Office of the
Provost
AND
Vice Chancellor
FOR ACADEMIC AFFAIRS

State University of New York
2004-2005 Annual Report

Cover photos:

❖ *Fulton-Montgomery Community College students enjoy a beautiful spring day.*

❖ *State University Educational Opportunity Center (EOC) Distinguished Alumni at a ceremony in their honor. At the same event, the Citigroup Foundation awarded the EOCs with a $620,000 grant to support a financial education program.*

❖ *President Greg Eastwood is joined by several Upstate Medical University students as the campus receives a gift from the Medical Alumni Foundation and its Executive Director Ms. Carole Novick.*

Photos at right:

❖ *Erie Community College students have a pre-class conversation.*

❖ *University Provost Peter D. Salins leads a seminar with faculty and students on social justice and public policy at Suffolk County Community College, organized by Philosophy Department Chair Dr. Lowell Kleiman.*

❖ *Recently appointed State University Distinguished Professors gather at a reception in their honor. Student musicians from the University at Albany play in the background.*

Our 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 inherent within a system.

The Office establishes priorities, including resource allocation, in support of the academic 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 works to further the University's fundamental commitment to access, public service and the advancement of research.

Office of the
Provost
AND
Vice Chancellor
FOR ACADEMIC AFFAIRS

May 2005

Dear colleagues and friends:

The 2004-2005 academic year marked a turning point for the State University. We have long said that our goal is to be recognized among the front ranks of American public higher education. Thanks to our commitment to academic excellence, and our achievements in fulfillment of that commitment, it is becoming increasingly clear to the broader higher education community that SUNY is on the move.

We have seen the maturation of planning efforts and achievement of goals set out in the campus Memoranda of Understanding (MOUs) developed in the first cycle of Mission Review. Among the concrete results have been impressive gains in enrollment, graduation and retention rates, increased research and scholarship, and enhancement of many academic programs. We are just now in the midst of implementing the second cycle of Mission Review, updating MOUs to set goals through 2010 in which we demonstrate our commitment to do even better.

From Mission Review and assessment, to strengthened teacher education programs and expanded library resources, our list of accomplishments is long. But if we are to achieve our common aspiration of a system at the very front ranks of American higher education, we have to set our sights even higher. The Office of the Provost is committed to working with the University's Chancellor, Trustees, campus presidents, administrative leaders and faculty to do just that.

I hope you will take a moment to review the pages that follow that describe more broadly the work and scope of the academic developments across the State University System. I want to offer my sincere thanks to my staff, System leadership, and the entire University community for the consistent cooperation and innovative spirit that has made these achievements possible.

Sincerely,

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

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A Year in Review 2004 - 2005

The overarching goal of the Office of the Provost is to strengthen the academic stature of the State University of New York, fulfilling the academic vision of the System Chancellor and its Board of Trustees: to make the State University of New York one of the premier comprehensive systems of public higher education in the world, with each of its distinctive institutions recognized as a leader among its peers.

The scope of work for the Office encompasses a broad range of initiatives and programs designed to enhance the State University's academic reputation and build a lasting foundation of high aspirations, action and accountability.

For the 2004-2005 academic year, two major planning initiatives framed Office efforts:

SUNY's Master Planning Process

New York State Education Law requires the University to submit a detailed Master Plan to the Board of Regents every four years. This report, part of a broader statewide plan on higher education, outlines the sector's broad service to New York's residents, workforce, and community—from facilitating a smooth transition between PreK-12 and college, to meeting the State's

needs through strong academic programs and research.

The development of the State University Master Plan for 2004-2008 provided the University community with an opportunity to reflect on its mission and evaluate its progress in meeting the goals of the Board of Trustees as outlined in their 1995 policy document *Rethinking SUNY*.

SUNY's *Master Plan 2004-2008*, submitted to the Board of Regents in September of 2004, details the ongoing work of the University, with special emphasis on the second cycle of Mission Review, and the University's implementation of a comprehensive strategic plan that aligns with Mission Review.

In breadth and depth, the SUNY Master Plan will serve as an important guide to the University's future direction.

The Master Plan includes detailed information on SUNY's progress in achieving its academic, financial and facilities goals; a summary of the University's efforts to support the priorities of the Board of Regents; and details about the
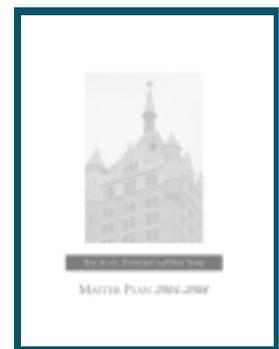
University's broader contributions to local communities and the economic development of the State.

In late March and early April of 2005, the State University's Chancellor and Provost, along with campus representatives, testified before the Board of Regents about the content of the SUNY Plan and the progress that had been made since its submission.

The testimony was well-received and the Regents present were very supportive of the University's direction. It is anticipated that the Statewide Plan will shortly be adopted and that the University will receive formal approval of its Master Plan by the Regents and Governor soon thereafter.

