

Periodic Review Report
to the
Middle States Commission on Higher Education

Prepared by: State University of New York College at Cortland

June 2007

Chief Executive Officer: Erik J. Bitterbaum

Commission Action Preceding This Report: Reaccreditation, 2002

Date of the Evaluation Team Visit: March 2002

VOLUME I: THE PERIODIC REVIEW REPORT

Periodic Review Report
to the
Middle States Commission on Higher Education

Prepared by: State University of New York College at Cortland

June 2007

Chief Executive Officer: Erik J. Bitterbaum

Commission Action Preceding This Report: Reaccreditation, 2002

Date of the Evaluation Team Visit: March 2002

VOLUME II: THE PERIODIC REVIEW REPORT APPENDICES

TABLE OF CONTENTS

College Council and Administration.....iv

Middle States Periodic Review Report Committee.....v

Chapter 1:
Executive Summary.....1

Chapter 2:
Institutional Response to the Middle States Recommendations.....6

Chapter 3:
Challenges and Opportunities.....16

Chapter 4:
Enrollment and Finance Trends and Projections.....27

Chapter 5:
Assessment.....34

Chapter 6:
Institutional Planning and Resource Allocation.....43

Middle States Commission on Higher Education: Institutional Profile 2006-2007

Appendices – Refer to Volume II

Materials Available Electronically

1. “Assessment Activities,” Office of Institutional Research and Assessment, www.cortland.edu/oir
2. “College Catalogs,” www.cortland.edu/catalog

3. “Important Factors in Deciding About Your Career at SUNY Cortland, 2004-2005,” <http://libsurveys.cortland.edu/employeecareerissuesreport.pdf>
4. “NCATE Institutional Report (2004),” Teacher Certification and Accreditation at SUNY Cortland, www.cortland.edu/ncate
5. “Pandemic Flu Preparedness,” www.cortland.edu/pandemic

Other Documents Available Upon Request

1. Cortland’s Efforts/Commitment to ADA Compliance Projects (October 2006)
2. Examples of Assessment and Improvement in Degree Programs
3. Facilities Master Plan (2006)
4. Financial Documents
 - Capital Appropriations Report, 2005-2006
 - Dormitory Income Fund Reimbursable Budget, 2004-2005 and 2005-2006
 - Income Fund Reimbursable Budget, 2004-2005 and 2005-2006
 - State Operating Budget – Form 1 Financial Plan, 2004-2005 and 2005-2006
 - State Operating Budget from SUNY System, 2004-2005 and 2005-2006
 - Summer Session Accounts, 2004-2005 and 2005-2006
5. Provost’s Sub-Group on Campus Climate: The Effect of SUNY Cortland’s Campus Climate on the Ethnic Student Population (2005)
6. Provost’s Task Force for Academic Affairs Restructuring Final Report (2005)
7. Provost’s Update on Academic Affairs
 - July 2002 - June 2003
 - July 2003 - June 2004
 - July 2004 - June 2005
 - July 2005 - June 2006
8. Report of the Diversity Task Force for Curriculum
9. Report of the Provost’s Task Force for Creating an Ethnic and Gender Studies Department (2004)
10. Substantive Change Request for a Branch Campus at Corning Community College

College Council and Administration

College Council

Ms. Dorothea K. Fowler, Chair

Mr. John F. Edwards

Mr. Walter Farnholtz

Ms. Kimberly Potter Ireland

Dr. Robert S. Isaf

Mr. Patrick McHugh

Ms. Marie Rumsey

Ms. Barbara Thuesen

Ms. Kaitlyn Boyes

President's Council

Dr. Erik J. Bitterbaum

Dr. Nancy Aumann

Mr. Gradin V. Avery

Ms. Joanne Barry

Dr. Edward P. Caffarella

Dr. Elizabeth Davis-Russell

Dr. Raymond D. Franco

Mr. Peter D. Koryzno

Dr. Virginia B. Levine

Dr. Yvonne M. Murnane

Ms. Mary K. Murphy

Dr. Roy H. Olsson, Jr.

Ms. Nasrin Parvizi

Dr. Richard C. Peagler

Dr. Mark J. Prus

Dr. William E. Shaut

Ms. Paula N. Warnken

Middle States Periodic Review Report Committee

Committee Members

Dr. Seth N. Asumah, Chair, Africana Studies, School of Arts & Sciences
Dr. Nancy Aumann, Associate Provost, Academic Affairs
Mr. Gradin Avery, Associate Provost, Enrollment Management
Dr. Marley Barduhn, Associate Dean, School of Education
Ms. Kaitlyn Boyes, President, Student Government Association
Mr. Douglas DeRancy, Executive Director, Alumni Affairs
Dr. Janet M. Duncan, Foundations and Social Advocacy, School of Education
Ms. Dorothea K. Fowler, Chair, Cortland College Council
Dr. Joseph F. Governali, Health, School of Professional Studies
Dr. Joy L. Hendrick, Exercise Science and Sport Studies, School of Professional Studies
Dr. Virginia B. Levine, Executive Assistant to the President
Dr. R. Bruce Mattingly, Chair, Mathematics, School of Arts and Sciences
Dr. Mary McGuire, Political Science, School of Arts and Sciences
Ms. Mary K. Murphy, Associate Vice President, Finance
Mr. David G. Ritchie, Memorial Library/Long Range Planning Committee
Mr. John R. Shirley, Director, Career Services
Dr. Joan C. Sitterly, Director, Athletics

Consultants

Dr. Merle L. Canfield, Associate Director, Institutional Research and Assessment
Dr. Melvyn B. King, Chair, Psychology, School of Arts & Sciences and Chair, Faculty Senate
Dr. Yvonne M. Murnane, Director, Graduate Studies
Ms. Nasrin Parvizi, Associate Vice President, Facilities Management
Dr. William E. Shaut, Vice President, Finance and Management
Dr. Carol A. Van Der Karr, Director, Advisement and Transition and Interim Assistant Provost, Enrollment Management
Dr. Shawn E. Van Etten, Director, Institutional Research and Assessment
Ms. Paula N. Warnken, Associate Provost, Information Resources

CHAPTER 1

Executive Summary

Introduction and Overview of the Institution

The State University of New York College at Cortland is one of thirteen comprehensive institutions in the State University of New York (SUNY) System. Founded in 1868 as a normal school, SUNY Cortland became a State Teachers College with four-year programs in 1941 and joined the SUNY System in 1948. In 1961 Cortland became SUNY Cortland, awarding arts and sciences as well as professional studies degrees.

Enrolling almost 7,000 full-time and part-time undergraduate and graduate students, the College is primarily an undergraduate, residential institution with a traditional college-age population. Academic programs are provided through the Schools of Arts and Sciences, Education, and Professional Studies, and all three schools are involved in teacher preparation. With almost two-thirds of the student body enrolled in teacher preparation programs, SUNY Cortland ranks first in New York State and ninth in the country for preparing teachers. The School of Arts and Sciences has experienced advances in the past five years through a Title III grant which has infused new pedagogies throughout the College, including learning communities and the integration of technology. The Dean of the School of Education is the NCATE Coordinator for the teacher education unit and the Chief Certification Officer for the College and oversees the Field Placement Office. The School of Professional Studies offers nationally recognized majors in physical education and recreation and leisure studies.

SUNY Cortland also has well established study abroad opportunities, and there are ongoing efforts to form relationships with international universities in the context of SUNY-wide initiatives. In addition to the importance of international education is the commitment to and reputation in outdoor and environmental education as enhanced by three field campuses, including the Huntington Outdoor Education Center which is registered as a national historic landmark. Another aspect to the mission of “making a difference” is the increasing emphasis on civic engagement through the incorporation of service-learning within the curriculum and through involvement in the American Democracy Project.

Co-curricular activities have similarly expanded in order to serve students outside the classroom. The Division of Student Affairs provides health and counseling services, schedules many residence hall presentations, and supports dozens of clubs and organizations. Nationally prominent in NCAA Division III athletics, the College counts over 700 student-athletes participating on twenty-five intercollegiate teams.

The quality of the curricular and co-curricular experiences is not only acknowledged by programmatic and regional accreditation but by national recognition as well. The College was recently named among the “top 50 best value” public institutions by *Consumer’s Digest* and in Kiplinger’s “Top 100 Best Value Public Institutions” in the country.

Mission of the College

As recommended by the SUNY Cortland Faculty Senate and approved by the President of the College in April 1998, the Mission Statement of SUNY Cortland is “Making a Difference: Educating for the Common Good” and states:

“ . . . We are committed to excellence in teaching, scholarship, research and service to the community. Quality teaching has been the highest priority since our founding in 1868. We are committed to a comprehensive curriculum, building on our traditional strengths in teacher education and physical education and enhancing our high-quality programs in the arts, humanities and sciences.

Our students gain skills, knowledge and conceptual understanding in their discipline; furthermore, they grow intellectually and acquire fundamental life skills and values. Among these are a desire to learn, an ability to think critically, an awareness of the excitement of discovery, an appreciation of diversity, and a respect for physical and emotional well-being. Our students are immersed in a broad-based general education program, develop oral and written communication skills and acquire an aesthetic sensibility. All students have opportunities to develop and utilize technology in their studies while also assessing the impact of technology on individuals and society.

SUNY Cortland fosters personal excellence and seeks to develop students who are independent learners living enriched lives. Additionally, we focus on helping students become good citizens with a strong social conscience and an appreciation of the environment and diverse intellectual and cultural heritages. We strive to instill within students a sense of responsibility, an eagerness to make a difference in their community and an awareness of the important positive role they must play in an increasingly global society. The SUNY Cortland faculty, staff and administration, together with dedicated alumni, all work toward preparing our graduates to make a difference in the lives of others.” (*SUNY Cortland: 2006-2007 Undergraduate Catalog*, page 7 and *SUNY Cortland: 2004-2006 Graduate Catalog*, page 7 – refer to: www.cortland.edu/catalog)

Middle States Accreditation and the Periodic Review Report (PRR)

SUNY Cortland received a full ten-year reaccreditation from the Middle States Commission on Higher Education in 2002. The visiting team praised the candor of the thorough Institutional Self-Study and indicated four recommendations for improvement. The Periodic Review Report addresses those recommendation as well as additional issues and concerns and is designed to be a planning document for the 2012 reaccreditation process.

In preparation for the PRR, President Bitterbaum appointed the Executive Assistant to the President and the Associate Provost for Academic Affairs as co-chairs of the Periodic Review Report effort. Dr. Levine and Dr. Aumann attended the Middle States PRR workshop in March 2006. During the summer, representatives from across the College

were invited to participate on the PRR Committee. Sub-committees were designated for each chapter area and were composed of faculty and staff with appropriate administrators assigned as consultants. The sub-committees convened periodically to research the respective chapter areas, and the fall 2006 semester timeline was established:

September 8 -- Introductory Meeting of the PRR Committee
October 12 -- Research Notes Due from Each Sub-Committee
October 20 -- Meeting of the PRR Committee -- Discussion of
Previously Disseminated Sub-Committee Research Notes
November 3 -- First Drafts Due from Each Sub-Committee
November 17 -- Meeting of the PRR Committee -- Discussion
of Previously Disseminated Sub-Committee Drafts
December 1 -- Cancellation of the Meeting of the PRR Committee --
Subsequent Sub-Committee Drafts and Committee
Responses via Electronic Communication

Throughout January and February, the Committee co-chairs reviewed the sub-committee research, wrote the draft report, and communicated with the campus community accordingly:

March 19 -- The PRR Draft Document Distributed Electronically to the
Entire College Community
March 21 -- Presentation to the Campus in a Sandwich Seminar
March 19-April 13 -- Opportunity for Campus Comment
April 13-27 -- Revising of the Draft Document
April 30-May 11 -- Second Opportunity for Campus Comment
June 1 -- The PRR Document at the Middle States Commission

The following document represents a summary of progress since 2002 as well as a description of the current state of the College and future plans for SUNY Cortland. (PRR Certification Statement -- refer to Appendix A)

Major Events and Initiatives Since the Middle States Reaccreditation

During the past five years various significant events and initiatives have had an impact on SUNY Cortland or may influence College direction in the years ahead. Among the most important changes have been in the areas of:

Leadership

- In 2003, after the retirement of Dr. Judson Taylor and an extensive national search, Dr. Erik J. Bitterbaum was inaugurated as the tenth president of SUNY Cortland.
- From 2005 until May 2007, Retired Admiral John Ryan was an effective Chancellor for SUNY, and with his departure, a national search began.
- Following years of a Republican administration, voters in New York State elected a Democratic governor in November 2006.

Strategic Planning

- During 2005-2006, the College finalized Mission Review II, a comprehensive self-study mandated by the SUNY Chancellor about all aspects of the campus, and that document was the basis for the Memorandum of Understanding II, a five-year contract between SUNY Cortland and SUNY System.
- Also during 2005-2006, the Divisions of Academic Affairs and Student Affairs proceeded with developing five-year strategic plans.
- At present, SUNY Cortland is about to implement the silent phase of a capital campaign, and the search for the new Vice President of Institutional Advancement was just completed in spring 2007.

