University Planning and Policy and Planning Council

AGENDA

16 October 2008

UNH 306—11-12

I. Approval of Minutes from 9 September 2008

II. Presentation by Professor Friedlander regarding the Certificate Program in Health Disparities
   A. Discussion

III. Provost’s Report

IV. Chair’s Report

V. Old Business
   A. Departmental name change from Earth and Atmospheric Sciences to Atmospheric and Environmental Sciences—Bill language for Senate Executive Committee on 3 November
   B. Finalization of Committee Membership within UPC.

VI. New Business
UNIVERSITY POLICY AND PLANNING COUNCIL
2008-09 CHAIR: REED HOYT

SEPTEMBER 9, 2008
MEETING MINUTES


GUESTS: none

MINUTES: Minutes from May 8, 2008 unanimously approved as written

ACADEMIC AFFAIRS REPORT

Dr. Phillips reported that UAlbany is ahead of all of the SUNY Centers for external funding ($391.7m in research awards 2007-08) and that our productivity is ranked 15th nationally among universities without a medical school.

CHAIR'S REPORT

Dr. Hoyt reported that there is no new information regarding the Presidential Search. The Writing proposal discussed at the May 8, 2008 meeting has been withdrawn and additional information regarding the UUNI 309 Peer Educators course will be distributed to the council.

NEW BUSINESS

1. Change in Registered Program Titles in Africana Studies

Dr. Phillips sought an endorsement of registering the title ‘Department of Africana Studies’ with SUNY System Administration and the NYS Department of Education. Motion made by Mr. Bessette; seconded by Dr. Delano and approved unanimously.

2. Name Change for the Department of Earth and Atmospheric Sciences to Department of Atmospheric and Environmental Sciences

Dr. Delano provided background on the proposal to change the department name — admission to the undergraduate Geological Sciences program was suspended in 2006; Senate Bill 070809 dated December 5, 2007 ended the program; resources were moved into the Environmental Sciences. The name change is intended to clarify the direction in which the department has evolved. Dr. Wagner inquired as to whether there was potential for the Geology program to restart; Dr. Delano replied that we cannot compete with Stony Brook’s program, so that eventuality is unlikely. Dr. Wagner moved to approve the motion with Dr. Eisenbraun seconding. Motion approved with Dr. Delano abstaining.

3. Consolidation of Masters Program in Public Administration and Public Policy into a single program

Additional information requested from David Anderson regarding the details of merging these programs was not provided by meeting time; discussion regarding program consolidation will be tabled for a future meeting.
4. Request for budget figures from the office of the Vice President for Finance and Business as a regular part of the UPC agenda

Dr. Hoyt commented that requesting information on where expenditures go has been neglected over the past several years- the Compact Planning / Selective Investment programs have affected the last three years. UPC would like to return to the transparent model of sharing information that existed prior to these initiatives. Ms. Bessette noted that the University is still waiting to hear from system administration on the $96 million SUNY cut. The Board of Trustees Finance Committee will meet within the next couple of weeks to take a high level All Funds look at the budget.

5. Reconstitution of the two Committees within UPC

Dr. Hoyt called for volunteers to resurrect UPC subcommittees:

**Resource Analysis and Planning Committee**
- Tom Bessette (convener)
- Eric Eisenbraun
- John Delano
- Cristian Lenart
- Richard Johnson

**University Facilities Committee**
- Ineke Murakami
- David Wagner
- Scott Birge
- Diane Dewar
- Paul Ricciardi

**OLD BUSINESS**

1. Professional Teaching Initiative

Discussion was continued from the May 8th meeting regarding Mr. Bessette’s initiative to encourage teaching among professional staff with appropriate teaching credentials.

It was agreed that this should be discussed with the whole council, and we need to determine what professional staff have terminal or master’s degrees. Release time for staff to teach has been addressed with UUP – as long as it is not mandated, it’s fine.

