
Memorandum of Understanding

State University of New York College at Cortland

and the

State University of New York

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1.0 Campus Role and Distinctiveness

Founded in 1868, SUNY Cortland is a comprehensive, primarily residential, arts and sciences college with a traditional college-age population. The current Mission Statement outlines the following elements as central to the College's mission: Strength in teacher education; high-quality programs in the arts, humanities, and sciences; excellence in teaching, scholarship, and service to the community; commitment to international education; and producing good citizens with a strong social conscience who seek to "make a difference" in the world. The College offers nationally recognized majors in Physical Education and Recreation and Leisure Studies, and has achieved national prominence in Division III athletics, with an emphasis as appropriate on the scholar-athlete. At present the College fields twenty-five intercollegiate athletic teams, with more than 725 students as active participants. An additional distinction is SUNY Cortland's commitment to and reputation in outdoor education, enhanced by its three field campuses, including the historic Huntington Outdoor Education Center at Raquette Lake in the Adirondacks, which is registered as a national historic landmark. The institution ranks among *Consumer's Digest* "top 50 best value" public colleges and universities in the nation.

SUNY Cortland's academic programs reside in three schools: Arts and Sciences, Education, and Professional Studies. The School of Arts and Sciences has had significant advances in the past four years in programs and enrollment, due in large part to the acquisition of a \$1.75 million Title III grant, which helped infuse new pedagogies across all three schools, including learning communities and the use of new technology. The College strongly stresses service learning in its curricular programs, with a focus on civic engagement, and plays an active role in the American Democracy Project. There are concerted efforts to establish relationships with international universities, including Anadolu University in Turkey and the University of Omsk in Russia, with much of this activity taking place in the context of SUNY-wide efforts to strengthen associations with international colleges and universities.

2.0 National Context: Peer Institutions

Comparisons to other, similar institutions provide useful benchmarks for campuses, reinforce an institution's confidence in existing practices, and can lead to new ideas for improvement. For SUNY Cortland, current peer institutions include SUNY Brockport, SUNY Oneonta, and SUNY Oswego as well as two institutions in the Pennsylvania State system, Millersville University and Shippensburg University.

SUNY Cortland regards the following institutions to be aspirational peers: the University of Wisconsin-Eau Claire, the University of North Carolina-Asheville, and California State University-Stanislaus. Criteria used to identify these schools include enrollment, SAT scores, similarity in type of institution, IPEDS 2004 data, graduation rates, budget, quality of students, fundraising efforts, and research/sponsored programs.

Table 1 below provides comparative data for SUNY Cortland and its current and aspirational peers.

Table 1
SUNY Cortland Peer Analysis Table

	SUNY College at Cortland	Current Peer Institutions					Aspirational Peer Institutions		
		SUNY College at Brockport	SUNY College at Oneonta	SUNY College at Oswego	Millersville University of Pennsylvania	Shippensburg University of Pennsylvania	California State University- Stanislaus	University of North Carolina at Asheville	University of Wisconsin- Eau Claire
Total Headcount Enrollment (IPEDS)	7,337	8,742	5,724	8,465	7,861	7,607	8,072	3,446	10,677
Full-Time Headcount Enrollment (IPEDS)	5,802	6,516	5,407	6,945	6,353	6,527	5,049	2,730	9,334
Percent of Enrollment which is Full-Time (IPEDS)	79.1%	74.5%	94.5%	82.0%	80.8%	85.8%	62.5%	79.2%	87.4%
Total Degrees/Certificates Awarded (IPEDS)	1,956	2,136	1,204	1,874	1,355	1,506	1,425	576	1,919
% Course Sections with < 20 Students (College Board) ¹	53.0%	52.0%	41.9%	36.9%	24.1%	22.6%	39.0%	48.1%	33.7%
% Course Sections with > 50 Students (College Board) ¹	4.9%	3.2%	5.6%	9.4%	4.7%	NA	8.1%	NA	11.8%
Total Faculty Headcount (IPEDS)	508	607	412	503	459	396	472	193	926
% Full-Time Faculty (IPEDS)	52.0%	53.7%	53.2%	66.2%	71.5%	85.1%	60.4%	95.9%	68.7%
% Full-Time Faculty with PhD/Terminal Degree (College Board)	82.0%	83.5%	77.2%	78.0%	89.0%	88.3%	84.7%	87.6%	85.5%
% Full-Time Faculty with Tenure (IPEDS)	55.3%	46.9%	48.9%	41.1%	72.3%	60.2%	56.5%	56.2%	38.5%
Faculty Rank Distribution (IPEDS)									
% Full Professor	30.7%	15.6%	24.7%	22.2%	32.8%	28.0%	39.3%	29.4%	34.2%
% Associate Professor	26.9%	30.6%	20.5%	27.0%	29.4%	23.2%	20.0%	27.1%	25.2%
% Assistant Professor	31.4%	38.8%	41.1%	40.5%	34.4%	45.4%	23.2%	28.2%	27.7%
% Instructor	0.8%	4.3%	0.0%	8.1%	3.4%	3.4%	0.0%	1.1%	1.5%
% Lecturer/Other	10.2%	10.7%	13.7%	2.1%	0.0%	0.0%	17.5%	11.9%	11.1%
% No Rank	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%	0.2%
Student/Faculty Ratios and % Adjunct (IPEDS) ¹									
Student FTE/Total Faculty FTE	18.3	18.5	19.6	19.3	18.5	19.8	17.3	16.9	21.6
Student FTE/Total Faculty Headcount	12.7	12.8	13.6	15.1	15.0	17.8	12.8	16.5	17.9
Student FTE/FT Faculty Headcount	23.9	24.2	25.4	22.6	21.0	21.0	21.3	17.2	24.2
Student FTE/Tenure Track Faculty	26.1	29.0	28.7	28.4	21.8	23.1	24.6	19.5	25.6
% Adjunct Faculty	44.8%	46.7%	45.8%	33.4%	28.4%	15.0%	37.3%	2.8%	20.6%
First-Year Retention (2003 Cohort, IPEDS)	81%	81%	79%	78%	79%	80%	80%	80%	79%
% First-Time, Full-Time Students Graduating within Six Years (IPEDS)	49.8%	49.3%	47.2%	56.3%	65.8%	60.5%	43.5%	51.5%	55.9%
SAT Scores 25 th and 75 th Percentiles (IPEDS IC04)	1000/1150	980/1140	1000/1150	1020/1170	960/1150	960/1150	840/1090	1060/1270	1070/1180
% Freshmen with a High School G.P.A. > 3.0 (College Board) ²	73.0%	70.0%	70.0%	66.0%	NA	66.0%	74.0%	98.0%	NA
Freshman Acceptance Rate (IPEDS IC04)	47.0%	34.5%	45.3%	56.9%	60.3%	66.8%	63.2%	72.5%	63.9%
Research Expenditures (NSF)									
Total R & D (in 000s)	\$446	\$757	NA	\$1,207	NA	NA	NA	\$1,108	\$1,131
(Rank)	(539)	(491)	NA	(446)	NA	NA	NA	(455)	(452)
R & D per FT Faculty (in 000's)	\$1.7	\$2.3	NA	\$3.6	NA	NA	NA	\$6.0	\$1.8
Faculty Scholarship (ISI) ³									
Publications/FT Faculty '98-01	0.5	0.6	0.4	0.3	0.4	0.3	0.4	0.8	0.4
Publications/FT Tenure Fac '98-01	0.6	0.7	0.5	0.4	0.4	0.3	0.5	0.9	0.5
Citations/FT Faculty '98-01	0.3	0.2	0.3	0.2	0.2	0.1	0.1	0.6	0.2
Citations/FT Tenure Fac '98-01	0.3	0.2	0.3	0.2	0.2	0.1	0.1	0.7	0.3