Mission Review

First launched in 1998 as a bold effort to conduct academic strategic planning simultaneously at all campuses across the University, Mission Review is now recognized as one of the key drivers of the
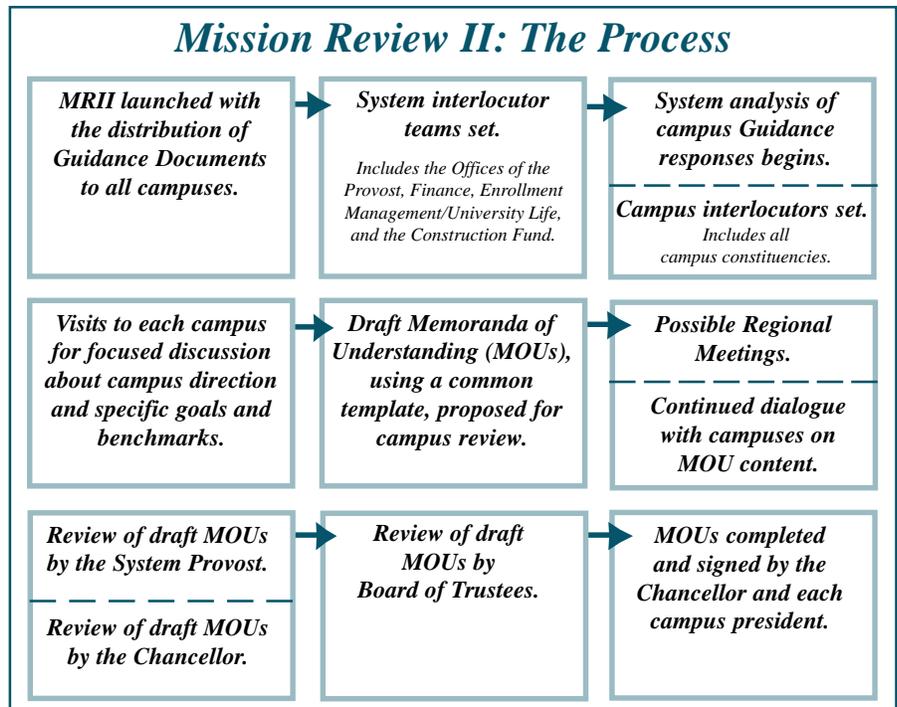
University's significant enrollment and academic gains. Building on the foundation of the first round of Mission Review, the planning for *Mission Review II 2005-2010* has been extensive, developed in broad consultation with the University community.

The process, while streamlined in terms of time allocated for completion, is actually broader in scope than Mission Review I; including more focused attention on the resource and facilities implications of academic plans. Additionally, a comprehensive online data resource has been developed to assist campuses in their planning.

Mission Review II: The Process

MRII launched with the distribution of Guidance Documents to all campuses.	**System interlocutor teams set.** *Includes the Offices of the Provost, Finance, Enrollment Management/University Life, and the Construction Fund.*	**System analysis of campus Guidance responses begins.** **Campus interlocutors set.** *Includes all campus constituencies.*
Visits to each campus for focused discussion about campus direction and specific goals and benchmarks.	**Draft Memoranda of Understanding (MOUs), using a common template, proposed for campus review.**	**Possible Regional Meetings.** **Continued dialogue with campuses on MOU content.**
Review of draft MOUs by the System Provost. **Review of draft MOUs by the Chancellor.**	**Review of draft MOUs by Board of Trustees.**	**MOUs completed and signed by the Chancellor and each campus president.**

...A Year in Review

Mission Review II was initiated in February 2004 with the issuance of the Mission Review Guidance Document, designed to elicit a thorough review by each campus of updated goals in its mission and direction.

With new information on institutional peers and enrollment goals, selectivity standards and plans for program development, each campus response—in the form of a Mission Summary Document—establishes a foundation for an on-campus dialogue between System and campus interlocutor teams. As with the first cycle of Mission Review, the end product of this effort will be the collaborative development of a Memorandum of Understanding (MOU) for each campus, to be signed by the Chancellor and the campus president.

Each MOU will summarize institutional goals, planned changes, and benchmarks of progress. Campus by campus, MOUs will chart a course for the University that is focused on achieving the highest academic standards at each institution.

Mission Review II Online

Campus and System interlocutor teams have a new resource in implementing Mission Review II; a dynamic online database of statistical information that correlates to each section of questions in the Mission Review Guidance Document. Located within the Office of the Provost website at: www.sysadm.suny.edu/provost/missionreview.htm, more than 80 data tables serve as a planning resource for campuses, and provide a comprehensive source of information about the University, including:

❖ Analyses of SUNY campus current and aspirational peers;

❖ Enrollment trends by sector and campus, gender, age, ethnicity, and geographic location;

❖ Trends in student selectivity, SAT scores, high school average and rank by gender and campus, State-operated campuses;

❖ Trends in degrees granted;

❖ Enrollment in overseas academic programs;

❖ Student goals of first-time students enrolled in an associate degree program at a community college;

❖ Retention and graduation rates; and

❖ SUNY's Transfer Action Plan and related data analysis.

All MOUs will set out concrete campus-specific goals and commitments, either set in quantitative terms, as in selectivity, research, scholarship, retention, and graduation rates, or in specific qualitative processes and actions, regarding such issues as the rigor of the promotion and tenure process, assessment of student learning, external review of academic programs and enhancement of specific disciplines and programs.

The MOUs will continue to serve as an important planning and accountability resource for both campuses and System

leaders, playing a role in the Chancellor's annual evaluations of campus presidents, and informing the review of enrollment plans and program proposal requests submitted to the Office of the Provost. Updated MOUs detailing plans to 2010 for all campuses will be signed early next year.

Both the Master Planning process and Mission Review are integral to the everyday work of the Office of the Provost, providing a framework within which the Office develops and implements academic initiatives. The Office of the Provost works in cooperation with the Board of Trustees, System and campus leadership, and the University's two faculty governance bodies: the University Faculty Senate and the Faculty Council of Community Colleges, in carrying out its mission.

This collaboration is ensured through a generally established protocol for each new initiative. The process begins with an environmental scan of each issue, usually in the form of a white paper. Then, a System-wide Task Force is empaneled and charged with responsibility for making recommendations to the Provost in a comprehensive report. Upon review of the report, a System-wide body is charged with responsibility for designing processes and procedures for implementation. Periodic updates to the Board of Trustees and the University community are a key component of this model. This careful process has led to national and international recognition for the University's academic initiatives, and has enabled their successful implementation.

The progress made on existing initiatives and the new efforts launched in the 2004-2005 academic year are testaments to the power of collaboration in effecting positive change across the System.

A summary of progress in the University's major academic initiatives follows.

Mission Review II
Timeline

February 2004:
Mission Review II launched.

June - December 2004:
Campus Summary Documents due.

System analysis of Summary Documents begins.

