

Programs and Priorities

State University of New York at Albany

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Programs and Priorities

State University of New York at Albany

FORWARD

Since the mid 1970s the University has been involved in an extensive planning process which informs its day-to-day operation and sets a context for its longer-term development. Programs and Priorities 1983 represents the sixth in a series of annual reviews of the University's plans. It contains an assessment of progress toward the fulfillment of University-wide goals and priorities, a reflection on the saliency of each, and a definition of new or revised goals for the continued progress of the University over the next several years.

The review of this past year indicates that significant progress was made on many of the approximately 100 priorities published one year ago. Some of the major accomplishments include the following. In the area of undergraduate education we inaugurated a comprehensive General Education curricular system this past year. In addition, policies were established and new programs were developed to respond more effectively to student demand, undergraduate advisement was strengthened, and we continued to improve access to the University by members of minorities groups and other special clientele.

In graduate education we established new graduate programs in Environmental Health Sciences in collaboration with the Division of Laboratories and Research of the State Department of Health, and several other new graduate programs are in various stages of review by SUNY and the State

Education Department. Our research program continued to grow, as indicated by an all time record of \$16.5 million in external funding for research and training. The University's public service goals were advanced by several public policy initiatives in Rockefeller College and by a growing number of efforts directed to enhancing the economic development of the region. Our goals in the area of campus life were advanced by strengthened student services, including the establishment of a minority student services office, continuation of energy-related facility improvements, and an impressive schedule of campus social, artistic and cultural events and performances. In the areas of management and planning, we began the process for acquiring a new telecommunications system, upgraded our computing and data communications systems, and extended word processing equipment and microcomputers to a growing number of academic and administrative offices.

A number of new short-term priorities have been established in each of these areas. New efforts will be made to provide technical assistance to faculty wishing to improve their teaching skills, the General Education Program will be evaluated, and efforts will be made to more closely relate the academic and co-curricular lives of residential students. In graduate education and research we will be concerned with increasing the number of minority graduate students, continuing to develop new programs responsive to contemporary needs, initiating the graduate programs in Environmental Health Sciences, and strengthening the Summer Session program. Particular effort will be given to developing collaborative research with industry.

Our public service goals will be advanced by the initiation of a Center for Business Development which will marshal the considerable resources of the University directed to economic development. With respect to campus life, new priorities include strengthening University policy and enforcement in the area of student academic conduct, and investigating the needs for day care services for children of students, faculty, and staff. Finally, in the area of resource management, attention will be given to the professional development of faculty and staff, developing new computerized administrative information systems, and analyzing and disseminating information previously collected on the effectiveness of the academic programs.

Programs and Priorities 1983 also sketches some new initiatives which will be pursued in the future. We have requested resources in the budget process to enable this university to strengthen its capacity in the areas of preparation of science and mathematics teachers, computer science, applied science and technology, public policy, and management research and training. Each of these concerns will be advanced as resources permit over the next few years.

The progress of the University in achieving its goals is reviewed annually with the recognition that many goals are never achieved in any definitive or final sense. Many of the priorities stated in this plan are restatements of earlier priorities, not because they were beyond reach, but because of their enduring relevance to the University's future. The accomplishments of the University in recent years is a record of which we can be proud. Much has been accomplished, but much remains to be done.

In preparing this agenda for the future one is struck with the fact that planning is more than a process. Planning involves people. None of these accomplishments could have been made without the dedicated and sustained efforts of the faculty, staff, students, and friends of this University. It is hoped that the priorities contained in this document indeed represent the collective commitment of all of us to continue to strive for excellence in all facets of the life of this University, and to continue to move this institution forward in a manner consistent with its past achievements and future potential.

Vincent O'Leary
President

INTRODUCTION

One characteristic of this University's development since the mid 1970s is the extent to which it has been informed by a systematic, ongoing planning activity. Planning can represent a number of different things, but the essence of planning at this institution involves an orientation to the future, a commitment to rationality in decision making, and an adaptive capacity to respond to future conditions which may or may not have been anticipated.

To this end the University employs a one-year rolling plan within a multi-year perspective. This "strategic planning" requires setting short-term priorities within the context of longer term trends and institutional goals. Planning requires a multi-year perspective in order to avoid the tendency for day-to-day concerns to obscure our longer term goals. By the same token, a rolling plan suggests that these longer term goals and more immediate priorities need to be adjusted at least annually to keep them responsive to reality.

In 1977 the University published a Mission Statement which affirmed the fundamental values and goals of the University. These goals are central to the University's purpose, and they have been the basis of our subsequent planning and program development.

- . A commitment to the discovery and advancement of knowledge
- . A commitment to the teaching of students
- . A commitment to the larger society through public service
- . A commitment to freedom of thought and inquiry
- . A commitment to standards of quality which earn respect in all of its communities of interest

The Mission Statement also described some of the assumptions about the environment in which the University would be operating as it sought to implement these goals. Moreover, it spelled out the criteria by which priorities would be set and programs assessed. These assumptions and criteria set the broad policy dimensions within which the University operates, particularly in its programmatic and budgetary decision making.

During the 1981-82 academic year a "Five-Year Strategic Planning Statement" was developed which updated portions of the Mission Statement dealing with the criteria for future resource allocation and program development, and identified long-term trends and planning assumptions that are expected to condition the University's development over the succeeding five years. The Five-Year Strategic Planning Statement was reviewed and endorsed by the Council on Educational Policy and the University Senate.

In addition to this Five-Year Strategic Planning Statement, the University's goals and priorities provide a more specific strategy for implementation. During this past year, the University engaged in a campus-wide planning activity which involved 1) a review of the goals and priorities of each academic and support unit of the campus, 2) a review of recent trends in the University's environment, and 3) the setting of revised priorities for the campus as a whole in light of those goals and planning assumptions. These "priorities" are more discrete actions to be taken within a one- or two-year period to move the University toward the fulfillment of its goals.

Programs and Priorities 1983 represents the culmination of that planning activity. This document discusses the near-term outlook for the University in light of recent developments and the progress made in moving this University forward. Second, it outlines some of the programmatic directions which the University intends to pursue consistent with its mission and current societal needs. Finally, this document highlights some of the progress made on the

priorities set one year ago, with a brief description of some of the new priorities for 1983-84.

THE CURRENT OUTLOOK

The University is in the midst of a period of both opportunity and challenge. Viewed from one perspective, we may be entering a period of considerable opportunity for public higher education in New York. In recent months education has re-emerged as a primary concern in the national discourse. With this concern for the quality of education provided to our young people comes a growing recognition of the critical role played by colleges and universities in the initial preparation and retraining of teachers, in research and development which fosters high technology industry and enhances national productivity, and in educational programs and services which ensure an educated, responsive citizenry and improve the quality of life. Within New York State there are also signs of a growing recognition of the multifaceted contributions of universities to restoring the physical and social infrastructure and revitalizing the economy of the State.

At the same time, a sense of prudence reminds us that we just passed through one of the most serious budgetary challenges since the State's fiscal crisis of the last decade. While the immediate threat to SUNY's financial and programmatic integrity was ameliorated, many of the economic and political conditions which gave rise to that crisis persist. Even assuming some measure of economic recovery, the next two years may again be difficult ones for the University.

We are confident that given adequate budgetary support the University at Albany can and will continue to move forward. New York has one of the strongest and most diverse systems of higher education in the world, and within that system Albany has a

significant role to play through educational programs of high quality, research and scholarly activity of national and international rank, and programs and services which enrich the State's cultural and social environment and stimulate economic development.

The University has made considerable progress in establishing and maintaining excellence. Since 1976 the University has attracted over 250 scholars to the faculty. A number of programs have been strengthened; several are currently recognized as international in stature, and others are emerging leaders in their respective fields.

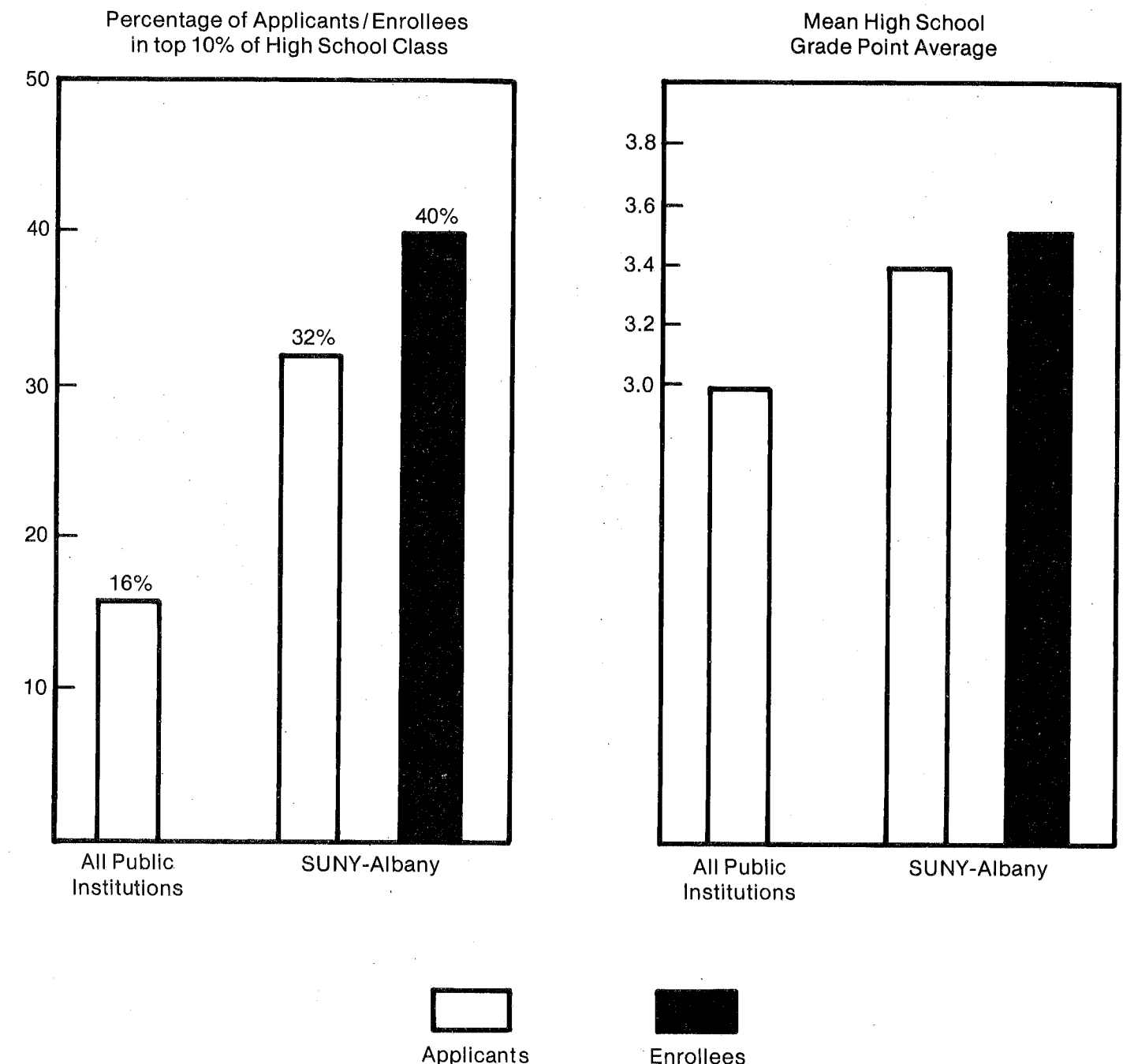
The University has maintained a reputation for quality, and a strong attractiveness among prospective students which matches, and with few exceptions, exceeds all other institutions in New York. Since 1978 freshmen applications have grown by 12 percent. The quality of the entering students has been consistently strong. Among freshmen, 32 percent of applicants and 40 percent of enrollees rank in the top 10 percent of their high school classes; compared to 16 percent of applicants nationally. The mean high school average of Albany applicants and enrollees far exceeds the national average. (See Figure 1.)

In light of these considerations, we believe the University is in a very strong position to meet any projected decline in the pool of traditional college-aged applicants. Our analysis indicates that Albany can continue to meet its goals for new students well into the decade without an erosion in admission standards.

At the graduate level we continue to meet enrollment goals. We have also seen steady growth in participation by students pursuing graduate study on a part-time basis. The quality of our graduate students has been noted consistently by external reviewers.

FIGURE 1

SUNY-Albany Indicators of Student Quality Fall 1982



Strategic Position

The University is becoming a major center for graduate education and research. Albany ranks second among the SUNY Centers and 26th among public universities nationally in total number of graduate students. Albany has the highest proportion of graduate enrollment to total enrollment of any SUNY institution. The quality of faculty research and scholarship has been recognized by numerous honors and awards.

During the past seven years, total extramural funding for research and training

tripled. After suffering an 18% loss last year because of federal policies, our research funding has rebounded to an all time high of over \$16.5 million, and it is projected to do even better next year.

The University at Albany is in a strong position to respond to the needs of its immediate environment and the broader state and national needs. Albany is the second largest University Center within SUNY in terms of enrollment. (See Figure 2.)

FIGURE 2

SUNY University Centers
Fall 1982 Enrollment

	Total	Graduate	Percent Graduate
Buffalo	23,480	6,000	26%
Albany	15,726	4,550	29%
Stony Brook	14,740	3,525	24%
Binghamton	11,725	2,745	23%
<hr/>			
Albany's Rank:			
SUNY		2nd	1st
National*		26th	4th

*Public Institution. Source: National Association of State Universities and Land-Grant Colleges, "Enrollment at State Universities and Land-Grant Colleges, Fall, 1979."

Moreover, when the full array of educational resources in the immediate area is considered, the Capital District is among the largest and strongest comprehensive University systems in the nation. Students and faculty at the University at Albany have available within a 15 minute drive, the educational resources of three strong specialized institutions: Albany Law School, Albany Medical College, and Rensselaer Polytechnic Institute. Taken together, these four doctoral granting institutions enroll over 23,000 students, with a complement of over 1,200 full-time faculty, producing 600 doctoral and first professional degrees annually. (See Figure 3.)

There is growing collaboration among these institutions. They are all members of the Hudson-Mohawk Consortium of Colleges

and Universities through which over 100 undergraduates per semester take courses on a cross-registration basis. A number of graduate students are involved in cross-registered courses with RPI, Albany Law School, and Albany Medical College. Beyond this, the University has joint programs with each of these independent institutions including ROTC instruction and a Russian Language program with RPI, an innovative B.A./J.D. program with Albany Law School, and a joint medical technology program with Albany Medical College. In addition, several faculty collaborate on research among these four institutions. This growing interaction strengthens each institution and creates a formidable resource for research and training, providing a strong foundation for the economic development of this region.

