

**State University of New York (SUNY)
Expanded Investment and Performance Fund
Request for Proposal (RFP) Application Form**

Institution(s)' Name(s): <i>If Institutions are applying jointly, please indicate which institution should be considered the lead point of contact.</i>	SUNY Buffalo State College
Institution Contact:	Melanie Perreault, Provost
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This space intentionally left blank for further contact information to be filled out for collaborative proposals.

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<p>Executive Summary/Abstract (One (1) page maximum)</p>	<p><i>In this executive summary, provide the overall vision, proposed uses of funds, key partners, and other unique characteristics of the application. The executive summary should be easily understood to external, non-expert audiences who are not familiar with your institution(s).</i></p>
<p>Describe the new, or expanded, program or initiative related to access, completion, success, inquiry, and/or engagement that is central to the proposal.</p>	<p>Buffalo State aims to support and measurably increase retention and graduation rates of our students through virtual integration of new and existing campus academic support resources in a Virtual Concierge system. Student support needs often do not fit into a typical 9:00am-5:00pm schedule. Many universities have responded by increasing the hours for libraries and extending tutoring services into the evening, but there has been little attention to other critical support areas that have a demonstrated impact on student retention and completion, such as the registrar, bursar, advising, admissions, and specialized academic support programs. A new Virtual Concierge will provide students with a knowledge base that answers FAQs, as well as virtual video access to live support staff, redirection/forwarding to connect students with remotely located services, and a ticketing system with reference numbers for tracking each inquiry to ensure that there is resolution for the student. The Virtual Concierge will address common student problems and will triage individual requests for support. As needed, appropriate campus resources can be accessed in real time through video chat or through an appointment system for issues requiring face-to-face discussion during business hours.</p> <p>The Virtual Concierge will enable Buffalo State and SUNY to expand its personnel's presence and improve retention through greater support density and ubiquity. This service will first assess what the student need is (academic support, bursar, registrar, financial aid, career development center, etc.) and will route the student directly to the appropriate resource either immediately if a professional is available physically or virtually, or will generate a ticket to address the student issue within 24 hours.</p> <p>Students will physically engage the concierge in the library and can virtually engage the concierge through any mobile device or via strategically placed digital campus kiosks. By connecting students with needed guidance, support, stewardship, and services, Buffalo State will more meaningfully engage students and positively motivate degree persistence and completion.</p>
<p>Describe the anticipated impact on SUNY's goal of awarding 150,000 degrees annually by 2020.</p>	<p>The Virtual Concierge is an important part of Buffalo State's targeted retention rate of 79% and six-year graduation rate of 47% by 2020. The VC will generate metrics that will identify areas in need of greater attention and of high student demand, and can determine the time to resolution of any student inquiry. Buffalo State College will assess and share the results of this project with other SUNY schools; since these student services are common at all SUNY institutions, replicating the Virtual Concierge at other campuses should be relatively simple once the concept is tested.</p>
<p>Describe the proposed collaboration with both SUNY and external partners as well as the stakeholder engagement process undertaken in the creation of your plan.</p>	<p>Buffalo State is currently completing the Open SUNY Institutional Readiness process and has identified a concierge as filling a gap for students at a distance. While the current concierge model in use for our two Open SUNY + programs is effective, it is not sustainable, scalable, or duplicable. The proposed solution is scalable and duplicable by other SUNY institutions. This project has been vetted through the Cabinet, the library, CIO's division, Academic Affairs, Student Affairs (Enrollment Management), and campus Student Success and Retention staff through area</p>

