Attachment A
President’s Annual Report to the Chancellor
Limit to five pages

President: Dr. Nancy Kleniewski
Campus: SUNY Oneonta

1) Institutional strengths

Our strategic plan was completed in 2010, revealing an overall consensus about the college’s strengths, which will shape the direction of the campus for the next several years. Implementation of our Strategic Plan 2010-2015 is underway. (See below.)

We pride ourselves on excellence in teaching, learning and scholarship

• The core of our curriculum is a strong liberal arts foundation. On that base we build exciting professional programs, such as Education, Music Industry, Mass Communication, Business, Apparel and Textiles, Dietetics and Restaurant Management, which are well integrated with the professional communities.

• Our alumni maintain their connections to our college, enriching current students’ experiences by mentoring them and providing internships. For example, this past year, alumni we hosted included a master chef and restaurateur, an award-winning television and film producer, and an astronaut at events on our campus.

• Our students increasingly excel at research. For example, one became the first undergraduate ever to win the American Chemical Society’s Joseph Breen Memorial Fellowship. Another was selected for the National Science Foundation’s Research Experience for Undergraduates at Hubbard Brook. A third was invited to the American Physical Society’s annual conference to present a project he had completed at the Princeton Plasma Physics Laboratory. At Student Research Day in April, 194 undergraduates presented their research projects and scholarly work.

• We use high-impact learning tools. Internships are required in several professional programs, such as Music Industry and Communication Arts; service learning is required in many other majors, including Education, Human Ecology and Africana Latino Studies.

• Our students develop critical thinking skills. Collegiate Learning Assessment scores show that SUNY Oneonta freshmen perform better than 76% of comparison institutions’ freshmen and that our seniors perform better than 89% of comparison institutions’ seniors.

• Our Cooperstown Graduate Program is the nation’s premier master’s program for the preparation of museum professionals. Alumni work at institutions such as the National Museum of American History at the Smithsonian, Colonial Williamsburg, National Baseball Hall of Fame and Museum, the Royal Library in Copenhagen, Denmark, and Canada’s Centre d’histoire de Montreal.

We promote community service

• Through our Center for Social Responsibility and Community, students performed over 55,000 hours of community service during the 2010-2011 academic year.

• SUNY Oneonta has been named to the President’s Higher Education Community Service Honor Roll every year since its inception in 2006.
• In March, SUNY Oneonta became the first college in New York state to host a “Canstruction” event to benefit local food pantries.
• Our campus hosts a regional volunteerism conference annually. Among the presenters in 2010 was a group of fifth- and sixth-graders from a local elementary school.
• Our students host “Halloween in the Halls,” a safe and weather-independent alternative to trick-or-treating for community children, each October.
• A member of our faculty was nominated for the 2010 Nobel Peace Prize for his work organizing, funding, and constructing schools that serve over 1,000 needy children in India.

We engage and retain students
• SUNY Oneonta scored above average in our sector in every category of the 2009 SOS. Students gave us the highest scores among 24 SUNY campuses for college social activities, cultural programs, and opportunities for involvement in campus clubs and activities, and the extent to which the college had contributed to the development of their leadership skills. Within our sector, we ranked the highest in 35 categories and in the top three in 88 categories.
• Our National Survey of Student Engagement scores were significantly higher than the national benchmarks and our SUNY peers’ scores in the “active and collaborative learning,” “student-faculty interaction,” “enriching educational experiences” and “supportive campus environment” categories.
• Our first-year retention rate of 86% compares favorably to the national average of 77% for all four-year, public colleges and our six-year graduation rate of 66% is well above the national average of 56% for all bachelor’s degree-seeking students.
• The National Association of Campus Activities presented SUNY Oneonta with its Outstanding Leadership Program Award in 2010.
• A group of students was invited to present “Feminist Manifestos” the 2010 Women’s Institute for Leadership and Learning in Seneca Falls, New York. Another group reached the semi-finals of Price Chopper’s Ultimate Innovation competition.
• In 2009, a team of our students reached the finals of the College Fed Challenge sponsored by the Eastern Economic Association in conjunction with the Federal Reserve Bank of New York. SUNY Oneonta defeated more than 30 colleges to finish third in the regional competition.
• The college’s chapter of the Omicron Delta Kappa national leadership honor society is among the more active student organizations on our campus, while our Leadership Education and Development (LEAD) program offers programming ranging from voter registration workshops to poetry slams.

