



THE STATE UNIVERSITY *of* NEW YORK



Commitment to Excellence

Budget Request 2007-2008

SUNY LEADERSHIP

BOARD OF TRUSTEES

Thomas F. Egan, Chairman
Randy A. Daniels, Vice Chairman
Alyssa Amyotte
Aminy I. Audi
Robert J. Bellafiore
Christopher P. Conners
Edward F. Cox
John J. Cremins
Candace de Russy
Gordon R. Gross
Stephen J. Hunt
Michael E. Russell
Teresa A. Santiago
Kay Stafford
Harvey F. Wachsman
Gerri Warren-Merrick

CHANCELLOR

John R. Ryan

SENIOR MANAGEMENT

Michael Abbott, University Auditor
Dr. Kimberly R. Cline, Vice Chancellor
and Chief Financial Officer
Dr. Dennis Golladay, Vice Chancellor for
Community Colleges
John J. O'Connor, Vice Chancellor and
Secretary of the University
Dr. Risa I. Palm, Provost and Vice Chancellor
for Academic Affairs
Nicholas Rostow, University Counsel and
Vice Chancellor for Legal Affairs
Michael C. Trunzo, Senior Associate
Vice Chancellor for University Relations
Philip Wood, General Manager
State University Construction Fund

SUNY CAMPUSES PRESIDENTS

UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS

University at Albany - Susan Herbst, *Officer-in-Charge*
Binghamton University - Lois B. DeFleur, *President*
University at Buffalo - John Barclay Simpson, *President*
Stony Brook University - Shirley Strum Kenny, *President*
SUNY Downstate Medical Center - John C. LaRosa, *President*
Upstate Medical University - David R. Smith, *President*
College of Environmental Science and Forestry - Cornelius B. Murphy, *President*
College of Optometry - David Bowers, *Officer-in-Charge*
NYS College of Ceramics at Alfred University - William C. LaCourse, *Interim Unit Head*
NYS College of Agriculture/Life Sciences at Cornell University - Susan Armstrong Henry, *Dean*
NYS College of Human Ecology at Cornell University - Lisa Staiano-Coico, *Dean*
NYS College of Industrial/Labor Relations at Cornell University - Harry C. Katz, *Dean*
NYS College of Veterinary Medicine at Cornell University - Donald F. Smith, *Dean*

UNIVERSITY COLLEGES

SUNY Brockport - John R. Halstead, *President*
Buffalo State College - Muriel A. Howard, *President*
SUNY Cortland - Erik J. Bitterbaum, *President*
Empire State College - Joseph B. Moore, *President*
SUNY Fredonia - Dennis L. Hefner, *President*
SUNY Geneseo - Christopher C. Dahl, *President*
SUNY New Paltz - Steven G. Poskanzer, *President*
SUNY Old Westbury - Calvin O. Butts III, *President*
College at Oneonta - Alan B. Donovan, *President*
SUNY Oswego - Deborah Flemma Stanley, *President*
SUNY Plattsburgh - John Ettling, *President*
SUNY Potsdam - John F. Schwaller, *President*
Purchase College - Thomas J. Schwarz, *President*

COLLEGES OF TECHNOLOGY

Alfred State College - John Clark, *Interim President*
SUNY Canton - Joseph L. Kennedy, *President*
SUNY Cobleskill - Anne Meyers, *Officer-in-Charge*
SUNY Delhi - Candace S. Vancko, *President*
Farmingdale State College - George LaRosa, *Officer-in-Charge*
Maritime College - John W. Craine Jr., *President*
Morrisville State College - Raymond W. Cross, *President*
SUNY Institute of Technology - Peter Spina, *Interim President*

COMMUNITY COLLEGES

Adirondack - Marshall E. Bishop, *President*
Broome - Laurence D. Spraggs, *President*
Cayuga County - Philip Gover, *Interim President*
Clinton - Maurice B. Hickey, *President*
Columbia-Greene - James R. Campion, *President*
Corning - Floyd F. Amann, *President*
Dutchess - D. David Conklin, *President*
Erie - William J. Mariani, *President*
Fashion Institute of Technology - Joyce F. Brown, *President*
Finger Lakes - Daniel T. Hayes, *President*
Fulton-Montgomery - Dustin Swanger, *President*
Genesee - Stuart Steiner, *President*
Herkimer County - Ronald F. Williams, *President*
Hudson Valley - Andrew J. Matonak, *President*
Jamestown - Gregory T. DeCinque, *President*
Jefferson - John W. Deans, *Acting President*
Mohawk Valley - Michael I. Schafer, *President*
Monroe - R. Thomas Flynn, *President*
Nassau - Sean A. Fanelli, *President*
Niagara County - James P. Klyczek, *President*
North Country - Gail Rogers Rice, *President*
Onondaga - Debbie L. Sydow, *President*
Orange County - William Richards, *President*
Rockland - Cliff L. Wood, *President*
Schenectady County - Gabriel J. Basil, *President*
Suffolk County - Shirley Robinson Pippins, *President*
Sullivan County - Mamie H. Golladay, *President*
Tompkins Cortland - Carl E. Haynes, *President*
Ulster County - Donald C. Katt, *President*
Westchester - Joseph N. Hankin, *President*



Table of Contents

I. Mission	2
II. Message from the Chancellor	3
III. Commitment to Excellence	
Accessibility	6
Affordability	7
Accountability	8
Quality	10
IV. Innovation	
Teaching and Learning	16
Research in the Laboratory	19
Driving Economic Development	21
Across the Globe	31
Efficiency and Effectiveness	36
External Funding	39
Informing Public Policy	41
V. 2007-08 Operating Budget Request	
State-Operated and Statutory Campuses	43
Base Level Budget	47
Targeted Initiatives	47
Community Colleges	53
Base Level Budget	53
Targeted Initiatives	53
Budget Request Summary	56
VI. 2007-08 Capital Facilities Budget Request	
Capital Facilities Request	58
Master Capital Plan	59
VII. SUNY Campuses	
University Centers/Doctoral Campuses	66
University Colleges	74
Colleges of Technology	82
Community Colleges	87





Mission of The State University of New York (New York State Education Law, Section 351)

“The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational post-secondary programs including such additional activities in pursuit of these objectives as are necessary or customary.”

“These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals. In fulfilling this mission, the state university shall exercise care to develop and maintain a balance of its human and physical resources that:

- a. recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society;
- b. establishes tuition which most effectively promotes the university’s access goals;
- c. encourages and facilitates basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement;
- d. strengthens its educational and research programs in the health sciences through the provision of high quality care at its hospitals, clinics, and related programs;
- e. shares the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state through a program of public service for the purpose of enhancing the well-being of the people of the state of New York and in protecting our environmental and marine resources;
- f. promotes appropriate program articulation between its state-operated institutions and its community colleges as well as encourages regional networks and cooperative relationships with other educational and cultural institutions for the purpose of better fulfilling its mission of education, research and service.”

MESSAGE FROM CHANCELLOR RYAN

SUNY was founded in 1948 with the foresight of taking the state's Normal Schools and Teacher Colleges and creating a statewide system of higher education accessible to all New Yorkers. As SUNY nears its 60th anniversary, we need to continue our historical commitment to providing a high quality, student-focused accessible, affordable and attainable higher education. We need to fuel economic development by producing graduates who meet the State's growing workforce needs in fields such as healthcare, education, computer technology, engineering, science and math. We need to focus more on campus research and community involvement to support regional economic priorities and challenges. We need to raise philanthropic support and we are more than half way to our collective goal of raising \$3 billion in private support to provide the margin of excellence for each campus. We need to continue to invest in the talented SUNY professionals who will provide our students with the quality education they deserve.

SUNY's enrollment reached a record-breaking level in the fall of 2006, a milestone made possible by targeted investments in the University and by the prudent management of our campus presidents. But there are thousands more prospective students who are seeking a SUNY education and we must be prepared to offer them the opportunity. The demographics of New York State show that future SUNY students will come from an increasingly more diverse group of individuals, intellectually, culturally and financially. To best serve them, SUNY must be equally diverse, addressing the needs of this population from every angle.

Access and affordability are the keys to the future of higher education in New York State, and with additional financial resources, SUNY can continue to show all New Yorkers the gateway to success. This success is not just individual, for SUNY's success fuels New York's economy as well as its national and international stature. As the world transitions to a knowledge-based and global economy, we must continue to invest in higher education. As the world gets flatter, New York State must get smarter.

In this next budget cycle, it is imperative that SUNY expand the programs and initiatives that are attracting these new students to our system – Empire Innovation, Centers for Excellence, local community and international collaboration, research and, above all, affordability, accessibility, and quality.

One of the greatest challenges facing the State University is maintaining a sufficient level of full-time faculty. While part-time faculty perform important service to SUNY, it is our full time faculty who expand our research portfolio, participate in University governance, and shape the culture of our campuses through their commitment to teaching and learning.

Simultaneously, SUNY must maintain its affordable "sticker price" as it continues to achieve top quality. SUNY offers students one of the best college educations in the nation at one of the nation's most affordable prices. As higher education costs continue to rise and state budgets across the nation are increasingly strained, New York State and SUNY can and should implement policies that guarantee even greater affordability and accessibility to higher education.

To that end, SUNY supports the concept of a rational tuition plan that would break the cycle of episodic and unpredictable tuition increases and guarantee a tuition rate for all students for the length of their degree program. Rational tuition is sound policy and a commitment to our students that would allow them to efficiently plan for their education instead of worrying about unexpected tuition rate increases. Moreover, the modest incremental increases would be invested directly back into academic quality initiatives on campuses to enhance the learning atmosphere.

SUNY continues to work diligently to achieve its primary goal of providing each and every SUNY student a top-quality higher education that is affordable, accessible and attainable. At the same time, we must stay focused on the key aspects of higher education that are evolving, such as globalization, economic development, innovation and research.

The University's 2007-08 Budget Request provides a detailed outline of what SUNY has achieved and our vision moving forward relative to affordability, accessibility, accountability, globalization and, above all, quality.

If we are not providing all of our students a top-quality education that is affordable, accessible, and attainable, we are not doing our job. It's that simple.

John R. Ryan, Chancellor
The State University of New York



"If we are not providing all of our students a top-quality education that is affordable, accessible, and attainable, we are not doing our job. It's that simple."

John R. Ryan,
Chancellor



UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS • University at Albany • Binghamton University • University at Buffalo • Stony Brook University • SUNY Downstate Medical Center • Upstate Medical University • College of Environmental Science and Forestry • College of Optometry • NYS College of Ceramics at Alfred University • NYS College of Agriculture/Life Sciences at Cornell University • NYS College of Human Ecology at Cornell University • NYS College of Industrial/Labor Relations at Cornell University • NYS College of Veterinary Medicine at Cornell University

UNIVERSITY COLLEGES SUNY Brockport • Buffalo State College • SUNY Cortland • Empire State College • SUNY Fredonia • SUNY Geneseo • SUNY New Paltz • SUNY Old Westbury • College at Oneonta • SUNY Oswego • SUNY Plattsburgh • SUNY Potsdam • Purchase College

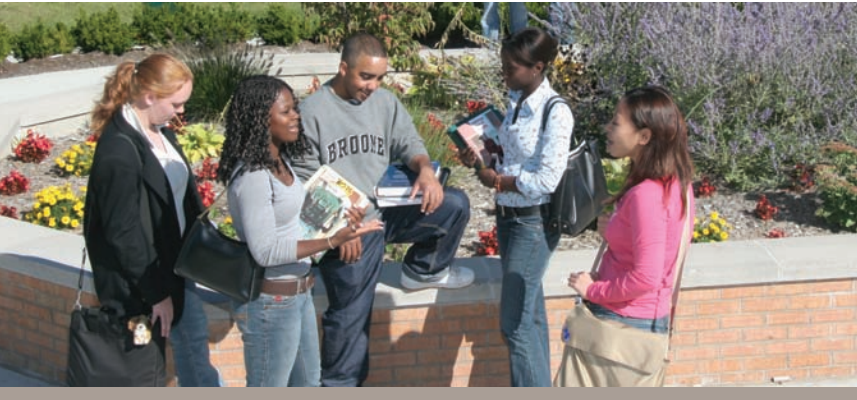
COLLEGES OF TECHNOLOGY Alfred State College • SUNY Canton • SUNY Cobleskill • SUNY Delhi • Farmingdale State College • Maritime College • Morrisville State College • SUNY Institute of Technology

COMMUNITY COLLEGES Adirondack • Broome • Cayuga County • Clinton • Columbia-Greene • Cortland • Dutchess • Erie • Fashion Institute of Technology • Finger Lakes • Fulton-Montgomery • Genesee • Herkimer County • Hudson Valley • Jamestown • Jefferson • Mohawk Valley • Monroe • Nassau • Niagara County • North Country • Onondaga • Orange County • Rockland • Schenectady County • Suffolk County • Sullivan County • Tompkins Cortland • Ulster County • Westchester

COMMITMENT TO EXCELLENCE

THE STATE UNIVERSITY *of* NEW YORK





“We are going to build the SUNY system into the best public university system in the nation. That is our future, that is our economy, and that is how we will build New York.”

**Eliot Spitzer
Governor-Elect
(October 2006)**

ACCESSIBILITY

Access to public higher education is a point of pride and an obligation for the state of New York and, with strategic investment, SUNY can remain an open gateway to better lives and more opportunities for all New Yorkers, regardless of family income. SUNY’s goal is to maintain points of entry for all students through its four-year institutions and its network of community colleges.

Enrollment at SUNY is at a record level of 418,000 students. The number of full-time, first-time students is also at an all-time high, meaning that more students are choosing SUNY each year. While SUNY community college enrollment has increased 15 percent in the past 5 years, enrollment at four-year SUNY campuses has grown at a lesser rate, primarily because state funding for enrollment growth was absent. This has resulted in a growing number of eligible students, including

community college graduates, being denied admission to a four-year SUNY campus. Targeted investment has begun to allow SUNY to hire additional full-time faculty and add course sections to accommodate additional students.

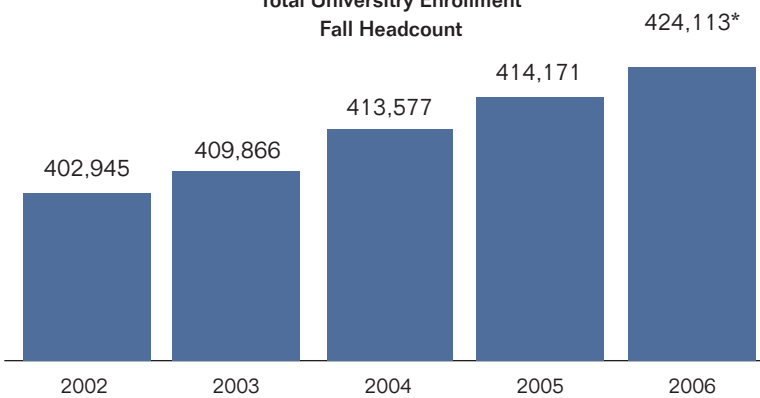
SUNY community colleges, which offer open enrollment, are serving more than 216,000 students. Enrollment of first-time, full-time freshmen at SUNY community colleges has increased nearly 30 percent in the past five years, to more than 38,000 in 2005. This number is projected to increase through the end of the decade as the number of New York State high school graduates continues to grow. It is critical to provide funding to SUNY’s four-year colleges to enable SUNY to meet this growing demand by New York residents.

Community colleges also provide valuable access to retraining and skill development for mid- and late-career workers, single parents and other non-traditional students. The importance of continuing education is rising as New York transitions to a knowledge-based economy, and demand increases for workers with new skills and an aging baby boomer population creates greater need for healthcare workers, many of whom are trained at community colleges.

In addition, for more than 35 years, the University’s Educational Opportunity Program has provided access to public higher education for students whose academic and economic circumstances prevented them from realizing their full potential in high school. SUNY currently enrolls over 10,000 students in its EOP program systemwide. These students received financial assistance, tutoring, mentoring and counseling to assist them in their higher educational pursuits. This group of students graduates at a very high rate into successful career tracks.

As educational costs continue to increase and the pool of college-going students continues to grow, the state needs to uphold its commitment to ensure that every single New York State resident who wants to earn a college degree or further their education has a place in our public higher education system – regardless of income.

**Total University Enrollment
Fall Headcount**



Source: The State University of New York

* Preliminary Estimate



AFFORDABILITY

Affordable higher education is one of the most effective ways we can improve the social and economic future of individuals, our communities, and New York State. It permits students to transcend social and economic barriers and pursue and achieve a high quality college education.

An undergraduate education at the State University of New York is one of the most affordable in the country. Tuition is low, financial aid is plentiful, and the long-term return on investment is excellent. Nearly 80 percent of full-time SUNY students receive financial aid through grants, loans, work study or a combination of the three, minimizing the initial cash outlay for educational expenses and maintaining access to the State University system for low- and middle-income students.

Most important, SUNY tuition is an extremely affordable investment. The state pays more than 60 percent of the cost of educating each undergraduate SUNY student at a four-year institution, keeping SUNY's full tuition amount – or 'sticker price' – well below the regional average and far below the cost of private college tuition. With resident tuition of \$4,350 per year and average annual fees of \$1,072, SUNY offers the lowest average tuition and fees of any four-year public college or university in New England and the Mid-Atlantic Region.

SUNY tuition and fees are also below the national average. According to the 2006 College Board annual survey, the national average for tuition and fees at a public four-year institutions is \$5,836, well above the SUNY average.

SUNY's community colleges provide a gateway to higher earnings and increased personal and professional opportunity for students who are place-bound or cannot afford to live away from home. Community college's open access policy provides entry to higher education for many groups who would not otherwise enroll, including full-time workers and high school graduates without the skills needed to matriculate directly to baccalaureate programs.

The state's Tuition Assistance Program (TAP) is a significant source of aid for many SUNY students. The program awards need-based grants of up to \$5,000 per year to New York State residents who attend college within the state, for a maximum total award to SUNY students of up to \$17,400 over four years. In 2005-06, 128,900 SUNY students received \$261.4 million in tuition assistance through TAP.

TAP makes community and four-year college attendance particularly affordable for students who are economically challenged. With community college tuition averaging \$3,059 and SUNY four-year tuition of \$4,350, both are less than the maximum TAP grant; thus, students from low-income households who maintain their existing living arrangements essentially attend college nearly tuition free.

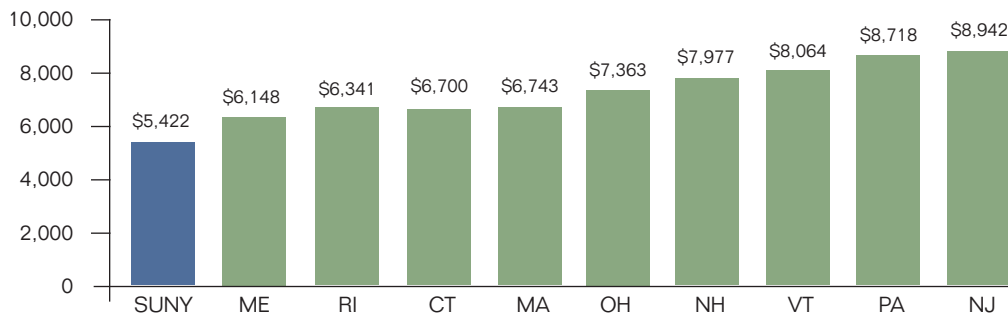
Over a working lifetime, the individual benefits of investment in higher education are substantial, from increased physical and mental health to nearly one million dollars extra in earnings for bachelor's degree holders on average. SUNY is committed to preserving the affordability of public higher education in New York State.



“New Yorkers are fortunate to have the finest public university system in the country right in their backyards. The State University of New York provides an excellent, affordable higher education and is an important partner with State government in attracting new high technology and biotechnology businesses and jobs.”

Senator Joseph Bruno, Majority Leader, NYS Senate

Average In-State Tuition and Fees (Northeastern States, 2006-07)



Source: College Board Survey, 2006-07



“SUNY graduates have been and continue to be the architects of the Empire State. They are the captains of industry, the shapers of the American Dream, the sculptors of our future, and the movers and shakers in every field of endeavor. Plainly and simply, the State University of New York is the finest state university system in the nation.”

Sheldon Silver,
Speaker,
NYS Assembly

ACCOUNTABILITY

The State University of New York has exemplar processes to ensure the quality and rigor of the academic enterprise. Our campus-based, university-wide assessment and planning initiatives position the State University as a national leader in accountability. Created in partnership with our faculty, the SUNY Assessment Initiative and Mission Review Planning Process lay out a series of guidelines and standards that are even more rigorous than those required by regional accrediting agencies.

Assessment

SUNY’s Assessment Initiative is a comprehensive program to improve teaching, learning and curricula by focusing on student learning outcomes. Faculty use sophisticated assessment tools to infuse continuous quality improvement into classroom teaching and academic program design.

The General Education Assessment Program requires all campuses to measure student learning in each of the ten general education subjects: Mathematics, Natural Sciences, Social Sciences,

American History, Western Civilization, Other World Civilizations, Humanities, the Arts, Foreign Language and Basic Communication. Further, student learning is measured in two competency areas consisting of thirty specific student learning outcomes: Critical Thinking (Reasoning) and Information Management.

SUNY requires these measurements to be completed on a three-year cycle and the results used to improve student learning through, for example, modifications to the curriculum and the teaching.

The program guidelines for the Assessment of Academic Majors are stringent ensuring the sustained quality of the academic programs on our campuses. SUNY requires every undergraduate major to undergo a program review on a five- to seven-year cycle. The review must include a detailed self-assessment that focuses on student learning outcomes, as well as an objective evaluation of the self-assessment report from an external review team, including a campus visit and written report to the campus Chief Academic Officer. Since this process began in 2001, well over 1,000 programs across the system have been reviewed. These reviews frequently lead to curricular changes that improve student learning within their academic major.

Mission Review

SUNY uses its nationally recognized Mission Review process for institutional planning across all 64 campuses. This comprehensive planning tool is designed to align the State University’s goals with campus strategic plans. The process culminates in a Memorandum of Understanding (MOU) signed by the Chancellor and Campus President. The MOU requires institutional planning on many facets such as enrollment and admissions, faculty profile and development, academic programs, student outcomes, student life, technology, facilities, administrative structure and external relations.



The Mission Review Process requires each campus to benchmark itself against peer institutions and to articulate specific quantifiable goals that will be achieved during a five-year period. The goals include plans to improve student success as measured, for example, in improved graduation and retention rates. Other areas of emphasis include faculty research and scholarship, and planning for facilities and infrastructure to support the academic enterprise.

Building on the success of the first cycle of Mission Review SUNY is now completing the planning phase of the second cycle marked by the signing of new Memoranda of Understanding for each campus. Our campuses have articulated new goals that continue to move the University toward achieving even higher levels of quality. The MOU serves as an important accountability tool for both campuses and system, allowing the University to measure its progress and improvement on an ongoing basis.



**Accountable
student-centered
institutions
improve the
quality of
educational
outcomes**



At SUNY, the quality of its faculty and students is the driving force behind its growing reputation as one of the nation's premier public university systems.

QUALITY

The quality of an institution is determined by the quality of the people who work, learn and lead within it. At SUNY, the quality of its faculty, students and campus leadership is the driving force behind its growing reputation as one of the nation's premier public university system. SUNY faculty and students are leading unprecedented growth in research, teaching and academic achievement, while campus administrators are ensuring that faculty and students have the tools and resources necessary to ensure a healthy learning environment and that SUNY students are graduating in a timely manner.

Student Quality

Enhanced reputation supported by stronger and broader programs of study has raised the academic profile of incoming students at all SUNY campuses.

Our enrollment and average SAT scores are at all-time highs. Forty-three percent of college-bound New York State students enroll at SUNY each year, and SAT scores of SUNY students continue to rise.

More than 50 percent of those who enrolled at SUNY University Centers in Fall 2003 had SAT

scores above 1200 and grade point averages above 90, comparable to admission profiles found at top public flagship institutions in California, Michigan, Texas and North Carolina. Overall, SUNY four-year campuses averaged 1142 on the SAT, 116 points above the national average.

Faculty Quality

The State University of New York continues to attract, engage and support a diverse faculty of leading teachers and scholars, while advancing the frontiers of knowledge and practice. SUNY faculty include winners of the Nobel Prize for pharmacology, chemistry and physics; Dirac and Fields medalists; winners of MacArthur "Genius" grants and the National Medal of Science; and members of the National Academies of Science, Engineering and Medicine. SUNY faculty are experts in fields as diverse as nanotechnology, medieval literature and textile design.

Award Winning SUNY Faculty

- Dr. CN Yang
1957 Nobel Prize in Physics (Stony Brook)
- Dr. Herbert A. Hauptman
1985 Nobel Prize in Chemistry (UB)
- Dr. Robert F. Furchgott
1998 Nobel Prize in Medicine (Brooklyn HSC)
- Dr. Paul C. Lauterbur
2003 Nobel Prize in Medicine
- Dr. John Milnor
Fields Medalist (Mathematics) (Stony Brook)
- Peter van Nieuwenhuizen
Dirac Medal (Physics) (Stony Brook)
- Lydia Davis
2003 MacArthur Fellow, (U Albany)
- Carl Dennis
2003 Pulitzer Prize (poetry), (UB)

SUNY also has many Pulitzer Prize, Truman Scholars, Grammy, Emmy and Tony winning faculty.



SUNY’s high level of academic quality is produced by constant innovation and reinvestment in its faculty, by maintaining an atmosphere that supports intellectual challenge and inquiry, and by our faculty members’ individual commitments to their students and their work. It is also the product of more pragmatic elements: competitive salaries for attracting top faculty and graduate students, well-equipped laboratories that support groundbreaking research, and a critical mass of full-time faculty whose work extends well beyond the classroom. As SUNY enters its next phase of growth, investment in faculty and research is critical to building quality that enables SUNY to transition from a very good university to one that is great.

Investment in SUNY faculty and research is also essential to New York State’s ability to create economic growth in the coming years. Strategic investment in higher education produces enormous economic benefits not only for college graduates, who earn, on average, an extra million dollars over their working lifetimes because of their college degrees, but also for state and local communities. These benefits are evident in states such as Florida, Arizona, and Virginia, which are investing aggressively in higher education and seeing their grant awards nearly doubling the national average. The benefits of such dramatic growth are widespread: a single \$1 million grant creates 29 jobs, the equivalent of bringing a small business to town.

The United States invests \$40 billion annually in academic research, an amount expected to continue to grow. Substantially increasing the number of SUNY’s research faculty would make the University far more competitive for the growing pool of research funding and dramatically increase both the University’s economic impact and its return on faculty investment. Achieving a critical mass of high-quality research faculty produces a much greater rate of return on the institution’s investment in its faculty. The University of California at Los Angeles, for instance, attracts more than three times as much annual grant funding as it spends on its research

faculty, as does Pennsylvania State University. Both have research faculties about twice as large as SUNY’s largest research centers, the University at Buffalo and Stony Brook University, and generate significantly more research dollars per faculty member.

**Faculty Research Productivity
Selected Universities**

Institution	Number of Faculty	Annual Grants (\$ in Millions)
UCLA	1,711	566
Penn State	1,642	437
UC Berkeley	1,358	387
UC Davis	1,353	342
U Maryland	1,341	252
U Buffalo	974	134
Stony Brook U	707	159

Source: NSF Academic Research and Development and IPEDS

Increasing investment in top faculty would increase the state’s return on its investment in SUNY, and thus the university’s economic impact on New York State. The growth would have a much-needed positive impact on Upstate New York, which houses three of SUNY’s university centers, and expand opportunities for students, business, and citizens statewide.

Using national peer performance as a benchmark, SUNY sets faculty productivity goals in teaching, research and scholarship. Data from national sources suggest the SUNY faculty are in the top ranks of higher education in terms of publications and citations.

The following chart (page 12) shows that full-time SUNY faculty members exceed the national averages for published academic articles at all four-year campuses, and far exceed the averages for doctoral and health science centers.



“The SUNY system is a critical component of the higher education structure in New York State. We have a world class education system with a reputation that allows us to be competitive with the best schools in the nation. Any vision for SUNY’s future must serve to protect the quality, affordability and accessibility to higher education opportunities for all New Yorkers. In addition, the strengthening of business partnerships and investments in emerging technologies will ensure that our colleges and universities are challenging students and properly preparing them for a changing job market.”

– Senator Ken LaValle, Chairman,
Senate Higher Education Committee

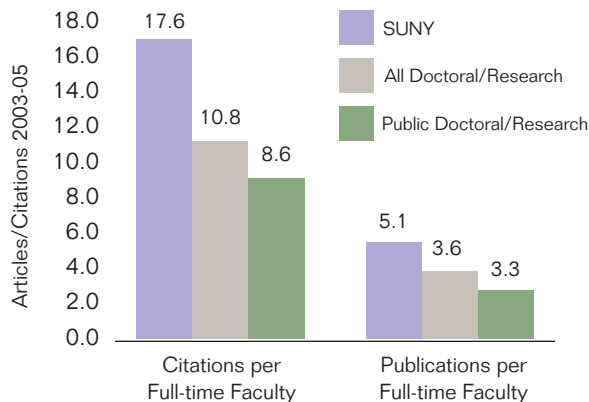
Expanding the level and distinction of the research enterprise within the University is an essential component of SUNY’s mission. Indeed, it is an important component of maintaining and developing the State’s economy in an era of increasing global competition. World-class research promotes SUNY’s stature to the benefit of all New Yorkers. Enhancing the research environment on all campuses enables the University to continue to attract the best and brightest faculty from around the world.

The State University’s Empire Innovation Program, established in Fiscal Year 2006-07, will allow the University to hire sought-after research faculty in specific areas to help drive research and economic development. The program began with the hiring of 33 faculty and will culminate with 200 new faculty over five years who will generate over \$1 billion in economic benefit for the state.

Strengthening the research enterprise also enriches student learning, as research and teaching are closely interrelated and synergistic. Faculty who are actively engaged in creating knowledge bring those insights to their teaching at both the graduate and undergraduate level, and students have opportunities to work with top faculty researchers from whom they learn to do original work.

