



UNIVERSITY
AT ALBANY

State University of New York

“Going Forward Plan”

Final Draft

January 12, 2009

“Going Forward Plan”

Final Draft

January 12, 2009

Contents

Introduction.....	1
The Path Forward... ..	3
Action Plans.....	6
Participation in creating the Going Forward Plan	17

Introduction

The plan presented here emerged from the collaborative work of over 250 faculty, staff, students, and alumni. In the Fall of 2008, the campus community was invited to participate in creating an updated vision of University priorities and directions over the next 3-5 years. Not as thoroughly formal as a “strategic plan,” this **Going Forward Plan** was created through a process in which participants considered a set of questions about the responsibilities of the University, the needs of our students, the climate for faculty and staff, the ways in which decisions are made and communicated, and the critical issues, problems and opportunities facing the University in the years ahead. In planning conferences and wiki exchange, participants worked together to develop a set of directions, priorities, and plans to guide the University over the next several years. Small working groups drew together the broad discussions, and drafted the plan presented here.

In considering the **Going Forward Plan**, it is useful to take into account the context within which the University operates at this time. An extended period of leadership transition most prominently characterizes that context. While our leadership over the past several years has provided wise stewardship and promoted new development, and while we have sustained an ever-rising trajectory of accomplishments, our actions have lacked a set of consensually derived priorities and directions. As of 2008, with an

uncertain timeline for the installation of new permanent leadership and an unwillingness as a campus to “stand still,” we designed an opportunity for the campus community to participate in developing priorities and directions that could both guide us over the next several years and also envision a picture of the University as a future-oriented community as we search for and identify the next University president.

It should also be noted that just as we started **Going Forward Plan** discussions, news of the rapidly declining state, national, and global economy also started to emerge. Although resources had been challenging over the past years, the news at hand forecast a much more dramatic and precipitous drop. While participants in developing the **Going Forward Plan** were not asked to consider their work in the context of declining resources, it would have been impossible not to contemplate the constrained realities that likely lie ahead and to consider the path forward from that point of view. Even so, the **Going Forward Plan** offers considerable momentum that we can draw on even within a climate of diminished resources.

In its present form, the **Going Forward Plan** does not fully articulate a statement about strategic mission and vision and goals. (Indeed, one element of the plan calls for the development of such a statement.) Some might legitimately argue that such a statement should drive all priorities, directions, and plans, and that actions taken without strategic authorization are ill-advised. Further, such a statement is best created with the guidance of new permanent leadership. However, it is essential that we maintain forward movement even in the absence of new leadership, even in the presence of a shifting resource climate, and even without a formal strategic plan. The consensus among the participants in the process of creating the **Going Forward Plan** provides a working vision of the responsibilities of the University and of the directions it should take, and offers a number of action steps that will serve to increase excellence in education and student experience, support our faculty and staff, enhance our resources and infrastructure, improve our leadership, governance, and communication, expand strategic engagement with our unique location, and advance and promote our institution.

“Going Forward Plan”

The Path Forward

As an institution with a global reputation and reach, the University at Albany is a place of considerable complexity and, at times, contradiction. As part of the larger SUNY System, in the capital of New York, we have simultaneous and competing priorities and tasks: We are a community of scholars, researchers, teachers, students, professionals, and citizens. We engage both undergraduate students and graduate students from New York and across the globe. We offer areas of study with an honored tradition and also those that are newly emerging. We use traditional classrooms and instructional tools, and also innovative ways of teaching and learning. We seek to generate new knowledge, and also to prepare the future workforce of New York and beyond. We are a place where people live, work, study, and play.

The confluence and conflict inherent in dimensions such as these not only enrich our work but also require us periodically to evaluate where we are and where we want to be, to ensure that we create just the right balance for our success as an institution, going forward. We have taken this opportunity to review where we are and where we’d like to go from here.

In undertaking this review, we consider, first, that it is the primary responsibility of the University at Albany to advance knowledge and research and to provide high quality education. As a research institution with an undergraduate and graduate educational mission, the University produces research relevant to the challenges of the 21st century and beyond and prepares the scholars and leaders of the future. Education at the University is affordable and accessible, and prepares students for future work and citizenship in a global world.

