area of development in the coming year.

- Technology and program development, conducted through the New York Network and SUNYSAT, continued to grow. New equipment was deployed to all 64 campuses, completing the "digitization" of SUNYSAT, improving the quality and lowering the cost of broadcast TV transmission to all campuses. In addition to activity at the State University, the New York Network continues to serve a broad range of clients with its video production and transmission services, including clients in state government and news gathering organizations. A pilot program to test satellite broadcast of video programs as data files was also implemented, demonstrating the practicality of "datacasting" for video, CD content, text and image files to campuses.

**Procurement, Training and Support**

- The 1998-99 academic year was marked by significant progress in a number of activities that support the acquisition and effective use of technology, on behalf of University-wide initiatives and all State University campuses.

- The Contracts Unit creates and administers licenses, agreements and contracts for a wide range of technology products and services. During 1998-99, the office facilitated the SUNYConnect software selection process. In addition, new or amended agreements were signed with Oracle, Symantec, CBT Systems, Campus America, SQRIBE, WBT, Inc. and, a major initiative with Microsoft is nearing completion.

- The SUNY Training Center, located in Syracuse, offers technology training and professional development opportunities for faculty and staff across the University. In addition to providing a significant training program for campus technology staff, the SUNY Training Center hosted a record number of events this year in support of the SUNY Learning Network, campus-based Course Management Systems, Nylink, and the 1999 Conference on Instructional Technologies.

- The Information Technology Exchange Center (ITEC), located in Buffalo, serves as a primary technical support center for programs including the SUNY Learning Network, campus-based Course Management Systems, and library activities. ITEC also provides software distribution, maintenance and support functions to over 50 member campuses.

ALII/ALIS actively support the initiatives of the Office of the Provost through a comprehensive approach to service; from learning environments and networking, to libraries, training and support. Whether it is providing the high-speed network and qualified library resources for the research enterprise growing through SMART-NY or providing campuses with the option of using the SUNY Learning Network to meet select General Education requirements, Advanced Learning and Information Initiatives and Advanced Learning and Information Services are committed to supporting the efforts of the Provost in meeting the needs of the University. Goals for the 1999-00 year include implementation of SUNYConnect and a further expansion of learning programs.
The Division of Academic Operations and Services (DAOS) enjoyed a year of growth, progress and rising expectations punctuated by national recognition for its accomplishments. DAOS is a broad, dynamic organization integrating primarily self-funded programs and activities of the University and its Research Foundation into a unified management structure within System Administration. The division advances the University’s academic mission by: (1) providing the technological and program infrastructure necessary to support the academic enterprise; (2) strengthening the System’s ability to administer and oversee campus-based and geographically dispersed academic activities; (3) harnessing and then projecting the University’s research and public services assets and capacities into the global marketplace; and (4) obtaining external support for critical University initiatives.

State University of New York Press

- Enjoying an international reputation for excellence, the State University of New York Press (SUNY Press) is the second largest state university press in the country with more than 2,600 titles in print. Founded in 1966, SUNY Press is one of the few university presses that is entirely self-supporting. At the conclusion of the 1998-99 academic year, SUNY Press will have released over 200 new titles, achieving approximately $5.8 million in sales (estimated as of the time of this printing).

Particular strengths lie in the fields of political science, philosophy, religion, sociology, and education, with continuing notice in the areas of literary theory, communication, women’s studies, and environmental studies. The best-selling SUNY Press book continues to be *Being and Time: A Translation of Sein und Zeit*, the Heidegger classic; it has just entered into its sixth printing and has sold more than 13,000 copies to date. Among the many outstanding books produced by the Press during the 1998-99 academic year was *Housing and Community Development in New York City: Facing the Future*, edited by Michael H. Schill, which included a chapter by Provost Salins.

Some of the many awards received over the past year include the 1998 Lynton Caldwell Book Award and the Prix Cardinal Mercier Award. Nine books were honored as *CHOICE* Outstanding Academic Books, six titles received the 1998 American Educational Studies Association Critics’ Choice Award, and two titles won the National Conference of Black Political Scientists 1998 Outstanding Book Award. Press books have also received excellent notices over the past year in publications such as: *Library Journal, Publishers Weekly, New York Times Book Review, Wall Street Journal, London Review of Books*, and *The Times Literary Supplement*.

Technical accomplishments at the Press include substantial upgrades to the in-house data base, the Book Tracking System (BTS). Notably, the BTS was converted from a DOS-based system to the more user-friendly Windows environment. Staff now have access to up-to-date information regarding price, availability, rights, etc., at their desktops, improving efficiency and customer service. The SUNY Press website continues to develop both in relation to the content provided and the number of visitors received. In the past year, the site has received more than one million hits, averaging 3,000 per day. The site is updated weekly, and more than 1,500 web-generated customer E-mails were expeditiously handled. One of the major goals for the coming year is to integrate the
Book Tracking System database into the Press website, making up-to-the-minute information regarding price and availability readily accessible to all. The Press also hopes to continue its pursuit of leading-edge opportunities in electronic distribution. For example, SUNY Press is in negotiation with netLibrary.com, an electronic service provider to general and academic libraries.

The office is exploring ways to leverage the content of the soon-to-be completed 40-volume set of *The History of al-Tabari* by developing a CD-ROM product for primary distribution to libraries and Islamic education centers. The Press is excited about publishing *A Parliament of Minds: Philosophy for a New Millennium* in the fall of 1999, which is the companion volume to a documentary scheduled to air on PBS affiliates as well as the Wisdom Channel. This broadcast tie-in gives the Press and the State University unprecedented exposure.

**Rockefeller Institute of Government**

- The Rockefeller Institute of Government, the public policy research arm of the State University, is recognized nationally as a respected source of expertise on American federalism and state and local public management and finance. The Institute, working closely with many state and local agencies in New York, draws on the State University’s intellectual resources and relies on academic experts throughout the country. Current areas of concentration include: the capacity of state and local governments and nonprofit organizations to manage social programs; the development and social capital of urban neighborhoods; performance measures and management; state finance, budgeting, and employment; and public higher education, including studies for the Office of the Provost on teacher education, and student preparation and remediation for higher education.

- **Welfare/Job Reform** - In October 1998, the Institute released its first report, now published in book form, *Implementing the Personal Responsibility Act of 1996: A First Look*, on how states and localities are carrying out welfare reforms. The book explained how the institutions of welfare have changed in the past two years, including how power is being devolved from state agencies to local welfare offices and private service organizations. Major findings have been presented to many audiences, including Congressional and White House staff, the Association of Public Human Services Administrators, the Association for Public Policy Analysis and Management, health policy experts, and at university and other professional forums. Additional reports will be released soon on information systems for welfare reform, devolution of power to local offices and case managers, children and welfare management systems, and a “Citizen’s Guide” to devolution and new social policies.

