



UNIVERSITY
AT ALBANY

State University of New York

The World Within Reach
University at Albany Strategic Plan

October, 2010

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The World Within Reach University at Albany Strategic Plan

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Introduction

Mission and Values

In 2010, the University at Albany emerges from the first decade of the millennium with a strong trajectory of growth, achievement, and success. With a venerable 166-year history since its inception as a normal school, UAlbany today is a world-class public research university that brings the world within reach in its nine schools and colleges, highly ranked academic programs, award-winning faculty and staff, and outstanding undergraduate and graduate students.

Approaching the next decade, the University enters a time of incredible opportunity and challenge. It is a time of considerable change in higher education, and a time of particular challenge for public higher education in New York. In the state and in the nation, as resources are increasingly constrained, there are also ever higher expectations about the capacities and contributions of an institution of higher education. As traditional students and ways of learning continue, a more diverse students profile emerges and a more global vision of education is essential. There are new perspectives about what students need to know, and how they best learn. Sustaining growth in the development of knowledge, discovery, and creative endeavors is essential to both the culture and the economy. Innovation and partnerships for economic and workforce development are ever more critical. Keeping pace with the physical and technological infrastructure needs of a contemporary university campus is essential.

To address these opportunities and challenges, UAlbany brings many strengths: We are rich in our heritage, as well as forward-thinking in our life-enhancing research and scholarship. Our strategic location in New York's capital continues to contribute to our academic distinctiveness. We are home to a diversity of nationalities, backgrounds, and perspectives. Our nationally-ranked graduate programs are areas of significant strength. We have award-winning initiatives to support student success. We have talented and dedicated faculty and staff, and our strong partnerships across the campus, across the community, and around the globe provide rich

connections that further our work. We have new leadership—at the campus, and at the system—and a new opportunity to chart the future.

With this complex set of challenges and opportunities, President George M. Philip initiated a strategic planning process in October, 2009, to help define the University's path forward. This strategic planning process was to be informed by the Middle States review, and developed with an awareness of the then-emerging SUNY-wide strategic plan. The goal was to create a new statement of mission, a statement of strategic goals, and a 5-7 year strategic blueprint for achieving strategic objectives.

The strategic planning process began with an overview of innovations and emerging trends in higher education to help us consider how the University at Albany can best serve the needs of a local, State, regional, national and global population in the future. The Strategic Planning Committee (SPC), representative of the breadth of campus constituencies, undertook an examination of economic and environmental trends, social and political trends, trends in higher education, the interests of UAlbany stakeholders, and institutional strengths and weaknesses. Based on the analyses of the SPC, input from community forums, town halls, and individual comment, the plan presented here reflects the collective work of over 300 faculty, staff, and students, alumni, and members of the greater capital district community.

Our strategic plan begins with a new statement of our mission and values, and is framed by our strategic goals:

Our mission

**Expanding knowledge and transforming minds
to shape the future of our community and our world.**

Our values

- Excellence** • We pursue performance at its highest level, across all our endeavors
- Access** • We are committed to enabling individuals to pursue education without limitation by economic or societal factors
- Collaboration** • We cultivate an environment in which we share our respective strengths to work toward common goals
- Engagement** • We address local to global needs through engagement with diverse communities
- Respect** • We value diversity, academic freedom, and the rights and dignity of individuals
- Integrity** • We are committed to, and expect from all, honesty, transparency, and adherence to these core values


Our Strategic Goals

❖ **To enhance the quality of undergraduate education at UAlbany and attract and serve a highly qualified and diverse group of students** ¹


We will offer a competitive, high quality undergraduate education that is intellectually engaging and attractive to high-achieving students, and that offers specialized knowledge refined by research, practical, and creative experiences. Undergraduate education at UAlbany will equip students for informed and productive global citizenship, for fluency as writers and speakers, and for successful careers, professional life, graduate education, and life-long learning.

❖ **To create an excellent student experience that integrates academic and co-curricular experiences, engages the surrounding community and the world, and fosters lifelong pride in the University** 

We will provide the breadth and quality of student experience that both informs and inspires our students. The student experience at UAlbany will provide a sense of community with distinctive traditions and cultures, strong academic and career advisement and mentoring, and support for academic and lifelong success. We will be a safe, healthy, and intellectually open community that brings the world within reach.

❖ **To advance excellence in graduate education in support of the University's reputation, role, and stature and the preparation and competitiveness of graduates** 

We will offer outstanding graduate programs, maintaining and improving those already strong and enabling others to reach their potential. Graduate education at UAlbany will attract strong students, provide the preparation and support to insure successful completion, and recognize students, graduates, and faculty for their accomplishments. We will have relevant and accurate evaluative criteria and data and use them to guide investment decisions. We will have policies and practices that address current and evolving needs of graduate students broadly and non-traditional graduate students specifically.

¹  represents an area of particular convergence with the SUNY strategic plan, *The Power of SUNY*

❖ **To increase UAlbany’s visibility in, and resources for, advancing and disseminating knowledge, discovery, and scholarship** 

We will be a university where world-class research, scholarship and artistic endeavors are nurtured and flourish. Research, scholarship, and artistic endeavor at UAlbany will be supported and promoted in ways that enable it to grow, to attract external funding and recognition, and to engage students at all levels.

❖ **To add to, and reconfigure, our teaching, research, student life and support spaces in a manner compatible with our contemporary mission** 

We will have attractive, vibrant campuses that are inviting, accessible and navigable to students, faculty, staff and community. UAlbany campuses will include 21st century teaching, learning, living and research spaces that are sufficient to meet the needs of the university population, environmentally friendly and sustainable, and adaptable to changing needs of faculty, staff and students. Our environment will improve the quality of life of those who inhabit, work on, and visit the campuses, and provide opportunities for us to continue to grow as a community. Our campuses will be a source of pride as well as a regional engine for intellectual and economic growth.

❖ **To engage diverse communities in strategic partnerships to increase public, scholarly and economic benefits** 

We will be a leader among research universities in strategic partnerships and engagement involving faculty, students, alumni, and local to global communities for university advancement, societal and scholarly benefit, and economic development. We will be recognized for our work to create and apply new knowledge relevant to addressing the critical issues of the 21st century. We will leverage our distinctive strengths and the competitive advantage of our strategic location in New York’s capital city to enhance our reputation, influence and impact.

STRATEGIC PLAN SUMMARY

Strategic Theme 1: Undergraduate Education

GOAL: To enhance the quality of undergraduate education at UAlbany and attract and serve a highly qualified and diverse group of students 

Objective #1: Enrich the educational experience in the major and minor

Action Step 1.1: Require a capstone course of at least 3 credits in every major

Action Step 1.2: Create opportunities for qualified upper-division students to participate in a credit-bearing preceptorship or peer-mentoring experience

Action Step 1.3: Enhance the quality of honors-in-the-major programs and increase the accessibility of those programs to qualified students

Action Step 1.4: Rationalize and improve undergraduate advisement in majors

Action Step 1.5: Rationalize and simplify where possible the requirements for minors and improve advisement in the minor

Objective #2: Enhance availability and quality of undergraduate writing instruction

Action Step 2.1: Create a University Writing Program with a full-time staff and a tenured faculty director, reporting to the Provost, responsible for multiple sections of a freshman writing course and appropriate training and consultation

Action Step 2.2: Require departments in all majors to offer a second- or early third-year course in disciplinary writing

Action Step 2.3: Revise the General Education writing requirements to include the courses proposed in Actions Steps 2.1 and 2.2, and eliminate the upper division writing requirement

Action Step 2.4: Require specific reference to writing in the learning outcomes of courses developed under Action Steps 1.1 and 2.2

Action Step 2.5: Increase student access to drop-in, outside-of-course tutorial support for their writing throughout their time at UAlbany

Objective #3: Enhance quality, efficiency and clarity of the General Education program

Action Step 3.1: Revise the General Education Program into a more flexible, coherent, cohort-building experience for both freshmen and transfer students, and that is consistent with SUNY and NYS Regents requirements

Action Step 3.2: Require all departments to offer an equitable number of courses for freshman students

taught by full-time teaching faculty (or other appropriately qualified full-time employees) that meet the revised writing requirement and incorporate first-year “transition” issues and information

Action Step 3.3: Enhance the support structure for General Education through establishment of an Advisory Board

Action Step 3.4: Create an incentive program for faculty to develop and offer multidisciplinary General Education courses

Action Step 3.5: Revise the terms of appointment for adjunct instructors hired to teach General Education courses to include expectations regarding General Education course design, execution, and evaluation

Objective #4: Enhance the international components of undergraduate education

Action Step 4.1: Increase the number of UAlbany undergraduates studying abroad and engaging in international research

Action Step 4.2: Expand the number of short study abroad courses during winter/summer sessions and consider developing a more robust winter intersession term

Action Step 4.3: Double the percentage of enrolled international undergraduate students (presently, approximately 3.3%) within five years

Action Step 4.4: Expand opportunities for collaborative international learning in which UAlbany students interact with international students and for international experiences on campus.

Action Step 4.5: Provide training in the languages that students are most likely to need in an increasingly globalized world

Action Step 4.6: Enhance the global and international focus of the undergraduate curriculum by strengthening and expanding international course offerings

Objective #5: Increase full-time faculty engagement with undergraduate education and provide enhanced support for undergraduate instruction

Action Step 5.1: Within the available resource base, prioritize the hiring of more full-time teaching faculty

Action Step 5.2: Consider policies for tenure and promotion to support faculty career paths with a variety of goals, including a greater emphasis on teaching

Action Step 5.3: Provide specific incentives and clear standards for departments to ensure effective undergraduate instruction and participation by all faculty members in undergraduate teaching

Action Step 5.4: Develop criteria and a process to honor faculty (both full-time and part-time) for outstanding undergraduate teaching

Action Step 5.5: Require departments to demonstrate how they integrate the teaching contributions of graduate teaching assistants into undergraduate programs, in order to ensure effective orientation, training, quality, and continuity

Action Step 5.6: Require departments to demonstrate how adjunct faculty are oriented, mentored, and evaluated to ensure quality and continuity in academic programs

Objective #6: Improve the academic profile of incoming freshman and transfer students by working to attract more highly qualified applicants, by increasing selectivity, and by improving the yield rate of admitted top tier students

Action Step 6.1: Double the number of freshmen and transfer merit scholars (Presidential Scholars and Frederick Douglass) from 10% to 20% of our entering class over the next five years with increased scholarship support

Action Step 6.2: Enlist full-time faculty members in direct communication with Group 1 admitted freshmen and their parent(s) to encourage these students to matriculate


Action Step 6.3: Strengthen relationships and articulation agreements with major feeder community colleges in order to build a pipeline of high quality transfer students

Action Step 6.4: Develop an outreach campaign to encourage high school counselors to visit campus more often, participate in professional development opportunities, and become more aware of what UAlbany can provide to their students

Action Step 6.5: Develop recruitment and enrollment strategies for non-traditional populations such as adult learners, Veterans, students returning to retain for new careers, etc., and explore curricular and instructional revisions to address their needs

Action Step 6.6: Market select programs, such as the newly approved BS in Nanoscale Science, Nanoscale Engineering, Business, and Computer Science, to target out-of-state and international students

Strategic Theme 2: The Student Experience

GOAL: To create an excellent student experience that integrates academic and co-curricular experiences, engages the surrounding community and the world, and fosters lifelong pride in the University 

Objective #1: Create a strong sense of community among faculty, students, staff and alumni 

Action Step 1.1: Develop an electronic capability to identify and match interests among faculty, staff, students, and alumni to create sustainable, vigorous interactions

Action Step 1.2: Develop administrative mechanisms through the UAS Board of Directors to foster opportunities for faculty and staff to eat meals in the dining halls, and offer more classes in residence areas

Action Step 1.3: Develop orientation events and unit-level initiatives for faculty and staff to build greater awareness, ability, and interest for engaging in meaningful activities with undergraduate and graduate students

Action Step 1.4: Encourage members of academic departments and administrative offices to significantly increase contact with undergraduate students and undergraduate research

Action Step 1.5: Add a title (i.e. “Master” faculty at Binghamton) that recognizes faculty and staff who demonstrate exceptional commitment to fostering interaction between faculty/staff and undergraduate students

Action Step 1.6: Develop physical spaces on the uptown campus that are more collegial and less industrial in feel and appearance that will encourage community interaction

Objective #2: Prepare students for successful futures through strong academic advisement, career counseling, and inspirational mentoring

Action Step 2.1: Create partnerships between Residential Life Staff and other units including, but not limited to, Career Services, Counseling & Health Centers, Advisement Services Center (ASC), and Study Abroad to increase awareness of campus programs and resources

Action Step 2.2: Develop more technology-based advisement tools (e.g., AskUAlbany, YouTubesque videos, departmentally-based AskDepartment) that are available 24/7

Action Step 2.3: Create more opportunities for faculty, staff and alumni to mentor undergraduate students, and make students aware of these opportunities

Action Step 2.4: Require academic departments to include advisement and mentoring in their periodic assessment

Action Step 2.5: Increase follow-up with undergraduate students receiving academic warning letters to increase their likelihood of success

Action Step 2.6: Provide computing software to allow all students to create a personal portfolio with logs of advisement, course work, and future plans that are accessible through MyUAlbany for the student and appropriate personnel

Objective #3: Instill in the University at Albany community a distinctive and enduring identity through its traditions and cultures

Action Step 3.1: Reinforce the values that define the University at Albany with the entire University community

Action Step 3.2: Facilitate increased opportunities for participation in recreational and wellness activities on campus

Action Step 3.3: Invest in and actively promote participation in current traditions to help all members feel a part of the University family

Action Step 3.4: Celebrate, reward and publicize students who demonstrate success in areas such as athletics, music, theater, etc., and who, by their example, inspire pride and loyalty

Action Step 3.5: Explore ideas for new traditions that are unique and have meaning to the community

Action Step 3.6: Enhance the campus-wide events calendar and encourage broad usage by the entire community

