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AGENDA

   University Senate, May 8, 1989 (1989–90)

2. President's Report

3. SUNY–wide Senate Report

4. Chair's Report

5. Council Reports
   b. Council on Educational Policy – B. Marsh
   c. Graduate Academic Council – K. Ratcliff
   e. Council on Promotion and Continuing Appointment – J. Fetterley
   f. Council on Research – E. Reilly
   g. Student Affairs Council – S. Rhoads
   h. Undergraduate Academic Council – J. Levato
   i. University Community Council

6. Old Business
   a. UAC Approved Entrance Requirement to the Major in Psychology
   b. Executive Committee Summer Action

7. New Business
   a. Chair of the Program Review Committee
   b. Bill 8990–01: College–based Commencement Exercises for Undergraduates
   c. Bill 8990–02: MS Program in Information Science

8. Adjournment
UNIVERSITY SENATE
October 2, 1989


The meeting was called to order by Chair Bosco at 3:40 p.m.

1. Approval of Minutes

The May 8, 1989 minutes of the 1988-89 University Senate were approved to include T. Lance as in attendance. S. Kim asked that the 14th paragraph on page 4 be amended to read: "The Letter of Intent is not appropriate at this time." He also asked that 15th paragraph on page 5 be amended to read: "Someone should assure that students from those colleges with associate degrees meet human diversity requirements." R. Gibson moved that the minutes be approved as amended; it was seconded and carried.

The May 8, 1989 minutes of the 1989-90 University Senate were approved as distributed.

Chair Bosco welcomed the students and new faculty to the meeting. He also introduced the officers for the 1989-90 University Senate: William Lanford, Chair-Elect, and Gloria DeSole, Secretary. Chair Bosco asked that the roll be taken.

2. President's Report

President O'Leary welcomed the members of the 1989-90 Senate.

President O'Leary said that the budget has been completed. The establishment of a parking fee is being developed.
The President summarized issues that will be coming before the Senate this year:

a. SUNY 2000 will include the whole SUNY system. SUNY 2000 is a definition of itself and its aims. Assessment will be included.

b. The question of whether the University at Albany should go to Division I, particularly in basketball.

c. The question of whether there should be a College of Arts and Sciences or should an undergraduate college be created.

d. The College–based Commencements will be discussed later today.

e. The University Community Council will investigate the parking issue.

3. SUNY–wide Senate Report

P. Wallace reported that there was a SUNY–wide retreat and the SUNY–wide Senate will meet at the end of the month.

4. Chair's Report

Chair Bosco reported that on September 14 the Executive Committee met in executive session to discuss President O'Leary's resignation and faculty participation on the Presidential Search Committee.

W. Lanford will chair a committee to review policy and procedure with respect to the disposition of academic integrity cases on campus. The committee will report to the Senate on the review and submit any necessary legislation.

At the 1989 Spring Faculty Meeting, the faculty voted on revisions of the By–laws. The revision calls for a one–third reduction in the Senate membership. V. Aceto will chair a committee to review the process of Senate reorganization.

Chair Bosco stated that too often policy is reported in a Council report and not as legislation. If it looks like a policy, it should be submitted as legislation.

Chair Bosco stated that Council reports be limited to two minutes. If the report is longer, it should be made available in writing.

5. Council Reports

a. Council on Academic Freedom and Ethics: W. Lanford reported for H. Hamilton. The Council will hold its first meeting on October 5.

b. Council on Educational Policy: B. Marsh had nothing to report.

c. Graduate Academic Council: K. Ratcliff reported the Council held its first meeting on September 25.

d. Council on Libraries, Computing and Information Systems: V. Aceto reported the Council will be meeting in October.

e. Council on Promotion and Continuing Appointment: J. Fetterley had nothing to report.

f. Council on Research: E. Reilly reported the Council met on September 18 to organize its committees. The Council is working on a bill on fraud in science. Copies of the draft have been sent to deans, department chairs and centers and institutes directors.
g. Student Affairs Council: S. Rhoads reported the Council met and formed its committees at its meeting on September 13.

h. Undergraduate Academic Council: J. Levato reported the Council's committees were formed. The Council is working on General Education requirements and the human diversity requirement.

i. University Community Council: R. Bosco reported the Council will convene on October 5 to elect a chair. The Council will consider the diversity requirement and the diverse nature of the University's population.