Through its scholarship, teaching, and service, the University at Albany responds to the needs of local and global communities and also disseminates information about its work and its students to those communities. It is committed to enhancing the diversity of its students, staff, and faculty. In pursuing its missions, the University at Albany is both a responsible steward of resources and a locus of economic development and opportunity for the region, state, and nation.

The path forward is prominently defined by the urgent need to develop our resources – financial, space, and human resources. We depend precariously on New

York State for financial resources and therefore must seek to be more entrepreneurial in identifying new funding sources. We have too few faculty and staff, and seek to improve our efforts to retain the excellent personnel that we have. The condition of our physical facilities is declining, and we have too little space to house the full array of University initiatives. We also must ensure that our entering students are fully prepared for university study. We need to develop a better sense of community at the University and to enhance the connections among units, departments, schools/colleges, and campuses. All of this will be more readily accomplished with the commitment of stable University leadership.

We have several areas of opportunity, particularly in the strength of our talented and committed faculty and staff, our research agenda, and our highly regarded academic programs. Our location in the capital of New York State is also a tremendous and unique asset and one which we have not fully developed to our advantage.

To prepare our students for the challenges of the 21st century, we seek to provide outstanding opportunities for study to undergraduate and graduate students. At the undergraduate level we seek to emphasize the knowledge and skills that are necessary for our students to succeed in the workplace and to become engaged and productive citizens of the world. Using strategies for active learning, we strive to enhance critical thinking and problem solving, strong written and oral communication, and technological literacy. Opportunities for learning these skills must be infused throughout the curriculum. A focus on interdisciplinarity and collaboration will ensure the relevance of our students' skills in multiple fields. At the graduate level we seek to provide opportunities for specialized research, advanced studies, and professional development.

Across all levels of study, we aim to develop in our students the capacity for global awareness and reach through international understanding, an appreciation of diversity, and a commitment to global and social citizenship. We seek to support and guide our students with the necessary opportunities and experiences, such as high quality advisement and student-faculty interactions, which will help to ensure their success.

To promote a University climate that supports the success of faculty and staff, we will articulate our goals clearly, enabling faculty and staff to understand the relationship between their own work and University missions and to set their own priorities accordingly. In relation to promotion and continuing appointment, we will revisit expectations about the teaching, research and service contributions of tenure-track faculty and clearly communicate those expectations.

With the goal of becoming a faculty-centered university and a student-centered faculty, we will increase recognition for the full array of faculty and staff achievements and accomplishments and also create greater opportunities for collaboration and interaction across the disciplines, departments, and campuses, and with other universities.

In making and communicating decisions, our University community seeks to use processes that are transparent, open and inclusive, and that foster trust and a sense of fairness. In both the process and the product of decision making, we will provide opportunities for all relevant sectors of the University to be included, and we will make clear the roles of our leaders, including department chairs, deans, senior administration, and governance bodies across the University. We will solicit feedback from the University community both during and after the decision-making processes and make known to all the resulting decisions.

We seek to employ diverse methods of disseminating information throughout the decision-making process, including in-person and targeted electronic communication.

To advance the various missions of the University, and to stay on the cutting-edge, we must develop mechanisms to increase and enhance the resources of the University – our financial and human resources, and our physical infrastructure. We must maintain the stability of our current funding sources while also identifying new ones. To remain competitive, we seek to improve the condition of our physical space and classrooms and to upgrade our technological infrastructure.

We seek to improve the stability of University leadership and to recruit and retain high quality faculty, staff and students. We also seek to enhance our global awareness and reach.

We seek to build greater engagement within and across our various constituencies, including faculty, staff, students, alumni, and community members, and invite further open dialogue about the priorities and challenges of the University.

This is a time for us to build on our strengths, to make strategic choices (even if difficult) and to market and publicize our excellence, raising the standing of our University relative to other institutions.

Action Plans

Accompanying the directions indicated above are a series of broad action planning areas, prioritized as follows:

- Priority 1:** **Increasing excellence in education and student experience**
- Priority 2:** **Supporting our faculty and staff**
- Priority 3:** **Enhancing our resources and infrastructure**
 Improving leadership, governance, and communication
 Expanding strategic engagement with our unique location
- Overarching:** **Articulating and promoting our mission**

Action plan outlines, together with initial ideas and examples, are presented below for each of these broad areas. Within each area outline, items are presented in rough priority order. Plan items noted by asterisk (*) reflect areas where initiatives have been recently launched.