Objective #4: Amplify the ‘World Within Reach’ perspective through a dynamic, rich assemblage of experiences

Action Step 4.1: Urge departments to recommend, or require where appropriate, the integration of international educational opportunities into their academic missions to achieve a study- or service-abroad rate of 10% of undergraduates

Action Step 4.2: Expand international theme housing opportunities through recruitment of interested faculty, dedication of needed space, etc

Action Step 4.3: Introduce all students to the importance of UAlbany’s “World Within Reach” values by including a presentation in all new student orientations and creating a web-based clearinghouse of international academic opportunities

Action Step 4.4: Encourage faculty interaction with Student Association, the Graduate Student Organization, and other cultural groups to facilitate the sharing of multicultural experiences of students, faculty and staff

Action Step 4.5: To encourage undergraduate student contact with foreign languages and world cultures, set aside modest resources to support the internationally themed activities

Objective #5: Foster a safe, healthy and intellectually open University environment that is conducive to success

Action Step 5.1: Continue to invest in and expand the campus and community collaborations that will improve the quality of life for students and neighbors in the City of Albany

Action Step 5.2: Invest in programs for students that promote safety and educate them about responsible behaviors and healthy life choices

Action Step 5.3: Provide the necessary infrastructure to instill values of diversity, inclusion and equality in order to promote the safety of all and ensure that all students are extended a full and equal place in the community

Action Step 5.4: Promote responsible behaviors and healthy life choices through late night programming and dining options, improved wellness opportunities, and facilities

Action Step 5.5: Utilize faculty and staff expertise to facilitate open discussion and debate in understanding first amendment rights and responsibilities

Objective #6: Provide excellent and effective student support services that enhance student satisfaction and contribute to academic and lifelong success

Action Step 6.1: Utilize the web and other appropriate technology to provide services that are available 24/7 and do not require phone calls or excessive time in line

Action Step 6.2: Improve satisfaction with food services on campus


Action Step 6.3: Invest in Academic Support Services initiatives such as the University-wide promotion of educational services and the implementation of an academic help desk

Action Step 6.4: Review and assess upper level undergraduate advising practices in order to implement successful strategies and improve student satisfaction with advisement

Action Step 6.5: Review and assess the degree to which DARS is effective and might be made more so (Middle States recommendation)

Action Step 6.6: Reintroduce graduate student housing on campus when new 500-bed residence hall opens

Strategic Theme 3: Graduate Education

GOAL: To advance excellence in graduate education in support of the University's reputation, role, and stature and the preparation and competitiveness of graduates 

Objective #1: To inform investment decisions, strengthen the program evaluation process by articulating appropriate criteria and collecting relevant and accurate data

Action Step 1.1: Identify appropriate external criteria, including national rankings, accreditation, and other disciplinary recognition, for evaluation of programs

Action Step 1.2: Identify appropriate internal criteria for evaluating programs in comparison to program goals and in relation to each other

Action Step 1.3: Identify appropriate criteria for evaluation of programs in relation to existing and emerging regional contributions (for example, professional degree and certificate programs)

Action Step 1.4: Collect accurate, consistent, and comparable data campus-wide to be used in applying these criteria

Action Step 1.5: Ensure that criteria are widely promulgated and data are easily accessible campus-wide

Action Step 1.6: Ensure that University-wide graduate program evaluation occurs as a routine and meaningful activity

Objective #2: Focus resources on graduate programs based on criteria of objective # 1, that have reached or are poised to reach national prominence, those having the strongest potential to reach national prominence, or those (including new programs) that contribute significantly to the University's mission

Action Step2.1: Direct and/or re-direct available funds for faculty positions (including adjuncts) to graduate programs that meet these criteria

Action Step2.2: Direct and/or re-direct available graduate student support funds to graduate programs that meet these criteria

Action Step2.3: Assess the existing administrative and clerical support for graduate education and realign as necessary to ensure that graduate education has the necessary infrastructure

Objective #3: Attract and retain outstanding graduate students and support and prepare them appropriately

Action Step 3.1: Use new and reallocated resources to significantly raise the stipend levels, number, and duration of individual graduate student support awards to become competitive with peer institutions

Action Step 3.2: Invest in library and IT resources, services, and staffing critical for graduate study

Action Step 3.3: Ensure preparation of graduate students to teach

Action Step 3.4: Ensure preparation of graduate students for research

Action Step 3.5: Better prepare graduate students pursuing professional and academic careers through increased opportunities for experiential learning

Objective #4: Develop policies, regulations, curricula, and incentives to meet the changing needs of non-traditional graduate students 

Action Step 4.1: Develop and/or revise academic programs (e.g., degree programs, professional development certificates) for new and non-traditional students from emerging populations

Action Step 4.2: Develop recruitment strategies to attract these new and non-traditional students to graduate education

Action Step 4.3: Examine and modify as necessary graduate education delivery systems, regulations, and curricula toward serving new and non-traditional student populations

Objective #5: Identify faculty pedagogical needs and enhance support for these activities in graduate education

Action Step 5.1: Provide faculty development opportunities (for example, through department efforts and ITLAL) that are specific to pedagogical activities unique to graduate education

Action Step 5.2: Ensure that the needs of graduate education (e.g., data access, computing software and hardware, technical support) are fully incorporated into technology allocations

Action Step 5.3: Ensure that the needs of graduate instruction are fully incorporated into facilities allocations

Action Step 5.4: Target annual investments in library materials, services, and staffing, to ensure that high priority be given to graduate student needs (See also 3.2)

Objective #6: More effectively integrate graduate academic programs, administration, and governance to strengthen graduate education

Action Step 6.1: Revise the Senate Charter to constitute the Graduate Academic Council as a more efficient, informed and stable faculty council suitable to consider, create and amend regulations or priorities

Action Step 6.2: Explore the possibility of creating a Graduate School to advance these objectives to improve graduate education

Strategic Theme 4: Research

GOAL: To increase UAlbany's visibility in and resources for advancing and disseminating knowledge, discovery, and scholarship 

Objective #1: Increase scholarly and creative output

Action Step 1.1: Increase the ratio of full-time tenure-track faculty to professional and part time appointments, and to increase faculty time for scholarly and creative output, consider offering instructor positions with service obligations to excellent experienced adjuncts

Action Step 1.2: Offer the option of a “year 3” discretionary leave for one semester to promising tenure-track junior faculty

Action Step 1.3: Provide and monitor mentorship for all faculty, including pre-submission manuscript and grant proposal review

Action Step 1.4: Require annual activity report assessments for untenured and junior faculty and biennial reviews for senior faculty, and establish excellence awards for recently tenured faculty

Action Step 1.5: Allocate some indirect cost return funds to support travel and unfunded scholarly activities (See 3.3)

Action Step 1.6: Prioritize and expedite retention of faculty with proven scholarly and creative records

Objective #2: Increase within five years RF federal funding (including collaborative PI federal flow-through funding) by at least 50%, and the proportion of faculty who have received external funding from any source by 20%

Action Step 2.1: Increase probability of positive funding outcomes through mentorship, grant-proposal writing assistance, and pre-submission peer review and provide support in identifying funding sources, including a wiki.

Action Step 2.2: Increase overall capability to identify and secure alternatives to federal funding by providing specialized expertise

Action Step 2.3: Reward proposal writing and development activities

Action Step 2.4: Hire and retain faculty with strong records of obtaining federal, foundation, and other funds. At a minimum, for assistant professor hires, require a detailed plan for seeking funding

Action Step 2.5: Establish a fellowship leave program to encourage applications for prestigious awards

Action Step 2.6: Consider increasing the number of non-tenure track, externally funded, research faculty

Objective #3: Improve administrative support for post-award services and create a culture of support for investigators

Action Step 3.1: Evaluate, and where feasible rearrange, post-grant processing so that a single team provides full support for a group of units

Action Step 3.2: Provide a clear annual report to Deans and Chairs of expenditures for all ICR (overhead)

funds returned to campus units including departments, schools/colleges, centers/institutes, and the office of the Vice President for Research

Action Step 3.3: Using 3.2, increase the percentage overhead return to units and Principal Investigators and prioritize among the potential uses of overhead returns to support travel, bridge funding, seed grants, equipment renewal, etc.

Action Step 3.4: Facilitate access to small-percentage-effort staff needs by hiring technical staff (data managers, equipment maintenance, etc.) using a core fee system

Objective #4: Improve infrastructure support for scholarly activities (see 3.3)

Action Step 4.1: Create a renewal program for equipment for large, shared facilities

Action Step 4.2: Create a program for bridge funding and seed money for senior faculty and increase accountability for bridge and seed funding (including for FRAP awards)

Action Step 4.3: Create routine consulting with central core services (e.g., ITS) in hiring and grant planning

Objective #5: Increase visibility and reputation of UAlbany scholarship in media, government and in the national and international scholarly community

Action Step 5.1: Encourage nominating colleagues for awards

Action Step 5.2: Consider strategic hires of faculty of international stature (see 1.6 and 2.2)

Action Step 5.3: Provide increased general service single-contact support for hosting conferences, including interdisciplinary conferences, to attract international scholars

Action Step 5.4: Improve publicizing of scholarship and awards within and outside the university, including a web listing or wiki and develop expertise in determining appropriate venues and style for publicizing

Action Step 5.5: Raise the number of doctoral programs with top national rankings or other measures of excellence by strategic reinvestment in faculty hires and graduate student support

Objective #6: Increase postdoctoral and student engagement in scholarship and external funding

Action Step 6.1: Provide administrative support in identifying pre-doctoral and postdoctoral training grants and other funding sources, and for proposal submission and peer review

Action Step 6.2: Ensure that departments retain TA lines for students moved to other support

Action Step 6.3: Determine accurately the net cost to the University of paying graduate tuition for one additional student and charge grants that amount for tuition, or return excess to Principal Investigators

Action Step 6.4: Institute a flexible incentive account, as for overhead return, for Principal Investigators who obtain federal funding for postdoctoral associates and graduate students

Action Step 6.5: Provide a method of pooling funds for postdoctoral and graduate students

Action Step 6.6: Facilitate capstone scholarly and creative experiences for undergraduates

Strategic Theme 5: Infrastructure and the Environment

GOAL: To add to, and reconfigure, our teaching, research, student life and support spaces in a manner compatible with our contemporary mission 

Objective #1: Create and maintain attractive and accessible places for learning, interaction, living and recreation

Action Step 1.1: Continue to implement studies and master plans focused on improving, preserving, and enhancing a sense of place

Action Step 1.2: Expand, diversify, upgrade, and maintain classroom inventory to create more cutting-edge, attractive, and comfortable study and learning environments

Action Step 1.3: Continue using place-making techniques to create interior spaces for students and faculty to gather informally in all future building and renovations

Action Step 1.4: Upgrade and maintain current living and recreational facilities for students to a high standard, and create additional spaces to meet student demand

Action Step 1.5: Develop outdoor spaces on campus more fully and strategically for interaction

Action Step 1.6: Develop a more robust space-management system to facilitate space identification and utilization in a manner that is more responsive to shifting priority needs

Objective #2: Explore emerging technologies and invest in and keep up to date IT infrastructure to support the teaching, research, service and administrative functions

Action Step 2.1: Ensure that the IT infrastructure is capable of supporting emerging technologies and instructional methodologies

Action Step 2.2: Educate the campus community on available technology resources and systems and periodically survey students and faculty regarding their technology needs

Action Step 2.3: Provide for cyclic upgrading of smart classroom and conference room technology to support evolving teaching methods

Action Step 2.4: Continue investment in developing business intelligence, security, IT management, and other administrative systems and integrate with external systems

Action Step 2.5: Enhance technology and training to enable collaboration including simple and easy webinar and videoconferencing and virtual collaboration for both large and small audiences

Action Step 2.6: Ensure adequate computer accessibility for all students

Objective #3: Seek opportunities to develop the campus to allow further support of the University mission and decompress where overcrowded

Action Step 3.1: Add or acquire new buildings which meet the demand for 21st century classrooms, research and recreational needs

Action Step 3.2: Create swing space in order to properly renovate existing infrastructure

Action Step 3.3: Seek strategic opportunities to occupy or develop on the Harriman Campus, with

appropriate pedestrian and vehicle interconnects

Action Step 3.4: Create an easily accessible inventory of indoor and outdoor spaces on campus with details on how to reserve the spaces and what functionality the space provides

Action Step 3.5: Engage the City of Albany and other stakeholders about how the University can continue to support the region, expand its physical footprint, adequately serve campus constituencies, and improve community relationships

Objective #4: Address deferred maintenance in order to support the campus mission and avoid unnecessary costs

Action Step 4.1: Continue rehabilitation and renovation activities on all campuses with the objective of complete renovation of all buildings by 2030

Action Step 4.2: Ensure that staff levels are adequate for maintaining the various campuses per minimum APPA standard level 3 for cleaning and maintenance

Action Step 4.3: Ensure that upgraded building systems, including heating, cooling, lighting, windows and doors, provide greater energy efficiency, and work towards a 30% decrease in energy use by 2020 as per the SUNY Strategic Plan

Action Step 4.4: Continue to educate the campus community on the impact of implementing deferred maintenance projects including disruption and planning outcomes

Objective #5: Invest in sustainable or green infrastructure to advance the university's sustainability agenda

Action Step 5.1: Create a culture where all community members feel a responsibility to educate themselves about and participate in sustainability efforts

Action Step 5.2: Formally assess the current state of sustainability on campus and create a system through which progress towards sustainability is integrated into research, teaching, and the student experience

Action Step 5.3: Identify revenue generation streams from energy conservation and recycling efforts and funnel portions back into supporting sustainability programs

Action Step 5.4: Explore and implement, where feasible, alternate means of generating energy for campus usage

Action Step 5.5: Prioritize a sustainable transportation system by emphasizing the development of public transportation, improved pedestrian and bicycle access on and between campuses, and a comprehensive parking system that supports more sustainable transportation modalities and restores and preserves the campus landscape

