



State of the University

CHANCELLOR JOHN B. KING, JR.

2023 POLICY AGENDA

The background features a large, faint circular logo for SUNY's 75th anniversary. The logo contains the text 'SUNY' at the top, '75' in the center, and 'YEAR' at the bottom. The background is a dark blue gradient with a faint line-art illustration of a university building on the right side.

MESSAGE FROM

Chancellor John B. King, Jr.

When I joined SUNY in January, I set out to visit all 64 of our campuses before the end of the semester. I wanted to learn, to listen, and to know as much as I could about the experience of our students, our faculty, our staff, and our community partners. I wanted to see how we can help build on SUNY's strengths, amplify SUNY's stories, and establish SUNY as a stellar opportunity for anyone willing to grasp it.

This year, we are especially proud to celebrate the 75th anniversary of SUNY's founding. I can't imagine a better platform from which to talk about the four pillars that will drive SUNY's future—student success; research and scholarship; diversity, equity, and inclusion; and economic development and upward mobility—than by reflecting on SUNY's rich history.

Our students are passionate learners and changemakers. Our faculty are leaders in their fields. Our partners are invested in our success and growth. SUNY is a community unrestricted by the bounds of campuses, classrooms, or even state lines, creating and cultivating immense positive impact on our state, our nation, and the world.

SUNY's success is critical to our future as the nation's leading system of public higher education, and it is crucial to our future as New Yorkers and citizens.

Together, let's keep moving forward.

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STUDENT SUCCESS

Building on SUNY's longstanding reputation for excellence, SUNY will lead the nation in timely degree and credential completion for all students and will provide the academic, financial, and wraparound supports students need to thrive.

Initiative

IMPLEMENT HISTORIC FUNDING TO ADVANCE STUDENT SUCCESS

The 2023-24 state budget championed by Governor Hochul and enacted by the Legislature includes record funding to support SUNY students, faculty, and staff.

Major elements include:

Multi-Year Commitment to Increasing Operating Support

The enacted budget includes \$163 million in additional operating aid in 2023-24 for State-operated and Statutory colleges, followed by an additional \$54 million in each of the next two years as reflected in the State's multi-year financial plan. These resources reflect the first major direct infusion of operating aid for SUNY in over 20 years.

The Chancellor will propose using the 2023-24 operating aid increase to:

- Fulfill the state's commitment consistent with the objectives of sustainable, predictable, and differential tuition as proposed in the Executive Budget (\$51 million);
- Provide significant, flexible support for all eligible campuses (\$69 million);
- Mitigate fees for graduate students who work on campus (\$3 million); and
- Address priority system-wide barriers to student success through dedicated support to eligible

campuses—as described in greater detail in the pages that follow:

- \$10 million in mental health services and supports
- \$10 million to support the needs of students with disabilities
- \$10 million for internships for undergraduate students
- \$10 million to advance research
- \$1 million to help campuses address food insecurity including through support for food pantries.

Investment in Transformational Initiatives Across SUNY

The enacted budget includes \$75 million for a Transformational Initiatives Fund available to all SUNY campuses to support innovation, help meet the workforce needs of the future, enhance student support services, improve academic programs, increase enrollment, and modernize campus operations.

The Chancellor will propose supporting three major strategies through the Transformational Initiatives Fund:

- **Campus Transformational Initiatives Fund** (\$60 million): Each SUNY community college, State-operated campus, and Statutory college will receive a set allocation that must be used to adopt evidence-based transformational interventions focused on improving the student experience and outcomes and ensuring greater operational efficiency. Each campus plan must be approved in order to move forward, and funding will be contingent on the achievement of interim measures of progress.
- **Economic Mobility Fund** (\$10 million): SUNY will develop multi-campus strategies to address urgent regional education and training needs in high-demand and emerging fields including the semiconductor industry. Participating campuses will commit to specific metrics for delivering targeted in-demand degrees and credentials as part of a System-wide blueprint.