Note that these plans are an initial blueprint, providing starting direction. As we continue to bring focus and further input is brought to these broad areas for action, we can expect to consider these ideas further, identifying responsibility for taking particular action and projecting timelines for completion.

Increasing excellence in education and student experience

Suggested action plans to **increase excellence in education and student experience** are considered of primary importance. Many can be advanced without additional resources. At the undergraduate level, these plans should focus on three areas:

A1. Enhancing critical thinking, problem solving, communication and analytical skills:

- Review the June 2007 Report of the UAlbany Task Force on Undergraduate Writing Instruction and identify the resources needed to address this critical need

- Develop a coherent set of curricular recommendations to increase these areas of intellectual development among our students. Initial suggestions include:
 - Review and possibly streamline the general education program
 - Create a “critical thinking” designated course series (similar to the “writing intensive” courses)
 - Encourage interdisciplinary partnerships and other innovative approaches to teaching, such as service learning
 - Develop capstone projects within departmental majors that require the students to demonstrate the skills that are identified as critical to adequate preparation.
 - Develop formal, required, components on critical thinking, problem solving, communication, technological literacy, and analytical skills to be incorporated in courses taught across campus, modeled after (or to replace some or part of) General Education courses; Identify best practices for incorporating these skills in courses, especially via active learning strategies; Assess the effectiveness of courses that focus on these skills
 - Develop a campus-wide project (like the book project) that promotes critical thinking
- Involve undergraduate students in active other learning and reflection experiences (internships, experiential learning, engaging in or applying research, service learning), possibly as a requirement
- Enhance the undergraduate research experience
 - Encourage undergraduate research projects to go beyond one course – continue through other courses in order to engage students in authentic research and problem solving activities (data collection analysis and communication)
 - Hold an undergraduate research day across campus*

A2. Learning and applying diverse perspectives in an increasingly globalized world:

- Conduct University-wide inventory of what we currently offer in terms of multicultural experiences (including courses/components of courses and co-curricular experiences focusing on international, multicultural, diversity)*
- Enhance global opportunities across the undergraduate curriculum. Initial ideas include:
 - Develop ways to weave global concepts and perspectives into our current curriculum; give seed-funding grants to improve internationalization of courses
 - Create a globalization rubric with “points” to identify activities/courses that enable students to “globalize” their

- undergraduate education. Give “points” for each activity or course, such as mentoring an international student; competence in another language; study abroad;
- Offer a certificate program or “honors” program in globalization (could be the end result of “globalizing” a student’s undergraduate education)
- Establish 'sister school' relationships with institutions abroad and utilizing our international alumni to help us explore shorter-term (perhaps intercession) exchange and internship opportunities.
- Focus more attention on opportunities for study abroad (pre-departure orientation, and a re-entry program to synthesize what was learned); enhance the academic nature of the study-abroad experience
- Enhance awareness of multicultural, international, diversity in co-curricular activities. Initial ideas include:
 - Sponsor joint events among cultural organizations on campus
 - Promote awareness of our part in global community by acknowledging on campus or on website events/holidays of other countries (i.e. congratulations to our Canadian students for...)

A3. Developing student skills for success, focusing on supporting the skills needed to succeed in their undergraduate education, and in their subsequent study and careers:

- Identify skills that students need to be successful in academic and professional life (including time management, collaboration/team work, interviewing, planning, resume development, etc.) Provide opportunities, particularly in the first years, to acquire the skills necessary for educational success. Provide opportunities throughout the undergraduate years to acquire further career development skills. Assess the extent to which students develop these skills, perhaps via portfolios, both at a class level and as a “showcase” for job search
- Ensure that students are aware of needed success skills and their importance, including asking outside stakeholders to speak to students about the importance of basic success skills to future employers
- Enhance advisement opportunities that monitor student progress, provide support, mentoring, and guidance.
- Enhance career planning and placement opportunities and enhance students’ awareness and use of those opportunities
- Ensure that Academic Affairs and Student Affairs are working to support the same goals and supporting similar skills