Enrollment

- Applications have continued to rise, reaching a milestone of over 10,000 for the 1,075 places available in 2006-2007 and have already surpassed that figure for 2007-2008.
- Enrollment of a diverse student body has grown, and retention has increased.

Teacher Education

- The College achieved NCATE (National Council for Accreditation of Teacher Education) accreditation of all teacher education programs in 2004.
- To emphasize teacher education and to address enrollment imbalance between the existing Schools of Arts and Sciences and Professional Studies, a third school – the School of Education – was formed from Professional Studies in summer 2003, and a Dean of Education was hired.
- Discussions have begun between SUNY Cortland and the Cortland City School District to create a Professional Development School.

Internationalization of the Campus

- During 2006, the College hosted a contingent of eighty-five Turkish rectors and SUNY administrators for a multi-day discussion on the Dual Diploma Program, a SUNY-wide initiative.
- Several projects are underway in Belize, and several partnership agreements have been concluded with nations in Africa, China, and other countries.
- The President, Provost, and one faculty member from SUNY Cortland attended an AASCU-sponsored conference in China during 2006 to promote student and faculty exchanges, and a group of fourteen SUNY Cortland faculty will attend a two-week study tour in Beijing, China, in summer 2007.
- A delegation from the Ukraine visited Cortland in March 2007 for meetings.

Facilities

- Opening in 2005, the Glass Tower Hall, an environmentally “green building,” was the first residence hall to be built on campus since the 1960’s.
- In addition, the State has allocated funds in 2006-2007 for the construction of a new School of Education building and a new wing for Studio West as well

as monies for the renovation of the Bowers Science Building and needed dollars for College-wide critical maintenance.

Identification and Recognition of “The Cortland Story”

- Beginning in 2006-2007, the College has been engaged in an initiative to identify the institutional strengths in order to tell “The Cortland Story” in a consistent, planned approach. For this purpose, the entire campus community has participated in various exercises about the “real Cortland.”
- National recognition of SUNY Cortland is ongoing through accreditation and reaccreditation of specific academic programs while the institution as a whole has been recognized by *Consumer’s Digest* and *Kiplinger’s*.

Outline of the Periodic Review Report by Chapter

In order to assess the current state of the College and to plan for the future, the Periodic Review Report is presented through the following chapters:

Chapter 1 is the Executive Summary.

Chapter 2 presents a status report of how SUNY Cortland has responded to the four recommendations of the Middle States Visiting Team in 2002.

Chapter 3 describes the challenges and opportunities that the College has encountered since 2002 and will continue to encounter in the years ahead.

Chapter 4 explains enrollment and finance trends and projections, linking future enrollments with potential funding.

Chapter 5 gives an overview of continuing and planned assessment efforts and concludes with emphasis on the connection of assessment with institutional planning and resource allocation.

Chapter 6 demonstrates the evidence of the connection between strategic planning and budgeting with specific examples from all areas of the College.

Appendices represent the critical documentation that is germane to each chapter.

The Middle States Periodic Review Report process, coupled with the SUNY Mission Review II and Memorandum of Understanding II initiatives, has provided SUNY Cortland with multiple opportunities for reflection. The College has addressed or is close to addressing not only the recommendations of the Middle States Evaluation Report, but many of the suggestions indicated in the 2002 Institutional Self-Study. Enrollment at SUNY Cortland is growing, and curricular and co-curricular programs are strong. Assessment and strategic planning are institutional priorities, and SUNY Cortland has the momentum to move forward in the years ahead.

CHAPTER 2

Institutional Response to the Middle States Recommendations

Striving for excellence in all areas, SUNY Cortland seeks to provide the best possible educational experiences for every student. Even prior to the team visit from Middle States, the College began planning a strategy for the recommendations and suggestions identified by the campus through the Institutional Self-Study. Additionally, efforts have been undertaken since 2002 to address the four recommendation areas indicated by the Evaluation Report:

- I. Faculty Workload
- II. Budget Operations
- III. Multicultural Programming
- IV. Campus Accessibility for Persons with Disabilities

Each of these areas will be discussed with regard to past progress and current status.

I. Faculty Workload

Middle States Recommendation:

The Visiting Team endorses the recommendation in the Self-Study Report, “that the provost should establish a task force to analyze faculty workload across departments and schools and make recommendations where appropriate for addressing problem areas with opportunities provided for campus-wide discussion.” (Middle States Evaluation Report, page 3 -- refer to Appendix B)

The area of faculty workload remained a major concern in the years following the 2002 Institutional Self-Study. Most departments in the School of Professional Studies had a 4-4 course load per year whereas the majority of departments in the School of Arts and Sciences had a 3-3 course load. As reported in the *Provost’s Update on Academic Affairs, July 2003-June 2004*, the main challenge confronting all schools was: “Low faculty morale that is tied to workload and salaries.” (page 10)

To ensure equity among all faculty and to “allow faculty the opportunity to publish and conduct research,” (*Provost’s Update on Academic Affairs, July 2004-June 2005*, page 8), a 3-3 course load was adopted for almost all departments on campus in 2005-2006. The outcome was that “faculty morale appears to be improving” (Memorandum of Understanding II, October 2006, page 9 -- refer to Appendix C). Therefore, with input from broad campus representation, through a number of focus groups, and a great deal of effort by the Provost, Deans, and Department Chairs, the major faculty workload issue was addressed, and the immediate results appear positive. Continual assessment of faculty morale needs to be done in order to evaluate the full impact of this teaching load.

Other aspects of faculty workload have either been addressed or are under review. In 2003, to provide more administrative support for faculty, the School of Professional Studies was divided into two schools with the creation of the School of Education, and the School of Education was in turn divided into four departments. Further, advising assignments have been readjusted or are in the process of realignment, and some committee responsibilities have decreased.

The chief reason for the realignment of advising assignments and some reduction in committee service has been the replacement or addition of faculty positions, either full-time, tenure-track faculty or full-time lecturers. Although academic departments are concerned about the number of full-time, tenure-track positions, forty-one successful national searches for full-time, tenure-track faculty were conducted between 2002 and 2006, and forty-nine full-time lecturers became a part of the campus community. For a more detailed analysis of faculty positions across the College, refer to Chapter 3.

Another approach to consider faculty workload in terms of administrative organization has also been developed. In February 2004, the Provost appointed a Task Force for Academic Affairs Restructuring (PTFAAR) which was charged with examining two topics on campus: “improving communication and enhancing interdisciplinary programs and centers.” (PTFAAR Final Report, 2005, page 5) Composed of faculty and administrators from the entire College, the Task Force undertook an extensive amount of study, utilizing various information gathering processes. One of the recommendations for the Schools of Education and Professional Studies was: “Assess the equity of staffing in relation to the number of faculty and students including departmental structure, staffing, and deans’ office staffing.” (PTFAAR Final Report, 2005, page 93) Issues raised included the effects of inequities on teaching and advising, scholarship, and service. The Task Force suggested that resolving the issues could improve participation and level of inclusiveness.

II. Budget Operations

Middle States Recommendation:

The College has developed great expertise in the process of assessment and planning. Several groups expressed uncertainty about how outcomes would be converted into institutional priorities with associated resource allocations. There is a need to further empower appropriate levels of management within the College. The College is therefore urged to act upon its recommendation to continue to decentralize the budget, enabling the provost and deans to have increased budget and position control. The process should have sufficient checks and balances to ensure that the College continues also to maintain the growth in its reserves, protecting it from future fiscal uncertainty. (Middle States Evaluation Report, page 10 -- refer to Appendix B)

In August 2002, then SUNY Cortland President Taylor formed a Budget Decentralization Committee charged to develop a plan to completely decentralize the College's budget. In December 2002, twenty-five recommendations were made about how the decentralization process should be implemented, and in 2003-2004 the College decentralized the entire campus budget (SUNY Cortland Budget Decentralization Committee Final Report, 2002 -- refer to Appendix D).

However, during 2005-2006 there were difficulties that emerged in the decentralization process. The decision for only partial budget decentralization was therefore made by the President's Cabinet in June 2006. Specifically, state-funded personnel budgets are now centralized, but the self-sustaining accounts continue to be decentralized (refer to Chapter 4).

The decision to return to centralized budgeting for state-funded personnel budgets was related to personnel costs in Academic Affairs. Dr. Shaut, Vice President for Finance and Management, indicated that total budget decentralization was never successful, as other units of the College were supplementing the Academic Affairs budget each year. For example, in 2005-2006, Academic Affairs experienced many completed faculty searches with the result of a deficit of \$600,000. Since positions are approved on the assumption that not all searches will be completed, when all faculty searches are successful, a budget shortfall results. Another reason for the deficits in Academic Affairs was the implementation of the 3-3 course load due to more part-time adjunct instructors hired to staff all the scheduled courses. Still another reason is the decreasing summer school enrollments, because a number of salaries (e.g. for some librarians) are dependent on summer school revenues. For a complete discussion about the College budget, refer to Chapter 4.

While decentralizing the budget to provide the Provost and Deans increased budget and position control appeared to have been a positive decision, the end result was quite the opposite. After a two-year assessment process, the College has reinstated centralized state-funded personnel budgets, and there are no plans to reconsider decentralized budgeting at this time.

III. Multicultural Programming

Middle States Recommendation:

The College has made admirable progress in the recruitment of ethnic minority students, faculty and staff. In order to continue to attract and effectively retain and support these new members of the Cortland Community, the College must create a climate that is hospitable and nurturing. The Team recommends a more tangible and visible investment in multicultural programs and services in order to create and sustain such a climate. (Middle States Evaluation Report, page 13 -- refer to Appendix B)

Improving the campus climate and increasing cultural competence have been among the highest priorities for SUNY Cortland even before the 2002 team visit. To facilitate a

favorable campus climate as well as a culturally competent campus for diversity and multiculturalism, the College has been developing and investing in programs that extend beyond the boundaries of tolerance and acceptance to the levels of inclusivity and affirmation.

Compared with SUNY peer institutions, SUNY Cortland’s percentage of enrollment of students from underrepresented groups is low. Among the reasons cited for the lack of diversity in the student population are the geographic location of the campus, lower Equal Opportunity Program (EOP) allocations, and few academic programs that attract students from underrepresented groups (Memorandum of Understanding II, October 2006, page 5). The data in TABLE 2.1 represent an overview of SUNY Cortland’s enrollment by racial/ethnic status since the Middle States team visit.

TABLE 2.1
Total Enrollment by Racial/Ethnic Status (Fall 2002-Fall 2006)

	2002		2003		2004		2005		2006	
American Indian /Alaskan	23	0.3%	17	0.3%	24	0.4%	37	0.6%	40	0.7%
Asian/Pacific	63	0.9%	75	1.1%	76	1.2%	75	1.2%	91	1.5%
Black	133	1.9%	163	2.4%	163	2.4%	159	2.5%	187	3.0%
Hispanic	203	2.9%	199	3.0%	231	3.5%	244	3.8%	274	4.4%
White	6539	94%	6250	93.2%	6078	92.5%	5813	91.9%	5557	90.4
Total Non- White	422	6.0%	454	6.8%	494	7.5%	515	8.1%	592	9.6%

Source: SUNY Cortland Office of Enrollment Management, June 2006

These data suggest that while SUNY Cortland has made some advances in diversifying the student population, there remain major challenges in this important area (refer to Chapter 3). The College’s goal is to “increase the number of ethnically and culturally diverse students from 6.7 to 9.6 percent of the total student body” by 2006 (*Provost’s Update on Academic Affairs, July 2005-June 2006*, page 6). The data for fall 2006 indicate that the College is “on track” with 9.6 percent non-Caucasian, a 3.6 % increase from 2002.

Of equal concern is diversity among faculty and staff. The Middle States team stated that: “The College has made excellent progress in its efforts to hire more women, especially among the faculty. It has been less successful in attracting and retaining African-American, Hispanic and Asian American faculty.” (Middle States Evaluation Report, page 5 -- refer to Appendix B) In 2005, of the 285 full-time faculty, 47% were female and 11.33% were members of underrepresented groups. Since 1989, the Committee on the Status and Education of Women, with female and male representation from every part of the campus, has conducted regular “Gender Climate” surveys of all faculty and staff. The most recent survey was in spring 2006, and that survey indicated status quo or slight progress from the 1999-2000 survey on such issues as: career development, campus climate, and sexual harassment (refer to Appendix E). As seen in TABLES 2.2 and 2.3, the numbers of faculty and staff from underrepresented groups have been constant over the past five years.