- **Strategic Enrollment Initiatives Fund** (\$5 million): SUNY will develop multi-campus strategies to increase enrollment and sustain enrollment gains. Participating campuses will commit to specific strategies, including outreach and marketing, and receive implementation support. Areas of focus may include students from underrepresented backgrounds (including veterans and adults with no or some college credit) and those interested in pursuing professions in emerging/high-demand fields.

Under the **Campus Transformational Initiatives Fund**, campuses will select evidence-based investments that meet local needs and advance student success:

- At least 50% of each campus's allocation must be used for one or more of the following:
 - Enhancing economic mobility through preparation for employment in high-demand fields; and
 - Increasing retention and completion of degree-seeking students through replication of the ASAP and ACE evidence-based wraparound support strategies.
- Up to 50% of each campus's allocation may be used for one or more of the following:
 - Expanding or launching truly seamless transfer pathways between associate/bachelor's degree programs, including joint/automatic admissions between community colleges and bachelor's degree-granting institutions (e.g., the successful Binghamton Advantage Program);
 - Increasing operational efficiency and elimination of redundancy, including regional specialization to deliver more focused recruitment efforts and respond to local workforce needs; and
 - Delivering essential student supports for targeted underserved populations using evidence-based models to address challenges such as food insecurity, mental health needs, and transportation access.

Investment in Digital Transformation

The enacted budget's \$1.6 billion in new capital funding includes the resources to implement the \$200 million Digital Transformation investment proposed by Governor Hochul. This funding will make it possible to support all SUNY students and campuses through:

- Upgrades to improve cyber security and other essential infrastructure;
- Improving the student experience by making it easier to enroll, transfer, and receive academic and other support when needed; and
- Expanding the SUNY System's data capabilities to reduce costs to campuses and support student success.

Initiative

REPLICATE PROVEN STUDENT SUCCESS PROGRAMS

There is an overwhelming evidence base behind specific strategies that increase college completion and student success, and SUNY will support campuses across the System in putting these programs to work for SUNY students.

Under these nationally recognized programs—Accelerated Study in Associate Programs (ASAP) and the baccalaureate version: Accelerate, Complete and Engage (ACE)—students receive the supports needed to help them graduate in a timely manner:

- Tuition waivers to close any gap after need-based financial aid;
- Funding to defray commuting expenses;
- Textbook assistance;
- Early registration options to ensure consolidated course schedules to balance work, school, and domestic responsibilities and ensure students can enroll in the courses they need to fulfill requirements;

- Opportunities to take courses in the summer and winter sessions to gain and maintain academic momentum;
- Personalized, comprehensive academic and career advising; and
- Academic support and career development activities.

Nationwide results of these programs include:

- An external evaluation led by MDRC found that involvement in the ASAP program nearly doubled graduation rates, both at CUNY and when it was replicated in Ohio. For CUNY, 22% of students not in the program earned a degree within three years, compared to 40% of the students participating in ASAP. Similarly, in Ohio, 19% of non-ASAP students earned a degree compared to 35% of ASAP students.ⁱ
- Results from CUNY's ongoing quasi-experimental evaluation of ASAP finds participating students graduate at more than double the rate of non-ASAP students: 53% vs. 25%.ⁱⁱ
- In Ohio, a 6-year follow-up found that ASAP increased the completion of both bachelor's and associate's degrees, increased graduation rates by 50%, and increased earnings of program participants by 11%.ⁱⁱⁱ
- Westchester Community College also created an ASAP replication called Viking ROADS. A randomized control trial found that students participating in the program were three credits ahead of other students over the first two semester and were more likely to be enrolled full-time.^{iv}
- ACE students graduated at a rate 12 percentage points higher than the control group (59% vs 46%).^v In fact, the first ACE cohort at John Jay College had a graduation rate of a 59% for a bachelor's degree within four years.^{vi}

Thanks to the Transformational Initiatives Fund included in this year's budget, we are setting a goal that 10 SUNY campuses will replicate ASAP and ACE. SUNY will identify external partners for technical assistance to support replication.

