Cover photo:

*University at Albany Institute Director of Technology, James Castracane, works with graduate student Oliver Tang, and InterScience researcher Michelle Simkulet to develop a new kind of TB detection device. Photo by Bill Murphy.*

Photos at right:

*Post-doctoral and graduate students discuss their work in the laboratory of Health Science Center at Brooklyn faculty member William T. McAllister, Ph.D., where the research focus is on polymerase enzymes and their applications. Photo by Ernest A. Cuni, Health Science Center at Brooklyn.*

*Culinary arts instructor Tom Recinella takes a moment to show SUNY Delhi students his plating technique. He recently led the Delhi culinary team to win a silver medal at the 2001 ACF National Hot Food Competition. Photo by: Castle Photography.*

*By making field trips an integral part of coursework, Geneseo Geology Professor Jeff Over gives his students practical experience as well as theoretical, classroom-based knowledge. Photo by: SUNY Geneseo.*

*Taking their cues from a deep-sea fish, Binghamton University Chemistry Professor Robert Ben and his research team developed an artificial antifreeze that could eliminate freezer burn in frozen foods within five-to-10 years. Photo by Evangelos Dousmanis.*
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.
December 2001

Dear colleagues and friends:

The 2000-2001 academic year was one of great achievement as together the University community worked to further Chancellor King’s vision of a system at the front ranks of American higher education. SUNY has made physical enhancements to its campuses, established new goals for fund-raising and research activity, and most importantly, made dynamic progress in fulfilling its commitment to raise academic quality across the system.

Our focus within the Office of the Provost has been on creating and implementing a framework of academic initiatives that would have a far-reaching impact on the University as a whole. One of the major accomplishments of the Office this year, for example, was completion of the first cycle of Mission Review; a ground-breaking academic strategic planning process simultaneously undertaken by every campus. This two-year effort resulted in the joint development, by campuses and System Administration, of a Memorandum of Understanding (MOU) for each institution. MOUs are critically important documents outlining institutional goals and benchmarks in the areas of academic program planning, enrollment, selectivity, research, retention and graduation rates, intra-campus collaboration, and more. The existence of consistent planning documents for every campus is unprecedented, the collaboration necessary to develop them, historic.

The office also worked successfully with campuses to fulfill the Board of Trustees’ resolution on general education, achieving full implementation by fall 2001. We defined a new action agenda for all of our teacher education programs and began the implementation of a new assessment initiative. Together, we also made great strides in the SUNY Connect electronic library project and in the University’s distance learning program through the SUNY Learning Network.

The pages that follow, describing these and other key initiatives in more detail, underscore the hard work and focus on collaboration that has driven the activity of our office. I want to offer my sincere thanks and appreciation to my staff, System leadership, our campuses and the entire University community for their consistent cooperation and innovative spirit.

I look forward to even greater things to come.

Peter D. Salins, Ph.D.
Provost and Vice Chancellor for Academic Affairs
# Table of Contents

## 2000-2001 Annual Report

### A Year in Review

- Mission Review Completed ................................................................. 6
- New Action Agenda in Teacher Education Defined .............................. 7
- SUNY Assessment Initiative Launched .................................................. 8
- General Education Resolution Implemented ....................................... 8
- Program Review Process Streamlined .................................................. 10
- SLN Achieves Significant Growth, National Award Winner .................. 10
- Roll-out of the SUNY Connect Integrated Library Initiative Begun .......... 11
- New Academic Programs at the SUNY Training Center ......................... 12
- EOCs Getting Connected .................................................................... 12
- New York Network/SUNYSAT Prepares for Digital Housewarming .......... 13
- Service to the State (Small Business Development Center, New York Network) .. 14

### Action Agenda for 2001-2002 ................................................................. 15

### Office Organization ............................................................................... 18

### Data Update .......................................................................................... 22
A Year in Review

Mission Review Completed
The academic strategic planning process known as Mission Review has been at the core of the University's commitment to academic quality for more than two years. The 2000-2001 academic year marked a significant accomplishment for the Office as it brought the first cycle of Mission Review to a close.

By way of background, Mission Review originated as a planning process aimed at strengthening the market niche of each campus, enhancing the quality of academic programs, increasing intra-campus collaboration, and more. The process itself included over 70 meetings, both individual visits to campuses and meetings of campuses by geographic region and institution type.