Dr. Delano raised the issue of resource implications – does it decrease need for TA’s, and is there anything to preclude an honorarium?

Dr. Hoyt mentioned that professional staff teaching would be welcomed in the Music Department, but that the department has no desire to displace Teaching Assistants. We need to gather data on where professional instructors could fill in gaps. Dr. Wagner suggested that a Teaching Assistant should get priority over a professional. Dr. Hoyt expressed concern that there is a constant struggle to secure GA stipends and he doesn’t want to see this function waylaid by an influx of professional adjuncts.
Mr. Bessette suggested that if professional staff taught without a stipend during the work day that it might this free up money for additional adjuncts. Dr. Phillips responded that it is safer to create a program that attaches professional teaching to an adjunct line and compensation – we do not want to create a scenario where professional staff members appear to have excess time in their daily schedules. Dr. Murakami commented that staff do get release time to take classes and for professional development. Dr. Delano added that anybody volunteering staff for this program could be setting themselves up as a budget reduction target by drawing attention to free time available in their regular work day.

Dr. Phillips recommended packaging this as a presidential initiative that benefits the whole institution. A professional release time pool could be created that units may apply for a piece of, which would provide protection for the staff member and his/her supervisor. A recent survey of faculty and student sentiment indicates that the university is a vibrant place to work and grow – this would build on that concept.

Mr. Bessette commented that this would encourage staff members who are interested in teaching to take ownership in their roles as part of the university community. Dr. Delano noted that during difficult times, we have to make the institution better, and this program may help to change the culture to have individuals raise the bar and see themselves as ‘citizens of UAlbany’ rather than just being loyal to their individual department or unit.

Mr. Bessette added that this would help us to work smarter – there’s always time to do something good. Dr. Wagner – consensus that this is a good idea; challenge is in how to present the best package. Mr. Bessette will look into what the other SUNY Centers are doing.

Dr. Phillips suggested that we consult Steve Beditz about programs we have had in the past that invite professional development or additional contributions from staff. Perhaps there is an opportunity for job shadowing or exchange programs with other units to see how they function. Ms. Bessette commented that she had engaged in such a program recently with one of her staff members with success.

Regarding the development of a bill to go to the Senate, Dr. Delano queried where this bill would come from – GAC/UAC/Governance? Dr. Lenart added that departmental chairs should also be consulted on the potential for this program.

**Action Items for Professional Teaching Initiative:**

1. Dr. Phillips will talk to George Philip about this
2. Dr. Hoyt will talk to Steve Beditz
3. Dr. Hoyt to talk to Candy Merbler

Motion was made to adjourn at 11:45 a.m.

Respectfully submitted,
Stacy Stern
PROPOSAL TO CHANGE THE NAME OF THE DEPARTMENT OF EARTH AND ATMOSPHERIC STUDIES TO DEPARTMENT OF ATMOSPHERIC AND ENVIRONMENTAL STUDIES

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the name of the Department of Earth and Atmospheric Sciences be changed to the Department of Atmospheric and Environmental Sciences

2. That this proposal be forwarded to the Interim President for Approval

RATIONALE:

With the suspension of admission to the Geological Sciences programs at both the undergraduate and graduate level, the title “Earth and Atmospheric Sciences” is misleading since the “Earth” portion suggests Geology. Furthermore, the department has a growing number of students in the environmental areas. The new name would reflect the actual emphasis of the department.
Graduate Certificate  
Health Disparities Certificate

This graduate certificate proposal is the product of a collaboration within the Education core of the NIH Export Center for the Elimination of Minority Health Disparities at the University at Albany, State University of New York. During the time when this proposal was developed, the Chair of the Health Education Core was Blanca Ramos, School of Social Welfare (who is currently at the University of North Carolina—Charlotte). Members of the Core who contributed to this effort include Bonita Sanchez, Jacqueline Meleco, and Anna Zendell (School of Social Welfare), Janine Jurkowski and Dwight Williams (School of Public Health), Myrna Friedlander (School of Education), Gregory Gross (College of St. Rose), Karen Nash and Maryanne Pepe (Hudson Valley Community College).