Initiative

**ADDRESS HOUSING INSECURITY BY
DESIGNATING A HOMELESS LIAISON ON
EVERY CAMPUS**

According to a national survey, 46% of college students experienced housing insecurity and 17% experienced homelessness in the previous year.^{vii} Research from UCLA found that homeless students have lower rates of persistence and completion than their peers. Students experiencing housing insecurity are more likely to be Black or Latino, LGBT+, and parents.^{viii}

Under the federal McKinney-Vento Act, every K-12 school district must designate a homeless liaison—but there is no similar requirement for higher education. In fact, college students are not always able to access the same services as they did in high school, and homeless students face additional challenges, such as complications with FAFSA and financial aid that require more support.

Starting this fall, every SUNY campus will designate a Homeless Liaison whose job is to ensure that students experiencing homelessness receive the academic, financial, and wraparound support they need to succeed and thrive. The Chancellor will direct every campus president to name a homeless liaison, with clearly defined responsibilities to identify and support students who are experiencing homelessness or at risk of housing insecurity.

In addition, SUNY has selected the national non-profit organization SchoolHouse Connection to launch the Campus Homeless Liaison Learning Network to provide capacity-building support to liaisons and resources/tools to use on campus. This additional support and technical assistance to campuses will help campuses deliver the services and supports that students experiencing homelessness need.

*Initiative***EXPAND ACCESS TO SNAP AND REDUCE FOOD INSECURITY ON CAMPUS**

Food insecurity was a consistent theme during the Chancellor's recent visit to all 64 SUNY campuses. According to a national survey from 2019, 39% of students at two-year colleges and 29% of students at four-year colleges faced food insecurity.^{ix}

Between 1996 and 2016, the percentage of college students below 130% of the poverty line rose 32%—to nearly two out of every five enrolled students—and these numbers are even higher at public institutions like SUNY.^x A metaanalysis found that “food-insecure students are more likely to have low grade point averages, delayed graduation, or higher dropout rates than their food-secure peers. Other studies show that food-insecure students report higher levels of stress—itsself a barrier to academic success.”^{xi}

Importantly, a study conducted at a public university in California demonstrated that enrolling in the Supplemental Nutrition Assistance Program (SNAP), which can provide recipients hundreds of dollars each month to pay for food and groceries, was associated with a significant boost in retention rates among students.^{xii} Despite this, many college students who may be eligible for SNAP are not enrolled. The U.S. Government Accountability Office (GAO) notes that just 40% of the 3.3 million low-income students currently eligible are enrolled, compared to 85% of the generally eligible population.^{xiii} In addition, the Hope Center for College, Community, and Justice found that in 2021, 52% of students facing basic needs insecurity did not apply for public benefits because “they did not know how.”^{xiv}

SUNY is committed to outreach and support to improve SNAP participation among eligible students:

- SUNY is creating an easy online solution to generate an enrollment form needed to apply for SNAP benefits, which will be ready this fall.

- SUNY has selected Benefits Data Trust, a national nonprofit organization with expertise in connecting eligible populations including students with public benefits, to assess the current state of SUNY’s targeted outreach activities and benefits access initiatives and identify opportunities to conduct data-driven outreach System-wide. SUNY and Benefits Data Trust will also pilot the implementation of BDT’s new SNAP toolkit to help SUNY identify students eligible for multiple public assistance programs including SNAP, launch targeted outreach campaigns, track results, and generate replication recommendations on five community college campuses: Finger Lakes Community College, Monroe Community College, Orange County Community College, Schenectady Community College, and Westchester Community College.
- In addition, SUNY will call on campus presidents to ensure that beginning in Fall 2024, every eligible student will be identified and receive personalized outreach and application support for SNAP.