TABLE 2.2
Total Full-Time Faculty by Racial/Ethnic Status (Fall 2002-Fall 2006)

	2002	2003	2004	2005	2006
Asian	10	10	10	14	17
Black	11	11	11	9	10
Hispanic	8	9	9	11	9
Other/Unknown	0	0	0	0	0
White	241	235	237	253	265
Total Non- White	29	30	30	34	36

TABLE 2.3
Total Full-Time Staff by Racial/Ethnic Status (Fall 2002-Fall 2006)

	2002	2003	2004	2005	2006
Asian	3	3	2	1	2
Black	11	12	11	9	11
Hispanic	3	3	2	5	5
Other/Unknown	3	3	5	4	4
White	506	504	519	549	555
Total Non- White	20	21	20	19	22

Source for TABLES 2.2 and 2.3: SUNY Cortland Office of Institutional Research and Assessment,
 February 2007

In response to the recommendation of the Middle States team, Dr. Davis-Russell, Provost and Vice President for Academic Affairs, established the following committees, task forces, and institutes to address diversity and campus climate issues:

- Provost’s Ad Hoc Committee on Multicultural Initiatives (2002)
- Provost’s Sub-Group on Recruitment and Retention of Students and Faculty of Color (2002)
- Summer Institute for Infusing Diversity into the Curriculum (2003)
- Provost’s Task Force for Creating an Ethnic and Gender Studies Department (2004)
- Diversity Task Force for Curriculum (2005)
- Provost’s Sub-Group on Campus Climate (2005)
- Academic Affairs-Student Affairs Retreat on Diversity (2006)

The Provost’s Ad Hoc Committee on Multicultural Initiatives was given the primary charge of generating initiatives that would make SUNY Cortland more diverse and inclusive, and an additional charge of restructuring the Center for Multicultural and Gender Studies (refer to Appendix F). To gain information, the Committee undertook a campus-wide survey of courses dealing with diversity. As a result of the survey, the Committee recommended incentives for faculty and departments to create courses and/or strengthen existing courses that focused on diversity and multiculturalism. The Committee also urged the administration to form a Department of Ethnic and Gender Studies, a recommendation that was altered by a later task force.

A major result of the Provost's Ad Hoc Committee on Multicultural Initiatives was the 2003 establishment of the Summer Institute for Infusing Diversity into the Curriculum. Directed by the Chair of the then African American Studies Program, the Institute provides professional development for faculty who teach courses with themes on diversity and multiculturalism. As an outcome of the 2005 Diversity Task Force for Curriculum, the Institute has expanded to specifically include faculty who teach in the General Education category of "Prejudice and Discrimination" (*Provost Update on Academic Affairs, July 2005-June 2006*, page 7). The Institute also assists faculty in pedagogical techniques for enhancing cultural competence in the classroom. The Institute has been very successful as thirty-three faculty have completed the program over the past years with very positive evaluations. The Institute has now become institutionalized under the auspices of the Faculty Development Center.

Another result of the Provost's Ad Hoc Committee on Multicultural Initiatives was the Provost's Task Force for Creating an Ethnic and Gender Studies Department. This Task Force recommended the formation of an African American Studies Department, a department that had previously been eliminated. Not only was there an existing major in African American Studies, but resources for a separate Ethnic and Gender Studies Department were lacking. The African American Studies Program was elevated to department status in 2006 with a Department Chair, a department office, and a secretary and has been renamed as the Department of Africana Studies, effective fall 2007. Furthermore, SUNY Cortland has academic programs (as minors) in Asian and Middle Eastern Studies, Latin American Studies, Native American Studies, Jewish Studies, and Women's Studies. These minors are directed through the Center for Multicultural and Gender Studies which sponsors a variety of activities every year.

In 2005, the Provost's Sub-Group on Campus Climate recommended a different grievance procedure concerning multicultural issues, a greater dialogue about campus diversity, the retention and graduation rates of underrepresented students as a priority, and the introduction of more ethnic foods on campus. A Sub-Committee on Curriculum reported on the efforts in the General Education category on "Prejudice and Discrimination" and recommended the expansion of the diversity portion of the first-year course "COR 101: The Cortland Experience."

Throughout the years the Division of Student Affairs has been similarly active in multicultural programming as demonstrated through such annual events as:

- ALANA Reunion
- Black History Month
- Kente Cloth Ceremony
- Martin Luther King, Jr. Recognition
- Multicultural Awareness Week
- Unity Dinner
- Women's History Month

A recent, now annual, event that is attended by hundreds of students is the “Tunnel of Oppression;” students walk through the “Tunnel” and view student-acted skits exhibiting various types of oppression (e.g., racism, sexism, homophobia, anti-Semitism) and are afterward “de-briefed” about the experience. Other initiatives in Student Affairs have included dozens of residence hall programs on diversity, diversity training for the University Police Department, and successful efforts to increase the number of students from underrepresented groups in the Equal Opportunity Program and as resident hall assistants, student justices, and Corey Union workers (refer to the summary of the annual reports from the Division of Student Affairs – Appendix G).

Considering students inside and outside the classroom, collaboration between Academic Affairs and Student Affairs is essential. To stimulate collaboration, the Provost and the Vice President for Student Affairs co-hosted a retreat on diversity in February 2006. Attended by faculty and administrative representatives from across the College, this retreat assessed the current campus climate and proposed improvement for the future. The most important outcome of the retreat was the proposal for a Multicultural Life Council, a concept integrating Academic Affairs and Student Affairs programming with outreach to the larger Cortland community (refer to Appendix H). In November 2006, this proposal was endorsed by the Joint Chairs’ Council and the Faculty Senate. The goals of the Multicultural Life Council are to: “institutionalize cultural competence at SUNY Cortland, develop programs which will focus on enhancing campus climate, develop programs designed to ensure the professional development of faculty and staff, and design a structure to address any grievances related to the unfair or inappropriate treatment of students based on race, religion, ethnicity, sexual orientation, disability, ...” To achieve these goals, the Council will incorporate seven distinct committees and will be co-chaired by two Multicultural Life Coordinators. Whereas SUNY Cortland has had one Multicultural Life Coordinator in the Office of Multicultural Life for years, the high turnover of the position has caused serious reflection resulting in the commitment to fund two positions, both of which were finalized in January 2007 after national searches.

Also significant is the support for diversity from the Student Government Association as demonstrated through long and well established student multicultural organizations:

- African American Chorale (Gospel Choir)
- Asian Pacific Student Union (APSU)
- The Black Student Union (BSU)
- Caribbean Student Union
- La Familia Latina (LFL)
- Men of Value and Excellence (MOVE)
- Planet of Women for Equality and Respect (POWER)
- Rainbow Alliance
- Women of Color

SUNY Cortland is dedicated to continuing efforts toward a more diversified and culturally competent campus. One of the overarching strategic planning goals, Goal II, is “to make SUNY Cortland a more culturally competent institution.” (*Academic Affairs Strategic Plan, 2005-2010*, pages 17-26 – refer to Appendix I) Sub-goals in this area include:

- to conduct a self-assessment of the cultural competence of the institution
- to increase the number of ethnically and culturally diverse faculty
- to increase the number of ethnically and culturally diverse students from 6.7 to 9.6 percent of the total student body
- to increase the number of ethnically and culturally diverse staff and administrators
- to enhance the curricula and infuse diversity into the content
- to enhance the campus climate to make it a place that embraces diverse people and ideas
- to retain ethnically and culturally diverse faculty, staff and students

Evidence of success with these sub-goals will be available when the College reviews outcomes during the next ten-year Middle States accreditation process in 2012.

IV. Campus Accessibility for Persons with Disabilities

Middle States Recommendation:

The deferred maintenance throughout the campus is a growing liability; that the newest buildings were constructed over 30 years ago exacerbates this problem. Of particular note, many areas of the campus are not accessible to students with physical disabilities. The Team recommends that in light of the number of students with physical disabilities, the College review its plans for facilities projects and ensure that the needs of accessibility are given priority. (Middle States Evaluation Report, page 20 -- refer to Appendix B)

Gaining equal access to the opportunities and benefits that SUNY Cortland offers has been a challenge for persons with physical disabilities. Although the College is a strong advocate for an all-inclusive campus and adheres to the Americans with Disabilities Act (ADA) of 1990, some facility projects prior to the Middle States visit did not fully meet the needs. In the years since the Middle States team visit, existing structures have been brought into ADA compliance while current construction and renovation projects will ensure access for persons with physical disabilities. TABLE 2.4 demonstrates progress from 2002 to the present; please note that an “X” indicates those areas that were previously not in compliance, but all have now been addressed. TABLE 2.5 identifies projects currently underway or in planning.

TABLE 2.4
SUNY Cortland's Efforts/Commitment to ADA Compliance Completed (2002-2006)

Buildings & Other Spaces	Access To Bldg	Elevator Access	Accessible Bathrooms	Accessible Classroom Or Floor	Elevator Upgrade	Automatic Doors	ADA Compliant
Alger						X	
Bishop			X				
Bowers		X	X				
Brockway		X	X				
Casey/Smith					X		
Clark						X	
Cornish				X			
DeGroat						X	
Dowd	X		X				
Glass Tower		X	X				
Hayes			X				
Neubig						X	
New Parking							X
PER 201		X		X			

TABLE 2.5
Facility Projects in Progress or in Planning

Buildings	Fully ADA Complaint	Elevator Access Considered	Accessible Bathrooms	Accessible Classrooms	Elevator Upgrade	Ramp to Floor	Renovations
Bowers							
Cornish	X						X
Fitzgerald					X		X
Moffett							X
New Education Bldg	X						
PER Squash Courts		X					
Shea			X			X	
Studio West							X
Winchell					X		

Source for TABLES 2.4 and 2.5: SUNY Cortland Capital Improvement Plan and Commitment to ADA Compliance Projects Report, 2006

Further, the Office of Student Disability Services has initiated several surveys in the last few years to assess the quality of student satisfaction on a wide variety of topics. In 2004-2005, 101 of 384 students with disabilities completed the survey with a 82.3% satisfaction rate about campus accessibility. The results from the most recent survey completed in 2006 are still being analyzed.

Conclusion

SUNY Cortland is proceeding to address the concerns described in both the Institutional Self-Study and the Middle States Evaluation Report. Since 2002 the recommendation area about faculty workload in terms of teaching load has almost been resolved, and the concept of total budget decentralization has been implemented, assessed, and modified. The recommendation areas with regard to multicultural programming and ADA compliance represent ongoing issues of necessary institutional planning and resource allocation.

CHAPTER 3

Challenges and Opportunities

SUNY Cortland has a long history of meeting challenges and identifying opportunities in order to promote student access and learning, strengthen academic programs and services as well as improve institutional assessment, planning, and budgeting. A review of the relevant Middle States, SUNY, and College documents, along with recent surveys of campus stakeholders, indicates the following areas of both challenges and opportunities.

I. Resources - - Public and Private Sources of Support

Resources from public and private sources are never enough to achieve all the desired initiatives on a college campus, yet SUNY Cortland is managing to accomplish many institutional goals. As with most public institutions, the College has experienced declining taxpayer support over the years. Information from the Integrated Postsecondary Education Data System (IPEDS) reveals that in 1990 state funds accounted for almost half of the total campus budget, whereas in 2005 that fraction was about one-third.

Another source of support is from public and private funding through government and foundation grants. Competition for such grants is always great and more so now with federal monies increasingly directed to military expenditures. Nevertheless, Cortland's two-person staff in the Office of Research and Sponsored Programs has exceeded \$2,000,000 annually and is striving to maintain that level of funding (refer to Chapter 4).

Yet a third source of support represents a major challenge because the College has not had a tradition of private giving. The Office of Institutional Advancement reports past donations and future expectations of "new money" from alumni, parents, friends, corporations, and foundations to average only about \$2,000,000 per year (refer to Chapter 4). Yet alumni loyalty is evident, and SUNY Cortland has a high reputation in the region.

II. Faculty and Staff - - Workload and Salaries

Even though the main issue of teaching load for faculty has essentially been addressed since the Middle States visit (refer to Chapter 2), other workload issues remain, and salaries continue to be a challenge throughout the College. In 2004-2005 the survey "Important Factors in Deciding About Your Career at SUNY Cortland" was administered to all units – upper management, faculty, professionals, and classified staff – with the outcome that salaries were the chief concern across the campus (refer to:

<http://libsurveys.cortland.edu/employeecareerissuesreport.pdf>). Like most colleges and universities, SUNY Cortland relies on part-time adjunct instructors to deliver academic programs and encounters the difficulties of both inversion and

compression with regard to full-time faculty salaries. For academic departments, the number of full-time, tenure-track faculty is the chief concern, and many departments express unmet needs over a period of years.

In spring 2007, the Director of Human Resources and the President of United University Professions (UUP, the union for faculty and professional staff) reviewed the pattern of new faculty positions, replacement faculty positions, and eliminated faculty positions for every department between 2001 and 2006. According to the UUP summary of full-time, tenure-track lines (refer to Appendix J), every School has gained positions:

Arts and Sciences	--	12
Education	--	2
Professional Studies	--	7

In contrast, Memorial Library experienced a decrease of two positions. Although the number of new full-time, tenure-track lines should be accurate within two positions, several limitations of the Human Resources and UUP data must be described: The information was derived from the October payroll period and might not reflect faculty on qualified rank, leave of absence, or academic year sabbatical. While the data represent recent progress, the number of tenure-track positions had declined before the Middle States visit. Another factor involves institutional priorities and resources; whenever a retirement or resignation occurs, the vacant line may be reassigned to another department where the need is deemed more critical.

Easier to determine is the number of full-time, tenure-track faculty, full-time lecturers, and part-time adjunct instructors. As exhibited in TABLE 3.1, the number of full-time, tenure-track faculty as well as part-time adjunct instructors has fluctuated while the number of full-time lecturers has markedly increased. Whereas the Middle States team praised the College for the policy of full-time lecturers and visiting professors instead of part-time adjunct instructors during a time of massive retirements (Middle States Evaluation Report, pages 3,5 -- refer to Appendix B), this policy applies solely to teaching responsibilities and results in more advising and governance responsibilities for full-time, tenure-track faculty.

