

M E M O R A N D U M

TO: Members of the University Faculty

FROM: Phillip K. Tompkins, Chairman
University Senate

DATE: January 20, 1976

The University Senate will hold a special meeting on Monday, January 26, 1976 at 3:00 P. M. in the Campus Center Ballroom.

The agenda for this meeting will consist of a report by President Fields on the implications of the Executive Budget for SUNYA.

All members of the Faculty are invited to attend this meeting.

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students ——— / ——— cost cuts

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1976-77 EXECUTIVE BUDGET RECOMMENDATIONS - SUMMARY
(OMIT 000)

1975-76 Adjusted Base - Per Executive Budget.....	<u>\$43,214</u>
1976-77 Executive Budget Recommendation.....	<u>43,466</u>
Net Increase Consisting of:	252
Position Reductions (-88FTE).....	-911
Annualizations Salary Increases.....	+464
Price Increases	+467
Utilities	+232

NOTE: The 1976-77 Executive Budget also calls for conversion of approximately 10 percent of the total SUNY staff from a 12 to 10 month contract base. SUNY Central has not yet issued its instructions for individual campuses. However, it is anticipated that SUNYA's share will require a further budget reduction of approximately \$300,000.

	<u>Eliminated Positions</u> ^{1/}		<u>Average Salary</u>	
	<u>FTE</u>	<u>Annual Amount</u>	<u>Eliminated</u>	<u>Budgeted</u>
<u>I & DR</u>				
Faculty	27	\$ 565,200	\$20,930	\$19,300
Support	28	359,300	12,830	12,000
Org. Research	-	-	-	19,290
Public Service	3	41,200	13,730	12,830
Org. Activities	5	80,200	16,040	15,000
Library	4	59,000	14,750	9,650
Student Services	8	111,500	13,940	13,020
M & O	13	126,800	9,750	9,110
Gen. Administration	-	-	-	13,090
Gen. Instit. Serv.	-	-	-	11,350
Residence Halls	-	-	-	8,990
TOTALS	<u>88</u>	<u>\$1,343,200</u>		

1/ Faculty positions are eliminated effective 9/1/76; all others effective 7/1/76

COMPARISON OF UNIVERSITY CENTERS

1975-76 Base Budget Reductions

TOTAL FTE
(Instructional Faculty)

Albany	Binghamton	Buffalo	Stony Brook
30	37	48	60
(6)	(9)	(35)	(33)

1976-77 Position Reductions
(Executive Budget)

CAMPUS TOTAL

I & DR - Faculty
- Support

Organized Research

Extension & Public Service

Academic Support Services

Student Affairs and Aid

Institutional Support Services

Auxiliary Enterprises

Albany	Binghamton	Buffalo	Stony Brook
FTE	FTE	FTE	FTE
-88	-86	-133	-78
-27	-25	-39	-37
-28	-46	-40	-33
-	-	-	-
-3	-	-11	-1
-9	-	-12	-
-8	-6	-15	-9
-13	-9	-16	+15
-	-	-	-

DECISION-MAKING STRUCTURE

PRESIDENTIAL TASK FORCE ON PRIORITIES AND RESOURCES

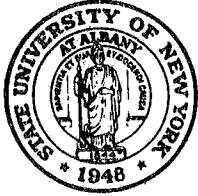
CHARGE: To (1) assess all academic and support programs of the University, (2) recommend priority rankings for program claims on resources, and (3) consult and advise the President on the development of the University's operating budget for 1976-77. Three strategic principles should guide the work of the Presidential Task Force. First, the preservation and nurturing of those programs which are essential and central to a university; second, the preservation of quality; and third, the preservation and nurturing of those programs that uniquely address our immediate environment -- the State Capital District of New York. The Task Force is to be the central body for campus consultation on the operating budget in all of its parts.

MEMBERSHIP: The Presidential Task Force consists of members from the Resource Allocation Committee and the Program Evaluation Committee of the Educational Policy Council, the Undergraduate Academic Council, and the Graduate Academic Council, as well as some members from the former Select Committee. Some administrative members are appointed also. The following is a complete list of members.

Ira Birnbaum, Undergraduate Student
Jack Gelfand, Economics
John Hartigan, Assistant Vice President and Controller
Arthur Hitchcock, Counseling and Personnel Services
William Holstein, School of Business
Kathleen Kendall, Rhetoric and Communication
Henry Kuivila, Chemistry
Audrey Nieson, Undergraduate Student
Ricardo Nirenberg, Mathematics
Vincent O'Leary, Criminal Justice
Frank Pogue, African and Afro-American Studies
John Rosenbach, Educational Psychology and Statistics
David Rowell, Graduate Student
Phillip Sirotkin, Vice President for Academic Affairs
John Spalek, German (Chairman)
Richard Wilkinson, Anthropology
Justine Davidson, Academic Affairs
Wendell Lorang, Institutional Research
Fred Volkwein, Graduate Studies

TIMETABLE: The Task Force must complete its work by March 1.

NOTE: A Committee of the Academic Deans also has been appointed to develop their proposals for priorities and resource allocation.



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

DATE: February 9, 1976

TIME: 3:00 P. M.

LOCATION: Campus Center Assembly Hall

A G E N D A

1. Approval of Minutes of December 8, Meeting
2. Report on SUNY Senate Meeting
3. Council & Committee Reports
4. New Business
5. Adjournment

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Minutes of February 9, 1976

ABSENT: L. Andrew; P. Benedict; W. Brown; J. Cooper; G. DeLuca; N. DeLuca;
H. Farley; R. Farrell; J. Fetterley; H. Ghiradella; W. Holstein;
M. Kaftan-Kassim; R. Kuhlman; D. Lerner; J. Levinson; J. Mielke;
D. Nichols; F. Ohnmacht; E. Pendrak; S. Pflanczer; S. Piscorowski;
F. Raskin; M. Robarge; M. Seiden; J. Smith; D. Snow; J. Therrien;
O. Turi; J. Victor; C. Waterman; T. Wright

The meeting was called to order at 3:15 P. M. by the Chairman in the Campus Center Assembly Hall.

1. Approval of Minutes

Senator Story moved approval of the Minutes of the December 8, 1975 Senate meeting; motion seconded. Minutes approved.

2. Report on SUNY Senate Meeting

Senator Finkelstein reported on the State-wide SUNY Senate meeting held at Farmingdale on January 30 and January 31, 1976. The Minutes of the meeting will be placed on reserve in the Library.

3. Council & Committee Reports

3.1 Written reports were submitted by the Council on Educational Policy, the Undergraduate Academic Council and the Council on Academic Freedom and Ethics.

3.2 Executive Committee - Senator O'Brien moved the appointment of Joanne Musson to the Council on Educational Policy; motion seconded and approved.

Senator Zimmerman moved the appointment of Judith Lilienfeld to the Council on Promotions and Continuing Appointments; motion seconded and approved.

3.3 Undergraduate Academic Council - Senator O'Brien moved approval of item No. 5 of the UAC report:

I. The grade of "Z" be established with the following definition:

"Z" - A grade assigned for non-attendance or failure to withdraw. No graduation credit.

3.3 Undergraduate Academic Council--contd.

II. The student shall be notified by the office of the registrar of the assignment of a grade of "Z", upon receipt of the grade from the instructor or the Dean of Undergraduate Studies.

III. This policy is recommended for implementation for the Spring 1976.

Motion seconded.

In answer to a question from the floor, it was reported that the instructor would be responsible for assigning the grade of "Z".

Senator C. J. Schmidt moved to refer the section of the report back to the UAC for revision; motion seconded.

Senator Sirotkin suggested getting a consensus of opinion on the matter of a "Z" grade and asking the Council to refine the procedure.

Question called on the motion to refer. Motion defeated.

Senator Frank asked that the Council make clear when the Dean of Undergraduate Studies would have the right to assign a "Z" grade.

Senator Goldman moved to delete "or failure to withdraw" from Section I; motion seconded.

Senator Chesin moved to refer the amendment and the motion back to the UAC; motion to refer seconded.

Senator C. J. Schmidt moved to close debate; motion seconded and approved.

Motion to refer approved.

3.4 Council on Academic Freedom and Ethics - Senator O'Brien moved approval of the amendment to Section I-B-4 of CAFE's Complaint Procedures:

"evidence is presented which, prima facie, raises substantial doubt as to whether all previous procedures and hearings in relation to the complaint resulted in a proper or equitable determination of the same."

Motion to amend seconded and approved by majority vote.

4. Election to Executive Committee

Senator Scherbenko has resigned from the Executive Committee. Senators Paulin and O'Brien were nominated from the floor. Senator Chesin moved to close nominations. Senator Paulin was elected to the Committee on the first ballot.

The meeting was adjourned at 4:15 P. M.

REPORTS TO THE SENATE

FROM: Francine Frank, Chairperson
Council on Educational Policy

The Council on Educational Policy met on December 15, 1975 and reports the following:

For Information

1. Mr. Bernard Johnpoll presented to the Council his findings on administrative costs at SUNY-Albany. His findings will be made available to the Committee on Resource Allocation of the Council.
2. The Council completed its study on liberalizing undergraduate education and submitted its recommendations to the Undergraduate Academic Council.

FROM: Barbara Rotundo, Chairperson
Undergraduate Academic Council

The Undergraduate Academic Council met on November 19 and December 10, 1975 and on January 21, 1976 and reports the following:

For Information

1. Guidelines for the review of the music department were approved and the review is now underway. This review was recommended by the Select Committee on Academic Priorities.
2. The Committee on Academic Standing is investigating the possible change in the last day for undergraduate students to drop courses.
3. The Council reviewed a recent study conducted concerning grade inflation on this campus.
4. The Council reviewed a study concerning cheating on this campus.
5. Two years' experience with the new grading policies which went into effect in Fall 1973 has led to the conclusion that the part mandating academic grades for failure to withdraw is unduly harsh on undergraduate students. A goodly number of students and faculty have reported that "E" grades are assigned for students who have not attended or have only attended a few classes early in the session. In addition, information supplied by the registrar indicates that for each term from Spring 1974 to Spring 1975 there were approximately 200 blank grades submitted by instructors. Upon request of the registrar, approximately 65 percent of these blank grades were resolved by the instructor assigning appropriate grades. The grade assigned was usually a failing grade. Generally,

Undergraduate Academic Council--contd.

instructors had not originally assigned a grade because the student had either not ever attended class or stopped attending early in the term. It does not appear just to have a failing grade on the record for a student's administrative negligence.

The following was adopted by the UAC:

- I. The grade of "Z" be established with the following definition:
 "Z" - A grade assigned for non-attendance or failure to withdraw. No graduation credit.
- II. The student shall be notified by the office of the registrar of the assignment of a grade of "Z", upon receipt of the grade from the instructor or the Dean of Undergraduate Studies.
- III. This policy is recommended for implementation for the Spring 1976.

REPORT TO THE SENATE

FROM: Carolyn Rosenthal, Chairperson
Council on Academic Freedom and Ethics

DATE: February 9, 1976

For Action:

After consultation with President Fields and the Senate Chairperson, Phillip Tompkins, CAFE recommends the following amendment to the CAFE Complaint Procedures as previously approved by the Senate on December 8, 1975:

Amendment - I-B-4

evidence is presented which, prima facie, raises substantial doubt as to whether all previous procedures and hearings in relation to the complaint resulted in a proper or equitable determination of the same.

Original - I-B-4

all other procedures and hearings in relation to the complaint have not resulted in a proper or equitable determination of the same.

Rationale:

Since Part I establishes the conditions to be fulfilled prior to Part II (Preliminary Investigation), CAFE should only be determining at that point that substantial evidence exists that previous procedures might have resulted improperly.

Attendance

H. Stony ✓	John F. Dewy ✓
D. Bishop ✓	Lois R. Saltsman ✓
Andy Gummer ✓	Neil M. M. ✓
Shirley Brown ✓	Eigabeth J. J. ✓
Harrie Crossman ✓	Bob M. Galand ✓
O. Newell ✓	Paul M. M. ✓
V. Buck ✓	Christine Haile ✓
Joe Zimmerman ✓	Andrew Goldstein ✓
C. Tucker ✓	Alfred P. Fubaker ✓
R. Gibson ✓	Margaret A. McKenna ✓
OT Schmidt ✓	Bruce Klein ✓
A. Prentice ✓	Carolyn Rosenthal ✓
A. D. Lento ✓	Gene Bennett ✓
Dora Gumbel ✓	Barbara Robinson ✓
Ann Dowling ✓	
Bob O'Brien ✓	
J. Hood ✓	
Nancy Lonscha ✓	
James B. J. ✓	

Attendance

Francis Frank

H. I. Brown ✓

Amy Paulin ✓

Neil C. Brown ✓

~~Wynne Stang~~ ✓

J. Leibowitz ✓

Ray A. Hagedorn ✓

John X. Fannell ✓

Richard W. Hinson ✓

Phillip Sciotto ✓

Richard Kendall ✓

John W. Miller ✓

JARY Klein ✓

DAVID WERRIN ✓

SARCELL CHESNIN ✓

Lena P. Wuhl ✓

Malcolm Sherman ✓

Ruth Belmont ✓

Dr. Paul Ward ✓

Cliff T. H. ✓

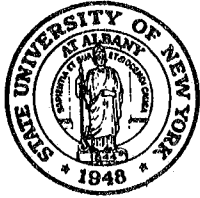
Robert Frost ✓

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

DATE: March 8, 1976
TIME: 3 P. M.
LOCATION: Campus Center Assembly Hall

A G E N D A

1. Approval of Minutes
2. Council & Committee Reports
3. New Business
4. Adjournment



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

Minutes of March 8, 1976

ABSENT: L. Andrew; T. Boehm; H. Brown; S. Brown; W. Brown; J. Cooper; N. DeLuca;
A. Dowling; R. Farrell; F. Femminella; J. Fetterley; E. Gentry; E. Hadden;
C. Haile; R. Kendall; B. Klein; R. Kuhlman; J. Leibowitz; A. Lento;
D. Lerner; J. Levenson; G. Lonschein; D. Nichols; F. Ohnacht; A. Paulin;
S. Pflanczer; P. Raskin; M. Robarge; L. Salkever; M. Seiden; M. Sherman;
C. Tekel; J. Therrien; O. Turi; J. Victor; C. Waterman; D. Weprin;
R. Wilkinson

The meeting was called to order at 3:10 P. M. in the Campus Center Assembly Hall by the Chairman.

1. Approval of Minutes

Senator O'Brien moved approval of the Minutes of the February 9, 1976 meeting; motion seconded by Senator Tucker and approved.

2. President's Report

The President noted that he had hoped that the deliberative process would be completed by today's meeting so that he could report to the Senate on the necessary budget cuts. The President is allowing himself more time to consider the recommendations of the Task Force before making his decisions.

3. Council & Committee Reports

3.1 Written reports were submitted by the Executive Committee and the Undergraduate Academic Council.

3.2 Executive Committee Report - Senator Gibson moved approval of the following Council appointments:

EPC - Steve DiMeo (undergraduate student) to replace John Murphy (undergraduate student)

- Linda Kaboolian (undergraduate student) to replace Audrey Neison (undergraduate student)

- Alex Shane (Slavic Studies) to replace Henning Meyn (Philosophy)

UAC - David Weprin (undergraduate student) to replace Amy Paulin (undergraduate student)

GAC - Doris White Vlahides (graduate student)

3. Council & Committee Reports--contd.

Academic Services Council - Ann Prentice (Library & Information Science)
to replace Norman Hoyle (Library & Information Science)

Motion to approve the appointments seconded and approved.

A revised academic calendar for 1976-1977 was accepted by the Senate.

3.3 Undergraduate Academic Council - Senator Rotundo moved that the Senate accept a policy:

"W - Withdrawal from a course. Assigned by the instructor at the request of a student before the last day to withdraw from a course as designated in the academic calendar. After the last day to withdraw, only the appropriate academic grade may be assigned. The grade may also be assigned by the instructor when a student has failed to attend the course.

"This policy goes into effect for the Summer term, 1976, but would be retroactive to August, 1973 for those students who received an academic grade for courses they never attended."

Motion failed for lack of a second.

3.4 Senator Myer moved that the UAC report be returned to the Council and that the Council be directed to devise a new statement on the "W" grade.
Motion ruled out of order.

4. The Chair recognized Jerold Zuckerman (Chemistry), who presented a statement regarding the Research Foundation's patent waiver and release form.

Senator Myer moved that the Senate approved the following statement:

"WHEREAS, Faculty, students and staff at the State University of New York are being required to sign a Patent Waiver and Release by the Research Foundation of State University of New York under the threat of sanction; and

"WHEREAS, the Patent Waiver and Release would limit the faculty member in the discussion of his or her own subject as guaranteed by Title J of the Policies of the Board of Trustees; and

"WHEREAS, the Patent Waiver and Release would restrict the dissemination of the conduct, progress and results of University research as assured by Board of Trustees Resolution 66-258; and

"WHEREAS, the restrictions imposed by the Patent Waiver and Release go far beyond the conditions set by major Federal Agencies as asserted by the Office of Sponsored Funds of this institution in their memorandum of 29 July 1975, and in the letter from Executive Vice Chancellor James E. Kelly dated 8 January 1976; and

"WHEREAS, the imposition of these restrictions would delay the submission of masters theses and doctoral dissertations based upon research results and delay the subsequent award of these degrees; and

"WHEREAS, the purpose of University research as stated in Title I, Paragraph 1, subsection (a) of the Policies of the Board of Trustees is to secure new knowledge for the general benefit and not to make inventions for profit; and

"WHEREAS, the terms of this Patent Waiver and Release will bring embarrassment to the institution and damage to her reputation, NOW THEREFORE,

"BE IT RESOLVED, that the University Senate condemns the terms of the Patent Waiver and Release as antithetical to the principles of a University in a free society, and

"BE IT FURTHER RESOLVED that the request for execution of this agreement by the Office for Research be rescinded, and

"BE IT FURTHER RESOLVED that the Patent Waiver and Release agreements now being held on this campus be returned to their signatories; and

"BE IT FURTHER RESOLVED that the President of the State University of New York at Albany, Dr. Emmett B. Fields, transmit this resolution to the Chancellor of the State University of New York, Dr. Ernest L. Boyer."

Motion seconded. Senator Tucker moved the question; motion seconded and approved. Senator Myer's motion was approved unanimously.

5. Senator C. Klein moved the adoption of the following motion:

"WHEREAS, A mass rally and march will be held at the New York State Capitol to support greater funding for the State University of New York on Tuesday, March 16, 1976, between 12 Noon and 5 P. M.,

"IT IS HEREBY RESOLVED, that on Tuesday, March 16, all instructors are requested not to administer exams and not to take punitive action for reasons of non-attendance."

Motion seconded by Senator O'Brien. Question called. Motion approved by a vote of 19 in favor, 11 opposed.

The meeting was adjourned at 4:40 P. M.



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

TO: Members of the Undergraduate Academic Council

FROM: Robert H. Frey

DATE: 20 February 1976

The following is the result of actions taken at the Senate meeting of 9 February 1976 and discussion at the 11 February UAC meeting. If you have any questions or comments, please contact either Barbara Rotundo or myself.

BACKGROUND

Over the last two years a significant problem has developed concerning undergraduate students who registered for a course and then, for whatever reason, did not attend the course or withdrew from it. Under the existing policy, a student who registers for a course and does not withdraw from it "shall be assigned the appropriate academic grade by the instructor." What has occurred over the last two years is that instructors have been required to submit an academic grade (usually an "E" or "U") for a student who never attended the course. This is not only considered unduly harsh punishment, but it also creates a situation where it is impossible to differentiate between a grade given for legitimate academic performance and one given for failure to complete administrative procedures.

The purpose of the following policy is to develop a more rational solution for those students who never attend a course for which they are registered. The Undergraduate Academic Council (UAC) initially proposed the establishment of the "Z" grade to address the problem, but, upon reinvestigation, has decided to redefine the "W" grade as a better solution.

IT IS HEREBY PROPOSED:

- I. W - Withdrawal from a course. Assigned by the instructor at the request of a student before the last day to withdraw from a course as designated in the academic calendar. The grade may also be assigned by the instructor when a student has failed to attend the course prior to the last day to withdraw. After the last day to withdraw, only the appropriate academic grade may be assigned.
- II. This policy goes into effect for the Summer term, 1976, but would be retroactive to August, 1973 for those students who received an academic grade for courses they never attended.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

FROM: Phillip K. Tompkins, Chairman
Executive Committee

DATE: March 8, 1976

1. Appointments

Council on Educational Policy:

Linda Kaboolian (undergraduate student) to replace
Audrey Neison (undergraduate student)

Alex Shane (Slavic Studies) to replace Henning Meyn
(Philosophy)

Graduate Academic Council:

Doris White Vlahides (graduate student - English)

Academic Services Council:

Ann Prentice (Library & Information Science) to replace
Norman Hoyle (Library & Information Science)

. Undergraduate Academic Council:

David Weprin (undergraduate student) to replace Amy
Paulin (undergraduate student)

2. The Executive Committee approved a motion to instruct the President to bring the calendar into agreement with the appropriate guidelines and to report to the Senate.

ACADEMIC CALENDAR

FALL 1976

27 August	(Fri)	Registration (9AM-430PM)
28 August	(Sat)	Registration - Saturday and evening students only (9AM-12noon)
30 August	(Mon)	Classes begin - 810AM
31 August	(Tue)	First day for Late Registration and to add or drop courses
6 September	(Mon)	Classes suspended
9 September	(Thu)	Last day for Late Registration and to add courses; last day for undergraduate students to file S/U or A-E grading options
4 October	(Mon)	Classes suspended
5 October	(Tue)	Academic advisement begins - University College
8 October	(Fri)	Last day to file Fall 1976 degree application in Office of the Registrar - Records Service (AD B5)
21-22 October	(Thu-Fri)	First Quarter Final Examination Period
25 October	(Mon)	Second Quarter classes begin - 810AM
29 October	(Fri)	Last day for graduate students to drop courses
1 November	(Mon)	Preregistration for Spring 1977 begins (Colonial Quad)
19 November	(Fri)	Last day to make up Incomplete grades; Preregistration ends - 3PM
25 November	(Thu)	Classes suspended
29 November	(Mon)	Classes resume--810AM
1 December	(Wed)	Last day for dissertation and thesis submission for Fall 1976 graduation
7 December	(Tue)	Last day for undergraduate students to drop courses
14 December	(Tue)	Classes end; classes which meet once a week on Wednesday or Thursday, and Second Quarter courses continue to meet thru 16 December
15-16 December	(Wed-Thu)	Reading days
17-23 December	(Fri-Thu)	Final Examinations

SPRING 1977

14 January	(Fri)	Registration (9AM-430PM)
15 January	(Sat)	Registration - Saturday and evening students only (9AM-12noon)
17 January	(Mon)	Classes begin - 810AM
18 January	(Tue)	First day for Late Registration and to add or drop courses
27 January	(Thu)	Last day for Late Registration and to add courses; last day for undergraduate students to file S/U or A-E grading options
4 February	(Fri)	Last day to file Spring 1977 degree application in Office of the Registrar - Records Service (AD B5)
19 February	(Sat)	Classes suspended - 5PM
28 February	(Mon)	Classes resume - 810AM
7 March	(Mon)	Academic advisement begins - University College
17-18 March	(Thu-Fri)	Third Quarter Final Examination Period
25 March	(Fri)	Last day for graduate students to drop courses
2 April	(Sat)	Classes suspended - 5PM
11 April	(Mon)	Classes resume - 810AM; Preregistration for Summer and Fall 1977 begins (Colonial Quad)
15 April	(Fri)	Last day to make up Incomplete grades
29 April	(Fri)	Preregistration ends - 3PM
2 May	(Mon)	Last day for dissertation and thesis submission for Spring 1977 graduation
5 May	(Thu)	Last day for undergraduate students to drop courses
12 May	(Thu)	Classes end; classes which meet once a week on Friday, Saturday, or Monday, and Fourth Quarter courses continue to meet thru 16 May
13-16 May	(Fri+Mon)	Reading days
17-23 May	(Tue-Mon)	Final Examinations
28-29 May	(Sat-Sun)	Graduation weekend

John Dewey ✓
 P. Benedict ✓
 D. Besko ✓
 J. H. Smith ✓
 P. K. Foy ✓
 Harry Pickelward ✓
 Jerome Mandelbaum ✓
 A. Proutie ✓
 Bob McFarland ✓
 C. Tucker ✓
~~O. Nestor~~

Philip Scierpin ✓
 N. Story ✓
 John Mielke ✓
 Joe B. Tully ✓
 R. H. Eaton ✓
 Francis Jaks ✓
 J. Lamb ✓
 Roy Klages ✓

Hugh T. Farley ✓
 Lee Robinson ✓
 Ira Zimmer ✓
 Cary Klein ✓
 Andy Goldstein ✓
 Sorell E. Chesin ✓
 L. P. Wozniak ✓
 J. Paul West ✓
 T. Beck ✓
 Wm. Cannon ✓
 H. P. Wright Jr ✓
 H. Giardella ✓
 George DeSena ✓
 John W. Whiting ✓
 Keith Schmidt ✓
 Bob O'Brien ✓
 M. Kaplan-Keman ✓
 Ed Schmidt ✓
 Howie Grossman ✓

ATTENDANCE ROSTER

MARCH 8, 1976

R. Frost ✓

W. Holstein ✓

B. Roland ✓

M. McKenna ✓

Leta Moore ✓

Janet Home MA ✓

Carlisle Rowland ✓

Neil C. Brown ✓

Don R. Snow ✓

W. Holstein ✓

Van Paul Myers

Don Bennett

James C. Manana

Barry Sandberg



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

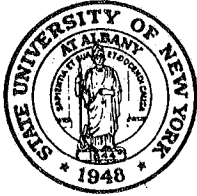
DATE: April 5, 1976

TIME: 3 P. M.

