DATE:       December 4, 1978

TIME:       3 p.m.

LOCATION:   CC Assembly Hall

AGENDA

1. Approval of Minutes

2. Council & Committee Reports

3. New Business:
   3.1 Proposal to Convert the Interdisciplinary Major in Inter-American Studies to a University-offered Major (Undergraduate Academic Council)
   3.2 Amendment to the Firearms Policy (University Community Council)
   3.3 Other

4. Adjournment
Minutes of December 4, 1978

ABSENT: M. Bers; D. Bishko; N. Brown; K. Burke; E. Cowley; D. Day; C. Edwards; E. Garber; J. Gelb; R. Hall; N. Hegner; K. Hotaling; H. Howes; G. Klima; P. Meadows; M. Range; W. Reese; B. Rice; L. Salkever; C. J. Schmidt; M. Shipp; D. Shub; M. Stoller; P. Tompkins; J. Uppal; B. Vonnegut; L. Welch

The meeting was called to order at 3:10 p.m. in the Campus Center Assembly Hall by the Chairperson, Francine Frank.

The Chairperson announced that the graduate students in the School of Business had elected a representative to the Senate, Ward Jones.

1. Approval of Minutes

It was noted that item 6 of the October 30, 1978 Minutes should read "Senator D. Gross moved adoption...". Senator D. Martin's name was deleted from the list of absentees.

The Minutes of October 30, 1978 were approved as corrected.

2. Council & Committee Reports

2.1 Written reports were submitted by the Executive Committee, the Council on Educational Policy, the Undergraduate Academic Council, the Council on Research, the Council on Academic Freedom and Ethics, and the Library Council.

2.2 Executive Committee

The following appointments were approved by the Senate:

EPC: Barbara Rice (University Library) to replace Karen Wittenborg

GAC: Jeanne Arnold (Graduate Student, Slavic Studies) James Mucia (Graduate Student, Social Welfare)

Research: Michale Guile (Graduate Student, Psychology) Lauren Terwilliger (Graduate Student, Sociology)
REPORTS TO THE SENATE

DECEMBER 4, 1978

FROM: Francine Frank, Chairperson
Executive Committee

For Information

1. After a discussion centering on the various grievances procedures existing on this campus, the Executive Committee approved the following motion:

   That the President, in consultation with the Executive Committee, appoint an ad hoc committee to consider the various grievance systems within the university and make such recommendations as may be appropriate.

2. The Committee also approved a motion "that the Executive Committee cooperate with the Council on Academic Freedom and Ethics in their attempt to gain information involving possible C.I.A. involvement on this campus under the freedom of information act."

For Action

1. Appointments

   Council on Educational Policy: Barbara Rice (University Library) to replace Karen Wittenborg (University Library)

   Graduate Academic Council: Jeanne Arnold, Graduate Student (Slavic Studies)

   Research Council: Michael Guile, Graduate Student (Psychology)
   Lauren Terwilliger, Graduate Student (Sociology)

FROM: James A. Riedel, Chairperson
Library Council

For Information

The following policy on the assignment of library carrels was adopted on November 2, 1978:
REPORTS TO THE SENATE

DECEMBER 4, 1978

FROM: Robert Gibson, Chairperson
       Council on Educational Policy

For Information

At its meeting of November 2, 1978, the Council on Educational Policy approved the following motion:

The Council on Educational Policy and the President will jointly appoint a committee of faculty and students on undergraduate teaching. The committee will be asked to consider the development of University-wide methods of evaluating teaching. Additionally, the administration will undertake an assessment of faculty views on enhancement of teaching, on teaching evaluation, and on incentives for teaching. The results of the poll will be shared with the committee as appropriate and the outcome reported to the Council.

For Action

None

____________________

FROM: Harold Cannon, Chairperson
       Undergraduate Academic Council

For Information

1. The Council approved the following motion dealing with study abroad:

   Undergraduates are required to complete twelve (12) graduation credits in courses in their major at the 300-level or above on the Albany campus and/or in funded SUNYA foreign language programs abroad.

2. The Council approved revised requirements for the major in public affairs which will become effective for students graduating in May 1983 and thereafter.

3. The Council approved revisions in the undergraduate music major programs which will become effective for students graduating in May 1983 and thereafter.
REPORT TO THE SENATE
DECEMBER 4, 1978

FROM: George Litchford, Chairperson
Council on Academic Freedom and Ethics

For Information

The Council finished work on a set of guidelines for grievance procedures. These guidelines were developed in response to a growing recognition among Council members that there were certain types of grievances which do not fall under existing college by-laws, Faculty Handbook, and UUP contract. The guidelines were sent to the Senate Executive Committee for endorsement.

The Council has decided to write the Federal government, under the Freedom of Information Act, to obtain information about any past or present relationship between the Central Intelligence Agency and SUNY-Albany. In addition, the Council has been gathering information from other universities about their experience in examining their school's relationship with the C.I.A.

The Council has not had any formal complaints filed. However, the Council, or some of its members, have had two separate meetings with faculty members who wanted to talk about potential cases.

For Action

Nothing
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the faculty-initiated interdisciplinary major in Inter-American Studies be converted to a university-offered major as of the Fall 1979 semester with the following degree requirements:

Inter-American Studies (B.A. degree): The Inter-American Studies curricula follows two tracks: (1) Spanish emphasis, and (2) history emphasis. Both are combined major and second field sequences as follows:

**Spanish Emphasis**

A minimum of 53 credits as advised, including 24 credits of Spanish above 102b; Por 101a and b; and Ias 400. Eighteen credits of area studies to include His 100a and b, or 131a and b; 350; 369 or 371; three additional credits of Latin American history as advised; three credits as advised from courses in social sciences dealing with Latin American.

**History Emphasis**

A minimum of 56 credits as advised, including His 100a and b or His 131a and b; 350; 369 or 371; and 12 additional credits as advised from courses in the social sciences dealing with Latin America. Ias 400; Spn 206, 207, 223, 301, 316a and b, 317; and Por 101a and b.

II. That this resolution be referred to the President for his approval.

**RATIONALE**

At the current time, the major in Inter-American Studies is classified as a faculty-initiated interdisciplinary major. When approval for the concept of this type of major was approved by the State Education Department, they indicated that such faculty-initiated interdisciplinary majors should be considered by SUNY at Albany for conversion to regular university-offered majors after they had been operational for a few years.

We are currently being pressured to make this conversion for Inter-American Studies by the State Education Department if we wish to continue
OBJECTIVES

The objectives of the program are to prepare candidates for: (1) professional and research careers in the Latin American field, (2) domestic service with federal and state governmental agencies, (3) careers in the foreign service of the United States,* and (4) careers with business and educational organizations engaged in developing, improving and promoting the economic and political life of the Latin American peoples. Upon completion of the program requirements, candidates should possess a more-than-basic knowledge of the major cultural, social, economic, and historical forces that have shaped and continue to shape the destinies of Latin Americans.

FACULTY

The faculty charged with the implementation of the academic major in Inter-American Studies are based in seven departments of the University as follows:

Anthropology
Lyle Campbell
Robert M. Carmack
Peter Furst
Dean R. Snow
Dwight T. Wallace

Geography
Stanley F. Blount

Hispanic Studies
Armand Baker
Alberto Carlos
Frank G. Carrino
Brian F. Head
Sara E. Schyfter

History
June E. Hahner
Bruce B. Solnick

Political Science
Carlos A. Astiz

*All Inter-American Studies degree recipients are strongly advised to sit for the Foreign Service Examination given each year in early December.
Courses Appropriate for Inter-American Studies Majors

**Inter-American Studies**

Ias 400 Current Latin American Ideas

**Anthropology**

Ant 333 Meso-American Pre-history
Ant 360 Social Anthropology
Ant 361 Anthropology and Public Policy
Ant 368 Ethnology of Pre-Columbian Art
Ant 462 Anthropology of Developing Nations

**Economics**

Eco 330 Economics of Development
Eco 535 Area Studies in Developing Economics

**Geography**

Gog 362 Geography of South America

**Hispanic Studies**

Por 101 Elementary Portuguese
Por 102 Intermediate Portuguese
Por 107 Intermediate Conversation and Composition
Por 212 Introduction to Brazilian Literature

Spn 206 Intermediate Conversation and Oral Grammar
Spn 207 Intermediate Conversation and Written Grammar
Spn 223 Introduction to Literary Methods
Spn 301 Advanced Conversation and Composition
Spn 316a Spanish-American Literature to 1888
Spn 316b Spanish-American Literature from 1888 to 1940
Spn 317 Latin American Civilization
Spn 344 Women in Hispanic Literature
Spn 397 Independent Study in Spanish
Spn 401 Advanced Language
Spn 404 Advanced Oral Communication
Spn 416 Spanish-American Literature 1940-Present
Spn 446 Literature of Social Protest
Spn 514 Cultural Foundations of Latin American Literature
Spn 517 Spanish-American Theatre
Spn 518 Spanish-American Short Story
Spn 522 The Twentieth Century Spanish-American Essay
Spn 526 Spanish-American Poetry of the Modernist Period
Spn 527 Spanish-American Poetry Since Modernism
Spn 586 Spanish-American Novel from 1910 to 1950
Spn 587 Contemporary Spanish-American Novel
UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Amendment to the Firearms Policy

INTRODUCED BY: University Community Council
December 4, 1978

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the University Senate recommend to the President that qualified Public Safety officers on daytime motor patrol be authorized to carry and use, according to regulations, state-owned firearms.

II. That this resolution be referred to the President immediately upon passage.
ATTENDANCE ROSTER

December 4, 1978

R. Hardt
Mitch Carter
Steve Coy
P. Soules
D. Raskin
G. Fried
M. Mirinoff
Robert Kruse
Harry C. Martin

John Rumminger

A. Bakhin
Hank Rogers
P. Denevan

E. Eidukas

E. Scatchon
A. Shane

Rob M. Adam
Jon T. Scott
Ellie Becker
Bruce Cronin

Bertha Bahin
Don Bann

Donald J. Sarno

Shumaker

B. Morrow

M. L. Berger

Murray E. Phillips

Craig Smith

Dave Gross

Ed Klein

Mark Slayton

Parnell Cannon

Clem Frazier

R. H. Starmark

F. A. Carrino-Civitas

Mike St. Pierre

Karen Litwinsky

MARK Borkowski

Cheney, Burchell, Morehead
December 4, 1978

ATTENDANCE ROSTER

Richard Niemeyer

Shelton Bond
Paul W. Wallace
John Harding
Patrick Fati

Sohini S. Gazdard

Lorraine Sherbol

Robert Maxant

Joan Savitt
Ted Greenberg

Hughfield

Vincent O'G

J. Reid

Martin

D. W. Smith

R. Meyers
DATE: February 5, 1979

TIME: 3 p.m.

LOCATION: CC Assembly Hall

AGENDA

1. Approval of Minutes

2. President's Report

3. Report on SUNY Senate Meeting

4. Council & Committee Reports

5. Old Business:

   5.1 Firearms Policy Revision

6. New Business

   6.1 Proposal to Convert the Interdisciplinary Major in Linguistics to a University-offered Major

   6.2 Other

7. Adjournment
Minutes of February 5, 1979

ABSENT: S. Bank; M. Canter; E. Cowley; D. Day; C. Edwards; H. Howes; C. Izzard; L. Lerner; P. Meadows; M. Miringoff; B. Mowder; R. Nirenberg; G. Purrington; M. Range; S. Rubloff; R. Sanders; A. Shane; M. Shipp; M. Stoler; B. Vonnegut.

The meeting was called to order at 3:10 p.m. in the Campus Center Assembly Hall by the Chairperson, Francine Frank.

1. Approval of Minutes

The Minutes of the December 4, 1978 meeting were approved as written.

2. President's Report

The President and Vice President Hartigan presented a report on the implications of the Executive Budget for the Albany campus.

The President noted that additional funds for the renovation of the downtown campus have been included in the capital budget as well as funds for making necessary renovations to aid the handicapped.

3. Report on State-wide SUNY Senate Meeting

Professor Frank reported on the State-wide SUNY Senate meeting which was held at our campus on February 2 and 3, 1979.

Among the resolutions passed at the meeting were recommendations urging establishment of a university-wide review board for human subject research and that each campus be allowed to establish the guidelines for its own academic calendar.

4. Council & Committee Reports

4.1 Written reports were submitted by the Undergraduate Academic Council, the Graduate Academic Council, and the Council on Academic Freedom and Ethics.

4.2 Executive Committee - The Executive Committee recommended the following appointments:

SAC: Peter Antoszyk - Undergraduate
EPC: Ward Jones - Graduate Student, School of Business
GAC: Jon Baer - Graduate Student, GSPA
CAFE: Stephanie Dimakos - Graduate Student, Social Welfare
Stephen Partisano - Graduate Student, EPPI

The appointments were approved without question.

The Chairperson introduced Gregory Chase, a newly elected graduate student Senator from the School of Education.

4.2 Undergraduate Academic Council - Senator G. Martin asked why the structured second field titles were not sent through the appropriate school or college for approval. The Chairperson of the UAC noted that the Senate bill setting the requirements did not require school or college approval.

4.3 Library Council - The Chairperson reported that the Council has completed a study on the relocation of the law library to the downtown campus. The Council recommended that the law library not be moved.

5. Election to the Executive Committee

Senator E. Becker moved the nomination of Robert Maxant. Senator R. Moore moved the nomination of Mark Lafayette. There were no other nominations from the floor. Senator H. Cannon moved that the nominations be closed; motion seconded and approved.

Senator Maxant was elected on the first ballot.

6. Revision of the Firearms Policy

6.1 The University Community Council presented a report from Security as a rationale for the revision.

James Williams, Director of Security, noted that the requested change was a result of two grievances filed by officers.

Senators Borkowski and Tarlton spoke against the revision.

Senator Bishko asked how other campuses in the SUNY system handle the problem of arming security officers.

Mr. Williams noted that one or two campuses authorize limited

use of firearms; other campuses have arrangements with local police departments.

6.2 Senator Cannon moved the previous question; motion seconded and approved.

6.3 Motion to revise the firearms policy was defeated by a vote of 19 in favor to 29 opposed.

7. Major in Linguistics

Senator K. Burke assumed the chair.

Senator Cannon moved that the interdisciplinary major in Linguistics be converted to a university-offered major. Motion seconded and approved without discussion or dissent.

Senator Cannon moved to adjourn; motion seconded and approved. The meeting was adjourned at 4:55 p.m.
REPORTS TO THE SENATE:
FEBRUARY 5, 1979

FROM: Harold Cannon, Chairperson
Undergraduate Academic Council

For Information

1. In accordance with Senate Bill No. 19778-14, the Undergraduate Academic Council has approved structured second field titles as follows:

School of Business: Business
School of Education: General Educational Studies
Teacher Education

College of Humanities & Fine Arts

Classics: Classical Archaeology
Ancient Greek
Greek & Roman Civilization
Latin

English: English

French: French

Hispanic & Italian: Inter-American Studies
Italian
Spanish

Philosophy: Philosophy

Slavic Studies: Polish
Russian Language
Russian Literature in Translation

Theatre: Theatre - Theory
Theatre Practice

College of Sciences & Mathematics

Atmospheric Science: Atmospheric Science
Chemistry: Chemistry
Computer Science: Computer Science
Mathematics: Mathematics
Mathematics for the Sciences
Statistics
College of Sciences & Mathematics--contd.

Physics:  
Electronics
Medical Physics
Physics

College of Social & Behavioral Sciences

African & Afro-American Studies:  
African Studies
Afro-American Studies
Urban Communities

Anthropology:  
Anthropology - Mesoamerica
Anthropology - North America
Archaeology
Biological Anthropology
Ethnology

Economics:  
Economics

Geography:  
Geography
Urban & Regional Planning

History:  
History

Psychology:  
Psychology

Sociology:  
Sociology

Graduate School of Public Affairs

Political Science:  
Political Science

Interdisciplinary:  
Asian Studies
Urban Studies

There will be no structured second field titles in the following:

Geological Sciences
Library & Information Sciences
Public Affairs
Social Welfare

2. The Council has adopted new admissions guidelines for the School of Business and the Department of Business Education.

3. The Council has approved revised degree requirements for the major in rhetoric and communication and for the major in Russian.
For Action

1. The Undergraduate Academic Council is submitting a proposal to convert the interdisciplinary major in linguistics to a university-offered major.

FROM: Graduate Academic Council
February 5, 1979

Fall Semester Report to the Senate - For Information

The Graduate Academic Council met on August 30, 1978 and elected Robert Pruzek and Charles Tarlton as Co-Chairs and elected Louis Salkever as Secretary.

On September 14, 1978, the Council met and accepted the report of the ad hoc committee on nominations for the standing committees.

At the September 28, 1978 meeting, the Council discussed an alternative to section 1.4 of the Senate's charge to the GAC.

On October 12, the Council approved the following alternative to section 1.4 of the GAC's charge:

1.4 The Council shall periodically review all existing graduate academic programs and shall recommend such action as it judges desirable. The Council shall also review all proposals for new graduate programs and make recommendations that it judges desirable.

1.41 It shall consult with the Council on Educational Policy concerning its recommendations for new graduate programs or the discontinuation of existing programs.

1.42 It shall develop criteria for graduate program reviews.

1.43 It shall assist departments and programs in their preparation for external reviews.

1.44 It shall provide recommendations to the University administration concerning graduate programs.

1.45 It shall submit all new programs that it recommends to the University Senate.

A member of the Council objected to the inclusion of article 1.44. This member's concern was that there should be no direct communication from the GAC
to the University administration about its recommendations concerning graduate policy without going through the University Senate.

The Council also discussed and approved the Special Committee on SED Reviews of Doctoral Programs as a standing committee of the GAC. The GAC charged this committee to:

1. Examine the doctoral programs scheduled for SED review, and consult with the GAC concerning these programs;

2. Assist the GAC in explicating the criteria for its own program reviews;

3. Render assistance to departments and programs in their preparation for external reviews; and

4. Report for approval to the GAC its findings and recommendations for administrative action concerning SED doctoral reviews.

On October 12, 1978, the Ad Hoc Committee to Review the Transfer Credit Policy presented a proposal for a new transfer credit policy. The proposal, together with some background and rational, is given below:

At present, graduate students may transfer course work taken at other institutions to a degree program at SUNYA if the course meets general criteria pertaining to the number of credits awarded, faculty credentials, etc., and if it was taken on the offering institution's campus. (Courses taken in off-campus locations (extension) may not be transferred, but the Graduate Academic Council may waive this prohibition in specific cases upon appeal by the student.)

Because of the policy prohibiting the acceptance of courses taken in extension, petitions for waiver of the prohibition have been submitted from students who are employed full-time and find extension courses a practical necessity. These petitions are reviewed by the GAC Committee on Admissions and Academic Standing, which has found the policy against accepting the transfer of extension courses difficult to administer for the following reasons:

1. A number of petitions for waiver of the policy involve "experimental" courses; such as, practicums and workshops, as well as courses offered in non-traditional formats (e.g., week-ends of intensive study). Such courses are rarely conducted along the lines of traditional models of graduate study (e.g., lecture-discussion formats, theoretical readings, examinations, and research projects), and are, therefore, difficult to evaluate in their own right. The evaluative problem is further compounded when the student's degree program
does not clearly preclude a student from taking such courses, yet does not clearly mandate them.

2. In most cases, the only identification that a course was taken in extension is a statement by the student in response to a specific question on the transfer credit request form. This means that petitions for waiver come from students "caught" by their own honesty. It also means that the only courses presented for transfer credit which receive the intensive scrutiny given by the GAC Committee on Admissions and Academic Standing are those from students who appeal for an exception to the policy against extension courses. It is possible that extension courses concealed as such by the students and on-campus courses are as problematic as some of the extension courses the Committee has routinely reviewed.

The policy against the transfer of extension courses is, therefore, difficult to administer with any degree of consistency, and virtually ensures that different standards will be applied to the evaluation of requests to transfer course work taken at other institutions to a SUNYA degree program. The need is, therefore, for the abandonment of the current policy and the establishment of more explicit University-wide guidelines on transfer credit to be applied to all requests.

The Ad Hoc Committee, therefore, recommends the following guidelines be adopted, and that those guidelines be presented to the University community in such a way that they apply not only to the evaluation of requests to transfer graduate credits to SUNYA degree programs, but to the ways in which SUNYA will offer graduate courses on campus and in extension. The policy will be effective February 1979, for all requests for transfer credit not previously made or reviewed.

1. Of the minimum number of credits required for a master's degree: (1) at least 24 of in-residence graduate study must be completed at this University in each 30-credit master's program (25 credits in the M.A. program in Public Affairs); and (2) at least 30 credits in residence must be completed at this University in each master's program which requires more than 30 credits (M.B.A., two-year M.S. program in Accounting, M.L.S., M.S.W., M.S. in Rehabilitation Counseling) except for the M.A. in Public Affairs. Resident courses are those given by the University in regular sessions, in summer sessions, and in Late Afternoon, Evening, and Saturday programs.

Under certain conditions, and with the approval of the dean of the school or college concerned, credit not to
exceed six credits may be accepted and applied to a 30-credit program for resident graduate work completed at another institution. Six credits of such work may be applied to the 30-credit program for the M.P.A., the 32-credit program for the M.A. in Public Affairs, and the 36-credit program for the M.L.S. Up to 30 credits of such work may be applied to the 60-credit programs for the M.B.A., the two-year M.S. program in Accounting, or the M.S.W. Courses presented must be graduate courses, applicable to a graduate degree at the institution offering them, and accomplished with a grade of "B" or better at an accredited institution authorized to grant graduate degrees.

2. Credit for courses which have been applied to one master's degree may not be applied to a second master's degree.

3. Requirements for the satisfactory completion of research seminars, theses, field courses, clinical courses, student teaching, internships, and practicums may not be satisfied by courses taken at other institutions, and they are not eligible for transfer credit for these purposes.

4. Under regulations similar to those governing transfer credit earned in graduate courses, a maximum of six graduate credits earned in the College Proficiency Examinations administered by the New York State Education Department may be accepted for transfer credit into master's degree programs upon the approval (1) of the department or school in which the student is enrolled, and (2) by the Dean of Graduate Studies.

Credit accepted for College Proficiency Examinations is part of the total credit accepted as transfer credit in a program and the total transfer credit may not exceed the limits stated above.

On November 16, 1978, the Council approved a report from the Committee on Curriculum and Instruction that recommended the following curriculum revision for the two-year Master of Science in Accounting:

The Accounting area and the Graduate Curriculum and Educational Policies Committee approved minor revisions to the two-year M.S. in Accounting program during the 1978 spring semester. These changes were approved by the School of Business faculty at the faculty meeting of May 11, 1978. These revisions add Bus 509, Psychological Foundations, 1 credit, and Bus 510, Inter-Personal and Group Behavior, 1 credit, to the first semester of the two-year M.S. in Accounting program. As you can see from the attached current program, this will increase the possible first semester credits from 16 to 18. However, these modules are waivable for equivalent undergraduate or
graduate coursework and it is still expected that the average first semester load will be in the 12-15 credit range. Our first year M.B.A. students begin with a possible 19 module credits and the average student load is 13-14 credits.

These two behavioral modules have been added because the accounting area and the accounting profession felt that our M.S. program was deficient in providing a solid foundation in the behavioral science area. It is also the policy of our national accrediting association (The American Assembly of Collegiate Schools of Business) to require of all graduate programs, both M.B.A. and M.S. in Accounting, a common body of knowledge including coverage in the behavioral science area. This had been missing from our two-year M.S. in Accounting. Both Bus 501 and Bus 510 are existing courses in our M.B.A. program.

At the November 30, 1978 meeting of the GAC, the Council approved the following proposal:

Inasmuch as the School of Social Welfare has a comprehensive assessment of each student through the practicum required for the degree of Master of Social Work, the Graduate Academic Council approves the request of the School of Social Welfare to eliminate the presently required written examination effective December 1, 1978.

The Council also approved the Rules of Order for Senate Councils. These may be found in the GAC Minutes for November 30, 1978.

On December 14, 1978, the Council held its last meeting of the Fall 1978 semester. The Council approved the program in principle for the Certificate of Advanced Study in Planning and Policy Analysis, with the proviso the subject area course opportunities will be expanded after appropriate discussion with those who will have primary responsibility for their administration.

The Council also approved in principle the proposed revisions for the submission of a master's thesis or a doctoral dissertation following a request submitted by the Department of Mathematics and Statistics.

FROM: George Litchford, Chairperson Council on Academic Freedom and Ethics

For Information

The Council has written a number of federal intelligence agencies, under the Freedom of Information Act, to obtain information about any past or present
relationship between those agencies and SUNY-Albany. All of the agencies have responded and indicated whether their records have the requested information.

The Defense Intelligence Agency and the United States Secret Service searched their files and do not have any records pertaining to SUNY-Albany. The Federal Bureau of Investigation acknowledged receipt of the request and will search their records. The Central Intelligence Agency indicated that there are records pertaining to SUNY-Albany and that these records have been sent to Clifford Clark, SUNY-Binghamton, and to the editor of the Statesman (Stony Brook's newspaper). The C.I.A. requested that we obtain the information from these campuses and a letter was sent to President Clark requesting a copy of the information. The National Security Council forwarded two records concerning SUNY-Albany. These records concern the agency's arrangements to conduct job interviews in connection with the Placement Service.

The Council heard one complaint during December brought by an undergraduate student against an instructor. The essential elements of the complaint were resolved to both parties satisfaction.

For Action

Nothing
UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Amendment to the Firearms Policy

INTRODUCED BY: University Community Council
December 4, 1978

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the University Senate recommend to the President that qualified Public Safety officers on daytime motor patrol be authorized to carry and use, according to regulations, state-owned firearms.

II. That this resolution be referred to the President immediately upon passage.
There is a great risk involved in allowing security to carry guns during the day. Thus, the burden of proof is clearly on Security to provide a rationale for arming themselves during the daytime. They have not presented a sufficient rationale for this, for the following reasons:

1. The rationale states, "Unarmed officers had encountered armed individuals and effected their arrests, thereby endangering themselves and others."

There is no reason to believe that possession of guns by officers at the time of the cited incidents would have reduced the danger to the officers and could in fact increase the danger to others.

Officers may periodically be endangered in the course of their duties whether or not they are armed. There is no support for Security's contention that guns would reduce the danger.

There is no reason for Security to extend any risk to the rest of the university community.

2. The rationale states that, "the Albany Police Department does not respond to crimes on State property....The University community is unquestionably better served by it's own police force."

There is no need now to call Albany Police. There are supervisors stationed at the Public Safety Building, or readily available, and guns are accessible. Therefore, supervisors can respond to situations during the day.

The "Expert Training" of Security officers is only mechanical. They lack actual field experience with guns.

3. The rationale states, "...that the University will be able to establish the policies and procedures under which guns are carried...while an outside police agency would not be subject to University regulations on security..."

The Public Safety Division appears to be independent of University regulation and scrutiny itself!
4. The rationale states..."there have been a number of situations over the past several years in which the importance of having the university officer armed would seem to have been stressed."

IT HAS NOT BEEN ESTABLISHED AT ALL THAT IN ANY OF THE CITED INCIDENTS THE UNIVERSITY COMMUNITY OR THE SECURITY OFFICERS WOULD HAVE BEEN BETTER PROTECTED HAD THEY BEEN ARMED.

5. The rationale states,..."At least two campus locations have large sums of money readily accessible to minimally adept stick-up artists. Those facilities are open and the cash accessible only during the hours coinciding with the day shift."

IT WOULD BE IMPERATIVE FOR THE SAFETY OF BYSTANDERS OF A STICK-UP IN THE "TWO LOCATIONS" THAT OFFICERS NOT USE ARMED FORCE TO EITHER APPREHEND THE SUSPECT OR PREVENT THE ROBBERY.

RATHER THAN GIVING GUNS TO OFFICERS TO PREVENT "MINIMALLY ADEPT" STICK-UP ARTISTS FROM COMMITTING ROBBERIES, IT WOULD BE BETTER TO MAKE THOSE "TWO LOCATIONS" LESS READILY ACCESSIBLE TO THESE "MINIMALLY ADEPT" PERPETRATORS.

We oppose allowing security to carry guns also for the following reasons:

1. During the daytime there are thousands of students, faculty and staff on campus. The risk of a potential accident is too great on a crowded campus to allow security to carry guns.

2. If an armed robbery does indeed take place it would be far better to apprehend the suspect after she/he is out of the campus area, rather than risk a shoot-out or an attempt to apprehend him/her during the robbery by armed force.

3. Colonie Center and Northway Mall have both banned the use of guns by their security force, because of the risk involved to the thousands of shoppers.

4. We question if it is appropriate for an armed security force to operate on an unarmed campus.

5. Carrying guns by security would only encourage the use of a weapon by "suspects".

FOR THE PERSONAL SAFETY OF OFFICERS, RATHER THAN THE USE OF GUNS WE ENCOURAGE THE USE OF BULLET-PROOF VESTS, OFFICERS WORKING IN TEAMS AND OTHER SUCH ALTERNATIVES.
Public Safety Advisory Committee Review of the
Public Safety Department's Firearms Procedures

I. Recommendation

The Public Safety Advisory Committee requests that the University Senate recommend that the President of the University authorize the Public Safety Department employees on motor vehicle patrol during the day shift (7 a.m. to 3 p.m.) to carry the State-owned firearms issued to them when they are properly qualified according to the regulations of the Public Safety Department to carry and use such firearms.