Finally, university-based research directly and indirectly benefits the people and economy of New York through advancing knowledge from basic research to product development in business partnerships. The \$895 million in external funding attracted each year for SUNY research is a factor in the state’s economic growth. In 2004-05, more than 10,500 sponsored projects on State University campuses supported 18,500 jobs statewide, and SUNY inventions generated \$13.5 million in royalties. As of last year, 47 start-up companies using SUNY inventions and technologies were in operation.

SUNY’s Doctoral/Research Faculty Scholarly Productivity Exceeds National Benchmarks



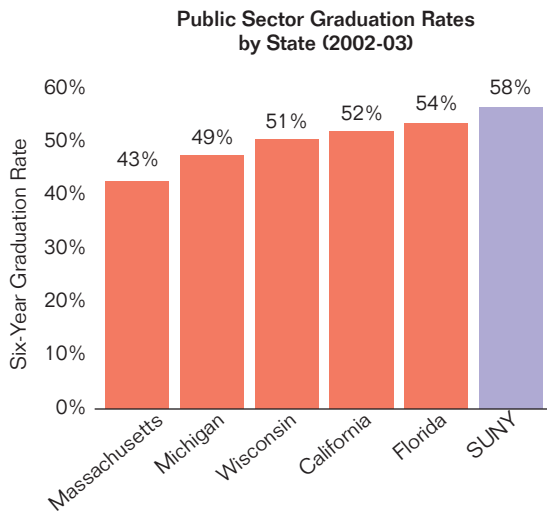
Source: Institute for Scientific Information (ISI)

Compared with public colleges and universities in the same Carnegie classification, nine state-operated SUNY campuses are in the top quartile in total faculty publications per full-time faculty member. For our doctoral campuses, that puts them in the company of institutions such as the University of Wisconsin at Madison, University of Texas at Austin, University of Illinois at Urbana-Champaign, and University of Michigan.¹



Graduation Rates

SUNY’s six-year graduation rate of 58 percent is not only 13 percentage points above the national average graduation rate of 45 percent for publicly funded universities, but also leads the national average for private universities.¹ This trend continues through four- and five-year graduation rates, with SUNY matching or exceeding graduation rates for both public and private universities.



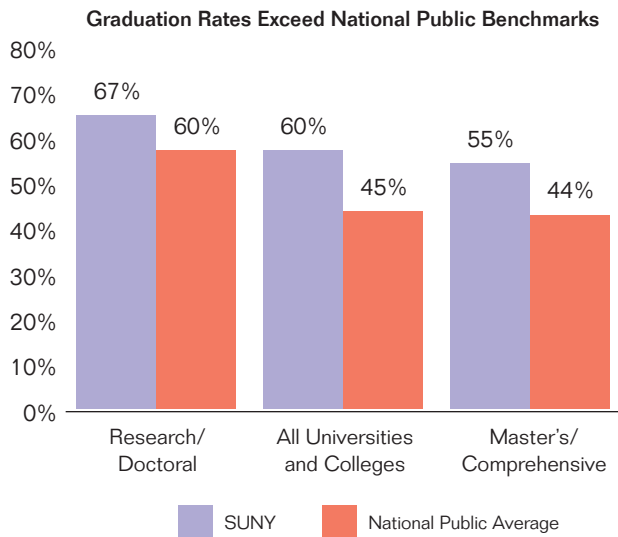
Source: College Board Survey, 2002-03

When compared to their national peer institutions, SUNY schools rank at or near the top. In 2003, the latest year for which national data is available, SUNY Geneseo had the highest four-year graduation rate in the nation, 64 percent, among public comprehensive colleges and is ranked 21st when private colleges are factored in. Other notable rankings of SUNY’s comprehensive colleges include SUNY Fredonia, ranked 7th, and SUNY Plattsburgh, ranked 13th, among public comprehensives.²

SUNY’s university centers also rank high. Binghamton University’s 69 percent graduation rate is the third highest four-year graduation rate in the nation among public research/doctoral universities and was ranked 32nd nationally among all research/doctoral universities in 2003.³ The University at Albany, Stony Brook University and the University at Buffalo all have graduation rates within the top third of the country’s public research/doctoral universities and within the top half when private schools are factored in.³

SUNY’s graduation rate also compares favorably to public colleges and universities in peer states, exceeding the average graduation rates peer institutions in California, Wisconsin, Michigan, Massachusetts and Florida.⁴

The quality of a SUNY education is good. In order to make it great, new initiatives and targeted investments must be made. These investments will assure greater attainment in faculty quality and student achievement.



Source: Integrated Postsecondary Education Data System (IPEDS)

¹Source: Institute for Scientific Information, 1999

² IPEDS Graduation Rate Survey 02-03

³ IPEDS Graduation Rate Survey 02-03

⁴ College Board Survey 2002-03



UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS • University at Albany • Binghamton University • University at Buffalo • Stony Brook University • SUNY Downstate Medical Center • Upstate Medical University • College of Environmental Science and Forestry • College of Optometry • NYS College of Ceramics at Alfred University • NYS College of Agriculture/Life Sciences at Cornell University • NYS College of Human Ecology at Cornell University • NYS College of Industrial/Labor Relations at Cornell University • NYS College of Veterinary Medicine at Cornell University

UNIVERSITY COLLEGES SUNY Brockport • Buffalo State College • SUNY Cortland • Empire State College • SUNY Fredonia • SUNY Geneseo • SUNY New Paltz • SUNY Old Westbury • College at Oneonta • SUNY Oswego • SUNY Plattsburgh • SUNY Potsdam • Purchase College

COLLEGES OF TECHNOLOGY Alfred State College • SUNY Canton • SUNY Cobleskill • SUNY Delhi • Farmingdale State College • Maritime College • Morrisville State College • SUNY Institute of Technology

COMMUNITY COLLEGES Adirondack • Broome • Cayuga County • Clinton • Columbia-Greene • Coming • Dutchess • Erie • Fashion Institute of Technology • Finger Lakes • Fulton-Montgomery • Genesee • Herkimer County • Hudson Valley • Jamestown • Jefferson • Mohawk Valley • Monroe • Nassau • Niagara County • North Country • Onondaga • Orange County • Rockland • Schenectady County • Suffolk County • Sullivan County • Tompkins Cortland • Ulster County • Westchester

INNOVATION

THE STATE UNIVERSITY *of* NEW YORK





“A strong, public higher education system that is accessible to all who seek it out is crucial to our continued growth and development as a state in the 21st century economy. New York has led the way by creating innovative partnerships between our public universities and high-tech industry that will cement our economic foundation for generations to come.”

Assemblyman
Ron Canestrari
Chair, Assembly
Higher Education
Committee

TEACHING AND LEARNING

SUNY’s award winning faculty continually seek innovative ways to enhance student learning and to prepare students to compete in the global marketplace. The following are examples of innovation in teaching and learning from SUNY campuses.

SUNY has 38 campuses with formal honors programs that provide an engaging learning community for highly motivated students through rigorous academic coursework and one-on-one interaction with top faculty and support networks that help honors students achieve at the highest level. For example, the SUNY Plattsburgh Honors Program, established in 1984 and serving over 300 students, is one of the oldest and largest in SUNY. At Plattsburgh, honors students are offered a range of small seminars during their freshman and sophomore year that have been specially designed for the honors program. The program culminates in the junior and senior years with research opportunities directed by faculty mentors that result in a written honors thesis.

Stony Brook University is breaking new ground through its Undergraduate Colleges that are designed to bring students together in thematic

learning communities (Arts, Culture and Humanities; Global Studies; Human Development; Information and Technology Studies; Leadership and Service; and Science and Society). These colleges serve as academic and social communities and are linked to one of six residential living complexes. Each year, first-year students join one of the six colleges and are required to take two consecutive Freshman Seminars. These courses are small, interactive seminars designed to introduce students to thought-provoking subjects. They provide a unique opportunity to explore ideas, learn from peers, and benefit from interaction with faculty in small learning environments.

Buffalo State College’s Volunteer and Service-Learning Center leads efforts to integrate service with learning in academic curricula while improving the success of local agencies and schools in meeting the needs of community residents. Students work with leaders in local agencies on projects designed to enhance community programs that benefit local residents. For the student, service-learning facilitates their attainment of several crucial educational goals of the college, including civic engagement, teamwork, problem solving, public speaking, research, communication, and analytical skills.

Hudson Valley Community College, with key support from its Workforce Development Research and Development Center and its School of Engineering and Industrial Technologies, has partnered with the New York State Energy Research and Development Authority specialists in residential energy conservation and related training and curriculum development. Key features of this program include the establishment of a statewide network of geographically distributed Energy Smart Learning Centers at secondary and post-secondary educational institutions. The “Energy Institute” at Hudson Valley Community College will develop and deliver a broad range of degree and non-degree programs, furthering the impact of this innovative program.

Teacher Education

Teacher preparation, long a core mission of the State University, has now emerged as one of the most urgent policy priorities in the nation. Accordingly, SUNY set out to build on its historic strength in teacher education to assure that all teachers educated at SUNY campuses are superbly prepared and able to meet the challenges posed by the country's rising school performance expectations. The result was a path-breaking initiative entitled *A New Vision in Teacher Education (2001)*.

On an annual basis, SUNY prepares approximately 25 percent of the state's 20,000 new teachers who gain certification through college and university programs. SUNY continually outperforms its public and private peers on state teacher certification exams.

The *New Vision in Teacher Education* action agenda strengthens SUNY's highly regarded teacher education program in three fundamental ways: building in greater academic rigor and accountability by increasing content and clinical preparation requirements; committing significant resources to address New York State's growing need for excellent teachers, especially in urban areas and high-need subjects; and reinforcing a culture of continuous assessment and improvement through accreditation standards.

Specifically, *New Vision* sets rigorous standards that significantly exceed those required by New York State, including content majors for all secondary school teaching candidates; concentrations in relevant disciplines for all elementary school teaching candidates; and 100 hours of field experience prior to student teaching and 75 to 90 days of student teaching, with half of those days served in a high-needs setting.

Building on the success of *A New Vision in Teacher Education*, SUNY has undertaken several new initiatives.

- The SUNY Urban Teacher Education Center (SUTEC), in cooperation with the New York City Department of Education, places SUNY students

in semester-long teaching experiences in the City, providing a broad range of support services. Nearly 50 percent of students placed by SUTEC obtained full-time jobs in City schools upon graduation.

- SUNY is actively administering a \$675,000 FIPSE (Fund for the Improvement of Postsecondary Education) grant to help campuses collaboratively develop processes for assessing teacher education. The results of this project will provide meaningful ways to measure teacher performance in the classroom, looping back to continuously improving our own teacher education programs.

- SUNY System Administration facilitated collaboration between SUNY Teacher Education Programs and SUNY community colleges to develop a Teacher Education Transfer Template (TETT) that provides community college graduates with seamless entry into teacher education programs.

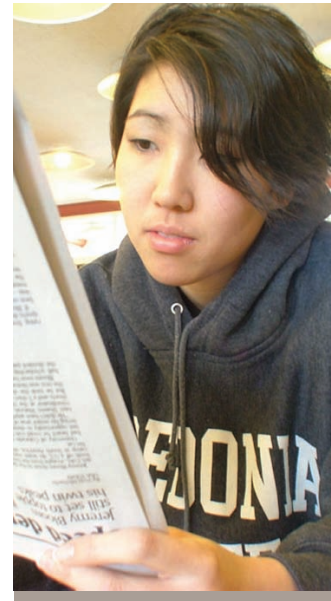
New efforts in the teacher education arena are under way:

- Creation of Regional Advisory Councils throughout New York State in collaboration with the NYSED and Regional BOCES superintendents. These councils will collaboratively discuss teacher education agreements, school planning needs, and alignment between the K-16 curriculum and University expectations.

SUNY Learning Network

The SUNY Learning Network has received awards for excellence in online instruction and programming from the Alfred P. Sloan Foundation and Educause, two prominent national organizations devoted to understanding and promoting distance education.

The SUNY Learning Network (SLN) supports and encourages distance learning over the Internet on the SUNY campuses. Since opening in 1995 with 119 students, SLN has grown to be one of the largest and most prominent online learning programs in the nation. SLN currently supports approximately 100,000 enrollments on 40 SUNY



SUNY prepares approximately 25 percent of the state's 20,000 new teachers who gain certification through college and university programs, and continually outperform its public and private institutions peers on state teacher certification exams.



SUNYConnect, the university's electronically integrated library system, provides universal student and faculty access to over 18 million volumes – housed in 71 different libraries – and thousands of electronic resources and digital images.

campuses in over 100 complete degree and certificate programs and 4,300+ courses.

Through SLN, SUNY extends its academic reach to students already on its campuses, to underserved, working and non-traditional New Yorkers, and to students in other states and nations. It enables cross-campus academic collaborations, leveraging existing resources to create innovative new programs that pool the resources of multiple campuses, such as the new initiative instituting one of the nation's first Bachelors of Electrical Engineering degree online from three SUNY universities, and the SUNY Center for International Online Programs, created this year.

SUNYConnect

SUNYConnect, the university's electronically integrated library system, provides universal student and faculty access to over 18 million volumes – housed in 71 different libraries – and thousands of electronic resources and digital images.

The system integrates the newest technology-based library and information systems with traditional library resources to provide an extensive, up-to-date teaching and learning environment. SUNYConnect features an online uniform catalog that provides the university community with 24/7 access to critical library resources.

SUNYConnect provides a Digital Repository program that provides technology infrastructure to improve access to and preservation of SUNY produced digital content. Many of the collections within the Digital Repository program are freely

available, while the use of other collections is restricted to the SUNY system or individual campuses. The SUNYConnect initiative also includes an effort to expand the University's electronic resource holdings, purchased consortially with significant cost savings.

In 2005, over 4.7 million journal articles were downloaded from the two major SUNYConnect electronic content providers: 1,299,861 titles from Elsevier ScienceDirect, and 3,468,338 from the Gale Group databases.

SUNYConnect added access to thousands of full-text journals in 2006. These included materials across the disciplines and additional coverage in the areas of business and nursing.

The ARTstor Digital Library, also part of SUNYConnect, is comprised of digital images and associated data clips, including: The Carnegie Arts of the United States, a widely used collection of images documenting the history of American art, architecture, visual and material culture, and The Mellon International Dunhuang Archive: high resolution images of wall paintings and sculpture from the Buddhist cave shrines in Dunhuang, China.

SUNYConnect is planning a new series of strategies to unify and expand the collection, to enhance the information retrieval process for students and faculty, and to ensure the libraries' ongoing role at the heart of the University's academic enterprise.



RESEARCH IN THE LABORATORY

SUNY faculty conduct some of the most sophisticated and complex research in the world. Cutting-edge success stories from SUNY researchers include pioneering nuclear Magnetic Resonance Imaging (MRI), introducing time-lapse photography of forestry subjects, isolating the bacteria that cause Lyme disease, and developing the first implantable heart pacemaker. SUNY researchers have done all of this and much more.

Scientific and technical developments emanating from research conducted on SUNY campuses often translate into new American products, markets and jobs. SUNY research faculty continue to move New York State and its public universities forward.

In the 2006 fiscal year, for example, The Research Foundation of State University of New York managed 284 new invention disclosures, filed 193 patent applications, executed 45 licensing and option agreements, and received 33 U.S. patents – raising the total number of patents issued to the Research Foundation to more than 750. In this same timeframe, \$13.5 million in royalties was generated by licensing SUNY inventions.

At the center of this progress is the Technology Transfer Office, within the Research Foundation of SUNY, that identifies and protects intellectual property on SUNY campuses, help faculty market their inventions and create partnerships with industry leaders that can further research and commercialize SUNY-developed technologies.

Mind to Market: A Global Analysis of University Biotechnology Transfer and Commercialization was published by the Milken Institute in September 2006. The Milken Institute is an independent economic think tank that is nonprofit, nonpartisan and publicly supported.

The study examines the biotechnology transfer process taking place at universities, from knowledge creation to technology transfer and early-stage commercialization. Key findings within the Milken report



show that the Research Foundation of SUNY ranks very high when compared to universities around the world. The group used a unique scoring system based on critical performance measures. For example:

The Research Foundation of SUNY also ranked 9th in research expenditures among 208 institutions in the U.S., Europe and Canada. Research expenditures are the first measure of success in the “innovation pipeline,” a phrase the group uses in reference to the support and process infrastructures that enable a university to convert its research and creativity into intellectual property that is commercialized.

Among 492 universities in the U.S., Europe, Japan, Canada, Australia and Asia, SUNY’s Research Foundation ranked 21st in commercialization performance, a measure that takes into account patents, licenses, licensing income and startups. Other top-ranked institutions include the University of California’s system (2), Harvard (18), and Stony Brook University, a SUNY institution, ranked 3rd in biotechnology publications activity.

“SUNY institutions are a critical part of New York’s current growth and future prosperity. These institutions help give New York the ideas that will produce the technologies, businesses and jobs of tomorrow, and the educated young people who will turn that promise into prosperity.”

Kenneth Adams,
President and
CEO of The
Business Council



“ SUNY campuses have played key roles in establishing the Business Incubator Association of New York State during the past year. Through this group, six SUNY-associated incubators are working enthusiastically with their counterparts at private universities – as well as in independent entities and state economic-development agencies – to give extra support to emerging industries statewide.”

David Hochman
Founding Executive
Director, Business
Incubator Association
of New York State, Inc.

Campus Achievements

SUNY’s campuses are at the forefront of research and innovation. In October 2006, SUNY’s College of Environmental Science and Forestry discovered that by adding an ounce of crystals to a pound of plastic, you can increase the strength of the plastic by 3,000 times. The group is also developing ways to use cellulose from wood to strengthen plastics, providing a lightweight biodegradable component.

SUNY research has resulted in the creation of numerous spin-off corporations, such as:

Nanogenesys, Inc. - A start-up company is producing miniaturized devices for conducting biomedical analysis based on licensed technology developed by a University at Buffalo professor.

Therex, LLC - A start-up company that is entering into strategic alliances with a major pharmaceutical company to develop new generations of drugs targeted to infections and inflammatory diseases that affect mucous membranes and skin. The drugs will be based on licensed technologies involving two recent generations of patented salicylanilide compounds developed by University at Buffalo professors.

Vitatex, Inc. - A start-up company developing anti-metastatic drugs based on Stony Brook University technology that shows the potential to analyze rapidly the invasive phenotype of human carcinoma cells.

BioLife Solutions, Inc. - A start-up company producing solutions that significantly extend the life of cells, tissues and organs for therapies and transplants based on technologies developed by Binghamton University researchers.

Reactive Systems, Inc. - A start-up company that builds embedded-system design automation tools based on modeling, simulation and verification technology developed at Stony Brook University.

Albany NanoTech - Semiconductor materials and equipment suppliers are being targeted by an industrial licensing program for materials based on a new method developed at the University at Albany for applying titanium and tantalum alloys in a computer chip.

Myomatrix Therapeutics, LLC - A privately held biopharmaceutical company headquartered in the University at Albany East Campus has licensed two Downstate Medical Center molecular based therapies, which they will use to create new drug therapy options that treat or prevent certain cardiovascular disorders.

Upstate USA, Inc. - A leader in biomedical reagents for cell signaling research with research facilities in Lake Placid, N.Y., has licensed antibodies developed at Downstate Medical Center. Upstate USA scientists are developing vaccines and other pharmaceutical cancer treatment agents based on the antibodies.

Viatronix, LLC - A start-up company that has developed the FDA-approved Viatronix Virtual Colonoscopy. The company developed diagnostic 3D imaging software, based on licensed technologies developed at Stony Brook University, that puts computed tomography (CT) colonography images together into a three-dimensional computerized image of the colon.

Vitmatics, LLC - This University at Buffalo spin-off company is developing a suite of novel software tools that streamline the design of molecular biology experiments and data processing, increasing efficiency and dramatically cutting costs in the fields of genomics, proteomics and structural genomics.



DRIVING ECONOMIC DEVELOPMENT

The 64 campuses of the State University of New York are an economic engine for business and industry development. Every campus president acts as an economic development ambassador in his or her region and has extended their impact globally. SUNY's colleges and universities provide the research and development necessary to keep New York competitive.

The State's investment in high technology initiatives and workforce development at the State University has produced immediate and tangible results across New York State in urban, suburban and rural areas. World-class facilities and equipment are attracting top scientists and researchers to New York State. In turn, they are bringing in grants that produce jobs. The National Science Foundation estimates that, in New York, 29 jobs are created for every \$1 million in grants awarded. The economic impact is multiplied through the researchers and their graduate and post doctoral students, who buy goods and services in the local communities.

The SUNY community colleges serve as engines of workforce development for the state and their service areas. Within reach of every geographic region in the state, these open-enrollment colleges have comprehensive missions that include transfer education, career and technical education, and community service education.

New York State's high technology initiatives also produce important economic intangibles:

- Human Capital: education, expertise, and knowledge that employees take with them when they leave a facility/campus
- Structural Capital: the pool of knowledge, such as intellectual property, that remains at the facility/campus
- Relational Capital: relations with the business community and other universities

"In the knowledge economy, colleges and universities are one of the most important engines of economic growth that exist. Not only are they the largest employer in many communities, but with the right policies, colleges and universities can be a major source of new companies and industries. Supporting the growth and increasing the excellence of colleges and universities is a central part of my overall vision for economic development."

Eliot Spitzer
Governor-Elect
(March 2006)

New York State is significantly increasing its investment in high technology and biotechnology, which has created new jobs and has built a stronger economy for the future. The state has fostered the growth of these industries by supporting the investment of more than \$1 billion to build the physical and intellectual infrastructure necessary to achieve unprecedented breakthroughs in science and technology. These research facilities have begun to attract a critical mass of nationally recognized researchers, generate significant new research funding, spur the establishment of spin-off enterprises and increase the development and transfer of technology from the research lab to the marketplace. SUNY is a key partner in these initiatives.

SUNY recognizes the need to form alliances for economic prosperity state-wide, nationally and globally. Through various initiatives and programs, the campuses provide visibility, coordination and outreach for targeted traditional and emerging industries. These programs provide direct assistance for businesses, bring together innovators and those at the forefront of developing a knowledge-based economy, and link state and federal agencies, associations, and councils to small, medium and large businesses in all sectors.



The State University's activities in the area of economic development are described below.

Empire Innovation – Enhancing Research

New York State recognized the value of increased investment in faculty with the establishment of the Empire Innovation Program. The Empire Innovation Program is a targeted, results-oriented plan for producing needed growth at the State University's research and university centers, the flagships of SUNY. This program, when fully instituted, will enable SUNY to recruit over 200 of the most promising new research faculty. It is projected that those new faculty will bring in more than \$130 million in new grant money each year from outside the state, generating an annual increase in New York's economy – much of it upstate – of more than \$250 million. The actual economic impact will be much greater, upwards of \$1 billion over the next five years, as university research results in a wide variety of advanced scientific, medical and other industrial spin-off enterprises.

The most successful universities in academic research have benefited from aggressive investment in building stronger research faculties, with states such as Florida, Georgia, Arizona, and Virginia realizing grant award growth nearly double the national average. Without exception, the universities that have the strongest research profiles invest the most in faculty. Increased investment in SUNY's research campuses will enable them to match or surpass their national public university peers.

SUNY's higher level of academic quality will be produced by constant innovation and investment in our faculty, by developing an atmosphere that supports intellectual inquiry, and by our faculty members' individual commitments to their students and their work. It is also the product of more pragmatic elements: competitive salaries to attract top faculty and graduate students, well-equipped laboratories that support groundbreaking research, and a critical mass of full-time faculty whose work extends well beyond the classroom. As SUNY enters its next phase of growth, investment in faculty and research is critical to building quality that enables

SUNY to transform from a very good university to one that is great.

Investment in SUNY faculty and research is essential to New York State's ability to create economic growth in the coming years. Strategic investment in higher education produces enormous economic benefits not only for college graduates, who earn on average an extra million dollars over their working lifetimes because of college degrees, but also for state and local communities.

The United States invests \$40 billion annually in academic research, an amount expected to continue to grow. Substantially increasing the number of SUNY's research faculty would make the university far more competitive for the growing pool of research funding and dramatically increase both the university's economic impact and its return on faculty investment.

High Needs Workforce to Meet New York's Demand

The state of Science, Technology, Engineering and Mathematics (STEM), and nursing and allied health education is a major issue in New York, across the nation and around the globe. It deserves not only appropriate consideration, but action to ensure that the state and nation get the leadership they need to compete.

As demand for science, engineering and technology workers continues to rise, it creates stiff competition for graduates in these fields. Job openings for computer software engineers, for example, will grow by more than 50 percent in New York through the end of the decade. But nationally, job openings in the field will grow by more than 90 percent, making it difficult – if not impossible – to fill New York's job openings in any other way than by producing these workers. Nursing is another area where the state's colleges are not producing enough workers to meet industry demands.

The bottom line is that we need many more scientists and engineers, computer specialists and nurses, and we must produce them in New York State.

“The most successful universities in academic research have benefited from aggressive investment in building stronger research faculties. As SUNY enters its next phase of growth, investment in faculty and research is critical to building quality that enables SUNY to transform from a very good university to one that is great.”

Thomas F. Egan,
Chairman,
SUNY Board of
Trustees

New York's businesses need qualified, high-skilled workers to be competitive. If these needs aren't met, business will find the workers it needs elsewhere, either through outsourcing or relocating facilities. SUNY has begun to increase the enrollment in high-need fields such as nursing, healthcare, engineering and technology but has not yet reached the critical capacity that the New York State economy demands.

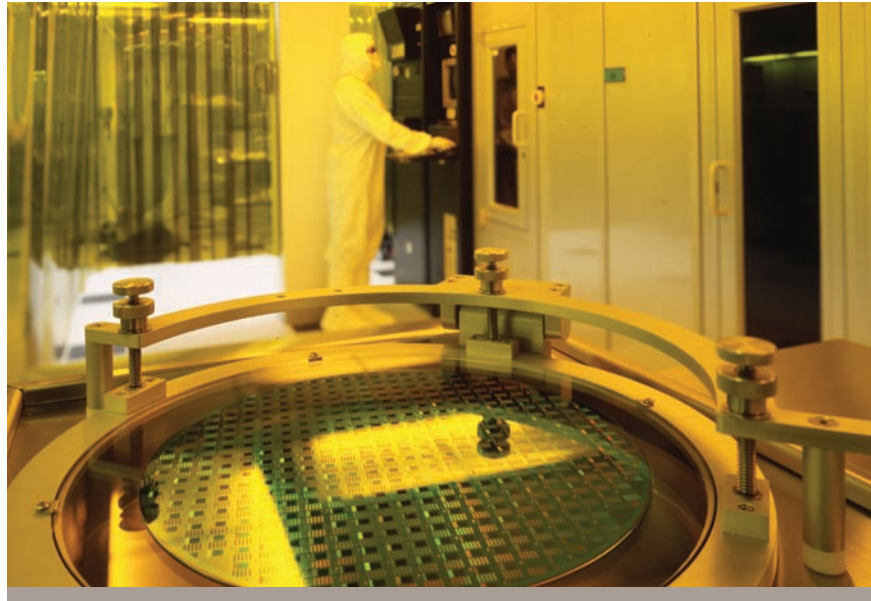
Although the need was higher, the 2006-07 budget included \$4.8 million for enhancement of priority academic programs in mathematics, information science, engineering, physical and life sciences and other allied health professions. This funding supported more than 40 new faculty positions and increased course sections and capacity at SUNY's state-operated campuses and its community colleges, in direct response to local community needs.

Centers of Excellence

Universities now play a critically important role in creating a high technology economy. The future economy will increasingly rely on higher education as a source of knowledge, technology and talent. The U.S. Department of Commerce, in a 2005 report, found that regional efforts to develop industry clusters increasingly included universities as central assets. It also found that universities that are highly engaged with regional industry clusters are of a great value to the cluster.

The Center for Regional Strategies concluded in a 2005 report that "great public universities have global footprints, but they are also intricately linked to their local and regional economies and to broad strategic economic development initiatives." The report also stressed that research investment should be viewed not as "higher education spending" but as economic development.

Historically, universities did not collaborate with each other nor did they regularly collaborate with industry. Today, the model has changed. Universities now work together and alongside industry to help create the technology and innovations that will enable our state's economy to grow and prosper.



The most successful models are the Research Triangle Park in North Carolina, driven by three academic institutions, and Austin, Texas, as enabled by the University of Texas at Austin. The most successful educational institutions are those that have redefined themselves in terms of the model research institution. SUNY, through the support of the governor and the Legislature, is redefining itself as a key player in the economic development field with the creation of Centers of Excellence, STAR Centers, Gen*NY*sis Centers, and RESTORE High-Tech Centers.

As New York State began to recognize that the SUNY colleges and universities are powerful economic development engines that can create high technology jobs and opportunity in the state, SUNY was poised to take advantage of funding opportunities. New York State began committing significant resources to foster strategic collaborations with state, national and international organizations to address science and engineering economic development priorities.

The Centers of Excellence initiative, launched in 2002, is designed to bring thousands of well-paying, high-tech jobs to New York State, while further enhancing the State's leadership role in the fields of high technology and biotechnology. The Centers of Excellence focus on critical emerging technologies



"I am acutely aware of the importance of the intellectual capital necessary to stimulate new business formation, technological innovation and industry attraction. The State University of New York system is as crucial a piece of the State's infrastructure today as the canal system and the interstate highway system were to the industrial revolution and the post war economic boom of the last century."

Kevin O'Connor
CEO, Tech Valley
Communications

that are anticipated to become major high-tech growth areas. Each Center is designed to complement other Centers in a seamless network of high-tech research and economic development.

The State's unprecedented efforts to support cutting-edge research at public and private colleges and universities are providing a powerful new incentive for businesses to create jobs in New York. The state-of-the-art research and development being conducted at the State's academic institutions – in partnership with the business community in New York – is designed to produce tremendous economic benefits. The private sector, universities and the Federal government have already pledged nearly \$750 million for Centers of Excellence across the State.

The Centers of Excellence are positioned to evolve to the next level. Research that results in innovative discoveries with direct commercial application and new jobs must be shared quickly and efficiently through a sophisticated network of business, industry and educational institutions. The technology transfer infrastructure will connect researchers at the Centers of Excellence to business. By leveraging research and innovation into commercial application, the Centers will play a vital role in the growth of strategic industries.