Spring and Fall 2005:
Campus visits begin; iterative dialogue between System and Campuses.

Memoranda of Understanding (MOU) drafted after each visit.

Fall 2005:
Campus visits continue.

Ongoing dialogue between campuses and System about MOUs.

Spring 2006:
Final reviews of MOUs.

MOUs signed and executed.

Initiative Update

SUNY Assessment Initiative

In its fourth year of implementation, the University's comprehensive initiative to improve undergraduate teaching and learning continues to progress.

Cyclical assessment of every academic major on all State University campuses—including a detailed self-assessment and external evaluation—began in the fall of 2001. To date more than 800 program reviews have been completed, yielding programmatic enhancements, the sharing of best practices, and the strengthening of individual campus missions. New to the 2004-2005 academic year, is the development of review summaries at the System level by the Office of the Provost. Based on the summary reports submitted by campuses, the review summaries acknowledge programmatic changes and highlight areas for follow-up in future discussions with each campus.

Campus-based General Education Assessment, launched in the fall of 2002, requires all campuses to assess student learning in each of the 12 general education subject areas and 24 corresponding learning outcomes on a three-year cycle. Having just completed the first baseline cycle—all campuses should have assessed all 12 subject areas at least once—State University campuses are well on their way to the compilation of an invaluable data set that will have a direct impact on the enhancement of student learning.

Campuses are already reporting numerous examples of course or program improvements made as a result of general education assessment.

SUNY Assessment Conference

More than 200 campus representatives attended the Office of the Provost April 2005 conference on Strengthened Campus-based Assessment.

Above (top): Dr. Richard Jardine, Associate Professor and Chair of Mathematics at Keene State College, has played an instrumental role in the burgeoning field of rubric construction in assessing math at the college level.

A staff member of the Supporting Assessment in Undergraduate Mathematics (SAUM) project—a faculty development effort supported by NSF and the Mathematical Association of America— Dr. Jardine's presentation focused on constructing and using rubrics to assess students' math performance.

For example, assessment results indicated that students in four sections of microbiology at one State University campus were having difficulty in the early stages of a six-week project to identify an unknown bacterium by way of performing a variety of tests. To address this issue, the four faculty teaching the course built in more time for students to master the testing process, and

provided more detail on the theory behind different testing options. Because it was directly related to a specific learning outcome, this problem was easily identified and corrected.

Dr. Trudy Banta, Vice Chancellor for Planning and Institutional Improvement at Indiana University-Purdue University Indiana and a nationally recognized expert on assessment in higher education, called SUNY's program the "textbook example of how to do it right," during a presentation to the University Board of Trustees' Academic Standards Committee in December 2004.

An April 2005 University-wide conference was held in Syracuse to assist campuses in launching their Strengthened Campus-based Assessment program; the final phase of the SUNY Assessment Initiative.

Strengthened Campus-based Assessment requires externally-referenced measures— including nationally-normed exams as one option—to assess student achievement in Critical Thinking (Reasoning), Basic Communication (Written), and Mathematics.

Plans for implementation of Strengthened Campus-based Assessment are due to the Office of the Provost in November 2005.

A New Vision in Teacher Education

The *New Vision* action agenda strengthens the University's already highly regarded teacher education program in three fundamental ways: it builds in greater substance by increasing content and clinical preparation requirements; it commits resources to address New York State's growing need for excellent teachers, especially in urban areas and high-need subjects; and it reinforces a culture of continuous assessment and improvement in teacher preparation through the collection and review of outcomes-based measures.

A recent survey of campus progress in meeting *New Vision* goals indicates that, with few isolated exceptions, all campuses are in compliance with the agenda's rigorous standards, including: content majors for all secondary candidates; concentrations in relevant disciplines for all elementary candidates; and an increase to 75 days of student teaching, half taking place in a high-needs setting.

In addition, the SUNY Urban Teacher Education Center (SUTEC) continues to advance. SUTEC works closely

...Initiative Update

with State University campuses and the New York City Department of Education to place students in semester-long teaching experiences in New York City, providing a broad range of support services. A recently completed survey of students placed by the Center shows that nearly 50% went on to obtain full-time jobs in New York City schools.

Erie Community College students await the moment they will join the proud ranks of State University alumni.

The 2004-2005 academic year also marked the debut of the Teacher Education Transfer Template (TETT), an online advisement tool created to encourage more community college students to enter the teaching profession. Part of the University's ongoing efforts to facilitate intra-SUNY transfer, TETT identifies the courses that should be taken at each two-year campus for successful transfer, upon acceptance, into SUNY's senior campuses in Early Childhood/ Childhood and Adolescence Education programs. Additional refinements of the template continue.

Plans to use the TETT model to facilitate transfer in other professional disciplines such as business administration will also soon begin.

And finally, Office staff serve as co-principle investigators on a $675,000 FIPSE (Fund for the Improvement of Post-secondary Education) grant, helping SUNY campuses collaboratively develop processes for assessing teacher education. Led by Dr. Suzanne Weber, Associate Dean of Education at SUNY Oswego, representatives from all SUNY campuses with teacher preparation programs are actively involved in this project.

Institutional Research has just built a database containing the University's scores on the State's teacher certification exams for the past six years. This data will be integrated with other student information, such as SAT score, academic history and major, enabling campuses to examine the performance of specific cohorts of students on the certification exams in a new light.

The project will also include a four-year exit, alumni, and employer survey of teacher education graduates in 2005-06 and 2006-07. This study will also provide important benchmarks for understanding how the University's teacher education graduates view the quality of their academic

preparation, and how employers view their performance in the classroom.

