Appendix C

(State-Operated/Funded)
State University of New York

Please prepare a Mission Summary document in response to the questions raised below. All of the sub-appendices referred to in the questions can be found on the Mission Review II (2005-2010) Web site (http://www.sysadm.suny.edu/provost/missionreview.htm). We ask that you attach to your response all extant strategic plans, your facilities master plan, capital campaign plan, and the campus’ most recent Middle States Self Study with the visiting team’s final report and campus response, and any other documents that help describe campus direction. Please submit your Mission Summary to the Provost by June 30, 2004.

Campus Role/Distinctiveness

1. Based on the current MOU, in no more than a paragraph or two, update the central and distinctive elements of your campus mission and your institutional aspirations. Please be sure to highlight outstanding programs and/or initiatives/services that play an important role in defining the institution, and expand the description of your unique role within SUNY.

2. What institutions, in terms of overall characteristics, do you regard as your current and aspirational peers (see Appendix C-1)? In updating/developing your list of peers, we ask that you emphasize extra-SUNY (i.e., national) peers and describe the methodology and criteria you used to identify your peers. For Community Colleges, what are your plans for participation in the National Benchmarking Project?

3. Describe the impact of your institution on the local, regional, and state economy. In addition to completing the Economic Impact Table (see Appendix C-2), please describe the campus’ economic impact in a brief narrative.

Enrollment/Admissions
(Plans for strengthening the quality and diversity of students)

4. Assuming no new state funding, please describe your enrollment objectives through fall 2010. Where growth is anticipated in selected academic programs, indicate which programs will be expanded/added. Similarly, describe where academic program contraction/elimination is anticipated. These plans should be consistent with your responses to questions 14 and 17. (See Appendix C-3 and Mission Review II (2005-2010): Building an Expectation of Excellence for context.)

5. Describe campus goals for the mix and diversity of the student body to 2010. In terms of mix, such plans should include, as applicable, undergraduate/graduate/first professional, full-time/part-time, transfers/freshmen, and resident/commuter. In terms of diversity, such plans should include ethnic, geographic (in-state, out-of-state, international), economic, age, gender, and disability status. With respect to age, please extend campus plans to 2015, consistent with NYS’s Project 2015 (http://www.sysadm.SUNY.edu/provost/Project2015.htm).
The Office of Enrollment Management can provide campuses with data and analytical support on the ethnic and geographic diversity of enrollment markets and opportunities for broadening the diversity of the applicant base (contact Director of Financial Aid and Enrollment Analysis Renee Overdyke at overdyre@sysadm.suny.edu or 518-443-5474). See also Appendix C-4 for data on diversity and mix of students.

6. Please share undergraduate and graduate enrollment management plans, including recruitment strategies for 2005-2010. Describe investments planned to enhance the size and quality of the applicant pool, the yield on accepted students, and efforts to broaden the draw of students from outside the region and state. Against which institutions do you compete for undergraduate and graduate students? (See Appendix C-5.)

7. Please update your five-year goals for undergraduate selectivity (see Appendix C-6) through fall 2010. Include specific goals for Special Admissions and the breakdown by each special-admit program (e.g., EOP, TRIO, etc.). Since SAT/ACT scores and high school records are typically required for undergraduate first-year admission at SUNY state-operated campuses, the anticipated proportion of first-year students without SAT/ACT scores and/or high school grade point averages should be very small. Students lacking one or both, admitted on the basis of other criteria, will be considered Special Admits and should be identified as such. Please describe the criteria used to guide your Special Admit program(s). What are your plans for the new SAT I and do you have any recommendations regarding its use to share with System at this time?

8. Please describe current expectations for Academic (Curricular) Preparedness in undergraduate admissions decisions. What high school courses are required and/or recommended for admission? Do you require the Advanced Regents diploma or any courses in addition to the general Regents diploma? How, if at all, will these requirements change over the next five years? In addition to the transcript, what characteristics and abilities are considered? What procedures are in place to gauge the appropriateness of the requirements/recommendations? Where there are program-specific requirements, please describe those as well. Please describe any collaborative efforts to help prepare K-12 students for success at the college level.