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS 2003), the College Board Annual Survey of Colleges (2004-05) except where indicated, Institute for Scientific Information (ISI), National Science Foundation (NSF 2003), and data files maintained by the State University of New York Office of Institutional Research

¹ Course Section Size Data for California State University-Stanislaus taken from the 2003-04 College Board Annual Survey of Colleges.

² Percent of Freshman with a H.S. GPA > 3.0 for SUNY College at Brockport taken from the 2003-04 College Board Annual Survey of Colleges.

³ Institute for Scientific Information (ISI), Summarized by SUNY Office of Institutional Research and Analysis; publications converted to full article equivalents; note full-time faculty are instructional/research faculty regardless of tenure status.

3.0 Economic Impact

One of the goals of Mission Review II is to compile an accurate account of SUNY's impact on the New York State economy. To this end, System Administration has standardized employment and fiscal data across the 64-campus system and will use U.S. Bureau of Economic Analysis multipliers to calculate the total regional and state-wide impacts.

SUNY Cortland regularly conducts studies on its economic impact on the local and regional economy. For example, the College is by far the largest employer in the county (Cortland), and consistent increases in enrollment since 1996 have generated steady revenue growth across that time. In addition, while it is too early to determine the full effects of the new \$18 million Stadium Complex, preliminary indications are that the facility is already having a very positive economic impact on the region.

The most recent economic impact study shows that the College employs 1,434 people and that its activities lead to another 1,116 people being employed. Direct expenditures amount to \$100 million, with additional indirect expenditures amounting to \$135.7 million, accounting for a total economic impact of \$235.7 million (based on U.S. Bureau of Economic Analysis methodology).

4.0 Enrollment and Admissions

4.1 Enrollment growth

SUNY Cortland seeks to achieve a total headcount of 7,168 by 2010, which will curtail the enrollment growth experienced from 1999 to 2003, when enrollments went from 6,901 to 7,327. Anticipated improvements in undergraduate retention combined with a shift to more full-time graduate enrollment will produce slight increases in the AAFTE. To provide stability in enrollment, anticipated increases in retention and graduate enrollment will be offset by reductions in new freshmen and transfers.

Additionally, new majors at the undergraduate level – some supported by the Title III grant – are expected to attract new students, including Biomedical Sciences, Conservation Biology, and Criminology. Other Title III programs include New Communications Media, New Media Design, and Geographic Information Systems. According to the Title III agreement, which concluded in December 2005, SUNY Cortland is expected to enroll a total of 120 new students in these programs by 2010.

In 2004-05, SUNY Cortland graduated larger-than-average classes, principally because of large entering cohorts in 2000 and 2001. This factor, despite an increased first-year retention rate for Fall 2004, reduced the overall continuing-returning rate. The College projects an increase over the next five years in both first-year retention and four- and six-year graduation rates, and expects the undergraduate continuing–returning rate to stabilize over that time. Therefore, despite the apparent decline in the undergraduate continuing-returning headcount projected in Table 2 below, the rate or percentage for this cohort will remain relatively stable.

SUNY Cortland also expects to increase enrollment in graduate programs in both Teacher Education and non-teacher education areas. Graduate enrollment is projected to increase to 20% of the College's total headcount enrollment by Spring 2011, and Fall 2010 graduate enrollment will account for approximately 19% of total enrollment.

Some changes in enrollment mix, particularly at the graduate level, have also occurred, although targeted AAFTE projections are expected to remain the same. However, anticipated reductions in part-time and increases in full-time graduate enrollment are reflected in the table below and will continue to be reflected in subsequent enrollment planning and budgeting models. The College's enrollment projections through 2010 are found in Table 2 below:

Table 2

SUNY Cortland Planned Enrollment – Fall Headcounts and Annual Average FTE

Student Group	Fall 2004 (Actual)	Fall 2005 (Actual) ¹	Fall 2006 (Approved) ²	Fall 2006 (Planned)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Undergraduate								
First-time FT	1,093	1,110	1,075	1,075	1,060	1,050	1,040	1,030
Transfer FT	632	596	605	605	615	620	620	620
Continuing/Returning	4,024	3,983	3,970	3,970	3,950	3,936	3,922	3,919
Total FT Undergraduate	5,749	5,689	5,650	5,650	5,625	5,606	5,582	5,569
Total PT Undergraduate	220	260	260	260	260	260	260	260
Total Undergraduate	5,969	5,949	5,910	5,910	5,885	5,866	5,842	5,829
Graduate								
New Graduate FT	154	141	159	159	199	239	239	239
Continuing/Returning	140	173	154	154	160	188	220	238
Total FT Graduate	294	314	313	313	359	427	459	477
Total PT Graduate	1,087	961	913	913	859	851	853	862
Total Graduate	1,381	1,275	1,226	1,226	1,218	1,278	1,312	1,339
Total Headcount	7,350	7,224	7,136	7,136	7,103	7,144	7,154	7,168
AAFTE	6,390	6,313	6,253	6,253	6,257	6,312	6,326	6,337

Data maintained by the State University of New York Office of Institutional Research and Analysis

¹2005-06 AAFTE is estimated

²Approved funded enrollment, Fiscal Year 2006-07 budget

Enrollment goals are affected by external factors such as changing economic conditions, demographic shifts, and fiscal constraints. Official enrollment targets that are the basis for the University's budget model are set annually through dialogue between campuses and System Administration, and may differ somewhat from the projections shown in Table 2.