These changes will ensure that SUNY students are able to have basic needs met so that they can focus on obtaining their education.

Initiative

PROVIDE ONGOING OPERATIONAL SUPPORT FOR CAMPUS FOOD PANTRIES

In 2018, New York required every SUNY institution to create an on-campus food pantry or establish a relationship with a local food pantry in the community. SUNY food pantries experienced nearly 320,000 visits in 2019, and since the onset of the pandemic, campuses have experienced a notable increase in food pantry usage.

Swipe Out Hunger conducted a national survey of 352 college food pantries in 2021, and found that the three biggest issues that the college food pantries identified were inventory, funding, and staffing.^{xv} SUNY will answer the call for sustainable support for food pantries with \$1

million in proposed first-ever dedicated ongoing operating funding for every SUNY State-operated campus from this year's enacted state budget. This recurring funding can be used for food, supplies, and staff time to help ensure the food pantries remain stocked, open, and accessible to students in need.

In addition, SUNY will purchase additional refrigerators so every campus with a food pantry has a refrigerator for fruits, vegetables, and perishable items.

Initiative

IMPROVE COLLEGE PERSISTENCE AND COMPLETION BY ADDRESSING STUDENT TRANSPORTATION CHALLENGES

Reliable transportation is one of the most common struggles for college students. A study from Edquity found that more than half of student applications for emergency aid identified transportation as an area where students are struggling.^{xvi} According to data from the College Board, college students spend an average of \$1,840 per year on transportation.^{xvii}

Addressing transportation insecurity is essential to improving college completion rates for historically underserved groups of students. A recent report by the University of North Carolina School of Law and UnidosUS identified transportation difficulties as one of the main reasons Hispanic students have lower college completion rates.^{xviii} A key component of the CUNY ASAP program, which independent evaluations have found to nearly double graduation rates, includes access to a MetroCard.^{xix} In another study, Rio Hondo College partnered with Los Angeles County Metropolitan Transit Authority to give students a \$7 all-access bus pass; researchers found that students who received the bus pass earned more credits, were 17% more likely to earn a credential, and were 27% more likely to earn an associate degree than similar students without a pass.^{xx}

SUNY campuses have also expanded their own support in this critical area. For example, Orange County Community College is piloting Uber gift cards for students—with the Uber dashboard data being used to develop an analysis of the students' commuting patterns in the hope of developing a transit system. Clinton Community College is purchasing passenger vans to travel between campus and off-campus apartments in their rural region. Similarly, Dutchess Community College is purchasing vans to take students to satellite locations, expanding their course-taking opportunities to maximize degree completion.

Through a partnership with the Civic Mapping Initiative and Seldin/Haring-Smith Foundation, SUNY will help campuses eliminate transportation barriers by working with their local transit agencies and community partners to add additional transit stops on campuses and align transit and class schedules:

- Building on its pioneering work to visualize systems opportunities and challenges, the Civic Mapping Initiative is developing a customized map of the proximity of SUNY campuses to public transportation, which will be available for campus and public use.
- In addition, the Seldin/Haring-Smith Foundation will provide matching funds to SUNY to support five campuses—SUNY Cortland, Herkimer County Community College, Jamestown Community College, SUNY Oneonta, and Old Westbury—to help convene their transit agency and local government partners to assess gaps and create an action plan to increase public transportation access.

Initiative

**EXPAND RESOURCES FOR MENTAL
HEALTH AND HIRE MORE MENTAL
HEALTH COUNSELORS**

Student mental health has been among the top concerns raised by students and campus presidents alike during the Chancellor’s campus tour. During these visits, students consistently shared their own mental health challenges and that of their peers—in many cases made worse by the pandemic, by social media, and by the rise of extremism.

