UNIVERSITY SENATE
ATTENDANCE

Meeting of: November 5, 1990

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<td>R. Bosco</td>
<td>Carol Carson</td>
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<td>W. McMillan</td>
<td>Carson Carr</td>
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<td>Mr. Winfield</td>
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<td>Keith F. Dwyer</td>
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<td>Michael Sattinor</td>
<td>Geraldine Walker</td>
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<td>L. E. Johnson</td>
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<td>T. Hauser</td>
<td>Charles Krieger</td>
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<td>Charles J. Helling</td>
<td>Tim Lance</td>
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<td>J. F. Hammond</td>
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<td>J. Newman</td>
<td>Bert &amp; Betty Lyon</td>
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<td>Jeff Z.</td>
<td>Mary Keen</td>
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<td>Paul W. Wallace</td>
<td>Marilyn Sherman</td>
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<td>Michael Kies</td>
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<td>J. D. DeSole</td>
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<td>F. Ghiradella</td>
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<td>J. S. Uppal</td>
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<td>Brian J. McNamara</td>
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<td>John R. Jenkins</td>
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AGENDA

1. Approval of Minutes: University Senate, October 1, 1990

2. President's Report

3. SUNY-wide Senate Report

4. Chair's Report

5. Council Reports
   a. Council on Academic Freedom and Ethics – Paul Leonard
   b. Council on Educational Policy – Bruce Marsh
   c. Graduate Academic Council – Graeme Newman
   e. Council on Promotion and Continuing Appointment – Jogindar Uppal
   f. Council on Research – Frank Hauser
   g. Student Affairs Council – Michael Sattinger
   h. Undergraduate Academic Council – John Levato
   i. University Community Council – Shirley Jones

6. Old Business

7. New Business
   a. Council Assignments
   b. Resolution: University-Community Relations and Drinking Behavior
   c. Just Community – Vice President Livingston

8. Adjournment
The meeting was called to order by Chair Lanford at 3:40 p.m.

1. Approval of Minutes

The minutes of the October 1, 1990, Senate meeting stand as distributed.

2. President's Report

President Swygert reported he had received names of faculty members to serve on the Search Committee for the Executive Vice President for Academic Affairs from the University Senate Executive Committee. He will report to the Executive Committee on the composition of the Search Committee.

The President discussed the difficulties presented by Sunday's article in the Times Union referring to alleged questions of racial problems on this campus. The article did speak to the successes we have achieved, but the headline led the reader to the opposite conclusions, he noted. One specific item in the article that we need to address is racial quotas. The University at Albany reports to the State Education Department about our program towards achieving our goals and not quotas. Minority students — Latin Americans, African Americans, Native Americans and Asian Americans — comprise approximately 17 percent of the total undergraduate student population at the University at Albany, he said.

President Swygert noted that last year was the first time in the University's history when decentralized graduation ceremonies were conducted, said the President. We might want to consider returning to one ceremony following with college ceremonies. He will bring this subject to the attention of EPC at their next meeting.
The President then turned to the current budget situation. On Friday morning, November 2, there was a conference call between the Chancellor and SUNY presidents. The Chancellor reported that he had agreed to the mandates imposed upon the other State agencies by the Governor's Office, hence, the letter to the campus from President Swygert. This is a crisis which we had anticipated would occur after the November elections. We are concerned with providing the academic program for the spring semester, said President Swygert. Our first priority will be to keep the academic programs in tact. We are a community of scholars and students. We will continue to grow as well as survive, for we are a university, he said. The President noted that the challenge is to convince others of that concept.

Senator Reeb asked if the Chancellor was requesting plans for a 3–5–7 percent cut. The Chancellor will be presenting a plan to the Governor on or about November 8 that meets those criteria, said the President. We have not been given a campus target. President Swygert also said he will do everything he can to hold off a parking fee for spring 1990–91.

3. SUNY–wide Senate Report

Senator Wallace stated that a report was included in the agenda packet. He also made the following points: 1) retirement is being discussed and 2) as is ethics in government. Those faculty earning a salary over $53,171 will have to file a report annually as will anyone who applies for a grant, he said.

President Swygert reported that he is a member of the Retirement Committee which is chaired by the Chancellor. The committee is trying to develop goals for the retirement program that are similar to the CUNY program. He will continue to report to the Executive Committee and the Senate on this issue.