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	representatives on the Committee for Online Strategic Enrollment and Planning (COSEP).
Project Description (Two (2) to five (5) pages recommended)	<i>The application should provide an overview and detailed description of program or initiative. A clear description of its connection to the institution(s)' Performance Improvement Plans and completion goals should be provided.</i>
Identify the innovative components of the proposal and the relevant research and evidence that support the project (can be provided as an attachment).	<p>In the late 20th century, institutions began bundling services and providing students with a one-stop-shop experience¹ in order to provide better services, consolidate duplicative services and facilities, reduce student frustration, and to remain competitive with the level of service being provided by for-profit competitors. In theory, centralizing services in one physical location would better address multiple student needs in a timely manner. In reality, fully staffing a one-stop shop in a 24/7 environment is often prohibitively expensive.</p> <p>What is uniquely innovative about the Virtual Concierge is taking the one-stop-shop model and moving it to a virtual environment that is accessible to any student, at any time, through any device. It will also be a proactive support service that can provide personalized attention based on previous assistance provided, and to initiate outreach for support that may be triggered from other predictive analytics platforms in the future. Currently our online support is limited to searching our web pages, and studies show that accessing support information through institutional sites can be difficult for students.² This will adapt Buffalo State's customer relationship management (CRM) practices, and is shown to have significant institutional benefits, specifically from "a student-centric focus, improved customer data and process management, increased student loyalty, retention and satisfaction with the college's programs and services."³</p>
Provide a description of the institution(s)' capacity to lead this effort and demonstrated experience and success in implementation.	<p>Over the past five years, Buffalo State has demonstrated its ability to lead technological and pedagogical innovation within SUNY and throughout the region. Buffalo State has two Open SUNY + Masters degrees and has steadily increased the size, scope, and quality of distance learning at all levels. In 2014, Buffalo State offered a Massive Open Online Course through Coursera that enrolled 45,000 students. Buffalo State has a newly created Project Management Office (PMO) that greatly enhances its already well-proven ability to implement new infrastructure. Buffalo State's PMO was responsible for the first full implementation of DegreeWorks across the entire SUNY System.</p> <p>In the wake of visits from Middle States and the Open SUNY Institutional Readiness Assessment, Buffalo State has restructured its Online Advisory Committee (OAC) and recomposed the group as the Committee for Online Strategic Enrollment Planning (COSEP). COSEP is currently chaired by the Special Assistant to the Provost for Innovative Learning and contains</p>

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	<p>representatives from the faculty, library, deans, student affairs, computing, instructional resources, and reports in an advisory capacity jointly to the Provost and CIO. The newly formed governance, structural, and advisory bodies have support and influence at the highest level of the organization allowing for better project management, and enhanced decision-making ability. Coupled with other recent project successes, the institution remains confident in its ability to implement the Virtual Concierge.</p>
<p>If the proposal requests funding from multiple sources (as defined in Appendix I of the RFP), please provide a description of how each type of funding will be best utilized to fulfill project goals.</p>	<p>The Virtual Concierge project requests \$400,000 from the SUNY Enabling Support Funds. That is the only source of SUNY funds from the RFP, Appendix I that Buffalo State is requesting at this time. All other needed funds, resources, matches, and infrastructure are from campus sources.</p>
<p>Describe the student-centered aspects of your proposal, which may include flexibility in meeting emerging student needs such as academic skills development, study and thinking skills, early alert systems, and advisement/counseling as well as emerging educational pedagogies.</p>	<p>The nature and scope of the Virtual Concierge is entirely student-centered. This project packages the One-Stop-Shop concept and delivers it to the palms of students' hands through their personal mobile devices, desktops, and at strategically placed kiosks throughout campus. Buffalo State is quick to recognize that our campus provides students with effective services and support, but the physical decentralization of services can prevent easy access for students. Some vital services such as tutoring, parking, disability services, counseling center, student success, and academic advising are located far apart from each other, with some offices housed in remote corners of the campus not frequently traveled by students. Contrastingly, Enrollment Services such as Bursar, Registrar, and Financial Aid are more centrally located, though in a different building from all of the aforementioned services.</p> <p>By creating a web-based Virtual Concierge, students can most easily avail themselves of the vast array of excellent services Buffalo State offers. While virtualizing service environments has been common in e-commerce for decades, it is an innovative concept in higher education that will best serve current students and serve them in the most convenient modality.</p>
<p>If requesting NY-SUNY 2020 Challenge grant funding, describe the project's direct economic impact on and investment in the local economy and communities. Economic impact may include jobs created by the construction, renovation, and maintenance of a new facility, as well as faculty hires, etc.</p>	<p>N/A</p>

