Office of the
Provost
AND
Vice Chancellor
FOR ACADEMIC AFFAIRS

State University of New York
1999 - 2000 Annual Report

Office of the

Provost

Vice Chancellor
AND

FOR ACADEMIC AFFAIRS

Peter D. Salins, Provost

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Enhancing Academic Quality

Office Mission

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.

Clarifying campus goals and market niche through the University-wide Mission Review process (Central New York Regional Meeting).

Expanding the research enterprise in an effort to raise the University's stature and enhance its economic contribution to the state (STAR Detector, Brookhaven National Laboratory - managed by Stony Brook).

Enhancing academic program quality through new initiatives in multiple areas, including teacher education and assessment (Commencement, Rochester Educational Opportunity Center).
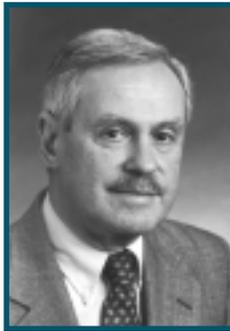

Supporting campuses in their efforts to harness technology for instruction and learning (Annual Conference on Instructional Technologies).

From the Provost...

Dear colleagues and friends:

Without question, the 1999-2000 academic year was dedicated to the continuous pursuit of academic quality, at every level and within every sector of the University. In conjunction with the State University Board of Trustees, the Chancellor and System leadership, the Office of the Provost has made great advances in a number of initiatives critical to achieving this goal; from continued progress on the first-ever University-wide Mission Review process and implementation of the Board of Trustees' Resolution on General Education, to extensive analysis on how best to enhance the University's Teacher Education programs, and deliberation on the most effective processes for development of an Assessment Initiative.

In addition, the Office has continued its recognition of faculty achievement through administration of the Chancellor's Awards for Excellence, Distinguished Professorships, and other programs. The Office has taken steps to expand the research enterprise, integrate technology and learning, and foster stronger relationships between System Administration and campuses through the Campus Liaison Group.

Importantly, the Office has approached the implementation of all academic initiatives through vigorous University-wide discussion and faculty participation, and I think our accomplishments are stronger and more creative as a result. Further, in the pursuit of continuous quality improvement, the Office has worked to ensure that its goals are consistent with the loftiest standards in higher education, that it operates thoughtfully and collaboratively in achieving those goals, and that it has measures in place to allow the evaluation of its progress.

I offer my sincere thanks and appreciation to the University community for their cooperation and innovative spirit throughout this particularly busy year.

By way of brief background, the Office of the Provost is a multifaceted unit with broad and diverse responsibilities. The Office comprises three primary divisions: the Office of Academic Affairs and the Office of Advanced Learning and Information Initiatives — each responsible for academic leadership and policy functions, and the Division of Academic Operations and Services —

Peter D. Salins
Provost and Vice Chancellor
for Academic Affairs

overseeing a diverse set of service-related academic functions. This streamlined organization has been effective in assuring the timely, efficient realization of Office — and University — goals and objectives. Further detail about the responsibilities, accomplishments and ongoing work of each area is outlined on the following pages.
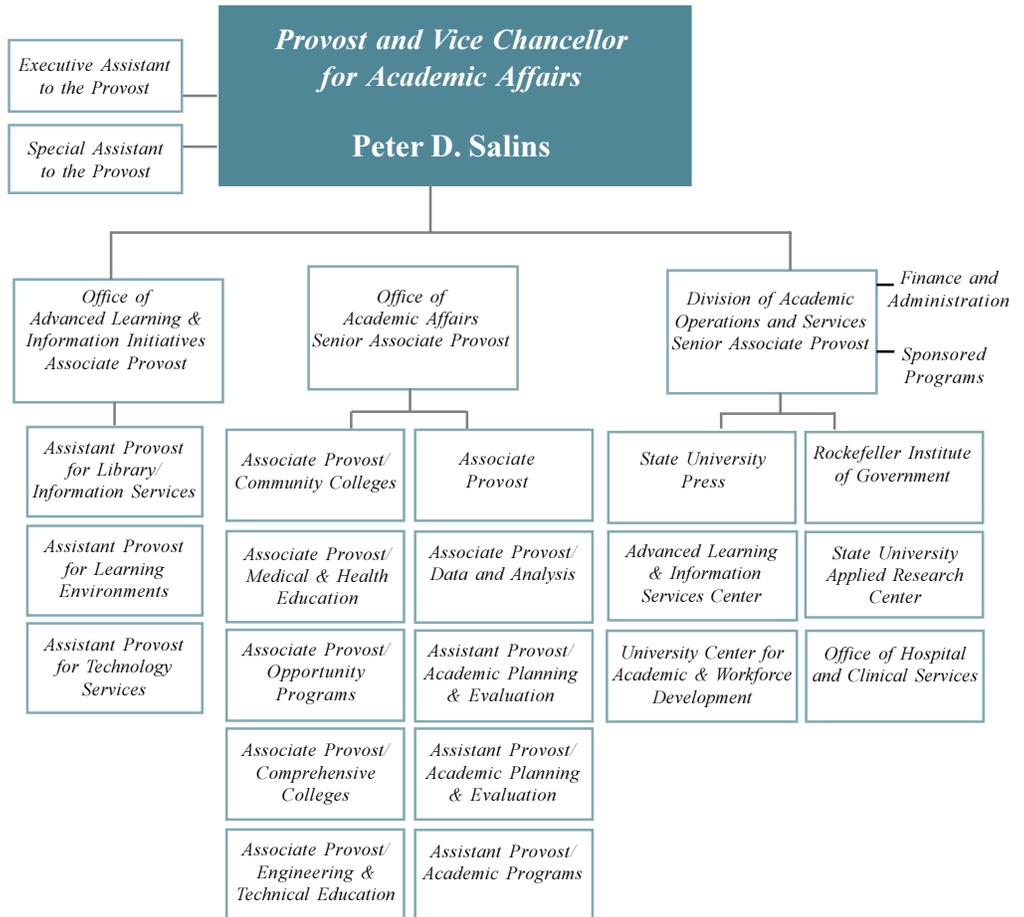
In addition, this publication provides a broad look at some of the major Office initiatives of the 1999-2000 academic year, reviewed first in a summary of action agenda items and then further, through multiple "Initiative Highlight" boxes located throughout the report.

Looking back at the work of the Office for the past year, it is clear that the University is making tangible progress toward the development of stronger campuses, and ultimately, an even stronger system.

I look forward to a continuation of this positive momentum in the coming year and to the implementation of a series of new initiatives — from enhancing the academic preparedness of entering students, to increasing faculty recognition and award efforts. Exciting developments are on the horizon.