The end result of this undertaking was the joint development, between campuses and System Administration, of a Memorandum of Understanding (MOU) for each campus.

MOUs are critical planning documents outlining campus goals in key academic areas, including: research, retention rates, graduation rates, faculty development, academic program planning, and technology (see representative graphs at right). Signed by Chancellor King and each respective campus president, these documents will be updated on a regular basis and have already become important resources to University constituencies—now considered in System processes ranging from Presidential evaluations to enrollment planning.

The importance of the MOUs was further underscored by Mission Review's funding component. In all, more than $11.5 million in Mission Funding was awarded to assist campuses in realizing the goals and aspirations outlined in their MOUs. Examples of successful proposals include funding to: enhance retention initiatives at Buffalo State College; develop accelerated AA and AS degree programs at Cayuga County Community College; and support additional faculty lines for new programs in materials engineering and bioengineering at Binghamton University. Funding

![Projected Enrollment Growth](image1)

![Six-Year Graduation Rates](image2)
was also awarded to multiple doctoral-degree granting institutions to increase doctoral student stipends.

Campuses have been asked to complete a comprehensive evaluation of Mission Review, a survey that will guide development of the next cycle. Mission Review, now broadly regarded as a catalyst for positive change throughout the University, is expected to be repeated every five to seven years.

**New Action Agenda in Teacher Education Defined**

Through programs at 16 institutions (15 State-operated campuses and the College of Agriculture and Life Sciences at Cornell), the University accounts for approximately 25% of all college- and university-recommended teaching certificates granted by the State Education Department. Further, more than 95% of all State University students pass State licensing exams, a collective pass rate higher than the State averages for both private and other public institutions. The University’s ongoing commitment to excellence in teacher preparation—highlighted by the creation last year of the Provost’s Advisory Council on Teacher Education—reached new heights with the development during 2000-2001 of a new action agenda entitled, “A New Vision in Teacher Education.”

Based on the recommendations of the Advisory Council, and developed in consultation with Chancellor King, the University Faculty-Senate, the Faculty Council of Community Colleges, the Board of Trustees and the broader University Community, the *New Vision* agenda is driven by three primary objectives: 1) give all SUNY students pursuing teaching careers the best possible preparation to become effective teachers; 2) address New York State’s growing need for excellent teachers; and 3) continuously assess and improve SUNY’s teacher education programs. The *New Vision* agenda is an operational blueprint, featuring detailed strategies for each specific goal, designating a target time-frame for completion of each strategy, and identifying those who will assume responsibility for specific actions.

For example, the agenda calls for the University to meet the special challenges of urban public education in New York’s cities through the immediate establishment of an Urban Teacher Education Center in New York City. Designed to both increase the number of SUNY-educated teachers who take positions in the city’s schools and to serve as a laboratory for enhancing the...
effectiveness of teacher preparation for urban schools, the Center is already up and running with an interim director. The coming year will focus on continued implementation of the New Vision's strategic goals. Once fully implemented, the New Vision agenda will make SUNY's already excellent teacher education programs national models for effective teacher preparation.

**SUNY Assessment Initiative Launched**

Based on the November 2000 report of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes, the SUNY Assessment Initiative is now well underway.

The Task Force was charged with outlining a process for assessing student learning outcomes and intellectual growth in general education and the major across the University. Its report, and ultimate recommendations, identify outcomes assessment as a collaborative venture between the faculty of the University and the academic leadership of campuses and System Administration. The Task Force called for the creation of an Assessment Initiative consisting of both campus-based and University-wide components. Campus-based assessment will focus on program improvement, and University-wide assessment will stress accountability and advocacy.

Guidelines for the implementation of campus-based assessment of general education and the major were developed and distributed to campuses in December 2000. Campus-based assessment of the major began in fall 2001 and campus-based assessment of general education will begin in the fall of 2002.