LOCATION: CC Assembly Hall

A G E N D A

1. Approval of Minutes
2. Council & Committee Reports
3. Old Business
4. New Business
 - 4.1 Bill No. 197576-03 (Faculty Workload)
 - 4.2 Bill No. 197576-04 (Course Withdrawal for Under-graduate Students)
 - 4.3 Other
5. Adjournment



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

Minutes of April 5, 1976

ABSENT: T. Boehm; S. Brown; G. Cardinali; J. Cooper; N. DeLuca; J. Dewey; R. Farrell;
F. Femminella; J. Fetterley; A. Finkelstein; H. Grossman; W. Holstein;
A. Lento; D. Lerner; Y. Myer; D. Nichols; F. Ohnmacht; S. Piscorowski;
P. Raskin; C. Rosenthal; J. Victor; C. Waterman

The meeting was called to order at 3:15 P. M. by the Chairman in the Campus Center Assembly Hall.

1. Approval of Minutes

Senator C. Tucker moved approval of the Minutes; motion seconded and approved.

2. Council & Committee Reports

2.1 Written reports were submitted by the Executive Committee, Council on Educational Policy, Undergraduate Academic Council, University Community Council, and the Council on Academic Freedom and Ethics.

2.2 Executive Committee Report - The Chairman reported that the Committee on Nominations and Elections has ruled that Article II, Section 2.8 of the By-laws may be interpreted to allow for a two-year extension of student representation on the Senate.

3. Bill No. 197576-04 (Course Withdrawal for Undergraduate Students)

3.1 Senator B. Rotundo moved acceptance of Bill No. 197576-04; motion seconded.

In response to a question from the floor, it was noted that adoption of this bill would have no bearing on tuition charges.

Bill No. 197576-04 approved by majority vote.

4. Bill No. 197576-05 (Amendment to the Faculty By-laws)

4.1 Senator H. Story moved acceptance of Bill No. 197576-05; motion seconded by Senator C. Tucker.

Senator Story noted that this bill is being presented on behalf of the Committee on Nominations and Elections in an attempt to bring the By-laws into agreement with current practice.

Question called. Bill No. 197576-05 approved by majority vote.

5. Bill No. 197576-03 (Faculty Workload)

5.1 Senator F. Frank moved approval of Bill No. 197576-03; motion seconded.

5.2 Senator M. Sherman moved to amend the bill by deleting Section II-A and Section III and amending Section II-A to read:

"Academic units will maintain records of individual faculty teaching responsibilities. It is expected that faculty workload will vary among individuals. Justification for such differences shall be explained in writing to any faculty member who questions his or her assigned responsibilities. Valid considerations in making such assignments shall include, but not be restricted to the following:

- 1. research load/productivity*
- 2. level and type of instruction*
- 3. size of sections*
- 4. number of preparations*
- 5. supervisory assignments (e.g., supervision of multi-section course)*
- 6. departmental/school/university duties."*

Motion seconded.

5.3 Senator H. Story moved to postpone consideration of the motion and the amendments until the next meeting of the Senate; motion seconded by Senator T. Wright. Motion to table approved.

The Chairman was asked to check with the union officials to determine what effect this bill would have on current negotiations.

The meeting was adjourned at 4:35 P. M.

REPORTS TO THE SENATE

APRIL 5, 1976

FROM: Phillip K. Tompkins, Chairman
Executive Committee

1. The question of student representation on the University Senate was discussed. The Executive Committee has requested an interpretation of the By-laws from the Committee on Nominations and Elections.
2. The Executive Committee instructed the Chairman to request copies of all reports that cross from one council to another.

FROM: Francine Frank, Chairperson
Council on Educational Policy

The Council on Educational Policy (EPC) met on 16 February and 22 March and reports the following:

For Information

1. The EPC approved a proposal for program evaluation and forwarded it to the GAC, the UAC, and the Executive Committee.
2. The EPC reviewed the recommendations of the Task Force and sent its report to the President.

For Action

1. See Bill No. 197576-03 (Faculty Workload).

FROM: Barbara Rotundo, Chairperson
Undergraduate Academic Council

The Undergraduate Academic Council (UAC) met on 11 February and 17 March 1976 and reports the following:

For Information

1. The Department of Classics was granted departmental advisement status for its undergraduate programs in Greek, Latin, and Greek and Roman civilization.

UAC Report--contd.

2. The UAC is reviewing the recommendation from the EPC concerning liberalizing undergraduate education.
3. The Council discussed but formed no compelling reason to change the last day for undergraduates to withdraw from courses with the grade of "W".
4. A request to review increasing the special talent admissions program was referred to the admissions committee.
5. A report was received concerning those aspects of the Allen Center which might be diffused into other areas of the University.
6. The UAC accepted a rewording of the honors program guidelines.
7. After careful deliberation, the UAC rejected the proposal from the College of General Studies for an undergraduate combined major and second field in general studies.

For Action

1. See Bill No. 197576-04 (Course Withdrawal for Undergraduate Students).
-

FROM: Carolyn Rosenthal, Chairperson
Council on Academic Freedom and
Ethics

The Council is, and has been, meeting weekly for several months and currently has five complaints under consideration.

UNIVERSITY COMMUNITY COUNCIL

April, 1976

Correction: to November 7, 1975 Proposal on Community/University Relationship Building passed by the Council on that day.

Membership on the Committee: Office of University Affairs; Office of Student Affairs as represented by the Dean; Middle Earth; Residence; Office of the Educational Opportunity Program as represented by the Director and one member of the counseling staff; Student Association; Educational Opportunity Program Student Association; School of Criminal Justice; School of Social Welfare as represented through the Community Service Program and Public Safety; and Student Activities Office.
(University Membership , other stays as on proposal)

Implementation Committee Membership: Two UCC members, the Vice President for University Affairs, the Dean for Student Affairs, the Director of the Educational Opportunity Program and a representative of Student Association.

UNIVERSITY COMMUNITY COUNCIL

It is hereby proposed that the University Community Council establish the Public Safety Advisory Committee. The charge to the Committee is as follows:

1. The Committee shall advise the Director of Public Safety on all matters of potential policy and procedural changes, revisions; and assist in the development of new policies and procedures as appropriate. Clearly, the function of the Committee in this, and any other capacity, is advisory.
2. At the request of either the Director of Public Safety or the University Community Council, the Committee shall assist in the evaluation of policies and procedures that fall under the Public Safety Office.
3. The Committee shall be responsible for the handling of inquiries made by individual members, or organizations, within the University community about policies and procedures of public safety.
4. The Committee shall assure that information about policies and procedures affecting the University community be widely disseminated to that community.
5. As appropriate, the Committee shall encourage the development of programs that foster interaction with and among members of the Public Safety Office and other segments of the University population.

Membership

Membership shall be representative of the segments of the University community and as follows:

1. Three (3) students, to be appointed by the President of the Student Association.
2. One (1) teaching faculty member, one (1) non-teaching faculty member, one (1) member of the administration, to be appointed by the University Community Council.
3. The Director of Public Safety, ex officio.

(Of the membership, at least one (1) person must be a member of the University Community Council, who will chair the Committee.)

This Committee is being established at the request of the Director of Public Safety in order to provide him with broader-based input into the issues and concerns that fall under his jurisdiction.

This Committee is a way of providing for input by members of the University community into areas that affect all segments of the population. It is understood that the Committee is accountable to the University Community Council and all recommendations made by the Committee must first be approved by this Council.

January 30, 1976

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Faculty Workload

INTRODUCED BY: Council on Educational Policy
April 5, 1976

In the 1975 Audit Report of the New York State Department of Audit and Control, it was recommended that the University establish a policy on faculty workload. At the request of Vice President Sirotkin, a Committee on Faculty Workload of the Conference of Academic Deans prepared "Discussion Notes on Faculty Workload Policy for Consideration by the Conference of Academic Deans". These were then forwarded to the EPC and formed the basis for Council discussion.

THE FOLLOWING POLICY ON INSTRUCTIONAL WORKLOAD IS SUBMITTED FOR ACTION:

I. Assumptions

A. Full-time faculty members at SUNY-Albany are expected to participate in its instructional, research, and public service responsibilities. Unlike an undergraduate institution, a university center is distinguished by its focus on all three. Indeed as the National Science Foundation has indicated, it is these activities of instruction, research, and public service, "through which the distinctive purposes of a university are fulfilled."¹ "...both the professional person himself and those dealing with him should think of his professional activities as organically interrelated, as a totality of activity. This totality is his 'full professional life'."²

B. The determination of faculty teaching assignments is properly made within the academic unit. Such determination should be made within the context of the concept of the "full professional life" and consistent with university policies.

II. Policy

A. It is expected that at the division/school level the average weekly faculty contact hour (WFCOH) load will be between nine (9) and twelve (12) contact hours.

B. Academic units will maintain records of individual faculty workload assignments. It is expected that deans and chairpersons will assign individual faculty workloads above or below the division/school average. The reasons and justifications for these assignments, particularly, should

¹National Science Foundation, Systems for Measuring and Reporting the Resources and Activities of Colleges and Universities (NSF 67-15), 1976, page 62.

²Ibid., page 64.

be documented in the unit's records. The following are some of the considerations in making such assignments:

1. research load/productivity
2. level and type of instruction
3. size of sections
4. number of preparations
5. supervisory assignments (e.g., supervision of multi-section course)
6. departmental/school/university duties.

III. Evaluation

A. Instructional workload will be evaluated each Fall and Spring semester. Workload data will be collected through the report mechanisms of the Registrar's Scheduling Office and the Office of Institutional Research. These data together with information gathered from the workload assignment records of the academic units will be distributed to the deans for their responses. The data and responses will then be sent to the Academic Vice President for his evaluation and report to the faculty on the semester's performance.

B. In calculating the average weekly faculty contact hour load at the division/school level, all enrolled sections (lectures, seminars, discussion and lab groups, independent study, dissertation and field work) will be included. Contact hours will be calculated based on the actual meeting time of regularly scheduled sections and on a formula for non-scheduled sections (independent study, etc.).

IV. Implementation of this policy should begin with the determination of faculty teaching assignments for Spring 1977.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Course Withdrawal for Undergraduate Students

INTRODUCED BY: Undergraduate Academic Council
April 5, 1976

Over the last two years a significant problem has developed concerning undergraduate students who registered for a course and then, for whatever reason, did not attend the course or withdraw from it. Under the existing policy, a student who registers for a course and does not withdraw from it "shall be assigned the appropriate academic grade by the instructor." What has occurred over the last two years is that instructors have been required to submit an academic grade (usually an 'E' or 'U') for a student who never attended the course. This is not only considered unduly harsh punishment, but it also creates a situation where it is impossible to differentiate between a grade given for legitimate academic performance and one given for failure to complete administrative procedures.

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. W - withdrawn without penalty. Not an academic grade.
- II. Dropping a course. A student may initiate a course withdrawal and receive a "W" by filing the appropriate form with the Registrar at any time between the last day to add a course and the last day to drop.

Normally, a course dropped before the last day to add will be deleted from the student record.

The instructor responsible for the course may assign a "W" where there is no evidence of attendance since the last day to add.

A student who attends a course after the last day to add, and does not complete the drop procedure, is assigned the appropriate academic grade by the instructor responsible for the course.

- III. This policy go into effect for the Spring term, 1976, but be retroactive to August 1973 for those students who received an academic grade for courses they never attended.
- IV. This bill be referred to the President for action.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Amendment to the Faculty
By-laws

INTRODUCED BY: Executive Committee
April 5, 1976

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That Article II, Section 2.2 (Composition of the Senate) of the Faculty By-laws be amended by deleting the phrase:

"at least half of whom must be from the instructor, assistant professor and associate professor ranks, or equivalent."

Article II, Section 2.2 will then read:

"There shall be twelve Senators elected at large from the Voting Faculty."

- II. That this resolution be referred to the members of the Voting Faculty for action at the Spring 1976 Faculty meeting.

Francine Fran K
Louis P. Salkever
Jama Hamble

Margaret M. Lyons

J. Paul Ward

Hugh Farley

Harold L. Cannon

Harold Story

Ann Prentice

Caron McCord
(SLIS - not yet on mailing list)

Steven D. Pfanner

R. T. Benedick

Jacque Mandelbaum

B. Roberts

Peter Hadden

Surrell E. Chesin

Donald Bushko

Bahorsien

Mom

Ira Zimmerman

~~Sam B...~~

Andy Edward Klein

Robert Frost

Olav Tarr

Ray Lascien

Richard Kendall

George Deane

David L. Repen

Phil Swinton

E. Jensen

John Jensen

Ray Hunt

Mary Goldstein

Anne Dowling

AT Ehrigists

Wheldon P. Wright Jr.

KA Klages

Matthew Seiden

Barry Sandberg

J. Hood MD

Neil C. Brown

Tom B. Jones

J. Liebowitz

John Melke

Bot M. Geland

AT Brown

Dean P. Snow

X Wilkinsen

LB Andrew

capt M

amy Paulin

H. Guinadelle

Marilyn Sherman

J. H. Smith

Rick Meckler

Leila Moore

Robert G. Brown

J. Mancuso

V. Beck

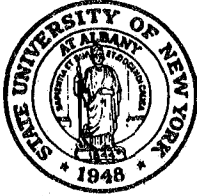
Rick Schmidt

John W. Hartley

Ernest Fields

John C. Wall

J. Throck



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

TO: Members of the 1976-1977 University Senate

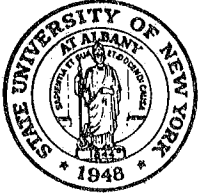
FROM: Clara Tucker, Chairperson
University Senate

DATE: April 16, 1976

The first organizational meeting of the 1976-1977 University Senate will be held on Friday, April 30, 1976 at 2:15 P. M. in Lecture Center 21.

The only item of business for this meeting will be the election of officers for the coming year.


Clara Tucker



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

TO: Members of the University Senate

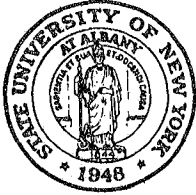
FROM: Clara Tucker, Chairman

DATE: May 4, 1976

The 1976-1977 University Senate will hold its second organizational meeting on Monday, May 10, 1976 at 3 P. M. in the Campus Center Assembly Hall.

The purpose of this meeting will be to approved the proposed Council membership for the 1976-1977 academic year.


Clara Tucker



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

Minutes of April 30, 1976

The first organizational meeting of the 1976-1977 Senate was called to order at 2:20 p.m. in Lecture Center 21 by the Chairman, Clara Tucker.

1. Election of Chairman-Elect

Donald Bishko (Business) and Harold Story (Physics) were nominated by the Executive Committee. Josiah Gould (Philosophy) and Bruce Marsh (Physics) were nominated from the floor.

Senator Tompkins moved that the nominations be closed; motion seconded and approved. No nominee received a majority on the first ballot.

A run-off ballot was conducted between Senators Bishko and Story. Senator Bishko was elected.

2. Election of Secretary

Francine Frank (Hispanic & Italian Studies) and John Therrien (Mathematics) were nominated by the Executive Committee. Ira Zimmerman (Undergraduate Student) was nominated from the floor.

Senator Tompkins moved that the nominations be closed; motion seconded and approved. No nominee received a majority on the first ballot.

A run-off ballot was conducted between Senators Frank and Zimmerman. Senator Frank was elected Secretary.

3. Executive Committee - Non-Teaching Professional

Patricia Buchalter (Student Activities) and Vernon Buck (Educational Opportunity Program) were nominated by the Executive Committee. There were no nominations from the floor. Senator Buck was elected on the first ballot.

4. Executive Committee - Teaching Faculty

Charles Edwards (Biology) and Margaret McKenna (Business Education) were nominated by the Executive Committee. John Dewey (Geology), Frank Femminella (Foundations of Education), Murray Phillips (Educational Communications), and Harold Story (Physics) were nominated from the floor.

Senator Tompkins moved that the nominations be closed; motion seconded and approved. Senator Story was elected on the first ballot.

A run-off ballot was conducted between Senators Dewey and Edwards. Senator Edwards was elected to the Executive Committee.

MEMBER LIST

John ...

William ...

Ellen ...

Frank ...

J. ...

Andy ...

Emma ...

Walter ...

Harry ...

Frank ...

Miss ...

Ben ...

Henry ...

Edith ...

Bob ...

Walter ...

John ...

Sam ...

Richard ...

Andrew ...

David ...

Tom ...

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

1976-1977 Senate Membership

EX OFFICIO

Emmett B. Fields, President of
State University of New York
at Albany

Phillip Sirotkin, Vice President
for Academic Affairs

John Hartley, Vice President
for Management & Planning

Louis Salkever, Vice President
for Graduate Studies

Lewis Welch, Vice President
for University Affairs

C. James Schmidt, Director of
Libraries

Shirley Brown, Representative to
Statewide SUNY Senate

Alfred Finkelstein, Representative
to Statewide SUNY Senate

(To be elected) _____, Representative
to Statewide SUNY Senate

Phillip Tompkins, Past Chairperson,
SUNYA University Senate

ELECTED: AT LARGE

Charles Edwards (1977)
Biology

Hugh Farley (1977)
Business

Margaret McKenna (1977)
Business Education

Donald Wilken (1977)
Mathematics

Vernon Buck (1978)
Educ. Oppor. Program

Janet Hood (1978)
Student Health Service

James Mancuso (1978)
Psychology

Harold Story (1978)
Physics

Peter Benedict (1979)
Geology

Patricia Buchalter (1979)
Student Activities

Edward Cowley (1979)
Art

Bruce Marsh (1979)
Physics

ELECTED: ARTS & SCIENCES

Herbert Brown (1977)
Mathematics

John Dewey (1977)
Geology

May Kaftan-Kassim (1977)
Astronomy

Catharine Newbold (1977)
History

Barbara Rotundo (1977)
English

Laurel Andrew (1978)
Art History

Judith Fetterley (1978)
English

Helen Ghiradella (1978)
Biology

Josiah Gould (1978)
Philosophy

Yash Myer (1978)
Chemistry

Shelton Bank (1979)
Chemistry

Raymond Beneson (1979)
Physics

Francine Frank (1979)
Hispanic & Italian Studies

Curtis Hemerway (1979)
Astronomy/Physics

William Reese (1979)
Philosophy

1976-1977 Senate Membership--contd.

Malcolm Sherman (1977)
Mathematics

Richard Wilkinson (1978)
Anthropology

Caroline Whitbeck (1979)
Philosophy

John Therrien (1977)
Mathematics

Clara Tucker (1977)
History

ELECTED: EDUCATION

Anthony Lento (1977)
Off-Campus Supervision

Frank Femminella (1978)
Foundations of Education

Nicholas DeLuca (1979)
Educational Administration

Carolyn Rosenthal (1977)
Speech Pathology

Harriet Norton (1979)
Milne

James Victor (1977)
Psychology & Statistics

Murray Phillips (1979)
Educational Communications

ELECTED: BUSINESS

ELECTED: CRIMINAL JUSTICE

ELECTED: GSPA

Donald Bishko (1977)

Robert Hardt (1979)

Lester Hawkins (1979)

Roy Klages (1978)

ELECTED: LIBRARY

ELECTED: LIBRARY SCIENCE

ELECTED: NURSING

Harriet Eames (1978)

Joseph Morehead (1979)

Gloria Cardinali (1977)

Barbara Rice (1979)

ELECTED: SOCIAL WELFARE

Steven Pflanczer (1978)

APPOINTED SENATORS: ALL APPOINTED FOR ONE-YEAR TERMS

Neil Brown
Student Affairs

H. Peter Krosby
History, A&S

Hajimu Ogawa
Mathematics, A&S

Rodney Hart
Admissions

David Martin
Academic Affairs

Vincent O'Leary
Criminal Justice

John Kekes
Philosophy, A&S

Gilbert Moore
Education

Dean Snow
Anthropology, A&S

University Community Council--contd.

Teaching Faculty: *Curtis Hemerway, Astronomy, A&S
*Roy Klages, Business
Bruce Solnick, History, A&S

Non-Teaching Faculty: *Patricia Buchalter, Student Activities
David Long, Educational Communications Center

Undergraduate Students: *Michael Kranis
*Brad Scheiner

COUNCIL ON ACADEMIC FREEDOM AND ETHICS - J. Therrien, Convener

Teaching Faculty: Vincent Aceto, Library & Information Science
Melvin Bers, Economics, A&S
*Edward Cowley, Art, A&S
*Carolyn Rosenthal, Speech Pathology, Education
Myron Taylor, English, A&S
*John Therrien, Mathematics, A&S

Non-Teaching Faculty: Leila Moore, Residence
Yolanda Nix, Educational Opportunity Program

Undergraduate Students: *Hugh Hill
*Robyn Perchik

COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS - J. Dewey, Convener

Ex Officio: Phillip Sirotkin, Vice President for Academic Affairs

Teaching Faculty: *Kuan I. Chen, Economics, A&S
*John Dewey, Geology, A&S
Leonard Gordon, Educ. Psychology & Statistics, Education
*Josiah Gould, Philosophy, A&S
Roland Minch, Business
*Yash Myer, Chemistry, A&S
James Tedeschi, Psychology, A&S
Margaret Warren, Criminal Justice

Undergraduate Students: Warren Goldenberg

Undergraduate Academic Council--contd.

Undergraduate Students: *Andy Goldstein
*Cary Klein
*Ira Zimmerman

GRADUATE ACADEMIC COUNCIL - R. Hardt, Convener

Ex Officio: Phillip Sirotkin, Vice President for Academic Affairs
Louis Salkever, Vice President for Research

Teaching Faculty: Dorothy Christiansen, Library
John Gerber, English, A&S
*Robert Hardt, Criminal Justice
Mauritz Johnson, Curriculum & Instruction, Education
Sung Bok Kim, History, A&S
Robert Sanders, Rhetoric & Communication, A&S
Bernard Vonnegut, Atmospheric Sciences Research Center
*Donald Wilken, Mathematics, A&S (PENDING ACCEPTANCE)

Non-Teaching Faculty: Gerald Parker, Business

STUDENT AFFAIRS COUNCIL - P. Benedict, Convener

Ex Officio: Neil Brown, Dean for Student Affairs

Teaching Faculty: _____
*Peter Benedict, Geology, A&S
Edward Christiansen, Counseling, Education
Jerome Myers, Mathematics, A&S
*Harriet Norton, Instruction, Education
Lawrence Ries, English, A&S

Non-Teaching Faculty: James Doellefeld, Student Activities
*Janet Hood, Student Health Service
Carl Martin, Educational Opportunity Program

Undergraduate Students: *James Finnegan
*Susan Grober
William Hayes
*Jon Lafayette
*Jerry Mandelbaum
*Todd Miles
*Jay Sallaway

UNIVERSITY COMMUNITY COUNCIL - P. Buchalter, Convener

Ex Officio: Lewis Welch, Vice President for University Affairs
Norbert Zahn, Director of Faculty-Student Association
James Williams, Director of Security

Teaching Faculty: Toby Clyman, Slavic Studies, A&S
*Nicholas DeLuca, Educational Administration, Education

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

1976-1977 Council Membership

COUNCIL ON EDUCATIONAL POLICY - C. Newbold, Convener

Ex Officio: Emmett Fields, President of SUNYA
Phillip Sirotkin, Vice President for Academic Affairs
John Hartley, Vice President for Management & Planning
Louis Salkever, Vice President for Research
Lewis Welch, Vice President for University Affairs

Member, Conference of Academic Deans:

Teaching Faculty: *Shelton Bank, Chemistry, A&S
*Helen Ghiradella, Biology, A&S
Arthur Hitchcock, Counseling, Education
John Hoagland, Business
*Bruce Marsh, Physics, A&S
*Catharine Newbold, History, A&S
Frank Pogue, African & Afro-American Studies, A&S
*William Reese, Philosophy, A&S
John Spalek, German Studies, A&S
Sara Stevenson, Library

Non-Teaching Faculty: Robert Gibson, University College
*Rodney Hart, Admissions
Wendell Lorang, Institutional Research

Undergraduate Students: *Marc Kramer
Joanne Musson
*Richard Talesnick
*Ariane Ulrich
*David Weprin

UNDERGRADUATE ACADEMIC COUNCIL - B. Rotundo, Convener

Ex Officio: Phillip Sirotkin, Vice President for Academic Affairs
Robert Morris, Dean of Undergraduate Studies

Teaching Faculty: William Bray, Educational Opportunity Program/Business
Laurence Farrell, Music, A&S
*Hajimu Ogawa, Mathematics, A&S
*Barbara Rotundo, English, A&S
Kay Shaffer, Library
Alex Shane, Slavic Studies, A&S
Ivan Steen, History, A&S
*Richard Wilkinson, Anthropology, A&S

Non-Teaching Faculty: Richard Collier, University College

*Indicates Senators

4130

SIGN-IN
POSTER

Anne Dowling
Barbara Rice
John Velces

Steven D. Pfefferman
John Dewey

Ellen Deutschman
Andy Goldstein

Bruce Marsh

Harold Stong

Donald Baskin

Frank F. [unclear]