- **Urban Neighborhoods** - The Institute’s program of Urban and Metropolitan Studies has learned much about the unprecedented responsibilities devolved to the community level as a result of welfare reform through (1) the assessment of the federal government’s Empowerment Zone/Enterprise Community Initiative and (2) the Institute’s field network study of The Pew Charitable Trusts’ Neighborhood Preservation Initiative in ten working-class neighborhoods. Insights gained from this work are being applied to two projects for the coming year: *The Study of Urban Neighborhoods* and *Community Capacity Building*, an analysis of the importance of social capital in neighborhoods in sixteen metropolitan areas; and a multi-city study on the effects of welfare reform on community development corporations.

- **Fiscal Studies** - The Rockefeller Institute’s Center for the Study of the States analyzes fiscal and budgeting trends, policies and issues in government, with a focus on the 50 states. Ongoing programs include quarterly *State Revenue Reports*, which examine tax and fiscal trends; quarterly *Government Employment Reports*,...
which examine trends in federal, state, and local employment; and periodic *State Fiscal Brief* examining major issue areas such as education finance, Medicaid, and criminal justice. In 1998, the Institute established a Public Budgeting Studies Program housed at the Center. The program’s first major project funded by the Pew Charitable Trusts brings together a group of nationally known scholars and practitioners on a Task Force on Performance Management to strengthen government performance reform, and to document best practices in this important area. The Center for the Study of the States has received significant funding from the Ford Foundation, the Smith Richardson Foundation, the Pew Charitable Trusts, and various research contracts.

**Higher Education Studies** - The Institute’s Higher Education Program is continuing its study of performance funding and a national analysis of budgeting by state university systems. During the 1998-99 academic year, the program director and staff published a book, a monograph, and three articles on performance funding. They also presented papers at national conferences and have published a book chapter, a monograph, and one article on system and campus budgeting under fiscal stress.

The Rockefeller Institute’s New York Program coordinates projects involving state and local governments and nonprofit organizations throughout the state. This work includes two large research conferences per year on economic conditions in New York State and organization of regular events called “Policymakers’ Forums.” The Rockefeller Institute also houses the New York State Forum for Information Resources Management, which convenes state agency officials in this field. The Forum director heads Institute projects on information technology conducted for several state agencies and participates actively in the Institute’s national research on the management systems of state and local governments.

**University Center for Academic and Workforce Development**

- The University Center for Academic and Workforce Development (UCAWD) harnesses the academic resources of the State University to promote the acquisition of education and skills for all state residents. It is responsible for the overall coordination of the University’s academic preparation services, workforce development programs and has management responsibility for the University’s ten Educational Opportunity Centers (EOC), two Counseling and Outreach Centers and the Bridge Program.

In its first full year of operation, UCAWD was able to offer quality educational and workforce development programs and initiatives to approximately 22,000 residents and 1,800 employers throughout New York State. The office initiated 35 new grant funded programs at EOCs and 17 new grant funded programs at University community colleges throughout the course of the 1998-99 academic year. These programs addressed such areas as the strengthening of families through inter-generational learning, family literacy, academic preparation of at-risk students and the use of instructional technology. The office also partnered with the State Education Department to establish seven EOCs as General Equivalency Diploma (GED) testing sites, redesigned the fiscal and program reporting procedures for EOCs and satisfied a legislative mandate by establishing York College as host campus for the Queens EOC.

The Center’s welfare-to-work program, Bridge, has grown to encompass 34 sites throughout the state and to sponsor 12 additional Bridge Child Care Training and Placement Programs, preparing students for careers in day-care or to one day operate a day-care facility. On a parallel track, Bridge operates an employer-specific initiative that provides services specifically requested by employers, including soft or hard skills training and post employment retention services to help incumbent and newly hired employees meet employer expectations.
In its last complete program cycle (July 1997 - September 1998), Bridge placed over 2,200 public assistance recipients into gainful employment. The program was recently recognized by Governor Pataki for achieving 124 percent of its performance target, with earned wages exceeding 150 percent of recipients’ welfare grants, and an average savings of approximately $5,000 per entry to employment. Since inception, Bridge has saved the state approximately $38 million in welfare grant payments.

In its work with community colleges, UCAWD published the “Best Practices: Community College Welfare-to-Work” handbook which outlines the many successful strategies developed by State University community colleges in the transition of welfare recipients from dependency to self-sufficiency. The UCAWD also joined with the Department of Labor in hosting two significant workforce development conferences: the “Governor’s Employer Conference” and the “Workforce Investment Act -- Federal State Partnership Conference.” In addition, the staff provided requested technical assistance to the Private Industry Council and Standard Delivery Area leadership from Puerto Rico. UCAWD looks forward to continued opportunities for collaboration in the coming year as well as continued growth in all office initiatives.

Office of Hospital and Clinical Services

Committed to the support of the University’s health science centers, the Office of Hospital and Clinical Services is specifically charged with: (1) contributing to the University’s education policy as it applies to health-related professions — based on New York State health care needs — by identifying priorities, setting goals, coordinating programs, and assessing and encouraging collaboration across the System; (2) monitoring the performance of the University’s health care enterprises and reporting to the Board of Trustees on issues including quality assurance and compliance with federal and state regulations and codes; and (3) serving as a liaison for campuses with the Board of Trustees, System Administration, the Legislature and Executive Chamber, unions, state and national governmental agencies, and other external constituencies. The 1998-99 academic year was marked by a number of significant accomplishments for the office:

- Following a lengthy and significant advocacy effort to the New York State Legislature, the Hospital Flexibility Legislation was passed into law. This legislation allows the University’s hospitals to compete in the highly competitive health care market, authorizing them to participate in managed care contracting by becoming a member or partner in a managed care network. The legislation also authorized the capitalization of business ventures, exemption from specific provisions of the Public Officer’s Law, the ability to contract with one’s own employees, etc. This legislation has, and will continue to have, a significant impact on the University’s three hospitals.

- The office was able to secure an additional $7.0 million during both the 1997-98 and 1998-99 fiscal years of disproportionate share payments for the Health Science Center at Brooklyn.

- The office completed a review of the patient account receivables at the Health Science Center at Brooklyn that helped identify areas where changes in billing and collections could improve financial performance. As a result, the Hospital is projecting $3.0 million in additional patient collections during the 1998-99 fiscal year and should experience similar savings in subsequent years.

- In connection with Mission Review, the office initiated a comprehensive, System-wide study of nursing education. The study will measure workforce issues on a statewide and regional basis and measure student outcomes by sector in terms of educational, licensure, and professional preparation.

The Office is committed to the continued development of the health profession workforce and will evaluate the effectiveness of health professions programs, teaching settings, and the University’s ability to respond to the demand for trained health professionals within the state. In addition, the Office will continue to facilitate implementation of the Hospital Flexibility legislation, with particular emphasis on continued development of a standardized evaluation process for risk contracts, business investments, and network development.
**SUNY International Development Group**

SUNY International Development Group (IDG) promotes international development in the broad areas of: democracy, governance and civil society; private sector and economic development; and environment, health and education, through interdisciplinary collaboration among scholars, professionals, and technical experts. To this end, IDG draws on the considerable resources of the University and on a wide network of outside consultants and partner institutions.

