

CHAPTER VIII The Emergence of a Mature Public Research University 1976 to 1994

Emmett Fields left the Presidency in the Summer of 1977. His successor, first as Acting President in 1977-78 and then as President from 1978 to 1990, was fifty-three-year old Vincent O'Leary, the first Albany President since John Sayles to be drawn from the faculty and the man who was to have the fifth longest tenure as chief executive in the institution's history.

A California native, O'Leary took degrees at San Francisco State College and the University of Washington, and by the time he was appointed professor in the newly organized School of Criminal Justice at Albany in 1968, he was a nationally recognized expert in the field of parole and probation with extensive experience and an impressive list of publications. O'Leary also brought to the Presidency important personal qualifications. He was immensely energetic and articulate, he was politically astute, and his service as chair of the Select Committee and as a member of the Task Force gave him an unmatched knowledge of the University.

(Opposite) Physics Professor Alain Kaloyeros, a Presidential Young Investigator, is a principal researcher in the University's new Center for Advanced Technology (CAT) for Thin Films and Coatings, approved by Governor Cuomo and funded in 1993 by the New York State Science and Technology Foundation. Here he is pictured with graduate students Cheryl Wyetzner, Greg Braeckelmann, Ishing Lou, and Aaron Burke. Burke studied with Professor Kaloyeros as an undergraduate before beginning graduate study at Albany. (Photo by Mark Schmidt.)



Vincent O'Leary was named President in 1978 after serving for a year as Acting President. He was previously Dean of the School of Criminal Justice.

The institution O'Leary presided over in 1977 was far removed in size and mission from the College for Teachers of the 1950s, and as a university Albany had discovered that institutional maturation can be just as harrowing as human adolescence. The challenge of creating a mature public research university in a rapidly changing American society tested the mettle of the University community. The character of undergraduate education had been challenged by the student upheavals of 1970. The quality of Albany's doctoral programs, the heart of any university, had been severely scrutinized. And the fiscal crises of the mid 1970s had threatened the University's ability to respond.

O'Leary proved to be a leader vigorous enough to take on these challenges. He began in the late 1970s and 1980s by recruiting a new management team—vice presidents who constituted a kind of “cabinet” that worked very closely with him. Among them were young leaders possessing strong credentials nationally in scholarship and administration and laying claim to bright futures: Judith Ramaley, a biologist, from 1982 to 1987 served as Albany's first female Executive Vice President, then left for an executive vice chancellorship at the University of Kansas; John Shumaker, Vice President for Academic Planning and Development from 1985 to 1987, later became president of Central Connecticut State University; Warren Ilchman, a political scientist, succeeded Ramaley, and later assumed the presidency of Pratt Institute. Frank Pogue went from Albany's Vice President for Student Affairs to the vice chancellorship of SUNY. Jeanne Gullahorn (Research), Mitchel Livingston (Student Affairs), and John Hartigan (Business) joined holdover Lewis Welch (University Affairs) in refilling those and other vice-presidential posts. Between 1977 and 1981 each school or college got a new dean; seven new deans and ten new department chairs were recruited from other universities. The new administrators brought with them a fund of experience at other institutions that helped guide the University toward maturity.

The single most pressing issue of the 1980s was money, or more accurately the lack of same. While state funding approximately doubled between 1979 and 1989, it hardly kept up with the rate of inflation, and the 1980s saw annual budgetary “mini-crises.” O'Leary's response was to elaborate and institutionalize the planning and budgetary processes

begun by the Select Committee, the Task Force, and Fields. Every unit of the University developed a plan, the plans were reviewed, and resources were allocated accordingly. Annual “budget panels” of faculty, staff, and students provided valuable input into the process. In addition, SUNY Chancellor Clifton Wharton fought for and in 1986 won some freedom from the burdensome oversight of state government. O'Leary's new system worked. The financial difficulties were controlled, and resources were used prudently. While there was a campus-wide obsession with resource problems, there was also a campus-wide sense that they were being handled in a rational and equitable fashion.

It was becoming clear at the same time that the State of New York was not able to provide all the financial resources necessary for a major public research university. In the 1980s state appropriations (less tuition) constituted less than half of the University's revenues. Hence Albany like other institutions looked for supplemental funding. Tuition and various fees for service increased, although Albany still maintained its position as an excellent “buy” among the nation's colleges and universities. In addition, from 1979 to 1989, external research funding trebled. Finally in 1988 O'Leary recruited Christian G. Kersten as Vice President for University Advancement to undertake a major capital campaign.

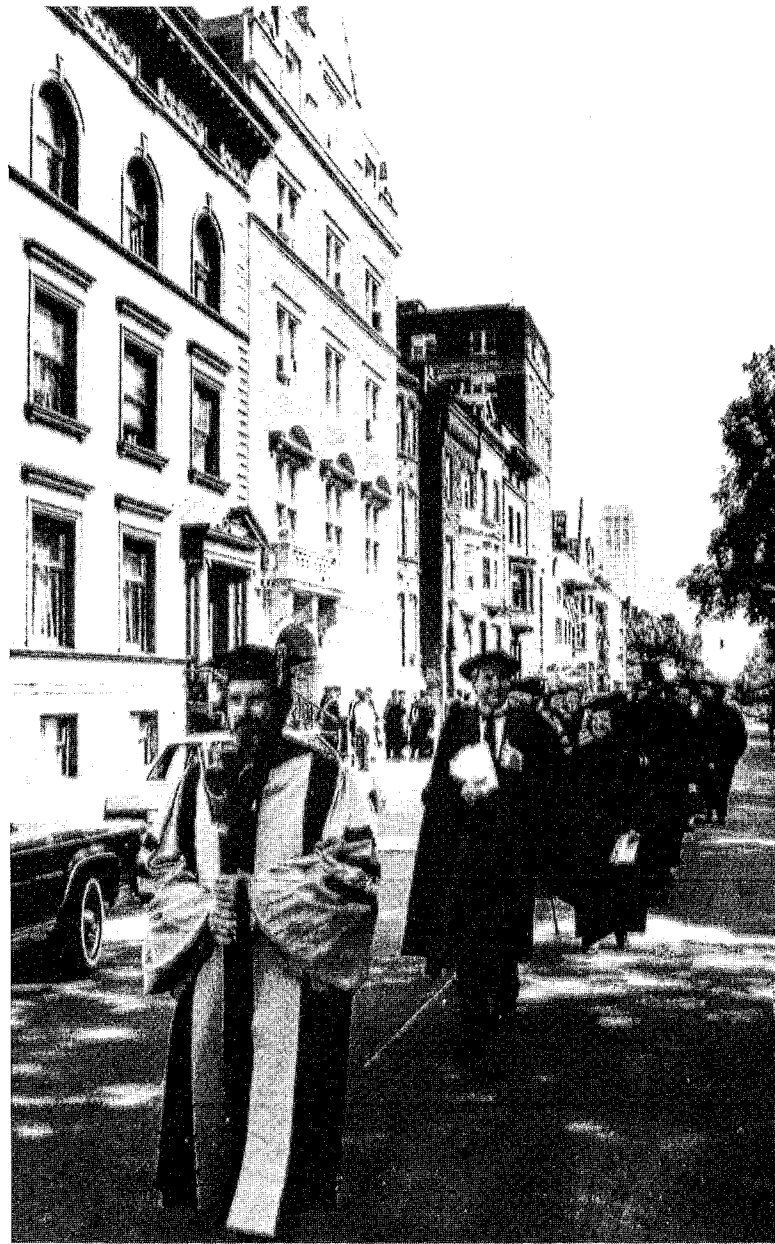
In the 1980s, providing an academic infrastructure—space and services—for a large and complex university posed a major challenge. Total enrollments reached about 16,000 by 1980 and hovered around 16,500 thereafter. The University also became increasingly complex. In 1989 it offered forty-eight baccalaureate, sixty-five master's, and twenty-eight doctoral programs and awarded nearly 2,500 bachelor's, more than 1,000 master's, and nearly 125 doctoral degrees.

How did 16,000 students, more than 700 teaching faculty, and several hundred support staff fit on a campus designed for about 10,000 students? To some degree they didn't. Space for every University activity—faculty offices, instruction, research, University Libraries, student activities, and physical education—was always at a premium, many felt cramped, and complaints abounded. The University responded in several ways.

The Uptown Campus was modified to make the most efficient use of existing space. Lounge areas and conference rooms disappeared to make way for faculty offices and laboratories. The Library installed



Jeanne Gullahorn has been Vice President for Research and Dean of Graduate Studies since 1986; Frank Pogue was Vice President for Student Affairs from 1983 to 1987. (Photos by Edward Wozniak)



In 1983 the University officially inaugurated the Rockefeller College of Public Affairs and Policy with a convocation and processional along State Street. Grand Marshal Eugene McLaren of chemistry leads the processional, followed by Rockefeller College founding Provost Warren Ilchman and Alice Rivlin, former director of the Congressional Budget Office and convocation speaker.

more compact shelving. When student demand for on-campus housing declined, some residence hall units were converted to faculty offices. Research centers often moved off campus to rented space.

The Downtown Campus was completely rehabilitated to become the home of the Graduate School of Public Affairs and other professional schools. A refurbished Page Hall became a popular venue for lectures, films, and musical performances. The Thomas E. Dewey Library for Public Affairs and Policy occupied the old Hawley Library. The new occupants of the Downtown Campus had mixed feelings about these developments. Some felt isolated from the Uptown Campus, and faculty who attended meetings or taught classes on the Uptown Campus were not enthralled with the three-mile "commute." Still, the professional schools were in close physical proximity to state offices with which they often worked, and the handsome buildings of the College for Teachers were preserved and used.

The long-term space problem could be eased only with new construction; that, however, came very slowly and used both state and private funds. Alumni House, financed by alumni and others, was completed in 1976 and provided facilities for the Alumni Association as well as attractive space for meetings and conferences. A 1991 addition housed the ever-more-active University Advancement program. Freedom Quadrangle, a 410-bed apartment-type residence facility designed for graduate and advanced undergraduate students, was opened in 1988. To ease the shortage of physical education facilities, the University in 1986 erected a \$500,000 vinyl-nylon "bubble" and in 1992 opened a handsome 4,800-seat Recreation and Convocation Center equipped with basketball, squash, racketball, and handball courts, an indoor

track, and high-tech training rooms. A privately financed Albany Collegiate Inter-Faith Center (the "New Chapel House"), located on the edge of the Uptown Campus, was opened in 1988; it offered students a place for worship and was often used as well for small conferences by University groups.

The computer transformed every aspect of University life during the 1970s and 1980s. Courses were first available on the campus in the mid 1960s, and by 1983 the Department of Computer Science was offering a Ph.D. The computing power available on the campus increased exponentially. Central mainframes, which in 1983 could handle three million instructions per second, increased their capabilities ten times by 1990. During the 1980s, offices converted from typewriters to a word-processing system, and student user rooms appeared in both academic buildings and residence halls. Personal computers sprang up like spring flowers in faculty offices and student residences; all had easy access to the University Computing Center, other University offices, and national data bases and computing facilities through networking.

Administrative and academic information flows were similarly transformed. Student academic records were computerized. By 1987 students had access to a computerized degree-audit system that enabled them to track their way through Albany's degree requirements. The following year the Student Information Retrieval System (SIRS) gave University personnel on-line access to student records.

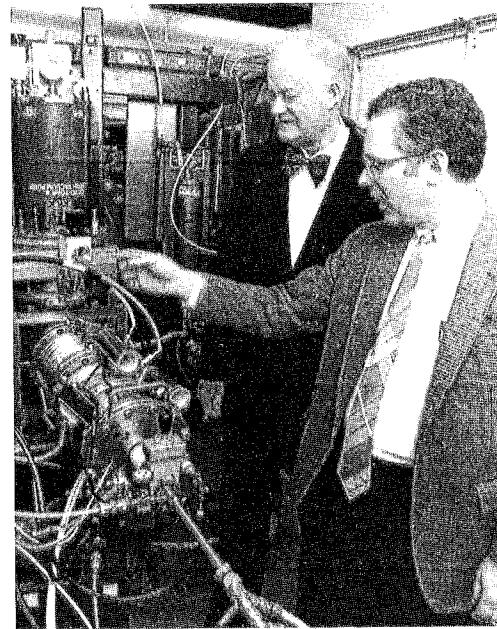
The implications for research and instruction were profound. At one end of the spectrum, scientists gained access to super computers; at the other end, undergraduates found that word processors greatly enhanced their writing. Everywhere there was emphasis on something loosely called "computer literacy" and on quantitative studies.

The University Libraries, too, were affected both by financial stringencies and by the advent of the computer. The extraordinary growth rate of collections in the 1960s was reduced by half in the 1970s and 1980s, and acquisitions policies were redesigned to support curricula and graduate research. Since 75 percent of the acquisitions budget was represented by serials, by 1990 the rapidly

(Top) In 1986, ground was broken for apartment-style residence halls across Fuller Road from the main campus. Albany Mayor Thomas M. Whalen III, former chair of the University Council, joined President O'Leary and Alan V. Iselin, chair of the University Council between 1982 and 1990 before becoming a State University of New York Trustee. (Photo by Edward Wozniak)

(Bottom) In 1980 the Campus Center's Assembly Hall was converted into a Middle Eastern room for scenes from the motion picture thriller *Rollover*, starring Kris Kristofferson and Jane Fonda.





Faculty through the 1980s and 1990s earned national reputations for their research and teaching and played an important role in the life of the University and the community at large. They included Margaret Stewart (top), Distinguished Teaching Professor of Biological Sciences, well known for her environmental work; and Distinguished Service Professor of Physics James Corbett (bottom, at left), one of the pioneering faculty members in that department in the area of advanced materials. Corbett is pictured with physics Professor William Lanford, right, the son of Oscar Lanford, the Dean of the College in the 1950s.

escalating cost of journals forced an actual reduction in the number of periodical subscriptions. The computer made possible an integrated catalog, circulation, reserve and acquisition on-line system and gave users access to local data bases and to collections in the Association of Research Libraries (1975) and the Research Libraries Group (1984).