Arthur J. Kamenewsky

Harriet S. Nocton

Jo Zimmerman

Wendy Edwards

B. Rotunda

G. Bennett

Francis Ford

Jerome Mandelbaum

4/30

Sign-in
Roster

Murray & Phillips

Rod Hart

Jodd Miles

Steve Dimes

A. Ghisalla,

Raymond Benenst

Malcolm Sherman

Neil C. Brown

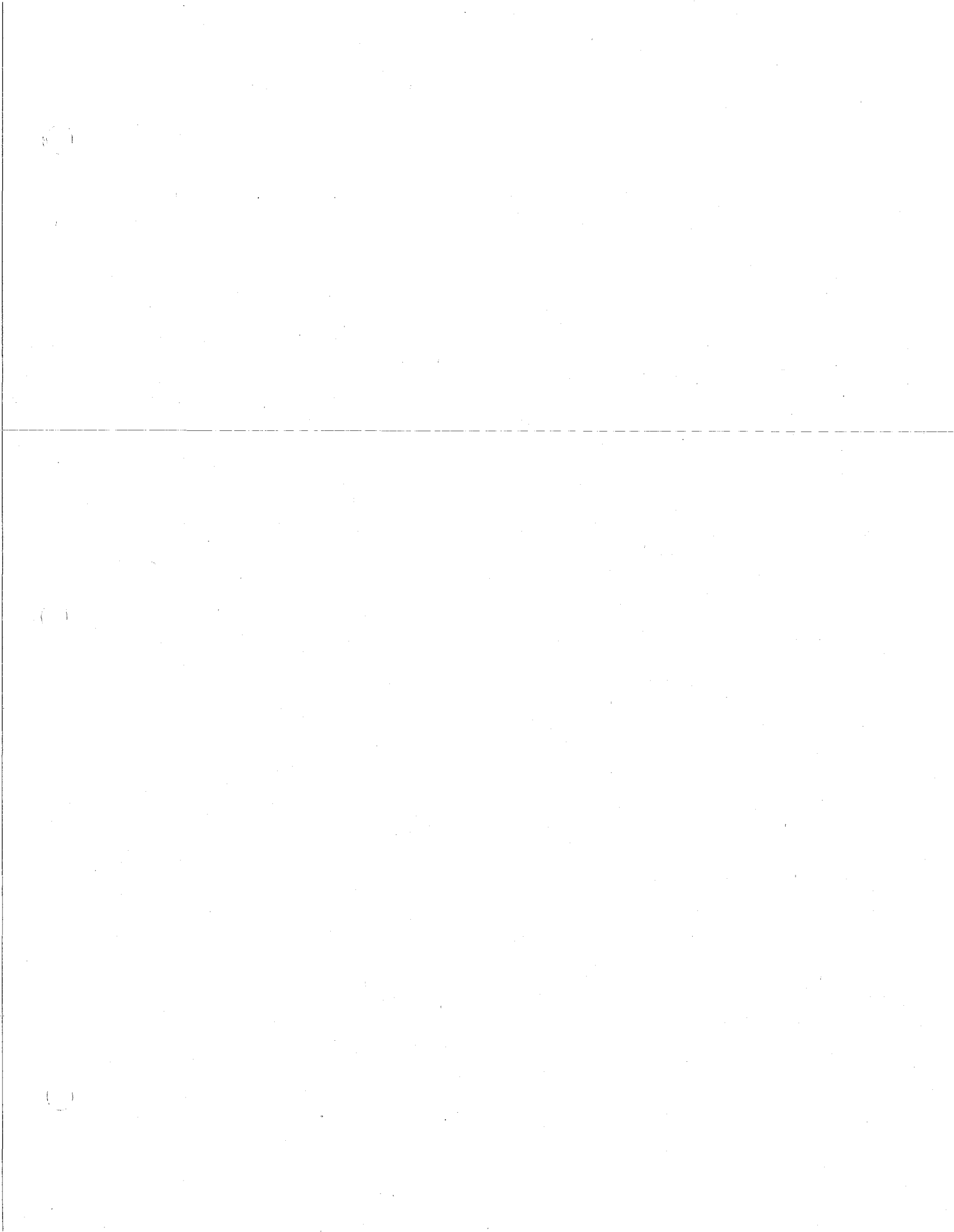
P. H. Hardt

William J. Reese

A. P. Crosby

H. Ogawa

Buchalka



UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

1976-1977
MEETING SCHEDULE

EXECUTIVE COMMITTEE

UNIVERSITY SENATE

SEPTEMBER 1

SEPTEMBER 13

SEPTEMBER 29

OCTOBER 11

OCTOBER 20

NOVEMBER 1

NOVEMBER 24

DECEMBER 6

JANUARY 17

JANUARY 24

JANUARY 26

FEBRUARY 7

FEBRUARY 28

MARCH 7

MARCH 30

APRIL 11

APRIL 20

MAY 2

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Powers of the University Senate

INTRODUCED BY: Executive Committee

It is hereby proposed that the following be enacted:

- I. That because the powers and responsibilities of the Faculty of State University of New York at Albany, all of which, with the exception of specific reservations, the Faculty has delegated to the SUNYA Senate, are vaguely stated as "...the development of the educational program of the University and....the conduct of the University's instruction, research and service programs, subject to the provisions of the New York State Education Law and the Policies of the Board of Trustees" (Art. I, Sec. 3.1), the Senate assumes upon itself the obligation to interpret the extent of those powers and responsibilities. Unless otherwise specifically directed by the Faculty, the Senate will construe its charge (Art. I, Sec. 3.2) in the broadest possible sense.
- II. That the Senate assumes that any policy, practice, or condition within the University which in its judgment significantly affects the quality of the institution's legitimate functioning is a proper concern of the Faculty, and hence, of the Senate.
- III. That the Senate, recognizing that the powers of the Faculty, and hence, its own, are limited by State Law, by the policies of the Board of Trustees, by the policies of the SUNYA Council, and by the prerogatives vested in the President of SUNYA, assumes that the Faculty properly expects to be consulted regarding any proposed change in these policies and regulations, and hence, the Senate expects to be so consulted.
- IV. That, although the Faculty, and hence, the Senate has no authority, beyond that of individual citizenship, for the governance of local, county, state, and national political jurisdictions, some policies and actions of external governmental bodies significantly affect the quality of the University's legitimate functioning, and on such matters the Faculty might properly be expected to register its approval or disapproval, as appropriate. When, therefore, and only when, a situation external to the University is demonstrated to the Senate's satisfaction to affect significantly the quality of the University's functioning, the Senate may appropriately express its approval or disapproval and if circumstances seem so to warrant, will seek endorsement of its action from the Faculty and the student body, through referendum. It shall be the responsibility of the sponsors of any resolution not calling for changes in the policies or procedures of the University itself to demonstrate, in the text of the proposed resolution, the bearing of the subject matter upon the functioning of the University.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Rules of Order

INTRODUCED BY: Executive Committee
September 10, 1973

In accordance with the Faculty By-laws, Article II, Section 5.23, (the Executive Committee shall make recommendations for improving the operation and maintaining the orderly process of the Senate), the Executive Committee proposes Bill No. 197374-01. This Bill is an attempt to eliminate some of the confusion which occasionally exists, and to identify past practice in the matter of Council reports. The recommendations are consistent with Roberts' Rules of Order, and clarify selected Senate procedures.

I. It is hereby proposed that the Senate adopt the following Rules of Order.

1. If a Senate meeting is still in session at 5:00 p.m., the parliamentarian shall so inform the Chairman. The Chairman will call for an appropriate motion, which might be one of the following:
 - 1.1 To adjourn (implies no topic on the floor).
 - 1.2 To table the current topic until the next regular meeting; to be followed by a motion to adjourn.
 - 1.3 To recess until _____ (for example, the following Monday at 3:00 p.m.
 - 1.4 To continue discussion until (specific time).
 - 1.5 To move the previous question; to be followed by a motion to adjourn, recess, or continue business until (specific time).
2. That insofar as possible, speakers on a topic be alternated as to their pro or con positions, with the exception that no Senator shall be denied the right to speak at least once during the debate.
3. That Council reports be handled in the following fashion:
 - 3.1 All Council reports shall be submitted in writing and shall clearly distinguish between information and recommendations for action.
 - 3.2 Recommendations for action shall be in the form of a Bill and shall be discussed and acted upon under "New Business".
 - 3.3 The informational section of a Council report may be questioned while the report is on the floor. If a Senator wishes to challenge any action taken by the Council, he shall do so by making an appropriate motion under "New Business".

II. That this Bill take effect immediately.

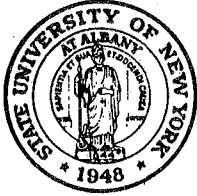
MOTION APPROVED - SEPTEMBER 17, 1973

CLASSIFICATION OF MOTIONS ACCORDING TO PRECEDENCE

	<u>Second Needed</u>	<u>Amend- able</u>	<u>Debat- able</u>	<u>Required Vote</u>	<u>Interrupt Speaker</u>
<u>PRIVILEGED MOTIONS</u>					
(In order of precedence)					
Fix time of next meeting	yes	yes	no ³	1/2	no
Adjourn	yes	no	no	1/2	no
Recess	yes	yes	no ³	1/2 ₂	no
Question of privilege	no	no	no	ch. ²	yes
<u>SUBSIDIARY MOTIONS</u>					
(In order of precedence)					
Lay on the table	yes	no	no	1/2	no
Previous question	yes	no	no	2/3	no
Limit debate	yes	yes	no	2/3	no
Postpone to a certain time	yes	yes	yes	1/2	no
Refer to a committee	yes	yes	yes	1/2	no
Committee of the whole	yes	yes	yes	1/2	no
Amend	yes	yes	1	1/2	no
Postpone indefinitely	yes	no	yes	1/2	no
<u>MAIN MOTIONS</u>					
(No order of precedence)					
Main motion for general business	yes	yes	yes	1/2	no
Take from the table	yes	no	no	1/2	no
Reconsider	yes	no	1	1/2	yes
Rescind	yes	yes	yes	2/3	no
Make special order of business	yes	yes	yes	2/3	no
<u>INCIDENTAL MOTIONS</u>					
(No order of precedence)					
Question of order	no	no	no	ch. ²	yes
Appeal from decision of chair	yes	no	1	1/2	yes
Suspend rules	yes	no	no	2/3	no
Object to consideration	no	no	no	2/3	yes
Parliamentary inquiry	no	no	no	ch.	yes
Request for information	no	no	no	ch.	yes
Withdraw a motion	no	no	no	1/2	no

1. Debatable only when the motion to which it is applied was debatable.
2. Requires only chair's decision; majority vote if appealed from chair.
3. Original motion not debatable; amendment debatable.

NOTE: 1/2 means one more than half of those voting (simple majority); 2/3 means two-thirds of those voting.



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

DATE: May 3, 1976

TIME: 3 P. M.

LOCATION: CC Assembly Hall

A G E N D A

1. Approval of Minutes
2. Chairman's Report
3. Council & Committee Reports
4. Old Business:
 - 4.1 Bill No. 197576-03 (Faculty Workload)
5. New Business:
 - 5.1 Bill No. 197576-06 (Library Council)
 - 5.2 Bill No. 197576-07 (Membership on the Council on Educational Policy)
 - 5.3 Other
6. Adjournment



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

Minutes of May 3, 1976

ABSENT: G. Bennett; T. Bohem; H. Brown; S. Brown; G. Cardinali; N. DeLuca;
C. Edwards; H. Farley; J. Fetterley; A. Goldstein; H. Grossman;
R. Klages; B. Klein; C. Klein; A. Lento; M. McKenna; Y. Myer;
D. Nichols; B. O'Brien; F. Ohmacht; P. Raskin; L. Salkever;
M. Sherman; D. Snow; J. Therrien; J. Victor; C. Waterman;
D. Weprin; D. Wilkin

The meeting was called to order at 3:15 p.m. by the Chairman in the Campus Center Assembly Hall.

1. Approval of Minutes

Senator Tucker moved approval of the Minutes of the April 5 meeting; motion seconded by Senator Gibson and approved.

2. Council & Committee Reports

- 2.1 Written reports were submitted by the Undergraduate Academic Council, the Student Affairs Council, the University Community Council, and the Council on Promotions and Continuing Appointments.
- 2.2 Executive Committee - The Chairman reported briefly on the recent meeting of the Chancellor with the heads of the governance bodies in the SUNY system.

All Council Chairmen were reminded that their annual reports were due in the Senate Office before the end of the semester.

3. Bill No. 197576-03 (Faculty Workload)

- 3.1 Senator Frank moved to refer Bill No. 197576-03 to the Council on Educational Policy for revision; motion seconded by Senator Story.

The Chairman noted that this matter is currently being considered by the negotiators working on the new UUP-State of New York contract; it is very unlikely that any action taken by our Senate would have an effect on the negotiations.

Question called. Motion to refer Bill No. 197576-03 to the Council on Educational Policy approved by majority vote.

4. Bill No. 197576-06 (Library Council)

4.1 Senator Holstein moved approval of Bill No. 197576-06; motion seconded.

4.2 Senator Zimmerman moved to amend the Bill to read two undergraduate students and two graduate students; motion seconded by Senator Paulin.

Senator Chesin moved to amend Senator Zimmerman's motion by adding "One other faculty member". This was agreeable to Senator Zimmerman and was accepted as a friendly amendment.

Motion to amend approved by majority vote.

Question called on the main motion. Main motion approved by majority vote.

The Executive Committee was instructed to formulate a report on the supervision of the Educational Communications Center and the Computing Center.

5. Bill No. 197576-07 (Membership on the Council on Educational Policy)

5.1 Senator Gibson moved approval of Bill No. 197576-07; motion seconded.

Bill No. 197576-07 was approved without discussion.

The meeting was adjourned at 4:05 p.m.

REPORT TO THE SENATE

FROM: Barbara Rotundo, Chairperson
Undergraduate Academic Council

DATE: 3 May 1976

The Undergraduate Academic Council (UAC) met on 7 April 1976 and reports the following:

FOR INFORMATION

1. The Council investigated the request to increase from five to ten percent the quota of undergraduate students admitted under the Talented Student Admissions Program (TSAP). This request was rejected because at this point only about one-half of the available TSAP slots are filled and there was no compelling reason to provide more slots.

2. The curriculum committee continues to review the issue of undergraduate degree requirements.

3. The council reviewed the report submitted by the ad hoc committee on academic advisement and forwarded it to the vice president for academic affairs.

4. The council investigated the attendance statement in the undergraduate bulletin and decided to delete the sentence which says a student's course registration may be terminated because of excessive absences. This action is consistent with the recently revised policy on the "W" grade.

FOR ACTION

None

REPORTS TO THE SENATE

MAY 3, 1976

FROM: Karleen Karlson, Secretary
Student Affairs Council

The following is a summary of the business items which have been discussed in Student Affairs Council this semester.

February: A presentation was made by Dean Brown regarding the effect budget cuts will have on student services.

March: SAC accepted the proposals for four living area groups: 4 + 2, Alumni Coed Housing, Tappan and Irving Coed Housing, and the Eastman Tower Recreation Section. The Subcommittee on Residence also proposed that SAC accept the Policies and Procedures for Common Areas Use in Residences. This was accepted by SAC.

April: Bill Hayes became the new chairperson for SAC. Carl Martin, Chairperson of the Financial Aids Subcommittee, proposed that the Financial Aids Car Policy be abolished. This was passed by SAC. Policy changes submitted by the Committee to evaluate University Alcohol Policy were passed unanimously by SAC. Revisions for the 1976-77 Student Guidelines presented by Henry Kirchner were accepted by SAC.

FROM: Patricia Buchalter, Chairperson
University Community Council

February - April 1976 Report

The Council has met two times during this period. Topics discussed and action taken (if any):

1. establishment of a temporary subcommittee to function as the final appeal for a special parking permit appeal.
2. a question of designating no smoking areas in the cafeterias was referred to the Food Committees of the Quadrangles.
3. the issue of the completeness and clarity of printed parking regulations is still under discussion.
4. the Council agreed to conduct an informal self-evaluation at its final meeting of the semester.

1975-76 ANNUAL REPORT
OF
ACTIONS TAKEN BY THE
COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS

During the 1975-76 academic year, the Council considered 31 requests for promotion, 33 requests for continuing appointments, and one request for reconsideration of continuing appointment. The attached tables provide the details of the actions taken and a very brief summary of those actions.

MEMBERS OF THE
COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS

John Dewey
Arthur Ekirch
Frank Femminella
Laura Gamble
Judith Lilienfeld
Robert Meyers

Roland Minch
Erna Moore
Yash Myer
Marguerite Warren
Phillip Sirotkin
(ex officio)

RECOMMENDATIONS FOR CONTINUING APPOINTMENT

1975-76

1975-76 Academic Rank	Action by Initial Academic Review Committee	Action by Chairperson	Action by Sub- sequent Academic Review Committee	Action by Dean	Action by Council on Promotions & Continuing Appointments	Action by President					
Assistant	Yes - 22	{ Yes - 18 No - 2 No Rec - 2	{ Yes - 16 No - 2 No - 2 Yes - 1 No Rec - 1	{ Yes - 13 No - 3 No - 2 No - 2 Yes - 1 Yes - 1	{ Yes - 9 No - 4 No - 1 No Rec - 2 No - 2 No - 2 Yes - 1 Yes - 1	{ Yes - 8 No - 1 No - 4 No - 1 No - 2 No - 2 No - 2 Yes - 1 Yes - 1					
Professor							{ No - 2 No Rec - 1	{ No - 2 No Rec - 1	{ No - 2 No - 1	{ No - 2 No Rec - 1	{ No - 2 No - 1
Associate Professor	Yes - 4	Yes - 3 No Rec - 1	Yes - 3 Yes - 1	Yes - 3 Yes - 1	{ Yes - 2 No Rec - 1 Yes - 1	Yes - 2 Yes - 1 Yes - 1					
Professor	Yes - 1	Yes - 1	Yes - 1	Yes - 1	Yes - 1	Yes - 1					
Assistant Librarian	Yes - 1	No Rec - 1	Yes - 1	Yes - 1	Yes - 1	Yes - 1					
Associate Librarian	Yes - 2	No Rec - 2	Yes - 2	Yes - 2	Yes - 2	Yes - 2					
TOTAL ACTIONS	33 100%	33 100%	33 100%	33 100%	33 100%	33 100%					
Approved	30 91%	22 67%	25 76%	23 70%	18 55%	18 55%					
Disapproved	3 9%	4 12%	7 21%	10 30%	12 36%	15 45%					
No Rec.	0	7 21%	1 3%	0	3 9%	0					

RECONSIDERATIONS

Assistant Professor	No - 1	Yes - 1	No - 1	No - 1	No - 1	No - 1
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NOTES: 1) "No Rec" indicates "no recommendation" which may be the result of an evenly divided vote, lack of a chairperson's recommendation, or a situation in which a school has chosen to have the Council on Promotions and Continuing Appointments act as the "subsequent academic review committee".

2) "Reconsiderations" are requests for continuing appointment which were acted upon on a mandatory basis in 1974-75, but which, as a result of new evidence, were considered again in 1975-76.

PROPOSAL

The members of the Academic Services Council propose the dissolution of the current ASC and the creation of a Library Council, effective for the 1976-77 academic year, and also recommend that the present mode of an administratively appointed advisory committee for the Computing Center be continued and a comparable body be constituted for the ECC.

Proposed Membership: Director of the Library (ex officio)
Two members from each Division of the College of Arts
& Sciences
Three members from the Professional Schools taken
together
One Undergraduate Student
One Graduate Student

Total: Twelve, of whom two must be Senators

Charge: To establish policies for the Library and guidelines for its development.

RATIONALE

The ASC as presently constituted has proven to be unable adequately and efficiently to deal with the three bodies for which it is responsible, the Library, ECC and Computing Center. The present membership feels that both the ECC and the Computing Center are involved almost exclusively with continuing operational problems which could best be met by a committee which is able to maintain some stable membership over several years and which is made up of faculty members and professionals who use the services of these centers. A major problem of the ASC has been educating its many new members each year as to the nature and functions of the centers. This year the ECC subcommittee of the ASC has expanded its membership to include those familiar with the facilities and we believe that the most efficient use of the mechanism already established by this subcommittee would be to continue it as an advisory committee next year. The ASC would welcome suggestions for a more efficient way of obtaining feedback from the Computing Center advisory committee and the new ECC committee to the Senate, as this has been a major problem.

A further problem has been getting teaching faculty to serve on the Library committee. We hope that a separate Library Council would attract more people willing to serve, and feel that since the Library deals with policy issues as well as operational matters, it warrants a separate council with a specific charge. It is worth noting that the outside evaluators for the Library pointed out that the present mechanism (ASC) seemed to be ineffective and thought that a Library Council might work on this campus as it does at other institutions.

5/3

Attendance roster

✓ Laurel Andrew

A. Prentice

F. Farrell

✓ O. Fred

R. H. Gibson

C. Tucker

D. Bishop

Harold Cannon

✓ John B. Fowl -

✓ P. S. Maudslott

A. Ghisadella

Alfred P. Finkbecker

Neil C. Brown

Stanley Piskowski

✓ John W. Hartley

✓ Emmet Fields

✓ Lucy Hadden

Loa Zimmerman

Sorrell E. Chesin

✓ Bob M. Garland

R. Wilkinson

✓ Ed. Hesper

Chly T. H.

Amey Paulin

John Mielke

✓ Bob Frost

✓ Carolyn Prentiss

✓ B. R. G. Lund

W. K. Holsten

Harold Hoy

✓ C. T. Schmidt

✓ Clarence Zap

✓ J. P. R.

✓ N. Beul

R. Sirotkin

✓ Ruth Schmidt

✓ L. P. Kitch

5/3

Attendance Roster

Matthew Seiden

✓ Tol Dewey

James C. Mancuso

✓ Daniel Hood

✓ Jack H. Smith

✓ Mike More

✓ J. Lebowitz

Richard Kunder

✓ Jerome Madelbaum



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

DATE: September 13, 1976

TIME: 3 p.m.

LOCATION: Alumni House

The Senate will hold its first meeting on September 13. We have planned a brief business session which will be followed by a buffet reception at 3:45 p.m. to which all members of the Senate are invited. (We regret that we cannot invite any additional guests.)

AGENDA

1. Approval of Minutes
2. President's Report
3. Council & Committee Reports
4. New Business
5. Adjournment



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

Minutes of September 13, 1976

The meeting was called to order at 3:10 p.m. by the Chairman, Clara Tucker, in the Alumni House.

1. Senator Tompkins moved approval of the Minutes of the April 30 and May 10 meetings; motion seconded and approved.

2. Council & Committee Reports

Executive Committee - James Riedel was added to the membership list for the Library Council. William Brown was added to the membership list for the CAFE. Senator Bishko moved approval of the Council appointments; motion seconded and approved.

EPC - Senator Ghiradella, Chairman of the EPC, noted that the Long-Range Planning Subcommittee has been working on the proposed Mission Statement since early August and has recommended several changes in the original draft. The copy of the Mission Statement published in the Tower Tribune reflects the committee's criticisms. The EPC, as a whole, is still considering the document.

GAC - Mauritz Johnson and Donald Wilken were elected co-chairmen.

Library Council - Senator Feldman expressed concern over the recent cut in library hours. He requested that the Library Council give prompt attention to the matter of the cuts.

3. Bill No. 197677-01 (Voter Registration)

Senator Deutschman moved approval of the bill; motion seconded. Bill 7677-01 approved without dissent.

4. Board of Regents' Tentative Statewide Plan

The Chairman announced that a copy of the Plan will be circulated through each building on the Podium. All Senators are requested to review the Plan.

Senator O'Leary moved that the Executive Committee be directed to respond to the Board of Regents Plan. Motion seconded and approved.

The meeting was adjourned at 3:35 p.m.

REPORT TO THE SENATE

FROM: Clara J. Tucker, Chairman
Senate Executive Committee

For Action

The Executive Committee recommends the following appointments:

UAC: James Aronoff, Sophomore

GAC: Rich Levine, Senior
Frieda Malcolm, Graduate (Geology)
Doris White Vlahides, Graduate (English)

UCC: Bruce Altman, Senior

SAC: Gloria Cardinali, Nursing

Library: Murray Phillips, Educational Communications
Gary Bennett, Undergraduate
Thomas Conley, Rhetoric & Communications
Alberto Carlos, Hispanic & Italian Studies
Norman Hoyle, Library & Information Science
Donald Liedel, History
Howie Nowack, Undergraduate
John Pipkin, Geography
David Shub, Biology
Caroline Whitbeck, Philosophy

For Information

The Committee held a brief discussion regarding the reorganization of the College of Arts & Sciences.

The President presented a report concerning the Board of Regents' Tentative Statewide Plan for the Development of Post-Secondary Education.

The Committee received resolution regarding voter registration.

There was a brief discussion of the cut-backs in library hours.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Voter Registration

INTRODUCED BY: Senators M. Berkowsky, E. Deutschman
and P. Feldman
September 13, 1976

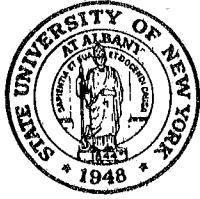
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

WHEREAS, there is a SASU (Student Association of the State University, Inc.) voter registration drive being propelled on all State University campuses,

WHEREAS, SUNY-Albany SA (e.g., EOPSA and SA groups) and SASU, are taking a major role in registering all unregistered University personnel (students, staff, faculty, and administrators) to vote,

WHEREAS, SUNY-Albany voter registration coordinators need support and encouragement from all University personnel.

BE IT THEREFORE RESOLVED, that the Senate strongly recommends that all faculty and administrators endorse and encourage this voter registration drive through announcements to their students and staff members of the urgency and significance of this drive. The last day of the drive is September 24, and students, staff, faculty, and administrators should be encouraged to register before that day.



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

DATE: October 11, 1976

TIME: 3 P. M.

LOCATION: Lecture Center 18

A G E N D A

1. Approval of Minutes of September 13 Meeting
2. Council & Committee Reports
3. Open Hearing on Mission Statement

Now that the Senate Councils are nearing completion of their work on the Mission Statement, the Executive Committee wishes to give all of its members and all interested members of the University community an opportunity to offer their views and suggestions concerning the document. Therefore, the October 11 meeting will be an open hearing on the Mission Statement. *Members of the University community are invited to attend and to join in the discussion.*

Those who wish to read prepared statements at the meeting should contact the Senate Office (AD 112 - 457-6481). We will arrange to have such statements presented before the floor is open to discussion. Please limit yourself to five minutes.

The Executive Committee will not recommend action on the Mission Statement at this meeting. Our purpose is to encourage full discussion of the Statement before it is completed, rather than to debate any formal motion with regard to it. We will recommend action on the Mission Statement when it is in its final form.