6. Old Business

a. UAC Approved Entrance Requirement to the Major in Psychology: J. Levato reported he had discussed the matter with the chair of the Psychology Department who asked that this requirement be withdrawn from consideration. The Entrance Requirement to the Major in Psychology was withdrawn.

It was moved, seconded and carried to accept the Council Reports and to withdraw the Entrance Requirement.

b. 1988-89 Executive Committee Summer Action: It was moved, seconded and carried to accept this report.

7. New Business

Chair Bosco noted all Bills have been moved and seconded by the Executive Committee and are now being presented to the Senate.

a. Chair of the Program Review Committee: The Executive Committee recommends John Mackiewicz as Chair. He has accepted the position. It was moved, seconded and carried to approve this recommendation.

b. Bill 8990-01: College-based Commencement Exercises for Undergraduates. B. Marsh stated EPC endorsed this Bill without dissent.

J. Luks distributed an amendment to Bill 8990-01. J. Luks moved the amendment; it was seconded. J. Luks noted the amended portions of the Bill are underlined. He stated that the Bill was composed without the consultation of the Senior Class. The Senior Class would like to assemble as a class for a graduation ceremony which could be shorter than in the past, but should be attended by faculty, students and family.

H. Bornstein, Senior Class President, was granted two minutes to speak on this topic. The Senior Class was informed of this Bill on September 28. The students feel strongly about being with their friends and want President O'Leary to speak at a mass ceremony. There would be no keynote speaker.

Chair Bosco stated the amendment is calling for a mass assemblage of graduates and that a member of the executive board of the Senior Class be on the Commencement Committee.

S. Rhoads stated the purpose of the original Bill was to make Commencement more enjoyable and meaningful to the Senior Class. The Senior Class will be presented with their degrees at the college-based ceremonies and President O'Leary would make the degrees official at the mass ceremony.

Discussion centered on the fact that Commencement has become an embarrassment. Students should be aware of the fact that faculty and staff are offended by their actions during Commencement.
V. Aceto offered a friendly amendment to hold the mass graduation at 8 a.m. instead of 5 p.m. This was not accepted.

E. Reilly moved the previous question; it was seconded. There was a hand vote to close discussion on the amendment: 40 in favor, 20 against, 0 abstentions. Discussion was closed. Vote on the amendment was then taken; the amendment was defeated.

S. Rhoads moved to refer Bill 8990-01 back to EPC; it was seconded. B. Marsh stated that it is clear that there is a sincere desire to consider the wishes of the seniors. EPC will solicit opinions from students and will start implementing the procedures. J. Levato moved the previous question; it was seconded. There was a hand vote on the motion to close discussion to defer Bill 8990-01 back to EPC; 42 in favor, 15 against. Discussion was closed. The vote to refer Bill 8990-01 back to EPC was defeated.

J. Levato moved that Bill 8990-01 be amended to have EPC consult with the Student Association President, President of the Senior Class and three other students to try to accommodate students' desire for a central ceremony; it was seconded. B. Marsh accepted this amendment as a friendly amendment; therefore, no vote was needed.

The question was raised about where the Bill goes if it is passed. If Bill 8990-01 is passed, a letter, including the legislation, signed by the Chair of the University Senate, will be forwarded to President O'Leary for his approval.

W. Lanford moved the previous question; it was seconded. The vote to close discussion was carried. There was a hand vote on bill 8990-01 with the friendly amendment; 41 in favor, 14 against, 1 abstention. Bill 8990-01 was passed.

c. Bill 8990-02: MS Program in Information Science. K. Ratcliff introduced this Bill and stated this program was approved by the 1988-89 GAC but was too late to submit to Senate last year. Questions on procedures should be referred to B. Marsh; questions on content should be referred to V. Aceto. Bill 8990-02 was approved with one abstention.