Senator Sherman asked if the Improper Practice Charge filed by UUP is only for the SUNY–wide Senate and not the individual campuses. Chair Lanford responded that this was correct.

4. Chair's Report

At the last Senate meeting, a resolution was passed supporting the faculty representative as a voting member of the University Council, said Chair Lanford. He urged Senators to contact Karen Markoe and their legislators to support this bill.

The Graduate Academic Council has elected Graeme Newman as its chair. The Council on Promotion and Continuing Appointment has elected Jogindar Uppal as its chair.

Chair Lanford explained the process used in submitting names of faculty members to serve on the Search Committee for the Executive Vice President for Academic Affairs. Senator McNamara asked if students will serve on this committee. President Swygert responded in the affirmative.

Chair Lanford reminded the faculty Senators of a Faculty Forum on November 14. Possible topics may include: discussion on a College of Arts and Sciences; Budget Panel recommendations; and issues related to the present situation of having no mandatory retirement.

A Graduate Student Association has been formed, said Chair Lanford. He has been contacted by Jeff Purcel who has offered input from the Association.
5. **Council Reports**

a. **Council on Academic Freedom and Ethics**: Senator Leonard had nothing to report.

b. **Council on Educational Policy**: Senator Marsh was not able to attend and had nothing to report.

c. **Graduate Academic Council**: Senator Newman reported that standing committees have been constituted.

d. **Council on Libraries, Information Systems and Computing**: Senator Bloniarz reported that three standing committees have been established. The Council is attempting to clarify the relationship between the standing committees and the Council.

e. **Council on Promotion and Continuing Appointment**: Senator Uppal reported the guidelines and operating instructions were approved. These will be mailed to departments and new faculty.

f. **Council on Research**: Senator Hauser had nothing to add to the written report. Senator Kim noted that Dean Snow is from the Anthropology Department.

g. **Student Affairs Council**: Senator Sattinger reported there is legislation under New Business.

h. **Undergraduate Academic Council**: Senator Levato reported the Council invited the three deans from Arts and Sciences to a meeting. The Council is also discussing the general education review and FIPSE.

i. **University Community Council**: Senator Jones reported that the Council has had three meetings.

The Council reports were approved.

6. **Old Business**

There was no Old Business.

7. **New Business**

a. **Council Assignments**. The Executive Committee moved and seconded the approval of the two graduate students to sit on the Graduate Academic Council. This was approved.

Chair Lanford reported on the new members on the Council on Academic Freedom and Ethics and Undergraduate Academic Council.

b. **Resolution: University-Community Relations and Drinking Behavior**. Senator Sattinger reported that this resolution would add the Senate’s voice to this problem.

Senator Bosco sympathized with the need to speak to these issues, but he has difficulty with the resolution. He was concerned with the appropriateness of putting the Senate in a position of censor. Senator Uppal agreed with Senator Bosco. He feels that this resolution condemns the students rather than supports them.
Senator McNamara suggested a friendly amendment to be placed between the first and second Whereas:

"Whereas while the Senate recognizes that this unacceptable behavior is the work of a minority of students, their behavior damages the University as a whole."

This was accepted by Senator Sattinger.

Discussion continued on the appropriateness of this resolution and whether this was truly Senate business. Senators stated that the problem may be caused by the living conditions of off-campus students and possible court cases. Chair Lanford stated that a bill or resolution can be approved, defeated or returned to Council by the Senate. He then called for a vote on the amended motion. The motion failed with one abstention.

c. Just Community. Vice President Livingston deferred to Professor Mark Berger. Professor Berger gave the background and function of the Coalition for a Just Community. The function of the Coalition is to begin to work toward an ideal dedicated to justice. Vice President Livingston stated that individuals have been recognized for their support in this ideal. He hopes to continue this tradition and support. Professor Berger noted that pins were developed to represent a commitment on the part of those who believe in a "just community".

Respectfully submitted,

Gloria DeSole
Secretary
TO: Members of the University at Albany Faculty and Staff

This afternoon, Chancellor D. Bruce Johnstone informed the presidents of the SUNY member institutions of details of the reduction in spending and the hiring freeze announced by the Division of Budget earlier this week and SUNY’s response to it.