A4. At the graduate level, suggested actions we need to take as a university to help our graduate programs provide opportunities for specialized research, advanced study, and professional development include:

- Increasing stipends and tuition assistance
- Providing opportunities for paid research (beyond assistantships) as well as apprenticeship opportunities, where appropriate
- Providing flexible regulations and curricula for graduate students who pursue their degrees on a part-time basis

We note that undergraduate education—an endeavor familiar to all participants—received the dominant focus in the creation of the **Going Forward Plan**. The limited action plan for graduate level education and student experience should not be interpreted as reflecting limited interest, need, or priority. Rather, it should be understood that while graduate education and student experience remains a priority at the University, a more fully developed plan for increasing excellence in graduate education and student experience would require an additional process, focusing on the more specialized needs and stakeholders of our graduate programs.

Supporting our faculty and staff

Second in importance are the ways in which we can support our faculty and staff, clustered in four areas below. Again, many of these initiative areas do not require additional funds.

B1. Invest in, and work to retain, our high quality faculty and staff. Initial ideas include:

- Enhance faculty research incentives and opportunities by providing additional funds for pilot projects, dedicating faculty time for research and scholarship, and publicizing research awards and achievements
- Develop support systems and mentoring opportunities to assist faculty career planning and development, recognizing the different life stages, roles, and career paths of various individuals*
- Develop a task force to design an institutional strategy for faculty retention issues with representation from junior and senior ranks, to build on strengths of current faculty (task to include setting priorities for future investments in faculty, and developing procedures to retain the faculty in whom we've already invested)

- Identify our talented staff and provide promotional opportunities for them within the University
- Enable the Institute for Teaching, Learning, and Academic Leadership (ITLAL) to further help teaching faculty to use pedagogical methods that would encourage critical and analytical thinking

B2. For tenure-track faculty, develop and communicate clear expectations, and also consider offering flexibility in tenure-track and promotion routes:

- Clarify and formalize the expectations about research, teaching, and service for tenure-track faculty, addressing at least the following issues
 - Clarify the definition of teaching, and clearly convey what weight teaching carries
 - Clarify “research” to include more than just that which attracts external funds
 - Provide a University-wide directive stipulating that service counts toward tenure and promotion, and clarify service expectations both for junior faculty and for faculty who have received tenure
- Consider developing opportunities for flexibility or specialization among faculty and develop different tenure criteria accordingly (i.e. teaching-intensive faculty, research-intensive faculty, etc.)

B3. Recognize the full range of contributions by systematically, generously, and publicly acknowledging achievement in all areas (teaching, research, service). Initial ideas include:

- Local (unit-level) programs of recognition
- Recognition for longevity, instructional innovation, mentoring
- Provide particular attention to the recognition of teaching

B4. Enhance the operational support for faculty work. Initial ideas include:

- Address salary and startup issues, providing competitive initial support and addressing subsequent compression issues
- Provide adequate support for travel for both presentations and professional development
- Streamline the IRB, especially with online submissions
- Develop a research initiative with strong leadership to develop a solid research vision, and design a strategic research plan, with the ability to implement the plan, promote and foster the vision, attract the faculty and the funding sources by making strong connections with federal and private funding agencies, and engage the campus community in designing

collaborative and interdisciplinary research projects that are focused on current strengths and emerging research areas.

- Provide assistance in developing and drafting funding proposals.

B5. Promote collaboration and interaction. Initial ideas include:

- Creating platforms to publicize/share research (or other) activities: forums (university conferences, colloquia), opportunities to interact, share, collaborate; create physical and virtual spaces (such as unit or interest-based listservs, inter- and intra-university)
- Develop more interdisciplinary (colloquial) series across the University
- Foster interdisciplinary collaborations and public / private partnerships, globally and locally, to garner funding and advance research

Third in importance is a cluster of action plans focusing on enhancing our resources and infrastructure, on improving leadership, governance, and communication, and on expanding strategic engagement with our unique location. The three areas within this cluster are considered of comparable priority.