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

Minutes of October 11, 1976

ABSENT: L. Andrew; P. Benedict; H. Brown; S. Brown; G. Cardinali;
E. Cowley; N. DeLuca; J. Dewey; H. Eames; C. Edwards;
H. Farley; A. Finkelstein; J. Finnegan; J. Gould; C. Hemenway;
J. Hood; J. Kekes; C. Klein; M. Kramer; J. Lafayette;
J. Mancuso; J. Mandelbaum; G. Moore; J. Morehead; Y. Myer;
S. Pflanczer; W. Reese; B. Rice; L. Salkever; J. Sallaway;
C. J. Schmidt; J. Victor; D. Weprin; C. Whitbeck

The meeting was called to order at 3:10 P. M. in Lecture Center 18 by the Chairman.

1. Approval of Minutes

Senator D. Bishko moved approval of the Minutes of the meeting of September 13, 1976; motion seconded and approved.

2. Council & Committee Reports

Written reports were submitted by the Council on Educational Policy, the Undergraduate Academic Council, the Graduate Academic Council, the Student Affairs Council, the University Community Council, and the Council on Academic Freedom and Ethics.

3. Senator P. Tompkins moved that the Senate adjourn so that there might be an open forum and discussion of the proposed Mission Statement. Motion seconded and approved.

The meeting was adjourned at 3:20 P. M.

REPORTS TO THE SENATE

FROM: John Therrien, Chairman
Council on Academic Freedom and Ethics

DATE: October 11, 1976

CAFE has scheduled weekly meetings for the rest of the academic year. In addition to several complaints, the Council is also working on a revision of Bill No. 197475-10 (Conduct and Responsibility of Instructional Staff).

FROM: Patricia Buchalter, Chairperson
University Community Council

DATE: October 11, 1976

UCC held its organizational meeting in May 1976. Officers for this year are Patricia Buchalter, Chairperson and David Long, Secretary. Issues identified for the Council's attention during the 1976-77 academic year thus far, are:

1. Evaluation of the Parking Appeals process.
2. Use of University facilities by non-university persons and organizations.
3. Evaluation of the one-year Council membership as it relates to UCC's effectiveness.

At its September 20 meeting, these committee chairpersons were named and accepted:

Parking Appeals Committee - Bruce Solnick
Public Safety Advisory Committee - Nicholas DeLuca
Faculty Handbook Committee - Lewis Welch, Roy Klages
Town/Gown Committee: To be appointed

The Council will meet on the last Wednesday of every month at 12:15 p.m.

FROM: William Hayes, Co-Chairman
Student Affairs Council

DATE: October 11, 1976

The Student Affairs Council for 1976-77 has met and William Hayes and Lawrence Ries have agreed to accept leadership positions with the Council. It was agreed that bi-weekly meetings of the Council will be held beginning on October 8. It was also agreed that the agenda of the October 8 meeting will be utilized to confirm the leadership and membership of the Council's standing committee, to engage in discussion of the University's Mission Statement, and to review the need for a committee on the Student Health Service.

FROM: Donald Wilken, Co-Chairman
Graduate Academic Council

DATE: October 11, 1976

The GAC has met regularly during September and elected its officers and approved nominations for its standing committees. The membership of the standing committees is as follows:

Committee on Admissions and Academic Standing

Thomas Anderson, Business
William Closson, Math and Science
Gordon Purrington, Education
Robert Sanders, Humanities
Mark Yerburch, Library

Paul A. Saimond, Graduate Office Liaison

Committee on Curriculum and Instruction

Robert Burgess, Library and Information Science
Dorothy Christiansen, Library
James Groark, Library
Kathleen Kendall, Humanities
Nan Lin, Social Sciences
William Robbins, Two-Year College Center
Richard Stroess, Math and Science

Albina Grignon, Graduate Office Liaison

Committee on Educational Policies and Procedures

Edward Hickcox, Education
Sung Bok Kim, Social Sciences
Diane Levy, Humanities
Gerald Parker, Business
Max Siporin, Social Welfare
Marguerite Warren, Criminal Justice

Richard Farrell, Graduate Office Liaison

Committee on Innovative and Interdisciplinary Studies

Hollis Blodgett, Education
Jean Farrington, Library
James Fleming, Education
Francine Frank, Humanities
John Gerber, Humanities
Harry Hamilton, Math and Science
Robert Hardt, Criminal Justice
Robert Hoffman, Social Science
Ronald Stewart, Organized Research
Caroline Whitbeck, Humanities

George Frangos, Graduate Office Liaison

Committee for Review of Graduate ProgramsSection A (Sciences)

John Dewey, Geology
Josiah Gould, Philosophy
Henry Kuivila, Chemistry
Jerry Weinberg, Organized Research
Donald Wilken, Mathematics

Section B (Social Sciences and Professional Schools)

Kendall Birr, History
Dorothy Christiansen, Library
Frank Kolmin, Business
James Riedel, Political Science
John Rosenbach, Education

George Frangos, Graduate Office Liaison

The Council plans to hold its meetings on alternate Fridays at 10:00 a.m.

The Council accepted, with approval, the evaluation report of its Committee for Review of Graduate Programs in Social Science on the Program in Speech Pathology and Audiology. The Council also submitted to the President its nominations for the proposed campus-wide task force to study the problem of graduate student recruitment and financial aid.

The Committee for the Review of Graduate Programs has, or will shortly, begin its evaluations of the following programs and centers: Neurobiological Research Center; Atmospheric Sciences Research Center; Comparative Development Center; Public Administration, D.P.A. and M.P.A.; Counseling, Ed.D. and U.C.; Student Personnel, Ed.D. and U.C.; Rehabilitation Counseling, M.S.; and the School of Education.

The other standing committees of the Council are now having their organizational meetings.

FROM: Barbara Rotundo, Chairperson
Undergraduate Academic Council

DATE: October 11, 1976

The Undergraduate Academic Council met on 9 September and 27 September 1976 and reports the following:

For Information

1. The student proposals for independent study courses and student-designed, interdisciplinary majors submitted for the Fall session 1976, which normally would be handled by a subcommittee of CAP in the

Undergraduate Academic Council--contd.

College of Arts and Sciences, will be dealt with by the UAC. The Chairperson was directed to send a memo to the deans and the Academic Vice President offering the services of the UAC for making permanent plans for handling interdisciplinary matters.

2. A special committee was charged with writing up a response to the proposed Mission Statement which will be considered at the next meeting.

3. The UAC and the Special Committee to Review the Undergraduate Experience (SCRUE) met with President Fields and agreed that SCRUE will be the only committee examining the "undergraduate academic experience" as presented by the College of Arts and Sciences and mandated by a letter from President Fields.

The Chairperson of SCRUE was asked to be a member of the UAC.

For Action

None

FROM: Helen Ghiradella, Chairperson
Council on Educational Policy

DATE: October 11, 1976

The Council on Educational Policy met on 8 September and 27 September 1976 and reports the following:

For Information

1. The Resource Allocation Subcommittee has been working with the Vice Presidents for Academic Affairs and Finance and Business to review the budgetary process.

2. The EPC will review the responses from departments and individuals to the proposed Mission Statement.

For Action

None

UNIVERSITY SENATE

OCTOBER 11, 1976

Hearing on the Mission Statement

Speakers

1. Hans Pohlsander, Department of Classics
2. Steven DiMeo, President - Student Association
3. Robert Creegan, Department of Philosophy

4. Barry Krauchuk, Student
5. Richard Wilkie, Department of Rhetoric & Communication
6. Paul Feldman, Student (Member of Executive Committee)
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A Proposed Statement of Mission

INTRODUCTION

This document sets forth a proposed statement of mission for the State University of New York at Albany. It is tentative in its present form and is being distributed to appropriate groups and individuals both on and off the campus for reaction and response. The document is also incomplete, in that it does not contain specific school or department plans for the future. Those plans will be developed during 1976-77 as a part of a comprehensive planning process and ultimately appended to this document.

As used in this document, the term "mission" refers to the goals, objectives, and priorities of the institution as a whole. These are first-order decisions which define *what* the institution should do rather than *how* it should be done. A complete plan must address both formulative and implemental questions, of course, but it is important to separate the two initially. Full discussion of future direction can be more effectively accomplished if unfettered by implementation issues which, while important to the final plan, rest upon the more basic questions from which "mission" is derived.

The evolution of the Albany campus is traced briefly in Part I to establish the historical context in which future-oriented decisions are to be made. In Part II the major forces affecting our future mission are examined. A rather detailed list of goals and objectives is presented in Parts III and IV, with emphasis on the end results which we should seek to achieve as a major institution of higher learning. Part V focuses on the academic program offerings and priorities for the next three years and establishes the basic framework for program planning within schools and departments. A brief discussion of administrative functions and priorities is presented in Part VI, with emphasis on the major actions to be taken to facilitate the work of faculty. Finally, Part VII is devoted to a discussion of the major steps which must be accomplished in order to move toward implementation of university mission and the development of a comprehensive action plan for the future.

PART I: HISTORICAL PERSPECTIVE

The University at Albany has a rich and eventful past, a past that has always been characterized by a strong focus upon quality education. Whatever its form the institution has consistently been identified as one of the best. As a result, its reputation as an institution of higher education is strong and its list of notable graduates lengthy. The future mission of this institution reflects this persistent commitment to quality education and academic reputation, both in its programs and in its graduates.

Historical Development: 1844-1962

Founded in 1844 as the State Normal School (later changed to New York State Normal College), the institution's primary purpose for its first 60 years of existence was the preparation of teachers for elementary and secondary schools. In 1905, the mission changed dramatically: all courses of study designed to prepare elementary school teachers were discontinued;

admissions requirements were made essentially the same as those of other eastern colleges of good standing; and, most importantly, all students were required to pursue subjects deemed essential to a liberal education. Also in 1905, the institution was authorized to award the Bachelor of Arts and Bachelor of Science degrees. Through these changes the College was committed to preparing a liberally educated person who was also competent to teach in the secondary schools.

The succeeding decades saw that commitment fulfilled. Under the leadership of William J. Milne, Abram R. Brubacher and John M. Sayles, a faculty noted for its devotion to liberal education was recruited; and the distinction between a "teachers' college" and a "college for teachers" was transformed from a semantic subtlety into an instructional reality. Though the size of the College changed little during this period, its intellectual development proceeded robustly, as evidenced by a lateral growth into the full range of arts and sciences and a vertical growth into masters programs geared to the continuing professional needs of its constituency in secondary education.

In 1948, along with its sister public institutions, the College became a part of the newly established State University of New York (SUNY). Its primary mission remained unchanged, however, and it was not until September, 1961, that the College enrolled its first class of undergraduate students in liberal arts programs which did not include any required study in teacher education. In 1962, the institution was designated as one of four university centers to be developed in the SUNY system and thus began the rapid transition from a single-purpose college to its present role as a center for graduate and undergraduate education.

The Growth Era: 1962-1971

In the decade following its designation as a university center, the Albany campus experienced rapid growth in program offerings, enrollments, and resources. The number of academic departments tripled, enrollments and faculty quadrupled, library holdings increased tenfold, and a new physical plant was constructed and occupied. The growth was more than numeric and physical, of course, and the sense of quality expected of a major university permeated decisions made on program development, faculty recruitment, and student admissions. Visible evidence of the continued emphasis placed on quality during the growth era can be seen in the test scores of entering students, the scholarly achievements of faculty, the existence of numerous honor societies, and the high demand for admission at both the undergraduate and graduate level. The initiation of a chapter of Phi Beta Kappa in a later period (March, 1974) finds its roots in the insisted emphasis on quality throughout the new University's first decade.

The rather sudden change in role, and hence in expectations of the campus, necessitated expansion on a broad front. The range of programs appropriate to a major university had to be developed rapidly and in a constricted time frame. Aspirations were defined at a high level and, with few exceptions, were realized. The quantitative and qualitative elements of growth were

mutually reinforcing, and the University was in many ways a product of the munificence of the times and the esteem in which higher education was held. By the end of this decade of growth, the University was offering 49 baccalaureate programs, 52 masters programs, and 28 at the doctoral level — a remarkable achievement given the high quality which was also attained in many programs.

Thus the dominant feature of the era was growth, not unplanned or undirected expansion, but growth on the broad front of program activity necessitated by the times. Little attention had to be given to the question of institutional mission under such expansionist conditions, as the problem of choice had primarily an additive dimension, i.e., decisions on which programs to add and/or expand were made only at the expense of not adding and/or expanding some other programs. When steady-state conditions emerged rather abruptly in the early 1970's, few institutions were prepared to adjust to the prospect of equilibrium or of decline in program activity — and the University at Albany was no exception.

The Recent Past: 1971-Present

Only with fulfillment of the grim predictions of steady-state financing have institutions begun to seriously address the question of mission and priorities. The University at Albany began earlier than most, adopting redeployment strategies in the early 1970's to cope with shifts in workload patterns which resulted from the elimination of all distribution requirements for baccalaureate degrees. The redeployments were ad hoc in nature, however, and were based on a narrow assessment of the circumstances peculiar to one or more programs at the time, rather than being guided by a more comprehensive plan for institutional development.

The work of the Select Committee on Academic Program Priorities in 1975 represented a significant break with the past pattern of sequential redeployment. That group made recommendations with regard to position redeployments and program cuts within a single iterative process, i.e., all programs were examined together, and no single recommendation was made final prior to an examination of the whole. The work of the Presidential Task Force on Priorities and Resources in early 1976 continued the pattern of making resource allocation decisions in simultaneous, rather than sequential, fashion.

While neither the Select Committee nor the Presidential Task Force was charged with delineating long-range developmental priorities for the campus, the work of both focused attention on the need for such a plan. The Educational Policy Council also recognized the need for a "coherent institutional plan" in its review of the Task Force's report. It has become apparent to all that the times have changed, and that our future development must be guided by more than a broad and generally unstated sense of university purpose. We, and others like us, are in a critical period. If institutions of higher education are to effectively use the increasingly scarce resources available to them, decisions about those resources must reflect *prior* decisions on goals, objectives, and developmental

priorities. Thus we must not only be more selective in our choices as to what is important, but also ensure that those choices are subsequently reflected in budgetary decisions.

The following pages offer a proposed statement of mission to guide our future activities as a major university center. The intent is to develop an institutional direction which at once provides a commonality of purpose and preserves the rich diversity of the intellectual enterprise. The future is uncertain but challenging — we must prepare well and move boldly.

PART II: MAJOR FORCES AFFECTING FUTURE MISSION

The future mission and priorities of the University at Albany must be shaped in response to four interrelated forces:

- Its designation as a university center within the SUNY system, and hence its role as an institution devoted to the highest order of learning.
- The needs and opportunities inherent in the immediate environment — the Capital District and the northeastern region of New York State.
- The internal strengths and resources of the institution — human, financial, and physical.
- The premise that all programs and activities undertaken must meet standards of quality appropriate to a university of national and international reputation.

Each of the above forces has significant implications for the future development of the campus and will be discussed separately below.

The Concept of a University Center

There are four university centers within the SUNY system: Albany, Binghamton, Buffalo, and Stony Brook. These campuses, while themselves different in many ways, share several common features which distinguish them from the four-year colleges, the community colleges, and other units within SUNY:

- The offering of a broad range of programs encompassing the humanities, fine arts, social sciences, natural sciences, and professional schools.
- Development and maintenance of doctoral, masters, and other advanced degree programs which strengthen and reinforce undergraduate offerings in the disciplines and professional fields.
- A balanced emphasis on research and teaching which stresses integration of the two activities and excellence in each.
- A significant proportion of graduate and advanced professional students.
- An enrollment mix which maintains an appropriate balance among in-state, out-of-state, and foreign students.
- Program offerings and content geared in part to a national market at necessarily national levels of quality.
- An intellectual climate for students dominated by the focus on advanced education of high quality.

These common features of the four university centers establish a context for their work which is distinctly national and international in character. They are institutions devoted to the highest order of learning and, as such, are obligated to the advancement of knowledge on behalf of the society at large and to the attainment of excellence in both teaching and research as measured by rigorous standards of scholarship.

These features, in turn, require a strong emphasis on graduate education; faculty and students of high intellectual competence; performance expectations appropriate to a first-class university; and a shared commitment on the part of faculty, staff, and students to those values which underlie the learning process and the search for knowledge.

What are the principal values to which we must be committed as a major university? First is a commitment to education of the whole person. A university is obligated to equip students with a variety of intellectual paradigms and strategies and to stimulate a genuine excitement for learning — in short, to provide a liberal education which has as its aim the complete development of self. This basic premise holds true regardless of the specific area of study chosen by a given student, for specialized study without exposure to the ideas, principles, and theories central to all learning can only result in intellectual parochialism and short-sightedness. Thus the interconnectedness of knowledge, as well as the increasingly complex nature of our society, demands that students be educated broadly and well. The goals and objectives for student development presented in Part III of this document reflect our commitment to education of the whole person.

The second value builds on the first, in that the interconnectedness of knowledge and the liberal learning principle together create the need for a critical mass of disciplines and fields of study at a university. Without a broad range of undergraduate and graduate offerings in the humanities, fine arts, sciences, and selected professional fields, an institution cannot lay claim to being a university. This assertion arises partially from the need to offer that range of programs essential to a liberal education, but it arises more forcefully from the fact that no discipline or field of study is an intellectual island. In many instances the mutually reinforcing nature of disciplines and fields is readily apparent, especially within the broad intellectual families which form natural groupings within a university. Interactions across these broad families exist but are not so readily apparent. For example, the social sciences provide much of the theoretical underpinnings for advanced study in a variety of professional fields. In turn, the construction and testing of theories in the professional schools reinforces and adds to the store of knowledge in the underlying disciplines. Interactions of similar character can be traced across other groupings, as problems of an interdisciplinary nature emerge and demand the application of diverse research strategies and skills.

Just as important to the concept of a university are those interactions which do not emerge directly from knowledge interdependencies, but arise rather from the shared commitment of scholars to the advancement of knowledge in all its forms. The pursuit of knowledge does not proceed *in vacuo*, no matter how specialized the subject. All forms of scholarly inquiry are inextricably bound together, as paradigms, concepts, and general principles are shared in a setting of lively intellectual discourse and criticism. It is this process of debate and discussion, unconstrained by the boundaries of particular disciplines, which reinforces and strengthens the work of all scholars.

The third value at the heart of a university has been noted in various ways above. It is a commitment to the discovery and advancement of knowledge, with or without regard to practical application. This value clearly reflects the unique role of the university within society, for no other institution is so clearly charged with the pursuit of knowledge. Knowledge is an end in itself, and thus this basic value reflects the spirit of mankind in general, the insatiable urge to explore the unknown and to understand the

meaning of events and relationships. Because of this commitment, many of the world's greatest discoveries have occurred in institutions of higher learning.

This commitment to basic research and scholarly inquiry is especially critical to graduate education, of course, but it is also fundamental to the development of quality instructional programs at the undergraduate level. Teaching and research are inseparable in the university setting. Consider the following:

- An essential element of teaching is the introduction of the most recent findings of research into curricula design. Communication of the frontiers of research knowledge is thus an obligation in teaching, whether in individual discussion with students, in small informal seminars, or in the formal classroom.
- Research in a university is necessarily a teaching activity. The research scholar who isolates himself completely from students in uninterrupted study belongs properly in a research organization of government or industry, but not in a university. Research in a university should contribute to the education and training of students. In this sense, research should be regarded as teaching, not separate from it.
- A faculty member engaged in significant scholarly and artistic activity is more likely to communicate an enthusiasm for the process of intellectual discovery than one not so engaged. The importance of the imaginative and creative elements of intellectual inquiry is thereby transmitted more effectively to students.
- The involvement of both graduate and undergraduate students in the process of inquiry itself (either through direct participation or through discussion of research results in the classroom) enhances critical thinking and analytical skills.
- The faculty member engaged in scholarly inquiry is more aware of the various subtleties of research design and methodology than the faculty member not so directly engaged. Students are thus denied these critical insights if research is not conceived as an obligation of faculty members.
- The faculty member engaged in scholarly inquiry is generally more capable of interpreting and discussing the results of other researchers with students, because of greater familiarity with techniques and design nuances which may drastically affect the meaningfulness of research results.

This last point is especially critical for quality teaching when one considers that textbooks are becoming more and more research-based and research-oriented. No longer can a faculty member adequately assess the quality of textbook material without in-depth familiarity with the latest research results and the quality of those results.

A final value inherent in a university is its commitment to freedom of thought and inquiry and to the rights and obligations of faculty to engage in free and open discussion of concepts, theories, and principles. This basic value is essential to the advancement of knowledge, and there can be no restriction on the scholar's right to pursue knowledge of his or her choosing. To deny this right is to imply that the results of scholarly inquiry are entirely predictable and, therefore, that the benefits to society can be estimated in advance. Thus without complete freedom to pursue inquiry and publish the results, the range of scholarship in a university may be unduly restricted by inexpert opinion about what constitutes "useful" knowledge.

Freedom of thought and inquiry is just as essential to teaching as it is to research. The timeless statement on academic freedom prepared by the American Association of University Professors (AAUP) in 1915 argues the point convincingly:

It is scarcely open to question that freedom of utterance is as important to the teacher as it is to the investigator. No man can be a successful teacher unless he enjoys the respect of his students, and their confidence in his intellectual integrity. It is clear, however, that this confidence will be impaired if there is suspicion on the part of the student that the teacher is not expressing himself fully or frankly, or that college and university teachers in general are a repressed and intimidated class who dare not speak with that candor and courage which youth always demands in those whom it is to esteem. The average student is a discerning observer, who soon takes the measure of his instructor. It is not only the character of the instruction but also the character of the instructor that counts; and if the student has reason to believe that the instructor is not true to himself, the virtue of the instruction as an educative force is incalculably diminished. There must be in the mind of the teacher no mental reservation. He must give the student the best of what he has and what he is.¹

In the same statement, the AAUP recognizes explicitly that the rights of faculty carry with them certain "correlative obligations":

The claim to freedom of teaching is made in the interest of the integrity and of the progress of scientific inquiry; it is, therefore, only those who carry on their work in the temper of the scientific inquirer who may justly assert this claim. The liberty of the scholar within the university to set forth his conclusions, be they what they may, is conditioned by their being conclusions gained by a scholar's method and held in a scholar's spirit; that is to say, they must be the fruits of competent and patient and sincere inquiry, and they should be set forth with dignity, courtesy, and temperateness of language. The university teacher, in giving instruction upon controversial matters, while he is under no obligation to hide his own opinion under a mountain of equivocal verbiage, should, if he is fit for his position, be a person of a fair and judicial mind; he should, in dealing with such subjects, set forth justly, without suppression or innuendo, the divergent opinions of other investigators; he should cause his students to become familiar with the best published expressions of the great historic types of doctrine upon the questions at issue; and he should, above all, remember that his business is not to provide his students

with ready-made conclusions, but to train them to think for themselves, and to provide them access to those materials which they need if they are to think intelligently.²

By virtue of asserting these basic rights and obligations of academic freedom, the faculty of a university must also accept the responsibility to "purge its ranks of the incompetent and unworthy, or to prevent the freedom which it claims in the name of science from being used as a shelter for inefficiency, for superficiality, or for uncritical and intemperate partisanship" The University at Albany is committed to preserving the rights of free inquiry and discussion, while also maintaining the high standards of scholarship which are attendant to such rights.

The discussion thus far has centered on those values which any great university must profess in order to fulfill its unique role within a national and international context. At the same time, the four university centers within SUNY also serve many local and regional needs:

- Although many out-of-state and foreign students are also enrolled, their full- and part-time student population is drawn heavily, and broadly, from New York State.
- They offer a variety of life-long learning opportunities for the population within their geographic regions.
- They apply the expertise of their faculty and staff to problems and/or issues arising locally, but which also are of concern statewide, nationally and internationally.
- They offer a variety of cultural, clinical, and other activities or services which directly benefit area residents but which also contribute to the intellectual development of students.

One frequently hears universities described as local, regional, or national, yet the criteria for such distinctions are rarely made explicit. Despite this ambiguity, the view persists that an institution must choose whether it is to be a "great university" or merely a local one. This view must be rejected for three reasons. First, the very essence of a major university is its commitment to the discovery and transmittal of knowledge, regardless of whether the immediate benefit to society is measurable or immeasurable, tangible or intangible, long-run or short-run. The advancement of knowledge is a primary goal of all disciplines and fields of study and herein lies the greatest contribution to both the local community and the nation. When viewed in this way, the national and local dimensions of a university's work are mutually reinforcing and inseparable.

Second, it is rare that the important issues and problems existing in one geographic region are of only nominal concern to another. Thus the expertise of a university can be brought to bear on problems which, although arising locally, are of universal concern. The application to knowledge to such problems can yield significant educational benefits to students and faculty, as well as to the local community.

Finally, the greatness of a university is not judged by scholars in terms of the types of problems or concepts being addressed, but rather by the quality of the address itself — the soundness of the methodologies employed and the degree to which conclusions are supported by the evidence. If the twin conditions of universality and researchability are present, problems arising locally present unique opportunities for the discovery and application of knowledge and for dissemination of the research results

to students, scholars and practitioners. The issue of a "national" versus "local" focus then becomes moot, as the obligations intrinsic to both are fulfilled. A university center within SUNY can, and must, meet both sets of expectations if it is to provide leadership as a public institution of higher learning in New York State.

Needs and Opportunities in the Capital Region

Location in the Capital District of New York presents unique needs and opportunities to the University at Albany and many of its programs. The existing and potential strengths of the University, in turn, constitute a major resource for governmental, industrial, cultural, and other organizations. How to best join our strengths and resources to the needs and opportunities inherent in the environment is a pivotal issue in defining the campus mission.

