



UNIVERSITY AT ALBANY

SELF-STUDY REPORT *1990-2000*
APPENDICES

*a
Decade
of
Progress*

Prepared for the
Middle States Association
of Colleges and Universities

January 2000

The University at Albany
State University of New York

SELF-STUDY REPORT
A DECADE OF PROGRESS, 1990-2000

APPENDICES

Prepared for submission to
The Middle States Association of Colleges and Schools

APPENDIX A

SELF- STUDY PROCESS

The University at Albany's self study year began in the midst of a number of other major University planning and evaluation processes. Indeed, President Hitchcock formally accepted the University's Strategic Plan, *Charting the Future: Creating a New Learning Environment for the 21st Century*, at the Fall General Faculty Meeting on October 13, 1998. With *Charting the Future* completed, the Colleges, Schools, and Divisions were then charged with developing their own strategic plans, with strategic goals aligned with the University's Strategic Values and Goals. In addition, the University had just recently completed the university-wide Master Planning process. Finally, SUNY System Administration had indicated during fall 1998 that during spring 1999 each campus would be charged with the task of conducting a Mission Review, which would also require a comprehensive review and analysis of the campus and its programs.

Given the situation in which we found ourselves, a decision was made to use the Comprehensive Model in the context of the standards in *Characteristics of Excellence in Higher Education* (see Figure 5 of *Designs for Excellence: Handbook for Institutional Self-Study*, Sixth Edition) for our Self-Study. We thought that this approach would allow us best to examine where we currently stand across the 14 characteristics of excellence as well as allow us to reflect on and benefit from prior planning and evaluation processes. Indeed, the self-study has been greatly enriched through the documents generated by these other processes, which, although created for other purposes, were the results of extensive analyses of the University.

During fall 1998, the Steering Committee was appointed and convened to begin planning the work of the self-study. The Steering Committee included the 10 chairs of the self-study subcommittees (we had merged several of the 14 standards of excellence to create 10 general areas), the Steering Committee Chair, and a staff person (see attached list). During spring 1999, the Steering Committee met on a biweekly basis to discuss key issues and to compare experiences and findings across the various groups.

The 10 subcommittees varied in size from 7 to 25 members, and generally included faculty, professional staff, and both undergraduate and graduate students (a complete list of all subcommittee members will be available in the Document Room). A major part of the work of the subcommittees was performed during spring 1999, including gathering data, collecting input from the campus community, and writing committee reports. In addition to the specific data gathering efforts of the ten subcommittees, five open fora were held during March and April, and an article in the campus newspaper, the *Update*, included a brief survey which requested input from the campus community on a variety of issues. Drafts of the committee reports were due by late spring 1999, in order to give the subcommittee members the opportunity to comment on other subcommittee reports. The proposed design for the final report that was presented in the Self-Study Design Statement submitted to the Middle States Association did not assume that each committee would write a chapter of the final report. Rather, the report organization

recognized some natural links across committee areas, and allowed for chapters to draw on material from multiple subcommittees.

As a result of changes in subcommittee chairs (health issues and a departure from the University) some subcommittee draft reports were not mid-fall. When the draft of the final self-study document was completed, it was distributed and reviewed across all University divisions on campus, including the President and Vice Presidents, and additional input was sought and provided from key constituencies, including the University Council, as appropriate. The final report was approved by the President during early February 2000.


**UNIVERSITY AT ALBANY
MIDDLE STATES ACCREDITATION
SELF-STUDY COMMITTEES AND CHAIRS**

- ***Steering Committee***
Sue Faerman, Associate Professor, Department of Public Administration & Policy
(currently Dean of Undergraduate Studies)
Robert McFarland, Executive Assistant to President, Staff to Steering Committee
- ***Mission, Goals, Objectives, and Institutional Integrity***
Ronald Bosco, Distinguished Service Professor, Department of English
- ***Organization, Administration, Governance, and Governing Boards***
Judith Baskin, Professor and Chair, Department of Judaic Studies
- ***Academic Programs and Curricula, Institutional Effectiveness and Outcomes***
Lou Roberts, Professor and Chair, Department of Classics and Director of Humanistic Studies
- ***Students***
Henry Kirchner, Associate Vice President for Student Affairs
- ***Faculty***
Hayward Horton, Associate Professor, Department of Sociology
- ***Planning and Resource Allocation, Financial Resources***
Helen Desfosses, Associate Professor, Departments of Public Administration and Policy
and Africana Studies
- ***Facilities and Equipment***
Paul Stec, Interim Vice-President for Finance and Business (replaced Carl Carlucci,
Executive Vice President, Finance and Business)
- ***Library, Computing, and Other Learning Resources***
Meredith Butler, Director of Libraries and Dean of Library Faculty
- ***Catalogs, Publications, and Other Promotional Materials***
Sheila Mahan, Assistant Vice President for Academic Affairs
- ***Institutional Change, Renewal, and Addressing the 21st Century***
Stephen DeLong, Professor of Geological Sciences and Special Assistant to the Provost
(replaced Ernest Scatton, Distinguished Service Professor, Languages, Literatures, and
Cultures)

APPENDIX B

COMMISSION ON HIGHER EDUCATION
MIDDLE STATES ASSOCIATION
ANNUAL INSTITUTIONAL PROFILE

A. GENERAL INFORMATION: (See instructions before completing the AIP)

INSTITUTIONAL NAME & ADDRESS:		INSTITUTIONAL CODE:		NY118.1X	ID NO: 0393
SUNY at Albany 1400 Washington Avenue Administration 246 Albany, NY 12222		CHE STAFF LIAISON:		Minna F. Weinstein	
		(6) INSTITUTION TELEPHONE:			
		(518) 442-3300			
		(7) TELEFAX NUMBER:			
(518) 442-5418					
(8) NAME & TITLE, CHIEF EXECUTIVE OFFICER:		Karen R. Hitchcock, President			
(9) CEO PHONE NUMBER:	(10) CEO FAX NUMBER:	(11) CEO E-MAIL ADDRESS:			
(518) 442-5400	(518) 442-5418				
(12) NAME & TITLE, CHIEF ACADEMIC OFFICER:		Judy L. Genshaft, Provost & VP for Academic Affairs			
(13) CAO PHONE NUMBER:	(14) CAO FAX NUMBER:	(15) CAO E-MAIL ADDRESS:			
(518) 442-5400	(518) 442-5418				
(16) NAME & TITLE, GOVERNING BOARD CHAIR:		(17) BOARD CHAIR'S ADDRESS:			
John E. Holt-Harris, Chairman		SUNY at Albany 1400 Washington Avenue Albany, NY 12222			
(18) MULTI-UNIT SYSTEM/DISTRICT:					
(a) NAME OF SYSTEM/DISTRICT:		SUNY			
(b) NAME & TITLE, SYSTEM DISTRICT CEO:		John W. Ryan, Chancellor			
(c) ADDRESS OF CENTRAL ADMINISTRATION:		Dr. John W. Ryan State University Plaza Albany, NY 12246			
(d) SYSTEM CEO E-MAIL ADDRESS:					
(19) PERSON COMPLETING FORM: (Name and Title)		Bruce Szekes <i>Assoc. for Institutional Research</i>			
DATE COMPLETED:					
(20) PERSON COMPLETING FORM PHONE NO:		(518) 442-5411			
(21) PERSON COMPLETING FORM E-MAIL ADDRESS:		bps23@albany.edu			
(22) CEO SIGNATURE:					

B. INSTITUTIONAL INFORMATION

(1) TYPE OF INSTITUTION: Research	(2) DEGREES OFFERED: B C D M	(3) INSTITUTIONAL CONTROL: Public
(4) AFFILIATION: State	(5) INSTITUTIONAL CALENDAR: Semester	(6) INITIAL ACCREDITATION: 1938
(7) REACCREDITATION 1995	(7A) VIA: P	(8) INSTRUCTIONAL CONTACT HOURS REQUIRED? Yes
(9) ACCREDITATION LIAISON OFFICER:		MINWA WEINSTEIN

C. ENROLLMENT: Head Count by Race/Ethnicity As of Fall: 1997

(1) Undergraduate	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
FULL-TIME MALE	55	329	19	431	320	3654	364	5172
FULL-TIME FEMALE	49	528	6	409	332	3003	302	4629
PART-TIME MALE	6	28	2	24	21	377	141	599
PART-TIME FEMALE	6	41	2	19	13	580	186	647
TOTAL	116	926	29	883	686	7414	993	11047

(2) Graduate/Professional	NRA	B	AI/AN	A/PI	H	W	U	TOTAL
FULL-TIME MALE	154	46	1	16	47	429	124	817
FULL-TIME FEMALE	138	77	3	20	69	715	200	1222
PART-TIME MALE	115	52	2	12	31	706	229	1147
PART-TIME FEMALE	82	53	3	12	48	1136	483	1817
TOTAL	489	228	9	60	195	2986	1036	5003

(3) GEOGRAPHIC ORIGINS OF ENTERING STUDENTS (Residence at time of admission)

IN STATE	OUT-OF-STATE	INTERNATIONAL	UNKNOWN	TOTAL
3225	242	170	0	3637

(4) Full-Time Equivalent Enrollment for Academic Year(s):

	Undergraduate	Graduate	Central Total
Fall 1997	<u>10,127</u>	<u>3,600</u>	<u>13,727</u>
AY 1996-97	<u>9,661</u>	<u>3,565</u>	<u>13,226</u>
AY 1995-96	<u>9,710</u>	<u>3,582</u>	<u>13,292</u>
AY 1994-95	<u>9,967</u>	<u>3,678</u>	<u>13,645</u>

ID NO:

INST.NAME:

FTE FORMULA:

Indicate the formula your institution uses to calculate Full Time Equivalency.
Check only one in each column.

<u>Undergraduate</u>	<u>Graduate</u>	
<input type="checkbox"/>	<input type="checkbox"/>	FT Headcount + (PT Credit Hours / 12)
<input type="checkbox"/>	<input type="checkbox"/>	FT Headcount + (PT Credit Hours / 15)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total # of Credits / 12
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total # of Credits / 15
<input type="checkbox"/>	<input type="checkbox"/>	FT Headcount + (1/3 PT)
<input type="checkbox"/>	<input type="checkbox"/>	Other: <u>Undergraduate: credit hours / 15</u>
<input type="checkbox"/>	<input type="checkbox"/>	Other: <u>Beginning grad: credit hours / 12</u>
		<u>Advanced grad: FT = FT headcount * 1.00</u> <u>PT = PT headcount * 0.75</u>

D. GRADUATION RATES

PART I: Awards Granted in Academic Year 1996-97:

AWARDS	NRA	B	AI/AN	A/PI	H	W	U	Total
Associate's								
Bachelor's								
Master's			<i>SEE ATTACHMENT</i>					
1 st Professional								
Doctoral				A				
Diploma/Certificate					3	71		
TOTAL								

PART II Time to Completion *Central*

(a) What % of students graduated with a baccalaureate degree in:

4 Years	5 Years	6 Years	7 Years or More	Total %
_____	_____	_____	_____	_____

(b) What % of students g

2 Years	3 Y	B	years or More	Total %
_____	_____	_____	_____	_____

SEE ATTACHMENT

ID NO:

INST.NAME:

E. TUITION AND FEES

Central

1) Method for charging full-time students:

Credit Hour

Year

Term

Program

Other (specify) _____

2) List the four programs with the LARGEST enrollment at your institution and provide the following information for each program.

Title of Program	<u>Tuition & Fees</u>	<u>Total Length of Program</u>	<u>Current/Most Recent Enrollment</u>	<u>Total Number Completers in AY 96-97</u>
------------------	---------------------------	--------------------------------	---------------------------------------	--

3) What are the students' charges for the academic year?

	<u>In-District</u>	<u>In-State</u>	<u>Out-of-State</u>
(a) <u>Full-time Undergraduate Tuition & Required Fees:</u>	_____	<u>4,173</u>	<u>9,073</u>
(b) <u>Full-time Graduate Tuition & Required Fees:</u>	_____	<u>5,656</u>	<u>8,972</u>
(c) <u>Full-time First-Professional Tuition & Required Fees for:</u>	<u>In-State</u>		<u>Out-of-State</u>
(1) Chiropractic (D.C. or D.C.M.)	_____		_____
(2) Dentistry (D.D.S. or D.M.D.)	_____		_____
(3) Medicine (M.D.)	_____		_____
(4) Optometry (O.D.)	_____		_____
(5) Osteopathic Medicine (D.O.)	_____		_____
(6) Pharmacy (Pharm. D.)	_____		_____
(7) Podiatry (Pod. D., D.P., D.P.M.)	_____		_____
(8) Veterinary Medicine (D.V.M.)	_____		_____
(9) Law (LL.B. or J.D.)	_____		_____
(10) Theology (M.Div., M.H.L., B.D.)	_____		_____
(11) Other _____	_____		_____

F. PERSONNEL (FACULTY)

(1) FACULTY	B	AI/AN	A/PI	H	W	U	TOTAL
FACULTY FULL-TIME MALE	10	1	15	11	345	13	395
FACULTY FULL-TIME FEMALE	8	1	9	14	130	2	164
FACULTY PART-TIME MALE	6	1	7	4	171	6	195
FACULTY PART-TIME FEMALE	4		5	8	115	7	139
ADJUNCT/VISITING MALE							
ADJUNCT/VISITING FEMALE							
INSTRUCTION/RESEARCH ASSISTANT MALE	19		10	15	239	98	381
INSTRUCTION/RESEARCH ASSISTANT FEMALE	23		18	24	314	86	465
TOTAL FACULTY	70	3	64	76	1314	212	1739

(2) TENURE STATUS	B	AI/AN	A/PI	H	W	U	TOTAL
A. FULL-TIME MALE	4	1	18	6	296	1	326
B. FULL-TIME FEMALE	2	1	4	7	85	0	99
TOTAL	6	2	22	13	381	1	425

ID NO: 1 -

UNIT NAME: 2 -

G. PERSONNEL (ADMINISTRATION/STAFF)

(1) ADMINISTRATION		B	AI/AN	A/PI	H	W	U	TOTAL
EXECUTIVE, ADMINISTRATIVE MANAGERIAL MALE	Full-Time	3	1	1	3	45		53
	Part-Time							
EXECUTIVE, ADMINISTRATIVE MANAGERIAL FEMALE	Full-Time	4			3	39		46
	Part-Time					4		4
PROFESSIONAL/NON-FACULTY MALE	Full-Time	16	1	5	1	141	1	165
	Part-Time	3	1	3	1	31	2	41
PROFESSIONAL/NON-FACULTY FEMALE	Full-Time	15		3	8	158		184
	Part-Time	1		2	3	55	1	62
TOTAL PERSONNEL		42	3	14	19	473	4	555

(2) STAFF		B	AI/AN	A/PI	H	W	U	TOTAL
CLERICAL/SECRETARIAL MALE	Full-Time		1			31		32
	Part-Time					3		3
CLERICAL/SECRETARIAL FEMALE	Full-Time	12	1		3	250		266
	Part-Time			1		47		48
SKILLED CRAFTS MALE	Full-Time	1	1		1	116		119
	Part-Time							
SKILLED CRAFTS FEMALE	Full-Time							
	Part-Time							
TECHNICAL/PARAPROFESSIONAL MALE	Full-Time	2		1	1	21		25
	Part-Time	4	1	9		38	1	53
TECHNICAL/PARAPROFESSIONAL FEMALE	Full-Time	1			1	16		18
	Part-Time	1		2	1	22	3	29
SERVICE/MAINTENANCE MALE	Full-Time	19	1		3	136		159
	Part-Time	6			2	13		21
SERVICE/MAINTENANCE FEMALE	Full-Time	5			1	47		53
	Part-Time	5		1		33		39
TOTAL STAFF		56	5	14	13	773	4	865

ID NO. 0393

INST.NAME: SUNY at Albany

H. LIBRARY

Director of Library

Ms. Meredith A. Butler
Director of Libraries

Main Library Address

Ms. Meredith A. Butler
University Libraries
1400 Washington Avenue
Albany, NY 12222

Telephone: (518) 442-3568 Fax: _____ E-Mail: _____

[Note: Multicampus institutions reporting as a single unit for accreditation purposes, should provide combined data below]

USE:

- (1) Circulation Transactions - General Collection
- (2) Circulation Transactions - Per FTE
- (3) Circulation Transactions - Reserve Collection
- (4) Interlibrary Loans - Received from other Libraries
- (5) Reference Transactions Per Typical Week
- (6) Information Services to Groups - No. of Presentations

Central

ACCESS:

- (7) Public Service Hours Per Typical Week

SEE
ATTACHMENT
C

COLLECTIONS:

- (8) Number of Volumes
- (9) Number of Titles
- (10) Number of Current Serial Subscriptions

SERVICES:

- (11) Is there an organized information literacy program?
- (12) Are electronic databases accessible from: _____ Library; _____ Faculty Offices; _____ Dorm Rooms;
_____ All Off-campus, Branch & Multi-Campus Sites
- (13) Are there formal agreements with other institutions regarding the use of their library facilities and services?

I. SPECIAL PROGRAMS

- 1. Are special programs provided for students who do not meet prevailing entrance requirements? Yes
- 2. Are the following academic support services offered?

Y = YES

N = NO

- (A) Tutoring
- (B) Counseling
- (C) Basic Skill Courses
- (D) Academic Advisement
- (E) Survival Skills
- (F) Group Study Sessions
- (G) Other

Y
Y
Y
Y
Y
Y
Y

If yes, specify: Faculty in residence, Faculty mentor program

- 3. Please indicate the Budget Support for these Programs: Regular
 Outside Combination (Both)

ID NO:

INST.NAME:

J. Distance Learning

1) Does your institution offer distance learning courses? Yes No

If No, does your institution plan to offer distance learning courses beginning in?
 Academic Year 1998-99 1999-00 2000-01 2001-02

2) Provide a paragraph description of the existing or planned distance learning activities that originate at your institution. Existing courses include The School of Social Welfare which transmits a graduate course to SUNY Binghamton; The School of Education which offers an Ed.D. to Oswego-area students, partially offered via interactive video conferencing; and a geology course offered to SUNY University center at Buffalo students.

The second initiative involves an internet-based master's degree in Educational Instructional Technology that is scheduled to be fully operational by Fall 1999.

3) Please indicate all of the modalities used to deliver instruction.
 Audiotapes/Telecounsel Written Texts/Study Guides
 Interactive Video Computer/On-line Instruction (Internet)
 One-Way Video/Audio Link
 Other, Please describe
 Other, Please describe

4) Please indicate the number of courses offered through distance learning at your institution: 6

5) Please list the institutions or organizations with whom your institution has a consortial or contractual agreement or arrangement by which your institution creates, manages, directs, delivers, or sponsors distance learning?

Table with 3 columns: Organization, State or Country, Number of courses under agreement. Rows include SUNY Binghamton, SUNY Oswego, OET, SUNY Albany, and SUNY Buffalo University.

6) Please indicate the levels of degree or certificate for which at least 50% of the program is offered through distance learning and indicate the number of programs offered at each level.

Table with 2 columns: Award Level, Number of Programs. Rows include Certificate, Associate's, Baccalaureate, Master's, Doctorate, and First Professional.

7) Does your institution have residency requirements for students enrolled in distance learning degree or certificate programs.
 Yes No N/A

8) Has your institution established outcomes assessment for distance learning courses or programs?
 Yes No

9) Provide the name, title, mailing address, telephone number, and e-mail address of the person at your institution who has direct responsibility for distance learning.

JO ANN Weatherway Special Assistant to the President for Planning
First Last name Title
Ad 246 SUNY Albany 1400 Washington Ave Albany NY 12222
Address City State Zip
(518) 442-4964 (518) 442-5418 jw264@poppa.fab.albany.ed
Office Phone Fax E-mail address

ID NO:

INST.NAME:

K. Finances: Public Institutions

Financial data reported for 12-month fiscal year beginning ___ and ending ___ .