IDG is the U.S. Agency for International Development’s (USAID) most active contractor in the field of legislative strengthening. IDG is the only university recipient of an Indefinite Quantity Contract (IQC); a three-year funding vehicle. These activities have put the University into some of the most interesting and rapidly changing nations in the developing world — Uganda, Benin, Rwanda, Madagascar, and Paraguay.

IDG is improving the institutional development and infrastructure of the Nicaraguan Congress; its project has been successful in the establishment of the Committee for the Modernization of the Legislature in which both Sandinistas and Liberales work together to develop their Assembly. IDG also provides nonpartisan assistance to the modernization process in the National Assembly of Mozambique. A major accomplishment of this project in 1998-99 was the revision of the Mozambican Constitution. Through IDG’s assistance, the Ugandan Parliament is completing a major expansion of the Parliamentary Library and the establishment of an information center for use by elected officials and staff. In Brazil, IDG has a long-term project involving the provision of training to professionals, primarily from the Amazon region, in environmental issues. As highlighted by the brief examples above, the 1998-99 academic year has been a busy and productive one for IDG. The office plans an equally aggressive schedule for 1999-00:

- IDG will organize the USAID Worldwide Conference on Legislative Strengthening, to be held in Maputo, Mozambique in October 1999. The Mozambique venue will allow IDG to showcase its successful legislative project with the Mozambique National Assembly.
- IDG was selected by the USAID Global Democracy Bureau to draft a handbook on legislative strengthening.
- IDG anticipates expansion over the next year into the Middle East and Northern Africa, and later into the nations of the former Soviet Union and Asia.

IDG is competing for the new USAID IQC with its current institutional partner — the National Conference of State Legislatures — and with Associates for Rural Development, a new partner which has been successful in this field. At the same time, new opportunities continue to arise in Latin America, and IDG anticipates beginning a major project in Colombia in late 1999. IDG staff will be attending a conference in Brazil this autumn on environmental and energy coordination. In conjunction with attendance at this conference, IDG will attempt to develop contacts and Amazon regional partners to initiate a start-up environmental project in that region.

**DAOS Sponsored Programs Office**

The DAOS Sponsored Programs Office (SPO), is the administrative link between the Applied Research Center and The Research Foundation, for all externally funded sponsored programs in DAOS and other units of System Administration. The office experienced extraordinary growth in the fiscal year 1998-99. The volume of direct expenditures administered by the SPO office increased a dramatic 42 percent over the last fiscal year, a difference of $8.2 million by the end of April (see Graph I). The DAOS Sponsored Programs Office expects to administer over $36 million this fiscal year (note, as of this printing, figures for May and June are estimated.)
Offsetting this dramatic growth in direct expenditures was a decrease in indirect cost recoveries, due to caps placed on indirect rates by state and federal sponsors. While the direct expenditures increased 42 percent by April, the indirect recoveries dropped by 20 percent from the previous year (see Graph II below).

New York State Medicaid Fraud, Waste and Abuse Partnership

June 30 marks the culmination of a multi-year, multi-million dollar interagency research collaboration between the University, the NYS Department of Health, the Attorney General’s Medicaid Fraud Control Unit, the Office of Children and Family Services, and the Governor’s Office called the Medicaid Fraud, Waste and Abuse Prevention Partnership Project. The University was clearly able to show that through the appropriate application and utilization of technology, fraud detection can be significantly improved and investigatory practice greatly enhanced — leading to profound reductions in Medicaid fraud, waste and abuse estimated to range from a low of $500 million to a high of $2 billion annually in New York State alone.

A real-time demonstration for senior government officials hosted by the University highlighted the groundbreaking Medicaid fraud research and software development capabilities of the University and its development and design team including Los Alamos National Laboratories, Sandia National Laboratories and Deloitte Consulting. This landmark collaborative effort presented: (1) viable alternatives to current fraud detection technologies, or more people-intensive, manually-driven investigatory approaches; (2) new anti-fraud technologies offering the promise of stopping Medicaid fraud by ultimately swinging detection to the front end, before payments are made; and (3) significant opportunities for saving substantial amounts of tax dollars either through Medicaid fraud prevention or recovery of inappropriately expended Medicaid dollars.

Early Childhood Education and Training Program - Distance Learning Program

A major portion of program activity within the office is the production of training seminars via videoconference. Each conference consists of live panel discussions with experts, on-site activities, footage of childcare and human services programs and resource material. In collaboration with New York Network, the office produces over 100 broadcasts per year. In December 1998, the National Staff Development and Training Association presented its Innovation and Quality Award to the program. The Developing Brain, a videoconference produced in March 1998, received a Silver Medal from the International Cinema in Industry Competition. This video was a national finalist in the competition sponsored by the National Association of Video Producers and received Honorable Mention from the Columbus International Film and Video Festival for overall quality in production.

The office also developed a variety of multi-media, computer-based training applications which include text, graphics, audio, full-motion video and interactive exercises intended to support the broad range of adult learning styles. In addition, several on-line courses are in development. In 1999, the office will award $1 million in scholarships for those working in early childhood settings throughout the state. The scholarships are part of a strategy to promote professional development of the workforce.
In keeping with the principles outlined in its mission, the development and implementation of new and innovative initiatives is not only a hallmark of the Office of the Provost, it is a vital tool in its ability to meet the broader goals of the University. These initiatives and the supporting strategies that secure their implementation are driven by a focus on academic quality that is prominent not only in activities of the past academic year but as a guiding logic behind the overall work of the Office of the Provost.

The Office of the Provost is committed to strengthening the individual campuses of the University — through a focus on refined missions, a stronger research enterprise and the careful and effective integration of technology — to ultimately enhance the stature of the University as a whole. For the 1998-99 academic year, that commitment translated into the development of targeted initiatives that would each impact academic initiatives that would each impact academic standards and the University’s ability to fulfill its broader mission of access and service.

What follows is designed to capture an up-to-date overview of the guiding philosophy and immediate status of a series of prominent Office initiatives.
Office Initiatives

(1998–99 Academic Year)

A look at the System Administration building in downtown Albany (as seen prior to current construction). Together, in a collaborative effort with campuses, we will create a brighter, even more dynamic University.
As the University strives to fully realize its potential as a System, its focus derives from the strength and quality of individual campuses. When we have succeeded in ensuring that the mission of all campuses is closely related to what those institutions do best, they can — with a focus on differentiation — build upon and enhance academic programs and unique institutional characteristics in a dynamic effort to attract students and resources. Their success in this effort ensures the University’s ability to achieve its broader goals of quality academic programming, scholarship, access, and service to the State of New York.