The University addresses many external needs and problems already, of course, and in a variety of ways. Applied research on problems of concern to government and other agencies; life-long learning opportunities for area residents; technical consulting assistance to various organizations; student internships in the community; evening classes to improve educational access; the provision of qualified graduates — these and other forms of service to the community are important and will continue. However, they are forms of service legitimately expected of any major public university, regardless of its location. Therefore, the distinctiveness of the University at Albany's mission is not to be found in those services generally performed by all universities, but rather in selected programs and activities which can be directed toward the needs and opportunities unique to our location.

We obviously cannot meet all the needs or capitalize on all the opportunities available to us. In order to define an institutional thrust for the future, then, choices must be made among the various types of issues and problems which legitimately could be given high priority. Where should we place our emphasis — our priorities — in order to fulfill this distinctive element of university mission? The answer lies partially in our role as a university center, partially in our unique location, and partially in the internal strengths which we possess now and have the potential to enlarge. In short, the emphasis should lie in addressing the issues and problems of major concern to State government and to us all.

The State of New York is currently faced with a variety of policy issues related to economic development, education, environmental management, social services, crime and the administration of justice, energy use, and other areas. In addressing such problems, agency heads, legislators and other government officials are charged with (a) developing appropriate goals for enhancement of the public good, (b) defining and implementing the appropriate means (programs and procedures) for achieving those goals and (c) monitoring the results and taking corrective action where necessary. Regardless of the specific area of concern (e.g., social services, education), fulfillment of these general responsibilities requires a strong base of research and training in a variety of forms. It is within this context that the University's functions of discovery, transmittal, and application can fruitfully intersect the process of policy formation — not necessarily through direct involvement in decision-making or implementation, but through generation of the knowledge needed to undergrid that process. Our existing faculty expertise and interests provide a strong base for further development of an institutional emphasis

1. General Report of the Committee on Academic Freedom and Academic Tenure presented to and adopted by the Annual Meeting of the Association, December 31, 1915. *Bulletin of the American Association of University Professors*, Vol. 1, Part 1 (December 1915), p. 28.

2. *Ibid.*, pp. 33-34.

3. *Ibid.*, p. 34.

on public policy analysis. In addition, we have the potential to enlarge that base of expertise and thus to provide the support required for this element of University mission.

There are at least two additional reasons for the emphasis on public policy analysis. First, adoption of this unique thrust can be accomplished in a way which reinforces that element of mission which we share with all other universities — developing the intellectual capacities of students and discovering, applying, and transmitting knowledge. There are educational benefits to be gained for both students and faculty, as well as opportunities for the advancement of knowledge on a variety of fronts. Second, a concentrated focus on major policy issues can contribute importantly to the local area, while in no way compromising the national and international character of this university. As indicated earlier, scholars judge a university in terms of the quality of its research and teaching activities and in terms of the significance of the problems being studied, neither of which need be compromised by this unique thrust. The economic, social, and technological problems facing this State are not unique. Other regions of the nation and world have, or will have, many of the same concerns.

Much of our work in policy analysis will be conducted on an individual basis, as faculty members initiate and pursue specialized projects of their own choosing. It is, clearly, the role of the faculty to define the content and methodology of specific research efforts, regardless of the discipline or field. From a University-wide perspective, however, it is desirable to establish broad criteria as to what areas are most appropriate for attention. In general, the policy issues and problems should meet the following criteria in order to be appropriate for address in the university setting:

- The issues and problems should be amenable to the application of rigorous research methodologies and techniques.
- They should not be so narrowly defined as to preclude the derivation of generalizable conclusions.
- The benefits to be realized from address of the problems and issues should be of sufficient importance to society to warrant our commitment.
- Address of the issues and problems should yield significant educational benefits to students and faculty.
- The University should possess the expertise necessary for successful address of the issues and problems, or have the potential for attracting such expertise.

In no way does this emphasis on the public sector mean a lessening of concern for those disciplines and fields which, by their nature, have little intellectual kinship with such issues and problems. We must preserve and nurture those disciplines which are essential for education of the whole person and be satisfied with nothing less than excellence there also. We are first and foremost a university center, and we must therefore provide all units with the resources needed to achieve that level of quality befitting a national university. The emphasis on matters of public policy is an *additive* concern, an enlargement of mission to embrace the unique needs and opportunities inherent in our immediate environment.

If the above conditions are met, the national and local dimensions of the University's work should indeed be mutually reinforcing.

Internal Strengths and Resources

The human, financial, and physical resources of the institution present both opportunities and constraints for our future mission. On the

constraints side, we must assume the following:

- There will be only slight growth in the total enrollment on this campus. The SUNY Master Plan currently allows for growth to 14,000 FTE students by 1984-85, or seven percent above the current level.

- There will be little or no increase in the number of faculty and staff positions funded by the State in the foreseeable future.

- The physical capacity of the University at Albany will remain virtually unchanged, although there will be some flexibility to change the character of existing space.

- Increases in the operating budget of the institution will likely be limited to inflationary adjustments over the next few years.

Thus the institution must prepare itself for a future which is "steady-state" insofar as the quantitative elements of growth are concerned. If managed properly, however, there are significant resource-related opportunities available to us:

- A limitation on total enrollments means that our attention can be centered on the qualitative aspects of growth, unfettered by erratic workload patterns and the usual crises associated therewith. Enrollment patterns *within* the University must be monitored closely to insure the attainment of educational goals.

- Although the total number of faculty funded by the State may remain constant, there will continue to be flexibility for the reallocation of positions.

- There are many first class programs and faculty now present on this campus. Selective development on a more compact operating front can expand those strengths still further. Although we must build from existing strengths, other programs critical to future mission will be improved where feasible.

- Our present physical capacity is sufficient, by and large, for the projected enrollments on this campus. With careful management of the space available, appropriate reallocations can be accomplished. Moreover, the *quality* of the physical plant is, by most yardsticks, excellent.

- While we may see no increases in the total operating budget aside from inflationary adjustments, there is flexibility for reallocation in this area also. By no means is our operating budget so small as to prevent the selective development of excellence on this campus.

The opportunities and constraints delineated above have several additional implications for future mission. First, future resource allocation decisions must be guided by an explicit statement of priorities for the future. We can no longer expand on an even-handed basis, nor can all programs be developed to equivalent levels of quality. Second, we must increase our efforts at obtaining funds from non-State sources. New financial strategies must be developed to provide increased support for students and for faculty research, and to support the further development of selected programs. Third, the budgeting process of the future must be strongly influenced by a reallocation approach, the major objective being to provide those resources necessary for attainment of the goals established. Finally, we must intensify our efforts to identify alternative ways by which costs can be reduced without corresponding reductions in effectiveness.

Quality

The final major force affecting future mission is our continuing obligation to offer only those programs which meet high standards of quality. We cannot, of course, expect all programs to attain equivalent levels of quality, but we can and must expect all programs to achieve

a level of quality befitting a national university. As discussed more fully in Part V, all programs must be provided those resources needed to achieve and/or maintain an acceptable level of quality and to accommodate planned enrollments. In addition, resources must be provided as necessary to those programs which are capable of attaining positions of national leadership in selected disciplines and fields.

The meaning of the concept "quality" is often blurred by disagreements over appropriate measures of the phenomenon. We seek to attain quality on two major dimensions: in education of students and in the advancement of knowledge. On the first dimension, many would argue that our success in educating students should be evaluated in terms of the post-institutional experiences of graduates, career or otherwise. While those experiences are indeed important, there are many causal factors which affect "success in life," only one of which is an educational experience at a university. (See Part III for further elaboration of this point.) Thus even if one could devise agreed-upon measures of the "success" phenomenon, determination of the degree of variance which could be attributed to the educational experience would be impossible. Consequently, universities also attempt to measure the quality of the instructional process itself to determine if students are being educated well. There are obvious difficulties here in devising valid and reliable instruments for assessment, and we must continue to search for the methods most appropriate to different types and levels of instruction.

On the second dimension, the advancement of knowledge, a university must rely heavily on perceptions and evaluations by scholars who are deemed capable of judging the work of its faculty. Thus peer review is the most important means for assessing the quality of research and other forms of scholarly inquiry. In order to conclude that a given program has achieved "a level of quality befitting a national university," that program should be evaluated favorably by a group of individuals who themselves are viewed as leaders within the national community of scholars. Consequently, the program review procedures at the University at Albany must be guided by this overarching criterion in order to effect our commitment to attaining the highest standards of quality.

Finally, there are many activities of faculty, staff, and students which directly impact agencies, organizations, and individuals external to the University. We must increase our efforts to obtain quality assessments from these external sources when appropriate. Given the mutually reinforcing nature of the national and local dimensions of our work, an evaluation of quality in selected programs and activities would be incomplete without such inputs.

Summary and Conclusions

The major forces discussed in Part II provide the underpinnings for defining the mission of the State University of New York at Albany. The major planning premises which emerge are summarized below:

- The concept of a university center establishes a context for our work which is distinctly national and international in character. Consequently, at the heart of this University are the values of liberal learning; advancement of knowledge; freedom of thought and inquiry; high quality; and a rich diversity of disciplines, fields, and modes of scholarly inquiry.

- The concept of a university center establishes obligations not only to the larger society and to the broad community of scholars everywhere, but obligations to the local community as well. The University at Albany must

meet both sets of expectations and in a mutually reinforcing way.

• An unique emphasis at the University at Albany will be the application of knowledge to policy issues of public concern, with no lessening of concern for the other functions and programs essential to a first class university. The issues selected for address must meet certain criteria in order to ensure that both the community and the University are served well. Special attention will be given to addressing the problems of greatest concern to State government.

• In making priority choices, the University must build on existing strengths. All programs to be continued must meet those standards of quality appropriate to a national and international university.

• Given a context of limited resources, the University must develop in a selective fashion, guided by an explicit statement of priorities for the future and by continuing efforts to achieve greater cost/effectiveness in our work.

The next two sections of this document set forth goals and objectives to guide the future of the University at Albany. Part III focuses on goals and objectives for student development, emphasizing those end results of the learning process which we seek to accomplish. Part IV delineates goals and objectives focused more squarely on societal development and thus on the end results sought from the discovery, application, and transmittal of knowledge.

PART III: GOALS AND OBJECTIVES FOR STUDENT DEVELOPMENT

A statement of goals and objectives for student development should identify the desired outcomes, or results, of the learning process. In adopting this outcomes orientation, one must distinguish between the ultimate consequences of achieving the goals and the goals themselves. Achievement of whatever goals are set should contribute to the ability of students to (1) function effectively as educated persons in society; (2) assume the responsibilities of both leadership and citizenship within society; (3) engage in a life-long learning process of self-development; and (4) engage in meaningful and productive careers. However, these consequences are a function of many variables which are either beyond the scope of a university's work or beyond its control. Thus a university cannot, indeed should not, assume full responsibility for the life success or failure (however defined) of its graduates. The university must, however, assume the responsibility for *facilitating* individual development through accomplishment of the goals which are adopted as its rightful obligations.

There are three types of developmental needs which we seek to meet: intellectual, personal/social, and career. Of these three, we must give the greatest attention to intellectual development, the task for which we are best qualified. Intellectual development encompasses the acquisition of both content and skills, particularly those skills of critical thinking, analysis, and creativity. The nature of a university demands that the areas of knowledge offered be of sufficient rigor and complexity to require application of these higher-order skills. Thus students can be both "educated" and "trained," as they are being prepared for careers which demand critical thinking and reasoning skills and the ability to apply knowledge gained through general and specialized study. However,

successful integration of goals set for intellectual development, on the one hand, and career development on the other cannot be accomplished in programs which are characterized by a kind of intellectual routine and which demand little of students beyond a relatively straightforward acquisition of knowledge. Such programs, while necessary to meet some specific vocational needs of society, do not fall within the role and scope of a major university center.

The personal and social development of students is, without question, inseparable from the process of intellectual development. What must be provided are opportunities for the student to develop a sense of competence, identity, and commitment -- in short, a learning environment which will enhance the positive sense of self. Certainly no one would advocate a dehumanizing or completely value-free approach to intellectual development. Nor can one deny that the full embracement of life is contingent on the complete development of self. Yet despite these fundamental truths, any university must concentrate its efforts on that task for which it is best fitted -- the expansion and growth of intellectual capabilities. In terms of time, attention, and actual resource deployment, intellectual development is our dominant concern. Thus the goals for personal and social development presented below reflect a threshold, the ends which must be achieved to fulfill our larger obligations to students and to facilitate their growth as complete and responsible individuals.

The goals and objectives stated below not only reflect our obligations as a university center, but also constitute guidelines for the design of programs and curricula. They are applicable to both undergraduate and graduate programs, although implementation strategies will vary considerably across levels and types of instruction. They also provide a starting point for address of important questions related to organization for learning.

GOAL I. TO DEVELOP SKILLS OF LEARNING AND CRITICAL THINKING

- A. To develop in students skills of information acquisition, reasoning and lucid communication.
- B. To develop in students the ability to integrate knowledge from a variety of perspectives.
- C. To develop in students the ability to apply alternative modes of reasoning and methods of problem solution and the ability to distinguish the logically relevant from the irrelevant.
- D. To develop in students the ability to derive and formulate general principles for clarification and explanation.

GOAL II. TO DEVELOP AND FOSTER THE PROCESS OF INTELLECTUAL DISCOVERY AND THE EXPLORATION OF THE UNKNOWN

- A. To develop in students a familiarity with the philosophies, methods and processes of research in the professional and disciplinary fields.
- B. To encourage in students intellectual curiosity, resourcefulness and enthusiasm for learning.
- C. To encourage an awareness in students of the importance of the imaginative and creative elements of intellectual endeavor.

- D. To develop in students an attitude of individuality that promotes intellectual introspection, initiative and self-assertion.

GOAL III. TO DEVELOP AN AWARENESS OF AND INTEREST IN THE BREADTH OF HUMAN INTELLECTUAL ACHIEVEMENT AND CULTURAL EXPERIENCE

- A. To develop in students an understanding and historical perspective of the cultural, political, legal, scientific, and social components of societies.
- B. To develop in students an understanding of the processes and consequences of change in societies and the interrelationship of economic, technological, political, legal and social forces in change.
- C. To develop in students an understanding of the diversity of forms in which intellectual and artistic achievements have been expressed.
- D. To encourage students to develop a life-long interest in intellectual and artistic endeavors.

GOAL IV. TO DEVELOP AN UNDERSTANDING OF PERSONAL VALUE SYSTEMS AND OF VALUE FORMATION

- A. To encourage in students the formation and enhancement of a positive self-concept.
- B. To develop in students an understanding of the processes and dimensions of value formation, clarification and conflict.
- C. To develop in students an understanding of the effects of values on thought and behavior.
- D. To encourage in students attitudes of personal responsibility for the consequences of applying their knowledge and skills.
- E. To provide a wide range of learning opportunities designed to enhance interpersonal communication of ideas and feelings.

GOAL V. TO DEVELOP THE KNOWLEDGE AND SKILLS NECESSARY TO QUALIFY STUDENTS FOR ENTRY-LEVEL WORK IN APPROPRIATE FIELDS

- A. To prepare students to meet entry-level expectations in those fields of study which traditionally lead to clearly defined jobs and careers.
- B. To encourage those students in majors which traditionally have not led to clearly defined employment to develop skills which would qualify them for career entry.
- C. To provide students the opportunity to gain work experience in appropriate field(s) of study prior to graduation.

GOAL VI. TO DEVELOP THE ABILITY AND OPPORTUNITIES FOR SELECTING CAREER EMPLOYMENT

- A. To develop students' career decision-making skills.
- B. To develop an orientation toward serial careers.

- C. To develop effectiveness in seeking employment.
- D. To provide information to employment communities concerning abilities of university graduates to meet their needs.

GOAL VII. TO MAINTAIN A CAMPUS ENVIRONMENT WHICH WILL FOSTER A SENSE OF COMMUNITY AND SOCIAL RESPONSIBILITY

- A. To demonstrate through institutional policies and practices the University's commitment to the ideals and values of social responsibility.
- B. To provide an atmosphere which will encourage students to explore and discuss contemporary social issues.
- C. To provide opportunities for students to participate in and be exposed to a wide variety of cultural events.
- D. To provide opportunities for students to participate in University decision-making processes.
- E. To provide opportunities for students to participate in community activities and governmental processes.

GOAL VIII. TO ENSURE THE SAFETY OF STUDENTS AND PROVIDE THOSE SERVICES AND FACILITIES WHICH ARE ESSENTIAL TO THEIR PHYSICAL WELL-BEING

- A. To ensure the safety of students in on-campus laboratory, classroom and extracurricular activities and in facilities used for living, eating and leisure.
- B. To provide those facilities and personnel needed to diagnose and restore to normal physical well-being students whose problems are temporary and/or minor and, in serious cases, to make responsible references.
- C. To create and maintain a healthy, clean, and psychologically and physically supportive campus environment for the entire University community.
- D. To provide adequate facilities to allow the University community various forms of physical exercise and recreation.
- E. To maintain and improve the quality of housing facilities and services.

Consistent with the obligations to students expressed earlier, the wording of the goals and objectives conveys our primary concern for intellectual development, while also setting forth the needed emphasis on career and personal/social development. While the strategies for achievement of the goals may vary across fields of study and even across specific courses, the desired outcomes apply to *all* graduates of the University at Albany. As discussed later in this document, all academic and administrative units will be asked to articulate goals and objectives which, while reflective of the unique discipline or field, are also compatible with the institutional goals outlined above.

**PART IV:
GOALS AND OBJECTIVES
FOR SOCIETAL DEVELOPMENT**

The three basic functions of any major university are the discovery, transmittal, and ap-

plication of knowledge on behalf of students and society. The functions are interrelated, of course, and they are accomplished through the activities of teaching, research, and consultation — all resulting in service to society. In this sense, "public service" is an outcome, or end result, of *all* our work and not some separately identifiable set of activities as commonly presumed. An adequate conceptualization of the service phenomenon is long overdue in universities everywhere and necessary for full understanding of our goals and objectives for societal development. The following paragraphs discuss briefly the primary outcomes associated with the three major functions.

As discussed in Part II, the potential benefits to society resulting from the *discovery of knowledge* are frequently unknown or unpredictable in any immediate sense, and even more difficult to measure. On the other hand, much knowledge discovered as a result of basic research in universities has had immediate visibility and utility to society. In general, discovery efforts have the primary outcome of advancement of knowledge, the visibility of which varies by discipline and field, but the importance of which has been demonstrated innumerable times. Thus the University at Albany is committed to the discovery of knowledge for knowledge's sake, that foundation on which universities have been built as unique institutions within society.

With regard to the *application of knowledge*, the outcomes or benefits to society generally emerge from a problem-oriented focus, primarily through the activities of research and consultation. Thus, whereas the discovery function tends to be concept-oriented, the application function focuses initially on specific concerns of society. The distinction is often vague at best, and little is to be gained by attempting to classify too finely various types of research as "basic" or "applied." Nonetheless, the conceptual distinction is useful, particularly when addressing the larger issue of a university's role within society. In general, the result of the application function can be thought of as problem analysis, putting to work the varied resources of the university on important concerns of society or components thereof.

The first goal stated below reflects the University's commitment to research and scholarly inquiry for its own sake, as well as the commitment to utilize the results of such efforts, where appropriate, to assist in the solution of specific societal problems. Thus basic and applied research efforts contribute in equal importance to "societal development," and both demand a strong theoretical and methodological base within a university.

The *transmittal of knowledge* also has clearly identifiable outcomes to society. In some forms, the transmittal of knowledge is indistinguishable from its application, as students carry forth the results of classroom and laboratory work for use in later life. The university also has an obligation to transmit the results of its discovery efforts to students, the scholarly community, and the general public through books, journal articles, exhibitions, and other forms. As conceived here, however, transmittal in a university setting occurs primarily through the teaching activity, whether that activity be for degree or non-degree students. In this sense, the primary outcome or result of transmittal is educated human beings. The goals for student development presented in Part III also apply here, but the University is also obligated to offer opportunities for life-long learning which are uniquely directed to the local community. The second goal presented below reflects this obligation.

Cultural and clinical services are often provided to the general public as part of the normal instructional process. For example, student internship programs of various types not only enhance learning, but also provide direct assistance to individuals and organizations in the local area. Similarly, productions or exhibits in the fine arts contribute importantly to student development and at the same time provide a valuable cultural resource for area residents. Thus, the third and final goal listed below reflects the importance of such services in the life of a university.

In summary, the interrelated functions of discovery, application, and transmittal generate four major outcomes for society: *advancement of knowledge* (Goal I below); *problem analysis* (Goal II below); *educated people* (Goal III below, plus all the goals for student development presented in Part III of this document); and *cultural and clinical services* (Goal III below). "Public service" as used here is the overarching construct which embraces the four types of outcomes, because *all* our work is done on behalf of society. The analysis of public policy issues, for example, is only one form of problem analysis which, in turn, is only one of the four principal components of public service rendered by any major university.

GOAL I. TO CONTRIBUTE TO THE GENERAL ADVANCEMENT OF KNOWLEDGE AND TO THE SOLUTION OF SOCIETAL PROBLEMS

- A. To encourage individual faculty to undertake research and scholarly inquiry of any nature which promises to contribute to the advancement of knowledge.
- B. To educate students, through their participation in research activities, in modes of critical thought and in methods of scholarly inquiry.
- C. To significantly increase the level of financial support available for research.
- D. To support the communication of research findings to peers, students, and interested persons outside the academic community.
- E. To encourage and facilitate research on policy issues of special concern to State government.
- F. To ensure that address of various concepts, problems and issues results in benefits not only to society, but also to the educational mission of the University.
- G. To develop more effective coordinating structures for bringing discipline-based skills to bear on problems of interdisciplinary and multidisciplinary character.
- H. To maintain and/or attract the faculty expertise necessary for successful address of selected issues and problems.

GOAL II. TO OFFER OPPORTUNITIES FOR LIFE-LONG LEARNING AS AN INTEGRAL PART OF INSTRUCTIONAL ACTIVITIES

- A. To offer degree and non-degree programs consistent with the needs of the learning society and within the capabilities and mission of the University at Albany.
- B. To provide, through course scheduling, audit capabilities, and other means, the opportunity for qualified area residents to enroll in courses offered as a part of on-going degree programs.
- C. To encourage departments to offer life-

long learning opportunities consistent with the missions of those units.

- D. To clarify and strengthen the organizational relationships of the various academic and administrative units involved in the provision of life-long learning opportunities.
- E. To implement a process that ensures quality in all life-long learning programs.
- F. To develop, where appropriate, off-campus instructional programs to meet the needs of area residents.
- G. To cooperate with other providers of life-long learning opportunities in the Capital District to ensure complementary thrusts and offerings.

GOAL III. TO CONTRIBUTE TO THE DEVELOPMENT OF THE LOCAL AREA THROUGH THE PROVISION OF CULTURAL AND CLINICAL SERVICES WHICH REINFORCE EDUCATIONAL MISSION

- A. To provide a variety of cultural events for faculty, staff, students, and area residents.
- B. To integrate a variety of work-action experiences into curricula as appropriate and to thereby provide benefits to the local area and to students and faculty.
- C. To be involved in improving the quality of the social and physical environment.
- D. To provide technical consulting assistance in the resolution of local problems.
- F. To make available the facilities of the University for use by appropriate community groups.
- F. To provide other appropriate services to the community which are consistent with, and reinforce, educational mission.

While the goals and objectives listed above provide a commonality of purpose for all units of the University, each contributes to their accomplishment in a variety of ways and with varying degrees of emphasis. Thus it is not intended that each unit pursue all of the objectives outlined, or even all of the goals. *As an institution*, however, we must be committed to the pursuit of them all and develop more effective means for assessing our degree of goal attainment.

PART V: ACADEMIC PROGRAM OFFERINGS AND PRIORITIES

No statement of institutional mission is complete without a delineation of program offerings and priorities. The goals and objectives presented in Parts III and IV of this document are not alone sufficient to establish future direction, as there are many disciplines and fields which could contribute significantly to the attainment of those desired end results.

All universities are constrained in their range of program offerings for both educational and economic reasons. The reduction of twenty degree programs on the Albany campus this past year reflected a shared realization that an inventory of 129 programs could not be supported at the requisite level of quality in the years ahead. The range of programs sustained is befitting of a university, however, and the work of the Presidential Task Force on Priorities and Resources left the institution wholesomely formed for the future.

The Task Force members did not have the benefit of a written statement of mission to guide their deliberations. Nonetheless, there was ready comprehension of the general future of this University, especially its role as a major university center, the nature of any university's obligations to students and to society, and the increasing attention to be given to policy issues of public concern. The criteria used for program evaluation constitute evidence of this understanding, as does the final report itself. Consequently, what is needed now is not a re-evaluation of the Task Force's recommendations, but rather a coalescing of their work and the information on which it was based into a statement of future program offerings and priorities. The time horizon selected is three years, or through 1979-80, with the understanding that the plan should be updated at least annually to reflect the latest information available on accomplishments, program needs and resource availability.

Program Offerings

The President's Report on Priorities and Resources, dated March 15, 1976, set forth the programs to be sustained on the Albany campus. As indicated below, the inventory includes 42 programs at the bachelor's level, 48 at the master's level, 21 at the doctoral level, and eight University certificate programs. In addition, the University will continue its commitment to the Educational Opportunities Program, to which we admit students who have the potential to engage in university-level work but who have some deficiency in academic preparation and who are economically disadvantaged.

Bachelor's Degree Programs

Division of Humanities: (17) - Art, Chinese, Classics (Greek, Latin, and Greek & Roman Civilization), English, French, German, Italian Studies (assuming Division of Budget release of funds appropriated by the Legislature), Judaic Studies, Linguistics, Music, Philosophy, Rhetoric & Communications, Russian, Spanish, Theatre.

Division of Social & Behavioral Sciences: (11) - African & Afro-American Studies, Anthropology, Asian Studies, Economics, Geography, History, Psychology, Puerto Rican Studies, Russian & E. European Studies, Social Studies, Sociology.