BALANCE SHEET

Total Current Funds-Unrestricted		\$ _____
Includes Cash and Temporary Investments of	\$ _____	
Total Current Funds-Restricted		\$ _____
Includes Cash and Temporary Investments of	\$ _____	
Total Endowment Funds		\$ _____
Total Agency Funds		\$ _____
Total Loan Funds		\$ _____
Total Plant Funds-Unexpended		\$ _____
Total Plant Funds-Investment in Plant		\$ _____
TOTAL		\$ _____

OTHER FINANCIAL DATA

Transfers from Endowment to Current Fund	(IPEDS, Part H, Line 05)	\$ _____
Total Plant Indebtedness	(IPEDS, Part G, Line 04)	\$ _____
Estimated Replacement Value of Physical Plant	(IPEDS, Part K, Col 5, sum 02-03)	\$ _____
Estimated Cost of Deferred Maintenance		

**CURRENT FUND REVENUES AND EXPENDITURES
(Total Unrestricted and Restricted)**

IPEDS Finance
Part A, Col 3

**SEE
ATTACHMENT
D**

Revenue:

Tuition and Fees	(Part A, Col 3, Line 1)	
Government Appropriations		
Federal	(Part A, Col 3, Line 2)	\$ _____
Through State Channels	(Part A, Col 3, Line 3)	\$ _____
State	(Part A, Col 3, Line 4)	\$ _____
Local	(Part A, Col 3, Line 5)	\$ _____
Government Grants and Contracts		
Federal	(Part A, Col 3, Line 6)	\$ _____
State	(Part A, Col 3, Line 7)	\$ _____
Local	(Part A, Col 3, Line 8)	\$ _____
Private Gifts, Grants, and Contracts	(Part A, Col 3, Line 9)	\$ _____
Endowment Income	(Part A, Col 3, Line 10)	\$ _____
Sales and Service of Educational Activities	(Part A, Col 3, Line 11)	\$ _____
Other Sources	(Part A, Col 3, Line 14)	\$ _____
Total Educational and General Revenues	(Sum 1-2, 4-11, 14)	\$ _____
Auxiliary Enterprises	(Part A, Col 3, Line 12)	\$ _____
Hospitals	(Part A, Col 3, Line 13)	\$ _____
Independent Operations	(Part A, Col 3, Line 15)	\$ _____
TOTAL CURRENT FUNDS REVENUE	(Sum 1-2, 4-15)	\$ _____

ID NO:

INST.NAME:

K. Finances: Public Institutions

Expenditures:

	(IPEDS, Part B, Column 3)	
Instruction	(Part B, Column 3, Line 1)	\$ _____
Research	(Part B, Column 3, Line 2)	\$ _____
Public Service	(Part B, Column 3, Line 3)	\$ _____
Academic Support	(Part B, Column 3, Line 4)	\$ _____
Includes Library Expenditures of(Line 5)		\$ _____
Student Services	(Part B, Column 3, Line 6)	\$ _____
Institutional Support	(Part B, Column 3, Line 7)	\$ _____
Operation and Maintenance of Plant	(Part B, Column 3, Line 8)	\$ _____
Scholarships and Fellowships	(Part B, Column 3, Line 9)	\$ _____
Mandatory Transfers	(Part B, Column 3, Line 10)	\$ _____
Includes Debt Service of		\$ _____
Includes Other Mandatory Transfers of		\$ _____
TOTAL E&G Expenditures and Mandatory Transfers		\$ _____
Non-mandatory Transfers	(Part B, Column 3, Line 11)	\$ _____
Auxiliary Enterprises	(Part B, Column 3, Line 13)	\$ _____
Hospitals	(Part B, Column 3, Line 16)	\$ _____
Independent Operations	(Part B, Column 3, Line 19)	\$ _____
TOTAL CURRENT FUNDS EXPENDITURES (Sum 1-4, 6-11, 13, 16, 19)		\$ _____
Excess Revenues over Expenditures & Transfers (Deficit)		\$ _____

Person Completing Form:

Name and Title

Phone

E-mail

L. INSTITUTIONAL DESCRIPTION

Public (State) research university, a unit of the State University of New York, offering baccalaureate, master's, and doctoral degrees and certificates. Study abroad programs available in Brazil, China, Costa Rica, Denmark, Dominican Republic, France, Germany, Ghana, Hungary, Israel, Japan, Korea, Netherlands, Singapore, Spain, The United Kingdom, and Russia. Professional accreditation in psychology (B, M, APA); rehabilitation education (B, M, CRE); social work (B, M, CSWE); librarianship (B, M, ALA); business (B, M, AACSB); computer science (B, M, CSAB); and public affairs and administration (B, M, NASPAA).

chemistry (B, M, D, ACS), public health (M, D, CEPh)

ID NO:

INST.NAME:

M. SIGNIFICANT INSTITUTIONAL CHANGES DURING THE PAST ACADEMIC YEAR

N. SIGNIFICANT INSTITUTIONAL CHANGES DURING THE CURRENT/NEXT ACADEMIC YEAR

M. Significant Institutional Changes During the 1997-98 Academic Year

Initiated planning for the expansion of the recently completed Center for Environmental Sciences and Technology Management (CSTEM) building.

Expanded the scope of Project Renaissance, a year-long living/learning program for new freshman involving team-taught, interdisciplinary general education coursework from 200 to 400 students.

Completed a campus review of all doctoral programs by the Graduate Academic Council.

Completed the initial stages of a Strategic Planning (programs and priorities) and Master (facilities) Planning process.

Designated an Assistant Vice President for Enrollment Management who is responsible for the coordination of undergraduate and graduate recruitment, admissions, and retention activities.

Consolidated the romance and slavic languages departments into the Department of Languages, Literatures, and Cultures.

Formed the Faculty Task Force on the Quality of Undergraduate Academic Life and Student Retention.

Completed year 2000 conversion to campus administrative computer systems.

Received special state legislative funding for expanding international study opportunities for Albany students.

Joined the Pew Roundtable Project.

Received NCAA approval to begin Division I sports program status beginning 1999.

N. Significant Institutional Changes Anticipated During the 1998-99 Academic Year

Implementation of a new funding model by SUNY system administration.

Continuation of the implementation of a campus-wide integrated administrative computer system.

Continuation of the strategic and master planning initiatives.

Expansion of Project Renaissance to 600 from 400 students.

Completion of the new Electronic Library.

Completion of expansion to Center for Environmental Sciences and Technology Management (CSTEM).

Reconfiguration of University roadway system to be undertaken.

O. DOMESTIC OFF-CAMPUS SITE

ID NO: _____ **ACCESS CODE:** _____ **INSTITUTIONAL CODE:** _____

INST. NAME: _____

NAME OF SITE: _____

LOCATION OF SITE (CITY AND STATE): _____

TELEPHONE: _____

For Commission records on domestic off-campus sites, please complete this form, noting all educational activities your institution offers off-campus, either separately or in cooperation with other institutions. The required information pertains to off-campus sites which your institution plans, organizes, recruits, manages and/or directs.

NAME & TITLE OF OFF-CAMPUS SITE DIRECTOR: _____

TELEPHONE: _____

ADDRESS: _____

FAX NUMBER: _____

Program Name(s): _____

What percentage of the students are minority (B, H, A/PI, AI/AN): _____

	YES	NO
Are credits offered toward a degree?		
Are non-credit courses offered?		
Is there an on-site library/learning resources center?		
Are main campus collections accessible to students?		
Are library/learning resources provided through cooperative arrangement(s) with college/university or public libraries.		
Are on-site computer labs available?		
Are counseling/advisement services available?		
Are business services on-site (Bursar, Financial Aid for example)?		
Are tutoring services available?		
Are there bookstore services?		
Is there a student lounge?		
Are duplicating and other instructional support services provided?		

Mission Statement

The University at Albany

State University of New York

The prominence of the University at Albany as a modern and complex public research university belies its modest origins. Established in 1844 in an abandoned train depot donated by the city of Albany, the then New York State Normal School, the first state-chartered public institution of higher education in New York, hosted a beginning class of twenty-nine students who were instructed by two faculty members. Inspired by a zeal for liberal education and public service which they rightly believed would make a difference in their rapidly changing world, the Normal School's founders envisioned themselves engaged in a mission to prepare literate, informed, and compassionate citizens — citizens capable of thinking for themselves, of advancing the condition of their fellow Americans, and of enjoying to the fullest the intellectual, spiritual, and material benefits of democracy. While the physical character of the modern University at Albany has improved dramatically from that of its predecessor, the essential character of its educational mission has endured.

Separated from its beginnings by those leaps of cultural transformation which mark the extended history of all great institutions, the University at Albany of today is a multi-faceted university which enjoys numerous advantages, responsibilities, and opportunities in discharging its mission. Some of these result from the University's remarkable history and the campus's tradition of responsiveness to the intellectual and personal aspirations of America's increasingly diverse citizenry; some from the University's national designation as a Research University and its position within the State University of New York system; and some from the University's ideal location in the Capital District of New York.

Working across the disciplines of the Arts and Sciences and those of several select Professional Schools, the University's internationally recognized faculty of scholars, researchers, and professional staff hold themselves accountable to the highest ethical and professional standards in the education of all students. Members of the faculty and staff join with their students, undergraduate and graduate, in defining the University as characterized by these discrete, yet interdependent, qualities:

First, a commitment to the pursuit and advancement of knowledge, for its own sake and for its practical benefits to society;

Second, a commitment to the teaching of students, to their growth in knowledge, and to that reinforcement of character, through co-curricular experiences, which enables them to develop emotionally, physically, and socially even as they mature intellectually;

Third, a commitment to the larger interests of society through acts of public service, and by fostering the ideals of social justice;

Fourth, a commitment to freedom of thought, inquiry, and expression, and to the rights and obligations of faculty and students to pursue knowledge, wherever it may lead;

Fifth, a commitment to profit intellectually and imaginatively from differences of opinion and of culture.

One of the four University Centers of the State University of New York, the modern University at Albany emphasizes the integration of teaching, research, creative expression, and public service in its undergraduate, graduate, and professional programs. Its educational mission sustains an intellectual climate in which the research and creative endeavors of the faculty enlarge their sense of inquiry on behalf of their students, so that at all levels students enjoy the stimulation and challenge of engaging in active, rather than passive, learning, and the satisfaction not only of assimilating the inherited wisdom of the past, but also of participating in the creation of new knowledge.

APPENDIX 3.1

MAJOR ORGANIZATIONAL DEVELOPMENTS SINCE 1990

From 1990 to 1992:

- Public Safety moved from Finance and Business to Student Affairs in order to more closely align the function of Public Safety with its largest constituency -- the student population living in the residence halls.
- Parking Management was assigned to the Office of the Controller in Finance and Business. Formerly, this function was split between the Physical Plant (visitors' lots) and Public Safety (all other parking). In identifying the primary role of Parking Management as a business activity due to cash handling and requirements for internal control, it was decided that this function should be consolidated under the Controller.

From 1992 to 1993:

- The Colleges of Humanities and Fine Arts, Science and Mathematics, and Social and Behavioral Sciences were merged to form the College of Arts and Sciences under Academic Affairs. This action was taken to be consistent with the structure of our institutional peers, to place emphasis on the liberal arts, to strengthen departmental leadership, to support and facilitate interdisciplinary innovation and cooperation, and to foster collegiality.

From 1994 to 1996:

- The Office of Governmental Relations was created within the Office of the President. The particular functions of this important office are discussed more fully on pp 6-7 of this Chapter.
- The Senior Assistant to the President assumed the function of Enrollment Planning and Retention. This action was an effort to coordinate enrollment management initiatives across all divisions and to recognize the significance of enrollment planning and retention to the future of the campus.
- Undergraduate Admissions was moved from Student Affairs to Academic Affairs in recognition of the role and responsibility of faculty in setting admissions standards and exercising oversight over admissions function.
- Health and Counseling Services was divided into the Health Services Center and the Counseling Center, both under Student Affairs.
- Public Safety was renamed University Police.
- The Placement Office was moved from Academic Affairs to the Division of Student Affairs and was renamed the Career Development Center in order to reflect more accurately the full range of career services offered to students and alumni and to take advantage of the student-centered philosophy of that Division that emerged in the mid-1990's.
- Internal Control was moved to Internal Audit under the President since the activities conducted in Internal Control were similar to those undertaken in Internal Audit.
- Business Development was created under the Controller. This unit was created in 1995 in response to decreased State funding and a need to expand entrepreneurial activities within the University. Its focus is to develop and pursue opportunities to create appropriate revenue streams that will augment the University's financial plan.

From 1996 to 1997:

- The Center for Excellence in Teaching and Learning (CETL) was created under Academic Affairs. The establishment of the Center was an initiative of then Vice President Karen Hitchcock to provide support and assistance to individuals engaged in teaching and learning functions. The Center sponsors workshops and seminars for faculty and teaching assistants and serves as a resource on desirable teaching practices, incorporating technology into teaching, and promoting strategies for collaborative learning between faculty and students, among students, and among faculty.
- Educational Communications Center (ECC) functions were transferred from Academic Affairs to the Division of University Advancement in order to consolidate this audio-visual support center with other units related to public relations and community relations.
- Research Technology Development was created under Research and Graduate Studies. This function was added to the Research Division to support applied research at the Albany campus. It includes developing partnerships with industrial research sponsors, managing invention disclosures, processing patent applications, and managing technology licenses.
- Major Gifts was transformed into Constituent Development within University Advancement as part of a strategic initiative to build fund-raising capacity in individual academic units; to facilitate this goal, development officers were assigned to the various academic units.

From 1997 to 1998:

- The Office of Extended Learning Programs was developed and reports to the Provost. Its activities include: development of courses offered online through the SUNY Learning Network, courses offered via video-conferencing (EASTNET), and interdisciplinary joint majors in non-traditional formats to serve continuing education students. The Office was established in recognition of the need to develop alternative strategies for delivering courses to the growing non-traditional student population.
- International programs, admissions, and student services were consolidated under Academic Affairs (and renamed International Education) in recognition of the institution's expanded focus on international programs (see Strategic Plan) and the need to coordinate international programs with related support services.
- The Office of Graduate Studies (and Graduate Admissions) was moved to Academic Affairs following the retirement of the Vice President for Research and Graduate Studies. This organizational change (1) permitted the Division of Research to focus on the development of programs, resources and infrastructure so essential to expanding the research capabilities of the institution; and (2) placed graduate studies within the Division (Academic Affairs) charged with oversight and development of the institution's educational programs.
- The Office of Enrollment Management and Retention was moved from the President's office to Academic Affairs; and Undergraduate Admissions was assigned to Enrollment Management. These changes facilitated the integration of university recruitment and retention strategies with the academic programs of the various schools and colleges.
- Consistent with the reporting structure of the other decanal positions, the Dean of

Library Faculty (and Director of University Libraries) now reports directly to the Provost and Vice President for Academic Affairs.

- In order to enhance faculty computing support and improve business-related computing functions, academic and administrative computing were separated; academic computing was retained under Academic Affairs while administrative computing was moved to the Division of Finance and Business.
- The Business Incubation program was established under the Vice President for Research. The initial planning for this program commenced in 1995 with the hiring of the Director of Technology Development. Since implementation, five companies have joined the business incubator at the Center for Environmental Science and Technology Management and ten companies have moved to the East (Rensselaer) Campus. The goals of the program are to develop and retain high tech jobs in the capital region and to strengthen the University's commitment to economic development as a major component of its public service mission.
- Responsibility for University Auxiliary Services was assigned to the Division of Finance and Business. While University Auxiliary Services continues to report directly to its Board of Directors, its closer tie to the University through the Vice President for Finance and Business recognizes the University's increasing presence on the University Auxiliary Services Board.
- Telephone Systems was renamed Telecommunications Systems under Finance and Business. The change more accurately reflects the changes and growth in technology used in communications. Telecommunications now includes the following: Voice Communication, Data Communication, and Administrative Local Area Network Management.
- An Office of Audio and Video Communications was created and assigned to the Controller (Division of Finance and Business). Video Communications provides services such as: teleconferencing, the University Computer Store, the University's closed circuit TV system connected to the dormitories, and assistance in producing commercials. Due to the business nature of its functions, Audio and Video Communications is considered part of the entrepreneurial effort within the Division of Finance and Business.
- The Office of Athletic Development was created within Development in the Division of University Advancement in order to support the University's move to Division I.
- The University at Albany Foundation Administration and Financial Operations were moved to the Division of Finance and Business in order to facilitate the University's shift to all-funds budgeting.
- Marketing and Special Events was established under the Division of University Advancement. This action reflects the University's commitment to its external communities.

APPENDIX 4.1

Undergraduate Majors and Graduate Programs

UNDERGRADUATE MAJORS	HEGIS Code	B.A. Deg	B.S. Deg	General Prog	Teaching Prog
School of Business:					
Accounting	0502		X	X	
Business Administration	0506		X	X	
School of Criminal Justice:					
Criminal Justice	2105	X		X	
College of Arts and Sciences:					
Actuarial and Mathematical Sciences	1799		X	X	
African/Afro-American Studies	2211	X		X	
Anthropology	2202	X		X	
Art	1002	X		X	
Asian Studies	0301	X		X	
Atmospheric Science	1913		X	X	
Biology	0401	X	X	X	X
Chemistry	1905	X	X	X	X
Chinese Studies	1107	X		X	
Computer Science	0701	X	X	X	
Computer Science & Applied Mathematics	0701		X	X	
Earth Science	1917		X		X
Economics	2204	X	X	X	
English	1501	X		X	X
French	1102	X		X	X
Geography	2206	X		X	
Geology	1914		X	X	
Greek & Roman Civilization	2205	X		X	
History	2205	X		X	
<i>Interdisciplinary Majors</i>					
(Art History)	4901	X		X	
(Biochemistry & Molecular Biology)	4901		X	X	
(Earth and Atmospheric Sciences)	4901	X		X	
(East Asian Studies)	4901	X		X	
(Human Biology)	4901		X	X	
(Japanese Studies)	4901	X		X	
(Medieval & Renaissance Studies)	4901	X		X	
(Religious Studies)	4901	X		X	
(Urban Studies and Planning)	4901	X		X	
Italian	1104	X		X	X
Judaic Studies	0399	X		X	
Latin American Studies	0308	X		X	
Linguistics	1505	X		X	
Mathematics	1701	X	X	X	X
Music	1005	X		X	
Philosophy	1509	X		X	
Physics	1902		X	X	X
Psychology	2001	X		X	
Puerto Rican Studies	0399	X		X	
Rhetoric and Communication	1506	X		X	
Russian	1106	X		X	X
Russian & East European Studies	0307	X		X	
Social Studies	2201	X			X
Sociology	2208	X		X	
Spanish	1105	X		X	X
Theatre	1007	X		X	
Women's Studies	4903	X		X	
School of Information Science & Policy:					
<i>Interdisciplinary Major</i>					
(Information Science)	4901	X		X	
Graduate School of Public Affairs:					
Political Science	2207	X		X	
Public Policy	2102	X		X	
School of Social Welfare:					
Social Welfare	2104		X	X	
University-Wide:					
Interdisciplinary Studies	4901	X	X	X	

Approved Bachelor's Degree/Master's of Business Administration Programs

Majors	HEGIS Codes	Degrees
College of Arts and Sciences		
African/Afro-American Studies	2211/0506	B.A./M.B.A.
Anthropology	2202/0506	B.A./M.B.A.
Art	1002/0506	B.A./M.B.A.
Asian Studies	0301/0506	B.A./M.B.A.
Biology	0401/0506	B.A./M.B.A.
Chinese Studies	1107/0506	B.A./M.B.A.
Economics	2204/0506	B.A./M.B.A.
English	1501/0506	B.A./M.B.A.
French	1102/0506	B.A./M.B.A.
Geography	2206/0506	B.A./M.B.A.
Greek & Roman Civilization	2205/0506	B.A./M.B.A.
History	2205/0506	B.A./M.B.A.
Interdisciplinary Studies	4901/0506	B.A./M.B.A.
Interdisciplinary Studies	4901/0506	B.S./M.B.A.
Italian	1104/0506	B.A./M.B.A.
Latin American Studies	0308/0506	B.A./M.B.A.
Linguistics	1505/0506	B.A./M.B.A.
Mathematics	1701/0506	B.A./M.B.A.
Music	1105/0506	B.A./M.B.A.
Philosophy	1509/0506	B.A./M.B.A.
Psychology	2001/00506	B.A./M.B.A.
Puerto Rican Studies	0399/0506	B.A./M.B.A.
Rhetoric and Communication	1506/0506	B.A./M.B.A.
Russian	1106/0506	B.A./M.B.A.
Russian and East European Studies	0307/0506	B.A./M.B.A.
Sociology	2208/0506	B.A./M.B.A.
Spanish	1105/0506	B.A./M.B.A.
Theatre	1107/0506	B.A./M.B.A.
Women's Studies	4903/0506	B.A./M.B.A.
Nelson A. Rockefeller College		
Criminal Justice	2105/0506	B.A./M.B.A.
Political Science	03070/02955	B.A./M.B.A.

