DISCUSSION DRAFT

SUNY Master Plan 2012-2020: Overview

Education Law Requirements

- The Board of Regents develops a Statewide Plan for Higher Education for the Governor’s approval every eight years based on master plans submitted by each sector of higher education. \((\text{Section 237})\)

- The SUNY Board of Trustees adopts or updates a long-range plan and submits it to the Board of Regents and the Governor for approval every four years. Required elements are: plans for new curricula; plans for new facilities; plans for change in policies with respect to student admissions; projected student enrollments; comments upon the State University's relationship to other colleges and universities within the state; and, for informational purposes only, projection standards and overall expenditure projections of capital and operating costs. \((\text{Section 354})\)

Board of Regents Requirements for the SUNY Master Plan 2012-2020

In April 2011, the Board of Regents requested that 2012-2020 master plans be submitted by June 1, 2012. Its Bulletin of the Statewide Plan for Higher Education 2012-2020 identified “statewide topics of concern...for consideration by New York’s higher education system” under five themes that are expected to be addressed by each sector:

1. Strengthen connections between the higher education and P-12 education functions of The University of the State of New York.
2. Strengthen connections of higher education with other functions of The University of the State of New York.
3. Strengthen connections between higher education and other parts of the State’s social and economic structure.
4. Improve access, quality, and performance of higher education.
5. Address out-of-state institutions’ interest in serving New Yorkers.

\[\text{N.B. The University of the State of New York is the legal entity overseen by the Board of Regents that includes all pre-school through post-graduation education as well as all cultural institutions and 48 licensed professions.}\]

Recent History of SUNY Master Plans

Past master plans submitted by the SUNY Board of Trustees have included Rethinking SUNY (for 1996-2000) as well as SUNY Master Plan 2000-2004 and the SUNY Master Plan 2004-2008, which focused on Mission Review I and II respectively. Each contained the required elements and reflected the Board’s priorities and strategic approaches of its time.

Proposed Timeline for SUNY Master Plan 2012-2020

The SUNY Master Plan 2012-2020 will contain The Power of SUNY, the University’s strategic plan, accompanied the Regents required elements. To meet the June 1, 2012 deadline, the following timeline is proposed.

<table>
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<th>January 24-25, 2012</th>
<th>Chancellor briefs Board of Trustees on Master Plan 2012-2020 requirements and work plan.</th>
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<td>February 2012</td>
<td>Chancellor circulates draft Master Plan to University community for review and comment.</td>
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<tr>
<td>March 27-28, 2012</td>
<td>Chancellor circulates penultimate draft Master Plan to Trustees and University community for comment.</td>
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<tr>
<td>May 9-10, 2012</td>
<td>Chancellor seeks Board of Trustees approval of a final draft Master Plan.</td>
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<tr>
<td>June 1, 2012</td>
<td>Chancellor transmits SUNY Master Plan 2012-2020 to Governor, Commissioner, and Regents.</td>
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Master Planning Requirements from New York State Education Law

Section 237. Regents plan for higher education including approved plans of state university and city university of New York and plans of independent institutions of higher education.

1. Purposes of planning. Master planning for higher education in New York State should:
   a. Define and differentiate the missions and objectives of higher education.
   b. Identify the needs, problems, societal conditions, and interests of the citizens of the state of New York to which programs of higher education may most appropriately be addressed.
   c. Define and differentiate the missions and objectives of institutions of higher education.
   d. Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:
      (1) Setting goals.
      (2) Describing the time required to meet those goals.
      (3) Identifying the resources needed to achieve the goals.
      (4) Establishing priorities.
   e. Be in sufficient detail to enable all participants in the planning process, representatives of the people and the citizens themselves to evaluate the needs, objectives, program proposals, priorities, costs and results of higher education.
   f. Optimize the use of resources.
   g. Evaluate program effectiveness.

2. The regents shall, on or before the twenty-fifth day of April nineteen hundred seventy-one and each fourth year thereafter, request the state university trustees, the board of higher education of the city of New York, and all independent higher educational institutions to submit long-range master plans for their development. Such request shall specify the nature of the information, plans and recommendations to be submitted, shall describe statewide needs, problems, societal conditions and interests of the citizens and discuss their priorities, and provide appropriate information which may be useful in the formulation of such plans.