FIGURE 3

Doctoral Degree Granting Institutions
in the Capital District

	1982-83 Total Enrollment	Full-time Faculty	Doctoral Degrees Awarded
SUNY-Albany	15,725	680	175
Rensselaer Polytechnic Institute	6,475	360	95
Albany Law School	705	25	200
Albany Medical College	580	155	130
	<hr/> 23,485	<hr/> 1,220	<hr/> 600

Program Profile

The University at Albany currently offers 47 bachelor's degree programs, 49 master's programs, 14 certificates of advanced study, 23 doctoral programs and more than 20 combined bachelor's/master's degree programs in carefully selected fields consistent with its mission. This curricular profile reflects a strong core of undergraduate and graduate programs in the arts and sciences with a particular strength in programs offered in six professional schools.

The University is committed in its teaching and research to provide a firm grounding in the ever-expanding knowledge of the physical and biological worlds and to explore the interfaces between science and technology and science and public policy. The University has a strong core of seven doctoral programs in science and mathematics and it has achieved excellence in a number of areas; geological sciences, synoptic meteorology, computer science theory, mathematics and applied statistics, solid state physics, behavioral ecology, and molecular genetics.

The University also has a strong core of programs in the arts and humanities, with peaks of excellence in a number of areas (e.g. studio art, German, Slavic Languages and Literatures, Spanish, and writing). Albany is responding creatively to the need to develop a broad humanistic perspective on the role of science and technology in human life, the impact of values upon public policy, the application of computer technology to humanistic problems and the ability to understand and appreciate the contribution of the arts to society.

The University's public policy mission and its strong emphasis on social science oriented professional programs are built on a firm foundation in the social and behavioral

sciences, with particular strengths in sociology, economics, psychology, and anthropology, and research efforts of national visibility in clinical and experimental psychology, economics, Mesoamerican studies, and social structure and organization theory.

Albany has had a long and distinguished tradition in the professional training and research in education, and several of these programs are also nationally recognized. More recently the University has developed strong professional programs in public affairs, criminal justice, social welfare, library and information science, business, and public health. This array of programs makes Albany uniquely qualified to address the needs of the Capital Region and the State.

The University is committed to respond to those societal needs to which the University can make a meaningful contribution. This responsiveness is conditioned by the following considerations, however. First, the University's responses to contemporary needs must be systemic rather than superficial; they should be related to or consistent with the University's primary activity and not be relegated to a second class status. The University's contributions to technological and social needs should attempt to draw upon the strengths of programs across the entire campus and not be limited to activity isolated from the intellectual stream of the University. Rather, the University draws upon areas of strength across the campus, and applies this expertise to more immediate needs. In this sense, the University is a matrix organization in which diverse disciplinary based resources are brought together and directed to specific programmatic priorities.

The University's growing activity in international development is one case in point. The University has developed strong programs in foreign languages, area studies,

and professional programs with a strong international dimension, which provide the basis for active participation in the international arena. Academic exchanges and agreements for research and training abroad have been developed in Brazil, the People's Republic of China, the Soviet Union and Eastern Europe, Indonesia, and several other countries. In each case we are bringing the particular strengths of this campus to bear on the specific needs in these nations (i.e. helping to build the educational system in Indonesia, providing training and technical assistance to the Brazilian legislature, upgrading the credentials of University faculty in China, and similar efforts).

The University's future program development is guided by the following:

- The extent to which new initiatives are responsive to societal needs;
- A consistency with the University's mission, as informed by recent experience;
- The extent to which existing resources can be optimized.

To this end the University adopted in its Five-Year Planning Statement a set of criteria for program development. These three interdependent criteria of centrality, quality, and productivity continue to guide the University's budget review, reallocation, and program planning. (A full statement of these criteria is included in Appendix B of this document.)

FUTURE PROGRAMMATIC DIRECTIONS

The University's 1984-85 Preliminary Budget Request included a series of proposals for future programmatic development in five areas. These proposals were predicated on a request for additional resources. Even if the

requested resources are not forthcoming, these initiatives are critical in that they represent a statement of strategic priorities for the campus as a whole over the next several years. In each of these areas, the core academic resources are firmly in place. None of these initiatives represent a major redirection of current activity. To a large extent they represent the programmatic directions which will be sought, to the extent possible, through the gradual reallocation of existing resources.

Over the next several years attention will be given to the following five objectives:

- Prepare and Retrain Teachers in Science, Mathematics, and Foreign Languages
- Strengthen Applied Science and Technology
- Expand Education and Applied Research in Computer Science
- Advance the Public Policy Mission of the University
- Enhance the Management Focus of the University

Teaching of Science, Mathematics, and Languages

There is a growing national concern regarding the quality of our educational system, particularly preparation in basic academic skills and in mathematics, science, and foreign language. There is also growing evidence to suggest a general shortage of teachers by the end of this decade, and in the areas of science, mathematics, and foreign languages the shortages are already apparent. Moreover, rising national concerns about strengthening these programs in elementary and secondary schools as well as the New York State Regents-proposed

FIGURE 4

SUNY AT ALBANY ACADEMIC PROGRAMS

<p>MANAGEMENT AND POLICY</p> <p>*Education, *Criminal Justice, *Social Welfare, Public Affairs, *Business, Library & Information Science, *Public Health</p>
<p>SOCIAL AND BEHAVIORAL SCIENCE</p> <p>*Anthropology, *Economics, History, *Psychology, African / Afro-American, *Sociology, Puerto Rican, Latin American & Caribbean, Communication, Geography</p>
<p>HUMANITIES AND FINE ARTS</p> <p>*English, Philosophy, Classics, *Languages, Fine & Performing Arts, Interdisciplinary Programs</p>
<p>SCIENCE AND MATHEMATICS</p> <p>*Atmospheric Science, *Biology, *Chemistry, *Computer Science, *Geology, *Mathematics & Statistics, *Physics</p>

*Doctoral Programs

RESPONSES TO SOCIETAL NEEDS

- Science & Math Teaching
- Applied Science & Technology
- Computer Science
- Public Policy
- Management

requirements suggest that SUNY move aggressively in this area. While we recognize that these problems cannot be solved by universities alone, we are confident that this University can make a meaningful contribution.

The University at Albany has a long-standing record of achievement in the preparation and continuing education of secondary teachers. Contrary to national patterns, Albany's teacher education students in mathematics, science, and foreign languages are well above high school graduates in SAT performance; and our education students are among the top 3% of students in the country entering the teaching profession. At the same time, the number of students at Albany pursuing teacher preparation in mathematics, science, and foreign languages has declined dramatically in recent years, with a corresponding decline in the number of faculty. We believe this core program should be strengthened and augmented over the next few years.

Technology

The University has a growing presence in basic and applied research and training in the sciences, which is a requisite to technological development and its associated economic benefits. Strong fundamental research is the base upon which development of new technology ultimately depends.

In recent years, the University has redirected its scientific training and research to strengthen the applied face of the University, including collaborative research with the General Electric R&D Center, Sterling Winthrop, and other area corporate research units. The University has been particularly effective in redirecting existing academic resources to new interdisciplinary problems. For example, graduate programs in Public Health Sciences are being

established on the existing base of faculty expertise in the biosciences and statistics at Albany in cooperation with the State Division of Laboratories. The University's record of research and service in the atmospheric sciences is well known. The recent development of a McIDAS graphic weather display system and a state of the art lightning detection system have wide-ranging applications for government, media, utilities, and business. The Atmospheric Sciences Research Center has worked with industry-based research companies to develop sophisticated testing equipment and instrumentation.

The University has a critical mass of research activity in two areas which can be brought to bear on problems of immediate concern to high technology industry. The University's program in materials physics is a leader in the development of ion beam techniques. During the past six years the largest research program in the U.S. involving the study of solids has been established at Albany. The understanding and control of defects has now advanced to the state that defect engineering is evolving as a major new technique in semiconductor electronics.

One need in this area is to establish an effective link between this University research and its more immediate application in industry. Such a development would yield multiple returns not only in attracting further government and private financing for research and student support, but also in the potential for attracting high technology firms to the Capital Region.

The field of genetic and molecular biology has been characterized as in the early stages of a scientific/industrial revolution similar to the situation that existed in the fields of microelectronics and computer science 20 years ago. Fundamental scientific breakthroughs are occurring at an accelerated rate, and the commercial and industrial applications of this emerging technology are formidable.

Albany has a dozen faculty working at the leading edge of research of fundamental importance to the field of biotechnology. Major work is being done in such areas as cloned recombinant DNA, the structure and dynamics of nucleic acids, and related research on specific cell lines. This field is at a stage where fundamental research is of direct relevance to the production of new organic materials. Many of the problems currently under investigation at Albany could be extended or redirected to more immediate applications. As in the case of materials physics, we need to explore more effective linkages between university research and industrial application.

Computer Science

The University's computer science program has been strengthened greatly over the past five years. The number of undergraduate majors has doubled since 1980, with a corresponding increase in non-majors seeking computer science courses. It now has a new Ph.D. program and national visibility in a number of fundamental areas of computer science theory.

Within the past year faculty were hired with research interests in artificial intelligence, a field which is fundamental to robotics design and numerous other potential applications which may profoundly change the way we live. Albany is also strong in areas which are central to the next generation of computing and information technology.

The University's program in computer science is in a strategic position to help attract new high technology industry to this region, contribute to advances in basic and applied research, and provide highly skilled

personnel so necessary for sustaining economic development. It is also a strong complement to the more application-oriented computer science activity at RPI. In order for this University to exert a strong presence in this critical technological field, we believe that this program should be expanded over the next several years.

Public Policy

Since its establishment as a University Center in 1961, the Albany campus has pursued a special mission to address the State's public needs for research and education. Reaffirmed in 1977, this mission has developed to the point where there is now a formidable concentration of training and research directed to the needs and concerns of state government in New York. In its scope and breadth, from public administration to social welfare, to educational policy and others, the University rivals many of the largest and most prestigious universities in the country. It is fair to say that more research of direct relevance to public affairs and policy in the State of New York is done on the Albany campus than at any other university in this state.

The Nelson A. Rockefeller College of Public Affairs and Policy, established in 1981, combines public management, policy analysis, and direct practice within the varied offerings of nationally ranked programs. Taken together, the Schools within Rockefeller College have a graduate student body of 1000, a faculty numbering 100, a corps of 40 researchers and trainers, and an annual sponsored funds budget of \$4 million.

This public policy emphasis is also being carried out by a number of programs across the University. For example, the recently established Center for Social and Demographic Analysis serves as a major regional depository for federal census data on New York State. In its first year of operation, the

Center has begun to make a significant contribution to data collection, analysis, and survey research on social, economic, and demographic characteristics of New York. The Center can form the backbone of much of the public policy analysis conducted throughout the campus and it will serve as a resource for several state agencies concerned with economic development. The University will continue to advance this public policy mission to the extent that resources are available.

The Management Focus

This University has developed a very strong, multifaceted program in management. This commitment runs across the campus and ranges from fundamental research on organizational structure and behavior to direct and immediate technical assistance or training for local firms. The University has been particularly successful in mobilizing its diverse expertise in new, interdisciplinary programs. A Ph.D. in organizational studies is being developed with the collective efforts of some of our strongest faculty in business, sociology, and public administration.

Our management programs are directed to problems in both the public and private sectors. The demand for programs and services directed to public management in Albany continues to grow and the University has a number of programs providing management and technical assistance in the public sector (e.g. the Center for Women in Government, the Decision Techtronics Group, the Advanced Public Management Program, and others).

The University's management research and service is directly relevant to the economic development of this region. The Capital Region has a very diversified service-oriented economy; financial services grew at double the rate of the workforce during the last half of the 1970s, and the service sector grew even more rapidly.

All these growth industries share a need for education and direct assistance in contemporary management.

The University is moving forward on a number of fronts to address these economic needs through management training, career development, and organizational development programs, and technical assistance to area businesses. We are establishing a Center for Business Development to facilitate and coordinate various University activities and to serve as the principal University liaison with business and industry in the Capital Region. The Center will be a major access point for securing services from the campus and from the SUNY network of Development Centers. Working with an Advisory Committee of business leaders, the Center will arrange communication and conference programs to support economic development goals of the region and the State.

One of the critical needs of business in an emerging information society is the capacity to manage sophisticated information bases. The University's MBA program contains one of the largest and most active programs in management information systems in the Northeast. The student demand in this area is growing rapidly, and there is also a growing expertise in information systems within the School of Library and Information Science, and in the professional schools within Rockefeller College. We believe that future investments in these areas would provide an even stronger link between the University's management strengths and the economic development needs of the region.

Taken together, these various initiatives represent a comprehensive response to the current and emerging needs of this region and the State. Moreover, each of these initiatives are compatible with the University's current program profile and consistent with its mission. This does not suggest that these areas will be the

exclusive claimants for resources in the future. Other needs will continue to be addressed based on the resource allocation criteria employed in our planning and budgeting process and endorsed in 1982 by the University Senate. The above programs do represent a statement of general direction for the campus which will be refined by experience through the periodic reassessment of the University's planning process.

PROGRAMS AND PRIORITIES

The University's Mission Statement published in 1977 contained a section entitled Programs and Priorities which translated the more general statements of mission into more specific goals. These goals have been reviewed and updated annually since that time. These goal statements in their current form are also consistent with the longer term goals of the Five-Year Planning Statement endorsed by the University Senate in 1982. In recent years we have also developed more short-term, operational "priorities for action" within each goal. These priorities have become a key element in the University's planning process. Progress is assessed on each and new priorities are established annually.

This form of self-assessment is challenging enough during times of available resources. It is made more difficult by the current budgetary climate facing SUNY. The losses in budgeted positions which have occurred over the last five years have resulted in a growing erosion in our capacity to maintain the services and programs of a quality University Center. Since 1979 we have lost approximately 4 percent of our faculty resources while enrollment has grown by over one thousand students. This erosion in service capacity has been even more serious in the support areas creating dislocations in major services such as the Library, Student Services, and the Physical

Plant. These losses affect the entire campus, and they limit the effectiveness of the University's primary missions of instruction, research, and service.

Despite these difficulties, the University has moved forward during the past year. The following sections highlight some of the progress made on the University's priorities during 1982-83, and provide a brief description of the new priorities in each of the following five areas.