Combined Bachelor's/Master's Degree Programs

Majors	HEGIS Codes	Degrees
Atmospheric Science/ Atmospheric Science	1913/1913	B.S./M.S.
Biology/Biology	0401/0401	B.S./M.S.
Chemistry/Chemistry	1905/1905	B.S./M.S.
Computer Science/ Computer Science	0701/0701	B.S./M.S.
Computer Science and Applied Mathematics/ Mathematics	0701/1701	B.S./M.A.
Criminal Justice/ Criminal Justice	2105/2105	B.A./M.A.
Economics/Public Administration	2204/2102	B.S./M.P.A.
English/English	1501/1501	B.A./M.A.
French/French	1102/1102	B.A./M.A.
Geography/Geography	2206/2206	B.A./M.A.
Geology/Geology	1914/1914	B.S./M.S.
History/History	2205/2205	B.A./M.A.
Linguistics/Teaching English to Speakers of Other Languages	1505/1508	B.A./M.S.
Mathematics/ Mathematics	1701/1701	B.A./M.A.
Mathematics/ Mathematics	1701/1701	B.S./M.A.
Philosophy/Philosophy	1509/1509	B.A./M.A.
Physics/Physics	1902/1902	B.S./M.S.
Political Science/ Political Science	2207/2207	B.A./M.A.
Political Science/Public Administration	2207/2102	B.A./M.P.A.
Psychology/Counseling	2001/0826	B.A./M.S.
Psychology/Rehabilitation Counseling	2001/2199	B.A./M.S.
Public Policy	2102/2102	B.A./M.A.
Public Policy	2102/2102	B.A./M.A.
Rhetoric and Communication/ Rhetoric and Communication	1506/1506	B.A./M.A.
Russian/Russian	1106/1106	B.A./M.A.
Sociology/ Public Administration	2208/2102	B.A./M.P.A.
Sociology/Sociology	2208/2208	B.A./M.A.
Theatre/Theatre	1007/1007	B.A./M.A.
Spanish/Spanish	1105/1105	B.A./M.A.
Any undergraduate major (except Accounting)/ Library Science	1/1601	B.A./M.A.
Any undergraduate major (except Accounting)/ Library Science	1/4901	B.A./M.S.

1 HEGIS code depends on undergraduate major.

PROGRAMS OF GRADUATE STUDY

Master of Arts:

African and Afro-American Studies (2211)*

Anthropology (2202)

Art (Studio) (1002)

Classics (1109)

Communication (0601)

Criminal Justice (2209)

Economics (2204)

Education: Teaching of Academic Subjects in Secondary Schools (0803)

English (1501)

French (1102)

Geography (2206)

German (1103)

History (2205)

Latin American and Caribbean Studies (0308)

Liberal Studies (4901)

Mathematics (1701)

Philosophy (1509)

Political Science (2207)

Psychology (2001)

Public Affairs and Policy (2207)

Russian (1106)

Social Studies (2201)

Sociology (2208)

Spanish (1105)

Theatre (1007)

Master of Business Administration:

Business Administration (0506)

Master of Fine Arts:

Studio Art (1002)

Master of Science:

Accounting (0502)

Atmospheric Science (1913)

Biology (0401)

Biomedical Science (0499)

Biometry and Statistics (1702)

Chemistry (1905)

Computer Science (0701)

Counseling (0826)

Curriculum Development and Instructional Technology (0829)

Educational Administration (0827)

Educational Communications (0895)

Educational Psychology and Statistics (0822)

Environmental Health and Toxicology (0426)

Epidemiology (1299)

General Educational Studies (0801)

Geology (1914)

Health Policy and Management (1214)

Information Science (0702)

Physics (1902)

Reading (0830)
Rehabilitation Counseling (2199)
Special Education (0808)
Taxation (0502.1)
Teaching of Academic Subjects in Secondary Schools (0803)
Teaching English to Speakers of other Languages (1508)

Master of Library Science:
Library Science (1601)

Master of Public Administration:
Public Administration: (2102)
Comparative and Developmental Administration
Human Resources
Legislative Administration
Policy Analysis
Public Finance
Public Management

Master of Public Health:
Public Health (1214)

Master of Regional Planning:
Urban and Regional Planning (0206)

Master of Social Work:
Social Welfare (2104)

Graduate Certificates:
Advanced Public Management (2102)
Demography (2215)
Geographic Information Systems and Spatial Analysis (2206)
Latin American and Caribbean Studies (0308)
Public Sector Management (2102)
Regulatory Economics (2204)
Urban Policy (2214)
Women and Public Policy (2299)

Certificate of Advanced Study:
Counseling and Personnel Services (0826)
Court Systems Management (2102)
Curriculum and Instruction (0829)
Educational Administration (0827)
Educational Communications (0895)
Educational Research (0824)
Library and Information Science (1601)
Planning and Policy Analysis (2102)
Public History (2205)
Reading (0830)
Russian Translation (1106)
School Psychology (0822)

Doctor of Arts:
Humanistic Studies (4903)

Doctor of Education:
Educational Administration (0827)

Doctor of Philosophy:
Anthropology (2202)
Atmospheric Science (1913)
Biology (0401)
Biomedical Sciences (0499)
Biometry & Statistics (0419, 1702)
Biopsychology (2010)
Chemistry (1905)
Clinical Psychology (2003)
Cognitive Psychology (2002)
Computer Science (0701)
Counseling Psychology (2004)
Criminal Justice (2209)
Curriculum and Instruction (0829)
Economics (2204)
Educational Psychology (0822)
English (1501)
Environmental Health and Toxicology (0426)
Epidemiology (1299)
French Studies (1102)
Geology (1914)
History (2205)
Industrial/Organizational Psychology (2008)
Information Science (0702)
Mathematics (1701)
Organizational Studies (0599)
Philosophy (1509)
Physics (1902)
Political Science (2207)
Public Administration (2102)
Reading (0830)
Social/Personality Psychology (2005)
Social Welfare (2104)
Sociology (2208)
Spanish (1105)

Doctor of Public Health:
Public Health (1214)

Doctor of Psychology
School Psychology (0822)

*Program titles are followed by HEGIS code numbers in parentheses.

**APPENDIX 4.2
Departmental Profiles**

Campus Summary

	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>
FALL HEADCOUNT: (Student Data File)							
Total Enrollment	16475	16622	16053	15973	16051	16867	16901
Undergraduate Enrollment	11399	11352	10947	10712	11047	11617	11737
Lower Division (LD)	4632	4765	4688	4679	4844	5111	5328
Upper Division (UD)	5924	5701	5499	5344	5365	5447	5674
Non-Matriculated	843	886	760	689	838	1059	735
Graduate Enrollment	5076	5270	5106	5261	5004	5250	5164
Non-Degree	847	938	879	1051	899	1149	988
Graduate Certificates	16	23	19	20	16	18	26
Master's	2654	2631	2536	2503	2351	2343	2428
Advanced Certificates	58	74	68	60	75	77	74
Doctoral	1501	1604	1604	1627	1663	1663	1648

ANNUAL AVERAGE FTE: (Fall + Spring divided by 2)

Total (UG + Grad)	13667	13610	13270	13211	13195	13731
Undergraduate	10177	9971	9712	9668	9758	10160
Graduate	3491	3639	3559	3543	3437	3571
Percent Graduate	25.5	26.7	26.8	26.8	26.0	26.0

FALL CASA DATA:

Faculty FTE (Instructors of Record)

Full-time Regular Faculty	589.30	560.55	563.87	535.92	499.74	501.52
Part-time Faculty	83.41	94.49	70.37	84.18	93.95	106.96
Teaching Assistants	56.15	63.26	60.71	59.83	64.19	62.44

Instructional Output of Departmental Faculty

FTE Students	14,109.9	14,072.7	13,679.7	13,687.7	13,646.5	14,186.8
Undergraduate	10,495.8	10,307.7	10,043.8	10,052.2	10,141.5	10,507.7
Graduate	3,614.1	3,765.0	3,635.9	3,635.6	3,505.0	3,679.1

Average Weekly Faculty

Contact Hours of FT Faculty	12.0	11.2	12.1	12.1	12.7	12.7
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Overall Student/Faculty Ratio

	19.4	19.6	19.7	20.1	20.7	21.1
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OTHER DATA:

DEGREES AWARDED

Bachelor's	2967	2536	2477	2348	2385	2278
Master's	1367	1266	1290	1295	1252	1176
Grad + Advanced Certificates	43	63	57	61	52	42
Doctoral	131	168	172	140	168	153

ASSISTANTSHIP/FELLOWSHIPS

State-Funded Assistantships		764	689	690	764	627	746
State-Funded Fellowships		168	165	148	167	124	104
Externally-Funded Awards		307	288	347	347	223	312

APPENDIX 5.1a
PROFILE OF UNDERGRADUATE STUDENTS

	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Undergraduate	12,459	11,914	11,787	11,399	11,352	10,947	10,712	11,047	11,617
Men	6,296	5,966	6,018	5,876	5,910	5,716	5,570	5,771	5,951
Women	6,163	5,948	5,769	5,523	5,442	5,231	5,142	5,276	5,666
Percent Women	49.5%	49.9%	48.9%	48.5%	47.9%	47.8%	48.0%	47.8%	48.8%
American Indian or Alaskan Native	15	20	24	24	34	32	40	29	25
Asian or Pacific Islander	560	709	793	825	882	909	903	883	864
Black, Non-Hispanic	986	1,041	1,017	1,015	975	927	874	926	987
Hispanic	652	713	754	708	752	715	716	686	671
White, Non-Hispanic	8,163	8,203	8,237	8,034	7,957	7,573	7,361	7,415	7,224
Non-Resident Alien	83	97	107	116	148	139	90	114	112
Unknown	2,000	1,131	855	677	604	652	728	994	1,734
Total Undergraduates	12,459	11,914	11,787	11,399	11,352	10,947	10,712	11,047	11,617
Total Known Minority Students	2,213	2,483	2,588	2,572	2,643	2,583	2,533	2,524	2,547
Percent Minority	17.8%	20.8%	22.0%	22.6%	23.3%	23.6%	23.6%	22.8%	21.9%
New York	12,113	11,562	11,412	11,001	10,923	10,542	10,384	10,665	11,170
Other US	263	255	267	282	278	265	238	266	319
International	83	97	107	116	148	139	90	114	112
Unknown	0	0	1	0	3	1	0	0	16
Total	12,459	11,914	11,787	11,399	11,352	10,947	10,712	11,045	11,617
Percent New York	97.2%	97.0%	96.8%	96.5%	96.2%	96.3%	96.9%	96.6%	96.2%

APPENDIX 5.1b
PROFILE OF GRADUATE STUDENTS

	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Graduate	4,949	5,063	5,016	5,076	5,270	5,106	5,261	5,004	5,250
Men	1,984	2,106	2,064	2,107	2,188	2,083	2,143	1,964	2,035
Women	2,965	2,656	2,952	2,969	3,082	3,023	3,118	3,040	3,215
Percent Women	59.9%	52.5%	58.9%	58.5%	58.5%	59.2%	59.3%	60.8%	61.2%
American Indian or Alaskan Native	7	10	11	11	11	11	9	9	10
Asian or Pacific Islander	42	55	61	74	85	74	69	60	66
Black, Non-Hispanic	166	196	189	211	216	208	216	228	224
Hispanic	102	126	131	154	168	171	166	195	176
White, Non-Hispanic	3310	3490	3350	3340	3391	3221	3165	2986	3124
Non-Resident Alien	534	589	579	569	522	502	503	490	525
Unknown	788	597	695	717	877	919	1133	1036	1125
Total Graduates	4,949	5,063	5,016	5,076	5,270	5,106	5,261	5,004	5,250
Total Known Minority Students	317	387	392	450	480	464	460	492	476
Percent Minority	6.4%	7.6%	7.8%	8.9%	9.1%	9.1%	8.7%	9.8%	9.1%
New York	4161	4191	4185	4201	4421	4326	4483	4245	4441
Other US	254	281	250	306	327	278	275	269	283
International	534	589	579	569	522	502	503	490	525
Unknown	0	2	2	0	0	0	0	0	1
Total	4949	5063	5016	5076	5270	5106	5261	5004	5250
Percent New York	84.1%	82.8%	83.4%	82.8%	83.9%	84.7%	85.2%	84.8%	84.6%

APPENDIX 5.2

STUDENT SUPPORT SERVICES

Division of Student Affairs

The Student Affairs Division is committed to providing leadership and performance at the highest levels so as to ensure a quality learning environment for all students. Student Affairs is also committed to assisting the teaching faculty so that their talents and skills can be directed fully to teaching and scholarship. As annual goals for the Division are established, the Division formulates each based on continuing increases in enrollment, minimal increases in state appropriations, continued diversification of the student population, academic initiatives to include extended and distance learning, and major advancements in technology. Goals are visionary by their nature and articulate a clear and challenging direction for each area of responsibility in the Division. All Student Affairs departments and units recognize fully that students are at the center of their work and that all student affairs staff must play a role in both recruiting and retaining students. Issues of quality of life, health, safety and student retention are the key focal points for Student Affairs.

Under the leadership of Vice President James P. Doellefeld, the Student Affairs Division is organized into specific and complementary areas of responsibilities and services in order to address efficiently and quickly the critical, overarching issues of health, safety, and quality of life that challenge a campus of almost 17,000 students and 5,000 employees. Student Affairs comprises Student Life, University Police, Residential Life, Athletics and Recreation, the Health Services, Personal Counseling Services, Judicial Affairs, Financial Aid, Career Development, and Personal Safety and Off-Campus Affairs. Campus Life functions – the departments of Student Life, University Police, Judicial Affairs, and Residential Life – report to Associate Vice President Henry Kirchner, and Assistant Vice President Christine Bouchard oversees division-wide planning, budget, and personnel matters. Leadership within each Student Affairs department is provided by an assistant vice president, a police chief, or directors.

The Department of Student Life. This department offers a wide range of student services and programs designed to enrich the overall educational experience and to help build a sense of campus community. Staff members, directed by Assistant Vice President for Student Affairs, Mr. Carl Martin, provide counseling and general advice and assistance to students to encourage their personal growth through meaningful involvement in campus life. They also work closely with student groups and organizations to promote student leadership development, service, and social responsibility. Included in this department are Student Activities, Campus Center Management, Disabled Student Services, and Multicultural Student Affairs.

Student Activities. Student Activities, directed by Mr. Michael Jaromin, has as its primary purposes the advisement of student organizations, leadership development programming, and oversight and enforcement of a variety of campus policies relating to freedom of expression, the use of alcohol, and on-campus commercial activities. Staff members provide a full range of advisement services and leadership training programs for members of the more than 195 formally recognized student organizations. They monitor and advise the Greek letter

organizations, coordinate various University recognition programs for undergraduate students, and organize numerous major campus-wide events.

Campus Center. The Campus Center staff schedule and facilitate meetings, academic seminars and other events for University and non-University groups and organizations which utilize the Campus Center facility. Staff members provide substantial programming of a cultural, social, recreational, and educational nature aimed at making the nonacademic hours of our students both fulfilling and productive.

Disabled Student Services. The Office of Disabled Student Services, directed by Ms. Nancy Belowich-Negron, celebrated its 25th anniversary in 1998. Disabled Student Services provides a broad range of personalized services to people with disabilities, including pre-admission information, orientation, assistance with registration, personal attendant referral, lending of tape recorders and adaptive equipment, advocacy and personal counseling. The office also organizes learning strategy groups for students with learning disabilities and provides information and referrals for disability-related questions and issues. In addition, the office makes recommendations to offices and departments regarding reasonable accommodations. Particular emphasis is placed on assisting students in developing their talents and abilities in preparation for professional and graduate training and for employment. It offers a range of support programs that include the Learning Disabilities Resource Program and the Mentor Program.

Multicultural Student Affairs. The Office of Multicultural Student Affairs, directed by Mr. Anthony Torres, promotes a campus environment that fosters the recruitment, academic achievement, retention, and personal growth/well-being of African American, Latino, Asian American and Native American students. Among its programs, the office provides self-development workshops, individual and group counseling, individual student leadership development activities, cultural programs, information on internships and scholarships, and small group tutoring and study groups with particular emphasis on preparing students for careers in the licensed professions. Some of the services of this Office include:

- Connections Summer Orientation Program
- Science Summer Bridge Program
- Recruitment
- Counseling/Tutoring; Academic Skills Workshops; Leadership Development
- Cultural/Social Programs and Recognition Programs
- Preprofessional Opportunities;

Athletics & Recreation. The primary goal and purpose of the Department of Athletics and Recreation, led by Interim Director Dr. Gail Cummings-Danson, is to provide a comprehensive sports and recreational program that runs parallel to the University's growth in academic programs and provides a rallying point for our students, faculty, staff, and alumni as well as the outside community. The functional areas within the Department of Athletics and Recreation include: Business/Finance; Marketing, Promotions and Development; Sports Information; NCAA Compliance; Sports Medicine; Recreation; Academic Support and Facilities; and Strength and Conditioning. The University at Albany is the home of the summer training camp for the New York Football Giants, and the Athletics and Recreation Department has managed the operation of the training camp since its inception in 1996.

University Health Center. Ingrid Porter, M.D., is medical director of the Health Center which provides patient services, a pharmacy, health education, and the Five Quad ambulance service. The University Health Center is the primary health care facility for the graduate and undergraduate students at the University. It provides a range of services from acute care to prevention focused educational programs, as well as consultation services to the campus community. Services include medical care for injuries and illnesses as well as a Women's Health Clinic for preventive gynecological services. Outpatient services are provided on both an appointment and walk-in basis. Also available is a telephone medical advice line, answered by registered nurses and a self-help "Cold" Clinic. Additional specialty services include psychiatric services, laboratory tests, and a pharmacy. The Health Center also provides easy access to referrals to off-campus health resources for services beyond the expertise of the Center's licensed practitioners. Students are required to provide a Health History and Physician's Certificate completed by their health care provider. As a part of this format, in accordance with New York State Law, each student must provide adequate documentation of adequate immunity against measles, mumps and rubella.

University Counseling Center. This center functions as the primary mental health care facility for the over 16,000 graduate and undergraduate students at the University at Albany. Under the direction of Estela Rivero, Ph.D., the Counseling Center provides services pertaining to community outreach, training and evaluation, psychological counseling and consultation, and mental health advisement and risk management. The Center offers Community health education programs which address academic, personal, social, and physical concerns. In the spirit of students helping students, Middle Earth offers peer assistance through a campus hotline, workshops, and training of undergraduate students in the helping professions. Project SHAPE offers peer education about sexual health topics.

Students receive a broad range of psychological services, prevention education, and health promotion programs. Licensed psychologists provide individual and group psychological counseling, testing and evaluation for learning problems, as well as crisis intervention. Consultations about a student or campus issue/incident are available by e-mail, telephone or meeting, to any member of the University community, including parents. The Center provides policy and procedure consultation to the University administration about psychological issues and risk management. Psychology doctoral students receive internship/practice training in the Center's APPIC approved psychology training program, thus providing supervised, additional services to our students.

Residential Life. This office is under the leadership of Ms. Laurie Garafola and is comprised of housing services, student orientation & first year experience, and parents programs. Over 200 highly-trained and dynamic students and Student Affairs professionals comprise the Residential Life staff. The residence experience seeks to integrate academic instruction with the co-curricular opportunities that will encourage, engage, and enhance students' full personal growth. Students are provided with opportunities and experiences that will develop their listening, communication, organization, and leadership skills. This commitment to the development of the total student and the belief that education is alive and vital in all corners of the University serves as the foundation for the Residence Program and motivates the staff in their efforts to achieve this end.

Orientation. This function, directed by Ms. Mary Schimley, coordinates freshman and transfer orientation programs in summer, fall, and the intersession. There are ten freshmen and seven transfer conferences in summer, one in the fall, and several more in the intersession period (January). These conferences, offering focused service, residential, and academic components, involve the cooperation of, and presentations from, academic departmental representatives, the Advisement Services Center/Undergraduate Studies, the Admissions Office, Residential Life, the Department of Student Life, and the Office of Undergraduate Studies. Two specialized conferences each summer are designated primarily for the benefit of Presidential Scholars.