TABLE 3.1

	Full-Time, Tenure Track Classroom	Full-Time, Tenure Track Librarians	Full-Time Lecturers	Part-Time Faculty	Total
2002-2003	228	13	29	255	525
2003-2004	229	11	27	240	507
2004-2005	221	11	27	266	525
2005-2006	225	12	42	257	536
2006-2007	236	12	49	238	535

Source: SUNY Cortland Human Resources Office, May 2007

With regard to faculty salaries, Cortland has historically been lower within the SUNY System as well as nationally. The AAUP Faculty Salary Survey (refer to Appendix K) indicates that between 2002 and 2006 salaries for Assistant Professors at Cortland were consistently in last place of twelve SUNY institutions listed, and salaries for Associate Professors were in eleventh or twelfth place. Despite that salaries for Full Professors have gradually risen, the College has usually been in tenth or eleventh place. Other information confirms the challenges of faculty salaries. Utilizing SUNY System and SUNY Cortland data, the “UUP Salary Special, 2005-2006” not only printed the incomes of individual faculty, professionals, and administrators at Cortland, yet the latest edition also published faculty salaries within SUNY in terms of academic discipline and faculty rank. Additional comparisons were given with certain public and private colleges and universities across the country. Again, salaries at Cortland were lower than most peer institutions (“UUP Salary Special, 2005-2006, pages 39-80 – refer to Appendix L). To be sure, there are variables to be considered. The AAUP survey reflects average salaries with no interpretation; for example, since Cortland does not offer majors in business or computer science – fields with typically high salaries – salary averages would be lower. The “UUP Salary Special” qualified findings as a “snapshot” between March 2005 and March 2006 and stated that the figures cited were from one March 2006 payroll period and did not take into account extra service, Discretionary Salary Increases, special individual circumstances, or cost of living. Moreover, retirement incentives have led to a higher salaried Full Professor being replaced by one (or perhaps two) lower salaried Assistant Professor, and “market value” in some disciplines results in compensation differences.

In order to obtain a clearer perspective on salaries, during 2006, the Dean of Arts and Sciences, an economist, completed a study “Salary Inequity 2006: Understanding Salary Inequity through Econometric Analysis” (refer to Appendix M). This study defined the issues of inversion (entering faculty at higher salaries than established faculty) and compression (when the salary range is not proportionate between entering and established faculty). Recommendations about equity adjustments from this study were implemented in salary decisions for 2006-2007 (refer to the last paragraph of this section).

In the case of professional salaries, comparisons at Cortland and across SUNY are more difficult to assess. The position descriptions for professionals tend to be very specific, and position titles among campuses can involve very different responsibilities. To analyze such necessary information, the Human Resources Office commissioned an external consulting firm during 2006-2007. The goal is to place Cortland at the mid-range for professional salaries at public institutions nationally.

In response to these ongoing concerns, President Bitterbaum announced that all full-time as well as eligible part-time faculty and staff would receive an extra 1% across-the-board salary increase in both 2005-2006 and 2006-2007 from College

funds (above the already state-negotiated salary increase). Further, the annual Discretionary Salary Increase (D.S.I. – or 1% of salary automatically reserved by SUNY for distribution by individual campuses) for the academic year was evenly divided to reward meritorious service and to correct existing inequities. In fact, as reported in the “Salary Inequity 2006” study, salary adjustments for faculty totaled about \$80,000, affecting one-third of all instructors in twenty-three of twenty-seven departments and averaging almost \$1,000 per individual.

III. Students - - Enrollment Patterns and Changing Needs

Over the last years SUNY Cortland has been able to generate State Funds through growing enrollments and increased tuition dollars. The College’s enhanced reputation attracts many more undergraduate applicants than can be accepted, and this situation is a real opportunity to raise selectivity and thus impact retention and graduation rates.

Major challenges involve a declining population base in the state, a reduction that is predicted for the central New York region after 2010. Another major challenge is enrollment in graduate studies, and new programs are being developed to appeal to broader student interests. For a detailed analysis of enrollment trends and projections, refer to Chapter 4.

Both a challenge and an opportunity are the “Millennials,” the currently identified student population. The so-called “Net Generation,” with distinct characteristics and needs, has implications for admissions, teaching and learning, co-curricular activities, and eventually alumni affairs. The annual President’s Retreat focused on this “Net Generation” last July. More recently, President Bitterbaum has invited faculty and staff proposals for “Millennial Grants,” campus support for innovative efforts to serve the changing student body.

IV. Teaching and Learning

Naturally, at the core of any college or university is the teaching-learning dynamic between faculty and students. Most important are the assessing of learning outcomes and the fostering of teaching effectiveness, and SUNY Cortland has evolved a “culture of assessment” (refer to Chapter 5). To promote teaching and learning, the College has strengthened programs or begun initiatives since 2002.

In the first category, and particularly noteworthy, is Cortland’s involvement in the Foundations of Excellence Project through the Policy Center on the First Year of College, a project which stresses the quality of the first year experience (refer to Appendix N). The required seminar “COR 101: The Cortland Experience” has undergone continuous improvement, registering 1089 freshmen in fifty-five sections during fall 2006. Likewise, learning communities have expanded in numbers of participating students and departments, growing from two sections in

the late 1990's to over twenty in fall 2006. The Academic Support and Achievement Program has similarly increased Supplementary Instruction sections and assists more individual students every year.

New initiatives reflect a wide range of activities as well. For instance, the Faculty Development Center has broadened support from teaching with a 25% director position to address the entire spectrum of professional and even personal concerns of faculty, and an objective of the Academic Affairs Strategic Plan is to convert the present 50% director position to full-time. Opened in fall 2006, the Learning Commons in Memorial Library is another endeavor to support faculty and to assist students. Moreover, the Academic Affairs Strategic Plan has designated goals to reduce class size and incorporate more technology into the teaching-learning process (refer to Appendix I).

V. **Advising**

Integrated with teaching and learning is advising, an ongoing challenge. Between 2003 and 2006, favorable responses from the Student Opinion Survey rose from 3.14 to 3.7 (on a 5-point scale with a "3" being "neutral"). Efforts for improvement have included realignment of advising loads, better utilization of the online degree audit system (Curriculum Advising and Program Planning - - CAPP), and the administration of the Noel Levitz College Student Inventory. The Office of Advisement and Transition conducts regular workshops for faculty and distributes "The Wiser Advisor" for faculty, "Translations" for transfer students, and "KNOTS" and the "Non Trad E-News" for non-traditional and adult students through the campus mail and computer network. In addition, the Office has direct responsibility for advising Pre-Majors and Childhood/Early Childhood freshmen and supervises Academic Peer Mentors in the residence halls. Another significant responsibility is orientation, and during summer 2006 the Office coordinated the arrangements for 1120 first year and 635 transfer students as well as 1630 family members and guests.

Related to advising is the challenge of course availability. The computerized Banner System is able to track course needs, especially in General Education courses, to anticipate necessary class sections. Course availability is in turn related to attempts to extend the timing of course offerings because classes tend to be concentrated in the middle of the day on Tuesdays and Thursdays.

VI. **Diversity, Multiculturalism, and Becoming a Culturally Competent Campus**

Opportunity and access are essential in higher education and must apply to all students, faculty, and staff. Most important, teaching and learning are enriched through a variety of perspectives. Long before the last Institutional Self-Study, SUNY Cortland has sought to become a culturally competent campus. Efforts are continuous and College-wide, and strategic planning indicates diversity as a chief priority as well as a major challenge (refer to Chapter 2).

Multiculturalism with regard to ethnically and racially underrepresented groups has been discussed in terms of the specific Middle States recommendation (refer to Chapter 2). In reference to other aspects of diversity, SUNY Cortland has not experienced changes in the student body or in the faculty and staff over the years. For example, the mean age of undergraduates has remained at slightly under twenty-one, and the ratio of men to women has averaged 40:60. Enrollment of out-of-state students has always been low, and the highest percentage of undergraduate and graduate students comes from central New York. In order to appeal to a more diverse student population, new degrees at both the bachelor's and master's levels present a potential opportunity while already regionally and nationally recognized programs are being strengthened (refer to Chapter 4).

Another dimension of diversity concerns persons with disabilities. Chapter 2 has dealt with the Middle States recommendation about physical disabilities and campus access. Support for students with disabilities is provided through the Office of Student Disability Services which serves about 300 students each year, two-thirds of whom have learning disabilities. The Office collaborates with individual faculty and staff and the Academic Support and Assistance Program (ASAP) to ensure needed accommodations and/or with the Business Office to purchase necessary equipment (refer to the summary of the annual reports from the Division of Student Affairs – Appendix G). Support for faculty and staff with disabilities is provided through the Human Resources Office, and since 2002 approximately fifteen official requests for accommodations have been received, ranging from ergonomic work stations to assistive hearing devices to handicap accessible parking (refer to the summary of the annual reports from the Division of Finance and Management – Appendix O). To increase awareness in this area, the Institute for Disability Studies was reactivated in 2005-2006. Composed of students, faculty, staff, and a community member, the Institute focuses on teaching, scholarship, and advocacy (*Provost's Update on Academic Affairs, July 2005-June 2006*, page 69). The results are that the established program in special education is enhanced, that faculty and students shared research with the campus at the 2007 Scholars' Day, and such outreach activities as the annual conference on autism was expanded.

Along with the multicultural emphasis on distinct groups within the United States, SUNY Cortland also seeks global diversity. Though small in numbers, and recently limited by visa restrictions, the enrollment of international students continues to grow (refer to Chapter 4). During 2006-2007, seventy-one students from thirteen countries studied on campus. Articulation and/or dual degree agreements have been concluded or are in progress with universities in Azerbaijan, Japan, Poland, Turkey, and Ukraine, and students from Turkey are anticipated at SUNY Cortland for fall 2007. The Transafrica Project has produced possibilities in Gambia, Ghana, and Kenya. To attract more international students, support services are being addressed. The College has added a full-time international student advisor, and a new assistant professor with

ESL expertise joined the faculty in fall 2005. In fall 2006 a learning community specifically for international students was created. Under review is a certificate program designed for the international student who can only stay in the United States for one year but who wants to learn about American history and culture in a more structured format; this proposed certificate for undergraduate students parallels the existing certificate in “American Civilization and Culture” for graduate students.

VII. Internationalizing the Campus

Enrollment of international students is just one element of a tradition of international programming. Overseeing current activities to internationalize the campus, and again demonstrating SUNY Cortland’s commitment to multiculturalism, the James M. Clark Center for International Studies was dedicated in 2004. With the International Programs Office, the Clark Center coordinates support for international students and is developing a strategic plan to advance global education throughout the College.

Indeed, Study Abroad opportunities in Europe and China have been available for decades, and affiliations with Australia and Central America have been established for years. At present, the College has thirty-three international options in thirteen countries for American students, and Cortland students are eligible to register for Study Abroad options through all SUNY institutions. Despite the many possibilities for global study and travel, the International Programs Office states a real challenge is to attract students to these programs since less than 2% of Cortland students enroll (refer to Appendix P).

Faculty similarly bring international experiences to students. In the past two years one Fulbright recipient worked in Namibia while another Fulbright recipient pursued research in Europe. The College has hosted Fulbright scholars over the years, most recently from Germany and Malaysia during 2005-2006, and in 2007-2008 visiting faculty from the United Kingdom and Belarus will be on campus. In 2007-2008 another faculty member will have a Fulbright award to South Korea, and yet another faculty member will be in Italy under the auspices of a National Endowment for the Arts grant. Faculty finance their own travel and research, and there has been increased funding for international involvement through campus allocations. During summer 2007, fourteen Cortland faculty will attend a study tour co-sponsored with Capital Normal University in Beijing, China.

Heightened global awareness has, not surprisingly, infused the curriculum and co-curricular activities. From General Education courses to concentrations within departments to an interdisciplinary major in International Studies, a worldwide perspective is provided to students. Lectures, films, and special events likewise foster international understanding.

The ongoing challenges – as in all areas of the College – involve resources with regard to staffing and review of programs. Funding for student and faculty opportunities is being increased, and partnerships with SUNY and international institutions are being expanded.

VIII. Intellectual Climate

The mission of a college or university is fulfilled through a teaching-learning environment that is apparent in and out of the classroom. Over twenty-five years old, the Honors Program at SUNY Cortland integrates a freshman interdisciplinary course with upper level experiences and a culminating thesis. Directed by a part-time coordinator who serves as an advisor-mentor, the Program schedules a fall orientation, has an annual retreat at Raquette Lake, and provides an Honors Lounge for study and socializing. Educational excellence is similarly recognized through the spring Scholars' Day, now in the eleventh year. Classes are suspended for the day, and while a keynote address is featured, the real purpose is on sharing research by undergraduate and graduate students as well as faculty and staff.