The University is proud to be host to four of the six Centers of Excellence established at leading universities throughout the state. SUNY, the state, and our corporate partners have invested billions of dollars in the SUNY based public-private partnerships in nanoelectronics at State University at Albany, bioinformatics at the State University at Buffalo, and wireless and information technology at SUNY's Stony Brook University and small scale systems integration and packaging at Binghamton University. These Centers are prime examples of how the State University is helping position New York State as a global leader in high-tech business growth and private sector development.

SUNY University Centers host four of the six Centers of Excellence:

Nanoelectronics at the University at Albany

The Albany Center of Excellence in Nanoelectronics and Nanotechnology ("CENN"), developed to be a world-class, university-based research and development, prototyping and deployment and education resource aiming to transform the Capital Region and New York economies, is the research and development arm of the College of Nanoscale Science and Engineering ("CNSE") of the University at Albany, the first college in the world devoted exclusively to the research, development and deployment of innovative nanoscience, nanoengineering, nanobioscience and nanoeconomics concepts. In May 2006, CNSE was ranked by *Small Times* magazine as the nation's number one college for nanotechnology and microtechnology.

Through its affiliation with CENN, CNSE has built the world's first "nano-mall" known as the Albany NanoTech (ANT) complex. CNSE's ANT is the most advanced research and development complex of any university in the world, with a current net asset base of \$3 billion located within 450,000 square feet of state-of-the-art facilities, including 60,000 square feet of Class 1 capable 300mm wafer cleanrooms. ANT is also home to over 1,500 scientists, researchers, engineers, and technicians from many of the world's leading nanoelectronics companies, such as IBM, AMD, Qimonda, Micron, SEMATECH, Applied Materials, Tokyo Electron, ASML, Ebara, SONY, Toshiba and Honeywell, among many others. CNSE's ANT complex is projected to expand to over 700,000 square feet, including 75,000 square feet of Class 1 capable 300mm wafer cleanrooms, and house over 2,000 scientists, researchers, engineers, and technicians by the end of 2008. In addition, CNSE works with nearly 250 global corporate partners from around the world.

At the same time, the CENN has played an enabling role in the attraction of more than \$15 billion in high-tech investments and 5,000 research and development jobs to the State of New York, evidenced most recently by announcements from two global technology leaders: Advanced Micro Devices, which will build a \$3.2 billion computer chip manufacturing facility in Saratoga County,

and Vistec Lithography, which will re-locate its international headquarters, sales, manufacturing and research operations from the United Kingdom to the Watervliet Arsenal and UAlbany NanoCollege.

As it charts a course for the future, the CENN is embarking on an ambitious initiative that leverages its massive intellectual and physical resources to advance new enabling industries in areas such as nanomedicine, energy, homeland defense and software, among many others.

Center of Excellence in Wireless and Information Technology (CEWIT) at Stony Brook University

Information Technology has become an integral part of the national and global economies, and its latest wave, the worldwide diffusion of wireless, has already had a profound impact. With \$50 million in support from the state, Stony Brook University is constructing and equipping a 109,000 square-foot CEWIT facility to be completed by August 2008. Corporate commitments of support for the Center's research programs exceed \$150 million. As of July 2006, the Center has received more than \$110 million in research support from industry and Federal agencies. CEWIT programs are organized around three multidisciplinary R&D Divisions – Network Technologies, Software Systems and Communications and Devices – and will address the applications needs of some of the largest/fastest growing sectors of the national economy, including health-care, transportation, finance and mobile commerce. Even without a building in place, CEWIT's programs have resulted in the filling of 21 faculty and staff positions and 50 graduate students. Off-site industry employment generated with CEWIT's support totals 550. It is anticipated that 1,200 additional jobs per year will be created/retained five years from the completion of the facility.

Long Island is home to roughly 4,500 IT companies (18 percent of the New York total), employing nearly 118,000 employees (10 percent of the Long Island workforce). CEWIT fulfills a critical need to support the economic health of these IT companies and also of the entire state. CEWIT affiliated faculty have created a portfolio of 20 patented technologies with an additional 30 patent applications in the



pipeline. Stony Brook University incubators presently have 25 tenant companies employing over 100 employees – 6 of these companies were attracted by CEWIT, which has taken the lead in the formation of the LI Venture Capital Angel Network to provide seed funding for the start-up companies, further fueling the economic growth of the region.

Bioinformatics & Life Sciences at the University at Buffalo

The Center specializes in drug design research, computational and three-dimensional visualization, product commercialization and workforce training.

Researchers at the Center of Excellence in Bioinformatics and Life Sciences are looking for clues to who may be most susceptible to diseases such as Alzheimer's and cancer, as well as for ways to treat or prevent such illnesses. The Center of Excellence opened in 2001 and moved into its new home in June 2006. The center shares space in the new building with the Roswell Park Cancer Institute.

The Center of Excellence has already yielded dividends. By the end of last year, 2,386 jobs had been created at the center or with new spinoff companies. In addition, 1,667 jobs had been retained because the Center helped keep some companies in Buffalo or recruited new companies to replace those that left.



By mid-2006, 15 new companies have grown out of the Center, including Empire Genomics, to create tests for genetic abnormalities; Buffalo BioBlower, which received a \$3 million appropriation from the Defense Department to develop a system to clean contaminated air by heating and compressing it as it is blown through a rotary pump; and Pneuma Partners, a company that is developing an inhalant to combat respiratory failure.

Small Scale Systems Integration and Packaging at Binghamton University

The Small Scale Systems Integration and Packaging Center (S3IP) is dedicated to the creation and development of new electronic applications that will enhance the way people live and interact with their surroundings. The Center brings together partners from government, industry and academia, providing unique opportunities for collaboration that will advance the frontiers of microelectronics research and development. Specifically, S3IP is committed to addressing challenges in small-scale systems design, development, prototyping, process development and manufacturing for the microelectronics industry.

The Center coalesces and builds upon the resources of several of Binghamton University's organized research centers, including the Integrated

Electronics Engineering Center (IEEC). The IEEC, a New York State Center of Advanced Technology, is internationally renowned for its leading research in electronics packaging. S3IP also engages Binghamton's newly developed Center for Advanced Microelectronics Manufacturing (CAMM), a national roll-to-roll (R2R) manufacturing R&D center. The CAMM is dedicated to demonstrating the feasibility of R2R electronics manufacturing by acquiring prototype tools and establishing processes capable of producing low-volume, test-bed products. The work of the CAMM will be central to the field of flexible electronics.

S3IP relies on an affiliated multidisciplinary faculty team and state-of-the-art facilities to enable microelectronics research, diagnostics and analysis, and it provides a unique platform for prototype R2R manufacturing. Key application areas the Center will advance include:

- medical diagnostics and treatment;
- military and homeland security;
- flexible displays and electronics;
- computer and telecommunications; and
- a wide range of new or improved consumer products.

SUNY institutions are partners in the other Centers of Excellence:

Center of Excellence in Environmental and Energy Systems, Syracuse

The Center is focused on creating innovations in environmental and energy technologies that improve human health and productivity, security and sustainability in urban and built environments in the areas of indoor air quality, comfort, lighting, acoustics and intelligent controls. Partners include SUNY institutions: Environmental Science and Forestry, Upstate Medical University, University at Albany and University at Buffalo.

Center of Excellence in Microsystems, Greater Rochester

The Center will focus on creating technology transfer and pilot fabrication facilities for high-resolution imaging and ultra-fast communications devices



that can be shared by Center partners to accelerate product development. Partners include SUNY institutions: University at Albany, Binghamton University, University at Buffalo, Stony Brook University, Coming Community College, Finger Lakes Community College and Monroe Community College.

Centers for Advanced Technology

Since its establishment in 1983, the Centers for Advanced Technology (CAT) Program has supported university-industry collaboration in research, education and technology transfer, with a strong focus on helping New York businesses gain a competitive technological edge. The CAT program was created to capitalize on New York's outstanding university research resources and to use those resources to create jobs and opportunity. At each CAT, researchers at New York's leading research universities work side-by-side with their counterparts in large and small companies to develop new technologies and commercialize these developments.

Seven of the 15 CATs are located on State University campuses:

- Center for Advanced Ceramic Technology at the NYS College of Ceramics at Alfred University
- Center for Life Science Enterprise (CAT) at Cornell University
- Integrated Electronics Engineering Center (IEEC) at Binghamton University
- CAT in Medical Biotechnology at Stony Brook University
- Sensor CAT at Stony Brook University
- Center for Advanced Technology in Nanomaterials and Nanoelectronics at the University at Albany
- Center for Advanced Technology in Biomedical and Bioengineering Technologies at the University at Buffalo

Strategically Targeted Academic Research (STAR) Centers

Strategically Targeted Academic Research (STAR) Centers provide a dynamic combination of state-of-the-art facilities, cutting-edge technology and the world's most sought-after academic and

scientific talent. These Centers provide the physical and intellectual infrastructure necessary to achieve unprecedented breakthroughs in science and technology in New York State.

Four of the eight STAR Centers are on SUNY campuses:

- Center in Biomolecular Diagnostics and Therapeutics at Stony Brook University
- The Center of Disease Modeling and Therapy Discovery at the University at Buffalo
- Genomic Technologies & Information Sciences Center at Cornell University
- Nanoelectronics and Optoelectronics Research and Technology Center at the University at Albany and Rensselaer Polytechnic Institute

SUNY campuses are partners in two other STAR Centers:

- New York STAR Center for Environmental Quality Systems (EQS STAR Center) at Syracuse University
- Information Technology Collaboratory at the Rochester Institute of Technology

Generating Employment through New York State Science (Gen*NY*sis)

The Gen*NY*sis plan is designed to complement New York's comprehensive efforts to make the Empire State an international leader in high-tech and biotechnology-related research and economic development. The 2002-03 state budget included \$225 million in funds for Gen*NY*sis over three years. These funds leverage additional resources to support the construction of high-tech and biotech facilities, which will transform research into economic development throughout the State.

Six of the 17 Gen*NY*sis Centers are located on SUNY campuses:

- Biosurfaces Laboratory at the New York State College of Ceramics at Alfred University
- Advanced Biotechnologies Center at Binghamton University

Strategically Targeted Academic Research (STAR) Centers provide a dynamic combination of state-of-the-art facilities, cutting-edge technology and the world's most sought-after academic and scientific talent.

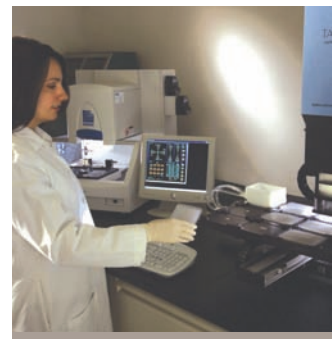


Photo provided by NYSTAR



“The portal project will allow potential business investors to access the vast resources of New York’s public and private colleges at the speed of light. This will be a significant competitive advantage for our state. SUNY and CICU are to be congratulated on the completion of this important collaboration.”

Brian McMahon,
president of The
New York State
Economic Develop-
ment Council

- Broad Hollow Bioscience Park, Inc. at Farmingdale State College
- Life Science Technology Center at Cornell University
- Central New York Biotechnology Research Center at SUNY Upstate Medical University
- Gen*NY*Sis Center for Excellence in Cancer Genomics at the University at Albany

Rebuilding the Empire State Through Opportunities in Regional Economies (RESTORE)

The New York State budget provided \$150 million in 2002-03 for the RESTORE program as recognition that this state is home to leading biotechnology and other high technology research institutions, and that high technology companies are making new scientific discoveries which will create and retain jobs. RESTORE’s enabling legislation noted that the development of facilities that promote biotechnology and other high technology research and commercialization is crucial to the state’s economic development efforts.

To date, RESTORE has funded two SUNY facilities that promote economic development: investment in University at Albany’s Nano Sciences; and support for Downstate Medical Center’s biotechnology incubator. The expansion of these two key regional high tech centers will create and retain jobs, attract business investment and enhance the state’s competitive advantage in national and international business and commerce.

SUNY/CICU Portal

SUNY and the Commission on Independent Colleges and Universities (CICU, representing 100+ private, not-for-profit campuses) embarked upon their first-ever partnership to develop an online “portal” which will function as an easy-to-use Internet gateway to approximately 175 higher education institutions. The portal will have significant benefits for New York’s businesses, the state’s economy and higher education as an active partner.

Once designed and implemented, the portal will serve as a fast, relevant online resource to support efforts to connect and grow industry clusters, emerging businesses and non-profit organizations. This first-of-its-kind online gateway will facilitate connections between industry and academia, offer new opportunities to New York companies and build exciting careers for the state’s students.

As New York State seeks to develop its economic potential by investing in academic research and talent, policymakers and regional leaders have stated a desire to more directly connect businesses and higher education institutions in order to facilitate productive partnerships. The portal will leverage New York’s assets, by serving as an economic development engine and providing access to some of the world’s greatest research and academic institutions. SUNY and the independent colleges share the vision to accomplish this goal.

The portal will provide firms, organizations and individuals with sophisticated search capabilities to facilitate access to expertise, research and business partnerships, consulting agreements and service learning projects, as well as access to recent

graduates, facilities and equipment, and technologies available for licensing. It is a prime example of how New York State can leverage the strengths of higher education institutions to enhance the state's overall economic development efforts.

New York State Small Business Development Center (NYS SBDC)

The State University supports economic development in New York State in numerous ways, with one important service being the Small Business Development Center (SBDC). The SBDC reaches into neighborhoods and communities throughout New York State to support economic development.

Through the 23 campus-based regional centers and numerous outreach offices, the SBDC applies the resources of the university, private sector and government to help small businesses resolve problems and to foster entrepreneurship in individuals who aspire to business ownership. The SBDC focuses on manufacturers, exporters, technology-oriented firms and businesses with projects that advance the job development, investment and economic growth priorities of New York State.

As a result of its management and technical assistance activities, SBDC clients have created and saved more than 118,000 jobs in New York. The SBDC has worked directly with 250,231 businesses and helped them invest more than \$3 billion in private and public funds in the State's economy.

Independent analysis shows that \$20.01 in tax revenue is returned to the state for each dollar expended on the SBDC program, and is later leveraged by approximately \$21.38 in debt and equity capital.

Strategic Partnership for Industrial Resurgence

The Strategic Partnership for Industrial Resurgence (SPIR) utilizes the extensive engineering resources of the SUNY system to help industry in the State compete more effectively. SPIR fills a critical gap in existing State industrial assistance programs by providing technically advanced multidis-

ciplinary assistance on a fast turnaround basis. The intent is to help companies improve their market posture, retain existing employees and create new jobs. There are no other similar programs nationally. The SPIR program was developed to follow the model of the ag-extension programs around the country but focusing on engineering needs.

SPIR is built on the successful relationships between the individual SUNY engineering programs and their industrial partners. By working together, SUNY engineering programs can reach many more companies with an even wider range of needs. SPIR provides New York State industries with:

- The expertise of over 250 engineers and applied scientists;
- Cutting-edge research findings (over \$60 million in annual expenditures);
- Experience with companies in a variety of industries across New York State;
- Access to top engineering and applied science students;
- Access to advanced manufacturing and high-technology facilities; and
- A host of other resources to help businesses become more competitive.

Any small or mid-sized New York State technology-based or technology-dependent company in the manufacturing, product development, information technology or service sector is eligible for SPIR assistance. Companies work together with the SPIR center to define measurable outcomes and how initiatives meet their own business objectives. SPIR funding is usually supplemented by the firms themselves or federal grants. Federal grants including SBIR/STTR awards made possible by the SPIR program exceed \$300 million.

Data from three University Centers (University at Buffalo, Binghamton University and Stony Brook University) indicate that the SPIR program has worked with over 1,000 New York State companies, mostly small businesses, providing technical assistance on more than 5,000 individual projects. The program's advanced technical assistance has led to the creation/retention of over 25,000 jobs and hundreds of millions in increased sales.

The SBDC focuses on manufacturers, exporters, technology-oriented firms and businesses with projects that advance the job development, investment and economic growth priorities of New York State.





Increased funding for SPIR will permit the program to expand and to include other colleges and universities that can service additional areas of the state and to increase the types of services provided including:

- Prototype and new product development assistance
- New product research and development
- Pre-certification testing and evaluation
- Manufacturing Process/ Infrastructure improvement
- Joint projects for Federal funding

Community Colleges and The Workforce

SUNY's community colleges lead the state in workforce training, retraining and job development. Of the more than 165,000 community college students enrolled in associate degree and certificate programs at community colleges, over 60,000 (36%) are enrolled in career and technical programs. These programs support most fields of endeavor, including emerging industries, high technology fields and high demand occupations. They provide the increasingly comprehensive skill sets demanded of the workers of the 21st Century. They have been designed specifically to meet the ongoing needs of New York State's industries. Most of these programs also provide an essential core of general education, ensuring that graduates have the general skills required in today's workplaces.

In addition to credit programs, community colleges also offer a vast array of non-credit programs. Of the 20,000 non-credit community college

courses, 5,000 (25%) were programs provided for business and industry and over 8,000 (40%) were conducted for vocational and professional training purposes. Of the 223,000 registrations, 49,000 (22%) were in business and industry courses, and 79,000 (35%) were in vocational and professional training courses.

The SUNY community colleges are allocated \$2 million annually in the state budget for the Workforce Development Training Grants Program, also known as Contract Courses. These funds are competitively awarded to the colleges for customized training programs for specific businesses or consortia of businesses. This is a highly popular and successful program, which provides training ranging from computer and management skills to advanced technological skills in fields such as manufacturing.

Since the program was instituted in 1998, the community colleges have been allocated \$12.5 million in state funding for the program, which has supported over 500 employer-based training projects. These high-impact projects have trained over 75,000 workers, helped to create 6,000 jobs and retain 94,000 others, and leveraged \$18 million in employer matching contributions. Participating employers have also reported other benefits from the program, including increased employee skills and knowledge, increased productivity, increased sales and market opportunities, increased quality and ISO certification efforts, improved process efficiency, improved safety and reduced accidents and worker's compensation claims, adoption of new products and technologies, employee promotions and pay raises, and cost savings.

"The community colleges are job training institutions that are first on our agenda to help support the New York State economy."

Ed Cox
Member, SUNY
Board of Trustees

ACROSS THE GLOBE

The State University strives to ensure that every SUNY graduate enters the workforce with the knowledge necessary to compete in today's increasingly global economy. SUNY works to achieve this goal by creating opportunities for more students and faculty to study and teach abroad, collaborating internationally on research and expanding its partnerships with higher education groups in numerous countries around the world.

Every SUNY campus conducts international programs of a wide variety. These institutions serve as hosts to foreign students from countries around the world, as well as an outlet for resident students to study abroad. These students are offered a variety of structured programs and support services, including instruction in English as a Second Language. In the Fall of 2005, 15,477 foreign students from 168 countries were enrolled at SUNY institutions. This included 8,966 undergraduate students and 6,511 graduate students. International student enrollment has grown significantly, from 9,494 in the Fall of 1998, a 63% increase through the Fall of 2005. All campuses and sectors of the University are actively engaged in the education of international students. Of the 15,477 students, 58.5% were enrolled at the doctoral institutions, 16.2% were enrolled at the comprehensive colleges, 3.2% were enrolled at the technology colleges, and 22.1% were enrolled at the community colleges.

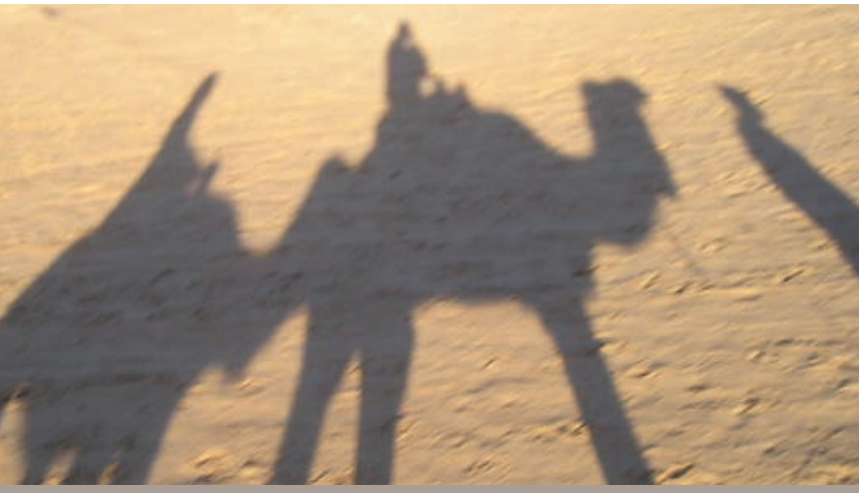
SUNY campuses create learning experiences that ultimately build increased global awareness across the institution. The international dimension reflects the campus' sense of social responsibility to understand their role in the global community and to help their students develop the inclination, knowledge and skills needed to address issues more globally and inclusively. Enrollment of international students naturally enhances the internationalization efforts of the campuses, which meets and strengthens the colleges' missions, visions and core values.



Leading SUNY's efforts in this area are the Office of International Programs (OIP) and the Center for International Development (CID). These offices provide the expertise for the development of the University's dual and joint degree programs, faculty and scholar exchanges, international curricula development, academic collaborations and international assistance and training programs.

While SUNY's international partnerships exist in many countries around the world, collaboration with higher education in China has begun to emerge as a top international priority for SUNY in recent years. College presidents from SUNY, as well as senior administrators, have visited higher education officials and campuses in China and have hosted China's leading government and higher education officials at SUNY campuses. Together, SUNY and China have identified a path that will take higher education in New York State to a new level, one that benefits students and faculty in both university systems.

International collaboration is a steadily expanding venture that SUNY has been leading for decades. The development of dual diploma programs between SUNY campuses and universities abroad at both the undergraduate and graduate levels is an area where SUNY has been particularly successful. SUNY's dual diploma programs, which now number greater than 30, integrate the degree curriculum from a SUNY campus with that of an international partner.



Students complete up to half of their study at each university, and when they have fulfilled the requirements at each, they receive two diplomas, one from each partner. Dual diploma programs provide students a sound curriculum, a rich international experience and the enhanced credentials of diplomas from two universities.

SUNY students and faculty are gaining global experience and exposure to higher education and culture across the globe. As the world continues to get flatter, higher education in New York State must continue to get smarter. The success of our students in the workforce following graduation is enhanced by greater exposure to what is happening around the world during their college career.

Dual Diploma and International Study Programs

There are more than 30 programs between SUNY campuses and universities in several countries in which international and United States students do a portion of their program at a SUNY campus and a portion at an international partner campus, and receive two diplomas upon completion of the program. SUNY has had some of the strongest partnerships in this area with Turkish, Chinese and Russian Universities.

Turkey – SUNY offers 25 dual diploma programs with Turkish universities, enrolling more than 1,300 Turkish students. Twelve Turkish graduate students are supported annually by the Turkish government for PhD studies at SUNY campuses exclusively. SUNY has an office and full-time staff in Ankara.

China – SUNY campuses have been collaborating with Chinese universities for more than 25 years. Several campuses have centers and programs in China; SUNY opened an office in Beijing; and a joint effort is underway through the University at Albany to create an international education center in Nanjing. The Education Minister of China is a graduate of the University at Buffalo.

Mexico – SUNY's office in Mexico City promotes dual diploma and other collaborative relationships with Mexican Universities. An agreement with CONACYT, the Mexican equivalent of the National Science Foundation, funds graduate students at SUNY campuses.

Russia – SUNY's collaboration with Russian universities will be 30 years running in 2007. SUNY has offices at Moscow State University and St. Petersburg State University to promote dual diplomas, exchanges, joint conferences and other forms of academic collaboration throughout the country.

Poland – Dual diploma, study abroad and cultural exchange programs are ongoing and in development with several Polish universities and cultural institutions.

Canada – SUNY offers a jointly funded Fulbright Award granted to a scholar from Canada each year to lecture at the Center for Canadian Studies at SUNY Plattsburgh and around the system. Partnerships are also developing with universities in Quebec and across Canada.

Egypt – Partnerships are under development with several universities in Egypt. SUNY receives students from the American University in Cairo through the AID funded LEAD Project.

New program and project development is underway with universities in **Brazil, India, Tunis, Jordan, Ukraine, Azerbaijan, the Philippines** and other countries around the world.



The China Initiative

China couples the world's largest higher educational market with the world's fastest growing economy. Strengthening academic partnerships between China's many public universities and SUNY is a top priority for the State University. Currently, SUNY is building upon its relationship with numerous universities in China, particularly in the areas of dual diploma programs, and a focal point of these efforts is full intellectual collaboration with Nanjing University (NJU), located in China's Jiangsu Province.

SUNY and NJU have signed several Memorandums of Understanding (MOU) to solidify a partnership between higher education in New York and China. The first MOU, signed May 24, 2005, reiterated a mutual determination between the two to develop an innovative, collaborative international higher education institution first considered in the 1970s. Three days later, on May 27, 2005, SUNY's Neil D. Levin Graduate Institute and NJU's Business School signed a similar MOU. Following these agreements, international discussions emphasized cooperative research and teaching in the material sciences, urban planning, computer information and technology, nano-technology and materials sciences, biological technology, environmental sciences, language and culture, engineering, business management and distance education.

Most recently, on February 26, 2006, an MOU was signed between SUNY and higher education officials in China to solidify their agreement to establish a joint international higher education institution that would be based at a branch campus of NJU at Xianlin University Town, Nanjing City, Jiangsu Province. These agreements now provide the basic framework for future negotiations and collaboration between the two university systems and set the stage for the recent opening of a SUNY office in Beijing, where detailed partnerships between NJU and participating SUNY campuses are being coordinated. Ultimately, Nanjing University will construct SUNY Nanjing, a free-standing University dedicated to providing a full education and cultural exchange for faculty and students from New York and China.

Neil D. Levin Graduate Institute

The Neil D. Levin Graduate Institute, located in the heart of New York City, offers a broad range of academic programs designed for both working professionals and traditional graduate students. The Levin Institute's academic experience provides students with a combination of analytic tools, cross-cultural skills and global perspectives needed to inform successful leadership as well as managerial thinking and decision-making in the 21st century. The curriculum is highly interdisciplinary, with a heavy emphasis on experiential learning, team-building and leadership skills. Working with its various counterparts across the SUNY system, the Levin Institute has the ability to draw upon a vast array of faculty, library and information resources and educational technologies. In addition, the Levin Institute often joins academic resources with educational institutions in the greater New York area as well as educational partners overseas. World class teaching requires a linkage with cutting edge research. The Levin Institute is also a research center and a collector and disseminator of information on the consequences of the integration of the global economy. A major program focus of the Levin Institute concerns the globalization of innovation and the utilization of the world's increasingly integrated pool for high-end talent.

The Levin Institute has completed the first phase of a study of China's scientific, engineering and management talent pool. The study examines the supply and demand of high-end talent through the use of a statistical forecasting model that ties together the impact of economic and technology change with the growing requirements for high quality talent in China. The study also covers the impact of geographic and demographic trends on the supply of talent, with projections ranging up to 2020. Building on this study, the Levin Institute conducts research in other countries around the globe in an effort to establish a global talent index that serves as a resource for understanding the evolving talent pools in emerging as well as developed markets.



The Levin Institute offers a broad range of academic programs designed for both working professionals and traditional graduate students.



The SUNY/Center for International Development (CID)

The State University of New York's Center for International Development (CID) is a university-wide institution that designs and implements international technical assistance and training projects, conducts policy-oriented research and contributes to both the theory and the practice of international development. Through its in-country development projects, and its conferences, publications, research and outreach activities, the Center works to enhance the capacity of developing nations to meet critical challenges.

The Center's approach is cross-national and interdisciplinary, working as part of a global community of scholars, technical experts, government officials and community leaders. Since 1986, the Center has implemented more than \$100 million in international development projects on five continents in the areas of democracy, governance and civil society; economic development; and environmental policy. The Center is one of the most active university centers in international development, with implementation and research activities being funded by the U.S. Agency for International Development, the Organization of American States, the Inter-American Development Bank, the United Nations Development

Programme, the US Information Agency, the Organization for Security and Cooperation in Europe and the Andrew W. Mellon, Tinker, Ford and Soros Foundations. The Center has operated field offices over the years in **Kenya, Uganda, Mozambique, Benin, Rwanda, Tanzania, Zimbabwe, Mexico, Nicaragua, El Salvador, Guatemala, Bolivia, Brazil, Chile, Bulgaria, Hungary and Russia.**

The Center carries out its mission in association with the Levin Institute of International Relations and Commerce. The Center works with the Levin Institute to offer specialized research and learning opportunities for SUNY faculty and students and provides them access to international fellowships in its overseas offices, internships, conferences, publications and links to a certificate program in international development.

Community Colleges Go International

Fifteen of SUNY's community colleges provide international programming that includes dual and joint degree offerings, academic collaboration and faculty exchanges. Coordinated through the Office of International Programs (OIP), many of these colleges are attracting international students and are providing their resident students with study abroad opportunities. The initiatives include:

Turkey: Fashion Institute of Technology (FIT) continues to run a successful Dual Diploma Program in Fashion Design with Istanbul Technical University.

World Cultures Forum: Ulster Community College and Hudson Valley Community College (HVCC) have been asked to assist in planning and organization of international student and faculty participation of the Fourm Monterrey 2007 in Monterrey, Mexico in conjunction with the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Forum's main premise is "People caring for knowledge, knowledge caring for people."



Canada: OIP is working with Hudson Valley Community College to plan for academic exchanges with Canadian partner institutions.

Russia and Central Europe: Monroe Community College and OIP have been working closely to evaluate and plan the creation of a new college in Bosnia-Herzegovina. Tompkins-Cortland Community College was among the SUNY campuses collaborating with Ukrainian university rectors in Yalta in October 2005. Hudson Valley Community College will be hosting the SUNY-wide one-day meeting with the visiting Ukrainian delegation in the near future. Corning Community College will host the Deputy Minister of Education from Ukraine to discuss the community college model of education. Similarly, the Minister of Education for Russia's Kaliningrad region is interested in community colleges and their relation with their local communities' development, and plans to visit the United States and SUNY's community colleges.