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<p>If requesting Enabling Support funding, describe the factors leading the institution, or institutions, to being eligible for this support including but not limited to recent revenue trends, cost increases, or enrollment declines</p>	<p>Buffalo State’s enrollment data show that the institution is capable of attracting and yielding a robust incoming class of freshmen. In 2015, Buffalo State attracted the largest number of first-year applicants, and enrolled the largest number of first-year students in institutional history. Many are first generation college students and come to campus from underperforming high schools, and generally ill equipped to navigate the rigors of collegiate life. It is predicted that this first-year intensive enrollment phenomenon will continue in coming years. Thus, Buffalo State deems student-centered projects such as the Virtual Concierge as a mission-critical element to positively impact the Completion Agenda as articulated in the SUNY Excels Goals.</p> <p>The majority of the total cost needed to implement the Virtual Concierge is found in the campus expenditure of \$1.5 million to replace antiquated landline phone technology with Voice over Internet Protocol (VoIP). VoIP will provide the technological backbone from which the Virtual Concierge will operate. VoIP will serve as the primary component of Buffalo State’s larger unified communication plan. This plan combines all modalities of communication into a single cloud repository. While voice and IP-based, real time video are anticipated to be the primary modalities utilized to support the Virtual Concierge, other modalities such as SMS (text messaging), call routing, calendaring function, and scheduling will all be available for concierge deployment to better connect students with services.</p> <p>As one example, if a student connects with the Virtual Concierge in search of an appointment with the counseling center, the concierge could determine if there was a counselor immediately available to meet with the student through the calendaring function. If the counselors are all occupied or away from the office, a meeting could be created for later that day or later in the week. If the concierge deemed the issue as critical, a text message could be deployed to counseling staff’s mobile devices, University Police, the Dean of Students, and other appropriate offices. If the student was at a distance, the Virtual Concierge could route the call to available staff in counseling center and they could conference via secure IP-based video.</p> <p>The comparatively small request from the Enabling Support Fund of \$400,000 will serve to augment the campus’ significant investment in VoIP with both human and technological resources to enable the creation of the Virtual Concierge. This project will positively and meaningfully impact the total student experience at Buffalo State and connect the excellent but physically dispersed array of support with every student through a mobile, desktop, or kiosk interface.</p>
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	<p>As Buffalo State currently does not employ a one-stop-shop model, deploying a Virtual Concierge, utilizing a unified communication plan will significantly increase the students' access to assistance. This is a more affordable, more scalable, more accessible, and more convenient solution, rather than attempting to relocate all of the remote offices currently peppered throughout the campus to a single location.</p> <p>Buffalo State has consistently assessed both retention and completion rates of our students. First Fall to Second Fall rates are trending slightly downward since 2010. The Virtual Concierge is a key component in stemming the decline and capturing meaningful assessment data. Students who use the Virtual Concierge will receive a brief satisfaction survey after the completion of their interaction. This will provide more robust data as to the types of questions, problems, and services that are most in demand. This data can be populated to our (proposed) predictive analytics initiative to further assess student retention, enrollment, and completion, and strategically provide additional support resources where they are most needed.</p>
<p>If requesting Open SUNY Loan funding, describe the ability of the institution, or institutions, to repay the initial investment within the timeframe indicated within the RFP document.</p>	<p>N/A</p>

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<p>Funding Request & Leverage (One (1) page recommended)</p>	<p><i>Funding requests may be made for up to a maximum of 25 percent of the total available amount from each funding source. Proposals with a new matching financial component from the institution(s) involved in the proposal or an outside source (i.e. other State agency, business, not-for-profit, etc) will be reviewed favorably.</i></p>
<p>Provide a multi-year (five years) budget and justification describing expected costs and matching funds leveraged for the project. Indicate clearly whether the leveraged funds are internal to the institution(s) or from external partners.</p>	<p>Year One Budget: 1.0 FTE Virtual Concierge: \$60,000 Additional VoIP interfaces/services: \$150,000 Integration with MAPworks, Visix, Nelnet, and Blackboard: \$30,000 Four Virtual Concierge kiosks, Ongoing maintenance, training, quality assurance, assessment: \$50,000 TOTAL (from SUNY): \$30,000 TOTAL (from SUNY): \$320,000 TOTAL (from Campus): \$660,000 (VoIP migration, 1.0 FTE)</p> <p>Year Two Budget: OTPS: Operations: \$10,000 1.0 FTE Virtual Concierge: \$60,000 TOTAL (from SUNY): \$10,000 TOTAL (from Campus): \$60,000 (1.0 FTE Virtual Concierge) \$600,000 (VoIP migration)</p> <p>Year Three Budget: OTPS: Operations \$10,000 TOTAL (from SUNY): \$10,000 TOTAL (from Campus): \$60,000 (1.0 FTE Virtual Concierge) \$600,000 (VoIP migration)</p> <p>Year Four Budget: OTPS: Operations: \$10,000 TOTAL (from SUNY): \$10,000 TOTAL (from Campus): \$60,000 (1.0 FTE Virtual Concierge) \$300,000 (VoIP migration)</p> <p>Year Five Budget: OTPS: Operations: \$10,000 TOTAL (from SUNY): \$10,000 TOTAL (from Campus): \$60,000 (1.0 FTE Virtual Concierge)</p>
<p>Please provide examples of the institution(s)' ability to scale the project if the amount of funding provided is more or less than requested.</p>	<p>The Virtual Concierge is a scalable project, although it must be stated that there is a threshold beneath which the human and financial resources required would render the project not worth implementing. The requested funds represents somewhat of a baseline minimum. If forced to adjust the scale of the Virtual Concierge, the number of services (offices) that are initially networked could be increased with more funding, or decreased with less funding. The number of Virtual Concierge kiosks could be increased or decreased. The number of dedicated Virtual Concierge personnel (proposed at 1.0 FTE) could be increased or reduced based on funds available. The number of other integrations (ie: Banner, Nelnet, MapWorks, DegreeWorks) could also be adjusted.</p>