Although the Honors Program and Scholars' Day have been well established, the Institutional Self-Study expressed intellectual climate as a concern and as a challenge in relationship to strengthening academic traditions, initiating appropriate programming, and increasing faculty participation in shared governance. Accordingly, the Provost appointed an Intellectual Climate Task Force in 2002. In 2003, an Opening Convocation for new students was inaugurated, allowing for a formal ceremony with an informal meal for students to meet with faculty. Also in 2003 the Cultural and Intellectual Climate Committee was formed; in 2005 the President's Cabinet allotted \$30,000 for each of three years for campus speakers, and the Committee currently sponsors a theme-based lecture series. With regard to shared governance, positions on numerous College committees remain vacant, and in January 2007, as part of an official five-year review, the Faculty Senate created a committee on governance structure and procedures.

IX. Community Outreach

Another approach that enhances teaching and learning includes the wider community of Cortland and Cortland County. Many opportunities exist in this area, and the challenges represent the usual decisions about priorities and allocation of resources.

Outreach to the community began in 1999 with a three-year \$400,000 grant from the federal Housing and Urban Development Agency (HUD) to the Community Outreach Partnership Center (COPC). A rare second, two-year grant for \$150,000 was awarded by HUD in 2003. During those years of funding, COPC interacted with local organizations in the creation of the annual community "report card"

Cortland Counts, the Comprehensive Plan for the City of Cortland, and the Children's Museum among other projects.

To institutionalize the College's commitment to the community, the Institute for Civic Engagement (ICE) was founded in 2003 with a part-time director. ICE consists of "three pillars": service-learning, community outreach, and COPC. Started over a decade ago, service-learning is currently a component of many courses offered across the campus. In 2006, forty faculty members from seventeen departments taught thirty-six different courses. SUNY Cortland's emphasis on service-learning has been demonstrated by expanding the coordinator position from 75% to full-time for fall 2007.

Another dimension of community outreach occurred in fall 2006. Through ICE and campus administration, a visible presence in the city was established with the opening of "Main Street – SUNY Cortland," a downtown building leased by the College and the site for graduate and undergraduate classes as well as campus and community meetings and events. The College is providing free office space and receptionist services to the Downtown Business Partnership, and the manager for the Partnership will soon be partially supported through the SUNY Research Foundation as the result of grant funding. Beginning in 2007, the Office of Research and Sponsored Programs will oversee a \$500,000 Music Fund Grant in addition to the Appalachian Regional Council award for a Center for Economic Education. Realizing acknowledged strengths and concentrating on economic development, the campus-community collaboration presents opportunities for mutual benefit.

During 2006-2007 SUNY Cortland also participated in the young voter strategies effort of the American Democracy Project as sponsored by the American Association of State Colleges and Universities. A registration drive resulted in 427 new student voters, and thirteen students were trained and active as poll watchers in last November's elections (For recent activities of ICE, the 2006-2007 Annual Report will be available during summer 2007.).

X. Information Resources

Teaching and learning continues to be fostered by advances in information resources. Of course the challenge with technology is a rapidly changing environment necessitating substantial and sustainable financial commitment.

At present, SUNY Cortland has 38 (of 100) technology classrooms, 21 video classrooms, 18 general purpose and 48 special purpose computer laboratories (containing over 800 computers), many with printing capability. All classrooms have network connectivity, and the technology classrooms are equipped with computer, projector, control panel, document cameras, VCR, and audio. The construction of additional technology classrooms will proceed as funds become available, at an approximate cost of \$25,000 per classroom. The renovation of the

Sperry Learning Resource Center and the construction of the Education Building include transforming all classrooms in those buildings to Smart classrooms. Wireless network connectivity is already in many buildings, and this connectivity will be expanded depending on resources.

Along with the hardware and software infrastructure, Information Resources (IR) provides assistance for faculty interested in integrating technology into courses through an instructional Materials Designer, Faculty Trainer, Digital Imaging Specialist, and Academic Web Coordinator. Many faculty have redesigned their courses to meet the pedagogical needs of millennial students. This year eighteen faculty are participating in an iTunesU initiative where they and their students create podcasts that are accessible on the Internet. Other faculty have assigned students projects that require research and production of video and multimedia materials.

Also, faculty grants are awarded to incorporate technology into teaching and learning. The Provost recently established an Institute for Teaching Strategies to be held each June where faculty have the opportunity to work with their teaching colleagues and Information Resources librarians and professionals to redesign courses using new technologies. In 2006-2007 eleven grants were given for the development of asynchronous, on-line offerings. In fact, Cortland has scheduled online classes since 1998 through the SUNY Learning Network and the College's course management platform of WebCt. In the process, WebCt has been utilized in 91 online asynchronous classes with an enrollment of 1042 students and over 50% of the faculty now participate in Web-based courses (For recent activities of IR, the 2006-2007 Annual Report will be available during summer 2007.).

As part of Information Resources, Memorial Library is the center for students and faculty research and assistance, including training opportunities and collaboration with other IR departments for informational and technical services. A new Learning Commons provides a centralized location for information technology assistance and an environment fostering collaborative learning. The College has numerous electronic databases and online journals and has implemented the inter-library loan software ILLIAD. A beta test site for the SUNY *Connect* initiative, the Library circulates laptop computers to students and digital cameras to both faculty and students. In addition, librarian faculty have primary responsibility for the Computer Application Program which includes discipline-specific courses and a computer applications minor.

XI. Facilities Funding and the Development of the Master Plan

SUNY Cortland has encountered the same challenges as most colleges and universities in reference to facilities: deferred maintenance, renovation needs, and shortages of space for classrooms, laboratories, and offices. Since 2002, however, the College has received significant state allocations for major building projects. For the development of the Master Plan, refer to Chapter 5 on assessment, and for the implementation of the Master Plan, refer to Chapter 6 on resource allocation.

XII. Image of SUNY Cortland -- “Telling our Story”

Considering the many attributes of the College, the increasing concern is “telling our story” in terms of an accurate and consistent portrayal of the institution to prospective and current students, parents, faculty, staff, and the broader community. Even on campus the strength of programs and services as well as of faculty and staff is not fully realized, and the College has not systematically highlighted locally, regionally, and nationally recognized excellence. To articulate the “Cortland Story” more effectively, President Bitterbaum and the President’s Cabinet contracted with Stamats, a consulting firm that advises higher education institutions about identifying distinctive characteristics and communicating those characteristics. Through fall 2006, under the leadership of the Offices of Enrollment Management and Public Relations, everyone on campus was invited to participate in discussions about the realities and the perceptions about the College. To sustain the momentum of these discussions and to create a communications plan, the Associate Provost for Enrollment Management has temporarily assumed duties in spring 2007 for this important project.

CHAPTER 4

Enrollment and Finance Trends and Projections

I. Enrollment Trends And Projections (refer to Appendix Q)

Whereas enrollment trends and projections over the past five years form a distinct pattern, trends and projections for the next five years depend on a number of variables. SUNY Cortland has changed emphasis from recruitment of new freshmen and transfers to seeking a different ratio between undergraduate and graduate students. For a perspective on enrollment, information is provided for the period prior to the Middle States review as well as since the team visit.

A. Enrollment History Prior to 2002

From 1990 to 1996, SUNY Cortland experienced a decline in student headcount of 960 students (15.3%). The Enrollment Management Unit was established in 1995 and charged with recapturing these enrollment losses. One result was a strategic plan to raise enrollment between 1996 and 1998 through recruitment of new freshmen and transfers. By 1998, the undergraduate enrollment increased by 206 students (4.1%), while the total College enrollment increased by 233 students (3.7%).

In 1999, a revised strategic plan was developed for a modest and balanced enrollment growth that included improved undergraduate retention and more full- and part-time graduate students (refer to the Memorandum of Understanding I, Table 4). Between 1999 and 2001, undergraduate retention increased by 2.7%, contributing to a rise in the undergraduate enrollment of 241 students (4.3%). Similarly, the graduate enrollment increased by 563 students (43.6%).

Both undergraduate and graduate enrollment at SUNY Cortland was at the highest level in the institution's history in 2001 with 7705 students. From the College's lowest enrollment of 6,278 students in 1996, enrollment expanded by 1,427 (22.7%), including undergraduate enrollment growth of 804 students (15.9%) and graduate enrollment growth of 623 students (50.6%). The corresponding Annual Full-Time Equivalents (AFTE's) generated during that period increased from 5,093 in 1996 to 6,261 in 2001.

B. Trends Since 2002 and Projections to 2012

Undergraduate Enrollment

Undergraduate enrollment fluctuated between 2001 and 2005 due to necessary adjustments in the strategic plan. Additional freshmen were admitted in the fall semesters and additional transfer students in the spring semesters in an effort to maintain AFTE's and offset revenue losses from

declining graduate enrollment. To sustain strong undergraduate enrollment and increase enrollment in non-teaching and liberal arts majors, academic programs were created:

B.S.	Kinesiology (2001)
B.A./B.S.	Kinesiology: Fitness Development (2001)
B.A.	Professional Writing (2001)
B.S.	Geographic Information Systems (2002)
B.S.	Biomedical Sciences (2003)
B.A./B.S.	Conservation Biology (2003)
B.A.	Criminology (2003)
B.A.	New Media Design (2003)
B.A.	New Communication Media (2004)
B.A.	English as a Second Language: Non-Certification (2005)
B.S.	Outdoor Recreation (2006)
B.S.	Recreation Management (2006)
B.S.	Therapeutic Recreation (2006)
B.F.A.	Studio Art (2007)

Several of the new academic programs were the outcome of a three-year, \$1.75 million Title III grant that had the specific purpose of increasing enrollment in the School of Arts and Sciences. When the grant ended in 2005, Arts and Sciences enrollment had attained the targeted goal of 40% of all majors in the College.

Despite the undergraduate enrollment fluctuations, retention and graduation rates (refer to TABLES 4.1 and 4.2, respectively), as well as the academic profile of entering and continuing students (refer to TABLE 4.3) have all steadily improved in accordance with the strategic plan.

TABLE 4.1
Projected Changes in Retention and Graduation Rates

Indicator	Current	2008	2010
First-Year Retention Rate	76.9% (2004)	83% (2007)	85% (2009)
Six-Year Graduation Rate	56.2% (1999)	58.5% (2002)	60% (2004)

TABLE 4.2
Educational Outcomes for Full-Time Students Transferring into the Institution

Indicator	2004	2008	2010
First-Year Retention Rate	72.6% (2003)	74.5% (2007)	75.2% (2009)
Six-Year Graduation Rate	68% (1999)	68.8% (2004)	69.2% (2006)

TABLE 4.3

SUNY Cortland Admission Trends								
Freshman	1999	2000	2001	2002	2003	2004	2005	2006
Applications	7358	7903	8342	9282	9327	9810	9784	10117
Accepts	4715	4876	4640	4269	4528	4607	4674	4702
Accept Rate	64.1%	61.7%	55.6%	46.0%	48.6%	47.0%	47.7%	46.5%
Mean G.P.A.	86.1	86.2	87.0	87.9	88.6	88.9	88.9	89.3
Mean S.A.T.	1030	1030	1050	1060	1080	1090	1090	1090
Class Size	1219	1256	1195	1051	1138	1093	1110	1081
Transfer	1999	2000	2001	2002	2003	2004	2005	2006
Applications	1985	1750	2116	2200	2273	2427	2583	2533
Accepts	1278	950	1058	1045	1058	1113	1043	1096
Accept Rate	64.4%	54.3%	50.0%	47.5%	46.2%	45.9%	40.4%	43.3%
Mean G.P.A.	2.9	2.9	2.9	3.1	3.2	3.2	3.2	3.2
Class Size	675	494	614	588	611	628	580	583

Source for TABLES 4.1, 4.2, and 4.3: SUNY Cortland Office of Enrollment Management, Fall 2006

Diversity has also improved (refer to Chapter 2), though remains a challenge (refer to Chapter 3). Likewise, recruitment of out-of-state and international students has grown (refer to TABLES 4.4 and 4.5, respectively). Over the years enrollment plans and modifications have involved the coordination of efforts among Enrollment Management, Residential Services, Finance and Management, and Academic Deans to ensure appropriate classroom and residence hall services.

TABLE 4.4

Out-of-State Student Enrollment										
Fall	2002		2003		2004		2005		2006	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Freshman	28		17		16		19		23	
Transfer	29		21		11		23	3	28	
Total Undergraduate	57		38		27		42		51	
Total Graduate	2	12	0	4	2	2	2	8	3	8
Total Enrollment	116	12	76	4	56	2	86	11	105	8

TABLE 4.5

International Student Enrollment					
Fall	2002	2003	2004	2005	2006
Freshman	1	1	2	3	8
Transfer	22	15	21	29	29
Total Undergraduate	31	30	37	55	68
Total Graduate	1	1	1	8	4
Total Enrollment	32	31	38	63	72

Source for TABLES 4.4 and 4.5: SUNY Cortland Office of Enrollment Management, Fall 2006

Graduate Enrollment

In contrast to undergraduate enrollment, graduate enrollment between 2001 and 2004 declined by 474 students (34.3%), 464 being part-time students. In 2004, a new strategic plan was designed to stabilize headcount and raise AFTE's by decreasing undergraduate enrollment and increasing full-time graduate enrollment. The plan identifies further reductions in graduate enrollment and AFTE's through 2007 and then projects growth in full-time students (refer to the Memorandum of Understanding I, Table 4). A number of factors have contributed to the decline in graduate enrollment. Since all but three master's programs were related to teacher certification, changes in this student body and more competition from other institutions have had an impact on enrollment, particularly at the part-time level. The projected enrollment growth after 2007 will be accomplished through the creation of non-teacher preparation programs as well as non-certification areas in existing teacher preparation programs:

M.S.	Exercise Science (2002)
M.S.Ed.	Non-Certification in Second Language Education (2005)
M.S.	Sport Management (2006)
M.S.	International Sport Management (2008)
M.S.	Community Health (2008)
M.S.	Communication Disorders (2008)
M.S.	Coaching (2008)
M.S.	Gerontology (2010)

The strategic plan for 2005-2010 (refer to the Memorandum of Understanding I, Table 4) outlines a decrease in undergraduate enrollment that will be achieved primarily through the reduction of freshmen admissions. Undergraduate enrollment objectives include qualitative and quantitative measures such as selectivity, geographic representation, program balance, and improved retention and graduation rates. Concurrently, graduate enrollment is projected to be 18.5% of the total student body by 2011.