Parents Forum and Parents Club. Parents are integral members of the University at Albany community. Two specific opportunities exist for parents/guardians of University at Albany students to become active participants in their son or daughter's academic pursuits, The Parents Forum and The University at Albany Parents Club.

The Parents Forum is a University organization which was founded in September of 1989. The charge is to "serve as a forum for an exchange between and among parents concerning the quality of the University at Albany experience for their son or daughter." The parents will consider the total experience including the student's first contact with the University through the college years to commencement and alumni years. Members of the Forum will be encouraged to share concerns and suggestions for their resolution.

The Parents Club was founded three years ago in an attempt to provide a communication link between parents/guardians and the University which would allow them to understand and help shape the policies and procedures affecting the intellectual, physical and social development of students. Through membership in the Parents Club, parents receive timely information regarding University events, services, and activities. The primary purpose of the Parents Club is to support the University goals of retaining students and attracting prospective students to the University at Albany through parental support.

Also, The Parents Fund represents another opportunity in which parents can assist the University and its students. This component of the University's Annual Fund is chaired by parents of current or former students. The Parents Fund has been very successful in obtaining financial support from parents. Annual giving by parents has been growing each year and now exceeds \$150,000 – the largest annual contribution by parents of any SUNY campus.

Financial Aid. This office, directed by Mr. Dennis Tillman, administers all federal, New York State, and most institutional student financial aid programs, including loans, Pell grants, TAP, scholarships, special programs, production systems, and college work study. The primary goal of the Office is to provide high quality student service, including timely, efficient and accurate processing of student aid. Participation will begin this year in the Master Promissory Note program, allowing the student to sign this document only once during the college career. This Office meets New York State and federal compliance standards and reporting requirements as they relate to the various student assistance programs.

Career Development Center. This office, directed by Ms. Shirley Downey, offers a broad range of services to students, including an ever-growing program of career counseling, on-campus recruitment, job fairs, resume assistance, workshops, and educational programs. In the 1998-99 year, on campus recruitment brought 173 employers and afforded students 3,300

interviews. The Center also maintains an extensive library to assist students in finding employment and engaging in career exploration. The Center has taken the lead in the use of computer technology to increase ease of access to information about on-campus recruiting via Jobtrak and career exploration with the Focus II program.

Judicial Affairs. The Office of Judicial Affairs, directed by Mr. John Murphy, enforces standards of integrity for University students. This office acts in conjunction with student leadership groups and key administrative units on campus, such as University Police Department, Student Life, Residential Life, Orientation, and the Dean for Undergraduate Studies, to coordinate appropriate behavioral interventions consistent with the University's code of conduct, *Community Rights and Responsibilities*. This publication sets forth the rules and regulations governing student conduct at the University. It informs the student of proper behavior in every aspect of the community: classrooms, lecture halls, library, athletic facilities, residence, and dining halls....anywhere University members come together. It denotes the responsibility of community members to uphold the ideals of justice, and its regulations and procedures apply to all student conduct and behavior. *Community Rights and Responsibilities* establishes minimum standards, and violation of these regulations by students may result in a referral to University judicial system or to specific academic review procedures. Student organizations and groups recognized administratively or by student government and/or their officers may be charged with and held responsible for violations of these regulations.

University Police Department. The University Police Department, headed by Chief J. Frank Wiley, is staffed twenty-four hours a day with professional law enforcement officers and Security Services Assistants (SSA). UPD Officers are vested with full enforcement powers and have authorities similar to local police agencies, including authority to arrest. All Officer candidates must have a minimum of an Associate's Degree and complete the following: a 15 week Public Safety Basic Academy; specialized training in law enforcement in the academic community; first aid; use of non-deadly force; and legal updates, communication, and crime prevention topics. The University Police Department has 35 sworn officers. There are 27 white male officers, 3 white female officers, 1 female officer of color and 4 male officers of color. Within the Security Service Assistants ranks there are 34 personnel. There are 10 males of color, 2 females of color, 2 white females, and 20 white males. The Command Structure has one black male (the Chief), and two white males. One vacancy exists in the command structure.

The University Police Department's focused action agenda includes: continued hiring efforts to increase racial and gender diversity; enhanced professionalism in every aspect of the department; construction of a new station house; establishment of a sensitive area surveillance protocol; utilization of a Mobil Data Terminal; access to the VERA Crime Tracking System; installation of an 800 MHZ radio system; and expansion of efforts to improve public understanding of its responsibilities and activities. Substantial progress is being made on this agenda. New hires and promotions have greatly increased our racial, and gender diversity. The new station house will be operational in June, 2000. Chief Wiley is a highly visible campus figure who is involved in a broad range of campus activities including teaching in the Department of Africana Studies, mentoring individual students and advising student groups, speaking at a variety of student programs, attending student and athletic functions, and sponsoring a recreational program called "Midnight Basketball."

Personal Safety and Off-Campus Affairs. This office, under the direction of Mr. Thomas Gebhardt, provides several important services for students who choose to live off campus including a free registry of off-campus vacant apartments that can be accessed from the University's web page. Additionally, this office coordinates personal safety programs for students both off-campus and on-campus.

Chapel House. Established and incorporated in 1966 as Albany Collegiate Interfaith Center, Chapel House is on private property adjacent to the south end of the main uptown campus. A multi-purpose contemporary structure, it is a place for worship, counseling, study and community building. It serves as a meeting place for various religious denominations at the University. Founded on the basis of interfaith cooperation, Chapel House, through its programs and services, seeks to serve the University community's religious and social life. Throughout the academic year regular events are sponsored which seek to explore and share traditions of various religious groups. The facilities of Chapel House are available to university groups and organizations.

Division of Academic Affairs

Office of Undergraduate Studies. The Office of Undergraduate Studies, directed by the Dean of Undergraduate Studies, Dr. Sue Faerman, is responsible for the coordination of the academic experience of undergraduates. This office works closely with the deans and faculty of the individual schools and colleges and with the University Senate's Undergraduate Academic Council in developing, coordinating, and implementing undergraduate academic policy and curricula. This office also oversees the Project Renaissance and the Presidential Scholars programs, as well as the Office of Academic Support Services and the Advisement Services Center/Undergraduate Studies (ASC/US). The Office of Undergraduate Studies is also responsible for the following functions:

- Maintenance of the *Undergraduate Bulletin*
- Maintenance of the *Undergraduate Academic Policy Manual*, with annual publication of *Undergraduate Policy Reminders*, which highlights key aspects of policies contained in the *Policy Manual*
- Maintenance of the "Dean's List"
- Development of the Transfer Articulation agreements with 2-year colleges that are our primary feeder schools
- Development and maintenance of the database specifying course equivalencies with these primary feeder schools
- Oversight of various academic actions, including warnings to students who are placed on academic or terminal probation and notification of academic dismissals, as well as permission to take 19+ credits, permission for late adds and late withdrawal from classes, and change of course grades (for a grade other than an incomplete)
- Oversight of the Legislative Internships and University-wide internship programs
- Oversight of the withdrawal and re-entry process, leaves for academic study, and degree in absentia processes

Academic Support Services. The Office of Undergraduate Studies includes the Office of Academic Support Services, directed by Dr. Carson Carr, who also directs the University's EOP Program. The office exists to provide students with an academic and personal support base

during the time they are at the University at Albany. This office coordinates several services that support undergraduate learning, including:

- Study groups for 29 of our most challenging lower-level courses. These study groups have a graduate student facilitator and allow several students to meet on a regular basis for discussions, analysis, and review of course material.
- University Tutors who are available to give study group members additional assistance with questions and problems.
- Study Skills Workshops, offered each semester free of charge on a variety of topics, including time management, textbook mastery, learning from lecture, memory enhancement, listening skills and so on
- The Faculty Mentoring Program, which matches students who request a mentor with a faculty or professional staff member who are available to help students with academic needs, family or personal problems, and to serve as a role model.
- An Academic Early Warning System, which asks professors in certain designated introductory courses to identify students experiencing problems and to encourage them to use the Advisement Services Center and Academic Support Services to help them overcome their difficulties.
- Independent Tutoring Program, which provides the student community with a list of academically successful students who are available to tutor students on a one-on-one basis.

Registrar's Office. The Registrar's Office, directed by Mr. Robert Gibson, manages the process by which courses, classrooms, academic space, and final examinations are scheduled; grades are recorded; students are registered and enrolled; degrees are cleared; and diplomas are prepared. It is responsible for assuring that academic policy is executed and that data concerning registration and enrollment are collected and distributed to appropriate campus and offices.

Annual workload data for the Registrar's Office:

- Degree Services: The Office orders, reviews and distributes 5,000-5,500 degree awards per year. The Office also is responsible for the distribution of commencement tickets, verification of 1,200-1,500 degrees, and replacement of 2,500 diplomas each year.
- Transcript Services: Approximately 35,000 official transcripts are processed annually.
- Scheduling: The office schedules 17,100 courses/sections per year, and schedules all updates/revisions of the course schedule. Each year, the Registrar's office also assigns 2,200 event room reservations.
- Grading: Over 12,000 final grade sheets are processed by the office yearly. 3,800 incomplete grades are monitored and updated yearly, and 6,000 grade changes are processed per year.
- Enrollment Certifications: The Registrar's Office processes 5,000 Enrollment Certification forms, 150 military veteran student certifications, and 450 UUP tuition waiver certifications for SUNY employees.
- Student Files: The Office maintains paper files for 16,000 active students, plus all retired files that have not been converted to microfilm; this includes files from 1979 to present.
- Personal Contacts: During an average work load week, the Office handles 2,916 personal contacts that include 1,325 student counter inquiries, 1,453 telephone conversations, and 138 individual student office meetings.

Office of International Education. The Office of International Education is directed by Mr. Steven Thomson. Diversity and academic excellence characterize the population of 889 non-immigrant students from 85 countries who enrolled for the fall 1999 semester. The Office provides services through the following functions:

International Student Services: The Office's International Student Services unit provides broad and comprehensive assistance to international students. As designated signatory and center for the interpretation of government regulations, the office insures that students and the campus remain in legal compliance. The office functions to provide visa and other required documentation relative to employment authorization, international travel, and school and program transfer. Through contact with international students from the point of their admission, the office seeks to provide a warm and informative orientation and reception to the University, with a commitment to counsel and advise throughout the student's study. OIE also coordinates programs which bring international students into meaningful contact with the larger regional community.

Intensive English Language Program: Providing quality English language training to students from more than 70 countries, this program assists students planning further study in an American college or University or wishing to improve their English skills for business, personal, or professional reasons. Since its inception in 1978 the program has trained more than 2,600 students in intensive 16 week and 8 week programs. Beginning, intermediate, and advanced levels of instruction are available in small classes that meet a total of 23 hours per week.

Division of Finance and Business

Student Accounts. The Office of Student Accounts, directed by Ms. Barbara Bodnar, handles the billing and payment collection of tuition, fee, room, meal plan charges for students, and is responsible for the receipt and disbursement of all student financial aid. There are two separate counters in the Office, the first of which is the Billing and Account Maintenance Counter. This counter answers questions and issues invoices necessary to make payments. The second counter is the Bursar Counter. This counter handles payments on invoices, the endorsement of scholarship or bank loan checks, and the distribution of emergency loan checks, stipend or fellowship checks.

During the 1997-98 year (summer 1997, fall 1997, and spring 1998 semesters), Student Accounts issued 61,853 invoices to students. Financial aid monies of approximately \$8 million were received and applied to individual student accounts and used as payment of student charges or disbursed to students in cases where students' charges had already been paid. During this period (1997-98), the Office issued 19,540 disbursement checks and 4,373 electronic refunds to Citibank accounts.

Implementation of the recently purchased PeopleSoft software is expected to improve the services and efficiency of the Office of Student Accounts by enabling various constituencies on campus to share student-related data in more easily accessible and usable formats. University Business Systems is also working to expand direct student access to student accounts information.

Services can be improved by including electronic transfers of refund and exchange monies directly to students' bank accounts. Currently, this service is only offered to students who have authorized electronic transactions to their Citibank/SUNY Card account. The Student Accounts Office will explore implementing secure means for transacting credit card payments over the Internet.

University Auxiliary Services(UAS). Under the leadership of Dr. Julia Fillippone, UAS functions as a not-for-profit organization at the University that provides the campus community with non-academic services. These non-academic services include: oversight of contracts for residence and retail food services, catering, vending concessions, point of banking services, a Barnes and Noble bookstore, a convenience store, residence hall laundry service and a hair salon. It also provides the SUNYCard operations, such as personal identification, debit capabilities, and building access. The SUNYCard is free to students. If they choose to use it for debit capabilities, they can specify the amount they would like applied to the card on the application. The debit capabilities go into an account called Podium Plus which the student can use to purchase food, beverages, textbooks, and merchandise at any Albany campus location. The cost of a meal plan varies, depending upon the number of meals purchased for a week, whether the meals are kosher or non-kosher, and whether or not the student is a commuter. The meal plans range from \$748.50 to \$2,690.

UAS has developed an extensive plan to improve its many operations. UAS and the University at Albany Foundation are currently implementing a merger of their accounting, payroll, and agency account management processes. UAS intends to move from a self-operated food and vending service to a contracted service for both food and vending services. The organization would like to develop an institutionalized process for receiving and responding to customer feedback for all UAS contracted/subcontracted services. It is considering a renovation of the Campus Center Extension and its retail food service areas. During the 1999-2000 academic year, UAS will evaluate the possibility of further renovation of residence hall dining service facilities. Finally, the UAS Board of Directors will develop a strategic planning process to expand selected services currently provided to the University at Albany community.

APPENDIX 6.1

ORGANIZED, INDIVIDUAL, AND COLLABORATIVE RESEARCH PROGRAMS

This appendix contains brief descriptions of selected organized research programs, individual research programs, and other selected examples of collaborative research programs involving scholars at other research institutions.

Organized Research Programs:

The University's Center for Environmental Science and Technology Management (CESTM) is a state-of-the-art research facility which supports collaborations in atmospheric and materials sciences by University faculty and students, practitioners in related professions and services, and private entrepreneurs and provides research incubation space for high tech entrepreneurs. CESTM houses the umbrella organization, the Institute for Materials Research and Applied Sciences. It encompasses the following programs: The New York State Center for Advanced Thin Film Technology (Albany CAT), Focus Center-New York (FC-NY), SUNY Partnership for Industrial Resurgence (SPIR), the Albany component of the New York State Center for Advanced Technology on Emerging Electronics, Materials and Photonic Technologies for Diagnostic tools and Sensor Systems (Stony Brook CAT), and The Center for Fuel Cell Science and Technology (CFCST). These programs represent centers that have been officially designated by New York State and industry to carry out various science and technology programs pertaining to the physics and chemistry of advanced materials, as applied to microelectronics, optoelectronics, bioelectronics, telecommunications, and energy.

The University's microelectronics initiatives, organized under the auspices of the Center for Advanced Thin Film Technology, are generating knowledge that will be central to creating the next generation of computer chips. Furthermore, these opportunities will only increase in the years ahead following Albany's designation as a lead campus for a consortium of national institutions selected by the Semiconductor Industry Association and the Defense Advanced Research Projects Agency to investigate the science and technology of increasing chip speed and performance. This consortium, called the Focus Center-New York for Interconnect Science and Technology involves faculty and students at Albany with collaborators at Cornell University, Georgia Institute of Technology, MIT, Rensselaer Polytechnic Institute, Stanford University, and SUNY-Stony Brook. The New York component of this consortium is the largest and is located at our CESTM facility and led by Professor Alain Kaloyeros, one of our physics faculty members and Director of the Institute for Materials Research and Applied Sciences and the CAT. Combined federal, state, and industry funding for the national Focus Center is expected to exceed \$50 million by 2001. The Institute for Fuel Cell Science and Technology, established in 1998 by New York State to help develop and implement new, environmental friendly, alternative energy sources, is a state-wide partnership that involves major research universities (SUNY Stony Brook, Cornell, Brookhaven National Laboratory), federal research and development organizations, and private industries.

The CESTM facility also supports the University's world-renowned Atmospheric Sciences Research Center (ASRC). ASRC, established in 1961, promotes basic and applied research related to the atmospheric environment. The research focuses on instrumentation and field measurement; on fundamental studies of chemical and physical atmospheric processes; on the development, evaluation, and application of atmospheric simulation models and regional environmental modeling systems; on the development and evaluation of climate modeling systems; and on environmental data base management and analysis. Faculty members, researchers, and students engage these topics through partnerships with federal, state, and industrial agencies. For example, the ASRC works closely at CESTM with professional staff employed by the National Weather Service, as well as the entrepreneurs who are developing a number of new businesses in CESTM's incubator quarters. Most recently, the ASRC received a \$3.5 million grant from the U.S. Environmental Protection Agency (EPA) to conduct a comprehensive study into the causes, make-up and health effects of atmospheric pollutants in New York City. This award is part of an \$18.5 million nationwide EPA study of pollution in selected regions, titled the Particulate Matter "Supersites" Program. In addition to several University researchers, four researchers from the State Department of Environmental Conservation (DEC), three from the State Department of Health, and one each from Clarkson University, Penn State University, and the Brookhaven National Laboratories will contribute to the project.

The Center for Stress and Anxiety Disorders (CSAD) is a nationally and internationally recognized clinical research facility affiliated with the University's Department of Psychology, which frequently conducts collaborative projects with local agencies and with researchers at Albany Medical Center. The mission of the Center is to conduct intensive research on the etiology, classification, assessment, and treatment of several common stress related and anxiety disorders. The Center's activities are funded by a number of federal research grants from the National Institutes of Health. Recently, the Center was awarded a four-year, \$900,000 grant by the National Institute of Mental Health to evaluate new treatments for traffic accident victims who suffer lingering psychological trauma.

The University's new East (Rensselaer) Campus focuses on issues of public health and environmental studies as well as serves as an incubator business site. It houses Albany's School of Public Health, laboratories of the New York State's Department of Environmental Conservation (NYSDEC), and parts of the new Center for the Study of Comparative Functional Genomics. This new center, directed by Professors Paulette McCormick and Albert Millis, facilitates communication between and among researchers—both within the University at Albany research community, and between researchers and faculty from other academic institutions in the New York State Capital Region such as Albany Medical College, the Wadsworth Center, and RPI—interested in comparative functional genomics, a new interdisciplinary field devoted to identifying functionally relevant genes using strategies that complement and extend the more established methods relying on biochemistry and genetics. Additionally, the University's Atmospheric Sciences Research Center and NYSDEC are collaborating through the creation of a joint, regional laboratory for particle analysis. These research programs interact closely with the several biomedical and pharmaceutical companies located on this campus. Indeed, one collaboration between the University's Center for the Study

of Comparative Functional Genomics, Albany Medical College and Taconic Biotechnology (a subsidiary of a Columbia County firm that breeds laboratory mice and rats) has netted a \$3,750,000 National Institutes of Health grant to create one of three "mutant mouse regional resource centers" in the country. The center will receive and identify mice with certain gene alterations for research. At the transgenic facility, the UAlbany scientists will add or remove certain genes from mice, such as those thought to prohibit the spread of cancer within a mammal.

By its very design, Albany's School of Public Health is unique in the nation, being a partnership between worlds of academia and public health practice that includes the University at Albany, the NYS Department of Health, and Albany Medical College. The scope and the strength of this, the only public School of Public Health in the State is evident in its ability to compete successfully for major research funding. An example of such success is the research supported by a \$4.9 million grant from the National Institute of Environmental Health Sciences "Superfund" to the School of Public Health that enables a multidisciplinary study of PCBs and other toxic by-products in a landfill adjacent to the Awakesane Reservation, home to 10,000 native Americans of the Mohawk nation.

Indeed, research conducted by faculty and students across a wide range of Albany's academic programs helps to inform public policy in critical areas such as business, criminal justice, education, environmental conservation, information management, planning, public budgeting and finance, public health, public management, and social welfare. In addition to sponsoring the generation of fundamental knowledge, these relationships help the University to serve as an important instrument for the quality of life and economic vitality of the region, the State, and beyond.