Mexico: Ulster Community College participated in the AMPEI exchange, which allowed Ulster's Director for International Education to attend intensive Spanish language instruction along with the Small Business Development Center Director from Ulster. Administrators from ITSON, their AMPEI Exchange partner, visited Ulster in Fall 2006, at which time they further developed their ideas for joint academic programming that integrates small business development. This successful exchange has led the U.S. Embassy to focus on community colleges for the coming year. In addition, OIP continues to work closely with FIT in the consolidation of joint academic programming in Fashion Merchandising Management, International Trade and Marketing, and Global Fashion Management.



Vietnamese Community College Initiative: OIP, the Center for International Development (CID) and the SUNY Office of Community Colleges are working together to build on the successes of Mohawk Valley Community College's work with the U.S. State Department and the emerging Vietnamese Community College sector, with the intent of building a larger network to include other SUNY Community Colleges.

Japanese Initiative: Herkimer Community College and OIP hosted a delegation from Yamagata University to discuss plans for articulation of academic programming between the two institutions that will allow Japanese students to complete associate's degrees here at SUNY and return to Yamagata to complete their bachelor's programs. A similar collaboration is under consideration at Fulton-Montgomery Community College.



Farmingdale State College

EFFICIENCY AND EFFECTIVENESS

The State University of New York is enhancing efficiency through a diverse assortment of initiatives that range from large programs generating millions of dollars in savings to small, everyday actions that keep our commitment to efficiency strong at all levels.

Efficiency in managing our resources, from the people whose work drives university achievement to the dormitories in which students reside, allows SUNY to be a good steward of public tax dollars and maximize its impact on the university community. The University has been successful in achieving efficient management through an ongoing self-assessment, sharing best practices amongst campuses and through energy management initiatives.

Task Force on Efficiency and Effectiveness

A SUNY self-assessment was undertaken by the SUNY Task Force on Efficiency and Effectiveness in 2004, which analyzed efficiency throughout SUNY Campuses, System Administration, the State University Construction Fund and the Research

Foundation. The Task Force made a series of recommendations for increasing efficiency across the University and the affiliated offices. These recommendations were classified by function, including organization, strategic planning, benchmarking and best practices, and by area within System Administration, the Construction Fund and the Research Foundation.

All these new recommendations for efforts at efficiency and effectiveness have been incorporated into the university's regular processes and are ongoing. They include:

- Increasing online student applications
- Establishing a database of faculty and staff experts
- Integrating campuses' and System Administration's vision and goals
- Incorporating system-wide goals into individual campus Mission Reviews
- Improving assessment of campus capacity and enrollment planning
- Developing a clear, dynamic budget allocation process
- Increasing energy savings and cost-avoidances system-wide
- Enhancing electronic data reporting by campuses

The full report of the Task Force on Efficiency and Effectiveness can be found on the University's website: <http://www.suny.edu/SUNYNews/pdf/2004-01-27TaskForceBrief.pdf>

SUNY Best Practices

Campus presidents initiate and generate many initiatives they believe they carry out better than any other campus, along with innovative ideas that have saved or avoided spending resources. These best practices are cataloged by campus and by category of campus activity and are shared amongst all SUNY administrators. The listing includes the person responsible for the innovative idea, along with a contact phone number, to make it easier to share the details of the initiatives. It is updated quarterly



and is available to the general public. The University provides access to this information online at: <http://www.suny.edu/bestpractices/>. The best practices report also includes a search engine, allowing users to quickly find practices within their areas of interest.

The best practices reported have resulted in significant savings throughout SUNY and, when shared with other campuses, have the potential to realize even greater savings within the system. To date, 130 initiatives have been reported, with total savings/cost avoidance of over \$7.5 million.

Best Practices Highlights

- SUNY Delhi saved \$411,000 per year by converting from electric to steam heat.
- SUNY Brockport saved \$150,000 by partnering with the Department of Transportation on road paving through a DOT training program.
- Stony Brook University outsourced elevator maintenance, saving \$150,000.
- Empire State College saved \$137,500 by centralizing academic support and providing services online.
- SUNY Potsdam reduced solid waste disposal cost by partnering with 2 other colleges and saved \$25,000.
- The College of Optometry saved \$25,000 by producing an online course catalog.

Energy Efficiency

SUNY's energy conservation program began in 1972, when the Oil Embargo inspired increased energy efficiency worldwide. Since then, SUNY has reduced its energy use by 37 percent and saved more than \$1 billion in cumulative cost avoidance measures through FY 05-06. The methods used to reduce energy use and achieve these savings have ranged from shutting off lights and heating, ventilation and air conditioning (HVAC) systems when

not needed to using energy savings to pay for over \$100 million in upgrades to more efficient lighting and HVAC systems.

SUNY currently is working with the New York Power Authority (NYPA) and the New York State Energy Research and Development Authority (NYSERDA) on its second \$100 million of energy conservation projects.

In 2002, SUNY formed an energy-buying group that allows campuses to buy their electricity directly from the wholesale market operated by the New York Independent System Operator (NYISO). This buying method will save the 28 member campuses more than \$1.4 million this year, with an additional \$600,000 in savings at the University at Buffalo, which purchases its electricity independently and was one of the first direct customers of the NYISO.

The success of the energy buying group led to a partnership between SUNY and the State Office of General Services (OGS) that enables OGS to be a direct customer of the NYISO. Through this partnership, OGS is saving approximately \$1 million annually for New York State.

Ninety percent of SUNY campuses are using system-awarded natural gas contracts. These contracts allow campuses to lock in future gas prices while providing competitive delivery costs. Last year, many campuses used the ability to lock in forward prices to avoid the high gas prices in January and February. The university uses an outside consultant to bid gas needs and audit the bills from the selected gas marketers, a practice that saves about \$250,000 a year.

SUNY energy managers are now working on securing longterm electric prices from renewable sources that will lead to a cleaner environment and less price instability. They are also piloting innovative programs to increase energy efficiency on their campuses.



Dutchess Community College (DCC), for example, was the nation's first community college to be named an Environmental Protection Agency Energy Star Partner of the Year for its outstanding contribution to reducing greenhouse gas emissions.

DCC's energy conservation efforts include replacing a 500-ton electric chiller with two new 300-ton gas-engine powered chillers. In addition to reducing electricity consumption, the new natural gas engine-driven chillers provide "free" hot water from recovered exhaust heat. Environmental systems and controls were also updated and computerized across campus.

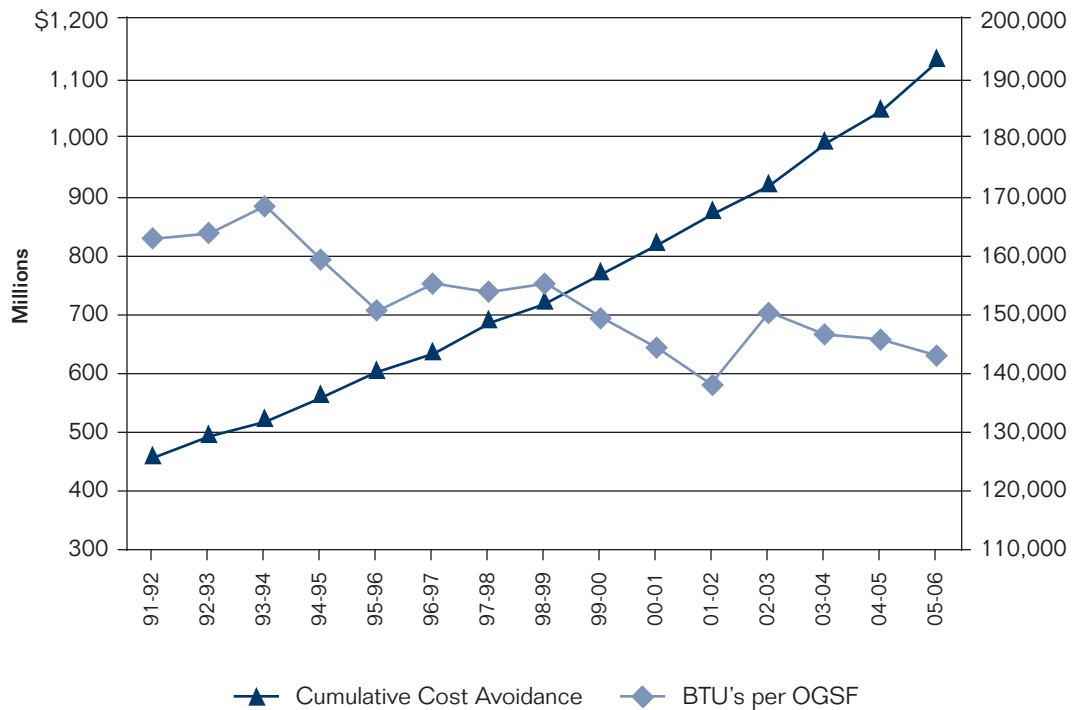
The program is guaranteed to save DCC \$1.2 million in energy costs over a 15-year period, as well as provide \$308,000, minimum, in rebates from New York State Energy Research and Development Authority (NYSERDA).

Finally, SUNY's Energy Task Force, formed by Chancellor Ryan in 2006, and co-chaired by Morrisville President Raymond W. Cross and Environmental Science and Forestry President Cornelius B. Murphy, is reviewing SUNY's energy programs and recommending a comprehensive energy policy for the entire SUNY system.



The University provides access to best practices information online. The best practices portal includes a search engine, allowing users to quickly find practices within their areas of interest.

Energy History and Cumulative Cost Avoidance



Source: SUNY Energy Management and Budgeting



EXTERNAL FUNDING

In today’s economy, institutions of higher education cannot rely solely on tuition and State support to attain increasingly comprehensive goals. Just as we want our colleges to possess three important characteristics – accessibility, affordability and quality – our colleges require three effective funding sources – tuition, state support and external funding, in order to achieve success.

The majority of external funding utilized by the SUNY System comes from three sources: sponsored research, which acts as a vessel for SUNY faculty to benefit from university facilities, staff and resources while generating revenue for the system; federal appropriations, which SUNY competes for at a national level; and philanthropy, which often draws on the strengths of individual campuses.

Sponsored Research

The Research Foundation of State University of New York manages activity at SUNY’s 29 state-operated campuses and is a leader in the national research arena as it supports the growth of SUNY’s research enterprise by efficiently and effectively administering thousands of projects that are funded by a wide range of sponsoring agencies. This provides SUNY the flexibility it needs to enter into collaborative projects in order to promote the accomplishments of its faculty researchers.

The Research Foundation of SUNY, established in 1951, is a private, not-for-profit educational corporation that administers externally funded contracts and grants on behalf of SUNY, pursuant to a 1977 agreement with the University.

In Fiscal Year 2005-06, the volume of research and other sponsored programs administered by the Research Foundation of SUNY was \$725 million. This figure represents the second highest total in the 55 years that Research Foundation of SUNY has been in operation. In addition, statutory colleges at Cornell and Alfred estimate research volumes of \$163 million and \$6 million, respectively, bringing the total for the entire SUNY system to \$895 million.

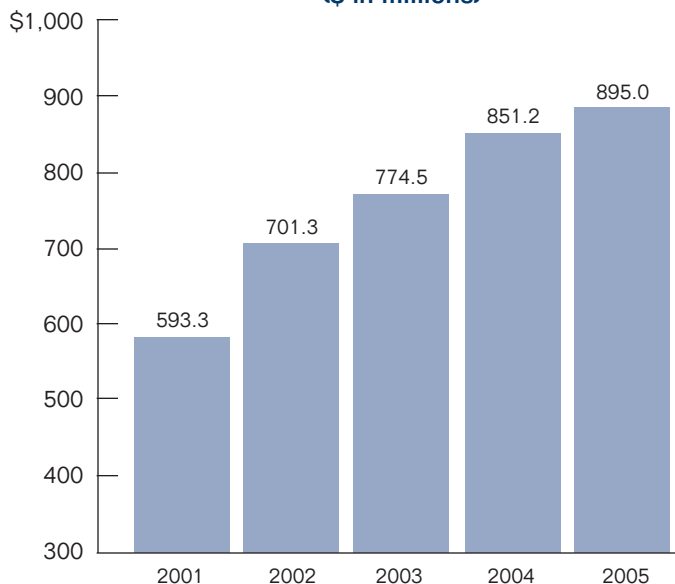
Research expenditures increased at the majority of the campuses in Fiscal Year 2005-06. Stony Brook University generated the most research dollars, with \$159.4 million, followed by the University at Albany, which generated \$150.6 million. In addition, Upstate Medical University achieved a 13 percent increase over last year; SUNY Oswego achieved a 19 percent increase over last year; and Morrisville State College achieved a 39 percent increase over last year.

The U.S. government provided more than half of the research funds for SUNY, with the largest sponsors being the U.S. Department of Health and Human Services, the National Science Foundation, the U.S. Department of Education and the U.S Agency for International Development. Research funding received from business and industry climbed 22 percent, to more than \$31 million, in Fiscal Year 2006.



In total, the external funding generated by sponsored research supported more than 10,500 sponsored projects on State University campuses and more than 18,500 full- and part-time jobs in New York State.

Sponsored Program Expenditures*
(\$ in millions)



Source: The Research Foundation of State University of New York

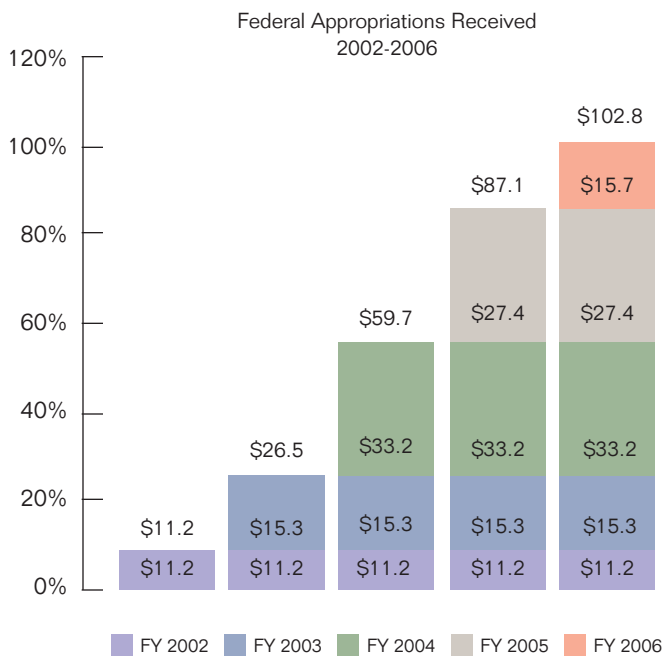


Federal Appropriations

Five years ago, SUNY undertook a more coordinated system-wide approach to requesting federal appropriations. Instead of individual campuses asking individually, a partnership between SUNY and the campuses was used to leverage the power of the largest system of public higher education in the country. This new approach has proven to be very successful.

Since 2002, SUNY campuses have received an additional \$102 million in appropriations, showing the effectiveness of collaboration and this partnership approach. The members of New York's congressional delegation, as well as other members of congress, have responded well to SUNY's coordinated approach as a model of efficiency and effectiveness.

SUNY's success in appropriations and sponsored research will be leveraged to assist in the focus on federal agency grant awards going forward. SUNY campuses have individual programs of great prominence, but collaboratively their strength can position them to win peer reviewed grant awards from the various federal agencies.

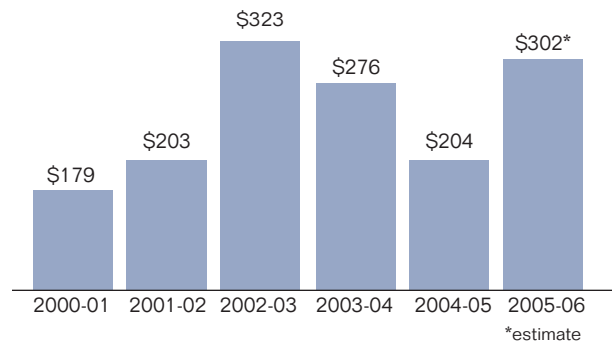


Source: The Research Foundation of State University of New York

Philanthropy

SUNY established the Office of Philanthropy and Alumni Affairs in 2001 to assist its campuses with a focused effort to supplement their campus revenue with alumni support and philanthropic gifts. The effort began with the SUNY campuses being challenged with raising \$1 billion within three years. Campuses started identifying and communicating with their alumni and for the first time as they organized fundraising campaigns. Within eighteen months, the campuses exceeded the \$1 billion goal and had established full-scale philanthropic programs.

SUNY Philanthropic Support (\$ in millions)



Source: The State University of New York

In January 2004, the first of its kind "SUNY \$3 Billion Challenge" was officially announced by SUNY. The program goal is to enhance world-class academic and cultural programs, providing critical student support, attracting and retaining internationally recognized faculty and advancing intellectual inquiry and research through a vital public-private partnership.

The \$3 Billion Challenge brings together 64 campuses with one vision – to ensure The State University of New York is a leader among top public higher education institutions in America. Each campus is or will soon be in a capital campaign, expanding the flow of gifts, grants and bequests that will help them create an extra margin of excellence that builds in greatness.

Campus presidents and development staffs throughout the SUNY system worked with their respective campus foundations, alumni associations, volunteers and supporters to develop fundraising programs that will help them achieve their fundraising targets.



INFORMING PUBLIC POLICY

Rockefeller Institute of Government

The State University of New York is proud to be the home of the Nelson A. Rockefeller Institute of Government, known as the Rockefeller Institute, the preeminent national center for the study of state government. The Institute has statewide responsibilities, and also has a special affiliation with the Nelson A. Rockefeller College of Public Affairs at the University at Albany.

The Rockefeller Institute of Government conducts studies and special projects to assist government and enhance the capacity of states and localities to meet critical challenges. Through its conferences, research and publications, the Institute works with the best experts and top officials at all levels of government to forge creative solutions to public problems. The work of the Institute focuses on the role of state governments in the American federal system. State governments are the heart of America's domestic policy process, and no other governmental policy research center deals with states on such a comprehensive basis. Its staff works closely with federal and state officials and with the major national organizations that represent state and local government. While many of the Institute's projects are comparative and multi-state in nature, the Institute maintains a continuing emphasis on assisting New York State and its local governments.

Study Areas

State and Local Finances and Employment

Staff members of the Rockefeller Institute's Fiscal Studies Program regularly track state and local government finances. The Institute's regular reports on state revenues are leading indicators of state fiscal health and are widely used by the financial community, state forecasters, fiscal and policy analysts and the media throughout the country.

Welfare, Jobs and Health Programs

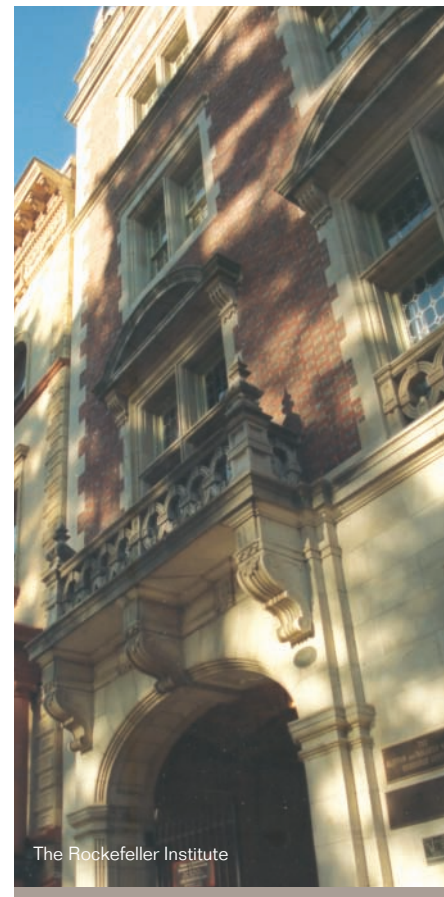
The Rockefeller Institute's Federalism Research Group focuses on the management capacity of state and local governments to implement social programs. Its aim is to inject management expertise to the development and analysis of state and local policies. Most of the Federalism Group's studies are based on field research by a network of academic researchers in 25 states and over 50 localities; their work also encompasses the activities of not-for-profit organizations.

Urban and Metropolitan Studies

The goal of the Institute's Urban and Metropolitan Studies Program is to increase understanding of urban neighborhoods and their metropolitan and intergovernmental contexts. Emphasis is placed on the role of social capital in community change, particularly as it affects minority working- and middle-class neighborhoods. Related activities include longitudinal research on urban hardship conditions, poverty impact and suburban-urban disparity in large U.S. metropolitan areas, and a major project on government partnerships with faith-based social service organizations.

New York Activities

The Rockefeller Institute's New York activities focus on carrying out studies and providing technical assistance to New York state agencies, hosting forums and seminars on New York State issues and conducting field research in New York State as part of the Institute's national research projects. In all of these efforts, the aim is to assist New York State governments by using the Institute's research expertise and data-analysis skills to help government officials build a knowledge base in areas of their responsibility.



The Rockefeller Institute



The Rockefeller Institute of Government conducts studies and special projects to assist government and enhance the capacity of states and localities to meet critical challenges. Through its conferences, research and publications, the Institute works with the best experts and top officials at all levels of government to forge creative solutions to public problems.

NYS Forum for Information Resource Management

The Forum is a network of New York State and local government agencies and organizations in the field of information technology. Public managers in New York State have become increasingly aware of a need to articulate information policies and to improve the management of information resources that support state operations.

Higher Education

The Higher Education Program identifies higher education policies that balance the concerns of students, teachers, university trustees, and government, business and labor leaders. Recent work includes studies of higher education accountability, performance indicators and performance reporting for higher education.

New York State Network for Economic Research

The Rockefeller Institute's Fiscal Studies Program coordinates the New York State Network for Economic Research. The network is an interdisciplinary group of experts who share an interest in developing and using research related to New York State's public policies and economy. The Rockefeller Institute of Government organizes and holds NYSNER conferences on topics significant to New York State and its local governments.

Publications

The Institute publishes books, research reports and papers dealing with a variety of public policy issues as well as with the economy, government and political history of New York State. It also publishes the annual *New York State Statistical Yearbook* and the Fiscal Study Program's quarterly *State Revenue Reports* and monthly *State Fiscal Briefs*.

Rockefeller Institute Public Policy Issue Areas

- Integrating Human Services
- Homeland Security
- Welfare and Jobs
- Medicaid Research
- Urban and Metropolitan Studies
- Fiscal Studies Program
- Education
- Book Lists
 - 2005 - Public Service Theme
 - 2004 - History of the World's Three Monotheistic Religions
 - 2003 - Meaning of Nonfiction
 - 2002 - Culture Wars
 - 2001 - Civil War Reconstruction Period

UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS • University at Albany • Binghamton University • University at Buffalo • Stony Brook University • SUNY Downstate Medical Center • Upstate Medical University • College of Environmental Science and Forestry • College of Optometry • NYS College of Ceramics at Alfred University • NYS College of Agriculture/Life Sciences at Cornell University • NYS College of Human Ecology at Cornell University • NYS College of Industrial/Labor Relations at Cornell University • NYS College of Veterinary Medicine at Cornell University

UNIVERSITY COLLEGES SUNY Brockport • Buffalo State College • SUNY Cortland • Empire State College • SUNY Fredonia • SUNY Geneseo • SUNY New Paltz • SUNY Old Westbury • College at Oneonta • SUNY Oswego • SUNY Plattsburgh • SUNY Potsdam • Purchase College

COLLEGES OF TECHNOLOGY Alfred State College • SUNY Canton • SUNY Cobleskill • SUNY Delhi • Farmingdale State College • Maritime College • Morrisville State College • SUNY Institute of Technology

COMMUNITY COLLEGES Adirondack • Broome • Cayuga County • Clinton • Columbia-Greene • Coming • Dutchess • Erie • Fashion Institute of Technology • Finger Lakes • Fulton-Montgomery • Genesee • Herkimer County • Hudson Valley • Jamestown • Jefferson • Mohawk Valley • Monroe • Nassau • Niagara County • North Country • Onondaga • Orange County • Rockland • Schenectady County • Suffolk County • Sullivan County • Tompkins Cortland • Ulster County • Westchester

2007-08 OPERATING BUDGET REQUEST

THE STATE UNIVERSITY *of* NEW YORK





With 64 institutions and more than 418,000 students, the State University of New York is the largest comprehensive system of colleges and universities in the nation, and is positioned to be the nation's premier public higher education system.

2007-08 BUDGET REQUEST

With 64 institutions and more than 418,000 students, the State University of New York is the largest comprehensive system of colleges and universities in the nation, and is positioned to be the nation's premier public higher education system. Created in March 1948, the SUNY system now includes major university research centers that support the economies of entire regions of the State; health science centers that offer essential healthcare services to communities and cutting edge medical research; comprehensive colleges dedicated to excellence in undergraduate education; colleges of technology that provide undergraduates with applied skills in high demand technical and agricultural fields; and community colleges that provide open access to career education and degree programs. The University's strategic differentiation and geographic sweep are powerful forces that can be aggregated to meet most critical challenges facing New York State – access to an affordable and attainable education; economic development and job growth; and achieving national excellence in education and research. SUNY's 2007-08 operating budget request seeks to strengthen and expand its partnership with the Executive and Legislative branches to build a flexible and responsive SUNY that provides solutions for New York State and serves all New Yorkers.

In addition, the 2007-08 budget request seeks capital funding for educational facilities to provide for the critical maintenance and new buildings for both state-operated campuses and community colleges (see next chapter).

THE SUNY-STATE PARTNERSHIP – AN ALL FUNDS VIEW

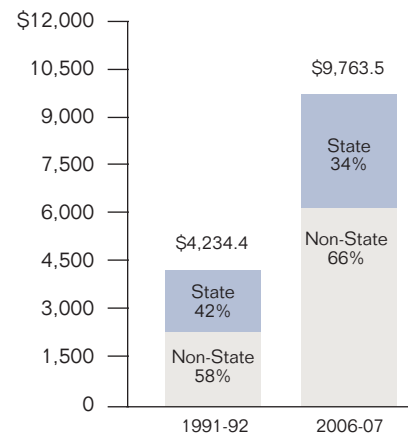
SUNY is a nearly \$10 billion all funds enterprise. The State's share of its financial partnership with the University is reflected in the core operating budgets at state-operated campuses, base operating aid for community colleges, fringe benefit payments for employees at state-operated campuses and debt service on educational facilities. Since 1991-92, the rate of increase in University-generated funds is nearly double the rate of increase in State-tax dollar funding.

SUNY's academic activities are supported largely within the state-operated campuses' core operating budget – comprised of tuition and state support – and the community colleges operating budget – comprised of State base operating aid, tuition revenue and local sponsor support. For both State-operated campuses and community colleges, the rate of increase in non-State tax dollar funding has exceeded State support.

ALL FUNDS EXPENDITURES

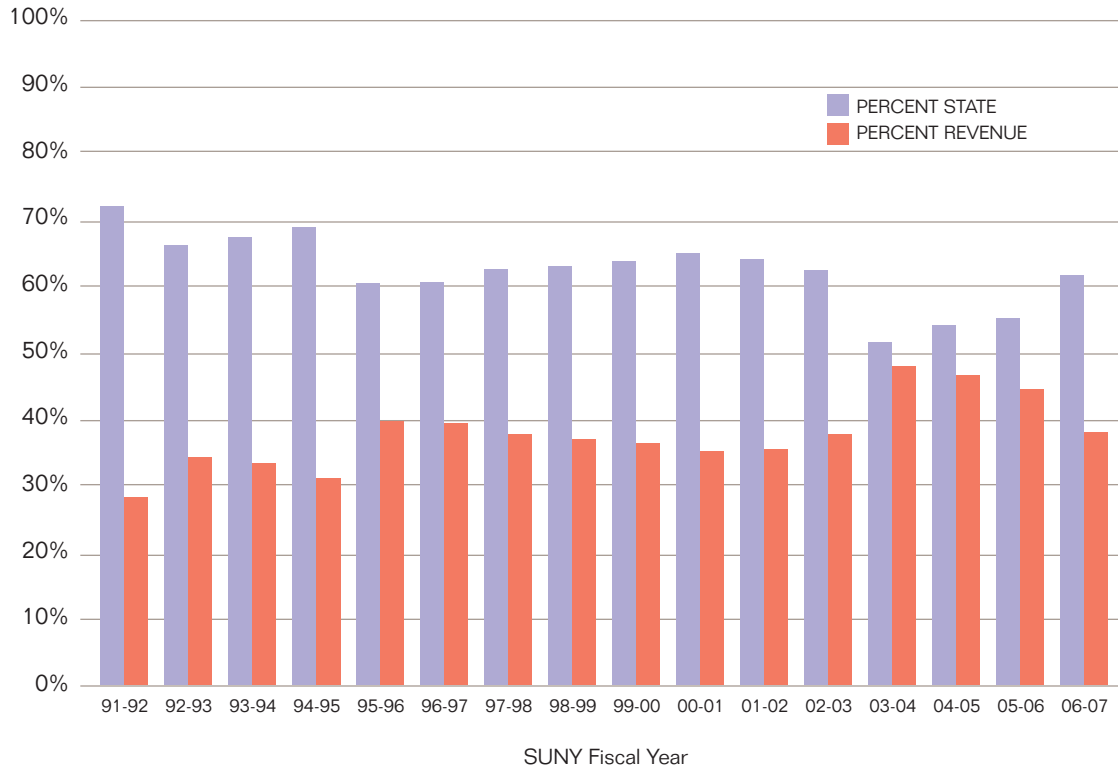
	1991-92	2006-07*	% change
State Tax \$	\$1,783.6	\$3,316.4	85.9%
State Operated Campuses	948.0	1,387.3	46.3%
Fringe Benefits	266.5	898.9	237.3%
Debt Service	187.2	397.0	112.1%
CC State Share	287.1	447.5	55.9%
Other	94.8	185.7	95.9
Non-State Tax \$	\$2,450.7	\$6,447.1	163.1%
Tuition	666.7	1,458.1	118.7%
Self-Supporting Funds	285.6	768.2	169.0%
Hospitals/LI Vet Home	498.9	1,653.5	231.4%
Sponsored Activity	308.6	834.8	170.5%
CC Sponsor Share	262.1	458.6	75.0%
Other Campus Activity	428.9	1,273.9	197.1%

CC: community colleges
* - projected



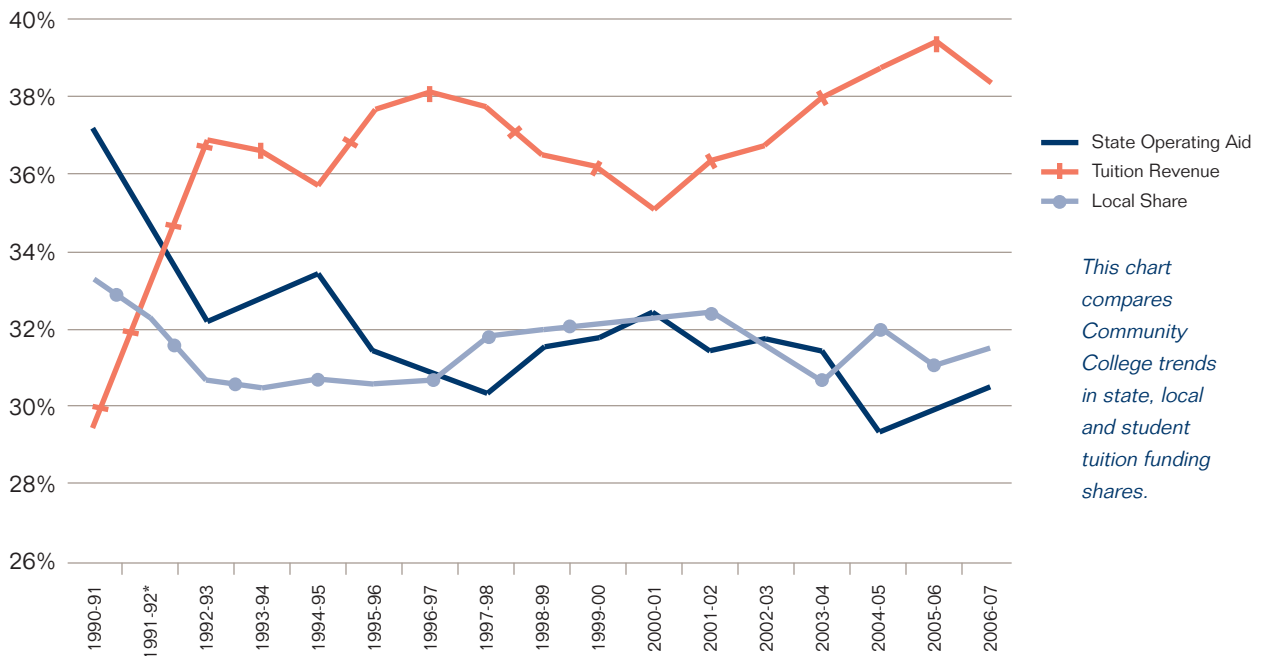


**State-Operated Campuses Core Operating Budget
State Support Versus Revenue**



This chart depicts the Core-Operating budget for State-Operated Campuses in its component parts of state support and campus revenue, which equals tuition, fees, earned interest and other sources.