The meeting was adjourned at 5:10 p.m.

Respectfully submitted,

Gloria DeSole
Secretary
Message to Senate

hair: CAFE has
no business to report
other than that its
first meeting will
be on Thursday,
Oct 5.

Harry Hamilton

To be given when Council
Reports are given.
The Council on Educational Policy held its first meeting on Friday, September 15, 1989. At this meeting, the Council set up its standing committees.

The Council will introduce Bill 8990-01: College-based Commencement Exercises for Undergraduates at the October 2 Senate Meeting. The text of Bill 8990-01 is located in the Senate agenda.

UNDERGRADUATE ACADEMIC COUNCIL
Report to Senate Meeting of October 2, 1989

The UAC approved this entrance requirement to the major in Psychology:

Effective September 1990, students may not formally declare a major in psychology nor be assigned for advisement in the Department of Psychology until they have completed at least 24 credits in university courses with a minimum cumulative grade point average of 2.0, have a minimum grade point average of 2.5 in all courses completed in the Department of Psychology at the time of admission, and have completed each of Psy 101M, Psy 210, and Psy 211 with a grade of C or better.

(This was deferred from the Senate Meeting of May 8, 1989.)
The 89-90 Graduate Academic Council held its first meeting on September 25 at which time we reviewed the known assignments that would be brought to us this year.

The Committee on Curriculum and Instruction is currently working on two MS programs in Public Health and in Health Policy and Management. Subject to the time we receive the written reports from the external reviewers, we hope to have these programs ready for action by the Senate at its next meeting.

There is one carryover item from last year's Graduate Academic Council concerning approval of a Master's degree program in Information Science. This will be introduced under new business as Bill 8990-02.
TO: University Senate
FROM: William F. Hammond, Past Chair
DATE: September 19, 1989
SUBJECT: Executive Committee Summer Action

At the request of the Chair of the Council on Libraries, Computing and Information Systems (LISC) the Executive Committee was convened on May 24 to receive on behalf of the Senate the report of LISC.

A copy of the LISC report is enclosed.

The Executive Committee decided on your behalf to accept item (A) of the report with the proviso that the title of said item should read "EXPERIMENTAL" rather than "NEW". The Committee decided to return item (B) to LISC for further consideration.

On another matter the Executive Committee was asked by the Chair of the Graduate Academic Council to act on behalf of the Senate to enact a bill entitled "Proposed M.S. Program in Information Science", which had been approved by the Council on May 9, 1989. The Committee declined to use its "emergency powers" to consider the bill.
May 16, 1989

MEMO

To: University Senate

From: Graeme Newman, Chair, LISC

Subject: Report of deliberations of meeting May 15, 1989

A. NEW POLICY ON ALLOCATION OF MAIN-FRAME COMPUTING RESOURCES

The Council unanimously endorsed the following motion:

(a) The Council recognizes the need and endorses the policy to "monetize" the main frame computing resources, and

(b) Accepts provisionally the implementation of this policy for an experimental period of one year, implementation to be reviewed in October, 1989 and March 1990.

Background and Explanation

"Monetize" means, in general, an attempt to anchor the amount of main frame computing services to the annual cost of maintaining such services. It has been described as an attempt to "increase the sense of value" of the services, and underline the necessity to carefully account for the distribution of a scarce resource.

"Implementation" means:

(a) To establish an annual dollar amount of computing services based on the cost of the main frames (e.g., $2 million for the IBM and $1 million for the VAX — THESE ARE FICTITIOUS EXAMPLES ONLY). This would mean that $3 million, and only $3 million would be made available to users.

(b) The distribution of these "dollars" would be worked out by requesting departments and schools to establish their own priorities (e.g., graduate students, faculty, teaching, etc.) and to request allocations in the same ways as Deans and chairs currently request allocations for their regular school and college budgets. In other words, schools and departments must compete for this finite resource.
The general justification for this new policy:

In the past it has been assumed that computing services must grow in direct relation to the demand, thus larger amounts of the university's resources have been spent on computing, without any serious accounting for this escalation in expenditure. The fact is, when the university spends a couple of million on a computer, this means that some other university need must be denied. The thrust is to force a closer scrutiny of priorities among those who use computing services, and in comparison to other services and resources of the university.