Peter D. Salins, Ph.D.
Provost and Vice Chancellor
for Academic Affairs

Provost and Vice Chancellor for Academic Affairs

Peter D. Salins

Executive Assistant to the Provost

Special Assistant to the Provost

Office of Advanced Learning & Information Initiatives Associate Provost

Office of Academic Affairs Senior Associate Provost

Division of Academic Operations and Services Senior Associate Provost

Finance and Administration

Sponsored Programs

Assistant Provost for Library/Information Services

Assistant Provost for Learning Environments

Assistant Provost for Technology Services

Associate Provost/Community Colleges

Associate Provost/Medical & Health Education

Associate Provost/Opportunity Programs

Associate Provost/Comprehensive Colleges

Associate Provost/Engineering & Technical Education

Associate Provost

Associate Provost/Data and Analysis

Assistant Provost/Academic Planning & Evaluation

Assistant Provost/Academic Planning & Evaluation

Assistant Provost/Academic Programs

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Rockefeller Institute of Government

State University Applied Research Center

Office of Hospital and Clinical Services

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Action Agenda Summary

The action agenda of the Office of the Provost is driven by a commitment to enhancing academic quality across the University.

This summary details key focus areas for the 1999-2000 academic year.

Action Agenda

Mission Review

❖ Mission Review is a core academic strategic planning process featuring cooperative interaction between SUNY System Administration — under the direction of the Office of the Provost — and all 64 campuses. Designed to raise academic quality throughout the University, this two-year effort began with very clear objectives: clarifying campus goals and market niche; enhancing the quality of academic programs through effective planning; increasing opportunities for and support of intra-campus collaboration; enriching System knowledge of campus needs; and strengthening campus appreciation of System concerns. Driving the process was an iterative dialogue on key subject areas: enrollment, graduation and retention rates, level of research activity, admissions selectivity, faculty development, assessment strategies and academic program directions. To date, the process has involved over 70 meetings, both individual visits to campuses and broader gatherings of campuses by geographic region and institution type. The discussion taking place at each of these meetings has aided the development of Memoranda of Understanding for every campus; outlining campus goals, benchmarks and future directions. As of this writing, System and campus interlocutors are finalizing draft Memoranda for review by the State University Chancellor and Board of Trustees. This first cycle of Mission Review will conclude with the formal signing of Memoranda, expected in early fall 2000.

General Education

❖ Resolution 98-241 of the State University Board of Trustees, passed in December of 1998, requires a minimum of 30 credit hours of General Education coursework — in 10 specified subject areas and two learning competencies (see page 13 for listing) — for all baccalaureate candidates within the University. The Provost was charged with assuring a collaborative and effective approach to implementation by the fall 2000 semester — a process launched through the creation of the Provost's Advisory Task Force on General Education. The Task Force was given responsibility for identifying concerns, developing learning outcomes for each of the content areas and establishing guidelines for the most efficient way to move forward. Subsequently, the Provost's Advisory Council on General Education was established and charged with the review of individual campus General Education plans to ensure that the letter and spirit of the Resolution would be met. As of this writing, the Advisory Council is concluding its review and has begun making recommendations to the Provost regarding the status of each submission. The Council is continuing to work with any campuses not currently in compliance to ensure that each is ready by the implementation deadline. As this approval phase comes to a conclusion, the Council will move to address alternative general education programs and issues relating to transfer and articulation.

Teacher Education

❖ Training future teachers is historically one of the programmatic cornerstones of the State University, with 16 campuses offering teacher education programs. In fact, the State University accounts for approximately 40 percent of all university-recommended

teaching certificates (1997-98) granted by the New York State Education Department. Because of this important role, the Provost's Office launched a Teacher Education initiative with a commissioned report on the scope of the University's programs in this field, prepared by the Rockefeller Institute of Government, and the establishment of the Provost's Advisory Council on Teacher Education. The major concerns of the Council include: expanding the pool of educated teachers in high-demand subject areas and for urban school districts with the greatest need; ensuring that teacher education programs require intensive and relevant field experiences; and recommending innovative curricula that would help attract the most academically capable students and also accommodate well-educated individuals seeking to change careers and become teachers. The Council has already made two recommendations to the Provost; the first suggests a quality assurance statement that would, in essence, support graduates of the University's teacher education programs by providing for additional professional development at no cost to the student or their employer if deemed necessary, and if specified conditions in the workplace have been met. The Council has also recommended strong support for an in-state accrediting body, as suggested by the New York State Board of Regents. The Council is expected to make additional recommendations to the Provost in late summer 2000 and to continue its work through next year.

Assessment

❖ The Advisory Task Force on the Assessment of Student Learning Outcomes was charged with recommending a process for assessing student learning outcomes and intellectual growth in General Education and the Major, within the context of a large and diverse University. Following extensive research and deliberation throughout the academic year, the Task Force has submitted an Interim Report to the Provost and the University community for comment. The report clearly identifies outcomes assessment as a partnership between the faculty of the University and the academic leadership of campuses and System Administration. Recommendations call for an assessment initiative consisting of both campus-based and University-wide strategies, with an emphasis on campus-based assessment to be focused primarily on program improvement and University-wide assessment to be used primarily to serve accountability and advocacy functions. In General Education, campuses would be guided by the learning outcomes developed by the Provost's Advisory Task Force on General Education. In the Major, the plan calls for assessment to be part of an ongoing periodic program review process. The Task Force has adhered closely to the nine *Principles of Good Practice for Assessing Student Learning,* put forward by the American Association of Higher Education Assessment Forum — from a commitment to assessment that begins with educational values to an understanding of learning as multidimensional, integrated and revealed in performance over time. The Task Force also developed its own principles, specific to the needs of SUNY, regarding goals, faculty and student involvement, resources and the relationship to performance funding.

Performance Indicators

❖ Consistent with the principles of the University-wide Mission Review process, the Advisory Task Force on Performance Indicators was charged with the development of measures in three specific areas that would be used to allocate a certain percentage of funding tied specifically to performance. Each campus could be recognized for excellence, and ultimately, significant improvement, in one or more of the following

areas: (1) student achievement — gauging students' perception of the learning environment and their academic progress, and analyzing graduation and post-graduation outcomes; (2) faculty achievement — measuring faculty productivity and effectiveness with respect to scholarship, research and teaching; and (3) the quality of campus services and facilities — evaluating the student life environment and overall campus functionality. The University-wide Task Force has conducted extensive deliberations and proposed a series of measures through analyses of the University's own data sets as well as national databases. For example, in exploring student achievement, evaluation would likely involve: (1) subscales developed from results of the tri-annual Student Opinion Survey, including quality of the academic/classroom experience, overall satisfaction with the college and satisfaction with personal growth and career preparation; (2) data on graduation rates using a sophisticated methodology to adjust for academic and demographic characteristics of students; and (3) data on the success of transfer students for each campus. In the future, performance funding may include support for the implementation of a comprehensive program of assessment of student learning outcomes — consistent with the recommended guidelines of the Task Force on the Assessment of Student Learning Outcomes — and other University-wide initiatives and practices. It is anticipated that there will be a series of presentations to the University community outlining the work of the Task Force on Performance Indicators, followed by recommendations from the Provost on the allocation of available funds.