The Chancellor has announced that SUNY and its institutions will comply with all the restrictions imposed by the Division of Budget on state agencies. These restrictions include immediate suspension of:

-- All personnel activity, including filling any position, permanent or temporary, whether by promotion, transfer or new hire, or the reclassification or reallocation of any position;

-- Equipment purchases or leases, contracts for outside service, whether new or renewal, and purchase orders;

-- All out-of-state travel and all air travel, other than to Washington, D.C., and all in-state travel for conferences, seminars, retreats and statewide or regional meetings. This includes travel already scheduled, even if nonrefundable travel arrangements have been made or conference registration and other expenses paid. It is our understanding that these expenses may be reimbursed, but only if valid records and receipts for cancelled travel are presented;

These restrictions apply to all personnel activities and spending from state funds (e.g. state and Income Fund Reimbursable accounts).

The instructions from the Chancellor also make clear that implementation of these restrictions will be a local responsibility and that the Chancellor will rely on the discretion of the campus presidents. I want to assure you that my top priorities as we face this challenge will be to preserve and protect undergraduate and graduate instruction and research activities at this University and to ensure the health, safety, and welfare of students, faculty, and staff. We will also focus special attention on preserving vital instructional support services, especially those provided by the University Libraries and academic computing.
It is my view that an across-the-board freeze is the least desirable approach to managing our fiscal and programmatic resources, but we have no present alternative. We have, however, retained the right to grant waivers locally. Requests for waivers may be submitted to the appropriate vice president who will make recommendations to me only for those requests that are consistent with the above priorities. I will act within 24 hours on all such waiver requests submitted to me by vice presidents. Prior to taking any actions covered by these restrictions, please consult your dean, director, or vice president. Dr. Eugene A. Gilchrist, Assistant Vice President for Financial Management, is also available at 442-3110 to answer questions regarding this memorandum.

Certainly the effects of these restrictions will be painful, but this is a strong academic community, and I have great confidence that our evolution as a mature public research university will continue. In anticipation of these fiscal difficulties, we have organized the Budget Panel, in consultation with the Senate Executive Committee, earlier this year than in the past. Professor Carlos Santiago, who chaired last year's Panel, has agreed to serve as chair again to provide experienced leadership and continuity. The University Budget Panel faces an extraordinary challenge this year and will receive staff support appropriate to the challenge it faces.

For the longer term, we have already begun to examine University priorities in an orderly and organized way through the ongoing efforts of the President's Advisory Committee on Campus Priorities. As previously noted, the Advisory Committee's recommendations will be shared with governance before they are acted on.

In my first letter to you in August, I asked you to join me in enhancing our excellent efforts in undergraduate and graduate education, in continuing to advance your disciplines through research and scholarship, and in building upon our tradition of respect for diversity, all within "the context of fiscal responsibility and accountability to New York's citizens." This is the time to strengthen our resolve to continue and to succeed in that endeavor.

H. Patrick Swygert  
President
November 5, 1990

TO: FUND MANAGERS OF SUBACCOUNTS IN THE UNIVERSITY AT ALBANY FUND, INC.

I am writing to advise you of President Swygert's desire that the University at Albany Fund disbursements be treated in a manner consistent with his memorandum of November 2, 1990, which outlines the spending and hiring restrictions adopted by the University in response to Division of the Budget initiatives.

With this in mind, the following UA Fund expenditures, incurred on or after November 5, 1990, will be routed by Fund Managers to the appropriate Vice President for review:

- All travel expenditures
- All equipment purchases/leases
- All other purchases above $500

The Vice President will initial disbursements consistent with the priorities referenced in the President's memo of November 2 and continuing UA Fund programs. Approved requests will be forwarded by Vice Presidents to the UA Fund office. All UA Fund waivers must be approved by the appropriate Vice President. This policy will be in effect until further notice.

Questions may be addressed to Assistant Vice President Yoke San Reynolds, Controller of the UA Fund, at Ext. 5330.

Christian G. Kersten
Vice President and Executive Director, University at Albany Fund, Inc.

cc: President Swygert

1131u
REPORT ON THE
UNIVERSITY FACULTY SENATE
96th REGULAR CONFERENCE
COBLESKILL
OCTOBER 18-20, 1990

I. Address of the Chancellor, D. Bruce Johnstone

The chancellor spoke to three issues:
   A. Nationwide criticism of higher education
      1. lowered standards
      2. inadequate attention to students and to the craft of teaching
      3. failure to be significant engine of socioeconomic and racial equality
      4. disconnection from the problems and needs of K-12 education
      5. appearance of preciousness, resistance to inspection and assessment, sense that others do not understand and appreciate us.
   B. What are our special strengths?
      1. undergraduate education
      2. a complete system: community colleges, baccalaureate, graduate and professional institutions
      3. good physical plant
      4. strong faculty
      5. good management
      6. strong and apolitical trustees
      7. manageable demographic pressures
      8. manageable (low) portion of state tax resources
   C. What do we need to do?
      1. improve undergraduate and graduate education and research
      2. meet state needs (cultural, artistic, mercantile)
      3. generate some of our own funds (tuition, grants)
      4. improve articulation
      5. give SUNY a better image
      6. look toward longer term goals

II. Questions to the Chancellor

Questions to the chancellor centered around: distribution of retirement, tuition increase, institution of fees, size of management.