For example, the University's School of Education sponsors a number of externally funded centers for research on instructional technology, literacy, interdisciplinary teaching and learning, and counseling that are consistent with the institutional strategy to promote scholarship that improves performance of critical social institutions. The largest of these, headed by Professors Judith Langer and Arthur Applebee, is the National Research Center on English Learning and Achievement (CELA), one of only twelve in the nation. CELA is a five-year, federally funded interdisciplinary research and development center that supports activities conducted by University at Albany scholars and collaborators appointed in teacher education at the University of Wisconsin, the University of Washington, and the University of Georgia. Its research seeks to determine what elements of curriculum, instruction, and assessment are essential to developing high literacy and how schools can best help students achieve success. The Center provides information to teachers, schools, and communities so that they can choose the approaches that will work with their students. The research is also designed to examine the tradeoffs (including costs) involved in different approaches to English achievement. In short, the activities are planned to provide definitive information about what works, for whom, and under what conditions.

The University's Center for Social and Demographic Analysis, already nationally recognized for its work on population-related issues, has recently received a \$2.5 million grant from the National Institute of Child Health and Human Development, and been designated as a

national Population Research Center—one of only 12 in the country. Headed by Professor Stewart Tolnay, the Center brings together 23 faculty, as well as postdoctoral associates, graduate students, and undergraduate students from anthropology, criminal justice, geography and planning, Latin American and Caribbean studies, psychology, public health, social welfare, and sociology. All these researchers share an interest in demography, including exploration of topics related to population composition and redistribution; family and household dynamics; health, morbidity and mortality; and the status of children and adolescents. The data and analytical expertise available through this Center serve as a major resource for policymakers. For example, Professor Lawrence Schell of the Department of Anthropology received a \$1.6 million grant to conduct a five-year study of blood lead in pregnant women and its effect on children. Using a longitudinal design, which follows mothers from mid-pregnancy through delivery and their children from birth through one year of age, the study will identify the maternal characteristics that determine fetal exposure to lead and identify the effects of pre- and post-natal lead exposure on early human development.

The Center for Legislative Development (CLD) has been working since 1970 to help strengthen legislatures worldwide. CLD views the legislature as the key, but often neglected, institution in the social, economic, and democratic political development of nations. As the primary institution in the United States offering academic and applied studies in the administration of legislative organizations and in legislative research and information technology, CLD brings unique and proven academic and applied skills in mounting training and technical assistance programs aimed at strengthening the legislative institutions of governments. Successful activities and projects have been provided in Central and South America, Africa, the Middle East, Asia, and Central Europe. Directed by Professor Abdo I. Baaklini, who has consulted with and studied more than fifty legislatures around the world, the faculty and staff associated with CLD include specialists in public administration, public policy, economics, law, decision-making, political science, and systems and information sciences. In recent years, CLD has received grants of over \$6 million from the U.S. Agency for International Development to support technical assistance programs in Egypt, Guinea-Bissau and Lebanon, aimed at improving the economic systems, introducing market economics and facilitating the development of democratic systems.

Professor John Delano of the Department of Earth and Atmospheric Sciences is co-director of the New York Center for the Study of the Origin of Life, created with a \$4 million grant from NASA. The grant also supports the research projects of six other principal investigators from the Rensselaer Polytechnic Institute (RPI) and the College of St. Rose. Delano's research involves two projects. The first project will look at the chemical and molecular makeup of the Earth's earliest atmosphere. The second project will focus on the frequency with which objects impacted the early Earth, which is scientifically known as an impact catastrophe. Another goal of the center will concentrate on education. At the college level, an interdisciplinary course dealing with the origin of life will be offered, as well as a seminar series, which will bring in speakers to discuss the origins of life at the RPI and Albany campuses. The center also conducts public outreach concerning the center's current research efforts, including a regular radio segment highlighting exciting headway into the exploration of the origins of life, produced at the WAMC studio in Albany, and distributed nationally and

internationally. There will also be an outreach effort directed towards high school students and teachers.

Finally, the University's School of Education has been in the forefront of developing technology-based programs for several years. Five years ago, with a \$4.5 million grant from the New York State Department of Transportation, the University at Albany created the Youth Construction Initiative Program (YCIP) to provide enhanced construction-related employment opportunities to interested high school students of color, women, and other economically disadvantaged youth. YCIP is a school-to-work initiative, designed to provide high school students with potential careers in the construction industry in five cities around the state (Buffalo, Rochester, Syracuse, Albany, and Newburgh). Through the project, each high school site designs a program to utilize the construction industry resources in their city. Students are introduced to the construction industry and are expected to understand what education skills must be developed.

Individual Research Programs:

Organized research programs at the University at Albany are complemented by the individual research programs conducted by faculty scholars. While it is impossible to summarize the breadth and scope of all of the research conducted at the University in this document, we provide some examples below.

Dr. Edna Acosta-Belen is a Distinguished Service Professor in the Department of Latin American and Caribbean Studies. Her research focuses on Latin American and Caribbean cultural and literary history. She is also founding co-editor of the *Latino Research Review*, a nationally recognized journal sponsored by the University at Albany. Among her most widely cited works are books on the Hispanic experience in the United States and seminal works on Puerto Rican women and international women's issues. As Director of the Center for Latino, Latin American and Caribbean Studies, Dr. Acosta-Belen has attracted significant external funding leading to a number of center sponsored publications. She is responsible for leading the coordinated campus research effort in the fields of women's studies and Latino ethnic studies.

Dr. Iris Berger (History), a specialist in African history, focuses on issues related to women and gender, labor, and religion. Her work has been supported by grants from the National Endowment for the Humanities, the Social Science Research Council, the Rockefeller Foundation, the Ford Foundation, and the National Institutes of Mental Health. Her most recent grant, *Internationalizing Women's Studies: Crosscultural Approaches to Gender Research and Teaching*, was for \$105,600, funded by the Ford Foundation.

Dr. James Jaccard (Psychology) has an active RO1 \$1,455,353 grant from the National Institute on Alcohol Abuse and Alcoholism, studying *Parent Education in Adolescent Drunk Driving*. Dr. Jaccard has adopted a novel approach to this problem by developing parent education programs to help parents communicate better with their teens about these types of problems. He utilizes a similar approach in another research program aimed at the prevention of

unintended pregnancy in adolescents. His research has shown that parents can indeed have a major impact on their teen's behavior.

Dr. Bonnie Steinbock (Philosophy) is a recognized expert in biomedical ethics, particularly in reproduction and genetics. Her most recent work has dealt with the sensitive topic of preimplantation genetic diagnosis, cloning, and embryonic stem cell research. In addition, among the many issues she has studied, Dr. Steinbock has examined the moral and legal status of embryos, fetuses, and sperm and issues related to death and euthanasia. She is currently a member of the American Association for the Advancement of Science (AAAS) Project on Human Germ-Line Inventions.

Dr. Caro-Beth Stewart's long-term research program (Biological Sciences) centers on understanding the molecular basis for adaptive evolution of complex, multicellular organisms. To address this goal, she has focused on the regulatory and structural/functional evolution of digestive enzymes in animals. Specifically, her laboratory studies the evolution of primate lysozyme and ribonuclease gene families. These studies involve the accumulation and analysis of large amounts of comparative DNA and protein sequence data that has been greatly facilitated by the department's automated DNA sequencing machine. Throughout her career, the National Institutes of Health and the National Science Foundation have generously supported Dr. Stewart's work.

Dr. Terence Thornberry (Criminal Justice) has a major U.S. Department of Justice grant, *Explaining Serious, Chronic and Violent Delinquency*. Dr. Thornberry serves as the principal investigator of the Rochester Youth Development Study, an ongoing panel study designed to examine the development of serious delinquency and violent behavior. This Study has followed a sample of high-risk youth from 1988 through 1996 and has collected extensive information about their involvement in delinquency, violence, drug use, and other problem behaviors. It has also collected information on many of the basic causes and correlates of these behaviors. Under this grant, the Study will analyze these data with a specific focus on improving our understanding of serious, chronic and violent offenders. Dr. Thornberry also holds a \$785,452 National Institute of Mental Health RO1 grant for his work on *Intergenerational Transmission of Antisocial Behavior*.

Dr. Ronald Toseland (Social Welfare) is the principal investigator on an NIH Agency for Health Care Policy and Research RO1 grant, *Health Education in an HMO: Effectiveness and Efficiency*. He has received over one million dollars in funding for this project. The specific aims of the grant are to investigate the short- and long-term effects of a Health Education Program (HEP) on spouse caregivers of frail older adults, on the care recipients, on the health care utilization and health care costs of both the caregivers and the care recipients, and the cost effectiveness of HEP. His research will provide important knowledge in implementing Health Education Programs in HMO settings.

Dr. Daniel Wulff (Biological Sciences) receives over one million dollars in funding from the National Science Foundation for his grant, *Science Research in the High School Program*. His work focuses on training science high school teachers to competently teach Science

Research courses. In the Science Research course, the student is the prime initiator of the research with the teacher serving as a facilitator, helping the student to focus in on the particular project chosen. The teacher shows the student how to access the scientific literature and oversees the recruitment by the student of scientist-mentors from around the world. The final year of the three-year program is devoted to communicating the student's results at local, regional, and national symposia as well as at various competitions.

Dr. Richard Zitomer (Biological Sciences) is the principal investigator on an RO1 \$795,589 National Institutes of Health research grant: *Regulation of Yeast Cytochrome c Genes*. His research focuses on the analysis of the Rox1-DNA interactions that are critical to understanding how the architectural (DNA-bending) HMG proteins interact with DNA. This research may have major implications for designing novel proteins that alter the topology of DNA and chromatin in predictable ways. In addition, the project studies how repression of eukaryotic genes is achieved which is of great importance to understanding how the expression of genes is regulated.

Examples of Research Collaborations Involving Scholars from the University at Albany with Scholars at Other Institutions:

Department of Earth and Atmospheric Sciences/Cornell University

Biogenic and anthropogenic sources of emissions are responsible for air pollution problems such as ozone, fine particulate matter, acid rain, visibility impairment, etc. Once released into the atmosphere, some pollutants are transported long distances by the prevailing winds, contributing to air pollution problems on a regional-scale. The entire process of atmospheric transport, transformation, diffusion and deposition must be fully understood to quantitatively examine the source-receptor relationships for air contaminants. Models are being used to examine the cause and effect relationships, and to identify strategies for controlling air pollution. The Department of Earth and Atmospheric Sciences' current research is aimed at evaluating air quality modeling techniques. The faculty are developing and applying statistical methods for the analysis and interpretation of complex environmental data sets. Collaborative research is conducted involving faculty at the University of Athens in Greece, University of Idaho, Cornell University, Harvard University, Rutgers University, Pennsylvania State University, University of Maryland, and with scientists at the state and federal agencies in the U.S. and Canada.

School of Criminal Justice/New York State Bureau of Municipal Police

Professor David E. Duffee, School of Criminal Justice, specializes in research on public organizations and community politics and community corrections. He is currently working with the New York State Bureau of Municipal Police to help evaluate the New York State DARE Program, an anti-drug abuse program directed toward elementary school aged children.

School of Criminal Justice/University of Maryland

Professor Colin Loftin is co-director of the Violence Research Group, a research collaboration with colleagues at the University at Albany and the University of Maryland, that conducts research on the causes and consequences of interpersonal violence. The major themes of the research are: (1) understanding violence as a social process extending beyond individual action; (2) improving the quality of data on the incidence and nature of crime; (3) the design and evaluation of violence prevention policies; and (4) the investigation of population risk factors for violence.

Two-Year College Development Center/Hamilton-Fulton-Montgomery BOCES

The Two-Year College Development Center, in partnership with the Hamilton-Fulton-Montgomery BOCES, has formed a consortium of local school districts, postsecondary institutions, businesses, and business and education organizations as part of a Goals 2000 grant. This grant was awarded to enhance preservice education programs at the University at Albany, the College of St. Rose, and the Sage Colleges. The goals of the project are to increase preservice teachers' knowledge and understanding of the New York State learning standards and use of instructional technology in the classroom.

Department of Geography and Planning/US Geologic Survey

Professor Andrei Lapenis collaborates with scientists from the U.S. Geologic Service, the State University of California at Berkeley, GISS NASA, the Academy of Forestry (Russia), and Moscow State University on a study of historic Russian soil collection. The collection will become a unique tool that can be used to derive information on soil carbon dynamics in different ecosystems as well as estimate atmospheric contamination of East European soils during the last 100 years.

Department of Anthropology/University of Vienna

Professor Dean Falk, Department of Anthropology, focuses on the study of early hominids, brain evolution, comparative neuroanatomy, and cognitive evolution (including language origins). As a member of the Institute of Human Biology at the University of Vienna, Professor Falk has been able to collaborate with Professor Horst Seidler and other colleagues in the application of medical imaging to the study of middle Pleistocene hominids.

X-Ray Optics/X-Ray Optical Systems

Faculty associated with the Center for X-Ray Optics investigate the science and technology of the Kumakhov capillary optics. Medical applications embody another large area of research, including mammography, chest radiography, and x-ray and neutron therapy. Synchrotron research employing capillary optics, including radiation damage effects studies, are

also part of the Center's research. Collaborations allow for experiments at external facilities, including a medical radiology department, the cold neutron source using the nuclear reactor at the National Institute of Standards and Technology and three synchrotron facilities, one of which is X-Ray Optical Systems, Inc.

Center for Legislative Development/Brazilian National Legislative Development Association

The aim of the Center for Legislative Development is to foster peaceful social and economic growth through encouragement of governance institutions, particularly legislatures, and other key elements of the legal and regulatory process. Legislative development, as practiced by the Center, involves imparting legislative management skills and information technology to legislators and staff to help them shape national or state goals. Recently, the Center finished a five-year project in Guinea-Bissau to provide training and technical assistance in the legal and regulatory arenas. To assist with this project, the Center drew upon the resources of the Brazilian National Legislative Development Association (ANDAL), an organization it helped found during the early 1980s while working with the Brazilian congress. ANDAL is the Brazilian organization that brings together state and federal legislators in a nationwide professional organization.

APPENDIX 7.1

Planning for Success

Reorganizing UAlbany Advancement Operations

A Report to the Board of Directors
The University at Albany Foundation

June 24, 1999

Robert Ashton
Vice President, University Advancement

Process

1. Three-month review
2. Draft plan shared with key constituents
3. Final version drafted
4. Implemented by September 1, 1999

Objectives

1. Determine abilities and challenges
2. Compare against industry standards
3. Develop new organization to meet
Advancement goals and University's needs

Advancement Goals

1. Launch a University-wide Campaign as soon as possible
2. Lift the University to a new level of Advancement
3. Link advancement to the University's long-term strategies
4. Build perception of UAlbany as academically strong, student-centered and an engine for economic growth with:
 - Alumni, parents and friends
 - Legislators, SUNY administrators, State officials
 - Regional leaders and opinion makers
 - Strong high school students and their families nationwide

General Findings

1. Fund raising results up over the past decade
2. Gift size and major individual giving are still too low
3. UAlbany image needs strengthening and sharpening
4. Advancement staff competent, eager to succeed, not widely experienced

Major Individual Giving

1. Fundamental to Campaign success

- 7-figure+ gifts are cornerstone of large campaigns
- Typically major gifts provide 80% - 90% of total giving, 95% in campaigns
- At UAlbany major gifts are 16% of current giving, 14% of last campaign
- Nationwide, 90% of 7-figure+ gifts come from individuals

2. Major Gifts require

- Institutional focus
- Volunteers
- Stewardship

Planned Giving

1. An excellent opportunity for the University
 - Older alumni are very loyal (60% pay dues)
 - Approaching prime estate-planning age
 - Effective way to address issue of size of gifts
2. We have strong staff in planned giving
3. Planned giving is a part of Major Individual Gifts program, not separate program

Recommendations

Major and Planned Giving

1. Create centralized Major Gifts Team
 - Under close supervision of Vice President, managed by senior, experienced Director of Major Gifts
 - Incorporate Planned Giving and train staff
 - Include Corporate and Foundation Relations office
 - Research and Stewardship included

3. Tight prospect management system
 - Clear, measurable objectives for each fundraiser
 - Bi-weekly progress reports

Campaign Preparation

1. Effective Major Individual Gifts program is necessary

- Need staff, volunteers, other leaders experienced with major gifts
- Need to know our prospects, their needs and interests

2. Campaign infrastructure needs:

- Feasibility study
- University-wide needs assessment
- Case statement

Recommendations

Campaign Preparation

1. Launch feasibility study this fall
2. Campaign plan approved by May 2000
3. Conduct Needs Assessment beginning September
4. Draft Case statement completed by June, 2000

Annual Fund

1. **Critical platform for building Major Individual Giving**
2. **Our Annual Fund has good participation but low average gift**
 - **Highly effective telemarketing raises participation rate**
 - **President's Club needs building to raise average gift size**
3. **Needs volunteer involvement**

Recommendations

Annual Fund

1. **Build President's Club program**
 - Create new chapters dedicated to support for academic units
 - Deans, directors and chairs to reinvest a portion of new income in alumni and President's Club programs for their unit
 - This will build prospect pool for future major gifts
 - Also builds cadre of experienced solicitors on and off campus

2. **Coordinate component President's Club chapters with component Alumni programs**

Alumni Programs

- 1. New staff and Association leadership building strong programs**
- 2. Relationship with Alumni Association is extremely important to the success of the University's advancement**
- 3. Alumni Association funding base is unstable**

Recommendations

Alumni Programs

1. Expand component-based alumni programs
 - Organize alumni sub-units for schools
 - Create school-based alumni communications programs
 - Build new volunteer cadres

2. Stabilize funding of Alumni Association
 - Primary goal – Long-term security for active, independent Alumni Association
 - Develop set of options over summer
 - Seek Alumni Association Board approval by Fall

Media Relations

1. University's image is backdrop for fundraising
2. Media relations is diffused across staff who have other responsibilities
3. Need pro-active media outreach
 - *Cultivation of key reporters and editors*
 - *Regular editorial conferences with the President*
4. Key messages of the University need:
 - Consistency of words and image across the University's publications
 - Repetition

Publications

1. Need regular publication to reach all alumni, parents and friends every two-three months
2. Much resource currently focused on internal communications
3. Messages must be focused, controlled
 - Past focus on interest value, not key messages
 - Need to be coordinated across all University publications
4. Graphic image of University needs to be clear

Recommendations

University Relations

1. Send University publication to *all* alumni, parents and donors at least 4 times annually
2. Implement marketing plan
 - Develop agreement annually on key messages
 - Coordinate communicators across the University
3. Establish guidelines for logo and logotype use
4. Develop pro-active media relations unit
 - Identify and manage relationships with key editors and reporters
 - Identify and develop "signature" media-attractive events to carry the University's key messages

Results of Changes

1. Fastest possible build-up of Major Individual Giving
2. Fast-track Campaign preparation with campus buy-in
3. Strong component-based programs for alumni and President's Club
4. Vibrant, active alumni programs with a healthy Alumni Association
5. Wide and powerful communication to key audiences
6. Aggressive, focused outreach through public media

Appendix 7.2

The University at Albany Foundation

11 Year Financial Profile - 1989 - 1999

June 30	Net Assets	Invested Assets	Endowed Assets	Assets held in trust	Operating Budget	Annual Fund	Total Fund-raising
1989	6,164,000	3,235,000	1,151,000	165,648	257,844	720,000	3,400,000
1990	5,792,000	3,577,000	1,499,000	223,000	383,493	803,102	3,952,000
1991	6,168,000	3,697,000	1,563,000	249,000	470,198	923,535	6,424,000
1992	6,828,000	4,235,000	1,734,000	316,294	543,949	1,033,722	5,204,000
1993	9,000,000	5,586,000	2,384,000	372,000	651,603	1,105,605	5,322,000
1994	9,400,000	5,979,000	2,717,000	581,000	724,225	1,206,481	8,153,000
1995	11,200,000	6,850,000	3,505,000	1,255,000	755,000	1,250,245	5,397,000
1996	17,100,000	7,925,000	4,022,000	1,511,000	785,000	1,401,367	19,005,000
1997	21,600,000	9,328,000	5,784,000	1,801,000	891,200	1,609,245	5,718,119
1998	20,653,000	11,241,000	6,684,000	2,318,000	918,800	1,802,383	10,368,000
1999	23,661,000	12,896,000	8,812,000	2,829,000	1,271,809	2,004,565	14,168,257
\$ Increase	\$17,497,000	\$9,661,000	\$7,661,000	\$2,663,352	\$1,013,965	\$1,284,565	
% Increase	283.86%	298.64%	665.60%	1607.84%	393.25%	178.41%	
Cumulative \$ raised							87,111,376