Research

❖ Expanding the research enterprise within the University is an essential component of efforts to enrich student learning, promote the stature of SUNY and to increase the University's impact on the economy of New York State. As a result, increasing research activity has consistently been a top priority for the Office of the Provost — from encouraging collaboration between Cornell and SUNY research centers through SMART-NY (the SUNY/Cornell Multiplier to Advance Research and Technology) to advocating for the 20 percent research match in the current budget allocation methodology. In 1999-2000, the Mission Review process provided the ideal forum for further discussion on research with all campuses. Both during campus visits and in regional and sector meetings, University research and its positive impact on the economy was a priority topic. Campuses were encouraged to reallocate internal resources to better their position with regard to research. Further, campuses were asked to look thoughtfully at their current research expenditures and to set goals for increasing research over a five-year period. Going forward, as the Office continues to work with the Chancellor and Board of Trustees in promoting an enhanced research agenda, priorities include: strengthening the charge for the Research Advisory Council to promote a University-wide, focused strategy for increasing research, and developing a proactive effort to generate increased internal and external funding.

Academic Program Review Process

❖ Adding to and/or refining the academic program mix at each State University campus is a vital component of its operation, affecting that institution's ability to attract and retain students, its academic stature and its relevance to the workforce demands of New York State industry. Every proposal requesting a new credit-bearing academic program or a revision to an existing program is reviewed by the Academic Planning, Policy and Evaluation group, within the Office of Academic Affairs, and approved by

Provost Salins on behalf of the State University Board of Trustees, before being submitted to the State Education Department for registration. The University's program review process is currently being reexamined with an emphasis on: (1) strengthening the correlation between the principles of Mission Review and academic program development — i.e., adding market niche, and consistency with specified mission, as elements in the review process; and (2) addressing campus concerns about a rapid turn-around time, allowing for faster responses to market and industry demands for new programs. A representative committee of campus chief academic officers is serving as an advisory board in this initiative. The group is expected to make its recommendations in summer 2000.

Effective Use of Technology

❖ Recognizing the growing influence and impact of technology on higher education, the Provost's Office is committed to facilitating access to information and resources that will position State University campuses as leaders in the harnessing of technology for the enhancement of instruction and learning. The Office of Advanced Learning and Information Initiatives (ALII) and the Office of Advanced Learning and Information Services (ALIS), both within the Office of the Provost, have made significant progress in this regard throughout the 1999-2000 academic year. First, the University continued its leadership position in online education as evidenced by tremendous growth of the SUNY Learning Network. With 42 campuses participating, the SUNY Learning Network provided 13,000 students with access to more than 1,000 courses. This year has also seen an increase in web-accessible electronic library resources through the SUNY*Connect* initiative and the beginning phases of implementation of a new library management system. In support of these activities, this year has also seen an expanded effort in training and support available to State University faculty and staff. Technological advancements for the coming year include planning for the next iteration of SUNYNet — the University's universal data communications network.

Workforce Development

❖ The Division of Academic Operations and Services (DAOS) maintains oversight responsibility for a diverse range of University-wide academic programs and activities. A key focus of the Division in 1999-2000 has been on services to promote and enhance workforce development within New York State. For example, the University Center for Academic and Workforce Development (UCAWD) has been working closely with the New York State Department of Labor (DOL) in the implementation of the Workforce Investment Act, which provides federal funding for workforce training programs. UCAWD assisted in the development of the initial Memorandum of Agreement between state agencies — outlining their respective responsibilities — and is actively working to coordinate participation of the University's Educational Opportunity Centers as service providers. UCAWD co-hosted the SUNY/DOL Workforce Investment Act conference: "Forging Partnerships for Economic Growth," and is working with State University community colleges to expand their role in this effort. In addition, UCAWD has taken on new responsibilities for the state's Welfare-to-Work effort. In other Division activity, the Training Strategies Group has been working with the Office of Child and Family Services to provide a broad range of training services to meet the educational needs of child care workers throughout the state. The Division anticipates continued growth in this area during the coming year.

Academic Affairs

Office of Academic Affairs
Led by Steven G. Poskanzer, Senior Associate Provost

The Office of Academic Affairs serves as a focal point for the academic activity of the Provost's Office by conceiving and implementing academic initiatives designed to enhance the quality of the State University. The office works to:

❖ *ensure that campuses and System Administration have current, accurate and useful data on all key aspects of the educational enterprise, providing a basis for local and System-wide planning and budgeting efforts;*

❖ *assure 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;*

❖ *review and improve campus enrollment plans to ensure consistency with institutional missions and coordination with System planning goals; and*

❖ *enhance communication and coordination between System Administration and campuses and their leadership.*

While the office includes distinct units as described below, it consciously functions in a cross-cutting or "matrix" style, drawing teams of professionals from different units and sub-units to address specific issues. Issue-focused teams are usually of short duration, coming together to solve a particular problem — for example, revamping and streamlining the program approval process.

Campus Liaison

❖ The Campus Liaison Group promotes administrative and intellectual linkages, and streamlines communication flow between System Administration and the campuses, as well as among campuses themselves. Staff from this Group serve as official liaisons to each campus — assigned by sector — and are charged with gaining a deep appreciation of campus history and culture, current needs, and long-range plans. They then share this information with appropriate colleagues and offices at System Administration, ensuring that the plans formulated and decisions made at the System level are properly sensitive to campus concerns. At the same time, the liaisons offer campuses accurate information about, and analyses of, University-wide developments, and serve as a convenient and obvious point of contact for answering campus questions.

The Campus Liaison Group includes the University's Educational Opportunity Program (EOP), which continues its longstanding and successful efforts to

ensure access to higher education for all New York residents.

Academic Planning, Policy and Evaluation

❖ The Academic Planning, Policy and Evaluation Group (APPE) is responsible for the review of new and revised academic programs across all State University institutions. The development, approval and registration of these 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. During the period June 1, 1999 to May 31, 2000, the office examined, commented upon, refined and ultimately approved over 123 new academic programs from 41 campuses, 76 program revisions from 22 campuses, and a host of program deactivations, discontinuances and title changes.

Also housed within the APPE Group is the State University's Institutional Research unit, which provides sophisticated

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Initiative Highlight

Mission Review Initiative Makes Great Strides in Enhancing Academic Quality

Accomplishments of the University-wide Mission Review process include agreements to increase research activity, new programmatic and resource collaborations among State University campuses, enhancements to key academic programs like teacher education, funding support for key strategic initiatives, and much more. This process, involving all 64 State University campuses, has afforded the University a strong and vital planning framework from which to move forward.

Mission Review is an academic strategic planning process involving extensive dialogue between SUNY System Administration — under the direction of the Office of the Provost — and each of its 64 campuses. Now nearing its conclusion, this two-year process has already set a precedent for enhancing academic quality that is seemingly unparalleled in American higher education. The initiative began with a set of clear objectives: clarifying campus goals and market niche; enhancing the quality of academic programs through effective planning; increasing intra-campus collaboration; enhancing System knowledge of campus needs; and strengthening campus appreciation of System concerns. In meeting those objectives, System and campus interlocutor teams focused on: enrollment, graduation and retention rates, research, selectivity, faculty development, assessment, consistency in academic program directions, intra-campus collaboration, and the effective use of technology.