Faculty

(Plans for strengthening the quality, diversity, and reputation of faculty)

9. Please describe your faculty hiring priorities through 2010. What faculty profile do you aspire to in terms of tenure/non-tenure, rank, full-time/part-time, and diversity? Describe the impact this profile would have on your ability to enhance existing academic programs, add new ones, and/or strengthen your research mission (see questions 14 & 17). How would indicators such as faculty/student ratio, percentage of instruction delivered by full-time faculty (i.e., percent of full-time equivalent students taught by full-time faculty), class size distribution, and faculty workload likely change? How would these faculty changes be funded? (see Appendix C-7)

10. What programs are in place on your campus to encourage faculty development, research/scholarship/creative activity, collaboration, and retention (e.g., financial support for attending professional conferences, grant writing, peer mentoring, faculty club, etc.), and how do you gauge the effectiveness and appropriateness of these programs? Describe how faculty achievements and accomplishments are recognized and rewarded.
11. Please update your goals for research/sponsored activity to 2010. For doctoral campuses, please be sure to include goals for federal research dollars. Compare your expenditures with the peer institutions you identified above (question 2) and project three- and five-year benchmarks. Describe campus infrastructure (e.g., sponsored programs/grants office, equipment, start-up packages, etc.) that has been put in place to support and encourage research/scholarship and other sponsored activity, technology transfer/commercialization of new knowledge, and patenting/licensing of inventions/discoveries. (see Appendix C-8)

12. Have your faculty review, promotion, and tenure procedures (including the role of and/or weight given to teaching effectiveness, scholarly productivity/research, and service) changed since the first round of Mission Review? Please describe these and any anticipated (additional) changes over the next five years? Is external review incorporated into the tenure and promotion process? If not, please explain.

13. Please describe how faculty opinion and satisfaction are gauged (e.g., HERI survey, campus-based survey, or other) and incorporated into campus decision making (see Appendix C-9 for HERI faculty survey results). Please describe the role of faculty governance in campus planning.

**Academic Program Directions**  
*(Plans for strengthening the quality and reputation of academic programs)*

**Undergraduate Programs**

14. Describe your plans and priorities for undergraduate program development to 2010 (please be sure to reference the five-year enrollment plan).
   a. How do these priorities relate to the mission of your campus? In light of your priorities, what specific programs will you likely add, remove, or change over the next five years (see Appendix C-10 for trends in enrollment and degrees across programs)?
   b. Detail the implications for resources (including faculty) and facilities.
   c. Is there a particular regional or local focus to the planned program development? If so, please explain, including whether the focus will likely change over the next five years.

15. Identify undergraduate majors and programs on your campus that are nationally and/or regionally recognized.

16. Describe the distinctive elements of your general education curriculum.

**Graduate and Professional Programs**

17. Describe your plans and priorities for graduate and professional program development to 2010 (please be sure to reference the five-year enrollment plan).
   a. How do these priorities relate to the mission of your campus? In light of your priorities, what specific programs will you likely add, remove, or change over the next five years (see Appendix C-10 for trends in enrollment and degrees across programs)?
   b. Detail the implications for faculty, resources, and fund raising (be sure responses are consistent with your responses in each of the respective sections).
   c. Is there a particular regional or local focus to planned program development efforts? If so, please explain, including whether the focus will likely change over the next five years.
As a part of the graduate program benchmarking initiative now underway, doctoral campuses in particular will be identifying a set of data elements that relate to program quality, a component of which will be related to admissions. How have your admission criteria/standards for each graduate and professional program changed since the System Administration survey in 2002 (conducted as part of the Enrollment Planning process)? For your first-professional programs, what are your five-year goals for mean scores on qualifying standardized tests (e.g., LSAT, MCAT, and GMAT) for applicants, and admitted and enrolled students. Similarly, for your Ph.D. programs, what are your five-year goals for GRE scores?

18. Appreciating doctoral campus commitment to work with System Administration on the benchmarking initiative for doctoral and first-professional programs, please identify the graduate and professional academic programs on your campus that are nationally recognized for excellence. Please specify which programs are ranked, the current/most recent ranking for each applicable program, and the source of the ranking. Describe plans to enhance this profile.

19. Describe the institutional support for graduate education, including but not limited to the provision of competitive stipends.

20. In your leading doctoral and professional programs, what institutions do you compete with for faculty, students, and sponsored research funds? If appropriate (i.e., the program serves a regionally diverse audience), please indicate the same for your master’s programs.

21. For campuses with Health Science Centers/Clinical Facilities, describe how the clinical enterprise enhances academic quality at your campus. Please provide a brief update on current/planned affiliation agreements. What support is in place to facilitate scholarship in basic science and clinical research areas?

