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- James Kim
- Hamish Brown
- Olivia Neshoff
- Carol Anderson
- Harry Hamilton
- Chris Bae
- Rowan Hyde
- Anne Roberts
- Joel Rothman
- Phil Botwinik
- E. H. Weinstock
UNIVERSITY SENATE MEETING
Monday, September 23, 1985
3:30 P.M. - Campus Center Assembly Hall

AGENDA

1. "State of University Governance" Report - the Chair
2. Approval of Minutes of April 22, 1985, May 6, 1985 (3:00 PM), and May 6, 1985 (3:30 PM)
3. President's Report
4. SUNY Senators' Report
5. Chair's Report
6. Council and Committee Reports
7. New Business
   7.1 Council Membership Vacancies (Executive Committee)
   7.2 Bill No. 8586-02 (CPCA)
   7.3 Bill No. 8586-03 (Senators Abelow and Bernstein)
The meeting was called to order at 3:38 P.M. by the Chair, Kendall Birr, in the Campus Center Assembly Hall. Dr. Birr welcomed the 1985-86 Senators to the first meeting and asked that everyone be sure to sign the attendance sheet at each meeting.

1. "State of University Governance" Report

K. Birr gave a brief statement on the state of governance at the University. Copies are available at the Senate Office, AD 259.

2. Approval of Minutes

The Minutes of April 22, 1985 were approved as written.

The Minutes of May 6, 1985 (3:00 PM) are to be amended to show J. Bernstein and S. Russo in attendance.

The Minutes of May 6, 1985 (3:30 PM) are to be corrected to show S. Landis present, and on page two, the first sentence is to read:

"5. Council Reports

EPC - The Council received and accepted reports from three standing committees: Long Range Planning Committee, Resource Advisory Committee, Evaluation Policy Committee. The Council . . ."
The Chair told the Senators that if they disagreed with the Executive Committee action taken on July 24, 1985, regarding Bill No. 8586-01, they should voice their objections now. Sufficient and adequate reasons for their objections could result in an overturning of that action.

On September 13 and 14 the Chair attended the meeting (statewide) of governance leaders from the various SUNY campuses. He reported that governance is working well on this campus in contrast with governance at some other SUNY campuses.

3. President's Report

Flexibility Legislation - In April 1986 the Flexibility Legislation passed by the Legislature and signed by the Governor will take effect. It will allow us to issue contracts more quickly, move funds across accounts more easily and manage the institution in a more reasonable and more efficient way. Mr. O'Leary was extremely pleased with passage of the bill.

Programs and Priorities 1985 - Programs and Priorities 1985 will be made available to Senators, faculty and staff by the Office of the President. This document details the priorities set for SUNYA during 1985-86.

Interaction - The President stressed the importance of interaction between the colleges, schools, Student Association, and University Senate. He said that without that interaction, governance may not happen, and pledged his cooperation in making governance work.

Divestiture - The University at Albany Fund and the Benevolent Association have moved to divest themselves of stock in companies doing business in South Africa. They determined that any investments in companies in South Africa will only be made in those firms that promote civil and economic liberty and justice in South Africa. They elected to divest the remainder of their funds unless substantial changes occurred in apartheid by the summer of 1987. The President supported their action and has provided a statement of his views, which is attached hereto and made a part of these Minutes.

4. SUNY Senators' Report

E. Scatton attended the opening SUNY Senators' meeting on September 13 and 14 at the University Plaza.

5. Council and Committee Reports

CPCA - The 1984-85 annual report was distributed and briefly discussed. Peer evaluation of teaching is now mandatory in reviewing CPCA cases. This is a new procedure this year. The Council's calendar has been modified to allow more time for gathering information.

EPC - M. Deasy, Vice Chair, reported that the Council will hold its first meeting on Friday, September 27.
GAC - K. Birr reported in (Council Chair) D. Reeb's absence, that the Council has met and begun to organize committees.

UAC - K. Birr reported in (Council Chair) W. Hammond's absence, that there was no business or action ready for report.

Library - This Council must meet very quickly to conduct an election for a chair. K. Birr asked R. Minch, Vice Chair, to convene the Council as soon as the Senate takes action on its vacancies.