We engender trust while advancing the college
• Our rate of alumni giving is the highest among comprehensive SUNY colleges and more than double the national average.
• Our total endowed funds and net assets increased $5.7 million in 2010-2011 to $38.4 million.
• During 2010-2011, 27 new scholarships were endowed and 1,023 scholarships were awarded.
• The Fund for Science and Technology raised $5.2 million for scholarships, equipment, and research support in response to growth in the popularity of the sciences, especially Biology.
• Our Biological Field Station on Otsego Lake has received $537,633 in grants and contracts through the SUNY Research Foundation, which has increased research opportunities and funded facility renovation.
• In April, the College at Oneonta Foundation received Charity Navigator’s four-star rating for a second consecutive year, an accomplishment of fewer than 1 in 5 charities.
We embrace sustainability
• Renovation and better use of existing space, rather than new construction, are the emphases of our facilities plan. Renovated buildings meet or exceed LEED Silver criteria. Comprehensive programs to improve building envelope efficiencies and upgrade electrical and HVAC systems have generated significant savings; for example, once renovated, residence halls are 43% more efficient electrically.
• Reconfiguration of the petroleum infrastructure will replace our #6 “heavy” heating oil reserve with “greener” #2 oil.
• “Walk-ability” is a key goal of our facilities master plan.
• College Camp, a largely wooded, college-affiliated property was logged to curtail the spread of the emerald ash borer.
• A member of our Chemistry faculty received American Chemical Society’s Sustainability In Education Award in March.
• Our new Lake Management program is the nation’s first master’s program designed to prepare students to lead efforts to preserve watersheds and conserve aquatic resources.
• Our dining service provider has implemented a local foods program, eliminated the use of trays and curtailed takeout dining, significantly reducing waste.

2) Institutional challenges
Aligning our mission and funding
• We have formed both a Budget Advisory Committee and a Strategic Planning Council to identify, pursue and evaluate progress of strategic initiatives.
• Our next steps are to refine our budget request and approval process, to communicate campus-wide about resource allocation decisions, and to elicit feedback regarding our priorities moving forward.

Diversifying the campus
• Members of minority groups now constitute 10% of our student body; we now are focused on diversifying the faculty and staff according to our Strategic Action Plan for Equity, Diversity, and Inclusion.
• The President’s Council on Diversity and the Cabinet approved a college diversity statement in 2007.
• In 2010 a permanent, diversity-themed public artwork was installed on campus.
• An award to honor recipients for enhancing diversity on campus was established.
• To help diversify the ranks of the faculty, we instituted a dissertation fellowship for graduate students from underrepresented groups as visiting lecturers.
• A faculty in residence program established through our Center for Multicultural Experiences contributes to the campus goal of diversity among teachers and within our curriculum. This past year’s faculty in residence contributed programming based in his expertise in queer and feminist theory and perspectives from the Latino culture. He also was the keynote speaker at the international Queering Paradigms 3 conference, which our campus hosted in April.
• Each Faculty in Residence participated in a number of classes/ workshops and presented a public lecture/performance piece for the campus and community at large. (For a complete account and evaluation information of the Faculty In Residence see the IDEA grant report filed with the Office of Equity and Inclusion).
• Our Office of Equity and Inclusion published a recruiting handbook for academic departments to help broaden the pools of potential faculty members.
Administrative restructuring
• Reconfiguration has resulted in the elimination of a vice president and four associate vice president titles.
• We created an Office of Institutional Research to guide the campus toward data-driven decision-making.
• We are merging our academic and administrative computing departments.
• Our next steps, which will be led by our new provost, are to restructure academic affairs, rationalize the structure of the academic divisions, and hire new deans.
• To better serve two key constituencies, director of graduate studies and events coordinator positions were created and filled this past year.
• The college implemented a task force to spearhead ongoing efforts to integrate sustainability, which is a pillar of our strategic plan, into the campus culture.