The millionth volume was added in 1982, and by 1989 that number had grown to 1.3 million, with an additional 2.4 million microform items, 400,000 government publications and 7,000 periodical subscriptions. By then the main library building was simply too small to support the collections and their heavy use. A library "annex" plan developed in the 1990s would ease problems by housing a state-of-the-art electronic library focused on information storage and retrieval.

At the heart of the University were its faculty members. They supervised the educational program, taught the students, both undergraduate and graduate, and did the research that distinguished a university from a college. Most had been recruited during the great growth spurt of the 1960s. Their numbers stabilized, then declined slightly during these years. Most counts reported between 600 and 700 full-time and varying numbers of part-time faculty.

Improved faculty quality—essential if Albany was to mature as a research university—was difficult to accomplish when there were almost no new positions to fill, the faculty was relatively highly tenured, and turnover rates were low. The two keys to improving the faculty in these years were tenure and promotion decisions and effective recruiting.

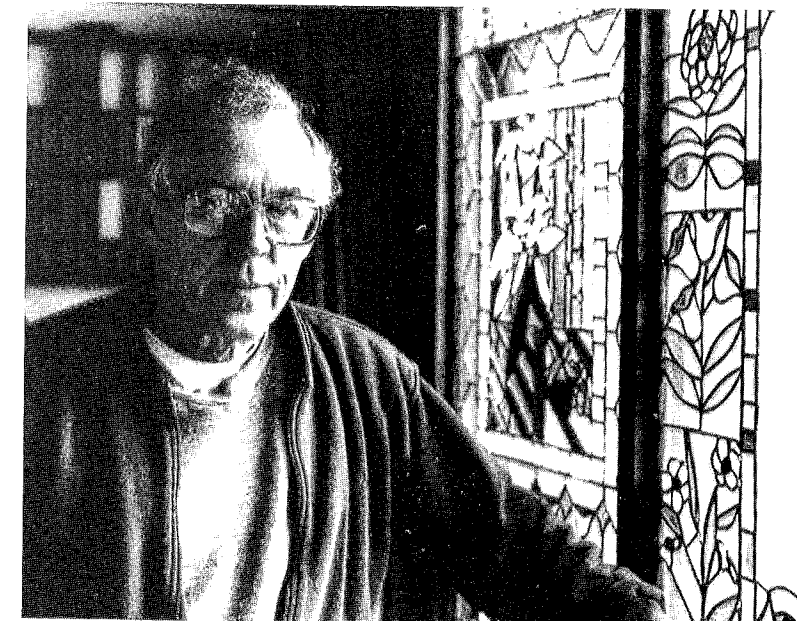
By 1980 the University had in place a rigorous system of faculty review for tenure and promotion which sought to guarantee procedural due process, openness and equity. Not all agreed that those laudable goals had been achieved, but the highly publicized and controversial tenure cases so characteristic of the late 1960s and early 1970s slowly disappeared.

When openings occurred by virtue of resignation, retirement, or tenure actions, the University was better positioned to recruit well than it had been earlier. It was better known, recruitment was conducted far more systematically, and salaries remained very competitive. An Albany position looked very attractive to a young scholar facing a nationwide academic depression.

Two generalizations suggest that the quality of Albany faculty improved. First, as we shall see, there was a significant improvement in Albany's graduate programs, and faculty quality was always a key element in such judgments. Second, SUNY established a series of distinguished professorships in the early 1970s. Successful candidates received special titles and salary increases, but only after passing external scrutiny. At this writing, Albany faculty members had won ten Distinguished Teaching Professorships, twelve Distinguished Service Professorships, and nine Distinguished Professorships.

The faculty also became more diverse during these years. There were more women and minorities on the faculty in the 1990s than there had been two decades earlier. Women made up nearly half of the faculty in the mid 1930s but only about 15 percent by the mid 1980s; the figure rebounded to 24 percent in 1992-93 as a result of vigorous affirmative action efforts. The faculty counted about eight percent of its numbers from minority groups in 1993.

University faculty continue the tradition of service to the University and the community: Edward Cowley (below right) began in the Milne School before becoming the third art professor in the University's history. He was founding chair of the Department of Art, whose faculty have been central to the development and sustenance of the art community in the region; two Collins Fellows, so honored for their service and devotion to the University are: music Professor R. Findlay Cockrell (below), well known in the Capital Region as an ambassador of music, performing frequently throughout the area, and psychologist Shirley C. Brown (right), who has served two terms as a member of the New York State Board of Regents.





The Center for Women in Government, established in 1978 by Linda Tarr-Whelan and Nancy Perlman with support from the Ford Foundation; works to identify and remove barriers to equal employment opportunities for women in the public sector. In 1983 the Center conducted a Comparable Worth Study, commissioned by the Governor's Office of Employee Relations and the Civil Service Employees Association, which served as the basis for New York's pay equity plan to eradicate sex and race-based discrimination in setting salaries in the State system. (Left) Announcing the study are, from left, Ronnie Steinberg, director of research and implementation for the Center, Perlman, who was its executive director, and Karen Burstein, Commissioner of Public Service.

The faculty as a whole was responsible for overseeing the educational programs of the University through a



Research centers, organized in interdisciplinary fashion around specific study areas, proliferated in the 1980s. They included the Center for Stress and Anxiety Disorders, directed by Distinguished Professors of Psychology David Barlow, and Edward Blanchard (above). The Center is the top-funded center of its kind in the nation, and Barlow has been honored by the National Institute of Mental Health with a Merit Award, which provides up to ten years of federal support for his research.

Faculty Senate created in 1966. But the spirit of inclusiveness abroad in the late 1960s and 1970s converted the Faculty Senate into a University Senate. At various times students, librarians, and non-teaching professionals became members. For a time in the early 1970s, members of the classified civil service, ranging from custodians to secretaries, also participated in the governance system.

Many faculty were unhappy with what they perceived as the erosion of their educational prerogatives. Faculty interest and participation in the Senate declined, and Senate meetings often seemed devoted to trivial issues ("pets, pistols and parking," as one senator put it). The nub of the matter was student participation. Some argued that students had their own political structure in Student Association, that the Senate should be left to the faculty, and that students should be removed. Others, however, saw the Senate as a useful institution representative of the University as a whole. Consequently in 1981 a compromise was worked out in which students gained continuing membership while faculty senators gained separate access to the President and the right to have a separate count of faculty votes on certain educational issues. During the 1980s both the size of the Senate and the relative numbers of students were reduced in an effort to create a more effective and deliberative body. Still, the governance system as a whole continued to work, mostly because of conscientious and well-staffed Senate councils.

In the 1980s, Albany succeeded in establishing strong graduate programs, and new initiatives were undertaken despite severe financial

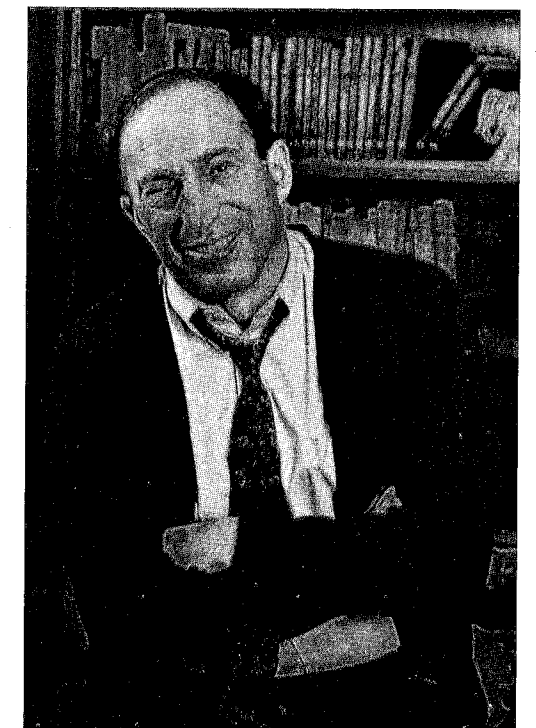
constraints. Between 1980 and 1989 the University added twenty-seven new graduate programs. Some resources for graduate programs became available from the retrenchments of 1975-76 and the University's termination of four additional graduate programs during the 1980s. New money came with the New York State-funded Graduate Research Initiative begun in 1987; GRI funding enabled Albany to create thirty-five new faculty positions and eight postdoctoral associate positions in several targeted areas.

Departments faced program reviews in the late 1980s with far more confidence than a decade earlier. The ninety-one reviews conducted between 1980 and 1989 were directed more to program improvement than to possible termination. Rating graduate programs and departments became a major national enterprise during the 1970s and 1980s. By the end of the 1980s several Albany programs—atmospheric sciences, accounting, sociology, psychology, criminal justice, Germanic languages, public administration, social welfare and the D.A. in English—had achieved national recognition using indices ranging from reputation to scholarly productivity and professional contributions.

The quality and reputation of graduate programs were closely tied to faculty research, and success in research was often measured by the level of external funding. Research funding doubled between 1975-76 and 1979-80 and trebled again by 1988-89. By 1989 external research and training support of over \$38 million was equal to nearly half of the campus's state appropriation, comparable to that of the centers at Buffalo and Stony Brook, and four times that of Binghamton. Albany had joined the ranks of the top one hundred institutions in the nation in federally-funded research and development.

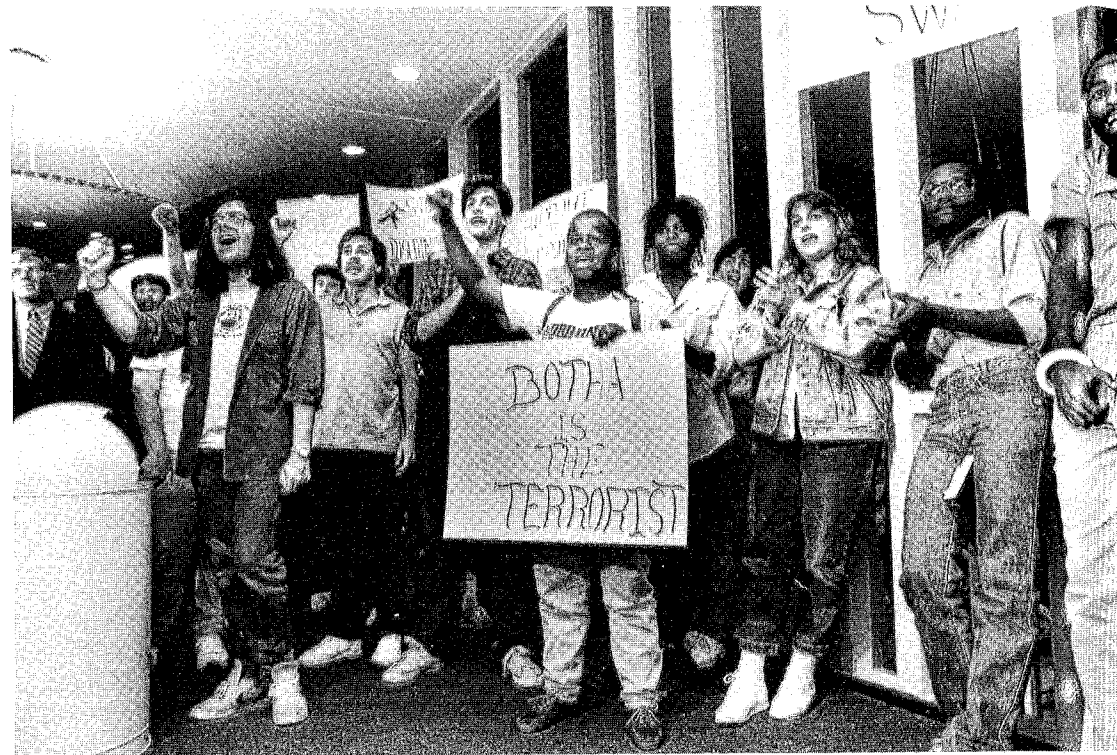
Graduate student enrollment reached about 4,500 during the 1980s. Close to 40 percent of the graduate students were full-time, the Schools of Business and Education having particularly heavy part-time enrollments. The arts and sciences colleges and the School of Education each had about 30 percent of the graduate students; the other 40 percent were distributed among the professional schools. The quality of Albany's graduate students was in general quite high, with high-demand programs such as clinical psychology receiving applications the equal of any in the nation.

Richard Nathan, Distinguished Professor of Public Policy and Provost of the Rockefeller College since 1989. (Photo by Joseph Schuyler.)



Political activism returned in the 1980s, including protests to encourage the State University of New York to adopt a policy of divestment of holdings in companies doing business in South Africa until apartheid was eradicated. (Photo by Student Photo Service.)

Challenged by a description in a national college guide that Albany students lacked "school spirit," Student Association leaders Patty Salkin, '85, and Ivan Shore, '85, organized the world's largest game of musical chairs to put the University at Albany in the *Guinness Book of Records*. 5,060 students and faculty turned out for the game, ultimately won after four hours by Pete Serafi, '86, of Scarsdale. (Photo by Hai Do, courtesy of the Albany Times Union.)



Albany's research and graduate programs developed a distinctive "public policy" orientation during these years. In the 1960s there was a general assumption that Albany, given its location, might logically develop such an emphasis. But it was President Emmett Fields who articulated the goal of forging an alliance between the University and the community in the 1970s. The boundaries of the University were to become the boundaries of the state. Policy studies were to occupy a position of special prominence.

The new direction was not greeted with universal enthusiasm. Some thought it ill-advised to put scarce resources into a new initiative. Others feared political interference. But O'Leary had faith in the University's ability to conquer new research territory, and enthusiastically supported the new orientation with resources. Between 1977 and 1980 all but two of fifteen departments judged to be in a position to engage in policy analysis received additional and/or upgraded faculty positions.

In order to strengthen policy-oriented educational and research programs, O'Leary in 1981 clustered Criminal Justice, Social Welfare, Information Science and Policy, and the Graduate School of Public Affairs into a new unit, the Nelson A. Rockefeller College of Public Affairs and Policy, headed initially by Warren Ilchman and later by Richard Nathan. Closely related was the Nelson A. Rockefeller Institute of Government, a SUNY-wide institute located near the Downtown Campus. It worked closely with faculty in Rockefeller College, and was headed by the same individual who was Provost of Rockefeller College.