Finally, in support of the FIPSE project, the Office is working together with the State Education Department in making certification and employment data available on an annual basis to campuses for the purposes of program assessment; allowing campuses for the first time access to data that will allow them to more easily follow their students' post-graduation progress.
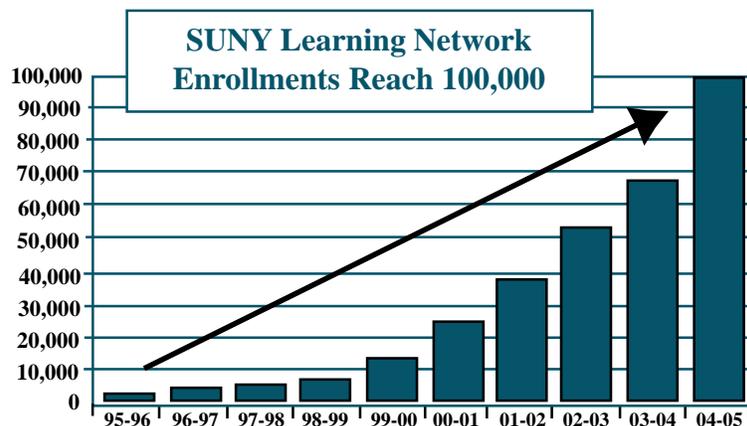
Enhancement of the SUNY Learning Network (SLN)

Building on six years of continuing growth, the University's online-learning arm served more than 100,000 enrollments in 2004-2005 both completely online, and in blended courses—wherein faculty supplement traditional classroom instruction with various online resources utilizing the CourseSpace platform.

The roll-out of CourseSpace as a System-wide initiative under the auspices of the Learning Environments unit of the Office of the Provost was new to the 2004-2005 academic year. This unique

platform, which will become a component of SLN, is part of broader efforts to enable the integration of technology into every State University classroom. CourseSpace provides faculty with a broad range of technology options, including: posting online syllabi and directories of relevant weblinks, and the use of web resources and multimedia images.

To date, the response of faculty to the training, technology and course planning support that accompanies SLN and CourseSpace has been very positive. The core strength of online learning at the State University—courses developed and taught by SUNY faculty—continues to distinguish this program among its peers.

Also new for the 2004-2005 academic year is the creation of the SUNY Learning Network Cross-National Project, designed

SUNY Learning Network Enrollments Reach 100,000

Year	Enrollments
95-96	
96-97	
97-98	
98-99	
99-00	
00-01	
01-02	
02-03	
03-04	
04-05	100,000

...Initiative Update

to increase the use of online learning technology to promote educational cooperation across international borders. SLN staff worked with the SUNY Office of International Programs and 45 members of the SUNY faculty in developing this project. SUNY faculty and their overseas partners will create credit-bearing courses and utilize SLN to deliver online classes to students around the world.

Building on this already robust foundation, a University-wide Task Force has recently been convened to further strengthen online learning within the University. Its charge is to make recommendations for how, in a rapidly changing technological environment, SLN can serve SUNY's e-learning needs well into the future.

Implementation of SUNYConnect

This effort to integrate all State University libraries electronically is proceeding remarkably well. As of May 2005, 51 campuses will have converted to the common library management system,

ARTstor images provided by Allan Kohl, photographer

ARTstor Digital Library, a new image collection made available through the SUNYConnect initiative includes thousands of images and associated digital clips, including the one above provided by photographer Allan Kohl, of Brighton's Royal Pavilion, 1815-1818, home to three Brittish monarchs. This image is part of the Art History Survey Collection.

Aleph 500, that will ultimately provide SUNY students, faculty and staff with anytime, anywhere access to the University's 18 million volume collection, currently housed in 71 different libraries. The SUNY*Connect* initiative also includes an effort to expand the University's electronic resource holdings, purchased consortially with significant cost savings.

In 2004, over 3.5 million journal articles were downloaded from the two major SUNY*Connect* electronic content providers: 904,668 titles from Elsevier ScienceDirect, and 2,448,421 from the Gale Group databases.

In addition, also under the umbrella of SUNY*Connect*, financial support has been provided to cover start-up costs for campuses interested in subscribing to large collections such as ARTstor. The ARTstor Digital Library is comprised of digital images and associated data clips, including: The Carnegie Arts of the United States, a widely used collection of images documenting the history of American art,
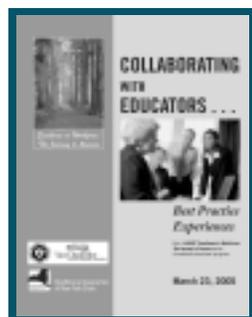
architecture, visual and material culture; and The Mellon International Dunhuang Archive: high resolution images of wall paintings and sculpture from the Buddhist cave shrines in Dunhuang, China.

As the final phases of electronic integration draw to a close, planning has begun for the second phase of SUNY*Connect*; a new series of strategies to unify and expand the University's collection, to enhance the information retrieval process for students and faculty, and to ensure the libraries' ongoing role at the heart of the University's academic enterprise. The SUNY*Connect* Advisory Council is currently developing a series of recommendations for review by the Provost.

Nursing Initiative

The State University has long maintained a leadership role in nursing education across the State, educating nearly 50% of New York's nursing graduates through 41 programs at the Associate, Baccalaureate, Masters, and Doctoral levels.

In March 2005, in partnership with the Healthcare Association of New York State (HANYS), the Office sponsored a statewide videoconference on the need for highly trained nurses and the value of partnerships between academia and health care associations and organizations. Programs from SUNYIT, Farmingdale and the University at Buffalo were highlighted.

Building on the positive momentum of that session, a new Nursing Education Task Force will be charged with developing a short- and long-term University-wide Nursing Education Plan.

Distinguished Ranks at SUNY Community Colleges

The Office is currently working with community college presidents, their faculties and faculty governance organization to extend the Distinguished Faculty Rank or its honorific equivalent to the University's community college faculty.

Distinguished Professor is the University's highest academic rank, above that of full professor, and is attainable solely through conferral by the State University Trustees. This rank is conferred to the System's most accomplished faculty, having achieved: national and international pre-eminence in research, scholarship or librarianship; superlative mastery of teaching; and far-reaching service contributions.

...Initiative Update

To date, this honor has been limited to faculty at State-operated campuses over which the University Trustees have direct personnel authority. Through this effort, University Trustees, in concert with each college's Board of Trustees, can bring parity to faculty recognition across all SUNY campuses.