**Community College
Revenue Sources Share Trend**



This chart compares Community College trends in state, local and student tuition funding shares.

*1991-92: Enacted State Budget begins waiving 1/3 limitation on tuition revenue



2007-08 OPERATING BUDGET REQUEST

The State University's 2007-08 budget request is the result of a collaborative, disciplined process involving the Chancellor, the 64 SUNY campus presidents and SUNY management. SUNY's request totals \$2,218.7 million in State tax dollar support for state-operated campuses, the contract

colleges at Cornell University and the statutory College of Ceramics at Alfred University, community colleges, and the University's three teaching hospitals – reflecting a \$239.8 million increase from 2006-07 State support levels, or 2.4% of SUNY's all funds budget. Of this amount, \$116.7 million is for base-level and mandatory costs and \$123.1 million is for strategic new initiatives.

2007-08 State Tax Dollar Budget Request Summary (thousands of dollars)	
TOTAL STATE TAX DOLLAR SUPPORT	
2006-07 Adjusted State Tax Dollar Support	\$1,978,851
<u>Base Level</u>	<u>116,723</u>
<u>Initiatives</u>	<u>123,121</u>
<u>Total</u>	<u>239,844</u>
2007-08 Total State Tax Dollar Support	2,218,695
Core Operating Budget--State Operated Campuses and University-Wide Programs	
2006-07 Adjusted State Tax Dollar Support	1,106,818
<u>Base Level</u>	<u>62,802</u>
<u>Initiatives</u>	<u>69,000</u>
<i>Access to an Affordable and Attainable Education</i>	<i>35,000</i>
<i>Economic Development--Expand High Need/Resource Intensive Programs</i>	<i>5,000</i>
<i>Academic Performance and Innovation</i>	<i>5,000</i>
<i>Achieving the Margin of Excellence</i>	<i>14,000</i>
<i>Geographic Adjustment*</i>	<i>10,000</i>
<u>Total</u>	<u>131,802</u>
2007-08 Total State Tax Dollar Support	1,238,620
Requests from Statutory Colleges	
Cornell	
2006-07 Adjusted State Tax Dollar Support	155,223
<u>Base Level</u>	<u>8,471</u>
<u>Initiatives</u>	<u>25,395</u>
<i>Structural Deficits</i>	<i>22,395</i>
<i>Deferred Maintenance**</i>	<i>3,000</i>
<u>Total</u>	<u>33,866</u>
2007-08 Total State Tax Dollar Support	189,089
Ceramics	
2006-07 Adjusted State Tax Dollar Support	9,781
<u>Base Level</u>	<u>253</u>
<u>Initiatives</u>	<u>651</u>
<i>Structural Deficits</i>	<i>591</i>
<i>Essential Staff</i>	<i>60</i>
<u>Total</u>	<u>904</u>
2007-08 Total State Tax Dollar Support	10,685
Community Colleges (State Fiscal-Year Based)	
2006-07 Adjusted State Tax Dollar Support	419,829
<u>Base Level</u>	<u>5,597</u>
<u>Initiatives</u>	<u>28,075</u>
<i>Increase base operating aid by \$142/FTE</i>	<i>17,500</i>
<i>Increase base operating aid by additional \$50/FTE</i>	<i>6,100</i>
<i>Increase High Need/Resource Intensive Programs by \$100/FTE</i>	<i>2,600</i>
<i>Small College Adjustment</i>	<i>1,875</i>
<u>Total</u>	<u>33,672</u>
2007-08 Total State Tax Dollar Support	453,501
Hospitals	
2006-07 Total State Tax Dollar Support	139,500
Base Level	29,000
2007-08 Total State Tax Dollar Support	168,500
General State Charges	
2006-07 Total State Tax Dollar Support	147,700
Base Level	10,600
2007-08 Total State Tax Dollar Support	158,300

*First year of multi-year request to achieve \$30M in total annual support for geographic adjustment.

**First year of multi-year request to achieve \$9.5M in total annual support for deferred maintenance.



STATE-OPERATED CAMPUSES AND UNIVERSITY-WIDE PROGRAMS

Base-Level Budget

Mandatory costs for the State-Operated campuses and University-Wide Programs are projected to increase by \$62.8 million. The majority of this increase is due to collective bargaining obligations, and non-personal service (OTPS) inflation.

Base Request	Thousands of Dollars
2006-07 Adjusted State Tax Support ¹	\$1,106,818
Total Change	62,802
2007-08 Base Level State Tax Request	\$1,169,620

¹Assumes \$27 million from the \$45 million 2006-07 energy contingency appropriation is provided to the University in 2006-07.

Targeted Initiatives

Access to an Affordable and Attainable Education (\$35 million)

The mission of the State University of New York as prescribed in the New York State Education Law is “to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of

all segments of the population in a complete range of academic, professional and vocational post-secondary programs...” This responsibility is central to the University’s mission as a public institution and must be supported if SUNY is to fulfill its obligation to provide all New Yorkers with access to an affordable and attainable education.

Meeting Enrollment Demand

Enrollment at the University’s State-operated campuses has been on an upward trajectory for the past 10-years, growing from 184,696 students in the fall of 1997 to an estimated 208,073 in the fall of 2006. This increase is consistent with campuses’ Mission Review II strategic plans, which anticipate further growth over the next five years of the University’s planning horizon.

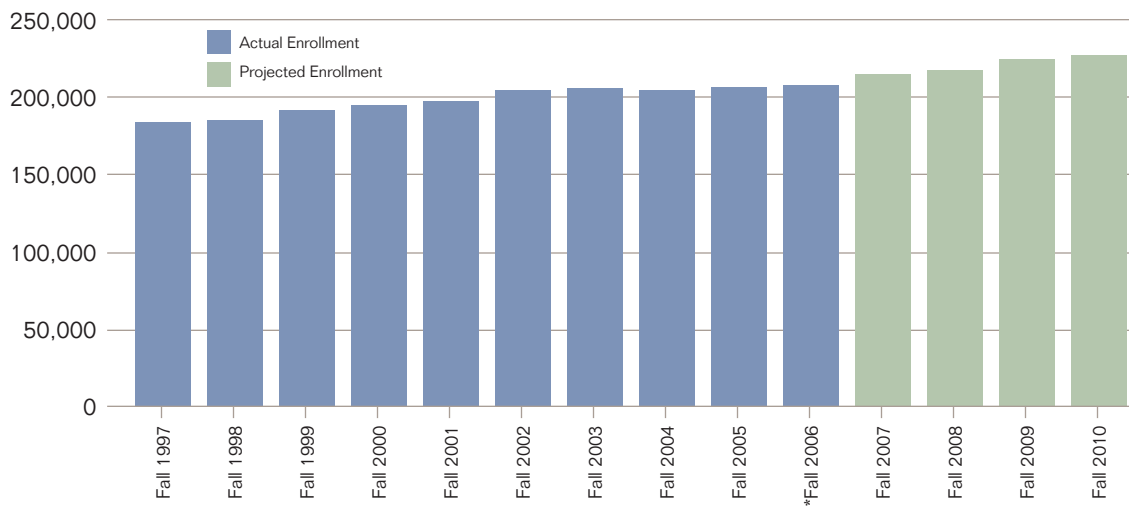
A major factor driving the increase in enrollment is improved retention rates among all State-operated campus sectors. SUNY’s retention rates are already above the average rate for national public institutions and on par with or exceeding the national private retention rate averages. (ref. chart on page 48).

Additional pressure on enrollment growth is expected to occur as a result of continued increases in New York’s traditional college-aged population (age 18 to 24). Further enrollment growth will also

“Education is the great equalizer in American life. As Vice Chairman of the State University Board of Trustees, I see it as my duty to ensure all New Yorkers are given the chance to pursue a college education matching their highest aspirations.”

Randy R. Daniels,
Vice Chairman,
SUNY Board
of Trustees

State-Operated Campus Enrollment



*Fall 2006 Preliminary Enrollment



result from the decline in the number of jobs that do not require some college education, while jobs requiring post-secondary education continue to grow.

The 2006-07 enacted State budget provided funding for an additional 7,400 students. This growth included: existing students admitted in line with enrollment goals established in the first-cycle of Mission Review; growth in first-time/full-time freshman and transfer students; and enrollment increases due to improving retention rates. Preliminary indications from fall 2006 enrollment data are that the University has exceeded anticipated funded growth targets.

In 2007-08, the State-operated campuses' Mission Review II strategic plans anticipate more than a 5,600 student increase from 2006-07 funded enrollment levels. The University requests State support to meet this demand.

Expanding Opportunity

The State University is committed to a student population that reflects the social, economic and cultural diversity of New York State. For 2007-08, SUNY's budget request includes State support to expand opportunities for New York State's low-income, first generation and multi-cultural students. This will be achieved by building on existing University opportunity programs, which support undergraduate students who have the potential to succeed in

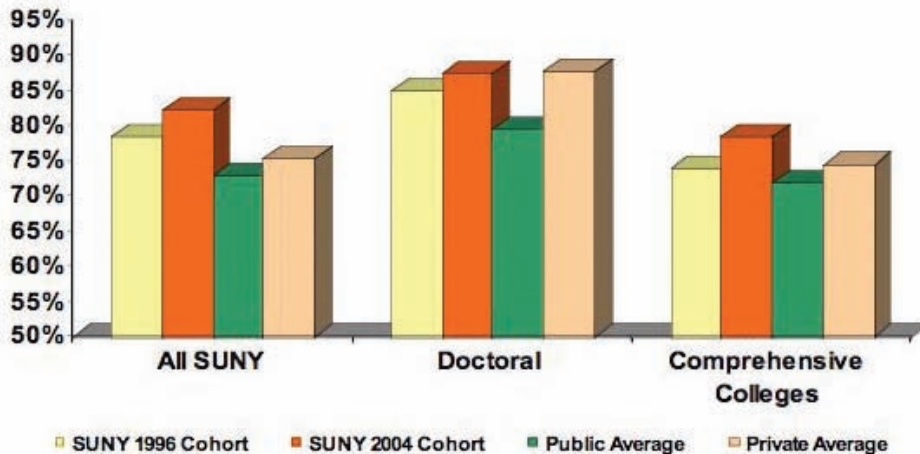
higher education, as well as through the establishment of a new office dedicated to enhancing diversity throughout SUNY.

A new Office of Diversity and Multi-Cultural Affairs will focus university efforts to provide access and opportunity to the underserved students of all ethnic origins: African American, Hispanic, Latino/a, Asian, Native American and Pacific Islander.

Economic Development – Expand Support for High Need/Resource Intensive Programs (\$5 million)

The 2006-07 Budget provided \$3 million to expand or establish campus programs with demonstrated economic development or public health need. From a pool of requests totaling \$7 million, a committee of campus and System Administration representatives made awards in the areas of engineering, information science, and nursing and allied health. In only a few short months since the program's inception, approximately 370 new students have been enrolled and 25 faculty hired. An additional \$5 million for the High Need Program in 2007-08 will enable the University to meet the significant unmet demand for program funds, and expand upon this partnership with the State to meet the critical workforce needs of communities throughout New York.

First-Year Retention



National benchmarks reflect most current data

Academic Performance and Innovation (\$5 million)

SUNY is committed to providing not only access, but access to success. While this budget request seeks funding to increase enrollment capacity by adding faculty and expanding and improving academic facilities, the University also seeks to create capacity through innovation. Funding is sought for three initiatives that will improve retention, shorten the time-to-degree, and improve teaching and learning.

Student Performance Tracking

High quality and timely academic advisement increases students' progress toward degree completion. However, the complexities of degree programs and the needs of an increasingly diverse student body have placed greater demands on academic advisors. SUNY proposes to implement a system-wide on-line degree tracking program that will facilitate more timely degree completion by providing students and academic advisors with real time degree audits. The program will also model for students the consequences of course selection and sequencing with respect to degree completion as well as the impact of changing majors on time-to-degree. A similar program at the University of Florida found that satisfaction with registration and advising went from 36% to 92% and the University achieved a sustainable 7% increase in its six-year graduation rate. Building on the State University's already strong graduation rates, SUNY can realize even better results with an on-line degree tracking tool.

Course Redesign

Persistence or retention through the first year of college strongly correlates with degree completion. Too many new students fall behind because they have difficulty mastering the material in large lecture classrooms. The result is that these students are not prepared to succeed in the higher-level courses which follow and, ultimately, the student is at risk of dropping out. While reducing class sizes might alleviate some of the problem, the University is also

actively pursuing other ways to increase student learning without increasing cost.

Student performance can be enhanced by course redesign that, at the same time, reduces the overall costs of instruction. By using technology and course redesign to improve large lecture introductory courses in mathematics, science, technology and social sciences, student learning and retention can be dramatically improved. For example, as a pilot project, the faculty at the University at Buffalo redesigned their computer literacy course, which typically enrolls 1,000 students per year, resulting in a higher percentage of students successfully completing the course, with better grades, while achieving a reduction in cost of \$248 per student to \$143 per student.

With support from the State in FY 2007-08, SUNY will initiate a series of innovative system-wide course redesign efforts to improve student satisfaction and success, and more effectively use existing resources.

Assessment

SUNY is playing a leadership role in advancing the assessment movement in higher education. Rigorous assessment policies and procedures are already in place for campuses' curricular programs. This achievement has been acknowledged nationally, as illustrated in February 2006 when SUNY's assessment efforts were featured in the publication *Assessment Update*, where they were cited as possessing "all the characteristics of effective outcomes assessment."

Support from the State would be used to make the most recent component of SUNY's assessment program – Strengthened Campus-Based Assessment – even more robust. Under this program, campuses evaluate student outcomes in mathematics, writing and critical thinking. In addition, campuses evaluate their students' academic engagement. Enhancing SUNY's Strengthened Campus-Based Assessment program will provide campuses with more comprehensive feedback that faculty and staff can use to improve student engagement, learning and, ultimately, retention and time-to-degree.



Achieving the Margin of Excellence (\$14 million)

Among the hallmarks of premier higher education institutions are outstanding graduate and undergraduate students, and a robust university press. In pursuit of excellence, the University seeks additional support from the State for the following initiatives:

Strategic Investment in Graduate Excellence

In order for SUNY to compete with other preeminent research universities, it must compete for the most promising graduate students. By attracting such students, SUNY is able to attract and retain the best faculty, increase research expenditures and achieve nationally recognized graduate programs.

Top-tier research universities attract the strongest graduate students by offering strong and competitive financial packages. Investment in doctoral education must increase for SUNY to be fully effective in this sphere.

SUNY needs more doctoral stipends, and stipends that are at competitive levels of compensation. The average stipends at SUNY's research centers are roughly \$3,000 lower than awards at the top doctoral universities, and the disparity is greater in exactly the areas where SUNY needs to compete most in order to fuel the state's economic goals: in science and engineering.

The University's 2007-08 operating budget request seeks additional State support to bring graduate stipends and tuition assistance to the level necessary to attract the best and brightest doctoral students to SUNY.

Advanced Undergraduate Research Initiative

The best and brightest undergraduate students seek to conduct research in their chosen fields of study. Such research enhances their studies and often enhances their chances of admission to prestigious graduate programs. This initiative would enable SUNY to expand available opportunities for undergraduate research and offer specialized academic programs that foster success in research.

SUNY Press

University presses are critical for disseminating new ideas in the social sciences and humanities. SUNY Press is the second largest university press in the nation, with an annual output of around 200 books and a backlist of more than 3,400 titles. The Press has achieved national recognition in the areas of education, philosophy, religion, Jewish studies, Asian studies, political science and sociology, with increasing growth in the areas of literature, film studies, communication, women's studies and environmental studies. The Press is currently one of only two major university presses that are entirely self-supporting. However, nationwide reductions in funding for college and university library acquisitions coupled with the impact of the electronic publishing on the sales of traditional paper publishing have had a significant negative impact on the Press's financial condition. In response, SUNY Press has invested in digital printing technology, which has reduced printing costs and enabled it to respond more flexibly and effectively to changes in demand. However, continued financial pressures have resulted in a more than a 10% reduction in the Press' workforce. This reduction has severely limited resources available for marketing and sales, further depressing revenues. The University seeks additional State support to ensure that SUNY Press continues its national leadership in academic publishing.

Geographic Adjustment (\$10 million)

A study commissioned for the budget allocation process (BAP) model implemented in 1998-99 concluded that the costs associated with operating SUNY campuses in the Long Island and New York City metropolitan areas were up to 26% greater than the SUNY average. Due to funding constraints, this geographic differential was limited to 13%. Updated regional cost of living statistics appear to indicate that the cost differential in these downstate regions is now even greater, approaching nearly 50% in certain areas. Fully funding this differential



could require up to \$30 million. The University proposes achieving this level of additional funding over a 3-year period. Accordingly, SUNY requests \$10 million in 2007-08.

A Rational Tuition Policy

Tuition rates at the University's State-operated campuses have been characterized by long periods of flat tuition followed by sharp tuition increases used to offset corresponding reductions in State tax dollar support.

The cumulative value of these tuition increases accounts for more than \$530 million (58%) in annual student revenue. However, since each tuition increase was required to offset reductions or short-falls in State support, this additional revenue has not gone towards investments in SUNY's teaching, research and public service missions.

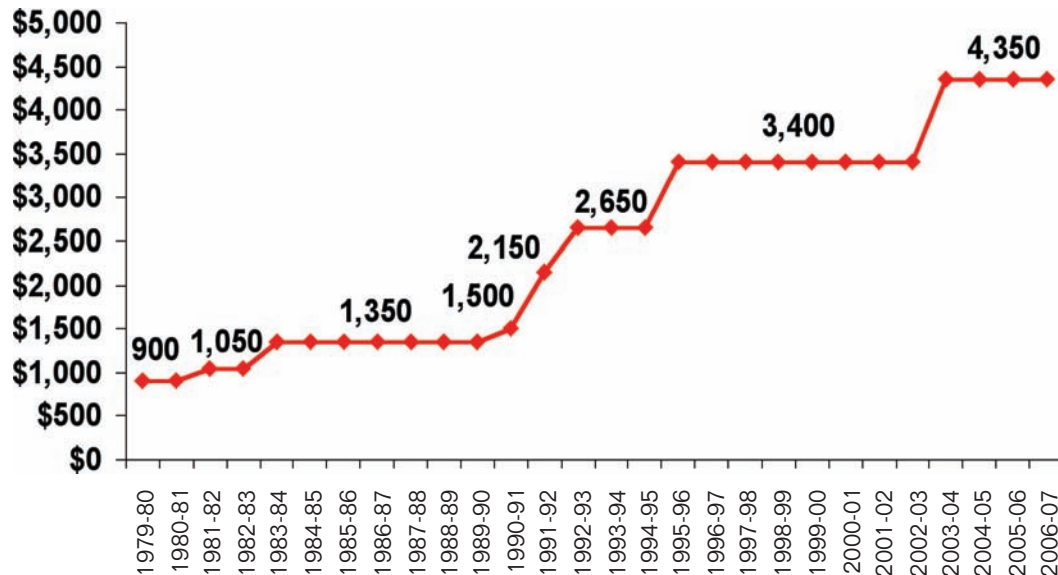
As an alternative to large unpredictable tuition rate increases, a rational tuition policy will:

- Enable resident students in undergraduate and first professional programs, and their families, to more effectively plan for financing the costs of higher education, and to be insulated from unanticipated tuition increases;
- Help encourage students to graduate "on-time" while providing the flexibility to deal with individual circumstances;
- Ensure that State funding is provided for mandatory cost increases; and
- Provide the University with a predictable source of incremental tuition revenue, to improve academic quality, primarily by increasing the number of full-time, tenure track faculty at State-operated campuses.

"SUNY and CUNY need to have a rational tuition policy that avoids spikes in tuition. Any tuition increases should be used to fund an improvement in educational quality, not to offset reductions in state aid, as happened in the past."

Eliot Spitzer,
Governor-elect
(September 2006)

**State University of New York Tuition Trend
1979-2006**





REQUESTS FROM CONTRACT AND STATUTORY COLLEGES

The statutory colleges at Cornell University and Alfred University, partially supported by public funds, are governed cooperatively by SUNY Board of Trustees and the governing boards of the host institutions. The colleges at Cornell include Agriculture & Life Sciences, Human Ecology, Veterinary Medicine, and Industrial & Labor Relations at Cornell. The New York State College of Ceramics is hosted at Alfred University. Due to their unique nature, in 2007-08, the budgets for these institutions are being requested separately from those of the University's State-operated campuses.

Cornell University

2006-07 Adjusted Total State Tax Support¹	<u>Thousands of Dollars</u>
	\$155,223
2007-08 Total Increase	33,866
Base Level	8,471
Salaries and Wages	5,230
Non-Personal Service Inflation	1,057
Energy Inflation ²	1,334
County Cooperative Extension	850
Structural Deficit	22,395
Accessory Instruction	9,895
Land Grant	12,500
Critical Needs	3,000
Deferred Maintenance ³	3,000
2007-08 Total Request⁴	\$189,089

Notes:

¹ 2006-07 Financial Plan (including Land Grant and County Cooperative Extension), plus anticipated 2006-07 energy funding (\$2.5 million) and Empire Innovation (\$1.1 million).

² Campus request of \$3.8 million less anticipated 2006-07 energy funding (\$2.5 million).

³ Reflects first-year of multi-year request to achieve \$9.5 million in total annual support for deferred maintenance.

⁴ Does not include University-wide program funding which will continue to be provided to Cornell from available SUNY lump sum appropriations.

In addition to traditional base-level increases for salary adjustments, non-personal service inflation and energy inflation, Cornell is seeking funding for the following items:

- Cooperative Extension: Cornell's request for \$850,000 would increase funding for county extension outreach centers from \$3.67 million to \$4.52 million, consistent with the statutory funding formula for this program.
- Accessory Instruction: Cornell's private colleges provide a significant number of first and second year courses to statutory college students. There is a costing methodology for this "accessory instruction" that attributes those costs to the contract colleges. The request for \$9.895 million reflects the annual shortfall now being supported by Cornell's private operating budget.
- Land Grant Mission Support: In 2006-07, Cornell received \$60 million as discrete state support for the land grant mission of the University. This amount is not adequate to support the full direct and indirect support costs of land grant activities. The estimated annual cost of these activities is \$72.5 million.
- Deferred Maintenance: For 2007-08, Cornell is requesting \$3 million to address critical deferred maintenance needs within the statutory colleges. This request is the first step in a multi-year effort to achieve \$9.5 million in total annual support for this purpose.



College of Ceramics at Alfred University

	Thousands of Dollars
2006-07 Adjusted Total State Tax Support¹	\$9,781
2007-08 Total Increase	904
Base Level	253
Salaries and Wages	196
Non-recurring Collective Bargaining ²	(33)
Energy Inflation	90
Structural Deficit	591
Critical Needs	60
Essential Staff	60
2007-08 Total Request³	\$10,685

Notes:

¹ Includes 2006-07 appropriated level (\$9.187 million), plus retroactive CSEA raise funding (\$153,000) and 2006-07 estimated energy funding (\$441,000) from the contingency appropriation contained in this year's budget.

² Non-recurring component of the retroactive CSEA raise funding

³ Does not include University-wide program funding which will continue to be provided to Ceramics from available SUNY lump sum appropriations.

COMMUNITY COLLEGES

The University's 30 community colleges provide open access to educational programs and services offered to the entire population and geographical areas of New York State. Their broad mission includes providing career education and degree programs, as well as customized non-credit programs that service a variety of individual, community and business needs. These colleges are increasingly the first choice colleges for New York State citizens, including traditional high school graduates as well as non-traditional adult students, contributing to a more diverse student population.

Base Level Budget

Base level budget costs for the community colleges are projected to increase by \$5.6 million. This increase reflects full funding for 2006-07 enrollment, 50% of rental costs and annualization of the 2006-07 funding for community college High Need/Resource Intensive Programs including: engineering, information sciences, nursing, allied health and other resource intensive technical degree programs.

<u>Base Request</u>	<u>Thousands of Dollars</u>
2006-07 Adjusted State Tax Support	\$419,829
2007-08 Base Level	5,597
Base Operating Aid	3,414
Rental Aid	1,583
Annualization of High Need/ Resource Intensive Programs	600
2007-08 Base Level State Tax Request	\$425,426

Targeted Initiatives

Increase Base Operating Aid by \$142 per FTE (\$17.5 million—SFY Basis)

Operating costs at the community colleges are shared by the State, students and local sponsors. In 1970, the State approved the Full Opportunity Program for New York community colleges. Under this Program, the State should provide 40% of the net operating costs for colleges that provide open access, rather than the one-third (33.3%) level. At the 40% "full opportunity" level, Education Law presumes that the share of student tuition will not exceed 33.3% and that the local sponsor share will reflect 26.7% of net operating costs. However, the State share has consistently been under 40% and, since the 1991-92 enacted State Budget began waiving the 33.3% student tuition limit, the State share has diminished to less than one-third, and local sponsor support and tuition revenue have exceeded the levels presumed in Education Law.

The 2006-07 State budget increased base operating aid for community colleges by \$175 per FTE, from \$2,350 to \$2,525. This was the second largest increase in history and contributed to bringing the State share of funding closer to the one-third level; considered a first step in achieving a return to the 40% level called for in Education Law.

In order to continue this progress, the State University is requesting that the 2007-08 budget provide a per FTE increase in base operating support sufficient to cover one-third of a Higher Education Price Index (HEPI) based increase in net operating costs. HEPI is estimated at 5% for 2007-08, which would equate to a \$142 per FTE increase in base operating aid. The total requested base aid amount would be \$2,667 per FTE.



Increase Base Operating Aid by an Additional \$50 per AAFTE (\$6.1 million—SFY Basis)

As a further step towards the one-third and, ultimately, the 40% “full opportunity” funding level presumed in Education Law, the University requests an additional \$50 per FTE, which would increase the total requested base aid amount to \$2,717 per FTE.

Increase Funding Available for High Need/ Resource Intensive Programs by an Additional \$100 per FTE for a total of \$200 in Supplemental support (\$2.6 million – SFY Basis)

In many crucial industry sectors, employers in New York State are experiencing significant workforce shortages. This “workforce gap” is projected to become even more significant in the near future.

SUNY community colleges are primary providers of a trained workforce in New York State. As part of their responsibility in educating and training citizens for that workforce, community colleges must be highly responsive to the needs of the State’s industries and to educate workers for high-demand occupations.

Based on an analysis of occupational demand data from the NYS Department of Labor, SUNY identified the highest-demand and/or highest-growth occupations that require higher education. These occupations were then matched with resource intensive community college programs that prepare individuals for these careers. These priority programs, many of which have waiting lists due to cost constraints, encompass professions primarily in the engineering, information science and nursing/allied health fields.

In 2006-07, the University requested \$200 per FTE in supplemental funding for these high need/high cost programs. The enacted State budget provided \$100 per FTE, which supported more than 24,000 student FTEs. For 2007-08, the University is again requesting the full \$200 per FTE, or a \$100 per FTE increase over 2006-07 levels. The total enrollment that would be supported by these funds is expected to grow to more than 28,000 FTE.

Provide Funding Adjustment for Colleges with Less than 2,000 FTE (\$1.875 million—SFY Basis)

All community colleges have a core foundation of services that they must provide. These include such things as basic administrative offices, records and registration, security, facilities, admissions, institutional research and reporting, counseling, support for students with disabilities, placement, human resources, etc.