Strategic Theme 6: Alumni and Community Engagement

GOAL: To engage diverse communities in strategic partnerships to increase public, scholarly and economic benefits 

Objective #1: Recognizing that success in cultivating the University's worldwide alumni community is essential and that engagement of the local community is at the heart of daily operations, ensure that University units reflect a customer-oriented, student-success-driven model

Action Step 1.1: Leverage University employees, at all ranks and across all units, as University ambassadors and officers of development, internally and externally, to achieve a student, alumni, parent, and community commitment to philanthropy

Action Step 1.2: Cultivate private, corporate, and foundation support for research centers and initiatives that will elevate UAlbany's standing as a research institution

Action Step 1.3: Develop an Alumni Commercialization Fund (as aspirational peers have done) to encourage and cultivate student entrepreneurship

Objective #2: Increase strategic partnerships for social development and scholarly benefit in critical areas of policy and practice to develop human potential, advance health and welfare, and improve the quality of life from the local to global levels 


Action Step 2.1: Facilitate the understanding and development of successful research and academic partnerships that advance discovery, the application and exchange of knowledge, enhanced learning, and mutual benefits for partners

Action Step 2.2: Develop a university-wide approach and identify the accompanying capacity to coordinate and build cost-effective, high-impact partnerships

Action Step 2.3: Build interdisciplinary partnerships across campuses and schools that address societal and economic issues, such as aging, Alzheimer's, and cancer research, and include support for non-profits

Action Step 2.4: Leverage University knowledge resources to increase support of non-profit organizations seeking to address community issues and improve quality of life

Action Step 2.5: Increase communities' access to and use of University-generated knowledge by strengthening collaborative dissemination approaches with all relevant constituencies

Objective #3: Grow UAlbany as a University for all ages, at the local, regional and State levels, with a special focus on building the K-16 pipeline, life-long learning and technology-facilitated learning 

Action Step 3.1: Create University mechanisms, including financial incentives, for exporting educational programs to local, regional, and global areas

Action Step 3.2: Expand on-line courses and continuing education to address needs of both traditional and non-traditional students, building on the model of the Professional Development Program

Action Step 3.3: Partner with agencies at the public or private sector in extending educational opportunities to employees in convenient ways

Action Step 3.4: Develop non-credit workshop opportunities for local businesses, area educational centers (school faculty and administration), and health centers

Action Step 3.5: Map existing UAlbany's K-12 programs, identify populations being served, and identify ways to connect/align them for greater impact

Objective #4: Increase strategic public and private partnerships to advance economic development, workforce development and entrepreneurial activity 

Action Step 4.1: Support academic entrepreneurship among faculty, students, postdoctoral associates, staff, and alumni through an incentive structure

Action Step 4.2: Strengthen local to global connections with regional and state economic development officials/Chambers and universities by building public and private partnerships between UAlbany and other research institutions, and seek external sources of funds

Action Step 4.3: Expand industry/university collaborations through a University-based business incubator with private sector support to grow the economy and the use of alternative energy for the region and state

Objective #5: Create a more integrated University-wide system for community-engaged research, teaching and service 

Action Step 5.1: Assess the needs of UAlbany's diverse external communities and the impact of partnerships and other engaged work and use the data to promote the University

Action Step 5.2: Increase curricular engagement with communities to enhance students' academic and civic learning, enrich scholarship, and foster community well-being

Action Step 5.3: Develop support for faculty to conduct research relevant to diverse local to global communities (e.g., recognition and awards, institutional coordination)

Objective #6: Be an active leader in community-building to improve the quality of life in the region and enrich faculty, student, and staff learning 

Action Step 6.1: Work to better coordinate, interconnect, and leverage UAlbany's many engaged activities focused on regional needs (e.g., K-16 education) for enhanced mutual benefit

Action Step 6.2: Create a culture of faculty, students, and staff as community ambassadors and encourage widespread involvement through academic, co-curricular, and extra-curricular activities

Action Step 6.3: Increase awareness and encourage the practice of environmentally conscious actions of the university and the wider region

Action Step 6.4: Raise UAlbany's profile as a hub of intellectual, cultural and recreational exchange. Seek community input and improve ways of communicating information as well as connecting with the public

STRATEGIC PLANNING DETAIL

Strategic Theme 1: Undergraduate Education	To enhance the quality of undergraduate education at UAlbany and attract and serve a highly qualified and diverse group of students
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Vision	We will offer a competitive, high quality undergraduate education that is intellectually engaging, attractive to high-achieving students, and offers specialized knowledge refined by research, practical, and creative experiences. Undergraduate education at UAlbany will equip students for informed and productive global citizenship, for fluency as writers and speakers, and for successful careers, professional life, graduate education, and life-long learning.
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Objective #1	Enrich the educational experience in the major and minor
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Action Step 1.1: Every major shall require students to take a capstone course of at least 3 credits, as appropriate to the discipline, in their final year.

- a. The course might involve original research by the student, collaboration in the research and scholarship of a faculty member, a creative project or performance, or an appropriate internship or service learning experience.
- b. In any case, the course will require students to reflect upon their own learning, research, or creative objectives and to produce a substantial written product, report, or performance appropriate to the field.
- c. This requirement may, but need not, be met by an undergraduate honors thesis.

Suggested responsible units: school, colleges, and departments; under the leadership of deans and chairs; subject to appropriate University governance action.

Suggested timeline for implementation: beginning (*i.e.*, applying to students newly admitted to majors) in academic year 2010-2011.

Action Step 1.2: Create opportunities for qualified upper-division students to participate in a preceptorship or peer mentoring experience, with appropriate faculty supervision, in a lower division course in their major field. For this work students may receive up to three academic credits either in their major field, or under some other appropriate course rubric.

Suggested responsible units: school, colleges, and departments; Office of Undergraduate Education in the case of UNI-rubric; Institute for Teaching, Learning, and Academic Leadership (ITLAL) for training.

Suggested timeline for implementation: beginning in academic year 2010-2011.

Action Step 1.3: Enhance the quality of honors-in-the-major programs and increase the accessibility of those programs to qualified students through: improved mentoring and publicity (**Step 1.4**); by requiring programs that do not offer honors to provide a rationale to the appropriate dean; and by reviewing honors programs explicitly in all undergraduate program reviews by the Council on Academic Assessment (CAA).

Action Step 1.4: Rationalize and improve undergraduate advisement in majors with due attention to procedural advisement, substantive advisement, and career guidance, for native frosh as well as for transfer students.

- a. Use information technologies to provide student-oriented introductions to the content of majors, including videos, brief presentations by faculty, majors, and alumni; links to disciplinary sites, professional associations, internship providers, potential employers, and message boards; YouTube, blogs, and Facebook postings with content to be provided by faculty and disciplinary student groups; and making use of templates, training, and computing resources to be centralized in the Advisement Services Center (ASC) as an extension of their Major Academic Pathways program, or in schools or colleges.
- b. Encourage departments to plan the allocation of seats and sections adequately to serve transfer students. Involve advanced undergraduates in appropriate parts of the student orientation and advisement process.

Suggested responsible units: school, colleges, and departments; ASC; Information Technology Services (ITS); Communications and Marketing

Suggested timeline for implementation: beginning in academic year 2010-2011.

Action Step 1.5: Rationalize and simplify where possible the requirements for minors.

Improve advisement in the minor by making use of web-based information sharing and referral of students as appropriate between advisors representing different disciplines.

- a. Advanced undergraduates may be involved in appropriate facets of the advisement process.
- b. Encourage departments to be more attentive to the demand for seats and the advisement, internship, and career-related needs of minor students.
- c. Develop web-based tools for recruitment and advisement of minor students comparable to those listed in **Step 1.4**.

Suggested responsible units: school, colleges, and departments; ASC; ITS; Communications and Marketing

Suggested timeline for implementation: beginning in academic year 2010-2011.

Objective #2	Enhance the availability and quality of student writing instruction
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Action Step 2.1: Create a University Writing Program with a full-time staff and a tenured faculty director reporting to the Provost and charged to:

- a. Begin offering multiple sections of a Freshman Year writing course called Introduction to Writing in the University that will meet the revised Lower Division Writing Intensive Requirement described in 2.3 below.
- b. Develop (in concert with ITLAL) training for faculty and TAs in the teaching of disciplinary writing
- c. Consult with academic departments on the design of discipline-based writing courses

Suggested responsible units: Academic Affairs, subject to appropriate University governance action

Suggested Timeline for Implementation: Fall 2013

Action Step 2.2: Require departments in all majors to offer a required second- or early third-year course (200-300 level) explicitly designed to teach disciplinary writing appropriate to the sponsoring field (e.g., History, Political Science, etc.).

Suggested responsible units: Academic Affairs, with appropriate University governance action; Individual Departments in consultation, as needed, with University Writing Program

Suggested Timeline for Implementation: Fall 2015

Action Step 2.3: Revise the current General Education writing requirements to encompass, under the Lower Division requirement, the range of new courses created under Action Steps 2.1 and 2.2 above, and under Action Step 3.2 under General Education, below; and eliminate the Upper Division writing

requirement completely, on the grounds that the capstone courses mandated under 1.1 serve the same end more effectively.

Suggested responsible units: General Education Task Force created by Senate Resolution 0910-01, with appropriate action by the Undergraduate Academic Council
Suggested Timeline for Implementation: Fall 2012

Action Step 2.4: In keeping with Steps 1.1 and 2.2, require the faculty sponsoring all undergraduate majors to specify in their program’s learning outcomes, and for CAA review, their expectations concerning writing.

Suggested responsible units: Individual Departments
Suggested Timeline for Implementation: Fall 2015

Action Step 2.5: Increase student access to drop-in, outside-of-course tutorial support for their writing throughout their time at UAlbany.

Suggested responsible units: University Writing Program
Suggested Timeline for Implementation: Fall 2015

Objective #3	Enhance quality, efficiency and clarity of the General Education program
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Action Step 3.1: Revise the General Education Program into a more flexible, coherent, cohort-building experience that maximizes coordination and minimizes friction between GenEd courses and requirements in the majors and minor for both native freshman and transfer students; and aligns with the new UA Mission Statement, new SUNY System GenEd Guidelines, evolving NYS Regents’ examination practices and available resources.

Suggested Responsible Unit: General Education Task Force created by Senate Resolution 0910-01
Suggested Timeline for Implementation: Fall 2012

Action Step 3.2: Require all departments to offer an equitable number of (and a minimum of two) small (<25 students) courses for freshman students taught by full-time teaching faculty (or other appropriately qualified full-time employees). These courses should be designed to meet the revised General Education writing requirement stipulated in Action Step 2.3 above. Faculty teaching these courses should be provided with information about the transition issues freshmen face as well as resources that might be useful in designing a course for this population of students.

Suggested responsible units: Individual Departments
Suggested Timeline for Implementation: Fall 2013

Action Step 3.3: Enhance the support structure for General Education.

- a. Form an Advisory Board (modeled, e.g., on the current Honors College Board) to advise the Associate Dean for General Education, including instructors (teaching faculty and part-time/adjunct faculty) from each of the different categories of the General Education requirements.
- b. The Board would work with the Associate Dean on general oversight of the program and its coherence, and on keeping the campus informed of any new developments in the General Education program.
- c. It would also support the Associate Dean to ensure that the principles and practices of General Education are well understood by all stakeholders—including students, teaching faculty and instructors of courses in the General program, and relevant staff—so that General Education courses are an integral part of undergraduate work, and not a set of requirements to “get over with” before moving on to the major.
- d. Finally, such a committee would be responsible for soliciting student input on an ongoing basis about desirable General Education courses and work with deans and department chairs to find support for faculty to design and teach such courses

Suggested responsible units: Office of Undergraduate Education working with Schools/Colleges (departments), with appropriate University governance action
Suggested timeline for implementation: Fall 2010

Action Step 3.4: Create an incentive program for faculty to develop and offer multidisciplinary General Education courses.

Suggested responsible units: Funding from Academic Affairs; recruitment, academic oversight, and management by the Associate Dean for General Education and ITLAL
Suggested Timeline for Implementation: Fall 2013

Action Step 3.5: Explicitly revise the terms of appointment for adjunct instructors hired to teach General Education courses to include (a) requisite participation in departmental discussions of and/or training for such courses; (b) recognition of the attendant expectations for course design, execution and evaluation; and (c) compensation for the additional work represented by (a) and (b).

Suggested responsible units: President/Provost
Suggested timeline for implementation: Fall 2010

Objective #4	Enhance the international components of undergraduate education
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Action Step 4.1: Increase the number of UAlbany undergraduates studying abroad and engaging in international research and service learning by increasing awareness of international opportunities early

in their academic careers, by offering courses and activities that will prepare them for a study abroad experience, and by providing adequate financial support for studying overseas.

Suggested responsible units: Office of International Education; Office of Undergraduate Education; academic programs
Suggested timeline for implementation: Immediate

Action Step 4.2: Expand the number of short study abroad courses during winter/summer sessions and consider developing a more robust winter intersession term.

Suggested responsible unit: Office of International Education; academic programs; Office of General Studies
Suggested timeline for implementation: Immediate

Action Step 4.3: Double the percentage of enrolled international undergraduate students (presently, approximately 3.3%) within five years. Strategies should include identifying majors most attractive to international students and marketing these majors aggressively in selected countries. This will also require additional support services to meet the needs of these students. Similarly, increase the number of foreign students visiting the University at Albany as study abroad students.

Suggested responsible units: Office of International Education, Undergraduate Admissions
Suggested timeline for implementation: 2010-2015

Action Step 4.4: Expand opportunities for collaborative international learning in which UAlbany students interact with international students in comparable courses through e-learning (e.g., group work through discussion boards or video-conferences); for participation in international experiences on our campus; by highlighting the international faculty and students already on campus; and by establishing and promoting an annual International Education and Careers Week.