Binghamton University Provost Mary Ann Swain (far left), and University Vice Chancellor Elizabeth Capaldi (far right) recognize Dr. Hari Srihari as a State University Distinguished Professor.

Dr. Srihari, a professor of systems science and industrial engineering at Binghamton, is a prolific scientist known as an expert in many diverse aspects of electronics packaging.

Faculty Development Initiative

The Provost's Task Force on Faculty Development recently submitted its report, detailing recommendations in five key areas:

1) campus support and organizational structure for faculty development;

2) strategies for enhancing scholarship, creative activity and service;

3) improving communication regarding faculty development activities and opportunities;

4) reappointment, tenure, and promotion procedures; and

5) recognizing and rewarding excellence.

A University-wide Advisory Council will define processes for implementing the Task Force recommendations.

General Education

Campuses continue to refine their general education programs in accordance with the Board of Trustee Resolution on General Education, first implemented in fall 2000. Campuses submit courses, in 12 content areas, to the faculty-comprised Advisory Council on General Education (ACGE), and its Office of the Provost liaison, for review.

In response to campus feedback, the learning outcomes for mathematics have recently been revised to parallel those adopted by state and national mathematics organizations; providing greater clarity and specificity.

ACGE will review the remainder of the student learning outcomes and recommend further revisions as appropriate.

Graduate Program Enhancement

State University Deans of Graduate Education joined with the Office of the Provost to develop a portfolio or series of graduate program metrics that can identify program strengths and areas where targeted investments may result in improved quality.

Launched with a two-day retreat—facilitated by John Lombardi, Chancellor of the University of Massachusetts Amherst—the group is working to achieve consensus, in full consideration of the diversity of SUNY's graduate programs.

These data and resulting analyses will inform campus-based discussions of graduate education academic priorities.

Academic Programs Database

The Academic Programs Enterprise System (APES), under development throughout 2004, has recently been finalized. APES is a custom-designed database application for tracking the university's academic program proposal process. APES will ultimately serve as the University's database of academic programs registered by the State Education Department for a variety of data-reporting purposes.

APES features a web-interface which will afford access to program-related information for both campus and System personnel. This enhanced access to APES data is expected in fall 2005.

Academic Preparedness

The major emphasis of the Academic Preparedness initiative is to identify key elements of pre-college preparedness—including, especially, high school course-taking patterns and levels of performance—and to validate the relationship between these elements and success in post-secondary education.

The project has been initiated with a six-campus pilot project to explore aspects of the issue: University at Albany, College of Technology at Alfred, SUNY Cortland, SUNY New Paltz, Onondaga Community College, and Ulster County Community College.

Revision of the Budget Allocation Process (BAP)

The Office of the Provost is currently working with the System Office of Finance and Budget, the System-wide BAP Advisory Committee, and the Finance Committee of the University Board of Trustees to strengthen the current methodology of SUNY's performance-based Budget Allocation Process (BAP).

This methodology, determining the specific funding for the core operations of every State-operated campus, is vital to the University's planning efforts and ultimately, to its ability to achieve its academic goals and priorities.

Office Organization

The Office of the Provost and Vice Chancellor for Academic Affairs is comprised of two major operating units: Academic Affairs, and University-Wide Academic Programs. Summary descriptions of the scope and functional responsibilities for each of these areas follows:

Academic Affairs is a focal point for the academic activity of the Office of the Provost; conceptualizing and then implementing academic initiatives to enhance the academic quality of the State University. The office is served by four constituent groups:

❖ *Academic Programs and Planning* maintains responsibility for the review of academic programs for all disciplines and award levels across all State University campuses (including community and statutory colleges) on behalf of the Board of Trustees.

Once approved by the Provost, programmatic requests are forwarded to the State Education Department for registration and/or action by the State Board of Regents.

The program proposal process is aligned closely with Mission Review and other University initiatives;

reviewers ensure that campus planning is consistent with its Memorandum of Understanding, and with University-wide policies such as those relating to assessment, teacher education and transfer.

Academic Programs and Planning also oversees the University's annual enrollment planning process via the intra-System Administration Enrollment Planning Group (EPG).

For the University's State-operated campuses, the EPG recommends State-funded enrollment levels at each campus consistent with applicable fiscal, demographic and academic quality factors. With respect to community colleges, whose funding is formula-driven, the EPG reviews campus enrollment plans to ensure that they are internally coherent and demographically realistic. The review of community college enrollment plans permits a realistic aggregate projection of community college enrollment, necessary for the University's annual community college funding request.

❖ *Academic and Campus Affairs* is responsible for communication between System Administration and campuses,
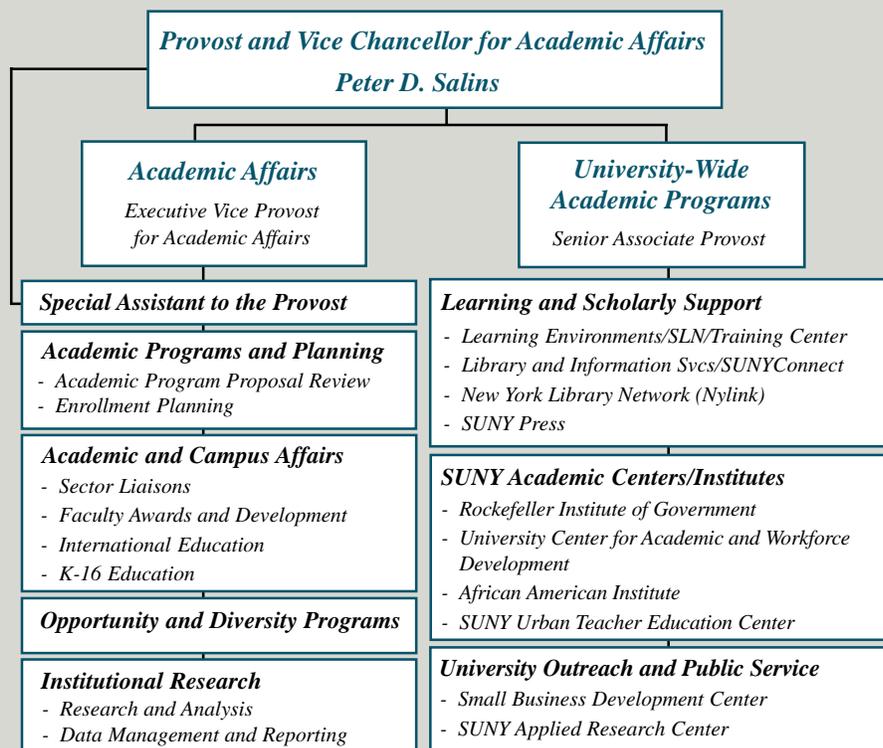
as well as among campuses themselves. The unit includes liaisons to each campus sector—responsible for gaining a deep appreciation of campus culture, needs, goals and plans—that often take a leadership role in University-wide academic initiatives from mission review and teacher education to general education and assessment.