The Office of the Provost has urged and implemented a focus on mission during the 1998-99 academic year through numerous initiatives: (1) strengthening and clarifying campus missions through the System-wide Mission Review process; (2) a budget allocation process that rewards campuses for success in achieving their missions; (3) implementation of an undergraduate, admissions selectivity scale that can help set standards for each campus consistent with its mission; (4) assistance to the University’s five agricultural and technology colleges as they forge a new relationship and identity as the University Colleges of Technology; (5) recognition of faculty efforts to strengthen and further the mission of the campus and University; and (6) the establishment of a University-wide Task Force on General Education to facilitate implementation of the Board’s recent resolution on General Education, again, within the context of individual campus missions.
Mission Review

Mission Review was formally launched in the spring of 1998 with the issuance of customized questions to each campus, fostering a thorough review of campus activities and mission. From information on institutional peers and enrollment goals, to selectivity standards and plans for program development, each campus response — in the form of a Mission Summary — created a foundation from which extensive dialogue between that campus and System Administration would flow. System Administration staff, organized into campus specific Mission Review teams, were responsible for studying their assigned campuses, reviewing submitted Mission Summaries and for participation in further dialogue at scheduled visits to the campuses. Campus visits involve day-long, intensive and iterative discussion with campus leadership, faculty, and campus governance representatives, to further a mutual understanding about the best possible direction for the institution.

The conclusion of the 1998-99 academic year marks significant progress in this initiative with more than 30 Mission Review visits complete. As the aggressive schedule of visitation continues, there are two remaining phases of Mission Review: (1) regional and sector-wide meetings will be held to both discuss areas of concern and to promote opportunities for inter-campus collaboration and (2) the collaborative development of a Memorandum of Understanding for each campus — facilitated by consensus achieved at the regional and sector meetings — that will summarize institutional goals, milestones of progress, and planned changes brought about by Mission Review.

At the conclusion of this process, the greater definition of campus mission throughout the System will significantly enhance the University’s reputation for quality and leadership. This initiative has already been recognized as a “best practice” in higher education by the American Association of State Colleges and Universities (AASCU) in the category of quality assurance.

Mission Review Process

The System-wide Mission Review initiative was designed to: (1) clarify goals and market niches of each campus, with a focus on distinctiveness; (2) enhance the quality of academic programs, through effective planning and a resolution of programmatic overlaps; and importantly (3) increase opportunities for and support of inter-campus collaboration. In guidance issued at the start of this process, the Office of the Provost outlined the following key premises:

- The University should build on current levels of success and achievement. All campuses should aspire to perform at even higher levels, and to enhance the quality of all programs within their unique mission envelopes.
- Consistent with a required degree of comprehensiveness, each campus should identify, develop and hone a distinctive mission. Campuses should not all seek to be equally comprehensive, to serve the same mix of students, or to provide the same range of programs. Rather, they should be geared to complement each other and cooperate in sharing the resources of the State University System.
- Although campuses should have reasonably differentiated missions, they all share three key objectives: to advance student learning through an academically rigorous program of instruction, to support an outstanding faculty in instruction and scholarship, and to provide service to New York residents.

Mission Review was formally launched in the spring of 1998 with the issuance of customized questions to each campus, fostering a thorough review of campus activities and mission. From information on institutional peers and enrollment goals, to selectivity standards and plans for program development, each campus response — in the form of a Mission Summary — created a foundation from which extensive dialogue between that campus and System Administration would flow. System Administration staff, organized into campus specific Mission Review teams, were responsible for studying their assigned campuses, reviewing submitted Mission Summaries and for participation in further dialogue at scheduled visits to the campuses. Campus visits involve day-long, intensive and iterative discussion with campus leadership, faculty, and campus governance representatives, to further a mutual understanding about the best possible direction for the institution.

The conclusion of the 1998-99 academic year marks significant progress in this initiative with more than 30 Mission Review visits complete. As the aggressive schedule of visitation continues, there are two remaining phases of Mission Review: (1) regional and sector-wide meetings will be held to both discuss areas of concern and to promote opportunities for inter-campus collaboration and (2) the collaborative development of a Memorandum of Understanding for each campus — facilitated by consensus achieved at the regional and sector meetings — that will summarize institutional goals, milestones of progress, and planned changes brought about by Mission Review.

At the conclusion of this process, the greater definition of campus mission throughout the System will significantly enhance the University’s reputation for quality and leadership. This initiative has already been recognized as a “best practice” in higher education by the American Association of State Colleges and Universities (AASCU) in the category of quality assurance.
Mission Components of BAP

The Budget Allocation Process (commonly referred to as BAP) is the recently revised methodology — developed by the Office of the Vice Chancellor for Finance and Business — by which state funding is distributed to the University’s state-operated campuses. BAP moves the University from a cost-based model of allocating funds to one that is more incentive and performance based.

The Office of the Provost, working together with the Office of Finance and Business, served as both a resource and an advocate for a focus on academic quality throughout the final development stages of BAP. The Provost’s Office worked to ensure that success in the pursuit of academic mission would ultimately drive the budget process.

Implemented for the 1999 fiscal year, the Budget Allocation Process is reflective of a desire within the University to recognize autonomy and to acknowledge best practices. Meshing with the principles of the Mission Review process, BAP draws on the strength of individual institutions and the potential of the University as a System. The Budget Allocation Process has five major components:

- Allowing each campus to retain tuition and fee revenue previously pooled in the operating budget;
- Focusing on enrollment to include recognition of high, medium and low cost factors;
- Encouraging outside funding for research and public service through a 20 percent state match for both direct and indirect external support;
- Adjusting for program-related missions for campuses with unique resource needs; and
- Adding performance incentives within each of the first four areas, to be supplemented with bonuses for achievement and improvement in campus quality.

Each of the above outlined components was implemented in the financial plan for 1998-99 with the exception of performance based funding; to be phased in at a later date. The Office of the Provost was charged with identifying areas of campus responsibility best reflective of overall performance and developing appropriate measures that could be used fairly and accurately to reward both existing excellence and improved performance for individual campuses. Performance based funding will be phased in following approval of recommendations made by the Performance Indicators Task Force, expected sometime this summer. The Task Force is currently collecting data to study various statistical models (additional information on page 22).

Also included in the budget is an allocation to support campuses that, as a result of the Mission Review process, would be undergoing some type of mission-related change, i.e., new program development, an increase in selectivity, etc. The Office of the Provost and the Office of Finance and Business are currently in the process of developing a strategy for weighing requests and ultimately, for awarding, this targeted funding. It is hoped that in future state budgets, funds for mission directed support will continue to increase.

The Budget Allocation Process will continue to be refined and the Provost’s Office will take an active role in this effort, with a particular focus on reinforcing academic priorities.

Mission Review and Admissions Selectivity

Discussions about campus niche necessarily involve consideration of undergraduate admissions selectivity and planned improvements in institutional quality. The State University wants to attract talented, creative, motivated students; including the best and brightest of New York, from other states and around the world. At the same time, we have a critical responsibility to fulfill our goal of access to a quality education for all citizens of New York State.
The Office of the Provost developed a matrix to help facilitate discussions of admissions selectivity as an indicator of quality and as a means to address competition for students among University campuses. The matrix has been a valuable resource in completing many initiatives in the 1998-99 academic year.