Enhancing our resources and infrastructure

C1. Enhance and stabilize state-based resources. Initial ideas include:

- Increase tuition resources via increasing tuition rate, retaining tuition resources, recruiting out-of-state students
- Work to guarantee state support for negotiated contractual salary increases
- Within the SUNY system, begin to explore ways in which UAlbany can gain more autonomy and control of its own budget
- Tackle the issue of the university as a “state agency”

C2. Enhance new funding through partnerships and grants. Initial ideas include:

- Enhance research office capacity to do more work with funding agencies (not just responding to calls for proposals)
- Identify and develop new revenue streams including grants and contracts with other agencies (e.g., can we provide more services for NYS agencies?)
- Incentivize grant-getting and foster a climate that rewards and supports grant getting

C3. Enhance University development efforts to enhance philanthropic resources and University endowment. Initial ideas include:

- Strengthen Development/Advancement office
- Articulate clear ideas for fundraising priorities
- Clarify giving opportunities so that donors can target their gifts; identify opportunities for “naming rights”
- Reach out to alumni more effectively as donor base
- Assist faculty/staff involvement in development efforts
- Assist departmental development and management of private funding
- Enhance need- and merit-based financial aid opportunities for students by attracting new donors and alumni support for scholarship endowments and offer funding options (e.g., sliding scale, pre-pay at current rates, family discounts, etc.)

C4. Reduce expenses. Initial ideas include:

- Address energy costs*
- Increase efficiency and reduce redundancy (Inventory existing resources and eliminate overlap (i.e., Research Foundation; Web services for individual departments?))
- Capitalize on resources that currently exist

C5. Address infrastructure needs, including

- Address deferred maintenance*
- Improve existing physical spaces, including classrooms*
- Technological infrastructure
- Space for graduate students (work and housing)
- Upgrade campus housing*

Improving leadership, governance, and communication

D6. Seek and sustain inclusive leadership, via

- Central leadership who have a shared vision for the University, who inspire trust, and who are committed to the institution,
- Deans and department chairs who have both capacity and support to advance our various missions, and
- Campus-wide governance that invites and supports broad faculty participation

D7. Enhance transparent and collaborative decision making processes

- **Enhanced department leadership and governance.** Initial ideas include:
 - Creating mechanisms for sharing best practices regarding decision-making with leaders of various units*
 - Establishing regular procedures and practices within departments or programs for sharing information and addressing faculty or staff concerns
 - Providing forums for chairs of departments from various schools and colleges to share ideas about decision-making procedures and administrative practices intended to create greater transparency in decision-making.

- **Transparency in decision making,** by establishing procedures for articulating the rationale for important decisions to the appropriate constituencies (e.g. faculty, students, and staff). Initial ideas include:
 - President, provost, vice presidents, deans and chairs articulate clear priorities – and use these to create clear procedures
 - Establishing a forum or other mechanism for explaining University Senate procedures to new faculty and staff, new senators, and other constituencies. (Such a forum might be a part of or separate from the existing orientation for new senators.)
 - Using the Mission Statement and University policies as criteria for decision-making based on facts and consistent with University mission.

- **Enhanced and broader participation in the University community.** Initial ideas include:
 - Creating new opportunities for faculty and staff to participate in University governance, via
 - Limiting the number of consecutive years of service on the Senate and its Executive Committee
 - Sending the Senate agenda to faculty and staff who wish to receive it
 - Sponsoring social events intended to foster collegiality and a sense of community among members of departments or other units. (These events could be celebrations of faculty and staff achievements, such as publishing a book or obtaining a large grant, or gatherings to welcome new faculty or events to mark important milestones in the department or program.)

- Conducting faculty, staff, and student satisfaction and climate surveys, including attention to diversity issues,* and designing change as indicated from results.
- **Following up and following through on initiatives—providing ways to stay informed of process and results of initiatives.** Initial ideas include:
 - When decisions are made, there should be an opportunity for feedback and discussion
 - Offer open forums/town meetings to discuss with decision makers*
 - Replicate a process like the **Going Forward Plan** in the future, and keep the Wiki available for those who can't attend
 - Share results of surveys that people have participated in
 - Make sure that people know results of their input is being disseminated after it is collected (e.g., publication resulting from media interview, new initiative based on survey)
 - Add a “suggestion box” email for administration*
 - Make sure new initiatives have a follow-up assessment and evaluation process from stakeholders (Coeus, ITLAL, space survey, Honors College, etc.)
- **Using diverse methods of disseminating information.** Initial ideas include:
 - Dashboards
 - e-mail subscriptions for information, with email messages including both process and product information
 - More use of Wiki
 - Use new technologies to provide information that is of interest to specific people (i.e. BOT, portals, iGoogle, etc.)
 - Documents supporting decision-making made available online for access by University community