- . Undergraduate Education
- . Graduate Education and Research
- . Public Service and Community Collaboration
- . Maintaining the Quality of Campus Life
- . Effective Use of Resources

UNDERGRADUATE EDUCATION

The University is committed to the highest standards of academic quality, and this commitment has been particularly evident in our undergraduate program. The quality can be sensed in the general milieu of the campus, in the excitement of students and faculty alike in the process of intellectual discovery, and the searching, probing, critical orientation of students in approaching intellectual problems or a new body of knowledge. The University's commitment to quality is reflected in its growing reputation among scholars and students as a center for excellence in undergraduate education and by the quality of the students which the University continues to draw. Since 1973 Albany has ranked among a select group of public and private colleges and universities nationally in the quality of its entering students as measured by SAT scores. Other indicators, such as high school rank in class, indicate that this University has maintained very high standards of quality among the new freshmen admitted each year.

Commitment to Quality

Strengthen the quality of the undergraduate experience through improvement of teaching, advisement, and on-going curricular review.

A number of efforts were made to recognize and reward excellence in teaching. The University established a Presidential Award for Excellence in Teaching as a complement to the long-established Chancellor's award program. A sub-committee of the Council on Educational Policy completed a year-long effort to recommend a comprehensive policy and program for the evaluation of teaching. In addition, a proposed instructional rating survey was pilot tested during the previous year and will be refined and adapted for use by various academic departments.

With respect to advisement, deans of various colleges and schools have been consulted regarding possible incentives to improve faculty advising. In addition, an Advisor's Manual was prepared as a useful guide and reference for faculty advisement of undergraduate students.

The process of reviewing and updating the undergraduate curriculum is ongoing. Some of the major curricular reviews conducted last year include French, anthropology, African and Afro-American studies, business, and business education.

Next year we will explore mechanisms for encouraging the development of instructional innovations as well as providing consulting for instructors who wish to assess or improve their teaching skills.

Liberal Education

Continue to implement and refine curricula in liberal education and initiate programs to improve the articulation between liberal learning and career preparation.

During the past year the University implemented a system of undergraduate curricular requirements which form a coherent General Education Program, offering study in a wide variety of courses stressing verbal and mathematical skills, analytical and evaluative thinking, the structure and methods of the major academic disciplines, and the comparative study of cultural values. Over 300 courses were offered within six thematic categories: literature and fine arts, natural sciences, social sciences, symbolics, values, and world cultures. In addition, writing-intensive courses were offered by several departments. In an effort to evaluate these new courses, over 400 course sections were evaluated using a standardized student instructional rating form. A review of these General Education courses and the development of new courses will continue.

One major concern has been to balance the strong student interest in career preparation with the need to provide a broad liberal educational program, and to redress the imbalance of demand for a number of popular majors. In terms of balancing student demand, more rigorous requirements were instituted for the computer science major and for the teacher education certification sequence. New writing-intensive courses were developed to relieve some of the enrollment pressure on English composition courses.

New opportunities for students are being made available through such developments as a new structured minor in Business and an applied option within the physics major. A new booklet, Major Decisions, was published to assist students in making a more informed choice of a major in light of career considerations. Career fairs were held within the College of Science and Math. These and similar efforts will continue in the future.

Computing Literacy

Enhance the quality and access to computing in the undergraduate program.

Considerable progress has been made in a number of areas. New computer-related courses were developed or are in process in departments across the campus. The computer science minor was restructured to enable it to draw more broadly on academic resources beyond the department.

The University acquired 50 micro-computers for instructional use, and micro-computing facilities are being established in the School of Education, in the College of Social and Behavioral Sciences, Humanities and Fine Arts, and in Rockefeller College. The capacity of the mainframe computer was significantly upgraded with several additional terminals acquired for student use.

The University is currently acquiring a large DEC minicomputer which will be dedicated to instructional use. This machine is being intalled in two phases, which by 1984-85 will represent the addition of 90 new terminals. Beyond that, the Univerity is planning for a campus-wide integrated data communication network which will enable access to existing and future computers in a distributed computing environment.

Responsive Admissions

Continue to recruit and enroll high-quality full-time freshmen, qualified part-time adult students, and transfer students.

The remarkable attractiveness of this campus to new undergraduate students and the consistently high quality of those students was described earlier. However, no university in the 1980s can afford complacency regarding the numbers and quality of its entering students.

The College of Science and Mathematics was particularly active last year in identifying and attracting prospective students interested in the sciences. Contacts were made with area high school science teachers, special science fairs for outstanding secondary school science students were offered, and workshops were designed for high school teachers.

The University continues to provide access for students returning to higher education. Over 1,000 students were enrolled last year in part-time, nondegree study. In addition, approximately 100 students entered formal degree programs last year following an initial participation in nondegree study through the University's College of Continuing Studies.

The University has traditionally provided access to qualified students transferring from other institutions, and in recent years their number has grown to nearly 1,000 per year. There remain, nonetheless, certain barriers in terms of articulating the curricula and degree requirements between this University and the sending institutions, particularly in the case of community colleges. Last year, the University signed articulation agreements with several community colleges, enabling their graduates to transfer to Albany with full credit, provided certain designated courses are successfully completed prior to transfer.

In summary, we intend to maintain high standards for admission by all undergraduate students, increase the diversity of the student body, and stabilize and maintain a strong undergraduate population in the face of future enrollment pressures.

Minority Recruitment

Intensify efforts to attract and retain members of ethnic and cultural minorities.

A minority recruitment program began in Fall 1982, with a small number of new minority students in its first year. Based on current data on applications, we anticipate a doubling of the number of new minority students via this program for Fall 1983. The University still has a great deal to do to improve the representation of members of minority groups in the student body, and this effort will be intensified in the future.

Beyond student recruitment, the University is also concerned with the quality of the campus life available to minority students. To this end an Office of Minority Student Services was established last year, and this program has been particularly effective. In addition there are indications of broader participation by diverse groups in student government, as residence assistants and in other aspects of campus life.

Educational Opportunity

Intensify efforts to attract and retain academically and economically disadvantaged students.

The University is committed to facilitate access and full participation by students disadvantaged by educational and economic backgrounds. The University's Educational Opportunities Program has been particularly effective in upgrading the academic skills of such students so they can compete with their peers on a common basis, and it serves as a model for similar programs in SUNY.

Recent priorities have centered on student recruitment, and with establishing and maintaining cooperation and assistance from various academic departments. During this past year the EOP admissions function

was strengthened, and we are hopeful that this will result in improvements in the level and rate of admission of EOP students. Second, departmental faculty have been helpful in identifying capable EOP tutors in their subject matter areas, and procedures to facilitate entrance to the major were developed in Business and Computer Science.

GRADUATE EDUCATION AND RESEARCH

The scope and quality of graduate education and research at a university center is a major determinant of its character, and of the credibility of its claim to excellence. In a university, graduate education and research are highly interdependent and mutually supportive. The phenomenal growth and specialization of science and scholarship require faculty to be engaged directly in frontier research in order to keep abreast of their respective fields. This not only contributes to good scholarship, but also to meaningful teaching. Graduate education in a research environment stimulates students to become involved directly in research and intellectual discovery, and this is true for undergraduate education as well. This University offers challenging opportunities for students regardless of their level of proficiency to have access to teacher-scholars of high caliber and to share in the process of discovery. Similarly, faculty research is enhanced by the testing and criticism of ideas by graduate students and faculty peers. The continued vitality of graduate education and research is central to the University's purpose.

Excellence in Graduate Education

Strengthen the quality of the graduate educational experience through ongoing curricular review, improved access to academic resources, and the recognition of excellence.

Progress was made on the following priorities. External reviews of graduate programs under the auspices of the Graduate Academic Council have been strengthened. All doctoral programs reviewed included an examination of completed dissertations by teams of external scholars. In the future, participation on dissertation committees by faculty selected from related disciplines will be encouraged. In addition, we will consider reviewing completed dissertations on a sample basis.

Over the past two years several efforts have been made to recognize excellence. In 1981-82 an award for outstanding teaching at the graduate level was inaugurated. Awards to recognize outstanding doctoral dissertations also were continued. The Benevolent Association Research Fellowship Program has been very successful in helping to fund research by graduate students with 40 awards annually.

Since graduate training in many fields involves the preparation of qualified college and university faculty, a program to assist departments in training their graduate teaching assistants was implemented, and participation will be expanded next year. There is a continuing concern to provide adequate educational resources to support graduate student work including study space, computing support, and opportunities for participation at professional meetings. This will be done as resources permit, with particular attention to non-state resources.

Graduate Enrollment

Maintain the present level of graduate enrollment, increase the proportion of graduate students enrolled full-time and in degree programs, and continue to provide graduate programs for nontraditional clientele.

The University has maintained strong graduate enrollment contrary to the

prevailing trends nationally. This is largely attributable to the growing reputation for quality among our graduate programs. Beyond this, the University is pursuing a multifaceted strategy to attract and retain quality graduate students.

A key element of that strategy is the development of new graduate programs. In each case, the academic resources necessary are firmly in place, and the new programs require redirecting current faculty efforts or combining existing program strengths in innovative ways that meet new societal needs and student requirements. All the graduate degree initiatives which are at present or soon will be at SUNY Central Administration or at the State Education Department for consideration illustrate this pattern.

Psy.D. in School Psychology
D.A. in Humanities
Ph.D. in Organizational Studies
M.S. and Ph.D. in Environmental Health and Toxicology
M.S. and Ph.D. in Pathobiology
M.A. in Public Policy and Administration

The Certificate in Advanced Public Management is currently being reviewed by SUNY and the following advanced certificate programs have been recently approved by the Regents.

Management of Court Systems
Public History
Russian Translation
Regulatory Economics

A second element of this strategy is the development of combined bachelor's-master's degree programs, which accelerate progress to the master's degree. These programs encourage students to obtain a firm grounding in the liberal arts discipline and to continue on to more advanced study in the arts and sciences or a professional program. Over twenty combined degree programs are currently offered at the University.

The University is also providing expanded opportunities for part-time graduate study on a nondegree basis. Last year specially designed courses and programs were offered to over 500 students under a simplified admissions procedure, and this participation is expected to grow by 50 percent this Fall.

In the future, priority will also be given to attracting many of these students to further study toward a graduate degree. In addition, particular attention will be given to increasing the proportion of minority students at the graduate level.

Strengthening Research and Scholarship

Increase and diversify support and incentives for individual and collaborative research.

The University at Albany has established an impressive record of accomplishment in research, as evidenced by the growing scholarly reputations of our faculty, the honors and recognition bestowed on faculty researchers, and in the dramatic growth in extramural funding. Despite the vagaries of the current federal research funding climate, the University's total non-state funding for research tripled since 1975-76, and now exceeds \$16 million annually. The vitality of individual faculty, the programs they support, and the institution as a whole are dependent upon an active commitment to research. At Albany this research climate will be further strengthened through a variety of efforts.

Research centers and institutes provide a structured, yet flexible, mechanism for focusing collective capacities to conduct research and to provide consultation services in carefully defined problem areas. Such activities also help to revitalize traditional academic disciplines. The University is committed to facilitating the development and

continuation of centers and institutes for research and training. The University currently has nearly 40 centers and institutes which together attracted over \$7 million in extramural funds in 1981-82.

The growing scale and complexity of fundamental research encourages investigators to combine resources and expertise with colleagues in other institutions, and our faculty are engaged in a number of collaborative research efforts with educational institutions in the Capital District. There is also a growing complementarity between industry's need for high-quality basic research and the resources and expertise available at research universities. We need to marshal these industry and university resources more effectively to improve our competitive position in national research and development.

Last year a directory of faculty research interests and activity was completed and disseminated widely, as a means for identifying points of mutual research interest between the University and industry. An ad hoc committee on industrial liaison worked last year to establish linkages with various industry research. A major conference was held in the spring of 1982 for that purpose, and further efforts are planned next year under the direction of a newly appointed Associate Vice President for Research.

Research and scholarship in new areas is stimulated by interdisciplinary work across departmental lines. Last year saw a dramatic increase in the number of faculty joint appointments in such areas as biology, chemistry, physics, social welfare, business, economics, statistics, Puerto Rican, Latin American and Caribbean studies, and in the new interdisciplinary Department of Public Affairs. In addition, new opportunities for recognizing excellence in research will be explored, including the continuation of the highly successful Distinguished Research Lecture Series.

National Visibility

Enhance the visibility of the accomplishments of the University in the national educational community.

The University has made considerable progress in enhancing its visibility and stature in the academic community. One indication is the growing number of national and international conferences held at Albany. During the past year alone, sixteen major conferences were held here. The subjects addressed were diverse, including such issues as the Crisis in Central America, Precipitation Chemistry, Women in American Theatre, the Literature of Chaucer, the Reindustrialization of New York State, the Annual Meeting of the American Mathematical Society, and the International Conference on High Pressure Science and Technology.

The number of faculty active on editorial boards continues to grow. According to available information, at least 20 faculty have major editorial responsibilities with established scholarly journals and monographs. There are an equal number of scholarly journals currently published at Albany. A sampling includes Work and Occupations, Theatre Survey, Journal of Applied Behavior Analysis, The Writing Center Journal, Journal of Crime and Delinquency, Atomic and Nuclear Data Tables, The Spencer Newsletter.

Our future priorities center on two mutually reinforcing needs: to further enhance the intellectual milieu on campus and to increase the visibility of this University in the academic community. We will continue to sponsor national and international conferences; support visiting appointments, lectures, and symposia by prominent scholars; and encourage faculty to attain leadership in their respective disciplines through publication of research, participation on editorial boards, and sponsorship of scholarly journals where feasible.

Library Support

Strengthen the Library's contribution to research and graduate education.

The long-range planning for the University Library has identified a number of strategies for strengthening its contribution to education and research within the realities of rising costs and revolutionary changes in the information field. Elements of this strategy include increased automation of transactions and processing, participation in national information networks, more selective acquisition of new materials consistent with University program priorities, and a decentralization of information access through a campus terminal network.

Progress was made in the following areas during the past year. A Graduate Library in Public Affairs was established on the downtown campus. A plan for coordinated collection development among institutions in the Capital District was approved, guidelines for sharing expensive library items among SUNY Centers were devised, and on-line access was developed with the New York State Library. A Request for Proposal (RFP) for a new automated circulation system was completed, and plans for automation in acquisitions, fund accounting and nonbibliographic data bases were developed. Planning for an on-line catalogue and for an interface to the University's future telecommunications system will proceed during the coming year.

PUBLIC SERVICE AND COMMUNITY COLLABORATION

The responsibilities of a public university extend beyond the boundaries of the campus, addressing the needs and concerns of the community and the state. This public service function is carried out through a variety of programs and services including public-policy analysis and consultation, instructional programs and training addressed to the needs of clientele in the community, and applying University expertise to problems of regional economic development.