CAFE - No report

SAC - No report

UCC - Ross Abelow, Vice Chair, reported that the Council will conduct its first meeting in a few days.

Research - Will hold its first meeting on September 30.

6. New Business

6.1 Council Membership Vacancies

The Executive Committee at its September 9 meeting nominated the following individuals to the Councils indicated.

CAFE - William Rainbolt (English and Journalism) to replace John Sarkissian, who resigned.

EPC - David Anderson (GSPA) to fill the Deans' Council Appointment; Nathaniel Charny to replace Barry Greenstein who resigned; and Madelyn Kelstein to fill a graduate student vacancy.

Library Council - Lindsay Childs to replace Victor Pan who is unable to accept appointment to the Council due to prior commitments. Donald Liedel to fill a general vacancy, and Jean Pelletiere to fill a graduate student vacancy.

CPCA - Shelton Bank to fill the Science and Mathematics vacancy.

UCC - Barry Greenstein, to replace Nathaniel Charny who resigned.

The Chair asked D. Birn to move acceptance of the above Executive Committee recommendations. He so moved. The motion was seconded and carried unanimously.

6.2 Bill No. 8586-02 - Proposed Affirmative Action Modification to the Guidelines Concerning Promotion and Continuing Appointment

W. Lanford introduced Bill No. 8586-02. The Council felt unanimously that in cases where personnel actions will affect affirmative action goals in a unit of
the campus, that those should be discussed and included in the candidate's file. This motion is intended to do that. He then moved for approval of the Bill. M. Elbow seconded. The Bill was approved unanimously.

6.3 **Bill No. 8586-03 - Resolution on Apartheid**

Chair Birr gave a brief history of this Bill and suggested that D. Birn move that it meets the criteria established in Bill No. 197071-01 and that the Senate proceed to its consideration. If the Senate decides that this is an appropriate subject for its consideration, then Senators Bernstein and/or Abelow will move its adoption.

The Chair explained that Senators Bernstein and Abelow submitted to the Executive Committee a draft of this Bill (enclosed in today's packet and labeled "original draft"). The statement was subsequently very substantially reworked and they will seek permission to introduce the "revised" version for Senate consideration.

D. Birn moved that the Senate consider Bill No. 8586-03 as meeting the criteria established in Bill No. 197071-01. J. Bernstein seconded. The motion to consider this Bill was carried unanimously.

R. Abelow moved for Senate acceptance of Bill No. 8586-03 (revised version). The motion was seconded. The floor was opened for discussion. R. Abelow reported that the Board of Trustees would vote tomorrow on the matter of divestment.

The motion for acceptance was carried unanimously.

A motion was made to adjourn, and the meeting was adjourned at 4:54 P.M.

Respectfully submitted,

Beverly Roth
Recorder
This fall the University Senate enters its 20th season of activity as the principal governance body on this campus. A few historical observations may help put the current status and operations of the Senate in a useful perspective.

When I first came here in the fall of 1952 this was a small college of about 1500 students and 100 faculty. Faculty governance was conducted through regular general faculty meetings, although it should be added that much of the important academic business of the college was conducted by the President, the Dean, and the group of department chairs. That general condition held through the early 1960s.

When the institution was designated a University Center in 1962 and began its great growth spurt, it became apparent that the general faculty meeting was no longer an effective instrument enabling faculty to meet their obligations to shape the academic programs of the institution. As a result a Graduate Faculty and Council were established in the early 1960s. And 20 years ago this fall President Evan Collins and the Academic Vice-President, political scientist Webb Fiser, established a By-Laws Committee to develop a new system of faculty governance for the University. The result was a governance structure and a set of By-Laws which have been modified only slightly in the past two decades.

There was much discussion in the By-Laws Committee about the relationship of the "administration" to the new governance system. After all, the folklore of academe said that there was a "great gulf" fixed between the faculty and administration, and there was some sentiment for making the governance system an exclusively faculty body which would in a sense negotiate with the "administration" as a separate entity of the institution. Another point of view won out, however, and the faculty attempted to coopt the administration by including them within the system. Since the President had normally presided over faculty meetings and since the new Senate was perceived as taking over the traditional functions of the faculty meeting, the President was designated as the presiding officer of the Senate. Another member of the Senate was elected as Vice-Chair and as Chair of the Executive Committee, and I had the honor of occupying that position in 1966-67.