Sampling of Council Deliberations:

1. The use of the main frame by the administration (Estimated to be something in the vicinity of 60% of the IBM. There is no administrative use of the VAX or Sperry UNIX processors) is excluded from this monetizing process. The Council heard a couple of reasons for this:
   
   (a) There is no accounting system for the administration use of the main frame and
   
   (b) the administrative use of the main frame, while it uses the same main frame, uses a different operating system.

   The council received assurances, however, that at a minimum, the administrative use of the mainframe would be monitored annually. This has not been the case in the past.

2. The planned switch over is June 1. Initial allocations will be made in close consultation with Deans and department chairs, or their designates. They will be based on previous allocations, current usage, and priorities established within the department.

3. We have been assured that the computing center has established a "fail safe" system, so that in the change over, people will not be left high and dry without computing facilities, should a mistake be made in allocation of resources.

4. A department that does not use up all its computing account will not be able to exchange the dollars left over into anything else.

5. The original proposal presented to the Council by Associate V.P. Lees, excluded "instructional" computing from the policy. However, it was pointed out that this accounted for close to 30% of academic use of the computing services. The Council recommended, therefore, that instructional use be included in the process, recognizing however, that there were additional practical difficulties in administering these accounts, because of the high peak usage of student computing accounts at particular times depending on class assignments. Motion: That LISC develop a plan for incorporating instructional use into the new allocation process. (Passed unanimously.)

B. USE OF LIBRARY CARRELS

The Council unanimously endorsed a motion to give priority of carrel assignments first to dissertation students, and second to faculty, with the understanding that there may be individual cases which should be heard and given consideration. Additionally, those requesting carrel assignments beyond two years in a row would have to "show cause" for this request.

The Council noted, however, that closer monitoring of the usage of the carrels, such as part time and full time, faculty and emeriti should be done.
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the procedures for conducting Commencement exercises be revised from the current central ceremony to College-based Commencements for undergraduates and a Graduate Commencement, as detailed in the attached rationale, beginning with the May 1990 ceremony.

II. That this bill be forwarded to the President for approval and implementation.

Background and Rationale

In recent years, several competing views of Commencement have existed in an increasingly uneasy and dissatisfying alliance at the University. For many, Commencement is a solemn occasion meant to acknowledge the completion of the academic program and to encompass certain academic traditions. For others, however, the event marks the achievement of a personal goal, and the occasion represents a reason for individual celebration. For still others, Commencement is a community event akin to a ball game or a rock concert that includes the experience of mass celebration.

Two years ago, the University at Albany first addressed these competing expectations and associated problems -- decreasing faculty attendance, a student audience disrespectful to speakers and to the program, and a sense of anonymity among students and their families -- by creating separate Undergraduate and Graduate Ceremonies to better reflect the different expectations of those two groups. The Graduate ceremony, which individually recognizes doctoral and master's degree students, has been regarded as quite successful at personalizing the experience for graduate students and at reflecting traditional solemnity of such occasions. The Undergraduate Ceremony, on the other hand, was not greatly altered, and faculty, university officials and many students and their guests have continued to express the view that, on the whole, the ceremony does not provide a positive, memorable closing to the students' academic career at Albany.

The plan to conduct College-based Commencement exercises for undergraduates addresses these concerns. It is a model followed elsewhere in the SUNY system and at large universities across the country. Because the University at Albany also has a traditional ceremony called Torch Night, this change in Commencement will not deprive the senior class of the opportunity to come together and experience a strong sense of class identity. Torch Night already provides that important function. Instead, it supplements that class event with events that allow for individual recognition of graduates.
Policies and Procedures

Schedule and locations: While a good many of the logistical details must still be developed by the committees specified below, the following is a preliminary plan for the ceremonies. The undergraduate ceremonies would be held in two "shifts" with the Graduate Ceremony late in the afternoon, according to the following schedule (times and locations subject to change before finalized):