Suggested responsible Units: Office of International Education; academic programs
Suggested timeline for implementation: Immediate

Action Step 4.5: Provide training in the languages that students are most likely to need in an increasingly globalized world, ensure regular course offering at all levels of instruction (including advanced courses) in these critical languages, and focus on student proficiency in these languages for both study abroad and career development; charge the Vice Provost for International Education with organizing a group to identify those languages and ways to build the University's capacity to deliver instruction in them.

Suggested responsible units: Vice Provost for International Education, Dean of the College of Arts and Sciences, and Vice Provost for Undergraduate Education, with appropriate University governance action
Suggested timeline for implementation: Immediate (convene group)

Action Step 4.6: Enhance the global and international focus of the undergraduate curriculum by strengthening and expanding international course offerings.

Suggested responsible units: Office of International Education, academic programs; appropriate University governance action

Suggested timeline for implementation: Immediate

Objective #5	Increase full-time faculty engagement with undergraduate education and provide enhanced support for all undergraduate instruction
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Action Step 5.1 Within the available resource base, prioritize the hiring of more full-time teaching faculty in order to increase opportunities for sustained, consistent and more personal student engagement with their academic programs

- a. Set as a campus growth target over the long term an increase in the ratio of full-time faculty to undergraduate students.
- b. Set as a parallel target an increase in the ratio of full-time teaching faculty to non teaching faculty and professionals.
- c. Establish standards for minimum number of undergraduate formal contact hours with full-time faculty, in the form of a fraction of total academic program contact hours.

Suggested responsible units: Departments, Deans, Provost

Suggested timeline for implementation: Fall 2010

Action Step 5.2: Consider policies for tenure and promotion to support faculty career paths with a variety of goals, including a greater emphasis on teaching.

- a. Grant departments the autonomy to meet the objectives of excellence in research, teaching and service by managing their personnel and other assets strategically. Individual departments will be allowed to distribute responsibilities according to the strengths of their faculty, as long as the overarching goals are achieved.
- b. Create a tenure/permanent appointment track for teaching-focused faculty. These positions can be in the form of professorships of different ranks or lectureships qualified for permanent appointment. These positions will carry higher course loads, greater emphasis on pedagogical and curriculum development activities, and /or the scholarship of teaching. Criteria and standards for tenure /permanent appointment and promotion for such teaching-focused faculty will need to be developed accordingly.
- c. Implement a policy that allows faculty to transition from traditional appointments to those described in 5.2.b. The purpose of this initiative will be to create opportunities for growth and contribution for those faculty members seeking to emphasize teaching and scholarship of teaching and service.

Suggested responsible units: Academic Affairs, Council on Promotion and Continuing Appointment, United University Professions (UUP)
Suggested timeline for implementation: Fall 2010

Action Step 5.3: Provide specific incentives and clear standards for departments to ensure effective undergraduate instruction and participation by all faculty members in undergraduate teaching.

- a. Prescribe a percentage of annual departmental discretionary money to reward sustained excellence in teaching and outstanding initiatives in the improvement of teaching, as determined by clear criteria and careful documentation *via* peer evaluations, student evaluations, and other measurements of teaching effectiveness consistent with item d. below
- b. Offer all new faculty members the opportunity to receive a one-course reduction in their first semester teaching load in exchange for participation in a faculty seminar on pedagogy.
- c. Create a program of “Teaching Fellowships” that allows full-time faculty (through course release or other incentives) to pursue pedagogical and curriculum development initiatives as service activities. These limited-term appointments would combine work on projects for a home department with campus-wide efforts sponsored by ITLAL.
- d. Implement a campus-wide standard for evaluation of teaching to include more frequent and systematic use of classroom observation and feedback for faculty, as well as for adjuncts and graduate students in teaching roles.

Suggested responsible units: Deans, Provost, Chairs, ITLAL
Suggested timeline for implementation: Fall 2011

Action Step 5.4: Develop criteria and a process to honor faculty (both full-time and part-time) for outstanding undergraduate teaching

- a. Assign honors for developing and documenting “Award-Winning Courses.” Focusing the honor on specific, concrete, well-documented demonstrations of teaching excellence will provide a clear view of how pedagogical theory can be expressed in specific teaching actions, and promote creation of a group of public models of best teaching practices.
- b. Sponsor an annual banquet for faculty winners of teaching awards to demonstrate public appreciation for excellence.
- c. Institute the practice of “public lectures” that feature award-winning teachers as speakers who describe their teaching.

Suggested responsible units: Office of the President; Office of the Provost; Alumni Association; ITLAL
Suggested timeline for implementation Spring 2011

Action Step 5.5: Require departments to demonstrate how they integrate the teaching contributions of graduate teaching assistants (GTA’s) into undergraduate programs, in order to ensure effective orientation, training for appropriate teaching roles, consistent quality of performance, and academic program continuity.

- a. Develop and implement campus-wide standards for preparation of graduate TA's. These standards should be articulated so as to reflect the full range of responsibilities that GTA's are assigned, depending on department, program and discipline.
- b. Make available to all GTA's a generic, campus-wide program of preparation for university-level teaching.
- c. On an annual basis, report on measurements of effective TA preparation and performance in graduate program assessment for programs that rely on GTA's for teaching.

Suggested Responsible Units: Department chairs and graduate advisors; Deans; ITLAL; Graduate Dean

Suggested timeline for implementation Spring 2011

Action Step 5.6: Require departments to demonstrate how they integrate adjunct faculty teaching contributions into departmental processes for delivery and evaluation of academic programs, in order to ensure effective orientation, consistent quality of performance, and academic program continuity.

- a. Create stability and continuity of quality in the adjunct faculty pool by providing appointments that parallel the tenure process. Part-time faculty who demonstrate effective teaching over multiple semesters will advance to a status that earns a higher stipend and, where appropriate, greater choice in teaching assignment.
- b. Assign adjunct instructors a full-time "contact-mentor" from among faculty members in the program where the adjunct instructor is teaching. The contact-mentors will be conduits for information for adjuncts, and will be responsible for encouraging participation by the adjunct in activities and meetings related to delivery of courses and programs.
- c. Implement a policy requiring first-time adjunct instructors to participate in at least one faculty development activity or event (fall faculty retreat; ITLAL academy; departmental workshop; etc.). The purpose of this requirement would be to ensure that the new instructor establish contact with other faculty members and to ensure that he/she is familiar with fundamental pedagogical concepts.

Suggested responsible units: Senate; Department Chairs; UUP; ITLAL

Suggested timeline for implementation: Fall 2011

Objective #6	Improve the academic profile of incoming freshman and transfer students by working to attract more highly qualified applicants, by increasing selectivity, and by improving the yield rate of admitted top tier students.
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Action Step 6.1: The University should work aggressively to double the number of freshmen merit scholars (Presidential Scholars and Frederick Douglass) from 10% to 20% of our entering class over the next five years. In addition, the number of transfer scholarship awards should increase from 10 to 20, thereby enhancing our relationship with major feeder community colleges. In order to increase the yield

rate for our academically talented and top-rated students, the University must identify scholarship support as a high priority for development and fund raising activity.

Suggested responsible units: University President, University Development, Deans, Department chairs, University Council, Alumni Association.

Suggested timeline for implementation: As soon as possible

Action Step 6.2: Working with departments, enlist full-time faculty members to be responsible for direct communication with Group 1 admitted freshmen and their parent(s) in order to recruit students throughout the enrollment process. Faculty and students will be matched according to academic discipline and intended major. A minimum of three (3) outreach efforts should be fulfilled by phone calls; emails; letter; etc.

Suggested responsible units: Undergraduate Admissions Office will be asked to coordinate assignments with each school/college representative and provide as much detailed information on admitted students as reasonable. Each faculty member will be asked to complete a summary report for each individual contact.

Suggested timeline for implementation Spring 2011

Action Step 6.3: Aggressively strengthen relationships and articulation agreements with major feeder community colleges in order to build a pipeline of high quality transfer students. This should include the coordination of periodic faculty-to-faculty conversations within and between campuses.

Suggested responsible units: Undergraduate Admissions; Office of Undergraduate Education; and representatives from academic departments of most popular transfer programs.

Suggested timeline for implementation: Immediate

Action Step 6.4: Develop a High School Counselor Outreach Campaign to include professional development opportunities, special lectures, special events, and receptions, etc. to bring counselors to campus. Organize and coordinate faculty interaction opportunities which highlight strong academic programs. Ensure that High School Counselors are more aware of the benefits to their students of participating in the University in the High School programs through UAlbany.

Suggested responsible units: Undergraduate Admissions, Office of Undergraduate Education, School/College Deans Offices, and Office of President.

Suggested timeline for implementation: Fall 2010

Action Step 6.5: In recognition of the changing demographics of high school cohorts in New York State and the Northeast, develop recruitment and enrollment strategies for non-traditional populations such as adult learners, Veterans, students returning to retain for new careers, etc. Fully explore how to revamp delivery of curricula and modes of instruction in order to address the needs of these changing populations. Expand academic support services available to non-traditional students by delivering services via the web and on evenings and weekends.

Suggested responsible units: Undergraduate Admissions, Office of Undergraduate Education, Office of General Studies and Summer Sessions; Provost’s Executive Advisory Council, and selected academic departments.

Suggested timeline for implementation: Fall 2010

Action Step 6.6: Aggressively market select programs, such as the newly approved BS in Nanoscale Science , Nanoscale Engineering, Business, and Computer Science to target out-of-state and international students. Interested students are likely to have highly desirable academic credentials.

Suggested responsible units: Undergraduate Admissions, College of Nanoscale Science and Nanoscale Engineering, Other Schools/Colleges/Academic Departments as appropriate.

Suggested timeline for implementation: Immediately

<p>Strategic Theme 2: The Student Experience</p>	<p>To create an excellent student experience that 1) integrates academic and co-curricular experiences, 2) engages the surrounding community and the world, and 3) fosters lifelong pride in the University.</p>
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<p>Vision</p>	<p>We will provide the breadth and quality of student experience that both informs and inspires our students. The student experience at UAlbany will provide a sense of community with distinctive traditions and cultures, strong academic and career advisement and mentoring, and support for academic and lifelong success. We will be a safe, healthy, and intellectually open community that brings the world within reach.</p> <p>In the words of student affairs pioneer Robert H. Shaffer, “<i>We must view young people not as empty bottles to be filled, but as candles to be lit.</i>” The University at Albany commits itself to be an institution that offers a breadth and quality of undergraduate experiences that both inform and inspire. We believe that the objectives and actions outlined for this strategic goal provide the springboard to achieve such commitment.</p>
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<p>Objective #1</p>	<p>Create a strong sense of community among faculty, students, staff and alumni</p>
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Action Step 1.1: Using MyUAlbany as the online portal, develop an electronic capability to identify and match interests among faculty, staff, students, and alumni to create sustainable, vigorous interactions based on shared perspectives, goals, and experiences.

Recommended unit(s) responsible: ITS

Suggested timeline for implementation: Begin building capability within 1 year

Action Step 1.2: Develop administrative mechanisms through the University Auxiliary Services (UAS) Board of Directors to foster opportunities for faculty and staff to eat meals in the dining halls. In addition, schedule more classes having modest enrollments (e.g., discussion sections) in dormitory meeting-rooms to promote living/learning environments.

Recommended unit(s) responsible: UAS Board of Directors; Registrar; Residential Life; Department chairs

Suggested timeline for implementation: Begin efforts by Fall 2010

Action Step 1.3: Develop orientation events and unit-level initiatives for faculty and staff to build greater awareness, ability, and interest for engaging in meaningful activities with undergraduate and graduate students.

Recommended unit(s) responsible: Office of Undergraduate Education; Department chairs; Deans

Suggested timeline for implementation: Begin capability in Fall 2010

Action Step 1.4: Encourage members of academic departments and administrative offices to significantly increase contact with undergraduate students (e.g., open office doors, rather than closed doors; in contrast to the current standard) and undergraduate research. The effectiveness of these efforts should be objectively assessed and the results considered when making recommendations for tenure, permanent appointment, promotion and discretionary salary increases.

Recommended unit(s) responsible: Deans; Department chairs

Suggested timeline for implementation: Begin capability within 2 years

Action Step 1.5: Add a title (i.e. “Master” faculty at Binghamton) that recognizes faculty and staff who demonstrate exceptional commitment to fostering interaction between faculty/staff and undergraduate students. Restart the Faculty-in-Residence program and expand it to include staff as well.

Recommended unit(s) responsible: Residential Life; Student Success

Suggested timeline for implementation: Develop program over the next 4-5 years

Action Step 1.6: Develop physical spaces on the uptown campus that are more collegial and less industrial in feel and appearance that will encourage community interaction.

Recommended unit(s) responsible: Student Association(SA); Graduate Student Association (GSO); Student Success; Physical Plant; Geography and Planning department.
Suggested timeline for implementation: Begin incremental upgrades within 1 year

Objective #2	Prepare students for successful futures through strong academic advisement, career counseling, and inspirational mentoring.
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Action Step 2.1: Create partnerships between Residential Life Staff and other units including, but not limited to Career Services, Counseling & Health Centers, Advisement Services Center, and Office of International Education/Study Abroad for the purpose of developing regular programs that increase student awareness of campus resources (e.g., create “node” consisting of appropriate personnel to make this happen).

Recommended unit(s) responsible: Coordinating Unit: Residential Life; Partner units: Career Services, ASC, Office of Undergraduate Education, Office of International Education/Study Abroad, University Libraries, Chapel House, Counseling Center, Health Center, community service programs and others as identified by Student Success/Residential Life staff
Suggested timeline for implementation: Fall 2011

Action Step 2.2: Develop more technology-based advisement tools (e.g., build AskUAlbany, YouTubesque videos, departmentally-based AskDepartment) that are available 24/7.

Recommended unit(s) responsible: For technical requirements: ITS; for content: ASC, Academic Departments, Office of Undergraduate Education
Suggested timeline for implementation: Fall 2011

Action Step 2.3: Create more opportunities for faculty, staff and alumni to mentor undergraduate students and make students aware of these opportunities. (e.g., increase faculty and staff opportunities for involvement in the Residential Theme Houses; develop a Faculty/Alumni Mentoring website, built on the model of the current Faculty Expert website; encourage culture-based faculty/staff organizations to reach out to student communities as role models and involve students in events and activities).