The new system got off to a rocky start. It carried a heavy burden of academic business as new programs flowered everywhere on campus. The entire administrative structure of the institution creaked and groaned under the strains of growth, and essential governance activities such as personnel review teetered on the edge of disarray. As I noted earlier, an initial decision had been made to include members of the administration in the governance system. Now there was a successful drive to make the system yet more inclusive of the University community as students entered the Senate in 1969. A Governance Commission in the early 1970s urged making the Senate a truly inclusive body by adding members of the service staff to the Senate, but by then members of the campus community were having second thoughts about the effectiveness of inclusiveness as an operating principle.

Equally important 1969-70 also saw what I refer to as the University's "Time of Troubles." Passions over Vietnam reached their peak. Idealistic and well-meaning faculty and students alike sought to
convert the University into a political fortress from which they could sally forth to reform the larger society. The results were chaos on campus and near cessation of normal academic activities in the late spring of 1970. In the fall of 1970 faculty reacted by passing the so-called "Pohlsander Resolution" in the September 1970 faculty meeting and Bill 197071-01 in the Senate. Both documents are in your packets. Both resolutions said in effect that the function of the University is to transmit and extend learning and that it was dangerous to try to use the University as an institution for purposes for which it had never been designed.

The explosive days of the spring of 1970 passed and University governance returned to a somewhat more placid existence. The issues of Vietnam and the draft were replaced by new and, in their own ways, equally vexing problems of program eliminations and budget shortages. The student generations of the 1960s, enthusiastic for social change or caught up in the counter-culture, were replaced by new generations with different goals: the professions, business success, personal self-fulfillment, etc. Yet the upheavals of 1969-70 left institutional scars that still influence perceptions of the governance system. Faculty members who lived through the "Time of Troubles" have serious reservations about proposals that call on Albany as an institution to take a stand on larger social and political issues. Similarly many continue to be turned off by a governance system that they perceive to be highly politicized. I'm not saying that these views are right or wrong; I only say that they are understandable in light of the University's experience fifteen years ago.

The history of the Senate and its councils in the past decade has been considerably more placid than in the first decade, but I would like to comment briefly on two persistent issues in governance that are still with us. First, there has never been total agreement on the extent of the powers and functions of the Senate and its councils. Two things are clear: the President has the chief legal responsibility for all institutional actions; however, the President also has a legal responsibility to consult with the faculty on issues specified in the policies of the Board of Trustees. The effectiveness of governance, then, depends on cooperation between the President and the system. Let me assure you that, in comparison with some other campuses in the SUNY system, governance works well at Albany because of the determination on the part of President and governance leaders alike to make the system effective. That kind of cooperative spirit requires constant nurture. Effective governance needs flexibility, hard work, and ingenuity on everyone's part.

Second, we need to recognize that the reputation of the governance system is not very high in many parts of the University community. The evidence is everywhere, and ranges from lunchroom gossip to the difficulty in recruiting faculty for some councils to the notoriously small turnouts for elections, student and faculty alike. To many people governance is at best trivial and irrelevant. There is some truth to all of this. Students can and do get a first-class education without benefit of contact with SA or the Senate. Engaging in council business or faculty politics is not and should not be a major criterion for tenure, promotion, or salary increases. Some Senators have elevated minor issues to matters of high principle. The only statement I have ever made which has been remembered for more than ten minutes was my characterization of a Senate agenda a number of years back as devoted to "pets, pistols, and parking." Some of us expect too much from governance. There is important governance work to be done; most of it gets done in councils and committees; little of it is politically glamorous. We all need a better sense of proportion about such things.
Let me try to summarize briefly my message in four sentences, with apologies for the evident linguistic inflation.

(1) Thou shalt respect all other Senators. Some Senators suffer from a Rodney Dangerfield complex. Others, alas, try to use governance for ego trips. Both should and can be avoided by an appropriate degree of mutual personal respect.

(2) Thou shalt not attempt to use the University to reform the world. The modern university is one of the great institutions of western civilization, but it is also fragile and should not be used for purposes for which it was not designed.