Expanding strategic engagement with our unique location

E8. Build on strength of location in the Capital Region—as the capital of New York State, and as the center of the emergence of “Tech Valley” — by promoting our programs and the benefits of the area. Initial ideas include:

- Increase visibility at the Capitol and state agencies

- Develop a “scholar” institute similar to Writers Institute – a place where our scholarship will be on display for state-wide benefit (“Albany Institute of Scholars”)
- Promote our programs that involve government

E9. Increase interconnections between the University and the local and regional community. Initial ideas include:

- Continue and grow UAlbany Day*
- Increase engagements with the community through activities that allow us to showcase faculty scholarship (e.g., lectures series on- and off-campus)*
- Highlight our location as a hub of higher education in the region
- Sponsor cultural and civic events
- Develop collaborative alliances among entities such as research institutes, colleges, K-12 schools, etc. in the Capital District*
- Involve undergraduate students in active learning and reflection experiences (internships, experiential learning, engaging in or applying research, service learning)

Articulating and promoting our mission

Overarching all of the areas of action outlined above, are plans to articulate our mission, and to build and promote our multiple areas of excellence.

F1. Create an updated statement of mission and vision from University community.

Initial ideas for consideration include:

- Incorporating both research and educational aspects of our enterprise
- Incorporating restoration of UAlbany as a highly selective institution
- Incorporating our commitment to diversity and our global reach
- Incorporating strategic engagement with our institutional location

F2. Determine University-wide priorities on the basis of core strengths and elements of the University mission / vision and create a plan to foster those priorities

- Allocate resources that build on strengths, providing support to sustain and grow scholarship that relates to those strengths

F3. Promote both academic strengths and non-academic strengths. Initial ideas include:

- Be clear about our official name
- Promote/advertise strengths including high-ranking programs and accomplished and high profile individuals within departments
- Present a cohesive image that promotes our richness and diversity, and that highlights our strengths including faculty, research, programs, and location.
- Market outside of the Capital District and, for selective programs, outside of New York State.

Participation in creating the “Going Forward Plan”

In the Fall of 2008, approximately 250 teaching faculty, professional staff, alumni, and students participated in the development of the **Going Forward Plan**, from across the campus, including:

College of Arts and Sciences
School of Business
College of Computing and Information
School of Criminal Justice
School of Education
College of Nanoscale Science and Engineering
School of Public Health
Rockefeller College
School of Social Welfare
Academic Affairs
Diversity and Affirmative Action
Finance and Business
Information Technology Services
Media and Marketing
Office of the President
Research
Student Success
University Counsel
University Development

All in all, participants were from 104 departments/offices/schools/colleges/divisions:

- | | | |
|--|---|---|
| 1. Academic Affairs | 18. Center for Legislative Development | 33. Educational Psych & Method |
| 2. Accounting & Law | 19. Chemistry | 34. Educational Theory & Practice |
| 3. Admissions | 20. Communication | 35. Employee Assistance Program |
| 4. Admissions & Enrollment | 21. Computer Science | 36. English |
| 5. Advancement Events | 22. Computing & Information | 37. Enrollment |
| 6. Advisement Services | 23. Corporate & Foundation Relations | 38. Environmental Health & Safety |
| 7. Africana Studies | 24. Counseling Center | 39. Environmental Health Sciences |
| 8. Anthropology | 25. Counseling Psychology | 40. EOP (Educational Opportunities Program) |
| 9. Architecture, Engineering and Construction Mgmt | 26. Criminal Justice | 41. Facilities Management |
| 10. Art | 27. Diversity & Affirmative Action | 42. Finance |
| 11. Art Museum | 28. Earth & Atmospheric Sciences | 43. Finance & Business |
| 12. Arts & Sciences | 29. East Asian Studies | 44. General Education |
| 13. Biology | 30. Economics | 45. Geography & Planning |
| 14. Biomedical Sciences | 31. Educational & Counseling Psych | 46. Graduate Studies |
| 15. CAS Technical Services | 32. Educational Administration & Policy Studies | 47. Health Center |
| 16. Center for Functional Genomics | | 48. Health Policy |
| 17. Center for Human Services Research | | |