The recommendation is that the Senate request the President to authorize officers who are qualified and who are assigned to motor patrol duty during the day shift to carry a firearm. Generally, the Department does not put out more than one or two motorized units during the day tour. Since, ordinarily, these units are operated with one officer riding alone, the acceptance of the recommendation would authorize gun carrying by one or two additional officers on the daytime shift.

II. Charge to the Committee

The Public Safety Advisory Committee, a standing subcommittee of the University Community Council, was directed by the Council on April 11, 1977 to undertake an investigation of the effects of the revised firearms policy adopted by the University Senate in April 1977 and to report its findings back to the University Community Council one year from the time firearms were issued.

III. Firearms Policy

The existing firearms policy, approved by the Senate, and authorized by the President, allows qualified University Police officers to carry a firearm while on motorized patrol duty when assigned to the afternoon and evening tours. The afternoon tour covers the hours 3 p.m. to 11 p.m. and the evening tour is between 11 p.m. and 7 a.m. The background of this policy and its implementation is as follows.

On April 11, 1977, the University Senate, by a 60 to 6 vote, requested that the President authorize patrol officers on duty on the afternoon and evening shifts to carry State-owned firearms, subject to their being qualified to do so. President Fields gave this authorization in a memorandum of April 13, 1977.
Orders were placed for the purchase of weapons and training was commenced. The weapons arrived and were issued in mid-August 1977.

Patrol officers carry Smith and Wesson Model 10, 4" barrel, 38 caliber revolvers. The weapons are carried loaded in regulation police holsters with 158 grain, round-nosed, police service ammunition. Each officer issued a weapon has a valid NYS Pistol Permit listing that particular weapon. Each officer has signed for, and received a copy of the Department's firearms regulations and Section 35.30 of the NYS Penal Law, entitled "Justification: Use of Physical Force in Making an Arrest".

New York State's official policy for police training recommends 40 hours on firearms. The SUNY Trustees' policies require that initial training be supplemented by qualification on a pistol range, under certified instruction, at least twice a year.

The training actually given to members of the University police force far exceeds this requirement. Each officer authorized to carry a weapon on duty has attended a classroom course in law and safety governing the use of the weapon. Each officer has qualified on a range in the use of the weapon and attended a special lecture, held on campus, given by an assistant district attorney, on justified use of the weapon, and more importantly, on limitations on the use of a firearm by a police officer. Every officer qualified by the University has at least 80 hours of pre-operational training. Range retraining is conducted more often than is required by SUNY Trustees' policies. Officers in the Department of Public Safety average six training sessions a year on both an outdoor range and the indoor range at the NYS Police Academy.

Weapons are stored under lock and key in special gun lockers issued singly or, at most, to two officers. Unannounced inventory inspections are conducted to account for the weapons. Shift supervisors conduct roll-call inspections of weapons and ammunition cleanliness.

The request for permission to arm patrol officers was the direct result of specific dangerous incidents encountered by unarmed officers on routine patrol. The background material relating to the discussion involved in that Senate action is a matter of record and is not reproduced here. In brief summary, however, the main points supporting the change were as follows:

1. Unarmed officers had encountered armed individuals and effected their arrests, thereby endangering themselves and others.

2. The Albany Police Department does not respond to crimes on State property. Indeed, the hundred-officer Capital Police force exists for this reason, as does the Department of Public Safety. Any change in this policy would have serious implications since the officers of the
Albany Police Department (indeed, the State Police as well) hold that, when they come on a campus, their decision-making criteria will guide them. The University community is unquestionably better served by its own police force.

3. While misuse of a weapon cannot be absolutely prevented (or for that matter predicted) it is a matter of importance that the University be able to establish the policies and procedures under which guns are carried on the campus and be able to monitor that policy by investigating any circumstances surrounding the misuse of a firearm. If a police officer from an outside agency were to misuse a gun on campus, in other than the commission of an obvious crime, the University would not be involved in decisions as to the authorization or conducting of a meaningful investigation.

4. In addition to the general questions of University control over any gun possession policy and, indirectly, over the presence of gun-carrying officers on the campus, there have been a number of situations over the past several years in which the importance of having the University officer armed would seem to have been stressed.

Numerous crimes involving actual or potential danger to officers, students, faculty, staff, and other bystanders have occurred over the past year. A summary listing of those incidents is appended to this report. One incident occurred Thursday, March 30, 1978, which caused a supervisor to actually draw his weapon at the scene. It involved the taking into custody of an individual fleeing from arrest. The individual, a non-student, was subsequently charged with Resisting Arrest, Possession of a Dangerous Weapon, and numerous other lesser charges. The Assistant Director was instructed to conduct an immediate investigation into the circumstances surrounding the display of the weapon. It was his judgment, based upon the statements of officers at the scene, that the display of the weapon was justified. The Director concurred with that finding.

Two recent incidents involving dangerous weapons occurred during the day shift. In both cases, unarmed officers were either chasing or involved in the apprehension of armed suspects.

5. Daytime patrol officers respond to hold-up alarms and burglar alarms installed at certain campus locations. At least two campus locations have large sums of money readily accessible to minimally adept stick-up artists. Those facilities are open and the cash accessible only during the hours coinciding with the day shift. However,
robberies and other violent crimes have occurred in a wide variety of locations.

Under present regulations, the field supervisors and the investigators are the only officers empowered to carry firearms during the 7 a.m. to 3 p.m. tour. It is the nature of police work that it is on this tour that the field supervisors are most likely to be required to be in the office handling paperwork and investigators are most often off campus carrying out their investigative duties.

6. Between August 1977, when the firearms were first issued to patrol officers, and the date of this report, no incident of abuse or misuse of firearms by those officers has been reported or has occurred. There do not even seem to have been any rumors of misuse of the weapons.

Not one complaint has been lodged with the Director of the Department of Public Safety or superior administrative officials of the University concerning the presence of, or use of, the weapons by patrol officers. Patrol officers, in uniform with the weapon visible, frequently mingle with students in the course of their daily duties. Those officers report that no one has commented to them about their carrying firearms. Those persons interviewed by the police seem concerned with the matters at hand and pay no heed to the firearm.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/2/76</td>
<td>0930</td>
<td>Phys. Ed.</td>
<td>Firearm threat complaint from staff. Male picked up and warned.</td>
</tr>
<tr>
<td>11/11/76</td>
<td>1000</td>
<td>Rathskellar</td>
<td>Male student struck by another. Threatened to kill self or someone else if he was not served.</td>
</tr>
<tr>
<td>11/12/76</td>
<td>2200</td>
<td>Indian Quad-Campus Ctr.</td>
<td>Two males harassing female.</td>
</tr>
<tr>
<td>11/20/76</td>
<td>0025</td>
<td>Campus Ctr.</td>
<td>Victim struck on head while passing group of six males.</td>
</tr>
<tr>
<td>11/21/76</td>
<td>0300</td>
<td>Indian Lot</td>
<td>Voice of injured female heard in woods. Search negative.</td>
</tr>
<tr>
<td>11/21/76</td>
<td>2230</td>
<td>Bus</td>
<td>Driver assaulted.</td>
</tr>
<tr>
<td>11/23/76</td>
<td>0115</td>
<td>Alden</td>
<td>Female student accosted outside dorm.</td>
</tr>
<tr>
<td>12/4/76</td>
<td>2330</td>
<td>Tappan</td>
<td>Rape. Student victim did not wish to press charges against known suspect.</td>
</tr>
<tr>
<td>12/23/76</td>
<td>1635</td>
<td>Campus Ctr.</td>
<td>Report of fight. Male said he was attacked by another but did not wish to make complaint.</td>
</tr>
<tr>
<td>12/25/76</td>
<td>1900</td>
<td>PE Lot area</td>
<td>Report of gunshots. APD and GPD also notified. Search negative.</td>
</tr>
<tr>
<td>12/28/76</td>
<td>2300</td>
<td>Brubacher</td>
<td>Employee harassing student. Referred to employee's supervisor.</td>
</tr>
<tr>
<td>1/28/77</td>
<td></td>
<td></td>
<td>Arrest of non-student male in connection with Robbery at Alden Hall previously reported.</td>
</tr>
<tr>
<td>1/3/77</td>
<td>0005</td>
<td>Campus</td>
<td>Advised by SP to be on lookout for homicide suspect vehicle.</td>
</tr>
<tr>
<td>1/6/77</td>
<td>1700</td>
<td>Draper area</td>
<td>Sexual abuse - female grabbed by male.</td>
</tr>
<tr>
<td>1/23/77</td>
<td>0500</td>
<td>Alden</td>
<td>Three males entered dorm room, knocked victim to floor, and stole money from him.</td>
</tr>
<tr>
<td>1/25/77</td>
<td>1800</td>
<td>Indian Quad</td>
<td>Suspect in previous assault seen by female victim. When officers were notified, suspect was not found.</td>
</tr>
<tr>
<td>1/31/77</td>
<td>1800</td>
<td>Onondaga</td>
<td>Male bothering female-ID known.</td>
</tr>
</tbody>
</table>
Non-student male arrested after refusal to leave basketball court. Officer kicked, injured.

Report of gunshots heard-search negative.

Report of altercation. Upon arrival one party who had been trying to enter room had left.

Known male bothering female students, forced himself into room, would not leave, threatened them.

Female student raped by known male.

Two males entered room with knife and gun, cut phone wire, demanded money and valuables. Threatened victim with gun.

Bomb threat.

Three non-students apprehended, trying doors. Found to be wanted for questioning by Bethlehem Police, turned over to them.

Male student arrested on warrant from Albany Police.

Male student arrested on warrant for harassment after complaint of threats to another student. Also charged with possession of a blackjack.

On fire alarm call, male student was apprehended fleeing scene. Charged with Disorderly Conduct, Possession Burglar Tools, Resisting Arrest.

Unlawful Imprisonment - male tied up female to take photos of her.

Assault - female assaulted second female, unprovoked.

False Report-Bomb Threat - called into Base, bldg. searched.

Menacing. Male threatened bartender with chukka sticks. Also, pushed him against vending machine, breaking glass.

Bomb threat called into Base - buildings evacuated.

Reckless Endangerment - during fight male was struck with tire iron by roommate.

Assault - female punched and kicked by male known to her.

Reckless Endangerment - car inside Quad drove at officer. Male student arrested.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Incident Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/7/77</td>
<td>1915</td>
<td>Dutch-Indian</td>
<td>Assault - male student beaten by six males.</td>
</tr>
<tr>
<td>5/14/77</td>
<td>1215</td>
<td>Circle</td>
<td>Assault - non-student male charged also with Resisting Arrest after refusing to comply and struggling with officers on traffic stop.</td>
</tr>
<tr>
<td>5/15/77</td>
<td>0020</td>
<td>Circle</td>
<td>Report of possible gunshot - search negative.</td>
</tr>
<tr>
<td>5/17/77</td>
<td>0001</td>
<td>State St.</td>
<td>Assault - two students bothered and struck by youths at Beverwyck field.</td>
</tr>
<tr>
<td>7/29/77</td>
<td>2100</td>
<td>Base</td>
<td>Pocket knife confiscated from person arrested on traffic charges.</td>
</tr>
<tr>
<td>7/30/77</td>
<td>2315</td>
<td>Base</td>
<td>Inv. and Supv. assisted APD at scene of gang fight at Six Mile Waterworks. Parents of injured youth advised.</td>
</tr>
<tr>
<td>9/15/77</td>
<td>1630</td>
<td>Waterbury</td>
<td>Assault - fight between two female students.</td>
</tr>
<tr>
<td>9/18/77</td>
<td>0010</td>
<td>Ontario &amp; Western</td>
<td>Male student reported being accosted. Also reported to APD.</td>
</tr>
<tr>
<td>9/23/77</td>
<td>0050</td>
<td>State Quad</td>
<td>Female student accosted in wooded area.</td>
</tr>
<tr>
<td>10/7/77</td>
<td>0245</td>
<td>Alumni Quad</td>
<td>Sexual Abuse - female student grabbed by male who was apprehended and ID'd.</td>
</tr>
<tr>
<td>10/8/77</td>
<td>1430</td>
<td>Campus Ctr.</td>
<td>Assault - male choked female known to her. Referred to Student Judicial.</td>
</tr>
<tr>
<td>11/10/77</td>
<td>2125</td>
<td>State Quad</td>
<td>Anonymous report of female being attacked. Reporter and victim would not ID themselves.</td>
</tr>
<tr>
<td>10/15/77</td>
<td>0115</td>
<td>Colonial Quad</td>
<td>Assault - male former student arrested for striking male student who refused to serve him more beer at party. He was intoxicated and had previously caused a disturbance at the party.</td>
</tr>
<tr>
<td>10/25/77</td>
<td>1820</td>
<td>Soccer field</td>
<td>Assault - male student struck in face during game.</td>
</tr>
<tr>
<td>12/4/77</td>
<td>0620</td>
<td>Alden Hall</td>
<td>Burglary-intruder awakened student.</td>
</tr>
<tr>
<td>12/4/77</td>
<td>2330</td>
<td>Alumni Quad</td>
<td>Stolen car occupied.</td>
</tr>
<tr>
<td>12/5/77</td>
<td>0645</td>
<td>Alden</td>
<td>Burglary in progress. Non-student arrested.</td>
</tr>
<tr>
<td>12/5/77</td>
<td>2200</td>
<td>State Quad</td>
<td>Stolen car - arrest made.</td>
</tr>
<tr>
<td>12/10/77</td>
<td>0130</td>
<td>Base</td>
<td>Assist Guilderland P.D. in arrest.</td>
</tr>
<tr>
<td>12/13/77</td>
<td>1200</td>
<td>Indian Lot</td>
<td>Rape - knifepoint.</td>
</tr>
</tbody>
</table>
12/16/77 1350 Pierce Hall Threats to cleaners by two males.
12/19/77 1010 Library Male following female student-apprehended.
12/20/77 0855 Off campus Back up Guilderland P.D. at Burglary in progress.
12/30/77 1800 Humanities Man with gun.
12/30/77 1200 Base Rape 1st degree arrest.
1/7/78 1715 Beverwyck Assault involving Dorm Director.
1/26/78 1740 Livingston Burglary-perpetrator seen, in progress complaint.
1/26/78 2230 Whitman Hall Burglary-perpetrator seen, in progress complaint.
1/26/78 2315 Eastman Burglary-perpetrator seen, in progress complaint.
1/26/78 2350 Livingston Burglary-perpetrator seen, in progress complaint.
2/2/78 0110 State Quad Robbery-Knife used.
2/5/78 0215 Stuyvesant Loitering arrest.
2/3/78 2305 Western Ave. Man with gun, apprehended and frisked.
2/9/78 0015 Dutch Quad Prowler arrested for loitering.
2/9/78 2020 Livingston Gun complaint.
2/10/78 1200 Base, Irving Arrest of convicted felon for Criminal Trespass.
2/17/78 0110 Dutch Quad Seven non-students arrested.
2/18/78 0100 Dutch Lot Assist APD in burglary investigation - property recovered.
2/18/78 1620 Base Rape complaint T.O.T. State Police.
2/23/78 1730 Colonial Lot Assault.
2/24/78 0200 State Quad Three prowlers arrested.
2/25/78 2330 Page Hall Fight at concert.
2/20/78 0030 Campus Ctr. Assault.
3/4/78 0300 Waterbury Criminal Impersonation.
3/6/78 1200 Waterbury Robbery-man with gun.
3/11/78 0425 Beverwyck Burglary and Sexual Assault arrest.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Incident Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/11/78</td>
<td>1125</td>
<td>Campus Ctr.</td>
<td>Psycho (convicted murderer) arrested for theft.</td>
</tr>
<tr>
<td>3/10/78</td>
<td>1000</td>
<td>Compt. Ctr.</td>
<td>Pursesnatching - victim chased subject.</td>
</tr>
<tr>
<td>3/14/78</td>
<td>1830</td>
<td>Stuyvesant</td>
<td>Assault.</td>
</tr>
<tr>
<td>3/16/78</td>
<td>2200</td>
<td>Campus Ctr.</td>
<td>Harassment - domestic squabble.</td>
</tr>
<tr>
<td>3/26/78</td>
<td>1245</td>
<td>Campus</td>
<td>Two youthful burglars chased, apprehended - in possession of knife.</td>
</tr>
<tr>
<td>3/31/78</td>
<td>0115</td>
<td>Campus Ctr.</td>
<td>Intoxicated, disturbed male bothering people.</td>
</tr>
<tr>
<td>4/1/78</td>
<td>2100</td>
<td>Irving</td>
<td>Male arrested - menacing females with broken mop handles.</td>
</tr>
<tr>
<td>4/2/78</td>
<td>0055</td>
<td>Campus Ctr.</td>
<td>Resisting Arrest - three males fighting officers.</td>
</tr>
<tr>
<td>4/1/78</td>
<td>1640</td>
<td>Campus Ctr.</td>
<td>Intoxicated male causing disturbance.</td>
</tr>
<tr>
<td>4/11/78</td>
<td>0300</td>
<td>Stuyvesant</td>
<td>Criminal Trespass arrest.</td>
</tr>
<tr>
<td>4/10/78</td>
<td>2230</td>
<td>Tuscarora</td>
<td>Robbery.</td>
</tr>
<tr>
<td>4/14/78</td>
<td>0200</td>
<td>Colonial Quad</td>
<td>Robbery - car taken from driver, subjects pursued in vehicle and on foot.</td>
</tr>
<tr>
<td>4/18/78</td>
<td>2215</td>
<td>Indian Quad</td>
<td>Two non-students apprehended after chase - possession of stolen property.</td>
</tr>
</tbody>
</table>
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the faculty-initiated interdisciplinary major in linguistics be converted to a university-offered major as of the Fall 1979 semester with the following degree requirements:

Linguistics (B.A. degree): A minimum of 36 credits in the major field of study including: Lin 220, 321, 322, 421 or 422, 499; one year of a foreign language, as advised*; additional credits, as advised, including a minimum of six credits at the 300-level or above; these are to be chosen from courses offered in the Linguistics Program and from approved courses in other departments.

Language proficiency requirement: Majors are expected to demonstrate proficiency in a foreign language (other than the language chosen to fulfill the one-year requirement). Proficiency is considered as equivalent to completion of the third-year of skill courses in a foreign language or the passing of the appropriate proficiency examination. Credits earned for the proficiency requirement are additional to the 36-credit requirement described above.

Students are encouraged to complete a second major rather than a second field. This is facilitated by the flexibility of the requirements. Where appropriate, certain courses may be used to fulfill requirements in both majors.

*This language should be of radically different structure from the foreign language chosen for the proficiency requirement. Non-Indo-European languages are usually advised. Credits earned in Lin 289 may be counted towards the 36-credit requirement only if used to fulfill this one-year language requirement.

II. That this resolution be referred to the Senate for approval.
RATIONAL

At the current time, the major in linguistics is classified as a faculty-initiated interdisciplinary major. When approval for the concept of this type of major was approved by the State Education Department, they indicated that such faculty-initiated interdisciplinary majors should be considered by SUNY at Albany for conversion to regular university-offered majors after they had been operational for a few years.

We are currently being pressured by the State Education Department to make this conversion for linguistics if we wish to continue offering this major as well as proposing new majors under the "interdisciplinary" title. This conversion will also aid our university in its student recruitment process because we would then be able to list linguistics in the SUNY admissions booklet, which currently cannot be done.

The Curriculum Committee of the Undergraduate Academic Council believes the major in linguistics has merit and recommends that it be converted to a university-offered major.

NEED

The nature of language is one of the oldest of academic interests, although the modern discipline of linguistics is a relative newcomer to the university community. It is now firmly established, and there is probably no major university in this country without a linguistics department or program. Within SUNY, all of the University Centers offer an undergraduate major in linguistics.

As the only discipline that focuses on language as its prime object of study, the findings of linguistics serve as a source of knowledge for many disciplines. To name but a few, philosophers, literary scholars, anthropologists, psychologists, sociologists, and educators must deal with language at some point. The mutual interests of linguists and scholars in other disciplines have made linguistics the interdisciplinary field "par excellence" and have given rise to an ever-increasing number of "compound" and "hyphenated" disciplines, such as linguistic stylistics, psycholinguistics, sociolinguistics, neurolinguistics, and biolinguistics.

The interdisciplinary program in linguistics at SUNY at Albany was developed in response to a number of needs. Chief among these were the need to provide a focal point for the many faculty members with research and teaching interests in linguistics, and the need to provide a coherent, high-quality curriculum for students wishing to pursue the study of linguistics as an undergraduate major or to complement their study of other fields. These needs, of course, continue to exist and, as the program has proved to be a viable means of meeting them, it seems appropriate to regularize its status as a major.

More generally, linguistics can make an important contribution to liberal education at the university. Whatever one's definition of a liberal education, language is always at its core. It is essential to the human
condition and is considered by many to be the distinguishing characteristic of the human species. An understanding of language should, therefore, be central to an undergraduate curriculum designed to provide a liberal education.

The undergraduate program in linguistics was approved as a faculty-initiated interdisciplinary major at SUNY at Albany in June 1973. It was proposed by a group of faculty members representing a broad range of departments from across the University. Administrative support for the program was provided at first by the College of Arts and Sciences; currently, administrative supervision and budgetary support are received from the Dean of the College of Humanities and Fine Arts. However, the cooperation of departments from different units has continued, and there has been a remarkable commitment and enthusiasm for the Linguistics Program on the part of individual faculty members, who have developed a strong identity with this interdisciplinary entity.

During the five years it has been in operation, the Linguistics Program has attracted approximately 300-500 students per year to its introductory course and has built up a core of majors (17 in Fall 1978). The undergraduate program, characterized in 1975 by the Select Committee on Academic Priorities as "an interesting and worthwhile undergraduate concentration", was further strengthened by course revisions during the 1977-1978 academic year, and the faculty believes that it compares favorably with undergraduate majors in well-established linguistics departments at other institutions. Several of our graduates who have chosen to pursue graduate studies in linguistics, have received fellowships or assistantships at prestigious institutions, such as the University of Texas and the University of North Carolina.

OBJECTIVES

The objectives of the undergraduate program in linguistics are:

1) to provide appropriate preparation for students interested in pursuing graduate work in linguistics or related disciplines;

2) to prepare students wishing to combine a specialization in linguistics with professional training in such fields as education, law, international affairs, etc.;

3) to offer a broadly-based liberal education which combines the approaches of the humanities, the social sciences, and the sciences;

4) to provide "service" courses for students majoring in related disciplines and an introductory liberal arts course for all interested students.

The program will provide students with a basic understanding of the phenomenon of human language, an appreciation of the social significance of language variation, and an understanding of the relationship between language
and other aspects of culture. In addition, students completing the requirements for the major should possess a good knowledge of the principles and methods of contemporary linguistics, an acquaintance with the principal theories and the current issues in linguistics, and thorough training in the fundamental skills of linguistic analysis.

FACULTY

The existence of strong faculty resources in linguistics at SUNY at Albany was a prime motivation for the original proposal for an interdisciplinary program in 1972. Since the approval of the program, the linguistics faculty has continued to develop, providing evidence of the importance of this field of study for a number of departments. At present, all of the major subfields of linguistics are represented among the faculty.

The individuals listed below regularly teach courses in linguistics and are considered active members of the linguistics program. Their vitae are attached:

Stephen B. Barlau, Department of Germanic Languages & Literatures (Assistant Professor)

Lyle R. Campbell, Department of Anthropology (Associate Professor)

Morris Finder, Department of Teacher Education (Professor)

Francine Frank, Department of Hispanic & Italian Studies (Assistant Professor)

George S. Hastings, Department of English (Assistant Professor)

Brian F. Head, Department of Hispanic & Italian Studies (Assistant Professor)

Richard L. Light, Department of Teacher Education (Associate Professor)

Marianne Mithun, Department of Anthropology (Assistant Professor)

Peter B. Mosenthal, Department of Reading (Lecturer)

Joan N. Savitt, Department of French (Assistant Professor)

Ernest R. Scatton, Department of Slavic Languages & Literatures (Associate Professor)

Robert E. Thorstensen, Department of English (Associate Professor)
In addition, the following faculty members are considered associate faculty. They regularly teach courses directly related to linguistics in their own departments, have research interests directly related to linguistics, and may occasionally teach a course in the Linguistics Program:

Manuel Alvar, Department of Hispanic & Italian Studies

Paul Boomsriter, Department of Speech Pathology & Audiology

Morris Eson, Department of Psychology

James Fleming, Department of Reading

Sophia Lubensky, Department of Slavic Languages & Literatures

Carl Odenkirchen, Department of French

Robert Sanders, Department of Rhetoric & Communication

In addition to the faculty listed, an equal number of other faculty members also offer courses related to linguistics in their respective departments.

CURRICULUM

The establishment of the interdisciplinary major in 1973 permitted the consolidation of the scattered offerings in linguistics into a coherent sequence of courses. Building on this, the faculty have developed a basic core curriculum, which is supplemented by a variety of other courses taught within the program and by cooperating departments.

Since the formal division of the former College of Arts and Sciences into three colleges, most of the courses offered by the Linguistics Program have been cross-listed by the Anthropology Department, which considers linguistics as one of its subfields. In addition, three of the foreign language departments offer undergraduate majors the option of a concentration in linguistics. Such a concentration, which typically combines courses in the language department with courses in the Linguistics Program, is currently available in French, German, and Spanish.

The requirements for the major in linguistics is as follows:

Linguistics (B.A. degree): A minimum of 36 credits in the major field of study including: Lin 220, 321, 322, 421 or 422, 499; one year of a foreign language, as advised*; additional credits, as advised, including a minimum of six credits at the 300-level or above; these are to be chosen from courses offered in the Linguistics Program and from approved courses in other departments.
In addition to courses in linguistics, the Linguistics Program has developed a course called Directed Study in Foreign Languages. This enables highly motivated students to pursue the study of languages which are not regularly taught at SUNY at Albany. Although not strictly speaking a part of the linguistics major, students may use this course to fulfill the second foreign language requirement of the major. It has also proved useful to students in other programs, such as Asian Studies. Japanese has been offered fairly regularly and a number of other languages have been scheduled from time to time in response to student demand, among them Arabic, Hindi, Mohawk, Aztec, Quiche, Danish, and Norwegian.

Courses Offered in Linguistics

Lin 220 (Ant 220, Eng 217) - Introduction to Linguistics (3)
Lin 289 - Directed Study in Foreign Language (4)
Lin 321 (Ant 321) - Morphology and Syntax (3)
Lin 322 (Ant 322) - Introduction to Phonology (3)
Lin 325 (Ant 325) - Sociolinguistics (3)
Lin 421 (Ant 421) - Syntax and Semantics (3)
Lin 422 (Ant 422) - Advanced Phonology (3)
Lin 497 - Independent Study in Linguistics (1-6)
Lin 499 - Seminar on Topics in Linguistics (3)
The following are open to qualified seniors:
Lin 501 - Applied Linguistics (3)
Lin 550 - Dialectology (3)
Lin 599 - Seminar on Topics in Linguistics (4)

Courses in Other Departments Approved for the Linguistics Major

Ant 424 - Language and Culture (3)
Clc 125 - Latin and Greek Elements in English (3)
Csi 201 - Introduction to Computer Science (4)
Csi 202 - Programming Techniques (4)
Csi 310 - Computer Languages and Data Structures I (3)
Eng 218 - The Language of Literature (3)
Eng 312 - Approaches to English Grammar (3)
Eng 411 - Old English (3)
Fre 306 - French Phonetics (2)
Fre 406 - French Linguistics: Morphology and Syntax (3)
Fre 450 - French Speech Styles (3)
Ger 312 - German Phonology (3)
Ger 400 - Growth and Structure of the German Language (3)
Heb 203 - Biblical Hebrew (3)
Phi 210 - Introduction to Logic (3)
Phi 415 - Philosophy of Language (3)
Phi 432 - Symbolic Logic (3)
Psy 381 - Memory and Cognition (3)
Roo 362 - Contemporary Rhetorical Theory (3)
Roo 365 - Introduction to Communication Theory (3)
Soc 460 - Human Communication (3)
Spn 305 - Spanish Phonetics and Phonology (3)
Spn 402 - Spanish Linguistics: Morphology and Syntax (3)
Spn 405 - Evolution of the Spanish Language (3)

RESOURCES

Five years ago, when the original proposal for the major was submitted, a rough estimate of library holdings in linguistics was approximately 7,000 volumes (based on measuring the shelf lists), and the number of periodicals was estimated at 200. The library holdings have continued to grow steadily and now constitute an excellent resource for both students and faculty. It should be noted that it is difficult to obtain a reliable estimate of the books and periodicals in this area, as relevant material may be classified with a number of different disciplines.

The Linguistics Program regularly offers a series of colloquia which attract students and faculty from nearby institutions as well as from SUNY at Albany. In addition to occasional lectures by outside speakers, a number of special lecture series and special conferences have been sponsored or co-sponsored by the Linguistics Program. These have included a conference on Montague Grammar (1977), a Symposium on Linguistic Approaches
to the Poetry of Edna St. Vincent Millay (1976), a series of lectures on Language and the Cultural Heritage of Americans (1976-78), all of which were supported by special grants.

