The University at Albany (SUNY) offers X undergraduate, X graduate, and X professional degrees in its X schools and colleges. One of our stated goals is to "demand excellence" at all levels. Examples of programs that foster excellence at the undergraduate level include the Honors College, honors programs in X departments, Project Renaissance, living/learning communities (themed housing), "Inroads," departmental and university-wide undergraduate research conferences, and the presidential and provost awards for undergraduate research. each of these categories should be elaborated with a brief description

At the graduate level, academic units strive to further national and international distinction through faculty and student recruitment and maintaining robust programs. need data on graduate programs of distinction

Professional schools rank and profile would be useful here.

Interdisciplinary studies: There are quality opportunities for interdisciplinary study at this University. In addition to the common practice of cross-listing courses, some majors, like English, accept a number of credits toward the major from other disciplines. A generous cross registration policy also allows students to cross register for courses off campus and have it be covered by tuition if the University does not offer the equivalent course. In a given semester a student can take half of their courses here and half at another institution. The College of Arts and Sciences offers faculty-initiated interdisciplinary majors, like Globalization Studies and Medieval/Renaissance Studies. A student-initiated interdisciplinary major or minor is also available through the Office of Undergraduate Studies.

Highlights

Art/art history offers strong programs (at both undergraduate and masters levels), which external reviewers characterized as "a stable and healthy program that attempts to be responsive and responsible to emerging concepts in arts pedagogy and practices." The department has suffered from neglect in developing/sustaining its infrastructure and is currently understaffed and lacking in appropriate facilities. The reviewers also applauded the departments innovations in maintaining four distinct tracks without compromising programming.

Anthropology: external reviewers noted the quality of faculty and excellence of facilities, commenting that "Collectively, they i.e., the faculty make up a strong Department with a well-deserved national reputation - it is surely a jewel in the University's crown.

Chemistry: a department in transition (during self study). Strong leadership; strong traditional core; outstanding junior faculty; antiquated equipment; poor retention rate for first two years (undergraduate); small graduate program.

East Asian studies: strong in many ways, including faculty reputation and teaching. Recommendations for improvement are mostly about expanding the program.

Geography and planning: exemplary teaching, strong faculty of Ph.D. granting caliber, even though they only have masters programs currently. Strengths include interdisciplinarity (urban planning) and cross-disciplinary linkages; high quality faculty at all levels; a vibrant internship program, leading to a potentially high job-placement rate at the undergraduate and graduate levels. Weaknesses include insufficient university support. Faculty size is "marginal" given their undergraduate and graduate program demands.

Psychology: despite being a restricted major, is the largest undergraduate program, comprising 14% of undergraduates in the College of Arts and Sciences. Reviewers praised the high quality of the faculty and commented on strong teaching in the department but noted that students are dissatisfied with advisement. The reviewers also pointed to a lack of transparency, issues with administration of the major, and low morale, though the department objected to those charges. On the graduate level, stipends were characterized by the reviewers as "inadequate," signaling a potential problem. The reviewers recommended that their long-standing policies in this area be reviewed.

SSW—strengths, plans for continuing development/improvement. Some concerns relating to assessment, mostly related to newly implemented Macro program. As might be expected, strengths include commitment to diversity. Quality of faculty, both fulltime and parttime, as well as faculty/student ratio are also strong.

Recurrent themes throughout self studies and external reviews: resources, faculty/student ratio, infrastructure