**Association of Research Libraries
Comparison of Key Indicators
1989/90 - 1997/98**

Current Peers:	Membership Index 1989/90*	Volumes	Serials	Acq. Expend.	Total Budget	Total Staff	Membership Index 1997/98**	Volumes	Total Current Serials	Acq. Expend.	Total Budget	Total Staff
University at Albany, SUNY	102	1,278,657	14,534	\$3,014,475	\$7,697,389	134	102	1,900,626	16,077	\$3,631,310	\$9,356,792	127
University of Delaware	66	1,953,028	24,202	\$4,317,829	\$9,228,202	225	89	2,358,006	12,220	\$5,268,458	\$11,955,644	167
University of California Santa Barbara	45	1,996,662	21,242	\$3,289,142	\$11,680,964	250	61	2,503,741	18,100	\$3,316,315	\$11,461,583	152
University of California Santa Cruz	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL
University of Rhode Island	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL	not ARL
Washington State University	86	1,606,851	22,573	\$2,766,133	\$8,136,463	214	84	1,963,546	27,377	\$4,564,575	\$11,916,822	154
Virginia Tech	82	1,710,202	17,746	\$3,529,881	\$8,730,428	206	90	2,004,684	18,518	\$5,439,045	\$11,113,142	135
University of Connecticut	49	2,271,849	17,620	\$4,090,080	\$11,968,917	232	56	2,885,664	17,173	\$5,591,565	\$17,134,042	188
University of Massachusetts-Amherst	72	2,409,946	15,267	\$2,407,849	\$8,311,979	203	80	2,882,541	15,835	\$4,269,080	\$11,154,585	140
University of South Carolina	65	2,431,129	20,552	\$3,146,031	\$8,170,685	198	52	3,067,457	18,933	\$5,548,719	\$15,231,693	207
University of Oregon	87	1,844,996	21,187	\$3,480,379	\$8,394,719	217	81	2,306,007	14,984	\$5,168,061	\$12,676,918	146
SUNY Buffalo	43	2,591,006	23,507	\$3,929,505	\$12,113,946	289	55	3,106,748	21,262	\$5,094,644	\$14,732,765	183
SUNY Stony Brook	90	1,701,101	11,239	\$3,692,612	\$9,800,376	220	109	2,025,373	10,506	\$4,656,180	\$10,599,668	120
Aspirational Peers:												
University of Virginia	28	3,193,260	26,268	\$5,951,663	\$15,921,187	370	22	4,513,843	47,479	\$7,612,143	\$22,854,406	294
University of Texas at Austin	8	6,265,236	50,506	\$5,635,765	\$19,191,606	608	11	7,648,678	52,515	\$10,307,170	\$28,744,448	500
Arizona State University	21	2,599,701	34,844	\$5,991,294	\$14,948,385	388	27	3,372,529	36,621	\$8,250,336	\$20,794,434	311
Indiana University-Bloomington	16	4,133,331	38,430	\$5,914,011	\$18,376,165	475	14	6,043,233	42,293	\$9,016,440	\$24,185,658	345
University of North Carolina-Chapel Hill	20	3,751,660	39,998	\$4,711,478	\$14,402,816	405	17	4,928,026	44,023	\$8,963,321	\$24,345,333	330
University of California Irvine	77	1,449,246	16,346	\$3,599,388	\$11,266,456	250	74	2,030,624	18,187	\$4,458,837	\$14,487,141	167
Florida State University	62	1,829,826	18,843	\$5,502,901	\$10,234,935	249	79	2,263,257	15,511	\$5,225,776	\$11,183,790	187
University of California San Diego	36	1,949,397	32,551	\$4,491,847	\$16,735,467	364	43	2,577,641	23,456	\$5,694,576	\$18,166,088	240
University of Maryland College Park	41	2,055,403	23,018	\$4,422,342	\$15,121,610	345	45	2,699,919	27,137	\$5,839,195	\$15,891,946	229
Rutgers University	17	3,219,823	30,097	\$6,921,224	\$21,880,472	519	26	3,703,052	28,934	\$7,653,456	\$25,122,306	348

* 107 University Libraries

** 111 University Libraries

APPENDIX 8.1b

**University Libraries
University at Albany, SUNY
1990 - 1998**

Growth of Collections	1990/91	1994/95	1997/98	1990-1998 # increase
Total Printed Volumes	1,328,047	1,815,326	1,900,626	572,579
Total Microforms	2,568,550	2,762,545	2,683,129	114,579
Volumes added gross	43,164	43,568	46,358	3,194
Serials titles received	17,218	16,177	16,077	-1,141
Periodical subscriptions	6,303	5,302	5,214	-1,089
ILL (filled)				
Loaned	31,135	20,190	12,942	-18,193
Borrowed	9,057	13,360	14,612	5,555
Staff Total (incl. student FTE)	177	177	164	-13
Exp. Materials	\$3,258,484	\$3,177,323	\$3,631,310	\$372,826
Total Budget	\$8,462,211	\$8,158,290	\$9,356,792 *	\$894,581
			*incl. \$1,440,290 for renovations	

APPENDIX 8.1c

**University Libraries
Trends in Library User Education
1990 - 1998**

Course Related Instruction

	1990/91		1994/95		1997/98	
	# of classes	# of Ind.	# of classes	# of Ind.	# of classes	# of Ind.
Undergraduate	41	775	59	1,135	66	1,145
Graduate	51	750	57	1,004	214	4,074
EOP	22	365	17	340	8	117
Total	114	1,890	133	2,479	288	5,336

Library Sponsored Sessions-Special Audiences

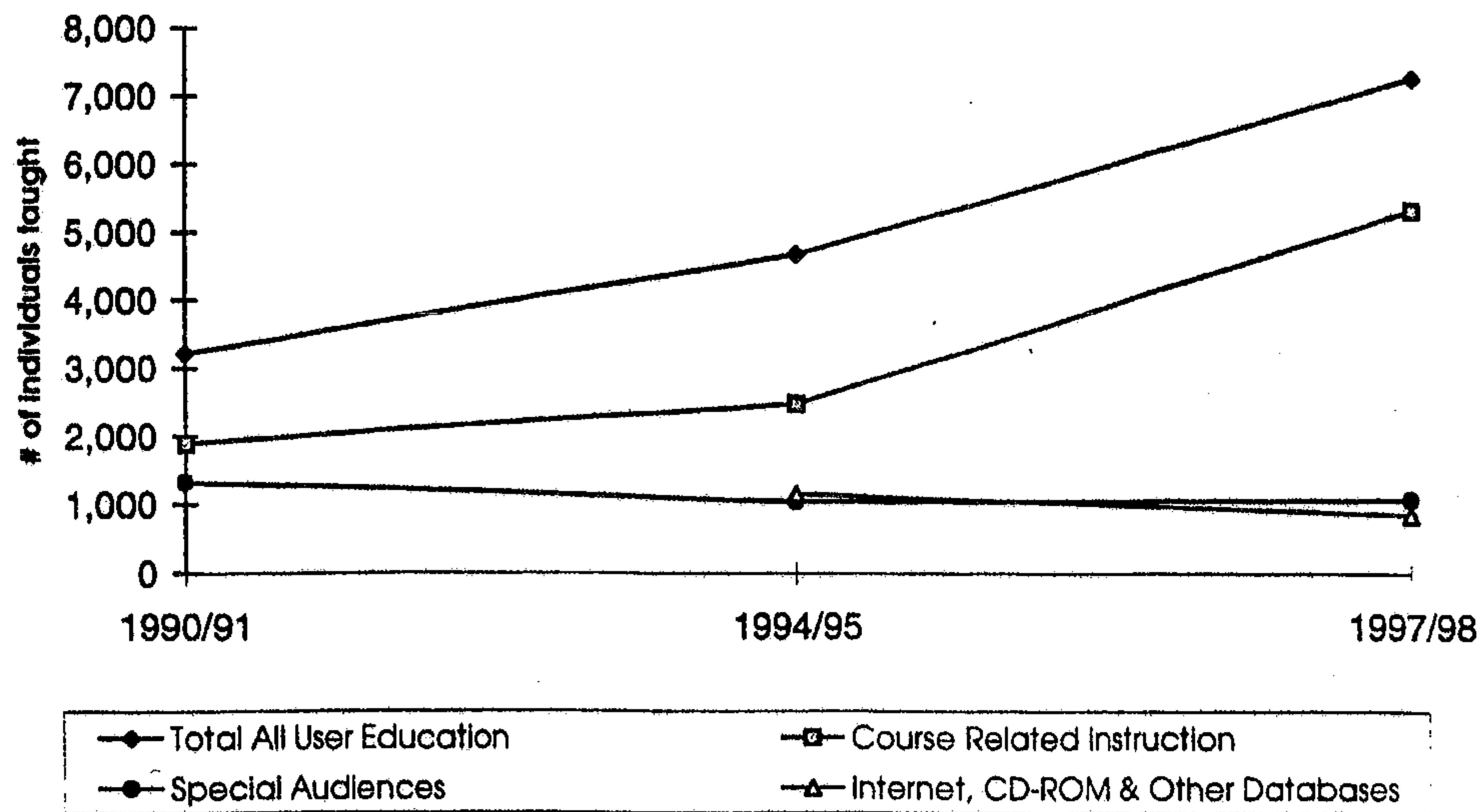
	1990/91		1994/95		1997/98	
	# of classes	# of Ind.	# of classes	# of Ind.	# of classes	# of Ind.
Faculty/Visiting Scholars	13	22	13	40	14	33
New Graduate Students	7	136	2	104	21	136
International Students	9	179	10	144	6	108
High School/Other College Students	20	347	31	431	9	471
Library Staff	28	107	11	31	53	241
General (University at Albany)	141	530	27	292	15	84
Total	218	1,321	94	1,042	118	1,073

Education in the Use of Electronic Resources

	1994/95		1997/98	
	# of classes	# of Ind.	# of classes	# of Ind.
IMC	22	195	14	17
CD-ROM	55	276	27	132
Internet	51	406	48	268
Other Electronic Resources	44	280	95	442
Total	172	1,157	184	859

	1990/91		1994/95		1997/98	
	# of classes	# of Ind.	# of classes	# of Ind.	# of classes	# of Ind.
Total All User Education	332	3,211	399	4,678	590	7,268
Total # of Contact Hours	373		443		710	

**Trends in Library User Education
1990 - 1998**

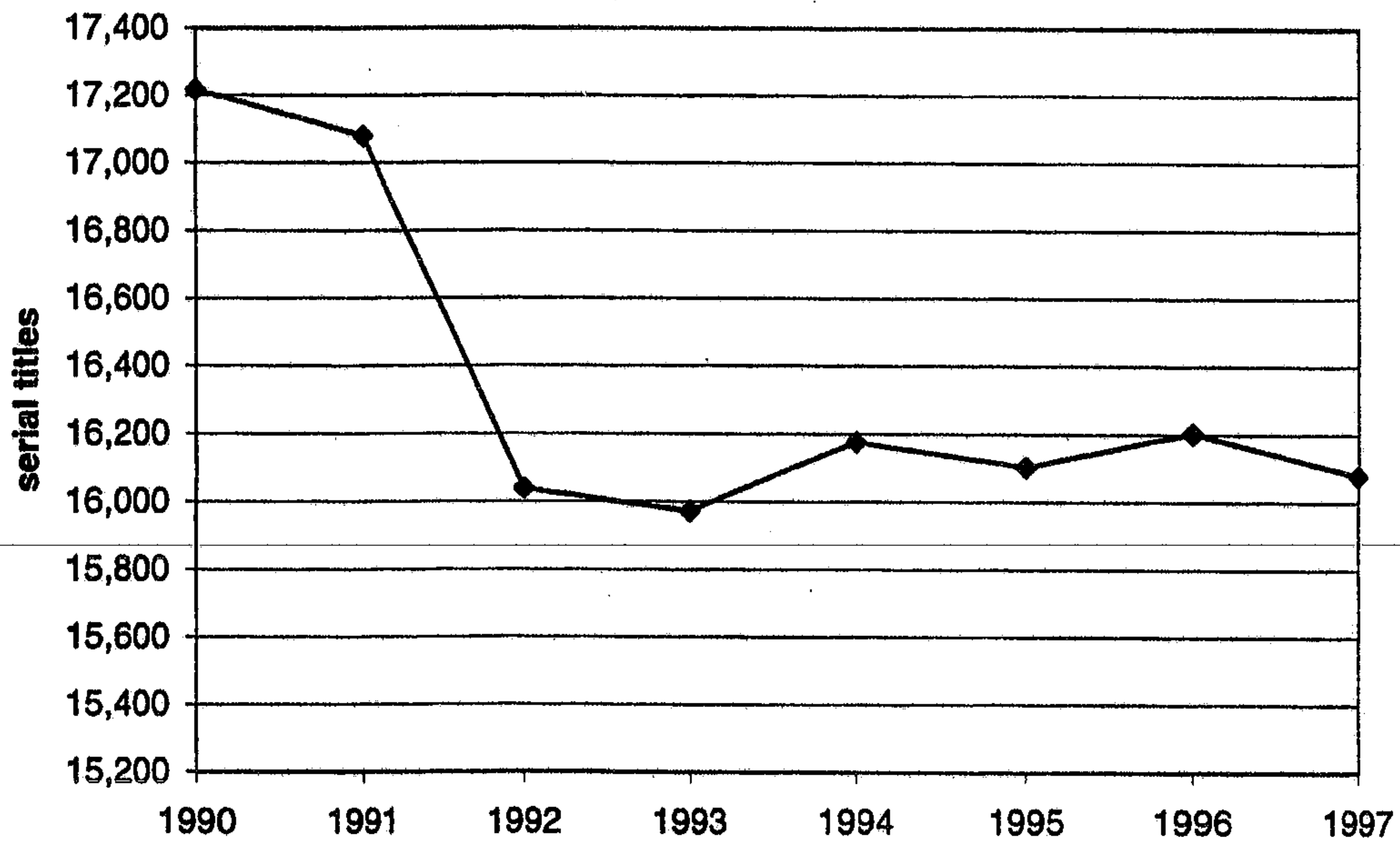


Note: The graph illustrates the growth in demand for education and training in the use of library resources and the increasing focus on electronic resources.

APPENDIX 8.1d

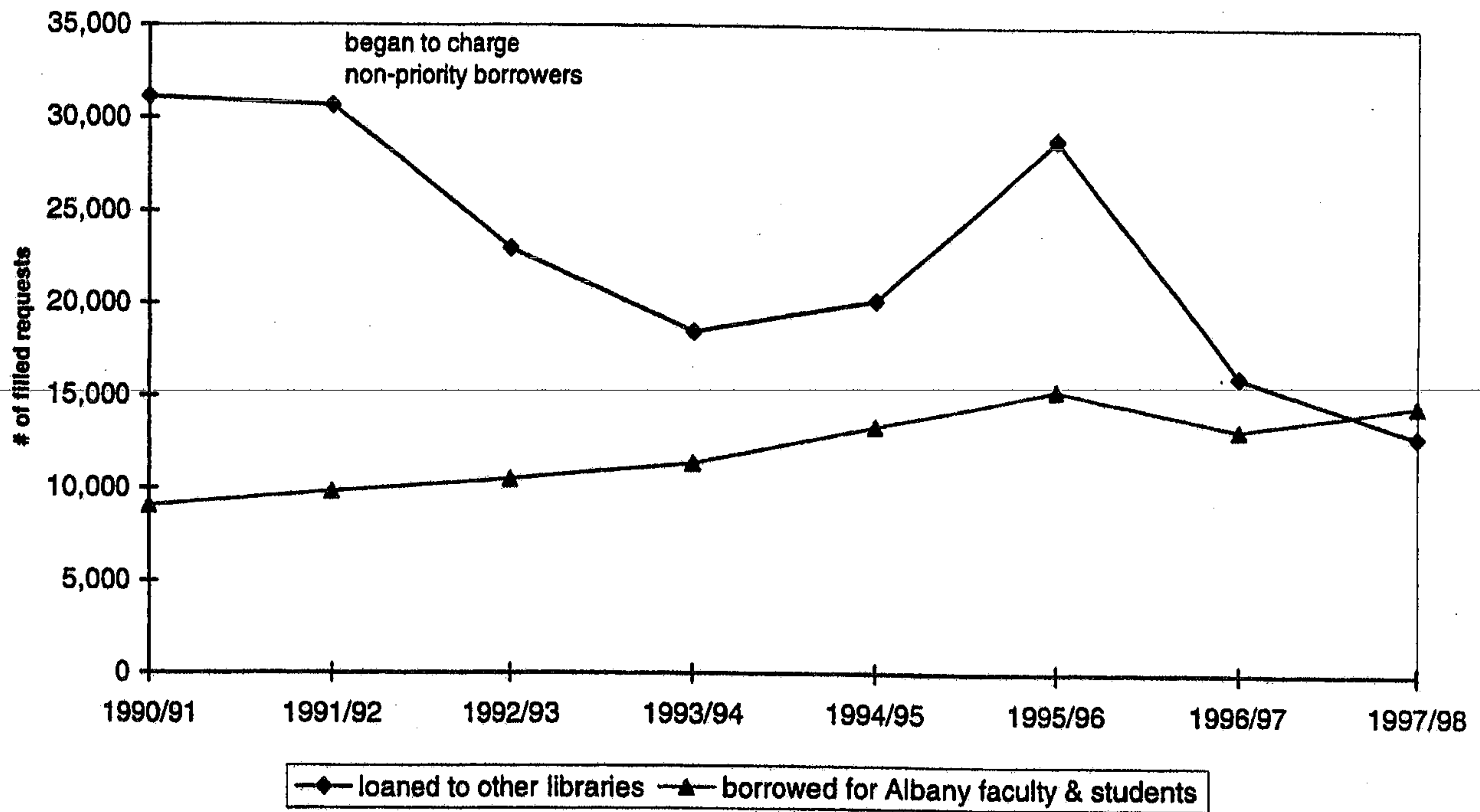
Current Serials - Albany

	Current Serials
1990	17,218
1991	17,080
1992	16,039
1993	15,972
1994	16,177
1995	16,103
1996	16,202
1997	16,077



University Libraries Trends in Interlibrary Loan 1990 - 1998

	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98
loaned to other libraries	31,135	30,659	22,994	18,483	20,190	28,907	16,112	12,942
borrowed for Albany faculty & students	9,057	9,843	10,514	11,385	13,360	15,341	13,242	14,612



APPENDIX 8.1f

University Libraries Trends in Reference, User Assistance, Computer Searches 1990 - 1998