4.2 Enrollment mix

SUNY's 2004-08 Master Plan reaffirms the State University's commitment as a public university to ensuring access to the full range of populations served, and therefore emphasizes student diversity as a priority goal for Mission Review II. The percentage of ethnic minority enrollment at SUNY Cortland is low compared with sector peers; possible reasons include geographic location, lower EOP allocation, and program mix. Nevertheless, a small but steady increase in ethnic minority enrollment has occurred, and over the next five years, the College commits to:

- enhancing its efforts to recruit and retain students from under-served populations, and
- achieving additional student diversity through an increase in the international student population.

4.3 Enrollment management plans

SUNY Cortland expects to maintain steady increases in undergraduate enrollment from its region, and believes it will continue to hold market share within this region despite demographic forecasts for high school graduate declines through 2010. Transfer students currently account for approximately 40% of each new student cohort, and are expected to continue to do so.

The College's competing institutions lie primarily within SUNY, and the accepted freshman overlap with sister institutions is greatest with Oneonta, Oswego, Albany, Brockport, New Paltz, and the University of Buffalo. As selectivity has increased over the past five years, so too has overlap with all four of the university centers; overlap decline occurred with Buffalo State, Plattsburgh, and Potsdam over the same period.

Some sample recruitment strategies include: dedicated urban and regional recruitment in New York City (SUNY Metropolitan Recruitment Center); expanded on-campus recruitment initiatives (on-campus visitor programs, weekend options); increased international recruitment (at two-year colleges with significant international student enrollment); and enhanced scholarship resources.

At the graduate level, it is anticipated that through 2010 graduate student enrollment will increase through the development of new programs in the Schools of Professional Studies and Arts and Sciences. Specific examples in Professional Studies include programs in Sport Management and International Sport Management, to be implemented by Fall 2006 and Fall 2007, respectively; Athletic Leadership (Fall 2008); Speech Pathology and Audiology (Fall 2008); and Community Health (Fall 2008). In Arts and Sciences, an M.S. program in Gerontology will be proposed for possible implementation by 2010, and in the School of Education another cohort in the M.S.T. program in Childhood Education has been added.

As a specific commitment in this area, SUNY Cortland will:

- focus new student recruitment efforts on increasing diversity; enrollment by students from central, western, and southeastern New York; international student enrollment; and enrollment into Arts and Sciences programs.

4.4 Selectivity

Since its first Memorandum of Understanding with SUNY System Administration, in which the College stated its intention to remain a Group 3 institution, SUNY Cortland has significantly increased admission selectivity. Group 2 selectivity was achieved in Fall 2003 and maintained in Fall 2004 and 2005. This increase in selectivity has been achieved while maintaining or increasing freshman enrollment and keeping the number of special admits relatively low. For the future, the College plans to increase enrollment in Groups 1 and 2 while reducing enrollment in Group 3, as shown below in Table 3. Overall, SUNY Cortland aspires to elevate its entire new student profile, not just the top tier, thereby preserving the academic, cultural, and athletic strengths that have shaped the institution and that accurately reflect enrollment patterns and the mission of the College.

Table 3

Distribution of First-Time Full-Time Regular Admit Students by Selectivity Group

Selectivity Group	Fall 2004 (Actual)	Fall 2005 (Actual)	Fall 2006 (Planned)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Group 1	13.5%	13.0%	12.5%	12.6%	12.7%	12.8%	12.9%
Group 2	54.4%	53.4%	56.8%	56.9%	57.0%	57.1%	57.1%
Group 3	32.1%	33.5%	30.7%	30.5%	30.3%	30.1%	30.0%
Group 4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Group 5	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Classifiable	0.0%	0.2%	0.3%	0.5%	0.7%	0.9%	1.0%
Special Admits (EOP or Other Risk)	15.7%	16.0%	16.0%	16.0%	16.0%	16.0%	16.0%

5.0 Faculty

5.1 Faculty profile

As of Fall 2005, SUNY Cortland employed 585 faculty members, of whom 285 were full-time, 257 were part-time, and 43 held the rank of lecturer. Fifty-four percent of faculty members were tenured, and there were 78 full professors, 79 associate professors, and 71 assistant professors. Of the full-time faculty, 53% were male and 11.33% were members of ethnic minority groups, and 65.5% of courses were taught by full-time faculty.

The College's first priority in faculty hiring is to replace vacancies due to resignation and retirement; over the past several years, there has been a faculty turnover of almost 50% primarily due to retirement. The second priority is to commit positions to programs consistent with the institution's priorities (e.g., Teaching English to Speakers of Other Languages and

graduate studies). A third priority is to address imbalances in student-faculty ratio; such programs might include Sport Management, History, and Social Studies. In July 2005, the Provost's Cabinet began the development of a comprehensive College-wide Strategic Plan for Academic Affairs, which will identify specific resources for programs targeted for growth, including Criminology, Communications, Economics, Business Economics, and History.

Over the next five years, SUNY Cortland commits to achieving the following:

- having 60% of its faculty full-time and 70% of its courses taught by full-time faculty members (the College has long aspired to have 80% of its courses taught by full-time faculty; achieving this objective is largely dependent on state funding and other external factors),
- having 65% of its faculty members with tenure, and
- increasing full-time ethnic minority faculty representation.