(3) Thou shalt try hard to maintain some perspective on governance. Governance is important but it pales into insignificance besides the traditional university functions of education and scholarship. There are few governance issues that justify cutting or canceling a class or neglecting one's scholarship.

(4) Thou shalt approach governance in a spirit of community rather than interest group politics. We all share a noble goal: the improvement of the University. Let's pursue that goal with energy and dedication and in a spirit of cooperation.

Mutual respect, cooperation, community, a firm sense of the goals of the University and the proper functions of a governance system: these are the hallmarks of successful governance system. I'm confident that the 1985-86 Senate will provide the University with governance success.
STATEMENT ON SOUTH AFRICA

Vincent O'Leary

Events in South Africa have intensified concern about that nation's policy of apartheid, a system widely condemned by citizens and leaders across the United States as violative of the fundamental precepts of human dignity upon which this nation was founded. But while there is broad agreement about its evils, there is not the same consensus about appropriate and effective means to eradicate it, particularly with respect to investment in companies doing business in South Africa. I have been asked to express my views on such investments by a university. In so doing, my comments are not meant to imply an institutional view, I speak only for myself.

Perceptions are conditioned by experience and the issue of apartheid in South Africa has been a matter of deep and long-standing concern at the State University of New York at Albany. Seven years ago, for example, over a period of more than a month, the campus had a variety of discussion groups, speakers, and classes involving many students, faculty, and staff, centered on the subject. World Week, now a tradition, sprang from those programs, as did the President's Lecture Series. In the ensuing years, other examinations have occurred on this campus that have deepened commitments to end the system of apartheid in South Africa and the vestiges of racial discrimination in our own country.

Many Americans argue that investments in companies operating in South Africa should be withdrawn as a means of bringing to an end its laws that explicitly discriminate against Black persons. While most such proposals for divestment have been advanced on campuses, both public and private, they are being increasingly reflected in the statements and actions of State and Federal officials and legislators. Others would express their opposition to apartheid and hope for change by remaining engaged in economic activity in South Africa, but use it, in the phrase of David Gardner, President of the University of California, "to promote human freedom and economic enfranchisement." He and many others would employ investments to promote change in South Africa by selectively investing in those companies that provide training and employment for Black South Africans and actively promote a nondiscriminatory society.

Reasonable and sincere people disagree about the wisdom of divestment. The hard fact is that while choices must be made, no one can be certain of the consequences of various measures. For myself, while a policy of selective investment has much to commend it, I believe the record is clear that it will not be as effective as other steps in helping to bring about the end
of apartheid in the foreseeable future. Substantial political and economic pressures are needed to impel the South African government to negotiate seriously with Black leaders, and the fact or threat of immediate or near-term divestment can play a role in generating those conditions. I take this view aware of the need for a university per se to avoid political statements, the dangers of a precedent that could lead to future demands for similar actions in other circumstances, and the legal responsibility of fund managers to invest prudently. I believe there are reasonable responses to each of these concerns.

One of the hard lessons we learned in the past years was that the University should avoid taking positions on matters in which it is not directly and immediately involved. Each individual or group on the campus should be free to express views on any subject, and we must resist attempts by anyone or any group to speak for the collective whole or to imply in any way that they voice the opinions of everyone on the campus. Such attempts, however well intentioned they may seem on occasions, are contrary to the very idea of a university. This must be a place in which there is a freedom of expression for every view and fundamental respect for the rights of persons to hold unpopular, and even at times distasteful, opinions.

Having said all this, there is an important distinction that needs to be made when a university confronts the fact that it is an institution in interaction with the world and must make decisions, as any other institution, about its environment and its interaction with that environment. We do not pollute our neighborhood, not only because it is illegal, but because it is improper. We are concerned about the manner in which our vehicular traffic moves in and out of our campus, not only in terms of its effect on us, but in terms of its effect on others as well. Inevitably, judgments must be made by a university about its inescapable interactions with the world, including the investment of its funds.

Decisions regarding these investments involve the same moral problems that confront anyone making such investments. It may be difficult at times to make a distinction between the University as a collectivity that avoids taking public positions in the interest of freedom of inquiry and an institution which inevitably makes judgments about its interactions with the external world. To deny the existence of this dilemma is to deny reality. We must come to grips with it as best we can.