Division of Science and Mathematics: (9) - Atmospheric Science, Biology, Chemistry, Computer Science & Applied Math, Earth Science, Geology, Mathematics, Medical Technology, Physics.

School of Education: (1)

School of Business: (2) - Accounting, Business Administration.

School of Public Affairs: (1) - Political Science.

School of Social Welfare: (1)

Course Sequences

Course sequences will continue in Art History, Italian Studies, Journalism, Peace Studies, Polish, Urban Studies, and Women's Studies. Several departments will also continue to offer courses in environmental analysis.

Master's Degree Programs

Division of Humanities: (13) - Classics (Classical Archeology, Greek, and Latin), English, French, German, Italian Studies (as-

suming Division of Budget release of funds appropriated by the Legislature), Philosophy Rhetoric & Communications, Russian, Spanish Studio Art, Theatre.

Division of Social & Behavioral Sciences (8) - African & Afro-American Studies Anthropology, Economics, Geography, History Psychology, Social Studies, Sociology.

Division of Science and Mathematics: (7) Atmospheric Science, Biology, Chemistry Computer Science, Geology, Mathematics Physics.

School of Education: (12) - Counseling Curriculum Planning, Educational Administration, Educational Communications, Educational Psychology, General Professional, Reading, Rehabilitation Counseling, Special Education, Student Personnel Services, Teacher Education, TESL - Bilingual Education.

School of Business: (2) - Accounting Business Administration.

School of Library and Information Science: (1)

School of Social Welfare: (1)

School of Criminal Justice: (1)

School of Public Affairs: (3) - Political Science, Public Administration, Public Affairs

Doctoral Degree Programs

Division of Humanities: (4) - English (Ph.D. and D.A.), German, Philosophy Spanish.

Division of Social & Behavioral Sciences (5) - Anthropology, Economics, History Psychology, Sociology, (temporarily suspended).

Division of Science and Mathematics: (6) - Atmospheric Science, Biology, Chemistry Geology, Mathematics, Physics.

School of Education: (2) - Ph.D., Ed.D.

School of Criminal Justice: (1)

School of Public Affairs: (2) - Political Science, Public Administration.

School of Social Welfare: (1) - temporarily suspended

University Certificate Programs

School of Education: (7) - Counseling Curriculum and Instruction, Educational Administration, Educational Communications, Educational Research, Reading, Student Personnel Services.

School of Education and Social & Behavioral Sciences: (1) - School Psychology.

The program array represents a rich diversity of disciplines and fields, encompassing the humanities, fine arts, social sciences, natural sciences, and professional schools. Accompanying the diversity is a high degree of intellectual interdependence, of course, and a shared commitment to those values and principles of scholarly inquiry which are at the very heart of a university and know no discipline bounds. From a campus-wide perspective, there are four major expectations of *all* programs being sustained:

- Achievement of a level of quality befitting a university center, as measured by rigorous national standards of scholarship. As established in Part II of this document, all programs must aspire to the attainment of excellence in both instruction and research if the purposes of a university center are to be attained.

- Development and pursuit of goals and objectives which reflect the unique character of the discipline or field, but which are also com-

possible with the overall goals and objectives of the University. The institution-wide goals and objectives presented in Parts III and IV of this document provide both a commonality of purpose and a framework within which each unit can discern and articulate its own unique goals.

Thus, there will be variation among units insofar as both the manner and degree of contribution to any one of the institution-wide goals and objectives, and rightfully so. It is expected, however, that the uniqueness of each unit can be articulated within the broad framework established in Parts III and IV.

• **Achievement of a balanced emphasis on teaching and research.** As discussed in Part II, all programs at a university center must seek a balanced emphasis on research and teaching which stresses integration of these two components of scholarship, and excellence in each. As used here, the term "research" refers to a broad array of scholarly and artistic activities which differ considerably in form, content, and process across fields of study. Thus, there is no single model for research, nor is there any single indicator which can be used in assessing the quality of scholarly contributions in the various disciplines and professional fields. However, one common characteristic of such activities is communication of their results to both peers and students. Thus all faculty members have an obligation to be engaged in research and scholarly activity, to communicate the results, and thereby to contribute to the intellectual development of students and colleagues and to the advancement of knowledge.

• **Implementation of faculty evaluation, reward, and development plans** which are appropriate to a university center. The primary responsibility for faculty evaluation rests with schools and departments. Thus each unit must specify clearly those elements of scholarship to receive primary attention in faculty evaluation; the information needed to conduct the evaluation; the process by which the information will be collected; and ways by which the information also can be utilized for development of faculty.

These expectations constitute the primary focal points for coordination and oversight of programs from a campus-wide perspective. The forms of scholarship to be taken as evidence of achievement will differ across academic units, but there should be no variations in the level of accomplishment expected. Continued development as a university center demands the maintenance of high performance standards for both students and faculty in all programs offered on the Albany campus.

Priorities for Resource Allocation

Estimates of resources available to academic programs over the next three years must be tempered by the uncertainty of future allocations by the State, and by the knowledge that the needs of specific programs can shift rapidly in a short period of time. The existence of such uncertainty does not make less important the need for institutional planning, however, as individual academic units must be given more adequate lead time for recruitment and internal planning in general. Uncertainty as to future events means only that we must build a degree of flexibility into planned allocations and recognize that any three-year plan may be subject to change in one or more of its parts. Thus the intent for future allocations can be clearly established, while recognizing that deviations from the plan may be necessary as external events unfold and as unanticipated needs emerge in specific programs.

There are three major factors to be con-

sidered when establishing the institution's priorities for resource allocation:

• The obligation of the institution to provide all programs the resources needed to achieve an acceptable level of quality and to accommodate planned enrollments.

• The obligation of the institution to facilitate the attainment of national leadership in programs which are at or near that level of quality already.

• The need to further develop instructional and research activities in those units which can contribute significantly to the analysis of major public policy issues.

The first of the three major factors establishes a floor, a threshold of resources which must be provided to all academic units being sustained. The question which must be given a satisfactory answer can be stated thusly: What is the critical mass of scholars and support resources needed in a given unit to (a) provide the needed breadth and depth of intellectual expertise, (b) accommodate planned enrollments, and (c) accomplish the range of intellectual activities expected of all faculty at a major university center? Some quantitative workload indices can be employed to help answer this question, but all such factors must be weighed in relation to the unique features of a given discipline or field. Judgment is involved here, certainly, but these interrelated conditions must be satisfied in all programs to be offered on the Albany campus.

As a result of shifts in student interests over the years, changes in program purposes and scope, and other factors, a number of units currently fall below the critical mass of resources required. The following departments and schools should be given a net increase in faculty lines and associated support funds as soon as is feasible:

Business
Computer Science
Economics
Psychology
Public Administration
Rhetoric and Communications
Social Welfare
Sociology

The composition of this list will vary over time, of course, as circumstances change and as units not now listed experience the need for increased resources.

The second factor to be considered in delineating priorities takes cognizance of (a) the University's commitment to achieve peaks of excellence among its programs and (b) the obligation of the institution to facilitate and sustain extraordinary achievements on the part of its faculty. There are several academic units which have attained, or are close to attaining, national stature. Still others have strong potential to become recognized as among the leaders in the discipline or professional field. Based on external evaluations and other forms of evidence, the following units either have attained positions of national leadership already or have the potential to do so in a reasonable period of time:

Anthropology
Atmospheric Science
Biology
Chemistry
Criminal Justice
Educational Psychology
Geology
German
Mathematics
Philosophy
Physics
Public Administration
Reading

Resource augmentation is not necessarily called for in order to facilitate the achievement and/or maintenance of very high quality in the units listed. However, the University must nurture and facilitate extraordinary accomplishments in all possible ways, including the provision of increased resources when appropriate. The list is not immutable, of course, and should change as developmental efforts continue in other departments.

The third factor reflects the increased emphasis to be placed by the University on the address of public policy matters. As indicated in Part II of this report, such address can take a variety of forms and occur in numerous disciplines and fields. However, the following schools and departments have demonstrated special knowledge and skills which can be brought to bear on the economic, social, and scientific problems facing the State of New York:

Atmospheric Science
Business
Computer Science
Criminal Justice
Economics
Educational Policies, Programs
and Institutions
Educational Psychology
Geography
Geology
Political Science
Psychology
Public Administration
Social Welfare
Sociology

While contributions to public policy analysis will be encouraged in many areas, the units listed above will be given particular encouragement in fulfilling this element of University mission.

Taking all three factors into account, 23 schools and departments emerge as primary claimants on resources at this time in order to (a) provide all units with an appropriate critical mass of resources; (b) facilitate the attainment of national leadership; and (c) strengthen our work in public policy analysis. Although these schools and departments should be viewed as the major candidates for growth at this time, the University must and will fulfill its obligation to provide the critical mass of resources needed in all academic units. As previously stated, the needs of academic programs can change dramatically and in a short period of time, and thus any statement of priorities must be periodically updated.

Guided by this general framework of priorities, all schools and departments will be asked in early Fall, 1976 to estimate the resources needed over the next three years to achieve their goals and to accommodate their planned enrollments. Those first estimates will set in motion an iterative process whereby needs, on the one hand, and projected resources on the other are brought into balance. The units will be involved throughout this process in order to ensure that the decisions on future allocations are consistent with the goals and priorities established for the same period. Annual budgetary decisions can then be made within the context of multi-year plans developed by each unit.

The basic format to be used in developing the plans will be distributed in early Fall, 1976. The format will allow each unit to state its own unique goals in relation to the campus mission and to suggest alternative directions as appropriate. These plans, to be updated and evaluated annually, will also provide the basis for any needed changes in the institution's priorities for resource allocation.

Enrollment Planning

As indicated in Part II of this report, the enrollment level authorized for the University at Albany is unlikely to change significantly in the near future. This does not mean, however, that the enrollment mix (e.g., by major, level) will remain constant, nor does it mean that the future mix must be left to chance. If educational considerations are to be given equal weight with demographic phenomena, we must initiate a more balanced approach to enrollment planning — one which reflects not only student interests but also the program plans and priorities of the institution and the societal needs being served.

Departments have already been asked to project, on a tentative basis, the enrollments which are *educationally desirable* over the next three years. The projections will be modified, of course, as departments prepare their plans during Fall, 1976 and as further discussions occur. Thus the campus-level guidelines at this stage of mission articulation must be limited to the following:

- The total enrollments on the Albany campus will not exceed the current Master Plan projections, i.e., 13,500 FTE students by 1980-81 and 14,000 FTE students by 1984-85. The total FTE enrollment in 1975-76 was approximately 13,175.

- On a headcount basis, the campus will seek to maintain the current mix of approximately two-thirds undergraduate students and one-third graduate.

- Recruitment efforts will be increased to ensure attraction of high quality students and to facilitate the enrollment of students with the potential for advanced work.

- New approaches will be developed to attract additional financial support for graduate students.

As indicated in Part VI, a campus-wide task force will be created in Fall, 1976 and charged with development of new strategies for recruitment and for increased financial support of graduate students.

Summary

This part of the document has identified the academic program offerings and priorities of the University at Albany for the near future. 111 degree programs are to be sustained, including 42 at the bachelor's level, 48 at the master's level, 21 at the doctoral level, and eight University certificate programs. Based on three major factors, 23 schools and departments were identified as the major candidates for growth and hence the priority claimants for additional resources in the near future.

Given this statement of future direction, each academic unit will be asked to develop a brief planning document during Fall, 1976, with emphasis on future goals, priorities, enrollments, and resource needs. These documents will provide the basic inputs needed for decisions on future allocations.

PART VI: ADMINISTRATIVE FUNCTIONS AND PRIORITIES

The administrative staff of the University exists for one primary reason: to facilitate and support the work of faculty and students. In order to accomplish this basic purpose, the five major functions of administration are:

- Initiate development of the institutional plans, policies and procedures necessary to preserve and enhance the vitality of the intellectual enterprise as a whole.

- Acquisition of the resources necessary to support teaching, research, and learning, both directly through its own efforts and indirectly through provision of information on funding sources and other matters to faculty and students.

- Provision of those services to faculty and students which either directly support the learning process or are necessary to its existence.

- Maintenance of appropriate relationships with various external publics to facilitate the work of faculty and students and to satisfy accountability requirements in both educational and economic terms.

- Development and maintenance of appropriate coordination and oversight activities to ensure that the goals and priorities of the institution are accomplished as effectively and efficiently as possible.

These five major functions provide the framework within which all administrative units must articulate their goals and objectives to support the educational mission of the institution. Each administrative department will be asked in Fall 1976 to prepare a three-year plan, with emphasis on the following: (a) the goals and objectives of the department, including the way in which accomplishment of those goals contributes to the educational mission of the University; (b) the priorities of the department for the next three years; (c) the strategies by which the goals, objectives, and priorities are to be accomplished; and (d) the level of resources needed to provide the requisite quality and quantity of services in support of educational mission.

The development of departmental plans with a strong focus on the support of educational mission will provide much of the information needed for decisions on administrative priorities at the campus level. As discussed below, however, there are several major needs which transcend the responsibilities of specific offices and which deserve immediate attention by the administration.

Priorities for Administrative Action

The following areas deserve primary attention by the administration in the immediate future:

- The need to more effectively facilitate the research activities of faculty through provision of increased funding and other forms of support.

- The need to provide increased financial support for graduate students.

- The need to increase the level of non-State financial support available to academic programs.

- The need to establish more effective liaison relationships with State government officials in keeping with the emphasis on public policy analysis.

- The need to reduce overall administrative costs to the extent practicable, and to redirect the savings to academic programs and to units in direct support of those programs.

Each of these major priority areas is discussed more fully below.

Facilitation of Research

As defined in Part V of this report, the term "research" refers to a broad array of scholarly and artistic activities which differ considerably in form, content, and process across fields of study in the University. Faculty members at a university center assume an obligation to be engaged in creative forms of scholarly inquiry, and the administration, in turn, has an obligation to facilitate such activity in all ways possible. While facilitation is often constrained by requirements emanating from external sources, there are, nonetheless, ways by which both the

quality and quantity of support for research can be improved. The following actions are either already underway or planned for the near future.

- A study will be initiated during 1976-77 to develop new methods of encouraging and facilitating research activities on a campus-wide basis. In general, the focus of the project will be on (a) the elimination of any barriers to research which may exist; (b) the creation of appropriate incentives in a variety of forms; and (c) development of the means by which the research-related goals and objectives stated in Part IV of this report can be most effectively accomplished.

- Through redeployment within the administration, one full-time professional staff member will be added to the Office of Research. Addition of this staff member will enable the office to expand its capability for establishing appropriate relationships with granting agencies; disseminating information on funding opportunities to researchers, and otherwise facilitating the conduct of research activities on a campus-wide basis.

- As discussed more fully below, plans are underway to establish a research center which would play a major role in facilitating and encouraging research on public policy issues throughout the campus.

In addition to these specific actions, the administration will continue to seek out new sources of funding and take other appropriate steps to encourage research activities of faculty.

Increased Support for Graduate Students

State-appropriated stipends for teaching assistants and graduate assistants at the University at Albany have remained at the same level for six years, and recent reductions in the various forms of State financial aid have only exacerbated the problem. The campus must continue to take the initiative in finding new sources of funding for graduate students and in developing appropriate methods for attracting high quality students to our advanced programs.

A campus-wide task force will be created to study the problems of recruitment and financial aid and to develop a recommended plan of action for the University. This task force will be appointed in cooperation with the Graduate Academic Council in September 1976, and its final report should be submitted by early December, 1976. Staff support will be provided to the task force as necessary in order to expedite completion of this critical task. Our continued development as a major university center will depend to a large extent on our ability to attract and support graduate students of high quality, and we must act now to prevent further erosion of our competitive position.

Increased Non-State Support

As discussed in Part II of this document, there is likely to be little increase in the level of operating support provided by the State in the foreseeable future. Consequently, new financial strategies must be developed to provide increased support from non-State sources to further develop selected programs.

With the help of the SUNYA Foundation, the Benevolent Association, and the Alumni Association, a major effort will be made during 1976-77 to develop such strategies. The Vice President for University Affairs has been assigned primary responsibility for this task, and it is expected that a recommended plan of action will be developed by March, 1977.

Interaction with State Government

Contained in the 1977-78 Final Budget Request of this campus is a proposal to establish

a University-wide research center which will focus on the analysis of public policy issues. As stated in that request, the five major goals of the center are:

- To organize and maintain continuous liaison with agency heads, legislators, and other public officials to identify major issues and problems facing the State.

- To maintain a current University-wide inventory of faculty strengths and areas of expertise and to communicate the existence of such expertise to appropriate groups and individuals. A computerized "matching" process will be developed to link the needs of government, on the one hand, with faculty expertise on the other.

- To stimulate faculty and student research on major issues and problems, by (a) arranging meetings with appropriate public officials, (b) assisting faculty and students in identifying research questions which are appropriate to a university setting, and (c) obtaining support for research from appropriate sources.

- To initiate and monitor major research projects and to establish the means for bringing a variety of discipline-based skills to bear on problems of multi-disciplinary or interdisciplinary character.

- To coordinate the development of conferences, workshops, and other appropriate vehicles for sharing knowledge with government officials.

If approved, the center will represent a major vehicle for implementing that element of University mission focusing on public policy analysis.

One immediate step to be taken is a series of conferences on campus to identify projects of mutual interest to faculty, on the one hand, and key government officials on the other. These conferences will include a variety of workshops and deliberative sessions which focus on key policy issues and the nature of the University-Government interface in addressing those issues.

A second major action to be taken is the appointment of an advisory group to the President, consisting of faculty and members of both the executive and legislative branches of State government. This group will be convened at appropriate intervals to discuss specific needs of State government and the University's role in meeting such needs.

Reduction of Administrative Costs

All campuses of the State University of New York have limited flexibility in the allocation of resources between academic programs and administrative departments. Externally imposed

requirements for accountability, for example, have costs associated with them that cannot be avoided. In addition, the budget structure itself limits the degree to which a savings in administrative costs can be translated into a gain for academic programs. Despite these limitations, however, we must continually seek ways by which administrative costs can be reduced and the savings redirected to academic programs or to units in direct support thereof.

The Presidential Task Force on Priorities and Resources suggested several alternatives for further study, all of which will be addressed during 1976-77. Some studies are already underway, and several promise to achieve significant cost reductions (e.g., secretarial pooling, elimination of unneeded telephone instruments and lines). In addition to these special studies, all administrative units are being urged to reduce costs of present operations to the extent practicable.

Summary

This section of the report has identified the major functions and priorities of the administration for the near future. Five major areas were identified as priorities for administrative action: more effective facilitation of research; development of increased support for graduate students; development of an increased level of non-State financial support; creation of more effective liaison relationships with State government; and reduction of administrative costs to the extent practicable. Several specific action strategies were indicated in each of these areas, with others to be developed as the planning process evolves.

PART VII: TOWARD IMPLEMENTATION

This document has focused on defining the future goals, objectives, and priorities of the University at Albany, with only slight attention given to questions of implementation. It is being widely distributed for reaction and response, both on and off the campus. Based on the responses, the goals, objectives, and priorities will be refined in conjunction with the Educational Policy Council of the University Senate. Work can then begin on broader questions of implementation which emerge and begin to take shape during the consultative process.

During the period of consultation, work can proceed concurrently on four major fronts:

- All academic units can begin to develop their own three-year plans, the general formats for which will be distributed in early Fall 1976. While institutional-level mission statements provide an overall direction and context for our work, the heart of educational planning is within each discipline and field. Although some particulars of the institutional context may be changed through the consultative process, the present document provides enough information to permit early thinking on the future goals, objectives, and priorities of individual units. It is anticipated that the new format will replace those currently used in the preparation of annual reports.

- All administrative units also can begin preparation of three-year plans in Fall 1976. Those plans, to be strongly focused on support of educational mission, will delineate goals, objectives, and priorities in a standard format for review at the campus level. This process will result in determination of additional administrative priorities at the unit level to supplement those outlined in Part VI of this document. The format for departmental plans will be distributed in early Fall.

- During the period of consultation on the present document, work can begin on implementation of those administrative priorities outlined in Part VI. Those actions are critical to the accomplishment of this institution's purposes simply because we are a university, and thus their implementation need not await full resolution of the many issues raised elsewhere in this document.

- Finally, work can also proceed on development of the strategies to be employed for assessing the degree of goal attainment by the University. The results of much of the University's work cannot be measured in a quantitative sense, to be sure, but we must develop more effective means for assessing how well we are doing in relation to goals established. It is important educationally that we evaluate our results, and it is also important to provide legislators and others with evidence of our accomplishments.

The major task now at hand is to identify any needed changes in, and additions to, the present document. Written and verbal comments are encouraged from schools, departments, and individuals. They should be submitted to the Office of the President by October 15, 1976.

WORK COPY

SCHEDULE FOR REVIEW OF MISSION STATEMENT
AND PREPARATION OF DEPARTMENTAL PLANS
1976-77

<u>Steps</u>	<u>Dates</u>
1. Review of draft of general document by Deans and EPC	July 21-August 18
2. Revision of draft	August 18-27
3. Review of draft by all academic and administrative units, EPC, Senate Executive Committee, and appropriate external agencies or groups	September 3-October 15
4. Final revision of general document	October 15-29
5. Preparation of goals, objectives, and three-year plans by academic and administrative units	October 1-January 10
6. Review and discussion of three-year plans	January 10-April 1
7. Budget allocation decisions for 1978-79	April 1-May 1
8. Begin 1978-79 budget request process to SUNY-Central	May 15

A PROPOSED STATEMENT OF MISSION
FOR THE UNIVERSITY AT ALBANY

A Draft Statement Submitted for
Review and Response

July, 1976

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PART I

INTRODUCTION

This document sets forth a proposed statement of mission for the University at Albany. It is tentative and incomplete in its present form and will be distributed to appropriate groups and individuals both on and off the campus for reaction and response. The document is incomplete in that it does not contain specific school or department plans for the future. As explained more fully in Part V, those plans will be developed during 1976-77 and ultimately appended to this document.

As used here, the term "mission" refers to the goals, objectives, programs, and priorities of the institution as a whole. These are first-order decisions which define what the institution should do rather than how it should be done. A complete plan must address both formulative and implemental questions, of course, but it is important to separate the two initially. Full discussion of future direction can be more effectively accomplished if unfettered by issues which are important to, but derivative of, the more basic questions.

The evolution of the Albany campus is traced briefly below to establish the historical context in which future-oriented decisions are to be made. Part II of the report then examines the four major forces affecting future mission. A rather detailed list of goals and objectives is presented in Parts III and IV, with emphasis on the end results which we should seek to achieve as a major institution of higher learning. Part V focuses on the academic program offerings and priorities for the next three years and establishes the basic framework for program planning within schools and departments. A brief discussion of administrative functions and priorities is presented in Part VI, with emphasis on the major actions to be taken to facilitate the work of faculty. Finally,

Part VII discusses the major steps which must be accomplished in order to move toward implementation of mission and thus develop a comprehensive action plan for the future.

Historical Development: 1844 - 1962

The University at Albany has a rich and eventful past. Founded in 1844 as the State Normal School (later changed to New York State Normal College), the institution's primary purpose for its first 60 years of existence was the preparation of teachers for elementary and secondary schools. In 1905, the mission changed dramatically: all courses of study designed to prepare elementary school teachers were discontinued; admissions requirements were made essentially the same as those of other eastern colleges of good standing; and, most importantly, all students were required to pursue subjects deemed essential to a liberal education. Also in 1905, the institution was authorized to award the Bachelor of Arts and Bachelor of Science degrees. Thus the College sought to prepare, first, a liberally educated person and, second, a professionally competent teacher for the secondary schools. A strong focus on quality education was evident throughout this period.

In 1948, along with all other public institutions, the College became a part of the newly established State University of New York (SUNY). Its primary mission remained unchanged, however, and it was not until September, 1961, that the College enrolled its first class of undergraduate students in a liberal arts program which did not include any required study in teacher education. In 1962, the institution was designated as one of four major university centers to be developed in the SUNY system and thus began the rapid transition from a single-purpose college to its present role as a major university.

The Growth Era: 1962 - 1971

In the decade following its designation as a university center, the Albany campus experienced rapid growth in program offerings, enrollments, and resources. The number of academic departments tripled, enrollments and faculty quadrupled, library holdings increased tenfold, and a new physical plant was constructed and occupied. The growth was more than numeric and physical, of course, and the sense of quality expected of a major university permeated decisions made on program development, faculty recruitment, and student admissions. Visible evidence of the emphasis placed on quality during the growth era can be seen in the test scores of entering students, the scholarly achievements of faculty, and the high demand for admission at both the undergraduate and graduate level. The initiation of a chapter of Phi Beta Kappa in a later period (March, 1974) finds its roots in the insisted emphasis on quality throughout the University's first decade.

The rather sudden change in role, and hence in expectations of the campus, necessitated expansion on a broad front. The range of programs appropriate to a major university had to be developed rapidly and in a constricted time frame. Aspirations were defined at a high level and, with few exceptions, were realized. The quantitative and qualitative elements of growth were mutually reinforcing, and the University was in many ways a product of the munificence of the times and the esteem in which higher education was held. By the end of this decade of growth, the University was offering 49 baccalaureate programs, 52 master's programs, and 28 at the doctoral level - a remarkable achievement given the level of quality which was also attained in many programs.

Thus the dominant feature of the era was growth, not unplanned or undirected expansion, but growth on the broad front of program activity necessitated by the times. Little attention had to be given the question of institutional mission under such expansionist conditions, as the problem of choice had an additive dimension only - decisions on which programs to add and/or expand were made only at the expense of not adding and/or expanding some other programs. The general definition of a university center provided adequate guidance in that era. When steady-state conditions emerged rather abruptly in the early 1970's, few institutions were prepared to adjust to the prospect of equilibrium or of decline in program activity - and the University at Albany was no exception.