Commitment to Public Policy

Continue the University's major commitment to research on issues of public policy and provide consultation, educational programs, and service to the executive, legislative, and judicial branches of state government, related public service agencies, and the citizenry.

The University at Albany has a number of programs which bring the resources of the University to bear on problems of public policy, particularly with respect to New York State government. For example, the Nelson A. Rockefeller College of Public Affairs and Policy brings together the Schools of Criminal Justice, Social Welfare, and Public Affairs, and their associated organized research centers, including the Institute for Government and Policy Studies, Center for Women in Government, Center for Organization and Policy Studies, the Center for Financial Management, and the Ringle Institute of Gerontology. Rockefeller College is associated with a SUNY-wide Nelson A. Rockefeller Institute of Government. During the past year a Provost was appointed and several previously separate school administrative functions were consolidated at the college level. The College implemented a program in Advanced Public Management Training. A joint Public Affairs/Doctor of Law degree was established with Albany Law School, and a Certificate for Court Systems Administration is under development.

The formation of Rockefeller College will stimulate interdisciplinary research and technical assistance to governmental agencies and form the centerpiece of a growing University presence in public policy over the next several years.

Economic Development

Continue to develop programs oriented toward improving the economic vitality of northeastern New York.

The future of the University is linked closely to the economic condition of the state and the Capital Region. A major effort has been made in recent years to expand services to area business and industry and to strengthen the University's capability to contribute to the sustained development of this region. Many of these efforts, particularly in the area of management assistance, were described earlier in this document. Beginning this year, the recently established Center for Business Development will coordinate many of these University activities relating to business and serve as an access point for securing services from this campus and the SUNY network of business development centers.

Extending the University

Continue to make the resources of the University more accessible to the community through educational programs and courses available on campus and in the community.

The University provides an impressive variety of opportunities for adults and other special clientele to study on a credit or non-credit basis. Last year the University's Division of Continuing Studies provided credit courses to approximately 2,500 part-time students and served approximately 10,000 adults enrolled annually in noncredit courses through the Community Education Program. The School of Social Welfare's Continuing Education Project offers training for practicing professionals in state and local social service agencies throughout northeastern New York. The Center for Women in Government offers a wide variety of training programs for women at all levels of both New York State and New York City governments, including programs designed to

build job-related skills through career planning and managerial training, training and technical assistance to personnel of state agencies in the areas of affirmative action, staff development, and the identification and reduction of sexual harassment.

Several professional schools in cooperation with the Division of Continuing Studies provide specialized training for public agencies, area businesses, and professional associations, including courses, workshops, seminars, and conferences designed for supervisors and managers. One priority for next year is to better coordinate these various training efforts. A company coordinator is being designated to serve as a liaison with area firms in providing University training and technical assistance.

Community-University Cooperation

Advance programs of mutual benefit to the University and the community.

The University actively participates in the life of the community. For example, it makes University facilities available for community interest and provides concerts, performances, and artistic and cultural events. The University sponsors the Community Service program in which hundreds of students receive academic credit for service in community agencies.

A future priority is to broaden the University's public service referral system through which community organizations or individuals are directed to the appropriate University services or resources.

The University's location and facilities offer attractive opportunities for competitive sports. We need to upgrade the football field and construct a field house which will meet growing campus needs and provide new opportunities for regional athletic and recreational activities. Some progress was made last year, and we will continue to actively seek resources for this purpose.

University Alumni

Strengthen the University's relations with alumni.

The University's alumni represent a special constituency which reflects positively on the institution and is a source of continuing participation and support. The University currently has over 50,000 alumni, and this body is increasing by approximately 3,500 graduates annually. Special efforts were made to introduce undergraduates to the responsibilities of alumni.

Last year a student auxiliary, the "Purple and Gold," was formed which involves a number of capable undergraduates in service projects in support of the Alumni Program. In addition, active alumni organizations were established by several of the University's professional schools.

Private Support

Intensify efforts to attract private support from the community, business, faculty, alumni, and friends.

Private support is becoming an increasingly important resource for sustaining and building educational quality at the University in the future. Fund-raising efforts expanded and accelerated in 1982-83 with private support reaching the one million dollar level for the first time. Total private support has doubled in the past five years.

The new University at Albany Fund, Inc. was established on July 1 and will serve as the unified fund-raising/management organization for attracting and administering private contributions. New initiatives have been developed to solicit gifts from alumni, parents of students, private corporations and foundations, and friends. Preliminary steps are also underway in planning a first major capital campaign.

MAINTAINING THE QUALITY OF CAMPUS LIFE

The quality of life is influenced by the quality of teaching, research, and University services, and it affects the University's ability to engage in public service and outreach. The University is committed to fostering a positive, supportive, intellectually exciting environment in which to study, work, and live. This is being accomplished in a variety of ways: by increasing the interaction between the academic and extra-curricular life of the campus and contributing to student development; by improving access and support services for "nontraditional" students; by continuing to support the arts on campus; and by enhancing health, safety, and the attractiveness of campus facilities.

Student Development

Continue to strengthen and maintain programs and services for student development goals in such areas as intellectual discovery, cultural and intercultural experience, personal and ethnical values, social and interpersonal effectiveness, physical development, and career exploration.

One major priority in this area has been to encourage greater interaction between the academic and co-curricular life of the campus. This was addressed in part by the encouraging level of faculty participation in the summer freshmen orientation program, and by additional orientation activities in the early Fall. Next year attention will be given to bringing more academic programming into the residence halls. Possibilities include language tables, writing workshops, assignment of rooms by area of academic interest, and other means.

The University's sports and organized recreational programs continue to grow in participation. In addition, a review by the U.S. Office of Education last year indicated

that the University is providing equality of access to athletics consistent with the federal Title IX legislation.

Student Diversity

Continue to improve programming for nontraditional students, including adult learners, foreign students, and students with disabilities, and create an environment which facilitates their successful participation in the intellectual and co-curricular life of the campus.

Women are returning to higher education in growing numbers, and many of them bring special skills and experiences to their educational programs, as well as unique needs. During the past two years, returning women students have organized to facilitate interaction and to develop peer and professional support. One continuing need is suitable options for day-care services, and this issue will be given priority attention next year.

The intellectual and cultural diversity of the campus is enhanced by the presence of foreign students from around the world. The University encourages their active participation on campus and provides services to facilitate their entry and adjustment. Over 400 international students from 69 countries were enrolled this past year, and this number has been growing by more than 10 percent annually over the past several years.

For more than two decades, the University has taken a leadership role in providing access to students with disabilities. The design of the campus is highly integrated, which makes it one of the most architecturally accessible campuses in the state. The University was applauded by a legislative study committee on compliance to the federal 504 legislation as an outstanding example of what can be done to provide access to the disabled. The University also has student services targeted to the needs of the disabled, including counseling, associations, study aids, and transportation services.

The Arts

Continue to support art, music, theatre, dance, and film on campus and make arts facilities available to community groups and audiences.

The arts in their several forms -- music, theatre, film, dance, and visual arts -- continue to be widely available to the University community. The University Performing Arts Center is one of the finest showcases for the arts in the Capital Region. Each year several major theatre productions are performed under faculty direction featuring student actors as well as guest artists drawn nationally. The University sponsors musical presentations by the University Community Orchestra, the University Chorale, the University Singers, the Symphonic Concert Band, and the Jazz Ensemble. In addition, numerous solo and ensemble performances are offered by University faculty, students, and guest artists on campus and at various locations throughout the Capital Region.

The University Art Gallery continues to enrich the cultural life of the University and community and support the academic program of the Department of Art. The Gallery presents up to 20 exhibitions of contemporary art in all media annually, attracting nearly 40,000 visitors each season.

Enhancing the Physical Environment

Accelerate efforts to promote a safe, healthy, and physically attractive campus.

The University has an architecturally impressive and functional facility. The aging and deterioration of the physical plant will continue to require an ongoing program of preventive maintenance. Similarly, the ever-present risks of hazards to people and property underscore the continuing priority of recent campus initiatives for fire, radiation, chemical, and personal safety.

Despite limited resources, the University has established a record of which it can be proud. Energy conservation measures since 1975 have yielded a 23 percent reduction in consumption and a cumulative cost avoidance of over \$4 million, making this campus one of the most efficient in the SUNY system. Similarly, in the annual inspections of the condition and repair of campuses conducted by SUNY, Albany moved from last place to first place over the past three years. This represents a strong endorsement of the priority we have attempted to place on the maintenance and repair of facilities.

THE EFFECTIVE USE OF RESOURCES

The functions of management, planning, budgeting, and evaluation reflect an institutional commitment to rational decision making and the effective use of the human, financial, capital, and intellectual resources of the campus. This requires the collective commitment of faculty, students, administration, and staff. Universities operate under a tradition of shared governance, which implies a shared responsibility by faculty, students, and staff to participate in the formulation of policy and oversight of its implementation, and by the administration to be open, accountable, and effective in the marshaling of resources to support the objectives of the University.

Affirmative Action

Continue to work to make the practice of affirmative action an institution-wide commitment.

The University is committed to the energetic practice of affirmative action in the employment of minorities, women, the handicapped, and Vietnam veterans. The Affirmative Action Office, in close consultation with the University Commission for Affirmative Action and the Office of the President, is dedicated to the vigorous implementation of the University's

Affirmative Action Plan. In addition to meeting external requirements for federal and state reporting, the Affirmative Action Office provides technical and informational support to search committees in all areas of the University to facilitate the recruitment of qualified candidates from the affected groups.

Last year, the University established a network of trained advisors in all major academic and administrative units for consultation and appropriate referral regarding sexual harassment. During the past two years, considerable progress was made in the recruitment and retention of women and minorities to the administration ranks. In the future, continued emphasis will be given to working with academic departments in meeting affirmative action goals. To assist in that effort, the Affirmative Action Office is being strengthened by the appointment of an Associate Director.

Human Resources

Enhance the skills and adaptive capacity of current faculty and staff.

As faculty and staff profiles become more stable and fewer new people are recruited into the junior ranks, the University will need to become more flexible in the deployment and utilization of its human resources. During the past two years particular attention has been given to encouraging faculty and administrative staff to develop computing skills. A highly successful Atari project by which faculty and staff were loaned a microcomputer on a short-term basis has been expanded into a proposed microcomputing library. In addition, several short courses and training sessions in academic and administrative computing have been offered each year.

With respect to faculty development, one college has obtained a professional consultant to help faculty renew active research and publication. Computing laboratories for student and faculty use have been established in several colleges and schools. These efforts will be continued.

During the coming year a major effort will be made to provide a professional development program for selected administrative staff, as well as continued efforts to provide professional development opportunities for faculty through sabbatical leaves, interdisciplinary appointments, and other means.

Management Effectiveness

Continually monitor the efficiency and effectiveness of administrative services and management practice, improve internal coordination among administrative units and communication with campus constituencies, and maximize the utilization of existing resources.

Increasingly this goal is being addressed by various applications of communications and office technology. During the past year a Request for Proposal (RFP) was released for a new campus-wide telecommunications system, to be acquired and installed by the Fall of 1984. In tandem with that effort, the University is investigating various methods for upgrading the communication system for the transmission of data across the campus. Last year the mainframe computer was upgraded, with significant improvements in computing capacity, communications, and memory. In addition, a DEC mini computer is being acquired over the next two years which will significantly improve the total capacity and available software for instructional computing.

A word processing network is being developed with workstations currently in place in several administrative offices, nearly all the deans' offices, and several academic departments. This should provide the capacity for an electronic mail system within the next two years. Finally, we have resumed planning for a new student information system; a Steering Committee was formed last spring and a survey of information system needs is nearing completion.

Planning and Budgeting

Continue to refine the University's planning-budgeting process by streamlining current procedures, strengthening the long-range planning perspective, and improving the information bases for planning and budgetary review.

During the past year the planning process for the colleges and schools was restructured to more clearly distinguish the planning and annual report functions from budgeting, and to streamline the process by spreading the activity more evenly during the year. Some improvements were also realized in the information systems which support the planning and budgeting function. Finally, the University's planning process was strengthened by involving the deans more directly in enrollment projections and improving the articulation of this process with academic planning.

Evaluation

Strengthen and integrate activities which support an evaluation of University programs, identify new methods and measures for evaluation, and develop a plan for periodic evaluations at the institutional and department levels.

Information was collected from all academic and administrative departments on the current methods of evaluating their programs. This evaluative information, as well as data collected continually from student surveys, was incorporated into the University's planning process. In addition, longitudinal surveys of freshmen and seniors have been conducted since 1978, as well as a survey of recent graduates conducted in 1982. These "outcomes surveys" will be continued on a periodic basis. Next year particular attention will be given to analysis and dissemination of the results of these surveys in a form which is useful for academic planning and program review.

CONCLUDING REMARKS

The foregoing presents an impressive record of accomplishment for the University. The updated goals and the priorities for action associated with each goal are reported in full in the Appendix. What this clearly shows is that planning is an ongoing activity. Despite the progress made in recent years, many of our goals are not met in a definitive sense. We must continue to move forward to make this University achieve its full potential.

Planning is often most difficult during a period of financial constraint. However, this is the very reason why thoughtful planning is so necessary. As the available options become more limited, even the small decisions become more critical. These choices become even more difficult, and their consequences more serious, without planning.

While a great deal has been accomplished, much remains to be done. In some cases we will fall short of the goals we have set for ourselves. However, that doesn't detract from the value of setting these goals. Where we cannot fall short is in our faith in this University and its ability to continue to press its claims upon the future.

Appendix A

GOALS AND PRIORITIES FOR ACTION: 1983

UNDERGRADUATE EDUCATION

GOAL I COMMITMENT TO QUALITY

Strengthen the quality of the undergraduate experience through improvement of teaching, advisement, on-going curricular review, and programs for student learning skills.

PRIORITIES

- A. Encourage departments and schools to review and update the undergraduate curriculum.
- B. Strengthen academic advisement by improving selection and training of faculty advisors in the academic departments and by producing an Advisor's Manual.
- C. Implement programs for the improvement of undergraduate teaching and identify and reward excellence in teaching; institute a system for evaluating teaching.
- D. Provide financial support for instructional innovations, including development of new courses and technical advice for instructors who wish to assess or improve their teaching.
- E. Improve facilities and equipment necessary to support quality educational programs.

GOAL II LIBERAL EDUCATION

Continue to implement and refine curricula in liberal education and initiate programs to improve the articulation between liberal learning and career preparation.