3. The regents shall, once every four years, review the proposed plan and recommendations required to be submitted by the state university trustees pursuant to section three hundred fifty-four of this chapter, the proposed plan and recommendations of the board of higher education in the city of New York required to be submitted pursuant to section sixty-two hundred two of this chapter, and the plans of independent institutions of higher education and, upon approval by the regents of the plans submitted by the state university trustees and the board of higher education, they shall be incorporated into a regents plan or general revision thereof for the development of higher education in the state. Such regents plan shall include the plan and recommendations proposed by the state university trustees and the plan and recommendations proposed by the board of higher education in the city of New York and may include plans with respect to other matters not comprehended within the plan of the state and city universities, including but not limited to improving institutional management and resources, instruction and guidance programs, financial assistance to students and extension of educational opportunities. In determining the need for additional educational facilities in a particular area, the plans and facilities of existing public and independent institutions shall be fully evaluated. Such statewide plan shall include for information purposes a summary of all recommendations appearing in the prior statewide plan and subsequent amendments thereof containing a brief statement of action taken and progress toward achievement of each such recommendation.

4. During the calendar year nineteen hundred sixty-four and each fourth year thereafter the regents shall evaluate all available information with respect to the plans and facilities of independent institutions and shall review and act upon the proposed plan and recommendations of the state university trustees and upon the proposed plan and recommendations of the board of higher education in the city of New York and incorporate such information, recommendations and each of the component plans so acted upon into a tentative regents plan or general revision thereof for the development of higher education in the state. Copies of such tentative regents plan or general revision thereof, as the case may be, shall be made available to the trustees of the state university, the board of higher education in the city of New York and the governing boards of all other institutions of higher education admitted to the university of the state of New York. Thereafter, after giving due notice, the regents shall conduct one or more hearings on such tentative regents plan or general revision thereof.

5. The regents shall transmit their plan or general revision thereof for the development of higher education in the state to the governor and the legislature on or before the first day of November, nineteen hundred sixty-four and
each fourth year thereafter. The governor may disapprove or conditionally approve any part of the plan or
general revision thereof of after notifying the regents of such disagreements at least sixty days prior to such
action during which time they may revise their recommendations relating to such items and request the
governor to adopt such revised recommendations in lieu of such action. Such plan or general revision thereof or
so much thereof as shall be approved and upon such terms and conditions as the governor may impose, shall
become effective upon such approval by the governor.

6. Any modification recommended by the state university trustees or by the board of higher education in the city
of New York to their respective plans, theretofore formulated and approved pursuant to section three hundred
fifty-four or section sixty-two hundred two of this chapter shall be reviewed by the regents who may hold one.
or more hearings thereon after giving due notice thereof. As approved by the regents, such modification shall be
made a part of the respective plans of the state university and of the city university and shall, together with any
modifications the regents may make to that portion of their plan for the development of higher education in the
state not comprehended in the plans of the state and city universities, be transmitted to the governor and the
legislature, all of which shall then become effective upon approval by the governor as modifications of the
regents plan. By the first day of November in nineteen hundred seventy-four and each fourth year thereafter the
regents shall summarize and report to the governor and the legislature any modifications made pursuant to this
subdivision and shall include in such report a statement on the progress made in implementing the regents plan
and their general recommendations with respect to higher education.

7. An advisory council on higher education consisting of the chancellor of the state university of New York, the
chancellor of the city university of New York, and a representative of the commission on independent colleges
and universities shall be convened by the commissioner of education and shall advise the regents and the
commissioner on all phases of planning.

Section 354. Powers and duties of state university trustees—planning functions.

1. The state university trustees shall, once every four years, formulate a long-range state university plan or general
revision thereof and make recommendations to the board of regents and the governor for the organization,
development, coordination and expansion of the state university and for the establishment of community
colleges in areas suitable for and in need of such institutions, which plan and recommendations shall include the
following:

| a. plans for new curricula;       |
| b. plans for new facilities;      |
| c. plans for change in policies with respect to student admissions; |
| d. projected student enrollments; |
| e. comments upon its relationship to other colleges and universities, public, independent and proprietary, within the state. |
| f. For informational purposes only, projection standards and overall expenditure projections of capital and operating costs. |

Prior to transmitting their long-range state university plan or general revision thereof to the board of regents and
the governor the state university trustees may, after giving due notice, conduct one or more hearings on such plan.