The SUNY Linguistics Program has also participated actively in the New York State Council on Linguistics (NYSCOL) formerly the SUNY Council on Linguistics. Through this organization, several Albany faculty members were involved in planning and teaching at the 1976 Linguistic Institute of the Linguistic Society of America, hosted by SUNY. The Albany program is also the host for the 1978 NYSCOL annual conference, on Pragmatics, Speech Acts and Discourse Analysis.

In addition to the opportunities afforded by the above activities, students are encouraged to enroll in a Linguistic Society of America Linguistic Institute at the end of their junior or senior year. Several have taken advantage of this opportunity for intensive specialized summer study in linguistics.

MEANS OF EVALUATING THE PROGRAM

The Linguistics Program is administered by a director, currently appointed by the Dean of the College of Humanities and Fine Arts. A faculty advisory committee, appointed each year by the Dean in consultation with the director, is responsible for the coordination and supervision of the program and the development of library resources.

All proposals for curricular change are approved by the advisory committee before being forwarded to the appropriate governance bodies. The curriculum was evaluated by the committee in 1976-1977, and a number of changes were made, which resulted in a strengthening of the course offerings, especially at the advanced undergraduate level. A similar internal self-evaluation of the program is scheduled to be carried out at two-three year intervals.

Evaluation of teaching is a function of the departments in which faculty members hold their appointments. The results of such evaluations are available to the director and the advisory committee of the program. In addition, a questionnaire is distributed to students in undergraduate courses approximately once every three semesters. This has been useful in ascertaining reactions to the course offerings and in planning for advanced courses.

The stable enrollments and the steady increase in the number of majors is one indication of the success of the program to date, as is the success of graduates. There is at least one linguistics major elected to Phi Beta Kappa each year and, as mentioned previously, those who have chosen to go on to graduate study in linguistics have been accepted at outstanding institutions, usually with a fellowship or assistantship. Other graduates have continued with professional training in fields such as education and law.
University evaluation of the program leading to a B.A. degree with a major in linguistics will be conducted by the Undergraduate Program Review Committee of the Undergraduate Academic Council as part of its regularly scheduled cycle of evaluations of all undergraduate programs.
ATTENDANCE ROSTER (Senators ONLY) - February 5, 1979

PER CHASE - SCHOOL OF CON.
C. Tar Hon
CSPA
Hernel Baum Bid.
David G. Weintraub
Peter Freyent

Bertha Kaplan

Sara Murakami

David Shuk

Stephen Portnoy

James Strand

Dave Gross

Melvin Rees

E. Scatton

Murray B. Phillips

Paul W. Wallace

Dr. Eric Halff

Frank C. Pogue

T. Upham

John Hartigan

Saraban Reck

Edward C. Klein

Mark Borkowski

Mark W.蚌

Nancy Henner

Harrel L. Cam-

Wm. L. Reed

Ellie Becker

Juliette

G. T. Enright

D. Bishop

M. E. Marks

Lipkin

K.C. Fletcher

E.K. Gardner

Joseph H. Morehead

Craig Blake
ATTENDANCE ROSTER (Senators ONLY) - February 5, 1979

Bruce Cronin
Robert I. Berger
Kevan Kirk
Benedick
Debbie Raskin
Zeal C. Brown
Julie Yell
Steve Cox
Dick Huse
R. Hardt
Louis R. Saltman
Len E. Hell
Donald J. Birn
George Kleina
Joan Sandt
J. Shumaker
Patric Foti
J. M. Martin
Robert M. Warren
H. Bakh
Wald M. Jones
Suzie Fraschke
Jon T. Scott
R. Meyers
DATE: March 5, 1979

TIME: 3 p.m.

LOCATION: Campus Center Assembly Hall

AGENDA

1. Approval of Minutes

2. Council & Committee Reports

3. New Business

4. Adjournment
Minutes of March 5, 1979

ABSENT: H. Bakhru; S. Bank; M. Bers; N. Brown; E. Cowley; S. Cox; C. Edwards; R. Garvin; J. Groark; K. Hotaling; H. Howes; C. Izzard; C. Keith; M. Lafayette; L. Lerner; B. Maxant; P. Meadows; R. Meyers; M. Miringoff; R. Moore; R. Nirenberg; V. O'Leary; F. Pogue; G. Purrington; D. Raskin; W. Reese; S. Rubloff; R. Sanders; C. J. Schmidt; J. Scott; D. Shub; J. Shumaker; M. Stoller; C. Tarlton

The meeting was called to order at 3:10 p.m. in the Campus Center Assembly Hall by the Chairperson, Francine Frank.

1. Approval of Minutes

Section 5 of the Minutes (Election to the Executive Committee) was corrected to read "Senator E. Klein moved the nomination of Mark Lafayette."

The Minutes were approved as corrected.

2. Council & Committee Reports

2.1 Written reports were submitted by the Executive Committee and the Undergraduate Academic Council.

2.2 Executive Committee - Senator M. Borkowski moved the appointment of Christian Eilers (graduate student) to the Library Council.

2.3 Undergraduate Academic Council - Senator Cannon, Chairperson of the Council, noted that the Albany Student Press report on the UAC's February meeting was inaccurate. All participants at the meeting were given an opportunity to express their views.

The report of the Special Committee on Undergraduate Education is expected to be presented to the UAC in April. Open hearings on the Committee's proposals will be held in March and it is hoped that the final report will be presented to the Senate for action at the May meeting.

3. Evaluation of Courses

Senators Borkowski, Cannon and Mitchell moved approval of the following:

"Whereas, Students should have an opportunity to experience the evaluative methods that will be employed in their courses before the drop deadline:
3. Evaluation of Courses--contd.

"It is hereby resolved: that the University Senate requests that instructors attempt to provide some type of evaluation and feedback to their students before the last day to drop a course; and

"It is further resolved that copies of this resolution be sent to the President, to each member of the faculty, and to the Albany Student Press."

Senator R. Hardt asked if this resolution would affect graduate students as well as undergraduate students. It was agreed that the resolution would affect only undergraduate students and the bill was reworded to reflect this.

Senator Riedel called the question. The resolution was approved by majority vote.

4. Attendance at Tuition Rally

Senators Cronin and Lafayette moved approval of the following:

"Whereas, there is a strong possibility that tuition for lower-division students will be increased by $150 next year; and

"Whereas, a tuition increase would have significant detrimental effects on public higher education in New York State; and

"Whereas, a tuition increase can be avoided if $9.1 million is added by the Legislature to the SUNY budget; and

"Whereas, a state-wide rally is scheduled for March 21 in support of public higher education; and

"Whereas, it is essential to the success of this rally that the maximum number of students participate:

"It is hereby resolved that the University Senate requests that instructors not penalize those students who miss classes on March 21 to attend this rally; and

"It is further resolved that copies of this resolution be sent to the President, to each member of the faculty, and to the Albany Student Press."

Senator A. Shane suggested that the term "penalize" is too vague.

Senator Cronin moved to amend the resolution to read "...instructors not give examinations or take attendance on March 21"; motion seconded.
4. Attendance at Tuition Rally--contd.

Senator Riedel suggested a substitute motion to read: "The Senate urges instructors to facilitate student participation on March 21 to attend this rally". This was accepted by the movers of the bill as a friendly amendment.

Senator Hardt spoke against the amended resolution.

Senator Bishko moved to return to the original wording of the resolution. After considerable discussion, a straw poll was conducted and it was agreed to return to the original wording of the resolution.

The motion was approved by a majority vote.

The meeting was adjourned at 3:50 p.m.
REPORTS TO THE SENATE

FROM: Francine Frank, Chairperson
Senate Executive Committee

DATE: March 5, 1979

For Action
The Committee recommends the appointment of Christian J. Eilers, a graduate student from the Department of Political Science, to the Library Council.

FROM: Harold Cannon, Chairperson
Undergraduate Academic Council

DATE: March 5, 1979

For Information
1. The Council approved the following structured second fields at its February 12, 1979 meeting:

Film Studies
Inter-American Studies
Journalism
Linguistics
Religious Studies
Women's Studies.

2. A motion to amend the "S/U" grading policy was defeated.
WHEREAS: Students should have an opportunity to experience the evaluative methods that will be employed in their courses before the drop deadline:

IT IS HEREBY RESOLVED: that the University Senate requests that instructors attempt to provide some type of evaluation and feedback to their students before the last day to drop a course; and

IT IS FURTHER RESOLVED: that copies of this resolution be sent to the President, to each member of the faculty, and to the Albany Student Press.
WHEREAS: There is a strong possibility that tuition for lower division students will be increased by $150.00 next year; and

WHEREAS: A tuition increase would have significant detrimental effects on public higher education in New York State; and

WHEREAS: A tuition increase can be avoided if $9.1 million is added by the legislature to the SUNY budget; and

WHEREAS: A statewide rally is scheduled for March 21 in support of public higher education; and

WHEREAS: It is essential to the success of this rally that the maximum number of students participate.

IT IS HEREBY RESOLVED: That the University Senate requests that instructors not penalize those students who miss classes on March 21 to attend this rally; and

IT IS FURTHER RESOLVED: That copies of this resolution be sent to the President, to each member of the faculty, and to the Albany Student Press.
ATTENDANCE ROSTER - MARCH 5, 1979

Mark Borowski
BRUCE CRONIN
Bernard Vonnegut

Richard Masci
Maurice Temell
Theodore A. Horning
Maxine Hips

Stephen Pashman
David J. Leinwand
Eric Benson

Henry Klum
Harold L. Cameron

R. Hardt
Barbara Reis
Hugh Hill
Elli Berrin

Mitch Carter
Mark Lessig

Murray Phillips
W. B. Berger
B. Howder

Joseph H. Morehead
S.C. Uphol

Donald Armi
W. C. Baum
Edward C. Klein

J. S. Pikin

Drew Jans
Patrick Fafith

Irene Meltzer

Robert Maddox (scatton)

Alex Shone

Dick Hare
Harry Elliott

Muriel Tabor
Erie Edward

John Feinman
Louis R. Salmece

Don Bock

H. A. St. John
ATTENDANCE ROSTER - MARCH 5, 1979

Paul W. Wallace
Donald E. Bin
R. Michael R anger
J. A. K. Barnett
Eugene K. Garber
And C. Wall

James Mitchell III
STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

UNIVERSITY SENATE

DATE: April 2, 1979
TIME: 3 p.m.
LOCATION: Campus Center Assembly Hall

AGENDA

1. Approval of Minutes

2. Council & Committee Reports

3. New Business
   3.1 Revision in the Charge of the Graduate Academic Council
       (Graduate Academic Council)
   3.2 S/U Selection Deadline (Undergraduate Academic Council)
   3.3 Certificate Program in Planning and Policy Analysis
       (Graduate Academic Council)
   3.4 Other

4. Adjournment
Minutes of April 2, 1979

ABSENT: M. Berger; M. Bers; D. Birn; E. Cowley; S. Cox; B. Cronin; C. Edwards; P. Foti; R. Carvin; J. Groark; J. Hartigan; K. Hotaling; H. Howes; C. Izzard; C. Keith; L. Lerner; P. Meadows; R. Nirenberg; F. Pogue; M. Range; J. Riedel; R. Sanders; C. J. Schmidt; J. Scott; M. Shipp; D. Shub; J. Shumaker; M. Stoller; C. Tarlton; P. Tompkins; L. Tornatore; P. Wallace

The meeting was called to order at 3:15 p.m. in the Campus Center Assembly Hall by the Chairperson, Francine Frank.

1. Approval of Minutes

The Minutes of the March meeting were approved as written.

2. Council & Committee Reports

2.1 Executive Committee

Senator Borkowski moved the appointment of Eric Olson to the Student Affairs Council; motion seconded and approved.

2.2 Undergraduate Academic Council

Senator Cannon noted that the Council had declined to approve a request to move forward the deadline for dropping SSW 390 and SSE 290.

The UAC has approved a revision in the Teacher Education professional sequence. The Council is also discussing the proposed "Truth-in-Testing" bill proposed by NYPIRG.

3. Revision in the Charge of the GAC

This motion was withdrawn pending further consideration by the Council.

4. S/U Selection Deadline

Senator Cannon moved approval of the resolution; Senator Wakin seconded the motion.

Senator Cannon noted that this resolution is a compromise proposed by the Council in an attempt to reconcile the differing views on this subject.
It was noted that the resolution in no way requires faculty members to give students an evaluation before the drop date.

Senator Borkowski, speaking in favor of the resolution, stated that the current policy does not give students sufficient time to make an intelligent decision.

The motion was approved by majority vote.

5. Certificate Program in Planning and Policy Analysis

Senator Tarlton moved approval of the motion; the motion was seconded by Senator Hall.

It was noted that no additional commitment of faculty would be needed if the program is approved. The three programs involved feel that they can serve this program with current faculty.

Senator Purrington, speaking for the School of Education, suggested that the School be brought into this program.

In response to a question from Senator Scatton, Senator Hall noted that the duties of the director would include teaching and administrative duties similar to those of a department chairperson.

The motion was approved by majority vote.

6. Amendment to the Faculty By-laws

Senator Becker moved that Article II, Section 2.8 of the By-laws be superseded by a new section 2.8 to read:

"Subsections 2.6 and 2.7 shall remain in force indefinitely unless superseded by other legislation."

Motion seconded.

After considerable debate the motion was approved by majority vote.

The meeting was adjourned at 4:45 p.m.
FROM: Francine Frank, Chairperson
Executive Committee

For Information

1. The Committee heard a report from Robert Shirley, Associate Vice President for Academic Affairs, regarding the up-coming Middle States Evaluation.

2. The Committee discussed guidelines for grievance procedures proposed by the Council on Academic Freedom and Ethics. The Council will be requested to submit the guidelines for Senate action.

3. NYPIRG has requested that the Senate express its support for a bill currently before the NYS Legislature. The Executive Committee agreed to place such a bill on the Senate's agenda for the next regularly scheduled meeting.

FROM: Harold Cannon, Chairperson
Undergraduate Academic Council

For Information

1. The Council declined to change the deadline for dropping SSW 290 and SSW 390.

2. The Council adopted a revision in the Teacher Education professional sequence.

3. The Council is currently discussing additional requirements for the B.A. and B.S. degrees.

For Action

1. A proposal to change the deadline for S/U selection.

FROM: Robert Pruzek, Co-Chairman
Graduate Academic Council

For Action

1. A proposal to revise the charge of the Graduate Academic Council.

2. A proposal for a certificate program in planning and policy analysis.
UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

S/U Selection Deadline

INTRODUCED BY: Undergraduate Academic Council
April 2, 1979

IT IS HEREBY PROPOSED THAT THE FOLLOWING:

I. That the following amendment to grading policy regarding S/U selection deadline become effective beginning with the Fall 1979 semester:

   Students may change their option ("A-E" or "S/U") for courses not departmentally designated for "S/U" grading until two weeks after the last day to add courses. Changes in grading selections cannot be authorized beyond the date specified. The grading option may be changed by filing the appropriate form with the Registrar.

II. That this resolution be referred to the President for action.
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the charge of the Graduate Academic Council be amended by deleting the current sections 1.41 and 1.42 and replacing them with the following:

1.41 It shall consult with the Council on Educational Policy concerning its recommendations for new graduate programs or the discontinuance of existing programs.

1.42 It shall develop criteria for graduate program reviews.

1.43 It shall assist departments and programs in their preparation for external reviews.

1.44 It shall provide recommendations to the University administration on policies concerning the administration and the conduct of graduate programs.

1.45 It shall submit all new programs and recommendations for discontinuance of existing programs to the Senate for approval.

II. That this resolution take effect immediately.
UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Proposal for a Certificate Program
in Planning and Policy Analysis

INTRODUCED BY: Graduate Academic Council
April 2, 1979

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the attached proposal for a certificate program
   in planning and policy analysis be approved.

II. That this program be referred to the President for
    his approval.
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSAL FOR A CERTIFICATE PROGRAM IN
PLANNING AND POLICY ANALYSIS

Prepared by:

Dave Andersen, Public Administration
Dick Hall, Sociology
Robert Hardt, Criminal Justice
Nan Lin, Sociology
Robert Shirley, Academic Affairs
Ward Wright, Center for Governmental Research and Services

March 26, 1979
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title</td>
<td>1</td>
</tr>
<tr>
<td>General Description</td>
<td>1</td>
</tr>
<tr>
<td>Justification</td>
<td>2</td>
</tr>
<tr>
<td>Program Administration</td>
<td>4</td>
</tr>
<tr>
<td>Students</td>
<td>4</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>Proposed Curriculum</td>
<td>5</td>
</tr>
<tr>
<td>Appendix I: Course Description</td>
<td>7</td>
</tr>
<tr>
<td>Appendix II: List of Faculty</td>
<td>12</td>
</tr>
</tbody>
</table>
Program Title:

Certificate Program in Planning and Policy Analysis at the State University of New York at Albany. The program will enroll students beginning in the fall semester 1979.

General Description:

The program combines disciplinary/substantive knowledge and technical skills to provide the training essential to conduct planning and policy analysis activities in a given policy area. The program will be under the guidance of a campus-wide Advisory Committee. The coordinator of the program administratively reports to the Vice President for Academic Affairs.

The certificate requires 48 credits, to be distributed over four areas:

15 credits in a substantive/disciplinary area (as offered in or comparable to a Master's program at SUNY-Albany)

6 credits in supporting courses

9 credits in basic skills (research design [3], statistics [3], and computer applications [3])

15 credits in advanced technical skills (research design [3], statistics [3], planning [3], program evaluation [3], and systems analysis [3])

3 credits for an internship in an appropriate agency

The certificate program is offered to graduate students from participating Master's programs at SUNY-Albany and to those from equivalent programs at other institutions. The initial participatory programs are: Criminal Justice, Public Administration and Sociology. The participating programs contribute instructors, students and members to the Advisory Committee. The program also draws on the expertise and resources from campus-wide entities such as the Center for Governmental Research and Services.

The Advisory Committee, consisting of faculty members from the three initial participating programs, and staff from the appropriate institutes and centers, controls the curriculum planning, instructor selection, and student admissions, advisement, and evaluation. The coordinator of the program, a full-time faculty
member from a participating program, assumes the administrative responsibilities for the program. The coordinator reports to the Vice President for Academic Affairs and is under the same appointment and evaluation guidelines as a chair of an academic department at SUNY-Albany.

Instructors and students from other programs at SUNY-Albany may also apply or be invited to participate in the certificate program on an individual basis. Their participation is subject to the acceptance by the Advisory Committee or its designated subcommittee, as are those from the participating programs.

Justification

1. There is a demonstrated need in various agencies and organizations at the national, state and local levels for persons with trained skills to conduct planning, analysis, and evaluation of programs, projects and the functioning of the organizations. For example, a recent National Manpower Survey conducted by the National Planning Association, specifically pointed out the shortage and need for increasingly sophisticated analysts in the criminal justice system and recommended support for related graduate training (June 30, 1976). Similar needs have been felt and expressed in many other agencies and organizations as well.

2. The program meets the principal role of the State University of New York in developing programs which will stimulate the social and economic health of the State. (The Responsive University, June 1976, p. 2). The State University, in setting its priorities for the late 70's and beyond, urges that "the faculty, especially those at the university centers, must work closely with State governmental, industrial, and civic leaders in stimulating development," (p. 2) and sets one of the priorities in organizing "its resources to help the State of New York recapture and maintain its economic and public service vitality" (p. 8). The proposed program aims at training persons whose professional orientations and contributions to the State and society at large will help fulfill this State University of New York mission.

3. The program is consistent with and carries forward the mission identified for the State University of New York at Albany. The State University of New York recognizes the campus directions for the University Center at Albany with its "special emphasis on scholarship in field uniquely related to the immediate environment of the Albany region and the capital district (and its) increased attention to the social sciences, the professional schools and other programs where expertise can be brought to bear on public policy issues" (June 1976, p. 33). The University Center at Albany, in its recently developed Mission, Programs, Priorities for Action statement (July 1977), singled out public policy analysis as an institutional focus and assigned priorities for resource allocations and reallocation to programs and disciplines which have demonstrated special knowledge and skills in this area (p. 15). The development of the certificate program is, therefore, consistent with both external needs and institutional priorities.
Further, SUNY-Albany is a University Center with comprehensive professional programs at the graduate level, including well established programs in criminal justice, public administration and public affairs, education, social welfare, business, as well as the social and behavioral science disciplines. Many of these programs have offered graduate courses and trainings on aspects of skills for planning and policy analysis tasks in the various substantive areas. The proposed certificate program represents the continuation and culmination of these developments and provides a focused and multi-disciplinary approach to the training task.

4. The University at Albany has a pool of resources to be drawn upon to provide such training. Many of its faculty are engaged in research activities in planning and policy analysis and maintain close working relationships with agencies and organizations at the local, regional, state and national levels. The University maintains one of the most efficient computer systems in higher education today. Through its impressive hardware (the house computer is a UNIVAC 1110 with capabilities in mini-computer products such as MICRODATA, DATA GENERAL and INTERDATA, remote terminals, and graphics) and software (the EXEC Operation System features multiprogramming, multiprocessing, virtual memory, dynamic program relocation, multitasking, priority scheduling and dispatching, and dynamic equipment reconfiguration, supports numerous programming languages, and maintains a comprehensive library of programs and subroutines) resources and national networking (TELENET and EDUCOM) capabilities, the Computing Center provides strong support for planning and analysis training at the graduate level. The University Library contains over a million volumes; the New York State Library, located in Albany, is one of the largest of its kind, serving as archives for all New York State Government documents. The Center for Governmental Research and Services supports and coordinates university research and services with the State government. The Center will participate in the certificate program, placing students as interns in various agencies and organizations and providing research and practicing opportunities for students and faculty in planning and policy analysis.

The only resource to be added to the current resources available to support the proposed program is a faculty line, which will be assigned to the participating program with which the coordinator is academically affiliated. This line comes from the pool of faculty lines designated for interdisciplinary programs on campus and represents no additional allocation to the campus.

5. The University at Albany has continued to attract large numbers of applicants and quality students to its graduate programs. This is especially evident in professional programs and schools, despite the general downward trend recently experienced across the State and the nation. The professional programs have had little problem placing their graduates and continue to receive demands for persons with planning and policy analysis skills. It is anticipated that a pool of talented students will be selected to participate in the certificate program, either as a terminal degree or in conjunction with a doctoral degree program in each of the participating programs.
6. There is no existing comparable program in the State of New York. There are several campuses in the State which offer a policy analysis related program at the Master's level. However, currently, no post-Master program of this nature exists in the State. Nor, to the best of our knowledge, is there a comparable program in the Northeastern United States.

Program Administration:

The governance structure of the certificate program rests with the Advisory Committee, members to which are appointed by the Vice President for Academic Affairs and selected from faculties of participating programs and staff of campus-wide institutes and centers such as the Center for Governmental Research and Services. The program coordinator, recommended by the Advisory Committee and the Vice President for Academic Affairs and appointed by the President of the University, has the overall responsibility for all administrative activities associated with the program. Guidelines for the appointment and evaluation of the coordinator are the same as those applied to chairs of regular academic departments at SUNY-Albany. The coordinator should maintain a regular faculty status in one or more of the participating programs.

The Advisory Committee also acts as the faculty for the certificate program. Thus, it or its designated bodies, recommends instructors, recommends students for admission to the Graduate Office, evaluates student performance, and approves the granting of the certificate, among other responsibilities and privileges.

Students:

The program accepts applications from graduate students who have been admitted to a participating program for a graduate degree program. Applications from non-participating program degree students will also be considered on an individual basis so that the substantive portion of the curriculum can be constructed for each. Waiver of specific courses in the program applies at the discretion of the Advisory Committee upon presentation of evidence of equivalent coursework or skills required. The Graduate Committee in each participating program will be consulted by the coordinator and the Advisory Committee to establish appropriate substantive and supporting courses for each student.

Unless waivers are issued, each applicant is required to submit full academic transcripts beyond high school, three letters of reference, and strong verbal and quantitative scores on the Graduate Record Examinations. The Advisory Committee can also consult with faculty members of the appropriate participating program in the selection of applicants.

At the end of each semester, the coordinator will report to the Advisory Committee on the progress and performance of each student in the program. Upon recommendation of the Advisory Committee, a student in the program may be terminated by the Graduate Office for academic reasons.
Program Evaluation:

The program will strive to maintain the highest quality as a graduate program. Stringent guidelines for reviews are established. The certificate program will fit in the University's formal internal review cycle for all its doctorate/certificate programs. Included in the regular review agenda will be: quality of faculty (research, teaching and service contributions), quality of students (qualifications of admitted students, academic performance, job placement of graduates), curriculum effectiveness (appropriateness of courses for graduate work and career development) and administrative effectiveness (coordination with participatory programs and institutes, faculty-student interactions, and internship effectiveness).

Proposed Curriculum:

The overall curriculum for the Program in Planning and Policy Analysis will be divided into four sections: substantive, discipline-based courses (15 credits), supporting courses (6 credits), basic skill courses (9 credits), and technical skill courses and an internship (18 credits). Students will pursue the first two sections of the curriculum within a parent discipline, often as part of their masters or doctoral programs. The remaining two sections in basic skills and technical skills and internship will be taken from a selection of courses offered on a cross-departmental basis, allowing students to select from the strengths of several departments. Each of these four sections are described in greater detail below, and current course descriptions for the recommended courses are provided in Appendix I.

1. Substantive Discipline-Based Courses (15 credits). Students will pursue a set of courses tailored to prepare them for the study of Planning and Policy Analysis within their participating programs. Individual programs will be devised with the advisement of students' departmental advisers and will be subject to approval by the Advisory Committee of the Planning and Policy Analysis Program.

2. Supporting Courses (6 credits). Each of the participating departments teaches the basics of research design and statistics as these topics apply to the parent discipline. These introductory courses should cover the following topics: introduction to probability, univariate statistics, bi-variate regression, and an introduction to the use of computers in data analysis. Students will pursue these basic policy analysis courses within their parent discipline. The following are examples of courses that meet these basic requirements within the currently participating disciplines:

Criminal Justice 687 - Statistical Techniques in Criminal Justice Research II.
688 - Research Design in Criminal Justice II.
Public Administration 520 - Methods of Research and Reporting I.
521 - Methods of Research and Reporting II.

Sociology 509 - Research Methods
522 - Statistics I

3. Basic Skills (9 credits). All students in Planning and Policy Analysis will pursue a common set of three courses, offered across departments and designed to build a common set of basic skills in statistics and research methodology, computer usage, and appreciating how analytic methods are applied to real-world problems. These common courses will be designed and supervised by the Advisory Committee in conjunction with the participating departments. These courses will be built around the following three courses:

   Criminal Justice 612 - Computer Utilization in Criminal Justice
   Sociology 622 - Advanced Statistics for Sociologists
   Public Administration 622 - Methods of Policy Analysis

4. Technical Skills and Internship (18 credits). To complete their program, students will select 18 hours of advanced courses related to planning and policy analysis. These courses will be selected by the advisory committee from courses offered in each of the participating programs. Topics to be covered are: Program Planning and Evaluation, Specialized Statistical Techniques (e.g., multi-dimensional scaling), Cost-Benefit Analysis, Management Information Systems, Decision-Making, Methods of Operations Research (e.g., Linear Programming and Simulation). In addition, the Advisory Committee will design a final capstone course in Policy Analysis to be taken near the end of a student's program. The final selection of courses to be included will be subject to approval of the Advisory Committee. However, the following courses are examples of offerings in this category:

   Criminal Justice 691 - Program Evaluation
   689 - Research in Action Settings
   690 - Statistical Techniques in Criminal Justice Research II

   Public Administration 620 - Methods of Management Science
   627 - Economic Analysis for Public Administration
   611 - Decision Making in Government and Administration
   614 - Program Planning and Evaluation
   623 - Management Information System
   624 - Models, Simulation, and Gaming

   Sociology 631 - Evaluation and Policy Research
   648 - Social Measurement and Scaling
   605 - A and B Internship
Criminal Justice:

Crj 687 Statistical Techniques in Criminal Justice Research II (3)

Some techniques of non-parametric statistics, an introduction to elements of numerical taxonomy, multiple regression, discriminant analysis, and elementary decision theory. Analysis of variance and covariance. Multi-stage sampling, and calculation of error variance for such designs. Introduction to some simple methods for factor analysis, cluster analysis, and related techniques. Some notes on available "canned" programs, and elements of computer input routines (card design).

Crj 688 Research Design in Criminal Justice II (3)

An examination of research design problems in criminal justice at an advanced level; use of sophisticated classical research designs and data gathering techniques; analysis of problems related to sampling theory and procedures; application of mathematical models to problems in research design and analysis; use of techniques permitting causal inferences.

Crj 689 Research in Action Settings (3)

Analysis of social scientist's role in development, implementation and evaluation of research activities in criminal justice settings; nature of negotiations between research and action staff in planning, implementation and monitoring, data analysis, and feedback of findings; protection of the integrity of the research design analysis of strains on organization and persons in action settings; use of research findings to encourage social change. Students work in a field setting in order to develop and implement a research project.