Recommended unit(s) responsible: Alumni Association, Academic Affairs, Communications & Marketing, Student Involvement & Leadership; request involvement from Student Association, Faculty & Staff Associations
Suggested timeline for implementation: Fall 2011

Action Step 2.4: Require academic departments to include advisement and mentoring in their periodic assessment (i.e., develop appropriate departmentally-based objectives/expected outcomes, develop metrics, measure, close the loop)

Recommended unit(s) responsible: Institutional Research, Planning, and Effectiveness (IRPE), Academic Affairs, Deans, Office of Undergraduate Education, Graduate Studies, Academic Department Chairs, faculty and departmental professional advisors
Suggested timeline for implementation: Fall 2011

Action Step 2.5: Increase the follow-up of undergraduate students receiving academic warning letters and/or placed on academic or disciplinary probation; mandate “interventions” that increase the likelihood of success such as check-ins with staff or faculty “mentors”; action plans regarding use of campus resources, involvement in organizations, etc.

Recommended unit(s) responsible: Office of Undergraduate Education, ASC, Conflict Resolution & Civic Responsibility, Academic Departments, Residential Life
Suggested timeline for implementation: Fall 2011

Action Step 2.6: Provide computing software to allow all students to create a personal portfolio with logs of advisement, course work, future plans, career goals, etc., which is accessible through MyUAlbany for the student and appropriate personnel.

Recommended unit(s) responsible: For technical requirements: ITS; For coordination of content: Academic Affairs; For content: Career Services, ASC, Office of Undergraduate Education, Graduate Studies, and other units as deemed appropriate; ITLAL to educate campus community to integrate into classroom use
Suggested timeline for implementation: Fall 2011

Objective #3	Instill in the University at Albany community a distinctive and enduring identity through its traditions and cultures.
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Action Step 3.1: Repeatedly reinforce the values that define the University at Albany (as outlined in the Strategic Plan) with the entire community so there is a clear understanding of what this University holds in high regard. (Excellence, Access, Collaboration, Engagement, Respect, Integrity)

Recommended unit(s) responsible: Academic Affairs, Student Success, Communications and Communication, University Development, Athletics
Suggested timeline for implementation: Immediate, upon conclusion of strategic plan

Action Step 3.2: Facilitate increased opportunities for participation in recreational and wellness activities on campus by creating a university operated recreation program in partnership with the Student Association and utilizing new campus center space.

Recommended unit(s) responsible: Student Success, Athletics, Student Association, Finance and Business
Suggested timeline for implementation: Beginning Fall 2010

Action Step 3.3: Continue to invest in and actively promote participation in our current traditions to help all members feel a part of the University family. (e.g., Fountain Day; Big Purple Growl, Clash of the Quads, to name a few.)

Recommended unit(s) responsible: Student Success, Athletics, Student Association; University Development, Communications and Marketing, Academic Affairs
Suggested timeline for implementation: Fall 2010

Action Step 3.4: Celebrate, reward and publicize students who demonstrate success in areas such as athletics, music, theater, etc., and who, by their example, inspire pride and loyalty in the University community.

Recommended unit(s) responsible: Academic Affairs, Student Success, Athletics, Student Association
Suggested timeline for implementation: Fall 2010

Action Step 3.5: Explore ideas for new traditions that are unique and have meaning to the community. (e.g. “transmit student speaker’s words at commencement to stars having planets that may have life” and emphasize students’ “gift” relationship to the University that endures after graduation.)

Recommended unit(s) responsible: Student Success, Academic Affairs, Communications and Marketing, Student Association, University Development
Suggested timeline for implementation: Fall 2010

Action Step 3.6: Enhance the campus wide events calendar and encourage broad usage by the entire community.

Recommended unit(s) responsible: Communications and Marketing, ITS
Suggested timeline for implementation: Fall 2010

Objective #4	Amplify the ‘World Within Reach’ perspective through a dynamic, rich assemblage of experiences.
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Action Step 4.1: Urge departments to recommend, or require where appropriate, the integration of international educational opportunities into their academic missions with the goal of increasing student contact with global themes and achieving a study or service abroad rate of 10% of undergraduates. This would include identifying and amending program requirements that overly restrict students from choosing longer-term study and service abroad options as well as introducing greater flexibility into the General Education program to remove obstacles to experiences abroad.

Recommended unit(s) responsible: Deans of Schools with Undergraduate Programs along with their associated academic departments; Office of International Education; Task Force on General Education

Suggested timeline for implementation: AY 2011-2012

Action Step 4.2: Expand international theme housing opportunities through recruitment of interested faculty, dedication of needed space, improved advertising, diversifying options, and opening programs to incoming students.

Recommended unit(s) responsible: Student Success, Residential Life, Office of Undergraduate Education; Deans of Schools with Undergraduate Programs along with their associated academic departments

Suggested timeline for implementation: AY2011-2012

Action Step 4.3: Introduce all students to the importance of UAlbany’s “World Within Reach” values by including a presentation on them in all new student orientations and creating a web-based clearinghouse of international academic opportunities on campus to inform advisors and help students pursue their specific international interests. The clearinghouse would include information on UAlbany courses on international topics, foreign language options, internships related to international issues, and programs available abroad.

Recommended unit(s) responsible: Office of Undergraduate Education; ITS; Office of International Education

Suggested timeline for implementation: AY2012-2013

Action Step 4.4: Encourage faculty interaction with Student Association, Graduate Student Organization, and other cultural groups to facilitate the sharing of multicultural experiences of students, faculty and staff to facilitate intercultural exchange, learning, and appreciation.

Recommended unit(s) responsible: Student Success; Academic Affairs

Suggested timeline for implementation: AY2011-2012

Action Step 4.5: To encourage undergraduate student contact with foreign languages and world cultures, set aside modest resources to support the following internationally themed activities: language tables, foreign film screenings, foreign cultural performances, world region speaker series, and student video-conferencing with overseas institutions.

Recommended unit(s) responsible: Academic Departments with international missions (e.g., LLC, East Asian Studies, Anthropology); ITS

Suggested timeline for implementation: AY2011-2012

Objective #5	Foster a safe, healthy and intellectually open university environment that is conducive to success.
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Action Step 5.1: Continue to invest in and expand the campus and community collaborations that will improve the quality of life for students and neighbors in the city of Albany (e.g., programs such as Operation Safe Corridor, the Midtown Neighborhood Watch, and The Committee on University and Community Relations).

Recommended unit(s) responsible: Student Success, Student Association
Suggested timeline for implementation: Fall 2010

Action Step 5.2: Invest in programs for students that promote safety and educate them about responsible behaviors and healthy life choices. (e.g. NY Alert, RAVE Guardian)

Recommended unit(s) responsible: Student Success, Student Association
Suggested timeline for implementation: Fall 2010

Action Step 5.3: Provide the necessary infrastructure to instill values of diversity, inclusion and equality in order to promote the safety of all and ensures that all students are extended a full and equal place in our community. (e.g. Safe Space training, NCBI, LGBT Task Force, sustain resource centers.)

Recommended unit(s) responsible: Student Success, Office of Diversity and Inclusion
Suggested timeline for implementation: Fall 2010

Action Step 5.4: Promote responsible behaviors and healthy life choices through late night programming and dining options, improved wellness opportunities and facilities and investment that support best practices in addressing issues of alcohol and other drug use.

Recommended unit(s) responsible: Student Success, Finance and Business, Student Association
Suggested timeline for implementation: Fall 2010

Action Step 5.5: Utilize faculty and staff expertise to facilitate open discussion and debate in understanding first amendment rights and responsibilities and expand F/S capacity to facilitate “difficult dialogues”.

Recommended unit(s) responsible: Academic Affairs, Student Success, Student Association
Suggested timeline for implementation: Fall 2010

Objective #6	Provide excellent and effective student support services that enhance student satisfaction and contribute to academic and lifelong success.
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Action Step 6.1: Utilize the web and other appropriate technology to provide services for students that are available 24/7 and do not require phone calls or excessive time in line.

Recommended unit(s) responsible: ITS and all units
Suggested timeline for implementation: Fall 2010

Action Step 6.2: Improve satisfaction with food services on campus.

Recommended unit(s) responsible: Finance and Business
Suggested timeline for implementation: Beginning Fall 2010

Action Step 6.3: Invest in Academic Support Services initiatives such as the University-wide promotion of educational services and the implementation of an academic help desk.

Recommended unit(s) responsible: Academic Affairs
Suggested timeline for implementation: Fall 2011

Action Step 6.4: Review and assess upper level undergraduate advising practices in order to implement successful strategies and improve student satisfaction with advisement.

Recommended unit(s) responsible: Academic Affairs
Suggested timeline for implementation: Fall 2011

Action Step 6.5: Review and assess the degree to which DARS is effective and might be made more so (Middle States recommendation).

Recommended unit(s) responsible: Academic Affairs
Suggested timeline for implementation: Fall 2011

Action Step 6.6: Reintroduce graduate student housing on campus when new 500 bed construction opens.

Recommended unit(s) responsible: Student Success
Suggested timeline for implementation: Fall 2012

Strategic Theme 3: Graduate Education	To advance excellence in graduate education in support of the University’s reputation, role, and stature and the preparation and competitiveness of graduates
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Vision	<p>We will offer outstanding graduate programs, maintaining and improving those already strong and enabling others to reach their potential. Graduate education at UAlbany will attract strong students, provide the preparation and support to insure successful completion, and recognize students, graduates, and faculty for their accomplishments. We will have relevant and accurate evaluative criteria and data and use them to guide investment decisions. We will have policies and practices that address current and evolving needs of graduate students broadly and non-traditional graduate students specifically.</p> <p>Upon the successful implementation of this goal, graduate education at the University at Albany will:</p> <ul style="list-style-type: none">• Produce competitive graduates at the master’s, certificate, and doctoral levels.• Maintain and improve strong programs while others will reach their potential by achieving new national or regional status.• Recognize students, graduates, and faculty for their accomplishments by regional, national, and international communities.• Ensure faculty and administrators have confidence in the accuracy of the available criteria used for internal program evaluation and investment decisions and the data reported for external reputational data rankings.• Admit strong students and provide the preparation and support systems to retain the students until graduation.• Introduce changes in policies, regulations, delivery, curricula, and incentive to reflect current and evolving needs of graduate students broadly and non-traditional graduate students specifically.
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Objective #1	To inform investment decisions, strengthen the program evaluation process by articulating appropriate criteria and collecting relevant and accurate data.
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Action Step 1.1: Identify appropriate external criteria, including national rankings, accreditation, and other disciplinary recognition, for evaluation of programs to benchmark them in relation to current and aspirational peers.

Suggested responsible units: Academic Affairs, IRPE, Graduate Studies, Academic Deans
Proposed timeline for implementation: Implement immediately upon adoption

Action Step 1.2: Identify appropriate internal criteria for evaluating our programs, including both comparison of individual programs to their own program goals and comparing them in relation to each other or to institutional mission.

Suggested responsible units: Academic Affairs, Graduate Studies, Academic Deans
Proposed timeline for implementation: Implement immediately upon adoption

Action Step 1.3: Identify appropriate criteria for evaluation of programs in relation to existing and emerging regional contributions (for example, professional degree and certificate programs).

Suggested responsible units: Academic Affairs, Graduate Studies, Academic Deans
Proposed timeline for implementation: Implement immediately upon adoption

Action Step 1.4: Collect accurate, consistent, and comparable data campus wide to be used in applying these criteria.

- a. Study accuracy of internal outcomes data
- b. Study accuracy of data submitted to external evaluators
- c. Ensure faculty and administrators' confidence in the accuracy of the available criteria and data
- d. Include both qualitative and quantitative data

Suggested responsible units: Academic Affairs, IRPE, Graduate Studies, Academic Deans
Proposed timeline for implementation: Implement immediately upon adoption

Action Step 1.5: Ensure that criteria are widely promulgated and data are easily accessible campus-wide.

Suggested responsible units: Academic Affairs, Graduate Studies, Academic Deans
Proposed timeline for implementation: Implement immediately upon adoption

Action Step 1.6: Ensure that University-wide graduate program evaluation occurs as a routine and meaningful activity. For example,

- a. Annual “state of the program” departmental reports
- b. Multiyear update or disciplinary accreditation review
- c. Seven -year program review
- d. Ensure program evaluations leads to program improvements
- e. Ensure ongoing evaluation of the program review process
- f. Ensure better integration of self-study activities

Suggested responsible units: Academic Affairs, IRPE, Graduate Studies, Academic Deans, Council on Academic Assessment

Proposed timeline for implementation: Implement immediately upon adoption

Objective #2	Based on the criteria developed through Objective 1, focus resources on graduate programs that have reached or are poised to reach national prominence, those having the strongest potential to reach national prominence, or those (including new programs) that contribute significantly to the University’s mission.
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Action Step2.1: Direct and/or re-direct available funds for faculty positions (including adjuncts) to graduate programs that meet these criteria.

Suggested responsible units: Academic Affairs and Academic Deans

Proposed timeline for implementation: Implement immediately upon adoption

Action Step2.2: Direct and/or re-direct available graduate student support funds to graduate programs that meet these criteria.

Suggested responsible units: Academic Affairs, Graduate Studies & Academic Deans

Proposed timeline for implementation: Implement effective Fall 2011 recruitment cycle (starts October 2010)

Action Step2.3: Assess the existing administrative and clerical support for graduate education and realign as necessary to ensure that graduate education has the necessary infrastructure.

Suggested responsible units: Academic Affairs, Graduate Studies, Academic Deans

Proposed timeline for implementation: Implement effective immediately following program evaluation

Objective #3	Attract and retain outstanding graduate students and support and prepare
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	them appropriately.
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Action Step3.1: Use new and reallocated resources to significantly raise the stipend levels, number, and duration of individual graduate student support awards to become competitive with peer institutions.