This SUNY student experience mirrors the national experience. The annual Healthy Minds Survey, which surveyed 96,000 college students, reported the highest rates of depression, anxiety, and suicide ideation since the survey began 15 years ago.^{xxi} The same survey also found that the percentage of students receiving mental health services has increased since 2020.^{xxii}

A recent Lumina study found that stress and mental health were the top reasons given for why students considered pausing their studies.^{xxiii} One study of over 50 college campuses around the country found average waiting lists of two to three weeks for even an initial appointment for mental health counseling.^{xxiv}

SUNY has organized several efforts to help address the growing student mental health crisis. Our 17-member Mental Health and Wellness Advisory committee helps guide our mental health efforts across the System. In recent years, SUNY has also been rapidly expanding its Student Tele-Counseling Network (STCN) to provide SUNY students with tele-psychiatry sessions at no out-of-pocket cost. We’ve also partnered with the NYS Office of Mental Health to provide suicide prevention training to campuses, created a mental health repository outlining campus resources, and established a crisis services pilot program for select campuses. This investment will build upon these efforts, as well as the mental health investments made thanks to the federal American Rescue Plan Act.

Starting this fall, SUNY proposes to provide State-operated campuses with \$10 million in annual operating resources to hire more counselors and expand mental health supports through this year’s enacted state budget. We will also work with campuses to build safe, supportive, and inclusive climates that promotes wellness for all students.

Initiative

**MODERNIZE SEAMLESS TRANSFER TO
INCREASE COMPLETION**

In 2012, SUNY adopted the “seamless transfer” policy. The current policy allows for SUNY students to transfer all completed general education requirements and to be accepted as a junior after earning an associate’s degree.

However, despite this progress, the path for many students is complex, difficult to navigate, and may lead to students leaving without a degree. In fact, a GAO report found that, nationally, students who transfer “lost an estimated 43 percent of their credits”—about 13 credits, or one semester of full-time enrollment.^{xxv} Another study found that “while 81 percent of students entering community college intending to earn a four-year degree, only 14 percent of them do.”^{xxvi}

To ensure that SUNY’s transfer policy promotes excellence and completion and supports the academic aspirations of our students, SUNY will launch a task force focused on adoption of state-of-the-art technology, policy, and practice that ensures students receive credit for the courses they’ve taken and know where and how they can transfer to continue their SUNY education and are then fully supported to graduate once they transfer.

Initiative

LAUNCH A SUMMER “RE-ENROLL TO COMPLETE” INITIATIVE TO SUPPORT COMPLETION AND AVOID DEFAULT

Forty million Americans have “some college but no degree,” including two million New Yorkers.^{xxvii} Former students in this position have higher rates of student loan debt burdens and higher rates of defaulting on student loans.^{xxviii}

Many of the students who leave school are not that far from graduation. A research study from Civitas of over 300,000 students who left school without a degree found that 20% of had completed more than 75% of their degree requirements, and 1 in 10 had already completed 90% or more of their degree requirements.^{xxix}

SUNY has seen success with the “Re-Enroll to Complete” Program. To date, over 20,000 students have re-enrolled in SUNY and received financial planning assistance and academic options. Nearly 3,500 students have now graduated as a result of Re-Enroll to Complete.

With student loan repayments poised to start up again this summer, SUNY will help thousands of former SUNY students come back with the prospect of a college degree instead of having to start immediately repaying their student loan bills. To do this, we will launch a 3-month targeted re-enroll outreach campaign to 39,000 former students—those who withdrew from 2020 to the present, had earned some college credits but no degree, and have outstanding student loan debt—with an invitation to return and finish their degree. These students will also be advised on the elimination of the federal pause to student loan repayment.

RESEARCH AND SCHOLARSHIP

SUNY is committed to leading in System-wide cutting-edge graduate and undergraduate scholarship and research experience—with our research-focused campuses consistently regarded among the nation’s top-tier institutions. We are working to double research funding to meet Governor Hochul’s charge and expand our footprint in innovation, start-ups, and new patents to spur workforce and economic development and social mobility—from semiconductors to artificial intelligence, from advanced manufacturing to technologies that will advance climate action and sustainability.