Academic and Campus Affairs also includes liaisons with responsibility for cross-cutting university-wide programs or initiatives such as: international education policy issues, and the University's diverse faculty recognition, awards and development programs.

❖ *Opportunity and Diversity Programs* administers a range of access programs, including the highly effective Educational Opportunity Program (EOP), currently operating on 45 State University campuses. A State-funded

program explicitly established in education law, EOP combines access, academic support and supplemental financial assistance to help capable students attend and succeed in college, despite limited financial resources and deficits in prior preparation.

Complementing the Educational Opportunity Program are two tuition waiver programs, the Graduate Opportunity Program (GOP), and the Economically Disadvantaged First Professional Study Program (EDPS), providing support for disadvantaged

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Provost and Vice Chancellor for Academic Affairs
Peter D. Salins

Academic Affairs
*Executive Vice Provost
for Academic Affairs*

**University-Wide
Academic Programs**
Senior Associate Provost

Special Assistant to the Provost

Academic Programs and Planning
- *Academic Program Proposal Review*
- *Enrollment Planning*

Academic and Campus Affairs
- *Sector Liaisons*
- *Faculty Awards and Development*
- *International Education*
- *K-16 Education*

Opportunity and Diversity Programs

Institutional Research
- *Research and Analysis*
- *Data Management and Reporting*

Learning and Scholarly Support
- *Learning Environments/SLN/Training Center*
- *Library and Information Svcs/SUNYConnect*
- *New York Library Network (Nylink)*
- *SUNY Press*

SUNY Academic Centers/Institutes
- *Rockefeller Institute of Government*
- *University Center for Academic and Workforce Development*
- *African American Institute*
- *SUNY Urban Teacher Education Center*

University Outreach and Public Service
- *Small Business Development Center*
- *SUNY Applied Research Center*

...Office Organization

students pursuing graduate and first professional degrees. Consistent with its traditional focus on access and success, the office has recently begun to give greater attention to closing the educational success gap among SUNY's diverse student cohorts.

The office of Educational and Diversity Programs was instrumental in the creation of the Tri-State Consortium of Opportunity Programs. The group's annual conference brings together opportunity program personnel in New York, New Jersey and Pennsylvania to share ideas and best practices. A presentation from the 2005 conference is shown above.

Opportunity and Diversity Programs also coordinates the University's role as sector partner to GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) projects throughout the State. GEAR UP is a national initiative designed to help at-risk students—beginning in the eighth grade—prepare for college.

❖ *Institutional Research* has broad responsibility for data collection and dissemination; maintaining three of the University's major information systems: the Student Data File, the Automated Degree File, and the Course and Section Analysis File, and in

collecting additional campus information on everything from continuing education and faculty, to libraries and alumni. Institutional Research administers one of the largest survey programs in higher education; SUNY's Student Opinion Survey is given to 75,000 undergraduate students every three years.

The information collected by Institutional Research is used to support System planning and processes, including enrollment planning, Mission Review, budget allocation, teacher education, SUNY's Master Plan, and campus assessment. Coordinating with campuses, the office fulfills the mandatory reporting requirements of the National Center for Education Statistics and the State Department of Education. Institutional Research responds to hundreds of ad hoc requests concerning SUNY from national associations, accrediting agencies, other colleges and universities, the media and the general public.

The office also performs special analytical studies at the request of the Chancellor, the Provost and other System offices concerning new

academic planning and policy initiatives, and in assessing outcomes of ongoing initiatives. A current area of focus is teacher education. Institutional Research supports the Office in its role as co-investigator on one of the largest FIPSE (Fund for the Improvement of Post-Secondary Education) grants awarded to improve program assessment in teacher education.

Additionally, the office is heavily involved in the design of a new generation of information systems. The new systems will streamline existing data collection, and add significant new data capability in many areas, such as data warehousing and tracking student success. Implementation of the new systems will begin in 2007-08.

The office of **University-Wide Academic Programs** administers system-wide academic and public service programs within a uniform management structure. These programs are organized into three operating clusters:

Campus Learning and Scholarly Support

❖ *Learning Environments* deploys and supports academic technologies dedicated to instruction and faculty

development. Major programs housed within Learning Environments include: SUNY Learning Network (SLN); SUNY Training Center (STC); Student Computing Access Program (SCAP); Teaching Learning and Technology Program (TLT); and the Academic Software Initiative.

- The *SUNY Learning Network* (SLN) is the University's award-winning framework for online instruction. SLN's broad range of services include CourseSpace, an integrated learning management system for offering full and hybrid online courses and programs, or for web enhancement of traditional courses; faculty and student support and training; and technological support services including a Help Desk.

  Launched in 1995 with 119 students, SLN is now one of the nation's largest online learning programs with over 100,000 enrollments on 40 SUNY campuses offering 4,300 courses and 85 degree programs and certificates.