- a. Target fundraising by University Development and academic units
- b. Collaborate with research enterprise to seek funds from federal sources, such as training grants.

Suggested responsible units: Academic Affairs, University Development, Graduate Studies & Academic Deans

Proposed timeline for implementation: Implement effective for Fall 2011 recruitment cycle (starts October 2010)

Action Step3.2: Invest in library and IT resources, services, and staffing critical for graduate study.

- a. Reallocate internal library resources in a manner consistent with outcomes of program evaluation
- b. Target fundraising by University Development and academic units

Suggested responsible units: Academic Affairs, University Development, University Libraries & ITS

Proposed timeline for implementation: Implement immediately upon adoption

Action Step3.3: Ensure preparation of graduate students to teach.

- a. Provide mentoring, teaching internships, apprenticeship opportunities and teaching support resources.
- b. Reconcile this with the goal of Undergraduate Education to ensure the quality of the undergraduate program.
- c. Examine professional development via ITLAL, conferences, travel

Suggested responsible units: Academic Affairs, Graduate Studies, ITLAL, Doctoral Programs, Office of Undergraduate Education

Proposed timeline for implementation: Implement immediately upon adoption

Action Step3.4: Ensure preparation of graduate students for research

- a. Provide mentoring and apprenticeship opportunities in sponsored research programs.
- b. Seek opportunities for graduate student participation in, or organization of, disciplinary conferences.
- c. Encourage students to think like scholars who make unique contributions to knowledge.

Suggested responsible units: Academic Deans and Graduate Programs

Proposed timeline for implementation: Implement immediately upon adoption

Action Step3.5: Better prepare graduate students pursuing professional and academic careers through increased opportunities for experiential learning.

Suggested responsible units: Academic Deans and Graduate Programs
Proposed timeline for implementation: Implement immediately upon adoption

Objective #4	Develop policies, regulations, curricula, and incentives to meet the changing needs of non-traditional graduate students.
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Action Step4.1: Develop and/or revise academic programs (e.g., degree programs, professional development certificates) for new and non-traditional students from emerging populations, such as veterans, career changers, local professionals, or distance learners.

Suggested responsible units: Academic Affairs, Graduate Studies, Academic Deans, Graduate Programs, and Graduate Academic Council
Proposed timeline for implementation: Implement 2010-11

Action Step4.2: Develop recruitment strategies to attract these new and non-traditional students to graduate education

Suggested responsible units: Academic Affairs, Graduate Studies, Academic Deans & Graduate Programs
Proposed timeline for implementation: Implement 2010-11

Action Step4.3: Examine and modify as necessary graduate education delivery systems, regulations and curricula toward serving new and non-traditional student populations while maintaining academic rigor.

- a. Develop non-traditional course periods, (e.g., Saturday courses, year-long courses).
- b. Encourage the development of alternative cost structure for online courses (matching in-state and out-of-state rates)
- c. Establish provisions for paying instructors from tuition generated by these extra courses (e.g., instruction pay attached to extra enrollments).
- d. Encourage the development of regional networks of SUNY campuses and other institutions with UAlbany as the core leader with cooperative programs, such as bachelor-master's articulation arrangements.

Suggested responsible units: Academic Affairs, Graduate Studies, Academic Deans
Proposed timeline for implementation: 2011-12

Objective #5	Identify faculty pedagogical needs and enhance support for these
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	activities in graduate education.
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Action Step5.1: Provide faculty development opportunities (for example, through department efforts and ITLAL) that are specific to pedagogical activities unique to graduate education (for example, working with/mentoring TAs, teaching graduate seminars, directing theses).

Suggested responsible units: Academic Affairs, Graduate Studies, Academic Deans & Graduate Programs, ITLAL

Proposed timeline for implementation: 2010-11

Action Step5.2: As annual investments are made in technology, ensure that the needs of graduate education (e.g., data access, computing software and hardware, technical support) are fully incorporated into the allocations.

Suggested responsible units: Academic Affairs, ITS

Proposed timeline for implementation: Implement 2010-11

Action Step5.3: As annual investments are made in academic facilities (e.g., classrooms, studios, labs and seminar rooms), ensure that the needs of graduate instruction are fully incorporated into the allocations.

Suggested responsible units: Academic Affairs, Facilities

Proposed timeline for implementation: 2010-11

Action Step5.4: With graduate students as one of the primary user groups of the Libraries, target annual investments in the library materials, services, and staffing, to ensure that high priority be given to graduate student needs. (See also 3.2)

Suggested responsible units: University Libraries

Proposed timeline for implementation: 2010-11

Objective #6	More effectively integrate graduate academic programs, administration, and governance to strengthen graduate education.
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Action Step6.1: Revise the Senate Charter to constitute the Graduate Academic Council as a more efficient, informed and stable faculty council suitable to consider, create and amend regulations or priorities.

- a. Ensure multi-year continuity within Council membership
- b. Select members primarily from faculty of departments offering graduate programs
- c. Attend to emerging and on-going needs of graduate education

Suggested responsible units: University Senate, Graduate Studies, Academic Deans
Proposed timeline for implementation: 2010-11

Action Step6.2: Explore the possibility of creating a Graduate School to advance these objectives to improve graduate education.

Suggested responsible units: Academic Affairs, University Senate, Graduate Studies, Academic Deans
Proposed timeline for implementation: 2010-11

Strategic Theme 4: Research	To increase UAlbany’s visibility in and resources for advancing and disseminating knowledge, discovery, and scholarship
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Vision	<p>We will be a university where world-class research, scholarship and artistic endeavors are nurtured and flourish. Research, scholarship, and artistic endeavor at UAlbany will be supported and promoted in ways that enable it to grow, to attract external funding and recognition, and to engage students at all levels.</p> <p>A university where world-class research, scholarship and artistic endeavors are nurtured and flourish.</p>
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Objective #1	Increase scholarly and creative output
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Action Step 1.1: Increase the ratio of full time tenure-track faculty to professional, management confidential, and part time appointments (excluding those with research titles). Consider offering full time instructor positions with advising and service obligations to some experienced highly performing adjuncts to increase their integration into the department

Funding: neutral as reallocation, should be target of future reinvestment
Recommended unit(s) responsible: Academic Affairs--Deans and Provost. Departments should be accountable for prior productivity development in consideration of new hires.
Suggested timeline for implementation: Immediate in consideration of retrenchment. In considering reinvestment, when resources are available.

Action Step 1.2: Offer the option of a “year 3” discretionary leave for one semester to promising tenure-track junior faculty.

Funding: resource neutral, department absorbs load
Recommended unit(s) responsible: Academic Affairs--Department chairs advocate and Deans and Provost enable.
Suggested timeline for implementation: Available S2011 for untenured faculty with >3 years service.

Action Step 1.3: Provide and monitor mentorship for faculty and encourage a culture of mentorship for all faculty, including pre-submission manuscript and grant proposal review

Recommended unit(s) responsible: Departments and deans.

Suggested timeline for implementation: Departments begin with junior faculty, determine best practices and obstacles; Chairs meet to share ideas; Agreement is reached on best practices and accountability; reconvene in one year to determine if adjustments are needed.

Action Step 1.4: Require annual activity report assessments of untenured and junior faculty and biennial reviews for senior faculty. Establish excellence awards for recently tenured faculty

Recommended unit(s) responsible: Provost. Department chairs are responsible for mentoring, reviews, and executing high tenure standards, accounted for and evaluated by deans

Suggested timeline for implementation: Templates developed by departments by S2011, ideas shared among chairs, templates approved by deans by summer 2011, reviews by S2012 for junior faculty, by S2013 for senior faculty

Action Step 1.5: Allocate some indirect cost return funds to support travel and small grants for unfunded scholarly activities. Provide small stipends for summer support, course buyout, etc. in recognition of outstanding research, creative activity, patents, journal editorships, and similar scholarly activity.

Funding: possible reallocation of Indirect Cost Recovery (ICR) funds

Recommended unit(s) responsible: Vice President for Research, Council on Research (COR), deans, department chairs.

Suggested timeline for implementation: Mechanism established by S2011, operating by F2011.

Action Step 1.6: Prioritize and expedite the retention of faculty with proven scholarly and creative records.

Funding: Create a single funding pool for start up, strategic hires and retention and do not require faculty to obtain an outside offer to request a raise or promotion.

Recommended unit(s) responsible: Academic Affairs--Department chairs advocate and deans enable.

Suggested timeline for implementation:

Objective #2	Increase within 5 years RF federal funding (including collaborative PI federal flow through funding) by at least 50%, and the proportion of faculty who have received external funding from any source by 20%.
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Action Step 2.1: Increase probability of positive funding outcomes: Create an environment of pre-submission proposal review and mentorship for faculty. Provide professional assistance with grant proposal preparation and writing. Provide seminars on proposal and foundation strategies. Provide effective support in identifying sources of funding, including a web or wiki listing existing grant/foundation/donor/state/local support.

For mentoring See 1.3

Funding: Administrative fee to grants or partnership with ITLAL, or reallocation of ICR

Recommended unit(s) responsible: Division of Research/Office for Sponsored Funds, ITLAL, Sponsored Funds Fiscal Management

For wiki: Office for sponsored funds

Suggested timeline for implementation: Beginning S2011

Action Step 2.2: Increase overall capability to identify and secure alternatives to federal funding by providing specialized expertise

Recommended unit(s) responsible: University Development, Division of Research

Suggested timeline for implementation: by S2012

Action Step 2.3: Reward proposal writing and development activities.

Funding: possible reallocation of ICR.

Recommended unit(s) responsible: Vice President for Research, COR, deans, department chairs

Suggested timeline for implementation: mechanisms in place by S2012

Action Step 2.4: Hire and retain faculty with strong records of obtaining federal, foundation and other funds. At a minimum, for assistant professor hires, require a detailed plan for seeking funding.

See 1.6

Recommended unit(s) responsible:

Suggested timeline for implementation:

Action Step 2.5: Establish a fellowship leave program in which faculty can use fellowships to fund course buyouts and maintain their salaries while away, to allow faculty to apply for prestigious fellowships that provide inadequate salary replacement.

Recommended unit(s) responsible: Academic Affairs and Deans

Suggested timeline for implementation: F2010

Action Step 2.6: Increase the number of non-tenure track, externally funded research faculty. Provide routine evaluations by Deans and Chairs to evaluate their continued university affiliation.

Recommended unit(s) responsible: Division of Research
Suggested timeline for implementation: 2012

Objective #3	Improve administrative support for post award services and create a culture of support for investigators
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Action Step 3.1: Evaluate, and where feasible rearrange, post-grant processing so that one person processes and facilitates all post grant management for a single department (or group of departments) including hiring, purchasing, equipment management, time sheets, grant reports, etc. , to build familiarity with the Principal Investigators (PIs) and create an atmosphere of facilitation (as is done with pre-grant support).

Recommended unit(s) responsible: Vice President for Finance and Business, Vice President for Research
Suggested timeline for implementation: Evaluate and begin restructuring FY2010

Action Step 3.2: Provide a clear annual report to Deans and Chairs of expenditures for all ICR funds returned to campus units. Provide a clear report of all Division of Research expenditures. Include expenditures used to support departments and schools as overhead returned to units.

Recommended unit(s) responsible: Vice President for Finance and Business, Vice President for Research
Suggested timeline for implementation: By F2010.

Action Step 3.3: Using 3.2, increase the percentage overhead return to units and PIs, and prioritize among the potential uses of overhead returns to support travel, bridge funding, seed grants, equipment renewal, etc.

Funding: Possible ICR reallocation
Recommended unit(s) responsible: COR, Vice President for Finance and Business, Vice President for Research
Suggested timeline for implementation: By F2010.

Action Step 3.4: Facilitate access to small percentage effort staff needs by hiring technical staff (data managers, equipment maintenance, etc.) using direct costs or indirect cost return through a core chargeback fee schedule .

Recommended unit(s) responsible: Sponsored Funds Fiscal Management and Division of Research develop a model that is OMB A21 and audit compliant based on the Program of Projects Model for Administrative Cores
Suggested timeline for implementation: mechanism in place by S2012

Objective #4	Improve infrastructure support for scholarly activities (see 3.3)
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Action Step 4.1: Create a renewal program for equipment for large shared facilities.

Funding: Possible ICR reallocation
Recommended unit(s) responsible: Vice President for Research
Suggested timeline for implementation:

Action Step 4.2: Create a program for bridge funding and for seed money for senior faculty who have lost funding and increase accountability for bridge and seed funding (including for FRAP awards).

Recommended unit(s) responsible: Administered by Division of Research through COR peer review mechanism
Funding: Possible ICR reallocation
Suggested timeline for implementation: S2011

Action Step 4.3: Create routine consulting with central core services (e.g. ITS) in hiring and grant planning.

Recommended unit(s) responsible: Office of Sponsored Programs
Suggested timeline for implementation: S2011

Objective #5	Increase visibility and reputation of UAlbany scholarship in media, government and in the national and international scholarly community.
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Action Step 5.1: Encourage nominating colleagues for awards.

Recommended unit(s) responsible: All
Suggested timeline for implementation:

Action Step 5.2: Consider strategic hires of faculty of international stature (see 1.6 and 2.2).

Recommended unit(s) responsible: Provost
Suggested timeline for implementation: not while retrenching.

Action Step 5.3: Provide increased general service, single contact, support for hosting conferences, including interdisciplinary conferences, to attract international scholars. Support should include mechanisms for registration and collecting registration fees, locating and scheduling space, audiovisual support, signage, poster production, speaker visas, media attention, and publicity and emails to relevant scholars. Additionally, provide funds and incentives from possible ICR reallocation.

Recommended unit(s) responsible: University Development/University Events Office, Vice President for Research

Suggested timeline for implementation: in place by S2011

Action Step 5.4: Improve publicizing of scholarship and awards within and outside of the university, including a web listing or wiki of books, creative works, patents, articles, accomplishments, grant support, etc. (this can also serve as one metric of scholarship activity). Develop a list of appropriate venues for publicizing different kinds of achievements.