Crj 690 Statistical Techniques in Criminal Justice Research III (3)

Intermediate level use of multiple regression models, discriminant function analysis, and factor analysis; introduction to matrix algebra, path analysis, multivariate analysis of variance, predictive attribute analysis, latent partition analysis, and binary data analysis. Coursework will include the use of packaged computer programs for data analysis. This course will be graded A-E.
Crj 691 Program Evaluation (3)

A systematic review of efforts to evaluate intervention programs, assess effectiveness of crime prevention schemes and methods for the treatment of offenders, both in ongoing operations and under experimental conditions. The use of prediction techniques and other forms of matching and operational research methods, with special reference to problems of criteria and measurements of effectiveness or performance. Students should have some familiarity with multi-variate statistical methods before taking this course.

Public Administration:

Pad 520 Methods of Research I (4)

An introduction to various skills and concepts useful for research in public administration. Topics covered include research design, data collection, arrangement and presentation, probability theory, statistical inference, estimation, hypothesis testing and measures of association. Throughout, students will be given problem assignments to gain practice in using these concepts and methods. These assignments will require skill in research designs, computer usage and programming.

Pad 521 Methods of Research II (4)

A continuation of Pad 520. Topics covered include accounting, survey methods and sample design, multivariate research design, and non-statistical methods of management analysis. As in Pad 520, problem assignments requiring computer usage and programming will be required.

Pad 611 Decision-Making in Government and Administration (4)

A discussion of rational decision theory and decision-making practice as illustrated by case materials. Topics covered may include: the economic concept of utility and maximization; the analytic problems of modeling and uncertainty; the psychological considerations of individual preferences and risk-taking behavior; the organizational and political context of decisions and its effect on agency choice; and current trends in public decision-making structures.
APPENDIX I

Pad 614 Program Planning and Evaluation (4)

An orientation, for the staff specialist and program administrator, to the analysis, design, and management of administrative systems in government. Planning, communication, and control are examined, within the framework of systems theory, through theoretical and case materials during the first half of the course. A common major problem is then developed progressively by the group to provide insights into policy development in the legislative and post-legislative phases, into administrative planning and implementation, and into processes and problems of program evaluation.

Pad 620 Methods of Management Science (4)

An introduction to probability, statistical inference, sampling, surveys, and forecasting decision theory, control theory, models and modeling, and simulation. Emphasis will be placed on the application of the above methods to the understanding and solutions of governmental and administrative problems. A paper will be required in which the student will have an opportunity to apply methods discussed in the course. Prerequisite: Pad 520, which may also be taken concurrently.

Pad 622 Methods of Public Policy Analysis (4)

The object of this course is to give an appreciation of the approach and techniques of "systems analysis." The context is that of the making of "policy decisions." Heavy emphasis will be placed on the use of examples to illustrate the theoretical and procedural points being made.

Pad 623 Management Information Systems (4)

An introduction to the design of mechanisms for gathering, storing, retrieving and analyzing information needed by organizations. Emphasis will be placed on alternative techniques and the merits of applying these techniques to particular information handling problems. Areas to be studies may include manual and automated processing; general purpose and single purpose systems; batch processing and time-sharing system evaluation and modification procedures.
Pad 624 Models, Simulation, and Gaming (4)

The course is concerned with ways of developing useful descriptive and predictive representations of operational situations involving a number of interacting variables. Emphasis will be placed on policy programs at the state and local levels. The object is to familiarize students with ways in which complex problems can be put in forms which make them better understood and more easily dealt with.

Pad 626 Program Review (4)

A seminar on the practice of program evaluation and analysis in the Executive and Legislative branches of government. Special attention will be given to formal evaluation designs and how these are modified in practice, and to the problems of criterion specification and forecasting methods. Heavy emphasis will be placed on the use of primary source materials. Prerequisite: Pad 620 or Pad 622, or consent of the instructor.

Pad 627 Economic Analysis for Public Administration (4)

Economic analysis used in the design and evaluation of government programs, with emphasis on applications. Covered will be topics such as cost-benefit and cost-effectiveness analysis, efficiency considerations in program design, and measurement of the distribution and incidence of program effects. Prerequisite: Pad 640 or equivalent.

Sociology:

Soc 509 Research Methods (3)

Theory construction, theory verification, use of statistics in social research, sampling, measurement data collection, data analysis, policy research, use of computer in research.

Soc 522 (3)

Review of basic statistical theory and its sociological applications: descriptive statistics, probability, sampling, distributing, parametric and non-parametric statistics, analysis of variance, multiple regression.

Soc 605 A and B Internship (4, 4)

An intensive supervised field and/or teaching experience in the process of applying sociological theory and prior substantive conclusions to social practice or instructional situations.
Soc 622 Advanced Statistics for Sociologists (3)

Sociological application of advanced statistical techniques; e.g., path analysis, factor analysis, contingency table analysis, multiple classification analysis, covariance analysis, scaling theory, data transformation, residual analysis.

Soc 631 Evaluation and Policy Research (3)

Strategies for evaluating efforts at planned social change.

Soc 648 Social Measurement and Scaling

Problems of sociological measurement. Scale analytical techniques. Problems of reliability, validity, and response error.
APPENDIX II

LIST OF FACULTY

Public Administration:

Harold Adams
David Andersen
Irene Lurie
John Rohrbaugh
Adjunct Professor

Sociology:

Craig Brown
Ronald Burt
Richard Hall
Nan Lin

Criminal Justice:

Robert Hardt
Michael Hindelang
Leslie Wilkins
Marguerite Warren
From the Long-Range Planning Committee (subcommittee of the Council on Educational Policy) Minutes of May 2, 1978:

CERTIFICATE PROGRAM IN PLANNING AND POLICY ANALYSIS: The proposal was reviewed and the Committee voted to recommend further consideration of this proposal.

COMMENTS: The program is consistent with university mission and demonstrates an initially adequate range of cooperation between academic units. We would hope other relationships would be added as soon as possible with other appropriate areas. We have concerns about the 48-hour certificate, particularly since the program is essentially parallel to other university certificate programs that are standardized at the 60-hour level. Some of the questions that arise are whether or not the certificate is in lieu of a master's, will include a master's, or will be achievable with some 15 to 18 hours beyond a master's?

Since the program accepts up to 21 hours in other disciplines and supporting courses, and at least 15 hours of the basic and technical skills areas are generic instruction in research, statistics, and computer applications, is the "certificate" based on a specialized and technical 12 hours of study? If so, what type of certificate does this program generate? We would hope for something a bit more substantial for a program that will have a campus-wide advisory committee, a coordinator, and reports to the Vice President for Academic Affairs.

How will faculty resources be allocated to this program and what status will cooperating faculty have in the program and in the departments? The advisory committee seems to be improperly designated—it is far more than "advisory". It might need to be redesignated.

On May 4, 1978, the Council on Educational Policy accepted the LRP Committee's Minutes and recommendations.
Student Representation on the Senate

INTRODUCED BY: Becker
April 2, 1979

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. The Senate recommends the following Faculty By-law changes:

   Article II, Section 2.8 should be deleted. (This part of the By-laws is the time limit on student representation. If it is removed, student representation will be continuous).

   Article II, Section 2.9 be renumbered as Section 2.8

2. This resolution be forwarded to the Faculty for action.

RATIONALE

The student representatives have shown a concern for this University which goes far beyond interest in just the student population. Students have a real sense of community, and a great regard for the University's long-term development. It is important that the changes that will occur at this institution in the coming years have a university governance structure that will fully represent the community.

The University's Mission Statement says that "...opportunities must continue to be provided for students to participate meaningfully in University decision-making processes, in community activities and governmental processes..." Let this Faculty By-laws action help fulfill this goal of our university.
Attendance

Harry L. Cannon
Murray D. Phillips
Barbara Naquin
JS Pippin
Mark Borkowski
Edward Varof
Nancy Hegner
Bob Moret
Richard K. Hall
Eric W. Olson
Mitchell Carter
Edward Klein
Hugh Hill
Jacquie Delo
R. Hardt
Ward Jones
Ellie Becker
R. Kinsey
Robert P. Tomee
Michael Raber
Joseph Morehead
David Weinstein
Michael Beyrouti
William A. Steel
Theodore A. Greenberg
James E. Mitchell
Robert Meyers
Spergeloff
Werner C. Baum
E. Scatton
Walter Thos
Marc Mingoff
Barbara Nowicki
George E. Kanta
Eli Edav widest
Sorin Lainington
Sheldon Bone
George Kania
Debbie Kaskin
David Mark
J.S. Uppal
Attendance

CK Parker
Jon Savitt
Barbara Rice

Vincent O'Bryan

Neil C. Brown
Alex Shane

Stephen Cartmann
Margaret Farrell
H. Buchanan
UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Report of the Special Committee on Undergraduate Education

INTRODUCED BY: Undergraduate Academic Council
May 7, 1979

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the University Senate approved the attached report from the Special Committee on Undergraduate Education.

II. That this report be referred to the President for his approval.

Attachment
REPORT OF

THE SPECIAL COMMITTEE ON UNDERGRADUATE EDUCATION

Submitted to: The Undergraduate Academic Council

and the President

Members of the Committee:

Ellie Becker, Student
Beverly Clark, Research Staff
Richard Collier, CUE
Thomas Culley, Music
Helen Desfosses, Academic Affairs
Alfred Finkelstein, Chemistry
Eugene Garber, English (CHAIR)
Doris Garner, Research Staff
David Gold, Student
Hugh Hill, Student
John Hines, Research Staff
Frank Kolmin, School of Business
Alvin Magid, Political Science
Lisa Newmark, Student
Hajimu Ogawa, Mathematics
Warren Roberts, History
J. Ralph Tibbetts, School of Education
Evelyn Traeger, Student

April 6, 1979
TABLE OF CONTENTS

I. Text of the Proposal

II. Related Recommendations

III. The Goals of a Liberal Education

IV. Backgrounds and Procedures of the Committee's Deliberations

V. Appendices
   A. The Goals of a Liberal Educational Experience
   B. Analysis of Credit Taken in Various Disciplines by Departmental Major for Baccalaureate Degree Recipients in May 1977 and May 1978
   C. Results of Survey of Faculty Attitudes
   D. Results of ASP/Faculty Responses to Possible Models for Liberal Education at SUNYA
   E. Observations Based on Student Interviews

NOTE: Copies of the appendices are available for review in the Senate Office (Administration 262)
I. Text of the Proposal

The following is the text which we, the members of the Special Committee on Undergraduate Education, submit to the Undergraduate Academic Council and the President. We request that it be forwarded to the University Senate as a proposed bill. Other parts of this report are advisory to the UAC and the President or are informational for all readers.

A. Summary Statement

Freshman volunteers for a pilot program will take one four-credit course in each of four of the six areas of liberal education described in C below. They will take these courses during their freshman and sophomore years. The Dean of Undergraduate Studies and Assistant Vice President for Academic Affairs will devise and direct a plan for the identification of some 300 volunteers prior to each of the fall semesters of 1980 and 1981.

B. Shared Features of All Courses

1. Students will write. Their instructors and peers will respond to their writing. Writing will be assigned systematically and will frequently involve research.

2. Students will have the opportunity to make oral presentation of their ideas—in the form of class reports, panels, discussions, etc. And again, of course, instructors and peers will respond.

3. Students, to the greatest extent feasible, will have the opportunity to perform as the exemplars of the various disciplines perform: the chemist in the laboratory, the sociologist surveying attitudes, the artist in the studio, etc.

4. Students will receive training in the gathering of information—through work in the library, through work with computers, through archival work, etc.

5. Students will pursue two levels of study in each course. One level will give them the opportunity to examine the constituent disciplines and the characteristic methodologies of the basic area. The other will focus on a narrower body of subject matter and on more specific techniques of investigation or performance.

6. Students will have some opportunity to relate classroom study to extracurricular activities, e.g., lectures, concerts, dramatic performances, readings, colloquia, social gatherings, etc. In addition, students have a reasonable expectation that instructors in all these courses will know them and their work in sufficient detail to write letters of recommendation.

7. The goals of this course of study in the basic areas of liberal education necessitate a student-faculty ratio of not more than 30 to 1. This is not to say that course configurations may not vary widely: lecture, discussion, workshop, laboratory, etc.
C. The Basic Areas of Liberal Education

Of the six basic areas one (Symbolics) offers study in basic communicative systems, three (Natural Sciences, Social Sciences, and Literature and the Fine Arts) offer an introduction to the disciplines, and two (Cultures of the Past and Analysis and Synthesis of Values) offer studies which relate several disciplines. Courses in the six areas should be taken roughly in this order:

1. **Symbolics**

In the study of symbolics students should first understand two basic features of human symbol systems: their internal structure and logic and their ability to give pattern and meaning to experience. Building upon these basic understandings, students should proceed to the more specific examination of verbal or mathematical symbol systems, as exemplified by (but not limited to) such studies as linguistics, foreign languages, communications, philosophy of language, logic, mathematics, and computer science.

2. **Natural Sciences**

In the study of the natural sciences students should, while grasping the supereminent role of the experiment in the scientific enterprise, also understand the following closely related fundamentals: 1) concepts—as defined in verbal and operational statements, 2) natural laws—as formulations of experience, 3) theories—as they relate to natural laws, experiment, and prediction, 4) epistemological strategies—as the development and organization of information based on deduction, induction, and rationalization, and 5) the mathematics of science—as forming, with (4) above, the basis for prediction, judgment, and decision-making. After mastery of these basics students will then apply them to a specific science.

3. **Social Sciences**

In the study of the social sciences students should learn how ideas and institutions relate to behavior—individual and collective, historical and contemporary. Students should learn the diverse concepts, theories, and methodologies which will enhance their understanding of individual and collective behavior in different societies. Students should also have the opportunity to relate these matters to particular practical concerns, e.g., the formulation, implementation, and evaluation of specific public policy options.

4. **Literature and the Fine Arts**

In the study of literature and the fine arts students should have the opportunity to study several significant works of art in several major media and genres. They should gain a basic understanding of the historical changes in artistic modes and of the
relationships between art and culture. Then, more specifically, they should work with several critical paradigms for classifying, interpreting, and evaluating works in a single mode. And they should have the opportunity to experience the creative process.

5. Cultures of the Past

In the study of cultures of the past students should arrive at an integrated view of an important society that existed before our time, e.g., Periclean Athens, Medicean Florence, Elizabethan England, Nilotic Axum/Meroe, etc. Gaining first an understanding of the ways in which scholars study the past, students should then examine, more particularly, the historical forces and events which gave rise to the culture under study and those which changed it. They should study its exemplary figures, and its world view as expressed in its philosophy, religion, art, and science.

6. Analysis and Synthesis of Values

In the study of analysis and synthesis of values students should learn how human beliefs and choices derive from conscious or unconscious models of knowledge and systems of ethics. From these basics students should proceed to the analysis of a perennial issue (political power, distributive justice, religious tolerance, the responsible application of scientific discovery, etc.). They should study how models of the past were applied to these issues and with what results. They should clarify their own values by testing them against the systems of knowing and choosing offered by contemporary society.

D. Implementation

Throughout the implementation and pilot stage, an Ad Hoc Committee on Liberal Education will be appointed jointly by the Undergraduate Academic Council and the President. It will report jointly to the Undergraduate Academic Council and to the Dean of Undergraduate Studies. Membership shall consist of faculty, students, and staff representing the several colleges and professional schools having undergraduate programs. The Dean of Undergraduate Studies shall be an ex officio member of the Committee. After the pilot stage the Committee will become a standing committee of the Undergraduate Academic Council.

The Committee will perform the following functions:

1. Encourage faculty to experiment with a variety of promising designs to meet the goals stated above.

2. Assist them in considerations of staffing, facilities, design of written and oral work, etc., with an eye to making these courses as rich as possible for the students in them.
3. Receive and approve designs for courses and forward them to the Undergraduate Academic Council.

4. Assure that there is a common cognitive core for each of the six categories.

5. Design and administer an evaluative instrument that can provide some measure of the successes and failures of the pilot.

6. Recommend a university-wide model of liberal education capable of offering all freshmen entering SUNYA after the summer of 1982 an opportunity for the kind of educational experience inherent in B and C above or recommend an extension of the pilot for a maximum of one year.

7. Design, for summer orientation sessions and for other advisory occasions, materials and presentations capable of introducing students to the basic concepts of liberal education and to the opportunities for liberal education at SUNYA.

8. Take other actions and make other recommendations that will strengthen liberal education at SUNYA.

II. Related Recommendations

During the period of the pilot proposed in I above, the Ad Hoc Committee on Liberal Education will not, of course, neglect the liberal education of students who are outside the pilot. We recommend that the Committee pay special attention to the following areas: advisement, orientation, writing instruction, and personalization of undergraduate education. Pertinent to these concerns, we have among the materials we have studied a number of valuable documents which we will turn over to the Committee. For purposes of this report we wish to make only a few basic observations.

A. Advisement

Within the last decade several bodies have studied undergraduate education at SUNYA (e.g., CURE, SCRUE, the Committee on Liberal Education that produced GLUE, and the present Academic Advisement Task Force). What their findings and recommendations have made abundantly clear, as have our own interviews with students, is the following. Students do not arrive at SUNYA with a clear idea of what liberal education is. What's worse, they often assume that it is antithetical to career goals. They are not provided documents emanating, for instance, from the business, legal, and medical communities—documents which state clearly the value of liberal education for those professions. There are no readily available statements published by SUNYA which purport to help students understand what a liberal education is. Advisors rarely talk to students about liberal education. No systematic descriptions of courses
currently exist which might apprise students of the opportunities for liberal education at SUNYA. Under such conditions of neglect it is not surprising that the university has the uneasy feeling that the goals of its most important mission are not being clearly articulated.

We believe that no series of courses designed for liberal education, required or otherwise, can prosper in the current climate of ignorance and neglect. Inherent to the very notion of liberal education is informed choice—educational goals and opportunities carefully examined and selected by individual students. In short, the Committee in concert with other university bodies will want to correct these defects in advisement and articulation.

B. Orientation

Closely related to A above are defects in summer orientation, where excellent advice is provided about residential arrangements but very little about academic planning. Here the university misses the opportunity to challenge and excite students about the goals of liberal education and about the variety of intellectual and cultural opportunities at SUNYA. It misses the opportunity to bring new students into contact with upperclassmen, alumni, and faculty. It misses the opportunity to suggest summer reading which might spur interest in liberal education. And perhaps there might profitably be added a fall orientation program—to reinforce the interest stirred in the summer and to touch faculty and students not previously involved.

C. Writing Instruction

We have given considerable emphasis to writing in the proposed pilot. (See I-B-1 above.) But, as is generally recognized, students cannot develop their compositional skills to full potential by writing only in certain courses during their freshman and sophomore years. A statement from the SCRUE report puts the matter succinctly: "We feel there needs to be a multifaceted approach which stresses remedial work, where necessary, and which encourages the demonstration of writing competence at all levels and in all disciplines." Consequently, one of the roles of the new Ad Hoc Committee on Liberal Education will be to monitor writing instruction not only in the pilot but in basic composition courses and in writing intensive courses across the disciplines. In readying itself for this task the Committee should study carefully the recommendations of the Ad Hoc Writing Committee submitted to the UAC and to the President on June 1, 1978. These include provisions for testing, placement, departmental writing requirements and offerings, mini-courses in various kinds of writing, publication of a handbook for all writers at SUNYA, expansion of the Writing Workshop, and creation of a faculty writing exchange.

D. Personalization of the Undergraduate Experience

In sampling student opinion about undergraduate work here we very often
discovered considerable frustration with large classes. Needless to say, not all large classes were criticized as ineffective. Some were. Others were described as challenging and rewarding. But the frequency with which students had to take large classes was an almost constant source of dissatisfaction. Students had no chance to write or discuss. Instructors were not available. No one could write a meaningful recommendation based on students' performance. As a result of these findings we have carefully set forth provisions for personalizing all courses in the proposed pilot. (See I-B above.) But surely the Committee will want to monitor carefully the effects on liberal education of class size and of certain related pedagogical practices.

III. Goals of a Liberal Education

In discussing the goals of a liberal education we obviously did not start from scratch. We had before us eloquent statements by SCUe and by the drafters of GLUE. We had the recently developed Harvard Plan and we had Philip H. Phenix's provocative theory in his influential Realms of Meaning. We had Arthur Levine's compendious account of many liberal education schemes in his Handbook on Undergraduate Curriculum. And perhaps most helpful and heartening of all, we had from SUNYA students and faculty a number of well-turned and pithy responses to our various questionnaires. A sampling follows:

"A liberal education is not a core of information, though that may be a necessary means. It is, rather, certain broad powers and habits of mind that bring the personality into fruitful and responsible relationships with nature, with society, and with self. This triad is perceived through language and is bound by language."

Robert E. Thorstensen, English

"In a society that is becoming increasingly complex the tendency, in universities, is to produce graduates who can operate competently in very limited fields. This tendency is ominous for a society whose existence is based on the presumption of a well informed citizenry."

John S. Schneider, Jr., Student

"That the past has brought us to the present and that the present, together with experiences of the past, project for us the future is a chain for which students have few if any consecutive links."

Mary A. Robinson, Teacher Education

In any case, exceptionally blessed in our predecessors and sources, or ourselves an uncommonly agreeable lot, or both, we did not find it difficult to agree on the fundamental possessions of a liberally educated person. The reader of our proposal will already have inferred them, but
perhaps we owe an explicit account of the steady if informal consensus that grew up amongst us. Inevitably, there is nothing novel here. And obviously the qualities described below are the achievement of a life-long pursuit and not merely the result of several college classes.

A liberally educated person has several well-developed abilities—to read, to write, to speak, and to perform basic mathematical computations. S/he knows how to find and evaluate information. But beyond these operational skills s/he also has an insight into the complex nature of the human symbol systems which s/he daily uses.

A liberally educated person has an understanding of the empirical sciences, natural and social—not just the disciplinary canons of one of them but the epistemological grounds upon which they base their continuous search for more capacious and precise knowledge. And s/he has, if only briefly, experienced the intense experimental labor of the questing scientist.

A liberally educated person has a broad acquaintance with and appreciation of the arts and a lively sense of their variety—and not only that, but also a disciplined training in the critical evaluation of art. Further, s/he has turned wit and imagination to the making of art so that s/he has an insight into the creative process.

A liberally educated person has a historical perspective—and not just a knowledge of chronology and causes but also that true sense of the past which derives from an almost participatory engagement with the world view, the imaginative products, and the exemplary figures of a temporally distant age.

A liberally educated person has made a critical examination of the moral concepts of philosophy and religion. S/he combines this knowledge with techniques of analysis and evaluation to arrive at conditional opinion or settled conviction about current issues. In the process s/he begins to synthesize a personal world view and test it against the complexities of contemporary life.

And of course a liberally educated person has a systematic comprehension of a specific discipline, the result of the commitment to achieve intellectual mastery of the structure, the methodology, and the principal subjects of a given field.

The manifestations of a liberal education sketch out a familiar portrait also shared by virtually all of our sources: a person carefully critical but also creatively adaptable, inquisitive, and eager to explore new possibilities; one who transcends all narrowness in culture and ideology; who has generous but discriminating tastes; whose character is firmly settled on a self-knowledge that extends to all personal qualities—intellectual, ethical, and emotional; whose dealings with others are socially constructive and personally committed; who is sound in body and attentive to the larger health and well-being of community and environment; in short, a person of reach and integrity.

A more detailed analysis, "The Goals of a Liberal Educational Experience", appears below as Appendix A. This expanded treatment, like the one above,
indeed like all statements of educational goals, is provisional. Nevertheless, it should prove useful to the new Ad Hoc Committee on Liberal Education as it designs advisory materials and evaluates courses for their ability to offer educational experiences that are truly liberal.

IV. Procedures and Backgrounds of the Committee's Deliberations

A. Organization

Very early in its deliberations the Committee adopted for its work a structure that, with minor modification, proved practical:

1. Review of local documents pertinent to liberal education, from 1967 to the present. (CURE, SCRUE, GLUE, etc.)

2. Review of past and present national contexts for liberal education.

3. Review of a large number of possible models for liberal education.

4. Presentation (for comment) to the university community of selected models which the Committee judged relevant to the needs of undergraduates at SUNYA.

5. Study of research. (See Appendices B, C, D, and E.)

6. Decision about which one model best meets the needs of SUNYA undergraduates.

7. Presentation of recommendations to the UAC and the President.

B. Backgrounds

It would not be proper to offer a hierarchical listing of documents especially influential on the Committee's thinking, for undoubtedly individual Committee members assigned in their own minds different weights to each. But it is possible to indicate which documents figured significantly in committee discussion and in the drafting of its final report. Of the some two dozen local documents studied, the following received considerable attention:

"Final Report: Special Committee to Review the Undergraduate Experience", ASP, SUNYA (September 2, 1977)

Report of the Curriculum Committee to the UAC: "Goals for a Liberal Education" (March 1, 1978; revised April 27, 1978)

Report to the UAC by the Student Association Committee to Review Educational Distribution (April 20, 1978)

Also useful, especially in the drafting of the final report, were the following:
Mauritz Johnson, "Promoting Liberal Education" (a report of a colloquium of SUNYA faculty meeting during 1975-1976)

SUNYA, Programs and Priorities (1978)

Report of the Ad Hoc Writing Committee to the President and the UAC (June 1, 1978)

Of the external documents discussed, the following offered especially valuable insights:

Carnegie Foundation, Missions of the College Curriculum (1977)


Arthur Levine, Handbook on Undergraduate Curriculum (1978)

Philip H. Phenix, Realms of Meaning: A Philosophy of the Curriculum for General Education (1964)

Also useful, especially in the drafting of the final document, were the following:

Kingman Brewster, Jr., The Report of the President [on Liberal Education] (September 1, 1976)

Liberal Education Bulletin, Autumn 1978: An Evolving Educational Approach at the University of Utah

In addition to the documents listed above, the Committee received valuable reports of off-campus meetings about liberal education. Helen Desfosses attended a meeting in New York City sponsored by the Educational Testing Service. Warren Roberts visited San Francisco State University, where he studied NEXA, the "Science/Humanities Convergence Program". Hal Cannon journeyed to Plattsburgh to attend a SUNY-wide conference on liberal education.

And finally, it need hardly be added that the data appearing in the appendices below was of great value.
Proposed amendment to the Report of the Special Committee on Undergraduate Education:

The following paragraph to be inserted at the end of Part II, Related Recommendations:

E. Teaching

A guarantee of quality teaching is an important component of any proposal which involves the concept of liberal education. The role of teaching in this particular proposal is obviously a significant one - the success of this project depends in large part on the commitment and dedication of the faculty. In addition, quality teaching is a necessity if the goals of "Personalization of the Undergraduate Experience" and successful "Writing Instruction" are to be met. Therefore, the university should develop incentives and programs to strengthen and expand its commitment to teaching on this campus.
Proposed amendment to the Report of the Special Committee on Undergraduate Education:

The following paragraph to be inserted at the end of Part II, Related Recommendations:

E. Teaching

A guarantee of quality teaching is an important component of any proposal which involves the concept of liberal education. The role of teaching in this particular proposal is obviously a significant one - the success of this project depends in large part on the commitment and dedication of the faculty. In addition, quality teaching is a necessity if the goals of "Personalization of the Undergraduate Experience" and successful "Writing Instruction" are to be met. Therefore, the university should develop incentives and programs to strengthen and expand its commitment to teaching on this campus.
The following to be inserted as number 9 under Part II. D.:

9. In presenting its recommendations as required in (6), above, the committee shall also respond to the following concerns:

a) Has "Liberal Education" occurred for those who participated in the program? How has this been measured?

b) Of the "Six Basic Areas of Liberal Education," do any overlap? Could some be combined? Would such combination(s) better insure that students will receive a well-rounded, liberal education?

c) What has been the role of academic advisement in the program? How has it been used by students in course selection?

d) Do each of the different courses offered under each of the six basic areas have a well-defined, common cognitive-core?

e) Can the results of this pilot project for 300 volunteers be projected to a wider constituency, i.e., is a group of 300 volunteers a "valid" statistical sampling?
UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Degree Credit for ROTC

INTRODUCED BY: Undergraduate Academic Council
May 7, 1979

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the State University of New York at Albany grant up to a maximum of 12 degree credits as "A applied elective - ROTC" for junior and senior level ROTC courses completed successfully from accredited institutions.

II. That this resolution be referred to the President for his approval.

RATIONALE

The Curriculum Committee of the Undergraduate Academic Council discussed the merits of granting degree credit for ROTC courses as outlined in the attached request from Kenneth Carp, a senior ROTC student at SUNYA. Having analyzed the curricula of both the Air Force and Army ROTC programs, the Committee feels that the 12 credits of coursework offered during the junior and senior years are credible, academic in nature, and sufficiently challenging and demanding enough to warrant credit toward the degree requirements at the State University of New York at Albany.

Currently the university recognizes ROTC study as a legitimate academic experience for our undergraduates. Our students are granted approval to register for the courses at either Rensselaer Polytechnic Institute or Siena College through the Cross-Registration Program. Since we have denied degree credit for these courses, our students need to take the equivalent of 18 credits each semester of their junior and senior years to meet degree requirements here and ROTC requirements at either RPI or Siena.