PRIORITIES

- A. Evaluate the General Education Program and encourage development of new courses.
- B. Develop University policies to respond more effectively to student demand in specific programs.
- C. Develop closer articulation between students' career aspirations and liberal learning through cooperative efforts in academic advisement and career planning by academic departments and appropriate University offices.

GOAL III RESPONSIVE ADMISSIONS

Continue to recruit and enroll high quality full-time freshmen, qualified part-time adult students, and transfer students.

PRIORITIES

- A. Develop a pilot program to involve departments in the recruitment of students in areas that are not currently in high demand.
- B. Provide opportunities for increasing numbers of part-time students in degree programs: explore feasibility of a single application geared to the adult part-time student; plan a special summer planning conference for Continuing Studies students who matriculate.

- C. Continue to explore articulation agreements with community colleges to facilitate the transfer of qualified students to the University.

**GOAL IV
RECRUITMENT OF MINORITY STUDENTS**

Intensify efforts to attract and retain members of minority groups.

PRIORITIES

- A. Intensify efforts to attract high quality minority students.
- B. Foster a campus climate of enhanced receptivity to larger numbers of minority undergraduates.

**GOAL V
EDUCATIONAL OPPORTUNITY**

Intensify efforts to attract and retain academically and economically disadvantaged students.

PRIORITIES

- A. Develop more extensive and effective programs for recruiting and enrolling EOP students.
- B. Encourage continued cooperation between the EOP program and academic departments to facilitate the academic success of EOP students.

GRADUATE EDUCATION AND RESEARCH

**GOAL I
EXCELLENCE IN GRADUATE EDUCATION**

Strengthen the quality of the graduate educational experience through ongoing curricular review, improved access to academic resources, and the recognition of excellence.

PRIORITIES

- A. Review the quality of doctoral dissertations and undertake extradepartmental reviews of accepted dissertations on a sample basis; include members from related disciplines or institutions on dissertation committees.
- B. Seek financial support for graduate student housing.
- C. Advance programs for training graduate teaching assistants, and mandate training of teaching assistants with limited English proficiency.
- D. Improve access to space, study facilities, computing support, and support participation at professional conferences by graduate students.
- E. Continue the University award for outstanding doctoral dissertation research.

**GOAL II
GRADUATE ENROLLMENT**

Maintain the present level of graduate enrollment, increase the proportion of graduate students enrolled full-time and in degree programs, continue to provide graduate programs for nontraditional clientele, and increase minority student representation at the graduate level.

PRIORITIES

- A. Increase full-time and degree credit enrollment by developing new degree programs, including combined and dual degrees, that combine existing faculty resources in ways that will attract able graduate students.
- B. Continue efforts to recruit full-time graduate students.
- C. Maintain support for graduate students through research funds, private funds, and the more effective use of state-budgeted personnel resources.

- D. Develop courses and programs for continuing professional development.
- E. Develop additional graduate opportunities at off-campus sites.
- F. Intensify recruiting efforts to attract and retain a larger number of minority students at the graduate level.

**GOAL III
STRENGTHENING RESEARCH AND SCHOLARSHIP**

Increase and diversify support and incentives for individual and collaborative research.

PRIORITIES

- A. Encourage the further development of centers and institutes for research and training, actively promote joint faculty appointments to organized research units, and encourage appropriate cooperation and collaborative research by research groups on campus and joint proposals for external funding of research projects.
- B. Facilitate collaborative research relationships by faculty with appropriate industries.
- C. Develop faculty evaluation systems and incentives, such as joint titles, which encourage interdisciplinary and interdepartmental research.
- D. Strengthen faculty commitment to research through such means as faculty research plans, sabbatical leaves, faculty exchanges, and financial incentives.
- E. Develop criteria and guidelines for the allocation and reallocation of faculty positions, graduate assistants, clerical support, space, and related resources which more adequately reflect an appropriate balance between needs and accomplishments of departmental research and teaching.

- F. Improve the utilization of overhead funds and other nonstate revenues such as seed grants, and support promising short-term research projects.
- G. Celebrate excellence through formal recognition of significant faculty and student scholarship, continuing the Distinguished Research Lectures and establishing "Inaugural Lectures" by recently promoted full professors.

**GOAL IV
NATIONAL VISIBILITY**

Enhance the visibility of the accomplishments of the University in the national educational community.

PRIORITIES

- A. Encourage departments and research centers to sponsor national and international institutes and meetings on topics of contemporary concern in their respective disciplines.
- B. Place increased emphasis on attracting distinguished visiting scholars to the University.
- C. Support faculty participation and leadership in national scholarly and professional associations.
- D. Provide financial and logistical support for scholarly journals sponsored by University departments or centers, particularly for start-up costs.

**GOAL V
LIBRARY SUPPORT**

Strengthen the Library's role in research and graduate education.

PRIORITIES

- A. Facilitate University Library participation in national and SUNY consortia for collaborative collection development to assure faculty and student access to materials required for excellence in research.

- B. Plan systematically for the demands and opportunities afforded by expanding technology: continue automated processing and move to decentralize access to library information via a terminal network.

**GOAL VI
ACADEMIC COMPUTING**

Enhance the computational capacity of the campus for instruction and research.

PRIORITIES

- A. Establish computing competency requirements for graduate degrees, where appropriate.
- B. Increase access to computing for faculty and students in consultation with the Computing Advisory Committee.
- C. Provide state of the art software in support of research and graduate training, particularly in the areas of statistical/numerical analysis, graphics, data storage/retrieval, word applications, and computer-based instruction.
- D. Develop new courses outside the computer science major which stress computer applications within the respective disciplines and develop new minors in computer science or computational analysis.

**GOAL VII
SUMMER SESSIONS**

Develop the Summer Sessions as an integral and innovative component of graduate and undergraduate education at the University.

PRIORITIES

- A. Explore the feasibility of using Summer Sessions as an opportunity to ease enrollment pressures during the regular academic year; offer General Education courses and specialized courses in languages, writing and computing.

- B. Continue to serve Albany residents and visiting students during Summer Sessions.
- C. Continue to provide opportunities for professors to develop new and creative credit programming during Summer Sessions.

PUBLIC SERVICE AND COMMUNITY COLLABORATION

**GOAL I
COMMITMENT TO PUBLIC POLICY**

Continue the University's major commitment to research on issues of public policy and provide consultation, educational programs, and service to the executive, legislative, and judicial branches of state government, related public service agencies, and the citizenry.

PRIORITIES

- A. Continue to strengthen and advance programs offered under the auspices of the Rockefeller Institute.
- B. Enhance and expand the contribution of the Nelson A. Rockefeller College of Public Affairs and Policy in public service and community collaboration.
- C. Advance the work of public policy institutes and centers; assess the need for additional public policy certificate programs to prepare highly trained analytical personnel for government service.
- D. Encourage and stimulate all academic units to participate in public policy, and develop opportunities and incentives for further faculty participation in public policy research and consultation.

**GOAL II
ECONOMIC DEVELOPMENT**

Continue to develop programs oriented toward improving the economic vitality of northeastern New York.

PRIORITIES

- A. Activate a Center for Business Development to facilitate cooperative programs with business.
- B. Strengthen and coordinate efforts to address the research needs of the region to sustain regional economic development.
- C. Maintain and enhance the University's contribution to the High Technology Coordinating Committee.
- D. Explore the development of coordinated efforts to assist in the establishment of high technology firms.
- E. Continue to participate in the Capital Region SUNY Consortium to deliver coordinated technical assistance to business, industry, and government.

**GOAL III
UNIVERSITY OUTREACH**

Continue to make the resources of the University more accessible to the community through educational programs and courses available on campus and in the community.

PRIORITIES

- A. Continue to provide training and professional development programs to the private sector as well as public agencies and associations.
- B. Establish the Council for Continuing Education as a mechanism for coordination of various external training activities offered by the campus.

- C. Explore possibilities for coordinating activities with other Capital District institutions for the development of a centralized conferencing system.
- D. Expand the Company Coordinator Program as a mechanism for liaison and referral of training and technical assistance for area firms.
- E. Explore cooperative educational programming with WAMC radio.
- F. Expand the use of recently acquired satellite communications equipment for teleconferencing and educational programming.

**GOAL IV
COMMUNITY-UNIVERSITY COOPERATION**

Advance programs of mutual benefit to the University and the community.

PRIORITIES

- A. Develop campus athletic facilities which will meet critical University needs and offer opportunities for regional athletic events.
- B. Develop a coherent campus-wide public service referral system to link University capabilities with community needs.
- C. Expand and improve general media coverage of significant University research and scholarship.

**GOAL V
UNIVERSITY ALUMNI**

Strengthen the University's relations with alumni.

PRIORITIES

- A. Design and test pilot programs of communication and professional development by selected schools among their graduate alumni.
- B. Elaborate the Undergraduate Alumni program through the Purple and Gold and other initiatives.

- C. Sponsor jointly with the Alumni Association traveling University programs for presentation to alumni branches and regional groups throughout the State and the eastern United States.

**GOAL VI
PRIVATE SUPPORT**

Intensify efforts to attract private support from the community, business, faculty, alumni, and friends.

PRIORITIES

- A. Increase participation in annual giving programs.
- B. Continue research and cultivation of major donor prospects.
- C. Upgrade the planned giving program.

**MAINTAINING THE QUALITY OF
CAMPUS LIFE**

**GOAL I
STUDENT DEVELOPMENT**

Continue to strengthen and maintain programs and services for student development goals in such areas as intellectual discovery, cultural and intercultural experience, personal and ethical values, social and interpersonal effectiveness, physical development, and career exploration.

PRIORITIES

- A. Investigate concerns of student academic conduct in consultation with the Council on Academic Freedom and Ethics of the University Senate, and implement steps to address those problems as identified.
- B. Create closer interaction between academic and residential life through such means as assigning students to residential areas according to their enrollment in

General Education categories, establishing language tables in dormitories, writing tutorials in residence halls, and developing access to computer facilities.

- C. Continue to assist students and their organizations through advisement, consultation, personal development, and leadership training programs.
- D. Promote continued campus participation in athletics and individual recreation, including club, intramural, and intercollegiate athletics, with particular attention to the spirit of Title IX legislation.

**GOAL II
STUDENT DIVERSITY**

Continue to improve programming for a diverse student body, including adult learners, foreign students, and students with disabilities, and create an environment which facilitates their successful participation in the intellectual and co-curricular life of the campus.

PRIORITIES

- A. Investigate the feasibility of expanding access by students to child care services, particularly during evening hours.
- B. Continue to maintain a positive environment for disabled persons through student services programs, the work of the 504 Task Force, and correction of barriers to access and learning.
- C. Continue efforts and services to respond to the unique needs of adult learners, especially women and minorities, including access to courses, counseling, and related support services.

**GOAL III
STRENGTHENING THE ARTS**

Continue to promote art, music, theatre, dance, and film on campus and make arts facilities available to community groups and audiences.

PRIORITIES

- A. Continue to support a regular and ongoing series of lectures, plays, films, and performances for campus and community audiences.
- B. Continue to bring nationally and internationally renowned artists, performers, and critics to the campus, especially for short-term residencies.

**GOAL IV
ENHANCING THE PHYSICAL ENVIRONMENT**

Continue efforts to promote a safe, healthy, and physically attractive campus.

PRIORITIES

- A. Accelerate the campus energy conservation program with particular attention to effective campus communication of energy conservation priorities.
- B. Continue to improve the quality of life in residence halls through incentives, staff and student leadership, improvement programs, facility rehabilitation, and effective disciplinary action.
- C. Continue improvements in campus safety programs, including monitoring residence hall room inspections and active involvement with the Campus Safety Committee and the President's Committee on Women's Safety.

THE EFFECTIVE USE OF RESOURCES

**GOAL I
AFFIRMATIVE ACTION**

Continue to work to make the practice of affirmative action an institution-wide commitment.

PRIORITIES

- A. Intensify efforts to enable academic and administrative units to fulfill affirmative action goals.
- B. Develop additional resources to meet the educational and professional needs of the handicapped, female, and minority group members who are currently studying and working here.
- C. Minimize the impact of budget austerity upon the representation of members of protected classes in University employment.

**GOAL II
HUMAN RESOURCES**

Enhance the skills and adaptive capacity of current faculty and staff.

PRIORITIES

- A. Continue to provide professional development short courses for nonteaching professionals and explore additional employee development programs.
- B. Initiate programs for faculty development and retraining in such areas as computer literacy, career development, and personal development.
- C. Encourage faculty and staff participation in social, cultural, and recreational events and activities on campus through various incentives.
- D. Continue to offer pre-retirement counseling; develop institutional incentives for early retirement, including continued service by faculty and staff on a part-time basis following retirement.
- E. Identify and implement systems of personnel assignment and redistribution to enable the University to adjust to significant staffing reductions, particularly in support areas.

**GOAL III
MANAGEMENT EFFECTIVENESS**

Continually monitor the efficiency and effectiveness of administrative services and management practice, improve internal coordination among administrative units and communication with campus constituencies.

PRIORITIES

- A. Utilize the Management/Confidential Performance Evaluation System as a planning and management tool.
- B. Investigate the feasibility of establishing a campus microform production center for departmental use and Records Center storage.

**GOAL IV
TECHNOLOGY**

Continue to extend technology to meet administrative workload and improve support services.

PRIORITIES

- A. Complete the planning and procurement process and begin installation of a new campus telecommunications system.
- B. Continue planning for enhanced and expanded computing facilities, including distributed systems.
- C. Expand the current word processing systems and begin to establish a word processing network on the academic podium.
- D. Complete investigation, design, and implementation of a solution to eliminate the duplicative aspects of the SUNY-GAAP accounting system and the campus-based FAMIS system.
- E. Continue the development of an integrated student records system in such areas as records, registration, admissions, financial aid, and advisement.

- F. Develop and implement interim automated systems, if feasible, for Residence Management and Student Accounts using UAS computer facilities.

**GOAL V
PLANNING AND BUDGETING**

Continue to refine the University's planning-budgeting process by streamlining current procedures, strengthening the long-range planning perspective, and improving the information bases for planning and budgetary review.

PRIORITIES

- A. Conduct a study of applicant pools, applicant and enrollee characteristics, and institutional recruitment strategies at the graduate and undergraduate levels.
- B. Continue to adapt and refine the planning and budgeting process for academic departments and schools and articulate these processes with campus-wide and SUNY planning and budgeting systems.

**GOAL VI
EVALUATION**

Strengthen and integrate activities which support an evaluation of University programs, identify new methods and measures for evaluation, and develop a plan for periodic evaluations at the institutional and department levels.