Recommended unit(s) responsible: Communications & Marketing, University Libraries

Suggested timeline for implementation: Beginning F2010, fully implemented by S2013

Action Step 5.5: Raise the number of doctoral programs with top national rankings or other measures of excellence by strategic reinvestment in faculty hires and graduate student support.

Recommended unit(s) responsible: Dean of Graduate Studies, Provost

Suggested timeline for implementation: S2011

Objective #6	Increase post-doctoral and student engagement in scholarship and external funding for postdoctoral and graduate student scholarship
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Action Step 6.1: Provide administrative support in identifying pre-doctoral and post-doctoral training grants and other funding sources, and for proposal submission, and peer review by successful training grant directors and staff.

Recommended unit(s) responsible: Office of Sponsored Programs identifies best practices and appropriate reviewers, Vice President for Research

Suggested timeline for implementation: Program in place by S2012

Action Step 6.2: Ensure that departments retain Graduate Student Support lines for students moved to other support.

Recommended unit(s) responsible: Dean of Graduate Studies in consultation with Provost

Suggested timeline for implementation: Immediate

Action Step 6.3: Determine accurately the net cost to the university of paying graduate tuition for one additional student and charge grants that amount for tuition, or return excess to PIs.

Recommended unit(s) responsible: Vice President for Research, Dean of Graduate Studies, Division of Finance and Business

Suggested timeline for implementation: mechanism for establishing amounts by S2011, mechanisms implemented by F2012

Action Step 6.4: Institute a flexible incentive account, as for overhead return, for PIs who obtain federal funding for post doctoral associates and graduate students.

Funding: Possible ICR reallocation

Recommended unit(s) responsible: Graduate Studies, Vice President for Research, Provost

Suggested timeline for implementation: S2012

Action Step 6.5: Provide a convenient method of pooling funds for post docs and graduate students from multiple grants or mixes of funding

Recommended unit(s) responsible: Graduate Studies, Vice President for Research, Provost

Suggested timeline for implementation: S2012

Action Step 6.6: Facilitate capstone scholarly and creative experiences for undergraduates, and early experiences to prepare undergraduates for internships.

Recommended unit(s) responsible: Departments, Undergraduate Studies Program for curriculum, partnering with research office for internships and organization of units into a comprehensive catalog of participating units and pathways.

Suggested timeline for implementation: S2012

Strategic Theme 5: Infrastructure and Environment	To add to, and reconfigure, our teaching, research, student life and support spaces in a manner compatible with our contemporary mission.
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Vision	We will have attractive, vibrant campuses that are inviting, accessible and navigable to students, faculty, staff and community. UAlbany campuses will include 21 st century teaching, learning, living and research spaces that are sufficient to meet the needs of the university population, environmentally friendly and sustainable, and adaptable to changing needs of faculty, staff and students. Our environment will improve the quality of life of those who inhabit, work on, and visit the campuses, and provide opportunities for us to continue to grow as a community. Our campuses will be a source of pride as well as a regional engine for intellectual and economic growth.
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Rationale	The Task Force believes that the following responses will achieve the goal and vision as stated above. However, there must be an understanding that these achievements will require future capital investment, as there are simply insufficient resources available, both operating and uncommitted capital, to immediately undertake many of the actions proposed below. It is the Task Force’s belief and assumption however, that in future budgets capital funds will be available for both critical maintenance and strategic investment. The Task Force hopes that the action steps that follow will serve to guide campus planners as they grapple with the question of where best to place those investments, and will prove a useful tool to the Master Plan Steering Committee in its efforts over the next months. Similarly, the Task Force seeks to provide guidance on future allocations of operating funds in order that our infrastructure and physical environment remains every bit as viable and attractive as our academic and student life programs. Those outside the university with ultimate responsibility for funding decisions should continuously be reminded of the particular obstacles faced when renovations are being considered. For instance, the Edward Durrell Stone architecture on the Main Campus and the historical nature of the Downtown Campus present
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	unique challenges that often inflate the costs of repairs and must be considered in the funding formulas
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Objective #1	Create and maintain attractive and accessible places for learning, interaction, living and recreation
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Action Step 1.1: Continue to implement studies and master plans focused on improving, preserving, and enhancing a sense of place (e.g. landscape, pedestrian/vehicular safety, signage/wayfinding, lighting and the campus heritage preservation plan)

Suggested responsible unit: Facilities Management

Suggested timeline for implementation:

Action Step 1.2: Expand, diversify, upgrade, and maintain our classroom inventory to create more cutting-edge, attractive, and comfortable study and learning environments that will meet the needs of future enrollment patterns and changing instructional methodologies. Facilitate this with a budget and a clear system of responsibility and communication.

Suggested responsible unit: Facilities Management ; Classrooms Committee; Provost's Office

Suggested timeline for implementation:

Action Step 1.3: Continue using place-making techniques to create interior spaces for students and faculty to gather informally in all future building and building renovations (e.g. study areas, cafes, collaboration space, gathering areas)

Suggested responsible unit: Facilities Management

Suggested timeline for implementation:

Action Step 1.4: Upgrade and maintain current living and recreational facilities for students to a high standard, and create additional spaces to meet student demand

Suggested responsible unit: Facilities Management, Student Success

Suggested timeline for implementation:

Action Step 1.5: Develop outdoor spaces on campus more fully and strategically for interaction. (e.g. walking trails, bike paths, outdoor furniture, main fountain, additional use of the new fountain and entry plaza)

Suggested responsible unit: Facilities Management

Suggested timeline for implementation:

Action Step 1.6: Develop a more robust space management system that would facilitate space identification and utilization in a manner that is more responsive to shifting priority needs and space data needs of departmental and university-wide needs

Suggested responsible unit: Facilities Management

Suggested timeline for implementation:

Objective #2	Explore emerging technologies and invest in and keep up to date our IT infrastructure to support the teaching, research, service and administrative functions
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Action Step 2.1: Ensure that the IT infrastructure is capable of supporting emerging technologies and instructional methodologies

Suggested responsible unit: ITS
Suggested timeline for implementation:

Action Step 2.2: Educate the campus community on the available technology resources and systems and periodically survey students and faculty regarding their technology needs

Suggested responsible unit: ITS
Suggested timeline for implementation:

Action Step 2.3: Provide for cyclic upgrading of smart classroom and conference room technology to support evolving teaching methods

Suggested responsible unit: Facilities Management, ITS
Suggested timeline for implementation:

Action Step 2.4: Continue investment in developing business intelligence, security, IT management, and other administrative systems and integrate with external systems (e.g. Research Foundation, SUNY, UAS)

Suggested responsible unit: ITS
Suggested timeline for implementation:

Action Step 2.5: Enhance technology and training to enable collaboration including simple and easy webinar and videoconferencing and virtual collaboration for both large and small audiences

Suggested responsible unit: ITS
Suggested timeline for implementation:

Action Step 2.6: Ensure adequate computer accessibility for all students

Suggested responsible unit: ITS
Suggested timeline for implementation: Ongoing

Objective #3	Seek opportunities to develop the campus to allow us to further support our mission and decompress where overcrowded
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Action Step 3.1: Add or acquire new buildings which meet the demand for 21st century classrooms, research and recreational needs

Suggested responsible unit: Facilities Management
Suggested timeline for implementation:

Action Step 3.2: Create swing space so that we can properly renovate our existing infrastructure

Suggested responsible unit: Facilities Management
Suggested timeline for implementation:

Action Step 3.3: Seek strategic opportunities to occupy or develop on the Harriman Campus, with appropriate pedestrian and vehicle interconnects

Suggested responsible unit: Facilities Management
Suggested timeline for implementation:

Action Step 3.4: Create an easily accessible inventory of indoor and outdoor spaces on campus with details on how to reserve the spaces and what functionality the space provides

Suggested responsible unit: Facilities Management
Suggested timeline for implementation:

Action Step 3.5: Engage the City of Albany and other stakeholders about how we can continue to support the region, expand our physical footprint, adequately serve our campus constituencies, and improve our community relationships

Suggested responsible unit: Community Engagement, Facilities Management
Suggested timeline: Ongoing

Objective #4	Address deferred maintenance in order to support the campus mission and avoid unnecessary costs
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Action Step 4.1: Continue rehabilitation and renovation activities on all campuses with the objective of complete renovation of all buildings by 2030

Suggested responsible unit: Facilities Management

Suggested timeline for implementation:

Action Step 4.2: Ensure that staff levels are adequate for maintaining the various campuses per minimum APPA standard level 3 for cleaning and maintenance

Suggested responsible unit: Finance & Business
Suggested timeline for implementation:

Action Step 4.3: Ensure that upgraded building systems including heating, cooling, lighting, windows and doors provide greater energy efficiency and work towards a 30% decrease in energy use by 2020 as per the SUNY Strategic Plan

Suggested responsible unit: Facilities Management
Suggested timeline for implementation:

Action Step 4.4: Continue to educate the campus community on the impact of implementing deferred maintenance projects including disruption and planning outcomes

Suggested responsible unit: Facilities Management
Suggested timeline for implementation:

Objective #5	Invest in sustainable or green infrastructure to advance the university's sustainability agenda
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Action Step 5.1: Create a culture where all community members feel a responsibility to educate themselves about and participate in sustainability efforts.

Suggested responsible unit: Sustainability Office
Suggested timeline for implementation:

Action Step 5.2: Formally assess the current state of sustainability on campus and create a system whereby progress towards sustainability is integrated into research, teaching and the student experience. These efforts will be regularly reported to the campus and other constituents

Suggested responsible unit: Sustainability Office
Suggested timeline for implementation:

Action Step 5.3: Identify revenue generation streams from energy conservation and recycling efforts and funnel portions back into supporting sustainability programs

Suggested responsible unit: Sustainability Office
Suggested timeline for implementation:

Action Step 5.4: Explore and implement, where feasible, alternate means of generating energy for campus usage

Suggested responsible unit: Sustainability Office

Suggested timeline for implementation:

Action Step 5.5: Prioritize a sustainable transportation system by emphasizing the development of public transportation, improved pedestrian and bicycle access on and between campuses a comprehensive parking system that supports more sustainable transportation modalities and restores and preserves the campus landscape (e.g. exploring the feasibility of a fiscally sustainable parking structure, incentivizing alternative transportation, improving shuttle service)

Suggested responsible unit: Finance & Business/Parking Management & Mass Transit

Seek partnerships and funding opportunities with community partners which could finance or support our sustainability goals

Suggested responsible unit: Sustainability Office

Strategic Theme 6: Alumni and Community Engagement	To engage diverse communities in strategic partnerships to increase public, scholarly and economic benefits.
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Vision	We will be a leader among research universities in strategic partnerships and engagement involving faculty, students, alumni, and local to global communities for university advancement, societal and scholarly benefit, and economic development. We will be recognized for our work to create and apply new knowledge relevant to addressing the critical issues of the 21st century. We will leverage our distinctive strengths and the competitive advantage of our strategic location in New York’s capital city to enhance our reputation, influence and impact.
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Objective #1	Recognizing that success in cultivating the University’s worldwide alumni community is essential and that engagement of the local community is at the heart of daily operations, ensure that University units reflect a customer-oriented, student-success-driven model.
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Action Step 1.1: Leverage University employees, at all ranks and across all units, as University ambassadors and officers of development, internally and externally, to achieve a student, alumni, parent and community commitment to philanthropy, be it financial or otherwise, that elevates our status in the academic community and beyond.

- a. Charge University Development with launch of a University-wide, unit-based campaign to educate employees in their role as University ambassadors, ensuring full cooperation and integration of key University units in achieving this mission.

Recommended unit(s) responsible: University Development

Suggested timeline for implementation: Fall 2010

- b. Develop mechanism for evaluating unit level of involvement as well as success of unit initiatives.

Recommended unit(s) responsible: University Development, President, Provost
Suggested timeline for implementation:

- c. Augment mechanisms for capturing and capitalizing on examples of success, involvement, spirit and dedication and leverage them to generate a sense of pride and commitment; internally and externally.

Recommended unit(s) responsible: University Development; Communication and Marketing
Suggested timeline for implementation: Fall 2010

- d. Evaluate unit and University priorities for investment, while at the same time maintaining sensitivity to and encouragement of donor interests.

Recommended unit(s) responsible: University Development; Alumni Association, President, Provost
Suggested timeline for implementation: Fall 2010

- e. Invest in the strength of University Career Services Center, cultivating and utilizing alumni and community connections and ensuring integration of school and department based awareness and expertise (e.g. opportunities; student interests; direction of profession).

Recommended unit(s) responsible: University Development; Career Services
Suggested timeline for implementation: Spring 2011

- f. Support academic units in cultivating both undergraduate and graduate student.

Recommended unit(s) responsible: University Development; Alumni Association, Student Success
Suggested timeline for implementation: Fall 2010

- g. Empower and recognize employees, across all ranks, in their dedication to going above and beyond in generating a successful student experience.

Recommended unit(s) responsible: University Development
Suggested timeline for implementation: Fall 2010

Action Step 1.2: Cultivate private, corporate and foundation support for research centers and initiatives that will elevate our standing as a research institution.

- a. Generate adequate internal and external communication to ensure that development officers have the tools they need to be successful.

Recommended unit(s) responsible: University Development
Suggested timeline for implementation: Fall 2010

Action Step 1.3: Develop an Alumni Commercialization Fund (as our aspirational peers have done) to encourage and cultivate student Entrepreneurship

Recommended unit(s) responsible: Alumni Office, Development Office
Suggested timeline for implementation: Spring 2011

Objective #2	Increase strategic partnerships for social development and scholarly benefit in critical areas of policy and practice to develop human potential; advance health and welfare; and improve the quality of life from the local to global levels.
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Action Step 2.1: Facilitate the understanding and development of successful research and academic partnerships that advance discovery, the application and exchange of knowledge, enhanced learning, and mutual benefits for partners.