Need for Certificate Program:
According to the National Institutes of Health (NIH) and Institute of Medicine, there are striking differences in the burden of risk factors, such as illness and death as well as the lack of health care access experienced by various racial/ethnic groups including African Americans, Latino(a)s and Native Americans. Many other groups including the poor, people with disabilities, women, and the lesbian, gay, bisexual, transgendered (LGBT) population also experience disparities in lack of access to care and the burden of disease and death. Health disparities are on the national agenda as a major social issue. The Education Core developed this Health Disparities Certificate in direct recognition of this key social issue and the need for current and future leaders in the social services fields (public health, social work, psychology, and medicine) to be knowledgeable of the issues and strategies needed to address health disparities.

Goal of Certificate Program:
The goal of this program is to train graduate students or professionals to be leaders in addressing and eliminating health disparities. As stated by the Institute of Medicine and NIH, central to addressing health disparities is conducting research and practice at the community level and working with community partners to build community capacity and sustainability. The interdisciplinary certificate aims to provide an in-depth knowledge of the causes and issues in health disparities, provide strategies for eliminating disparities while improving students' multicultural competence and leadership skills.

The Health Disparities Certificate is to be offered to individuals working towards or currently in leadership positions in health services, policy, promotion, or provision. This program will provide an opportunity for preparedness and enhancement of the capacity to address and influence health disparities in students' individual communities and service organizations.

Audience:
The Certificate program will be available to University at Albany graduate students (master's or PhD students) in social welfare, public health, counseling psychology or clinical psychology. Current students must make a separate application for admission. Non-matriculated individuals who are practitioners in health care, counseling, social work, and public health may also apply to the Certificate program, provided they have a bachelor's or R.N. degree and requisite coursework (see below).

Certificate Coursework:
In order to receive the Health Disparities Certificate, students must take four 3-credit graduate courses, for a total of 12 credits. All are existing courses within the Schools of Public Health, Social Welfare, and Education. Enrollment credit (both FTEs and number of students) will be given to the School in which each course is taken. The Course Catalogue descriptions are listed below. One course on health disparities is required; the other three courses can be selected from three separate areas: multicultural practice in counseling psychology or social work, community partnerships, and public health leadership.

- **Required course:**

  **HPMB 620 Health Disparities and Community Health** (School of Public Health):
The goal of this course is to understand what contributes to health disparities in the United States. The course discusses historical contexts of race, underlying assumptions of group definitions, biological versus social definitions of race, why particular groups may experience disparities, and individual versus ecological approaches to health in our current health system. This course also covers theoretical frameworks for understanding and addressing health disparities. The course is geared for students to think critically and discuss health disparities. The knowledge gained through the class will be useful for public health practitioners and researchers as well as for those in social sciences and welfare.

- Select one of the following courses on multicultural practice:

1. SSW 746 Cultural Diversity in Social Work Practice* (School of Social Welfare):
   Social work practice with clients of diverse cultural backgrounds. Includes similarities and differences in practice among clients from selected cultures and sensitivity to the experiences of discrimination, alienation, oppression, and exclusion.

2. ECPY 627 Multicultural Perspectives: Counseling Theory and Practice* (School of Education):
   Provides more advanced study of specialized counseling approaches and techniques, including application of counseling techniques with diverse populations. Note: This course is only open to students with prior coursework in counseling theory.

3. ECPY 750 Multicultural Counseling (School of Education).
   This doctoral seminar is designed to explore selected theory and research in the area of multicultural counseling. Topics emphasized include research on the influences of race/ethnicity, gender, sexual orientation, and social class on the counseling relationship. Note: This course is only open to PhD students in counseling or clinical psychology at the University at Albany.