A highlight of the past academic year, part of the roll-out of assessment of general education, was the SUNY General Education Assessment Conference, "Campus-Based Assessment of General Education: A Collaborative Dialogue." More than 140 faculty, administrative leaders, professional staff, and students from almost every University campus attended the conference, designed as a forum for sharing best practices. The conference was sponsored by SUNY Cortland, the Health Science Center at Syracuse, the General Education Assessment Review (GEAR) Group, and the Office of the Provost, with the support of the University Faculty Senate and the Faculty Council of Community Colleges, and was another example of the collaborative nature of the implementation of this initiative.

**General Education Resolution Implemented**

When the State University Board of Trustees passed a
resolution requiring that a common general education core be implemented across the University, the Office of the Provost was charged with ensuring implementation by the fall 2000 semester. [Resolution 98-241 of the State University Board of Trustees, December of 1998, requires a minimum of 30 credit hours of general education coursework for all University baccalaureate candidates in 10 specific knowledge and skill areas (mathematics, natural sciences, social sciences, American history, Western civilization, other world civilizations, humanities, the arts, foreign language, and basic communication) and in two competencies (critical thinking and information management)].

Implementation began immediately upon adoption of the Board policy with the creation of an Advisory Task Force on General Education. The Task Force was charged with developing learning outcomes for each of the content areas and establishing guidelines for the most effective way to move forward.

The Task Force ultimately recommended that campuses submit a detailed General Education Program Proposal for review by a newly created body: the Provost’s Advisory Council on General Education (PACGE).

Comprised of faculty and campus academic administrators from across the University, PACGE worked diligently in an effort that involved reviewing thousands of pages of detailed course information from 60 campuses. Designated PACGE liaisons were given responsibility for guiding each campus to an approvable program. There is no question that this was a significant undertaking for campuses. Nevertheless, as required by the resolution, all institutions had their new general education programs up and running by the start of the fall 2000 semester.

As part of the implementation effort, the Office sponsored a general education conference, providing a forum for questions and a review of best practices. The Office also worked closely with the SUNY Registrar’s Association in development of a General Education Transcript Addendum (GETA). The GETA will ensure an accurate record of students’ progress in meeting the common general education requirement, particularly for those planning to transfer within the SUNY system.

The Office is currently reviewing recommendations for ongoing changes and refinements to the general education program review process that would devolve responsibility to the campuses in the handling of new course submissions as well as

Cortland Associate Professor of Political Science Seth Asumah, recipient of the Rozanne Brooks Dedicated Teacher Award, leads a small group discussion in the Old Main Building.
facilitate the development of alternative general education programs.

**Program Review Process Streamlined**

All University campuses continually add to or revise their academic programs to meet the changing requirements of disciplines, student needs or external demands. Ensuring that the internal processes necessary for making those changes are as expeditious as possible has been an ongoing Office priority.

[Every proposal requesting a new credit bearing academic program or a revision to an existing program is reviewed by the Program Review and Planning Group within the Office of Academic Affairs, and approved by the Provost on behalf of the State University Board of Trustees—before being submitted to the State Education Department (SED) for registration.]

Effective February 2001, guidelines for the submission of undergraduate academic program proposals were revised to speed the review process, while making it more consistent with the outcomes of Mission Review. The new guidelines establish an effective process for streamlining the review of program proposals and ensuring consistency with revised SED requirements for program registration.

Under the new guidelines, the Program Review and Planning Group has committed itself to the review of program announcements within 30 days of the date received, to review complete program proposals that qualify for fast-track review also within 30 days, and to review complete, non-expedited proposals within 60 days. Key program review forms are now available electronically and training programs are being developed to assist campus personnel new to program development.

In addition, the group began publishing weekly electronic communication to campuses providing updates on proposal submissions, answering frequently asked questions, and more.

**SLN Achieves Significant Growth, National Award Winner**

The SUNY Learning Network (SLN) has had another banner year, recording enrollments of 25,814, with more than 50 participating campuses offering courses, and even full degree programs, online. This all-time high enrollment represents a jump of 199 percent over last year. In fact, the SLN has, on average, doubled or more than doubled its enrollment virtually every year since it began in 1995.

And importantly, student satisfaction remains high. Students and faculty consistently give the program exceptional marks, attesting to the high quality and effectiveness of the courses offered by University campuses and faculty through the SLN. SLN’s enrollment and the number of courses offered continues to exceed those of the Western Governors University, the University of Phoenix and nearly every other online higher education program in the world.