- The *SUNY Training Center* provides technological training and development services to faculty and

...Office Organization

staff across the University, supporting campus-based academic technologies and System-wide initiatives. Classes and programs are delivered at eight training sites across the State.

Published by SUNY Press, The Other New York is a volume in the SUNY series, An American Region: Studies in the Hudson Valley. Joseph P. Tiedemann and Eugene R. Fingerhut serve as editors of this first comprehensive look at New York State's rural areas during the American Revolution.

The soon to be released Defining NASA: The Historical Debate over the Agency's Mission, written by W.D. Kay, examines the politics behind the funding of the National Aeronautics and Space Administration.

organization of more than 700 academic, public and private libraries. Nylink was established to facilitate collaboration among all NYS member libraries for access to and implementation of quality, cost-effective information technologies, products and services. Nylink's higher education emphasis is assisting campuses as they transition to digital library formats and the consortial purchasing of electronic resources.

❖ The *Office of Library and Information Services* provides leadership and policy direction to the SUNY library community, including administration of the System-wide SUNY*Connect* initiative. Built on a common library management software, SUNY*Connect* will ultimately provide a single gateway for faculty and student access to more than 18 million catalogued items, a growing digital collection, and vast electronic resources.
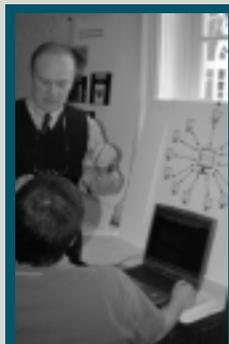
Mark Sullivan of SUNY Geneseo demonstrates the Information Delivery System (IDS) project to Nylink annual meeting attendees.

❖ *New York Library Network (Nylink)* is a membership

❖ *State University of New York Press*, with almost 3,000 books in print, is recognized as one of the nation's premier university presses, specializing in the fields of political science, philosophy, religion, sociology, environmental studies and education. SUNY Press is one of the largest university presses in the nation, publishing over 200 books per year.

Academic Centers/Institutes

❖ The *University Center for Academic and Workforce Development* is the administrative home for three entities

providing education and training to the State's disadvantaged populations:

– *Educational Opportunity Centers (EOCs)*, a statewide network of ten EOCs and two Outreach and Counseling Centers, address the special learning needs of educationally and/or economically disadvantaged adults in New York's urban communities.

SUNY Chancellor Robert King and Provost Peter Salins named Dr. Joseph E. Bowman, Jr. one of 16 Distinguished Alumni of the University's Educational Opportunity Centers (EOCs) at a February 2005 ceremony.

Dr. Bowman graduated from the Brooklyn EOC College Prep Program in 1968 and went on to receive his Bachelor's Degree and two Master's Degrees from the University at Albany, then two additional Master's Degrees and an Ed.D. in Communications, Computers and Technology from Columbia University.

He was appointed a Regent of the University of the State of New York in 2001. A dynamic success story that began at a SUNY EOC.

EOCs provide targeted educational and work skills programs leading to higher education and/or gainful employment. State University EOCs offer college preparatory programs, college remediation, adult basic education, GED preparation, English as a Second Language and vocational programs to some 14,000 students annually.

– *Bridge Program,* New York State's primary welfare-to-work program, deploys an extensive network of welfare-to-work and employer-requested training programs throughout New York.

To date, Bridge and related programs have established more than 1,200 business/industry partnerships, enrolled 32,000 welfare recipients in employment preparation activities and placed more than 11,000 recipients in unsubsidized employment.

– *Advanced Technology Training and Information Network (ATTAIN)* locates and operates computer learning centers in underserved urban and rural New York communities. Each ATTAIN facility is equipped with 24 computers with T1 connectivity, offering e-mail, educational and vocational software.

❖ The *Rockefeller Institute of Government* serves as the University's public policy arm. The Institute is nationally recognized for its research, diverse publications, and programs.

Key areas of specialization include: American federalism, state and local public management and finance, public higher education, development and social capital of urban neighborhoods, and teacher education and student preparation.

...Office Organization

❖ The *SUNY Urban Teacher Education Center* (SUTEC) was established in 2001 in partnership with the New York City Department of Education. A key component of the University's *New Vision in Teacher Education* action agenda, SUTEC facilitates SUNY's commitment to providing New York State with excellently trained teachers in high needs areas and subjects.

The SUNY Urban Teacher Education Center places State University students in semester-long teaching experiences in schools throughout New York City. Shown above is Principal Linda Nociti, of P.S. 189 in Upper Manhattan with her SUNY student teachers.

SUTEC works collaboratively with the University's 17 institutions offering teacher preparation programs to place State University student teachers in semester-long field experiences in New York City public schools.

In addition to helping to make the placement, the Center provides students with a comprehensive range of services and support, including: housing opportunities; orientations; educational seminars and peer networking; highly qualified field supervisors; and assistance with post-graduation job placement in New York City schools.

❖ The *African American Institute* provides a statewide forum to study, research and discuss issues and topics of importance to the New York African American community.

University Outreach/Public Service

❖ The *New York State Small Business Development Center (SBDC)* operates New York's small business program in partnership with the U.S. Small Business Administration.

The SBDC annually reaches out to some 15,000 individual entrepreneurs who want to start or grow a small business. The Center provides management, technical assistance and training through its network of 22 campus-based and 23 satellite offices.

SBDC also conducts separately funded targeted programs including: the Veterans Business

Outreach Program and the Small Business Compliance Assistance Center.

❖ The *Training Strategies Group (TSG)* supports the education and training of the local, State and nonprofit workforce dedicated to working with and strengthening families and children throughout New York.

The New York State Office for Children and Families provides over $26 million in annual project funding for TSG constituent projects and programs, including:

— The Early Childhood Education and Training Program;

— The Distance Learning Program;

— The Connections Training Program; and

— The Medication Administration Training Program

❖ The *Technical Advisory Group (TAG)* supports various State agencies seeking to apply research and technology to agency and client needs. TAG currently supports an Office Automation Project for the

New York State Office of Temporary and Disability Services.