Faculty development
• We’re seeking greater opportunities to enhance research and maximize teaching effectiveness that would support the development of our newer faculty members, approximately 60% of whom have been hired in the past decade.
• We are developing an incentive program for externally funded research and better ways of supporting funding for research-related travel.
• We will strive to ensure that expectations for contract renewal, tenure and promotion are communicated consistently.
• The development of a center for teaching and learning is a high priority in our strategic plan.

Enrollment management
• Maintaining our undergraduate selectivity—40% of applicants are offered admission—will present a challenge as the size of high school graduating classes statewide diminishes over the next several years.
• We aspire to position SUNY Oneonta as a regional choice for graduate studies. We have revisited the overall coordination of administrative functions related to our master’s programs and enhanced recruitment activities. A student residence facility planned for 2013 will be configured as townhouses and marketed to prospective graduate students.
• Development of new graduate programs that cater to working adults would attract a population that historically has been underserved by the college, while combined bachelor’s-master’s degree programs would benefit undergraduates. Growth of graduate programs will provide a new revenue stream, which in turn will help us to keep the undergraduate population constant.

3) SUNY support desired by your campus
• We urge continued support in master planning and funding for facilities improvements. We have a beautiful and functional campus that we want to maintain and enhance. The master planning process with the SUNY Construction Fund has been helpful in thinking about the future of the campus and capitalizing on our strengths. Assistance with critical maintenance and strategic initiatives will help us fulfill our goals.
• Creation of a fair funding formula for the comprehensive sector is critical to us. State tax support now accounts for only 14% of SUNY Oneonta’s all-funds budget. Development of a budget model that assures that future allocations to our campus are equitable and that any cuts are proportional would be extremely helpful, especially from a planning perspective.
• Implementation of the Leadership Institute will be particularly helpful for our campus, which has been and will continue to be affected by turnover among senior staff.
• The college encourages bringing greater attention among state lawmakers to the Educational Opportunity Program. While the cost of attending college has increased, EOP’s funding has
leveled off. This effectively has diminished access to SUNY among those having the greatest financial need. Modest, consistent additions to EOP’s budget would reverse this trend.

- Advocacy for relief from certain aspects of the state procurement process remains worthy of SUNY’s pursuit. While we affirm procedures designed to maintain fairness and consistency of business conducted by state agencies, purchasing goods and services in a timely manner has become onerous to vendors and the college alike because both are saddled with additional requirements that make the task daunting. With less of our support coming from New York state and more from tuition dollars, it seems reasonable that a level of flexibility would be extended to campuses that have demonstrated integrity in their procurement activities. There are two areas that could be made less restrictive, helping lighten the administrative burden of procurement. With regard to the use of preferred source vendors, we suggest abolishing the pricing allowance for 15% over the market rate. It would be beneficial to weigh the local economic effects when required to use a preferred vendor located over 60 miles away if a small business exists in the immediate agency locale. We also suggest aligning the New York State Contract Reporter advertisement requirement to be consistent with other SUNY procurement thresholds by setting it to agree with the discretionary procurement threshold up to $125,000.
Attachment B

*The Power of SUNY and Campus Alignment*

Please use a format of your preference, and remember that not all campuses need to address each of the Six Big Ideas

President: Dr. Nancy Kleniewski

Campus: SUNY Oneonta

1) **Campus actions supporting each of the Six Big Ideas (please list)**

**SUNY and the Entrepreneurial Century**
- Leadership Otsego is a biennial program administered by the college that fosters relationships among civic, business, community, and campus leaders.
- Our Center for Economic and Community Development conducts research and offers organizational development for regional businesses, municipalities and non-profit organizations.

**SUNY and the Seamless Education Pipeline**
- See below.

**SUNY and a Healthier New York**
- Our online master’s program in Dietetics attracts students nationwide, offering a graduate degree with an integrated internship that prepares them for success on the certification examination and in careers as registered dietitians.