At this stage, it is very clear that it has been the carefully thought out process set at the beginning of the Mission Review initiative that has greatly facilitated its success to date:

❖ Custom questions relating to mission were distributed to all 64 campuses.

❖ Campuses sent responses to those questions in the form of a Mission Summary document.

❖ System teams were assigned to review Mission Summaries and to conduct an analysis of campus strengths and weaknesses.

❖ System teams developed a series of dialogue points to be used at day-long visits to campuses, designed to further clarify campus goals and to address any areas of concern.

❖ Subsequent meetings of campuses, based on geographic region and then, by University sector (community colleges, comprehensive colleges, and doctoral granting institutions), were held to discuss challenges and new opportunities.

Each of these steps contributed to the development of Memoranda of Understanding for all campuses; planning documents that summarize institutional goals, progressive benchmarks and planned changes. As of this writing, draft documents have been prepared for all campuses and will soon be forwarded to the Chancellor and a select group of Trustee Liaisons for review. This first cycle of Mission Review is expected to conclude, with the signing of Memoranda, just prior to the start of the fall 2000 semester.

analytic support for the financial and academic planning carried out at System Administration and serves as a "statistical clearinghouse" and key resource for individual campuses that rely on current data about the University in their daily work. This unit enables both System Administration and campuses to create and utilize statistical concepts and measures for budgetary and accountability purposes, to comply with reporting obligations to state and federal agencies, and to furnish information to interested parties.

Currently, the office maintains an extensive array of internal and external databases on University activities such as student progress — enrollment, graduation and transfer, academic programs, instructional workload, student and alumni satisfaction, peer comparisons, libraries, residence hall utilization, non-credit instructional activities, and financial information. In addition to responding to over 1,000 ad hoc data requests from inside and outside the State University, the office also publishes an annual series of 11 major publications, 15 to 20 short releases, and over one thousand statistical tables in a typical year.

In its entirety, the Office of Academic Affairs also functions as a "think tank" for new ideas about the enhancement of academic quality across the University. It serves as a sounding board for campuses, and as a locus of System decisions and policies promoting high academic standards. Consistent with the University's efforts to promote campus autonomy and accountability, the office consults widely with campus academic and faculty leadership in setting its agenda and in carrying out its mission. Office staff regularly work with representatives from across the System on Task Forces, Advisory or Working Groups, and committees.

The central and signature work of the Office of Academic Affairs during the 1999-2000 academic year has been the SUNY-wide Mission Review initiative, which has met with great success and should conclude later this year. In addition, during the last 12 months, office staff have been deeply engaged in a variety of other initiatives that transcend the daily operations of the office.

These include, but are not limited to:

❖ Improving the timeliness and rigor of the annual approval of campus enrollment plans that help drive the allocation of state funding.

❖ Leading a University-wide exploration of how best to assess student learning outcomes both in General Education and in academic majors. A comprehensive report on this subject will be issued shortly.

- ❖ Devising widely-accepted performance indicators that will eventually be linked to campus funding.

- ❖ Beginning to revise the program approval process to achieve greater celerity and efficiency while at the same time, ensuring program quality and the protection of University-wide interests, such as avoiding harmful competition among campuses.

- ❖ Overseeing the implementation of the Board of Trustees' resolution on General Education and continuing to explore resulting issues, including alternative core curricula and facilitating transfer and articulation.

- ❖ Directing the ongoing exploration of teacher education, one of the University's most prominent programs. Working to enhance existing strengths and exploring the possibility of University-wide programs and policies.

The coming 12 months promise to be another exceptionally busy year in the Office of Academic Affairs. In addition to completing the first cycle of Mission Review, office priorities include: (1) the recruitment of a new Associate Provost to head the Institutional Research function and to make the data collected and maintained by the System available to campuses electronically in a "data warehouse," and (2) the implementation of a new program approval process. As part of both of these efforts, office staff will begin offering training in new programs and processes to personnel on State University campuses.

Initiative Highlight

A Collaborative Approach to Implementation of General Education

In its December 1998 Resolution on General Education, the State University Board of Trustees called for a minimum of 30 credit hours of General Education coursework, for all baccalaureate candidates within the University, to be implemented for the fall 2000 semester. The Resolution identified 10 subject areas and two learning competencies to be met: mathematics, natural sciences, social sciences, American history, Western civilization, other world civilizations, humanities, the arts, foreign language, basic communication; critical thinking (reasoning) and information management.

The Provost's Office was charged with implementation of the Resolution and has worked diligently to ensure that consistent and collaborative communication served as the driving force behind the processes and procedures ultimately established.

The Office effort was launched with the creation of the Provost's Advisory Task Force on General Education. This group, having broad University-wide representation, was charged with: (1) identifying particular areas of concern; (2) defining learning outcomes for each content area that would guide campuses in the review of existing courses and the possible development of new courses; and (3) recommending a procedure for campuses to follow in submitting their plans for review. Based on guidelines developed by the Task Force, campuses were asked to submit a General Education Program Proposal to the University Provost for approval. These Proposals identified the manner in which each course met the relevant learning outcomes.

Also at the recommendation of the Task Force, a new University-wide advisory body was created to review the Program Proposals. The Provost's Advisory Council on General Education (PACGE) met throughout the spring 2000 semester, established review guidelines and, ultimately, designated PACGE members to serve as liaisons to groups of campuses. Each PACGE liaison was charged with working with his/her assigned campuses in a collaborative effort to bring Proposals to the point of approval.

As of this writing, the PACGE is making its recommendations to the Provost, who in turn will issue a formal communication to each campus regarding the status of its Proposal.

The individuals participating in this effort — at both the campus and System level — have worked tirelessly to complete their assigned task and the Provost has publicly extended his thanks to all involved. It is anticipated that all campuses will have approved programs in place by the start of the fall 2000 semester.

Office of Advanced Learning and Information Initiatives and Services
Led by Christine Haile, Associate Provost

The Office of Advanced Learning and Information Initiatives (ALII) and the Office of Advanced Learning and Information Services (ALIS) share in a commitment to assuring the effective use of technology throughout the State University. ALII is focused on technology related planning and policy development, ALIS on technology related services. 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) Procurement, Training 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. For example, the University is an active partner with New York State's Office for Technology in the implementation of a broad range of policy, infrastructure and training activities. During 1999-2000, this work focused on the state's new policy on Web Accessibility (Policy 99-3) – ensuring that all persons, regardless of ability, can effectively access and utilize web-based resources.

Learning Environments

The SUNY Learning Network (SLN), responsible for distance learning within the University, continues to be a national leader in online education. SLN participation has grown to include 42 of SUNY's 64 campuses, with a course list that has grown from 200 in 1997-1998 to almost 1,000 in 1999-2000; enrollments over this same period increased from 2,000 to 13,000 students. This phenomenal growth has afforded students from throughout the state — particularly those for whom personal or financial commitments make traveling to a campus difficult or impossible — with easy access to a State University education. SLN, and the concept of distance learning, is an initiative with appeal to campuses of every size and sector. Worthy of note is the high level of SLN participation by SUNY community colleges, with four of the top five SLN campuses (ranked by number of courses offered) falling in that sector: Monroe Community College, Herkimer County Community College, Tompkins-Cortland Community College and Broome Community College.