**Teacher Education Programs**

22. Where appropriate, describe your campus’ implementation status vis-à-vis (SUNY’s) *A New Vision in Teacher Education*, including your participation in and implementation of the Teacher Education Transfer Template initiative. Please comment on the campus’ performance on New York State Teacher Certification Exams relative to other NYS institutions (see Appendix C-11). Describe efforts underway or planned to enhance measurement of student success and use of resulting data to inform program improvement. What curricular changes and/or innovations have you implemented since the first round of Mission Review, especially to enhance clinical preparation and collaboration with K-12 schools?

**International Programs**

23. Describe the current and planned scope of international activities on your campus and abroad. Identify the number of courses/programs (including joint-degree programs), number of U.S. students enrolled in overseas academic programs, faculty involved, etc. (see Appendix C-12, and also question 5). What is being done to encourage greater participation? Describe the infrastructure (including facilities, staff) in place for ensuring that international activities appropriately support your academic mission and direction, and successful student outcomes. What changes/investments will be needed to support enhanced internationalization and what are the financial implications of these plans? How are you currently working with other campuses and what opportunities do you envision for
expanded collaborative efforts within the system? What role do you see for online learning in expanding or facilitating your international programs, studies, and curricula?

**Collaborative Academic Programming**

24. Identify current and planned collaborative academic programming, including within-sector and cross-sector cooperative arrangements such as joint programs and articulation agreements, and other cooperative academic arrangements. What additional programs and/or disciplines would benefit from collaboration with other campuses?

**Technology-Enhanced Learning Environments/Online Learning**

25. Describe plans to use technology-enhanced learning environments to bring courses and programs to a broader range of students, including opportunities in both degree and non-degree/continuing-education programs. What are your plans to prepare and encourage faculty to deploy electronic media, especially the Web, in their disciplines and classrooms to enhance academic quality, including teaching, research and scholarship, publishing, and collaboration (see question 35)? Describe current and planned online activity in terms of numbers of students, courses and programs offered, and faculty participation.

**Library Services/Support**

26. With full implementation of the common library management component of SUNY Connect planned for 2005, how will you take advantage of University-wide access to maximize resources for students and faculty? What are your plans to ensure the library is able to fully support the mission of the institution (including the research agenda, where appropriate)? Describe how library resources, including faculty, are integrated into academic programming on your campus.

**Assessment of Academic Programs**

27. Describe how assessment results from your General Education Assessment Plan and Assessment of the Major Plan have been used to enhance program quality and student learning. What specific changes have been made in your programs as a result of recent assessments? In addition, for programs externally accredited (e.g., through a national/international association), please describe how that process has been incorporated into program review.

**Responsiveness to local/regional/state needs**

28. Highlight the ways in which your campus’ current and planned academic program offerings respond to local/regional/state needs, including the relationships you have with business and industry, K-12 schools, health care institutions, and involvement with workforce development (see Appendix C-13). Describe the scope of educational offerings outside those that are credit-bearing and/or state funded (including continuing education). Include types of courses/programs and numbers of students enrolled, currently and projected to 2010. Be sure to also describe academic program planning that will help to address the State’s changing population demographics, including the aging workforce (see New York State's Project 2015 at [http://www.sysadm.SUNY.edu/provost/Project2015.htm](http://www.sysadm.SUNY.edu/provost/Project2015.htm)).
Student Outcomes
(Plans for enhancing student outcomes/success)

Retention/graduation rate goals and efforts
29. Please update your three- and five-year goals for retention and graduation to 2008 and 2010 respectively (see Appendix C-14). At the undergraduate level, describe current and/or planned efforts to enhance retention rates and encourage timely graduation. At the graduate level, describe the time-to-degree for full-time students in doctoral programs at your campus, by broad discipline, compared to national norms. What changes if any do you anticipate in your time-to-degree data over the next five-years? Please explain.

Transfer Success (sending and receiving)
30. Please describe your efforts to ensure successful transfer and provide a status report on your campus’ implementation of the Teacher Education Transfer Template project and other recommendations found in the SUNY Transfer Action Plan. Which institutions represent your campus’ most active transfer partners? With which institutions do you seek to strengthen communication and articulation to enhance transfer success? (see reference files in Appendix C-15)

Student Support/Student Life
31. Briefly describe the student support services and student life programming in place or planned to achieve your mission, including serving an increasingly diverse student body. Please be sure to address the following areas: advisement; health & safety; living/learning environments (including residence life) and co-curricular programming (including arts and athletics); and student governance. How do you measure the effectiveness of student support/student life programming, particularly the impact on academic outcomes? How effective are you relative to your peer institutions? Please describe how results have been used to improve services and programs.