The nature and expectations of the junior and senior level ROTC courses are consistent with curricular offerings on this campus. Although specialized in a directed sense, these courses emphasize communication (both oral and written), history, political science, philosophy, law and management. To continue to deny credit on the basis of moral philosophies rather than academic credibility seems inconsistent with the mission of our university. Other institutions, such as RPI, Siena, Cornell, and Cortland, grant elective credit for ROTC courses consistent with elective freedom in each student's individual program. Syracuse grants credit for all four years of ROTC coursework and even has cross-listed each ROTC course with an academic department on their campus.
Because of the specialized and experience-related nature of the freshman and sophomore year ROTC course, the Committee did not feel these warranted degree credit. Credit shall only be granted for the four three-credit courses taken in the junior and senior years. As a university, we should remain open in our outlook and award credit for courses taught from a variety of perspectives. For those who continue to insist that credit is not appropriate for courses taught by military, the military is run by civilians.
Each instructor attends a five week session at the Air Force's Academic Instructor School (AIS) prior to assuming AFROTC duty. AIS is part of the Air University system and is accredited by the Southern Association of Colleges and Schools. The American Council on Education has approved AIS for 17 semester credits at the undergraduate level (14 upper division and 3 lower division). The AIS curriculum concentrates primarily on learning theory at the various levels of learning, testing techniques, teaching methods, and counseling. Institutions of higher learning from across the nation send some of their faculty to AIS and occasionally have the AIS staff conduct short courses on campus for their teachers.

Each AFROTC instructor brings with him from 4 to 20 years of operations and staff experience in a variety of specialties including such disciplines as personnel management, logistics, and research and development. Contrast this to many graduate students who are teaching in universities with no practical non-academic experience.

Awarding credit for junior and senior AFROTC courses will accomplish several things. First, the SUNY ROTC student could reduce his semester requirement of 18 credits to the normal 15 credits. Secondly, more AFROTC scholarship recipients may be inclined to enroll in SUNY. Currently, out of the 16 AFROTC cross-enrollees, eight have scholarships. For the school, this could mean full tuition, without the administrative workload associated with other student aid programs (scholarship students have their tuition and fees paid for along with a $100 allowance and reimbursement for textbooks). And finally, the students will receive due credit for demanding, challenging, and meaningful courses; courses which do much to prepare the student to be a productive member of society.

Therefore, on behalf of the SUNY AFROTC students, I ask that you change the present policy so that credit will be given for courses which are deserving of it.

If more information is needed, I can be contacted at Col 939, SUNY, Albany NY-12222; phone-number 457-8794. Also the AFROTC teaching staff will be happy to discuss any of these issues in more detail. Please keep me informed of all progress being made on this proposal.

On behalf of all SUNY ROTC students,

KENNETH P CARP
AFROTC Cadet Major

Copy to: Hugh Hill, SA Director of Academic Concerns
Mike Levy, Chairperson, SA Academics Committee
Francine Frank, Chairperson, University Senate
David Martin, Vice President for Academic Affairs
Vincent O'Leary, President, SUNY-Albany.
22 January 1979

Dr Harold Cannon, Chairperson, Undergraduate Academic Council
State University of New York at Albany

Dear Dr Cannon:

This letter is written as a challenge to the present policy regarding Air Force Reserve Officer Training Corps (AFROTC) courses at Rensselaer Polytechnic Institute. In the late 1960's, the University Senate discontinued awarding credit for these courses. The reason for such action was the attitude among students at the time regarding the military and its involvement in Vietnam. We feel that the 1970's is the time to reconsider that decision.

We believe the AFROTC courses are credible, challenging, and comparable to many courses required by many of our academic curriculums. Additionally, the academic and experience qualifications of the AFROTC teaching staff parallel the qualifications of many of their civilian counterparts.

A student who participates in the AFROTC program for four years is required to take AFROTC (Aerospace Studies) courses each year, totaling 16 credits over the four year period. However, we are primarily concerned with the junior and senior courses (12 credits) as they are the most demanding, challenging, and rewarding.

The junior course, Aerospace Studies 300A and 300B, is a management and leadership course with early emphasis placed on oral and written communications. The two primary texts are "Managing, A Contemporary Introduction" by Massie and Douglas and "Concepts of Air Force Leadership" published by the Air University and edited by Major Dewey E Johnson, PhD. Other supplemental material including speaking and writing handouts and case books is provided and updated by AFROTC Headquarters.

The senior course, Aerospace Studies 400A and 400B, American Defense Policy, includes the domestic and international implications of U.S. Defense Policy and the relationship of U.S. military forces within our society. This course concludes with a short session on military law, a subject that should be of interest to military and non-military alike.

Sample course outlines/plans for the AS300/400 courses are attached.

The Commander of the AFROTC Detachment at RPI, Colonel Charles S Lee, is the Chairman of the Department of Aerospace Studies. Members of his teaching staff are appointed assistant professors by RPI. Each AFROTC instructor is required to have at least a masters degree before being assigned such duty. Their credentials are reviewed and approved by RPI before assignment.
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the attached Guidelines for Promotion and Continuing Appointment be approved.

II. That these Guidelines be referred to the President for his approval.
TO: University Senate

FROM: Paul Wallace, Chairman
Council on Promotions and Continuing Appointments

DATE: April 27, 1979

Attached is a copy of the Senate Guidelines on Promotion and Continuing Appointment as proposed for revision by the Council on Promotion and Continuing Appointment. As you will note, changes are suggested in the following sections:

- Preamble
- Section IV, Continuing Appointment
- Section V, Subsection B, item 4
- Section V, Subsection C, item 1
- Section V, Subsection D, items 1 and 2
- Section V, Subsection F

The Council members reviewed the specific powers granted the Council on Promotion and Continuing Appointment as set forth in Section II (Implementation of the By-Laws) of the Faculty Handbook. After lengthy discussion, the Council decided to table consideration pending a detailed study during the next summer intersession period.
PREAMBLE

The State University of New York at Albany shall follow the basic operational guidelines established below:

SECTION I. Criteria

A. Recommendations shall be based upon a careful deliberation concerning the qualifications of the candidate within such of the five following categories as are appropriate to the position of the candidate within the University.

1. Effectiveness in Teaching
2. Mastery of Subject Matter
3. Ability as a Scholar
4. Effectiveness of University Service
5. Continuing Growth

B. In applying the criteria named above, recommendations shall take cognizance of the needs and program priorities of the academic units to which the candidate belongs and of the University.

C. Consideration shall be given at all levels of the ratio within the department of faculty with continuing appointment to faculty with term appointment.

D. No other evaluative category shall be deemed appropriate.

SECTION II. Procedures

No recommendations shall be considered by the Council unless the procedures outlined in Section V are followed and reported.

SECTION III. Promotion in Rank

No minimum length of service in any academic rank shall be required for promotion. Promotion carries with it no commitment of continuing appointment.

SECTION IV. Continuing Appointment

Continuing appointment is available to faculty in accordance with the provisions of the Policies of the Board of Trustees, Article XI (Appointment of Employees), Title B (Continuing Appointment). A continuing appointment carries with it no commitment about future promotions or salary increases.
SECTION V. Administrative Procedures and Responsibilities

A. Definition of Levels of Academic Review

1. Throughout this section the term department shall include those schools which are not subdivided into departments and the action by the "department" constitutes the "initial academic review committee" as defined in the 1974 UUP Agreement.

2. (a) In those schools or colleges which are subdivided into departments, the "subsequent academic review committee" shall be the school or college promotion and continuing appointment review body.

2. (b) In those schools or colleges which are not subdivided into departments, the school may establish an ad-hoc cognate field review committee to provide the "subsequent academic review", or the school or college may request the Council on Promotions and Continuing Appointments to act as the "subsequent review committee."

B. Department

1. The department chairperson shall transmit all recommendations (favorable or unfavorable) for promotion in rank to the dean of the school or college by October 15. If a faculty member is to be recommended for continuing appointment as well as for promotion, this recommendation shall also be transmitted by October 15. Other recommendations for continuing appointment shall be transmitted by January 24. (The dates indicated are for normal academic appointments. They should be adjusted for those individuals whose academic appointments do not conform to conventional dates.)

2. The chairperson shall inform a faculty member that he/she is being considered for a promotion and/or continuing appointment at least two weeks before the required department meeting. The chairperson shall make sure that all evidence in the case is presented to the members of the department as well as to the dean.

3. An important datum for the decision on promotion and/or continuing appointment is information about how students view the teaching of a faculty member. However, for this information to be of value, it must be collected in a systematic and quantitative way. Therefore, the Council shall provide guidelines for the valuation of teaching effectiveness consistent with the following requirements:

   a. All students be given an opportunity to make evaluation in every class each term.

   b. The evaluation form not be signed by the student.
c. The evaluative function be performed at the department level.

d. The summaries of student evaluations shall provide for examination by all groups involved in recommendations concerning promotion and continuing appointment. A summary explanation sheet for these evaluations shall be included.

4. The candidate is responsible for the preparation of a vita which should contain the following information:

   a. Earned degrees (institution, specialization, degree, date received).

   b. All previous educational employment (institution, title, dates of service).

   c. Other employment (non-educational), (employer, location, title, dates of service).

   d. Scholarly activity (list by appropriate category, in chronological or other standard sequential order).

      1. Books (including title, author(s), publisher, date of publication, and pagination. Cite any review by others of your works).

      2. Articles (including title, etc.).

      3. Book reviews.

      4. Artistic exhibitions and/or performances (indicate type of exhibition, to whom, where, and date).

      5. Consultancies.

      6. Other (e.g., editorial commentary, speeches, forewords, etc., unpublished reports and monographs, etc.).

   e. Professional affiliations.

   f. University and community service.

   g. Special honors.

   h. Research grants.

   i. Work-in-progress.

The vita as prepared by the candidate shall be dated and signed by the candidate.
5. The Council finds the following material and information useful in arriving at a fair recommendation: letters from outside "expert" referees, reviews of work, reprint citations, letters from publishers (especially in the case of as yet unpublished work), qualified evaluation of unpublished material, instructional materials, copies of detailed description of work completed or in progress, professional and service citations, and other such material and information as adjudged to be potentially helpful to the Council in reaching its recommendations.

6. All members of the department concerned shall be consulted in all cases of promotion and/or continuing appointment. In a case of continuing appointment, separate votes of the departmental members holding continuing appointment and of the non-tenured faculty members are to be taken. In a case of promotion, separate votes of the departmental members holding rank equal to or above the rank to which promotion is being considered and of the other members are to be taken. All of these votes are to be conducted by secret ballot. Voting shall occur during departmental meetings unless circumstances prohibit. The chairperson shall include the results of these votes in the recommendation to the dean. A copy of the letter forwarding the material to the dean and including the votes shall be provided the candidate. Upon receipt of the letter from the chairperson, the candidate has the opportunity to reply in writing to the dean, such reply becoming a part of the record.

7. The letter of transmittal from the chairperson must include reference to all categories named in Section I above.

8. Any faculty member may request a department to initiate action for promotion and/or continuing appointment of a faculty member, including himself/herself provided that this request has the written approval of the prospective candidate. If an individual has held the rank of Assistant Professor for a period of at least 6 years, or the rank of Associate Professor for at least 7 years, and has not previously during this period been given formal consideration for promotion, the department shall initiate action for his promotion, unless the candidate waives this action in writing. In cases arising in these ways, all of the procedural rules of this Section are to apply.

C. School or College

1. The dean of each school or college shall examine each recommendation transmitted to him/her to verify that the rules of Sections I and V-B have been observed.

2. At the option of the faculty of the school or college, the dean of each school or college shall consult with a democratically chosen committee of the faculty and students in all cases of promotion and/or continuing appointment arising in his/her school or college.
The recommendation (favorable or unfavorable) of the dean and of the department chairperson together with the vote of the school, college or an ad-hoc cognate field committee and the evidence assembled shall be transmitted to the President by February 28 in cases which involve continuing appointment alone and by December 1 in all other cases. Each recommendation of the dean shall include his/her evaluation of the case, as well as a brief statement by the committee explaining the reasons which support their recommendation. A copy of the letter forwarding the material from the dean to the President, including any votes or recommendations from committees, shall be provided the candidate and his/her department. Upon receipt of the letter from the dean, the candidate has the opportunity to reply in writing to the President, such a reply becoming a part of the record.

D. Council on Promotions and Continuing Appointments

1. The Council shall examine each recommendation transmitted to it to verify that the rules of Section I and V-B and C have been observed.

2. The Council shall transmit its recommendations to the President. Recommendations involving continuing appointment alone shall be transmitted by April 15, all others by March 1.

3. The recommendation of the Council shall be furnished to the dean, the chairperson, and the candidate along with the decision of the President.

E. Personal Presentations by a Candidate

A candidate for promotion and/or continuing appointment may appear at his/her option, before his/her department, before his/her school committee or an ad-hoc cognate field committee, or before the Council on Promotions and Continuing Appointments.

Such personal presentations must occur before votes are taken or other recommendations made. Timely requests for appearances before the department, the school committee or an ad-hoc cognate field committee, or the Council are the responsibility of the candidate.

F. Notification of Faculty Member

The action of the President in each case shall be communicated to the faculty member involved on or about May 1.

G. Withdrawal of Candidacy

A candidate for promotion and/or continuing appointment may elect to withdraw his/her candidacy at any time by submitting a written request to his/her chairperson. A letter of resignation by a candidate shall be interpreted as a withdrawal of his/her candidacy.
SECTION VI. Initial Appointment

If continuing appointment is recommended initially at any rank, all of the procedures outlined above for continuing appointment shall be followed. The deadlines for the completion of the various procedures are waived in these cases.

SECTION VII. Reconsideration After the Mandatory Year

When a member of the faculty has been considered for continuing appointment in the mandatory year and a negative decision has been rendered, this action should be considered final. Exceptional circumstances may cause a candidate to feel that substantial new evidence justifies reconsideration of his or her case. In such exceptional circumstances the following procedures shall apply:

1. The candidate must notify his/her department chairperson of his/her request for reconsideration no later than October 3.

2. The candidate shall provide the department with the new evidence no later than October 15.

3. The members of the department will meet to evaluate the new evidence. Only if the department concludes that the new evidence establishes a substantial change from the situation during the previous consideration will the case be reconsidered and votes be taken as in an original consideration. If the reconsideration results in a negative vote by the faculty and a negative recommendation by the chairperson, the action is final, the request will not be forwarded for further consideration, and the President will be notified. If the reconsideration results in a positive recommendation by either the department or the chairperson, the recommendation for continuing appointment will be transmitted to the school or college.

4. When a positive recommendation is forwarded by a department, each subsequent level of review shall determine to its own satisfaction whether or not there is substantial new evidence warranting reconsideration. This determination will involve a comparison between the total record on which the University decision in the mandatory year was based and the new evidence, available since that decision date, presented by the candidate.

5. A decision at the School or College level not to reconsider shall be transmitted to the Council on Promotions and Continuing Appointments. The Council shall inform the President if it in turn declines to reconsider the case.

6. If the school or college, or the Council, conclude that there is substantial new evidence, it will then send forward in the usual manner its vote for or against continuing appointment.
7. Final actions, including a department's negative decision, will be communicated to the candidate by the President on or before November 17 of the reconsideration year.
Amend Section V-D of Senat Bill

"Guidelines for Promotion and Continuing Appointment" (Agenda 5.4, meeting of May 7, 1979)

1. The Council shall examine each recommendation transmitted to the President to verify that the criteria of Section I and the procedures and deadlines of Section V-B and V-C have been observed.

2. In cases where substantial disagreement exists in the votes within a department or school, or between a department or school vote and the vote of the next level of review (i.e. school or college promotion and continuing appointment review body or ad hoc cognate field review committee), the Council shall review the merits of the case and transmit its recommendations to the President by April 15 in cases only of continuing appointment, and by March 1 in all other cases.

3. Any recommendation which is appealed by the candidate (see Section V-E below) shall be reviewed on its merits by the Council which shall make a recommendation to the President.

4. The recommendation, if any, of the Council shall be furnished to the dean, the chairperson, and the candidate along with the decision of the President.

Rationale

The proposed amendment preserves the essential right of the candidate to appeal any recommendations to a more broadly representative body, while it places at the departmental or school level the primary responsibility for maintaining standards of excellence in the discipline. The proposed amendment does not conflict with any provisions of the Faculty By-Laws.
UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Major in Russian and East European Studies
INTRODUCED BY: Undergraduate Academic Council
May 7, 1979

IT IS PROPOSED THAT the faculty-initiated interdisciplinary major
in Russian and East European Studies be converted to a
university-offered major as of the Fall 1979 semester with the
following degree requirements:

A. B.A. degree: Concentration in History

A total of 54 credits as follows:

1) Russian Civilization (Rus 253)------------------------3 credits

2) History-----------------------------------------------24 credits
   History 353 A & B-------------------------------6 credits
   History 354 A & B-------------------------------6 credits
   History 481 (colloquium)------------------------3 credits
   Electives within the concentration
   (His 352, 360 A & B, 362, 485, 554
   A & B)------------------------------------------6 credits
   General Electives-----------------------------3 credits

3) Language---------------------------------------------18 credits

Students beginning a language at the 100 or 200
level must take all 18 credits in one Slavic
language. Students certified by the Department
of Slavic Languages and Literatures as having
achieved proficiency in a Slavic Language before
having completed 18 hours may elect the remainder
of the requirement from a second Slavic language.

4) Related Courses--------------------------------------6 credits

Six credits in courses approved for the program
elected from disciplines other than history.

5) Senior Seminar (REES 498)--------------------------3 credits

A senior research project approved by the Committee
on Slavic and East European Studies and prepared
under the direction of a participating faculty
member.
B. B.A. degree: Concentration in Language and Literature

A total of 54 credits as follows:

1) Russian Civilization (Rus 161) or Who are the Soviets?
   (Rus 162)---------------------------------------------3 credits

2) Language and Literature--------------------------------27 credits
   a) Russian language----------------------------------15 credits
      (all courses must be above the level of Rus 201)
   b) Survey of Russian literature---------------------8 credits
      (including Rus 261, 262, 263, 264)
   c) Electives within the Department------------------4 credits
      of Slavic Languages and Literatures

3) History-----------------------------------------------15 credits
   History 353 A or B, His 354 A or B, His 481 (Colloquium)
   and 6 credits of history electives from courses
   approved for the program (including His 352, 360 A & B,
   362, 485, and 554 A & B)

4) Related courses----------------------------------------6 credits
   Six credits of courses approved for the program
   from disciplines other than Slavic Languages
   and Literatures.

5) Senior Seminar (REES 498)-----------------------------3 credits
   A senior research project approved by the
   Committee on Slavic and East European Studies
   and prepared under the direction of a
   participating faculty member.

Total course requirement----54 credits

RATIONALE

At the current time, the major in Russian and East European Studies
is classified as a faculty-initiated interdisciplinary major. When
approval for the concept of this type of major was approved by the State
Education Department, they indicated that such faculty-initiated
interdisciplinary majors should be considered by SUNY at Albany for
conversion to regular university-offered majors after they have been
operational for a few years.
We are currently being pressured to make this conversion for Russian and East European Studies by the State Education Department if we wish to continue offering this major as well as proposing new majors under the "interdisciplinary" title. This conversion will also aid our university in its student recruitment process because we would then be able to list Russian and East European Study in the SUNY admissions booklet, which currently cannot be done. The Curriculum Committee believes the major in Russian and East European Studies has merit and recommends that it be converted to a university-offered major.

SUPPORTING DOCUMENTATION

SUNY Central Administration has instructed us to submit our proposal for the major in Russian and East European Studies to include the following information: NEED, OBJECTIVES, FACULTY, FACILITIES, CURRICULA, AND MEANS OF EVALUATING THE PROGRAM. Each of these areas is addressed below.

NEED

The present undergraduate interdisciplinary major/second field program leading to a B.A. in Russian and East European Studies with a concentration in language or history was proposed by the Committee on Slavic and East European Studies in February 1975 and was subsequently approved and initiated. At present five students are majoring in the program.

The Advisory Committee and the Program Director now propose that the status of the REES Program be changed from that of a faculty-initiated major to a regular university offered major. As in the past, the REES Program would be an interdisciplinary major/second-field program leading to a B.A. in Russian and East European Studies with a concentration in language or history (the two strongest SUNYA departments involved in this area). Russian and East European Studies are, of course, long established in American institutions of higher learning and continue to serve national needs. SUNYA resources (faculty, courses, library materials, etc.) and the undergraduate exchange with the Maurice Thorez Moscow State Pedagogical Institute of Foreign Languages, the only undergraduate semester exchange program with Russia in the United States, amply justify the continuance and development of the program. Current enrollments in Russian language, in Russian and East European History and in related courses in other disciplines, clearly demonstrate a real and continuing student interest in this area at SUNYA.

The coordinated interdisciplinary major enables students to take maximum advantage of SUNYA resources and thereby obtain excellent preparation for graduate work in a variety of disciplines or professional work in government, secondary education, business, journalism and the like.
OBJECTIVES

Among the more important goals of the REES Program are the following:

1) To provide students with expert guidance in acquiring a broad, relevant experience in the field;
2) To guarantee that students develop the necessary language skills for success in the field;
3) To offer language majors a choice between the traditional program in literature and a program in history and civilization;
4) To assure that students acquire a comprehensive view of Russian and East European civilization instead of the narrower perspective of a single discipline.

In addition, the REES Program would be beneficial to the faculty and the university, e.g., with respect to

1) Providing an opportunity to develop new, interdisciplinary courses in addition to the existing course on Slavic Civilization; and,
2) Coordination of the acquisition, use and financing of library materials, audio-visual materials, and extra-curricular programs.

CURRICULUM

The degree requirements for the major in Russian and East European Studies are outlined on pages 1 and 2 of this proposal.

COURSES IN RUSSIAN AND EAST EUROPEAN STUDIES

Following is a listing of all undergraduate courses currently offered at SUNYA that deal wholly or in significant part with the Slavic and East European area. In addition, independent study of other topics may be undertaken with participating faculty.

Anthropology
Ant 350 Peasant Society and Culture (3)
Ant 465 Jewish Communities (where appropriate) (3)

Art
Art 354 Art of Eastern and East Central Europe (up to the 17th century) (3)

Economics
Eco 440 Comparative Economic Systems (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gog 368</td>
<td>Geography of Eastern Europe</td>
<td>(3)</td>
</tr>
<tr>
<td>Gog 371</td>
<td>Geography of the Soviet Union</td>
<td>(3)</td>
</tr>
<tr>
<td>His 352</td>
<td>History of Austria</td>
<td>(3)</td>
</tr>
<tr>
<td>His 353A</td>
<td>History of Eastern Europe</td>
<td>(3)</td>
</tr>
<tr>
<td>His 353B</td>
<td>History of Eastern Europe</td>
<td>(3)</td>
</tr>
<tr>
<td>His 354A</td>
<td>History of Russia</td>
<td>(3)</td>
</tr>
<tr>
<td>His 354B</td>
<td>History of Russia</td>
<td>(3)</td>
</tr>
<tr>
<td>His 360A</td>
<td>The Byzantine Empire, 300-1453</td>
<td>(3)</td>
</tr>
<tr>
<td>His 360B</td>
<td>The Balkans under Ottoman Rule</td>
<td>(3)</td>
</tr>
<tr>
<td>His 481</td>
<td>Colloquium in European History</td>
<td>(3)</td>
</tr>
<tr>
<td>His 485</td>
<td>Colloquium in Comparative and Cross-Cultural History</td>
<td>(3)</td>
</tr>
<tr>
<td>Jst 171</td>
<td>Modern Yiddish Literature in Translation</td>
<td>(3)</td>
</tr>
<tr>
<td>Jst 344</td>
<td>Modern Period of Jewish History</td>
<td>(3)</td>
</tr>
<tr>
<td>Jst 351</td>
<td>Development of a Particular Jewish Community</td>
<td>(3)</td>
</tr>
<tr>
<td>Jst 373</td>
<td>The Literature of the Holocaust in Translation</td>
<td>(3)</td>
</tr>
<tr>
<td>Jst 366</td>
<td>The Literature of the Hebrew Renaissance</td>
<td>(3)</td>
</tr>
<tr>
<td>Pos 352</td>
<td>Communist Political Systems</td>
<td>(3)</td>
</tr>
<tr>
<td>Pos 354</td>
<td>Government and Politics of the Soviet Union</td>
<td>(3)</td>
</tr>
<tr>
<td>Pos 356</td>
<td>The Foreign Policy of the Soviet Union</td>
<td>(3)</td>
</tr>
<tr>
<td>Pos 499</td>
<td>Senior Seminar on Technology and Politics</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 101-102</td>
<td>Elementary Russian</td>
<td>(2-3)</td>
</tr>
<tr>
<td>Rus 103-104</td>
<td>Elementary Russian</td>
<td>(2-3)</td>
</tr>
<tr>
<td>Rus 160</td>
<td>Russian Literature in Search of New Worlds</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 161</td>
<td>Russian Civilization</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 162</td>
<td>Who Are the Soviets?</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 200</td>
<td>Great Works of Russia in English Translation</td>
<td>(1)</td>
</tr>
<tr>
<td>Rus 201</td>
<td>Intermediate Russian</td>
<td>(5)</td>
</tr>
<tr>
<td>Rus 202</td>
<td>Intermediate Russian</td>
<td>(5)</td>
</tr>
<tr>
<td>Rus 261</td>
<td>Russian Literature joins the West</td>
<td>(2)</td>
</tr>
<tr>
<td>Rus 262</td>
<td>The Birth of the Russian Novel</td>
<td>(2)</td>
</tr>
<tr>
<td>Rus 263</td>
<td>The Modernist Rebellion</td>
<td>(2)</td>
</tr>
<tr>
<td>Rus 264</td>
<td>Soviet Russian Literature</td>
<td>(2)</td>
</tr>
<tr>
<td>Rus 301</td>
<td>Advanced Russian</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 302</td>
<td>Advanced Russian</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 311</td>
<td>Russian Conversation</td>
<td>(2)</td>
</tr>
<tr>
<td>Rus 312</td>
<td>Russian Conversation (The Press)</td>
<td>(2)</td>
</tr>
<tr>
<td>Rus 353</td>
<td>19th Century Russian Novel in English Translation</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 354</td>
<td>20th Century Russian Novel in English Translation</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 356</td>
<td>Tolstoy in English Translation</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 357</td>
<td>Dostoevsky in English Translation</td>
<td>(3)</td>
</tr>
<tr>
<td>Rus 365</td>
<td>Pushkin in English Translation</td>
<td>(2)</td>
</tr>
<tr>
<td>Rus 366</td>
<td>Gogol in English Translation</td>
<td>(2)</td>
</tr>
</tbody>
</table>
Rus 367 Chekhov in English Translation (2)
Rus 368 Solzhenitsyn in English Translation (2)
Rus 397 Independent Study (2-6)
Rus 411 Stylistics of Modern Russian (2)
Rus 412 Russian Word Formation (2)
Rus 413 History of the Russian Language (2)
Rus 421 Literary Analysis (2)
Rus 422 Russian Folklore (2)
Rus 423 Russian Drama (2)
Rus 425 Russian Versification (2)
Rus 426 Russian 19th Century Verse (2)
Rus 427 Russian 20th Century Verse (2)
Pol 101 Elementary Polish (4)
Pol 102 Elementary Polish (4)
Pol 201 Intermediate Polish (3)
Pol 202 Intermediate Polish (3)

Sociology
Soc 446 Eastern Europe: Tradition, Change, Ethnicity (3)

Russian and East European Studies
Res 498 Senior Seminar in Russian and East European Studies (3)

Courses Under Development

Art
Art 354B Art of Eastern and East Central Europe (to the present) (3)

500-Level Courses

Seniors in the Slavic and East European Program would be eligible
to take the following 500-level courses with the appropriate permission:

Anthropology
Ant 568 Peasant Society and Preindustrial Cities (4)

History
His 553 History of Eastern Europe (3)
His 554A History of Imperial Russia (3)
His 554B History of the Russian Revolution, 1905-1953 (3)

Political Science
Pos 552 Comparative Communist Systems (4)
Pos 564 Domestic Politics of the Soviet Union (4)
Pos 586 Soviet Foreign Policy (4)
Slavic Languages and Literatures

Rus 501 Translation into English
Rus 502 Translation into Russian
Rus 515 Phonology of Modern Russian
Rus 516 Morphology of Modern Russian
Rus 541 The Golden Age
Rus 542 The Natural School
Rus 543 Modernist Prose
Rus 544 Soviet Russian Literature

Possible Elective Courses

The following courses involve at least peripherally some Russian playwrights and theoreticians and might serve as electives for REES majors in consultation with advisors:

Thr 210B World Drama from the 19th Century to the Present
Thr 330 Theories of Dramatic Production
Thr 540 The Modern Theatre
Thr 570 Masters of Modern Drama

FACULTY

A new Advisory Committee on Slavic and East European Studies at SUNYA was nominated on October 11, 1978, composed of Professors M. Frinta (Art), W. Heiser (Geography), N. Kisseleff (Slavic), E. Scatton (Slavic), K. Shaffer (University Library), A. Shane (Slavic) and J. Zacek (History). At the same time, R. Patterson (Slavic) was nominated by the Advisory Committee to serve as the REES Program Director. On October 16, 1978, the Director and the Advisory Committee members were formally appointed by John W. Shumaker, Dean of the College of Humanities and Fine Arts, to serve for the academic year 1978-1979.

In addition to the Advisory Committee, the following faculty are involved with the Russian and East European Studies Program.