9:30 a.m.  
College of Humanities and Fine Arts
Grand Entrance (Under tent, rain or shine)

College of Science and Math
Podium Site to be determined*

College of Social & Behavioral Science I
University Field (Rain plan: Gymnasium)

12:30 p.m.  
College of Social and Behavioral Sciences II
University Field (Rain plan: Gymnasium)

School of Business
Grand Entrance (Under tent, rain or shine)

Rockefeller College
Podium Site to be determined*

3:30 p.m.  
Graduate Ceremony
Grand Entrance (Under tent, rain or shine)

*Several sites on the podium, including the small fountain area, area between Social Science building and Library, and grassy area alongside the greenhouse are being considered as the third uptown site, after preliminary inquiries suggested that a downtown site was not preferred by any of the colleges involved.

Programs: Each college would be free to develop its own program, beyond the following standard elements. The Dean of the College would preside and the President or a Vice President would attend each ceremony and "confer" the degrees. Most importantly, each graduating student will be introduced, cross the platform and receive the congratulations of the College/School and a memento. Other program elements could also include faculty and student addresses, and/or a speech by an honorary degree recipient.

Participants: All students eligible to graduate in May or August, as well as all students whose name appears in the official program by virtue of completing their degree requirements in August or December of the previous year, are eligible to participate in the College-based ceremony. Students will double majors may choose one ceremony or attend both, if logistically feasible.
Responsibility for Implementation

The current responsibility for planning Commencement will shift from a Central Commencement Committee to a two-tiered system.

Responsibility for the individual ceremonies will rest with a College-based Commencement committee, chaired by a senior member of the Dean’s Office staff and including students and faculty and a staff liaison. This committee will be responsible for the college program, including selecting faculty and student speakers and coordinating other platform party members, music, the printed insert to the official Commencement program, and the assembly and processional of students.

The Commencement Coordinating Committee will be responsible for ensuring coordination of the central services required for the ceremonies, including preparation of the sites; publication of the main Commencement program; assignment of security, professional staff, marshals and ushers; publicity; budget and expenses related to central services; all facilities use for Commencement weekend activities. Its membership will consist of representatives of the President’s Office, Academic Affairs, Physical Plant, University Relations, Campus Life, Graduate Office, Educational Communication Center, and Public Safety, and the chair or a representative from each of the college ceremonies.

Pending approvals, this practice would be implemented with the May 1990 Commencement ceremony. Issues not anticipated in this document but which arise will be decided by the Dean of Undergraduate Studies in consultation with appropriate campus groups.
Be it hereby proposed that the following amendment be considered for inclusion to Bill 8990-01:

- That the rationale listed in Section I of this Bill be amended to include the following:

**Policies and Procedures**

**SCHEDULE AND LOCATIONS:** While a good many of the logistical details must still be developed by the committees specified below, the following is a preliminary plan for the ceremonies. The undergraduate ceremonies would be held in two "shifts" for the presentation of degrees, and a second ceremony, a mass ceremony, for the confirmation of said degrees to be held at mid-afternoon. The graduate ceremony would be held later in the afternoon, according to the following schedule (times and locations subject to change before finalized):

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<td>Podium site to be determined*</td>
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<td>12:30 p.m.</td>
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<td>Rockefeller College</td>
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<td>Podium site to be determined*</td>
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<td>5:00 p.m.</td>
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PROGRAMS: Each college would be free to develop its own program, beyond the following standard elements. The Dean of the College would preside and (item deleted) a Vice-President would attend each ceremony and "present" the degrees. Most importantly, each graduating student will be introduced, cross the platform and receive the congratulations of the College/School and a memento. Other program elements could also include faculty and student addresses, and/or a speech by an honorary degree recipient.

The mass ceremony would be attended by the graduating class as a whole. The President of the University would attend the ceremony and officially "confer" degrees on the candidates for graduation in a fashion similar to the present graduation ceremony. Other elements should be limited, as previous ceremonies complete with speakers have been held, to an address by the President and an address by a student representative, preferably the class valedictorian.