SLN was recently recognized by EDUCAUSE, an international, nonprofit association whose mission is to help shape and enable transformational change in
higher education through technology. Current membership includes more than 1,800 colleges, universities, and education organizations and more than 190 corporations. SLN received the EDUCAUSE Award for “Systemic Progress in Teaching and Learning” which recognizes innovation in the campus teaching and learning culture.

In an effort to build on its existing success, SLN also began a comprehensive strategic planning process this past academic year. The expanded vision for SLN includes not only increasing the number of courses and degree programs offered, but new strategies to enhance SLN’s role as a system-wide instructional resource.

Roll-out of the SUNYConnect Integrated Library Initiative Begun
Binghamton University, University at Buffalo, University at Stony Brook, SUNY Fredonia, SUNY Oswego, and Tompkins Cortland Community College were the first six SUNY campuses to install the new Ex Libris’ Aleph 500 common Library Management System during 2000-2001. This installation, one of the driving components of the SUNY Connect integrated library project marks a significant step forward in “leveling up” the information resources available to all SUNY students and faculty.

The common library management system will give users access to all essential library resources across the system through a common world wide web gateway interface.

In addition to the work associated with the LMS installation, progress too was made in other components of SUNYConnect. Based on recommendations of an advisory group of campuses, SUNY has begun to purchase content under the rubric of SUNYConnect, buying with the collaborative power of all institutions. Once an acquisition has been made, campuses simply point their web browser to the right server location and their library community has immediate access. Discussions with ground carriers
have also begun in an effort to facilitate inter-campus borrower requests. It is anticipated that implementation will continue throughout 2003.

New Academic Programs at the SUNY Training Center

The SUNY Training Center serves as a one-stop resource for technology training and related support for campus faculty and staff. It also works to create networking opportunities between campuses for instructional development initiatives.

After a thorough needs assessment process this past year, the Training Center launched a new series of academic programs geared toward faculty, librarians, and instructional support staff. Among the 26 newly developed, hands-on training workshops—offered in multiple locations across the state—were:

- PowerPoint Beyond the Basics: Creating the Interactive Presentation;
- Issues of Migration from TopClass to BlackBoard;
- UNIX for Librarians: Preparing for ALEPH 500 (the library management system that drives the SUNYConnect initiative);
- Blackboard Basics and Beyond;
- HTML Fundamentals: Making your web site accessible; and
- WebCT Basics and Beyond.

In addition, the Training Center continues to offer dynamic training and professional development in support of other University-wide programs, including the SUNY Learning Network, the TLT@SUNY Project (Teaching Learning and Technology), geared at helping campuses implement efficient and effective solutions for integrating technology, and the MERLOT Project (Multimedia Educational Resource in Learning and Online Teaching), an international collaboration of institutions dedicated to improving teaching and learning through the effective use of web-based instructional materials.

EOCs Get Connected

From computer-assisted instruction in the classroom and access to library resources, to interactive telecommunication, Educational Opportunity Center (EOC) faculty and students are well on their way to transforming traditional classrooms into ones with cutting edge digital technology.

Last year, the EOCs—under the direction of the University Center for Academic and Workforce Development (UCAWD)—received $5.8 million from the New York State Legislature to install an interactive, network-based management system at all University EOC sites.

Eleven customized computer labs were installed with specialized courseware and hardware, allowing EOC instructors, staff and administrators to track the progress of students on a daily basis and to provide personalized assistance where most needed. The courseware maximizes the benefits of a modern telecommunication infrastructure, allowing students anytime access to their instructors from any location. UCAWD is also in the process of developing a comprehensive technology plan for EOCs.
In all, this focus on technology will have a tangible impact on the EOCs’ ability to develop innovative and sophisticated new ways to improve teaching and learning for their students.

**New York Network/SUNYSAT Prepares for Digital Housewarming**

New York Network/SUNYSAT (NYN), the University’s television production and transmission facility since 1967, will mark its 35th Anniversary in 2002 at a new address: the Governor Nelson A. Rockefeller Empire State Plaza in Albany.