The University had no medical school. But in 1985 Dr. David Axelrod, New York's Commissioner of Health, helped bring about a collaboration between the University and the New York State Department of Health, resulting in the establishment of the University's School of Public Health. It coupled the resources of the nation's largest and most sophisticated state health research facilities, the Wadsworth Laboratories, with the campus's strength in science and its commitment to public policy. Three years later the Albany Medical College became a partner in the endeavor. Soon over 150 jointly-appointed faculty and a core of independently recruited full-time faculty were developing graduate programs in public health.



Michael Corso, '83, '84, was elected President of the Student Association in 1982-83.

In the late 20th Century much of the best research and instruction was often found in interdisciplinary and problem-oriented centers and institutes. Such clusters of faculty and students were not new at Albany, but they proliferated in the 1970s and 1980s; a 1990 report listed forty-eight, supporting a wide range of services and research interests.

One of the most visible was the New York State Writer's Institute, established in 1983 by Pulitzer Prize-winning novelist and Albany faculty member William Kennedy. He used some of his MacArthur Foundation "genius" grant to get the Institute started, and it soon received state funding. It gained additional national recognition by helping recruit novelist Toni Morrison for a prestigious Schweitzer Chair at the University, and maintained a high public profile by hosting campus visits by outstanding authors, sponsoring conferences (notably one on non-fiction writing featuring Norman Mailer, Garry Wills, and others), and producing a nationally syndicated "Bookshow" on public radio, hosted by the Institute's associate director, Professor of English Tom Smith.

The international dimensions of the University's teaching and research blossomed during these years. By 1990 the Albany campus administered study-abroad programs in fourteen countries. Linkages were developed with a number of foreign universities. Two of the most notable examples were in China: a joint Ph.D. program in Sociology with Nankai University, and School of Business faculty exchanges with Fudan University. Albany faculty became well-traveled: to Indonesia, improving that country's educational system; to Somalia, educating managers; and to Brazil, helping develop budgeting systems and merit-selection procedures for its civil service system.

Some other centers of graduate instruction saw major changes. The well-established School of Education reinvented itself in the late 1970s and 1980s, shifting its focus from teacher preparation to graduate education and discipline-based educational research, often with a public policy emphasis. The College of Humanities and Fine Arts, which felt the brunt of the late 1970s program-pruning (four doctoral programs and two departments lost, reduced enrollments and resources) bounced back. Enrollments stabilized, new interdisciplinary programs were established (Chinese Studies and Women's Studies, for example), and a second D.A. program in Humanistic Studies was added in 1984.

Richard "Doc" Sauers, Albany's basketball coach and faculty member in Physical Education since 1956, marked his 600th career victory in 1992, making him the winningest coach in National Collegiate Athletic Association Division III history.



Graduate study and research were reshaped by the new public policy orientation and by the emphasis on improving quality. But the institution never forgot that it was a university and could remain one only if it offered advanced graduate study and research in fields central to the definition of a university, particularly the liberal arts and sciences. Hence in the late 1980s the University sought to reestablish doctoral programs in history, English, French studies, and philosophy.

In the late 1960s, undergraduates had complained of neglect. A decade later they



Intercollegiate and intramural athletic programs continued to be strong through the 1980s and new ones were added in both men's and women's sports. (Above) Albany Crew, a club sport, makes use of the nearby Hudson River and participates in the city's Knickerbocker Regatta. Zoraida Davis, '91, (left) recorded the most triples of any player ever in Division III women's softball and finished her sophomore season as the team's leading batter. As a junior she was named to the All-Championship Team when the Lady Danes won the New York State Women's Collegiate Association Championship.

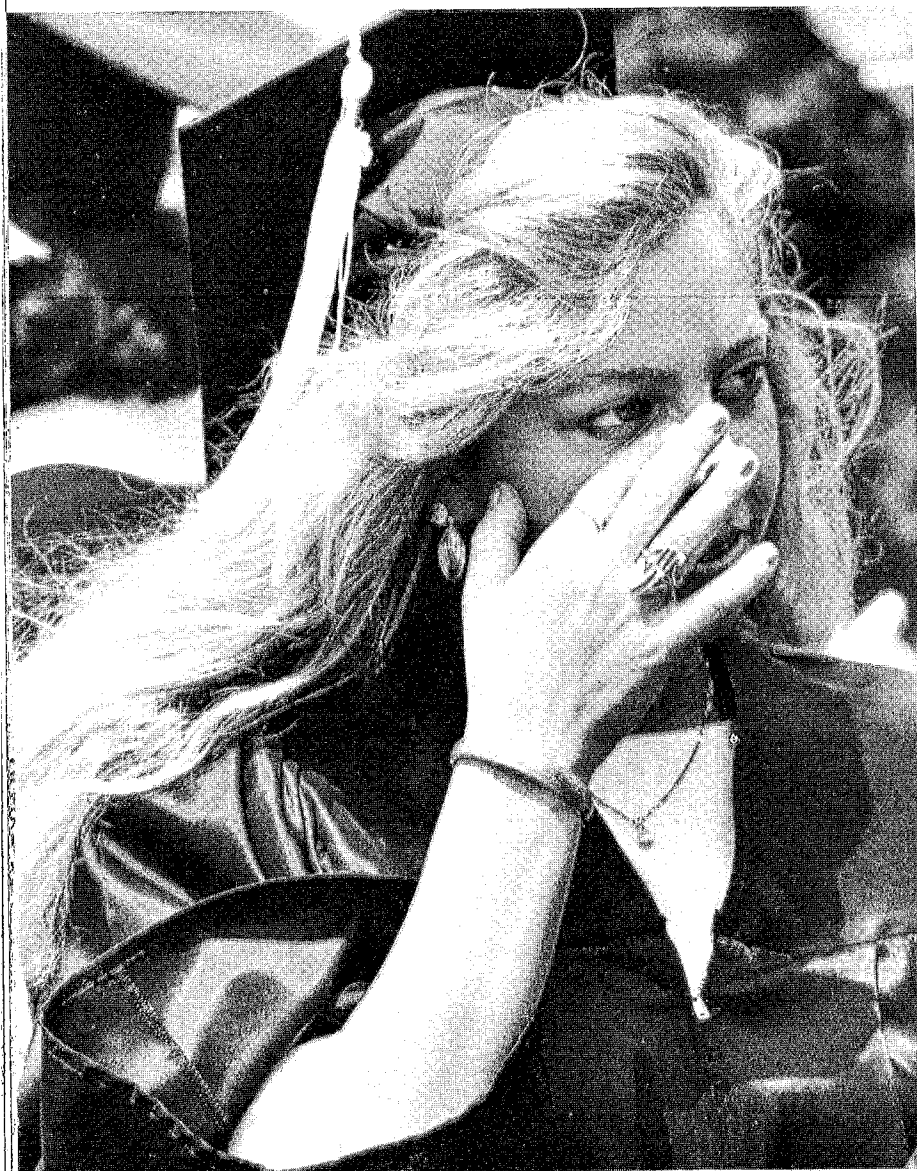


began to receive new attention. Since SUNY budgets were enrollment driven, Albany's funding depended on its ability to recruit and retain a strong undergraduate student body. But recruiting some 2,000 quality freshmen and another 1,000 transfer students annually became more difficult in the 1980s as the number of New York high school graduates declined.

Yet the caliber of incoming undergraduates remained very high. "Traditional freshmen," that is the 70 percent of entering freshmen students admitted under conventional standards, were very able indeed. The SAT scores of such students entering in 1987 and 1988 ranked Albany ninth nationally among public doctoral universities, behind Virginia, Michigan and Berkeley but ahead of the University of North Carolina, the University of Wisconsin, and UCLA.

Albany students came overwhelmingly from New York; a quarter of the 1986 freshman class came from New York City, nearly a third from Long Island, and about a seventh from the Capital District. Most Albany students were no longer "first generation" college students; over half of the arriving freshmen in 1986 had at least one parent holding a bachelor's degree. Entering students were primarily middle class, although a quarter came from families with incomes of more than \$50,000 and another quarter from families with incomes of less than \$20,000. There was a

(Top) In 1986 President O'Leary welcomed Governor Cuomo and New York State Sen. Kenneth LaValle were on hand for the University's Commencement and the graduation of their daughters Lisa LaValle (above) and Madeline Cuomo (left). The Governor offered the Commencement address and Senator LaValle received the Medallion of the University for his service to education.



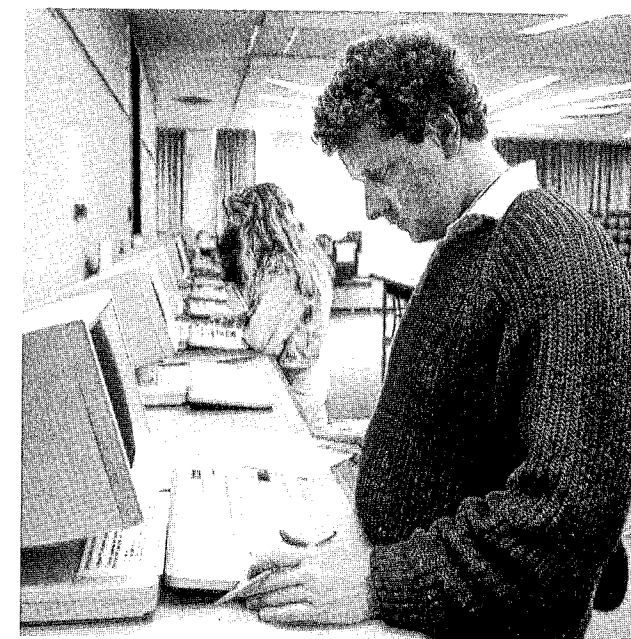
notable increase in the number of "non-traditional" undergraduates, particularly older students (faculty found them particularly well-motivated). And by 1993 the student body was becoming significantly more diverse ethnically and racially.

Undergraduates in the 1960s had been relatively confident in their ability to move into well-paying jobs upon graduation and hence enjoyed the luxury of participating in the counter-culture or working for social change. Students in the 1970s and 1980s, observing the changed economic circumstances in America, became markedly career-oriented. Hence the programs they chose changed with the market for college graduates. Beginning in the early 1970s students began to flood the School of Business, and during the 1980s a third of entering freshmen announced their intention to major in business or accounting. Students perceived career opportunities in other areas as well: psychology, computer science, social welfare, and even teacher education. And it sometimes seemed as if everyone wanted to become a lawyer!

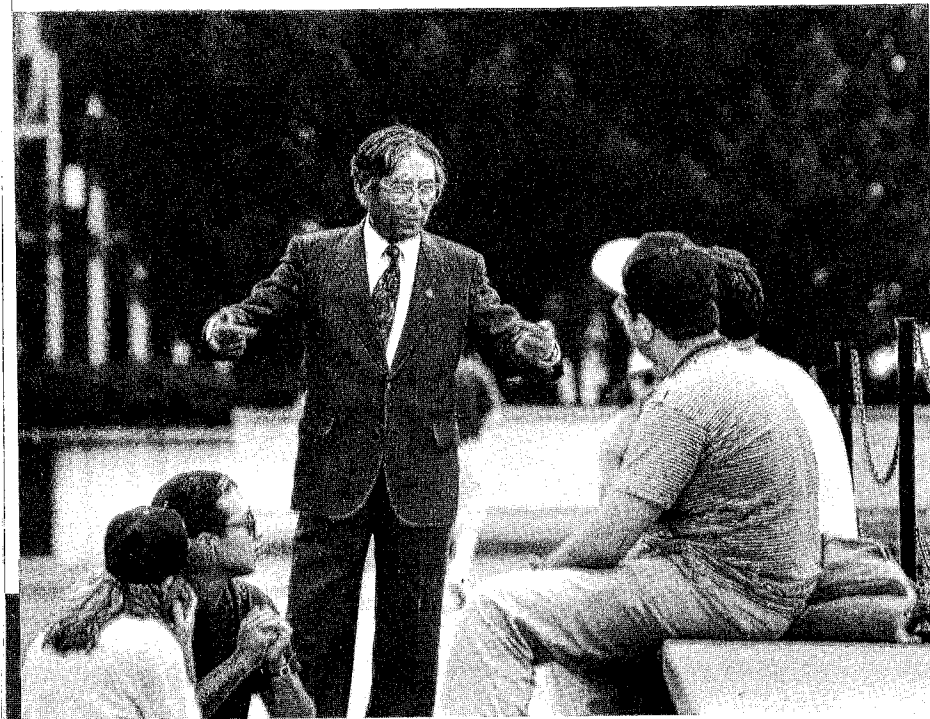
Popular areas became greatly overcrowded; the School of Business had to limit enrollments, for example. But the University was able to convert crowding from a problem into an opportunity. Students initially denied admission to courses or majors of their choice were directed into other fields where they often discovered both a vocation and the virtues of a liberal arts education. As students proceeded through their four years, their aspirations for graduate study increased, careers became less important, and liberal education seemed more significant.

In the 1970s, when Albany had no general education requirements, the breadth of an individual's education depended on how well he or she chose from among the wide range of courses available. A substantial minority of students were taking few courses outside the college of their major field, sometimes too safely navigating the minefields of degree requirements and academic regulations.

For this and other reasons meant to re-instill the ideal of liberal arts education, general education requirements returned in the 1980s. An experimental program was offered to about 300 students in 1980, and two years later a full-blown General Education Program came into being. It required students to take two courses each in six rubrics of general education. A "Writing across the Curriculum" component,



The computer has transformed every aspect of the University's life since the late 1970s, including providing an on-line catalog in the University Libraries. The University will begin construction in 1994 of an "electronic" library that will provide information-retrieval capabilities and instructional technology. (Photo by Joseph Schuyler.)



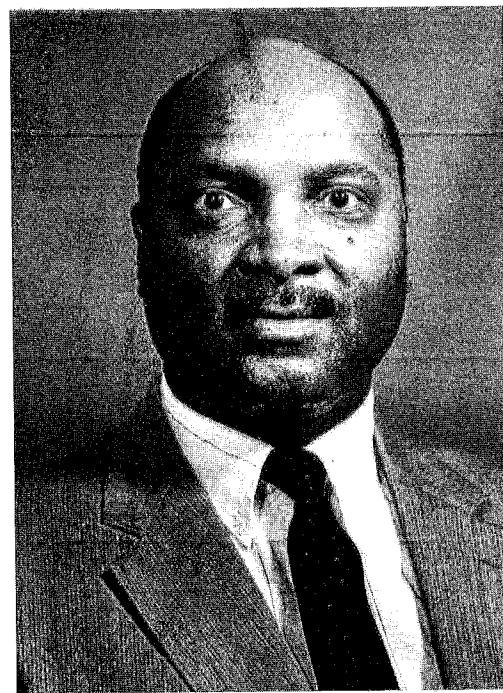
added in 1986, required every academic department to offer "writing intensive courses" integrating writing with the subject matter of the course. A "human diversity" requirement was added in 1989, but by that year the whole program was under review. Freshmen entering in the Fall of 1993 were responsible for a revised set of requirements, striving toward a more coherent, critical and active engagement with the core disciplines.