Responsibility for Implementation

The Commencement Coordinating Committee will be responsible for ensuring coordination of the central services required for the ceremonies, including preparation of the sites; all facilities used for Commencement weekend activities; publication of the main Commencement program; assignment of security, professional staff, marshals and ushers; publicity; budget and expenses related to central services; and planning for the Main Commencement Ceremony. Its membership will consist of representatives of the President's Office, Academic Affairs, Physical Plant, University Relations, Campus Life, Graduate Office, Educational Communication Center, Public Safety, a representative from the Executive Board of the Senior Class, and the chair or a representative from each of the college ceremonies.

(paragraphs one, two, and four would remain as printed)
RATIONALE FOR THE AMENDMENT

Proposal: To combine mass graduation ceremony with the individual college ceremonies. This short mass ceremony would follow the individual ceremonies in order to finalize the University experience for graduating seniors.

- The proposal of individual school graduations is a good idea in that it will provide recognition for each individual student. There is, however, still a need for a mass gathering to complete and unify the graduating classes experience on the day of graduation.

- The student body feels strongly about graduating with their peers and friends with whom they have shared the college experience. Although Torch Night is a mass gathering, it is a time to say "goodbye" to those you are leaving behind. It is not graduation - a time for the graduating class to bond together for a final time.

- Graduation is not a purely academic event easily lending itself to division by schools of study. Students view graduation as the culmination of a long growing experience that includes and surpasses academic achievements. This being the case, graduation should reflect these sentiments.

- The type of graduation schedule and format proposed would provide the arena for this sentiment to be expressed. As individual schools have held separate ceremonies prior to the main ceremony for the presentation of honor awards, this plan is both a realistic and plausible suggestion.

- Finally, the purpose of this Bill was to provide the graduating seniors with both a memorable and enjoyable final experience at our University. The amendment proposed, is the culmination of the efforts of many students drafted after careful consultation with numerous members of our graduating class. Their sentiments are reflected here. If we are to truly accomplish what this Bill was designed to do, we must not ignore, but support this amendment.
UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

INTRODUCED BY: Graduate Academic Council
DATE: May 1989

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the M.S. program in Information Science be approved by the University Senate and submitted for approval by the New York State Education Department;

II. That the program become effective September 1, 1990; and

III. That the Bill be referred to the President for approval.
Degree requirements

A minimum of 45 credits of graduate work are required for the M.S. degree in Information Science, of which 30 must be in Information Science and Policy.

The core curriculum totals 12 credits, which are normally completed during the first semester of full-time study. The following courses are required for all students:

1) ISP 601 Human Communication and the Information Environment (3 credits)
2) ISP 603 Ichneutics I (3 credits)
3) ISP 611 Information Systems and Technology Applications (3 credits)
4) ISP 614 Information Resources Management (3 credits)

Also required is basic competence in computer programming, inferential statistics, and research methodology, as evidenced in previous course work, research experience, or completion of

ISP 600 Computer Programming for Information Services (3 credits)
ISP 608 Research Methods (2 credits) and
ISP 609 Analysis of Information Populations (1 credit)

All students are required to complete a master's thesis, ISP 699, entailing a major research project and substantial publishable product to be completed under the supervision of a faculty instructor.

Participation in an approved, supervised internship, ISP 668 (6 credits) is required of all students. The internship site will be in an information handling agency relevant to the student's area of concentration.

Concentrations within the curriculum will be General and Special Information Systems, Information Policy, Records Management/Archives, and Information Resources/Systems Management. The 'concentration' requirement will be met by completion of a second tier of 12 to 15 course credits. The third and final tier, totalling 9 to 15 course credits (mostly elective), will be selected from other academic units in the University.