The continued growth of the annual Conference on Instructional Technologies (CIT) is further advancing the University's efforts to keep pace with developments in the area of learning environments. Over 600 faculty from at least 60 campuses gathered

ALII/ALIS

at the University at Buffalo in May 2000 to learn more about potential uses of technology in instruction. This year's CIT theme, New Partners/New Possibilities, focused the agenda on the potential for creative collaboration.

Planning and development efforts for the coming year will focus on enhancing the size and benefits of SLN courses and on using SLN as an intra-campus instructional resource, ultimately organizing a University-wide set of General Education offerings.

Library Services

Support for State University library services is provided both through the Office of Library and Information Services and Nylink.

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 1999-2000 academic year, the office's highest priority was planning and procurement for SUNY*Connect*; 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 of the new system, which will essentially allow the libraries of the SUNY System to operate as one expansive resource, is scheduled to begin at the close of the 1999-2000 academic year with a six-campus pilot program.
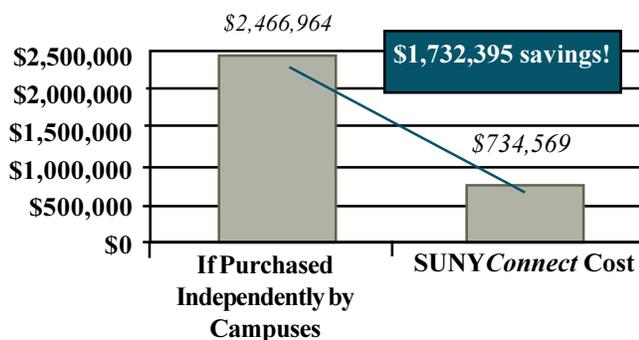
Initiative Highlight

Making New Electronic Resources Available to the University Community

One of the primary goals of the SUNY*Connect* library initiative is to establish a core set of scholarly, electronic resources that are available to all State University students and faculty at anytime and from any location. Using both campus fees and System Administration resources, the program now subscribes to a database of over 750 full-text journals (Expanded Academic ASAP), a set of 11 online indexes and abstracts (FirstSearch Base Package), an online reference set of literary information (Literature Resource Center), an online directory of nonprofit associations (Associations Unlimited) and a table of contents alert service (Uncover Reveal).

Subscribing to electronic resources as a University provides significant savings. In 1999/2000 SUNY*Connect* spent $734,569 for electronic services. These same resources would have cost the University $2,466,964 if each campus had purchased them individually.

Progress continues to be made on other fronts with this project as well. Contracts have just been signed with Ex Libris, the vendor for the new library and information management system that, when implemented across all 64 campuses, will provide an expansive, up-to-date teaching and learning environment for the SUNY community.

University-Wide Negotiations Through SUNY*Connect* Bring Significant Savings

Nylink, founded as the SUNY/OCLC Network, has served the New York State library community for more than 25 years. The mission of Nylink, a membership organization of more than 700 libraries — including all State University libraries — is to facilitate access to and implementation of quality, cost-effective information technologies, products, and services for its members. During the past year, Nylink has continued to expand and enhance the services it provides members in the areas

of training, programming, user support, consulting, communications and consortial purchasing. This past year saw impressive growth in the area of consortial purchasing, as Nylink continued to work with information providers in bringing electronic resources to libraries and their end-users, gaining national recognition for its efforts. Nylink looks at ways to assist libraries in obtaining a variety of electronic resources at controlled costs by increasing cooperation between libraries within New York State and beyond. These activities have resulted in greater access to information for library users and savings for libraries of approximately $2 million in 1999-2000 alone.

Networks and Infrastructure

SUNYNet, the University's universal data communications network, links all state-operated campuses, System Administration and most community colleges for networking—supporting instructional, library, business, research, E-mail and Internet connectivity. While the 1999-2000 academic year focused heavily on planning for the next iteration of SUNYNet, it was also a period in which the efficiency and effectiveness of SUNYNet received national recognition.

SUNYNet was recognized in a 1999 benchmarking study performed by Gartner Group as the most cost-effective in its database. In a comparison with like industries, Gartner found that peers spend ten times more and use five times as many people to accomplish comparable networking loads. In other related activity:

❖ *SUNYNet ISP* enjoyed a successful first year — providing a total managed Internet service that allows campuses to outsource this critical function, while still retaining the careful guidance and expertise of State University professionals. SUNYNet serves approximately 50% of the SUNY community with this service and its shared gateway offerings.

❖ *SUNYNeXt* was launched in June 1999 to design and acquire a "next generation" data networking architecture for the University. This effort is now folded into a broader University initiative, at the direction of the State University Trustees, to acquire advanced telecommunications services including voice and video. SUNYNet professionals are currently designing the RFP for this effort, due in summer 2000.

❖ A pilot project was launched in conjunction with four SUNY campuses (Utica/Rome, Tompkins-Cortland, Stony Brook and Morrisville), in an effort to develop strategies for increasing the effectiveness of the Internet in highly secure transactions.

- SUNYNet staff continue to participate in NYSERNet, a collaborative effort with industry and government to accelerate the next stage of Internet development in academia. The leading edge issues for education and the Internet are discussed under the rubric "Internet2." The primary difference between Internet "1" and "2" is a very large increase in bandwidth, enabling wholly new ways of inter-networking. SUNY's first campus connected to Internet2, the State University at Buffalo, began using the network for distance learning this winter, running high-quality video over the high speed links. Video sessions from SUNY Buffalo to Stanford created what *Yahoo! Internet Magazine* has called "the world's first bicoastal classroom."

- New York Network (NYN), the television production and transmission service of the State University, is engaged in a major technology upgrade to an all-digital TV plant, prompted by the Network's relocation. In its new location, NYN will work closely with the State Office for Technology. NYN's new digital plant will facilitate the production and distribution of new media — allowing video streaming and other advanced technology capabilities. NYN operates SUNYSAT, the University's digital satellite network, providing a "direct TV" link to every SUNY campus and hundreds of other locations statewide. Beyond its service to the University, NYN and SUNYSAT provide videoconferencing, TV production and more to state agencies, the Legislature and the Governor's Office.

Initiative Highlight

Working to Maximize the Availability of Online Resources In Instruction

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The 1999-2000 academic year may well be remembered as one in which the use of web-based resources to support instruction shifted from a novelty to common practice.

Just as the web has become an additional resource for research, investing and business, an increasing number of faculty are using web-based content and electronic resources as a vital component of instruction. In response, ALII/ALIS has made every effort to maximize the availability of online resources, for campuses throughout the University, to empower effective instruction.