The whole issue of undergraduate teaching was systematically reevaluated. While Albany students and alumni were generally satisfied with the quality of instruction, they complained about being closed out of courses. For their

part, faculty pointed to rising student/faculty ratios and to increased research and administrative obligations. Everyone agreed that teaching could always be improved and that incentives for good teaching as compared with research should be enhanced. Student course evaluations were taken more seriously in tenure and promotion decisions; if outstanding teaching did not guarantee tenure, teaching competence became a prerequisite for it. The creation of the rank of Distinguished Teaching Professor in 1972 and other SUNY and campus awards for teaching excellence added further incentives.

In the late 1980s the University also tried to connect more closely the academic and non-academic life of undergraduates. Some classes were conducted in the residence halls, and a few faculty lived there, interacting with students and providing special programming. Special-interest housing was revived, giving undergraduates with similar academic interests an opportunity to live together. In 1993 there were twelve such housing areas including such interests as Romance languages, business and economics, honors, science, and the visual and performing arts.

The University became more attentive to the special needs of students at opposite ends of the academic spectrum. Students in academic difficulty could find "peer" tutors (for a fee), could attend study groups in any of eighteen freshman/sophomore level courses in ten areas, and, in the

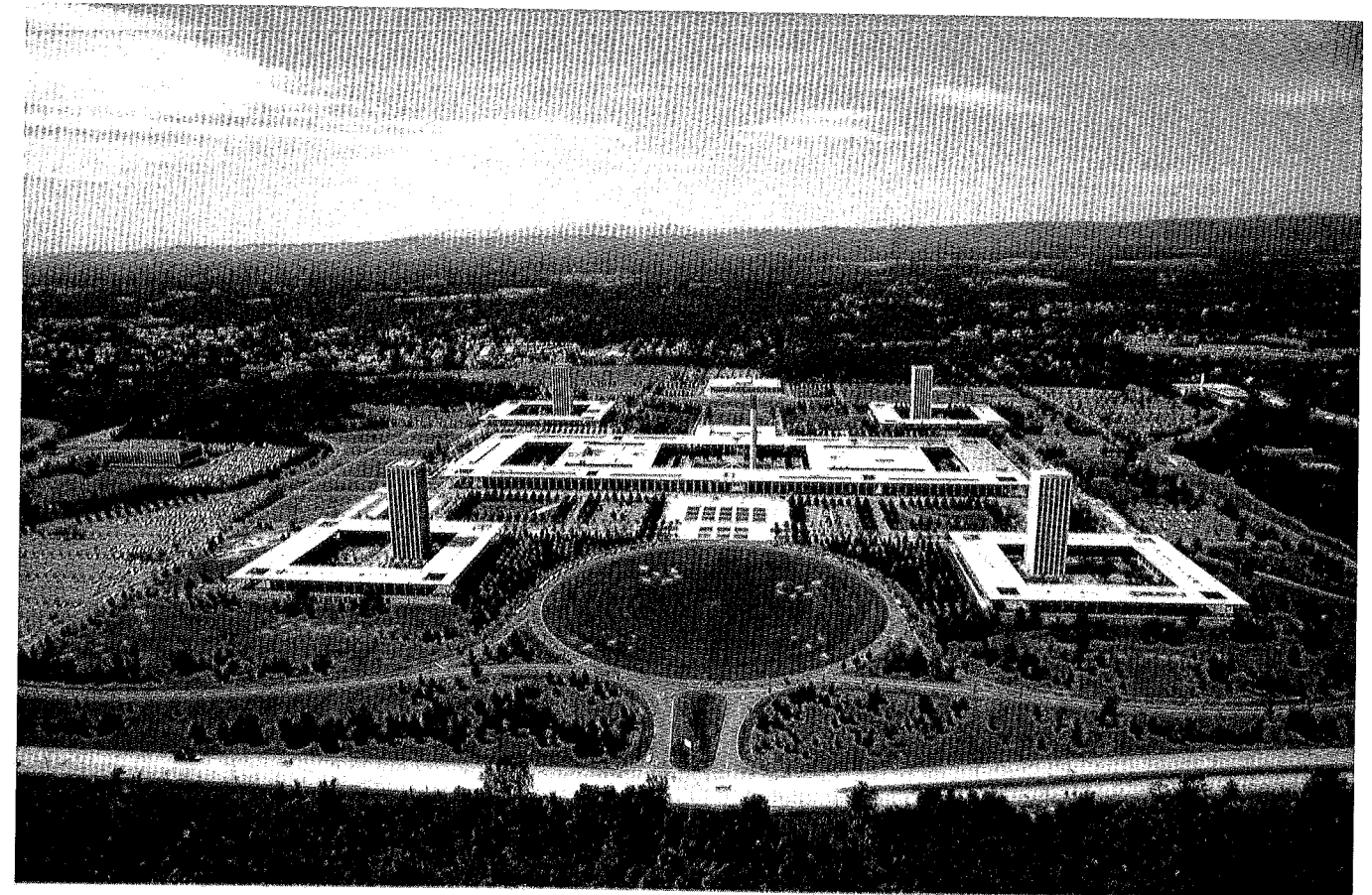


Turning renewed attention to the undergraduate experience in the 1980s, the University instituted initiatives such as a Presidential Scholars program and University Honors, as well as academic support services to assist those experiencing difficulty. Sung Bok Kim, Dean of Undergraduate Studies, (top) and Carson Carr Jr., Associate Dean and Director of the Educational Opportunities Program, (bottom) have been instrumental in developing many of these programs.

case of freshmen, were assigned faculty mentors who helped them adjust to University life. Some departments had their own academic support services, and a Writing Center offered assistance to those having difficulties developing writing skills. The academically talented also received attention. They were encouraged to participate in the University's honors programs, beginning with special honors general education courses in the first two years and continuing with departmental honors programs.

The results were generally good, as measured by one of the most highly praised self-evaluative systems in the nation, run by the Office for Institutional Research. Retention and graduation rates at Albany were typically better than at the other three university centers, and the three-year retention rates at Albany were among the highest in the nation for public universities. Albany students also proved very successful in competing for admission to graduate schools and law schools. In a long series of "outcomes" studies, both alumni and undergraduates expressed a high level of satisfaction with their Albany education. Most of the alumni reported that they would come to Albany if "they had it to

An aerial view looking south of the University at Albany in 1981. With Washington Avenue and the main entrance in the foreground, the four residential quadrangles, clockwise from top left are Indian, Dutch, Colonial and State, named for the periods of New York State history. Following the initial construction of the Uptown Campus, there was no additional expansion at the University through the 1970s and most of the 1980s despite marked increases in enrollment. (Photo by Gary Gold, '70)



do all over again." Undergraduate education at Albany was far from perfect, but the University had good reason to be proud of its success.

The Student Association for more than a half century had provided a focus for student culture. It remained influential in the 1970s and 1980s, in part because it elected students to the Senate, but more because the mandatory student tax, through the '80s, was generating more than \$1 million dollars annually. The SA budget was a fiscal lifeline to many of the ninety to 160 student organizations recognized on campus.

But student interest in the association waned. Turnouts for SA elections were usually low. An attempt in the 1980s to bring graduate students into SA (with its built-in mandatory tax) failed. Periodic referenda to renew the mandatory character of the student tax often came dangerously close to failure because of low student turnout. And surveys of student opinion showed a decline in satisfaction with student government between 1978 and 1988.

Student living arrangements varied. Demand for residence hall and off-campus housing fluctuated with their relative costs and convenience. Residence halls were crowded between the mid 1970s and the mid 1980s; on occasions there was doubling and even tripling-up. The overflow was housed in facilities such as the old Wellington Hotel in downtown Albany. In the 1980s, students, often pursuing greater personal freedom, began moving off campus in larger numbers.

Most off-campus students settled in areas close to the bus line connecting the two campuses. The combination of their numbers and lifestyles generated "town-gown" tensions. Year-round residents often complained of the consequences of crowding and student life styles: noise, parties, trash, and parking.

The City of Albany had in 1974 passed a so-called "grouper law," limiting

Dr. David Axelrod, New York State Commissioner of Health from 1979 to 1991, was instrumental in bringing about the establishment of a School of Public Health at the University in 1985. The School is a unique collaborative agreement that combines the academic resources in science education at the University with one of the nation's largest and most sophisticated health research laboratories. Here Axelrod addresses the 1990 Commencement after receiving the Medallion of the University.



apartment occupants to no more than three unrelated persons. But the law was largely ignored until the mid 1980s, when a University study estimated that about 1,500 students were living in violation of it. In the Fall of 1989 a University-city task force examined the situation and urged the city to enforce its regulations aggressively, while asking the University to clearly inform its students of acceptable behavior. It also sought the creation of a mediation service to deal with specific problems.

Social activities remained a central element of undergraduate student culture. Indeed, Albany gained some reputation as a "party campus;" the 1991 *Princeton Review College Guide* asserted that Albany students "fall into the 'party away your free time' rut." Dress, like social life, remained informal.

The Greek societies had traditionally played a major role in undergraduate social life, but had almost disappeared during the 1970s. In 1980 the University identified only three Greek groups on campus, and none were noted in that year's *Torch*. But during the 1980s they made an astonishing comeback; in 1991 the University counted at least twenty fraternities and eight sororities whose total membership included

Following the 1986 Commencement ceremony, Governor Cuomo took a few minutes to chat with the student members of Purple and Gold.



Efforts to provide access and support for disabled students through the 1980s and 1990s have led to increased participation by students with disabilities in all aspects of University life. Sheri Dinkelsohn was Commencement student speaker in 1989.

one out of four Albany undergraduates. Some were local, more had national affiliations (the SUNY ban on such groups had been rescinded in 1976). Some occupied space in the residence halls beginning in 1985; others operated "unofficial" houses from downtown residences.

Many areas of student life reflected larger cultural changes occurring in American society. The sexual revolution of the 1960s became more complicated in subsequent decades. The fear of AIDS introduced a new cautionary note. The emergence of the women's movement changed the terms of male-female relations. By the late 1980s, "date-rape" became a significant issue on college campuses. Many more gays and lesbians came out of the closet and joined organized advocacy groups.

Student use of "recreational" and other drugs had been a major cause for concern in the 1960s, but it is very difficult to track their use in subsequent years. A 1991 campus study suggested that nearly half of those Albany students surveyed had used marijuana at least once in the previous year, and some estimated that 8 to 10 percent of the student body used cocaine or other "hard drugs."

But the "drug of choice" for Albany students was clearly alcohol. Public expectations of teachers meant that Albany students before the 1960s either were teetotalers or consumed their alcohol in private. But the 1960s brought changes: fewer students aimed to become teachers, the cultural shifts of the decade emphasized personal freedom and experimentation, and the University loosened its traditional regulation of student life. Thus alcohol played a central role in the public social life of the campus in the 1960s and 1970s.

The problem became more complicated when between 1983 and 1985 the state raised the legal age for purchase of alcohol from eighteen to twenty-one. Since the vast majority of undergraduates were under twenty-one, the University sharply restricted alcoholic beverages at public functions and attempted to limit their use in the residence halls. Alcohol usage went underground and off campus, but probably did not decline much. The University's multi-faceted substance abuse prevention effort promised to test the University's educational expertise as much as more traditional academic issues.

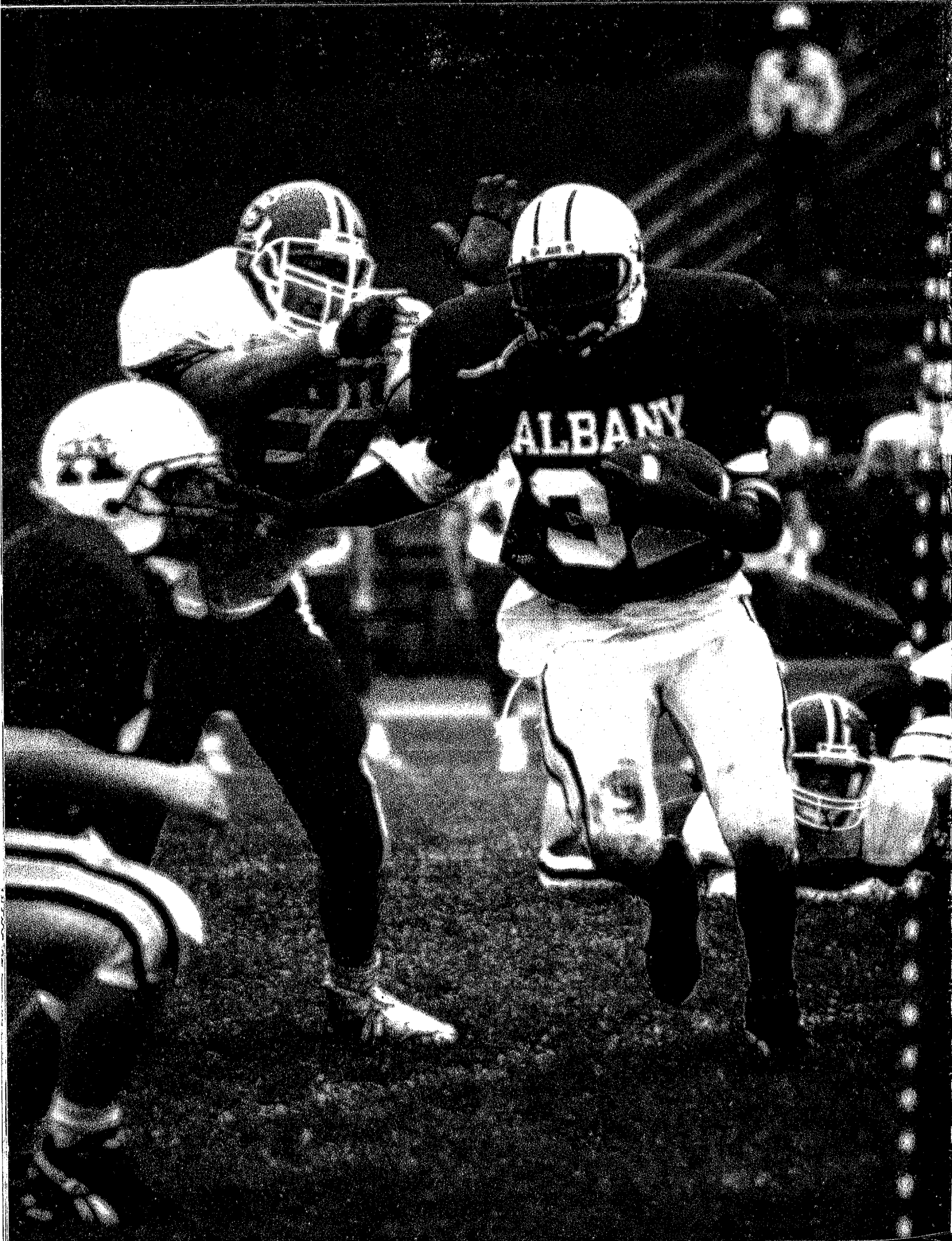
Idealistic student political activism declined in the 1970s but then revived in the 1980s around different issues. The right of Albany

students to cast their votes in polling places on the campus was a heated issue in 1983. Other student activists concentrated on apartheid in South Africa and the civil war in Nicaragua. The large Jewish student population made itself heard on Middle Eastern issues and on the plight of Soviet Jewry. Most political activists were vaguely liberal, but diverse voices were heard in the political arena; forty student members of The Coalition Against Pornography protested the University Cinema's presentation of an X-rated film on campus in 1985.