PRIORITIES

- A. Devise and implement procedures for incorporating information from student surveys into planning, budgeting, and evaluation activities at departmental, college or school, and campus levels.
- B. Develop and implement a plan for the systematic collection and use of evaluative data on academic and support programs and services; relate such information more directly in planning and resource allocation decisions at the departmental, school, and University levels.

Appendix B

**CRITERIA FOR RESOURCE ALLOCATION*
AND PROGRAM DEVELOPMENT**

It is quite clear, in light of the resource constraints this campus and others are likely to experience over the next five years, that difficult choices will be required among competing claimants for University resources. Consequently, only those new programs which meet contemporary criteria will be supported.

In the future the University will face increasingly a dual challenge. On the one hand we must develop new programs and reorient existing ones to remain responsive to, and where possible to shape, new societal expectations toward higher education. The simple adherence to current standards and expectations may prove necessary, but not sufficient to achieve this leadership. Not only must we provide high-quality research and training, but also we must conduct significant research which defines and addresses new problems, prepare our students for meaningful participation in tomorrow's disciplines, and train them in those new skills and technologies which will form the basis of future professions. At the same time, we must strive for this leadership during a period of stable or declining resources.

The clear implication of these conflicting imperatives is that all programs - established, new, or contemplated - must be subject to periodic and rigorous tests. The University cannot pursue everything, but in those strategic areas where we chose to move forward, we must choose to do it well. In some cases, this will require the de-emphasis or possible discontinuance of existing programs which fail to meet these necessary standards.

*Source: The State University of New York at Albany, Five-Year Planning Statement, May 1982

The Allocation and Reallocation of Resources

The University has undertaken an ongoing process of program review since the mid 1970s. Beginning with the Mission Statement in 1977 and throughout the annual cycles of planning, campus-wide budget review, and resource allocation, a fairly consistent set of criteria have emerged.

One of the most fundamental of these is student demand. Difficult to measure and requiring consideration of legitimate differences among disciplines, it is the dimension that drives the academic budgeting system of the state of New York. But resources cannot be apportioned only by a simple mechanical formula; other vital criteria exist which justify some variations in their allocation.

The three principles are centrality, quality, and productivity. In stating three criteria, it must be understood that no one criterion stands alone. The three are complementary and interdependent. While each of these basic criteria are essentially co-equal in principle, their application necessarily entails some degree of balance and discretion. These criteria are intended to inform professional judgement, not to supplant it.

Centrality

This criterion deals with the extent to which a program is essential or central to the institution's identity as a university center. It has several dimensions.

- Core disciplines - The extent to which the program belongs to the core of academic disciplines (e.g., English, mathematics, history) which every university must offer its undergraduate students.

- Strategic Importance - The extent to which the program contributes to the strategic position of this campus in relation to the SUNY system or the educational system across the state or nationally. The uniqueness of a program or its complementarity with comparable programs in the region or throughout SUNY are relevant considerations.
- Contributions to Campus Mission - This is related to the strategic criterion above. It deals with the extent to which a program contributes to facets of the mission of this University, or otherwise supports the University's claim to distinctiveness. The University's commitment to public policy is one case in point.
- Complementarity - Certain programs, although not in themselves central to the campus, nonetheless play a necessary function in providing service to students in other programs or provide a necessary balance and complementarity to the curriculum, particularly at the undergraduate level.
- The quality of teaching - This includes direct classroom instruction as well as other settings in which teaching and learning take place.
- The quality of research and scholarly activity - This can be indicated by indices of research productivity, scholarly publication, the scholarly reputation of academic programs, and evidence such as citations, honors, awards, and leadership in national and international professional associations.
- Service to the University and the Community Quality educational institutions are characterized by shared governance and the active participation of faculty in the affairs of the University. In addition, the University's mission includes bringing the fruits of scholarship to bear on the broader community beyond the campus. This commitment to University service is an important element of quality.

Productivity

Academic planning and resource allocation cannot rely upon industrial models of productivity, but criteria dealing with the effective utilization of academic resources need to be taken clearly into account. Productivity will be measured by several indicators including the following:

- Departmental or School Workload - Current and anticipated enrollment demand will continue to be an important, but not exclusive, indicator of academic workload. In addition to direct instruction, due consideration will be given to academic advisement, research productivity and performance, and service to the University and the community. We need to develop indicators of departmental or school demand which recognize the interdependence of these activities and reward productivity as measured by quantitative and qualitative methods.

- Current and Anticipated Program Cost - Cost and quality are not always positively related. Considerations of cost cannot be absolute, however, and extreme variations in cost need to be weighed in light of disciplinary considerations, program quality, and centrality. Nonetheless, cost is one necessary and legitimate factor in considerations of resource allocation, program size, or continuance.
- Extramural Support - The University does not operate as an enterprise with each cost center wholly responsible for its own support. We are also conscious of the need to recognize legitimate differences among disciplines in their ability to attract outside funds. Nonetheless, those quality programs which by virtue of their academic contributions and scholarly productivity generate non-state resources to offset educational costs will be rewarded.

Quality

A defining characteristic of a university, which separates it from other educational institutions, is the vigorous and sustained pursuit of excellence in graduate education and research and in undergraduate programs which foster high standards of intellectual development and personal growth. To that end programs which have achieved, or demonstrate a strong potential to achieve, eminence in their respective fields must be sustained and encouraged. The University will continue to maintain a balanced array of programs, but emphasis will be placed in those areas which contribute most to the strength and credibility of the University's claim to excellence.

While academic quality can not be measured satisfactorily in any scientific sense, it can be seen to have several dimensions. For the purpose of assessing the quality of academic programs we are concerned with the following departmental indicators.

GSPA Council

Monday, September 26, 1983

1:00 p.m.

- ✓ 1. Items from the Chairs
- ✓ 2. Comments on Opening of School
- ✓ 3. Draft of Dean's Goals and Priorities - attached
- ✓ 4. Update on University-Wide Departmental Profiles
- ✓ 5. Update on Academic Affairs Budgeting Procedures - attached
- ✓ 6. Report from Rockefeller College Deans Meeting - attached
- ✓ 7. Class Schedule for Spring 1984 - attached
- ✓ 8. GSPA Supplemental S and E Request - attached
- ✓ 9. GSPA Supplemental Temporary Service Request - attached
- ✓ 10. Shifts off of Temporary Service until December '83 - attached
- ✓ 11. GSPA Request for New Lines - attached
- ✓ 12. Redefinition of Administrative Support Jobs

DRAFT
DEAN'S OFFICE
LONG(ER) RANGE GOALS

1. National Visibility Top 10 Schools Public Affairs.
 - Excellence in Traditional Programs
 - Pre Eminent State and Local Focus
 - Rockefeller College
2. Increase Flexible Resource Base to 250%.
 - Faculty Funded Research
 - Connections to the State
 - Alumni Relations
3. Increase Permanent Staff Resource to 125%.
 - Student FTE
 - Outreach Programs (e.g., APM)
 - New Initiatives/National Visibility

Rockefeller College Deans Meeting

Friday, September 23rd, 10:00 AM, Draper 105

A G E N D A

Items Suggested by Deans

* Secretaries as flexible

Academic Affairs

- Critical Staffing Problems
- Supplies and Expense Needs for Balance of the Year
- Budgeted Supplies and Expenses for 1984-85
- Scheduling for Spring Courses
- Computing and Audio-Visual

* Schedule Change

Undergraduate Programs Office

*

- Staffing
- Scheduling
- October 7th Reception
- Lecture Series

Admission and Recruitment

- Admissions Status Report → Viewbook → Urcubach January. Review one more time
- Rockefeller Stipends Poster
- Other Flyers and Mailings
- Open House → Nov. 3

Governance

- Advisory Council
- Second Level Review
- Computer Advisory Group

* Advisory Council
- Lloyd E. Hendry
- ~~Robert~~ or Walter Goldstein

Development

- External Funding Status Report
- OER Contract
- Coordinated Proposal for OR/5 Funds
- Rockefeller Institute Endowment Campaign → \$10 public service internships.
- Alumni Development → \$200,000 library.
- Curricular Innovations → \$200,000 pro bono reser.

Other

- Nominations for Honorary Degree Recipients *
- "Management Grant" Notion
- Community-University Day (program deadline next Tuesday)

GSPA

Suggested Requests for Lines

POS

- Public Policy/Quantitative
- International Relations/Quantitative (Cock's Replacement)
- State and Local/Administrative Law/Quantitative (Stout's Replacement)

PAF

- A Line

PAD

- Budgeting and Finance/Computing Etheredge
- Organizational Behavior/Public Management Replacement
- Legislative Administration/International Studies
- ? ? ? I think ? ? ?

From Outside GSPA

- PAD -- Planning (Joint appointment MRP)
- PAD -- Public Finance (Joint appointment DOB, Reeb and Econ)
- PAF -- Afro-American Studies/Public Policy (Helen Desfosses)

My Drothers

- International Relations/Quantitative (Cock's Replacement)
- State and Local/Administrative Law/Quantitative (Stout's Replacement)
- ¹• Budgeting and Finance/Computing (Axelrod Rollover)
- ²• Public Policy/? (Lloyd Etheredge)
- Jointly appoint Helen Desfosses to Public Policy outside of normal recruitment channels

• Argue Dean Represents an implicit cut.

My Assumptions

[Empl. Sci. / computing (budget)]

- 3 "replacements" plus ol is the best we can do
- We should retain Etheredge.
- "Joint" arrangements will be smiled upon from above
- Respect departmental judgment

¹We will be under pressure at all layers to appoint Don Reeb

²This line, tailored to Etheredge, will close down if he turns it down

DRAFT: For Discussion Only (7/5/83)

Graduate School of Public Affairs
The Nelson A. Rockefeller College of Public Affairs and Policy

FIVE YEAR PLAN UPDATE
1983-84 through 1987-88

Prepared by
David F. Andersen, Dean

Attached to this document are the five year plan updates for the Departments of Political Science, Public Administration, and Public Affairs and Policy, as well as for the Institute for Government and Policy Studies.

APOLOGIA

This five year plan update for the Graduate School of Public Affairs was drafted under less than the best of circumstances. A new dean for the School was selected roughly two weeks before the due date for this document. As of the date of drafting, neither the Department of Public Administration nor the Department of Political Science is functioning with a permanent chair. The dean's secretary is serving the dean's office as well as all three departments of the School (one secretary retired, one relocated to New Hampshire, and the third department has not been assigned any secretarial support). Final production and typing of this document has been delayed under an emergency staff support policy that places internal administrative documents (such as this one) behind class support, external correspondence, and faculty support in our typing pool. At present, two stenographers are supporting all administrative, scholarly, and instructional functions within the School.

Overview

"It was the best of times, it was the worst of times,..."
Charles Dickens, A Tale of Two Cities

In terms of impact, both nationally and on the public policy environment within New York State, the past several years have been prosperous for the Graduate School of Public Affairs. With respect to faculty productivity, the School's major departments were highly ranked by recent national surveys. Political Science ranked eighteenth nationally, and Public Administration was recently ranked fifth in productivity and twentieth in reputation. The Center for Women in Government has received national attention for its innovative programs and is beginning to expand its operation to sites across the nation.

Within New York State, the Institute for Government and Policy Studies this year completed contracts with over two dozen state and local agencies and continues its active role in the education and training of senior executives in public service. Innovative credit granting programs such as the Advanced Public Management Program now supplement our traditional graduate offerings. Graduates of GSPA programs continue to inhabit policy making positions at virtually every level of state government.

Formation of the Rockefeller Institute and the final crystallization of Rockefeller College provide GSPA with unparalleled opportunities to increase its national visibility as well as its influence on policy making within the State of New York.

Yet, even as the School increases its state-wide and national visibility, morale and esprit among students, faculty, and staff are at their lowest ebb in years. Dramatic cutbacks in the expansion of federal, state,

and local governments has complicated the placement market for our graduates and has hurt traditional application and enrollment bases. At present, none of the School's three departments have a departmental secretary - all administrative and support functions are being met by the dean's secretary. Clerical support for faculty scholarship and instructional purposes is stretched dangerously thin, and long awaited enhancements to clerical productivity such as wordprocessing continue to be just that - long awaited. The Department of Political Science has just completed a term in quarters on the Uptown Campus that can only be described as squalid and an insult to the faculty and undergraduates who were made to endure such circumstances. The Milne Reading Room and Public Affairs Library remains locked and virtually inaccessible to both faculty and students due to confusion over how the space is to be staffed. Finally, despite repeated efforts to install, maintain, and repair reliable communications lines, the Downtown Campus remains isolated from computing facilities on the Uptown Campus. These problems, coupled with concern over the lack of continuing leadership within the School (indeed questions of whether there would be a dean or department chairs) and annoyances associated with continuing construction on the Milne building have led to a sense of demoralization.

Fortunately, most of these problems can be addressed by creative administrative initiatives. Possibilities for new and more efficient administrative and support arrangements await exploitation within Rockefeller College. Freezes will be lifted and retirements replaced. New microcomputing equipment, once in place, will enhance both faculty and clerical productivity. New sources of support for programs within state and local government can be found to supplement overstretched support budgets and to

replenish depleted IFR accounts. The number of creative administrative solutions is both long and exciting, but these administrative solutions must be swift and effective before the real resource base of the School - the creativity and energy of its faculty and students - is eroded.

I. Recent Trends

A. External Factors

Reduction in the Size of Government - The single most important external factor affecting operations within GSPA is the reduction in government employment at all levels (especially at the state level), which has complicated the placement market for our graduates (although the survey of 1982 graduates shows that our graduate student job placements are still among the highest at SUNY/Albany). Further, undergraduate perceptions of job opportunities within the public sector are tarnished, and applications to graduate programs within GSPA have fallen off somewhat in past years.

On the other hand, government at all levels, especially New York State, appears to be emphasizing managerial training for its employees. In an era of retrenchment, governments are looking to make do with fewer but better trained managers. One implication of these trends is that GSPA should focus energies for graduate enrollments on innovative programs aimed at persons currently employed (such as the Advanced Public Management Program, OER level II and level III programs, etc.)

Shifts in the Disciplines - With respect to national trends in the major disciplines, considerable reinforcement exists for directions and initiatives already well underway within the School. Public

Administration continues its shift toward a field defined by a multidisciplinary view of problems in public sector management, a view that has guided development at GSPA and several other schools over the past five to ten years (see for example, the recently issued NASPAA guidelines for accreditation of departments of public administration). The discipline of Political Science continues to emphasize policy studies at the national level. Recent curricular innovations as well as recent hires within Political Science at SUNY/Albany reflect these national trends. Finally, the development of the M.A. in Public Affairs and Policy is consistent with a national shift in emphasis toward policy studies in schools of public affairs (note the recent formation of the Association of Public Policy Analysis and Management with SUNY/Albany as one of its institutional members).