The first component of that effort involves the acquisition of online content. For example, mathematics and English software from Academic Systems Corporation is now in use at many State University campuses thanks to a SUNY-wide contract negotiated by ALII/ALIS. Faculty utilize the software in the classroom as an aid to instruction and students are also able to access the technology from outside the classroom via the Internet — providing increased flexibility and ease.

Secondly, ALII/ALIS recognized early in 1997 the potential of course-management software (CMS) in facilitating the teaching/learning process and has been assisting campuses in selecting and making effective use of CMS ever since. Course-management systems enable faculty to create online course sites which can be used to supplement classroom activities or as the foundation for an entire course. Faculty who have used CMS extensively include course content, class schedules, online discussions, submission of assignments, links to library and external web resources on their sites and report that an online course component contributes to a more effective classroom experience. During 1999-2000, ALIS held numerous training sessions for faculty new to CMS products and inaugurated a new website for campuses providing product information and comparisons, and detailing best practices in using course-management systems. A committee on course-management software was established in May 2000 which will assist in the analysis and evaluation of CMS systems going forward.

And finally, the Teaching, Learning and Technology (TLT) at SUNY project was launched. In January 2000, ALIS convened the first meeting of campus leaders responsible for supporting teaching, learning and technology (TLT) activities. The goal of this inaugural session was two-fold: 1) to establish an ongoing forum for campuses to share their expertise and 2) to provide valuable input to ALII/ALIS on campus needs — leading to improved planning of programs and new initiatives. Going forward, this group will be a vital sounding board in efforts to expand the use of the Internet throughout the State University.

Procurement, Training and Support

The 1999-2000 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. In 1999-2000, the office facilitated the SUNY*Connect* library management system procurement and contract negotiations. In addition, a University-wide license was put in place for a wide array of Lotus desktop and communications software, and new or amended agreements were signed with Oracle, Academic Systems, WBT, Inc., Compaq, FreBon, Ameritech and GTE.

❖   The SUNY Training Center, located in Syracuse, offers technology training and professional development to faculty and staff from across the University. This year, training was focused on Linux, Oracle, OpenVMS, and NT.

The Training Center also worked cooperatively to deliver training to SUNY and New York State agencies in support of the state's new web accessibility policy. In addition, the Training Center hosted a record number of events this year in support of the SUNY Learning Network, campus-based course management systems, Nylink, the Information Technology Exchange Center, and the 2000 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, library activities and the SUNY Training Center. ITEC provides software distribution, maintenance, and services including: operating system administration, database administration and hosting applications to over 50 member campuses. ITEC also provides information technology strategic planning and information technology architecture design assistance.

ALII/ALIS actively supports 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 providing a high-speed network, electronic library resources or helping campuses enter the world of online learning, ALII/ALIS support the efforts of the Provost in meeting the needs of the State University.

Division of Academic Operations and Services
Led by Richard Steiner, Senior Associate Provost

The Division of Academic Operations and Services houses, integrates and administers a broad range of University-wide academic programs and services. These programs are delivered by focused enterprise units that share one or more of the following characteristics: they are (a) deemed critical to the functioning of the University as a system by its Board of Trustees or Chancellor; (b) authorized and funded by the legislature; (c) could not be otherwise efficiently operated or sustained by individual campuses; and/or (d) have dedicated revenue streams that make them self-sustaining. The Division assumes a leadership role in identifying, organizing and marshalling sponsor or system-wide resources and assets, under a uniform management structure, to support these units.

State University of New York Press

With more than 2,700 books in print, SUNY Press will publish nearly 200 books in fiscal 1999-2000, and remains the second largest state university press in the country. Attaining $4.9 million in net sales as of April 2000, SUNY Press is one of the few university presses existing entirely without subsidy from its parent institution. The Press is recognized among the premier scholarly publishers in the fields of political science, philosophy, religion, sociology, and education, with increasing prominence in the areas of literary theory, film studies, communication, women's studies, and environmental studies. During 1999-2000, the Press has worked to:

❖ **Strengthen its presence in public policy** – Noteworthy titles include: *The Personal and the Political: Women's Activism in Response to the Breast Cancer and AIDS Epidemics; Renewing Hope within Neighborhoods of Despair: The Community-Based Development Model;* and *On Narrow Ground: Urban Policy and Ethnic Conflict in Jerusalem and Belfast.*

❖ **Continue its success in the trade markets** – The Press' best-selling books were the trade titles *A Brush with Death: An Artist in the Death Camps,* a Holocaust survivor's memoir; *The Music of the Inferno,* a novel set in New York; and a cookbook, *The Peppers, Cracklings, and Knots of Wool Cookbook: The Global Migration of African Cuisine.*

❖ **Develop a regional studies list** – A regional series is underway, with two titles of local interest planed; one on African-American identity in the Hudson Valley from colonial times to the present, the other, a biography of Brooklyn political figure Leo Cherne.

DAOS

The Press' best-selling title continues to be *Being and Time: A Translation of Sein und Zeit.* The Heidegger classic is now in its seventh printing with nearly 17,000 copies sold. Capitalizing on this success, the Press plans to publish *A Guide to Heidegger's Being and Time* in January 2001.

The Press was honored with several awards in the past year, including seven *CHOICE Outstanding Academic Books* awards and the American Educational Research Association's Outstanding Book award for *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring,* by Angela Valenzuela.
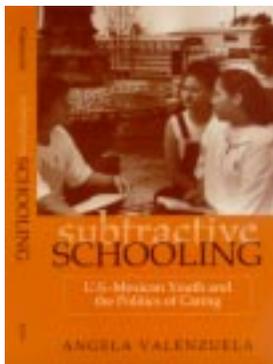
The SUNY Press website averaged 3,800 hits per day with nearly 1.4 million hits annually, a 25% increase in traffic over last year. And finally, furthering its commitment to identifying and pursuing new markets, the Press was among the first academic publishers to sign with netLibrary, the world's premier provider of electronic books to libraries, resulting in a new revenue stream in excess of $140,000.

Rockefeller Institute of Government

The Rockefeller Institute of Government is the public policy research arm of the University, recognized nationally for expertise on American federalism and state and local public management and finance. Current areas of concentration include the capacity of state and local governments and nonprofit organizations to manage human service programs; the development and social capital of urban neighborhoods; performance measures and management; state finance and budgeting; and public higher education, including studies for the Office of the Provost on teacher education and student preparation.

❖ *Human Services* – as described in the inset at right, the Institute is nationally recognized for its expertise on the management of human service programs.

❖ *State and Local Finances* – The Institute is well-known nationally for its widely-cited reports on state revenues and other state and local fiscal issues.

❖ *Urban Community Development* – The Institute is building new databases on the conditions and opportunities of urban neighborhoods, especially predominately minority neighborhoods, in metropolitan centers throughout the country.

❖ *Education* – The Institute's research for the Office of the Provost on teacher education and academic preparedness, along with its studies of management and budgeting for higher education and new research on budgeting by local school systems in large cities, makes it increasingly a center of expertise on the management and finances of public education.