The above is the summary of the salient features of the program. Further details are available in a document in the Senate Office (AD 259).
A. Introduction

The Master of Science Program in Information Science is designed to serve a dual purpose: (1) to prepare students for employment in corporate and public sector organizations where the generation, management, and use of information is the dominant or an essential aspect of their operation and (2) to equip students with the knowledge and skills required for entry into a doctoral program in information science. Those students who move directly into the profession will be employed in libraries, information and records centers, components of the expanding information, and public sector organizations. The library is only one of several alternative sites for information handling activity; graduates of the proposed program may be employed by archives, information banks, school districts, or businesses. Typical employers will include corporations, hospitals, academic institutions, human service organizations, law offices, and legislatures. The potential of new information systems resulting from the coalescence of data processing, records management, library management, decision support systems, word processing, telecommunications and reprographics cannot be realized without a cadre of competent managers. There is an urgent need for persons qualified to integrate information resources and technologies in information systems—professionals who can deal with the content, users and uses, processing, social effects, and policy implications of information.

Information Science is an academic discipline that deals with the generation, collection, organization, storage, retrieval, and dissemination of recorded knowledge.

Information may be broadly defined as the knowledge that resides in the human brain, in all electronic and written records, and potentially, in physical artifacts.

Information Science is the scientific study of that information; how it is created, transmitted, encoded, transformed, measured, used, and valued. Information science is an evolving metadiscipline, because it brings together ideas and technologies from many other areas, including the social sciences, computer science, cybernetics, linguistics, management science, neuroscience, and systems theory. Formal knowledge (mathematics, information theory) and practical skills (computer programming, statistics), combined with a firm grounding in
the liberal arts will be needed by students to assure success in this program.

Unprecedented opportunities and unmet demand justify this program. Although graduates of existing library schools are conversant with established tasks (i.e., processing, organizing, retrieval, and collection development), much more is needed at a time when networking, compact disks, online technology, and novel forms of information systems design and governance are being introduced and require integration. A substantial number of M.L.S. holders as well as recent baccalaureates have indicated interest in the M.S. program and faculty members to be associated with the program are actively engaged in research, teaching, and service within the four core areas of the curriculum: e.g., analysis, evaluation, and design of integrated information systems, classification, applications of information technologies, national information policy, indexing and abstracting, and user studies.

How can the emerging multi-type information systems be structured, staffed, financed, managed, and evaluated? What constitutes appropriate and equitable service for various segments of the current and potential information user populations? Should user charges be on a willingness-to-pay basis rather than on an apparent or perceived need? How do information professionals define the legal, evidential, informational, and intrinsic values for particular kinds of records and employ these definitions in decisions on retention and disposal of records and personal papers? It is to these and other crucially important questions that faculty and students will address their attention. The M.S. program will also be a very effective recruitment tool for the Ph.D. Program in Information Science because of overlapping emphases between the two curricula. Since the M.S. degree program includes concentrations in information systems, ichneutics (study and design of information coding and tracking systems), and information policy studies, the M.S. program will be one of the five principal feeder programs (business communication, computer science, information science, public administration) for the proposed Ph.D. in information Science. The Ph.D. program in information science focuses on four core areas of (1) information management, (2) information organization, (3) information theory, and (4) information policy.

The M.S. in Information Science degree will be awarded for successful completion of a minimum of 45 course credits, to include a six-credit internship and thesis. The core curriculum totals 12 credits of courses including the areas of human communications, the information environment, information conceptualization and organization (Ichneutics), information systems and technology, and the management of information resources. A course in statistics and research
methodology will be required of all students who cannot demonstrate competence or provide proof of prior completion of an equivalent course.

Four general themes will be stressed throughout the curriculum, for all students regardless of their concentration. These main, pervasive strands of study will be (1) the analysis, evaluation, design, maintenance, and management of integrated information systems; (2) the application of relevant information technologies (e.g., computing, communications, imaging, formatting); (3) the conceptualization and organization of information; and (4) the study of the social, political, economic, and institutional contexts within which information is produced, organized, stored, distributed, and used.

Concentrations within the curriculum will be General and Special Information Systems, Information Policy, Records Management/Archives, and Information Resources/Systems Management. The 'concentration' requirement will be met by completion of a second tier of 12 to 15 course credits. The third and final tier, totalling 9 to 15 course credits (mostly elective), will be selected from other academic units in the University. An internship (6 credits) in a general or special information center, library, archives, or other appropriate site and the thesis will complete the course of study.
B. Admission requirements

Applicants to the M.S. program in Information Science are expected to satisfy the following requirements for admission:

1) They must hold a bachelor's degree from a college or university of recognized standing.