University Libraries Reference Service

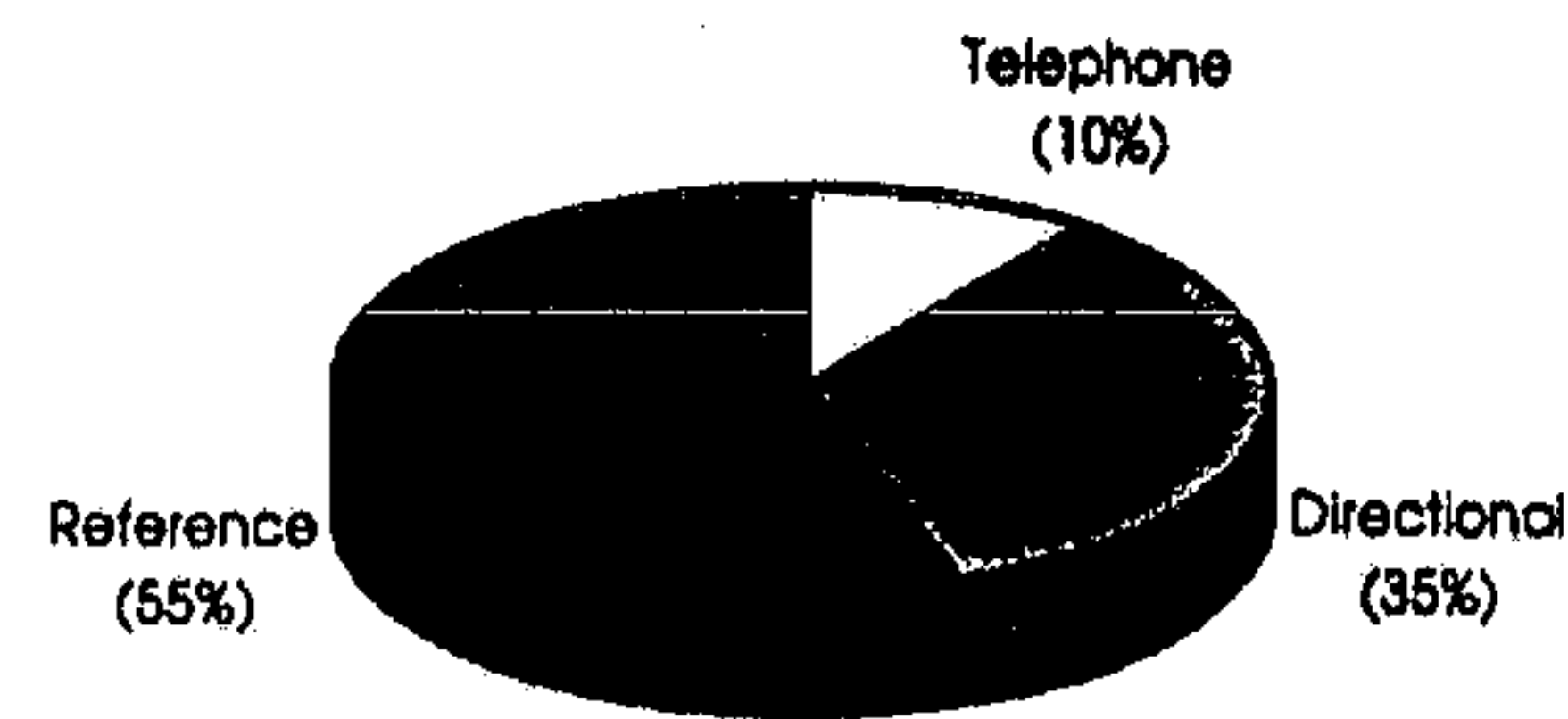
	1990/91	1994/95	1995/96	1997/98
Reference Desk	57,864	53,989	64,890	62,127
Government Publications	2,672	1,361	1,692	1,286
Computer Search Service	17,083	14,103	17,316	9,985
Special Collections & Archives	335	447	398	441
Dewey Library	9,323	9,217	13,661	13,812
Total	87,277	79,117	98,047	87,651

User Questions By Type

	1995/96	1997/98
Telephone	29,534	20,053
Directional	57,782	68,930
Reference	125,802	110,186
Total	208,118	199,169

University Library User Assistance

	1990/91	1994/95	1995/96	1997/98
Circulation Desk/Exit Control	39,609	18,912	19,184	20,904
Telephone Center	27,456	17,393	16,809	11,318
Media Services	11,348	9,123	10,800	16,752
Microforms	11,783	3,996 (incl. above)	(incl. above)	
Periodicals Desk	41,375	32,205	60,588	62,544
Reserve	6,204	5,879	2,890 (incl. above)	
Total	137,755	87,508	110,071	111,518

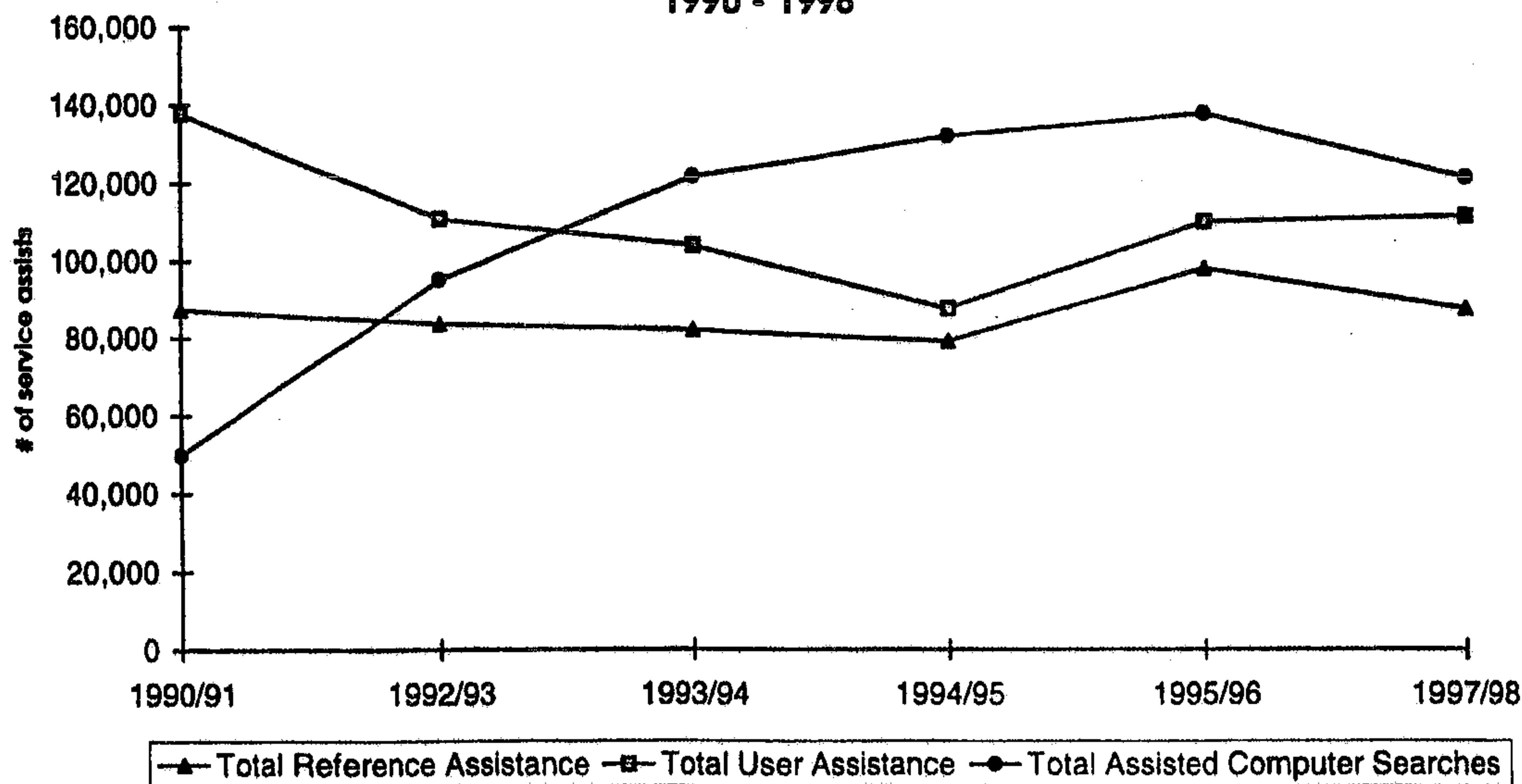


Total Reference & User Assistance 225,032 166,625 208,118 199,169

Assisted Computer Searches By Users

	1990/91		1994/95		1995/96		1997/98	
	U of A	Non UA	U of A	Non UA	U of A	Non UA	U of A	Non UA
Remote Databases	269	28	4,922	609	3,864	495	6,566	104
CD-ROM & Local Databases	45,848	3,568	109,045	7,869	111,862	6,934	78,434	5,384
Internet	NA	NA	8,323	1,142	13,769	1,046	28,253	2,604
Subtotal	46,117	3,596	122,290	9,620	129,495	8,475	113,253	8,092
Year Total	49,713		131,910		137,970		121,345	

University Libraries Trends in Reference, User Assistance, Computer Searches 1990 - 1998

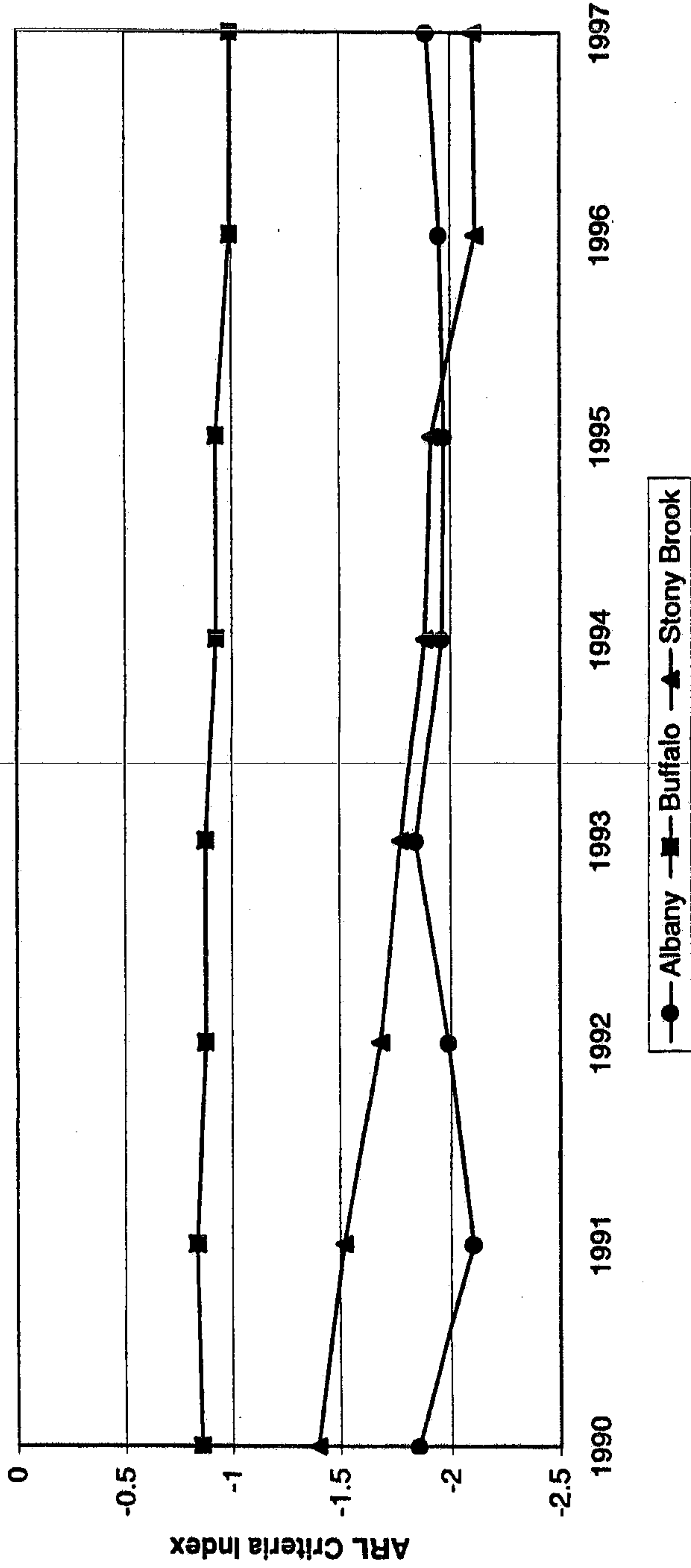


Note: The graph illustrates increased workload as demand in use of electronic resources grows.

APPENDIX 8.1g

**ARL Membership Criteria Index
SUNY Centers**

INSTITUTION	Rank	1990	Rank	1991	Rank	1992	Rank	1993	Rank	1994	Rank	1995	Rank	1996	Rank	1997
Albany	103	-1.85	106	-2.1	106	-1.99	100	-1.84	102	-1.96	100	-1.97	102	-1.95	102	-1.89
Buffalo	45	-0.85	44	-0.83	44	-0.87	43	-0.87	44	-0.92	46	-0.92	51	-0.99	55	-0.99
Stony Brook	78	-1.4	83	-1.52	94	-1.68	96	-1.77	97	-1.88	99	-1.91	108	-2.11	109	-2.1



APPENDIX 8.2

DISTRIBUTED COMPUTING RESOURCES

Distributed Support in Schools and Colleges

College of Arts and Sciences. The College of Arts and Sciences Computing Services (CAS Computing) provides overall desktop, licensing, shared resource and computer classroom support for the 27 departments in the College and services more than 1,000 machines. It provides network server resources and email for the College's administrative and clerical staff. It operates the 97 seat Social Sciences 145 (SS 145) computer classroom/lab for the Art, Music and Theatre departments, is in the process of constructing the Performing Arts Center 264 (PAC 245) computer classroom/lab and satellite support workstations, and provides shared file, calendar and printing resources for several hundred administrative staff and departmental users. CAS also maintains the College's Web page.

Social Sciences (SS) 145: Types of machines available: 200Mhz Pentium II
Number of seats available: 30
Software installed: Win 95, Office 97 Pro, Corel 8.0 Suite, SPSS 8.0, SAS, E-Views, Hotdog Pro 3.0, Netscape Communicator, Teraterm, MicroCase, Host Explorer
Hours available: 8:00 am to 10:00 pm
Primary function of the facility: Classroom

Performing Arts Center (PAC 264): Types of machines available: Apple G3 PowerMacs
Number of seats available: 11
Software installed: Photoshop, Adobe Illustrator, Quark Xpress, Finale, Lightwrite, Light Shop, Virtual Light Lab, SoftPlot, AutoCad LT, Office 97
Hours available: 8:00 am to 10:00 pm
Staff: Art, Music and Theatre departments
Primary function of the facility: Classroom

CAS Computing works with individual faculty and students to: provide hardware and software support to the College's Apple Macintosh community, provide assistance in the configuration of departmental computer labs, provide advice and/or assistance with new computer and peripheral purchases, issue Internet protocol numbers for network access and maintain the domain name server tables for the college, and process network jack activation requests.

CAS Software

PACKAGE	SITE LICENSE	SHARED	COSTS	CONSULTING AVAILABLE
SPSS	250	yes	\$112	minimal
Office 97 Pro	200	no	\$47	yes
MS Office Pro 4.3	55	no	\$32	yes
WordPerfect 8	100	no	\$27	yes

The **Department of Biological Sciences** is among the 6 largest academic departments in the College of Arts and Sciences. Its mission is to provide research and educational opportunities to both undergraduates and graduate students and offers the B.S., B.A., M.S. and Ph.D. degrees. The faculty are actively involved in both undergraduate and graduate teaching and their research is funded by such agencies as NIH, NSF, and USDA.

The Department's subnet consists of approximately 130 units connected to the campus backbone. These units include desktop computers in offices, computers and printers in research and teaching labs and the Department's user rooms. Departmental staff maintain the database. Technical support for software and hardware needs is provided centrally by staff in the CAS Computing Office and the PC Service Center. While these services are adequate, the demands of maintaining this equipment and the growing subnet requires a full time person on site.

The Department has two user room facilities: BI 142, the general user room, and BI 153, the Mac teaching lab. The general user room, BI 142, provides graduate students with the resources needed to access the Internet and to provide basic assistance. The Mac teaching lab provides users access to 14 Macintosh computers and a SGI workstation. Students enrolled in a graduate course in Molecular Evolution and an undergraduate course in Computer Applications in Molecular Biology use these computers in their course work. The SGI workstation runs a software package entitled INSIGHT for molecular modeling. All the machines in this lab are connected to the Ethernet.

Housed in the Department's computerized photography lab is a Gateway 2000 model 3000 computer attached to a Polaroid digital palette HR6000, a Nikon Coolscan III and Hewlett Packard Deskjet 2000C printer. The Polaroid Digital Palette is an output device that makes 35-mm slides from presentation programs and other software. The computer is networked to other PCs in individual labs that can operate the image-manipulation software (ImageQuant) under an institutional site license. The Department also has 2 SGI Workstations used by faculty and graduate students who need access to the GCG (Wisconsin Genetic) computer package which supports research in the area of bioinformatics. The machines are housed in two faculty labs and maintained by lab personnel.

The **Computer Science Department** maintains computing facilities for the needs of the faculty, students and staff encompassing teaching as well as research requirements. Labs for public use include the Computer Lab in the Humanities Building where 26 X-terminals are served by 3 SUN Microsystems servers (SUN Sparc 20 and 2 SUN Sparc 10s). Available software includes Netscape, C, C++ compilers and various other freeware packages. The Lab is available for class lab sessions and during the non-lab periods on a monitored basis that varies

from semester to semester. A second Computer Lab in LI-99 provides 10 Intel 486 PCs running Linux and freeware software. This Lab is available during regularly scheduled lab periods. The Department also has access to a User Room in LI-96I which offers a Gateway 2000 running Linux; a SUN Ultra 1 workstation running Solaris (operating system) and freeware, a SUN Sparc Classic running SUN/OS and freeware, 3 SUN 3/60s running as X-terminals. Workstations are available via graduate student access. Services provided by the department to individual faculty and students include: system installations, upgrades, software installations, trouble-shooting and systems maintenance. The Department also maintains 33 Unix-based desktop systems.

The Department has identified the lack of "state of the art" computing platforms sufficient to keep pace with the existing marketplace, and student/faculty needs as a priority for future resources. Also, there are less than adequate environmental conditions in the Educational Computing Lab in the Humanities Building as temperatures near 90 degrees are quite common during lab periods.

The **Department of Earth and Atmospheric Sciences (DEAS)** supports a wide variety of computing hardware and software for use in undergraduate and graduate education and research. DEAS' UNIX computing system consists of 35 Sun servers and workstations. A SparcCenter 1000 (redwood - 4 CPUs, 320 MB RAM) is the primary server. Redwood serves about 60 GB of disk, and acts as the primary NFS, DNS and NIS+ server. A Sparc 10 (marx - 1 CPU 32 MB RAM) is a secondary server, serving about 8 GB of disk, and acting as secondary DNS and NIS+ server. An Enterprise 450 (cedar - 4 CPUs, 1 GB RAM) and a Sparc 20 (aspens - dual CPU, 256 MB RAM) serve remote logins and large compute jobs. The distribution of NLDN lightning data by the IDD to more than 50 other Universities is performed by a Sparc 20 (striker). There are 30 other workstations including one Ultra 2, two Ultra 1s, one Ultra 5, seven Sparc10, ten Sparc 5, five Sparc LX, two Sparc 1+, one Sun-4/370 and one SparcLite (a Sparc 5 clone portable). Each client has local disk for swap, and between 32 and 256 MB of RAM. The servers are connected at 100 Mbs to a 10/100 base-T switched hub. Heavily used workstations have a dedicated 10 Mbs connection to the switch. Workstations with smaller bandwidth requirements attach to one of three hubs connected at 10 Mbs to the switch. This arrangement ensures high bandwidth access to the servers, and distributes this available bandwidth as needed. DEAS' switched hub is connected to the University router by dedicated fiber, and the router is connected to the Internet with T3 service. Routine backups are performed on a 100 GB tape library. Four B&W and two color postscript printers provide printing services. DEAS recently installed a computer teaching laboratory consisting of 17 Pentium PCs configured to either the Windows NT or Sun Solaris x86 operating systems, and one server machine running Solaris x86 UNIX. Most software available on research computers is also installed on classroom machines. This lab includes a high-speed laser printer and high-resolution computer projection system, and became fully operational for the spring 1999 semester. Hardware, OS, and software support is provided by two staff members. The staff also provides consulting services to faculty, staff, and students as needed.

A variety of special purpose and general use software is installed on these machines. Due to cost restraints much of this software is free or publicly available. A partial list of available software includes (numbers in parenthesis are numbers of licenses if appropriate): LDM/IDD, GEMPAK (unlimited), McIDAS (unlimited), weather (unlimited), F77 (20), C (1), C++ (1), gcc,

g++, NCAR graphics (unlimited), FrameMaker (10), xv, display, animate, convert, SPLUS (through the CNS group), PVWAVE (2), Illustrator (2), Plot (1), Transform (1), emacs, perl, xanim, pbmplus, tcsh, tex, lyx, and others.

DEAS ingests and processes about 3 GB of atmospheric data each day. This data includes conventional surface and upper air observations, cloud to ground lightning, Doppler radar, Satellite imagery, model analysis and forecasts, and a variety of textual products. These data are used in both the research and educational mission of the department. Some of the data are processed into forms suitable for DEAS' web server, and map room needs. Some of these data are archived to provide data for student projects and research.

A currently unsatisfied need is easy access to DEAS archived data. Currently a student, faculty, or TA must manually load a tape to access this data. A large tape library (about 1 TB capacity) and Hierarchical Data Management software is needed to allow students quick and easy access to this data.