The specific question of investment has been faced by many universities across the United States and a number have developed statements of principles by which their decisions are
guided. Today it is the issue of South Africa. Only a few years ago it was the Soviet Union after the invasion of Afghanistan. Tomorrow it may be an organization which poses a significant threat to consumers' health or welfare. One of the problems which any university investment group faces is how to choose among the many social issues which exist. As the Trustees of Smith College noted, it would be highly desirable "to find enough nice, clean, neutral investments to provide productive employment for all of Smith's modest endowment funds. The reality, of course, is there are no absolutely 'pure' investment opportunities. There are only perhaps 'more acceptable' and 'less acceptable' alternatives." Obviously such criteria as fault, scope, satisfactory documentation, and appropriate response need to be employed. The Trustees of Stanford University add "substantial consensus" in the University's community as another criterion.

In this respect, I believe that one would find in this University a broad base of support for the adoption of a policy to employ investment funds in a manner that expresses strong disapproval of apartheid. This is a racist formulation condemned by the leaders in federal, state, and local government, and a wide cross-section of persons in and outside the academic community. It is a formulation which declares that those born in a given race are condemned by that simple fact to live in an inferior position. It is a formulation expressed in the laws of South Africa; laws carefully crafted over many years and vigorously enforced.

There are a number of ways to use investment funds to promote desirable objectives, including statements at stockholder meetings, votes on resolutions, and selective, phased, or full divestment. The particular facts, history, and specific circumstances in South Africa lead me to conclude personally that fund managers as a minimum should move to withdraw immediately investments in companies doing business in South Africa which fail to pursue policies that enhance social and economic justice as measured by compliance with the highest levels of the Sullivan Principles. More than that, they should explicitly recognize there is a point at which this kind of measured response is no longer adequate and make an unambiguous statement that all remaining holdings in companies in South Africa will be divested by a specific date in the relatively near future unless substantial progress has been made by the South African government meanwhile to rid itself of racist laws and policies. During this period, the managers should be able to prepare to meet their fiduciary responsibilities, at the time of potential divestment, by having identified investment alternatives that would provide acceptable rates of return to the fund for which they act as trustees.
The direct economic effect of removing investment in a company may be small, but as a symbolic act it can be large, particularly when it is joined with many others across the country. It can help, indeed it has already helped, to encourage national leaders to pursue policies in concert with other nations which will more quickly bring to an end the repression of millions of Black South Africans in their home country.

Because of the legacy of this country that has had, in the lifetimes of many of us, laws based on racial criteria, we must commit ourselves to engage these issues not only in South Africa, but to face as well the remnants of racial discrimination that still remain in this country. Today we speak about South Africa, but we must, in our own individual behavior, deal with discrimination not only in terms of remote companies in far places, but in our personal lives, in our own communities, and on our own campus.

September 13, 1985
MEMORANDUM

September 20, 1985

To: University Senate

From: Professor William Lanford, Chair
Council on Promotions and Continuing Appointments

Subj: Annual Report for 1984-85

Below is a tabular summary of the actions taken by the Council on Promotions and Continuing Appointments during the 1984-85 academic year. The data include library and academic faculty, as well as new senior faculty recruited to the campus in the past year.

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**Vice President's Recommendation**

| Approved                   | 9                      | 21                   | 14        |
| Disapproved                | 0                      | 1                    | 1         |
| Withdrawn (by candidate)   |                        | 1                    |           |

**President's Decision**

| Approved                   | 9                      | 21                   | 15        |
| Disapproved                | 0                      | 1                    | 0         |

Council Members: Judith Barlow, Donald Birn, Peter Blau, William Glosson, Ronald Forbes, Robert Greene, John Gunnell, William Hedberg (staff), William Lanford, William McCann, Judith Ramaley (ex-officio), Glenna Spitze.
COUNCIL APPOINTMENTS  
(pending acceptance in some cases)  
From the Executive Committee  
September 23, 1985

Council on Academic Freedom and Ethics  
Faculty Senator: William Rainbolt (ENG & JRL) (to replace John Sarkissian who resigned)

Council on Educational Policies  
Deans' Council Appointment: David Anderson (GSPA)  
Undergraduate Student: Nathaniel Charny (to replace Barry Greenstein who resigned)  
Graduate Student: Madelyn Kelstein