For 2007-08, the University is requesting State support in the amount of \$1.875 million to establish the Community College Minimum Foundation Program. The Program would provide community colleges with enrollments of less than 2,000 FTE with an annual funding adjustment. This adjustment would begin at \$500,000 for colleges with enrollments of less than 1,700 FTE and phase out incrementally for enrollment levels from 1,700 to 2,000. Currently, based on the most recently available enrollment data, there are five community colleges with enrollments under 2,000 – (Clinton, Columbia-Greene, Fulton-Montgomery, North Country, and Sullivan). The enrollments for all five of these colleges are also under 1,700 FTE.

HOSPITALS

To ensure that the three SUNY teaching hospitals – SUNY Downstate Medical Center, Stony Brook University Hospital and Upstate Medical University – continue to provide essential medical care to their regions, and cutting edge health care research, the University requests a \$29.0 million increase to the operating subsidy provided by New York State. The subsidy is calculated to recognize the incremental costs that the hospitals incur by virtue of their being public entities versus other comparable non-public hospitals, and is based on the true costs of payroll.

Thousands of Dollars

2006-07 Total State Tax Support	\$139,500
2007-08 Base Level	29,000
2007-08 Base Level State Tax Request	\$168,500



GENERAL STATE CHARGES

Thousands of Dollars

Fringe benefits for state-operated and statutory college employees funded through the core operating budget are covered by the State. Certain of these fringe benefits, primarily the matching portion for participants in the Optional Retirement Program, are paid directly by the State University. Most fringe benefit payments are made directly by the State on behalf of the University.

2006-07 Total State Tax Support	\$147,700
2007-08 Base Level	10,600
2007-08 Base Level State Tax Request	\$158,300

BUDGET REQUEST SUMMARY - ALL APPROPRIATED FUNDS

The table below summarizes the University's 2007-08 budget requests for all appropriated funds.

All Appropriated Funds

(thousands of dollars)

	2006-07 Adjusted Base	2007-08 Budget Request	Change
<u>Total State Operations</u>	<u>\$5,546,423.6</u>	<u>\$5,906,824.0</u>	<u>\$360,400.4</u>
Core Operating Budget - State Operated	\$2,157,689.6	\$2,327,620.0	\$169,930.4
General Fund State Support	1,106,818.0	1,238,620.0	131,802.0
Tuition and Other Income	1,050,871.6	1,089,000.0	38,128.4
Statutory Colleges (Reflects Campus Request)	\$161,334.0	\$195,254.0	\$33,920.0
Cornell	151,553.0	184,569.0	33,016.0
Ceramics	9,781.0	10,685.0	904.0
General State Charges (Fringe Benefits)¹	\$147,700.0	\$158,300.0	\$10,600.0
Special Revenue Funds - Other	\$2,770,200.0	\$2,896,150.0	\$125,950.0
Residence Halls Operations	260,000.0	270,000.0	10,000.0
General Income Fund Reimbursable	590,000.0	619,500.0	29,500.0
State University Tuition Reimbursable Account	102,200.0	107,200.0	5,000.0
Long Island Veterans' Home	35,500.0	38,400.0	2,900.0
Hospitals	1,782,500.0	1,861,050.0	78,550.0
Internal Service and Fiduciary Funds	\$79,000.0	\$79,000.0	-
Special Revenue Funds - Federal	\$230,500.0	\$250,500.0	\$20,000.0
<u>Total Aid to Localities</u>	<u>\$423,498.5</u>	<u>\$458,020.5</u>	<u>\$34,522.0</u>
Community Colleges	\$419,828.5	\$453,500.5	\$33,672.0
County Cooperative Extension - Cornell	\$3,670.0	\$4,520.0	\$850.0
Total	\$5,969,922.1	\$6,364,844.5	\$394,922.4
For information only			
Hospital Subsidy	139,500.0	168,500.0	29,000.0
Stabilization Fund (2nd year of a 2 year appropriation)	80,000.0	-	n/a

¹Does not include centrally budgeted fringe benefits (valued at \$751.2 million in 2006-07).



UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS • University at Albany • Binghamton University • University at Buffalo • Stony Brook University • SUNY Downstate Medical Center • Upstate Medical University • College of Environmental Science and Forestry • College of Optometry • NYS College of Ceramics at Alfred University • NYS College of Agriculture/Life Sciences at Cornell University • NYS College of Human Ecology at Cornell University • NYS College of Industrial/Labor Relations at Cornell University • NYS College of Veterinary Medicine at Cornell University
UNIVERSITY COLLEGES SUNY Brockport • Buffalo State College • SUNY Cortland • Empire State College • SUNY Fredonia • SUNY Geneseo • SUNY New Paltz • SUNY Old Westbury • College at Oneonta • SUNY Oswego • SUNY Plattsburgh • SUNY Potsdam • Purchase College
COLLEGES OF TECHNOLOGY Alfred State College • SUNY Canton • SUNY Cobleskill • SUNY Delhi • Farmingdale State College • Maritime College • Morrisville State College • SUNY Institute of Technology
COMMUNITY COLLEGES Adirondack • Broome • Cayuga County • Clinton • Columbia-Greene • Corning • Dutchess • Erie • Fashion Institute of Technology • Finger Lakes • Fulton-Montgomery • Genesee • Herkimer County • Hudson Valley • Jamestown • Jefferson • Mohawk Valley • Monroe • Nassau • Niagara County • North Country • Onondaga • Orange County • Rockland • Schenectady County • Suffolk County • Sullivan County • Tompkins Cortland • Ulster County • Westchester

2007-08 CAPITAL FACILITIES BUDGET REQUEST

THE STATE UNIVERSITY *of* NEW YORK





2007-08 CAPITAL FACILITIES BUDGET REQUEST

Educational Facility Capital Plan

Building on new multi-year State funding authorizations beginning in 2004, for 2007-08, the University is requesting funding for \$751.6 million in additional academic capital commitments as part of a Sustainable Capital Investment Program which would add a year of funding to the capital plan each year, thus maintaining a five-year planning and financing outlook. Key components of this request include:

- \$325 million for core critical maintenance (CM) needs of academic facilities of the University's State-operated campuses. These funds are allocated to each campus pursuant to a methodology approved last year by the State University Business Officers Association (SUBOA),
- \$376.6 million to advance high priority campus projects, including additional critical maintenance initiatives which may not be possible under incremental annual CM allocations, and other strategic capital initiatives to enhance academic goals, and
- \$50 million for Science and Technology equipment.

Hospital Capital Plan

Enhancing new multi-year State funding authorizations beginning in 2003, for 2007-08, the University is requesting funding for \$142.7 million in additional hospital capital commitments as part of the hospitals' multi-year capital improvement and revenue-generating business plans.

This amount will support strategic initiatives at each of the University's three teaching hospitals. As in past years, the debt service costs for financing these projects will be borne by the hospitals from operating revenues.

Community College Capital Plan

Building on new multi-year State funding authorizations beginning in 2003, for SFY 2007-08, the University is requesting a total of \$56.9 million to provide the 50% State share of capital project costs for community colleges. This amount includes:

- \$31.9 million to support the capital initiatives of ten community colleges qualifying for additional State support because they have already fully committed their base 2003 plan, have included the proposed initiative in a Master Plan adopted by their Board of Trustees, and have received local sponsor commitment to funding the local 50% share of the project, and
- \$25 million for Science and Technology equipment.

Residence Hall Capital Plan

During 2007-08, the University will continue to implement capital improvements for residential facilities under existing funding authorizations, as re-appropriated, and will not require new funding authorizations this year.

Capital Re-appropriations – All Programs

The University is requesting full re-appropriation of all currently available capital program authorizations. This applies to State capital appropriations for all University programs, including Educational Facilities, Hospital Facilities, Residence Halls, and Community Colleges.

MASTER CAPITAL PLAN

The State University Construction Fund was established in 1962 to provide management for construction, acquisition, reconstruction, rehabilitation and improvement of facilities at the State-operated institutions and contract and statutory colleges under jurisdiction of the State University. The University's objectives for its Master Capital Plan are to protect, maintain, preserve and modify its physical plant to comply with health and safety codes and environmental and energy conservation measures; to keep pace with changes in telecommunications, information and educational technologies and emerging research requirements; to support the University's energy initiatives; as well as to adapt to ongoing changes in academic programs and student life affected by evolving educational and emerging marketplace demands.

Given these objectives – and the complexity of tasks that they demand – multi-year planning and financing is crucial to the University's ability to effectively schedule and implement ongoing capital program investments in its facilities.

Multi-Year Planning and Funding – an Essential Framework for Investments

The long-range focus introduced with the multi-year funding approach in 1998, and repeated in 2004, has significantly improved the ability of the University and its constituent campuses to plan, prioritize and execute a range of capital improvements despite the constraints of time and physical logistics inherent in these undertakings. Improved planning, too, has allowed the University to identify and propose programs of multi-year funding to address the ongoing critical maintenance priorities of its State-operated campuses and hospitals and to bolster the revenue-generating capacity of its teaching hospitals through a plan of targeted capital improvements.

In addition, based at least in part on the improved ability of campuses to plan and execute major capital projects, the core capital programs enacted for the University's hospitals and State-operated cam-

pus in 2003 and 2004 have been augmented by additional project funding initiatives in 2005 and 2006. Many of these initiatives provide vital support for the expansion of science, technology and research programs.

As a result, the current multi-year State funding authorizations supporting the University's capital needs address both critical maintenance activities – those required to preserve existing facilities and supporting infrastructure – as well as a range of other capital investment priorities. While appreciative of the additional funding for specific projects, the University continues to seek support of a rolling capital plan which would provide sustainable annual investment levels in support of its physical plant.

State-Operated Campuses and Hospitals

Recent Funding Developments

Since 2003, the State has provided more than \$3 billion in support for improving the academic facilities of the University's State-operated campuses, including the following major multi-year capital funding authorizations:

- \$350 million enacted in 2003-04 in support of the strategic business plans of the University's three teaching hospitals.
- \$1.637 billion enacted in 2004-05 for the academic facilities of the University's 34 State-operated campuses, primarily dedicated toward the extensive critical maintenance needs of facilities the average age of which now exceeds 42 years.
- \$698.175 million enacted in 2005-06 for special academic facility project initiatives designed to supplement core critical maintenance funding, which includes \$69 million for hospital capital projects. These initiatives address a wide range of critical maintenance and program-related improvements, including facility expansion and new construction, the acquisition of advanced technology and equipment supporting develop-



The State University of New York Educational Facility & Hospital Multi-Year Capital Program Plans 2003-2006

State Funding Authorizations – Allocations by Campus (\$ in thousands)

Campus	Hospitals	Educational Facilities		Cumulative Total
	Strategic Initiatives	Base Five Year Plan	Program Initiatives	
Albany	\$0	\$76,405	\$243,500	\$319,905
Binghamton	\$0	\$75,243	\$121,000	\$196,243
Buffalo	\$0	\$179,520	\$76,600	\$256,120
Stony Brook, incl HSC	\$146,600	\$173,520	\$111,000	\$431,120
Brooklyn HSC	\$97,700	\$0	\$0	\$97,700
Ceramics	\$0	\$28,753	\$71,000	\$199,753
Cornell	\$0	\$9,953	\$15,000	\$24,953
Forestry	\$0	\$131,257	\$46,000	\$177,257
Optometry	\$0	\$26,368	\$40,800	\$67,168
Syracuse HSC	\$149,700	\$7,489	\$4,000	\$161,189
		\$38,628	\$0	\$188,328
Brockport	\$0	\$45,910	\$15,000	\$60,910
Buffalo College	\$0	\$57,330	\$104,000	\$161,330
Cortland	\$0	\$39,999	\$30,000	\$69,999
Empire State	\$0	\$1,449	\$31,000	\$32,449
Fredonia	\$0	\$31,099	\$18,700	\$49,799
Geneseo	\$0	\$32,543	\$14,500	\$47,043
New Paltz	\$0	\$33,811	\$20,000	\$53,811
Old Westbury	\$0	\$20,771	\$22,300	\$43,071
Oneonta	\$0	\$35,871	\$14,000	\$49,871
Oswego	\$0	\$52,541	\$25,875	\$78,416
Plattsburgh	\$0	\$34,525	\$12,226	\$46,751
Potsdam	\$0	\$36,355	\$8,000	\$44,355
Purchase	\$0	\$43,523	\$29,100	\$72,623
Alfred	\$0	\$19,529	\$4,900	\$24,429
Canton	\$0	\$12,966	\$24,000	\$36,966
Cobleskill	\$0	\$18,191	\$17,800	\$35,991
Delhi	\$0	\$17,038	\$10,000	\$27,038
Farmingdale	\$0	\$30,675	\$39,700	\$70,375
Maritime	\$0	\$11,349	\$10,700	\$22,049
Morrisville	\$0	\$26,090	\$11,000	\$37,090
Utica-Rome	\$0	\$10,501	\$33,600	\$44,101
State Univ Plaza + U-wide	\$0	\$14,798	\$28,100	\$42,898
Levin Institute	\$0	\$0	\$35,000	\$35,000
Campus Allocations	\$394,000	\$1,374,000	\$1,288,401	\$3,056,401
Hospital-wide	\$25,000	\$0	\$0	\$25,000
Emergencies	\$0	\$25,000	\$65,000	\$90,000
GRAND TOTAL	\$419,000	\$1,399,000	\$1,353,401	\$3,171,401

Source: State University Construction Fund

ment of new academic programs, and provide enhanced opportunities for public/private collaboration.

- \$486.226 million enacted in 2006-07 for an additional series of capital improvement initiatives for the University's academic facilities, including support for continued investments in critical maintenance activities for aging and deteriorating facilities in order to preserve the University's existing facility assets, ensuring their continued safety and utility in the future and for the construction of new facilities for adaptive re-use of existing facilities to better serve current academic program needs, for the development of additional public/private partnerships including incubator facilities.

The table displays, by campus and statewide, the cumulative impact of all new State funding authorizations provided to the University since 2003 for SUNY educational facility and hospital capital program purposes.

The benefits that accrue from these investments are multiple. Certainly, maintaining the State's public higher education infrastructure is critical to long-range goals for educating the State's future workforce. In addition, the extensive and geographically diverse network of University facilities across the State provides a built-in framework for promoting economic development activities in nearly every region of the State.

While these authorizations constitute the core of the University's present multi-year capital program Financing Plan, it is important to note that many of the campuses have also been successful in securing additional State financial assistance for facility development under State economic development programs. Most recently, in the final enacted State Budget for 2006-07, nearly \$290 million in State economic development funding authorizations were provided to assist State-operated campuses with special projects, including such initiatives as an additional investment of \$75 million for the University of Albany's nanotech ventures, \$40 million to finance a new Technology Building at Buffalo State College, and \$50 million to assist Cornell in constructing a new Veterinary Diagnostic Lab.



System-wide Academic, Residential and Hospital Facilities Profile

The total capacity of all University State-operated campus academic, residential and hospital facilities is 77.4 million gross square feet of space, a physical infrastructure equivalent to that of a small city. This supports the daily activities of more than 200,000 students and approximately 55,000 faculty and supporting staff. It contains more than 2,200 separate buildings, hundreds of miles of roads, millions of square yards of walks and plazas, more than 60,000 residential beds and some 1,200 licensed hospital and clinic beds.

Maintaining these assets is a priority and has become increasingly costly as a result of the age of most facilities. Currently, about 75 percent of the space on State-operated campuses is more than 30 years old, with the average building age exceeding 40 years. The table below profiles State-operated

facilities by total number of buildings, and by the percentage of total gross square feet of space involved in each age category.

The current estimated replacement value of all State-operated academic facilities – and the vast network of utility systems for water supply, waste removal, electrical, power, heating and cooling distribution that must be maintained in working order for daily operations – is estimated at approximately \$20 billion. Moreover, the fixed asset value of the University's total land and building investments to date represents approximately 25 percent of all State-owned assets, excluding roads and bridges. Given the median age of facilities, combined with the sheer size of and cost to replace the University's physical plant and infrastructure, sizeable and sustained levels of capital investment for critical maintenance projects are required each year to ensure facilities remain in good repair.

2005 State University of New York State Operated Campuses Profile of Facility Age

Number of Buildings								
	< 5 years	5-10 years	10-15 years	15-20 years	20-30 years	30-40 years	40+ years	TOTAL
Academic	81	65	106	89	200	481	745	1,767
Hospital	1	2	2	2	2	0	3	12
Residential	42	4	35	31	18	179	123	432
TOTAL	124	71	143	122	220	660	871	2,211

Percentage of Gross Square Feet								
	< 5 years	5-10 years	10-15 years	15-20 years	20-30 years	30-40 years	40+ years	TOTAL
Academic	4%	4%	5%	2%	12%	40%	33%	100%
Hospital	1.3%	6.7%	0.3%	0.3%	31.4%	0%	60%	100%
Residential	9%	1%	2%	1%	3%	51%	34%	100%
TOTAL	6%	4%	4%	2%	10%	41%	34%	100%

Source: State University Construction Fund



Community Colleges

There are 30 SUNY Community Colleges located throughout the State. In total, there are 484 separate academic facilities, which are under the direct control of each individual Community College. The total capacity of these facilities is 17 million gross square feet of space. This physical infrastructure supports the daily activity of more than 216,000 students and approximately 25,000 faculty and support staff. These academic facilities house a wide array of instructional classrooms and laboratories and provide space in support of administrative services and a variety of student activities.

Maintaining these facilities is an ongoing concern, especially considering that 68 percent of the space is over 30 years old, with an average age exceeding 39 years. The table below provides an age profile of Community College facilities by total number of buildings and by total gross square feet.

Funding for Community College capital projects is provided by each community college's local sponsor and by the State. In accordance with State Education Law, the local sponsor must fund at least 50 percent of each capital project, with the State providing the remainder of the funds. Community colleges are responsible for identifying and prioritiz-

ing their capital projects with the aid of master plans. These projects are administered either by the local sponsor or the college.

Faced with an aging physical plant and emerging educational market demands, ongoing State capital investment is vital to the community colleges in fulfilling their missions.

Recent Funding Developments

Since 2003, the State has provided \$378.9 million in support of Community College academic facilities, including the following major multi-year capital funding authorizations:

- \$210 million enacted in 2003-04 was allocated to the community colleges, providing each community college an opportunity to leverage local sponsor funding in support of a variety of capital projects. This capital plan also included \$10 million for technology initiatives at the community colleges;
- \$86.271 million was appropriated in 2005-06 and was provided to augment the base multi-year plan enacted in 2003; and,
- \$82.636 million was appropriated in 2006-07 and was again provided in support of specific project initiatives, further augmenting the base 2003 Capital Plan.

2005 State University of New York Community Colleges Profile of Facility Age

	Number of Buildings						TOTAL
	< 5 years	5-10 years	10-15 years	15-20 years	20-30 years	30+ years	
Academic	33	26	22	29	63	311	484

	Percentage of Gross Square Feet						TOTAL
	< 5 years	5-10 years	10-15 years	15-20 years	20-30 years	30+ years	
Academic	4%	5%	4%	3%	15%	68%	100 %

Source: State University Construction Fund



State funding of \$378.9 million, when combined with local sponsor funding, has provided \$757.8 million in funding in support of capital projects that address a wide variety of critical maintenance improvements and program-related initiatives. The table below summarizes, by campus and statewide, the cumulative impact of all new State funding authorizations for academic facilities provided to community colleges since 2003.

The capital funding from the State has in many instances made it possible for local sponsors with limited access to resources to support community college capital projects. In this way, State funding has helped to leverage local resources and double the impact of State funding. In all of the community college capital projects, the benefits to students, faculty, staff and communities that have resulted from new and improved facilities are significant.

Community College Capital Appropriations Since 2003 (50% State Share Only)

	Total 2003-08	2005-06	2006-07	Cumulative Total
Adirondack	\$3,088,027	\$0	\$2,000,000	\$5,088,027
Broome	5,788,423	1,000,000	0	\$6,788,423
Cayuga	2,841,075	0	400,000	\$3,241,075
Clinton	2,021,224	0	0	\$2,021,224
Columbia-Greene	1,779,682	0	0	\$1,779,682
Corning	4,252,182	500,000	0	\$4,752,182
Dutchess	6,511,731	0	0	\$6,511,731
Erie	12,970,740	315,000	200,000	\$13,485,740
Fashion Institute	11,472,676	200,000	200,000	\$11,872,676
Finger Lakes	4,635,815	1,000,000	6,000,000	\$11,635,815
Fulton-Montgomery	2,382,222	0	0	\$2,382,222
Genesee	4,482,377	0	0	\$4,482,377
Herkimer	3,327,731	0	3,400,000	\$6,727,731
Hudson Valley	10,423,915	6,200,000	1,000,000	\$17,623,915
Jamestown	3,795,961	0	2,700,000	\$6,495,961
Jefferson	3,206,665	1,200,000	2,663,000	\$7,069,665
Mohawk Valley	5,804,342	0	0	\$5,804,342
Monroe	17,246,722	18,000,000	6,000,000	\$41,246,722
Nassau	21,284,916	0	5,150,000	\$26,434,916
Niagara	5,549,886	0	500,000	\$6,049,886
North Country	1,792,372	0	0	\$1,792,372
Onondaga	8,154,380	7,932,000	0	\$16,086,380
Orange	5,314,300	15,809,000	15,000,000	\$36,123,300
Rockland	6,492,689	0	600,000	\$7,092,689
Schenectady	3,449,138	5,555,000	0	\$9,004,138
Suffolk	18,102,155	7,138,000	7,923,000	\$33,163,155
Sullivan	1,788,246	0	0	\$1,788,246
Tompkins	3,546,136	10,600,000	2,400,000	\$16,546,136
Ulster	2,954,746	286,000	0	\$3,240,746
Westchester	13,195,418	10,536,000	26,500,000	\$50,231,418
Remain Statewide	12,344,108	0	0	\$12,344,108
TOTAL	\$210,000,000	\$86,271,000	\$82,636,000	\$378,907,000

Source: State University Construction Fund



UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS • University at Albany • Binghamton University • University at Buffalo • Stony Brook University • SUNY Downstate Medical Center • Upstate Medical University • College of Environmental Science and Forestry • College of Optometry • NYS College of Ceramics at Alfred University • NYS College of Agriculture/Life Sciences at Cornell University • NYS College of Human Ecology at Cornell University • NYS College of Industrial/Labor Relations at Cornell University • NYS College of Veterinary Medicine at Cornell University

UNIVERSITY COLLEGES SUNY Brockport • Buffalo State College • SUNY Cortland • Empire State College • SUNY Fredonia • SUNY Geneseo • SUNY New Paltz • SUNY Old Westbury • College at Oneonta • SUNY Oswego • SUNY Plattsburgh • SUNY Potsdam • Purchase College

COLLEGES OF TECHNOLOGY Alfred State College • SUNY Canton • SUNY Cobleskill • SUNY Delhi • Farmingdale State College • Maritime College • Morrisville State College • SUNY Institute of Technology

COMMUNITY COLLEGES Adirondack • Broome • Cayuga County • Clinton • Columbia-Greene • Corning • Dutchess • Erie • Fashion Institute of Technology • Finger Lakes • Fulton-Montgomery • Genesee • Herkimer County • Hudson Valley • Jamestown • Jefferson • Mohawk Valley • Monroe • Nassau • Niagara County • North Country • Onondaga • Orange County • Rockland • Schenectady County • Suffolk County • Sullivan County • Tompkins Cortland • Ulster County • Westchester

SUNY CAMPUSES

THE STATE UNIVERSITY *of* NEW YORK





UNIVERSITY CENTERS/
DOCTORAL CAMPUSES



The University at Albany

The University at Albany is a high quality research university with an internationally recognized faculty, an accomplished student body and a host of nationally ranked academic programs. UAlbany is SUNY's leading campus for research and education in nanoscale science and engineering. UAlbany's continued growth places its programs at the forefront of solving current societal challenges – challenges that did not exist a few decades ago. These programs include forensics, functional genomics and molecular structures, the life sciences and information technology. Such programs are destined to take their place alongside nanosciences and nanoengineering and the other disciplines of long standing distinction. A 2004 Economic Impact Statement, released by the Capital District Regional Planning Commission, revealed that UAlbany delivers an annual \$1.1 billion economic impact on New York State. The vast majority of this impact – \$1 billion – is felt in the state's Capital Region. Furthermore, through alliances with public and private entities, the University is a critical partner in the development of the region's workforce and a major contributor to its quality of life.

Unique Programs

Broadcast Meteorology, Chinese, Forensic Chemistry, Japanese, NYS Writers Institute, University Scholars

Impact

Fall 2006 Enrollment:	
Undergraduate:	12,457
Graduate:	4,977
Employment:	
Direct:	4,516
Indirect:	2,928
SUNY Alumni:	126,252
Degrees Since Inception:	149,276
All Funds Expenditures:	\$476 million
Capital Construction:	\$319.9 million



Binghamton University

Binghamton University is nationally recognized for excellence, innovation and effectiveness and is widely regarded as a "public ivy." Located in the high-tech corridor of New York's Southern Tier, Binghamton has expanded its presence in doctoral education and achieved impressive growth in sponsored research activity over the last decade. The initial building of the University's 21-acre Innovative Technologies Complex houses research in life sciences and enabling technologies. New York State's first high technology commercialization center, the Small Scale Systems Integration and Packaging Center, is building partnerships with industries across the nation. Among the University's intellectual strengths are the fields of electronics packaging, bioengineering, materials science, biomedical anthropology, psychobiology, chemistry and political



science. In addition to its liberal arts college, the University is home to four professional schools in nursing, management, education and engineering. Award-winning international programs provide students with advanced knowledge of our global society. The university is also home to two exciting new academic programs, each the first of its kind in the nation. The graduate program in biomedical anthropology provides a unique interdisciplinary approach to the study of disease transmission, while the evolutionary studies program provides an integrated approach to the study of evolution, beginning with core principles and extending in all directions, from molecular biology to art and religion.

Unique Programs

Discovery Program, Area Based Courses, Languages Across the Curriculum, International Studies Certificate, 3/2 Master's Degree Programs

Impact

Fall 2006 Enrollment:

Undergraduate:	11,523
Graduate:	2,850

Employment:

Direct:	3,391
Indirect:	2,200

SUNY Alumni: 78,790

Degrees Since Inception: 93,159

All Funds Expenditures: \$283.9 million

Capital Construction: \$196.2 million

University at Buffalo

University at Buffalo, a member of the prestigious Association of American Universities, is New York State's premier public center for graduate and professional education, as well as the state's largest and most comprehensive public university. UB's strengths in medicine, engineering and computer science enable it to conduct multidisciplinary research and provide education at a level of excellence that few universities can match. Because of these strengths, UB is home to the Center of Excel-



lence in Bioinformatics and Life Sciences, which will generate a new life sciences economy in Buffalo.

UB is a research-intensive university, housing world-leading research centers in areas that range from bioinformatics to homeland security. UB spends more than \$267 million annually on research, seeking knowledge that leads to new cures, improved processes, stronger materials, faster computers, smarter software, smaller machines and thousands of other improvements to life that flow from a great research university.

UB is one of the most attractive destinations for international students, ranking eleventh in the U.S. in international enrollment. UB also sends its students out into the world: nearly 10 percent of UB students study abroad, five times the national average.

Unique Programs

Architecture, Bioinformatics, Informatics, Law, Film Studies Pharmacy

Impact

Fall 2006 Enrollment:

Undergraduate:	18,506
Graduate:	9,317

Employment:

Direct:	8,359
Indirect:	4,584

SUNY Alumni: 176,581

Degrees Since Inception: 208,783

All Funds Expenditures: \$825.3 million

Capital Construction: \$256.1 million



Stony Brook University

Stony Brook University is the largest SUNY campus in terms of sponsored projects, technology licensing and related expenditures. Stony Brook has exceptional strength in the sciences, mathematics, humanities, fine arts, social sciences, marine sciences, engineering and health professions. Stony Brook was selected as the site for the New York State Center of Excellence in Wireless and Information Technologies. A member of the prestigious Association of American Universities, Stony Brook is one of 10 universities given a National Science Foundation recognition award for integrating research and undergraduate education. Stony Brook research generated 18 patents in FY 2005. The campus also signed 51 licensing agreements and earned more than \$12.5 million in royalties from inventions. Stony Brook University’s intellectual property and incubation and economic development programs have fostered the development of dozens of new technology ventures, employing hundreds of Long Islanders, who, last year, earned corporate revenues exceeding \$100 million.

Unique Programs

Undergraduate Colleges for Freshmen, Astronomy/Planetary Sciences, Biomedical Engineering, Chemical and Molecular Engineering, European Studies, Marine Sciences, Pharmacology, Religious Studies, Technological Systems Management and combined bachelor/master degree programs leading to an MBA or teaching certification.

Impact

Fall 2006 Enrollment:

Undergraduate:14,847

Graduate:7,675

Employment:

Direct:13,846

Indirect:5,406

SUNY Alumni:111,224

Degrees Since Inception:131,507

All Funds Expenditures: \$1.3 billion

Capital Construction: \$431.1 million



New York State College of Ceramics at Alfred University

New York State College of Ceramics at Alfred University is a one-of-a kind institution that encompasses education, research and outreach in art, engineering, design and science. Its history and tradition are founded on the study of ceramics and glass, while its current programs investigate a wide range of materials and processes through the School of Art & Design and the School of Ceramic Engineering and Materials Science. It is the only institution in the United States, and one of only three in the world, to offer a doctorate in glass science and is home to several nationally and internationally recognized research centers.

Unique Programs

Glass Science Engineering, Biomedical Materials Engineering, Video & Sonic Arts, Sculpture/Dimen-



sional Studies (metal, wood, neon, glass), Pre-Art Therapy

Impact

Fall 2006 Enrollment:	
Undergraduate:	695
Graduate:	78
Employment:	
Direct:	172
Indirect:	105
SUNY Alumni:	6,794
Degrees Since Inception:	8,033
All Funds Expenditures:	\$22.7 million
Capital Construction:	\$25 million



College of Optometry

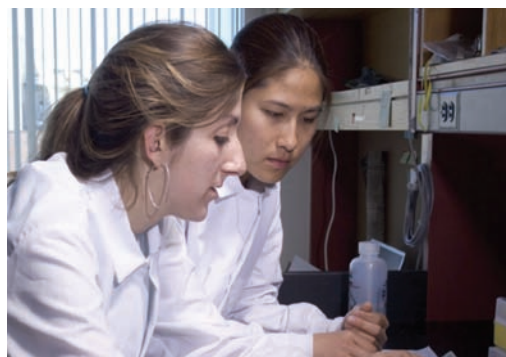
College of Optometry is the only institution of its kind in New York State and has an outpatient vision care facility that sees in excess of 100,000 patient visits per year. The University Optometric Center provides significant community service through its main clinic, nursing homes and more than 40 satellite facilities in the metropolitan area. A hallmark of the College of Optometry has been its basic and clinical research conducted by members of its faculty and associated professional staff. The University Optometric Center houses funded clinical research studies. The college's Center for Vision Care Policy conducts research in vision care delivery, eye care workforce studies and related areas. The college has an international reputation for new innovations and technology in eye care.