- Select one of the following courses on community partnerships:

1. SSW 792 Community Building* (School of Social Welfare):
   This course introduces community definitions and theories; examines the characteristics and functions of communities; identifies community-based services and resources; examines the role of community systems in change and development; and focuses on community building as an effective social work intervention model. Action and experiential learning are emphasized. The social worker is viewed as a professional facilitator and advocate assisting in developing community leadership, participation, enhancement, and empowerment.

2. HPM 669 Community Based Public Health (School of Public Health):
   Community based public health is on the national public health agenda. The Center for Disease Control and Prevention, National Institutes of Health, American Public Health Association, and Institute of Medicine all emphasize that community based public health is essential for improving the nation's health. The goal of this course is to learn a community based perspective of public health and health promotion, stressing an understanding of social determinants of health. The course will include readings about the importance
of working with diverse communities, concepts and best approaches for community based public health interventions, as well as strategies for assessing community assets and needs and strategies for working with community members to improve the health of the community. Some topics that will be covered include: coalitions, a variety of approaches for community assessment, community health workers, empowerment evaluation, and participatory health promotion approaches. The course is geared for students who are interested in working at community based organizations, government agencies, advocacy organizations, and in community based research.

- Select one of the following courses on public health leadership:

1. *SPH 569 Public Health Leadership* (School of Public Health):
   Provides students an understanding of the attributes and skills/behaviors associated with effective public health leadership and the abilities required to lead communities towards improved health status.

2. *SSW 793 Leadership in Human Service Organizations* (School of Social Welfare):
   This course is an introduction to the theories and models of leadership that are used in human service environments. The primary objective of the course is to explore leadership as a subject central to human services administration. Special emphasis will be placed on the leadership for the delivery of social services.

*These courses have pre-requisites, which will be waived for students completing the Health Disparities Certificate, as endorsed by the respective Deans of the Schools of Public Health and Social Welfare.

**Student Information:**

**Admissions**

Applications for the Health Disparities Certificate, due February 1 (for Fall admission) and October 1 (for Spring admission), will be forwarded to the School of Public Health to be evaluated by a committee of faculty from the School of Public Health, the School of Social Welfare, and/or the School of Education. A maximum of 10 new students will be admitted each academic year for the first three years.

Applicants who are currently enrolled in a graduate program in social welfare, public health, counseling or clinical psychology are eligible for the program if they are in good academic standing at an accredited institution of higher education (i.e., eligible applicants may be graduate students in institutions other than the University at Albany/SUNY). **Public health graduate students must have at least 6 undergraduate or graduate credits in the social sciences (psychology, social work, sociology, anthropology, or political science, women’s studies, Africana studies, or Latin American and Caribbean studies).**

Applicants not currently enrolled in an accredited graduate program in a relevant field are eligible for the program if they have a B.A., B.S., or R.N. degree from an accredited institution of higher education in the U.S. or abroad and have the equivalent of at least 6 undergraduate or graduate credits in the social sciences (as listed above).
All applicants must provide two references, preferably one faculty reference and one professional reference from an employer in a field relevant to health disparities. (Two faculty or two professional references will also be accepted.) Applicants must also provide an essay addressing the following question: Discuss two issues related to health disparities in the contemporary U.S.

**Resources and Support**

The Certificate is co-sponsored by the School of Public Health, the School of Social Welfare, and the School of Education. The Certificate will be administratively housed in the School of Public Health, whose personnel will coordinate admissions, student advisement, and Certificate conferral. A committee of faculty from the three schools will meet after the third year to revisit the issue of enrollment in light of demand for the Certificate and the available resources.

**Student Advisement**

The committee will assign an appropriate advisor in each student's particular area of interest to guide him or her through the Certificate program.

**Completion Requirements**

Students may take one course before applying for admission to the Certificate program. Course waivers can be obtained only through prior approval. There is a transfer credit limit of one course (3 credits) from another institution.