In 15,000 square feet of custom-designed and specially-constructed space on the Plaza’s spacious Concourse, NYN will operate two large studios, one smaller studio and a completely digital video production and transmission facility (with Sony Corporation as the primary equipment vendor). The NYN Digital Broadcast Center is ready for High Definition Television (HDTV) and the production and distribution of video-based instruction and information programs via digital SUNYSAT, over the internet and through broadband carriers anywhere. With the debut of the NYN Digital Broadcast Center, NYN and SUNY take the first step toward creating a “Master Video Server” for SUNY and New York State government. Video programs created by and for SUNY campuses and State agencies will be stored on the “Master Server” and delivered—on demand—to students, instructors and State employees.
Service to the State

Editor’s Note: Several organizations within the Office of the Provost played an active role in providing assistance after the September 11, 2001 terrorist attacks on America. Highlights of some of that work include:

**The Small Business Development Center’s Disaster Recovery Assistance Effort**

The terrorist attack on the World Trade Center in Manhattan on September 11\textsuperscript{th} was a defining moment for the Small Business Development Center (SBDC) and its services to New York’s small business sector.

An estimated 14,500 New York based businesses in the direct impact area surrounding the World Trade Center complex were destroyed, damaged, or suffered economic disruption and thousands more in outlying areas were affected. The short-term economic losses for small business alone are estimated at over $1.5 billion.

At approximately 15 SBDC locations in Metropolitan New York, experienced Business Advisers have prioritized help to New York’s small business owners in assessing the extent of their financial losses and developing recovery plans. SBDC staff are also working with businesses to evaluate disaster recovery funding options—city, state, and federal—and providing technical assistance in completing the necessary application forms. SBDC was the first organization in the Small Business Administration’s 50-year history to be approved to distribute and assist in Disaster Loan Applications.

SBDC Business Advisers will continue to work with the business owners at no cost through the transition and recovery periods, thanks to the joint sponsorship of the SBDC by the U.S. Small Business Administration, the State, the University and other higher education partners.

**New York Network/SUNYSAT**

SUNYSAT has been an invaluable asset to the State’s emergency management team since September 11\textsuperscript{th}.

The SUNYSAT mobile uplink truck was deployed in lower Manhattan and provided important video and audio transmission capability from Ground Zero for the Governor and emergency management leadership through the first few weeks of the terrorist attack aftermath.
2001-2002 Action Agenda

The work of the Office of the Provost in the coming year will be dedicated to continued progress on existing initiatives, as well as the implementation of new efforts to enhance academic quality throughout the University. A brief summary of priority goals for 2001-2002 follows:

- **Mission Review**
  Careful examination of a Mission Review Evaluation Survey will result in action steps to improve and refine the University-wide Mission Review process and will also help in determining the most appropriate schedule for the second cycle of Mission Review. The Office will also continue Mission Review follow-up visits to campuses that began in fall 2001, working in partnership with campuses to reach goals outlined in the Memoranda of Understanding.

- **Teacher Education**
  Continuing implementation of the *New Vision in Teacher Education* action agenda will be a primary focus throughout 2001-2002. The many strategies encompassed by the action agenda—from strengthening content preparation and increasing required clinical experience, to pursuing funding to support mathematics and science teacher preparation and expanding the Urban Teaching Center—will further the University’s goal to emerge as the national leader in teacher preparation.

- **Transfer**
  The Provost’s Office is committed to facilitating student transfer within the University and to that end has recently developed a detailed Transfer Action Plan—following broad consultation with the University community. The plan includes concrete steps to facilitate and streamline transfer from the University’s community colleges to its upper division colleges and university centers, and features extensive data analyses and development of an annual report for the University Community.

- **Assessment**
  Campus-based assessment of all undergraduate majors on every State University campus will soon begin, following the recommendations of the Task Force on the Assessment of Learning Outcomes. Further, review and approval of campus plans for assessing student learning outcomes in General Education, now underway, will culminate in the implementation of General Education assessment on SUNY campuses in fall 2002.

- **General Education**
  The Office will work to institute a "second generation" system for oversight of the University’s General Education Requirement. That effort will focus on strategies that increase campus responsibility for general education while maintaining the rigor of the initial implementation. The Office will also continue efforts to address ongoing challenges such as transfer of general education credits and the development of alternative general education programs.