Initiative

ADVANCE SUNY’S WORLD-LEADING RESEARCH CAPACITY

Achieving Governor Hochul’s vital goal to double SUNY’s research activity will require a commitment across the System to attract and support excellent faculty and researchers, scale up the ability to successfully compete for large and complex grant opportunities, and build partnerships throughout higher education, partner agencies, employers, and other public sector entities.

To support these efforts, SUNY is launching the Grants for Research, Opportunity, and Workforce (GROW) Support Unit. The GROW Support Unit will assist SUNY campuses in identifying and securing grant and contract funding from federal, state, local and other sources to support research and scholarship, with a specific focus on activities that will expand economic mobility and create workforce opportunity for New Yorkers.

In addition, the Chancellor proposes to provide State-operated campuses with \$10 million in annual operating resources—weighted based on publicly reported federal research expenditures—to advance their research agendas.

Initiative

**MAKE OPPORTUNITY FOR A PAID
INTERNSHIP A PART OF THE SUNY
EXPERIENCE**

Internships are an important component in achieving upward mobility. Sixty percent of employers prefer to hire graduates and workers with internship experience, and a 2022 study found that for each additional high-impact internship completed, students boosted their job or continuing education placement odds as well as their starting salary.

However, the current internship landscape has equity challenges, especially regarding paid internships. A 2021 National Survey of Student Engagement (NSSE) Career and Workforce Preparation Module found that only 35% of first-generation seniors reported participating in an internship—far lower than their peers.^{xxx} Forty percent of applicants had to decline internships because of external barriers, such as being unable to afford it or being unable to move.^{xxx} Hispanic and Latino students were more likely than any other racial group to not have an internship by the time they graduated.^{xxxii} Around 74% of those surveyed were women; yet women made up only 68% of paid interns and 81% of unpaid interns.^{xxxiii}

In addition, the quality of internship changes based on whether the experience is compensated. Paid interns spend 42% of their time on professional tasks like analysis and project management and just 25% of their time on clerical work, while unpaid interns spend a mere 30% of their time on professional tasks.^{xxxiv}

In April, SUNY announced the Chancellor’s Summer Research Excellence Fund, which will pay for 150 summer research internships in fields such as nursing, biology, artificial intelligence, computer science, and clean energy. This funding will support stipends as well as transportation, child care, and other supports to eliminate barriers.

Now, the Chancellor is announcing SUNY's goal that every undergraduate student will complete a research or other real-world internship before they receive their degree - and we will propose providing our campuses with the support to scale up their internship programs with \$10 million in annual operating support from this year's enacted budget.

DIVERSITY, EQUITY, AND INCLUSION

SUNY aims to fully reflect the rich diversity of New York State—from our prospective and current students to our faculty and staff to our leadership. We will continue to build and sustain inclusive environments and practices so that every member of the SUNY community feels welcomed and valued through a sense of belonging. This includes recognizing that diversity, equity, and inclusion are essential knowledge and skills for any successful student or institution.

Initiative

LAUNCH A SYSTEM-WIDE CAMPUS CLIMATE SURVEY

SUNY’s 2021 Diversity, Equity, and Inclusion Action plan included a recommendation to have campuses participate in a climate survey to better understand and be able to address issues of belonging. As a 2014 White House report noted, climate surveys “provide information about the problem in a particular campus community, enabling schools to tailor prevention and response efforts.”^{xxxv}

A recent GAO report reviewed campus climate surveys and found that while they were useful, a major drawback was they were not comparable across different campuses.^{xxxvi} This affected their utility for students to make decisions between campuses, and different wording of questions made it hard to determine trends.

Building community starts with listening, and—fulfilling a commitment of SUNY’s DEI Action Plan—starting this fall SUNY will make available high-quality student and faculty/staff climate surveys to all campuses so we can better support all members of the SUNY community.