Impact

Fall 2006 Enrollment:	302
Employment:	
Direct:	388
Indirect:	187
SUNY Alumni:	1,620
Degrees Since Inception:	1,915
All Funds Expenditures:	\$36 million
Capital Construction:	\$11.5 million

Statutory Colleges at Cornell University

The Statutory Colleges at Cornell University represent the creative synthesis of the rigorous intellectual tradition of the Ivy League and the democratic spirit of the great public university system. The result is international leadership in the following four areas: Agriculture and Life Sciences, Veterinary Medicine, Industrial and Labor Relations, and Human Ecology. Each college is consistently ranked with the best in the nation among institutions of its kind.



The NYS College of Agriculture and Life Sciences

The College of Agriculture and Life Sciences offers diverse strengths across the biological sciences. A commitment to biodiversity and the translation of groundbreaking discoveries into commercial practice and educational outreach make the College of Agriculture and Life Sciences one of the leading colleges in the world.

Unique Programs

Biometry and Statistics, Cornell Presidential Research Scholars, Cornell University Biodiversity Research, Entomology, Food Science, Landscape Architecture



The NYS College of Human Ecology

The College of Human Ecology has over 100 years of academic excellence and community outreach woven into its history, fusing a respect for tradition with a spirit of innovation. It houses state-of-the-art research facilities in fields ranging from nutrition and health to design, nanotechnology and human development. It is the hub for Cornell University’s research and academics in family, health, social and consumer policy. It is home to the only interior design program in the Ivy League, and the only PhD in apparel design in the country. It awards more than 60 graduate degrees annually; its faculty are world renowned; and students have an open door to resources and opportunities across all of Cornell.

Unique Programs, Centers and Institutes

Bronfenbrenner Life Course Center, Capital Semester, Cornell Gerontology Research Institute, Cornell Human Factors/Ergonomics Research Lab, Cornell Institute for Policy Research, Program in International Nutrition, Urban Semester



The NYS School of Industrial and Labor Relations

The School of Industrial and Labor Relations started in 1946 with a focus on labor relations and now focuses on a broad array of workplace issues, including a variety of global issues. ILR’s mission is to advance the world of work. ILR embodies both the intellectual rigor of the Ivy League and the democratic spirit of state universities. It has a multidisciplinary social sciences faculty that values academic achievement and practical expertise. On-campus offerings promise students a liberal education with a professional orientation, while off-campus Extension programs bring insights about the workplace to the wider community.

Unique Programs

Catherwood Library—world’s largest university collection of ILR materials, Cornell in Washington Program, Independent Research, Semester Credit Internship Program, Study Abroad, Summer and Winter Internships (non-credit)

The NYS College of Veterinary Medicine

The College of Veterinary Medicine at Cornell is one of 28 veterinary colleges and schools in the United States and one of only three in the Northeast. With more than 5,000 graduates, the college is recognized internationally as a leader in public health, biomedical research, animal medicine and veterinary medical education.



The college has a state-of-the-art veterinary medical teaching hospital and veterinary education center and a library second only to the Library of Congress for the size and comprehensiveness of its veterinary collection. Cornell leads the nation's veterinary medical colleges in publicly and privately funded health research. Magnetic resonance image (MRI) scans are done at the Cornell University for Animals using North America's first permanent, open-magnet MR system specifically designed for companion animals.

Impact (All Cornell Statutory Colleges)

Fall 2006 Enrollment:

Undergraduate:	.5,194
Graduate:	.1,801

Employment:

Direct:	.4,750
Indirect:	.3,200

SUNY Alumni: .82,700

Degrees Since Inception: .97,782

All Funds Expenditures: \$.625.9 million

Capital Construction: \$.177.3 million

SUNY College of Environmental Science and Forestry

SUNY College of Environmental Science and Forestry (SUNY ESF) is the only college in the country with academic programs focused exclusively on the natural environment. SUNY ESF has the highest research productivity per faculty member in the SUNY system. The college was ranked #43 in the top 50 public national universities in the

U.S. News & World Report 2006 guidebook. While research findings still underlie the majority of SUNY ESF's interaction with industry, new cooperative ventures target specific national, state and industry needs such as biofuels and other innovative sustainable and renewable energy-producing systems, brownfields remediation and sensor technology. SUNY ESF is a contributing member to the New York Indoor Environmental Quality Center, the SUNY Center for Sustainable and Renewable Energy and the Central New York Biotechnology Research Center. The campus has been awarded the National Wildlife Federation green campus award.

Unique Programs

In partnership with Syracuse University: 4+1 Engineering, minors in Management, Pre-Health Science & Pre-Law advisement, Secondary Science Teacher Certification; in cooperation with SUNY Upstate Medical University: GOLD Program participating campus, 3+3 BS/Doctor of Physical Therapy

Impact

Fall 2006 Enrollment:

Undergraduate:	.1,544
Graduate:	.525

Employment:

Direct:	.733
Indirect:	.502

SUNY Alumni: .16,983

Degrees Since Inception: .20,080

All Funds Expenditures: \$.59.5 million

Capital Construction: \$.67.2 million



SUNY Downstate Medical Center

SUNY Downstate Medical Center is the only academic medical center in Brooklyn and one of only 125 in the United States. The campus is a vital part of the Brooklyn community, one of its largest employers, and a critical source for education, and health care. Downstate's College of Medicine, College of Health Related Professions, College of Nursing and School of Graduate Studies enroll approximately 1,500 students and offer a broad professional education that prepares students for practice or health-related careers in any location or community. Downstate is a regional center for cardiac care, neonatal and high risk infant services, pediatric dialysis and transplantation services. Downstate has a commitment to community service. A remarkable variety of community projects involve nearly every department or program on campus and target health problems from HIV and AIDS to hypertension, diabetes, asthma and pre- and postnatal care. The Arthur Ashe Health Science Academy provides science enrichment classes to talented local high school students. Downstate's clinical and basic researchers attract over \$50 million annually in research funding. Many of the research projects study health concerns that directly affect Brooklyn's communities, while others focus on basic research.

Unique Programs

Midwifery, Master of Public Health Program with a special focus on urban and immigrant health

Impact

Fall 2006 Enrollment:	
Undergraduate:	350
Graduate:	1,259
Employment:	
Direct:	4,482
Indirect:	2,133
SUNY Alumni:	15,142
Degrees Since Inception:	17,903
All Funds Expenditures:	\$579.2 million
Capital Construction:	\$197.5 million



SUNY Upstate Medical University

Upstate Medical University is Central New York's only academic medical center and consists of four colleges, a rapidly expanding biomedical research division, University Hospital and an extensive network of specialty clinics. This year, physicians at Upstate will attend to more than 16,000 patient visits at University Hospital and more than 330,000 patient visits at its outpatient clinical facilities. Upstate Medical University educates more than 1,200 students each year for careers in medicine, biomedical research, advanced nursing and eight additional health care fields. In addition, Upstate prepares 450 doctors for licensure through its residency and fellowship programs and provides continuing education programs for health care professionals throughout the state. Upstate offers dozens of community education opportunities,



including health programs and lectures, a 24-hour health hotline staffed by nurses and the Health Information Center housed at Upstate's medical library. Upstate Medical University is the only research institution in Central New York dedicated solely to understanding the human condition. Funding for research on AIDS, cancer, heart disease, obesity, osteoporosis and dozens of other health-related conditions tripled in the last decade, with committed funds now at an all-time high of \$40 million, mostly from the National Institutes of Health.

Unique Programs

Cardiovascular Perfusion, Cytotechnology, Medical Technology, Medical Biotechnology, RN to Bachelor's Nursing Program. Early Admission for high school seniors and college freshmen.

Impact

Fall 2006 Enrollment:

Undergraduate:	255
Graduate:	981

Employment:

Direct:	6,346
Indirect:	4,816

SUNY Alumni:10,350

Degrees Since Inception:12,237

All Funds Expenditures: \$573.8 million

Capital Construction: \$188.3 million

UNIVERSITY COLLEGES

State University College at Brockport

SUNY Brockport is a selective, four-year comprehensive college with programs blending the liberal arts with professional studies and offering 40 undergraduate programs, 27 graduate programs and 18 areas of teacher certification. SUNY Brockport has achieved new levels of excellence and recognition as an innovative and dynamic college. Noteworthy achievements include significant increases in average SAT scores of incoming freshmen and first-year retention rate. There is also a significant increase in funded faculty research grants. The college has a



strong presence in the city of Rochester, with a variety of educational programs and events at downtown Rochester locations at the MetroCenter and the Educational Opportunity Center. The Small Business Development Center has a strong impact on the Greater Rochester area, and SUNY Brockport has a number of cooperative relationships, including arrangements with Geva Theater and the Rochester Philharmonic Orchestra, an MFA program with the Visual Studies Workshop and a joint MSW program with Nazareth College. SUNY Brockport has a strong, ongoing relationship with the Rochester City School District and is currently working on a proposed partnership with it to develop a high school early college experience. SUNY Brockport has the largest Overseas Academic Program in SUNY and one of the largest in the United States.

Unique Programs

Computational Science, Environmental Science, International Business & Economics, Meteorology

Impact

Fall 2006 Enrollment:

Undergraduate:	6,916
Graduate:	1,396

Employment:

Direct:	2,010
Indirect:	1,589

SUNY Alumni:63,919

Degrees Since Inception:75,576

All Funds Expenditures: \$119.9 million

Capital Construction: \$60.9 million



Buffalo State College

Buffalo State College, the only SUNY comprehensive college located in a metropolitan area, offers unparalleled educational, cultural and recreational opportunities. Its 11,000 students enjoy tremendous advantages at Buffalo State, both on the 125-acre campus and throughout the community. Founded in 1871, Buffalo State is the largest four-year college in the SUNY system, with more than 130 undergraduate and 44 graduate academic programs in the arts, sciences, education and professional programs. The campus is safe, accessible and attractive, with excellent arts, athletics and research facilities. Teaching is the first priority for faculty members, although many are recognized for outstanding research or professional practice in their fields and service to the community. A multitude of student organizations and clubs facilitate leadership and involvement in campus life. Buffalo State's location and reputation provide access to outstanding internship and employment opportunities with local firms. An exceptional value, Buffalo State is a leader in providing top quality, affordable education in Western New York.

Unique Programs

Fashion and Textile Technology, Public Administration, Speech-Language Pathology

Impact

Fall 2006 Enrollment:

Undergraduate:	.9,314
Graduate:	.1,906

Employment:

Direct:	.2,192
Indirect:	.1,242
SUNY Alumni:	.87,263
Degrees Since Inception:	.103,177
All Funds Expenditures:	.\$163.2 million
Capital Construction:	.\$161.3 million



State University College at Cortland

SUNY Cortland is home to the largest nationally accredited (NCATE) teacher education program in New York State. The highly selective institution offers a comprehensive curriculum in the arts, humanities and sciences at its beautiful campus atop the rolling hills of Central New York. Sport Management majors receive instruction at the college's unique Sport Media and Technology Learning Center, the nation's only campus-based digital classroom offering instruction, training and certification in sport video analysis software. Cortland is home to the first and only National Historic Landmark within the SUNY system—Camp Pine Knot—the birthplace of Adirondack architecture and the nucleus of Cortland's Outdoor Education Center at Raquette Lake. In intercollegiate athletics, Cortland perennially boasts the most successful program of any college or university in New York State and among the Top 20 in the country. The stunning SUNY Cortland Stadium Complex provides the nation's most impressive small college outdoor athletic facility. The Dowd Fine Arts Building houses



Cortland County's largest art gallery as well as two performing arts theaters.

Unique Programs

Health Education, International Studies, Professional Writing, Recreation

Impact

Fall 2006 Enrollment:

Undergraduate:	5,960
Graduate:	1,035

Employment:

Direct:	1,434
Indirect:	1,116

SUNY Alumni: 53,762

Degrees Since Inception: 63,566

All Funds Expenditures: \$100 million

Capital Construction: \$70 million



Empire State College

Empire State College is recognized as an international leader in adult higher education. One of the first public institutions focused on adult learners to receive regional accreditation by the Middle States Commission on Higher Education, the college serves approximately 17,000 students each year. Empire State College provides undergraduate and graduate degrees at 35 regional centers and units located throughout New York State and through distance learning, special programs and corporate partnerships. The breadth of the college's geo-

graphic reach, its focus on adult learners and its alternative approach to post-secondary education, make the college unique in the SUNY system.

Unique Programs

Center for Distance Learning (online degrees), blended Master of Arts in Teaching

Impact

Fall 2006 Enrollment:

Undergraduate:	11,429
Graduate:	609

Employment:

Direct:	1,321
Indirect:	8,131

SUNY Alumni: 40,617

Degrees Since Inception: 48,024

All Funds Expenditures: \$70.9 million

Capital Construction: \$32.4 million



State University College at Fredonia

SUNY Fredonia is a comprehensive college that is currently ranked 9th in the North by *U.S. News and World Report*. With a founding date of 1826, the campus is among the oldest in SUNY and is home to one of the system's premier music programs. The Fredonia School of Music functions as a conservatory within a fully developed artistic environment that also includes programs in theatre, visual and media arts. It is enhanced by the presence of a comprehensive performing arts facility, the Rockefeller Arts Center, which boasts three



theatres, two art galleries, studios and production shops. Fredonia's degree programs range among more than 100 fields of study in the liberal arts, professions, sciences, mathematics, education and emerging fields of technology, service and communication. Its nationally-accredited College of Education builds its curriculum on a systematized method of creating responsive and reflective teachers. The Fredonia School of Business holds an annual Business Person of the Year Award to honor members of the community and organizes a Students in Free Enterprise team that, by competition, is ranked among the top 60 SIFE teams in the nation.

Unique Programs

Animation and Illustration, TV & Digital Film, Molecular Genetics, Musical Theatre, Sound Recording Technology

Impact

Fall 2006 Enrollment:	
Undergraduate:	.5,046
Graduate:	.360
Employment:	
Direct:	.1,158
Indirect:	.799
SUNY Alumni:	.36,705
Degrees Since Inception:	.43,399
All Funds Expenditures:	.\$86.9 million
Capital Construction:	.\$49.8 million

State University College at Geneseo

SUNY Geneseo is a highly selective, residential, public liberal arts college that also offers outstanding programs in education, business administration and communicative disorders. It offers an education experience comparable to that of many of the nation's finest private colleges and universities and serves as a center for scientific research in the region. The college offers 54 degree programs in disciplines ranging from comparative literature to computer science. Geneseo is considered to be



New York's public honors college. *U.S. News and World Report* has rated Geneseo first among public universities in the north, and the *New York Times* calls Geneseo "one of the nation's most selective, highly regarded public colleges." Geneseo is the only four-year college in SUNY with a chapter of Phi Beta Kappa, the nation's oldest and most prestigious academic honorary society.

Unique Programs

Biophysics, Speech Pathology

Impact

Fall 2006 Enrollment:	
Undergraduate:	.5,358
Graduate:	.172
Employment:	
Direct:	.965
Indirect:	.981
SUNY Alumni:	.44,015
Degrees Since Inception:	.52,042
All Funds Expenditures:	.\$85.6 million
Capital Construction:	.\$47 million

State University College at New Paltz

New Paltz is a comprehensive, regional college conferring both the baccalaureate and master's degree. In addition, pre-doctoral certification in Educational Supervision and Administration is offered. There are 100 undergraduate and 50 graduate programs offered at New Paltz.



New Paltz is the only residential public university in the mid-Hudson region. It offers undergraduate and graduate programs in the liberal arts and sciences that serve as a core for professional programs in the fine and performing arts, education, health care, business and engineering. Its location in the scenic Hudson Valley, midway between the State Capital of Albany and metropolitan New York City, provides unique opportunities for enriching the varied academic programs. New Paltz has a diverse faculty of distinguished scholars and artists who collaborate across the disciplines and professional areas to inspire students to a love of learning, a meaningful engagement with the life of the mind and an involvement in public service.

Unique Programs

Freshman Year Initiative, Seven-Year Medical Program, Kingston University (UK) Program for Freshmen

Impact

Fall 2006 Enrollment:

Undergraduate:	.6,263
Graduate:	.1,436

Employment:

Direct:	.1,645
Indirect:	.1,062

SUNY Alumni: .57,133
 Degrees Since Inception: .67,552
 All Funds Expenditures: .\$115.9 million
 Capital Construction: .\$53.8 million

State University College at Old Westbury

SUNY College at Old Westbury is a small, public college committed to teaching its students to lead at work, in the community and in life. Since its charter in 1965, the college has been characterized by its commitment to innovative pedagogy and its effort to weave intercultural understanding into the very fabric of its liberal arts and professional programs. The college boasts one of the most diverse student populations in the nation. The student population is 26 percent African-American; 14 percent Hispanic-American; 8 percent Asian-American; 33 percent Caucasian; and 2 percent international students. Old Westbury offers more than 40 majors leading to bachelor of arts, bachelor of science and bachelor of professional studies degrees in such curricula as the arts, natural and behavioral sciences, business, education and the humanities. In all of its offerings, programs and activities, the college seeks to stimulate in students a passion for learning and help them discover the leaders in themselves.

Unique Programs

First Year Experience Program, Service Learning Opportunities, Interdisciplinary Liberal Arts Programs, Undergraduate Scientific Research Opportunities

Impact

Fall 2006 Enrollment:

Undergraduate:	.3,411
Graduate:	.39

Employment:

Direct:	.585
Indirect:	.282



SUNY Alumni:14,844
 Degrees Since Inception:17,551
 All Funds Expenditures: \$54.4 million
 Capital Construction: \$43.1 million



State University College at Oneonta

College at Oneonta, a liberal arts college with a pre-professional focus, enrolls over 5,800 students in 69 undergraduate majors and nine graduate programs. The college is noted for outstanding and accessible faculty, students committed to academic achievement and community service, excellent facilities and technology, a beautiful and welcoming campus and a modern library with exceptional print and electronic resources. SUNY Oneonta offers hundreds of courses each semester in addition to a multitude of cultural and athletic events, all of which are open to the community. One of SUNY's leaders in technology, the college offers wireless access in all academic and residential buildings, and technology enhancements in 93 percent of its classrooms. Unique facilities include the music recording studio with tunable walls, a leading-edge computer art lab, a DNA computing and genomics lab and a financial services lab with up-to-the-minute stock reports. The college offers nearly 700 scholarship awards, valued at over \$1 million annually, to its outstanding students. With recent National Science Foundation grants to faculty, the college has implemented advanced scientific instruments, including an NMR Spectrometer, Inductively Coupled Plasma Atomic Emission Spectrometer and Microwave Digestion System, specialized instrumentation for environ-

mental and analytical chemistry and water analysis equipment. The college also established its PR2EPS program to encourage area high school students to pursue careers in the sciences and mathematics.

Unique Programs

AALANA Student Mentor Program, Computer Art, Dietetics, First-Year Experience Program, Meteorology

Impact

Fall 2006 Enrollment:
 Undergraduate:5,596
 Graduate:190

Employment:
 Direct:1,485
 Indirect:939

SUNY Alumni:47,119
 Degrees Since Inception:55,712
 All Funds Expenditures: \$99.4 million
 Capital Construction: \$49.9 million



State University College at Oswego

SUNY Oswego is a comprehensive regional institution offering a full range of baccalaureate programs in liberal arts, professional degrees and graduate education through the master's level in its three divisions: the College of Arts and Sciences, the NCATE accredited School of Education and the AACSB accredited School of Business. Its teacher education, technology and vocational teacher preparation programs have produced generations of instructors for schools and community colleges. SUNY Oswego also has distinctive programs in



broadcasting, computer science, meteorology, journalism, writing arts and environmental research. It is listed among the “Best 237 Business Schools” by the *Princeton Review*. The college’s beautiful location on Lake Ontario and strong programs in art, theatre and music provide a rich cultural life for the campus and the wider community.

Unique Programs

Biochemistry, Cognitive Science, Technology Management

Impact

Fall 2006 Enrollment:

Undergraduate:	7,096
Graduate:	1,087

Employment:

Direct:	1,299
Indirect:	902

SUNY Alumni: 62,309

Degrees Since Inception: 73,672

All Funds Expenditures: \$120.1 million

Capital Construction: \$78.4 million



State University College at Plattsburgh

SUNY Plattsburgh has a strong commitment to the region. Its more than 62 major programs span liberal arts and science, business and economics and professional studies. The college emphasizes the distinctive features of its location – both its proximity to an international border and its ties to the Adirondack Mountains and the Lake Champlain basin. Specialized mission components such as the Center for the Study of Canada, the Lake Cham-

plain Research Institute, the Alzheimer’s Disease Assistance Center and the renowned Rockwell Kent Gallery and the Winkel Sculpture Court ensure Plattsburgh’s role as an intellectual and cultural center for the region.

Faculty teach a comprehensive curriculum that is grounded in the liberal arts and aimed at preparing students with the intellectual foundation demanded by today’s – and tomorrow’s – professional careers, including opportunities for cultural enrichment such as Study Abroad and National Student Exchange programs.

Unique Programs

Entrepreneurship, Expeditionary Studies

Impact

Fall 2006 Enrollment:

Undergraduate:	5,567
Graduate:	650

Employment:

Direct:	1,137
Indirect:	549

SUNY Alumni: 46,689

Degrees Since Inception: 55,203

All Funds Expenditures: \$95 million

Capital Construction: \$46.8 million



State University College at Potsdam

SUNY Potsdam is committed to its historic mission of providing interdependent programs in liberal arts, music and music education and teacher prepa-



ration at both the undergraduate and graduate level. It is internationally known for The Crane School of Music, with its primary mission of educating music teachers with an emphasis on excellence in performance. SUNY Potsdam is also cited for the quality of its mathematics program, its outstanding teacher education undergraduate and graduate programs and its long tradition of innovative, interdisciplinary academic programs in the arts and sciences. The college trains most of the teachers in its sector of the North Country and is a principal cultural, economic and social resource for the region.

Unique Programs

Archaeological Studies, Employment Relations, First-Year Experience

Impact

Fall 2006 Enrollment:	
Undergraduate:	3,670
Graduate:	662
Employment:	
Direct:	1,287
Indirect:	754
SUNY Alumni:	35,021
Degrees Since Inception:	41,408
All Funds Expenditures:	\$82.3 million
Capital Construction:	\$44.4 million



State University College at Purchase

Purchase College is listed as one of The Best 361 Colleges by the *Princeton Review*. The college is unique, for it combines on one campus an interna-

tionally renowned conservatory arts program with an excellent liberal arts and sciences program. Professional conservatory training programs are offered in Theater Arts & Film, Music, Dance, and a School of Art & Design. Accomplished faculty members offer challenging liberal arts and sciences studies in humanities, social sciences and natural sciences.

Purchase College activities affect the local, regional, and state economies both directly and indirectly. For instance, 460 employees live in Westchester County where the College is located, resulting in the substantial purchase of goods and services from local and regional businesses. In addition, 18% of the College's tuition dollars are generated from outside the state – including 12% from international students – and capital expenditures provide employment opportunities in construction and building trades. Further, the College's Performing Arts Center and Neuberger Museum of Art bring tens of thousands of arts patrons to the campus annually, generating \$3 million in ticket sales and boosting business at area restaurants and area hotels. Similarly, the 500+ acre campus provides important recreational space, used by local soccer, baseball, lacrosse, and tennis teams, and the College also hosts a variety of summer camps, conferences, and other events that generate revenue and economic activity for the region.

Unique Programs

Learning Communities, Design Technology, Pre-Med

Impact

Fall 2006 Enrollment:	
Undergraduate:	3,744
Graduate:	147
Employment:	
Direct:	963
Indirect:	526
SUNY Alumni:	12,362
Degrees Since Inception:	14,616
All Funds Expenditures:	\$98.6 million
Capital Construction:	\$72.6 million



COLLEGES OF TECHNOLOGY



Alfred State College

Alfred State College offers outstanding educational opportunities for students in its nearly 60 associate degree programs, 12 baccalaureate degree programs, and several certificate programs. Numerous vocational-technical certificate and degree offerings stressing hands-on learning are available at the School of Applied Technology Campus located in nearby Wellsville. The only public college of technology in the region, Alfred State – New York State’s nationally recognized four- and two-year polytechnic—has a long history of commitment to the residents, businesses, and industries of Western New York.

Unique Programs

Court & Realtime Reporting, Motorsports, Surveying Engineering Technology (AAS and BS)

Impact

Fall 2006 Enrollment:	3,201
Employment:	
Direct:	.672
Indirect:	.485
SUNY Alumni:	40,478
Degrees Since Inception:	47,860
All Funds Expenditures:	\$.57.1 million
Capital Construction:	\$.24.4 million



SUNY Canton

SUNY Canton, one of the State University’s technology colleges, offers a wide variety of majors at the bachelor, associate, and certificate degree levels and an M.B.A. program offered through SUNY IT. Some of the college’s majors, such as emergency and disaster management and motor sports cannot be found anywhere else in the region. The college is known for its programs in technology, health, management, and public service, thereby providing education and preparation for employment for North Country students. The NYS Small Business Development Center, Center for Economic Education, Emergency Management Training Center, continuing education programs, and economic development initiatives also serve the needs of the North Country.

Unique Programs

Alternative & Renewable Energy Applications, Emergency & Disaster Management, Criminal Investigation, Mortuary Science

Impact

Fall 2006 Enrollment:	2,584
Employment:	
Direct:	.472
Indirect:	.265
SUNY Alumni:	22,172
Degrees Since Inception:	26,215
All Funds Expenditures:	\$.36.1 million
Capital Construction:	\$.37 million



SUNY Cobleskill

SUNY Cobleskill, the only College of Agriculture and Technology in New York's Tech Valley Region, is a fully accredited, comprehensive, residential college offering both bachelor's and associate's degrees. The college's emphasis on applied education prepares students for the workforce or further education by combining real-world experience with outstanding classroom instruction. Distinctive programs include a diverse agriculture and natural resources curriculum, a well-respected early childhood program, a state-of-the-art computer technologies and business program, and an ACF-accredited culinary arts curriculum. The college's liberal arts and sciences division hosts the only registered histotechnology associate degree program in New York State and a unique early medical school assurance program with Upstate Medical Center. SUNY Cobleskill's newest offering is a Bachelor of Science in Child Care and Development.

Unique Programs

Early Acceptance Physician Program, John Deere Ag Tech Program, Medical Laboratory Technology - Histotechnology

Impact

Fall 2006 Enrollment: .2,508
Employment:
Direct: .473
Indirect: .244
SUNY Alumni: .26,438

Degrees Since Inception: .31,259
All Funds Expenditures: . \$44.9 million
Capital Construction: . \$36 million



SUNY Delhi

SUNY Delhi is carving a unique niche in higher education by offering a seamless, technology-based education that includes specialized certificates, more than 40 associate degree programs and 13 distinctive baccalaureate programs. The college is recognized for excellence in several program areas, including culinary arts, golf course management, hospitality management and veterinary science technology.

Delhi is among the most important institutions in Delaware County and is the fourth largest employer in the county. Equally important, the College is a key participant in the workforce training and economic development efforts of local governments and businesses. Further, SUNY Delhi presently provides customized education and training programs for employees at a dozen of the largest firms in the area. The College also has a significant impact on the statewide economy, graduating the highly skilled technical workers needed by today's computer, construction, nursing, and hospitality industries, among many others.

Finally, SUNY Delhi presently offers the AOS Degree in Electrical Construction and Instrumentation to union members of the IBEW (International Brotherhood of Electrical Workers) throughout the State of New York.



Unique Programs

Adventure Recreation, Golf Management/
Superintendent, Professional Golf Management

Impact

Fall 2006 Enrollment:	2,572
Employment:	
Direct:	410
Indirect:	273
SUNY Alumni:	27,225
Degrees Since Inception:	32,190
All Funds Expenditures:	\$.40 billion
Capital Construction:	\$.27 million



Farmingdale State College

Farmingdale State College is the only public college on Long Island to offer a comprehensive base of programs in the applied sciences and technology. The college has unique bachelor's programs in bio-science, professional pilot, visual communications and security systems. Farmingdale is the largest of SUNY's Technology Colleges, with over 6,000 students and 20 bachelor degree programs. In addition, Farmingdale has programs in applied business administration, computers, engineering technology, health science (nursing, dental hygiene and medical lab technology) and the Arts and Sciences. Inter-connections to industry – through such settings as the Broadhollow Bioscience Park, the Institute for Research and Technology and the Applied Mathe-

matics Center – will allow the institution and its graduates to have a positive economic impact in the region well into the next century. The college is developing a new Center for Lead Free Electronics Manufacturing. In addition, the college has opened a new 400-bed residence hall, and a new state-of-the-art baseball stadium to support our NCAA Division III program.

Unique Programs

Aviation, Bioscience, Sports Management,
Technology Studies

Impact

Fall 2006 Enrollment:	6,256
Employment:	
Direct:	1,003
Indirect:	444
SUNY Alumni:	58,609
Degrees Since Inception:	69,297
All Funds Expenditures:	\$.69.7 million
Capital Construction:	\$.70.4 million



Maritime College

Maritime College, located at historic Fort Schuyler in Throggs Neck, N.Y., is the oldest maritime college in the nation. Throughout its 131-year history, Maritime College has succeeded in preparing qualified men and women for successful careers in the marine industry, which is a critically important sector of New York's economy. The college has the

first-in-the-country port and maritime security center. Maritime College serves, and is supported by, the broad scope of the maritime industry in offering undergraduate and graduate programs in international business, engineering, science and technology. Its bachelor's degrees in marine transportation, marine engineering, naval architecture, facilities engineering and marine environmental science and master's degree in transportation management are unique in the state. The college is implementing an extensive strategic plan that has, as one of its major goals, achieving recognition as the premier maritime institution in the nation.