- | | | |
|---|--|---|
| 49. History | 66. Media Relations & Communications | 86. School of Business |
| 50. Honors College | 67. Music | 87. School of Education |
| 51. Info Tech Client Services | 68. Nanoscale Science & Eng | 88. Social Welfare |
| 52. Informatics | 69. NE Regional Forensics Institute | 89. Sociology |
| 53. Information Studies | 70. NYS Writers Institute | 90. Sponsored Funds |
| 54. Information Technology Management | 71. Office of Regulatory Research Compliance | 91. Student Affairs |
| 55. Institute for Informatics, Logistics, and Security Studies | 72. Office of the CIO | 92. Student Success |
| 56. Institute of Gerontology | 73. Operating Systems | 93. Technology Transfer Office |
| 57. Institutional Research | 74. Performing Arts Center | 94. Telephone Services |
| 58. International Education | 75. Physics | 95. Telephone Systems |
| 59. IT Security | 76. Political Science | 96. Theatre |
| 60. ITLAL (Institute for Teaching, Learning, and Academic Leadership) | 77. President's Office | 97. Undergraduate Education |
| 61. Judaic Studies | 78. Provost's Office | 98. University Applications Development |
| 62. Languages, Literatures & Cultures | 79. Psychology | 99. University Auxiliary Services |
| 63. Management | 80. Public Administration & Policy | 100. University Council |
| 64. Marketing | 81. Reading | 101. University Development |
| 65. Mathematics & Statistics | 82. Registrar's Office | 102. University Libraries |
| | 83. Research | 103. User Educational Programs |
| | 84. Residential Life | 104. Women's Studies |
| | 85. Rockefeller College | |

Special thanks to the Question Team: Crafting the questions to be posed:

Christine Haile	John Delano	Teresa Harrison
Glyne A Griffith	Laurence Kranich	Timothy Hoff
James Acker	Michael Range	William Lanford

And to the planning conference and/or wiki participants:

Adrienne Bonilla	Brian Gabriel	Christian Olsen
Albin Zak	Bruce Dudek	Christine Bouchard
Allen Ballard	Bruce Szelest	Christine Doyle
Allen Israel	Carla Meskill	Christine Haile
Amanda Nickerson	Carlos Rodriguez	Christopher Fernando
Andi Lyons	Carol Rodgers	Clarence McNeill
Anita Pomerantz	Carol Anderson	Cynthia Brady
Anne Hildreth	Carole Sweeton	Daniel C. Levy
Annis Golden	Carolyn MacDonald	Daniel Goodwin
Anthony DeBlasi	Catherine Dwyer	Daniel Smith
Barry Trachtenberg	Catherine Herman	Danielle Leonard
Benjamin Shaw	Cathleen Lewandowski	David Carpenter
Brenda Seckerson	Cheryl Dozier	David Liebschutz

David Rousseau
David Smith
David Strait
David Wagner
Dawn Kakumba
Debernee Privott
Deborah Bernnard
Deborah LaFond
Deborah May
Dennis Karius
Diana Delp
Diane Dewar
Donald Byrd
Donald Faulkner
Drew Anderson
Edelgard Wulfert
Elana Gordis
Elise Andaya
Elizabeth Gaffney
Eric Eisenbraun
Eszter Szalczer
Eugene Monaco
Fan Pen Chen
Fardin Sanai
Felix Wu
Geoffrey Williams
George Berg
George Robinson
Gladys Santiago-Tosado
Gregory Bobish
Guy Fernando
Hassaram Bakhru
Hayward Horton
Hazel Prelow
Heidi Andrade
Heinz Dieter Meyer
Hirosuke Honda
Ingrid Fisher
Istvan Kecskes
Jagdish Gangolly
James Acker
James Mower
Jane Kessler
Jane Agee
Janet Riker
Janice Bogon
Janine Jurkowski
Janna Harton