II. Finance Trends And Projections

Aligned with enrollment are trends and projections in finance. Refer to Appendix R for the "State University of New York 2004-2005 Financial Plan Campus

Detail” and the “State University of New York 2005-2006 Financial Plan Campus Detail” which are submitted as equivalents to audited financial statements and management letters; additional financial information is available upon request. Also included in Appendix R are revenue and expenditure summaries and projections of unrestricted funds for 2001-2011.

The SUNY Cortland budget consists of various components:

- State Funds -- for instruction and general operations of the College
- Capital Funds -- for major construction and renovation projects as identified through SUNY
- Dormitory Income Fund Reimbursable (DIFR) -- a self-sustaining account whereby residence hall expenditures are “reimbursed” through housing revenues
- Income Fund Reimbursable (IFR) -- a self-sustaining account whereby expenditures are “reimbursed” through revenues generated by specific fees for such services as provided by the Athletic Department, Information Resources, and the Student Health Service
- Personal Service Regular and Personal Service Temporary (PSR and Temporary Service Funds) -- for full-time and part-time faculty, administrative, and staff salaries
- Other Than Personal Service (OTPS) -- for expenditures other than salaries
- Auxiliary Services Corporation (ASC) -- as a separate not-for-profit corporation which operates food services, the bookstore, and a parking facility

The College establishes budgets annually through the institutional planning process, a process that is based on current division strategic plans as well as the Memoranda of Understanding with SUNY (refer to Chapter 6). Through the year, expenditures are monitored and budget adjustments are made depending on actual revenues.

A. Revenues, 2002-2010

Since the Middle States visit, revenues have stayed strong yet have fluctuated in reference to sources of support. During the past years state appropriations have varied:

2001-2002	--	\$15,273,000
2002-2003	--	\$15,096,000
2003-2004	--	\$10,469,000
2004-2005	--	\$13,388,000
2005-2006	--	\$14,393,000

Such different amounts are attributed to changes in tuition income, allocation for capital projects, and the negotiated fringe benefits for a given year.

From 2001 to 2006, tuition and fee revenues grew 25%. For the first time in nine years tuition rates were raised 24% for non-resident undergraduate students and 35% for resident graduate students in 2003-2004, causing a surge in revenue from the previous year. In contrast to tuition, mandatory fees increase each year to reflect the Higher Education Price Index (HEPI) which averages 3.8% annually. During this time period, reduction in state appropriations was at least partially offset by higher tuition and fees and/or by greater state funding of fringe benefits. For 2007 to 2010, revenue projections are conservative. There is no tuition increase anticipated by the Governor’s Office. A potential plan that would guarantee tuition at fixed rates over four years is under discussion, yet no legislation has been forthcoming. In order for SUNY Cortland to achieve revenue projections through 2010, targeted graduate and summer session enrollment must be attained. With regard to fees, increases will occur in accordance with the HEPI rate of inflation.

Alternate sources of financial support include external grants and contracts as well as private gifts to the Cortland College Foundation. Sponsored program activity reached a peak at over \$3,000,000 in 2004-2005 and is projected to remain stable at about \$2,600,000 through 2010 (refer to TABLE 4.6).

TABLE 4.6
Sponsored Research Expenditures (Direct + Indirect), 2004-05 through 2009-10 (in Millions)

2004-05 (Actual)	2005-06 (Actual)	2006-07 (Planned)	2007-08 (Planned)	2008-09 (Planned)	2009-10 (Planned)
\$3.0	\$2.5	\$2.6	\$2.6	\$2.6	\$2.6

Source: Memorandum of Understanding II, October 2006, page 8

New donations – as opposed to total revenue generated - to the Office of Institutional Advancement have been approximately \$2,000,000 and are predicted to increase by 0.5% every year (refer to TABLE 4.7).

TABLE 4.7
Institutional Advancement Private Giving Projections, 2004-2010 (in Millions)

2004	2005	2006	2007	2008	2009	2010
\$2.00	\$2.05	\$2.10	\$2.15	\$2.20	\$2.25	\$2.30

Source: Memorandum of Understanding II, October 2006, page 25

Separate from State Funds and alternate sources of financial support, IFRs must be financially self-sustaining. The largest of these funds is the DIFR. Residence hall room rates increased about 5.5% yearly to meet ongoing

costs and to provide monetary reserves for restoration of the buildings. Currently, one residence hall is renovated each year.

Another budget that must be self-sustaining is that of ASC. In recent years revenue has grown substantially (refer to Appendix R) due to effective assessment in evaluating student needs and desires. In 2003-2004, the "Connections" debit card deposit program was strengthened and improved with the "Get Connected" theme, and numerous options in meal plans and textbook services were introduced (refer to Chapter 5).

B. Expenditures, 2002-2010

Whereas budgets for services, supplies, and capital equipment are expected to remain relatively stable through 2010, salaries and wages are not only anticipated to rise markedly but constitute the majority of College expenditures. Future projections include a 1% increase in all salaries and wages in addition to planned faculty hiring through 2010 due to new and expanding programs.

Similarly, greater expenditures for fringe benefits are projected. Fringe benefits for state employees are budgeted centrally by SUNY System, but state support fluctuates from year to year. Fringe benefits for employees on IFR accounts are paid by SUNY through a chargeback process to the IFR.

Although Capital Funds have been allocated for major construction projects (refer to Chapters 6), the College is responsible for classroom, laboratory, and office upgrades. In 2005-2006 the campus reviewed and updated the Facilities Master Plan, prioritizing critical projects (refer to Chapter 6). Of particular concern are the issues of deferred maintenance and rising energy costs.

In conclusion, SUNY Cortland will be able to retain a positive budgetary position and maintain adequate financial reserves by increasing revenues and containing expenditures. Revenues need to be generated from larger graduate studies and summer session enrollments, and the Offices of Research and Sponsored Programs as well as Institutional Advancement must be given adequate support to bring additional resources to the campus. At the same time, expenditures must be carefully monitored and strategic decisions made.

CHAPTER 5

Assessment

Assessment of program effectiveness began years ago at SUNY Cortland, and progress was recognized by the Middle States team: “The College has developed great expertise in the process of assessment and planning.” (Middle States Evaluation Report, page 10 -- refer to Appendix B). Naturally, assessment is an ongoing process of identification of desired outcomes, measurement of continual progress, and improvement of campus programs. All of the College’s divisions, to varying degrees, engage in assessment, and most divisions utilize two significant instruments -- the Student Opinion Survey and the Graduate Survey (refer to Appendix S). In spring 2008 Cortland will also administer the National Survey of Student Engagement.

I. Service Unit Assessment

Service unit assessment involves every unit in all divisions of the College. To stimulate analysis and standardize responses, the Office of Institutional Research and Assessment has provided the following template:

Goal	Sub-Goal/Objective	Alignment with College-Wide Division, or Other Planning Goals	Action Required or Activities & Strategies	Indicator of Success or Assessment Measures & Criteria	Target Completion Date	Resources Needed	Person Responsible for Oversight

Integrated into the five-year institutional planning process, goals and objectives were identified during 2005-2006, and in subsequent years outcomes were indicated and recommendations formulated. Assessment efforts in each of the College divisions are described below.

II. Academic Affairs

Assessment in Academic Affairs has long been a part of continuing improvement. Along with the ten-year Middle States Institutional Self-Studies, the educational programs at SUNY Cortland are assessed locally through General Education and departmental major reviews in conjunction with SUNY expectations, and as a requirement for numerous accreditation organizations.

A. General Education

The assessment of General Education (GE) is on a regular three-year cycle for each of the GE categories and is coordinated through the faculty GE

Committee and the administrative Office of Institutional Research and Assessment (OIRA), with advice and funding from SUNY System through the General Education Assessment Review (GEAR). Instruments are developed by GE faculty and OIRA staff. Every semester OIRA randomly selects classes in the indicated GE categories to be assessed and notifies faculty teaching those classes a semester in advance. Students then complete in-class assessment instruments which are forwarded to OIRA. Faculty who are trained to apply the GE category-specific rubrics grade the student work, and OIRA distributes the results in aggregate form. Discussion on program improvement proceeds among faculty and with support from OIRA. In fact, the Middle States team was “favorably impressed with the assessment of general education through the systemic evaluation of essays in the General Education program’s eight categories” (Middle States Evaluation Report, page 10 -- refer to Appendix B).

During 2005-2006, efforts intensified in three GE categories - critical thinking, mathematics, and writing - through the Strengthened Campus-Based Assessment Proposal, an approach in conjunction with SUNY System (refer to *State University of New York College at Cortland: 2005-2006 General Education Assessment Report* – Appendix T; also refer to: www.cortland.edu/oir with the link “Assessment Activities”). In consultation with the Dean of Arts and Sciences and OIRA, committees of faculty in GE-participating departments reviewed procedures, instruments, and learning outcomes in addition to studying material from SUNY discipline-related panels. After considering various options, the following decisions were made:

Critical Thinking -- The established essay method as designed to evaluate reading and analysis will continue. Instead of individual faculty choosing an article for assessment, faculty in the particular GE category will create a “pool” of appropriate articles. The essay questions as well as the grading rubrics will be modified to more directly reflect the desired learning outcomes.

Mathematics -- A nationally normed, standardized test will be utilized for some of the learning outcomes, along with the SUNY-approved rubrics for other learning outcomes.

Writing -- Changes have already been made. Beginning in fall 2005, students produce a draft and a final version of an argumentative research essay that demonstrates benchmark skills. Since many students have difficulty with writing, SUNY Cortland seeks to create a “culture of writing.” “Writing Intensive” courses in upper level and major classes have long been graduation requirements. More recently, the College Writing Committee (with membership from across the campus) has sponsored \$5000 grants to departments to promote writing in the

disciplines, and the Writing Coordinator facilitates numerous workshops for faculty throughout the year. In 2006-2007 a composition course with an added laboratory component was piloted. During spring 2007 a faculty survey about student writing was conducted, and a “writing summit” was organized through the College Writing Committee and the Provost’s Office. For 2007-2008 there are plans to become a site for the National Writing Project, and for spring 2008 a Writing Fellows pilot program is proposed.

A part of assessment of GE has involved the correlation with SUNY General Education. When SUNY introduced a System-wide program in 2001, the College already had a well established GE program. Because the Cortland categories were broader and more rigorous than those of SUNY, faculty wanted to retain the distinct campus program. The result was a two-track, separate, yet sometimes overlapping General Education that complicated scheduling and advising. To address the issues generated by this situation, the Provost appointed a GE Task Force and charged it with integrating the two programs. After two years of discussions, the Task Force submitted recommendations to the Faculty Senate in spring 2006, and a campus-wide referendum endorsed the integrated, new Cortland General Education Program to become effective in fall 2007 (*SUNY Cortland: 2006-2007 Undergraduate Catalog*, pages 38-43 – refer to: www.cortland.edu/catalog).

B. Assessment in the Major

All academic departments had developed assessment plans by 2002. These plans identify goals and objectives, strategies for achieving the goals and objectives, and methods for measuring success. Given the diversity of major programs, departments have chosen a variety of assessment approaches including written and visual portfolios, pre-and post-testing, capstone seminars and culminating experiences, student performances, as well as interviews with and surveys of employers. At present, all departments are on a five-year pre-determined cycle of program assessment, and these assessments involve external reviewers.

Since many departments and all three Schools have teacher preparation majors, designated National Council for Accreditation of Teacher Education (NCATE) standards and required state examinations are necessarily integrated into assessment planning. Accredited by NCATE in 2004 and due for reaccreditation in 2010, the College is continually evaluating the quality of teacher preparation. Overseeing all programs is the Teacher Education Council (TEC), a body that meets at least twice a semester with representation from all programs. Subdivisions of the TEC include the TEC Curriculum Committee which reviews all course and program proposals in teacher education, and the TEC Review Committee

which evaluates individual students in terms of academic preparation and behavioral dispositions prior to student teaching. Most important are learning outcomes, and all teacher education candidates are assessed at six specific checkpoints, five throughout their program and one through an employer survey after graduation. An online assessment, the Teacher Education Candidate Assessment System (TECAS) monitors the progress of candidates in reference to thirteen learning outcomes as defined in the SUNY Cortland Conceptual Framework (refer to: www.cortland.edu/ncate with the link “Institutional Report, 2004,” pages 28-29, 55-77), and candidates must demonstrate mastery of all thirteen outcomes before graduation (Mission Review I, 2005, page 37). In addition, all candidates must successfully complete the mandated New York State Teacher Certification Examinations on Assessment of Teaching Skills-Written and on the Liberal Arts and Sciences Test. In 2004-2005, the most recent year for which data are available, the Cortland pass rates were 100% and 99%, respectively.