Initiative Highlight

Rockefeller Institute Leads the Nation in Studying the Management of Human Services

Since the enactment of the historic national welfare reform law of 1996, the Rockefeller Institute of Government has served as one of the nation's most important sources of expertise on management reforms — as they relate to the broad range of services needed to reduce welfare dependency. The Institute has received major grants from many national foundations and conducts related studies under contracts and cooperative agreements with national and state public agencies. Field researchers in 25 states contribute to this research and results have been presented in Congressional testimony, White House briefings, and at a large number of forums for practitioners and experts throughout the country.

In addition, through its close working relationship with the U.S. General Accounting Office, the Rockefeller Institute is developing new concepts and methods for applying information technology to link and track human services to prevent welfare dependency. As a member of the Board of the American Public Human Services Association (the national organization of state and local human service directors), the director of the Rockefeller Institute is organizing a special project to apply Internet technology to help state, local, and nonprofit organizations enable poor families to be self supporting.

In light of its special expertise in this field, staff of the Institute and its field researchers are called upon frequently to assist government agencies and nonprofit organizations in this unprecedented period of challenge and change for the devolution and reform of America's human service systems. The Institute's current studies of management systems and technology — of what happens to different groups affected by welfare reforms in New York State, on how federal aid is being deployed under the new law, on the connections between job programs for poor families and Medicaid and food stamps, and on the signaling and activities of frontline workers — are major components of its program in the human service field.

With reauthorization of the 1996 national welfare reform law up for debate in 2001, Rockefeller Institute researchers have been called upon to prepare a number of special reports for decision makers. The Institute has been asked to present a summary analysis on program implementation for a major project, being organized by a group of national foundations, to present understandable, accessible knowledge to the U.S. Congress. This work, updating observations made in the first years under the new national welfare reform law, will be a valuable component of the knowledge base for the debate in 2001 about ways to improve the management and effectiveness of human services for the most vulnerable working-age adults and their children.

❖ *Publications* – The Rockefeller Institute Press has published several new books on welfare research, including a new edition of *Social Science in Government, The Role of Policy Researchers*, by Institute Director Richard Nathan.

The Institute's New York Program coordinates two large research conferences per year on New York's economic conditions and organizes regular events called "Policymakers' Forums." The Institute also houses the New York State Forum for Information Resources Management, which convenes state agency officials in this field.

University Center for Academic and Workforce Development

Building on its base of ten Educational Opportunity Centers, two Outreach and Counseling Centers, the Bridge program, the Work Now program and the Jobs For Youth Apprenticeship Program, the University Center for Academic and Workforce Development (UCAWD) increased its non-state funding by 39% in 1999-2000. UCAWD managed over 100 programs, provided services to over 27,000 disadvantaged and at-risk adults and youth from across New York State and developed partnerships with more than 600 businesses, enabling over 5,400 students to secure gainful employment and greatly contributing to a 40% decline in the state's welfare rolls.

UCAWD helped multiple state and local agencies meet their performance mandates and program objectives as well. The office assisted the Department of Labor (DOL) with several key projects, including design and implementation

Top: Workshop on family values at the Rochester Educational Opportunity Center (EOC), Bottom: Rochester EOC students at their commencement ceremony.

of Welfare-to-Work Block Grant programs and regional training meetings on legislative and program issues. UCAWD worked on implementation of the Workforce Investment Act (WIA), assisting in the development of New York's interagency memorandum of agreement, and co-hosting a SUNY/DOL WIA conference. UCAWD also worked to expand its service base. Recent projects include working with the Council on Children and Families to increase services to parents and children participating in Head Start and providing greater access to GED training for urban residents, in cooperation with the State Education Department.

SUNY's Educational Opportunity Centers (EOCs) partnered with host campuses to provide academic preparation programs, developed a distance learning capacity, and worked to foster economic development/training ventures with businesses, and partnerships with school districts. The Bridge program again excelled by placing more than 2,300 public assistance recipients in gainful employment. More significantly, local counties elected to provide approximately $1.6 million to Bridge College-to-Work programs from local Block Grant funds. The Jobs for Youth Apprenticeship Program provided after school academic and career development programs, and internship and apprenticeship opportunities to over 60 youth. And the Work Now program was expanded to over fifty education and training providers, serving more than 5,300 students and placing 1,740 in employment. On a national front, UCAWD conducted six presentations for the National Community College Technical Assistance Network Consortium.

Hospital and Clinical Services

The Office of Hospital and Clinical Services contributes to the University's education policy as it applies to health-related professions. Acting as a liaison on behalf of the Office of the Provost with respect to the health science campuses and academic programs, the office communicates to numerous internal and external constituencies. The office participated in multiple initiatives in 1999-2000:

❖ Leading interlocutor teams for the health science center campuses as part of the University-wide Mission review process.

❖ Working in conjunction with ALII/ALIS in the development and implementation of Y2K contingency plans for the University's teaching hospitals.

❖ Coordination of capital equipment borrowings from the Dormitory Authority by the University Hospitals at Brooklyn and Syracuse.

The office continues to offer technical assistance to the University's hospitals, designed to improve cash flow and operational effectiveness.

SUNY Applied Research Center

The Applied Research Center harnesses the expertise, research capability, technology and resources of the State University.

International Development Group

SUNY/IDG recently completed a four-year global legislative strengthening contract by successfully fulfilling 17 separate work orders in over ten nations, totaling nearly $6 million. SUNY/IDG won the follow-up contract for the potential of $15 million in legislative activities worldwide through the year 2004. The work of the office is diverse, promoting international development in the areas of: democracy, governance and civil society; private sector and economic development and environment; and health and education. Key efforts for 1999-2000 included:

Cyril Ndebele, the Speaker of the Zimbabwean Parliament, traveled to Albany for a study tour on bicamerialism in early 2000. He is shown here presenting Chancellor Robert L. King with a commemorative copper plaque.

❖ Launching over 20 technical assistance, training, study tour, and procurement activities with the Zimbabwean Parliament (see photo at left).

❖ Breaking new ground as a partner with PADCO Inc. on its global sustainable urban management contract, funded by USAID. This five-year, $100 million contract provides worldwide technical assistance and training in the delivery of urban services, urban pollution, credit programs and more.

❖ Participating in a broad consortium led by MSD, Inc., which was recently awarded a contract for rule of law activities. In the few months this contract has been active, SUNY/IDG has proposed consultants and SUNY faculty to participate in potential projects in both Macedonia and Colombia.

Upcoming projects include working with Pact, Inc. for global civil society strengthening and with PADCO, Inc. for government strengthening in Gaza/West Bank.

Technical Advisory Group

Also part of the Applied Research Center, the Technical Advisory Group (TAG) strives to make SUNY educational resources available to meet key public needs.

Office Training and Automation Project

SUNY Office Training and Automation Project staff provide training and resources to the state Office of Temporary and Disability Assistance (OTDA), working to increase staff productivity by making the best use of current technology.