- **Enrollment Planning**
  The enrollment planning process will focus on
ensuring effective implementation of campus enrollment and selectivity goals specified in the Mission Review Memoranda of Understanding. These goals are designed to continue enhancing the academic profile of entering classes while preserving the University's access mission.

- **Program Review**
  Building on the extensive procedural reforms that have already been made in the internal evaluation of campus program proposals, the Office will continue efforts to further shorten review time where feasible. The Office will also produce an updated version of the Graduate Program Submission Guidelines.

- **SUNY Press**
  The State University of New York Press plans to enhance its web site with a total redesign including most notably the introduction of e-commerce capabilities. In addition to allowing the ordering of books online, this investment in technology will permit more timely updates and improve the search function of the site.

- **Rockefeller Institute of Government**
  As part of a new outreach effort, the Rockefeller Institute will develop and begin implementation of a strategic communications plan, which will include broad enhancements to its website and a more frequent and proactive outreach to national media.

- **Nylink**
  Academic libraries are turning to Nylink to serve as facilitator for the NYS Higher Education Initiative. This collaboration of academic libraries at public and private universities throughout the State is aimed at maximizing research and educational resources. With the encouragement of Provost Salins, many college and university libraries have already expressed interest. Nylink will lead the effort to develop a strategic plan outlining the implementation process.
**SUNY Applied Research Center**
- The Training Strategies Group is planning now for an expected increase in scholarship funds available through the SUNY Educational Incentive Program, funded by the NYS Office of Children and Family Services. Designed to offset costs associated with programs or courses in child development, education, psychology, business, and related areas, the fund is expected to grow from $4 million to $10 million in 2002.

- The International Development Group (IDG), funded under provisions of the US Agency for International Development (USAID) Deliberative Bodies Indefinite Quantity Contract, assists developing countries around the globe to strengthen their legislatures. Currently operating in seven countries, IDG intends to expand the portfolio of developing countries receiving SUNY assistance and support.

**New York Network/SUNYSAT**
With construction underway, New York Network (NYN) expects to move to the Empire State Plaza in the late spring of 2002. The move will greatly expand NYN’s ability to serve the University and the state with installation of a “turn key” digital broadcast facility.

**SUNY Training Center**
As part of its ongoing commitment to meet campus training demands, Center staff will continue campus visits, allowing a better assessment of specific needs. The Center is also planning to support individuals interested in doing research and usability testing on new instructional technologies.

**ITEC**
ITEC plans to provide additional technical support and computer resources to assist campuses with the implementation of the new student administrative systems university-wide contract.

**SUNYConnect**
Testing and initial implementation of user-initiated circulation and delivery of library materials across the University will begin as more campus libraries are brought online using the new library management system. It is also expected that 1000 new electronic journal titles will be added to the SUNYConnect collection over the course of the next academic year.

**SUNY Learning Network (SLN)**
As the SLN strategic planning process comes to a close, the Office will have developed specific strategies for increasing enrollments, the number of faculty trained, courses and degree programs offered—all while maintaining exceptional levels of student and faculty satisfaction. Further, SLN will expand its role as an inter-campus resource and will implement technological enhancements to better serve its students and faculty.
Office Organization

Consistent with its mission and the broader goals of the University, the Office of the Provost and Vice Chancellor for Academic Affairs is comprised of two major operating units: the Office of Academic Affairs and the Office of University-Wide Academic Programs.

Brief descriptions of the scope and functional responsibilities for each area follow:

Office of Academic Affairs

Academic Affairs serves as a focal point for the academic activity of the Office of the Provost: conceptualizing and then implementing academic initiatives; maintaining and disseminating critical data; reviewing new academic programs; monitoring campus enrollment plans; and working to improve communication and coordination between System Administration and campuses.

The office is served by three groups which work both independently and collaboratively as appropriate:

- The Campus Liaison Group promotes communication between System Administration and campuses, as well as among campuses. One component of this Group consists of liaisons to each campus sector, responsible for gaining a deep appreciation of campus culture, needs, goals and plans. Another consists of liaisons with responsibility for cross-cutting University-wide programs or initiatives: Educational Opportunity Programs and faculty recognition and development.

- The Program Review and Planning Group is responsible for the review of academic programs, both newly proposed and extant, across all University campuses. This group also maintains responsibility for the annual approval of campus enrollment plans, a key element in the allocation of state funding.