Recommended unit(s) responsible: The Campus Committee on University-Community Engagement (CCUCE), a group bringing together key parts of the university that work with communities of diverse types, interests and locations
Suggested timeline for implementation: 2010-2011

Action Step 2.2: Develop a university-wide approach and identify the accompanying capacity to coordinate and build cost-effective, high-impact partnerships.

Recommended unit(s) responsible: President's Office, Academic Affairs, Vice President for Research, CCUCE and others as appropriate
Suggested timeline for implementation: 2011-2012

Action Step 2.3: Build interdisciplinary partnerships across campuses and schools (e.g. building on the success of existing partnerships among the Cancer Center, CNSE, Life Science Research, the School of Business, and the School of Social Welfare) that address societal and economic issues such as aging, Alzheimer's, cancer research and include support for non-profits.

Recommended unit(s) responsible: School of Business, School of Nanoscale Science & Engineering, Rockefeller College, School of Public Health, School of Education, and University Development
Suggested timeline for implementation: Fall 2011

Action Step 2.4: Leverage University knowledge resources to increase support of non-profit organizations seeking to address community issues and improve quality of life.

Recommended unit(s) responsible: School of Social Welfare, Center for Women in Government in Civil Society and others

Suggested timeline for implementation: 2010-2011

Action Step 2.5: Increase communities' access to and use of University-generated knowledge by strengthening collaborative dissemination approaches with all relevant constituencies.

Recommended unit(s) responsible: All units including entities such as the Professional Development Program, Capital Area School Development Association, and National Child Welfare Workforce Institute

Suggested timeline for implementation: 2010-2011

Objective #3	Grow UAlbany as a University for all ages, at the local, regional and State levels, with a special focus on building the K-16 pipeline, life-long learning (e.g., continuing professional education and for personal growth, OASIS Program, RSVP,) and technology-facilitated learning
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Action Step 3.1: Create University mechanisms, including financial incentives, for exporting educational programs to local, regional and global areas.

Recommended unit(s) responsible: Any academic unit that has public and private sector connections and who can pinpoint an educational needs area will join with General Studies' contract course coordinator to create a financially beneficial arrangement for extending educational opportunities; Purchasing (contract agent)

Suggested timeline for implementation: Fall 2010 – Spring 2011 academic year: pinpoint educational needs area

Summer 2011: negotiate contract or MOU for financial management with business plan

Action Step 3.2: Expand on-line courses and continuing education to address needs of both traditional and non-traditional students, building on the model of the Professional Development program.

Recommended unit(s) responsible: Academic units; General Studies; Career Development Center; IT Services (develop learning modules that can begin and end at will)

Suggested timeline for implementation: Fall 2010 – Spring 2011 academic year: pinpoint educational and online needs of traditional and nontraditional audiences.

Summer 2011: create a financial plan based on demand

Summer 2011 – Fall 2011: develop online modules tailored to audience

Possible Spring 2011 course offerings to select audience

Action Step 3.3: Partner with agencies at the public or private sector in extending educational opportunities to employees in convenient ways (such as flexible/fixed online modules for employee

development. Includes contract courses and/or certificate programs coordinated through the Office of General Studies with state and local agencies, businesses, health care providers and others)

Recommended unit(s) responsible: Academic units; General Studies; IT Services; Purchasing (contract agent)

Suggested timeline for implementation: Fall 2010 – Spring 2011 academic year: pinpoint educational needs area

Summer 2011: negotiate contract or MOU with details regarding course delivery and financial arrangements; create a business plan

Possible Fall 2011 course offerings to agencies

Action Step 3.4: Develop non-credit workshop opportunities for local businesses, area educational centers (school faculty and administration), and health centers.

Recommended unit(s) responsible: Academic units (particularly School of Education and School of Public Health); Career Development Center; General Studies

Suggested timeline for implementation: Fall 2010 – Spring 2011 academic year: pinpoint educational needs area

Summer 2011: negotiate contract or MOU with details regarding workshop fees, payment; create a business plan

Possible Fall 2011 audience-specific workshop

Action Step 3.5: Map existing UAlbany’s K-12 programs, identify populations being served and identify ways to connect/align them for greater impact.

Recommended unit(s) responsible: CCUCE; Undergraduate Admissions; ASC; Summer Sessions

Suggested timeline for implementation: 2010 – 2011

Objective #4	Increase strategic public and private partnerships to advance economic development, workforce development and entrepreneurial activity.
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Action Step 4.1: Support academic entrepreneurship among faculty, students, post-docs, staff, and alums (e.g. to encourage pursuit of patents, copyrights, trademarks, grant opportunities, start-ups, externally-funded research, fee-based professional development programming) through incentive structure.

- a. Establish a university-based Center for Technology Commercialization to encourage the growth of intellectual property, patents, licenses, trademarks, etc.
- b. Promote greater entrepreneurship through the following actions:
 - i. Develop more courses and programs in entrepreneurship (e.g., an entrepreneurship undergraduate minor across the campus)

- ii. Bring “surrogate” entrepreneurs to campus (e.g., Angel Investors, Venture Capitalists) to share expertise and build partnerships.

Recommended unit(s) responsible: Division of Research, School of Business, CNSE, School of Public Health, Biomedical Sciences, Atmospheric & Environmental Sciences, other units as desired, and University Development

Suggested timeline for implementation: Fall 2011 and beyond

Action Step 4.2: Strengthen local to global connections with regional and state economic development officials/Chambers and universities by building public and private partnerships between UAlbany and other research institutions. Seek external sources from federal R&D Funds that encourage corporate sponsored research to USAID to promote International development.

Recommended unit(s) responsible: School of Business, School of Nanoscale Science & Engineering, Rockefeller College, and School of Public Health

Suggested timeline for implementation: Spring 2011

Action Step 4.3: Expand industry/university collaborations through a University based business incubator with private sector support to grow the economy and the use of alternative energy for the region and state.

Recommended unit(s) responsible: Division of Research, School of Business, School of Nanoscale Science & Engineering, Rockefeller College, School of Public Health, and University Development

Suggested timeline for implementation: Fall 2010

Objective #5	Create a more integrated University-wide system for community-engaged research, teaching and service.
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Action Step 5.1: Assess the needs of UAlbany’s diverse external communities and the impact of partnerships and other engaged work. Create a cohesive data collection system, communicate accomplishments and use the data to advance and promote the University (e.g., state/national recognition and awards).

Recommended unit(s) responsible: CCUCE in cooperation with Institutional Research, Academic Affairs and other relevant units

Suggested timeline for implementation: 2010-2012

Action Step 5.2: Increase curricular engagement with communities to enhance students’ academic and civic learning, enrich scholarship and foster community well-being. Work to institutionalize and promote community-engaged learning and research as classroom teaching approaches.

Recommended unit(s) responsible: Office of Undergraduate Education, undergraduate and graduate programs, CCUCE, University governance, Community and Public Service Program, and others.

Suggested timeline for implementation: 2010-2013

Action Step 5.3: Develop support for faculty to conduct research relevant to diverse local to global communities (e.g., recognition and awards, institutional coordination).

Recommended unit(s) responsible: Academic units, Vice President for Academic Affairs, Vice President for Research

Suggested timeline for implementation: 2011-2014

Objective #6	Be an active leader in community-building to improve the quality of life in the region and enrich faculty, student and staff learning.
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Action Step 6.1: Work to better coordinate, interconnect and leverage UAlbany’s many engaged activities focused on regional needs (e.g., K-16 education) for enhanced mutual benefit. Develop an appropriate structure for community-building, e.g., Center for Community Partnerships, and seek external funding.

Recommended unit(s) responsible: CCUCE with other campus entities as appropriate to the issue or need

Suggested timeline for implementation: Coordination: Years 2010-2011; Structure/external funding: 2011-2014

Action Step 6.2: Create a culture of faculty, students and staff as community ambassadors and encourage widespread involvement through academic, co-curricular and extra-curricular activities. Engage international students as well.

Recommended unit(s) responsible: CCUCE and all campus units

Suggested timeline for implementation: 2010-2013

Action Step 6.3: Increase awareness and encourage the practice of environmentally conscious actions of the university and the wider region.

Recommended unit(s) responsible: The Office of Environmental Sustainability and all units

Suggested timeline for implementation: 2010-2011

Action Step 6.4: Raise UAlbany’s profile as a hub of intellectual, cultural and recreational exchange. Seek community input and improve ways of communicating information as well as connecting with the public

Recommended unit(s) responsible: CCUCE and particularly such entities as the Athletics Dept., University Art Museum, PAC, relevant academic departments, New York State Writers Institute, Communications and Marketing

Suggested timeline for implementation: 2010-2011

Strategic Planning Committee Priority Recommendations

Objectives with asterisks received substantial (*) or highest (**) endorsement as top priority at the final retreat of the Strategic Planning Committee on May 5, 2010.

Undergraduate Education

- 1.1 – ***major/minor**
- 1.2 – ****writing**
- 1.3 – Gen Ed
- 1.4 – international
- 1.5 – ***FT faculty engagement with UG**
- 1.6 – academic profile of incoming students

The Student Experience

- 2.1 – ***sense of community**
- 2.2 – ***advisement/counseling/mentoring**
- 2.3 – traditions
- 2.4 – world within reach
- 2.5 – safe, healthy, open environment
- 2.6 – student support services

Graduate Education

- 3.1 – ***strengthen evaluation process**
- 3.2 – ***use evaluation to focus resources**
- 3.3 – ****attract/retain grad students**
- 3.4 – nontraditional grad students
- 3.5 – faculty pedagogical needs for grad ed
- 3.6 – integrate programs/administration/governance re grad ed

Research

- 4.1 – ***increase scholarly/creative output**
- 4.2 – federal funding
- 4.3 – ***improve post award support**
- 4.4 – infrastructure support
- 4.5 – visibility
- 4.5 – student engagement in scholarship/external funding

Infrastructure

- 5.1 – create and maintain spaces
- 5.2 – ****IT and emerging technologies**
- 5.3 – develop to grow and decompress
- 5.4 – ***deferred maintenance**
- 5.5 – sustainability

Alumni/Community

- 6.1 – recruitment-to-alumni connections
- 6.2 – strategic partnerships for social development
- 6.3 – university for all ages; esp k-16 pipeline
- 6.4 – ***strategic partnerships for economic development**
- 6.5 – ***integrated system for u-wide engaged research, teaching, service**
- 6.6 – community building for quality of life in region

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Linda	Miller	Secretary, International Education
Robert	Miller	Associate Professor, School of Social Welfare
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Margaret	Moree	Director of Federal Affairs/Business Council of New York State
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Phil	Nasca	Dean, School of Public Health
Tom	Neiss	Director, Information Technology Services/Telecommunications
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Julie	Novkov	Professor, Political Science
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Jacob	Pagendarm	Undergraduate Student
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James	Pasquill	Director, Study Abroad & Exchange, International Education
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Michelly	Pena	Residence Hall Director, Residential Life
Carol	Perrin	Associate Director, Residential Life
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Greta	Petry	Assistant Director of Community Relations, Media Relations
Thecla	Philip	Assistant Director, Finance, International Education
Susan	Phillips	Committee Chair, Provost
Suzanne	Phillips	Director, Advisement Services
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Greg	Pogarsky	Associate Professor, School of Criminal Justice
Larry	Preston	Assistant Dean, School of Public Health
Tremayne	Price	Undergraduate Student
Marjorie	Pryse	Dean, Graduate Studies
Marie	Rabideau	Associate Director, Career Services
Anna	Radkowski-Lee	Library Personnel Officer, University Libraries
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R. Michael	Range	Senate Chair, Professor, Mathematics
SS	Ravi	Professor, Computer Science
Vinnie	Reda	Associate Director of Community Relations, Communications & Marketing
Cheryl	Reeves	Director of Continuing Education, School of Public Health
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Robert	Reilly	Assemblyman, New York State Assembly
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Martha	Rozett	Professor, English
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Ashley	Ryle	Graduate Student
Marybeth	Salmon	Associate Computer System Development, Information Technology Services
Kisha	Santiago	Graduate Student
Joan	Savitt	Research Associate Professor, International Education
Darri	Scalzo	Internal Control Officer, Finance and Business
Lawrence	Schell	Professor, Anthropology
Mary	Schimley	Director, Orientation
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David	Smith	Associate Professor, Finance
Kendra	Smith-Howard	Visiting Assistant Professor, History
Lawrence	Snyder	Professor Emeritus/O'Leary Professor, Chemistry
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Kabel	Stanwicks	Head of Circulation, University Libraries
Michael	Stein	Member. University Council
Charles	Steiner	President, The Chamber of Schenectady County
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Jeffrey	Stone	President, Capital Region/Key Bank
Joshua	Sussman	Undergraduate Student and SA president
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Stuart	Swiny	Associate Professor, Anthropology
Ben	Szaro	Professor, Biology
Bruce	Szelest	Director, Institutional Research, Planning & Effectiveness
Scott	Tenenbaum	Associate Professor, College of Nanoscale Science and Eng/ Nanobioscience
Paul	Tonko	Congressman, US House of Representatives
Andy	Toppin	Undergraduate Student
Medelene	Tran	Undergraduate Student, Resident Assistant
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Lisa	Trubitt	Assistant CIO for Policy & Communications, Information Technology Services
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Peter	Vellis	Director, Health Services Center
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Ed	Waltz	Research Associate Professor, School of Public Health
Willingham	Wanda	Albany County Legislator
Russ	Ward	Professor, Sociology
Robert	Webster	Associate Vice President, Research
Daniel	White	Professor, Anthropology
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Frank	Wiley	Chief of Police, University Police Department
Dwight	Williams	Clinical Associate Professor, Health Policy
Kevin	Williams	Professor and Chair, Psychology
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Jianwei	Zhang	Assistant Professor, Educational Theory and Practice
Richard	Zitomer	Professor, Biology