1-a. The state university trustees shall organize or cause to be organized at a university or college of the state
university an annual conference on the role of the universities, colleges and other facilities on the local
economies, social conditions and quality of life of host cities, towns and villages. Such conference shall rotate
amongst the individual universities and colleges and shall include but not be limited to:

| a. a review of significant partnering between universities, colleges and other institutions of the state university with their host communities; |
| b. presentations utilizing the expertise of the state university on types of projects, programs and administrative actions that could support the state university's mission stated in subdivision e-1 of section three hundred fifty-one of this article; and |
| c. roundtable discussions between state university trustees, officers and faculty with county, city, town and local officials, business and civic leaders relating to the purposes of the annual conference. |

Each sponsoring university or college shall prepare and distribute a report on the annual conference.
2. During the calendar year nineteen hundred sixty-four and each fourth year thereafter the state university trustees shall transmit their proposed plan or general revision thereof to the board of regents and the governor on or before the first day of June in each such year. Such plan shall be reviewed by the board of regents and shall be subject to approval by such board. As approved by the board of regents and incorporated into the regents plan or general revision thereof for the development of higher education in the state and, upon approval thereafter by the governor, such plan shall guide and determine the development of the state university and its community colleges until such plan is modified or revised in the manner provided herein.

SUNY History:
'64, '68, '72, '76, '80, 
'84 (The Responsive University—revised and reaffirmed),
'88 (The Responsive University—revised and reaffirmed),
'92 (SUNY 2000: A Vision for the New Century),
'96 (Rethinking SUNY)
2004 (Master Plan 2004-2008)
2012 (Master Plan 2012-2020) due June 1, 2012

3. By the first day of June in nineteen hundred seventy-four and every fourth year thereafter, the state university trustees shall report in writing to the board of regents, to the governor and to the legislature on the progress made in carrying out their responsibilities under such plan and their general recommendations with respect to public higher education, including recommendations as to modifications of such plan which the trustees deem essential to meet the then current demands upon public higher education. The state university trustees may also at any other time propose modifications which they then deem essential or desirable with respect to such plan. They may, after giving due notice, conduct one or more hearings on such modifications and shall transmit their recommendations therefor to the board of regents and the governor. Such modifications shall be subject to approval by the regents and thereafter by the governor in the same manner as such plan or general revisions thereof.


Starting in 2010, Annual SUNY Report Card
April 7, 2011

CEO 11-02

To: Chief Executive Officers of Institutions of Higher Education in New York State

From: James N. Baldwin

Subject: Preparing Master Plans for the Next Statewide Planning Cycle (2012-2020)

I am pleased to send you The Bulletin of The Statewide Plan for Higher Education, 2012-2020, which the Board of Regents adopted on April 5, 2011, as required by Education Law. The Bulletin sets forth topics on which the Board asks institutions to focus, within their individual missions, as they develop new master plans. In February, several of you responded to the Department’s request for advice on the draft topics, which we sent you in CEO 11-01. We revised the topics on the basis of your advice.

Education Law sets forth a planning process for identifying statewide needs, problems, societal conditions, and interests of New Yorkers, and their relative priorities. It calls for all higher education institutions to develop long-range master plans that take into account those matters. CUNY and SUNY prepare system-wide four-year master plans and each independent and proprietary higher education institution prepares its own eight-year master plan which the Commission on Independent Colleges and Universities (clcu) and the Association of Proprietary Colleges (APC) include in consolidated master plans for those two sectors. The Regents are charged to approve the CUNY and SUNY master plans and incorporate them into the Statewide Plan, taking into account the master plans of independent and proprietary institutions, which are not subject to approval. The outcome is a coordinated eight-year Statewide Plan that focuses all of New York’s higher education resources on identified needs while respecting the missions of individual institutions.