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Describe, if applicable, how the proposal leverages existing facilities, programs, and faculty.	The most valuable component of the entire Virtual Concierge is the vast array of knowledgeable and student-centered employees Buffalo State currently serving student needs in both the academic and student affairs arenas. The Virtual Concierge puts a single electronic point of contact to effectively leverage and connect the combined intelligences of the campus support network with the students who seek their assistance.
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<p>Metrics (Two (2) pages recommended)</p>	<p><i>Proposals funded through this RFP process will be based on evidence-based programs or pilots of new programs with sufficient research or experience and expertise projecting success.</i></p>
<p>Describe in detail the proven effectiveness of the program's approach and detail the projected impact and related timeline as a result of implementation at your Institution or Institutions.</p>	<p><u>Timeline</u></p> <p>September 2015: VoIP migration begins (this project is not contingent on any SUNY Investment Fund resources)</p> <p>January 2015: \$400,000 SUNY Enabling Support Funds Received.</p> <p>March 2016: 1.0 FTE concierge support personnel are hired and trained.</p> <p>May 2016: Virtual Concierge campus Kick Off.</p> <p>August 2016: (Campus VoIP migration 50% complete.) Concierge VoIP infrastructure is 100% complete.</p> <p>August 2016: Virtual Concierge services integrated and embedded.</p> <p>August 2016- May 2020: Ongoing and periodic assessment.</p> <p>Buffalo State posits that by combining the virtual office space model used by geographically separated marketplaces⁴, with faculty, other campus support resources, and library spaces, we will increase retention rates through accessible one-on-one support for students and simultaneously institute a best practice for supporting students at a distance. The Virtual Concierge shall place special focus on those who otherwise might not engage in the academic conversation due to large class sizes, first generation college students, commuting students, and contingent faculty who have no physical office or office hours.</p> <p>Our own retention data and national best practice indicate that when students are connected with support, tutoring services, mentoring, advising, and one-to-one interactions, they persist and succeed with greater statistical significance. For example, Buffalo State's EOP students and Student Athletes boast amongst the highest persistence and completion rates at the institution. By connecting a larger percentage of the student population with this type of experience, Buffalo State intends to increase the efficacy of student support available to the broadest possible audience, by virtualizing services and creating an unparalleled ease-of-use concierge experience.</p> <p>If the Virtual Concierge is implemented in Fall 2016, impact data through exit surveys will be available by January 2017. By September 2017, First Fall to Second Fall retention data will be available and meaningful comparative analysis and assessment can begin, adjustments for process improvement recommended, and findings published.</p>
<p>Delineate clear qualitative and quantifiable goals, as well as methods of evaluation inclusive of timelines and general descriptions of evaluation</p>	<p>Efficacy of the Virtual Concierge will be assessed through targeted questions on the annual Student Opinion Survey (SOS) in May 2016 and May 2017, targeted surveys of online student populations, institutional retention and graduation data point-to-point comparisons, and just-in-time follow up quality surveys with Virtual Concierge users. Buffalo State will also assess the multiple offices involved to determine satisfaction and service quality.</p>