Student groups appealed to almost every imaginable interest. On a page headed, "Here's Where to Get Involved," the '87-'88 *Viewpoint* listed more than 120 student organizations. They ranged from the Accounting Club to the Young Americans for Freedom, from the Amateur Radio Club to the Taikwon Do Club, from the Dance Council

After nearly disappearing in the 1970s, Greek life at Albany experienced an astonishing resurgence in the 1980s, as was evident at 1991's Fountain Day. About one in every four undergraduate students was a member of one of forty-nine Greek organizations. (University Photo Service.)

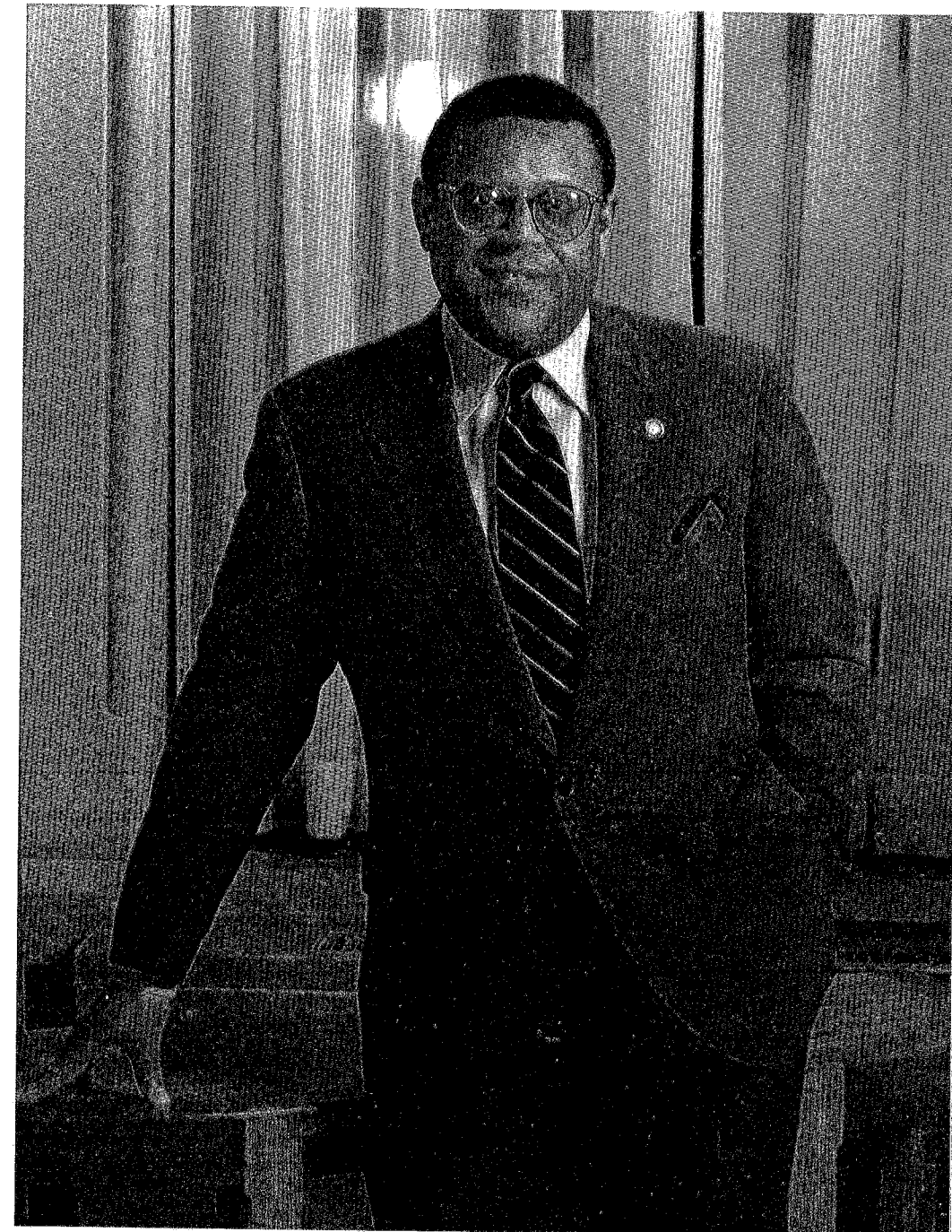




to the Pre-Chiropractic Club. Some, such as the ASP or Theatre Council, had a long history on campus. Others, such as the Water Polo Club or Don't Walk Alone (the latter with a emphasis on campus security), embodied newer concerns.

All-University activities were relatively scarce but spirited. An April 1985 game of musical chairs involving 5,060 students, faculty and staff put Albany for the first time into the *Guinness Book of Records*. The annual "Fountain Day" enabled the campus community to celebrate the coming of warm weather and the play of decorative fountains. Purple and Gold, a new honor and service organization, performed some of the functions of the defunct Myskania. Torch Night became a moving ritual for nearly all graduating students.

Intercollegiate athletics grew, particularly with the addition of women's teams. In 1993 Albany fielded ten women's and eleven men's squads. Their fortunes, of course, varied from year to year, the mid 1980s being especially successful. In 1985-86 all eight winter sports participated in some kind of post-season play. Women's gymnastics finished fourth in the ECAC tournament in 1985. The 1984 women's basketball team compiled a 23-4 record and the following year had a 24-game win streak, only to lose in the quarter-finals of the NCAA championships. The wrestling team had an impressive 17-2 season in 1985-86 and often sent individual wrestlers to national and international



(Above) The fifteenth President of the University, H. Patrick Swygert, was appointed in 1990. (Photo by Joseph Schuyler.)

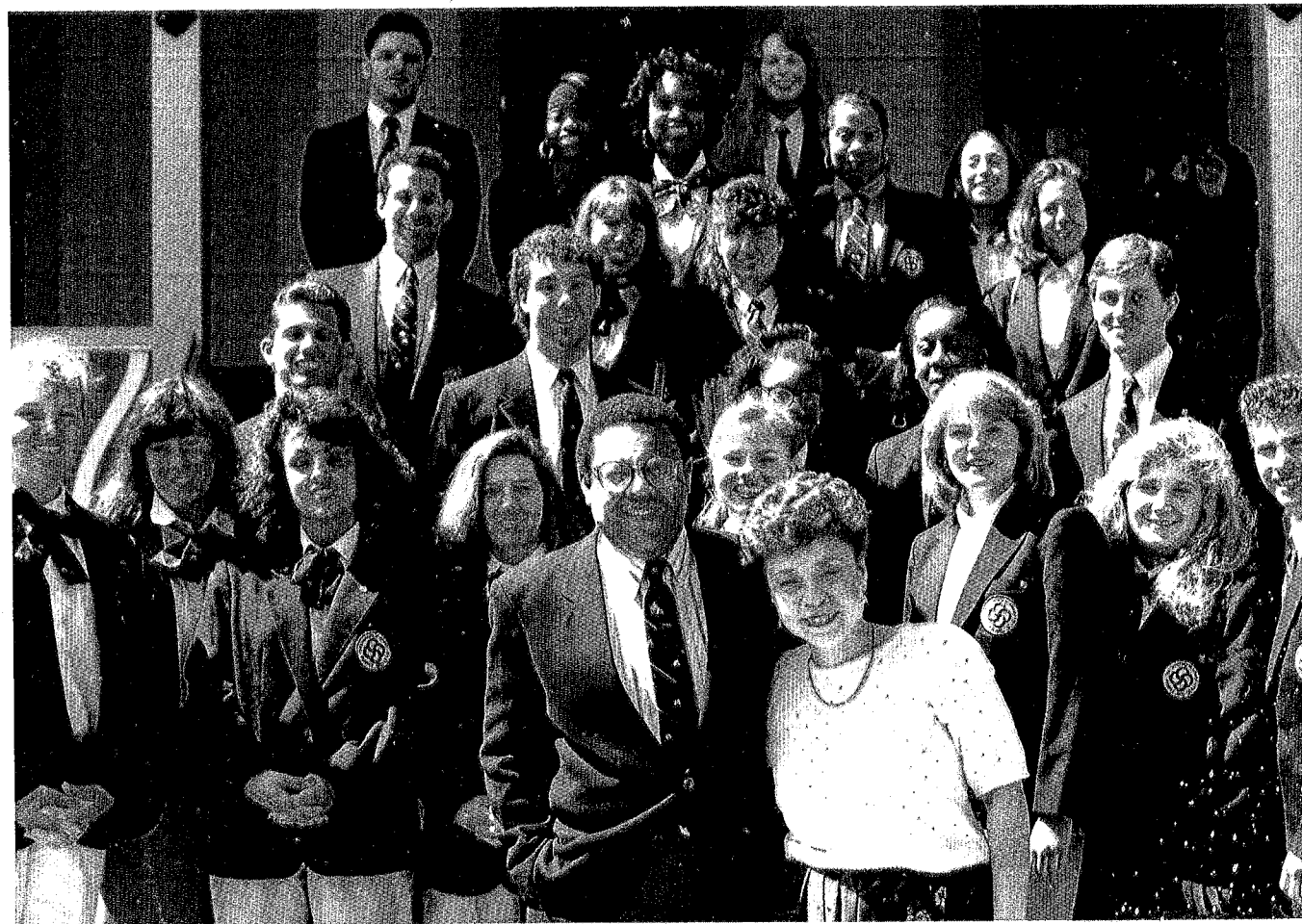
(Opposite) Ed Lemon, '94, from Ossining in a 1993 football game against St. Lawrence. (Photo by Steve Lobel, '70.)

meets. The track and cross-country teams boasted several top-ten NCAA team finishes and a hoard of All-American individuals in the late 1980s.

"Doc" Sauers continued his winning ways and became one of the most successful Division III coaches in NCAA history. 1991-92 marked the thirty-seventh consecutive non-losing season for Sauers-coached teams at Albany (still unbroken) and brought him his 600th varsity basketball win. Football coach Bob Ford, in his first sixteen years at Albany, compiled the highest winning percentage of any Division III coach in the nation. The 1985 football team was ECAC champion. Both Sauers and Ford sent assistants on to head coaching positions at other institutions.

The University in 1989 considered moving to NCAA Division I in all sports except football. While a campus committee reported that Albany was well positioned for such a move by virtue of size, academic quality, aspirations and facilities, the process was suspended in 1991 when fiscal challenges from the state again threatened University programs. By most criteria, the University had developed a highly successful

Purple and Gold is an honorary service society that continues the traditions of Myskanian. Here members of the organization in 1991 join President Swygert and Mrs. Sonja Swygert.