In addition to the topics the Board has identified, the Bulletin sets forth the content the Board asks institutions to include in their master plans:

a. plans for new curricula;
b. plans for new facilities;
c. plans for change in policies with respect to student admissions;
d. projected student enrollments; and
e. comments upon its relationship to other colleges and universities, public, independent and proprietary, within the State.
f. for informational purposes only, projection standards and overall expenditure projections of capital and operating costs.

It also provides information on available technical assistance.

CUNY and SUNY are asked to transmit their master plans on or before June 1, 2012, to:

Commissioner of Education  
New York State Education Department  
Room 111, Education Building  
Albany, NY 12234

The Wadsworth Center for Laboratories and Research, New York State Department of Health, is asked to develop a master plan and transmit it to the Commissioner of Education by June 1, 2012.

By June 1, 2012:

clicu will develop a consolidated master plan for the independent sector of higher education. To assist it in doing so, independent colleges and universities, whether clicu members or not, are asked to transmit their master plans to:

Commission on Independent Colleges and Universities  
17 Elk Street  
P.O. Box 7289  
Albany, NY 12224-0289

on the date and in the number clicu requests, sending one copy at the same time to:

New York State Education Department  
Office of Higher Education  
Room 977, Education Building Annex  
Albany, NY 12234

APC will develop a consolidated master plan for the proprietary sector of higher education. To assist it in doing so, proprietary colleges, whether APC members or not, are asked to transmit their master plans to:

Association of Proprietary Colleges  
121 State Street  
Albany, NY 12207-1633

on the date and in the number APC requests, sending one copy at the same time to the Office of Higher Education.

We look forward to working with you as you develop your new master plans. If you have any questions, please do not hesitate to contact me.
THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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Commissioner of Education
President of The University of the State of New York
DAVID M. STEINER

Interim Deputy Commissioner, Office of Higher Education
JAMES N. BALDWIN
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INTRODUCTION

Every eight years the Board of Regents, in collaboration with the higher education community, develops and adopts the Statewide Plan for Higher Education. The Plan sets system goals and objectives and addresses priority matters of statewide concern to the State's residents, workforce, and community as well as our higher education institutions. These serve as the foundation for the Plan, which includes the long-range master plans of the State University of New York, The City University of New York, and New York's independent and proprietary higher education institutions.

Section 237 of the Education Law establishes the purposes of master planning and the Regents responsibility in that process. The Regents are required to create a master plan for higher education. This plan is called the "Statewide Plan for Higher Education." Section 237 defines the "purposes of planning" as follows:

Master planning for higher education in New York State should:

a. Define and differentiate the missions and objectives of higher education.
b. Identify the needs, problems, societal conditions and interests of the citizens of the state of New York to which programs of higher education may most appropriately be addressed.
c. Define and differentiate the missions and objectives of institutions of higher education.
d. Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:
   (1) Setting goals.
   (2) Describing the time required to meet those goals.
   (3) Identifying the resources needed to achieve the goals.
   (4) Establishing priorities.
e. Be in sufficient detail to enable all participants in the planning process, representatives of the people and the citizens themselves to evaluate the needs, objectives, program proposals, priorities, costs and results of higher education.
f. Optimize the use of resources.
g. Evaluate program effectiveness.

REGENTS TOPICS OF CONCERN
FOR CONSIDERATION BY THE HIGHER EDUCATION SYSTEM

To carry out this responsibility, the Regents have identified statewide topics of concern for 2012-2020 for consideration by New York's higher education system. They fall under the following themes:

1. Strengthen Connections Between the Higher Education and P-12 Education Functions of The University of the State of New York
2. Strengthen Connections of Higher Education with Other Functions of The University of the State of New York
3. Strengthen Connections between Higher Education and Other Parts of the State’s Social and Economic Structure

4. Improve Access, Quality, and Performance of Higher Education

5. Address Out-of-State Institutions’ Interest in Serving New Yorkers

1. Strengthen Connections Between the Higher Education and P-12 Education Functions of The University of the State of New York

   a. How can higher education institutions provide more opportunities for online education to the P-12 system, especially online college-level courses in high school? New York higher education institutions have done well with online programs, but could provide more for use in P-12 schools. This would strengthen the linkages between colleges and P-12, benefit P-12, and promote college readiness.

   b. How can institutions collaborate with school districts and other agencies to further the education of students who prepared in career and technical fields at the secondary level?