**SUNY and an Energy-Smart New York**
- Between the 2002-2003 and 2006-2007 academic years, facilities upgrades and conservation efforts led to a 34% reduction in water use campus-wide.
- During the same time period, fuel use per FTE dropped nearly 8.6%.
- Twice since 2006, annual overall electricity consumption has decreased because of electrical conservation measures, which have included: retrofitting with fluorescent bulbs, HVAC retrofits, conversion to gas cooking, and automatic shutdowns of computer lab screens.
- Five hybrid vehicles have been added to the campus fleet.
- Our Higgins Hall, opened in 2004, was the first LEEDS certifiable building constructed by the Dormitory Authority of the State of New York.

**SUNY and the Vibrant Community**
- Our campus received the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching in recognition of the college's civic partnerships and successful efforts to integrate service activities into its curriculum.
- SUNY Oneonta’s Center for Social Responsibility and Community links students to volunteer opportunities throughout the community. Nearly 1,300 students—about 1 in 5—perform service activity annually through the Center.
• Service learning has included assistance in the restoration of the historic Oneonta Theatre. Theatre classes and the college’s student radio station provided technical assistance and organized fundraising for the project.
• In partnership with the Americorps VISTA program, student volunteers implemented a mentor/tutor program aimed at enriching the educational experiences of economically disadvantaged elementary schoolers.
• The performance of David Fanshawe’s African Sanctus under the direction of Dr. Timothy Newton was a multimedia extravaganza in partnership with the community’s Catskill Choral Society, the college’s African Drumming Corps, and the Oneonta City School District. It combined the music, history and geography of Africa with artistic creations from school children.
• Members of our Elementary Education and Reading faculty have organized the Reach Out and Read (ROAR) program in which students read to children awaiting treatment at a local healthcare clinic.
• Funded by a grant from the SUNY Office of Diversity and Educational Equity, a year-long series of events entitled “Restoring Indigenous Presence: Opening The Door To Native Americans At SUNY Oneonta” highlighted the contributions of contemporary Native Americans to the fields of education, literature, science, art, and film.

SUNY and the World
• Several faculty members oversee Learn and Serve programs, leading students abroad on educational and humanitarian missions. One group spent three weeks in Peru in 2010, helping children at an orphanage. Through a program offered by our Africana and Latino Studies Department, students traveled to Ghana where they toured several universities, historical sites and museums, and also participated in the building and stocking of a village library. Another faculty-led program has built five schools in India over the course of several expeditions there since 1979.
• Heifer International has recognized SUNY Oneonta students for their efforts in raising funds to provide farm animals to impoverished families around the world.
• The college has established cooperative agreements with universities in Korea, Japan, Russia and Finland.
• In response to the earthquake and tsunami that struck Japan earlier this year, the Japan Student Organization developed the Smile Video Project, which collected video messages to send to Japan, and spearheaded fundraising efforts to benefit victims.
• A member of our History department has been commissioned to write the history of Peru’s Conchuros region, which will be the basis of three secondary school texts used by Peruvian students.
• Several college groups have assisted in ongoing recovery efforts following Hurricane Katrina. Most recently, students helped build houses in New Orleans in 2010.

2) Campus strength and alignment (please select/prioritize and explain)

“SUNY and the Seamless Education Pipeline” is the “Big Idea” most squarely aligned with SUNY Oneonta’s mission that unites “excellence in teaching, scholarship, civic engagement, and stewardship to create a student-centered learning community” and vision to “be a leader in teaching with distinction and innovation through diverse academic programs grounded in the liberal arts and enhanced by technology, scholarship, and service.” Our commitment to improving education from pre-K through graduate school is grounded in these ideas.
While Education is one of our most popular undergraduate majors, the campus also has cultivated relationships, academic and otherwise, that demonstrate the college’s focus in this area. For example, a partnership with Opportunities for Otsego, which operates a Head Start program on our campus, enhances the educational experiences of low-income children and offers observation and participation opportunities for our pre-service teachers.

Unique to SUNY Oneonta is our Center for Social Responsibility and Community, which is a resource to several education-related, non-profit organizations across three counties. Through the Center, our students become involved in programs such as our partnership with the Oneonta City School District, volunteering time in classrooms at Riverside Elementary School, where nearly two thirds of the children enrolled are below the poverty line. Through a similar partnership between Public School 247 in New York City and our Education Department, SUNY Oneonta students majoring in childhood education adopt elementary classrooms and provide supplemental service at teachers’ requests.