Divided into five categories, the matrix is based on SAT scores and high school averages. The bold lines on the matrix define the lower threshold of each category in terms of combinations of SAT scores and high school averages (there is no upper threshold). The Groups on the chart are cascading, i.e., Group 2 contains Groups 1 and 2; Group 3 contains Groups 1, 2 and 3, etc. The selectivity categories apply to first-time, full-time students accepted by an institution as regular freshman admissions. The matrix excludes part-time students, students admitted into EOP or special programmatic admissions.

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Selective</td>
<td>At least 60 percent of the students fall within Group 1.</td>
</tr>
<tr>
<td>Highly Selective</td>
<td>At least 60 percent of the students fall within Group 2.</td>
</tr>
<tr>
<td>Very Selective</td>
<td>At least 60 percent of the students fall within Group 3.</td>
</tr>
<tr>
<td>Selective</td>
<td>At least 60 percent of the students fall within Group 4.</td>
</tr>
<tr>
<td>General Admission</td>
<td>Not meeting any of the above categories.</td>
</tr>
</tbody>
</table>
The institutions making up the University Colleges of Technology (UCT): Alfred, Canton, Cobleskill, Delhi and Morrisville, were founded in the first and second decades of the century as Institutes of Agriculture and Domestic Science, with a curriculum specifically designed to meet the needs of the New York economy. Their unique mission succeeded in helping the five campuses gain recognition as institutions of quality, providing tangible value to the state.

Today, in an effort to most effectively address the changes in New York’s economic and demographic make up, the five colleges have formed an alliance: a collaborative effort whose focus on technology hopes not only to boost enrollment at all five schools, but to reinvigorate their ability to meet the changing needs of New York State. Formed in 1997, this five-campus alliance has positioned the State University to better fulfill the increasing industry demand for highly-skilled technicians.

From an expanded recruitment campaign and joint research and marketing efforts to the implementation of a distance learning initiative that allows faculty to simultaneously teach to students at all five campuses, these institutions have made significant progress in formalizing their collaboration. The UCT alliance is committed to: (1) developing new technology-based programs to directly support and benefit New York state industry; (2) the positioning of the UCT in a niche between community colleges and the colleges of engineering, catering to the demand for mid-level technicians and technology management personnel; and to (3) the evolution, within the next five years, to a consortium that is flexible, learning sensitive and that features interactive delivery systems. With a predominant focus on education at the baccalaureate level, the University Colleges of Technology are working to implement portable, five-campus Bachelor’s degree programs in such areas as Information Technology and Technology Management, to gain strength and maximize efficiency, and importantly, in the midst of change, to maintain a sense of autonomy, of the appeal of the small campus environment.

The 1998-99 academic year saw formal recognition of the UCT by the State University Board of Trustees in a resolution that approved a new campus-based management structure. This organization would feature a new UCT Executive Director with broad administrative responsibility, a Council of Presidents responsible for developing all UCT plans, and a new UCT Advisory Board that would provide oversight regarding the coordination of efforts between the five UCT institutions as well as between the UCT and other State University campuses. The past year also saw extensive work on the development of a strategic plan for the UCT that would include a focus on:

- **Academic Planning** - from the development of new baccalaureate programs to the coordination of existing associate degree programs;
- **Financial Planning** - from work to integrate the Budget Allocation Process to the development of strategies that will increase productivity, efficiency and effectiveness;
- **Marketing and Image** - from creating a Polytechnic image for the UCT to the coordination of promotional material;
- **Resource Development** - from cooperative and shared programs where possible, to a focus on the pursuit of federal and other external resources; and
- **Business and Industry Services** - from analysis of state-wide business and industry training development needs to the development and marketing of targeted training programs.

The UCT strategic plan is expected to be completed shortly after the close of the academic year. The search for an Executive Director is currently under way.
Faculty Recognition and Development

Committed to the recognition of those individuals directly responsible for delivery of instruction, for research and for service to and beyond the University, the Office of the Provost: (1) coordinates and administers the Distinguished Faculty Ranks and Awards for Excellence on behalf of the University Chancellor, and (2) supports faculty development through the Conversations in the Disciplines Program.

Distinguished faculty ranks recognize prominence in four areas: scholarship, public service, teaching, and in a newly-established category this year, librarianship. Designation to distinguished faculty rank, conveyed solely by the State University Board of Trustees, constitutes a promotion in rank, and follows a careful evaluation of candidates’ achievements. The ranks are as follows:

- **Distinguished Professorship** - recognizes faculty who have achieved national, and preferably, international prominence in their chosen field through significant contributions to the research literature or through artistic performance or achievement. Eight faculty were promoted to the rank in the 1998-99 academic year.

- **Distinguished Librarianship** - recognizes faculty whose contributions have created a new information environment through access to information, sharing or networking information resources, and fostering information literacy. Paralleling the Distinguished Professorship, this rank requires contributions which are of national or international significance. As the initial invitation to submit nominations was sent this academic year, no appointments have yet been made; there is, however, one nomination currently undergoing evaluation.

- **Distinguished Service Professorship** - rewards faculty who have consistently achieved a distinguished reputation for service not only to the campus and the University, but also to the community, the state or even the nation. Five faculty were promoted to the rank in the 1998-99 academic year.

- **Distinguished Teaching Professorship** - rewards faculty who have consistently demonstrated outstanding teaching competence over a period of years at the graduate, undergraduate or professional levels and requires, above all other criteria, a consistently superior mastery of teaching skills. Ten faculty were promoted to the rank in the 1998-99 academic year.

The Chancellor’s Awards for Excellence provide System-wide recognition to faculty and professional service staff who have consistently demonstrated superlative performance, encouraging the continuation of excellence in the areas of librarianship, professional service and teaching. The awards are bestowed on individuals across the entire System, and specifically honor:

- **Excellence in Librarianship** - recognizes extraordinary professional achievement and requires superior skill in the performance of librarian duties, service to the University and to the profession, and scholarship and professional growth. The Chancellor conferred this honor to 13 individuals this year.

- **Excellence in Professional Service** - acknowledges extraordinary professional achievement, within and beyond the parameters of the position, by individuals who consistently seek improvement of themselves, their campuses and the University. The award is open to professional staff serving in academic administration, business affairs, student affairs, institutional support technologies, instructional and research support technologies and to directors of campus libraries. For 1998-1999, 55 individuals were selected as recipients of the Chancellor’s Award for Excellence in Professional Service.

- **Excellence in Teaching** - recognizes consistently superior teaching at the graduate, undergraduate or professional level based on: mastery of teaching skills and techniques, scholarship and professional growth, student service, and academic standards and student performance. This year, the Chancellor honored 94 individuals as recipients of the Award for Excellence in Teaching.