2. Strengthen Connections of Higher Education with Other Functions of The University of the State of New York

   c. What gaps exist in the continuum of education through the graduate level? How can New York State encourage more graduate-level education and encourage institutions to develop career-ladder educational opportunities, especially in New York’s licensed professions?

   d. What roles do higher education institutions play in meeting the needs of the communities in which they are located? How can they work with cultural and other institutions in strengthening those communities?

3. Strengthen Connections between Higher Education and Other Parts of the State’s Social and Economic Structure

   e. How can higher education institutions assist with the Regents goal of career readiness in ways appropriate to their missions? Encourage institutions in all sectors to identify realistic job opportunities for graduates of both liberal arts programs and occupationally oriented programs. Identify mechanisms for dealing with disconnects.

   f. How can higher education institutions’ connections with business and the world of work be strengthened? Increase communication and relationships between institutions of higher education, business and industry, and government to identify core skills, support research, comprehensive executive training, workplace opportunities such as internships, and other programs. Increase inter-institutional cooperation and online programming to do so.
g. How can institutions and the State strengthen partnerships with business, labor, and other community organizations to publicize higher education opportunities and the connection to work through advertising that will get the population better informed about need for college education?

h. What distinction is there between community and four-year colleges and should it exist? What is the role of community colleges in career preparation? What is the role of four-year institutions in career preparation?

4. Improve Access, Quality, and Performance of Higher Education

i. How can higher education institutions embrace online learning and other technology, in mission-appropriate ways, to reach broader segments of New York's population? How can business assist them to do so?

j. What fundamental reforms of the Board of Regents oversight of higher education will preserve the Education Department's ability to discharge its statutory responsibilities given reduced financial and human resources?

k. How can institutions, the Education Department, and other State agencies address unfunded mandates, further streamline program approval and other processes, and reduce duplication of effort, especially in terms of reporting requirements while remaining committed to academic standards and to responding to the public interest?

l. How can higher education institutions reduce the growth in operating costs, so as to reduce the price students and parents must pay, without sacrificing quality of education?

m. How can institutions adjust to changes in demand for higher education and for different subjects of study? New York's 2018 high school graduating class is projected to be 16.5 percent smaller than in 2008, if nothing changes. How will that affect enrollments? What steps should be taken to continue New York's commitment to improving diversity of students and graduates?

n. How can institutions improve student retention and graduation rates? How can New York State improve the effective use of existing programs designed to improve retention and graduation? What other actions would be appropriate?

o. What steps can institutions take to improve the results of programs preparing students for licensure in New York's 48 licensed professions? How can they improve pass rates on licensure exams and the rates at which their graduates enter practice? Should institutional pass rates be published?
p. What effective steps are there to get adults back into higher education? New York is 43rd out of 50 states in the education of adults and is facing a declining population, yet growth in New York jobs over the next ten years will require college educations that equip graduates with the skills and knowledge for jobs that demand the exercise of judgment, which cannot easily be automated.

q. What will be the emerging fields of growth and the emerging types of jobs? What programs will people want?

r. Given the State’s expected demographic changes, how can we enhance New York as a destination for higher education students from other states and abroad?

s. What kinds of innovation in financial assistance will support longer-term completions?

t. How can institutions and the State continue to strengthen higher education access, services, and outcomes for New Yorkers with disabilities?

5. Address Out-of-State Institutions’ Interest in Serving New Yorkers

u. What should be the Regents policies on the entry of out-of-state institutions into New York? What additional programs should New York institutions offer to reduce the need for out-of-state institutions to seek permission to operate or establish new institutions in New York State?

v. Should the Board of Regents regulate purely online education offered to New Yorkers who are employees of national companies under contract with those companies?

REQUESTED CONTENT OF MASTER PLANS

An institution’s master plan consists of its mission and goals and the objectives and courses of action it intends to pursue to address them. It establishes the institution’s purposes as the members of the institutional community understand them and has sufficient detail to enable that community, other participants in the planning process, and the public to understand the direction it intends to go during the period of the plan and to evaluate needs, proposals, priorities, costs, and results.