Adoption Photolisting Project

Staff from the New York State Adoption Services (NYSAS) office and SUNY's Adoption Photolisting Project created an online *Adoption Album*, enabling NYSAS to quickly and easily post or edit information about children available for adoption.

Improving the New York Medicaid Fraud Control Unit's Information System

The State University assisted the Office of the Attorney General, Medicaid Fraud Control Unit to establish and support a new technological infrastructure within its regional offices.

Residential Child Care Worker Education

Resumed after a three-year hiatus, this program provides education and training to direct care workers in state voluntary agencies, focusing on the quality of care and reducing turnover.

Training Strategies Group (TSG)

Using a wide variety of innovative learning modalities, this group within the Applied Research Center, offers educational opportunities, training and support to the state's active and retired workforce. Training is delivered via satellite, as well as computer-based and web-based technologies, to a diverse audience of family and center-based child care providers, licensing staff, family service workers and retirees.

Videoconference training is the cornerstone of the distance learning program. Produced in partnership with the New York Network, each

Initiative Highlight

State University Early Childhood Training Project

Dandy Lion Day Care Center (Albany, NY)

Part of the broader activities of the Training Strategies Group, the Early Childhood Training Project focuses on the administration of the Educational Incentive Program (EIP) on behalf of New York State. Helping to increase the availability and quality of day care facilities and providers throughout the state, EIP is a scholarship program that has helped thousands of child care providers, over 5,000 in 1999 alone, gain entrée to advanced education.

These scholarships serve a two-fold purpose: (1) providing educational opportunities previously unavailable to care givers; and (2) assisting child care workers meet minimum state mandated education and training requirements. With over 75% of the $1 million in available funding being used for college-level, credit-bearing courses, child care workers now have ready access and connections to opportunities in higher education. This program has been particularly helpful to New Yorkers working in the traditionally low-paying child care field.

With the Governor's recent announcement of a quadruple increase in available scholarship funds, from $1 million to $4 million, the Training Strategies Group looks forward to expanding services to the rapidly growing child care workforce in the coming year. Specifically, the group is launching a new initiative geared toward assisting colleges and universities establish programs and courses specific to the needs of those working in early childhood education.

training program consists of a live broadcast with a panel of national and state experts. In the past year, TSG produced over 100 videoconferences for the state's Office of Children and Family Services on topics such as child development, health, foster care, and adoption. Cost-free and convenient, Early Childhood Education videoconferences are broadcast monthly to child care providers at 85 sites throughout the state. These programs reached more than 40,000 providers in 1999-2000. TSG also developed a video-based infant-toddler training program for New York State's 3,000 licensed child care centers.

Connections, the newest addition to TSG's project listing, is designed to support the statewide conversion to technology as a means to support services to children and their families. The project combines traditional one-on-one and group training with computer and web-based technologies, providing software skills to 16,000 New York State child welfare workers.

Early Childhood Education videoconferences will be offered twice a month in 2000, and a Spanish language simulcast will also be available. In addition, a Training Strategies Group website is being developed to augment video- and computer-based training, and other distance learning initiatives.

A Look at the Numbers...

What follows is a summary of key highlights regarding University performance in key operational areas. Data shown is the most recent available as of this printing.

❖ **Enrollment** - With 372,443 students enrolled, the State University reached its largest student body since 1995.

	Fall 1999	Fall 1998	Percent Increase
Total Enrollment	372,443	368,466	1.1%
State-Operated	190,746	186,405	2.3%

❖ **Employees** - In total, the State University created 2,704 new jobs in 1999, improving services to our students and helping to support the New York State economy.

	Fall 1999	Fall 1998	Percent Increase
All Employees	72,884	70,180	3.9%
Full-Time Faculty	13,721	13,526	1.4%

❖ **Research -** As noted earlier, the Office of the Provost is committed to increasing the research enterprise in the University and looks forward to working with the State University Trustees, Chancellor King, and System and campus leadership to build on progress made to date. According to the Research Foundation of State University of New York's May 2000 Treasurer's Report Supplement, committed funds are projected to rise over last year.

Total Committed Funds by Fiscal Year (Dollars in Millions)

	(Projected) 2000	1999	Percent Increase
Committed Funds	$500.6	$471.6	6.14%

❖ **System Sponsored Program Activity -** The Sponsored Programs Office, within the Office of the Provost, is responsible for administering funds awarded to the University's Research Foundation in support of research, training, programs and activity conducted by System Administration.

Expenditures and Earnings Comparison, All Sources

	(Projected) FY 99/00	FY 98/99	Percent Increase
Direct Expenditures	$44,896,655	$42,098,348	6.6%
Indirect Expenditures	$4,103,345	$3,148,649	30.3%

❖ Degrees Granted

The State University grants more than 69,000 degrees each year. For the period July 1, 1998 to June 30, 1999, the University awarded:

29,778   Associate's Degrees;
27,891   Bachelor's Degrees;
 7,795   Master's Degrees;
   968   Doctoral Degrees;
 1,076   First Professional Degrees;
 1,510   Undergraduate Certificates; and
   583   Graduate Certificates.

❖ Alumni Survey

The 1999 Undergraduate Alumni Survey was administered on behalf of the State University by ACT. With a 4 percent +/- margin for error, a total of 99,894 alumni of both state-operated and community college alumni were sampled.

Demographic characteristics of the 19,682 respondents were as follows:

65% female, 35% male;

88% white, 12% minority;

73% employed full-time;

15% employed part time; and

 4% continuing with full-time education.

When asked if they could begin again:

80% said they would choose the same State University college.

87% rated their institution overall as good or better.

97% said they would recommend the college to a friend.

In a rating of their respective colleges on multiple factors, the highest ranking categories were: (1) high quality academic programs; (2) cultural/ethnic diversity in student body; (3) opportunities for student involvement; and (4) opportunities for student/faculty interaction.

Initiative Highlight

Faculty Development and Recognition

As part of ongoing efforts to recognize the outstanding work of the State University faculty, the Office of the Provost coordinates and administers the Distinguished Faculty Ranks and Awards for Excellence on behalf of the University Chancellor, and supports the professional development of faculty 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, 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:

	# awarded in 1999-2000 (through April 30)
❖ Distinguished Professorship	10
❖ Distinguished Librarianship	0
❖ Distinguished Service Professorship	8
❖ Distinguished Teaching Professorship	8

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 system, and specifically honor:

	# awarded in 1999-2000 (through April 30)
❖ Excellence in Librarianship	9
❖ Excellence in Professional Service	51
❖ Excellence in Teaching	95

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 10 Conversations in the Disciplines grant awards were made in the 1999-2000 academic year.

The strength and diversity of the University's faculty is a critical component of any effort to enhance individual institutions and to foster success in achieving mission-related goals. A complete roster of those individuals receiving awards is posted on the Provost's Office website.

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

Health Science Centers

Health Science Center at Brooklyn
Health Science Center at Syracuse

Colleges of Technology

Alfred
Canton
Cobleskill
Delhi
Morrisville

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

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

Office of the
Provost
AND
Vice Chancellor
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