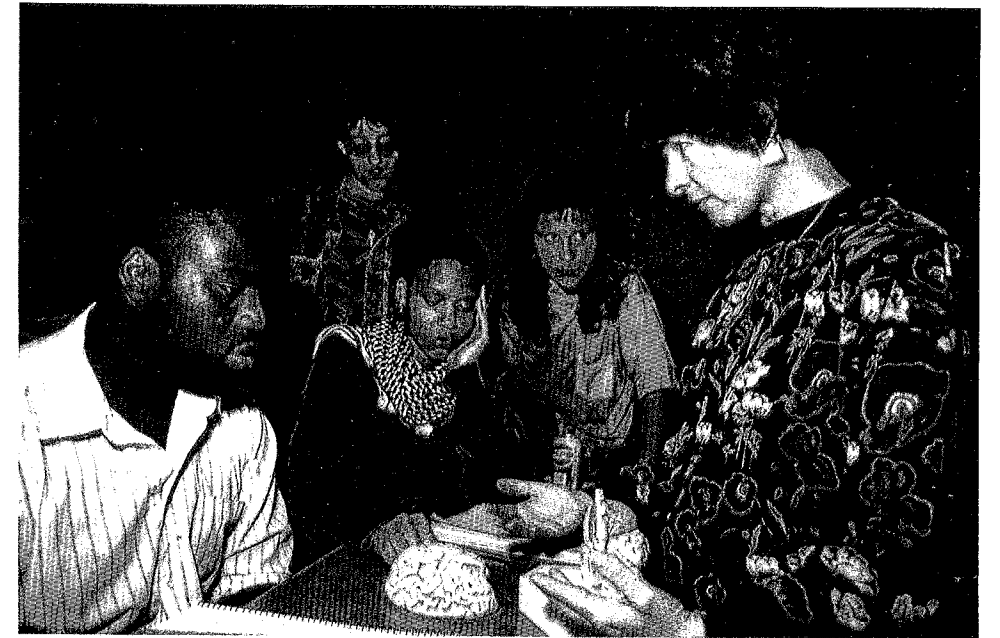
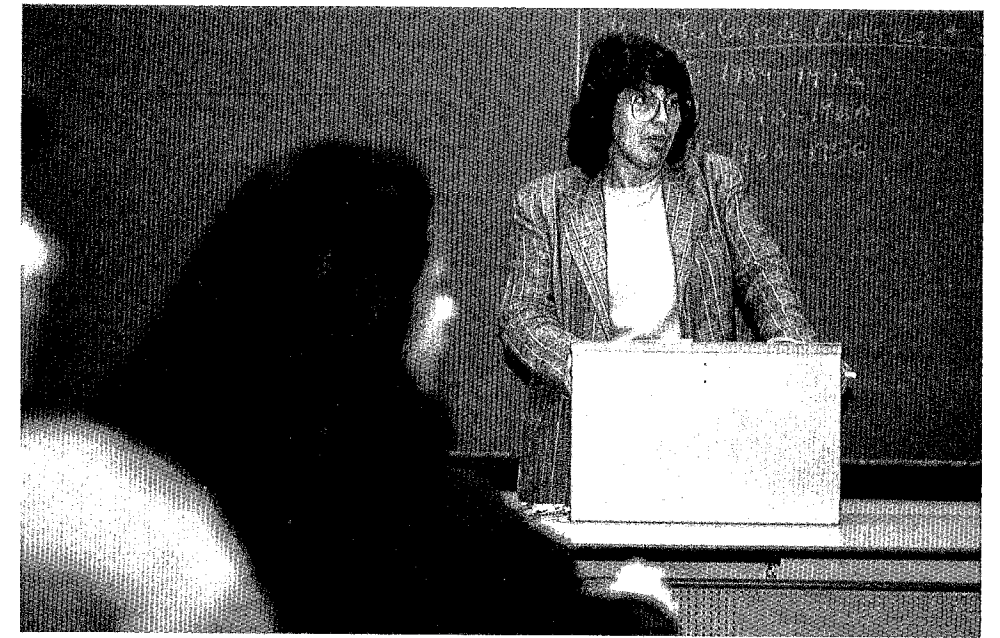


sports program. Yet it never became the focus of University life that some people hoped for and others feared.

The University presided over student activities through its student affairs office. That function had been downgraded in the 1970s with the end of *in loco parentis*. The Middle States visitation team in 1980 thought that student services had been short-changed and urged the University to recreate the position of Vice President for Student Affairs. Consequently in August of 1983 Frank Pogue, a sociologist who had for a decade chaired the Department of African and Afro-American Studies, was appointed to the position.

Pogue and his successor, Mitchel Livingston, sought to provide direction and leadership in all facets of student life. Their most notable goal was to improve the quality of life in the residence halls and reconnect it with academic concerns. But the division also oversaw a variety of student support services such as the University Health Center, Middle Earth, and counseling personnel.

Rules governing student behavior were outlined in a brochure called *Student Guidelines*. Enforcement was in the hands of Student Affairs and a student judicial system developed in the late 1960s. The student-run system worked well in the area of residential life, but dealing with academic dishonesty cases was more complicated. Faculty/student panels heard such cases, but often struggled to find appropriate sanctions. A failing grade in the course in which cheating occurred sometimes seemed too lenient while suspension or expulsion often seemed too harsh.



Distinguished Service Professor Edna Acosta-Belen, (top) '69, Ph.D. '77, is a member of the Department of Latin American and Caribbean Studies, one of several new departments established to teach and research issues in ethnic and cultural studies. Anthropologist Dean Falk (bottom) has received national attention for her theories about the evolution of the human brain. (Acosta-Belen photo by Gary Gold, '70. Falk photo by Joseph Schuyler.)



(Above) Each fall President Swygert honors members of the University faculty who have edited journals or authored books during that year at the Authors and Editors Recognition Program, where the works are displayed. (Opposite) Tom Smith, professor of English, associate director of the New York State Writers Institute and host of the nationally syndicated public radio program "The Book Show," is the featured speaker. (Photos by Deborah Neary.)

When Institutional Research surveyed students on their level of satisfaction with their Albany experience, academic areas fared well. But students in 1991 were less satisfied with college social activities, the bus service, financial aid services, campus food, recreation and intramurals, parking, and the bookstore than their counterparts had been thirteen years earlier.

Americans have had great confidence in education. In the 1840s the Normal School was asked to train teachers who, through the common schools, would eliminate all of the social vices of the day. In the 1960s, students and faculty looked to the university for a solution to Vietnam. The issue of the 1980s and 1990s was "diversity." Optimists believed the university had an opportunity to solve within its own community one of the world's most perplexing problems. Pessimists feared that the competing interests and values so central to diversity could destroy the university as an institution.

"Diversity" refers to the emergence in American society of self-conscious cultural groups who challenge the dominant culture. On the Albany campus such groups began to appear in the late 1960s. The earliest were African-Americans influenced by the "black power" movement, but they were quickly joined by other ethnic groups: Hispanics, Italians, and Jews. By 1975-76 there were on campus nearly a dozen student organizations with an ethnic or national identification. Racial and ethnic groups were joined by feminists and gay and lesbian activists.

All of these interests cultivated group self-consciousness; some showed separatist tendencies. Traditionally African-American Greek societies appeared on campus, and in 1985 a black sorority sponsored the First Annual Minority Homecoming Pageant, complete with minority homecoming king and queen.

The new cultural groups raised an important educational issue. Whose culture is to be transmitted to the next generation? Over a period of a quarter century the new cultural groups gained access to the undergraduate curriculum. New departments appeared: Africana Studies, Puerto Rican Studies (subsequently part of a merger that created Latin American and Caribbean Studies), Judaic Studies, Women's Studies, and Hispanic and Italian Studies. In addition, new undergraduate general education requirements included a "diversity" component.

The University embraced diversity as a positive principle that gave voice to new groups and enriched the fabric of university life. The academic calendar began to observe the Jewish holidays. Affirmative action programs brought more women and minorities to the faculty. Albany took justifiable pride in its efforts to provide access to the physically handicapped and special help to students with learning disabilities. Everyone rejoiced when Michael Corso, a blind communications major and honors student, was elected Student Association president in 1982. Diversity committees explored "all avenues for increasing diversity . . ." In the late 1980s the University undertook a successful campaign to recruit minority undergraduates in such numbers that the composition of the student body would ultimately resemble that of New York's population.

Programs to minimize group tensions and help the University's diverse population live together were also developed. Incoming freshmen in the Fall of 1988 read Toni Morrison's novel, *Beloved*, concerned with racial issues, and those the following year read Jonathan Kozol's moving report on the plight of New York City's homeless, *Rachel and Her Children*. The annual World Week celebrated a range of international cultures. Sexuality Week, begun in 1983, presented a variety of lectures and workshops. In 1986, Gay and Lesbian Pride Week offered speakers, workshops, and films in addition to a candlelight vigil for victims of AIDS. Speech and behavior that offended the sensibilities of "minority"



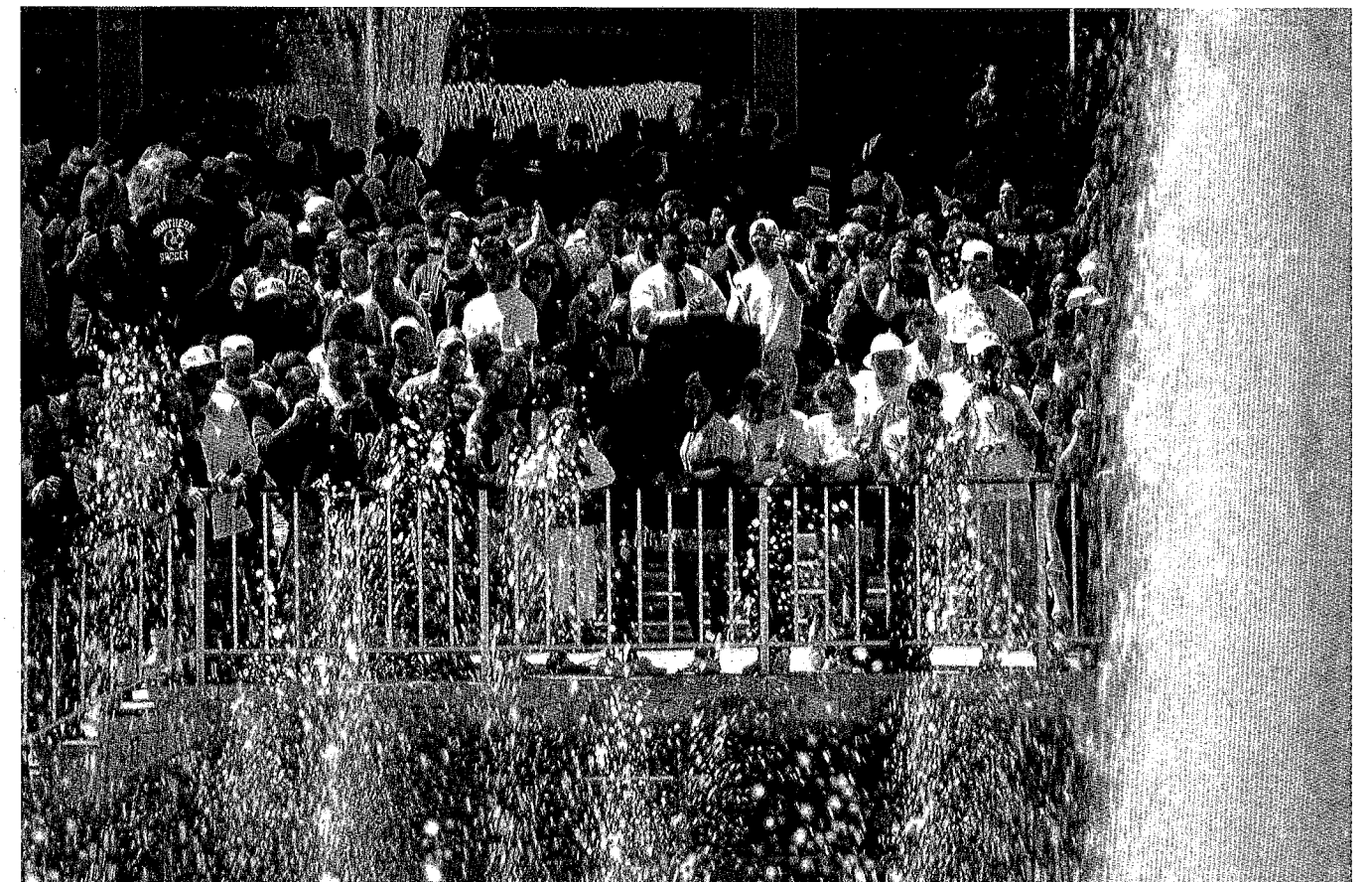


A newer Albany tradition since 1978 has been "Fountain Day," originally conceived by Student Association Vice President Fred Brewington, '79 to celebrate the Human Awareness Program (HAP) with "HAP Day." The celebration marks the day in spring when the University's Main Fountain begins operating again. Virtually the entire University community gathers for the noon-time festivities. Pictured (above) are a view of the fountain as the water went on in 1992, and (opposite) spectators on the podium in 1993. (Photos by Joseph Schuyler.)

groups were frowned on, a forerunner of the 1990s debate about laudable attempts to persuade people to avoid offensive language versus infringement upon the academic freedom and free speech of others.

Vincent O'Leary announced his resignation as President in 1989. His successor in the following year was forty-seven-year-old H. Patrick Swygert. The University's first African-American President had received an A.B. (1965) and a J.D. (1968) from Howard University. Apart from successful ventures into U.S. government service during the Carter administration, he had spent most of his career at Temple University, first as a law school professor and later in administrative positions culminating with that of executive vice president. He came to Albany with the requisite combination of academic credentials, administrative experience, energy, and sense of direction.

Swygert's early years as President emphasized continuity, but he also began to put his own impress on the University. When he arrived in Albany he announced that his first priority was "restoring undergraduate





The University at Albany New York State Legislative Delegation was organized in 1993 under the leadership of Senator Hugh Farley, '58, of Niskayuna and Assemblyman John McEneny of Albany. Gathered at the State Capitol in April 1993 were (front row) Assemblymen Robert D'Andrea of Saratoga Springs and Ronald Canestrari of Cohoes; Senator Farley; Assemblymen James Tedisco of Schenectady and Pat M. Casale of Troy; (back row) University Vice President for Finance and Business Carl P. Carlucci; John P. Berry, director of the Senate Finance Committee Office of Budget Studies; University Vice President for Student Affairs Mitchel Livingston; Assemblyman McEneny; President Swygert; Vice President for Academic Affairs Karen Hitchcock; Assemblyman Anthony J. Casale, '69, of Herkimer; and Vice President for University Advancement Christian G. Kersten. Unable to attend the event were Vice President for Research and Graduate Studies Jeanne E. Gullahorn and Senators Joseph L. Bruno of Brunswick, Howard C. Nolan Jr. of Albany, Stephen M. Saland of Poughkeepsie and Ronald B. Stafford of Plattsburgh; and Assemblymen Arnold W. Proskin, '61, of Colonie and John J. Faso of Kinderhook. (Photo by Joseph Schuyler.)



Members of the University Council, 1993-94: Seated, from left, Athena C. Kouray, Esq.; The Honorable John E. Holt-Harris, chair; Martha W. Miller, MA '67; Standing, from left, Steven N. Fischer, Vivian Hillier Thorne, '48, representing the alumni(ae), A. Rita Chandellier Glavin, Esq.; Athena V. Lord; Professor Joan Schulz, representing the faculty; Carolyn Gillis Wellington and John J. Poklemba, Esq. Not present when photo was taken were Karima Wilkins, '94, representing the students, and Richard A. Hanft, Esq. (Photo by Mark Schmidt.)