The two operating units of the Office of the Provost—Academic Affairs and University-Wide Academic Programs—continuously seek out opportunities for collaboration in an effort to best achieve the academic goals of the State University.

Office of the Provost Internet Address to Change

The Office of the Provost website is on the move!

In order to facilitate easier access to the wealth of information posted on the site, the web address will change from: www.sysadm.suny.edu/provost; to www.suny.edu/provost, just before the start of the Spring semester.

The site will be easily accessible via suny.edu; and completely searchable for the latest news on Mission Review II, assessment, teacher education, and more.

Data Update *(as of May 2005)*

■ ■ *Enrollment*

	Fall 1999	Fall 2004	5-Year Increase
Total Enrollment	372,443	413,577	11.0%
State-Operated Campuses	190,746	203,927	6.9%
Community Colleges	181,697	209,650	15.4%

❖ In Fall 2004, the State University of New York enrolled 413,577 students, more than at any other time in the history of the University.

❖ For the first time, more students enrolled in one of SUNY's thirty community colleges than in the thirty-four campuses that offer academic programs at the four-year and graduate level.

■ ■ *Degrees Granted*

	1999-00	2003-04	5-Year Increase
Total Degrees & Certificates	70,271	78,795	12.1%
Undergraduate	59,567	64,258	7.8%
Four Year	28,430	31,446	10.6%
Two Year & Certificates	31,137	32,812	5.4%
Graduate	10,704	14,537	35.8%

❖ In 2003-04, the State University awarded 78,795 degrees and certifications, more than at any other time in the history of the University.

❖ While the number of awards has increased at all academic levels in the past five years, the increase in graduate and professional degrees and certificates has been the greatest.

❖ The annual income potential of the 2003-04 graduating class is estimated at $7 billion dollars based on 2003 family income statistics reported by the Census.

Graduation Rates

SUNY Baccalaureate Graduation Rates (1998 cohort) [1]:

6-year graduation
SUNY	60%
National Public Colleges/Universities	45%
National Private Colleges/Universities	53%

5-year graduation
SUNY	57%
National Public Colleges/Universities	39%
National Private Colleges/Universities	50%

4-year graduation
SUNY	42%
National Public Colleges/Universities	21%
National Private Colleges/Universities	40%

❖ Overall, SUNY's average graduation rates exceed national means and have improved significantly over the last five years.

❖ SUNY Geneseo ranks No. 1 nationally among public liberal arts campuses in its four-year graduation rate and Binghamton University ranks third among public research campuses nationwide.

❖ Ten of SUNY's twelve comprehensive colleges have four-year graduation rates which rank them in the top 18% of public colleges offering bachelors and masters degrees. All of SUNY's doctoral campuses have four-year graduation rates that place them in the top 1/3 of public research universities.

❖ During the first round of Mission Review (our ongoing academic planning process) campuses set three- and five-year goals for improved retention and graduation. Campuses will update those goals in Mission Review II and the University will continue to benchmark student outcome data against appropriate peer institutions.

[1] National benchmarks for public and private colleges/universities reflect most recently available data from the IPEDS Graduation Rate Survey (1997 cohort)

...Data Update

Selectivity

SAT Scores (Combined Averages)

	1999	2004	5-Year Increase
State Operated	1098	1142	44 points
Doctoral	1141	1202	61 points
Comprehensive Colleges	1059	1096	37 points

Benchmarks: [2]	U.S. Average:	1026
	NYS Average:	1007

❖ Overall, the mean combined SAT score of SUNY's incoming first-year students in fall 2004 (1142) continues to outpace national (1026) and State (1007) means.

❖ SUNY University Center mean combined SAT score (1202) in fall 2004, compares with the academic profile of students enrolled at top public flagships in California, Michigan, North Carolina, and Texas.

[2] Source: The College Board Annual Survey of Colleges 03-04

Research Volume

Sponsored Expenditures

	1999 (000)	2004 (000)	5-Year Increase
State-Operated/Funded Campuses	$501,338	$851,114	70%
Per Faculty	$55,756	$108,172	94%

❖ Sponsored expenditures from all sources increased 70 percent at SUNY's State-operated/funded campuses since fiscal 1999; a 94 percent increase in expenditures per full-time tenure/tenured track faculty member.

❖ Expenditures for research and support reached $741 million in 2001-02, as reported by the National Science Foundation in its most recent report; a 47 percent increase over the preceding five year period. Two SUNY institutions, Buffalo and Stony Brook rank in the top one hundred colleges and universities for research and development.

State University of New York
Campus Listing

Community Colleges

Adirondack

Broome

Cayuga County

Clinton

Columbia-Greene

Corning

Dutchess

Erie

Fashion Institute of Technology

Finger Lakes

Fulton-Montgomery

Genesee

Herkimer County

Hudson Valley

Jamestown

Jefferson

Mohawk Valley

Monroe

Nassau

Niagara County

North Country

Onondaga

Orange County

Rockland

Schenectady County

Suffolk County

Sullivan County

Tompkins Cortland

Ulster County

Westchester

Doctoral Degree Granting Institutions

Albany

Binghamton

Buffalo

Stony Brook

Downstate Medical Center

Upstate Medical University

Environmental Science and Forestry

Optometry

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

Technology Colleges

Alfred

Canton

Cobleskill

Delhi

Farmingdale

Maritime

Morrisville

SUNY IT

University Colleges

Brockport

BuffaloState

Cortland

Empire State

Fredonia

Geneseo

New Paltz

Old Westbury

Oneonta

Oswego

Plattsburgh

Potsdam

Purchase

Educational Opportunity Centers

Bronx

Brooklyn

Buffalo

Capital District

Long Island

Manhattan

North Bronx Career Counseling and Outreach

Queens

Rochester

SUNY College and Career Counseling Center (Schenectady)

Syracuse

Westchester

State University of New York
Administration *(as of May 2005)*

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AND
Vice Chancellor
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