III. Marty Ellman (SUNY Central) on Ethics and Environment

   A. Ethics in Government, relating to SUNY faculty (financial disclosure). In two cases SUNY faculty will be required to make financial disclosure: those with salaries
over 51,000 and those who apply for grants.

B. Waste disposal policy on radioactive materials has been adopted by the Senate.

IV. William Anslow (SUNY Central) on Budget

A. Board of Trustees will meet on Monday, 22 Oct. to act on the budget request.

B. Funding for under-represented faculty will probably be kept.

C. There will probably be further reductions and retrenchments.

V. Break-out groups by type of campus. The most widely-felt concerns were:

A. Fees and retrenchments

B. Access of students into courses in their major

VI. New business

Resolution on Campus-based ROTC Programs. Since the Department of Defense discriminates against homosexuals, this resolution asks the chancellor and the board of trustees to work with the state and national agencies to end the discriminatory practices of the Dept. of Defense. A clause to withdraw recognition of the programs by a certain date was deleted.

Vincent J. Aceto

Paul W. Wallace
The Council on Academic Freedom and Ethics has not met since the last University Senate meeting.

Report to the University Senate
November 5, 1990

The Council has held meetings on October 11 and October 22, 1990.

Committee Structure
Since its inception, the Council has provided members to three administrative advisory committees, namely the Computing Advisory Committee, the Instructional Technology Advisory Committee, and the Library Collection Development Advisory Committee. There has been some discussion over the past two years as to whether these committees are purely advisory committees and what their relationship is to the University Senate. In an effort to clarify this relationship, the Council voted to establish three standing committees, namely the Computing Committee, the Instructional Technology Committee, and the Library Collection Development Committee. These committees would report to LISC, would have matters referred to them by LISC, and would have a member of LISC as chair. The LISC members on these committees would also be appointed by LISC to serve on the corresponding administrative Advisory Committees.

Agenda Items
LISC spent the remainder of these two meetings discussing proposed items for its 90-91 agenda. We expect to discuss the following items in future meetings:
- The future of instructional technology on the campus, including the Interactive Media Center.
- Campus support for networking and information access.
- The Strategic Plan for the Libraries, including its Integrated Information System.
- Changes in library and ethernet fees.
- Library construction plans.
- Support for faculty and student use of microcomputers.
- Support for UNIX facilities.
- Results of the survey undertaken by last year's Instructional Technology Committee on faculty interest in using computer technology in the classroom.
To: Faculty Senate

From: Frank Hauser
Chairman, Research Council


The following committee chairs were announced and approved:
Centers and Institutes - Marvin Krohn
Journals and Conferences - Louis Roberts
Research Incentives - Sharon Bonk
Research and Safety - Frank Hauser

Since two committees, Private Linkages and Personnel, have not had any business for several years, it was decided that they would not be constituted. In the event that they are needed, they will be staffed at a later time.

Consideration was given to a request by Dr. Snow of the Anthropology Department that a committee be established within the Research Council to draft policies dealing with curations of research collections. The committee recognized that this is an important, complex issue with broad implications, not only to anthropology but also to many other departments. The committee concluded that establishing policy in this area was not within its purview. This decision was based largely on two points: There is an implied allocation of resources, which the committee does not control (space, personnel, etc) and there are undoubtedly legal matters that must be addressed.

Due to the diverse aspects of this issue, it was felt that responsibility for establishing policy in this area, ultimately resides with the Office of the President. The committee recommend that the Dr. Snow take this issue to the Vice President for Research for higher administrative review.
COUNCIL ASSIGNMENTS

GRADUATE STUDENTS – ADDITIONS TO COUNCIL

Sonya Cunningham (1990–91)
Proposed for GAC

Brenda Rich (1990–91)
Proposed for GAC

The above have the approval of the Executive Committee and need the approval of the University Senate.

