

## **Appendix A: Summary of Findings and Recommendations**

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### **Expanding Research Capacity**

#### **A \$3 Billion Empire State Innovation Fund**

An Empire State Innovation Fund should be established to provide grants for research in the physical sciences, bioscience, engineering and medicine at public and private research universities located in the State. This \$3 billion fund, disbursed in equal annual amounts over a ten-year period, would support research that holds significant promise for economic development, cementing New York's long-term commitment to science.

#### **Recruit 2,000 Full-time Faculty to SUNY/CUNY, including 250 Eminent Scholars**

To rebuild the faculty ranks and enhance research capacity, a minimum of 2,000 additional full-time faculty members should be hired by SUNY and CUNY during the next five years, including 250 eminent research faculty.

#### **Recruit 4,000 Doctoral Students to SUNY/CUNY**

A minimum of 4,000 SUNY and CUNY doctoral students should be recruited over the next five years, and offered salaries that are competitive with levels at similar institutions.

#### **Strengthen NYSTAR**

NYSTAR's capacity to guide investment and interaction between businesses and academia, initiate experimental programs in emerging technologies and facilitate the commercialization of results of public and private university research should be strengthened.

#### **Scientific Collaboration through Global Science Excellence Clusters**

To encourage collaboration among New York State's leading scientists, the New York Academy of Sciences should develop "Global Science Excellence Clusters" to be located in upstate New York, patterned after the cluster created by the Academy in New York City.

### **Connecting Faculty, Researchers and Students to a World of Ideas**

#### **Technological Infrastructure**

Researchers' access to the high performance computing capacity of NYSGRID should be expanded, and the bandwidth of NYSERNet, which provides next-generation Internet connectivity, should be increased throughout the State.

#### **Incentives for Academic Libraries to Pool Electronic Information**

Access to electronic information should be expanded throughout the State by facilitating college and university libraries moving from individual licenses to state-wide shared licenses.

#### **International Education**

New York's strength as a leader in international education should be increased through efforts by the State's international trade offices and SUNY and CUNY to attract more international students and expand international research links. The State should establish an advisory council on international education. In addition, SUNY and CUNY should expand study abroad opportunities and international internship programs.

## **Developing a Diverse Workforce**

### **Workforce Training Alignment**

Responsibility for statewide workforce planning should be assigned to a single entity to guide investment in the training and education capacity of New York State's colleges and universities, particularly community colleges. This coordinated workforce planning effort should identify regional training needs and capacities of training providers, ensure alignment of higher education policies, and collect data that facilitates planning and assessment of program quality.

### **Support the Role of Higher Education in Workforce Development**

Funding should be provided to community colleges for vocational non-credit training courses, enhanced for targeted high-cost training areas, and the State should also commit resources to the development of new credit-bearing programs.

### **Community Service**

A statewide clearinghouse for community service programs should be established to connect students to service opportunities throughout the state. CareerZone, the job-clearing website of the Department of Labor, could be expanded to include community service postings.

## **Adapting Quickly to Change**

### **Expedite Program Review**

The Board of Regents should review the process for program review to develop mechanisms for expedited review. SUNY and CUNY should coordinate with the Board of Regents to ensure that their internal processes for program review are conducted simultaneously and collaboratively with those of the Regents, to be completed by June 2008.

## **Making Excellence Available to All**

### **Education Partnership Zones**

New York State should create "Education Partnership Zones" in which institutions of higher education and schools collaborate on a full range of educational development including early learning and pre-kindergarten, elementary and adolescent literacy, math and science studies, restructuring of schools, and building teacher capacity. Students' access to higher education would be supported through the "Million Dollar Promise," under which EPZ students are guaranteed the opportunity to attend, tuition-free, with unmet needs paid for by the state, a community college or a four-year CUNY or SUNY college if they meet certain standards and graduate from high school. Participating independent colleges and universities would support graduates from EPZ schools with special financial assistance, as needed. In addition, an award of \$1,000 would be available from state funds to support exceptionally qualified EPZ students who choose to attend institutions of higher education in the State.

### **College Readiness**

High school students whose basic academic skills are insufficient must be offered a new opportunity to become college-ready while still enrolled in high school, at no cost to them. After high school assessments, those students in need of remediation should be offered appropriate supplementary coursework developed by teams of high school and college faculty. Students who opt not to take remediation courses while in high school could enroll in total immersion programs during the summer prior to college enrollment. The costs of supplementary course instruction would be funded through a College Readiness Act.

### **Opportunity Programs for Educationally and Economically Disadvantaged**

Given their importance and long-standing track record of success, increased financial support should be provided for the opportunity programs for economically and academically disadvantaged citizens, including: College Discovery (CD) and Search for Education, Elevation and Knowledge (SEEK) at CUNY; Educational Opportunity Programs (EOP) at SUNY; and the independent sector's Higher Education Opportunity Program (HEOP).

### **SUNY and CUNY Articulation and Transfer**

Presidents of the colleges must be held accountable for establishing mechanisms under which faculty, within each discipline and across sectors, strengthen course-to-course and program-to-program articulation with a goal of full system-wide articulation of comparable courses and seamless transfer of AA and AS students into parallel programs by 2011-12. As an initial milestone, the Commission recommends campuses focus on the major transfer pathways, such that by the start of the 2010-11 academic year, articulation agreements are in place that specify how every comparable lower-division course can be transferred for credit, as prerequisite for more advanced courses in parallel programs and counted toward baccalaureate degree requirements at receiving institutions within the system. This includes agreement about required courses at the lower division, acceptable minimum standards for all lower-division courses, and levels of student performance, for each baccalaureate degree program.