The Office of the Provost also supports an annual grant program to encourage and foster the professional and personal growth of individuals and the programs of instruction and research within the University. The Conversations in the Disciplines Program sponsors intercampus faculty conferences within and across academic disciplines bringing together State University members and visiting scholars to examine new trends, review promising research findings, and become acquainted with professional developments in their fields and on other campuses. A total of ten Conversations in the Disciplines grants were made in the 1998-99 academic year.

The strength and diversity of the University’s faculty is a critical tool in any effort to enhance individual institutions and to foster success in achieving mission related goals.
In keeping with the Office’s focus on enhanced academic standards, this report proposed an initiative — engaging the entire University community — that would ultimately result in a System-wide, consistent program of general education. This December 1998 report echoed similar sentiments of the University Faculty Senate and the Faculty Council of Community Colleges in the final report of their Joint Task Force on General Education, submitted to the Chancellor in January 1998.

After review of both reports and an evaluation of ongoing discussion about general education within the University that had begun as early as 1995, the State University Board of Trustees adopted a resolution in December 1998 calling for a System-wide minimum of 30 credit hours in the following ten academic subject areas: mathematics, natural science, social science, American history, western civilization, other world civilizations, humanities and the arts, foreign languages, basic communication and reasoning, and information management. The resolution charged faculty and administrators at each campus with the responsibility of establishing “the specific course requirements and content of a General Education Curriculum, reflective of the best practices in American higher education.”

Following a dialogue with all campuses to generate feedback about the resolution, the Task Force has developed an initial set of learning outcomes for each of the ten subject areas that will help faculty in determining which courses already meet the established criteria, and if necessary, what elements would need to be included in new courses.

The Task Force, co-chaired by Provost Salins and President Muriel Moore (Buffalo State), plans to issue its report, including specific guidelines for campuses, shortly after the close of the 1998-99 academic year.
As the largest state university system in the country, the State University of New York must proactively respond to the changing economy, the evolving needs of industry and the opportunities presented by a global environment. The University must be respectful of the demands facing its diverse student body and of the ever-higher expectations of the State of New York. Further, it has an obligation to the citizens of the state to be as efficient and innovative in its use of resources and in seeking new and alternative means of funding as it is in the pursuit of quality scholarship.

This responsibility translates into a need for added measures of accountability that will allow the University to build on existing successes and make improvements where necessary. The Office of the Provost, over the course of the past year, has initiated two new programs that provide a means for such evaluation: (1) performance indicators — identifying areas of current and growing excellence that can be measured and, through the Budget Allocation Process, rewarding performance in each; and (2) assessment of student learning — exploring just how the State University adds educational value to students, helping them to achieve their desired educational outcomes.
Establishing measures to identify and reward excellence among individual institutions within the State University — with a particular emphasis on success in achieving mission-related goals — will make an important contribution to efforts to elevate the stature of the University.

The Provost’s Office was charged with the development of performance measures that would not only be used in the budget process (The new Budget Allocation Process, in a measure strongly recommended by the Office of the Provost, will allocate a certain percentage of funding — building up to 6 percent — to be awarded based on measures tied specifically to performance.), but would also serve as a source of valuable data for a broad number of initiatives.

A University-wide Task Force on Performance Indicators was charged with the development of indicators that, within the context of campus mission, will:

- Measure student achievement with respect to learning, graduation and post-graduation outcomes;
- Measure faculty achievement with respect to scholarship, research and teaching;
- Measure the robustness of the academic enterprise with respect to student applications, external support and reputation; and
- Gauge the quality of campus services and facilities as well as its environment and climate.

The Task Force is currently in the process of collecting data and testing models to evaluate different measurement approaches; a process which at its core works to distill hundreds of variables into categorized clusters. The group is expected to submit its findings to the Provost sometime this summer, who will distribute the document throughout the University community.

Driving the deliberations of the Task Force is a series of general guiding principles and assumptions developed after extensive research and study. These guidelines make clear that the sole purpose of measuring performance (and basing any funding on performance) is to promote improvement and reward excellence, recommending that campuses should compete with their own record to improve performance rather than against a single University standard. The guidelines call for performance measures that would be easily understood and evolutionary in nature and that indicators should measure outcomes rather than inputs and processes.

In addition, the initial work of the Task Force calls for the distribution of merit-based performance funding for both excellence and significant improvement (a campus can be honored in both categories).

Some of the data sources being considered as measurement tools for the above listed categories include the following: the Student Opinion Survey, the Alumni Outcomes Survey, a Faculty Opinion Survey currently in development, multiple analyses of the University’s existing data set, and the possible purchase of additional national data bases. Again, it should be emphasized that the overall goal of this process is to measure outcomes within a process that is simple and easy to understand.

It is also important to note that the original target of this initiative was the state-operated campus sector, as it is the one affected by the new Budget Allocation Process. However, the Performance Indicators Task Force has indicated that it will strongly urge the adoption of parallel measures and rewards for community colleges, reflecting differences between institutions and the populations they serve.
Assessment of Student Learning

The State University devotes enormous time and resources to the education of an ever-growing, ever-diverse student population. As we continue efforts to strengthen the University and to focus on academic quality, it is imperative that we evaluate our performance in this critical area.

As a result, the Office of the Provost is in the initial stages of an initiative that would complement existing assessment efforts on the part of our campuses — offering System Administration support in the development and implementation of new assessment tools and, as appropriate, broader University-wide strategies on assessment.

The 1998-99 academic year featured extensive discussion about the value of assessment. In leading these discussions, the Office of the Provost emphasized the need for the University to explore the expansion of existing assessment strategies; not only in light of the inherent value of assessment, but also in response to the national focus on this issue. Further strengthening the need to proactively address assessment was the passage of the General Education resolution by the Board of Trustees which included an emphasis on assessment in its guidelines.

The State University’s assessment discussions to date have primarily been campus driven, although they have begun to explore ways in which System Administration staff can help campus efforts. There is an emerging consensus that we need to take our dialogue to the next level.

The Office is currently in the process of empaneling a University-wide Task Force with broad participation from campus leadership, institutional research personnel, and System Administration staff. The Task Force will be asked to draw upon external experts and to conduct an intensive review of existing literature in its effort to assess various components of learning outcomes in the undergraduate experience. Areas of focus extend across the entire curriculum; from general education to the major course of study.

While a formal charge is still in development, the Task Force will maintain a broad focus, looking at a variety of assessment techniques: entrance and/or placement testing; achievement tests, both criterion and norm based; portfolio review; and capstone experiences. The Task Force will offer guidance on practical questions associated with assessment, such as: student motivation; how best to create a methodology that allows meaningful comparisons across campuses, and how to facilitate broad campus-based involvement and support throughout the process.

Ultimately, the fundamental purpose of assessment is to determine what students collectively gain from the education provided by the University, and to use that information in a variety of ways to further improve its educational program.