NEW MEMBERS OF COUNCILS

Council on Academic Freedom and Ethics:
Deborah Brighton**

Undergraduate Academic Council:
Judith Baskin*
Richard Collier**
David Amigo***

The above only need to be approved by the Executive Committee and reported to University Senate.

* Faculty Member
** Professional Employee
*** Undergraduate Student
Resolution

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

UNIVERSITY–COMMUNITY RELATIONS AND DRINKING BEHAVIOR

INTRODUCED BY: Student Affairs Council

DATE: October 15, 1990

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. WHEREAS recent reports of drunk and disorderly conduct, lewd and uncivil behavior, trespassing and noise disturbances by some University students and others have exacerbated University–Community relations; and

WHEREAS statements from all segments of the University Community are necessary to create a climate in which students will be supported in condemning such behavior; and

WHEREAS the Senate has previously passed the Principles for a Just Community stating that "Harassment and other behavior that intrudes upon the rights of others is unacceptable and subject to action under the guidelines of the institution;"

BE IT RESOLVED that the University Senate condemns recent alleged incidents of drunk and disorderly conduct, lewd and uncivil behavior, trespassing and noise disturbances by some members of the University community; and

BE IT FURTHER RESOLVED that the University Senate acknowledges the timely actions taken by President H. Patrick Swygert, Vice President for Student Affairs Mitchel Livingston, Student Association President Steven Rhoads, Inter–Fraternity Council President Craig Snyder and Off Campus Association President Michael Farkas.

II. That this bill be forwarded to the President for approval.

RATIONALE

Protests by residents of downtown neighborhoods in which students live and photographs published in local and student newspapers have drawn attention to the problems caused by the drinking behavior of some students. All segments of the University Community need to express the principles which conflict with such behavior so that the students involved will know that their actions are unacceptable.
Principles For A Just Community

The University at Albany, State University of New York, is an academic community dedicated to the ideals of justice. A university is above all a place where intellectual life is central and where faculty, staff, and students strive together for excellence in the pursuit of knowledge. It is a particular kind of community with special purposes. Moreover, this academic community, if it is to support our broader ideals, must also be just.

There is no definitive theory of justice. The differences in these theories are to be respected. However, among all democratic theories of justice the principles of equality and liberty are basic. These principles are no less central to a free university.

Equality is a necessary part of any university that claims to be a democratic institution. Distinctions based on irrelevant differences are ruled out. Ascriptive characteristics such as race, religion, gender, class, ethnic background, or sexual preference determine neither the value of individuals nor the legitimacy of their views. Only the merit of the individual as a participant in the academic life of the community is worthy of consideration. Bigotry in any form is antithetical to the University's ideals on intellectual, political, and moral grounds and must be challenged and rejected.

Liberty is an equally precious academic principle because the free expression of ideas is the central part of university life. To sustain the advancement and dissemination of knowledge and understanding, the University must allow the free expression of ideas, no matter how outrageous. Protecting speech in all its forms, however, does not mean condoning all ideas or actions. The University sets high standards for itself and denounces the violation of these standards in unequivocal terms. Harassment and other behavior that intrudes upon the rights of others is unacceptable and subject to action under the guidelines of the institution.

There is no guarantee that the principles of justice, once stated, are realized. The University must constantly remind itself of its mission and ethos. A just community is always on guard against injustice, always struggling to move closer to the ideal of justice, always asserting its dedication to justice. The assertion of justice takes place in every part of the community: in the classroom, the lecture hall, the library, the residence and dining hall, wherever members of the University come together. It is the responsibility of all faculty, staff, and students to keep the ideals of justice uppermost in the minds of the members of the University so that they may be achieved.

Adopted by The University at Albany, State University of New York
May 7, 1990
RECOMMENDED PRIORITIES FOR ACTION
PRESIDENT'S ADVISORY COMMITTEE ON CAMPUS PRIORITIES
UNIVERSITY AT ALBANY
October 30, 1990

Introduction

Upon assuming office on August 1, 1990, President H. Patrick Swygert appointed a panel of 25 faculty, staff, and students as the Presidential Advisory Committee on Campus Priorities and charged the Committee to define a discrete set of issues and concerns requiring policy decisions critical to the University's development over the next several years. In his written charge to the Committee, President Swygert stated: "Since its designation as a University Center a quarter-century ago, the University at Albany has matured into a major public research university. As the University looks to the future — to its 150th anniversary in 1994 and to the year 2000 — it does so from a position of strength and a well deserved reputation for quality academic programs. It is timely and appropriate that we examine the issues that the University at Albany will face in the coming years, anticipate the demands that will be placed upon the organization, and focus attention on issues that deserve consideration and resources." The membership of the Committee and the President's charge are attached as Appendixes A and B.