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<p>deliverables. Proposals that can begin implementation (defined as the expenditure of funds awarded) within 12-15 months of the award of funds will be reviewed favorably.</p>	<p>Buffalo State will also actively investigate the implementation of service quality assessment tools such as SERVPERF or HEdPERF ⁵ designed for the higher education sector.</p> <p>As stated above, expenditure of funds can begin immediately upon receipt as the VoIP migration is already in process. Assessment of deliverables such as increased student satisfaction as assessed by the SOS, and perhaps the NSSE (depending on the assessment cycle) will be immediately evident and available within 12-15 months of receiving the award.</p>
<p>Establish a baseline, using discrete and measurable metrics, for ongoing review of the extent to which the program attains its annual measures of success.</p>	<p>Acute baseline data for all the proposed services that will be integrated and offered through the Virtual Concierge already exist. For example: tracking data exists for the number of phone calls and window visits Financial Aid, Registrar, and Bursar received in a given year. Similar tracking and tally data for tutoring, Blackboard support, counseling, advising, parking services, etc. exists. After deployment of the Virtual Concierge, a comparison of the frequency with which students access and utilize different services can easily be juxtaposed with frequency utilization data from pre-deployment.</p> <p>A digital ticketing system will track concierge activity, number of inquiries, number of successfully closed tickets, and real time quantitative and qualitative satisfaction surveys from student users.</p>
<p>Provide information on projected direct impact on increased enrollment and/or persistence and retention toward the System-wide goal of awarding 150,000 degrees annually by 2020.</p>	<p>The implementation of the Virtual Concierge will have an immediate benefit to Buffalo State's continuing student enrollment. By networking the variety of student support services available at Buffalo State and by outsourced vendors (i.e.: Open SUNY 24/7 Help Desk), and funneling them through a single point of contact, the Virtual Concierge will reduce student withdrawals and will increase the overall retention and graduation rates.</p> <p>The eventual target expectation statistic of the Virtual Concierge is to move the First Fall to Second Fall retention rate from the persistent low 70%'s closer to 79%'s over the next 5 years. As such this improvement would yield an increase of the 4-year graduation rate from 22% to approximately 30%, and a six-year graduation goal of 47%. This tangible increase in graduates will significantly impact the system-wide goal of increasing degrees to 150,000 within the five years.</p> <p>Beyond assisting on-campus students, the Virtual Concierge will enhance Buffalo State's proven ability to deliver quality online degrees through Open SUNY. As stated earlier, the concierge solution in place for the current Open SUNY + programs is not scalable and Buffalo State is looking to increase its online degree offerings in the next five years. The Virtual Concierge will be a documented best practice for serving students at a distance and thus, enhance Buffalo State's ability to service and graduate new market share.</p>

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<p>Capacity, Feasibility & Sustainability (One (1) page recommended)</p>	<p><i>Demonstrate your institution(s)' capacity to successfully implement this proposal and experience in delivering on System-wide priorities and returning on state investment.</i></p>
<p>If building on an existing program, please describe the current supportive infrastructure (financial, administrative, faculty, etc.) in place to support the program at its current capacity and what additional resources would be needed to expand.</p>	<p>Buffalo State possesses most of the requisite resources to effectively deliver a Virtual Concierge experience to students. There are robust human resources present in Academic Tutoring, Writing Help, Disability Services, Financial Aid, Registrar, Bursar, Transfer Student Assistance, Student Success, Library queries, Blackboard Support, Counseling Services, Career Development Center and the array of additional resources available through the Dean of Students Office. These services are highly decentralized and in some cases, located in remote locations separated from the most active areas of campus. Online students cannot easily access many of these vital services.</p> <p>Buffalo State initiated a \$1.5 million VoIP migration necessitated by antiquated and failing phone lines. The combination of the additional new functionality of VoIP and a robust unified communication plan will allow a Virtual Concierge to be built into the ecosystem and digitally connect students with the excellent, but currently difficult to locate services, to enhance their experience and success.</p> <p>The only infrastructure not currently in place are the Virtual Concierge kiosks, the additional networking needed to create enhanced interactions between students and services, a ticketing system to track the workflow, and 1.0 FTE personnel to operate and manage the system.</p>
<p>If starting a new program, please identify the anticipated impact to current programs, operations, and staff and what additional resources will be necessary to accommodate this expansion of services.</p>	<p>N/A</p>
<p>As the funding sources being provided through the Expanded Investment and Performance Fund are primarily "one-time" in nature, please provide a explanation of the pathway to long-term financial sustainability of the proposed project or initiative.</p>	<p>As indicated in the 5-year budget presented earlier, much of the \$400,000 will be initially allocated to purchase the needed hardware (kiosks) and additional VoIP functionalities for service providing offices at Buffalo State. SUNY funds will pay 1.0 FTE in year one and Buffalo State will support the position in all remaining years. We expect that additional support will be provided through redeployment of existing human resources in a strategic effort to focus on student retention over the next five years. Ongoing updates and maintenance to the hardware and software of the VoIP system as well as the ticketing, and quality management systems will be provided through campus funds.</p>