Specific accreditation for major programs in teacher preparation and non-teacher preparation has been attained in the following areas by the indicated accrediting body:

- Adolescence Education: English -- National Council of Teachers of English
- Adolescence Education: Mathematics -- National Council for Teachers of Mathematics
- Adolescence Education: Science Programs -- National Science Teachers Association
- Adolescence Education: Social Studies -- National Council for Social Studies
- Athletic Training -- Commission on Accreditation of Athletic Training Education
- Chemistry -- American Chemical Society
- Childhood Education -- Association for Childhood Education International
- Early Childhood -- National Association for the Education of the Young Child
- Educational Leadership -- Educational Leadership Constituent Council
- Literacy -- International Reading Association
- Physical Education -- American Alliance for Health, Physical Education/National Association for Sport and Physical Education
- Recreation and Leisure Studies -- National Recreation and Park Association
- Teaching Students with Disabilities -- Council for Exceptional Children (CEC)

Attempts are made to schedule accreditation efforts to correspond with the five-year campus review cycle in order to focus assessment activities.

At the department level, a variety of changes have occurred due to assessment. Curriculum has been modified, new faculty positions established, equipment funds supported, and in a rare instance several programs eliminated. All academic departments evaluate majors, minors, and concentrations. The three departments described below represent a sampling of departmental assessment, and more detailed information on assessment process and program improvement for these and other departments can be found at: www.cortland.edu/oir with the link “Assessment Activities” or upon request.

Childhood and Early Childhood (School of Education)

Utilizing TaskStream, a data management system for program and course assessment, along with portfolio review, the department has substantially revised the undergraduate curriculum and reports a reconfiguration of advising loads and even office staff locations.

Exercise Science and Sport Studies (School of Professional Studies)

The department uses several instruments including grade analyses and writing samples as well as surveys of students and alumni. Among the improvements initiated have been a non-research culminating experience in Kinesiology, the addition of a research methods course in Athletic Training, and the redesign of some clinical activities.

History (School of Arts and Sciences)

Faculty praise the benefits of pre-testing at the beginning of the freshman year and post-testing in the second half of the senior year. Extensive interviews and questionnaires are also utilized. Specifically in the teacher preparation major, requirements have been added for an electronic portfolio and an “Educational Autobiography,” an exercise which focuses on the evolution of student thinking about the needs of diverse learners.

III. Finance And Management

Assessment efforts in the Division of Finance and Management are indicated in the annual reports between 2002 and 2006 (refer to Appendix O). The main accomplishments, according to the Vice President for Finance and Management, were in reference to balancing the budget and maintaining financial reserves. Still, selected examples of individual units demonstrate program review and improvement.

Auxiliary Services Corporation (ASC)

Analyzing student surveys and with student representation on its board, ASC opened the Bookmark Café in Memorial Library during 2004-2005 and reopened a remodeled, expanded menu, eating facility during 2006. Meal plan alternatives have likewise been reconsidered because of student input. The “Fish Philosophy,” which concentrates on customer service and employee morale, was implemented in 2003-2004, in conjunction with new textbook pricing and buyback policies intended to address the rising cost of textbooks in a student-favorable manner.

Business Office

The Business Office was commended for a project audit as a model for other SUNY institutions. Along with reorganization, innovations have centered on a web-based accounting system, a web-based credit card payment system, and a web-based purchasing system.

Human Resources Office

Human Resources is continually revising publications and orientation sessions for new staff and student employees. The introduction of an annual recognition luncheon and the alternate work schedule have been especially well received on campus, and procedural modifications in consultative search committees are progressing.

IV. Institutional Advancement

Of all the divisions, Institutional Advancement has undergone the most changes in recent years. The College and the Cortland College Foundation, Inc., have strengthened their partnership to increase fund-raising capabilities. A new Vice President has assumed full responsibilities in spring 2007, and other turnover in personnel has delayed initiatives. Nevertheless, alterations in operations and institutional planning are occurring as described in some of the units (refer to the Institutional Advancement Strategic Plan – Appendix U).

Alumni Affairs

While traditional class reunions continue successfully, the Office is exploring different ways of communicating with younger alumni who are more technologically inclined as well as more time constrained. In addition, an historic home has been purchased as an official Alumni House.

Offices of Leadership Gifts and Planned Gifts

In order to increase private giving, positions were created during 2004-2005. Databases and software have also been installed and donor recognition categories redesigned in preparation for a capital campaign (refer to Chapter 6).

Publications and Electronic Media Office

Linking academic and publication needs, a new catalog management system is being implemented. Improvements in curriculum accuracy will be accomplished, and personnel freed to complete other campus priorities.

V. Student Affairs

The numerous units in the Division of Student Affairs are indicated in the annual reports between 2002 and 2006 (refer to Appendix G). Particularly noteworthy examples of program review and improvement involve:

Academic Support and Achievement Program (ASAP)

Serving over 40% of the undergraduate population annually, ASAP maintains records of individual progress and trains student tutors. In 2006, ASAP received the SUNY Outstanding Student Affairs Program Award in Student Retention for Supplementary Instruction, an approach which provides extra support for students in those courses with historically high percentages of D's, E's, and withdrawals.

Counseling Center

The Counseling Center has been accredited and was fully reaccredited in 2005-2006 by the International Association of Counseling Services. During 2004-2005 an on-campus "Client Satisfaction Survey" showed that students were 90% pleased with their experiences with the Counseling Center. Further, and reflecting a changing society, three staff members have achieved licensure as Mental Health Counselors under the New York State Mental Health Licensure Law.

Office of Judicial Affairs

In 2002-2003, an instrument was revised to assess student responses to judicial processes on campus. An evaluation of responses in 2003-2004 indicated that both student justices and students charged with violations believed that procedures were administered fairly and professionally. As part of such program review, training of student justices has improved; alterations in the *Code of Student Conduct* have occurred, and presentations have been given at least once a year in all the residence halls.

Student Health Service

Accredited until 2009 through the Accreditation Association for Ambulatory Health Care, Inc., the Student Health Service was ranked #1 in all of SUNY by the Student Opinion Survey. On-campus assessment, with a goal of 90% student satisfaction, attained a 93% in 2004-2005 and a 94% in 2005-2006. Quality assurance and benchmark studies are also ongoing.

VI. Coordination of College Planning with Campus Needs

Other examples of assessment exhibit integration of College approaches with institutional needs. Certainly alcohol and drug abuse are concerns on every campus. In 2002-2003 the Vice President for Student Affairs established the Alcohol Task Force and in 2003-2004 participated in a Communities That Care Coalition three-year grant of \$236,400 for alcohol education. In 2002, through the Office of Substance Abuse Prevention and Education, Cortland was recognized by the American College Health Association as one of the top three universities nationwide with a decrease in the amount of binge drinking and an increase in the percentage of students who abstained from alcohol. The Office also created Alcohol Awareness Week and introduced courses on alcohol and marijuana use: "Alcohol EDU," "The Judicial Educator," and "E-Chug," respectively. In cooperation with the Office of Health Promotion, the Office offered a class on "Sex, Drugs, and the College Student" and sponsored a regional conference on alcohol use. The Office of Health Promotion has additionally trained Peer Health Advocates, and over 1000 students attend the "Wellness Wednesdays" series every year.

A more dramatic event that tested the emergency response plan took place in spring 2006 when the downtown Clock Tower Apartment Building was totally destroyed by fire. Displacing thirty students at the end of the academic year, this crisis united the campus and the community. The Division of Student Affairs coordinated relief efforts with the local Fire and Police Departments, the Red Cross, YWCA, and ASC. Because many of the students were graduating seniors, the collaboration with Academic Affairs was essential, and faculty provided personal as well as academic assistance.

At present, response plans are being developed for two potential emergencies. The Pandemic Flu Emergency Preparedness Task Force has been meeting monthly for over a year. With representatives from across the institution, the Task Force had four members who attended an exercise with emergency responders from the county and the state in July 2006, and in May 2007 the Task Force activated a website (refer to: www.cortland.edu/pandemic). All-College planning is similarly occurring in the aftermath of the Virginia Tech tragedy. Warning systems such as sirens and reverse 911 communications are being explored, and measures should be in place for fall 2007.

VII. Connecting Assessment With Institutional Planning And Resource Allocation

Assessment is definitely acknowledged as a significant instrument in institutional planning, and financial support for assessment is evident. For years the Graduate Survey, as administered through the Career Services Office, has produced necessary and valuable information for all divisions of the College. More recently the Student Opinion Survey has been utilized, and in 2008, the National Survey of Student Engagement will become yet another instrument for assessment.

Moreover, Cortland has instituted Assessment Incentive Grants to encourage all units to evaluate programs. In 2005-2006, six grants totaling \$5,955 were awarded, and another \$10,581 was designated for such goals as external review, faculty-staff retreats, purchase of software, and design of materials. One suggestion from the Middle States team was: “the inclusion of participation in assessment activities in the annual Discretionary Salary Increase.” (Middle States Evaluation Report, page 10 -- refer to Appendix B)

Budgeting for assessment activities has occurred and the connection of assessment with institutional planning and resource allocation is advancing at varying degrees. For SUNY Cortland’s progress in this regard, refer to Chapter 6.

CHAPTER 6

Institutional Planning and Resource Allocation

Institutional planning and resource allocation naturally follow from the identification of challenges and opportunities, an analysis of enrollment and financial trends, and the assessment of all programs. While institutional planning is ongoing at Cortland and throughout SUNY, resource allocation occurs on two distinct levels -- the state level as well as the local level. The connection between planning and budgeting involves campus decisions and priorities.

I. The Budget Development Process

A. On the State Level

Budgeting for State Funds and Capital Operations begins in January and continues through early spring. The New York State fiscal year is between April 1 and March 31, whereas the SUNY fiscal year is between July 1 and June 30. The process assumes the approval of the budget for the next fiscal year during the current fiscal year. Once the governor proposes the executive budget, negotiations between the governor and the legislature proceed until final agreement. Adjustments are made for contractual salary raises, anticipated energy cost increases, and other inflationary projections. Funds are then allocated by SUNY System to the campuses based on a formula that includes tuition revenue (refer to Chapter 4). Over the past twenty years the state budget has often been approved after the start of the College's fiscal year, a fact that hinders both institutional planning and resource allocation. For example, in 2006, executive and legislative agreement was actually achieved in early April, yet funds were not available to SUNY institutions until the summer months.

On different cycles, budgeting for Dormitory Income Fund Reimbursable (DIFR) operations begins in November and for the five-year DIFR capital plan in February. As self-sustaining accounts, revenues must exceed expenditures, and room rates are established in the spring for the next academic year (refer to Chapter 4). For those services utilized by both the academic and residential areas (e.g., technology, security), costs are shared, as is the case with other self-sustaining Income Fund Reimbursable (IFR) accounts.

B. On the Campus Level

The President's Cabinet, composed of the President, the Executive Assistant to the President, and the Vice Presidents of the four College divisions (Academic Affairs, Finance and Management, Institutional Advancement, and Student Affairs), makes the final decisions about the

allocation of all funds. Campus-wide involvement in identifying institutional needs occurs through the strategic planning process in each division. Widespread participation is sought through established channels of administrative organization and shared governance as well as through specially appointed committees. The campus community is further engaged through vice presidential and presidential retreats in late spring and early summer. The resulting strategic plans are then disseminated to the entire College for input, and the revised strategic plans form the basis for budgeting during the fiscal year.

In the fall, the President's Cabinet determines staffing for the following year, a significant issue since 80% of the budget is for salaries (Personal Service Regular and Temporary Service). Along with the State Funds, salary savings through resignations and retirements are indicated. Any new positions have been identified through the campus planning process and communication with SUNY System through Mission Reviews and the Memoranda of Understanding. By balancing College needs with available funds, the President's Cabinet approves specific positions for the next academic year.

In units with mandatory fees, activities must be fully funded by those fees, and these Income Fund Reimbursable (IFR) accounts are self-sustaining. At Cortland mandatory fees include the: Athletic Fee, College Fee, Student Health Fee, Technology Fee, Transportation Fee, and Student Activity Fee. For instance, the Technology Fee supports operating costs in addition to the acquisition of academic software and hardware enhancements, and the Transportation Fee supports daily expenditures of personnel and fuel as well as the purchase of new busses.

II. The Changing Nature of Institutional Planning

Since 1984, the President's Council and the Long Range Planning Committee (LRPC) of the Faculty Senate have collaborated in recognizing College priorities. The President's Council is composed of the President, the Executive Assistant to the President, Vice Presidents, Associate Provosts, Deans, and Directors, while the LRPC is a committee elected through the Faculty Senate and consisting of designated membership to reflect the various campus constituencies. The collaborative arrangement between administrative and faculty representatives was commended by the Middle States team as "an effective and appropriate vehicle," despite the absence of a recognized entity that explicitly integrates campus planning and assessment functions (Middle States Evaluation Report, page 12 -- refer to Appendix B). In spring 2005, the LRPC recommended that one person or office oversee the multiple planning processes simultaneously occurring across the College.