Library Council  
Faculty: Victor Pan (CSI)  
Donald Liedel (HIS)  
Graduate Student: Jean Pelletiere (PAP)

Council on Promotions and Continuing Appointments  
Faculty Senator: Sheldon Bank (CHM)

University Community Council  
Undergraduate Student: Barry Greenstein (to replace Nathaniel Charney who resigned)
IT IS HEREBY PROPOSED:

I. That Part B of the "Guidelines Concerning Promotion and Continuing Appointment" be revised as follows: (additions in italics)

B. If an academic review body at any level is concerned about the effect of an action on programmatic needs or priorities, tenure ratios within the department, or affirmative action goals of the department, program, or college, those concerns should be discussed apart from the criteria in Section A, with the discussion to be recorded and included as information in the candidate's file.

II. That this proposal take effect immediately following the President's approval.

RATIONALE

1. A copy of the present "Guidelines..." is provided.

2. The effect of the proposal is to permit the University to consider affirmative action in personnel actions in the same context in which the University now considers factors such as programmatic needs or tenure ratios.

3. The proposal is wholly consistent with the University's commitment to affirmative action as articulated in statements by Chancellors Wharton and President O'Leary and in such documents as "Programs and Priorities" and the University's affirmative action plan.

4. The under-representation of women and minorities among faculty continues to be a serious problem at SUNY Albany. Affirmative action plays a legitimate role in promotion and continuing appointment decisions at the senior level in the University faculty just as it does in hiring decisions at the junior level.
To : Members of the Senate  
From : Kendall Birn, Chair  
Subject: Handling of Bill No. 8586-03

1. Bill No. 8586-03 was presented to the Executive Committee in its original form. Subsequently, the sponsors considerably revised the language (although not the substance) of the bill; the revision is in your packet as Bill No. 8586-03 (Revised version). When the bill reaches the floor, the sponsors will ask permission to present the revised version.

2. In the opinion of the Chair, Bill 8586-03 clearly falls into the category of resolutions treated in the so-called Pohlsander Resolution of September 1970 and Bill 197071-01. (Both are included in your packet.) In the opinion of the Chair both the Pohlsander Resolution and Bill 197071-01 are part of the operating rules of the Senate. In brief, the Faculty and the Senate have said it is improper for the Senate to deal with certain kinds of issues.

3. Bill No. 197071-01 states (Section V) that the Executive Committee may not rule on the appropriateness of such proposals brought before it; the Executive Committee has chosen to place the bill on the Senate agenda. But it is clearly the task of the Senate to determine whether or not the bill in question meets the criteria listed in Section V.

4. Hence, when Bill No. 8586-03 reaches the floor of the Senate, the Chair proposes to deal with it as follows:

   a. Senator Birn will move that Bill No. 8586-03 meets the criteria established in Bill No. 197071-01 and that the Senate proceed to its consideration.

   b. After debate on the appropriateness of the bill, if the Senate rejects the motion, the bill will be dead.

   c. If the motion to consider is carried, the sponsors of the bill will move it, and the Senate will proceed to a consideration of the merits of the proposal.
University Senate

Introduced by: Ross Abelow, Jackie Bernstein

Whereas: South Africa's official state policy of racial segregation, oppression, and exploitation systematically denies 23,000,000 Blacks, Coloureds, and Asians their basic human rights; and

whereas: the South African Government operates illegally in the country of Namibia, imposing their genocidal system of apartheid; and

whereas: the S.U.N.Y. system invests in corporations who have holdings in South Africa which inherently help to maintain the governments' oppression of its citizens; and

whereas: the S.U.N.Y. Board of Trustees has endorsed the Sullivan Principles which fail to address the injustices of the Apartheid Regime of South Africa; and

whereas: we recognize and commend the actions of the S.U.N.Y. at Albany Foundation to divest its funds and encourage even stronger action to facilitate divestment throughout the S.U.N.Y. system;

Be it resolved: that the University Senate of the State University of New York at Albany condemns and denounces the South African Government; and

Be it further resolved: that University Senate urges the S.U.N.Y. Board of Trustees to move for total divestment from funds invested in corporations who have an interest in South Africa; and