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<p>Collaboration (One (1) page recommended)</p>	<p><i>Confirmed cross-institution and public-private partnerships/commitments can significantly contribute to the long-term success of proposals. Potential collaborators may include SUNY or other colleges/universities, START-UP NY businesses or other business and industry partners, cradle-to-career alliances, early college high schools, and others.</i></p>
<p>Describe the qualifications, specific roles, and contributions of each collaborator in the proposed project.</p>	<p>N/A</p>
<p>If applicable, discuss prior and existing relationships with collaborators that will enable the proposal to succeed.</p>	<p>N/A</p>

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<p>Scalability & Replicability (One (1) page recommended)</p>	<p><i>To ensure the continued success and long-term impact of the Investment and Performance Fund, proposals that are scalable and replicable will be reviewed favorably.</i></p>
<p>Demonstrate the extent to which the metrics, budget, and implementation of your proposal will ensure replicability and scalability.</p>	<p>The Virtual Concierge is a scalable and replicable project. The project can be increased or decreased by adding or removing virtualized services, adding or removing FTE of concierges, or changing the number of campus kiosks. Increasingly many SUNY campuses are migrating to a Voice over Internet Protocol business solution for telephony. Yet no SUNY campus has effectively harnessed the capabilities of VoIP to virtually network student services housed in disparate and remote locations through a central concierge-style access point.</p> <p>Any SUNY campus that has VoIP or is considering a migration will benefit from the metrics, experience, assessments, work and data flow generated by the Virtual Concierge at Buffalo State. As more degree programs and certificates move online, the increased need to provide timely and excellent support services to students has outpaced higher education's ability to virtualize, consolidate, and track service provision.</p> <p>The utilization of VoIP to focus the vast majority of student support traffic through a single customer-centric entry point that is constantly available through any mobile device will enhance SUNY's ability to be a national leader in the delivery of student services and positively motivate degree persistence and completion. The comparatively small initial investment of \$400,000 will yield an exponentially large return in student satisfaction, data reporting through predictive analytics, integration of services, and ultimately degree completion.</p> <p>After successful implementation, Buffalo State would be honored to continue its history of effort with Open SUNY and publish the Virtual Concierge as a documented best practice case study, as well as consultatively assist other campuses that desire to implement a Virtual Concierge.</p>

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Letters of Support	Proposals MUST include letters of support from all external partners referenced in the application. Please include a detailed list of appendices and include them together as a PDF attachment submitted with a completed application template.
Official Proposal Submission	Completed Application Templates should be no more than 15 pages in length using a minimum of 11 point font. Proposals should be submitted no later than 5pm on September 30, 2015 as a pdf email attachment to: investmentfund@suny.edu
Institution Leader(s)' Signatures (Presidents from all collaborating institutions must sign applications in order for them to be considered)	<div style="text-align: center;">  </div> <hr style="width: 100%;"/> <div style="display: flex; justify-content: space-between;"> President's Signature Date </div> <div style="display: flex; justify-content: space-between;"> Katherine Conway-Turner SUNY Buffalo State College </div> <hr style="width: 100%;"/> <div style="display: flex; justify-content: space-between;"> President's Name Institution </div>

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- ¹ Walters, E. W. (2003). Editor's choice: Becoming student centered via the one-stop shop initiative: A case study of onondaga community college. *Community College Review*, 31(3), 40–54. <http://doi.org/10.1177/009155210303100303>
- ² Margolin, J., Miller, S. R., & Rosenbaum, J. E. (2013). The community college website as virtual advisor: A usability study. *Community College Review*, 41(1), 44–62. <http://doi.org/10.1177/0091552112471844>
- ³ Seeman, E. D., & O'Hara, M. (2006). Customer relationship management in higher education. *Campus-Wide Information Systems*, 23(1), 24–34. <http://doi.org/10.1108/10650740610639714>
- ⁴ Majchrzak, A., & Malhotra, A. (2005). Virtual workspace technologies: emerging technologies enable virtual and distributed teams to communicate--and innovate--more effectively. *MIT Sloan Management Review*, 46(2), 11–15. Retrieved from Academic OneFile.
- ⁵ Woodall, T., Hiller, A., & Resnick, S. (2012). Making sense of higher education: students as consumers and the value of the university experience. *Studies in Higher Education*, 39(1), 48–67. <http://doi.org/10.1080/03075079.2011.648373>