5.2 Faculty development

SUNY Cortland's overall goal in faculty development is to develop each faculty member's full potential as teacher, scholar, researcher, and creative professional. To this end, the Faculty Development Committee and the part-time Director for the Faculty Development Center together create and deliver faculty development programs, including seminars, workshops, learning circles, and conferences on teaching. In addition, the College Research Committee operates a research mentoring program, and the Office of Sponsored Programs and Research helps faculty identify funding opportunities, provides grant writing assistance, and assists in grant administration. Further, each dean provides financial travel assistance for faculty, which is supplemented by the Office of the Provost.

5.3 Scholarship and research/Sponsored activity

As of 2004-05, SUNY Cortland's total sponsored research expenditures (direct and indirect) were \$3,038,500, an increase from \$1,897,100 for 1999-2000 when the first Memorandum of Understanding was written. At present, the College ranks eighth in terms of total sponsored activity in the comprehensive sector.

An immediate challenge in this area is the fact that three funding streams, including the \$1.75 million Title III grant, expired in Fall 2005, resulting in the loss of \$0.5 million annually. As a result, the institution has revised its strategic plan for funded research. This plan includes a number of goals, summarized below, and achievement of these goals is based on several key assumptions. First, these research goals must be a campus priority. Second, research must be viewed as supporting effective teaching and providing students with experiential learning opportunities. Third, funded research and scholarship must be an important factor in tenure decisions. Fourth, faculty interested in developing a research agenda must receive strong institutional support. Fifth, faculty recruitment must factor in successful research experience.

Finally, campus laboratories must receive attention, and strategic planning is necessary to upgrade these facilities.

As part of Mission Review II, SUNY Cortland will commit to:

- maintaining faculty/staff participation in funded research and scholarship at the current 20% through 2010,
- striving to increase participation,
- increasing external proposal submission rates through the College’s internal grant programs from the current 67% to 75% by 2010, and
- attaining a total of annual research and development expenditures of \$2.6 million and maintaining that level through 2010 (see Table 4 below).

Table 4

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

2004-05 and 2005-06 figures reported by the SUNY Research Foundation

5.4 Faculty review: tenure and promotion

Faculty review, promotion, and tenure procedures, which have not changed since Mission Review I, are in accordance with current Policies of the Board of Trustees, the current Agreement between the State of New York and UUP, and the current Compilation of Codes, Rules and Regulations, State of New York. All recommendations are based on the following criteria: overall official record of candidates’ training, teaching and other relevant experiences and achievement in their academic field and related areas; service to the College and to the profession; in the case of promotion, criteria for rank-to-rank promotion approved by the Faculty Senate. Procedures are as follows: 1) The department personnel committee reviews a candidate’s materials and makes a recommendation, providing a rationale, to the chair of the department; 2) the department chair reviews and makes a recommendation, with rationale, to the school personnel committee; 3) the school personnel committee reviews and forwards its recommendation to the dean; 4) the dean reviews and makes a recommendation to the provost; 5) the provost reviews and submits a recommendation to the President; and 6) the President makes the final decision. At each step of the process the candidate is informed of the materials reviewed, and of the recommendation of each level of review. All materials are forwarded, along with recommendations, to the next level of review.

The Faculty Senate recently passed a resolution authorizing a pilot peer observation program, the results of which will determine whether such observation becomes part of the regular review

process for teaching. In addition, the Faculty Affairs Committee and the Course Teacher Evaluation Committee of the Faculty Senate along with the Faculty Development Committee have held three rounds of discussion regarding an alternate model for faculty reviews, and these discussions will culminate in recommendations to the Faculty Senate.

External review of scholarship is not yet fully incorporated into the tenure and promotion process at SUNY Cortland, although faculty scholarship does pass peer review through the process used by professional journals. In addition, following extensive discussion, the College requires external review for promotion from the rank of Associate Professor to that of Professor; further discussion regarding external peer review is expected to continue. For its part, System Administration urges the College to agree that the criterion of external peer review is the best evidence of the quality of all faculty members' scholarship/research, and to actively seek to develop a procedure for external peer review of scholarship and research for all tenure-track faculty appointments.

5.5 Faculty opinion and satisfaction/Faculty governance

SUNY Cortland participated in the 2001-02 HERI faculty survey, administered a local Faculty Satisfaction, Need, and Career Assessment Survey in 2004-05, and will administer the Foundations of Excellence Faculty/Staff Assessment Survey in Fall 2005. The Foundations of Excellence Survey assesses faculty awareness and knowledge of first-year student issues, programming, and pedagogical topics. Results will be used to gauge current awareness of first-year program planning.

The HERI survey outcomes were shared with academic administrators, discussed with academic department chairs, and disseminated to multiple planning committees and task forces. Data from the Cortland Comprehensive Faculty Survey – which focused on issues such as faculty acceptance of positions, retention, and physical environment – are currently being analyzed, and a report will be disseminated to the campus community by Fall 2006.

In addition, faculty opinion is sought through focus groups, academic department meetings, the Academic Affairs council, and the Joint Chairs Council. The College's long-range planning takes place jointly between the College's administration and the Long Range Planning Committee (LRPC), a committee of the Faculty Senate, a collaboration that dates back to 1984.

Overall, faculty morale appears to be improving as concerns are addressed. Following comprehensive discussions, it was decided that, as of 2005-06, all departments would have a 3/3 teaching load. In addition, the issue of low adjunct faculty salaries was reviewed, and the College recently raised both adjunct salaries and those for summer and winter-session courses. Further, faculty will receive an across-the-board salary increase (i.e., around \$850) to their base, and should receive an additional across-the-board increase (tentatively set at \$550) in the fairly near future. The approval of the construction of a new \$10 million Education Building has also increased morale, especially for faculty in the School of Education.

6.0 Academic Program Directions

6.1 Undergraduate programs

In the School of Arts and Sciences, the new B.A. in Teaching English as a Second Language (TESL) was registered by SED in 2005. This program, offered in conjunction with Anadolu University through an articulation agreement, provides a specific avenue for Turkish students to acquire a dual degree in ESL instruction, and helps meet the regional and national need for ESL teachers.

Other academic program plans in the School of Arts and Sciences through 2010 include:

- development of a B.F.A. degree program in Studio Art;
- discussions on the possibility of offering a major in Archeology within the Sociology/ Anthropology Department;
- ensuring that both majors and pre-majors participate in freshmen learning communities, with these experiences offered by a variety of departments; and
- including within all Arts and Sciences majors an internship or research practicum that will serve as the centerpiece of a certificate program, in an effort to promote student career advancement.