Unique Programs

Summer sea cruises to Europe and around the world, 100 percent career placement rate, ROTC options, 286 full tuition scholarships; Students from RI, NJ, CT, PA, DE, MD, VA, NC, SC, MS, AL, LA, GA, & FL may enroll for in-state tuition (saving approx. \$24,000 over four yrs.); Students can choose to be a traditional student or participate in the regiment of cadets; Articulation agreements with several community colleges; New 300-bed residence hall; Maritime College named NYS Strategic Center for Port and Maritime Security; Students may participate in graduate program coursework their senior year, saving a year of time and tuition toward a master's degree

Impact

Fall 2006 Enrollment:

Undergraduate:	1,181
Graduate:	135

Employment:

Direct:	249
Indirect:	125

SUNY Alumni: 7,026

Degrees Since Inception: 8,307

All Funds Expenditures: \$34.5 million

Capital Construction: \$22 million



Morrisville State College

Morrisville State College, located 30 miles from both Syracuse and Utica, offers more than 75 bachelor's and associate degree programs. Strong programs in specialized areas such as automotive technology, equine science, dairy management, renewable resources, resort and recreation management and information technology, combined with state-of-the-art facilities where students put theoretical learning to use in real-world settings, give talented students the experience they need to become leaders in their fields. Nationally recognized for its technology initiatives, Morrisville State College has integrated the use of laptop computers into a completely wireless campus environment. Resident students also receive individual cellular phones as a replacement for shared-use phones in the residence halls.

Unique Programs

Aquaculture and Aquatic Science, Gaming and Casino Management, Equine Science and Management, Massage Therapy, Wood Products Technology

Impact

Fall 2006 Enrollment: 3,297

Employment:

Direct:	609
Indirect:	315

SUNY Alumni: 25,951

Degrees Since Inception: 30,683

All Funds Expenditures: \$57.6 million

Capital Construction: \$37.1 million



The State University of New York Institute of Technology (SUNYIT)

Established by the SUNY Board of Trustees in 1966, SUNYIT is the State University’s only institute of technology. More than 2,500 students are enrolled in undergraduate and graduate degree programs in technology, professional studies and the liberal arts on the SUNYIT campus – the newest in the State University of New York system – a high-tech learning environment located on more than 800 acres in Marcy, N.Y. SUNYIT’s NCAA Division III athletics and intramurals are complemented by entertainment, activities and community-building experiences that support and sustain a unique campus culture. SUNYIT is home to a U.S. Department of Defense Reliability Information Analysis Center (RIAC) and the New York Nano-Bio-Molecular Information Technology Incubator (NYNBIT). Since its founding, SUNYIT has contributed to the success enjoyed by its more than 22,000 alumni. Through diverse institutional and governmental partnerships, it has become an important part of the local and regional economy.

Unique Programs

Accelerated BS/MS Computer Science, Civil Engineering Technology, Health Information Management, Health Services Management, Telecommunications

Impact

Fall 2006 Enrollment:
 Undergraduate:2,069
 Graduate:518
 Employment:
 Direct:415
 Indirect:202

SUNY Alumni:17,588
 Degrees Since Inception:20,796
 All Funds Expenditures: \$44.4 million
 Capital Construction: \$44.1 million

COMMUNITY COLLEGES



Adirondack Community College

Adirondack Community College is a comprehensive, two-year college offering a wide variety of associate degrees and certificate programs in such areas as nursing, liberal arts, technologies, business and music. The programs and services offered reflect the area’s tourist-based and emerging technology economy, while providing extensive articulation agreements and transfer opportunities to an array of four-year institutions.

Unique Programs

ICISCO Regional Network Academy, Graphic Design, Precision Machining

Impact

Fall 2006 Enrollment:3,604
 Employment:
 Direct:431
 Indirect:266
 SUNY Alumni:13,457
 Degrees Since Inception:15,911
 All Funds Expenditures: \$22,711
 Capital Construction: \$5,088



Broome County Community College

Broome County Community College is a comprehensive community college that offers 12 transfer associate degree programs and 56 occupationally oriented associate degrees and certificates. The college plays a significant role in the economic development of the region by providing a wide variety of vocational and avocational non-credit courses. It has one of the largest and most comprehensive international programs among SUNY community colleges.

Unique Programs

Chemical Dependency Counseling, Dental Hygiene, Financial Services, Radiologic Technology

Impact

Fall 2006 Enrollment:	. . . . .6,282 (Full & Part-Time)
Employment:	
Direct:	. . . . .677
Indirect:	. . . . .428
SUNY Alumni:	. . . . .33,995
Degrees Since Inception:	. . . . .40,195
All Funds Expenditures:	. . . . . \$49.2 million
Capital Construction:	. . . . . \$6.8 million

Cayuga Community College

Cayuga Community College, with campuses in Cayuga and Oswego Counties, offers degree and certificate programs to prepare students for transfer or career. Cayuga emphasizes a balance of general education with in-depth exploration in the student's chosen major. A number of programs combine hands-on training with professional networking, such as Cayuga's award-winning broadcasting curricula; its training in mechanical technology, featuring 3D solid modeling; and its geographic information systems (GIS) program, a high-tech means of mapping landforms, natural resources and economic assets using satellite images. The college also partners with area hospitals to train nurses in both counties, offers specialized contract instruction for area employers, and houses the unique NASA-sponsored Institute for the Application of Geospatial Technology on its main campus in Auburn.

Unique Programs

Geographic Information Systems, Studio Art and Design, Mechanical Technology

Impact

Fall 2006 Enrollment:	. . . . .3,869
Employment:	
Direct:	. . . . .451
Indirect:	. . . . .301
SUNY Alumni:	. . . . .16,917
Degrees Since Inception:	. . . . .20,002
All Funds Expenditures:	. . . . . \$42.9 million
Capital Construction:	. . . . . \$3.2 million



Clinton Community College

Clinton Community College is a comprehensive community college of over 2,200 students. The college's philosophy begins with the belief in the potential of each individual and in the power of higher education to improve lives. The college offers many two year associate degrees, several one-year certificates and a number of high quality 2+2 transfer programs for the university bound. Clinton is known for its strong nursing, criminal justice, computer and industrial technology programs as well as Online Learning Programs. Clinton provides the community a wide range of opportunities for continuing education, workforce development and cultural enrichment and encourages partnerships with local businesses and organizations.

Unique Programs

Computer Information Systems, Individual Studies, Industrial Technology

Impact

Fall 2006 Enrollment:	2,170
Employment:	
Direct:	267
Indirect:	124
SUNY Alumni:	6,720
Degrees Since Inception:	7,945
All Funds Expenditures:	\$14.3 million
Capital Construction:	\$2 million



Columbia-Greene Community College

Columbia-Greene Community College is a comprehensive two-year college offering a variety of transfer programs and a wide range of occupational associate and certificate programs as well as specialized courses geared to community interest. The college's Hudson River Environmental Field Station provides students and faculty with a unique aquatic teaching and research laboratory. Its three art galleries enrich the campus learning environment and provide a cultural resource for the community.

Unique Programs

Automotive Technology, Aviation Science, Massage Therapy

Impact

Fall 2006 Enrollment:	1,770
Employment:	
Direct:	259
Indirect:	159
SUNY Alumni:	6,418
Degrees Since Inception:	7,588
All Funds Expenditures:	\$16.8 million
Capital Construction:	\$1.8million



Corning Community College

Corning Community College offers an extensive yet affordable range of educational, cultural and social opportunities to a diverse population of full- and part-time learners. By providing Internet courses, CCC is able to reach out to traditional students as well as those students who might otherwise be unable to continue their education due to time and distance restraints or job and family commitments. The college has successfully trained the area workforce for more than 15 years. Its services and enrollments continue to expand as a result of its commitment to helping companies and employees better utilize current technology in today's competitive market.

Unique Programs

Educational Interpreting, EMT: Paramedic, Fire Protection Technology

Impact

Fall 2006 Enrollment:	4,694
Employment:	
Direct:	499
Indirect:	326
SUNY Alumni:	21,480
Degrees Since Inception:	25,397
All Funds Expenditures:	\$.35.8 million
Capital Construction:	\$.4.8 million



Dutchess Community College

Dutchess Community College will soon be celebrating its 50th year of service to the residents of Dutchess County and the Mid-Hudson region. The college offers 60 different curricula covering a wide range of academic programs, including transfer, vocational and certificate options.

DCC has become the college of choice for the citizens of Dutchess County and provides its students with a number of study options – online, in-class, day, evening and weekend. New degree programs, such as American sign language with a Spanish option, fire and safety technology, fire protection technology and aviation – pilot, ensure that the college continues to meet the needs of its community and region. The college also offers a large variety of non-credit courses to meet the continuing education needs of civic, cultural, business and professional groups and the community at large.

Unique Programs

American Sign Language/Spanish Option, Aviation/Pilot, Fire/Occupational Safety, Fire Technology

Impact

Fall 2006 Enrollment:	7,928
Employment:	
Direct:	734
Indirect:	371
SUNY Alumni:	26,447
Degrees Since Inception:	31,270
All Funds Expenditures:	\$.44.6 million
Capital Construction:	\$.6.5 million



Erie Community College

Erie Community College provides post-secondary educational programs, community outreach activities and related services. From associate degrees to specialized certificate programs to workforce development, ECC provides its diverse student body with the opportunity to develop academically and fosters cooperative partnerships with local businesses and universities. ECC offers the lowest cost per credit hour in Western New York and is the number one choice of area high school students. ECC's 90 percent job placement and transfer rate attests to its success in helping students achieve their educational goals.

Unique Programs

Automotive Technology, Industrial Refrigeration, Entrepreneurship, Casino Gaming Machine Repair Technician, Physical Education Studies, Surgical Technology

Impact

Fall 2006 Enrollment:	13,012
Employment:	
Direct:	1,968
Indirect:	1,038
SUNY Alumni:	22,172
Degrees Since Inception:	68,690
All Funds Expenditures:	\$101.7 million
Capital Construction:	\$13.5 million



Fashion Institute of Technology

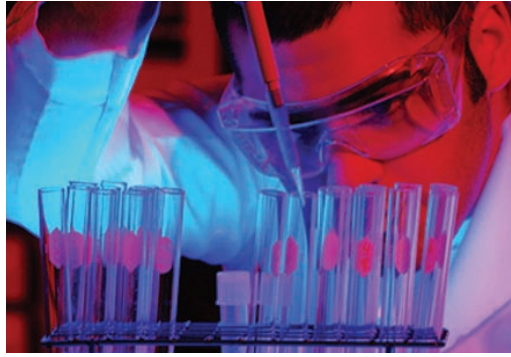
Fashion Institute of Technology is among the most distinctive institutions in the United States. A college of art and design, business and technology, FIT offers more than 30 majors leading to AAS, BFA, BS, MA, and MPS degrees. FIT serves more than 12,000 students in such diverse areas as interior design, advertising and marketing communications, fashion design and fashion merchandising management. Nearly 1,000 international students from over 75 countries attend FIT, which reflects its international reputation in these fields. FIT has a career placement rate that is consistently 90 percent or above. The college envisions itself as the premier institution of the fashion, fashion-related, design, marketing and communications industries.

Unique Programs

Accessories Design, Cosmetics and Fragrance Marketing, Illustration, Interior Design, Production Management, Toy Design

Impact

Fall 2006 Enrollment:	
Undergraduate:	9,825
Graduate:	185
Employment:	
Direct:	1,554
Indirect:	793
SUNY Alumni:	58,826
Degrees Since Inception:	69,554
All Funds Expenditures:	\$124.5 million
Capital Construction:	\$11.9 million



Finger Lakes Community College

Finger Lakes Community College offers Associate in Arts, Associate in Science, Associate in Applied Science degrees and several one-year certificate programs at its main campus in Canandaigua and at instructional centers in Newark and Victor. FLCC also offers significant numbers of college-level courses in area high schools. The college plays a vital role in workforce development and offers over 4,000 courses through its Institute for Workforce Development.

Unique Programs

Natural Resource Conservation, Natural Resource Conservation-Law Enforcement, Biotechnology, Environmental Studies, Sports and Tourism Studies, Therapeutic Massage/Integrated Health Care

Impact

Fall 2006 Enrollment:	.5,150
Employment:	
Direct:	.525
Indirect:	.376
SUNY Alumni:	16,313
Degrees Since Inception:	19,288
All Funds Expenditures:	\$32.2 million
Capital Construction:	\$11.6 million



Fulton-Montgomery Community College

Fulton-Montgomery Community College is the only institution of higher education in its two-county sponsorship area and plays a unique role in fulfilling the educational, cultural and workforce development needs of its community. The college has traditionally provided strong liberal arts and career education programs, more recently adding a technology emphasis to its programs as preparation for living in the information age and global economy.

Unique Programs

Multimedia Technology, Spatial Information Technology

Impact

Fall 2006 Enrollment:	.2,157
Employment:	
Direct:	.232
Indirect:	.108
SUNY Alumni:	10,457
Degrees Since Inception:	12,364
All Funds Expenditures:	\$17.4 million
Capital Construction:	\$2.4 million



Genesee Community College

Genesee Community College has become one of the most highly-respected community colleges in the country. The college, which is located outside of Batavia, has five off-campus centers that allow it to reach students throughout its four-county service area. Aside from its comprehensive offerings of degree transfer and career programs, Genesee Community College plays an important role in work-force development through its noncredit business and industry training and through its credit programs. The college is recognized across the United States for the powerful technological tools it makes available to students and for its rapidly growing distance education programs.

Unique Programs

Fashion Merchandising Management, Customer Relationship Management, Entrepreneurship, Fitness and Recreational Sports Management

Impact

Fall 2006 Enrollment:	6,503
Employment:	
Direct:	618
Indirect:	439
SUNY Alumni:	15,009
Degrees Since Inception:	17,746
All Funds Expenditures:	\$34.3 million
Capital Construction:	\$4.5 million



Herkimer County Community College

Herkimer County Community College plays a vital role in providing accessible and affordable education and training through its credit and non-credit programs. The college is a vital contributor to the economic development of its service area, which includes the heartland of the Mohawk Valley and a significant portion of the South Central Adirondack region.

Herkimer offers an extensive degree-granting program through on-line learning. The Internet Academy is a flexible way for students to earn their college degree. Through the Internet Academy, a student can start one of several Associate Degree programs in the fall and complete it within two years – without the need to travel to the campus.

Unique Programs

Cyber Security, Forensic Investigations, Hospitality & Events Management, Physical Therapist Assistant, Web site & E-Business Development

Impact

Fall 2006 Enrollment:	3,354
Employment:	
Direct:	380
Indirect:	222
SUNY Alumni:	13,788
Degrees Since Inception:	16,302
All Funds Expenditures:	\$25.8 million
Capital Construction:	\$6.7 million



Hudson Valley Community College

Hudson Valley Community College offers an exceptionally broad spectrum of transfer and career programs that attract more than 12,000 students, making it the fifth largest of the SUNY community colleges. With more than 60 certificate and degree programs, students can select areas of study in health sciences, engineering & industrial technology, business or liberal arts, including programs that are unique to the region and meet key workforce needs such as dental hygiene. A leader in distance learning, Hudson Valley meets area and state needs not only through its credit programming, but also through its continuing education activities, which include custom evaluation and training for business and industry and industry-recognized certificate programs.

Unique Programs

Dental Hygiene, Forensic Science Studies, Manufacturing Technical Services, Mortuary Science, Electrical Engineering: Semiconductor Manufacturing Technology

Impact

Fall 2006 Enrollment:11,952

Employment:

 Direct:1,146

 Indirect:732

SUNY Alumni:50,630

Degrees Since Inception:59,863

All Funds Expenditures: \$87.5 million

Capital Construction: \$17.6 million

Jamestown Community College

Jamestown Community College, founded in 1950 as a predominantly transfer, liberal arts oriented institution, was among the first community colleges within SUNY. JCC has remained committed to the humanities and liberal arts while expanding to meet the social imperatives of vocational education and community service. The threefold purpose of the college is to serve those students desiring transfer programs, provide technical and career programs for those who wish to seek employment immediately after graduation and offer community members the opportunity to pursue part-time study for improvement of job skills and cultural enrichment.

Unique Programs

Professional Piloting

Impact

Fall 2006 Enrollment:3,711

Employment:

 Direct:582

 Indirect:360

SUNY Alumni:20,790

Degrees Since Inception:24,581

All Funds Expenditures: \$32.5 million

Capital Construction: \$6.5 million



Jefferson Community College

Jefferson Community College offers more than 30 associate level degree and certificate programs; 6 degree programs are available entirely online. Located near Fort Drum, Jefferson offers credit courses on post throughout the year and is an eArmyU member institution. Jefferson plays a strong role in local economic development through its Center for Community Studies, which conducts community-based research for regional organizations, business/industry training offered through Continuing Education and the NYS Small Business Development Center on campus. Jefferson enriches the area's cultural life by offering seminars, workshops, art exhibitions and theater performances to the general public.

Unique Programs

Animal Management (AAS), Paramedic (AAS and Certificate), Fire Protection Technology (AAS)

Impact

Fall 2006 Enrollment:	3,245
Employment:	
Direct:	396
Indirect:	182
SUNY Alumni:	13,406
Degrees Since Inception:	15,851
All Funds Expenditures:	\$23.8 million
Capital Construction:	\$3.1 million



Mohawk Valley Community College

Mohawk Valley Community College is the oldest community college in New York State. Approximately 30,000 individuals have earned degrees or certificates at MVCC. The college offers more than 100 associate degrees and certificates in a wide range of disciplines. Students are prepared for transfer into public and private baccalaureate programs or for direct entry into the work force. In addition to serving students on campuses in Utica and Rome, MVCC is enrolling a growing number of students over a wide area through an expanding on-line program. The college also works collaboratively with many area school districts, providing in-school and distance learning programming. The MVCC Center for Community & Economic Development is a partner with many area employers, providing customized employee training courses. The Office of Community Education also provides a wide range of non-credit programming for adults, teens and children.

Unique Programs

Airframe & Powerplant Technology, Digital Animation, Electrical Service Technician: Fiber Optics, Forensic Photography, Semiconductor Manufacturing Technology

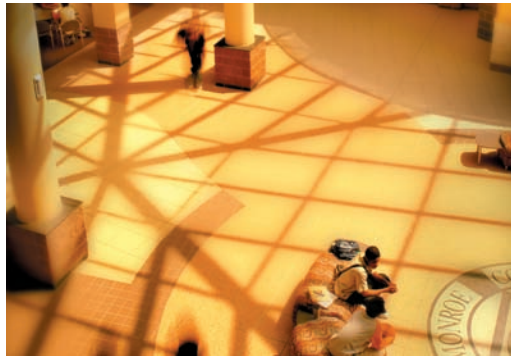
Impact

Fall 2006 Enrollment:	5,895
Employment:	
Direct:	704
Indirect:	335
SUNY Alumni:	34,555



Degrees Since Inception:40,857
 All Funds Expenditures: \$45.6 million
 Capital Construction: \$5.8 million

Degrees Since Inception:70,749
 All Funds Expenditures: \$120.5 million
 Capital Construction: \$40.9 million



Monroe Community College

Monroe Community College is the third largest community college in the SUNY system and the largest college in Upstate New York. Its comprehensive nature is evidenced in the more than 83 degree and certificate programs that lead to careers or transfer opportunities. The college has two campuses, four extension centers, an Applied Technologies Center and Public Safety Training Center. Additionally, MCC recently launched the Homeland Security Management Institute with a vision to ensure that citizens, employees and officials in the region are prepared to prevent, respond to and manage the impact and consequences of any catastrophic emergency. MCC meets the diverse and changing needs of its community through innovation and partnerships.

Unique Programs

Honors, Massage Therapy, Optical Systems Technology, Paralegal

Impact

Fall 2006 Enrollment:17,110
 Employment:
 Direct:2,034
 Indirect:1,466
 SUNY Alumni:59,837

Nassau Community College

Nassau Community College is the largest community college in New York and one of the largest single campus community colleges in the U.S. Yearly average enrollment is approximately 20,000 students, who are enrolled in 30 academic departments. One in five college-bound high school students from Nassau attend NCC.

The NCC Honors Program began in 1981, and over 2,000 full honors students have benefitted from it. This extensive Honors Program was designed specifically for the academically talented and gifted student. Over the years transfer information has shown that NCC honors students consistently transfer to prestigious four-year colleges and universities. Recent surveys indicate that 95 percent continued their education at four-year institutions.

Unique Programs

Computer Repair, Construction Management, Interior Design, Mortuary Science, Nutrition

Impact

Fall 2006 Enrollment:21,229
 Employment:
 Direct:2,895
 Indirect:1,096
 SUNY Alumni:94,446



Degrees Since Inception:111,669
 All Funds Expenditures: \$176.9 million
 Capital Construction: \$26.4 million



Niagara County Community College

Niagara County Community College is the “smart place to start” for more than 5,500 residents of Niagara County and bordering communities who are working toward rewarding careers and advanced educational degrees. NCCC’s many dual admissions programs and articulation agreements facilitate easy transfer to baccalaureate programs. NCCC supports the needs of area employers by preparing the workforce in growing career-oriented programs, such as nursing, allied health care, business, hospitality and tourism, casino gaming, law enforcement and technology. A total of 95 percent of recent NCCC graduates achieved employment or are continuing their education, and 35 percent of faculty members have received the SUNY Chancellor’s Award for Excellence. NCCC’s Division of Community and Workforce Development contributes significantly to the local economy through job training, small business development, programs for at-risk youth and community education.

Unique Programs

Animal Management, Casino Management, Digital Media, Hospitality Management

Impact

Fall 2006 Enrollment:5,932

Employment:
 Direct:827
 Indirect:443
 SUNY Alumni:26,101
 Degrees Since Inception:30,861
 All Funds Expenditures: \$43.8 million
 Capital Construction: \$6.1 million



North Country Community College

North Country Community College is the only public post-secondary educational institution within the Adirondack Park. NCCC attracts students from many regions of New York, from other states and from countries around the world who are interested in learning and living in the heart of the Adirondacks. In order to improve access to its constituents, who are distributed over 3,500 square miles, the college has facilities in Ticonderoga and Malone and is expanding its distance learning offerings.

North Country Community College fulfills vital community needs through workplace training, workforce development and non-credit opportunities for lifelong learning. Community partnerships are woven into all that the College does, whether providing hands-on experience for students and specialized facilities for programs of study or fostering the economic vitality of the region.

Unique Programs

Wilderness Recreation Leadership, Sports & Events Management

Impact

Fall 2006 Enrollment:	1,636
Employment:	
Direct:	169
Indirect:	83
SUNY Alumni:	7,188
Degrees Since Inception:	8,499
All Funds Expenditures:	\$.12.9 million
Capital Construction:	\$.1.8 million



Onondaga Community College

Onondaga Community College continues to expand access to affordable, high quality education for Central New York citizens. Distance learning has exploded, with 1,000 percent growth in the number of students enrolled in just three years and a total of nine extension sites located throughout Onondaga County. The newly opened Student Central offers a one-stop student services hub, and residence halls will open this fall. Public support of Onondaga is returned at the rate of nearly 26 percent, with all costs recovered in less than five years.

OCC has been very active in demonstrating its impact on the State and its sponsoring county of Onondaga. Recently, CCbenefits, Inc. completed a socioeconomic impact study for the College, finding that OCC pays \$40.1 million annually in direct faculty and staff salaries and benefits and accounts for an additional \$348 million in earnings off campus,

and that taxpayers realize a return of 25.6 percent on their annual investment in the College.

Unique Programs

Electronic Media Communications, Architectural Technology/Interior Design, Emergency Management, "Arts Across Campus"

Impact

Fall 2006 Enrollment:	9,394
Employment:	
Direct:	993
Indirect:	662
SUNY Alumni:	27,513
Degrees Since Inception:	32,530
All Funds Expenditures:	\$.68.2 million
Capital Construction:	\$.16.1 million



Orange County Community College

Orange County Community College was founded in 1950 as the first county-sponsored community college in New York State. Today, SUNY Orange has a main campus in Middletown, an extension center in Newburgh and three satellite locations at the Monroe-Woodbury, Port Jervis and Warwick Valley High Schools. SUNY Orange offers 39 degree and 10 certificate programs. SUNY Orange students rank number one among SUNY community college students in their ability to continue at a four-year school.



Unique Programs

Physical Therapist Assistant (AAS), Information Technology (AAS), Exercise Studies (AS)

Impact

Fall 2006 Enrollment:6,524

Employment:

 Direct:858

 Indirect:413

SUNY Alumni:22,931

Degrees Since Inception:27,113

All Funds Expenditures: \$41.4 million

Capital Construction: \$36.1 million



Rockland Community College

Rockland Community College enrolls about 6,500 students, including over 250 international students representing over 50 foreign countries. In addition to its main campus in Suffern, SUNY Rockland operates extension centers in Spring Valley and Haverstraw to provide universal access to higher education resources. The college offers 40 degree and certificate programs, as well as an extensive program of continuing education and workforce training.

Unique Programs

CDistance Education Learning, Early Admit Program, GED 24 Credit Program, Honors Programs, Study Abroad

Impact

Fall 2006 Enrollment:6,171

Employment:

 Direct:1,147

 Indirect:567

SUNY Alumni:28,184

Degrees Since Inception:33,324

All Funds Expenditures: \$48.1 million

Capital Construction: \$7.1 million



Schenectady County Community College

Schenectady County Community College emphasizes high quality academic programs, broad access for students, small class size and responsiveness to community needs. The college offers 41 transfer degree, career degree and certificate programs, a number of which have earned specialized accreditation, including music, business, paralegal and culinary arts.

Unique Programs

Hospitality Management (BBA) through SUNY Delhi College, Aviation Science (AS)

Impact

Fall 2006 Enrollment:4,411

Employment:

 Direct:478

 Indirect:297

SUNY Alumni:10,639

Degrees Since Inception:12,579

All Funds Expenditures: \$23,280

Capital Construction: \$9,005



Suffolk County Community College

Suffolk County Community College is the second largest multi-campus college in the SUNY system. It has almost 400 faculty and offers degree and certificate programs in business; communications and the arts; computing; health, community and human services; liberal arts/university parallel; and technical, scientific and engineering studies. SCCC is one of the leading community colleges in the nation in producing Phi Theta Kappa Academic All-Americans.

Unique Programs

Fitness Specialist, Veterinary Science Technology, Automotive Service Specialist, Interior Design, Dietetic Technician

Impact

Fall 2006 Enrollment:	21,859
Employment:	
Direct:	3,077
Indirect:	1,218
SUNY Alumni:	70,103
Degrees Since Inception:	82,887
All Funds Expenditures:	\$145.7 million
Capital Construction:	\$33.2 million



Sullivan Community College

Sullivan Community College offers well over 30 programs of study ranging from traditional transfer programs to career oriented associate degree and certificate programs. SCCC plays an important role in business and industry training. Its Small Business Training Center offers accessible and cost-effective programs in a wide range of subjects.

Unique Programs

Club Management, Construction Technology/ Carpentry/Electrical, Geographic Information Systems, Culinary Arts, Professional Chef

Impact

Fall 2006 Enrollment:	1,613
Employment:	
Direct:	236
Indirect:	114
SUNY Alumni:	9,119
Degrees Since Inception:	10,782
All Funds Expenditures:	\$19.7 million
Capital Construction:	\$1.8 million



Tompkins-Cortland Community College

Tompkins-Cortland Community College offers 31 academic degree programs leading to an associate degree. Tompkins-Cortland provides local businesses with highly skilled employees in a wide variety of occupational curriculums. Through the Business Development and Training Center, Tompkins Cortland offers workshops and seminars to encourage vocational and professional development and customizes programs designed to meet the changing needs of the local businesses. The college has numerous articulation agreements, which facilitate transfer to such institutions as Cornell University, Ithaca, Rochester Institute of Technology, SUNY Cortland and Wells College.

Unique Programs

Aviation Science, Computer Forensics, Global Communications, Web Design, Four online degree programs

Impact

Fall 2006 Enrollment: 3,009
 Employment:
 Direct: 474
 Indirect: 319
 SUNY Alumni: 11,085
 Degrees Since Inception: 13,107
 All Funds Expenditures: \$28.7 million
 Capital Construction: \$16.5 million

Ulster County Community College

Ulster County Community College serves over 11,000 credit and noncredit students each year. SUNY Ulster offers 42 programs leading to associate degrees in Science, Arts, or Applied Science or to certificates or diplomas. In addition, SUNY Ulster offers a certificate program in Business Studies that prepares “non-business” baccalaureate holders to enter Master of Science in Business programs at SUNY New Paltz.

Unique Programs

Artist in Residence and Visiting Artist Series, online associate degree in Individual Studies (OASIS)

Impact

Fall 2006 Enrollment: 3,294
 Employment:
 Direct: 409
 Indirect: 197
 SUNY Alumni: 13,994
 Degrees Since Inception: 16,546
 All Funds Expenditures: \$24.3 million
 Capital Construction: \$3.2 million



Westchester Community College (WCC)

Westchester Community College, founded as part of SUNY in 1946, is the only two-year public institution in Westchester County. WCC has established its reputation for providing quality education at low cost for students and the community through extraordinary institutional stability on the one hand and unwavering commitment to innovation and change on the other. The college is serving a student population of almost 12,000 credit students in 37 degree programs and 17 certificate programs.

It also serves another 12,000 students in a host of non-credit courses. Approximately 4,000 students are enrolled in English as a Second Language classes here. Thousands of county residents enjoy the college's extensive cultural arts programs, which include poetry and fiction readings, dance events, dramatic performances and concerts.

Unique Programs

Computer Arts – Video and Animation, Electronic Music, Health Sciences, Telecommunications

Impact

Fall 2006 Enrollment:	11,579
Employment:	
Direct:	1,245
Indirect:	603
SUNY Alumni:	32,351
Degrees Since Inception:	38,251
All Funds Expenditures:	\$89.8 million
Capital Construction:	\$50.2 million

THE STATE UNIVERSITY of New York



You can learn more about The State University of New York at our new and improved web site, www.suny.edu.
 For general information, call 1-800-342-3811.
 For the Office of Public Relations, call 1-518-443-5311



The State University of New York
State University Plaza
Albany, NY 12246

www.suny.edu