In organizing its work, the Committee decided to approach the task in two stages. During the fall semester, the Committee would undertake a thorough assessment of immediate issues and concerns to the institution. In the spring term, the Committee would focus on a more fundamental discussion of basic goals and University Mission. The Committee believes that its deliberations on Mission and longer term goals can best be addressed after more immediate issues have been considered.

To focus its task and to assist in the identification of potential issues, the Committee reviewed the recent Middle States Evaluation Team Report, the official campus response to that report, and relevant administrative documents. Each member was appointed to one of two subcommittees that assumed initial responsibility for exploring potential issues in selected broad categories. The Committee met six times between late September and the end of October to consider priorities for programmatic and administrative initiatives.

This report presents the recommendations of the Committee, based on its efforts during Fall 1990 to focus the University's attention on a manageable set of campus priorities. These recommendations identify five areas in order of priority: Undergraduate Education; Campus Life; Resources and Allocation Processes; Diversity, Cultural Pluralism, and Campus Community; and Graduate Education. Each of the sections below contains a general statement of priority followed by examples of some specific issues reflecting that priority. During its deliberations, however, the Committee developed an appreciation for the interconnectedness of many concerns. The first and paramount concern about the richness of the undergraduate academic experience cannot be completely addressed without taking into account other challenges in the areas of resources and residential life. Addressing the University's mission and image is a need underlying many other concerns. The need for adequate financial resources and for keeping pace with developments in instructional and informational technology cut across many of the other areas. In fact, the University's most fundamental problem is that of financial support. The need for more resources is critical to the institution's continuing success and development as a public research university.
Priorities for Action

I. Undergraduate Education

Throughout its 145-year history, the University at Albany has maintained a reputation for upholding the highest standards of academic quality. The University continues to attract many of the state's most promising students, and its undergraduate programs rank among the nation's best. Responses of current students and alumni to surveys about their Albany experiences also show clearly that this University provides an excellent education to its students. In recent years, renewed emphasis has been placed on enhancing the undergraduate educational experience at Albany, and many exciting new programs have been developed or implemented to improve instruction and advising on the campus.

Nevertheless, the undergraduate experience at the University has not yet achieved the full level of academic and cocurricular excellence to which we aspire. The General Education Program was established eight years ago as a means of providing students with the knowledge, skills and educational values necessary for lifelong learning. While a significant improvement over the curricular condition of the 1970s, today's General Education Program as implemented still falls short of providing the coherent and rational core intellectual experience intended, and our cocurricular activities only partially enhance and complement academic experiences for undergraduate students. The role and responsibilities of the Undergraduate Dean need to be reconsidered and strengthened to create an effective voice for undergraduate education, for more authority over policy, and for more complete consideration of teaching effectiveness in promotion and tenure decisions. The organization of the core Arts and Sciences departments and their relationship to the School of Business and Rockefeller College needs to be reconsidered as it affects the quality and coherence of undergraduate education at the University.

- Emphasis on Undergraduate Instruction
- Adequacy of Instructional Support and Reward Systems for Undergraduate Instruction
- General Education Curriculum and Requirements
- Organization of the Arts and Sciences Disciplines
- Role, Responsibilities and Powers of the Undergraduate Dean
- Possible Relationship Between Role of Undergraduate Dean and Potential Arts and Sciences Dean
- Enrollment Management and Admissions Requirements for the Major
- Integration of Services Provided by Academic Affairs and Student Affairs and Attention to Student Advisement Systems
II. Campus Life

An important component of the educational experience at Albany is the sense of community which fosters and supports learning and intellectual discovery. A great deal of a student's personal development occurs outside the classroom, and the University seeks to enhance extracurricular opportunities for growth and to develop stronger collaboration between academic and student life programs to recognize the wholeness of the student experience. The residential experiences of students in University housing need to be better integrated with the academic goals of the institution and often do not reflect the core intellectual values of the University. The University has not yet developed adequate mechanisms for effective and timely communications among the many constituencies that make up the University community (e.g., faculty, professional and support staff, students, and administrators). Additionally, on-campus life as well as off-campus life (including fraternities and sororities) does not always reflect and support the growing internationalization and multiculturalism of the University, its people and programs.