Anthropology
Walter Zenner, Ph.D., Columbia University

Art
Mojmir Frinta, Ph.D., University of Michigan

Economics
Kuan I. Chen, Ph.D., Pennsylvania State University

Geography
Wayne Heiser, Ph.D., Northwestern University
History

Thomas Barker, Ph.D., University of Minnesota
R. Hoffman, Ph.D., Brandeis University
Clara Tucker, Ph.D., Syracuse University
Joseph Zacek, Ph.D., University of Illinois
John Monfasani, Ph.D., Columbia University

Judaic Studies

Sefton Temkin, Ph.D., Hebrew Union College
Allan Yuter, Ph.D., New York University

Library Services

Ms. Kay Shaffer, MLS, Indiana University
Mrs. Maria Zych, MLS, State University of New York at Albany

Political Science

Erik Hoffman, Ph.D., Indiana University

Slavic Languages and Literatures

Henryk Baran, Ph.D., Harvard University
Toby Clyman, Ph.D., New York University
Natalia Kisseleff, Ph.D., University of Toronto
Sophia Lubensky, Kandidat nauk, Leningrad University
Rodney Patterson, Ph.D., University of California at Los Angeles
Ernest Scatton, Ph.D., Harvard University
Alex Shane, Ph.D., University of California at Berkeley
Natasha Wolniansky, M.A., Sorbonne

Sociology

Alicja Iwanska, Ph.D., Columbia University

Theatre

Jarka Burian, Ph.D., Cornell University

FACILITIES

The course work and faculty necessary for such a program already exist at Albany. In addition, the undergraduate exchange program with the Soviet Union provides a unique opportunity for study in Russia. The SUNY-Moscow State University graduate and faculty exchange (the only US-USSR direct institutional exchange of graduate students and faculty) provides an additional dimension to the REES Program: it provides the opportunity for REES majors to continue their study of Russian and Russian affairs after the completion of the B.A. as SUNY graduate students. In terms of volumes already acquired and the nature and rate of acquisition of new materials, the SUNYA library resources have already been judged as adequate for work toward the M.A. in Russian language and graduate work in Russian and East European History. The facilities of all contributing departments are adequate for their programs and would therefore be adequate for the REES program.
Library Collection

The collection of library materials most directly supporting the Russian and East European Studies Program consists of more than 22,800 volumes. Of these, approximately 8,000 volumes are in English, 12,000 volumes in Russian, and 2,280 volumes in other languages.

A survey of these holdings in direct support of the Russian and East European Studies Program reveals the following distribution by subject (according to the library of Congress classification scheme):

<table>
<thead>
<tr>
<th>Class</th>
<th>Subject</th>
<th>Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-BD</td>
<td>General Works</td>
<td>1200</td>
</tr>
<tr>
<td>BL-BX</td>
<td>Philosophy</td>
<td>245</td>
</tr>
<tr>
<td>C-DJK</td>
<td>History and auxiliary sciences</td>
<td>5780</td>
</tr>
<tr>
<td>G-GF</td>
<td>Geography</td>
<td>70</td>
</tr>
<tr>
<td>GN-GV</td>
<td>Anthropology, folklore, recreation</td>
<td>100</td>
</tr>
<tr>
<td>H-HJ</td>
<td>Statistics, economics, industry, transportation, commerce, finance</td>
<td>1665</td>
</tr>
<tr>
<td>HM-HX</td>
<td>Sociology, social pathology, social welfare, criminology, socialism, communism, anarchism</td>
<td>700</td>
</tr>
<tr>
<td>J-JX</td>
<td>Political Science</td>
<td>665</td>
</tr>
<tr>
<td>L-LT</td>
<td>Education</td>
<td>140</td>
</tr>
<tr>
<td>M-MT</td>
<td>Music</td>
<td>75</td>
</tr>
<tr>
<td>N-NX</td>
<td>Fine Arts</td>
<td>230</td>
</tr>
<tr>
<td>P-PN</td>
<td>Language and Literature</td>
<td>10675</td>
</tr>
<tr>
<td>U-VM</td>
<td>Military and naval science</td>
<td>215</td>
</tr>
<tr>
<td>Z</td>
<td>Bibliography</td>
<td>825</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>22800</td>
</tr>
</tbody>
</table>

The University Library lists more than 200 periodical titles and 15 newspaper titles relating directly to Russian and East European Studies.

The total collection of the University Library numbers more than 850,000 volumes and provides additional support to the program in Russian and East European Studies through more general reference materials and bibliographic sources. The library holdings also include a complement of materials in Russian and other Slavic languages which primarily support other disciplines, particularly in the sciences.

Interlibrary Loan

For materials not in the library collection, students and faculty may use the interlibrary loan services to gain access to the resources of other libraries in the United States and abroad. Two regional cooperative arrangements are the Capital District Library Council (CDLC) and the New York State Inter-Library Loan Network (NYSILL). The State University of New York at Albany is also a member of the Center for Research Libraries (CRL) in Chicago which collects research materials.
not readily obtainable elsewhere and makes them available to individual scholars of member institutions.

In addition, SUNY Albany enjoys reciprocal interlibrary loan privileges with a number of libraries, including the Lenin Library in Moscow.

Acquisitions

Each year discretionary funds are allocated to the various subject bibliographers in proportion to the total acquisitions funds available. These funds are used for the purchase of monographs, the placing of new serial subscriptions and standing orders, and the purchase of retrospective holdings of serials or sets.

Through an approval plan with the Victor Kamkin Bookstore, the library regularly receives books recently published in Russian in the Soviet Union of academic or research interest, according to a selective profile. This profile includes subjects in the humanities and social sciences which have been identified as relevant to support a program in Russian and East European Studies.

Other approval plans with Ballen Booksellers and Blackwell North American automatically provide the library with current English language publications (from both the United States and the United Kingdom), including university press publications, according to profiles reflecting the academic programs of the university. These profiles also include English language monographs which support the Russian and East European Studies Program.

EVALUATION

The Program would be evaluated internally on a continuing basis by the Advisory Committee, which would investigate the viability of the existing curriculum and the desirability of modifying or expanding the program's offerings. Further evaluation of the program will be conducted by the Undergraduate Program Review Committee of the Undergraduate Academic Council as part of its regularly scheduled cycle of evaluation of all undergraduate programs.
SENATE HIGHER EDUCATION COMMITTEE
ASSEMBLY HIGHER EDUCATION COMMITTEE

STATE OF NEW YORK
NOTICE OF PUBLIC HEARINGS

SUBJECT: The examination and assessment of standardized testing in light of legislation currently before the Senate and Assembly of the State of New York.

PURPOSE: To gather information relative to open standardized testing.

DATE: Wednesday, May 9, 1979
TIME: 11:30 a.m.
PLACE: Hearing Room A
        Legislative Office Building
        Albany, New York 12247

Persons wishing to present pertinent testimony to the Joint Committee at the above hearing should complete and return the enclosed reply form as soon as possible. It is important that the reply form be fully completed and returned so that persons may be notified in the event of emergency postponement or cancellation.

Oral testimony will be limited to five minutes. Ten copies of prepared testimony should be submitted to the hearing registration desk.

In order to further publicize these hearings, please inform interested parties and organizations of the Joint Committee's interest in hearing testimony from all sources.

[Signature]
Senator Kenneth P. LaValle
Chairman
Senate Higher Education Committee
MEMORANDUM

S-5200 by senator LaValle
A-7668

In Support of AN ACT to amend the education law, in relation to standardized testing

PURPOSE:

This legislation would add a new article to be 7-A of the Education Law.

SUMMARY:

The bill requires the following:

1. The submission of statistical data regarding standardized tests to the Commissioner of Education.

2. The disclosure of test contents by filing with the Commissioner the test questions and corresponding answers.

3. The notification to prospective test takers of:
   a. the purposes for which the test is constructed and intended to be used
   b. the subject matters included on such test and the knowledge skills which the test purports to measure
   c. statements of how the test results should be interpreted.
   d. how test scores will be reported
   e. any promises or covenants that the test agency makes to the test subject
   f. whether test scores are the property of the test subject or test agency.

4. Current test scores shall not be released unless specified by the test subject.

JUSTIFICATION:

Each year millions of New York State students have their educational futures controlled by standardized tests. In undergraduate colleges as well as professional schools test scores carry great weight in determining which students will be permitted to continue their education at specific schools.

At present little information about standardized testing is generally available to those who take the tests or make use of the test results, leaving an unclear understanding of their value and significance. Additionally, the organizations that give the tests are not accountable to any outside agencies and are thereby not required to demonstrate the accuracy, validity, or predictability of tests or test scores.
Generally, students, parents, educators, and administrative officials are quick to judge test results but slow to understand their educational implications. For example: What do test scores mean? How accurate are they? What do these tests actually measure?

The aim of this legislation is not to eliminate standardized testing but rather, by requiring essential information be provided to the public, to encourage responsible use of these important tests.

**EFFECTIVE DATE:**

First day of January next succeeding the date on which it shall become law.
Section 1. The education law is amended by adding a new article seven-A to read as follows:

**ARTICLE 7-A**

**STANDARDIZED TESTING**

Section 340. Definitions.

341. Background reports and statistical data.


343. Notice.

344. Disclosure of test scores.

345. Regulations.

346. Violations.

347. Severability.

Section 340. Definitions. As used in this article:

"Standardized test" or "test" means any test that is given at the expense of the test subject and designed for use in the process of post-secondary or professional school admissions. Such tests shall include, but are not limited to, the Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, American College Testing Program, Graduate Record Examination, Medical College Admission Test, Law School Admission Test, Dental Admission Testing Program, Graduate Management Admission Test, and Miller Analogies Test. This article shall not apply to any state, federal, or local civil service test, nor shall it apply to any tests used for non-admission, placement, or required by examination
purposes, or any test developed or administered by an individual school or institution for its own purposes.

2. "Commissioner" means the commissioner of education of the state of New York.

3. "Test subject" shall mean the individual to whom a test is administered.

4. "Test agency" shall mean any organization, association, corporation, partnership, or individual or person that develops, sponsors or administers a test.

Sec. 341. Background reports and statistical data. Whenever any test agency compiles, collects, or prepares any studies, evaluations, or statistical reports pertaining to a test, such information, including any recommendations, conclusions, or summaries, reached therefrom, shall be promptly submitted to the commissioner. Such information shall include, but is not limited to, studies or data relating to correlations between test scores and grades, ability to graduate, socio-economic status, background characteristics of test subjects or occupational performance; studies or data relating to test validity, reliability, cultural bias or equating.

2. All data, reports, or other documents submitted pursuant to this section contain information identifiable with
any individual test subject, such information shall be deleted or
redacted prior to submission.

1. All data, reports or other documents submitted pursuant
to this section shall be public records.

Sec. 342. Disclosure of test contents. 1. Within thirty
days after the results of any standardized test are released, the
test agency shall file in the office of the commissioner a copy
of the test questions graded for the purpose of calculating the
test subjects' raw score and corresponding acceptable answers to
those questions.

2. After the test has been filed with the commissioner, the
test agency upon request from the test subject shall send a
copy of the subject's individual answer sheet and a copy of test
questions used in determining the subject's raw score to the test
subject. The test subject shall request test contents within one
hundred eighty days of the administration of the test. The
agency may charge a nominal fee for sending out such information
not to exceed the direct cost of providing the information.

3. Documents submitted to the commissioner pursuant to this
section shall be public records.

Sec. 343. Notice. The test agency shall provide along
with the registration form for a test, the following information:
1. The purposes for which the test is constructed and is intended to be used.

2. The subject matters included on such test and the knowledge and skills which the test purports to measure.

3. Statements designed to provide information for interpreting test results, including but not limited to explanations of the test score scale, the standard error of measurement of the test, a list of correlations between test scores and grades, ability to graduate, family income, socio-economic status, background characteristics of test subject, and occupational performance.

4. How the test scores will be reported, whether the scores will be in any way transformed and reported as part of an index number, predicted first-year averages, and whether these transformed scores will be reported to the test subject.

5. A complete description of any promises or covenants that the test agency makes to the test subject with regard to accuracy of scoring, timely forwarding of information, policies for notifying test subjects regarding inaccuracies in scoring or score reporting, and privacy of information relating to the test subject.

6. Whether or not the test scores are the property of the test subject, how long they will be retained by the test agency.
and policies regarding storage, disposal, and future use of test score data.

7. Any institution which is a test score recipient shall be provided with the information specified in this section. The test agency shall provide such information prior to or coincident with the first reporting of a test score or scores to a recipient.

Sec. 344. Disclosure of test scores. The score of any test subject shall not be released or disclosed by the test agency to any person, organization, corporation, association, school, college, university, or governmental agency or subdivision unless specifically authorized by the test subject. A test agency may not ever release all previous scores received by a test subject on a test to anyone designated by the test subject to receive the current score.

Sec. 345. Regulations. The commissioner shall promulgate regulations to implement the provisions of this article.

Sec. 346. Violations. Any test agency which violates any section of this article shall be liable for a civil penalty of not more than five hundred dollars for each violation.

Sec. 347. Severability. If any provision of this article shall be declared unconstitutional or invalid, the other provisions shall remain in effect notwithstanding.
Sec. 2. This act shall take effect on the first day of January next succeeding the date on which it shall have become a law.
ATTENDANCE ROSTER

MAY 7, 1979

D. Riddle
Marion Harris
Mark Borkowski
N.H. Conn
E. Garber
H. Hill

Kern Ruth
R.S. Hamner

J. Frank

M. Hynen
John Pipkin
Stephen F. Patterson
Harold Howes

Jimmie Inchturen
Edward Klein
Harriet

Joseph H. Morehead
George Kleina
Ellis Becker

Riedel
Dave Sherr

A. Harpos

M. Engs
Eric Olson

Bernice Watkins
Hessene A. Greenberg
Debrah, Raskin
Sheryl Kushner

Mary Farrell
Murray Phillips

Cath Fote

Shumaker
Scantor
D. Martin

N. Odell

W. I. Berger

E. J. Martin

W. C. Baum
Shelton Borch

Robert Draper
Richard M. Harris

J. S. Uppal

(T)
Harold Howes, Attendance, T. Unnaal
N. Borkowski
E. P. Cannon
John N. Salzer
Ellie Becker
Kat C. Nolting
Robert E. Sonders
Donald B. Bizz
David W. Mentz
Edward C. Klein
Bertha Inakin
Marge Jamell
Stephen Pastrens
R. S. Hansey
Nemer C. Baur
Michael Fodor
BB. Sgard
Robert M. Moore
Highman Hill
Fred Sider
Murray Phillips
Richard K. Hen
John Hartran
J. Shumaker
John S. Pipkin
C. L. H.
George M. Martin
Paul W. Wallace
A. Kluea
D. Groce
G. Hunter
Joseph Janiszew
James E. Belt
B. W. Atten
J. L. Hill
IL. Clark
Shelton Bond
D. Martin
D. Bierman
Capt. Scott
John T. Scott
J. S. Uprire
E. Scatton
Joan Saviitt
Alex Shain
FIRST BALLOT

SECOND BALLOT

THIRD BALLOT

FOURTH BALLOT
Attendance

P. Hardt
M. Bens
R. Albert
B. Yakin
P. Vaillancourt
D. Gress
Mark Borkowski
R. Klages
H. Conn
M. Farrell
Mark Hynatt
Sue Good
Jeff Morgenstern
Rick Mckay

Richard Nagle
Tony Bardsley
Bill tape
Patrick and
Arnie Jornvall

Two more that
Ed E. Bandmann
MEMORANDUM

TO: Members of the 1979-1980 University Senate

FROM: Kevin Burke, Chairperson

DATE: May 9, 1979

The 1979-1980 Senate will reconvene on Monday, May 14, 1979, at 2 p.m. in the Campus Center Assembly Hall.

The agenda will consist of action on the council memberships for 1979-1980 and election of three students to the Executive Committee.

Kevin Burke, Chairperson
1979-1980 Membership

Council on Educational Policy - Ricardo Nirenberg, Convener

Ex Officio: Vincent O’Leary, President
David Martin, Vice President for Academic Affairs
John Hartigan, Vice President for Finance & Business
* Lewis Welch, Vice President for University Affairs

Member, Conference of Deans: ________________________________

Teaching Faculty: Al Cali, EPPI (Professor)
Norman Greenfeld, Psychology (Professor)
Marcia Horne, Edu. Psychology (Assistant)
Harvey Kahalas, Business (Associate)
*Sung Bok Kim, History (Associate)
Mina LaCroix, Library (Senior Asst. Librarian)
*Robert Meyers, Philosophy (Associate)
*Ricard Nirenberg, Mathematics (Associate)
*Ernest Scatton, Slavic Studies (Associate)
*Jogindar Uppal, Economics (Professor)

Non-Teaching Faculty: *Donald Bunis, Registrar
Patrick Terenzini, Institutional Research
*Louise Tornatore, Psychology

Undergraduate Students: ________________________________

Graduate Students: ________________________________

Undergraduate Academic Council - Harold Cannon, Convener

Ex Officio: David Martin, Vice President for Academic Affairs
*Helen Desfosses, Dean of Undergraduate Studies

Teaching Faculty: Christine Bose, Women’s Studies (Assistant)
*Harold Cannon, Business
Robert Frost, Chemistry

Italics indicate first-year appointees.
### Undergraduate Academic Council—contd.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Teaching Faculty</td>
<td>*Sharon Bonk, Library</td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td></td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Academic Council—Charles Tarlton, Convener

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex Officio</td>
<td>David Martin, Vice President for Academic Affairs, Dean of Graduate Studies</td>
</tr>
<tr>
<td>Teaching Faculty</td>
<td>*Edward Christensen, Counseling Psychology (Associate)</td>
</tr>
<tr>
<td></td>
<td>Dorothy Christiansen, Library (Bibliographer)</td>
</tr>
<tr>
<td></td>
<td>*Robert Greene, French (Professor)</td>
</tr>
<tr>
<td></td>
<td>Sara Schyfter, Hispanic &amp; Italian Studies (Assistant)</td>
</tr>
<tr>
<td></td>
<td>Dean Snow, Anthropology (Associate)</td>
</tr>
<tr>
<td></td>
<td>*Charles Tarlton, Political Science (Professor)</td>
</tr>
<tr>
<td></td>
<td>*Jon Zubieta, Chemistry (Assistant)</td>
</tr>
<tr>
<td>Non-Teaching Faculty</td>
<td>Wendell Lorang, Institutional Research</td>
</tr>
<tr>
<td>Undergraduate Student</td>
<td></td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
</tr>
</tbody>
</table>

### Student Affairs Council—Melvin Bers, Convener

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex Officio</td>
<td>Neil Brown, Dean for Student Affairs</td>
</tr>
<tr>
<td>Teaching Faculty</td>
<td>*Melvin Bers, Economics (Professor)</td>
</tr>
<tr>
<td></td>
<td>*James Groark, Library (Bibliographer)</td>
</tr>
<tr>
<td></td>
<td>*Richard Hauser, Biology (Professor)</td>
</tr>
<tr>
<td></td>
<td>Walter Zenner, Anthropology (Associate)</td>
</tr>
</tbody>
</table>
Page 3

Student Affairs Council--contd.

Non-Teaching Faculty: Carlos Cupril, Educational Opportunity Program
  John Henighan, Security
  Stanley Schwartz, CUE
  Patricia Snyder, Residence

Undergraduate Students:_________________________________________________________________

____________________________________________________________________________________

Graduate Students:_____________________________________________________________________

Council on Research - Bernard Vonnegut, Convener

Ex Officio: Frank Lucarelli, Vice President for Research

  Frank Lucarelli, Director of Research

Teaching Faculty: Stephen DeLong, Geology (Associate)
  Mojmir Frinta, Art (Professor)
  *Robert Hardt, Criminal Justice (Professor)
  *Paul Meadows, Sociology (Professor)
  Fred Ohnmacht, Educ. Psychology & Statistics (Professor)
  Helen Requeiro, English (Associate)
  *Bernard Vonnegut, Atmospheric Sciences (Professor)
  Joseph Zacek, History (Professor)

Non-Teaching Faculty: Thomas Kelly, GSPA
  Robert Pfeiffer, Computing Center

Undergraduate Students:________________________________________________________________

Graduate Students:_____________________________________________________________________

Council on Academic Freedom & Ethics - Joseph Wall, Convener

Teaching Faculty: Donna Dolan, Library (Assistant Librarian)
  *Gordon Purrington, EPP (Assistant)
  *Larry Staley, English (Professor)
  *Joseph Wall, History (Professor)
  Dwight Wallace, Anthropology (Associate)
Page 4

CAFE—contd.

Non-Teaching Faculty:
*Robert Gibson, CUE
George Litchford, Counseling

Undergraduate Students:

Graduate Students:

Council on Promotions & Continuing Appointments - Mark Berger, Convener

Ex Officio: David Martin, Vice President for Academic Affairs

Teaching Faculty:
*Mark Berger, EPPI (Professor)
*Richard Hall, Sociology (Professor)
Floyd Henderson, Geography (Associate)
Rudolph Nelson, English (Assistant)
Laura Roth, Physics (Associate)
*Robert Sanders, Rhetoric & Communication (Associate)
John Seagle, Business (Associate)
David Shub, Biology (Associate)

Undergraduate Students:

Graduate Students:

Library Council - James Riedel, Convener

Teaching Faculty:
*Werner Baum, Biology (Professor)
Alberto Carlos, Hispanic & Italian Studies (Professor)
Lindsay Childs, Mathematics (Professor)
Robert Donovan, English (Professor)
*Frank Femminella, EPPI (Associate)
*George Klima, Anthropology (Professor)
Donald Liedel, History (Professor)
Edward Reilly, Computer Science (Associate)
*James Riedel, Political Science (Professor)
*Pauline Vaillancourt, Library Science (Associate)

Undergraduate Students:

Graduate Students: Christian Eilers, GSPA
FIRST BALLOT

CHAIRMAN-ELECT

☐ Eugene Garber, English

☐ Ricardo Nirenberg, Mathematics

SECOND BALLOT

CHAIRMAN-ELECT

☐

☐

THIRD BALLOT

CHAIRMAN-ELECT

☐

☐

FOURTH BALLOT

CHAIRMAN-ELECT

☐

☐
<table>
<thead>
<tr>
<th>BALLOT</th>
<th>SECRETARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST</td>
<td>John Pipkin, Geography</td>
</tr>
<tr>
<td>SECOND</td>
<td></td>
</tr>
<tr>
<td>THIRD</td>
<td></td>
</tr>
<tr>
<td>FOURTH</td>
<td></td>
</tr>
<tr>
<td>FIRST BALLOT</td>
<td>EXECUTIVE COMMITTEE</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Donald Birn, History</td>
<td>David Shub, Biology</td>
</tr>
<tr>
<td>Edward Christensen, Educ. Psychology</td>
<td>Bertha Wakin, Business Education</td>
</tr>
<tr>
<td>George Klima, Anthropology</td>
<td></td>
</tr>
<tr>
<td>Robert Sanders, Rhetoric</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND BALLOT</th>
<th>EXECUTIVE COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD BALLOT</th>
<th>EXECUTIVE COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH BALLOT</th>
<th>EXECUTIVE COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FIRST BALLOT

EXECUTIVE COMMITTEE (NTP)

☐ Kay Hotaling, General Studies  ☐

☐  ☐

☐  ☐

☐  ☐

SECOND BALLOT

EXECUTIVE COMMITTEE (NTP)

☐  ☐

☐  ☐

☐  ☐

☐  ☐

THIRD BALLOT

EXECUTIVE COMMITTEE (NTP)

☐  ☐

☐  ☐

☐  ☐

☐  ☐

FOURTH BALLOT

EXECUTIVE COMMITTEE (NTP)

☐  ☐

☐  ☐

☐  ☐
ATTENDANCE ROSTER
APRIL 30, 1979

A Handt

Donald S. Birn
B. Harn

Jon T. Scott

Paul W. Wallace

M. I. Berger

R. Meyers

Sampson Kim

Richard Fleck

Anne J. Treadway

Mary Farrell

E K Garber

R. E. Hobbs

P. W. Anderson

Anne Roberts

P. D. Deja

David Martin

Leo Murdica

R. A. Christiansen

Scotti
MEMORANDUM

TO: Members of the 1979-1980 University Senate

FROM: Kevin Burke, Chairperson

DATE: April 20, 1979

The first organizational meeting of the 1979-1980 University Senate will be held on Monday, April 30, 1979, at 3 p.m. in the Campus Center Assembly Hall.

The only business to be transacted at this meeting is the election of the officers (Chairperson-Elect and Secretary) and the Executive Committee of the 1979-1980 Senate (two teaching faculty, one non-teaching professional, and three students).

NOTE: Those Senators elected to the Executive Committee will meet on Tuesday and Wednesday to select the members of the Senate councils for 1979-1980.
University Senate

Minutes

April 30, 1979

The meeting was called to order at 3:05 p.m. by the Chairperson, Kevin Burke, in Lecture Center 20.

1. Announcements

Professor Burke reminded the Senators that the only business to be transacted at the meeting would be the election of the 1979-1980 Executive Committee. He also noted that the newly elected Executive Committee would hold its first meeting on May 1, 1979, at 8:30 a.m. in ADM 253.

All faculty Senators were urged to attend the general faculty meeting on Thursday, May 3, 1979.

2. Chairperson-Elect

Eugene Garber (English) and Ricardo Nirenberg (Mathematics) were nominated for the position of Chairperson-Elect by the Executive Committee. Jogindar Uppal (Economics) and Joseph Wall (History) were nominated from the floor. Professor Wall declined the nomination.

Senator Cannon moved that the nominations be closed. Motion seconded and approved.

Senator Garber was elected on the first ballot.

3. Secretary

John Pipkin (Geography) was nominated for the position of Secretary by the Executive Committee. There were no nominations from the floor.

Senator Cannon moved that the nominations be closed and that the election be unanimous. Motion seconded and approved.

4. Executive Committee - Non-Teaching Faculty

Kay Hotaling (Continuing Studies) was nominated by the Executive Committee. There were no nominations from the floor.
Senator Cannon moved that the nominations be closed and that the election be unanimous. Motion seconded and approved.

5. Executive Committee - Teaching Faculty

Donald Birn (History), Edward Christensen (Counseling Psychology), George Klima (Anthropology), Robert Sanders (Rhetoric & Communication), David Shub (Biology), and Bertha Wakin (Business Education) were nominated by the Executive Committee. Jogindar Uppal (Economics) was nominated from the floor.

Senator D. Martin moved that the nominations be closed. Motion seconded and approved.

No decision was reached on the first ballot.

Professor Birn was elected on the second ballot.

No decision was reached on the third ballot.

Professor Wakin was elected on the fourth ballot.

6. Senator Scatton requested that biographical information be submitted for all candidates for future elections to the Executive Committee.

Senator Kim requested that all candidates for appointment to the Council on Promotions and Continuing Appointments submit a copy of their vita to the Executive Committee for review. After some discussion it was agreed that this request would pertain to the 1980-1981 CPCA and all future CPCA appointments.

Senator Burke recessed the meeting until 2 p.m., Monday, May 14.

Minutes of May 14, 1979

The meeting was called to order at 2:10 p.m. in the Campus Center Assembly Hall by the Secretary, John Pipkin. Senator Pipkin announced that in the absence of the Chairperson and the Chairperson-Elect, he would chair this meeting.

Senator Pipkin noted that the sole order of business would be the approval of the membership of the 1979-1980 Senate councils. He also noted that if the Senators disagreed with the make-up of a particular council, the proper procedure would be to return the entire council to the Executive
Committee for restructuring instead of attempting to alter the membership on the floor of the Senate.

1. **Council on Educational Policy**

   Senator Frank moved acceptance of the membership of the Council; motion seconded by Senator Borkowski and approved by majority vote.

2. **Undergraduate Academic Council**

   Walter Farmer (Teacher Education) was added to the membership list. Senator Frank moved acceptance of the membership; motion seconded by Senator Wakin and approved by majority vote.

3. **Graduate Academic Council**

   John Rosenbach (Educational Psychology) was added to the membership list. Senator Frank moved acceptance of the membership; motion seconded by Senator Gross and approved.

4. **Student Affairs Council**

   Senator Frank moved acceptance of the membership of the Student Affairs Council; motion seconded and approved.

5. **Council on Research**

   Senator Frank moved approval of the membership; motion seconded by Senator Riedel and approved.

6. **Council on Academic Freedom and Ethics**

   Senator Frank moved acceptance of the membership; motion seconded and approved.

7. **Council on Promotions and Continuing Appointments**

   Senator Frank moved acceptance of the membership; motion seconded by Senator Borkowski.

   Senator Riedel questioned the fact that the membership included only two full professors.

   Motion approved by majority vote.
8. **Library Council**

Senator Frank moved acceptance of the membership of the Library Council; motion seconded and approved.

9. **University Community Council**

The membership of the UCC will be presented for approval at the first meeting in the fall.

10. **Election of Student Members to the Executive Committee**

Senator Shub requested that the candidates make a brief presentation stating their qualifications.

Ellie Becker, Mark Borkowski, and Eric Olson were nominated for membership. There were no other nominations.

Senator Riedel moved that the nominations be closed and that the Secretary cast one vote in desperation; motion seconded and approved.

Senator Pipkin reminded the conveners that it is their responsibility to call the organizational meeting of the councils and that the councils should meet as soon as possible.