- The Institutional Research and Analysis Group provides data and analytic support for financial and academic planning, and serves as a statistical clearinghouse and critical resource for individual campuses that rely on current data and measures in their daily work. This Group fulfills the University’s reporting obligations to state and federal agencies and furnishes information requested by a wide variety of external groups.

Office of University-Wide Academic Programs

The Office of University-Wide Academic Programs administers a broad range of system-wide academic programs and initiatives within a unified management structure. The office’s academic programs and services are organized into three operating clusters:

Campus Learning and Scholarly Support

- The Office of Advanced Learning and Information Services (ALIS) maintains responsibility for assuring the effective and
integrated utilization of educational technology throughout the University. Its constituent units include:

- **Advanced Learning Services/SUNY Learning Network**, the University’s comprehensive online instructional resource. Offering courses to some 26,000 enrolled students taught by University faculty across 53 campuses, SLN is a national leader in anywhere-anytime learning.

- **Library and Information Services/SUNYConnect** joins all SUNY libraries under a common library management system, ultimately allowing anytime, anywhere access to the University’s 71 libraries and 18 million volumes.

- **Advanced Faculty Training and Support** includes: the SUNY Training Center, serving as the focal point for training related to academic and administrative technology initiatives; and the Information Technology Exchange Center (ITEC), providing services to over 50 campuses for software distribution, maintenance, and support.

- **The New York Library Network (Nylink)** is a member-supported organization providing services to more than 700 academic, public and private libraries to foster collaboration among academic libraries and advance the acquisition of quality, cost-effective products and services. Nylink plays a key role in assisting campuses in the transition to electronic library formats and operations.
The State University of New York Press with almost 3,000 books in print is recognized among the premier scholarly publishers in the fields of political science, philosophy, religion, sociology, and education. SUNY Press is the second largest university press in the nation, and one of the few that is self-supporting.

Academic Centers/Institutes

- The University Center for Academic and Workforce Development includes two major units:
  - Educational Opportunity Centers, addressing the learning requirements of educationally and/or economically disadvantaged adults in urban communities. These “mini-colleges” provide innovative educational and work skills programs leading to higher education and/or gainful employment.
  - Bridge/Work Now, deploying an extensive statewide network of welfare-to-work and employer specific training programs.

- The Rockefeller Institute of Government, the University’s public policy research arm, is nationally recognized for its research, publications, and programs in the areas of American federalism, state and local public management, public higher education, urban development, teacher education and student preparation.

- The African American Research Foundation provides a statewide forum to research and discuss issues of importance to the New York African American community. The Foundation also plays an active role in planning the State’s Martin Luther King, Jr. memorial observance and other major conferences and events.

University Outreach/Public Service

- The New York State Small Business Development Center (SBDC) operates New York’s small business program in partnership with the US Small Business Administration. The Center annually reaches out to some 15,000 individual entrepreneurs, existing small businesses and industries who want to start or grow a small business.
- **SUNY Applied Research Center**

  - *The Training Strategies Group (TSG)* offers training and support to the state and local workforce—primarily in the area of early childhood education. TSG also operates *Connections*, providing technology skills to some 16,000 child welfare workers, working to improve services to children and their families.

  - *The Technical Advisory Group (TAG)* supports state agencies in their efforts to serve the citizens of the State through a variety of research and technological projects. Current work includes an Office Automation Project for the state Office of Temporary and Disability Assistance, and a web-based adoption photolisting project for State Adoption Services.

  - *The International Development Group (IDG)* operates in over 12 countries, primarily in Africa and Latin and South America, promoting international development in the areas of democracy, governance and civil society, private sector and economic development, environment and education.

- **New York Network (NYN)/SUNYSAT** is the television production and transmission service for the University and New York state government. New York Network also operates SUNYSAT, the University’s digital satellite network, providing direct television signals and video streaming to all campuses and hundreds of government and private downlink and cable providers throughout New York and the U.S.

**The Office of Academic Finance and Administration**

*Academic Finance* provides fiscal and operational support to both University and Research Foundation personnel and organizational entities within the Provost’s Office.