GSPA Alumni - A third external trend that bears attention is the emergence of GSPA's alumni as an increasingly important force for the School. Our alumni inhabit policy making positions at all levels of state and local government and are becoming a more critical source of job placements, research contracts, and entry into policy arenas for faculty and students. Over the next several years, this important external constituency needs to be more carefully nourished and developed.

Rockefeller College and Institute - Finally, a series of changes external to GSPA but still internal to the SUNY system will have dramatic impacts on the organization and functioning of the School over the next five years. The most important of these is the formation of the Rockefeller Institute and the firm organization of Rockefeller

College. The nearly complete overlap in mission and orientation (indeed even of the name) of the School and College is indicative of how the future fortunes of GSPA are intertwined with those of Rockefeller College. Building linkages to other units within the College, and using the College to develop relationships with government, are among the key challenges facing the School over the next several years. Further detailed implications of the Rockefeller College and Institute are discussed below.

B. Internal Factors

Enrollment Trends - Of major concern to the School are recent shifts in applications and enrollments. Healthy growth in our undergraduate programs in past years has masked an erosion of applications and enrollments at the graduate level. While maintaining the vitality of our strong undergraduate program, steps must be taken to bolster graduate enrollments. Several concrete steps suggest themselves.

First, continued exploration of innovative ways to offer graduate programs, such as the Advanced Public Management Program, is needed. Within the near term, the Department of Public Administration should consider a post-bachelors certificate in public management designed to provide easy entry into our core courses. This certificate, perhaps of four or five courses duration, could be used as a recruitment device for the master's program. Hence, the program could receive greater exposure, especially among career civil servants, without compromising the standards of the M.P.A. program. Also, there appears to be a market for specialized post-master's certificates, for both recent and not so recent graduates. Such certificates might provide specialized

training in topical areas such as information management, management of a declining state infrastructure, court systems management, or legislative administration. Existing post-master's certificate in Planning and Policy Analysis provides a model for such programs, which must also generate resources for the departments, the School, and the College so that they may be funded without stealing support from our traditionally strong undergraduate and graduate programs.

Additional strategies for dealing with sagging graduate enrollments include attempts to revitalize joint B.A./M.A. programs and the creation of dual or joint degrees (either formally or informally) involving other programs on campus. These would include, for example, the informal relations that have already emerged between the M.P.A. and the M.A. in Regional Planning, as well as the more formal listing of a dual degree in Public Administration and Public Affairs and Policy.

Finally, although the D.P.A. program is experiencing a steady and increasing demand (both in terms of applications and placements for graduates), it would appear wise to cap the size of that program at around 60 students and to concentrate on raising the quality of applicants. Our graduate "bread and butter" in Public Administration is and should continue to be our masters offering.

Dual Campus Deployment - A second internal trend is the recent redeployment of the School across two campuses. At present, GSPA is the only academic unit that maintains large academic programs at two separate sites. We have encountered three problems requiring administrative attention in this arrangement. First and most importantly, the quantity and quality of space and support staff at the

Rockefeller College Undergraduate Programs Office is insufficient to support the undergraduate political science program. Faculty have been assigned often in pairs to ill-equipped offices lacking even minimal support - including telephone service and the ability to take messages or to make appointments. Coupled with the need to commute to teach (a burden the faculty are willing to bear), these conditions contribute to demoralization within the Department of Political Science.

Second, the Downtown Campus remains relatively isolated from any sort of quality computing services. Turn around time for research jobs is presently 24 hours or greater (unless one is willing to drive to the Uptown Campus) and data communications are unreliable at best. Relatively low-priced solutions to many of these computing problems exist, but the present emphasis on acquisition of new mainframe capabilities for the Uptown Campus seems to have diverted attention from Downtown Campus problems.

A final issue related to the split campus is the present state of library support. The reading room in Milne 200 is presently locked to faculty and students during most working hours. A dispute over jurisdiction for that room appears to be at the heart of the problem.

Declining Support - A third internal trend that must be viewed with alarm is the decline in support staff in GSPA. Over the past four years, routine clerical support in the typing pool has declined by 40 percent. At the present time, none of our three departments has a secretary, and all our NTP academic support staff, as well as some of our clerical staff have been physically redeployed to the Provost's Office. Over this Summer clerical support for all academic programs,

including the three departments, consists of one secretary and two typists. If this situation is not reversed, the School will not function as a viable instructional and scholarly unit.

The M.A. in Public Affairs and Policy - This program has completed a year devoted to curricular experimentation. The curriculum's emphasis on modes of reasoning in public policy seems to have gone well. The Fall of 1983, the first year of formal operation for the Department, will see a class of 10 to 12 students. This program involves perhaps the most exciting collection of faculty interested in public policy issues ever assembled on this campus. However, for better or for worse, the Department is running literally on a shoe-string. If a more stable base of even minimal support is not found, the program runs the risk of fading into a good idea that might have been.

New Faculty - Barbara Burrell, Todd Swanstrom, and Carl Lankowski have provided an infusion of fresh ideas into the Department of Political Science. These new faculty members have helped to advance the Rockefeller College's emphasis on public policy research, while at the same time they have contributed to the disciplinary excellence of the Department as a whole. Bruce Miroff's tenure also reinforces the Department's growing support for the concept of the Rockefeller College. During the Summer of 1983, the Department of Political Science anticipates hiring two additional faculty members. In international relations, the new member will enable the Department to offer courses in strategic studies and to strengthen its resources in teaching the quantitative skills needed for public policy analysis. The new member in public law will enable the College to launch the

newly authorized Certificate in Court Systems Management, as well as to maintain the Department's ability to staff its heavily subscribed courses in that area.

Carolyn Ban, Assistant Professor of Public Administration, has also joined our School. She has had considerable experience as Director of the Evaluation Division of the U.S. Office of Personnel Management, and we are very pleased to have her working with us. The impending arrival, as a Visiting Professor in Public Administration, of Lloyd Etheredge will add an exciting dimension to the School as a whole for the upcoming year. Dr. Etheredge's broad ranging interests cut across all three departments within the School; we will actively search for some way to attract him to a permanent position within Rockefeller College.

Mood of the Faculty - All the internal and external trends cited above add up to a shifting mood on the part of the faculty as a whole. On the one hand, faculty are demoralized and discouraged following several years of rapid change, physical moves, cuts in support staff, and uncertainty over future leadership. I believe that this sense of weariness is totally predictable and warranted.

On the other hand, there exists a genuine excitement about the future potential of GSPA, especially as that potential unfolds within the context of Rockefeller College. There is a recognition that maintaining disciplinary excellence and a strong teaching program at both the undergraduate and graduate levels is not at odds with the vision inherent in the Rockefeller College. Indeed, excellence - be it scholarship or teaching or public service - is what Rockefeller College

must be about, and GSPA is prepared to take important steps in shaping the College of Public Affairs and Policy.

But important and often discouraging trends, both internal and external, must be faced squarely and dealt with by a unified faculty and administration. Solutions to these problems - not that grand an administrative task - will unleash the energy necessary to create excellence.

II. Evaluations

Two methods were used this past year to evaluate the performance of the major academic programs within GSPA. These are: independent national surveys of academic programs, and the 1982 graduates outcome survey. Each of these is discussed below.

National Surveys - Both of the larger academic programs within GSPA were recently ranked by recent surveys published in national journals supported by major societies. As reported in its five year plan update, the Department of Political Science was ranked eighteenth nationally in a survey of faculty productivity. In a similar survey published in the Public Administration Review (volume 40, number 6) SUNY/Albany's Department of Public Administration was ranked fifth nationally in terms of productivity, and twentieth in terms of reputation. The gap between productivity and reputation was the largest among any of the major schools cited in the survey, suggesting that GSPA is failing adequately to promote itself nationally. We hope that Rockefeller College will assist us to close the gap between the actual quality and productivity of our faculty and the perceived reputation of the School nationally.

The encouraging results of these national surveys are that both of the major academic units of GSPA have already attained national stature and visibility based on solid productivity. We need to package and promote ourselves better.

Survey of 1982 Graduates - Several deficiencies make drawing inferences from the 1982 survey of graduates a bit difficult. For example, the relatively low response rates might cause one to question the overall representativeness of the sample. The apparent high correlations between item responses (as observed by an "eyeball" analysis) suggest that several more reliable scales might underlie groups of questions, especially questions centering on perceptions of SUNY/Albany's contribution to student's education. Finally, significant differences between the response patterns of different schools and departments might be flagged at some level of significance. Such a flagging would help the reader to discern differences between academic units at the University. Nonetheless, by assuming that any systematic biases in the response pattern of one school or department are reflected in other schools or departments, the statistics can be cautiously used to compare the performance of various programs.

The undergraduate Political Science program appears to capture the essence of a liberal arts offering. The majority of these graduates are not seeking employment; instead they intend to continue their graduate education, mostly on a fulltime basis. Of those graduates going to graduate school (over 52 percent) a plurality seek the doctoral degree. Knowledge of our undergraduate student body suggests that a substantial fraction of these students might be seeking

the J.D. Surprisingly, only about 9 percent of those seeking graduate school have applied to SUNY/Albany, suggesting that a relatively large and high quality graduate market could be tapped via joint B.A./M.A. programs as well as the M.P.A./J.D. program already in place. Approximately 40% of those surveyed indicated that they would be employed in the next year. The survey leaves about 8 percent of our students in an uncertain part-time status for the upcoming year without clear plans for either employment or graduate school; this figure is puzzling.

In terms of their perceptions, our undergraduates are most pleased with the intellectual and personal growth aspects of their SUNY/Albany experience. They are less pleased with the job preparation aspects of their undergraduate experience. Even so, it seems unlikely or even desirable that in the near term this undergraduate program should shift to become more vocationally oriented. By being firmly grounded in the liberal arts, the program is designed to enhance students' personal and intellectual growth; our students appear to be looking to graduate school for vocational preparation.

Analysis of the graduate data is clouded by the fact that this data combines recipients of the doctoral and masters degrees (one supposes). However, since the majority of our graduates are probably M.P.A. students, rough analysis can proceed on that assumption.

As opposed to the undergraduate program, the vast majority of our graduate degree recipients (85 percent) move directly into employment, with most of these being into new jobs. The median salary for our graduate degree recipients is between \$18,000 and \$19,000, the best for

those schools at SUNY/Albany serving the public sector, but still behind the salaries of the business school and sciences and mathematics (confusion within the data of masters and doctoral recipients makes direct salary comparisons difficult). Contrary to faculty perceptions that GSPA graduates have been facing a worsening placement market, this survey indicates that our public administration program has had better success at placing students in fulltime employment than all programs on campus with the exception of the sciences and mathematics (88 percent fulltime placement).

Since the survey does not ask whether masters students plan to continue their graduate education, we do not have a reliable estimate of the fraction of graduates who are seeking but unable to find employment at the time of graduation. Our close ties to New York State government, especially through our internship program, have probably had a very beneficial effect in placing students. The recent erosion of our internship program, due to a lack of sufficient staffing and support, will probably in the longer term hurt our placement statistics.

III. Goals and Priorities for Action

Below the several long range goals of GSPA are discussed both in terms of recent progress as well as in terms of anticipated actions.

Goal I: To provide training to enable both graduate and undergraduate students to play useful roles in public and private institutions which formulate, control, or influence public policies at all levels of government.

Progress - Steady growth in our undergraduate program continues. As discussed in the report for the Department of Political Science, a new B.A. has been approved and at present sixteen new courses centering on public policy have

been added to the curriculum. As stated above, several new initiatives have begun at the graduate level. Most notably, the M.A. in Public Affairs and Policy has been launched, the Advanced Public Management Program has experienced several healthy classes, and the Court Systems Management Program is beginning to operate. In addition, GSPA faculty have been instrumental in designing the OER's Level I and Level II training for management confidential classes within the state. Several certificate programs continue to prosper.

Finally, several important steps have been taken to revitalize our alumni organization and to create a new resource base for our academic programs. Annual alumni dinners are now being held in conjunction with the annual ASPA Institute and a slate of alumni officers have been elected. The alumni newsletter has been updated and upgraded and specific attention is being paid to locating lost alumni and updating the mailing list.

Priorities for Action - For the undergraduate program, continuing successes will be reinforced. The new B.A. program needs to be fully implemented. At the graduate level, plans are underway for a post-bachelors certificate as well as for several specialized post-master's certificates. The M.A. in Public Affairs and Policy program will be formally launched in its new format in the Fall of 1983. A full M.P.A. and M.A. in Public Affairs and Policy degree offered in the Advanced Public Management format is currently under discussion.

In addition, continuing actions will be taken to improve alumni relations, to reactivate student associations, and actively to recruit graduate students. These activities will all be undertaken under the umbrella of Rockefeller College.

The most important problems requiring administration attention to make

these new initiatives work include adequate support of the Undergraduate Programs Office on the Uptown Campus, provision of departmental secretaries for each department, and the provision of administrative support for the placement and internship programs, especially at the graduate levels. As stressed above, erosion of these programs will ultimately have dire consequences for our ability to place graduate degree recipients.

Goal II: To educate graduate students for college and university teaching and research in areas of government.

Progress - The D.P.A. and Ph.D. in Political Science programs work toward these goals. Applications to these programs are up and the caliber of students is growing. A doctoral student association has been formed and is active. There is a healthy placement market for our graduates, especially in fields related to public administration.

Priorities for Action - We will attempt to limit the size of the D.P.A. program, stressing quality over quantity. Grouping admissions in the Spring will enhance a sense of class identity. The newly approved graduate program in Political Science will be fully implemented.

Goal III: To provide selected graduate courses in administration for other professional programs of the University such as social welfare, library and information science, and education.

Progress - Relatively little formal attention has been paid to this goal, although it appears to be coming about somewhat informally. The M.A. in Public Affairs and Policy program as well as the Certificate in Planning and Policy Analysis are examples of collaborative offerings with other schools. There is a growing trend toward sharing and cross-listing of courses.

national meetings. This crunch has been felt most by our junior faculty who also lack the salary to fund their travel expenses out of pocket.

Priorities for Action - Several things need to be done to encourage sustained levels of research productivity over the next several years. First, an explicit policy for the rationing of travel funds will be considered. Need (i.e., faculty salary level and distance to the conference site) as well as merit must be considered in making meager possible travel awards. Second, installation of WANG wordprocessing equipment will make clerical processing of manuscripts (especially at the reDRAFT stage) much easier. Related to this priority, GSPA is in the process of establishing a micro-processor user room to support wordprocessing on three of the most commonly used microcomputers (i.e., Osborne, Apple II, and the IBM-PC). Within a year, we expect that up to half of the keystroke entry functions for new manuscript drafting will be completed by the author on his or her own microcomputer.