SUNY Oneonta’s commitment to underprivileged populations extends to students from migrant and seasonal farmworking families. The College Assistance Migrant Program (CAMP) is a scholarship program designed to meet the special needs of this group. It offers assistance in applying, entering and succeeding in college-level academics. Over the past five years, CAMP has helped 125 students and their families.

Our Oneonta Migrant Education Outreach Program (O-MEOP), which operates within a six-county area in central New York, also serves migrant families and children. In the past year, O-MEOP received grants totaling more than $800,000 to provide educational programming and outreach in home, camp, and school settings to over 300 migrant children. Migrant Youth Programs, a separate initiative with a 2010-2011 budget of nearly $350,000, assisted O-MEOP’s efforts to address areas of adolescent concern, such as dropout prevention, career development, guidance and support counseling, advocacy for out-of-schools youths and conflict resolution.

Even broader in scope, the college is home to ESCORT, the national center offering states technical assistance and training in serving migrant families and children. ESCORT has led comprehensive planning, evaluation, and program-improvement processes for 38 of the 48 state migrant education programs across the nation. This past year, the program was awarded a $2.2 million contract from the U.S. Department of Education to operate the national Migrant Education Resource Center for the next four years. The grant will allow ESCORT to further enhance communications, conduct a literature review on migrant education, make presentations on issues of concern related to serving migrant children, and facilitate the annual conference for the Office of Migrant Education.

At the regional level, SUNY Oneonta is a founding member of the Otsego-Chenango-Delaware Science Technology Engineering and Math Leadership Council (STEM Council). This collaboration among three colleges, two BOCES districts, the regional Workforce Investment Board and 15 businesses seeks to improve students’ math and science competency. This summer, the STEM Council is running an environmentally focused day camp for middle schoolers.

SUNY Oneonta’s Noyce Scholars Program, which is funded by a $900,000 National Science Foundation grant, prepares students for careers as highly qualified high school science teachers in high-need school districts. The program is coordinated through our Secondary Education Department and involves faculty members from our Chemistry & Biochemistry, Earth Sciences, and Physics & Astronomy departments.

Noyce Scholars receive scholarships that pay tuition, fees, and room and board. In return, they must undertake an enhanced curriculum that focuses on experiential learning and classroom observation. Students in this program serve through summer experiences in New York City schools and academic-year and summer experiences in rural schools in central New York. They also gain experience with informal science education at the college’s astronomy observatory and Science Discovery Center.
This past year, Noyce Scholars also participated in specialized programming through a partnership between NASA and the college. Collaboration between several academic departments, the President’s Office, IT and A/V staff and the Johnson Space Center allowed our campus to host two events featuring astronaut and alumnus Colonel Ron Garan. The first was a pre-flight videoconference in February; the second was a downlink from the International Space Station in May. Over 1,600 fifth- through eighth-grade students from Otsego County attended. Between the two events, Noyce Scholars delivered supplemental programming to students at their respective schools.

An earlier grant from the National Science Foundation funded a program to attract high school students from Central New York to the college to pursue careers in science, technology, engineering, and mathematics. Called PR2EPS (Preparation, Recruitment, Retention, and Excellence in the Physical Sciences), it was aimed at high school students in Otsego, Delaware, Schoharie, Chenango, and Herkimer counties.

Through coursework, long-standing partnerships, ad hoc opportunities, and novel initiatives developed internally, SUNY Oneonta positively affects the lives of thousands of students from many backgrounds and at nearly all grade levels. Our institutional commitment to teaching and learning beyond our campus is rooted in a strong belief that education is the best tool for individuals, organizations and society to shape their futures.

Does your campus currently have a strategic plan?
Yes (attach)

If yes, what years does it cover and what is it called? (please enclose)
It covers 2010-15. It is called “Strategic Plan 2010-2015.”

If no, are you in a planning cycle or are you considering entering a planning cycle?