In spring 2005, in order to coordinate strategic planning campus-wide and to avoid duplication of institutional effort, President Bitterbaum restructured the process by using the SUNY-wide Mission Review goals as a guide for strategic planning. He instituted a five-year approach, as with the Mission Review model, in lieu of the previous two-year LRPC cycle. Replacing voluntary ad hoc groups with divisional committees chaired by the appropriate vice president, he called for representatives from across the campus to formulate five-year goals, objectives, and initiatives for the respective areas. The President further requested that the LRPC continue to serve as a review and recommending body to provide College-wide perspective and input, as well as to apprise all of SUNY Cortland of each division's progress in accomplishing the goals of the strategic plans.

Two years into the revised process, the LRPC has developed review procedures which were endorsed by the Faculty Senate in May 2007 (refer to Appendix V). For instance, the Committee reviewed the Academic Affairs Strategic Plan and met with the Provost's Cabinet in fall 2006. The Committee met again with the Provost's Cabinet at an extended afternoon forum open to the entire campus community in spring 2007.

With the revised process, improvements in funding have taken place. During 2002-2005, the President's Council and the LRPC indicated seven institutional priorities, and those priorities received \$200,000 – about .002% of the existing \$40 million annual budget from State Funds. In contrast, \$1 million has been allocated for priorities stated in the strategic plans of Academic Affairs and Student Affairs, and that support is a substantial increase to 2% of the current \$50+ million annual budget. Progress in integrating planning with resources is evident, and a portion of the necessary funding has been drawn from campus reserves to supplement the base budget. The 2002 Middle States visiting team recommended that the College “identify an ongoing, stable funding source for the long range planning process and for assessment” (Middle States Evaluation Report, page 12 -- refer to Appendix B), a goal that SUNY Cortland strives to achieve.

III. Connecting Institutional Planning with Resource Allocation

As described, SUNY Cortland has just begun the implementation of five-year institutional planning. Discussions across the campus became part of the College's interaction with SUNY System in the development of Mission Review II during 2005 and the subsequent Memorandum of Understanding II during 2006. Directions for 2005-2010 have been designated through the institutional plans and affirmed by SUNY and now must be incorporated into resource allocation. For a better understanding of the connection between institutional planning and resource allocation, specific examples from each of the four College divisions are given.

A. Academic Affairs

The Academic Affairs Strategic Plan has six major goals over the next five years. Each of these major goals includes sub-goals with descriptions of actions required, indicators of success, timelines for implementation, and required resources. In most instances, the accomplishment of the goals will involve multi-year efforts, but in some cases goals have already been achieved, and in two areas reconsideration has occurred due to further assessment. Reflecting the identified “challenges” (refer to Chapter 3) as well as program assessments (refer to Chapter 5), examples from the major goals are:

1. Support and Enhance Academic Excellence

- Increase Full-Time Faculty and Support for Faculty:
 - two positions in each of four years to reduce the number of courses currently taught by part-time adjunct instructors -- The sub-goal is for 70% of all courses to be taught by full-time, tenure-track faculty (revised from 80% due to budgetary constraints), and in fall 2006, this sub-goal was met with 72% of all courses taught by full-time faculty.
 - allocation of \$600,000 annually to adjust for salary compression and equity concerns -- Efforts to address salary issues have begun through a campus increase above the 3% state-negotiated increase and through the Discretionary Salary Increase process (refer to Chapter 3).
 - funding for an annual replacement cycle for computers and servers -- already approved by the President’s Cabinet
 - increase of the library budget for necessary materials -- Amounts of \$25,000 in 2005-2006 and \$35,000 in 2006-2007 were added to augment the base budget. \$25,000 has presently been added to the 2007-2008 base budget.

 - Develop New Programs:
 - B.F.A. in Studio Art -- completed for fall 2007 with no immediate additional resources
 - M.S. in Sport Management -- completed and implemented in fall 2006 with three new faculty positions
 - M.S. in Communication Disorders, in Community Health, and in International Sport Management -- projected and requiring new faculty positions
- 2. Make SUNY Cortland a More Culturally Competent Institution**
- Establish a Multicultural Life Council -- completed in 2006 in collaboration with Student Affairs and requiring no additional resources (refer to Chapter 2).

- Create a new, second position of Multicultural Life Coordinator – completed in 2007 in collaboration with Student Affairs (refer to Chapter 2).

3. Internationalize the Campus

- Add a faculty position in English as a Second Language to the Department of International Communications and Culture -- completed in 2005
- Form a learning community specifically for international students -- completed in 2006 -- The original sub-goal was for a summer institute, but with greater consultation and assessment, the learning community approach was deemed more helpful to international students.

4. Support Research and Scholarship through Sponsored Activity

- Develop five mentor/mentee relationships annually for each of five years to promote faculty scholarship and grant writing -- completed for 2006-2007 with \$10,000 from the budget of the Office of Research and Sponsored Programs.
- Employ a graduate assistant to research funding opportunities -- completed for 2006-2007

5. Implement the Teaching-Learning Center and Learning Commons as a Campus-Wide Resource

- Reconfigure space in Memorial Library for the Teaching-Learning Center and Learning Commons, install the necessary technology, and purchase furnishings -- completed in fall 2006 with \$200,000 of local funding and a special appropriation of \$100,000 from a local state legislator
- Review and refine the mission statements of the participating units and create a unifying mission statement for the entire Learning Commons -- The mission statement for the Writing Center is being revised after a semester of operations so that the unifying mission statement will be altered accordingly.

6. Create a Highly Effective and Efficient Division of Academic Affairs

- Establish an African-American Studies Department for better integration of course offerings and faculty resources -- completed in fall 2006
- Establish Branch Campuses:
 Corning Community College -- in progress and receiving additional resources as enrollments warrant
 SUNY Delhi -- no longer part of the strategic plan after further faculty consultation and program assessment

For the entire Academic Affairs Strategic Plan, refer to Appendix I. For the Long Range Planning Committee response to the plan, refer to Appendix W.

B. Finance and Management

Institutional planning in Finance and Management has concentrated on the updating of the 1996 Facilities Master Plan. Through 2005-2006 the Facilities Management Office held meetings of representatives from across the campus and from the architectural firm of Holt Architects, and significant projects were identified. With the timely appropriation of over \$100 million in Capital Funds through state government between 2003 and 2008, the projects funded over the next five years are:

- \$42 million -- for renovation projects and critical maintenance
- \$20 million -- to upgrade the Bowers Science Hall
- \$15 million -- for remodeling and an addition to Studio West
- \$13 million -- to upgrade residence halls
- \$10 million -- to construct a new Education Building

Projects either underway or in design and that should be completed by the end of 2010 include renovation of the Dowd Fine Arts Center, Cornish Hall, Moffett Center, and Sperry Learning Resource Center (The Executive Summary of the Facilities Master Plan – refer to Appendix X).

C. Institutional Advancement

Planning for Institutional Advancement focuses on financial support for both present strategic goals and a future capital campaign (refer to Appendix U). To implement the goals and objectives for Institutional Advancement, the following resources were allocated during 2005-2006 for:

- three new positions (one for each School) for major gifts
- a manager for planned giving
- a manager for estate planning
- acquisition of Raiser's Edge software
- purchase of an historic Cortland home as the Alumni House

D. Student Affairs

The Student Affairs Strategic Plan – like that of Academic Affairs – incorporates goals, sub-goals, necessary actions, success indicators, timelines, and required resources (refer to Appendix Y). Examples from the five major goals are considered:

1. **Develop Strategies for Facilities That Support Student Affairs**
 - Construction of the Glass Tower Hall, a “green” residence hall, the first new residence hall in over thirty years -- completed in fall 2005 on time and under budget
 - Renovation of existing residence halls -- completion of Alger Hall in 2003, Hayes Hall in 2004, Bishop Hall in 2006, and Shea Hall due to be completed in fall 2007
 - An 80% affirmative student referendum to raise fees for a new Student Life Center -- completed in 2004 and now a part of the Facilities Master Plan

2. **Create a Succession Plan** -- in progress

3. **Strengthen Intentional Connections Between Students, Faculty, and Staff**
 - Introduction of *Connectivities*, an electronic newsletter -- completed in 2005-2006
 - Continued participation in learning communities

4. **Provide Institutional Leadership to Increase Number of Students of Color**
 - Establishment of a Multicultural Life Council -- completed in 2006 in collaboration with Academic Affairs and requiring no additional resources (refer to Chapter 2)
 - Creation of a new, second position of Multicultural Life Coordinator -- completed in 2007 in collaboration with Academic Affairs (refer to Chapter 3)
 - Increased awareness of diversity -- an ongoing annual average of over fifty programs on diversity issues in the residence halls

5. **Improve Assessment to Include Measurement of Learning Outcomes** -- refer to Chapter 5

IV. **Conclusion**

The connecting of program assessment, institutional planning, and resource allocation is central to maintaining and strengthening SUNY Cortland’s preparation of students, support for faculty and staff, and outreach efforts to the broader community. While five-year strategies are in place and already being realized, the College must be flexible in responding to new challenges and opportunities in the changing environment of the twenty-first century.

Middle States Periodic Review Report Appendices

Appendix A - PRR Certification Statement

Appendix B - Middle States Evaluation Report, 2002

Appendix C - Memorandum of Understanding II, October 2006

Appendix D – SUNY Cortland Budget Decentralization Committee Final Report, 2002

Appendix E – Committee on the Status and Education of Women: Campus Gender Climate Survey, 2006

Appendix F – Report of the Provost’s Ad Hoc Committee on Multicultural Initiatives: Infusing Diversity into the Curriculum, 2002

Appendix G – Summary of the Annual Reports from the Division of Student Affairs, 2002-2006

Appendix H – Multicultural Life Council Proposal

Appendix I – Academic Affairs Strategic Plan, 2005-2010

Appendix J – UUP Summary of Tenure-Track Faculty on the Payroll in October of the Stated Year

Appendix K – AAUP Faculty Salary Survey, 2002-2006

Appendix L – “UUP Salary Special, 2005-2006”, pages 39-80

Appendix M – Salary Inequity 2006: Understanding Salary Inequity through Econometric Analysis

Appendix N – SUNY Cortland Foundations of Excellence: Recommendations from Cortland’s Self-Study of the First Year Experience

Appendix O – Summary of the Annual Reports from the Division of Finance and Management, 2002-2006

Appendix P – International Programs at SUNY Cortland, 2006-2007

Appendix Q – Enrollment Trends and Projections, 2001-2012

Appendix R - Finance Trends and Projections, 2001-2011

Appendix S – Graduate Survey and the Student Opinion Survey Assessment Instruments

Appendix T - State University of New York College at Cortland: 2005-2006 General Education Assessment Report

Appendix U - Institutional Advancement Strategic Plan, 2007-2012

Appendix V – Faculty Senate Long-Range Planning Committee Proposed Process for Input Regarding Divisional Strategic Plans

Appendix W - Long-Range Planning Committee Response to the Academic Affairs Strategic Plan

Appendix X – 2006 Master Plan Update: Executive Summary of the Facilities Master Plan

Appendix Y - Student Affairs Strategic Plan, 2006

Materials Available Electronically

6. "Assessment Activities," Office of Institutional Research and Assessment, www.cortland.edu/oir
7. "College Catalogs," www.cortland.edu/catalog
8. "Important Factors in Deciding About Your Career at SUNY Cortland, 2004-2005," <http://libsurveys.cortland.edu/employeecareerissuesreport.pdf>
9. "NCATE Institutional Report (2004)," Teacher Certification and Accreditation at SUNY Cortland, www.cortland.edu/ncate
10. "Pandemic Flu Preparedness," www.cortland.edu/pandemic

Other Documents Available Upon Request

11. Cortland's Efforts/Commitment to ADA Compliance Projects (October 2006)
12. Examples of Assessment and Improvement in Degree Programs
13. Facilities Master Plan (2006)
14. Financial Documents
 - Capital Appropriations Report, 2005-2006
 - Dormitory Income Fund Reimbursable Budget, 2004-2005 and 2005-2006
 - Income Fund Reimbursable Budget, 2005-2005 and 2005-2006
 - State Operating Budget – Form 1 Financial Plan, 2004-2005 and 2005-2006
 - State Operating budget from SUNY System, 2004-2005 and 2005-2006
 - Summer Session Accounts, 2004-2005 and 2005-2006
15. Provost's Sub-Group on Campus Climate: The Effect of SUNY Cortland's Campus Climate on the Ethnic Student Population (2005)
16. Provost's Task Force for Academic Affairs Restructuring Final Report (2005)
17. Provost's Update on Academic Affairs
 - July 2002 - June 2003
 - July 2003 - June 2004
 - July 2004 - June 2005
 - July 2005 - June 2006
18. Report of the Diversity Task Force for Curriculum
19. Report of the Provost's Task Force for Creating an Ethnic and Gender Studies Department (2004)
20. Substantive Change Request for a Branch Campus at Corning Community College.