Post-graduate Success
32. Please describe the post-graduate success of your students and data collection efforts planned or in place to measure this outcome.
   a. For undergraduate students: pass rates on certification and licensure examinations; employment patterns, starting salaries, and employer feedback; performance on graduate admissions tests; placement into graduate schools; geographic location; etc.
   b. For graduate and first-professional students: pass rates on certification, board, and licensure examinations; post-graduate placements (e.g., post-docs, residencies); faculty appointments; employment patterns, starting salaries, and employer feedback; honors and awards; publications and inventions; geographic location; etc.

Student/Alumni satisfaction
33. Describe how the results of student and alumni surveys are used to inform institutional planning and enhance the quality of academic programs and services. Please describe instruments that are currently in use and/or planned for the future.

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1 Median registered time: Education (8.1 years); Engineering (6.8 years); Humanities (8.8 years); Life Sciences (7.0 years); Physical Sciences (6.8 years); Business and Management (7.6 years); Social Sciences and Psychology (7.5 years); and Other Fields (8.5 years). Source: National Science Foundation, National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and the National Aeronautics and Space Administration, Doctorate Recipients from United States Universities, 2000.

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Technology
(Plans for ensuring technology infrastructure supports academic quality)

34. Describe your planning process for ensuring that technology appropriately supports your mission, including relevant assessment processes. In addition,
   a. What is being done to ensure faculty and students have access to sufficient technology and training? Describe your plans for increased integration of technology in the classroom, including the proportion of instructional space that provides an instructor with network connectivity and projection capability, and the proportion of instructional space that provides network connectivity for each student seated in the classroom.
   b. What changes or investments in technology will be needed on campus by 2010 to support academic program directions, research, libraries, student support services, administrative initiatives, federal or state requirements, etc.? Describe the financial impact of these changes and how the initiatives will be funded.
   c. What new roles, responsibilities, and organizational changes have been implemented or are being considered to ensure that technology is adequately supported and integrated across the institution?
   d. How are you currently working with other campuses or organizations within SUNY to share technology resources and what opportunities do you envision for more collaborative efforts within the University?

Facilities
(Plans for ensuring facilities support academic quality)

Overall Design Concept, Campus Facilities Plan and Facilities Management

35. Does the campus have a long-range Campus Facilities Plan in effect that guides campus development and integrates academic goals and priorities? Does the Plan incorporate an overall design concept for the campus? Describe the campus’ ongoing facilities evaluation and project prioritization process, including the process used to review and update the Campus Facilities Plan and capital project priorities. Please provide a brief update on the status of the facility goals outlined in the current Memorandum of Understanding.

36. What is the condition of existing facilities, including site improvements and infrastructure? How well do existing facilities meet current and projected needs? Can facilities support planned academic and enrollment growth? Please identify any known constraints or anticipated shortfalls. Describe space utilization strategies. Describe the manner in which operating resources (staff and funding) are allocated for your campus’ preventive maintenance program. Does your program have defined goals and objectives? How do you gauge its effectiveness?

Educational Facilities (including Research)

37. Please describe planned capital projects and priorities vis-à-vis the academic direction and outstanding critical maintenance needs of the campus for building and renovation of educational facilities (including research facilities and research equipment; and site infrastructure such as underground utilities, roads, and parking) through 2010. Indicate which specific projects are scheduled for the current proposed multi-year capital plan (through 2008-09) and which projects will be deferred until the following capital plan. Describe the process by which you integrate campus mission requirements, outstanding critical maintenance needs, and your overall capital plan resources. In addition, how do you
address unanticipated needs such as regulatory issues (e.g., those generated by environmental audits) and emergencies?

Residence Hall Facilities
38. As appropriate, please describe plans and priorities vis-à-vis the academic direction of the campus, student enrollment patterns, and changing demographics, (e.g., resident vs. commuter mix) for building and/or renovation of residence hall facilities through 2010. Please indicate whether specific plans are scheduled for the current multi-year residence hall capital plan (through 2007-08) or the next one. Describe the formal process by which you assess the physical condition of your residence halls and establish priorities for rehabilitation and repair. Do you require your residence hall program to maintain a minimum level of reserves to address emergency situations? If so, what is the level?

Hospital and Clinical Facilities
39. Please describe plans and priorities vis-à-vis the academic direction of the campus for building and renovation of hospital, clinical, and clinical research facilities through 2010. Describe how these building and renovation priorities fit into the hospital/campus strategic plan? How will these projects be financed and how will the ongoing maintenance and operational requirements of new or expanded facilities be supported? Describe the overall cost-sharing arrangements between the hospital and campus with regard to operational costs and financing capital projects in support of academic priorities and strategic business plans.