In the School of Professional Studies, new undergraduate programs include a B.S. in Professional Studies, the conversion of three concentrations in Recreation and Leisure Studies (Therapeutic Recreation, Management of Leisure Services, Outdoor Recreation Management and Education) to B.S. degrees, and a concentration in Coaching, offered by the Department of Physical Education. In the School of Education, discussion has resumed regarding a proposed five-year program (4 + 1).

In addition, SUNY Cortland is engaged at present in discussions with Corning Community College to offer Cortland upper-division programs at its site, and is in fact pursuing Branch Campus status with this institution, an activity that entails a Master Plan Amendment. Programs under consideration include Human Services, and program implementation, pending approval by System Administration and registration by the State Education Department, is presently projected for 2007.

Low enrollment programs are being closely examined in order to determine viability and critical contributions to the mission of the institution. Recent activity includes de-registration of baccalaureate programs in Adolescence Education: Biology; Adolescence Education: Chemistry; and Adolescence Education: Earth Science. The B.A. in Adolescence Education: Physics remains deactivated, with review ongoing.

6.2 Majors/programs with national/regional distinction

SUNY Cortland's teacher education programs are NCATE-accredited. In addition, the Athletic Training program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Chemistry program is recognized by the American Chemical Society, and the Archeology Field School (Anthropology program) is recognized by the Society for Professional Archaeologists (SPA). The Recreation and Leisure Studies program was recently reaccredited by the National Recreation and Park Association/American Association for Leisure and Recreation Council and Accreditation. For the future, the College's commits to:

- continuing to seek national accreditation for its programs as appropriate.

6.3 General education

SUNY Cortland's general education program is both rigorous and innovative, and includes a minimum of seven credit hours in the sciences and up to four semesters of foreign language. The program meets all the requirements of the SUNY General Education policy, and also includes two unique program categories that address issues central to contemporary society: Prejudice and Discrimination; and Science, Technology and Human Affairs.

6.4 Graduate and professional programs and support for graduate education

Academic program planning at SUNY Cortland at the graduate level is in place through 2010. In the School of Professional Studies, master's degree programs will be proposed for Sport Management (2006), International Sport Management (2007), Speech Pathology and Audiology (Fall 2008), and Community Health (Fall 2008), consistent with the planned increases in the number of graduate programs, graduate students, and international students. The program in Speech Pathology and Audiology is designed to attract Cortland graduates who presently go to private institutions (e.g., Ithaca College, Syracuse University). The program in International Sport Management is envisioned as a collaborative venture between SUNY Cortland and London Metropolitan University, and will capture an international population. The adaptive concentration in the Physical Education will be eliminated.

As mentioned earlier, in the School of Education another cohort in the M.S.T. program in Childhood Education has been added in order to accommodate the growing number of part-time students. In the School of Arts and Sciences, a master's degree in Gerontology will be proposed for implementation in 2010.

As part of its commitment to quality graduate education, the College re-established the Graduate Studies Office in 2001. The Director oversees the development and application of policies and procedures campus-wide, works with the academic deans on program development, and ensures the efficient and timely delivery of academic programs and services. SUNY Cortland grants graduate faculty status to faculty who have an earned doctorate (or highest terminal degree in their field of specialization) and hold rank of professor or associate professor. Seventy-four faculty members currently hold graduate faculty status.

The College currently receives System funding of \$56,200 annually which supports 16 graduate assistantships for two semesters. The College also supports 29 additional assistantships/ internships from private funds. Going forward, the College intends to develop additional graduate assistantships, with the Director of Graduate Studies and the Director of Sponsored Programs working to identify funding opportunities.

6.5 Teacher education

Teacher education at SUNY Cortland is built upon the foundation of liberal learning and a commitment to the development of teachers who have exceptional pedagogical knowledge and skills. To this end, the College's three schools all house teacher education programs, a structure that reflects the concept that the entire institution and faculty share responsibility for preparing future teachers. Overall, SUNY Cortland has 63 teacher education programs that, collectively, make up the Teacher Education Unit.

As noted earlier, SUNY Cortland's teacher education programs are NCATE-accredited, and with the recent changes to the Childhood Education and Early Childhood Education programs, the campus is fully compliant with SUNY's *A New Vision in Teacher Education*. The College interacts actively with SUTEC and is a full participant in the Teacher Education Transfer Template (TETT).

The College's Cortland Urban Recruitment of Educators (CURE) program offers scholarships in the teacher education programs for a commitment to teach in high-need, urban schools in New York State for a minimum of two years after graduation. The program is very successful although it is dependent on sufficient scholarship support for its participants. The College also has a Teacher Education Candidate Assessment System (TECAS) in place which assesses candidates' performance through the teacher education programs. Each candidate is assessed on thirteen SUNY Cortland learning outcomes, based on its conceptual framework. The TECAS software is dynamic and available online to individual candidates, advisors, faculty members, and administrators. Finally, graduates from Cortland teacher preparation programs consistently perform well on the New York State Teacher Certification Exams, with average passing rates in the 96-98% range over the past several years.

6.6 International programs

SUNY Cortland has one of the largest study abroad programs in the SUNY System. Established in 1963, the Office of International Programs currently operates 33 programs in thirteen countries, including Australia, Belize, China, Costa Rica, Egypt, England, France, Germany, Ireland, Kenya, Mexico, Spain, and Venezuela. Graduate and undergraduate exchange, dual diploma, and study abroad programs are currently under development at the University of Pultusk (Poland), St. Martin's University (England), Anadolu and Izmir universities (Turkey), the University of The Gambia, and Capital Normal University (China). In addition to the innovative master's degree program in International Sport Management described earlier, a second program is in draft stage at the campus level.

Complementing these structured study abroad programs, SUNY Cortland has a number of other programs – some department-based and others through individual faculty – that provide opportunities for students to study or intern abroad. Examples include the teacher training programs at London Metropolitan University and the University of the Sunshine Coast in Queensland, Australia as well the Deutsch Sporthochschule in Cologne, Germany for students in Physical Education, Sport Management, and Exercise Science.