---

Culinary arts instructor Tom Recinella takes a moment to show SUNY Delhi students his plating technique. He recently led the Delhi culinary team to win a silver medal at the 2001 ACF National Hot Food Competition.

---

Post-doctoral and graduate students discuss their work in the laboratory of HSC Brooklyn faculty member William T. McAllister, Ph.D., where the research focus is on polymerase enzymes and their applications.
Data Update

- **Enrollment**
  With 383,153 students enrolled, the State University reached its largest student enrollment since 1995.

<table>
<thead>
<tr>
<th></th>
<th>Preliminary 2001</th>
<th>Fall 2000</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>383,153</td>
<td>368,466</td>
<td>1.1%</td>
</tr>
<tr>
<td>State-Operated</td>
<td>197,904</td>
<td>186,405</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

- Overall, full-time enrollment is up 4.4% to 254,842 students, the highest level in the University’s history. Graduate and professional enrollment is up 5.5% to 40,794, the highest level since 1975.
- Full-time freshman enrollment is up 5.9% to 62,201, the highest level since 1988. Full-time transfer enrollment is up 3.8% to 21,595, the highest level since 1994.

- **Degrees Granted**
  The State University grants more than 70,000 degrees each year. For the period July 1, 2000 to June 30, 2001, the University awarded:

  - 28,755 Associate’s Degrees;
  - 28,785 Bachelor’s Degrees;
  - 8,012 Master’s Degrees;
  - 969 Doctoral Degrees;
  - 1,105 First Professional Degrees;
  - 1,952 Undergraduate Certificates; and
  - 687 Graduate Certificates.

- **Student Opinion Survey**
  Conducted jointly by the Office of the Provost and the Office of University Life, the 2000 Student Opinion Survey (SOS) assessed student opinions in three major categories: the academic experience, academic services and facilities, and campus services/environment. Average scores for the three group scales are presented below. Note: students were asked to rate their campus in each category on a scale of 1 -5, with 5 being highly satisfied.

<table>
<thead>
<tr>
<th></th>
<th>System Average</th>
<th>State Operated</th>
<th>Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Experience</td>
<td>3.71</td>
<td>3.71</td>
<td>3.71</td>
</tr>
<tr>
<td>Academic Services and Facilities</td>
<td>3.60</td>
<td>3.53</td>
<td>3.67</td>
</tr>
<tr>
<td>Campus Services/Environment</td>
<td>3.34</td>
<td>3.30</td>
<td>3.38</td>
</tr>
</tbody>
</table>

The quality of the academic experience, as well as overall satisfaction with campuses, are consistently the highest rated aspects of University life. Student satisfaction with physical academic facilities, specifically library services and computing services, is also quite high and has increased dramatically over the past two administrations of the survey.
## Campus Listing

### Doctoral Degree Granting Institutions
- University at Albany
- University at Binghamton
- University at Buffalo
- University at Stony Brook
- Health Science Center at Brooklyn
- Health Science Center at Syracuse
- Environmental Science and Forestry
- 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

### University Colleges
- Brockport
- Buffalo
- Cortland
- Empire State
- Fredonia
- Geneseo
- New Paltz
- Old Westbury
- Oneonta
- Optometry
- Oswego
- Plattsburgh
- Potsdam
- Purchase

### Technology Colleges
- Alfred
- Canton
- Cobleskill
- Delhi
- Morrisville
- Farmingdale
- Maritime
- Institute of Technology at Utica/Rome

### 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
Administration

Board of Trustees (as of 12/01)

Chairman: Thomas F. Egan
Vice Chairman: Randy A. Daniels
Aminy I. Audi
Edward F. Cox
Candace de Russy
Gordon R. Gross
Daniel J. Hogarty, Jr.
Christopher J. Holland
Lou Howard
Pamela R. Jacobs
Celine R. Paquette
Nelson A. Rockefeller, Jr.
Patricia Elliott Stevens
Harvey F. Wachsman, M.D., J.D.

Senior Management

Robert L. King, Chancellor
Robert T. Brown, Vice Chancellor for Community Colleges
R. Wayne Diesel, Vice Chancellor for Business and Industry Relations
Richard P. Miller, Vice Chancellor and Chief Operating Officer
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
D. Andrew Edwards, University Counsel