Energy Planning and Management
40. What steps are you currently taking to reduce the campus’ level of energy usage and/or per unit cost? If you are in the Niagara Mohawk or NYSEG service areas, does your campus currently participate in the SUNY Electricity Buying Group? If not, why not?

Administrative Structure and Resource Management
(Plans for administrative and resource support to ensure academic quality)

Administrative Structure and Effectiveness
41. Rethinking SUNY called for maximizing efficiency across the System. Please describe your current administrative structure. Do you anticipate any changes over the next five years? Please explain. How are institutional plans developed, communicated, and evaluated? Be sure to describe the role of faculty, students, and the local governing body. How do you gauge the effectiveness and efficiency of your administrative structure, especially relative to peer institutions? For campuses with hospitals/clinics/other patient-care services, please describe current and planned affiliation agreements and cooperative programs (see question 21) that exist between the hospital/clinical facilities, school of medicine and practice plans, and how these arrangements ensure institutional efficiency and effectiveness.

42. Please describe current and planned institutional research capability. What investments are being made to ensure timely and accurate institutional data to support decision making at both the campus and System level?

Alignment of Resource Planning and Academic Plans
43. Describe your campus’ budget process, including all funds, from initial determination of need to final allocations by department and program. How do you ensure that this process is
aligned with academic priorities and plans for enhancing quality? Describe how the enrollment planning process fits into your budget process? How are decisions made regarding allocation changes among accounts/programs and major objects after the campus budget is submitted to System Administration? What criteria do you use to establish IFR programs, and how do you determine whether these programs align with campus mission?

44. Describe mechanisms in place for monitoring actual budget performance versus your original budget (for both expenditures and revenue generation). Describe the procedures used to ensure accounts/programs stay within budget and steps taken when budgets are overspent or expected revenues are not collected. How do you gauge the effectiveness and efficiency of your resource planning, especially relative to intra- and extra-SUNY peers? (see Appendix C-16)

Institutional Development/Fundraising

45. What plans are in place for meeting goals described in the SUNY-wide capital campaign (The State University of New York $3 Billion Challenge)? Please include changes to your campus and foundation infrastructure (e.g., staffing, technology, training, and facilities) and efforts to encourage student, alumni (through the alumni associations/groups and at the individual level), faculty, and staff support and participation. Describe how institutional development dollars will be used to enhance academic quality (i.e., students, faculty, programs). Are there particular academic programs or initiatives that will be featured in your campus’ campaign? What role will the local governing body (Board/Council) play in helping to reach institutional development goals?

Collaborative administrative/financial arrangements

46. Describe any current and planned collaborative administrative/financial arrangements (e.g., joint purchasing of supplies and services) that your campus has with other SUNY institutions, New York State, and/or private entities. Under what organizational/governance conditions would you participate in University-wide collaborative purchasing arrangements, recognizing the possible tradeoffs between savings and flexibility?

Community Relations and Service

(Contributions to community ensuring a vibrant environment to support academic quality)

Curricular contributions

See "Responsiveness to local/regional/state needs" (question 28)

Co-curricular/Cultural contributions

47. Please describe campus extra-curricular/cultural contributions to the community (e.g., in the arts, concerts, museum exhibitions, etc.; and for athletics, schedules of events, etc.). Where appropriate, include estimates of level of participation at events and/or use of facilities, numbers of visitors, etc. What are your plans to increase community participation in these kinds of activities? How do you gauge the effectiveness of your efforts?

Service to community

48. What are some of the specific and distinctive ways in which the institution—including its administration, staff, faculty, and students—provides support and expertise to the community (local, state/nation, and international)? For campuses with clinical facilities, be
sure to describe the impact of your clinical services. Similarly, where appropriate, comment on how the campus provides service to K-12 schools beyond traditional student-teacher placements. How is the campus assuring a strong, positive relationship with its local community? How do you evaluate the effectiveness of these efforts?

**Overall Institutional Reputation**

49. While SUNY does not endorse *U.S. News & World Report*’s or any other specific higher education ranking format, prospective students and their parents increasingly turn to such rankings to guide their application decisions. Where appropriate (see Appendix C-17 for a summary of SUNY campus data used in the latest *U.S.News* ranking; and College Board Survey benchmarking data), comment upon the data for your campus and any plans to improve your campus’ standing in the rankings. Please indicate any national recognition (for example, for community colleges, through the League for Innovation) your institution has achieved, and describe plans to enhance this profile and your campus’ reputation.