Overall, the number of international students studying at SUNY Cortland has been steadily increasing in the last few years, with 35 students in Fall 2004 and 53 students in Fall 2005. At present, the College has matriculated international students from Colombia, Cyprus, South Korea, Peru, China, Japan, Mali, and The Gambia. SUNY Cortland's long-range plan for international education is to systematically address reorganization and to develop a more effective and robust organizational structure, designed to increase both study-abroad enrollment and the number of matriculated international students at the College. As a result, the institution anticipates a substantial increase in the number of visits and exchanges of faculty, service programs, and efforts toward external fundraising.

6.7 Collaborative academic programming

SUNY Cortland strongly supports collaborative academic programs, often through articulation agreements, with a number of institutions, both within and outside SUNY. Current articulation agreements include: a 4+1 B.S. Business Economics/M.B.A. program with Clarkson University; a 3+2 Physics/Engineering program with Clarkson University and the College of Ceramics at Alfred, Binghamton University, the University at Buffalo, Case Western Reserve University, and Stony Brook University; an A.A./A.S. program + B.A./B.S. in Human Service Studies with several community colleges; an affiliation agreement in Biology with Environmental Science and Forestry, Upstate Medical University, Duke University, the College of Optometry, and New York Chiropractic College; advancement to an M.P.A. in Political Science at Binghamton University; and an English M.A.T. with Purchase College.

As noted earlier, SUNY Cortland is pursuing Branch Campus status at Corning Community College. The College is also developing jointly-registered 2+2+2 M.A.T. degree programs with Mohawk Valley and Herkimer County community colleges and with SUNY IT in Adolescence Education: English; Physics; and Mathematics. Further, SUNY Cortland is collaborating with the City of Cortland on the Main Street Initiative, through which the College will offer credit- and non-credit courses on Main Street in Cortland. In addition, a collaborative partnership with WetStone Technologies Inc. provides direct student participation in biometrics research.

6.8 Technology-enhanced learning environments

Faculty members at SUNY Cortland are consistently encouraged to increase their use of technology-enhanced learning environments. As examples, financial incentives are offered to faculty interested in developing asynchronous courses and incorporating technology into their courses, and an Instructional Materials Designer, Faculty Trainer, Digital Imaging Specialist, and Academic Web Coordinator assist faculty in developing technology-based courses. As of 2005-

06, ten grants per year are offered to faculty to develop asynchronous, online courses for summer and winter sessions.

SUNY Cortland has been offering online distance education courses since Fall 1998. To this point, 91 such courses have been offered with a total enrollment of 1,042 students. Of these courses, 40% were offered through the SUNY Learning Network and 60% through the College's course management platform (WebCT). Local students make up approximately 90% of online enrollment.

For the future, the College is committed to:

- increasing the number of full-time faculty who incorporate Web-based learning into their courses – currently around 50% – by 10% (of the current 170) each year for the next five years.

6.9 Library services and support

SUNY Cortland's Memorial Library provides an inviting physical environment, responsive user-centered services, and leading-edge information-rich Web-based services and collections, including research assistance and support, software training, instruction in information and computer literacy, and circulation of materials and equipment such as cameras and laptop computers. The Computer Applications Program, primarily taught by library faculty, offers technology courses in the context of subject disciplines and includes a rigorous minor. The library collaborates with other Information Resources departments to provide seamless information and technology services. Librarians and library staff are active in a variety of SUNY-wide organizations including SUNYLA, and the SUNY Council of Library Directors.

The library collections contain well over 400,000 books and monographs, hundreds of print subscriptions, and online journals. SUNY Cortland plays a leadership role in *SUNYConnect* (the College is a beta test campus for this initiative), endorses the SUNY Open Access Policy, and participates in regional resource-sharing through the South Central Research Library Council. In addition, the College has implemented ILLIAD, the inter-library loan software, and is participating in a pilot program to speed materials delivery among the four-year comprehensive colleges. Unfortunately, a flat library acquisitions budget has not kept pace with inflation, and not all areas of the collection are adequate to support curricular needs. The provost and the President's Cabinet continue to explore ways of acquiring additional funding.

6.10 Assessment of academic programs

SUNY Cortland is in full compliance with the SUNY Assessment Initiative, for both general education assessment and assessment of the major, and has found that the initiative serves as an effective tool in encouraging departments to reflect closely on their programs and make necessary changes. In addition, the College is in the process of implementing three additional projects that aim to enhance the timely access, dissemination, and planning of related assessment activities: 1) the TECAS system, described above, for assessing teacher education students; 2) full online access to historical and current student enrollment, retention, and graduation

information cross-tabbed by numerous variables including school, department, major, and student demographics; and 3) a comprehensive review of the campus' existing general education assessment approach.

It is also important to note that all administrative and support and service units are required to have assessment plans. Currently, the Office of Institutional Research and Assessment is creating in online venue that will provide a central location for all assessment activities undertaken by these units. Further, in addition to its regular administration of the SUNY Student Opinion Survey (SOS), SUNY Cortland has developed a local version of this instrument, which allows the institution to collect more detailed information to support areas underrepresented with content on the SOS.

For the future, SUNY Cortland makes the following commitments:

- to work toward the implementation of Strengthened Campus-Based Assessment following the timeline established by System Administration as well as the GEAR Group's assessment guidelines, and
- to use assessment results to make changes in curricular programs and course delivery as appropriate.

6.11 Responsiveness to state needs

SUNY Cortland responds to New York State needs in a variety of ways, including academic program offerings (e.g., teacher education, business economics); service learning and internship opportunities through the Community Outreach Partnership Center grant from the U.S. Housing and Urban Development Agency; the Migrant Education Outreach Program; and free hearing screenings to local Head Start children by the Department of Speech Pathology and Audiology.

In addition, the Access to College Education (ACE) program provides resources to high school students, the Liberty Partnerships Program (LPP) provides programming for at-risk youth to promote the completion of high school, and the \$120,000 Mathematics Grant assists students at risk in mathematics. As another example, the Center for Education Exchange (CEE) coordinates workshops, conferences, and other events for students, faculty, and area K-12 teachers and administrators. Finally, the American Democracy Project and the Institute for Civic Engagement afford opportunities for student engagement in community service. That office will be moving downtown as part of the Main Street Initiative, thereby providing another town-gown collaboration.