The Task Force will formally be named this summer, and will actively begin work in the fall.
Investment in its research enterprise ultimately means an investment in the strength and stature of the University. By highlighting and seeking support for research initiatives that will positively impact the economic health of the state, as well as through ongoing efforts to train and to retrain a workforce that, at all levels, must be technologically proficient, the State University will prosper.

Initiatives in this important area include: (1) the implementation of the SMART-NY effort to bring together the research expertise of the State University and Cornell, (2) an effort to double the number of engineering graduates within the System to meet an existing labor need, and (3) the development of the Research Advisory Council to help shape research activity.
The SUNY/Cornell Multiplier to Advance Research and Technology (SMART-NY) is a focused research effort dedicated to strengthening the critical link between academic research and the economic future of New York State. This initiative is the collaborative effort of Provost Salins, the provosts and research officers of both the State University doctoral campuses and Cornell University, and of the State University engineering deans. Their collective goal is to highlight the need for legislative and industry support of university research short of the resources needed to reach its dynamic potential.

Citing the successful relationship between MIT and Route 128 in Boston and between Stanford and the growth of Silicon Valley, the State University has, over the course of the past academic year, developed a collaborative initiative designed to enhance legislative and industry support for the research activity on its campuses.

SMART-NY is committed, within the next five years, to doubling sponsored research activity in those areas where the University and Cornell have existing strengths and where federal research budgets are expected to increase: (1) biomedical sciences; (2) advanced materials; (3) information technology; and (4) the environment. This effort will also address growing concern over New York’s shortage of well-trained engineers and applied scientists.

The 1998-99 academic year saw the formal launch of the SMART-NY initiative to over 200 legislative and industry leaders at an afternoon conference as well as the development of promotional material designed to increase the visibility of this important effort.

From the development of Magnetic Resonance Imaging (MRI) to the creation of the technology used in today’s popular bar coding systems, the intellectual resources and capital found within the State University have made significant improvements in the economy of New York State and in the lives of residents in New York and beyond. Despite this success, however, a lack of dedicated state funding — at levels comparable to that of other states — has left the University’s research enterprise short of the resources needed to reach its dynamic potential.

Citing the successful relationship between MIT and Route 128 in Boston and between Stanford and the growth of Silicon Valley, the State University has, over the course of the past academic year, developed a collaborative initiative designed to enhance legislative and industry support for the research activity on its campuses.

The SUNY/Cornell Multiplier to Advance Research and Technology (SMART-NY) is a focused research effort dedicated to strengthening the critical link between academic research and the economic future of New York State. This initiative is the collaborative effort of Provost Salins, the provosts and research officers of both the State University doctoral campuses and Cornell University, and of the State University engineering deans. Their collective goal is to highlight the need for legislative and industry support of university research today in an effort to yield results for the State University and New York State well into the 21st century.

SMART-NY is committed, within the next five years, to doubling sponsored research activity in those areas where the University and Cornell have existing strengths and where federal research budgets are expected to increase: (1) biomedical sciences; (2) advanced materials; (3) information technology; and (4) the environment. This effort will also address growing concern over New York’s shortage of well-trained engineers and applied scientists.

The 1998-99 academic year saw the formal launch of the SMART-NY initiative to over 200 legislative and industry leaders at an afternoon conference as well as the development of promotional material designed to increase the visibility of this important effort.

<table>
<thead>
<tr>
<th>Sow A Seed</th>
<th>Research Plant</th>
<th>Industrial Plant</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20M NY</td>
<td>$100M Fed</td>
<td>$500M Jobs</td>
</tr>
</tbody>
</table>

Sow a seed by investing in SMART-NY.

Grow the research enterprise plant by leveraging federally sponsored funds.

Create industrial plants, economic development and jobs by applying research results.

*The multiplier effect: Studies have shown that each dollar a state invests in well-targeted research yields $25 in economic return.*
As part of the SMART-NY effort, the Office of the Provost is also seeking funding to support the University’s ongoing effort to increase collaboration among its multiple schools of engineering. The Schools of Engineering and Applied Sciences at Binghamton, Buffalo and Stony Brook, in coordination with engineering activities at the College of Environmental Science and Forestry at Syracuse, the College of Ceramics at Alfred, and Cornell University, have joined together to build on existing strengths and successes in support of a comprehensive effort to provide world class engineering and applied sciences within the University. The Office of the Provost is seeking funding to:

- Double the University’s number of engineering, computer science and applied science graduates;
- Elevate State University engineering to the ranks of a top tier engineering school through a research expenditure increase to $80M/year;
- Establish three additional National Science Foundation Centers (State University campuses frequently compete with the best in the nation, as evidenced by their having been awarded five National Science Foundation research centers); and
- Double the number of industry/university interactions currently conducted by State University schools of engineering.

In each of the four target areas of research, the SMART-NY effort plans investment in: top quality faculty, with a focus on both recruitment and retention; top quality students, through competitive stipends and the creation of fellowships; and research infrastructure, with the upgrading of equipment, facilities and support staff by creating a pool of working capital to rapidly match federal awards.

Going forward, the SMART-NY team will work to generate further legislative and industry awareness of current research success and its vital link to the fiscal health of New York State. By demonstrating the potential of the SMART-NY effort, the group hopes to gain ongoing support.

Engineering

As part of the SMART-NY effort, the Office of the Provost is also seeking funding to support the University’s ongoing effort to increase collaboration among its multiple schools of engineering.

The Schools of Engineering and Applied Sciences at Binghamton, Buffalo and Stony Brook, in coordination with engineering activities at the College of Environmental Science and Forestry at Syracuse, the College of Ceramics at Alfred, and Cornell University, have joined together to build on existing strengths and successes in support of a comprehensive effort to provide world class engineering and applied sciences within the University. The Office of the Provost is seeking funding to:

- Double the University’s number of engineering, computer science and applied science graduates;
- Elevate State University engineering to the ranks of a top tier engineering school through a research expenditure increase to $80M/year;
- Establish three additional National Science Foundation Centers (State University campuses frequently compete with the best in the nation, as evidenced by their having been awarded five National Science Foundation research centers); and
- Double the number of industry/university interactions currently conducted by State University schools of engineering.

The number of awarded engineering degrees, per million population in New York State, dramatically lags behind states such as Florida, California, Pennsylvania, Ohio, North Carolina, Maryland, Massachusetts and Michigan. Those states average 50 percent more engineers per million population and as a result, point to dramatically greater high tech job growth between 1990 and 1996. The potential impact of an increased state investment in engineering is staggering. Still, even without looking at anticipated gains, a case for investment is made by looking no further
Research Advisory Council

The Research Advisory Council was formed in recognition of the importance and potential of research on State University campuses.

