
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.