2) They must have a satisfactory record of academic achievement as evidenced by a quality point average of 3.0 or B.

3) They must submit official scores of the Graduate Record Examination.

4) They must provide three letters of recommendation from academic advisors or other faculty members who are familiar with their qualifications.*

5) They must provide a statement of their career goals with reasons for undertaking graduate study (part of the completed application form).

6) Foreign students must submit evidence of proficiency in English or score 560 or more on the Test of English as a Foreign Language (TOEFL).

7) A personal interview is strongly recommended.

*For candidates whose academic record predates the application by five years or more, letters of recommendation may be submitted by supervisors.
C. Degree requirements

A minimum of 45 credits of graduate work are required for the M.S. degree in Information Science, of which 30 must be in Information Science and Policy.

The core curriculum totals 12 credits, which are normally completed during the first semester of full-time study. The following courses are required for all students:

1) ISP 601 Human Communication and the Information Environment (3 credits)
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ISP 608 Research Methods (2 credits) and
ISP 609 Analysis of Information Populations (1 credit)

All students are required to complete a master's thesis, ISP 699, entailing a major research project and substantial publishable product to be completed under the supervision of a faculty instructor.

Participation in an approved, supervised internship, ISP 668 (6 credits) is required of all students. The internship site will be in an information handling agency relevant to the student's area of concentration.

Part-time study will be permitted. Students must carry at least three credits per semester, however, and be continuously registered. In accordance with University policy, all degree requirements must be completed within six years.

Transfer credit will be allowed for courses taken elsewhere in accordance with University policy. Courses may also be waived for students who can demonstrate competence in any required course excluding ISP 680, 668, and 699. All
students must complete a minimum of 45 graduate credits for the degree of M.S. in Information Science.

Typical Program of Study:

IV. Information Resources/Systems Management

This specialization is aimed at students intending to pursue managerial positions in corporate or public sector information-providing agencies.

Until relatively recently information has not been regarded as a resource needing to be organized and managed in a formal fashion. The pervasive and intangible nature of information has made it particularly difficult to define policies to deal effectively and efficiently with its planning, budgeting, and management for decision-making and problem-solving.

This concentration provides a conceptual framework in the following areas:

* Management functions - for the analysis of information resources within the organization, the allocation of resources and problems of system design and compatibility.

* Organizing information - within a knowledge schema. The use of information typologies (ichneutics) and role of vocabulary. Relationships between concepts (links, roles, etc.).


* Evaluation - of information systems and services as an analytical process. Information for planning and programming within the organization. The use of information as an indicator of its value. Tools and measures.

Typical Program of Study for Concentration IV
[Information Resources Management - (Health Sciences Focus)]

First Year

a) Fall semester

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<th>Credits</th>
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<tbody>
<tr>
<td>1) Human Communication and the Information Environment R ISP 601</td>
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<td>2) Ichneutics I R ISP 603</td>
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3) Information Sources & Services 3
   ISP 605
4) Information Resource Management 3
   ISP 614

b) Spring semester
1) Research Methods & Analysis of Information Populations 3
   ISP 608/609
2) Information Systems & Technology Applications 3
   ISP 611
3) Online Database Searching 3
   ISP 639
4) Health Sciences Information Sources and Communications 3
   ISP 647
5) Microcomputer Database Development 3
   ISP 658


c) Summer session
Internship 6
ISP 668

Second Year

d) Fall semester
1) Decision Support Systems 3
   MSI 581
2) Choice: Methodologies of Mgt. Sci. 3
   PAD 620
   or
   Organ. Perspectives in Hlth. & Medicine
   SOC 685
   or
   Marketing Mgt.
   MKT 583
   or
   Concepts in Info. Systems
   MSI 601
3) Seminar (Health Sci. IRM) 3
   ISP 680
4) Master's Thesis 3
   ISP 699

Total credits for the M.S. in Information Science: 45