- Integration of Campus Life with the Academic Programs
- Residential Experience and Quality of Residential Life, Including the Role of Fraternities and Sororities
- Communications and Other Efforts to Enhance Campus Community
- Multiculturalism and Internationalization
- Organization and Governance of Campus Services
III. Resources and Allocation Processes

Albany has a good record of demonstrating its value and accountability in the stewardship of public funds. The continued development and maintenance of excellent programs and services require ongoing efforts to acquire resources from a variety of sources and to use effectively the fiscal, human and physical resources of the University. It is extremely important that the University attract private and other nontraditional forms of support to sustain and enhance its level of excellence, since the University at Albany does not receive from public sources a resource base fully adequate to support the nature and quality of its academic, research and co-curricular programs. Especially apparent are the needs for additional instructional and support lines, additional space and facilities, graduate assistants, and academic equipment. These needs can be addressed externally by more intensive and effective efforts to represent the University in the State budgeting process and internally by a reexamination of the current organizational structure and its effect on serving the institutional mission. Additional efforts should be focused also on enhancing funding from other sources, including external research, alumni support, and other private giving. In the shorter term, the University should review and redesign its internal processes for allocating funds, positions, space and facilities, and other resources, to ensure that available resources are used most effectively and efficiently in support of the University's priorities. For example, instructional and information technology is an important area of University development that can only be advanced in the context of difficult resource allocation choices. The optimal use of resources is an institutional imperative for sustaining the progress which the University has achieved in recent years.

- State Funds Budget and Campus Allocation Process
- Space and Facilities Planning
- Research Funds Development and Incentives for Research
- Private Giving, Development and Alumni Relations
- Resource Implications of Present Organizational Structure
- The Demands of Rapidly Changing Technology
IV. Diversity, Cultural Pluralism, and Campus Community

Continued and increased attention should be devoted to our mutual search for those values and ideals which reach beyond the boundaries of ethnic identity, cultural heritage, and social class. Recognizing the educational value of diversity and cultural pluralism, the University at Albany strives to create in its students, faculty, and staff an appreciation for diverse ideas and multiculturalism. The University has made progress in recent years in increasing the diversity of its faculty, professional and support staff, and students, and has taken important initial efforts to incorporate diversity into the curricula. The University also has begun to change the nature of the campus' environment for learning and living and has focused attention on the special interests and needs of students, faculty, and professional and support staff from underrepresented groups. Further, the University has substantially increased its international outreach and has continued to internationalize its curricula and research.

- Recruitment and Retention of a Diverse Faculty, and Professional and Support Staff
- Recruitment and Retention of a Diverse Student Population
- Incorporation of Diversity in Curricular Design, Faculty Development, and Research
- Internationalization of the Campus and Its Programs
V. Graduate Education

As a mature public research university and as one of the four university centers within the State University of New York, the University at Albany has a special responsibility to provide superior graduate education to those who will replenish the professoriate and continue to advance the processes of research and discovery for future generations. The University has made great strides in graduate education, having established its graduate programs and advanced several of them to national stature in little more than 20 years. The quality of the outcomes of graduate education at the University attests to dedication of a committed faculty of scholars and a highly qualified graduate student population, but the University's processes and standards for graduate admissions and degree qualification require more formalization to ensure that existing quality levels are protected and continued. As the University at Albany has matured as a public research university, the role and responsibilities of the Graduate Dean have grown in complexity and importance and now need to be reviewed to ensure that the campus has a strong voice and monitor for graduate education.

- Analysis of Resource Impacts in New Program Proposals
- Research Incentives
- University-wide Standards for Graduate Education and Degree Qualification
- Role, Responsibilities and Powers of the Graduate Dean

Conclusion

The five priorities identified above provide a blueprint for the continued improvement and development of the institution and are recommended for immediate attention by the appropriate officers and governance councils of the University. The Committee asks then, that the report be read and discussed in a spirit of appreciation for the common goal shared by all for the University at Albany — that of becoming an even more vital and effective institution.

During the Spring semester 1991, the Committee will continue its deliberations and will focus upon the more fundamental concerns related to its vision of the University for the remainder of this decade and into the 21st century. The Committee will consider issues related to the University's mission and image and offer recommendations in a report to be presented to the President in late Spring.