7.0 Student Outcomes

7.1 Retention and graduation rates

SUNY Cortland has numerous efforts underway to improve retention and graduation rates. For example, the number of freshman learning communities has been increased, and the eventual goal is participation by all freshmen and transfer students. Improvements in advising have also

been made, with the First-Year Advisement and Transition Office taking on advisement for pre-majors and Childhood Education-wait list students. This office provides advisement training as well on a regular basis to new and veteran faculty, and the Enrollment Management unit is reviewing strategic enrollment and course planning measures in an effort to boost timely graduation. The College is also participating in the Foundations of Excellence self-study under the direction of the Policy Center on the First Year of College, which will yield an action plan for coordinating first-year efforts that will be available for implementation by Fall 2006.

Other retention-related initiatives for first-year students include the following: summer orientation for students and parents; a one-credit course, "COR 101: The Cortland Experience;" advising workshops for faculty and staff advisors; administration of the Noel Levitz College Student Inventory; living-learning communities for students who have not declared a major; and Academic Peer Mentors in residence halls. Programs directed to faculty and staff advisors include: advisor development seminars; the "Wiser Advisor" newsletter; a conference on teaching first-year students; and a session during new faculty orientation on understanding and advising students. Several new initiatives are planned, such as first-year residence halls (for freshmen only), a faculty Residence Hall Talk program, and the development of an early feedback, intervention, and referral system.

As part of Mission Review I, SUNY Cortland experienced steady improvements in both first-year retention and six-year graduation rates, and in fact exceeded its five-year goals. The College's retention and graduation goals for the next five years are provided in Table 5 below:

Table 5

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)

Note: Dates in parentheses indicate cohort year

7.2 Transfer success

SUNY Cortland's most active transfer partners are Broome, Tompkins Cortland, Onondaga, Hudson Valley, Nassau, Suffolk County, Cayuga County, Mohawk Valley, Monroe, and Corning community colleges. As noted earlier, around 40% of the College's annual entering class is comprised of transfer students.

SUNY Cortland actively recruits and advises its transfer students. Staff members attend transfer recruitment programs around the State, and make more detailed visits to local community

colleges. In addition, Web-based transfer equivalency charts and articulation agreements foster relationships between transfer counselors and community college faculty. At present, the College is in the process of building a graduation rate database for both transfers and native students.

The first-year retention rate of Cortland's transfer students is lower than that of its first-time, full-time cohort (72.6% and 82% respectively). However, transition programming for transfer students was incorporated into the College's transfer retention efforts two years ago, and is contributing to notable increases in retention. The campus is also developing new sections of its freshman orientation course (COR 101) specifically for transfer students as an aid in improving transfer first-year retention.

SUNY Cortland notes that the four-year post-transfer graduation rates have fluctuated over the past five-seven years but, on average, have not improved significantly. Therefore, Cortland is continuing to seek ways of improving transfer graduation rates, and makes projections for the next five years as shown below in Table 6.

Table 6

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)
Four-Year Graduation Rate	68% (2000)	68.8% (2004)	69.2% (2006)

Note: Year in parentheses denotes transfer year.

Note: Graduation rates are calculated four years post transfer.

8.0 Student Support and Student Life

SUNY Cortland has a wide array of programs designed to support and enhance the education and developmental goals of its students. Students appear to be fairly satisfied with their experience at the College based on results from the 2003 Student Opinion Survey (SOS). As specific examples, the College was rated "Average +" for its sector on students' perceptions of Campus Computing, and scored in the "Average" category for Academic Experience, Course Availability/Registration, and Overall Satisfaction.

Despite the overall general satisfaction of its students, the College's Student Affairs division continues to improve programs and services, with the reaccreditation of the Counseling Center and the student Health Center as one example. In addition, the student academic support office (ASAP) continues to develop new programs, such as one that focuses on students admitted through the special talent process.

The Residential Services (RS) staff plays a very active role in student success from helping design the campus' first new residence hall in over 30 years to coordinating the living-learning communities in the residence halls. At the current time, approximately 98% of the entering freshman class lives in SUNY Cortland's residence halls, and this experience provides both formal and informal opportunities for students to learn, grow, and mature. Formal programming and student discussions of topics such as communication, conflict resolution, and problem solving are also provided. The RS staff plays a vital role in assisting students to connect to the College, and staff members are expected to intervene directly when students experience difficulty that could negatively affect their overall success. Such connections have proven to have a positive impact on retention rates.

Currently, approximately 10% of Cortland's freshman class participates in living-learning communities. National research on learning communities has demonstrated their effectiveness in supporting student retention and satisfaction. Over the next five years, the College plans a modest (5-10%) increase in student participation in living-learning communities.

For the future, SUNY Cortland makes the following commitment:

- to continue to administer surveys of student perceptions of the campus, including the NSSE, which will be a part of the SUNY-wide Strengthened Campus-Based Assessment beginning in Spring 2008.

9.0 Technology

At SUNY Cortland, the unit of Information Resources develops, plans, and manages the campus' information and technological resources and services. The overall mission is to ensure that students graduate with the necessary information, computer fluency, and skills to function in a constantly changing society. The College's "Planning for Technology" document – which assesses current status and future needs of voice and data communications, technology classrooms and laboratories, distance and online learning, technology support, and institutional databases – is reviewed and updated periodically. In addition, a formal liaison between information resources technology and faculty has been established. The Information Resources staff is active in *SUNYConnect*, *SUNYSAT*, *EDToa/COA/ TOA*, *CCIO*, *SUNY Librarians Association*, *ITEC* software/hardware support, and *SICAS* Operations and Governance boards.

The College currently has 35 (out of 100) technology classrooms, 21 video classrooms, and 18 general purpose and 27 special purpose computer laboratories (containing 772 computers), all with access to printing. All classrooms have network connectivity. Currently, the technology classrooms are equipped with computer, projector, control panel, document camera, VCR, and audio. Wireless network connectivity is available in many classrooms (i.e., Smart classrooms), and connectivity will continue as funds become available at an approximate construction cost of \$25,000 per classroom. The renovation of the Sperry Learning Resource Center and the construction of the new Education Building will ensure that all classrooms in those buildings will be Smart classrooms.