The 1993 Alumni(ae) Leadership, from right to left: kneeling, Roberta Greenbaum Bastow, '81, president; Jason J. Friedman, '85, vice president; Frederick K. Brewington, '79, immediate past president. Second row: Lorna Reamer, Alumni Office; Board members Teresa Kerwin Lehr, '60; Diane DiGiorgio, '80, '85; Barry Z. Davis, '74; Kristin Lang, '92; and Esther Siegel Hoffman, '37, '40; Nadine Weltman Lahan, '70, Gold Coast Florida Chapter; Board members Maria Maglione, '88; and Victor K. Looper, '70; Susan Mindich McCullough, '84, Metro New York Chapter; Board members Annette Gardiner DeLyser, '49, '55; Claire F. Deloria, '56, '59. Back row: Amy Doig Cullen, M.A. '90, Alumni Office; Board member Winsome Foderingham-Herard, '89, '92; Helen E. Adams, M.S., '90, Alumni Office; Carol Livingston, Director of Alumni Affairs; Board members Robert S. Peterkin, '66, '76; Kenneth T. Doran, '39; and Stephen J. Colucci, '76, '79, '82, chair Council of Classes; Konrad W. Maier, '54, Western New York Chapter; Board members Paul D. Piccininni, '77; and Arthur N. Collins, '48; Matt Necon, '83, Los Angeles Chapter; Jonathan D. Waks, '90; Andrew Paul, '81, San Francisco Chapter; Board member Patty E. Salkin, '85; Andrew Fox, '88, Metro New York Chapter; Robert Giuffrida, '72, Capital District Chapter; Board members Michael Olin '85, '86; and Harold C. Hanson, '63; Jack Krull Jr., '79, Nation's Capital Chapter, Board member David A. Gellman, '78, '79. (Photo by Magic Photo.)





Since 1991 the University has held its Commencement exercises at the Knickerbocker Arena, Albany County's civic center. Pictured here is the 149th Commencement on May 16, 1993. The University will award its 100,000th degree at the Sesquicentennial Commencement in 1994. (Photo by Joseph Schuyler.)

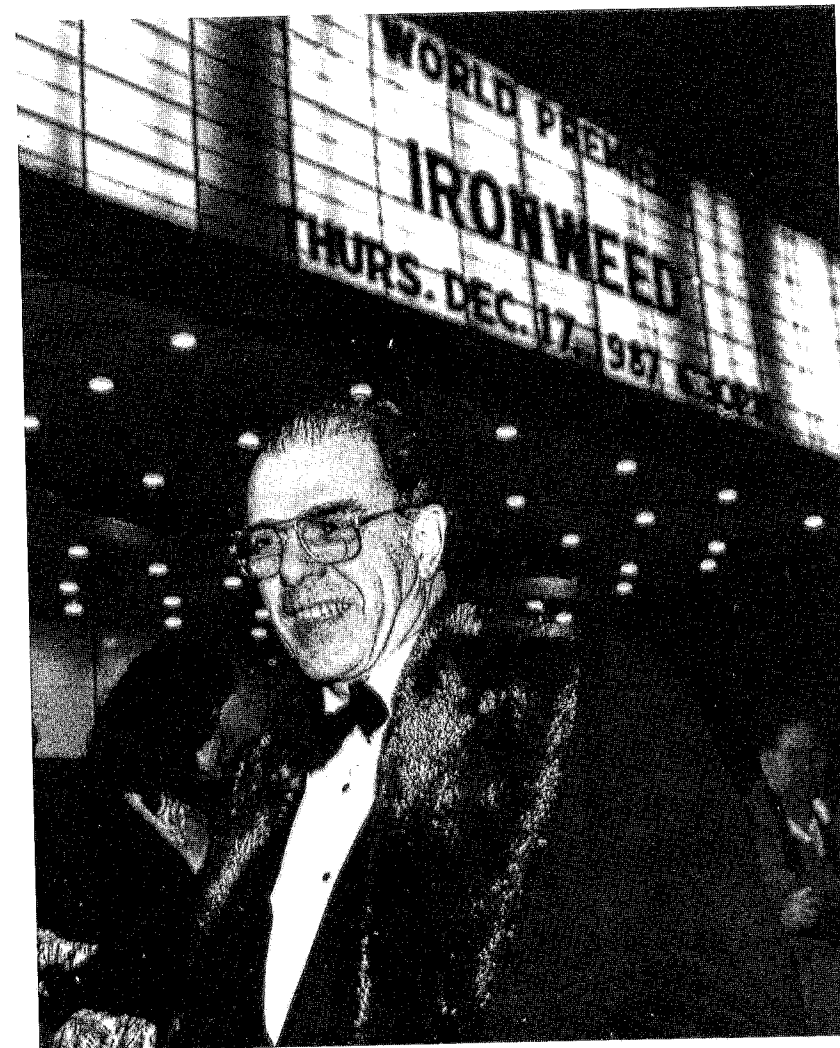
instructional resources and improving the quality of the undergraduate experience." But he also made clear that the University's commitment to achieving racial and cultural diversity and helping diverse groups live together remained undiminished. Maintaining and improving the quality of the faculty and graduate programs and continuing and enhancing programs of service to the surrounding community were also on his agenda.

As usual, the issue of money intruded itself into University aspirations. In Swygert's first two years, state appropriations for Albany declined nearly 10 percent. Only by 1993 did the financial pressures appear to ease a bit. The search for private money became even more important. The Campaign for Albany, the major fund-raising effort of the University, had set a goal of \$25 million by the Sesquicentennial year, 1994.



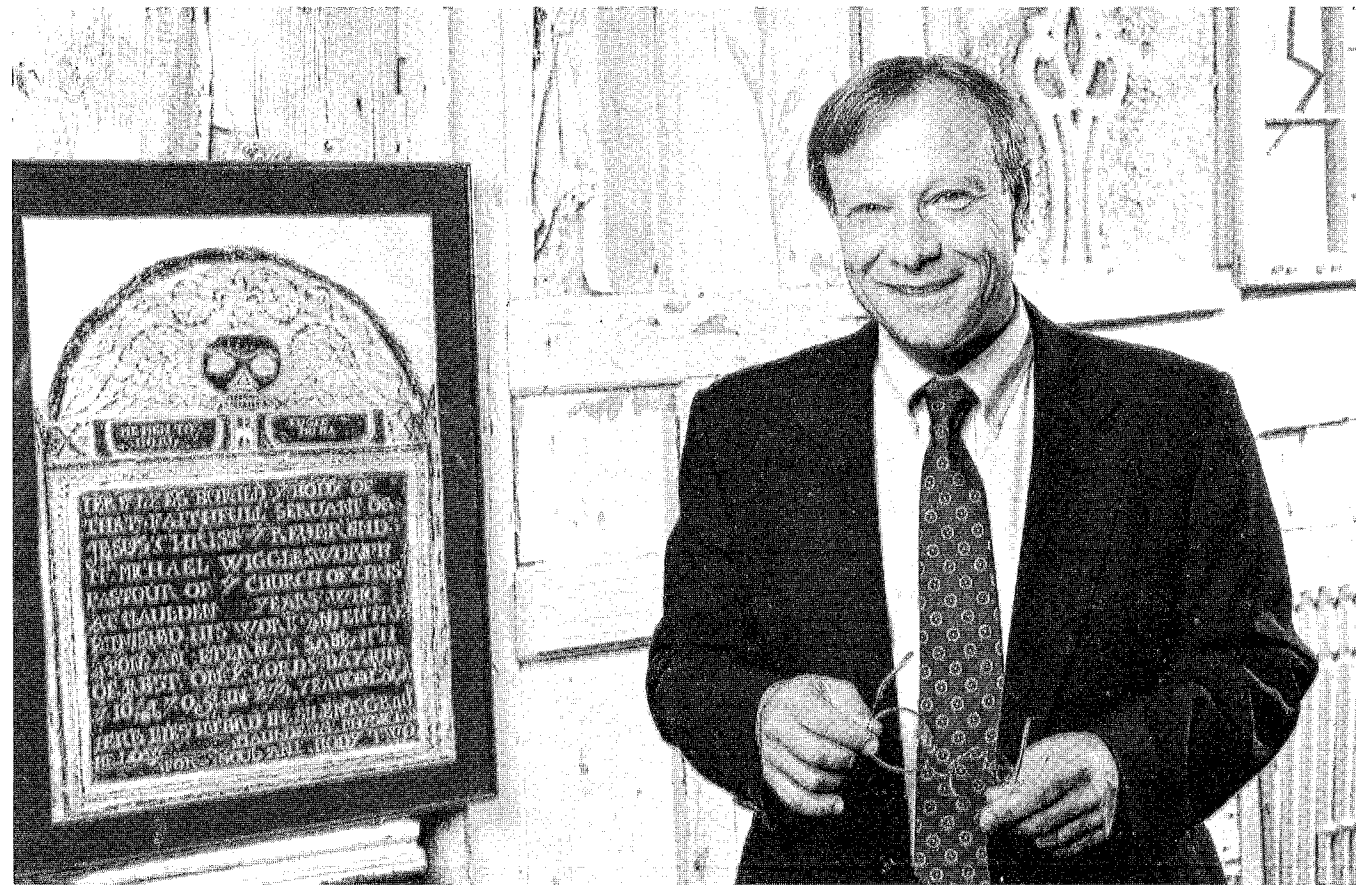
The University began celebrating its international dimensions in the 1980s with World Week, (above) a series of events and activities featuring students and faculty from other nations.

William Kennedy, Professor of English, (below) put Albany on the map in the early 1980s with his series of novels set in his native city. Following receipt of a MacArthur Foundation "genius award" in 1982 and the Pulitzer Prize for Fiction in 1983, Kennedy established a Writers Institute at the University, now funded by the New York State Legislature with a statewide mission. In 1987 the film based on *Ironweed* was filmed in the city and premiered at Albany's Palace Theater. (Photo by J. S. Carras, *Troy Record*.)



Novelist Toni Morrison, (below) who received the Governor's Arts Award in 1986 from Gov. Cuomo, joined the University at Albany faculty from 1985 to 1989 as the holder of a prestigious Schweitzer Chair in the Humanities, funded by the New York State Legislature. While she was at Albany, Morrison published the novel *Beloved*, for which she received the Pulitzer Prize for Fiction. In 1993 she was awarded the Nobel Prize for Literature.





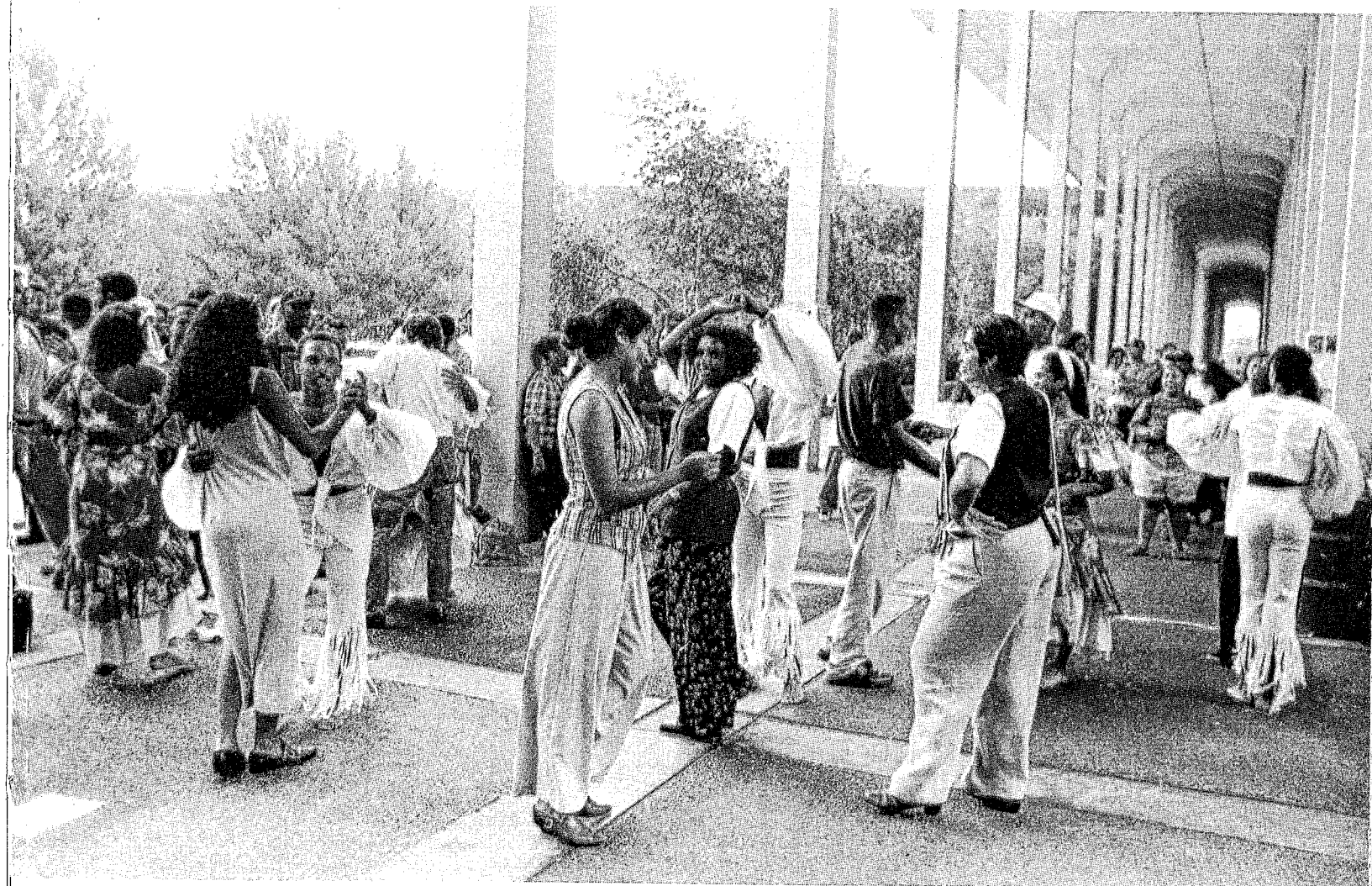
Faculty through the 1980s and 1990s earned national reputations for their research and teaching and played an important role in the life of the University and the community at large. Ronald A. Bosco (above), Distinguished Service Professor of English, also served two terms as chair of the University Senate in the 1980s and co-chaired the Mission Statement Task Force of 1991-92; Shirley Jones (right), was named Distinguished Service Professor of Social Welfare in 1993. (Photos by Joseph Schuyler.)