The meeting was adjourned at 2:25 p.m.
ATTENDANCE LIST
PLEASE BE LEGIBLE!

Kevin Burke
Sue Ann Bank
Susan Gold
Mark Hatfield
Geoff Kauia
R. Farrell
Francine Frank
Donald S. Bier

John Pippin
Kazakhstan
Helena C. Baum

I. Bakhru
Harry Staley
B. Vonnegut

James C. Blans

Frederic Baldwin
M. J. Berger
Richard C. Seng
E. W. Leben

Mark Borkowski

J. J. Waller

Jung Bok Kim
Gregg Weinloch
David Myler

Bill Pepe

J. B. Strickland

David W. Hinton
Jeff Morgenstern

Bill Pepe

Dana E. Roth

H. D. Taylor

David Yowler
Ellie Becker
L. B.
## Programmatic Summary

### FINAL BUDGET REQUEST

**State University of New York**  
**Campus: Albany**

### Summary of Program Increases

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE Positions</th>
<th>Graduate Programs &amp; Research</th>
<th>Undergrad. Programs</th>
<th>Pub.Sw. &amp; Community Outreach</th>
<th>Quality of Campus Environment</th>
<th>Planning and Budgeting</th>
<th>Campus-wide</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Growth</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Positions (6); Support Staff</td>
<td>12</td>
<td>$ -</td>
<td>$99,200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>99,200</td>
</tr>
<tr>
<td>Supplies for Additional Lab Courses in Sciences</td>
<td>-</td>
<td>-</td>
<td>26,200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26,200</td>
</tr>
<tr>
<td>EOP/Minority Student Admissions</td>
<td>1</td>
<td>-</td>
<td>8,700</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8,700</td>
</tr>
<tr>
<td>Financial Aids-Federal Aid Programs</td>
<td>2</td>
<td>-</td>
<td>11,800</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11,800</td>
</tr>
<tr>
<td>Disabled Student Services Program</td>
<td>1</td>
<td>-</td>
<td>4,100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4,100</td>
</tr>
<tr>
<td>Total Increase - Growth</td>
<td>16</td>
<td>$ -</td>
<td>$150,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>150,000</td>
</tr>
<tr>
<td><strong>II. Strengthening Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Waiver Support 1/</td>
<td>-</td>
<td>$(250,000)</td>
<td>$(250,000)</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>285,000</td>
</tr>
<tr>
<td>Library Acquisitions-per Voight Formula</td>
<td>-</td>
<td>-</td>
<td>285,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>285,000</td>
</tr>
<tr>
<td>Research Space Rental</td>
<td>-</td>
<td>-</td>
<td>30,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30,000</td>
</tr>
<tr>
<td>Instructional Equipment</td>
<td>-</td>
<td>-</td>
<td>100,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td>Supplies for Additional Lab Courses in Sciences</td>
<td>-</td>
<td>-</td>
<td>13,900</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13,900</td>
</tr>
<tr>
<td>Affirmative Action Program</td>
<td>-</td>
<td>-</td>
<td>2,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,000</td>
</tr>
<tr>
<td>Student Accounts and Financial Aids-Federal Aid Programs</td>
<td>1</td>
<td>-</td>
<td>7,800</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7,800</td>
</tr>
<tr>
<td>Campus Community Program</td>
<td>1</td>
<td>-</td>
<td>14,700</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14,700</td>
</tr>
<tr>
<td>Disabled Student Services Program-Equipment</td>
<td>-</td>
<td>-</td>
<td>5,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,500</td>
</tr>
<tr>
<td>Resident Assistant Stipends</td>
<td>-</td>
<td>-</td>
<td>20,100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20,100</td>
</tr>
<tr>
<td>Institute of Gerontology</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>12,200</td>
<td></td>
<td></td>
<td></td>
<td>12,200</td>
</tr>
<tr>
<td>Regional Advancement Service</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>25,700</td>
<td></td>
<td></td>
<td></td>
<td>25,700</td>
</tr>
<tr>
<td>Downtown Campus-Custodial, Power Plant, Security</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>43,700</td>
<td></td>
<td></td>
<td></td>
<td>43,700</td>
</tr>
<tr>
<td>Preventative Maintenance</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>17,000</td>
<td></td>
<td></td>
<td></td>
<td>17,000</td>
</tr>
<tr>
<td>Alterations for Physically Handicapped</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15,700</td>
<td></td>
<td></td>
<td>15,700</td>
</tr>
<tr>
<td>Fire Safety Program</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>37,100</td>
<td></td>
<td>37,100</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7,000</td>
<td>7,000</td>
</tr>
<tr>
<td>Middle States Association Accreditation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8,000</td>
<td>8,000</td>
</tr>
<tr>
<td>Budgetary Savings Reduction</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Security Contractual Requirements</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,600</td>
<td>4,600</td>
</tr>
<tr>
<td>Total Increase - Strengthening Programs</td>
<td>19</td>
<td>315,000</td>
<td>164,000</td>
<td>37,900</td>
<td>113,500</td>
<td>15,000</td>
<td>204,600</td>
<td>850,000</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAMMATIC INCREASES**  
35 $315,000 $314,000 $37,900 $113,500 $15,000 $204,600 $1,000,000

1/ Not included in campus totals since tuition waiver support is in SUNY lump sum appropriation.
UNIVERSITY SENATE

DATE: September 10, 1979
TIME: 3 p.m.
LOCATION: Alumni House

AGENDA

1. Approval of Minutes

2. President's Report - Vice President Martin

3. Executive Committee Report

4. Old Business:
   4.1 Action on tabled motions relating to the Guidelines for Promotion and Tenure

5. New Business

6. Adjournment

7. Reception for members of the Senate
University Senate
Minutes
September 10, 1979

The meeting was called to order at 3:10 p.m. in the Alumni House by the Chairperson, Kevin Burke.

1. **Approval of Minutes**

The Minutes of the organizational meeting of the 1979-1980 Senate were approved as written. The May 7 Minutes of the 1978-1979 Senate were approved as written. The May 14 Minutes were approved with one typographical correction.

2. **President's Report**

In the absence of President O'Leary, Vice President Martin presented a report to the Senate. The Vice President noted that the Schools of Social Welfare, Criminal Justice, and Library and Information Science have been moved to the downtown campus and will be sharing the Draper complex with the College of Continuing Studies. Dr. Martin also presented a brief report on the budget situation for this campus.

3. **Council & Committee Reports**

3.1 **Executive Committee** - The following names were added to the list of appointees: Steve Coplon (EPC); Raymond Benenson, Jim Mitchell, and Jackie Gelb (UAC); Sheryl Bloom, Mike North, and William Boone (SAC); Steve Cox, Alan Meister, E. Carl Andrews, and Patricia Rogers (UCC).

Senator Borkowski moved approval of the appointments listed in the Executive Committee report; motion seconded and approved.

4. **Guidelines for Promotion and Tenure**

Senator Riedel moved to postpone action on the motions until the October meeting with the hope that the Council on Promotions and Continuing Appointments would have sufficient time to review the matter and report back to the Senate; motion seconded by Senator Frank and approved.

It was suggested that all Senators be given copies of the revised Guidelines before the meeting.
5. **Resolution Regarding the Jewish Holy Days**

Senators Levy and Weinstock moved approval of the following resolution:

Whereas, the Jewish high holy days begin at sundown Friday, September 21, 1979; and

Whereas, a large number of Jewish students wish to go home for the holidays; and

Whereas, many of these students must travel a sizeable distance to get home; and

Whereas, classes are not suspended until 4 p.m. on September 21, thus making it impossible for many to be home by sundown:

Be it therefore resolved, that the Senate requests that professors not penalize any student for missing classes Friday afternoon in order to go home for the holidays.

The motion was approved.

The meeting was adjourned at 4:05 p.m.
## Summary of Program Increases

<table>
<thead>
<tr>
<th>I. Growth</th>
<th>FTE Positions</th>
<th>Graduate Program &amp; Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Positions (6); Support Staff</td>
<td>12</td>
<td>$ -</td>
</tr>
<tr>
<td>Supplies for Additional Lab Courses in Sciences</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>EOP/Minority Student Admissions</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Financial Aids-Federal Aid Programs</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Disabled Student Services Program</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Total Increase - Growth</td>
<td>16</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Strengthening Programs</th>
<th>FTE Positions</th>
<th>Graduate Program &amp; Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Waiver Support</td>
<td>-</td>
<td>$(250,000)$</td>
</tr>
<tr>
<td>Library Acquisitions-per Voight Formula</td>
<td>-</td>
<td>285,000</td>
</tr>
<tr>
<td>Research Space Rental</td>
<td>-</td>
<td>30,000</td>
</tr>
<tr>
<td>Instructional Equipment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Supplies for Additional Lab Courses in Sciences</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Affirmative Action Program</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Accounts and Financial Aids-Federal Aid Programs</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Campus Community Program</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Disabled Student Services Program-Equipment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Resident Assistant Stipends</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Institute of Gerontology</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Regional Advancement Service</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Downtown Campus-Custodial, Power Plant, Security</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Preventative Maintenance</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Alterations for Physically Handicapped</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fire Safety Program</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Middle States Association Accreditation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Budgetary Savings Reduction</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Security Contractual Requirements</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Increase - Strengthening Programs</td>
<td>19</td>
<td>315,000</td>
</tr>
</tbody>
</table>

TOTAL PROGRAMMATIC INCREASES: 35

$315,000

1/ included in campus totals since tuition waiver support is in SUNY lump sum ap
FROM: Kevin Burke, Chairperson
Executive Committee

The Executive Committee recommends the following appointments to the Senate Councils:

EPC: Anne Weinberg (English)
*Barry Brick (Undergraduate)

UAC: *Tony Giardina (Undergraduate)
*Mike Levy (Undergraduate)
*Ira Somach (Undergraduate)

GAC: *Jackey Gold (Undergraduate)
Jon Baer (Graduate Student - GSPA)

SAC: Clara Tucker (History)
*Jim Castro-Blanco (Undergraduate)
*Mark Lafayette (Undergraduate)
*Rich Nagle (Undergraduate)
*Jeff Morganstern (Undergraduate)
*Craig Weinstock (Undergraduate)
*David Weintraub (Undergraduate)

Research: Henry Tedeschi (Biology)
*George Herrforth (Undergraduate)

UCC: *Nathan Gottschalk (Music)
*Marc Miringoff (Social Welfare)
*Frank Pogue (African & Afro-American Studies)
Donald Faverau (Continuing Studies)
Judy Heimberg (Counseling)
Rick Tastor (University Library)
Gloria Legnard (Business - Service Staff)
*David Gross (Undergraduate)
*Bill Pape (Undergraduate)

CAFE: George Putman (Geology)
*Patrick Ford (Undergraduate)
*David Yokel (Undergraduate)
Stephanie Dimakos (Graduate Student - Education)

CPCA: *Peter Krosby (History)
*Susan Gold (Undergraduate)
*Mike Faber (Undergraduate)

Library: *Barry Albrecht (Undergraduate)
Christian Eilers (Graduate Student - GSPA)

*Indicates Senators
UNIVERSITY SENATE

State University of New York at Albany

RESOLUTION:

September 10, 1979

Introduced by: Craig Weinstock, Mike Levy

WHEREAS: The Jewish High Holy Days begin at Sundown Friday, September 21, 1979.

and WHEREAS: A large number of Jewish students wish to go home for the holidays...

and Whereas many of these students must travel a sizeable distance to get home......

and WHEREAS classes are not suspended until 4 PM on Sept. 21, 1979, thus making impossible for many to be home by sundown......

Be it therefore resolved:

That the Senate requests that Professors not penalize any student for missing classes Friday Afternoon in order to go home for the Holidays.
ATTENDANCE ROSTER

OCTOBER 8, 1979

Pauline Vaillancourt
Ann X. Ferrara
A. Hardt
Bill Pape
Richard J. Nagle
Robert Meyers
M.C. Berger
Jeff Morgenstern
Ed Lilg
Neil J. Heintz

CD Tarleton
Marc Mirinoff
T. Tully
G. Pirkle
RES Saders
F. Frank
M. Bens
Michael Levy

Elizabeth

Richard Howard
David Goss

Mary Hepworth
Sung Bok Kim
Alexandrea Bader
ATTENDANCE ROSTER
OCTOBER 8, 1979

George Hennessy
Ellie Decker
D. P. Vopel

J. E. Upoc

Sharon Bonk
Martha Redell
Neil C. Brawn

David Martin

Susan Gold
Donald S. Bim
R. S. Hauzer

Mike Faber

Richard A. Boll
Mary Farrell
ATTENDANCE ROSTER

OCTOBER 15, 1979

Kevin Burke

Michael Sevy

Zel Feld

David Weintraub

John Darby

ATTEN

P. Hardt
B. Pope
P. Cannon
C. Tarlton
T. Kelley
K. Barger
N. Staton (4th Oct. 8, who forgot name, also.)

H. Bakhrn
Eugene Mcfarren
Dave Jon
Steven Coplon
B. Varnagut

J. S. Uppal
J. Reddy
J. Bahler

Michael Sevy
Zel Feld

David Weintraub
John Darby

ATTEN
ATTENDANCE ROSTER

OCTOBER 15, 1979

Mark Lafayette
Jeff Morgenstern
Sung Pope Kim

C. R. Eshleman
D. D. Prince

Fred Beharriell

R. Sanders

D. Martin

H. Dehne
ATTENDANCE ROSTER
OCTOBER 22, 1979

Arne Haeringer
S. Vannatta
M. Lipton
Richard J. Maye
D. N. A. Phye
Bill Rape
Raymond Kiff
Ann V. Teague
E. McLane
F. S. Pippin

R. R. Bentke
I. A. Bouchard
Arthur, Jr.
David L. Hulse
Doug Yule
Craig Wenzler

Ricardo Hincapie
Fred Beharrell
Alexvin Balsam
G. Hard
J. F. Wallace
W. P. Hopp
H. P. Crosby
L. A. Hand
E. W. Christiansen
Aaron Bont
ATTENDANCE ROSTER
OCTOBER 22, 1979

- Mark Borkowski
- George Klima
- Tom Keeg
- John Farley
- Ed Ray
- Paul W. Wallace
- Dave J. Minert
- Jeff Morgenstern
- Vivian Burke
- Warren C. Baum
- C. D. Tart Horn
- P. W. Greene
- M. I. Berger
- H. C. Stanley
- Donald G. Birn
- Harold L. Cannon

- Joe L. Brinton
- Dan Yetl
- Ron Adey
- RS Hamer
- RE Sanders
- Nathan Nastovitch
- Sung Bok Kim
- Steven Coplen
- Dave Shon
- Ellie Becker
- J. Dphn
- T O'Leary
- M. Farrell
- Neil A. Brown
UNIVERSITY SENATE

DATE: October 8, 1979
TIME: 3:30 p.m.
LOCATION: Campus Center Ballroom

AGENDA

1. Approval of Minutes
2. President's Report
3. Council & Committee Reports
4. Old Business:
   4.1 CPCA Report on Tabled Motions Dealing with the Guidelines for Promotion and Continuing Appointment
5. New Business:
   5.1 Resolution Dealing with SED Regulations
   5.2 Proposal for a Program Awarding the Degree of Master of Regional Planning
   5.3 Other
6. Adjournment
MEMORANDUM

TO: Members of the University Senate

FROM: Kevin Burke, Chairperson

DATE: October 10, 1979

The University Senate will reconvene on Monday, October 15, 1979, at 3:30 p.m. in Lecture Hall 23.

The meeting will begin with discussion and action on item 5.2 of the October 8 agenda (Proposal for a Master of Regional Planning Degree). Also on the agenda are several proposals to amend the Guidelines Concerning Promotion and Continuing Appointment (see attached).

Kevin Burke, Chairperson

Attachments
MEMORANDUM

TO: Members of the University Senate

FROM: Kevin Burke, Chairperson

DATE: October 16, 1979

The University Senate will reconvene on Monday, October 22, 1979, at 3:35 p.m. in Lecture Center 23.

The meeting will begin with discussion of Section II of Bill No. 197980-05 (Amendments to the Guidelines Concerning Promotion and Continuing Appointment).

The following is a summary of the October 15 session:

The proposal for a Master of Regional Planning degree was approved without discussion or dissent.

It was agreed to consider each section of Bill No. 197980-05 separately.

After lengthy debate Section I was amended to read: "...deleting the current Sections I-B and I-C..." After additional debate a motion to return Section I to the Council on Promotions was approved by majority vote.

All Senators are requested to attend this meeting.

[Signature]
Kevin Burke, Chairperson
Minutes of October 8, 1979

ABSENT: R. Albrecht; H. Bakhu; W. Baum; F. Beharriell; M. Borkowski; E. Christensen; H. Desfosses; R. Farrell; R. Gibson; N. Gottschalk; R. Greene; J. Hartigan; C. Izzard; G. Klima; R. Koff; E. McLaren; R. Nirenberg; F. Pogue; G. Purrington; A. Roberts; E. Scatton; J. Scott; D. Shub; B. Wakin; P. Wallace; C. Weinstock; L. Welch

The meeting was called to order at 3:35 p.m. in the Campus Center Ballroom by the Chairperson, Kevin Burke.

1. Approval of Minutes

The Minutes of the September meeting were approved without correction.

2. President's Report

The President reported that the University will be one of the schools being re-evaluated by the Middle States Association next year. We are currently in the process of collecting the necessary data for use by the Middle States Association. It is hoped that we will be able to use our internal review process (the three-year plans submitted by all departments) in preparing the necessary paperwork for the evaluation.

3. Council & Committee Reports

3.1 Written reports were submitted by the Executive Committee, the Graduate Academic Council, and the Student Affairs Council.

3.2 The recommendations by the Executive Committee for council appointments were approved.

3.3 Senator Kim, Chairperson of the Council on Educational Policy, reported that the Council is considering calendars for 1980-81 and 1981-82.

3.4 Senator Lafayette, Chairperson of the Student Affairs Council, noted a correction to be made in the Council's report. The last sentence of the charge to the Subcommittee on Health-Related Issues should read: Each member must be approved by the Student Affairs Council.

3.5 Senator Vonnegut, Chairperson of the Council on Research, reported that the Council is discussing the implications of the new H.E.W.
4. CPCA Report--contd.

The Council moved to amend Section V-D-1 to read:

The Council shall review cases for conformity to the Guidelines Concerning Promotion and Continuing Appointment.

Motion seconded. Senator Berger noted that this amendment would authorize the Council to continue with its current practice. The motion was approved by majority vote.

Senator Tarlton suggested that the Senate vote on the Schmidt resolution to see if it is necessary to vote on the remainder of the CPCA amendments.

A senator requested that Senator Berger read the other amendments proposed by the CPCA in order for the Senate to judge whether or not they were of a substantive nature.

Senator Schmidt's motion to amend was defeated by majority vote.

With regard to Senator Berger's motion, Senator Femminella asked that it be recorded in the Minutes that, in the past, the Council on Promotions has considered cases of continuing appointment or promotion even though violations of the Guidelines had occurred.

4.3 Senator Tarlton moved to delete Section I-B of the Guidelines; motion seconded. Senator Tarlton stated that Section I-B represents a sixth criterion in addition to the five listed in Section I-A. He noted that such an additional criterion is unfair and inappropriate for making a determination on promotion or tenure.

Senator Berger, speaking for the CPCA, said that it would be difficult for the Council not to take program needs and priorities into account when making decisions.

After some discussion, Senator Tarlton moved a substitute motion to amend Section V-D-1 to read to verify that the rules of Sections I-A, I-C, and V-B and V-C have been observed. Motion seconded by Senator Femminella. This substitution was agreeable to Senator Tarlton's original seconder.

Senator Tarlton noted that this amendment would allow departments to consider program needs and priorities when making decisions on promotion or tenure but would not allow the CPCA to do so.

Senator Meyers called to question on the motion to amend; motion seconded by Senator Sanders. Motion approved by majority vote.

Senator Tarlton's motion to amend was defeated by majority vote.

needs and program priorities shall be considered inappropriate in assessing the candidate's qualifications.

Motion seconded. After some debate the motion to amend Section I-B was approved.

2. Bill No. 197980-05

2.1 Senator Berger, speaking for the Council on Promotions, moved approval of Bill No. 197980-05; motion seconded. It was agreed to consider each section of the bill separately.

2.2 Senator Berger moved to delete the current Section I-C and to substitute the following:

The ratio within a department of faculty with continuing appointment to faculty with term appointment shall not be a criterion for recommendations, nor shall any other factors which are clearly administrative decisions be considered among the criteria.

Motion to amend seconded by Senator Hardt.

2.3 Senator Tarlton moved to amend Senator Berger's motion by adding Section I-B; motion seconded.

After extensive debate, Senator Tarlton's motion to amend was approved.

2.4 Senator Riedel moved that the amended Section I of Bill No. 197980-05 be returned to the Council on Promotions and Continuing Appointments; motion to return to council seconded and approved.

Due to the lateness of the hour, the Senate was recessed until 3:35 p.m., Monday, October 22, 1979.

Minutes of October 22, 1979

ABSENT: R. Albrecht; H. Bakhru; M. Bers; B. Brick; M. Faber; R. Farrell; F. Frank; R. Gibson; S. Gold; J. Groark; J. Hartigan; G. Herrfurth; K. Hotaling; C. Izzard; R. Klages; M. Levy; D. Martin; P. Meadows; R. Meyers; F. Pogue; A. Roberts; M. Rozett; E. Scatton; J. Scott; J. Uppal; P. Vaillancourt; L. Yakubowski
1. **Bill No. 197980-06--contd.**

   1.1 Section I of the bill was ruled out of order since the subject matter has been returned to the Council on Promotions. It was agreed to consider each part of Section II separately.

   1.2 Senator McLaren moved to amend Part I of Section II by deleting everything after "...faculty members for promotion and/or continuing appointment". This was agreeable to Senator Sanders and his seconder and so approved. Motion to amend approved.

   1.3 Senator Tarlton moved to amend Part III of Section II by substituting the following:

   In all cases where the provisions of Section I-B are to be or have been invoked in any decision at any level of review involving promotion and/or continuing appointment, the Council shall determine whether the candidate has been notified in writing, at the time of his/her appointment and at all subsequent term renewals that his/her research, teaching, and service activities were or were not relevant to the needs and program priorities of his/her department or program, and to what degree. In the absence of any such notification, consideration of the needs and program priorities shall be considered inappropriate in assessing the candidate's qualifications.

   Senator Tarlton's motion to amend was ruled out of order. Part III was defeated by majority vote.

   1.4 Part IV of Section II was approved without dissent.

2. **Bill No. 197980-03**

   Senator Tarlton, speaking for the Graduate Academic Council, moved approval of Bill No. 197980-03 – Proposal for a Graduate Program Awarding the Professional Degree Master of Regional Planning. Motion seconded.

   After a brief discussion, the motion to approve Bill No. 197980-03 was approved by majority vote.

   The meeting was adjourned at 4:55 p.m.
REPORTS TO THE SENATE

OCTOBER 8, 1979

FROM: Kevin Burke, Chairperson
Executive Committee

1. The Executive Committee discussed the resolution passed by the Faculty at its fall meeting and agreed to transmit the resolution to the Undergraduate Academic Council for discussion.

2. The Executive Committee approved guidelines for council chairpersons dealing with the responsibilities of the chairpersons, council recorders, and subcommittees. A copy of these guidelines was sent to each council chairperson.

3. The Executive Committee reviewed a statement on confidentiality prepared by the Council on Academic Freedom and Ethics. After some discussion, the statement was returned to the Council for further amplification.

For Action

1. The Committee recommends the appointment of Kenneth Grau, a graduate student from the School of Education, to the Library Council.

FROM: Charles Tarlton, Chairperson
Graduate Academic Council

1. At its meeting of September 27, 1979, the Graduate Academic Council accepted the following motion:

"To approve the suspension of the Ph.D. program in the Foundations of Education."

For Action

1. A proposal for a program awarding the degree of Master of Regional Planning (Bill No. 197980-03).

FROM: Mark Lafayette, Chairperson
Student Affairs Council
Student Affairs Council--contd.

1. A resolution to replace the existing Subcommittee on Health-Related Issues and Concerns with a standing Committee on Health Service Review was brought to the SAC by Brian Levy of Central Council. The new committee is charged with reviewing and evaluating Student Health Services practices, programs, services, and policies; hearing grievances about those matters and investigating related grievances. In addition, the committee will participate in the interviewing and selection processes for Student Health Service personnel. The committee will be composed of eleven members as follows:

   - One appointee by the Dean of Student Affairs
   - One student from Five Quad Ambulance Service, selected by Five Quad
   - One appointee by the Director of Student Health Services
   - Two faculty members through appropriate procedures
   - Five students
   - One staff appointee by the chair of the SAC

   Each member must be approved by the chair of the Student Affairs Council.

The Council felt that this change was appropriate and the proposal was approved.

For Action

Nothing
7. **Charge to the Graduate Academic Council**

7.1 Senator Pipkin moved approval of the motion to revise the charge of the Graduate Academic Council; motion seconded.

7.2 Senator Hardt moved to amend section 1.44 by striking "administration" and substituting "Senate"; motion seconded by Senator Bishko.

After some discussion the motion to amend was approved.

The main motion was approved by majority vote.

8. **Major in Russian and East European Studies**

Senator Cannon moved that the interdisciplinary major in Russian and East European Studies be converted to a regular university-offered major; motion seconded by Senator Borkowski.

The motion was approved without discussion, objections, or dissent.

9. **Degree Credit for ROTC**

9.1 Senator Cannon moved approval of the motion to grant degree credit for ROTC courses; motion seconded by Senator Wakin.

Senator Cannon noted that the Curriculum Committee of the UAC had discussed and investigated this proposal and supports it.

In response to a question, President O'Leary stated that this is not a commitment to establish ROTC courses on this campus.

9.2 Senator Cronin moved to add a statement to the bill to read: *This bill does not imply that the Senate endorses the ROTC program.* Motion seconded. Question called on the motion to amend. Motion approved.

Senator Cannon moved the previous question on the main motion. Motion seconded and approved.

Main motion approved by majority vote.

10. **Guidelines for Promotion and Continuing Appointment**

10.1 Senator Wallace, Chairperson of the CPCA, moved approval of the Guidelines for Promotion and Continuing Appointment; motion seconded.

10.2 Senator Schmidt moved to amend Section V-D to read as follows:

1. The Council shall examine each recommendation transmitted to the President to verify that the criteria of Section I and

the procedures and deadlines of Section V-B and V-C have been observed.

2. In cases where substantial disagreement exists in the votes within a department or school, or between a department or school vote and the vote of the next level of review (i.e., school or college promotion and continuing appointment review body or ad hoc cognate field review committee), the Council shall review the merits of the case and transmit its recommendations to the President by April 15 in cases only of continuing appointment, and by March 1 in all other cases.

3. Any recommendation which is appealed by the candidate (see Section V-E below) shall be reviewed on its merits by the Council which shall make a recommendation to the President.

4. The recommendation, if any, of the Council shall be furnished to the dean, the chairperson, and the candidate along with the decision of the President.

Motion seconded by Senator Bishko.

Senator Hardt noted that defining substantial disagreement would be quite difficult.

10.3 Senator Meyers moved to refer this motion to the Executive Committee for action; motion seconded.

Senator Bishko suggested postponing action on the motion until the fall semester.

Motion to refer defeated.

10.4 Senator Riedel moved that this amendment be postponed for consideration until the first meeting of the Senate in the fall; motion seconded and approved.

10.5 Senator Tarlton moved to delete Section I-B; motion seconded. Senator Tarlton stated that only the five criteria should be considered in making a decision about the candidate.

Senator D. Martin moved to postpone action on the amendment until the first meeting of the Senate in the fall; motion seconded and approved.

10.6 Senator G. Martin moved to substitute "by May 1" for "on or about May 1" in Section V-F. Motion seconded.

Motion to amend defeated.
10. **Guidelines--contd.**

   Question called on the main motion. Main motion approved by majority vote.

11. **"Truth-in-Testing" Resolution**

    Senator Pipkin, speaking for the Executive Committee, moved approval of a statement that the Senate supports the truth-in-testing bill currently before the New York State Legislature; motion seconded.

    Quorum called. A quorum was not present.

    Senator Cannon asked that the Senate extend its thanks to Francine Frank for her work as chairperson during the past year; motion seconded and unanimously approved.

    The meeting was adjourned at 4:55 p.m.
UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Guidelines Concerning Promotion
and Continuing Appointments

PREAMBLE

The State University of New York at Albany shall follow the basic operational guidelines established below:

SECTION I. Criteria

A. Recommendations shall be based upon a careful deliberation concerning the qualifications of the candidate within such of the five following categories as are appropriate to the position of the candidate within the University.

1. Effectiveness in Teaching
2. Mastery of Subject Matter
3. Ability as a Scholar
4. Effectiveness of University Service
5. Continuing Growth

B. In applying the criteria named above, recommendations shall take cognizance of the needs and program priorities of the academic units to which the candidate belongs and of the University.

C. Consideration shall be given at all levels of the ratio within the department of faculty with continuing appointment to faculty with term appointment.

D. No other evaluative category shall be deemed appropriate.

SECTION II. Procedures

No recommendations shall be considered by the Council unless the procedures outlined in Section V are followed and reported.