Initiative

EXPAND SUPPORT FOR SERVICES FOR STUDENTS WITH DISABILITIES

According to data reported to the New York State Education Department (NYSED), over 30,000 SUNY students reported having a disability, which also means that 39% of college students with disabilities in the state attend a SUNY institution.

Yet according to an analysis from the National Center for Education Statistics (NCES), only 37% of college students who had a disability in college reported it while in college.^{xxxvii} There are many reasons for this: Some students do not disclose the disability due to stigma, others struggle with the transition, and while in high school parents advocate for a student's individual education plan (IEP), in college, the student must often advocate for themselves.

Some students with disabilities also struggle with lack of support, uncertainty about whether their needed accommodations will be met, or lack of information about what types of support are available. NCES found that students who reported a disability were more likely to be placed in remedial courses and were more likely to utilize academic services.^{xxxviii}

To support the tens of thousands of SUNY students with disabilities, the Chancellor proposes providing \$10 million in annual operating funding from this year's enacted state budget to support greater course accessibility, faculty training, transition support from high school to college to careers, and other services. Allowable costs will include faculty training, technological support for accessibility purposes, minor improvements for physical accessibility, and specialized programs for specific disabilities including learning differences.

Initiative

**APPOINT 15 DIVERSITY, EQUITY,
INCLUSION AND SOCIAL JUSTICE
FACULTY FELLOWS**

In 2021, the SUNY Board of Trustees updated the SUNY General Education Framework. As part of that update, a new core competency of Diversity, Equity, Inclusion, and Social Justice was introduced to align with the Board's DEI principles. While other states are banning instruction in diversity and inclusion, SUNY is leading to ensure that all students are able to succeed in diverse workplaces and in our diverse world.

We are proud that every SUNY student will now be exposed to DEISJ content as part of our general education requirement, and without needing to take additional courses. To help faculty successfully incorporate DEISJ into their existing courses, SUNY is naming 15 faculty Fellows to support their peers in this important work.

Initiative

**IMPLEMENT THE BLACK LEADERSHIP
INSTITUTE**

Nationally, more than 80% of college administrators are white, and people of color make up just 13% of top executive officers.^{xxxix}

In March 2017, SUNY announced the launch of the Hispanic Leadership Institute (HLI) as a vehicle for providing professional development opportunities to Hispanic professionals and faculty throughout the SUNY system in order to encourage and support their upward career mobility. This year, HLI welcomed its 6th annual class and is a model of success.

This year's enacted budget included first-ever funding to create the Black Leadership Institute (BLI) to complement HLI. BLI will offer fellowship programs and professional

development opportunities for faculty and staff who seek advancement to become senior leaders in higher education within SUNY. Through thoughtful mentoring, networking, and other leadership development, SUNY can help expand the pipeline of Black and African-American representation in the highest roles of SUNY leadership.

ECONOMIC DEVELOPMENT AND UPWARD MOBILITY

Completion of a degree, credential, or training program from SUNY is a ticket to job attainment, economic security, and workforce advancement—with strong, dynamic, and enduring partnerships between campuses, employers, and labor organizations. SUNY campuses are the pillars of their communities and generate economic, civic, and sustainability benefits that extend across every region of New York State.

Initiative

AWARD COLLEGE CREDIT FOR INDUSTRY CERTIFICATIONS AND APPRENTICESHIPS

Award of Credit for Prior Learning occurs when colleges evaluate for college credit the demonstrated knowledge and skills an individual has gained outside of the classroom. Research indicates very strong evidence for completion, retention, and equity benefits from the use of these prior learning assessments (PLA). A longitudinal study found that 49% of adult learners who received prior learning credit ultimately earned a credential, compared to 27% of adult learners who earned a credential without PLA.^{x1}

In early 2023, the SUNY Board of Trustees updated the System's PLA policy. Building on the Board's actions, SUNY will work with employers and labor unions, in partnership with campus faculty, to expand the evaluation of certifications and apprenticeships for credit towards SUNY degrees System-wide. We will also create regional partnerships between employers and campuses that can support the workforce in obtaining in-demand skills, certifications, and apprenticeships that simultaneously advance their progress towards degree completion.