Swygert retained that goal but in a daring move extended the drive to century's end and raised the final target to \$55 million, the largest such campaign in the history of any SUNY institution.

Under Swygert, resourcefulness and increased dialogue with and support from the state government helped the University begin to address pressing needs and aspirations. Construction began in 1993 on a two-pronged extension to the Campus Center to provide more room for student services, and the University hoped by the Sesquicentennial to break ground directly south of the Campus Center for a digital-based, computer program and storage addition to the University Libraries. The most pressing need remaining was space for organized research, and in early 1993 the University announced plans to construct a 75,000 square-foot Center for Environmental Studies and Technology Management that would house the ASRC and National Weather Service,

Fuerza Latina, a student group, celebrates Hispanic heritage and culture with a celebration on the podium. (Photo by Matt Glynn, University Photo Service.)





Revitalized Greek life on campus is reflected in this portrait of the 1993 Pan Hellenic Council. Front: Raymond Lewis, Kevin Coleman. First row: Carlos Melendez, Deborah Plaskett, Tisa Howard, Bryan Carlen, Refina Bautista; Quamin Ellis, Nichole Michaels, Claudett Bazile, DeAnna Baker, Tanya Morrissey, Marsha Bastien, Kimberly Smith, Darryl Thorpe. Back row: Paul Buckley, Ian Ashe, Talim Lessane; Anthony Parker, Nickki Gant, Valerie Malland, Darrell Penn, Jamie Knight, Kelsel Thompson-Feliciano, Fateema Jones, Renee McNeal, Johnny Pacheco, Felicia Richardson, Michael Williams, Alexandra Guerrero, and Tardis Johnson, council president. (Photo by Sean Sime, University Photo Service.)

the Center for Advanced Technology, X-ray optics research, and high-tech business development and incubation programs—the project to be funded through a \$10 million grant from the Legislature.

Resignations and retirements gave the new President an opportunity to make some administrative appointments and at least one important organizational change. Karen Hitchcock joined the University as its new Academic Vice President in 1991. She was a cell biologist who came with extensive administrative experience from a post as vice chancellor for research and dean of the graduate college at the University of Illinois-Chicago. Other administrative appointments included Carl P. Carlucci, former secretary of the New York State Assembly Ways & Means Committee, as Vice President for Finance and Business, Judy Genshaft as dean of the School of Education, and Richard Hughs as dean of the School of Business. Perhaps most important, a College of Arts and Sciences was reconstituted in the Fall of 1993 with Judith Gillespie as its dean.

Some of the most welcome academic news came in 1992-93 with the

(Right) On December 10, 1991, the University launched a \$55-million "Campaign for Albany," the most ambitious ever undertaken by a SUNY institution. President Swygert was joined on the occasion by, from left, Assemblyman Ed Sullivan of New York, chair of the Assembly Higher Education Committee; Gary R. Allen, '70, chair of the campaign, Assemblyman Anthony J. Casale, '69, and J. Spenser Standish, chairman of Albany International and president of The University at Albany Foundation. The Sesquicentennial year goal is \$25 million, with the balance to be raised by the end of the decade. (Photo by Edward Wozniak.)



Homecoming 1990 included presentation of the first President's Outstanding Young Alumni Service Award to Patty E. Salkin, '85, center left, and Frederick Brewington, '79, center right. President Swygert, left, and Alumni Association President Susan VanHorn Shipherd, '64, join Salkin and Brewington and their spouses Howard Gross and Adrienne Brewington.



(Top) Mary Anne Crotty, MPA, '82, is Governor Cuomo's Director of State Operations. (photo by Joseph Schuyler.)

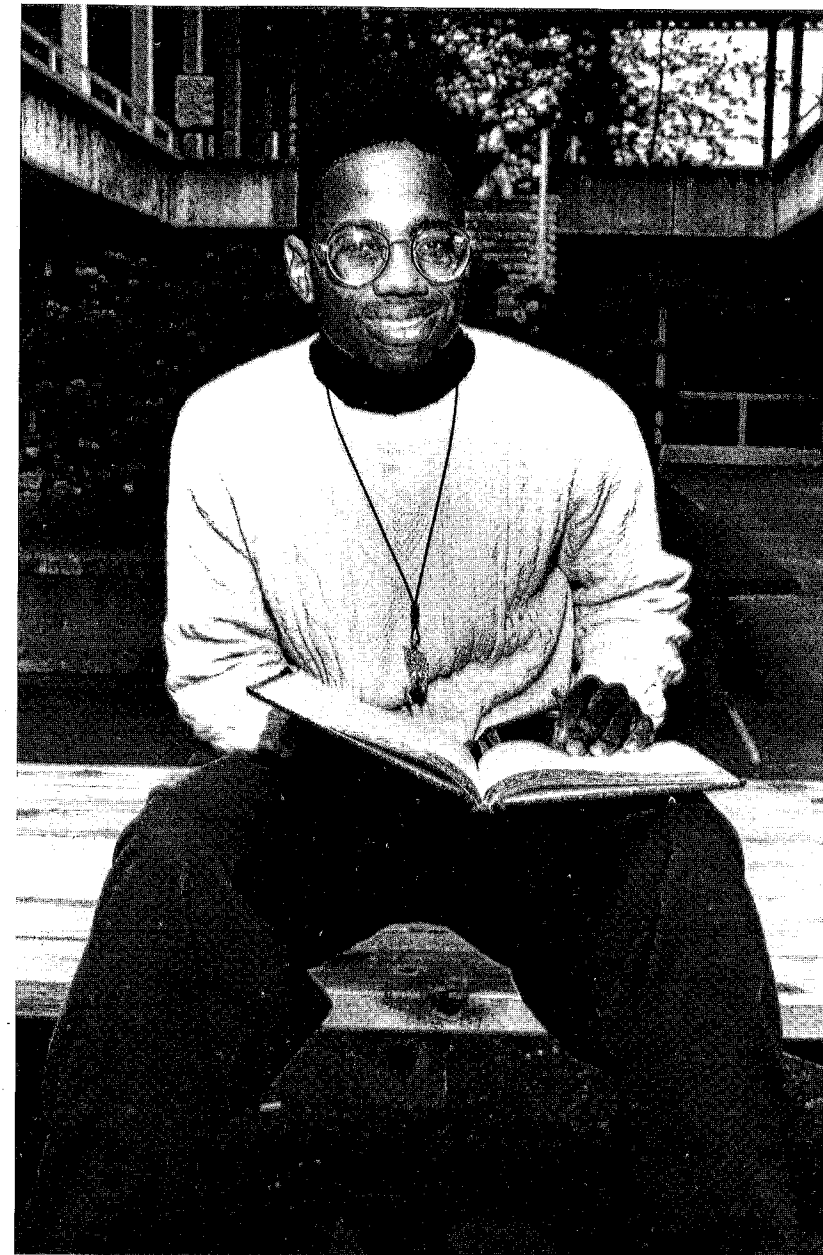
(Above) A distinguished alumnae, Susan Molinari, '80, '81, is the first Albany graduate ever elected to Congress, now a second-term member from Staten Island.

(Right) In 1991 President Swygert presented a University chair to Barry and Nina Wagman of Wantagh at the President's Recognition Dinner in appreciation of their two years of service as national chairs of the Parents' Fund. The Wagnmans have three daughters who attended Albany—Tracey, '91, Julie, '92, and Shari, '94—and through their involvement in generating support for the University represent a tradition of parental involvement. They currently serve as National Parents' Chairs for the "Campaign for Albany."

long-sought approval to reestablish the history, English, French studies and philosophy Ph.D.s. It marked an important milestone in the history of the institution. Doctorates central to the definition of a research university were once again offered at Albany, signifying a renewed emphasis on traditional academic disciplines.

Between 1977 and 1993 the University at Albany matured. The faculty steadily improved. Graduate programs were solidly established and, in some cases, developed national and international reputations. Research activities expanded several-fold and became an integral part of the campus. First-rate students received a quality undergraduate education. The report of the Middle States Association accreditation team in 1990 offered a resounding endorsement of the University's decade of full maturation, concluding that "Albany has made remarkable progress in becoming a high quality center for undergraduate study and an impressive graduate/research university in areas of public policy."

The future directions of the University were articulated in a new *Mission Statement* in 1992, prepared by a faculty committee—chaired by



Distinguished Service Professor of English Ronald A. Bosco and Graduate School of Public Affairs Dean Frank Thompson—at Swygert's initiative. It reaffirmed the traditional goals of a public research university: the advancement of knowledge, teaching, and public service. But it added several special emphases. The University, it said, should foster the ideals of justice, hold fast to the ideals of freedom of thought, inquiry, and expression, and seek to profit intellectually from differences of opinion and of culture. The document also made clear that the University was a comprehensive public research university whose programs in the arts and sciences and the professions reinforced one another and whose graduate programs and research activities reinvigorated

Student leaders from the 1990s: William Weitz, '92, (below) was President of the Student Association in 1992, and was elected Student Trustee to the SUNY Board of Trustees in 1993-94. Derek Westbrook, '92, (left) was president of ASUBA, a student assistant in the Educational Opportunities Program, and the Commencement 1992 student speaker. He also won the 1990 National Council of Black Studies Creative Writing Competition in the undergraduate division.



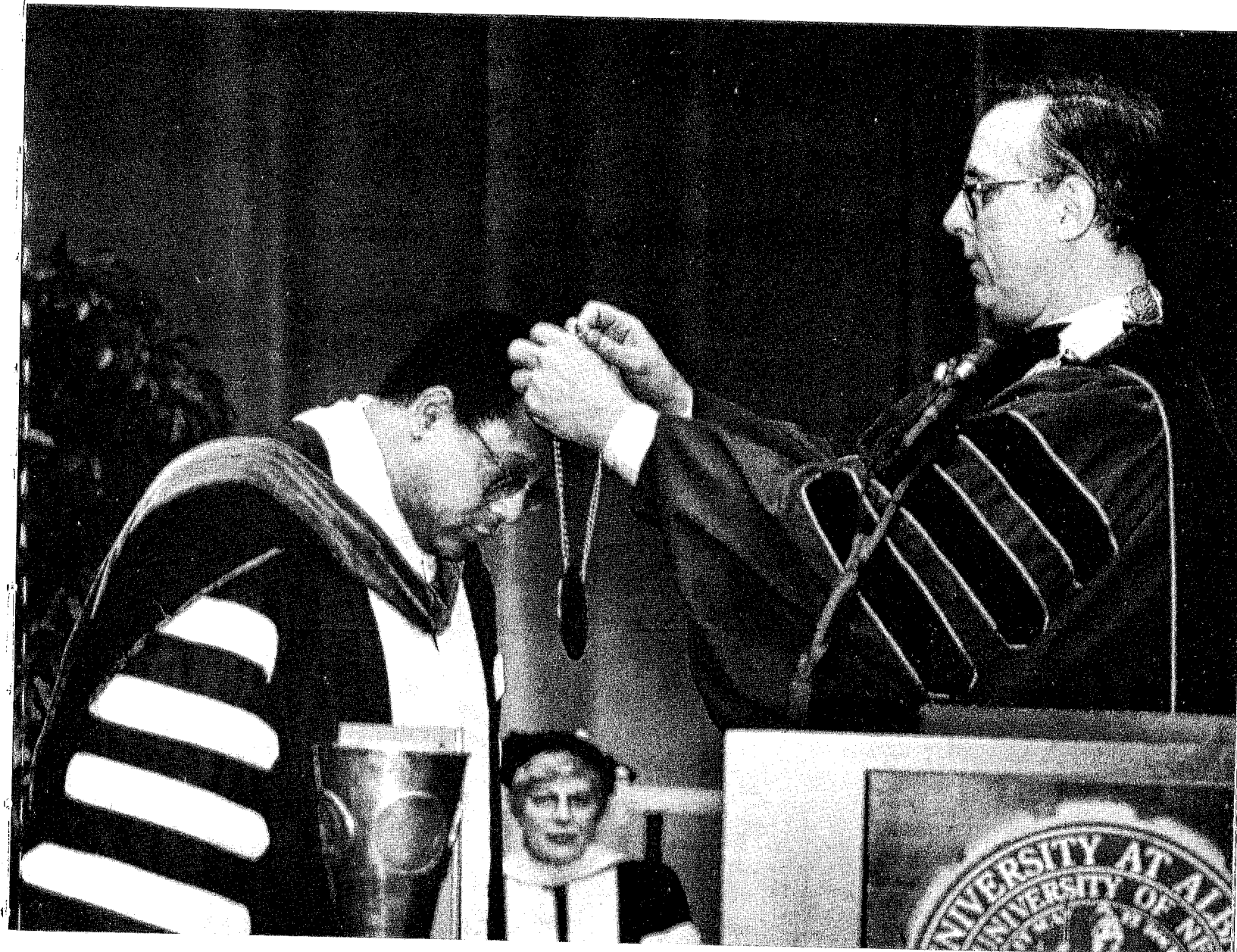
undergraduate instruction. Finally, the *Mission Statement* reiterated the University's responsibility to build partnerships with academic, business, cultural and governmental organizations.

As Albany approached its Sesquicentennial, it could look back with pride on 150 years of contributions to public higher education. As a Normal School in the 19th Century it was a leader in training teachers for New York's common schools, and as a College for Teachers in the 20th Century it became one of the nation's premier institutions for preparing secondary school teachers. In 1962 the institution entered a new era, charged with becoming a modern public research university, and by 1994 that transformation had been completed with distinction.

In their first 149 years, the Normal School, Normal College, College for Teachers, and University had awarded 99,651 degrees. A total of 94,798 alumni(ae) were still living and contributing both to the institution from which they had graduated and to the larger societies of which they were a part.

Just as the members of the University community could look back with pride on their past, so they could look forward to their future with hope and confidence. The University in 1994 was well placed to achieve even greater distinction. The motto of the institution—*Sapientia et sua et docendi causa*, "Knowledge both for itself and for the sake of teaching"—held firm.

Torch Night continues as one of the most enduring student traditions at Albany. It was renewed and enlarged in the 1980s.



Chancellor of the State University of New York D. Bruce Johnstone presents the Presidential Medallion to H. Patrick Swygert at the President's Inauguration on April 5, 1991.