Finally, policies and procedures need to be explored to encourage wider faculty participation in activities of the Institute for Government and Policy Studies. Support resources within the Institute can supplement severely overloaded resources within GSPA.

Goal V: To disseminate knowledge relevant to governmental programs to the public through written materials, continuing education courses, provision of technical assistance, and other means.

Progress - There has been immense progress on this goal since the last update of the five year plan. In fact this may be our strongest area. For example, work within the Center for Women in Government has attained national visibility, especially in the areas of sexual harrassment, career ladder blockages, and managerial advancement from dead-ended positions. The Decision

Techtronics Group has provided services to public and not-for-profit organizations. External training through initiatives such as the Advanced Public Management Program and the Governors' Office of Employee Relations Level II program have been undertaken by the Center for Organization and Policy Studies; in addition, several state and local agencies have contracted for training and consultative services through the Center. The Center for Financial Management has been similarly active in promoting joint research and training projects at numerous host sites across the state. Finally, the International Development Program maintains a world-wide network through its newsletter, mailings, and other activities. The full details of these numerous activities are contained in the attached updates to the five year plans of the effected units.

Priorities for Action - All attempts will be made to maintain this vigorous level of activity. In addition, these efforts will be more closely coordinated with the teaching and research activities of the main line academic units within GSPA. Closer attention will be paid to funded research, training, and State-appropriated S&E and temporary service expenditure patterns in an effort to conserve scarce resources and to coordinate activities across the research, training, and academic units. Recent formation of a GSPA Council - a management team consisting of the School's department chairs, dean, and director of the Institute - is a first step in that direction.

Goal VI: To foster mutually beneficial cooperation between GSPA and the other two schools of Rockefeller College.

Progress - Perhaps more than any other school, GSPA has sought to make the concept of Rockefeller College work. We have physically reassigned our

Assistant Dean and senior student record keeper to the Provost's Office so that they might support the entire College. We are now in the position where mutual cooperation, especially at the administrative level, must work, and GSPA remains committed to making those newly emerging relationships function effectively.

Priorities for Action - Several routine functions previously assumed by GSPA have been disrupted by reassignment of our support staff to the College, and these routine functions must be made to operate smoothly. To this end, GSPA will pursue cooperative College-wide initiatives in the short term around the issues of admissions, recruitment, alumni relations, student placement, internship managements, a second level of faculty review, establishment of colloquia, and coordinated scheduling of courses.

In the longer run, GSPA will seek to establish procedures for jointly offering core courses (such as courses in computing, statistics, and organizational behavior), to conserve faculty resources for making viable dual and joint degree programs, to establish active intellectual exchange involving clusters of scholars in all three schools, and to develop a vital faculty governance structure within the entire College.

GSPA understands that its future prosperity and well-being is intimately linked to that of the College as a whole, and the School will strive to make College-wide activities prosper while maintaining the integrity of its own academic programs. Tensions between our own goals (especially for the undergraduate program in Political Science) and those of the College will be approached with a spirit of compromise and mutual respect for the many varied goals to which a College of Public Affairs and Policy must aspire.

Goal VII: To promote, sustain, and enrich the educational and research experience of international programs involving international and American degree and non-degree participants. Likewise, to infuse SUNY/Albany and the Capital District community with sensitivity and awareness of global issues operating in an interdependent world.

Progress - Progress toward this goal has been carried out largely through the activities of the International Development Program. Through the efforts of this unit, GSPA has maintained a diversified student body contributing to the quality of its academic programs for all students. In addition, the Program has been active in sponsoring colloquia and public events for the broader University and Capital District community. Finally, the School has been able to finance a large fraction of its expenses by providing training and consultation programs to an international audience. These intensive training programs, usually focused on staff members of legislatures within developing nations, have also added to the international visibility of SUNY/Albany as a teaching and research center.

Priorities for Action - Most importantly, mechanisms need to be worked out that make it easier for the International Development Program to charge back to client groups for its services. Structural complexities within the accounting procedures mandated by the University and the SUNY Research Foundation have made this goal somewhat elusive to date.

IV. Five Year Implications

GSPA recognizes that long range prosperity for the School ultimately rests with its ability to attract external support. However, an eroded academic infrastructure, unless repaired, will undermine our will and ability to achieve excellence. Like bridges and long distance transmission lines, academic infrastructure which is allowed to rust and decay will lead to sudden

and catastrophic collapse. Hence, GSPA must emphasize the following resource considerations over the next several years:

- (1) Junior Faculty Salary Levels - Many of the most talented faculty that we would wish to attract possess management skills and abilities that give them considerable value on the open market. Over the past several years salary scales within GSPA, especially among junior faculty, have experienced gradual, relative annual declines. The long run effect of this trend is that talented junior faculty will begin to view their academic appointment as a part-time vocation to be supplemented by external income. The School simply cannot afford to lose that talent.
- (2) Computing Facilities - At present, GSPA, along with the entire Downtown Campus, is without adequate computing facilities. In comparison to sister institutions (indeed to the Uptown Campus) our access to computing for research and instructional needs is appalling. In the long run, our inability to access a mainframe machine will hurt our ability to attract and retain good faculty. Given that relatively low-cost solutions exist for this problem, it remains a puzzle why the University has failed to address the issue.

With respect to instructional computing, the Downtown Campus must move rapidly in the direction of providing a decentralized facility, perhaps focused on micro or mini machines, so that limited access to the mainframe can be reserved for research purposes. These problems need immediate attention.

- (3) Support for Academic Instruction - To every extent possible, GSPA has attempted to centralize those academic functions that can be centralized to the Office of the Provost. These centralized functions

include alumni relations, recruitment, placement, etc. However, vital functions must and will remain within the departments. For example, all student degree plans and course schedules must be signed by the chair or a departmental advisor. Even the suggestion that departments could survive without adequate secretarial support is absurd and denies the reality of how the University functions. The present situation of no departmental secretaries will inevitably lead to chaos in the short run (i.e., in eight weeks, by September 1983!) and the disintegration of academic programs in the long run. Accumulating staff savings in this area is a reckless and foolish strategy.

As stressed above, support for the Undergraduate Program Office on the Uptown Campus is among our most urgent and pressing needs.

- (4) The Department of Public Affairs and Policy - This new initiative is presently surviving with virtually no support of its academic functions. With no support, it will continue to survive - barely. But one would wish that a program such as this might prosper, not merely survive. Ironically, this Department could truly prosper with very small levels of support. Since the salaries of a highly talented faculty are already supported elsewhere, a small but flexible budget could be used to entice this faculty into cooperative research and instructional endeavors, creating a critical mass of excellence at a relatively low cost. As with downtown computing, it is a puzzle why such a relatively small investment in academic infrastructure and excellence has not been made.

DRAFT Letter to Respond to Initial Inquiries: PA & P
Dear _____:

Thank you very much for inquiring about the academic programs offered by the Department of Public Affairs and Policy of the Graduate School of Public Affairs. It is always a great pleasure to describe the range of opportunities for education and career preparation that prospective students can expect to encounter here. Our location, only blocks away from New York State's capitol and principal executive offices, provides to our students distinctive possibilities for internships, placement, and policy-related research experience.

the
The Department of Public Affairs and Policy offers an interdisciplinary masters program conducted by faculty drawn from across the University with expertise in public policy analysis. The program stresses individual curricular development and a multidisciplinary approach to public policy. With a 20-person faculty, the department offers small classes, which are often team-taught, with an emphasis on individual program construction and guidance. The degree may also be undertaken in conjunction with a graduate program in a separate field, e.g., in public administration, or sociology.

A substantial portion of our students receive financial assistance in the form of fellowships, assistantships, or special awards, all of which combine a tuition waiver with a competitive stipend.

More detailed descriptions of these programs and other assets of the Graduate School of Public Affairs and the Department of Public Affairs and Policy are contained in the attached publications. Also enclosed for your use is an application packet, which includes instructions for its completion.

Finally, if you desire more information about our offerings, or if you would like to visit our campus and to speak with some of our students and faculty, I invite you to contact Mrs. Albina Grignon, the Rockefeller College's Assistant Provost for Student Services (telephone: (518) 455-6301).

I look forward to the prospect of welcoming you to Albany sometime in the near future as a new graduate student.

Sincerely,

Dr. William Roth, Chair

cc: Assistant Provost Grignon

Attachments

DRAFT Letter to Respond to Initial Inquiries: Public Administration

Dear _____:

Thank you very much for inquiring about the academic programs offered by the Department of Public Administration of the Graduate School of Public Affairs. It is always a great pleasure to describe the range of opportunities for education and career preparation that prospective students can expect to encounter here. Our location, only blocks away from New York State's capitol and principal executive offices, provides to our students distinctive possibilities for internships, placement, and policy-related research experience.

The Department of Public Administration offers both the M.P.A. and the D.P.A. degrees. Programs draw on concepts and methods from a number of social and behavioral sciences as they relate to the formulation and implementation of governmental policies and programs. At the M.P.A. level, there are concentrations and specializations in public management, public finance, comparative and development administration, legislative administration, policy analysis, and human resources. The doctoral program combines a rigorous academic focus with the practical emphasis of the professional degree; it is intended for those who plan to teach, to conduct research in, or to practice public administration. Students may also pursue certificate programs in planning and policy analysis, court systems management, and advanced public management.

In addition to our more traditional degrees programs, you may find particularly attractive our accelerated degree programs, which include opportunities to pursue joint degrees. A new program, offered in cooperation with the nearby Albany Law School, leads to a masters degree in public administration and a juris doctorate.

A substantial portion of our students receive financial assistance in the form of fellowships, assistantships, or special awards, all of which combine a tuition waiver with a competitive stipend. In addition to State-appropriated support, many students are funded from external grants and contracts awarded to the school's Institute for Government and Policy Studies.

More detailed descriptions of these programs and other assets of the Graduate School of Public Affairs and the Department of Public Administration are contained in the attached publications. Also enclosed for your use is an application packet, which includes instructions for its completion.

Finally, if you desire more information about our offerings, or if you would like to visit our campus and to speak with some of our students and faculty, I invite you to contact Mrs. Albina Grignon, the Rockefeller College's Assistant Provost for Student Services (telephone: (518) 455-6301).

- 2 -

I look forward to the prospect of welcoming you to Albany sometime in the near future as a new graduate student.

Sincerely,

Dr. John Rohrbaugh, Chair

cc: Assistant Provost Grignon

Attachments

DRAFT Letter to Respond to Initial Inquiries: Political Science

Dear _____:

Thank you very much for inquiring about the academic programs offered by the Department of Political Science of the Graduate School of Public Affairs. It is always a great pleasure to describe the range of opportunities for education and career preparation that prospective students can expect to encounter here. Our location, only blocks away from New York State's capitol and principal executive offices, provides to our students distinctive possibilities for internships, placement, and policy-related research experience.

The Department of Political Science offers both the M.A. and Ph.D. degrees. The curriculum covers a full range of traditional subjects, including comparative politics, political theory, public law, international relations, American government, and public administration. Through research projects and special teaching interests, the 22-person faculty is currently studying problems in international corporations, the role of world economies in the life of New York State, the reindustrialization of New York State, comparative ethnicity, and the use of computers in political research. The department also offers a certificate in court systems management.

A substantial portion of our students receive financial assistance in the form of fellowships, assistantships, or special awards, all of which combine a tuition waiver with a competitive stipend.

More detailed descriptions of these programs and other assets of the Graduate School of Public Affairs and the Department of Political Science are contained in the attached publications. Also enclosed for your use is an application packet, which includes instructions for its completion.

Finally, if you desire more information about our offerings, or if you would like to visit our campus and to speak with some of our students and faculty, I invite you to contact Mrs. Albina Grignon, the Rockefeller College's Assistant Provost for Student Services (telephone: (518) 455-6301).

I look forward to the prospect of welcoming you to Albany sometime in the near future as a new graduate student.

Sincerely,

Dr. Martin Edelman, Chair

cc: Assistant Provost Grignon

Attachments

DRAFT Letter to Respond to Initial Inquiries: GSPA

Dear _____:

Thank you very much for inquiring about the academic programs offered by the Graduate School of Public Affairs of The Nelson A. Rockefeller College of Public Affairs and Policy. It is always a great pleasure to describe the range of opportunities for education and career preparation that prospective students can expect to encounter here. Our location, only blocks away from New York State's capitol and principal executive offices, provides to our students distinctive possibilities for internships, placement, and policy-related research experience.

The Graduate School of Public Affairs is an interdisciplinary school in which social sciences, policy analysis, and public administration are offered as subjects for coursework and degrees. Founded in 1962, the school has a strong record in the preparation of practitioners at local, state, and national levels, of researchers in governmental problems, and of scholar-teachers at universities and colleges.

The Department of Political Science offers both the M.A. and Ph.D. degrees. Among the 22-person faculty, there are specializations in the American political systems, political theory, public administration, public law, and urban politics.

The Department of Public Administration offers the M.P.A. and D.P.A. degrees. Programs draw on concepts and methods from a number of social and behavioral sciences as they relate to the formulation and implementation of government policies and programs. At the M.P.A. level, there are concentrations and specializations in public finance, public management, legislative administration, comparative and development administration, human resources, and policy analysis. There is also a J.D./M.P.A. degree program, which is jointly offered with nearby Albany Law School.

The Department of Public Affairs and Policy has an interdisciplinary masters program conducted by faculty appointed from across the University with expertise in public policy analysis. Admissions decisions for the masters program in Public Affairs and Policy are based on academic distinction or professional accomplishments as well as commitment to a career in public policy.

A substantial portion of our students receive financial assistance in the form of fellowships, assistantships, or special awards, all of which combine a tuition waiver with a competitive stipend. In addition to State-appropriated support, many students are funded from external grants and contracts awarded to the school's Institute for Government and Policy Studies.

More detailed descriptions of these programs and other assets of Rockefeller College and the Graduate School of Public Affairs are contained in the attached publications. Also enclosed for your use is an application packet, which includes instructions for its completion.

Finally, if you desire more information about our offerings, or if you would like to visit our campus and to speak with some of our students and faculty, I invite you to contact Mrs. Albina Grignon, the College's Assistant Provost for Student Services (telephone: (518) 455-6301).

I look forward to the prospect of welcoming you to Albany sometime in the near future as a new graduate student.

Sincerely,

Dr. David E. Andersen
Dean

cc: Assistant Provost Grignon

Attachments