The Recent Past: 1971 - Present

Only with fulfillment of the grim predictions of steady-state financing have institutions begun to seriously address the question of mission and priorities. The University at Albany began earlier than most, adopting redeployment strategies in the early 1970's to cope with shifts in workload patterns which resulted from elimination of all distribution requirements. The redeployments were ad hoc in nature, however, and were based on a narrow assessment of the circumstances peculiar to one or more programs at the time, rather than being guided by a more comprehensive plan for institutional development.

The work of the Select Committee on Academic Program Priorities in 1975 represented a significant break with the past pattern of sequential redeployment. That group made recommendations with regard to position redeployments and program cuts within a single iterative process, i.e., all programs were examined together, and no single recommendation was made final prior to an examination of the whole. The work of the Presidential Task Force on Priorities and Resources in early 1976 continued the pattern of making resource allocation decisions in simultaneous, rather than sequential, fashion.

While neither the Select Committee nor the Presidential Task Force was charged with delineating long-range developmental priorities for the campus, the work of both focused attention on the need for such a plan. The Educational Policy Council also recognized the need for a "coherent institutional plan" in its review of the Task Force's report. It has become apparent to all that the times have changed, and that our future development must be guided by more than a broad and generally unstated sense of university purpose. We, and others like us, are in a critical period. If institutions of higher education are to effectively use the increasingly scarce resources available to them, decisions about those resources must reflect prior decisions on goals, objectives, and developmental priorities. Thus we must not only be more selective in our choices as to what is important, but also ensure that those choices are subsequently reflected in budgetary decisions.

The following pages offer a proposed statement of mission to guide our future activities as a major university center. The intent is to develop an institutional direction which at once provides a commonality of purpose and preserves the rich diversity of the intellectual enterprise. The future is uncertain but challenging - we must move boldly and prepare well.

PART II

MAJOR FORCES AFFECTING FUTURE MISSION

The future mission and priorities of the University at Albany must be shaped in response to four interrelated forces:

- Its role as a university center within the SUNY system, and hence its designation as an institution devoted to the highest order of learning.
- The needs and opportunities inherent in the immediate environment -- the State Capital District and this geographic region of New York State.
- The internal strengths and resources of the institution -- human, financial, and physical.
- The premise that all programs and activities undertaken must meet that standard of quality appropriate to a national and international university.

Each of the above forces has significant implications for the future development of the campus and will be discussed separately below.

The Concept of a University Center

There are four university centers within the SUNY system: Albany, Binghamton, Buffalo, and Stony Brook. These campuses, while themselves different in many ways, share several common features which distinguish them from the four-year colleges, the community colleges, and other units within SUNY:

- The offering of a broad range of programs encompassing the humanities, fine arts, social sciences, natural sciences, and professional schools.
- Development and maintenance of high quality doctoral, masters, and other advanced degree programs which strengthen and reinforce undergraduate offerings in the disciplines and professional fields.
- A balanced emphasis on research and teaching which stresses integration of the two activities and excellence in each.
- A significant proportion of graduate and advanced professional students.

- An enrollment mix which maintains an appropriate balance among in-state, out-of-state, and foreign students.
- Program offerings and content geared in part to a national market at necessarily national levels of quality.
- An intellectual climate for students dominated by the focus on advanced education of high quality.

These common features of the four university centers establish a context for their work which is distinctly national and international in character. They are institutions devoted to the highest order of learning and, as such, are obligated to the advancement of knowledge on behalf of the society at large and to the attainment of excellence in both teaching and research as measured by rigorous standards of scholarship. These features, in turn, require faculty of strong intellectual competence; performance expectations appropriate to a first-class university; and a shared commitment on the part of all faculty and staff to the discovery, application, and transmittal of knowledge on behalf of students and society.

At the same time, the University at Albany also serves many local and regional needs:

- Although many out-of-state and foreign students are also enrolled, its full- and part-time student population is drawn heavily, and broadly, from New York State.
- It offers a variety of life-long learning programs directed at the population within its geographic region.
- It applies the expertise of its faculty and staff to problems and/or issues arising locally, but which also are of concern nationally and internationally.
- It offers a variety of cultural, clinical, and other activities or services which directly benefit area residents but which also contribute to the intellectual development of students.

One frequently hears universities described as local, regional, or national, yet the criteria for such distinctions are rarely made explicit. Despite this ambiguity, the view persists that an institution must choose whether it is to be a "great university" or merely a local one. This view must be rejected for three reasons. First, the very essence of a major university is its commitment to the discovery of knowledge, regardless of whether the immediate benefit to society is measurable or immeasurable, tangible or intangible, long-run or short-run. The advancement of knowledge is a primary goal of all disciplines and fields of study and herein lies the greatest contribution to both the local community and the nation - if for no other reason than that the application and transmittal of knowledge could not be accomplished without a strong discovery base. When viewed in this way, the national and local dimensions of a university's work are mutually reinforcing and, in behavioral terms, inseparable.

Second, it is rare that the important issues and problems existing in one geographic region are of only nominal concern to another. Thus the expertise of a university can be brought to bear on problems which, although arising locally, are of universal concern. The application of knowledge to such problems can yield significant educational benefits to students and faculty, as well as to the local community.

Finally, the greatness of a university is not judged by scholars in terms of the types of problems or concepts being addressed, but rather by the quality of the address itself - the soundness of the methodologies employed and the degree to which conclusions are supported

by the evidence. If the twin conditions of universality and research-ability are present, problems arising locally present unique opportunities for the discovery and application of knowledge and for dissemination of the research results to students, scholars and practitioners. The issue of a "national" versus "local" focus then becomes moot, as the obligations intrinsic to both can be fulfilled. A university center can, and must, meet both sets of expectations if it is to provide leadership as a public institution of higher learning in New York State.

External Needs and Opportunities

Every university has a set of goals and objectives which guides its work, either explicitly or implicitly. And certainly a large majority of the goals and objectives at any given institution are shared by all others. For example, the goals and objectives for student development presented in Part III of this document could apply to any major university. The language may vary, but the desired intellectual attributes of graduates are essentially the same across all institutions of higher learning.

At the same time, each institution has a distinctive element of mission, an additive component which serves to differentiate it from others. That distinctiveness may be expressed in a variety of ways, as each institution seeks to match its strengths and resources with the needs of society. All great universities are in some sense specially attuned to their own geography, and location in the Capital District of New York presents unique needs and opportunities to the University at Albany and many of its programs. The existing

and potential strengths of the University, in turn, constitute a major resource for governmental, industrial, cultural, and other organizations. How to best join our strengths and resources to the needs and opportunities inherent in the environment is a pivotal issue in defining the campus mission.

The University addresses many external needs and problems already, of course, and in a variety of ways. Applied research on problems of concern to government and other agencies; life-long learning programs for area residents; technical consulting assistance to various organizations; student internships in the community; evening classes to improve educational access; the provision of qualified graduates - these and other forms of service to the community are important and will continue. However, they are forms of service legitimately expected of any major public university, regardless of its location. Therefore, the distinctiveness of the University at Albany's mission is not to be found in those services generally performed by all universities, but rather in those additional programs and activities which can be directed toward the needs and opportunities unique to our location.

We obviously cannot meet all the needs or capitalize on all the opportunities available to us. In order to define an institutional thrust for the future, then, choices must be made among the various types of issues and problems which legitimately could be given high priority. Where should we place our emphasis - our priorities - in order to fulfill this distinctive element of university mission? The answer lies partially in our role as a university center, partially in our

unique location, and partially in the internal strengths which we possess now and have the potential to enlarge. In short, the emphasis should lie in addressing the issues and problems of major concern to State government and to us all.

What are the types of issues and problems of major concern to the State? Economic development, certainly, and related policy matters in the areas of taxation, regulation, public finance, industrial development, and energy use. Social, technological, and scientific problems of similar magnitude exist in education, environmental management, social services, health care, corrections, and other areas. In addressing such problems, agency heads, legislators and other government officials are charged, as representatives of the people, with (a) developing appropriate goals for enhancement of the public good, (b) defining and implementing the appropriate means (programs and procedures) for achieving those goals and (c) monitoring the results and taking corrective action where necessary. Regardless of the specific area of concern (e.g., health care delivery, social services, education), fulfillment of these general responsibilities requires a strong undergirding of research and training in a variety of forms. It is within this context that the University's functions of discovery, application, and transmittal can fruitfully intersect the process of policy formation - not through direct involvement in decision-making or implementation, but through generation of the knowledge needed to support the process.

In no way does this emphasis on the public sector mean a lessening of concern for those disciplines and fields which, by their nature, have little intellectual kinship with such issues and problems. We must preserve and nurture those disciplines which are essential for

education of the whole person and be satisfied with nothing less than excellence there also. We are first and foremost a university center, and we must therefore provide all units with the resources needed to achieve that level of quality befitting a national university. The emphasis on matters of public policy is an additive concern, an enlargement of mission to embrace the unique needs and opportunities inherent in our immediate environment.

There are at least four reasons for the emphasis on public policy analysis. First, adoption of this unique thrust can be accomplished in a way which reinforces that element of mission which we share with all other universities - developing the intellectual capacities of students and discovering, applying, and transmitting knowledge. There are educational benefits to be gained for both students and faculty, as well as opportunities for the advancement of knowledge on a variety of fronts. Second, the economic, social, and technological problems facing this State are not unique. Other regions of the nation and world have, or will have, many of the same concerns.

Third, and building on the first two points, a concentrated focus on major policy issues can contribute importantly to the local area, while in no way compromising the national and international character of this university. As indicated earlier, scholars judge a university in terms of the quality of its research and teaching activities and in terms of the significance of the problems being studied, neither of which need be compromised by this unique thrust.

Finally, our existing faculty expertise and interests provide a strong base for further development. We have the potential to

enlarge that base and thus to provide the support required for this element of mission.

Much of our work in policy analysis will be conducted on an individual basis, as faculty members initiate and pursue specialized projects of their own choosing. If we are to fully effect this element of mission, however, we must also establish and maintain appropriate liaison relationships with agency heads and other government officials to identify mutually beneficial projects. The mechanism for facilitating such relationships will be discussed more fully in Part VI of this document.

It is, clearly, the role of the faculty to define the content and methodology of specific research efforts, regardless of the discipline or field. From a University-wide perspective, however, it is desirable to establish broad criteria as to what areas are most appropriate for attention. In general, the policy issues and problems should meet the following criteria in order to be appropriate for address in the university setting:

1. The issues and problems should be amenable to the application of rigorous research methodologies and techniques.
2. They should not be so narrowly defined as to preclude the derivation of generalizable conclusions.
3. The benefits to be realized from address of the problems and issues should be of sufficient importance to society to warrant our commitment.
4. Address of the issues and problems should yield significant educational benefits to students and faculty.

5. The University should possess the expertise necessary for successful address of the issues and problems, or have the potential for attracting such expertise.

If the above criteria are met, the national and local dimensions of the University's work should indeed be mutually reinforcing.

Internal Strengths and Resources

The human, financial, and physical resources of the institution present both opportunities and constraints for our future mission.

On the constraints side, we must assume the following:

- There will be only slight growth in the total enrollment on this campus. The SUNY Master Plan currently allows for growth to 14,000 FTE students by 1984-85, or seven percent above the current level.
- There will be little or no increase in the number of faculty and staff positions funded by the State in the foreseeable future.
- The physical capacity of the University at Albany will remain virtually unchanged, although there will be some flexibility to change the character of existing space.
- Increases in the operating budget of the institution will likely be limited to inflationary adjustments over the next few years.

Thus the institution must prepare itself for a future which is "steady-state" insofar as the quantitative elements of growth. If managed properly, however, there are significant resource-related opportunities available to us:

- A limitation on total enrollments means that our attention can be centered on the qualitative aspects of growth, unfettered by erratic workload patterns and the usual crises associated therewith.
- Although the total number of faculty funded by the State may remain constant, there will be the flexibility for continued reallocation of positions.

- There are many first class programs and faculty now present on this campus. Selective development on a more compact operating front can expand those strengths still further. Although we must build from existing strengths, other programs critical to future mission will be improved where feasible.
- Our present physical capacity is sufficient, by and large, for the projected enrollments on this campus. With careful management of the space available, appropriate reallocations can be accomplished. Moreover, the quality of the physical plant is, by most yardsticks, excellent.
- While we may see no increases in the total operating budget aside from inflationary adjustments, there is flexibility for reallocation in this area also. By no means is our operating budget so small as to prevent the selective development of excellence on this campus.

The opportunities and constraints delineated above have several additional implications for future mission. First, future resource allocation decisions must be guided by an explicit statement of priorities for the future. We can no longer expand on an even-handed basis, nor can all programs be developed to equivalent levels of quality. Second, we must increase our efforts at obtaining funds from non-State sources. New financial strategies must be developed to provide increased support for students and for faculty research, and to support the further development of selected programs. Third, the budgeting process of the future must be strongly influenced by a reallocative approach, with the major objective being to provide those resources necessary for attainment of the goals established. Finally, we must intensify our efforts to identify alternative ways by which costs can be reduced without corresponding reductions in effectiveness.

Quality

The final major force affecting future mission is our continuing obligation to offer only those programs which meet high standards of quality. We cannot, of course, expect all programs to attain equivalent levels of quality, but we can and must expect all programs to achieve a level of quality befitting a national university. As discussed more fully in Part V, all programs must be provided those resources needed to achieve and/or maintain an acceptable level of quality and to accommodate planned enrollments. In addition, resources must be provided as necessary to those programs which are capable of attaining positions of national leadership in selected disciplines and fields.

Summary and Conclusions

The major forces discussed in this section provide the underpinnings for defining the future mission of the University at Albany. The major planning premises which emerge are summarized below:

- The concept of a university center establishes a national and international context for the University's work, as well as an obligation to the local community. SUNYA must meet both sets of expectations and in a mutually reinforcing way. If problems arising locally are researchable and are of generalizable concern, the address of such problems is consistent with the role of a national university.
- All major universities have the enduring obligation to discover, apply, and transmit knowledge. An unique emphasis at the University at Albany will be on the application of knowledge to policy issues of public concern, with no lessening of concern for the other functions and programs essential to a first class university.

- The University must become more outward-looking in its mission and contribute to the solution of important societal issues and problems. The issues selected for address must meet certain criteria in order to ensure that both the community and the University are served well. Special attention will be given to addressing the problems of greatest concern to State government.
- Given a context of limited resources, the University must expand in a selective fashion, guided by an explicit statement of priorities for the future and by continuing efforts to achieve greater cost/effectiveness in our work.
- In making priority choices, the University must build on existing strengths. All programs to be continued must meet that minimal standard of quality appropriate to a national and international university.
- An unique focus for future growth will be those disciplines and programs with high potential for aiding in the analysis of public problems. This emphasis will be accomplished without detrimental effects to those programs essential to any major university.

The next two sections of this document set forth goals and objectives to guide the future of the University at Albany. Part III focuses on goals and objectives for student development, emphasizing those end results of the learning process which we seek to accomplish. Part IV delineates goals and objectives focused more squarely on societal development and thus on the end results sought from the discovery, application, and transmittal of knowledge.

PART III

GOALS AND OBJECTIVES FOR STUDENT DEVELOPMENT

A statement of goals and objectives for student development should identify the desired outcomes, or results, of the learning process. In adopting this outcomes orientation, one must distinguish between the ultimate consequences of achieving the goals and the goals themselves. Achievement of whatever goals are set should contribute to the ability of students to (1) function effectively as educated persons in society; (2) engage in meaningful and productive careers; (3) assume the responsibilities of both leadership and citizenship within society; and (4) engage in a life-long learning process of self-development. However, these consequences are a function of many variables which are either beyond the scope of a university's work or beyond its control. Thus a university cannot, indeed should not, assume full responsibility for the life success or failure (however defined) of its graduates. The university must, however, assume the responsibility for facilitating individual development through accomplishment of the goals which are adopted as its rightful obligations.

There are three types of developmental needs which we seek to meet: intellectual, career, and personal/social. Of these three, we must give the greatest attention to intellectual development, the task for which we are best qualified. Intellectual development encompasses the acquisition of both content and skills, particularly those skills of critical thinking, analysis, and

creativity. The nature of a university demands that the areas of knowledge offered be of sufficient rigor and complexity to require application of these higher-order skills. Thus students can be both "educated" and "trained," as they are being prepared for careers which demand critical thinking and reasoning skills and the ability to apply knowledge gained through general and specialized study. However, successful integration of goals set for intellectual development, on the one hand, and career development on the other cannot be accomplished in programs which are characterized by a kind of intellectual routine and which demand little of students beyond a relatively straightforward acquisition of knowledge. Such programs, while necessary to meet some specific vocational needs of society, do not fall within the role and scope of a major university center.

The personal and social development of students is, without question, inseparable from the process of intellectual development. What must be provided are opportunities for the student to develop a sense of competence, identity, and commitment - in short, a learning environment which will enhance the positive sense of self. Certainly no one would advocate a dehumanizing or completely value-free approach to intellectual development. Nor can one deny that the full embracement of life is contingent on the complete development of self. Yet despite these fundamental truths, any university must concentrate its efforts on that task for which it is best fitted - the expansion and growth of intellectual capabilities.

In terms of time, attention, and actual resource deployment, intellectual development is our dominant concern. Thus the goals for personal and social development presented below reflect a threshold, the ends which must be achieved to fulfill our larger obligations to students and to facilitate their growth as responsible individuals.

The goals and objectives stated below not only reflect our obligations as a university center, but also constitute guidelines for the design of programs and curricula. They are applicable to both undergraduate and graduate programs, although implementation strategies may vary considerably across levels and types of instruction.

GOAL I. TO DEVELOP SKILLS OF LEARNING AND CRITICAL THINKING

- A. To develop in students skills of information acquisition, reasoning and lucid communication.
- B. To develop in students the ability to integrate knowledge from a variety of perspectives.
- C. To develop in students the ability to apply alternative modes of reasoning and methods of problem solution and the ability to distinguish the logically relevant from the irrelevant.
- D. To develop in students the ability to derive and formulate general principles for clarification and explanation.

GOAL II. TO DEVELOP AND FOSTER THE PROCESS OF INTELLECTUAL DISCOVERY AND THE EXPLORATION OF THE UNKNOWN

- A. To develop in students a familiarity with the philosophies, methods and processes of research in the professional and disciplinary fields.
- B. To encourage in students intellectual curiosity, resourcefulness and enthusiasm for learning.

- C. To encourage an awareness in students of the importance of the imaginative and creative elements of intellectual endeavor.
- D. To develop in students an attitude of individuality that promotes intellectual introspection, initiative and self-assertion.

GOAL III. TO DEVELOP AN AWARENESS OF AND INTEREST IN THE BREADTH OF HUMAN INTELLECTUAL ACHIEVEMENT AND CULTURAL EXPERIENCE

- A. To develop in students an understanding and historical perspective of the cultural, political, legal, scientific, and social components of societies.
- B. To develop in students an understanding of the processes and consequences of change in societies and the interrelationship of economic, technological, political, legal and social forces in change.
- C. To develop in students an understanding of the diversity of forms in which intellectual and artistic achievements have been expressed.
- D. To encourage students to develop a life-long interest in intellectual and artistic endeavors.

GOAL IV. TO DEVELOP AN UNDERSTANDING OF VALUE SYSTEMS AND OF VALUE FORMATION

- A. To develop in students an understanding of the processes and dimensions of value formation, clarification and conflict.
- B. To develop in students an understanding of the effects of values on thought and behavior.
- C. To encourage in students attitudes of personal responsibility for the consequences of applying their knowledge and skills.

GOAL V. TO DEVELOP THE KNOWLEDGE AND SKILLS NECESSARY TO QUALIFY STUDENTS FOR ENTRY-LEVEL WORK IN APPROPRIATE FIELDS

- A. To prepare students to meet entry-level expectations in those fields of study which traditionally lead to clearly defined jobs and careers.
- B. To encourage those students in majors which traditionally have not led to clearly defined employment to develop skills which would qualify them for career entry.

- C. To provide students the opportunity to gain work experience in appropriate field(s) of study prior to graduation.

GOAL VI. TO DEVELOP THE ABILITY AND OPPORTUNITIES FOR SELECTING CAREER EMPLOYMENT

- A. To develop students' career decision-making skills.
- B. To develop an orientation toward serial careers.
- C. To develop effectiveness in seeking employment.
- D. To provide information to employment communities concerning abilities of university graduates to meet their needs.

GOAL VII. TO PROVIDE OPPORTUNITIES FOR STUDENTS TO ENHANCE THEIR INDIVIDUAL PERSONAL DEVELOPMENT, INCLUDING THE EXPLORATION OF VALUES AND ETHICS

- A. To provide a comprehensive orientation, counseling and advising system including academic, personal, career, financial, health and job placement counseling.
- B. To encourage in students the formation and enhancement of a positive self-concept.
- C. To provide opportunities for students to critically examine and compare various views, experiences, and understandings of life.
- D. To provide a wide range of learning opportunities designed to enhance interpersonal communication of ideas and feelings.

GOAL VIII. TO MAINTAIN A CAMPUS ENVIRONMENT WHICH WILL FOSTER A SENSE OF COMMUNITY AND SOCIAL RESPONSIBILITY

- A. To demonstrate through institutional policies and practices the University's commitment to the ideals and values of social responsibility.
- B. To provide an atmosphere which will encourage students to explore and discuss contemporary social issues.
- C. To provide opportunities for students to participate in and be exposed to a wide variety of cultural events.

- D. To provide opportunities for students to participate in University decision-making processes.
- E. To provide opportunities for students to participate in community activities and governmental processes.

GOAL IX. TO ENSURE THE SAFETY OF STUDENTS AND PROVIDE THOSE SERVICES AND FACILITIES WHICH ARE ESSENTIAL TO THEIR PHYSICAL WELL-BEING

- A. To ensure the safety of students in on-campus laboratory, classroom and extracurricular activities and in facilities used for living, eating and leisure.
- B. To provide those facilities and personnel needed to diagnose and restore to normal physical well-being students whose problems are temporary and/or minor, and in serious cases, to make responsible references.
- C. To create and maintain a healthy, clean, and psychologically and physically supportive campus environment for the entire University community.
- D. To provide adequate facilities to allow the University community various forms of physical exercise and recreation.
- E. To maintain and improve the quality of housing facilities and services.

Consistent with the obligations to students expressed earlier, the wording of the goals and objectives conveys our primary concern for intellectual development, while also setting forth the needed emphasis on career and personal/social development. While the strategies for achievement of the goals may vary across fields of study and even across specific courses, the desired outcomes apply to all graduates of the University at Albany. As discussed later in this document, all academic and administrative units will be asked to articulate goals and objectives which, while reflective of the unique discipline or field, are also compatible with the institutional goals outlined above.

PART IV

GOALS AND OBJECTIVES FOR SOCIETAL DEVELOPMENT

The three basic functions of any major university are the discovery, application, and transmittal of knowledge on behalf of students and society. The functions are interrelated, of course, and they are accomplished through the activities of teaching, research, and consultation -- all resulting in service to society. In this sense, "public service" is an outcome, or end result, of all our work and not some separately identifiable set of activities as commonly presumed. An adequate conceptualization of the service phenomenon is long overdue in universities everywhere and necessary for full understanding of future mission. The following paragraphs discuss briefly the primary service outcomes associated with the three major functions.

The benefits or services to society resulting from the discovery of knowledge are frequently unknown or unpredictable in any immediate sense, and even more difficult to measure. On the other hand, much knowledge discovered in universities has immediate visibility and utility to society. In general, discovery has the primary service outcome of advancement of knowledge, the visibility of which varies by discipline and field, but the importance of which has been demonstrated innumerable times.

With regard to the application of knowledge, the service outcomes emerge from a problem-oriented focus, primarily through the activities of research and consultation. Thus, whereas the

discovery function tends to be concept-oriented, the application function focuses more on specific concerns of society. The distinction is often vague at best, and little is to be gained by attempting to too finely classify various types of research as "basic" or "applied." Nonetheless, the conceptual distinction is useful, particularly when addressing the larger issue of a university's service role to society. In general, the service outcome of the application function can be thought of as problem analysis, putting to work the varied resources of the university on important concerns of society or components thereof.

Finally, the transmittal of knowledge has clearly identifiable service outcomes to society. In some forms, of course, the transmittal of knowledge is indistinguishable from its application, if one assumes that participants in the application process learn rather than merely consume the results. Similarly, the university has an obligation to disseminate the results of its discovery efforts to students, the scholarly community, and the general public, another example of the interrelatedness of the basic functions in practice. As conceived here, however, transmittal occurs primarily through the teaching activity, whether that activity be for degree or non-degree students. Thus the primary outcome of transmittal is an educated citizenry. In order to enhance the quality of education, however, other outcomes may emerge in the form of cultural and clinical services to society. For example, student internship programs of various types not only enhance learning, but also provide direct assistance to individuals and

organizations in the local area. Similarly, productions or exhibits in the fine arts contribute importantly to student development and at the same time provide a valuable cultural resource for area residents.

In summary, the interrelated functions of discovery, application, and transmittal generate four major outcomes for society: advancement of knowledge, problem analysis, educated people, and cultural and clinical services. "Public service" as used here is the overarching construct which embraces the four types of outcomes. The analysis of public policy issues is only one form of problem analysis which, in turn, is only one of the four principal components of public service rendered by any major university.

A university center by its very nature is engaged in the discovery, application, and transmittal of knowledge in a variety of disciplines and professional fields, and it must meet the requisite levels of quality and quantity in each. As indicated in Part II, however, the University at Albany seeks to enlarge and reinforce this traditional mission by applying its existing and potential strengths to the policy matters of major concern to State government. Thus the goals and objectives presented below reflect not only the timeless obligations of any major university, but also the unique emphasis of the Albany campus on public policy analysis.