Composed of representatives from state-operated doctoral and non-doctoral institutions, the University Faculty Senate, the Research Foundation’s Sponsored Programs Advisory Council, System Administration and the Research Foundation, the Council was given a multifaceted charge to:

- Advise the Provost and the System Administration on the use and distribution of research funding available for allocation under the proposed Budget Allocation Process;
- Develop criteria for supporting University-wide initiatives and prioritizing its research agenda;
- Identify research policy issues of concern to both specific campus sectors and to the system-at-large and recommend solutions to the Provost;
- Clarify the University’s research mission and develop a direction for the University to realize that mission;
- Devise both a strategy and implementation plan to make the University one of the nation’s premier research centers;
- Create a mechanism for enhancing both the dollar volume and the number of research projects of sponsored programs in the University; and
- Develop a strategy and implementation plan for enhancing System-wide research opportunities.

Throughout the 1998-99 academic year, the primary focus of the Council was to stimulate investment in the University’s research enterprise, primarily through support of the SMART-NY initiative (as outlined on page 25).
There is no mistaking the broad-reaching impact of technology throughout the twentieth century and its leading role in the evolution of the next one hundred years. Technology will drive our national economy and as a result, the Office of the Provost placed the effective use of technology as a critical component of many office initiatives for the 1998-99 academic year.

In addition to the technology related research and workforce development initiatives previously outlined, there were two specific efforts that focused on the integration of technology for the benefit of the University as a whole: (1) growth of the SUNY Learning Network as both a provider of on-line education and a facilitator of distance learning initiatives, and (2) an investment in the University’s libraries through SUNYConnect.
SUNYConnect is a dedicated effort to provide students with access to the entire State University library collection, to reduce the inter-library loan process from two weeks to two days, to ensure the availability of qualified information sources to a community whose research needs can follow a 24-hour per day schedule, and much more. SUNYConnect is the catch phrase for a state-of-the-art virtual library system that will integrate the newest technology-based library and information system with more traditional library resources to provide an expansive and up-to-date teaching and learning environment.

At the start of the 1998-99 academic year, this multi-year initiative had two immediate priorities: to identify and secure a new library management system for all campuses within the University and to complement that system with on-line services, i.e., additional user resources.

The office is now completing an extensive research and testing phase in evaluation of possible vendors for the new Library Management System. The new product will replace MultiLIS, the dominant system in place throughout the System today. Contract negotiation, key in assuring that the State University receives the volume pricing appropriate for such a large system, will follow. Regarding the expansion of on-line services, research is under way to facilitate the purchase of a comprehensive collection of full-text, full image and multimedia digital publications and services that will be available at anytime and from anywhere.

In large part, SUNYConnect is modeled after programs in other states that have not only provided outstanding results to the participating universities, but have also had a positive impact on economic growth. Ohio, Pennsylvania, Virginia, Florida, Louisiana and California are a few of the states that have made significant investments in library services. SUNYConnect will enable State University libraries to collectively reduce certain major costs while making new or expanded resources available.

SUNYConnect is a multi-year initiative and ultimately could include strategies such as regional storage and preservation facilities that will ease space pressures in individual libraries or the redesign of existing libraries to accommodate changing usage patterns.
In recognizing the potential of technology to reach nontraditional student populations and the added value of technology in the traditional classroom setting, the State University remains on the cutting edge of distance learning initiatives. The SUNY Learning Network (SLN) is a comprehensive System-wide program to promote and support the use of technology to create new learning environments, providing a framework for the full continuum of distance learning. A sampling of SLN’s broad service capacity includes:

- Faculty development and training, creation of faculty training materials, ongoing faculty support;
- Course development and an instructional design and support team;
- Materials allocation by way of a virtual bookstore;
- Technical infrastructure (servers/telecommunications);
- Technical/operational support 24 hours a day, 7 days a week;
- Marketing and promotional activities;
- Research, data collection and analysis;
- Policy development; and more.

Recognized as a national leader in on-line education, the SUNY Learning Network has made important strides toward fulfillment of the Rethinking SUNY commitment to accessible education. Thanks to SLN, the State University experience is available to that pool of students previously precluded from taking classes due to geographic barriers and/or busy personal and professional schedules. Likewise, SLN gives individual campuses the ability to expand their program offerings without having to make the resource investment associated with on-site instruction.

Enrollment in on-line courses for the 1998-99 academic year has exceeded 6,000 students, more than tripling the number enrolled last year. Currently, 37 State University campuses offer almost 500 courses through SLN and that number continues to rise. From implementation of the technical infrastructure to training and technical support, SLN offers campuses an existing framework for on-line education, saving significant time and expense.

In an effort to build on its success to date, Provost Salins recently commissioned an SLN Advisory Board. With a focus on long-term planning, a major charge of the Advisory Board is the development of a new grant proposal for the Alfred P. Sloan Foundation. Recognizing the leadership of the State University in this area, the Sloan Foundation was an initial supporter of SLN and has been an ongoing contributor to its development.

Under the broader umbrella of distance learning, the SUNY Learning Network, through the Advisory Board, will continue to assess which technologies best support State University students. Future developments include the addition of voice and video capabilities and the expansion of efforts to maximize the use of the Internet in the traditional classroom through the Course Management Systems program (additional information on page 3).
# State University of New York

## Universities
- University at Albany
- University at Binghamton
- University at Buffalo
- University at Stony Brook

## Colleges
- Brockport
- Buffalo
- Cortland
- Empire State College
- Environmental Science and Forestry
- Farmingdale
- Fredonia
- Geneseo
- Institute of Technology at Utica/Rome
- Maritime
- New Paltz
- Old Westbury
- Oneonta
- Optometry
- Oswego
- Plattsburgh
- Potsdam
- Purchase
- Ceramics at Alfred University
- Agriculture/Life Sciences at Cornell University
- Human Ecology at Cornell University
- Industrial/Labor Relations at Cornell University
- Veterinary Medicine at Cornell University

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

## Health Science Centers
- Health Science Center at Brooklyn
- Health Science Center at Syracuse

## Educational Opportunity Centers
- Bronx
- Brooklyn
- Buffalo
- Capital District
- Long Island
- Manhattan
- North Bronx Career Counseling and Outreach Center
- Queens
- Rochester
- SUNY College and Career Counseling Center
- Syracuse
- Westchester
Board of Trustees

Thomas F. Egan, Chairman
Erland E. Kailbourne, Vice Chairman
Edward F. Cox
Randy A. Daniels
Candace de Russy
Louis T. Howard
Pamela R. Jacobs
Nicole Kim
Miles L. Lasser
Edward S. Nelson
Celine R. Paquette
Paul R. Perez
Patricia Elliott Stevens
Celine Traylor
Harvey F. Wachsman

John W. Ryan, Chancellor
Donald G. Dunn
Executive Vice Chancellor

John J. O’Connor
Vice Chancellor and Secretary of the University

Peter D. Salins
Provost and Vice Chancellor for Academic Affairs

Brian T. Stenson
Vice Chancellor for Finance and Business

Joyce Yaple Villa
Attorney in Charge
Office of University Counsel and Legal Affairs

Jon R. Sorensen
Associate Vice Chancellor for Public Relations

Molly McKeown
Associate Vice Chancellor for Government Relations

Peter N. Tenbeau, Executive Vice President
The Research Foundation of State University of New York