Entry-level advisement for community college students should be strengthened overall, especially with respect to transfer options and requirements, and comprehensive information on credit transfer should be available to students on-line. An annual audit should be undertaken for three years to determine compliance with transfer policies.

### **TAP and Fees**

The Tuition Assistance Program award schedule should be modified to provide enhanced benefits for wards of the State, excluding incarcerated persons; independent students; graduate students; and students whose family adjusted gross income falls within the \$40,000 to \$60,000 range. In addition, SUNY and CUNY should develop multi-year plans to significantly reduce fees not covered by TAP or other Federal and State aid programs, and work with the State to offset campus financial losses from fee reductions with additional resources.

### **Low-Cost Student Loans**

The State should establish a low-interest subsidized loan program, to be financed through the issuance of tax-exempt bonds. All resident undergraduate and graduate students enrolled full-time in a degree program at a college or university in New York State would be eligible to apply for a low-interest loan to supplement other aid.

## **Organizing for Excellence**

### **SUNY Structure and Mission Differentiation**

There should be significantly greater recognition of, support for and enforcement of campus strengths and specializations, at all levels of SUNY. In addition, to increase the focus on the development of SUNY's research capacity, the SUNY Board of Trustees should appoint a new committee of the Board to focus on the needs of the four university centers and the College of Environmental Science and Forestry, much like the Health Sciences and Hospitals Committee that currently oversees health sciences and hospitals, including SUNY Upstate, Downstate and the College of Optometry. The SUNY Board should also establish two new positions of senior vice chancellor to work with the Board committees to further support the advancement of these institutions.

### **Regulatory Reform**

Statutory change should be sought to lessen regulation in three areas. SUNY's Board of Trustees should have authority to lease SUNY property for purposes that support SUNY's mission without prior legislative approval, the SUNY Construction Fund should be granted necessary operational flexibility, and the procurement process for SUNY and CUNY should be streamlined.

### **SUNY System Administration**

The Governor should call upon the Chair of the SUNY Board of Trustees and the Chancellor to commission an outside review of the structure and role of SUNY's system administration to determine how that administration can best support and enhance the various SUNY sectors.

## **Resources Required for Excellence**

### **NYS Compact for Public Higher Education**

Funding for SUNY and CUNY should be reformulated under the New York State Compact for Public Higher Education, involving government, institutions, alumni and friends, and students in a long-term partnership to ensure predictable future funding for both systems in support of academic excellence. The State should provide support for 100% of mandatory costs (for example, labor contracts, fringe benefits and energy) and 20% of the costs of financing the state-approved master plan investment program. The universities would fund the balance of investment plans through a combination of private philanthropy as a permanent source of revenue; reshaping base budgets to achieve greater efficiencies and redeploying existing resources to meet new master plan priorities; enrollment growth and a series of modest tuition increases, averaging 2.5% to 4%, with additional tuition revenue used for funding investments. Modest increases in tuition charges will not result in additional expense for the thousands of students who receive full Tuition Assistance Program awards.

### **Differential Tuition**

SUNY and CUNY should be permitted to charge differential tuition rates by program and by campus, with implementation to occur in stages over three years. Initially, differential tuition rates could be set for nonresident students by program and by campus, and for resident and nonresident graduate students by program and by campus with differential tuition eventually authorized for all students by program and by campus.

### **Community College Finances**

The State should provide funding for the required state and county funding obligation of 66.7% of each community college's budget up front, and bill the county for its mandated share. Local sponsors should be held accountable for their operational and capital budget obligations, and a county's persistent failure to reimburse the State at the 26.7% level or to match the State's capital appropriation should result in a proportional loss of seats on the community college's board of trustees. These seats would then be filled through gubernatorial appointment. In addition, the current funding model for SUNY community colleges should be revised to reward excellence and success by retaining per-FTE funding at a slightly lowered amount, and providing community colleges with additional funding for desired services and outcomes.

Community colleges should be authorized to spend remaining state capital appropriations when the sponsoring county or counties has failed for two successive years to match the State's appropriation of capital for infrastructure projects.

### **Capital Reinvestment**

The critical infrastructure maintenance backlog should be eliminated over the next 10 years to bring facilities into "good" repair. Ongoing needs should be calculated using a life cycle model based on the current replacement value (CRV).

### Greening of CUNY and SUNY

CUNY and SUNY should act in four specific areas: attaining measurable energy efficiencies at campuses, specifying green design requirements, increasing use of renewable energy, and funding of research and development programs that focus on alternative, renewable and sustainable energy.

### Layered Capital Financing

CUNY's and SUNY's capital plans should be altered to allow for multiple funding streams. Facilities renewal and adaptation, deferred maintenance and new basic educational facilities would continue to be completely funded through state-supported debt. There should also be cost-reduction improvements implementing "greening" or energy conservation/sustainability projects, where the improvements reduce energy consumption and related expenditures. Some revenue-generating projects, such as residence halls, dining facilities, hospitals and student retail commons, can be fully self-supporting, and special educational and student support facilities such as recreational centers, student unions, specialized technology-intensive instructional infrastructure may align with campus fundraising efforts. For new research facilities, the appropriate ratio of state to non-state support could be determined by examining national standards for annual research expenditures. Finally, capital funding for new economic development capital projects could come from dedicated state economic development resources in coordination with state economic and workforce development strategies.

### Capital Matching Program

State funding should be provided to match donations made to CUNY and SUNY for capital projects to assist campuses in raising funds, and the match program that currently exists for New York's private colleges should be completed. CUNY and SUNY should be afforded flexibility in allocating and setting differential matching rates to reflect varying campus mission, ability to raise private funds, as well as a range of project types.