Students who are enrolled in a University at Albany graduate degree program and would like to pursue the Certificate degree can do so if they complete the curriculum as outlined above and have a minimum 3.0 GPA. However, a maximum of 6 credits (i.e., 2 courses) that are being used to fulfill requirements in the student's graduate degree program may also be applied to the Certificate; the remaining 6 credits for the Certificate must be taken in a different department.

Students must file an application for Certificate completion within 5 years from the date of admission.
June 16, 2008

Dear colleagues:

I am pleased to write in support of an interdisciplinary Certificate in Health Disparities at the University at Albany. The School of Education has a long-standing commitment to equal opportunity for all people regardless of their cultural background, health, or social standing. This certificate program is quite consistent with the mission of the School and fits well with existing work of faculty in the Department of Educational and Counseling Psychology. At least two courses in the division of Counseling Psychology (ECPY 627 “Multicultural Perspectives: Counseling Theory and Practice” and ECPY 750 “Multicultural Counseling”) can bevaluably integrated into the certificate program, and School of Education faculty are ready to participate in program admissions processes and needed student advisement.

The collaboration of the School of Education with the College of Arts and Sciences, the School of Public Health, and the School of Social Welfare integrates a powerful combination of faculty expertise and academic offerings that can provide a great service to the region and nation and is a wonderful opportunity to bolster the University’s reputation as an institution responsive to critical social needs. We expect that this certificate program will be of interest to current and prospective School of Education students and will stimulate ongoing research related to this area. We are enthusiastic to see the creation of this new Certificate in Health Disparities and welcome continuing collaborations with our colleagues.

Sincerely,

Robert Bangert-Drowns
Acting Dean
May 5, 2008

To Whom It May Concern:

The School of Public Health enthusiastically supports the creation of a new interscholastic University at Albany Certificate in Health Disparities. We will be the administrative home for the certificate, in close partnership with the School of Social Welfare, the College of Arts & Sciences, and the School of Education’s Department of Counseling and Educational Psychology. Three of the required or selective courses for the certificate will be offered by this School: Health Disparities (Janine Jurkowski), Community-Based Public Health (Janine Jurkowski), and Public Health Leadership (Dwight Williams).

This new certificate will be an invaluable addition to the University’s offerings. It will appeal both to students enrolled in a degree program such as the Master of Public Health (MPH) who want to strengthen their focus on health disparities, and to students who are interested in only a certificate in this area, including professionals at state or local health departments or staff at health-related non-governmental organizations.

Eliminating health disparities is one of the US Department of Health & Human Services’ key goals in their document Healthy People 2010. As a university that hopes to have an impact on important public issues, this is a critical area for us to focus on.

Please contact us if the School of Public Health can be of further assistance in development or implementation of this new program.

Sincerely yours,

Philip Nasca, PhD
Dean

Mary Applegate, MD MPH
Associate Dean for Academic Affairs
May 20, 2008

To Whom It May Concern:

The School of Social Welfare enthusiastically supports the creation of a new interdisciplinary University at Albany Certificate in Health Disparities. We have worked closely with the College of Arts & Sciences, the School of Public Health, and the School of Education’s Department of Counseling and Educational Psychology. Three of the required or selective courses for the certificate will be offered by this School:

(1) SSW 792 Community Building
(2) SSW 793 Leadership in Human Service Organizations
(3) SSW 746 Cultural Diversity in Social Work Practice

Additionally, the School of Social Welfare will provide a faculty/staff member to represent the Department to serve on the admissions review team and serve as advisor in each student’s particular area of interest.

Student Advisement
The committee will assign an appropriate advisor to guide him or her through the Certificate program.

This new certificate will be a valuable contribution to the University’s offerings. It will be a recruitment tool as well as an asset to our undergraduate and master’s degree programs.

Minority Health Disparities are of the most urgent concern. To advance our research and demonstration projects regarding these issues, the certificate will play a vital role.

Sincerely,

Katharine Briar-Lawson
Dean and Professor

Anne M. Fortune, Ph.D.
Associate Dean and Professor

KBL:AMF:jma