The **Geography Department** maintains 3 public user areas. The first, ES B19, holds 14-75 MHz PCs running Windows 95 and 3-266 MHz machines running Window NT Workstation. This is a teaching and laboratory facility. Software installed in the lab includes Bentley MicroStation, ArcView, Corel Draw!, MS Office, SPSS, Idrisi 2.1, ERDAS, PCI, Trimble Pathfinder Office 2.01 GPS, Magellan ProMark MSTAR 2.06 GPSArc/Info, and MapInfo. Peripheral equipment includes a Laser printer, and Inkjet printer, a scanner and a CalComp digitizer (4x6 feet). The lab is generally open daily between and after classes for student use. It is staffed with Department of Geography and Planning TAs.

The second area, ES 232, is shared with Earth and Atmospheric Sciences and contains 16-350 MHz machines running NT Workstation. It is a teaching and laboratory facility. Software installed and used by the department includes MS Office, MS Visual Studio, and MapInfo. The lab is generally open daily between and after classes for student use. It is staffed with Teaching Assistants from the Departments of Geography and Planning and Earth and Atmospheric Sciences.

The third area, ES B13 the planning studio, contains 2 PCs with zip drives, and HP350 C-size plotter, a Laser Printer HP 5c, an Epson Color Inkjet 800N and a HP Scanner 5100C. Installed software includes Windows NT, MS Office, MapInfo 4.5 and Bentley MicroStation.

The Department of Geography and Planning currently maintains licenses (number of seats in parentheses) for the following products: ArcView (16), ArcInfo (3), MapInfo (30), Corel Draw! (20), Bentley MicroStation (15), SPSS (15), Idrisi (15). Although the department does not formally support external consulting for these products, it does perform its own software support on lab machines. Internal software support is currently provided by faculty. As soon as possible, such support should be at least supplemented, if not replaced, by CAS or University support personnel.

The **Department of Mathematics and Statistics** created the campus' first computer classroom in 1989 funded by a corporate donation. In 1994, they opened a second classroom.

The equipment in both classrooms has since been upgraded. Almost all sections of calculus (limited only by availability of the rooms) are either taught or have lab sessions in one of these rooms. The Department, one of the first winners of an NSF Calculus Development grant, used the award to acquire software (Maple is a principal tool, and the department's site license makes it available campus-wide) and to support course development. Today a wide variety of undergraduate courses, and even a few graduate courses, use these rooms.

A departmental network, with Unix and other computers in departmental user rooms, computer classrooms, and all faculty and graduate student offices, links to University-wide resources and the Internet. This network hosts a departmental web page and software used in instruction and research, archives much of the research and instructional material, is used by some instructors for web-based supplementary course material, and provides all members of the Department access to networked printers, strategically located throughout the Department. Graduate students contribute to, and heavily use, these electronic resources. This is an area of both pride and concern, as the Department relies increasingly on technology in research and instruction, placing additional burdens on both faculty and the University for technical support.

The Math Department's LAN also hosts the refereed, electronic *New York Journal of Mathematics* (<http://nyjm.albany.edu:8000/nyjm.html>). Three years ago, editors of the distinguished *Pacific Journal of Mathematics* approached the Department for help creating an electronic version of their journal. The result, created and hosted by the Department, came on line within a year, and continues as the second scholarly electronic journal published by the Department.

Rockefeller College of Public Affairs and Policy. Rockefeller College Information Technology Services (RockIT) operates under the administrative umbrella of the College Provost's Office and maintains computing resources for the four schools (Criminal Justice, Social Welfare, Graduate School of Public Affairs, and Information Science and Policy) that comprise the College. In addition to on-site resources, RockIT is responsible for the computing resources of the Center for Legislative Development, located nearby on State Street, and for the College's Undergraduate Programs Offices, located in Dutch Quad on the main campus.

RockIT maintains one Computing Lab (Public User Room) with 35 Pentium II / 233 computers, as well as a few older model MacIntosh PC's. Laser printing is available for students free of charge. The computers are configured with full e-mail and web access, as well as Office97 and Word Perfect. Furthermore, clusters of computers are configured with specialized software such as Nudist, Lexis-Nexis, SPSS and Microsoft Frontpage. The Public User Room is open seven days each week for a total of 75 hours. It is staffed by student consultants who are available when classes are in session. The College also maintains a site license for QSR Nudist 4.0.

In addition to the Public User Room, RockIT also maintains an Electronic Classroom with 20 Win95 workstations that are fully networked to our 2 NT servers and have the same software as the Public User Room. The classroom is scheduled on a first-come, first-served basis, and gets heavy use. A complete upgrade is needed for this room in the very near future, as these computers are overtaxed and becoming obsolete. In addition, each School has a mini-lab

with a few Pentium computers with word processing software and Internet access. The computers in these mini-labs are available only to students and faculty in those Schools.

RockIT is solely responsible for the maintenance of about 380 on-site computers, in addition to about 20-25 off-site. Almost all computers have Internet access, as well as access to laser printers. Nearly all computers are on either Windows 95, 98 or NT, and all new computers are purchased with NT in our efforts to move toward a common platform. RockIT provides user support, installation of software, help with purchasing of new equipment, as well as the repair and/or replacement of malfunctioning equipment.

The College also maintains three mobile presentation systems utilizing computers and data projectors (2) or colored LCD panels (1). This equipment is not sufficient, however, to meet the College's needs, as there is a strong demand for these instructional presentation systems and several more are needed.

A regular schedule for the systematic replacement of faculty computers, as well as upgrades to public user rooms and electronic classrooms, is needed with centralized funding from the University or Academic Affairs. Rockefeller College is not funded adequately to take full advantage of the rapid changes in technology.

School of Business. The School of Business has over 200 PCs. The School has standardized on the Windows 95 operating system and the Microsoft Office 97 suite of desktop applications. In addition, it provides SPSS software over the School's Novell Network. All desktop systems are protected by Command AntiVirus. It also operates nine public access computer laboratories for its graduate and undergraduate students. These labs have grown over the past several years, and there are now a total of 73 seats in these facilities. The newest lab is the Accounting Graduate Student Lab that opened in October 1998. It has a total of 14 workstations that are interconnected in a Windows NT network. Graduate Accounting students will get substantial exposure to the Unix Solaris operating system in conjunction with this lab.

The School of Business began to provide classroom presentation systems for faculty and students in the early 1990s. Originally, it offered two one-color LCD panels that faculty could use with their desktop computer in the School's classrooms. Currently, the School has three classrooms with full electronic presentation packages installed (BA 219, BA 227, BA 322) and five mobile presentation systems for use by our faculty and students. Each of these classroom and mobile systems has a Pentium computer, LCD projector and additional monitor available. Two of the classroom installations have additional equipment including VCR players, an Elmo visualizer, and a laser disk player. The equipped classrooms have been popular with faculty and students, and many requests to teach in these rooms cannot be met because of excess demand. The School is currently discussing with external funding sources the installation of electronics packages in two additional classrooms in the School (BA 223, BA 233).

The School of Business leads all other units in the University in usage of electronic presentation systems in classrooms. Additionally, since all their classrooms are connected to the internet, the School's faculty are able to incorporate visits to World Wide Web sites during their classroom lectures. The School also has a Novell local area network (LAN) that supports

faculty, staff and students. This LAN provides a convenient method for faculty to make class materials available to students from workstations in the School's labs. In addition, faculty are able to store important files on the network as a means of backup. Another major function of the Novell network is to provide networked printing services to 12 networked printers located throughout the School.

School of Education. The School of Education Computing Facilities office (SOECF) maintains computing facilities for teaching and research for all departments within the School of Education. SOECF also provides technical assistance to all faculty and staff within the school, and software application and web authoring aid to faculty, staff, and students. SOECF maintains three public use computer rooms (ED B-13, B-13a, B-14), two of which are teaching labs and one is a user room. All three labs are open from 10:00 am to 10:00 pm Monday through Friday, and 10:00 am to 4:00 pm Saturdays, and Sundays by arrangement. The labs are staffed by a graduate assistant or work study student. The office also maintains two projection systems for presentations either in the labs or elsewhere on the campus, available to students and faculty.

B-13: PC Teaching Lab: 8 Gateway P133s, 2 Gateway 166s, and two Databyte P200s (one of which has a scanner attached) running Windows 95. The lab accommodates 24 people (2 per station). These machines have access to the networked printer and file server.

Installed Software includes: Office 97, SPSS 8.0, Microworlds, Toolbook 2, Connectivity software (telnet, ftp, host explorer, Netscape Communicator).

B-14: Mac Teaching Lab: 12 Macintosh computers (6 5500s and 4 G3 machines, one of which has a scanner attached, one 5400, and one 6100) running OS 8.1 or 8.5. They all have access to the networked printer. The lab accommodates 22 people (2 per station + one presenter's machine).

Installed Software includes: Office 98, Microworlds, Hyperstudio, Connectivity software (Fetch, Telnet 2.6, Netscape Communicator).

B-13a: User Room: 16 workstations (15 DEC 486 PCs, 1 Mac SE 30). The PCs all run Windows 95, and the Mac runs system 7.0. Fourteen of the Win95 machines have access to the networked printer, and the file server. The SE/30 and remaining PC are connected to their own printers, and are not connected to the University's network.

Installed Software includes: Office 97, Connectivity software (telnet, ftp, host explorer, Netscape Communicator).

Standalone PC (no network) with separate printer: Office 97, Corel Suite 8.

Mac SE30 with separate printer: Clarisworks, Hypercard.

In addition, the School of Education maintains the following software licenses: SPSS: 40 stations through CAS, consulting available through SOECF; Adobe products (PageMaker, Illustrator, Photoshop): 10 stations, limited consulting available through SOECF; Toolbook II: 12 individual stations, consulting available through SOECF; Hyperstudio: 11 stations, consulting available through SOECF; F-prot Professional: University-wide site license, consulting available through SOECF.

Services provided to School of Education faculty and students includes: technical assistance and hardware repair on any School of Education computing equipment; software and hardware installation in the labs and offices for faculty, staff and students; software support in the labs and offices for faculty, staff, and students; scheduling of labs for classes; delivery, setup and pickup of computers and projection systems for presentations on campus; data recovery when possible on damaged hard drives and floppy disks; Web site consulting for School of Education related sites (departmental pages, faculty pages, and pages for classes).

The School of Education currently does not provide video capture because it lacks the computers. Lack of resources does not generally manifest itself in services foregone, but rather in the scope of the services provided. User rooms should contain machines capable of running the statistical packages and multimedia applications used in the labs, and the number of machines in the labs should be increased. There is also a great deal of congestion around the use of two mobile projection systems, as currently users are denied a significant number of requests for projection equipment since the School does not have the equipment to meet the demands of faculty.

School of Public Health. The School of Public Health provides the following Computer Laboratory Resources for students and faculty:

Hardware:

12-P166+ Cryrix Computers, 16 Meg. RAM, 1.2 Gigabytes of hard drive;
10-Tangent 400 Mhz, Intel Celeron Computers with 40x CD-Roms, 64 Meg RAM;
3.2 Gigabytes hard drive;
4-SUN SPARCstation 10 Computers;
2-Hewlett-Packard LaserJet Iisi Printers (Networked); and,
1-Hewlett-Packard LaserJet III Printer.

Software:

SAS;
Microsoft Office '97 Professional;
Minitab;
SPSS *.0;
Netscape Navigator and Communicator; and,
S-Plus 4.5.

Services Provided:

Network Maintenance;
Software Installation and Maintenance;
Hardware Repair and Maintenance;
Consultants for Staff, Faculty, and Students on computer purchasing and software (purchasing, licensing) issues; and,
Technology consultants for East Campus facility.

Distributed Support in Major University Centers

Center for Excellence in Teaching & Learning. The Center for Excellence in Teaching & Learning (CETL) was created in 1994 to promote excellence and innovation in

teaching. CETL's existence at a major research university demonstrates that research and teaching are mutually important and enriching. It also demonstrates faculty commitment to quality instruction and the effective educational preparation of students at both the undergraduate and graduate levels, as well as a conviction that students must be richly nourished through learning processes that encourage active engagement through diverse educational opportunities inside and outside the classroom. CETL is committed to building a community of dedicated faculty, supporting the instructional goals of those faculty and effecting beneficial changes in the University's teaching culture. The Center works to champion the importance of teaching in the context of a research university and to ensure that excellence in teaching is recognized, supported, valued and rewarded.

CETL provides a variety of services to faculty and graduate teaching assistants including:

- New faculty orientation programs
- Graduate teaching assistant orientation
- Seminars and workshops on teaching
- Individual consultations
- Videotaping of classes
- A teaching newsletter
- Funds to support teaching innovation
- Resource library of tapes and books
- Multimedia development lab
- Electronic discussion group

CETL strengths include creating collaborative partnerships with colleges and schools; maintaining an institutional view of teaching effectiveness – looking beyond the needs of a particular school or college to the needs of the entire university; and serving as a central resource which can disseminate information and services and provide an economy of scale. CETL also provides specialized equipment such as digital cameras, digital video, a CD burner, a scanner with slide adapter, and a wireless classroom environment. CETL also offers support staff with extensive knowledge and technological skills.

In September 1999, CETL moved from its current quarters in the University Library to the new science library building. Five current staff of the University's Center for Excellence in Teaching and Learning occupy the Garden Level of the building. (There is a plan to increase Center staff over the next several years to respond to growing needs for instructional technology and curricular development.) In the new building, CETL operates and maintains several digital workshops and two seminar rooms. These facilities are used for course-related instruction as well as for workshops. CETL support staff will thus be in close proximity to these teaching classrooms to provide needed assistance to faculty. Support staff will be increased by two FTE. Additional staff, more teaching space, and new leadership will permit the development of a campus outreach program designed to create closer ties with the faculty and graduate assistants in all University departments, schools and colleges.

The use of technology in instruction is extremely important to the development of the curriculum. The new library building has an entire floor devoted to instructional technology and offers ample opportunity for faculty to develop and produce course work that includes innovative

technologies. As more faculty integrate technology into their teaching, the demand for instruction and support from CETL will likely increase and create new resource issues.

Center for Social and Demographic Analysis. The Center for Social and Demographic Analysis (CSDA) provides infrastructure for statistical computing to funded, population-related, research projects at the University at Albany. This support is provided through the auspices of a National Institute of Child Health and Development, Population Research Center Grant (P30). CSDA provides computing facilities, software, and consulting for programming and statistical analysis.

CSDA's computing facilities are located in BA 18. The UNIX network currently consists of two servers, a SUN Enterprise 450 4 processor server, with 1 Gbyte of memory and a total of 45 Gbytes of disk storage, and a SUN SPARCstation 20 2-processor server, with 192 Mbytes of memory, and a total of 29 Gbytes of storage. The servers are supported by a 140 Gbyte SUN Tape Library, and networked print services, a LaserJet IVsi, a LaserJet 5000, and a DesignJet 650c (a 36 inch color plotter). The UNIX network also has two SUN Ultra 5 workstations, one SUN Ultra 1 workstation, three SUN SPARCstations 20 workstations, and a SPARCstation 5. The UNIX network currently runs a number of statistical software packages including SAS, SPSS, Splus, HLM, LISRL, Pedsys, and PAP. The computing facilities also include several high end PCs and are supported by a scanner and CDR technologies. These machines run standard productivity software, e.g., MS Word, as well as versions of SPSS, SAS and STATA for the PC.

Computing and statistical support and consulting are provided for about 70 funded population related projects and 20 unfunded projects of faculty in the College of Arts and Sciences, Rockefeller College, and the School of Public Health. CSDA employs a Systems Administrator (75%), two statistical programmers (50% time each), and two statistical consultants (25% and 10%), and two graduate assistants. CSDA also receives support from the Academic Computing Center particularly with respect to UNIX systems administration, and from CAS Computing mainly in the form of support for PCs.

Atmospheric Sciences Research Center (ASRC). ASRC computing resources can be divided into two groups, center resources and project resources. The center resources include machines and services available to all ASRC staff. One server provides mail, software, and naming services to all ASRC computers. A second server provides backup for these core services and is used as a diagnostic and administration center for all network connections. In addition to the central server, ASRC has a Sun ES6000 computer with 16 processors and 300 Gigabytes of storage which provides computational resources to research projects. These servers also provide printing support for all computers as well as a centralized backup facility via the network for data on all ASRC computers.

Project resources include 3 servers, 31 Sun workstations and 24 other desktop computers. The servers provide software and file services to members of the individual projects as well as a backup of key services on the ASRC main servers. All ASRC computers are connected internally by a high-speed network designed into the facility. Connectivity to the outside world is provided by the main data communication infrastructure of the campus.

New York State Center for Advanced Thin Film Technology (CAT), Advanced Supercomputing and Modeling Facility. The advanced supercomputing and modeling facility of the Albany CAT is a cutting-edge enterprise that is designed to support the University's research, development, technology deployment, and educational thrusts in the areas of microelectronics, optoelectronics, bioelectronics, telecommunications, and energy. The facility is in the second phase of a multi-year program to build the teraflop-size computing power that is needed by University researchers as they tackle the daunting scientific and technical challenges associated with the development of new generations of enabling material, processes, and device technologies. The facility presently houses a state-of-the-art International Business Machines ultra-high-performance RS/6000 SP supercomputer system, with plans underway to add a multi-component, multi-level parallel processing, computing cluster. The facility is also equipped with a distributed learning electronic classroom designed to provide an interactive, internet-based educational and training/retraining course delivery to the large and varied constituency of SUNY student population.

APPENDIX 10.1

KEY ADMINISTRATIVE APPOINTEES AND SEARCHES

Recent Appointees

	<u>Name</u>	<u>Last Affiliation</u>	<u>Highest Degree & Institution</u>
Vice Presidents:			
Provost & Academic Affairs	Judy L. Genshaft	Ohio State U.	Ph.D., Kent State U.
Research	Christopher F. D'Elia	U. of Maryland	Ph.D., U. of Georgia
University Advancement	Robert R. Ashton	Sarah Lawrence College	M.S., Syracuse U.
Deans:			
Business	Richard A. Highfield	Cornell U.	Ph.D., U. of Chicago
Criminal Justice	Dennis P. Rosenbaum	U. of Illinois Chicago	Ph.D., Loyola U. of Chicago
Social Welfare	Katherine H. Briar-Lawson	U. of Utah	Ph.D., U. of California, Berkeley
Education	Ralph W. Harbison	World Bank	Ph.D., Princeton U.

Current Searches

Vice President for Finance and Business
 Executive Dean, Rockefeller College of Public Affairs and Policy
 Dean, School of Public Health

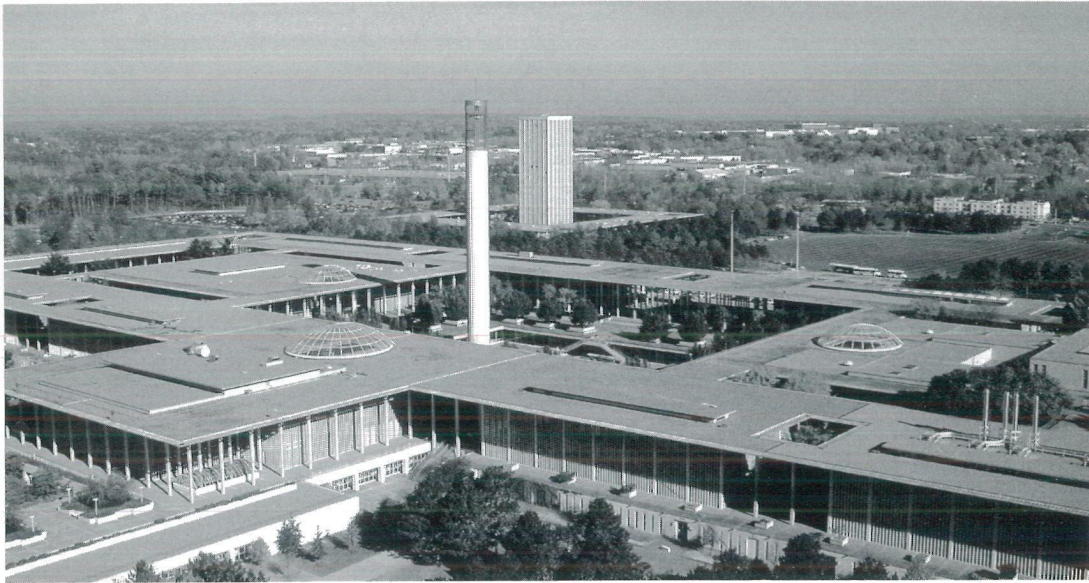
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