Initiative

**EXPAND SUPPORT FOR VETERANS
INCLUDING EXPANDING CREDIT FOR
MILITARY TRAINING**

According to the U.S. Census Bureau's American Community Survey (ACS), 6% of the population aged 18 and over were veterans of the U.S. military.^{xli} Compared to the non-veteran population, veterans are slightly less likely to have a bachelor's degree (31% of veterans compared to 35% of non-veterans). Nearly 5% of the nation's college student population are veterans, and they are much more likely to be over the age of 30.^{xlii}

Building on the success of SUNY institutions that have already been recognized for being military-friendly, SUNY will continue to do more to support veteran student success across our campuses. The use of credit for prior learning corresponds to a significantly higher likelihood of eventual degree completion, and the American Council of Education's Military Guide provides faculty-led, academic evaluations of military training and experience towards college credit. For example, many serving in the military serve in specific occupations, which include formal course training.

As part of our commitment to System-wide PLA expansion, SUNY is calling on faculty and academic staff at every campus to review, recognize, and award credit for our students' military training and experience. To support campuses in this effort, SUNY will offer campuses training on the ACE Military Guide throughout the summer and fall.

Initiative

**PARTNER WITH THE NYS DEPARTMENT
OF LABOR TO ADD SUNY
MICROCREDENTIALS TO THE VIRTUAL
CAREER CENTER**

A microcredential is a smaller, focused credential designed to provide in-demand skills, knowledge, and experience. Stackable microcredentials provide a jumpstart toward completion of a certificate, initial or advanced degree. SUNY currently offers many non-degree workforce programs, including over 500 microcredentials at 36 campuses (and growing!) in 60+ disciplinary areas, set to serve an estimated 8,000 students in Fall 2023. This new program has received significant positive feedback from students, faculty, and partners. In fact, SUNY's microcredential program was recognized with the inaugural Workforce Innovation Award in higher education by the Business Council of New York State.

In a recent survey of 510 employers nationally, 74% of organization leaders indicated that microcredentials helped fill skills-gaps and 73% said microcredentials improved their workforce quality.^{xiii} In New York, the enacted state budget expanded Part-Time Tuition Assistance Program eligibility to more microcredentials and more SUNY campuses to allow for greater access and affordability.

SUNY is committed to strategically and sustainably growing this program. The New York State Department of Labor (DOL) Virtual Career Center uses advanced technology, backed by robust artificial intelligence, to match a job seeker's skills and experience with available jobs. In partnership with NYS DOL, SUNY microcredentials will be added to the Center as a dynamic resource for users, helping to bridge any gaps between their current skillset and the skills needed for the job they want. This resource is available online and used by DOL career counselors working hand-in-hand with job seekers to help them identify the best opportunities for their future.

Initiative

LEAD ON CLIMATE ACTION

According to Pew Research Group, the current college-aged student demographic expects their leaders to make positive change in issues that affect them. Seventy percent say government should be doing more to solve problems.^{xliv}

This spring, SUNY appointed its first-ever Chief Sustainability Officer and Executive Director of Climate Action; Stony Brook was named as the lead institution for the development of a world-leading climate solutions center on Governors Island; and SUNY's College of Environmental Science and Forestry was part of a multi-college initiative that won a National Science Foundation grant to help build a bioeconomy in upstate New York.

SUNY will continue to lead in efforts surrounding sustainability: in efforts around the physical facilities—SUNY campuses account for 40% of all state-owned assets, in preparing students for jobs in the green economy and renewable energy sector, and in advancing the cutting-edge research that will spur innovation in sustainability.

SUNY campuses are in the process of creating their own sustainability plans to ensure SUNY will lead on building a sustainable, resilient future for our students and surrounding communities.

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