For the technology area going forward, the College commits to:

- ensuring that at least six additional classrooms are converted to Smart classrooms by 2010, with additional conversion contingent upon funding;
- identifying funding for regular replacement of faculty computers on a three-year cycle;
- maintaining/replacing 35 enterprise servers on a five-year replacement cycle;
- increasing the library collections budget to support electronic and traditional materials needs, currently planned for an increase of \$25,000 per year; and
- adding four staff members to support technology classrooms, laboratories, and faculty.

During the next five years, all of System Administration's Institutional Research Systems will be retired and replaced with new systems that will be more effective in supporting the transfer articulation function in the two-year sector, and will provide campus presidents access to better information for benchmarking. The new systems require that campuses prepare new file extracts for submission to System Administration, and in a few cases, provide information that was not requested in the past, but has a high value for both campuses and System Administration. In order to implement the new Institutional Research Systems,

- System Administration will provide information and guidance to plan for the transition and assist with training,
- SUNY Cortland will put in place an implementation plan and commit sufficient resources to meet the implementation schedule,
- SUNY Cortland will ensure an uninterrupted flow of information to meet state and federal reporting requirements, and
- SUNY Cortland will establish a robust process to review the accuracy and completeness of information submitted to System Administration.

10.0 Facilities

The College's main campus covers 191 acres and houses 36 traditional and modern buildings, 14 of which are residence halls for approximately 3,000 students. SUNY Cortland also operates the Outdoor Education Center at Raquette Lake in the Adirondacks (45 buildings), the Hoxie Gorge Nature Preserve outside Cortland, and the Brauer Memorial Geological Field Station, including two buildings on the Helderberg Escarpment near Albany.

The campus has taken steps to ensure the integration of its Capital Plan with institutional goals and priorities. The 2006 Master Plan provides a blueprint for all capital and minor improvements, and the Facilities Master Plan and Oversight Committee (FMPOC) oversees the plan's progress and makes adjustments as needed. The College has also implemented an annual Call for Alteration program, which invites the campus to submit program enhancement requests.

A committee reviews all requests, and based on the campus vision and goals, ranks and recommends projects to the President's Cabinet for funding.

In 2002, a conditional survey of facilities was conducted by a consultant, a Capital Improvement Plan was developed, and priorities set by an FMPOC subcommittee. Categorized results were as follows: 1) Critical Maintenance (247 items at a cost of over \$60 million); and 2) Plant Adaptation projects (12 projects at a cost of over \$80 million). Since the development of the Master Plan and Capital Improvement Plan, however, a new School of Education has been established. The need to review and modify the Master Plan to incorporate this major change is great, and is a priority for the FMPOC. In particular, the campus is exploring a proposal for a new building for the School of Education.

10.1 Campus facilities plan

Recently the 1996 Master Plan was updated, and it now accommodates the new School of Education. This update includes the site issues, landscaping, and utility infrastructure as well as programming. To date, the plan has identified deficiencies in the underground electrical distribution system and several landscaping projects as immediate projects which will be addressed in the future plans.

In addition, the Master Capital Plan has been developed and submitted to SUCF. The campus' current plan includes: a new substation for the North Campus and a new UPS for the main server room, both of which are completed; replacement of a few major roofs and the main section of the steam line; renovation and landscaping of the critical sidewalks and steps around the Dowd Fine Arts Center; and renovation of Brockway Hall to preserve its historic character and house Institutional Advancement. These projects are well underway with completion scheduled for Spring and Summer 2006 (the Brockway Hall renovation was completed in Spring 2006). The Sperry Learning Resource Center is also under construction and scheduled for completion in Summer 2007. Plans are also underway to replace the windows of the Old Main Building; install new generators (especially at the Miller Administration Building, which houses the computer main frame); upgrade the infrastructure; renovate the Bowers Science Buildings (Building II interiors and windows); repave the Bowers parking lot and Water Street; decrease Neubig traffic; and develop programming for the new Education Building for the School of Education as detailed below.

Overall, the program analysis indicates that the campus has adequate net square footage of program space for the size of the College. Some of the shortfalls in categories such as classrooms, laboratories, and department offices are being addressed through the Sperry Learning Resource Center, Brockway Hall, and Cornish Hall projects described below.

10.2 Educational facilities (including research)

As noted above, the 2002 Capital Plan was based on the Campus Master Plan. Since then, the creation of the School of Education and changes in the overall vision for the campus have necessitated adjustments in campus priorities. In addition, the Bowers Science Building requires substantial critical maintenance, program enhancement, and renovation of teaching and research

laboratories. This building is scheduled for partial renovation in the near future, and recently the College received funding for a \$20 million renovation for this building.

The Capital Plan for 2005-09 will provide approximately \$40 million for critical maintenance projects and will include three major renovations: Brockway Hall, Sperry Learning Resource Center, and Cornish Hall. Currently, construction is in progress at the Sperry Learning Resource Center. Work is slated for completion in July 2007 with state-of-the-art classrooms and technology. The new School of Education Building, together with the renovation of Cornish Hall, is funded for a total of \$15.5 million. The project is in progress and is at the Conceptual Design stage. This project will also include an integrated Child Care Center that will serve over 90 children from infancy to pre-K.

The College's three highest facilities priorities are as follows:

1. Renovation of the Bowers Science Buildings (I&II)
Square footage: 142,000; cost: \$20-40 million
2. Addition and Renovation of Studio West to House the School of Professional Studies
Square footage: 30,000 of renovation and 13,000 of addition; cost: \$10-12 million
3. New Student Life Center
Square footage: 130,000; cost: \$30 million

Other unfunded projects and projected costs from the recently updated Master Plan are listed below:

- Upgrade of fire alarm system (\$1 million)
- Upgrade of the underground and primary electric distribution system (\$17 million)
- Site improvement beyond the School of Education and Prospect Terrace (\$5 million)
- Combined heat and power (CHP or Co-Gen) system and central chilled water system (\$9 million)
- Bowers – Library Quad landscaping (\$4 million)
- Lusk Field House renovation (\$2 million)
- Moffett Center renovation (\$17.5 million)
- Interior upgrades to various buildings (\$3 million)
- Van Hoesen Hall (B wing) renovation (\$10-12 million)
- Renovation of Dowd Fine Arts Center lower levels (\$5 million)