GOAL I. TO CONTRIBUTE TO THE SOLUTION OF SOCIETAL PROBLEMS AND TO THE GENERAL ADVANCEMENT OF KNOWLEDGE

- A. To encourage individual faculty to undertake research of any nature which promises to contribute to the advancement of knowledge.
- B. To educate students, through their participation in research activities, in modes of critical thought and in methods of scholarly inquiry.
- C. To significantly increase the level of financial support available for research.
- D. To support the communication of research findings to peers, students, and interested persons outside the academic community.
- E. To encourage and facilitate research on policy issues of special concern to State government.
- F. To ensure that address of various concepts, problems and issues results in benefits not only to society, but also to the educational mission of the University.
- G. To develop more effective coordinating structures for bringing discipline-based skills to bear on problems of interdisciplinary and multidisciplinary character.
- H. To maintain and/or attract the faculty expertise necessary for successful address of selected issues and problems.

GOAL II. TO OFFER OPPORTUNITIES FOR LIFE-LONG LEARNING AS AN INTEGRAL PART OF INSTRUCTIONAL ACTIVITIES

- A. To offer degree and non-degree programs consistent with the needs of the learning society and within the capabilities and mission of the University at Albany.
- B. To provide, through course scheduling, audit capabilities, and other means, the opportunity for qualified area residents to enroll in courses offered as a part of ongoing degree programs.
- C. To encourage departments to offer life-long learning opportunities consistent with the missions of those units.
- D. To clarify and strengthen the organizational relationships of the various academic and administrative units involved in the provision of life-long learning opportunities.
- E. To implement a process that ensures quality in all life-long learning programs.

- F. To develop, where appropriate, off-campus instructional programs to meet the needs of area residents.
- G. To cooperate with other providers of life-long learning opportunities in the Capital District to ensure complementary thrusts and offerings.

GOAL III. TO CONTRIBUTE TO THE DEVELOPMENT OF THE LOCAL AREA THROUGH THE PROVISION OF CULTURAL AND CLINICAL SERVICES WHICH REINFORCE EDUCATIONAL MISSION

- A. To provide a variety of cultural events for faculty, staff, students, and area residents.
- B. To integrate a variety of work-action experiences into curricula as appropriate and to thereby provide benefits to the local area and to students and faculty.
- C. To be involved in improving the quality of the social and physical environment.
- D. To provide technical assistance in the resolution of local problems.
- E. To make available the facilities of the University for use by appropriate community groups.
- F. To provide other appropriate services to the community which are consistent with, and reinforce, educational mission.

While the goals and objectives listed above provide a commonality of purpose for all units of the University, each contributes to their accomplishment in a variety of ways and with varying degrees of emphasis. Thus it is not intended that each unit pursue all of the objectives outlined, or even all of the goals. As an institution, however, we must be committed to the pursuit of them all and develop more effective means for assessing our degree of goal attainment.

PART V

ACADEMIC PROGRAM OFFERINGS AND PRIORITIES

No statement of institutional mission is complete without a delineation of program offerings and priorities. The goals and objectives presented in Parts III and IV of this document are not alone sufficient to establish future direction, as there are many disciplines and fields which could contribute significantly to the attainment of those desired end results.

All universities are constrained in their range of program offerings for both educational and economic reasons. The reduction of twenty degree programs on the Albany campus this past year reflected a shared realization that an inventory of 129 programs could not be supported at the requisite level of quality in the years ahead. The range of programs sustained is befitting of a university, however, and the work of the Presidential Task Force on Priorities and Resources left the institution wholesomely formed for the future.

The Task Force members did not have the benefit of a written statement of mission to guide their deliberations. Nonetheless, there was ready comprehension of the general future of this University, especially its role as a major university center, the nature of any university's obligations to students and to society, and the increasing attention to be given to policy issues of public concern. The criteria used for program evaluation constitute evidence of this understanding,

as does the final report itself. Consequently, what is needed now is not a reevaluation of the Task Force's recommendations, but rather a coalescing of their work and the information on which it was based into a statement of future program offerings and priorities for resource allocation. The time horizon selected is three years, or through 1979-80, with the understanding that the plan should be updated at least annually to reflect the latest information available on program needs and resource availability.

Program Offerings

The President's Report on Priorities and Resources, dated March 15, 1976, set forth the programs to be sustained on the Albany campus. As indicated in Exhibit 1, the inventory includes 41 programs at the bachelor's level, 47 at the master's level, 21 at the doctoral level, and eight University certificate programs.

The program array represents a rich diversity of disciplines and fields, encompassing the humanities, social sciences, natural sciences, and professional schools. Accompanying the diversity is a high degree of intellectual interdependence, of course, and a shared commitment to those values and principles of scholarly inquiry which are at the very heart of a university and know no discipline bounds. From a campus-wide perspective, there are four major expectations of all programs being sustained:

- Achievement of a level of quality befitting a university of the first class, as measured by rigorous national standards of scholarship. As established in Part II of this document, all programs must aspire to the attainment of excellence in both instruction and research if the purposes of a university center are to be attained.

EXHIBIT I
PROGRAM OFFERINGS OF THE UNIVERSITY AT ALBANY

Bachelor's Degree Programs

Division of Humanities: (16)
Art, Chinese, Classics (Greek, Latin, and Greek & Roman Civilization), English, French, German, Judaic Studies, Linguistics, Music, Philosophy, Rhetoric & Communications, Russian, Spanish, Theatre

Division of Social & Behavioral Sciences: (11)
African & Afro-American Studies, Anthropology, Asian Studies, Economics, Geography, History, Psychology, Puerto Rican Studies, Russian and E. European Studies, Social Studies, Sociology

Division of Science & Mathematics: (9)
Atmospheric Science, Biology, Chemistry, Computer Science & Applied Math, Earth Science, Geology, Mathematics, Medical Technology, Physics

School of Education: (1)

School of Business: (2)
Accounting, Business Administration

School of Public Affairs: (1)
Political Science

School of Social Welfare: (1)

Master's Degree Programs

Division of Humanities: (12)
Classics (Classical Archaeology, Greek, and Latin), English, French, German, Philosophy, Rhetoric & Communications, Russian, Spanish, Studio Art, Theatre

Division of Social & Behavioral Sciences: (8)
African & Afro-American Studies, Anthropology, Economics, Geography, History, Psychology, Social Studies, Sociology

Division of Science & Mathematics: (7)
Atmospheric Science, Biology, Chemistry, Computer Science, Geology, Mathematics, Physics

School of Education: (12)
Counseling, Curriculum Planning, Educational Administration, Educational Communications, Educational Psychology, General Professional, Reading, Rehabilitation Counseling, Special Education, Student Personnel Services, Teacher Education, TESL - Bilingual Education

School of Business: (2)
Accounting, Business Administration

School of Library & Information Science: (1)

School of Social Welfare: (1)

School of Criminal Justice: (1)

School of Public Affairs: (3)
Political Science, Public Administration, Public Affairs

Doctoral Degree Programs

Division of Humanities: (4)
English (Ph.D. & D.A.), German, Philosophy, Spanish

Division of Social & Behavioral Sciences: (5)
Anthropology, Economics, History, Psychology, Sociology (temporarily suspended)

Division of Science and Mathematics: (6)
Atmospheric Science, Biology, Chemistry, Geology, Mathematics, Physics

School of Education: (2)
Ph.D., Ed.D.

School of Criminal Justice: (1)

School of Public Affairs: (2)
Political Science, Public Administration

School of Social Welfare: (1)
(temporarily suspended)

Certificate Programs

School of Education: (7)
Counseling, Curriculum & Instruction, Educational Administration, Educational Communications, Educational Research, Reading, Student Personnel Services

School of Education and Social and Behavioral Sciences: (1)
School Psychology

- Development and pursuit of goals and objectives which reflect the unique character of the discipline or field, but which are also compatible with the overall goals and objectives of the University. The institution-wide goals and objectives presented in Parts III and IV of this document provide both a commonality of purpose and a framework within which each unit can discern and articulate its own unique goals. Thus, there will be variations among units insofar as both the manner and degree of contribution to any one of the institution-wide goals and objectives, and rightfully so. It is expected, however, that the uniqueness of each unit can be articulated within the broad framework established in Parts III and IV.
- Achievement of a balanced emphasis on teaching and research. As discussed in Part II, all programs at a university center must seek a balanced emphasis on research and teaching which stresses integration of these two components of scholarship and excellence in each. As used here, the term "research" refers to a broad array of scholarly and artistic activities which differ considerably in form, content, and process across fields of study. Thus, there is no single model for research, nor is there any single indicator which can be used in assessing the quality of scholarly contributions in the various disciplines and professional fields. However, one common characteristic of such activities is communication of their results to both peers and students. Thus all faculty members have an obligation to be engaged in research and scholarly activity, to communicate the results, and thereby to contribute to the intellectual development of students and colleagues and to the advancement of knowledge.
- Implementation of faculty evaluation, reward, and development plans which are appropriate to a university center. The primary responsibility for faculty evaluation rests with schools and departments. Thus each unit must specify clearly those elements of scholarship to receive primary attention in faculty evaluation; the information needed to conduct the evaluation; the process by which the information will be collected; and ways by which the information can be utilized for development of faculty as well as evaluation.

These expectations constitute the primary focal points for coordination and oversight of programs from a campus-wide perspective. The forms of scholarship to be taken as evidence of achievement will differ across academic units, of course, but there should be no

variations in the level of accomplishment expected. Continued development as a university center demands the maintenance of high performance standards for both students and faculty in all programs offered on the Albany campus.

Priorities for Resource Allocation

Estimates of resources available to academic programs over the next three years must be tempered by the uncertainty of future allocations by the State, and by the knowledge that the needs of specific programs can shift rapidly in a short period of time. The existence of such uncertainty does not make less important the need for institutional planning, however, as individual academic units must be given more adequate lead time for recruitment and internal planning in general. Uncertainty as to future events means only that we must build a degree of flexibility into planned allocations and recognize that any three-year plan may be subject to change in one or more of its parts. Thus the intent for future allocations can be clearly established, while recognizing that deviations from the plan may be necessary as external events unfold and as unanticipated needs emerge in specific programs.

There are three major factors to be considered when establishing the institution's priorities for resource allocation:

- The obligation of the institution to provide all programs the resources needed to achieve an acceptable level of quality and to accommodate planned enrollments.
- The obligation of the institution to facilitate the attainment of national leadership in programs which are at or near that level of quality already.

- The need to further develop instructional and research activities in those units which can contribute significantly to the analysis of major public policy issues.

The first of the three major factors establishes a floor, a threshold of resources which must be provided to all academic units being sustained. The question which must be given a satisfactory answer can be stated thusly: What is the critical mass of scholars and support resources needed in a given unit to (a) provide the needed breadth and depth of intellectual expertise, (b) accommodate planned enrollments, and (c) accomplish the range of intellectual activities expected of all faculty at a major university center? Some quantitative workload indices can be employed to help answer this question, but all such factors must be weighed in relation to the unique features of a given discipline or field. Judgment is involved here, certainly, but these interrelated conditions must be satisfied in all programs to be offered on the Albany campus.

As a result of shifts in student interests over the years, changes in program purposes and scope, and other factors, a number of units currently fall below the minimum level of resources required. The following departments and schools should be given a net increase in faculty lines and associated support funds as soon as is feasible to alleviate the understaffing problem:

Business
Computer Science
Economics
Psychology

Public Administration
Rhetoric and Communications
Social Welfare
Sociology

The composition of this list will vary over time, of course, as circumstances change and as units not now listed experience the need

for increased resources.

The second factor to be considered in delineating priorities takes cognizance of (a) the University's commitment to achieve peaks of excellence among its programs and (b) the obligation of the institution to facilitate and sustain extraordinary achievements on the part of its faculty. There are several academic units which have attained, or are close to attaining, national stature. Still others have strong potential to become recognized as among the leaders in the discipline or professional field. Based on external evaluations and other forms of evidence, the following units either have attained positions of national leadership already or have the potential to do so in a reasonable period of time:

Anthropology	German
Atmospheric Science	Mathematics
Biology	Philosophy
Chemistry	Physics
Criminal Justice	Public Administration
Educational Psychology	Reading
Geology	

Resource augmentation is not necessarily called for in order to facilitate the achievement and/or maintenance of very high quality in the units listed. However, the University must nurture and facilitate extraordinary accomplishments in all possible ways, including the provision of increased resources when appropriate. The list is not immutable, of course, and should change as developmental efforts continue in other departments.

The third factor reflects the increased emphasis to be placed by the University on the address of public policy matters. As indicated in Part II of this report, such address can take a variety

of forms and occur in numerous disciplines and fields. The following schools and departments possess special knowledge and skills which can be brought to bear on the economic, social, and scientific problems facing the State of New York:

Atmospheric Science	Geography
Business	Geology
Criminal Justice	Political Science
Economics	Psychology
Educational Policies, Programs, and Institutions	Public Administration
Educational Psychology	Social Welfare
	Sociology

While contributions to public policy analysis will be encouraged in many areas, the units listed above will be given particular attention in fulfilling this element of University mission.

Taking all three factors into account, 23 schools and departments emerge as primary claimants on resources at this time in order to alleviate the understaffing problem, facilitate the attainment of selective excellence, and strengthen our work in public policy analysis. Those 23 schools and departments are:

Anthropology ^{SS}	Geology SM
Atmospheric Science SM	German ^{AD}
Biology SM	Mathematics SM
Business	Philosophy ^{SS}
Chemistry SM	Physics SM
Computer Science SM	Political Science
Criminal Justice	Psychology ^{SS}
Economics ^{SS}	Public Administration
Educational Policies, Programs, and Institutions	Reading
Educational Psychology	Rhetoric and Communications ^{AD}
Geography ^{SS}	Social Welfare
	Sociology ^{SS}

Although these schools and departments should be viewed as the major candidates for growth at this time, the University must and will fulfill its obligation to provide the critical mass of resources needed in all academic units. As previously stated, the needs of

academic programs can change dramatically and in a short period of time, and thus any statement of priorities must be periodically updated to reflect new circumstances which justify additions to and subtractions from the above list.

Guided by this general framework of priorities, all schools and departments will be asked in early Fall, 1976 to estimate the resources needed over the next three years to achieve their goals and to accommodate their planned enrollments. Those first estimates will set in motion an iterative process whereby needs, on the one hand, and projected resources on the other are brought into balance. The units will be involved throughout this process in order to ensure that the decisions on future allocations are consistent with the goals and priorities established for the same period. Annual budgetary decisions can then be made within the context of multi-year plans developed by each unit.

The basic format to be used in developing the plans will be distributed in early Fall, 1976. The format will allow each unit to state its own unique goals in relation to the campus mission and to suggest alternative directions as appropriate. These plans, to be updated and evaluated annually, will also provide the basis for any needed changes in the institution's priorities for resource allocation, including changes in the above list as appropriate.

Enrollment Planning

As indicated in Part II of this report, the total enrollment level authorized for the University at Albany is unlikely to change significantly in the near future. This does not mean, however, that the enrollment mix (e.g., by major, level) will remain constant, nor

does it mean that the future mix must be left to chance. If educational considerations are to be given equal weight with demographic phenomena, we must initiate a more balanced approach to enrollment planning -- one which reflects not only student interests but also the program plans and priorities of the institution and the societal needs being served.

Departments have already been asked to project, on a tentative basis, the enrollments which are educationally desirable over the next three years. The projections will be modified, of course, as departments prepare their plans during Fall, 1976 and as further discussions occur. Thus the campus-level guidelines at this stage of mission articulation must be limited to the following:

- The total enrollments on the Albany campus will not exceed the current Master Plan projections, i.e., 13,500 FTE students by 1980-81 and 14,000 FTE students by 1984-85. The total FTE enrollment in 1975-76 was approximately 13,175.
- On a headcount basis, the campus will seek to maintain the current mix of approximately two-thirds undergraduate students and one-third graduate.
- Recruitment efforts will be increased to ensure attraction of high quality students and to facilitate the enrollment of students with the potential for advanced work.
- New approaches will be developed to attract additional financial support for graduate students.

As indicated in Part VI, a campus-wide task force will be created in Fall, 1976 and charged with development of new strategies for recruitment and for increased financial support of graduate students.

Summary

This part of the document has identified the academic program offerings and priorities of the University at Albany for the near future. 109 degree programs are to be sustained, including 41 at the bachelor's level, 47 at the master's level, 21 at the doctoral level, and eight University certificate programs. Based on three major factors, 23 schools and departments were identified as the major candidates for growth and hence the priority claimants for additional resources in the near future.

Given this statement of future direction, each academic unit will be asked to develop a brief planning document during Fall, 1976, with emphasis on future goals, priorities, enrollments, and resource needs. These documents will provide the basic inputs needed for decisions on future allocations.

PART VI

ADMINISTRATIVE FUNCTIONS AND PRIORITIES

The administrative staff of the University exists for one primary reason: to facilitate and support the work of faculty and students. In order to accomplish this basic purpose, the five major functions of administration are:

- Development of the institutional plans, policies, and procedures necessary to preserve and enhance the vitality of the intellectual enterprise as a whole.
- Acquisition of the resources necessary to support teaching, research, and learning, both directly through its own efforts and indirectly through provision of information on funding sources and other matters to faculty and students.
- Provision of those services to faculty and students which either directly support the learning process or are necessary to its existence.
- Maintenance of appropriate relationships with various external publics to facilitate the work of faculty and students and to satisfy accountability requirements in both educational and economic terms.
- Development and maintenance of appropriate coordination and oversight activities to ensure that the goals and priorities of the institution are accomplished as effectively and efficiently as possible.

These five major functions provide the framework within which all administrative units must articulate their goals and objectives to support the educational mission of the institution. Each administrative department will be asked in Fall 1976 to prepare a three-year plan, with emphasis on the following: (a) the goals and objectives of the department, including the way in which accomplishment of those goals contributes to the educational mission of the University; (b) the priorities of the department for the next three

years; (c) the strategies by which the goals, objectives, and priorities are to be accomplished; and (d) the level of resources needed to provide the requisite quality and quantity of services in support of educational mission.

The development of departmental plans with a strong focus on the support of educational mission will provide much of the information needed for decisions on administrative priorities at the campus level. As discussed below, however, there are several major needs which transcend the responsibilities of specific offices and which deserve immediate attention by the administration.

Priorities for Administrative Action

The following areas deserve primary attention by the administration in the immediate future:

- The need to more effectively facilitate the research activities of faculty through provision of increased funding and other forms of support.
- The need to provide increased financial support for graduate students.
- The need to increase the level of non-State financial support available to academic programs.
- The need to establish more effective liaison relationships with State government officials in keeping with the emphasis on public policy analysis.
- The need to reduce overall administrative costs to the extent practicable, and to redirect the savings to academic programs and to units in direct support of those programs.

Each of these major priority areas is discussed more fully below.

Facilitation of Research

As defined in Part V of this report, the term "research" refers to a broad array of scholarly and artistic activities which differ considerably in form, content, and process across fields of study in the University. Faculty members at a university center assume an obligation to be engaged in creative forms of scholarly inquiry, and the administration, in turn, has an obligation to facilitate such activity in all ways possible. While facilitation is often constrained by requirements emanating from external sources, there are, nonetheless, ways by which both the quality and quantity of support for research can be improved. The following actions are either already underway or planned for the near future:

- A major study will be initiated during 1976-77 to develop new methods of encouraging and facilitating research activities on a campus-wide basis. In general, the focus of the project will be on (a) the elimination of any barriers to research which may exist; (b) the creation of appropriate incentives in a variety of forms; and (c) development of the means by which the research-related goals and objectives stated in Part IV of this report can be most effectively accomplished.
- Through redeployment within the administration, one full-time professional staff member will be added to the Office of Research. Addition of this staff member will enable the office to expand its capability for establishing appropriate relationships with granting agencies; disseminating information on funding opportunities to researchers, and otherwise facilitating the conduct of research activities on a campus-wide basis.
- As discussed more fully below, plans are underway to establish a research center which would play a major role in facilitating and encouraging research on public policy issues throughout the campus.

In addition to these specific actions, the administration will continue to seek out new sources of funding and take other appropriate steps to encourage research activities of faculty.

Increased Support for Graduate Students

Stipends for teaching assistants and graduate assistants at the University at Albany have remained at the same level for six years, and recent reductions in the various forms of State financial aid have only exacerbated the problem. The campus must take the initiative to find new sources of funding for graduate students and to develop appropriate methods for attracting high quality students to our advanced programs.

A campus-wide task force will be created to study the problems of recruitment and financial aid and to develop a recommended plan of action for the University. This task force will be appointed in cooperation with the Graduate Academic Council in September 1976, and its final report should be submitted by early December, 1976. Staff support will be provided to the task force as necessary in order to expedite completion of this critical task. Our continued development as a major university center will depend to a large extent on our ability to attract and support graduate students of high quality, and we must act now to prevent further erosion of our competitive position.

Increased Non-State Support

As discussed in Part II of this document, there is likely to be little increase in the level of operating support provided by the State in the foreseeable future. Consequently, new financial strategies must be developed to provide increased support from non-State sources to further develop selected programs.

With the help of the SUNYA Foundation, the Benevolent Association, and the Alumni Association, a major effort will be made during 1976-77 to develop such strategies. The Vice President for University Affairs has been assigned primary responsibility for this task, and it is expected that a recommended plan of action will be developed by March, 1977.

Interaction With State Government

Contained in the 1977-78 Preliminary Budget Request of this campus is a proposal to establish a University-wide research center which will focus on the analysis of public policy issues. As stated in that request, the five major goals of the center are:

- To organize and maintain continuous liaison with agency heads, legislators, and other public officials to identify major issues and problems facing the State.
- To maintain a current University-wide inventory of faculty strengths and areas of expertise and to communicate the existence of such expertise to appropriate groups and individuals. A computerized "matching" process will be developed to link the needs of government, on the one hand, with faculty expertise on the other.

- To stimulate faculty and student research on major issues and problems, by (a) arranging meetings with appropriate public officials, (b) assisting faculty and students in identifying research questions which are appropriate to a university setting, and (c) obtaining support for research from appropriate sources.
- To initiate and monitor major research projects and to establish the means for bringing a variety of discipline-based skills to bear on problems of multi-disciplinary or interdisciplinary character.
- To coordinate the development of a staff college, conferences, workshops, and other appropriate vehicles for sharing knowledge with government officials.

If approved, the center will represent a major vehicle for implementing that element of University mission focusing on public policy analysis.

One immediate step to be taken is a series of conferences on campus to identify projects of mutual interest to faculty, on the one hand, and key government officials on the other. These conferences will include a variety of workshops and deliberative sessions which focus on key policy issues and the nature of the University-Government interface in addressing those issues.

A second major action to be taken is the appointment of an advisory group to the President, consisting of faculty and members of both the executive and legislative branches of State government. This group will be convened at appropriate intervals to discuss specific needs of State government and the University's role in meeting such needs.

Reduction of Administrative Costs

All campuses of the State University of New York have limited flexibility in the allocation of resources between academic programs and administrative departments. Externally imposed requirements for accountability, for example, have costs associated with them that cannot be avoided. In addition, the budget structure itself limits the degree to which a savings in administrative costs can be translated into a gain for academic programs. Despite these limitations, however, we must continually seek ways by which administrative costs can be reduced and the savings redirected to academic programs.

The Presidential Task Force on Priorities and Resources suggested several alternatives for further study, all of which will be addressed during 1976-77. Some studies are already underway, and several promise to achieve significant cost reductions (e.g., secretarial pooling, elimination of unneeded telephone instruments and lines). In addition to these special studies, all administrative units are being urged to reduce costs of present operations to the extent practicable.

Summary

This section of the report has identified the major functions and priorities of the administration for the near future. Five major areas were identified as priorities for administrative action: more effective facilitation of research; development of increased support for graduate students; development of an increased level of non-State financial support; creation of more effective liaison relationships

with State government; and reduction of administrative costs to the extent practicable. Several specific action strategies were indicated in each of these areas, with others to be developed as the planning process evolves.

PART VII

TOWARD IMPLEMENTATION

This document has focused on defining the future goals, objectives, and priorities of the University at Albany, with only slight attention given to questions of implementation. It is being widely distributed for reaction and response, both on and off the campus. Based on the responses, the goals, objectives, and priorities will be refined in conjunction with the Educational Policy Council of the University Senate. Work can then begin on broader questions of implementation which emerge and begin to take shape during the consultative process.

During the period of consultation, work can proceed concurrently on four major fronts:

- All academic units can begin to develop their own three-year plans, the general formats for which will be distributed in early Fall 1976. While institutional-level mission statements provide an overall direction and context for our work, the heart of educational planning is within each discipline and field. Although some particulars of the institutional context may be changed through the consultative process, the present document provides enough information to permit early thinking on the future goals, objectives, and priorities of individual units. It is anticipated that the new format will replace those currently used in the preparation of annual reports.
- All administrative units also can begin preparation of three-year plans in Fall 1976. Those plans, to be strongly focused on support of educational mission, will delineate goals, objectives, and priorities in a standard format for review at the campus level. This process will result in determination of additional administrative priorities at the unit level to supplement those outlined in Part VI of this document. The format for departmental plans will be distributed in early Fall.
- During the period of consultation on the present document, work can begin on implementation of those administrative priorities outlined in Part VI. Those actions are critical to the accomplishment of this institution's purposes simply because we are a university, and thus their implementation need not await full resolution of the many issues raised elsewhere in this document.

- Finally, work can also proceed on development of the strategies to be employed for assessing the degree of goal attainment by the University. The results of much of the University's work cannot be measured in a quantitative sense, to be sure, but we must develop more effective means for assessing how well we are doing in relation to goals established. It is important educationally that we evaluate our results, and it is also important to provide legislators and others with evidence of our accomplishments.

The major task now at hand is to identify any needed changes in, and additions to, the present document. Both written and verbal comments are welcomed. ~~Please submit comments directly to the Office of the~~ President.