SECTION III. Promotion in Rank

No minimum length of service in any academic rank shall be required for promotion. Promotion carries with it no commitment of continuing appointment.

SECTION IV. Continuing Appointment

Continuing appointment is available to faculty in accordance with the provisions of the Policies of the Board of Trustees, Article XI (Appointment of Employees), Title B (Continuing Appointment). A continuing appointment carries with it no commitment about future promotions or salary increases.
The recommendation (favorable or unfavorable) of the dean and of the department chairperson together with the vote of the school, college or an ad-hoc cognate field committee and the evidence assembled shall be transmitted to the President by February 28 in cases which involve continuing appointment alone and by December 1 in all other cases. Each recommendation of the dean shall include his/her evaluation of the case, as well as a brief statement by the committee explaining the reasons which support their recommendation. A copy of the letter forwarding the material from the dean to the President, including any votes or recommendations from committees, shall be provided the candidate and his/her department. Upon receipt of the letter from the dean, the candidate has the opportunity to reply in writing to the President, such a reply becoming a part of the record.

D. Council on Promotions and Continuing Appointments

1. The Council shall examine each recommendation transmitted to it to verify that the rules of Section I and V-B and C have been observed.

2. The Council shall transmit its recommendations to the President. Recommendations involving continuing appointment alone shall be transmitted by April 15, all others by March 1.

3. The recommendation of the Council shall be furnished to the dean, the chairperson, and the candidate along with the decision of the President.

E. Personal Presentations by a Candidate

A candidate for promotion and/or continuing appointment may appear at his/her option, before his/her department, before his/her school committee or an ad-hoc cognate field committee, or before the Council on Promotions and Continuing Appointments.

Such personal presentations must occur before votes are taken or other recommendations made. Timely requests for appearances before the department, the school committee or an ad-hoc cognate field committee, or the Council are the responsibility of the candidate.

F. Notification of Faculty Member

The action of the President in each case shall be communicated to the faculty member involved on or about May 1.

G. Withdrawal of Candidacy

A candidate for promotion and/or continuing appointment may elect to withdraw his/her candidacy at any time by submitting a written request to his/her chairperson. A letter of resignation by a candidate shall be interpreted as a withdrawal of his/her candidacy.
PREAMBLE

The State University of New York at Albany shall follow the basic operational guidelines established below:

SECTION I. CRITERIA

A. Recommendations shall be based upon a careful deliberation concerning the qualifications of the candidate within such of the five following categories as are appropriate to the position of the candidate within the University.

1. effectiveness in teaching
2. mastery of subject matter
3. ability as a scholar
4. effectiveness of University service
5. continuing growth.

B. In applying the criteria named above, recommendations shall take cognizance of the needs and program priorities of the academic units to which the candidate belongs and of the University.

C. Consideration shall be given at all levels of the ratio within the department of faculty with continuing appointment to faculty with term appointment.

D. No other evaluative category shall be deemed appropriate.

SECTION II. PROCEDURES

No recommendations shall be considered by the Council unless the procedures outlined in Section V are followed and reported.

SECTION III. PROMOTION IN RANK

No minimum length of service in any academic rank shall be required for promotion. Promotion carries with it no commitment of continuing appointment.

SECTION IV. CONTINUING APPOINTMENT

Continuing appointment is available to faculty in accordance with the provisions of the Policies of the Board of Trustees, Article XI (Appointment of
Employees), Title B (Continuing Appointment). A continuing appointment carries with it no commitment about future promotions or salary increases.

SECTION V. ADMINISTRATIVE PROCEDURES AND RESPONSIBILITIES

A. Definition of Levels of Academic Review

1. Throughout this section the term department shall include those schools which are not subdivided into departments and the action by the "department" constitutes the "initial academic review committee" as defined in the 1974 UUP Agreement.

2a. In those schools or colleges which are subdivided into departments, the "subsequent academic review committee" shall be the school or college promotion and continuing appointment review body.

2b. In those schools or colleges which are not subdivided into departments, the school may establish an ad hoc cognate field review committee to provide the "subsequent academic review", or the school or college may request the Council on Promotions and Continuing Appointments to act as the "subsequent review committee".

B. Department

1. The department chairperson shall transmit all recommendations (favorable or unfavorable) for promotion in rank to the dean of the school or college by October 15. If a faculty member is to be recommended for continuing appointment as well as for promotion, this recommendation shall also be transmitted by October 15. Other recommendations for continuing appointment shall be transmitted by January 24. (The dates indicated are for normal academic appointments. They should be adjusted for those individuals whose academic appointments do not conform to conventional dates.)

2. The chairperson shall inform a faculty member that he/she is being considered for a promotion and/or continuing appointment at least two weeks before the required department meeting. The chairperson shall make sure that all evidence in the case is presented to the members of the department as well as to the dean.

3. An important datum for the decision on promotion and/or continuing appointment is information about how students view the teaching of a faculty member. However, for this information to be of value, it must be collected in a systematic and quantitative way. Therefore, the Council shall provide guidelines for the valuation of teaching effectiveness consistent with the following requirements:
a. All students be given an opportunity to make evaluation in every class each term.

b. The evaluation form not be signed by the student.

c. The evaluative function be performed at the department level.

d. The summaries of student evaluations shall provide for examination by all groups involved in recommendations concerning promotion and continuing appointment. A summary explanation sheet for these evaluations shall be included.

4. The candidate is responsible for the preparation of a vita which should contain the following information:

a. Earned degrees (institution, specialization, degree, date received)

b. All previous educational employment (institution, title, dates of service).

c. Other (non-educational) employment (employment, location, title, dates of service).

d. Scholarly activity (list by appropriate category, in chronological or other standard sequential order).

1) Books (including title, author(s), publisher, date of publication, and pagination. Cite any review by others of your works).

2) Articles (including title, etc.)

3) Book reviews.

4) Artistic exhibitions and/or performances (indicate type of exhibition, to whom, where, and date).

5) Consultancies.

6) Other (e.g., editorial commentary, speeches, forewords, etc., unpublished reports and monographs, etc.).

e. Professional affiliations.

f. University and community service.

g. Special honors.
h. Research grants.

1. Work in progress.

The vita, as prepared by the candidate, shall be dated and signed by the candidate.

5. The Council finds the following material and information useful in arriving at a fair recommendation: letters from outside "expert" referees, reviews of work, reprint citations, letters from publishers (especially in the case of as yet unpublished work), qualified evaluation of unpublished material, instructional materials, copies of detailed description of work completed or in progress, professional and service citations, and other such material and information as adjudged to be potentially helpful to the Council in reaching its recommendations.

6. All members of the department concerned shall be consulted in all cases of promotion and/or continuing appointment. In a case of continuing appointment, separate votes of the departmental members holding continuing appointment and of the non-tenured faculty members are to be taken. In a case of promotion, separate votes of the departmental members holding rank equal to or above the rank to which promotion is being considered and of the other members are to be taken. All of these votes are to be conducted by secret ballot. Voting shall occur during departmental meetings unless circumstances prohibit. The chairperson shall include the results of these votes in the recommendation to the dean. A copy of the letter forwarding the material to the dean and including the votes shall be provided the candidate. Upon receipt of the letter from the chairperson, the candidate has the opportunity to reply in writing to the dean, such reply becoming a part of the record.

7. The letter of transmittal from the chairperson must include reference to all categories named in Section I above.

8. Any faculty member may request a department to initiate action for promotion and/or continuing appointment of a faculty member, including himself/herself provided that this request has the written approval of the prospective candidate. If an individual has held the rank of Assistant Professor for a period of at least six years, or the rank of Associate Professor for at least seven years, and has not previously during this period been given formal consideration for promotion, the department shall initiate action for his/her promotion, unless the candidate waives this action in writing. In cases arising in these ways, all of the procedural rules of this section are to apply.
C. School or College

1. The dean of each school or college shall examine each recommendation transmitted to him/her to verify that the rules of Sections I and V-B have been observed.

2. At the option of the faculty of the school or college, the dean of each school or college shall consult with a democratically chosen committee of the faculty and students in all cases of promotion and/or continuing appointment arising in his/her school or college.

The recommendation (favorable or unfavorable) of the dean and of the department chairperson, together with the vote of the school, college, or an ad hoc cognate field committee and the evidence assembled shall be transmitted to the President by February 28 in cases which involve continuing appointment alone and by December 1 in all other cases. Each recommendation of the dean shall include his/her evaluation of the case, as well as a brief statement by the committee explaining the reasons which support their recommendation. A copy of the letter forwarding the material from the dean to the President, including any votes or recommendations from committees, shall be provided the candidate and his/her department. Upon receipt of the letter from the dean, the candidate has the opportunity to reply in writing to the President, such a reply becoming a part of the record.

D. Council on Promotions and Continuing Appointments

1. The Council shall examine each recommendation transmitted to it to verify that the rules of Sections I and V-B and C have been observed.

2. The Council shall transmit its recommendations to the President. Recommendations involving continuing appointment alone shall be transmitted by April 15, all others by March 1.

3. The recommendation of the Council shall be furnished to the dean, the chairperson, and the candidate along with the decision of the President.

E. Personal Presentations by a Candidate

A candidate for promotion and/or continuing appointment may appear at his/her option, before his/her department, before his/her school committee or an ad hoc cognate field committee, or before the Council on Promotions and Continuing Appointments.

Such personal presentations must occur before votes are taken or other recommendations made. Timely requests for appearances before the department, the school committee or an ad hoc cognate field committee, or the Council, are the responsibility of the candidate.
F. Notification of Faculty Member

The action of the President in each case shall be communicated to the faculty member involved on or about May 1.

G. Withdrawal of Candidacy

A candidate for promotion and/or continuing appointment may elect to withdraw his/her candidacy at any time by submitting a written request to his/her chairperson. A letter of resignation by a candidate shall be interpreted as a withdrawal of his/her candidacy.

SECTION VI. INITIAL APPOINTMENT

If continuing appointment is recommended initially at any rank, all of the procedures outlined above for continuing appointment shall be followed. The deadlines for the completion of the various procedures are waived in these cases.

SECTION VII. RECONSIDERATION AFTER THE MANDATORY YEAR

When a member of the faculty has been considered for continuing appointment in the mandatory year and a negative decision has been rendered, this action should be considered final. Exceptional circumstances may cause a candidate to feel that substantial new evidence justifies reconsideration of his or her case. In such exceptional circumstances the following procedures shall apply:

1. The candidate must notify his/her department chairperson of his/her request for reconsideration no later than October 3.

2. The candidate shall provide the department with the new evidence no later than October 15.

3. The members of the department will meet to evaluate the new evidence. Only if the department concludes that the new evidence establishes a substantial change from the situation during the previous consideration will the case be reconsidered and votes be taken as in an original consideration. If the reconsideration results in a negative vote by the faculty and a negative recommendation by the chairperson, the action is final, the request will not be forwarded for further consideration, and the President will be notified. If the reconsideration results in a positive recommendation by either the department or the chairperson, the recommendation for continuing appointment will be transmitted to the school or college.

4. When a positive recommendation is forwarded by a department, each subsequent level of review shall determine to its own satisfaction whether or not there is substantial new
evidence warranting reconsideration. This determination will involve a comparison between the total record on which the University decision in the mandatory year was based and the new evidence, available since that decision date, presented by the candidate.

5. A decision at the school or college level not to reconsider shall be transmitted to the Council on Promotions and Continuing Appointments. The Council shall inform the President if it in turn declines to reconsider the case.

6. If the school or college, or the Council, conclude that there is substantial new evidence, it will then send forward in the usual manner its vote for or against continuing appointment.

7. Final actions, including a department's negative decision, will be communicated to the candidate by the President on or before November 17 of the reconsideration year.

Approved by the University Senate - May 14, 1979
UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

A Resolution

INTRODUCED BY: Council on Educational Policy
October 8, 1979

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

Whereas, the proposed revisions in the Regulations of the Commissioner of Education relating to post-secondary institutions were issued during the summer when faculty and campus governance bodies were generally not available; and

Whereas, the proposed revisions appear to be complex and to have a potentially significant impact on the academic community; and

Whereas, the University has insufficient time to respond thoughtfully to the proposed revisions;

The University Senate, on behalf of the entire University community, respectfully requests that the New York State Board of Regents postpone its decision about the Regulations until the spring of 1980 in order to allow for analysis and appropriate response.
Amendment to Admendments

II

I-B Conditions.

In all cases where the provisions of section I-B are to be or have been invoked in any decision at any level of review involving promotion and/or continuing appointment, the Council shall be determined whether the candidate has been notified in writing, at the time of his/her appointment and at all subsequent term renewals that his/her research, teaching, and service activities were or were not relevant to the needs and program priorities of his/her Department or Program, and to what degree. In the absence of such notification consideration of the needs and program priorities shall be considered inappropriate in assessing the candidate’s qualifications.
Amendment to Amendments

In all cases where the provisions of section I-B are to be or have been invoked in any decision at any level of review involving promotion and/or continuing appointment, it shall be determined whether the candidate has been notified in writing, at the time of his/her appointment and at all subsequent term renewals that his/her research, teaching, and service activities were or were not relevant to the needs and program priorities of his/her Department or Program, and to what degree. In the absence of such notification consideration of the needs and program priorities shall be considered inappropriate in assessing the candidate's qualifications.
MEMORANDUM

TO: Members of the University Senate

FROM: Kevin Burke, Chairperson

DATE: October 10, 1979

The University Senate will reconvene on Monday, October 15, 1979, at 3:30 p.m. in Lecture Hall 23.

The meeting will begin with discussion and action on item 5.2 of the October 8 agenda (Proposal for a Master of Regional Planning Degree). Also on the agenda are several proposals to amend the Guidelines Concerning Promotion and Continuing Appointment (see attached).

Kevin Burke, Chairperson

Attachments
UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Amendments to the Guidelines
Concerning Promotion and Continuing Appointment

INTRODUCED BY: Council on Promotions and Continuing Appointments
October 15, 1979

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the Guidelines Concerning Promotion and Continuing Appointment be amended by deleting the current Section I-C (Criteria) and substituting the following:

The ratio within a department of faculty with continuing appointment to faculty with term appointment shall not be a criterion for recommendations, nor shall any other factors which are clearly administrative decisions be considered among the criteria.

II. That the Guidelines Concerning Promotion and Continuing Appointment be amended by deleting the current Section V-D-1 (Administrative Procedures and Responsibilities - Council on Promotions and Continuing Appointments) and substituting the following:

The Council shall review cases for conformity to the Guidelines Concerning Promotion and Continuing Appointment.

III. That the Guidelines Concerning Promotion and Continuing Appointment be amended by deleting the current Section V-D-3 (Administrative Procedures and Responsibilities - Council on Promotions and Continuing Appointments) and substituting the following:

The recommendation of the Council shall be furnished to the dean, the chairperson, and the candidate prior to action by the President.

IV. That this resolution be forwarded to the President for action.
UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Amendments to the Guidelines Concerning Promotion and Continuing Appointment

INTRODUCED BY: Senator R. Sanders
October 15, 1979

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the Guidelines Concerning Promotion and Continuing Appointment be amended by deleting Section I-C (Criteria). (This paragraph specifies that actions will take into consideration the ratio of tenured to untenured faculty.)

II. That the Guidelines Concerning Promotion and Continuing Appointment be amended by deleting the current Section V-D (Administrative Procedures and Responsibilities - Council on Promotions and Continuing Appointments) and substituting the following:

1. The Council shall consider and make recommendations to the Senate concerning all matters of policy and procedure pertaining to the applications of faculty members for promotion and/or continuing appointment, except when a matter of policy or procedure is mandated in a negotiated contract between the State and the University's professional staff.

2. The Council shall examine all files containing documents pertaining to individual applications for promotion and/or continuing appointment prior to their being transmitted to the President, to determine that they conform to the Guidelines Concerning Promotion and Continuing Appointment. If a file is found to deviate from the Guidelines, the Council shall direct that remedies be made if feasible, and shall otherwise note the deficiencies and their possible effect on the application, and so advise the President, the dean, the chairperson, and the candidate.

3. The Council shall consider and make recommendations on the merits of applications for promotion and/or continuing appointment (a) when there would otherwise be no second level of review of the application prior to its examination by the President, (b) when the recommendations of the department and the college or school are in conflict, and (c) when there is less than a two-thirds majority favoring
a specific action with regard to an application at both the department and the college or school levels of review. The Council shall advise the President, the dean, the chairperson, and the candidate of such recommendations.

4. The Council shall act expeditiously on all applications for promotion and/or continuing appointment to ensure that deadlines for notifying candidates of the President's actions will be met.

CURRENT WORDING OF SECTION V-D

1. The Council shall examine each recommendation transmitted to it to verify that the rules of Sections I and V-B and C have been observed.

2. The Council shall transmit its recommendations to the President. Recommendations involving continuing appointment alone shall be transmitted by April 15, all others by March 1.

3. The recommendation of the Council shall be furnished to the dean, the chairperson, and the candidate along with the decision of the President.

III. That this resolution be forwarded to the President for action.
one secondary amendment are permitted at a time, but any number of each can be offered in succession—so long as they do not again raise questions already decided. (See Filling Blanks, pp. 135–140, however, for a special method of amending highly variable factors, such as times, amounts, names, numbers, etc., by which several alternative proposals can be pending at the same time.)

7. Requires only a majority vote, even in cases where the question to be amended takes a two-thirds vote for adoption.

8. Can be reconsidered.

Further Rules and Explanation (with Forms)

**CLASSIFICATION AS TO FORM.** There are three basic processes of amendment, the third of which is a indivisible combination of the first two. For each of these processes, some of the rules are different depending on whether it is applied with reference to a few words or to a whole paragraph or section; so that each process has two forms, as follows:

1. First process: to *insert*, or to *add*.
   a. To *insert words*, or, if they are placed at the end of the sentence or passage being amended, to *add words*.
   b. To *insert a paragraph*, or, if it is placed at the end, to *add a paragraph*.

2. Second process: to *strike out*.
   a. To *strike out words*.
   b. To *strike out a paragraph*.

3. Third process: an indivisible combination of processes (1) and (2) having the following forms:
   a. To *strike out and insert* (which applies to words).
   b. To *substitute*; that is, in effect, to strike out a paragraph, or the entire text of a resolution or main motion, and insert another. (Note that *substitute* is a technical parliamentary term which is not applied to anything less than a complete paragraph of one or more sentences, so that this term is not applicable to Form 3(a).)

Forms 1(a), 2(a), and 3(a), relating to *words*, can be applied to change the wording within a single sentence, or occasionally within two or more consecutive sentences that make up a part of a single paragraph. Forms 1(b), 2(b), and 3(b), relating to a *paragraph*, can also be applied to a section, article, or larger unit.

The rules for each of the different forms of amendment are given in separate subsections beginning on page 116.

**DETERMINING THE GERMANESS OF AN AMENDMENT.** As already stated, an amendment must be *germane* to be in order. To be *germane*, an amendment must *in some way involve* the same question that is raised by the motion to which it is applied. A secondary amendment must relate to the primary amendment in the same way. An amendment cannot introduce an independent question; but an amendment can be hostile to, or even defeat, the spirit of the original motion and still be *germane*.

Aside from these principles, there is no single, all-inclusive test for determining when a proposed amendment is *germane* and when it is not. A method by which the *germaneness* of an amendment can often be verified, however, grows out of the following general rules of parliamentary law:

1) During the session in which the assembly has decided a question, another main motion raising the same or substantially the same question cannot be introduced.

2) While a motion has been temporarily disposed of (by being referred to a committee, postponed, or laid on the table, or by being the subject of a motion to
Reconsider that has not been called up, 36, no other motion can be admitted that might conflict with one of the possible final decisions on the first motion.

By these rules, if a proposed amendment is related to the main motion in such a way that, after the adoption, rejection, or temporary disposal of the present main motion, the essential idea of the amendment could not be introduced as an independent resolution at least during the same session, the amendment is germane and should be admitted, since there will not, or may not, be any opportunity to present it later. This test cannot be reliably used to determine that an amendment is out of order, since it is sometimes possible for an amendment to be germane even if, regardless of action on the present main motion, the idea embodied in the amendment could be introduced independently later in the same session.

As an example of a germane amendment, assume that a motion is pending "that the Society authorize the purchase of a new desk for the Secretary." It would be germane and in order to amend by inserting after "desk" the words "and matching chair," since both relate to providing the secretary with the necessary furniture. On the other hand, an amendment to add to the motion the words "and the payment of the President's expenses to the State Convention," is not germane.

Or assume that the following is the pending motion: "that the City Council commend Officer George for his action in ..." An amendment to strike out "commend" and insert "censure," although antagonistic to the original intent, is germane and in order because both ideas deal with the Council's opinion of the officer's action. Also, since a motion to censure the officer for the same act could not be introduced independently in the same session after the adoption of a motion to commend him, the amendment to change commend to censure is germane under the rule given above. It should be noted that censure is different from not commend. (See Improper Amendments, below.)

There are borderline cases where a presiding officer will find it difficult to judge the germaneness of an amendment. Whenever in doubt he should admit the amendment or, in important cases, refer the decision to the assembly: "The chair is in doubt and will ask the assembly to decide whether the amendment is germane. Are you ready for the question? [Debate, if any.] The question is on whether the amendment is germane to the resolution [or "to the primary amendment"]. As many as are of the opinion that the amendment is germane, say 'aye'... Those of the opinion that it is not germane, say no... etc." (See also example under Point of Order, pp. 216-217.)

Improper Amendments. The following types of amendment are out of order:

1) One that is not germane to the question to be amended.

2) One that merely makes the adoption of the amended question equivalent to a rejection of the original motion. Thus, in the motion that "our delegates be instructed to vote in favor of the increase in Federation dues," an amendment to insert "not" before "be" is out of order because an affirmative vote on not giving a certain instruction is identical with a negative vote on giving the same instruction. But it would be in order to move to insert "not" before "to" ("instructed not to vote in favor"), since this would change the main motion into one to give different instructions. (See, however, the last paragraph on p. 86.)

3) One that would make the question as amended identical with, or contrary to, one previously decided by the assembly during the same session, or previously considered and still "within the control of the assembly." (See pp. 77 and 289.)

4) One that proposes to change one of the forms of
UNIVERSITY SENATE  
STATE UNIVERSITY OF NEW YORK AT ALBANY  

Proposal for a Graduate Program  
Awarding the Professional Degree  
Master of Regional Planning  

INTRODUCED BY: Graduate Academic Council  
October 8, 1979  

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:  

I. That the attached proposal for a graduate program  
awarding the professional degree Master of Regional  
Planning be approved.  

II. That the beginning date for this program be the fall  
of 1981.  

III. That this proposal be referred to the President for  
his approval.  

Attachment
**SUMMARY**

**PROPOSAL FOR A GRADUATE PROGRAM**

**AWARDING THE PROFESSIONAL DEGREE**

**MASTER OF REGIONAL PLANNING**

**Program of Study**

The planning curriculum is a two-year, 48-credit unit, professional degree program. It is divided into general requirements, specialization and elective courses, and a comprehensive examination. The length and general design of this program conforms to planning programs in other institutions but is modified to enable students to concentrate in one area of specialization and to take pertinent electives in other departments and schools. Each student will work closely with a faculty adviser. Student-faculty interaction will be important not only in helping shape student programs but in providing guidance on student progress and professional development. The expected student course load is four courses per semester for four semesters.

General program requirements consist of seven core courses, a seminar on the cultural and social content of planning, a research seminar in regional planning, planning internship if the student has not had prior experience in planning, a practicum, and a comprehensive examination.

**Core Courses**

- Pln 501 Planning Theory and Philosophy (3)
- Pln 502 Urban and Regional Structure (3)
- Pln 503 Statistical Methods for Planning I (3) (Gog 586)
- Pln 504 Statistical Methods for Planning II (3)
- Pln 505 Formulation, Implementation, and Implications of Planning Policies and Programs (3)
- Pln 506 Governmental and Intergovernmental Context of Planning Program Operations (3)
- Pln 507 Planning Law (3)

A minimum of three specialization courses will be required of students who will have a choice of one of five areas in which to focus their professional studies: regional and state planning, environmental planning, transportation planning, urban planning, or planning analysis and modeling.
Regional and State Planning Specialization Courses

Pln 511 Regional and State Planning (3)
(Gog 526)

Pln 611 Management of Development (3)

Pln 612 Regional, State, and Environmental Planning Practicum (3)

Urban Planning Specialization Courses

Pln 521 Comprehensive Planning Process (3)
(Gog 525)

Pln 522 Site Planning Practicum (3)
(Gog 516)

Pln 611 Management of Development (3)

Pln 622 Urban Land Use and Regulatory Policy (Pad 682) (4)

Pln 623 Urban Development Programs (4)
(Pad 683)

Environmental Planning Specialization Courses

Pln 531 Environmental Assessment (3)
(Gog 570)

Pln 532 Program Seminar in Environmental
(Pad 572) Quality Management (4)

Pln 612 Regional, State, and Environmental Planning Practicum (3)

Pln 631 Environmental Planning (3)

Transportation Planning Specialization Courses

Pln 541 Political Aspects of Transportation
(Gog 561) Planning and Investment (3)

Pln 542 Transportation Planning Economies (3)
(Gog 562)

Pln 641 Transportation Planning I (3)
(Gog 661)

Pln 642 Transportation Planning II (3)
(Gog 662)
Planning Analysis and Modeling Specialization Courses

Pln 551 Modeling Individual Spatial Behavior
(Gog 535) (3)

Pln 651 Mathematical Models of Regional Structure (3)

Pln 652 Location - Allocation Models in Planning (3)

A substantial selection of electives are available to students for the purposes of broadening their general educational background or for strengthening their background in their chosen field of specialization. Approximately sixty graduate courses in the departments and schools have been identified as pertinent electives. Each student will choose four elective courses in consultation with her or his adviser.

A comprehensive examination must be passed by all students. It will be administered in their last semester of instruction to assess their ability to integrate their planning experience, to analyze situations, and to suggest solutions to problems that confront practicing planners.

Need

There is no professional planning program in northeastern New York, and there is no regional planning degree offered in the SUNY system. The proposed program can provide a curriculum serving SUNY students, benefitting governmental agencies, and complementing the public policy thrust of the SUNY-Albany campus.

Presently, SUNY system students who wish to take a degree in regional planning must transfer to other schools. Many who come from upstate New York or from this campus do not return to this area, which is in need of trained professional planners sensitive to the planning needs and opportunities in the public and private sectors. This new program will remedy this deficiency.

There is a need for training professional planners and for upgrading the competence of planners employed in agencies in northeastern New York to deal effectively with a variety of state, regional, and local planning issues. These issues include problems of urban and regional development, the allocation and timing of governmental investment, and the improvement in the social and physical condition of the human environment.

The mission of SUNY-Albany is substantially directed to public policy. Aspects of public policy are addressed by several academic
The objective of the proposed program is to train professional planners who can fill responsible staff positions in government and to a growing degree in industry. The program graduates must have the ability to analyze issues, formulate solutions to problems, and design programs to resolve regional and local social, developmental, environmental, and transportation problems.

The planning program will be directed to training professionals for productive leadership roles in planning agencies in local, regional, and state offices. It will also be directed to the improvement of planning practice in upstate New York through cooperative programs with local, regional, and state agencies. The program will support related educational and research activities on this and other SUNY campuses.

The proposed planning program is a two-year professional curriculum concentrating on regional planning and its sub-fields. After taking core courses, students will specialize in one of five planning fields: regional and state planning, environmental planning, transportation planning, urban planning, or planning analysis and modeling.

The Department of Geography, College of Social and Behavioral Sciences, is the sponsor. The department presently awards the B.A. and M.A. degrees in geography and second fields in geography and urban and regional planning.

The department offers undergraduate and graduate work in planning and in other fields related to the proposed planning program such as urban geography, environmental affairs, transportation, and analysis and modeling. The department is offering a new concentration of five transportation planning courses beginning in the fall of 1979.

This program is designed to accommodate full-time and part-time students in each class year. In addition, planning classes will be open to students from SUNY-Albany and other Capital District campuses taking planning courses as electives. A substantial segment of its part-time
enrollment will come from public agency employees taking planning courses to improve their professional competency and opportunities for promotion.

Relationships to Present Programs

The planning program can be initiated primarily based on a combination of existing faculty and adjunct appointments. Three members of the geography faculty and a member of the public administration faculty form the instructional core of the program. Adjunct faculty, drawn from the highly qualified professional planners in the Capital District, can complement the interests of the regular faculty and teach specialized planning courses.

Most core and many specialization courses will be newly established. Other courses will be cross-listed from present offerings in geography and public administration. Elective courses, which constitute a quarter of the curriculum, can be selected by students in consultation with their advisers from a wide selection of courses in other departments and schools.

The library resources for the planning program will not require added resources. The library has over 10,000 volumes and 165 pertinent journals which are adequate to support the proposed planning program and its specializations.

The proposed planning program can also function as a resource for existing academic and research programs on the SUNY-Albany campus. It is anticipated that there will be close cooperative relationships with the planning and policy analysis certificate program, the Center for Governmental Research and Services, and the Atmospheric Sciences Research Center. Courses in the planning program should prove valuable for students in professional programs such as business, social welfare, and public administration, and in many of the social sciences. It is further expected that the staff of the planning program will participate in cooperative research and educational projects with state, regional, and local governments to advance the quality of public sector planning in state and local agencies.