Jason Shepard
Jay Oddi
Jean-Francois Briere
Jeff Luks
Jeff Boyer
Jeffrey Haugaard
Jennifer Greiman
Jennifer Stromer-Galley
Jennifer Greiman
Jianwei Zhang
Joan Savitt
Joan Newman
Joette Stefl-Mabry
John W. Delano
John Giarrusso
Judith Stanley
Judy Squadere
Kabel Nathan Stanwicks
Karen Brown
Karen Kettlewell
Karin Reinhold-Larsson
Karl Rethemeyer
Katharine Briar-Lawson
Kathy Gersowitz
Kenneth Goldstein
Kevin Williams
Kevin Quinn
Kim Engel
Kristen Wilcox
Lara Kaye
Laura Hopson
Laurence Kranich
Laurie Garafola
Laurie Enright
Lawrence Schell
Lawrence Raffalovich
Leonard Slade Jr
Linda Wheeler
Lisa Trubitt
Lisa Donohue
Lynn Videka
Margaret Sheehy
Marjorie Pryse
Mark Dale
Martin Manjak
Mary (Kate) Gonder
Mary Murphy
Mary Ellen Mallia

Mary Casserly
Mary Fiess
Mary Gallant
Marybeth Salmon
Mathias Vuille
Maureen Pagano
Mayra Santiago
Meg Fryling
Megan Kurlychek
Melinda Larsen
Michael Jerison
Michael Boots
Michael DeRensis
Michael Range
Miriam Trementozzi
Monica Rodriguez
Myrna Friedlander
Nan Carroll
Odette Fung
Olimpia Pelosi
Patricia Chu
Paul Miesing
Peter Bloniarz
Peter Recore-Migirditch
Philip McCallion
Pierre Alric
Pradeep Haldar
Rachel Dressler
Randall Craig
Ray Bromley
Reed Hoyt
Regina Conboy
Richard Collier
Richard Fogarty
Richard Zitomer
Richard Cunningham
Robert Andrea
Robert Bangert-Drowns
Robert Yagelski
Robert Summers
Robert Gibson
Robert Webster
Rose-Marie Weber
Rui Zhao
Ruth Pagerey
Ruth Scipione
Samantha Friedman
Sanjay Goel

Scott Tenenbaum
Sekharipuram Ravi
Sesan Badejo
Sharon DeWitte
Sheila Mahan
Shirley Jones
Stacy Newman
Stacy Williams
Stephen North
Steve Galime
Steven Doellefeld
Steven Messner
Sue Faerman
Sung Bok Kim
Suraj Commuri

Suzanne Turner
Suzanne Phillips
Sylvia Barnard
Tamra Minor
Teresa Harrison
Terrence Maxwell
Thecla Philip
Theresa Walker
Thomas Taber
Thomas Begley
Timothy Sergay
Timothy Hoff
Tom Neiss
Tomek Strzalkowski
Tracy Bohl

Trish Meyer
Trudi Jacobson
Virginia Goatley
Vivien Ng
Walter Little
William Hedberg
Win Shih
Winsome Foderingham
Yenisel Rodriguez
Yubing Xie
Yu-Hui Chen
Zakhar Berkovich
Zheng Yan
Zina Lawrence

And to the Writing Team: Constructing the Going Forward Plan draft:

Barry Trachtenberg
Carole Sweeton
Cathleen Lewandowski
Cheryl Dozier
David Liebschutz
Elana Gordis
John Giarrusso
Kathleen Gersowitz

Laurie Enright
Lisa Trubitt
Marjorie Pryse
Mary Ellen Mallia
Mary Gallant
Richard Collier
Richard Fogarty
Robert Webster

Robert Yagelski
Ruth Scipione
Scott Tenenbaum
Teresa Harrison
Virginia Goatley
Vivien Ng

And to the Action Plans Team: Designing the Action Steps:

Barry Trachtenberg
Carole Sweeton
Cathy Herman
Cheryl Dozier
Christine Bouchard
Daniel Goodwin
David Wagner

Elana Gordis
Janet E Riker
Joette Stefl-Mabry
Kathleen Gersowitz
Laurie Enright
Marjorie Pryse
Richard Fogarty

Richard L Collier
Robert Bangert-Drowns
Robert Webster
Scott Tenenbaum
Teresa Harrison
Virginia Goatley
Vivien Ng

Susan D. Phillips
Provost and Vice President for Academic Affairs
January 12, 2009