A master plan describes the institution’s academic purposes and its commitment to the social and economic context in which it operates; the relative roles of teaching, creation and preservation of knowledge, and service; the nature of constituents to be served; and the basis for setting priorities. It includes the institution’s academic programs and plans for changes to its mix of programs, the clientele the institution serves and plans to serve, plans for new facilities, expenditure projections for capital and operating costs, and plans with respect to other matters of concern to the
institutional community and to society. It is a flexible document that may be amended as conditions warrant.

In addition, Education Law specifies that The City University of New York (CUNY) and State University of New York (SUNY) long-range plans include certain content:

a. plans for new curricula;
b. plans for new facilities;
c. plans for change in policies with respect to student admissions;
d. projected student enrollments; and
e. comments upon its relationship to other colleges and universities, public, independent and proprietary, within the State.
f. for informational purposes only, projection standards and overall expenditure projections of capital and operating costs.

To provide consistency of information across institutions and sectors, the Regents ask that every independent and proprietary institution’s master plan also include those six areas. The Regents also ask that the CUNY and SUNY master plans and the consolidated master plans for the independent and proprietary sectors prepared by the Commission on Independent Colleges and Universities and the Association of Proprietary Colleges identify planned courses of action and actions they propose that the State take. They also are asked to differentiate appropriately in their plans among different types of higher education institutions and those with different missions.

**PREPARING AND TRANSMITTING MASTER PLANS**

The City University of New York and the State University of New York. Under Sections 6206 and 354 of the Education Law, respectively, CUNY and SUNY each develop and transmit a single master plan for its higher education system. Individual CUNY colleges and SUNY campuses do not transmit separate master plans to the State Education Department. As provided in Sections 6206 and 354, CUNY and SUNY are asked to transmit their master plans on or before June 1, 2012 to:

David M. Steiner  
Commissioner of Education and President of The University of the State of New York  
New York State Education Department  
Room 111, Education Building  
Albany, NY 12234

Wadsworth Center for Laboratories and Research. The Wadsworth Center for Laboratories and Research, New York State Department of Health, is asked to develop a master plan and transmit it to the Commissioner of Education by June 1, 2012.
Independent Colleges and Universities. By June 1, 2012, clcu will develop a consolidated master plan for the independent sector of higher education. To assist it in doing so, independent colleges and universities, whether members of clcu or not, are asked to transmit their master plans to:

Commission on Independent Colleges and Universities
17 Elk Street
P.O. Box 7289
Albany, NY 12224-0289

on the date and in the number requested by clcu. They are asked to send one copy at the same time to:

Office of Higher Education
The University of the State of New York
The State Education Department
Education Building Addition, Room 977
Albany, NY 12234

Proprietary Colleges. By June 1, 2012, APC will develop a consolidated master plan for the proprietary sector of higher education. To assist it in doing so, proprietary colleges, whether members of APC or not, are asked to transmit their master plans to:

Association of Proprietary Colleges
121 State Street
Albany, NY 12207-1633

on the date and in the number requested by APC. They are asked to send one copy at the same time to:

Office of Higher Education
The University of the State of New York
The State Education Department
Education Building Addition, Room 977
Albany, NY 12234

Information and Technical Assistance

The Regents will continue to work in collaboration with the sectors and individual colleges and universities to provide information and technical assistance as they prepare their long-range master plans. They also will continue that collaboration in the development of the Statewide Plan and the initiatives the State Education Department will undertake to complement institutional and sector initiatives to address their statewide topics of concern.
Information and links to other resources that may be useful in the development of master plans are located on the State Education Department Web site at www.highered.nysed.gov/oris/nysplan/index.htm. This page includes the Department's projections of high school graduates and of college and university enrollments, as well as historical and current data.

Please address questions about preparation of master plans and requests for technical assistance to your institution’s sector office or to:

Byron P. Connell, Associate in Higher Education
Office of Higher Education
The University of the State of New York
The State Education Department
Education Building, 5 North Mezzanine
Albany, NY 12234
Phone: (518) 474-2593
Fax: (518) 486-2779
E-mail: bconnell@mail.nysed.gov