Be it further resolved: that the University Senate will take an active role in advocating for total and unequivocal divestment of the S.U.N.Y. system from any corporation holding interest, making loans or investments, or having any ties whatsoever with South African economic or political structure; and

Be it further resolved: we emphatically request "prudent divestiture" of all S.U.N.Y. holdings by January 1, 1987.
RESOLUTION ON APARTHEID

SUBMITTED BY: Senators Ross Abelow and Jackie Bernstein

IT IS HEREBY PROPOSED:

I. That the Senate approve the resolution below.

II. That it be forwarded to the SUNY Board of Trustees immediately.

RESOLVED, that the University Senate of the State University of New York at Albany urge the Board of Trustees of the State University of New York to move for total divestment from corporations with an interest in South Africa; and that we respectfully urge "prudent divestiture" of all SUNY holdings by January 1, 1987.

RATIONALE

1. All members of the University community agree that apartheid as practiced in South Africa is a pernicious, exploitative system that deprives blacks, coloureds, and Asians of their basic human rights.

2. We believe that the Sullivan Principles endorsed by the SUNY Board of Trustees inadequately address this issue.

3. We believe that withdrawal of American investments in South Africa can exercise pressure on that government to modify the system of apartheid.

4. The Faculty has stated that the University "in its corporate capacity...does not officially endorse any particular version of the truth be it a matter of political or social philosophy or of scientific theory." Hence, the Senate does not approve resolutions supporting a particular "political or social philosophy."

5. However, the University must make practical decisions about, for example, investments, decisions which have political or moral implications. Hence, we believe that in some situations the University Senate has not only the right but the obligation to urge the University to make such decisions in accord with the highest moral principles available to it. We believe that SUNY investments in companies active in South Africa represent such a situation and that the University Senate has both the right and the obligation to consider this issue within its operating guidelines.
IT IS HEREBY PROPOSED:

I. That the "Description of program and requirements" of the proposed Certificate Program in Demography as found on pp. 2-3 of the attached document be approved; and

II. That this bill be forwarded to the President for approval.
State University of New York at Albany
Department of Sociology
Proposed Certificate Program in Demography

1. Award and Title

Certificate in Demography

2. Rationale

The Certificate in Demography is a graduate-level program designed both for students currently enrolled in graduate programs in social science or public policy areas, and for members of the community, such as state workers who wish to upgrade their skills. The program will prepare students with theoretical, substantive, and methodological knowledge of how population processes (e.g., fertility, mortality, and migration) operate in societies and how they interrelate with other social processes.

Recent social changes such as the aging of populations of industrialized societies, striking decreases in fertility, migration across regions and out of urbanized areas, the entry of married women into the labor force, and sharp increases in divorce rates have received widespread attention and caused alarm. An intelligent response to these trends, on the part of policymakers and of the general public, requires education concerning the precise nature and origins of the underlying demographic processes.

In response to this need, and to a perceived increase in demographic interests on the SUNYA campus, the Department of Sociology proposes a program which will provide both solid theoretical grounding and practical skills and thereby allow graduates to play an intelligent and active role in demographic decision-making. Many graduate students, both in and out of our department, are employed upon graduation in state government positions for which demographic knowledge would be helpful if not essential. These include the Departments of Commerce and Health, the State Education Department, and numerous other agencies. Other students are natives of developing countries which are facing major problems in the formulation and execution of population policy.

In part, this increased interest in demographic theory and practice is a response to the recently organized Center for Social and Demographic Analysis. This research center, housed in the College of Social and Behavioral Sciences, has greatly facilitated demographic research on campus; and its research reports have brought important population trends to the attention of state policymakers. A state repository for U.S. census data, it is currently playing a major role in training graduate students in the use of large-scale demographic data sets.
3. Relationship of Program to other SUNY/Albany programs and campus mission

The program is a natural outgrowth of the interests of many members of the Sociology Department in population-related issues. The program will be administered by a steering committee composed largely of members of that department, but also to include at least one faculty member with demographic interests from another department. Consisting primarily of courses taught by members of the Sociology Department and its Adjunct Professors, the program will incorporate courses from other departments and be interdisciplinary in focus.

The program does not overlap with any other existing program on campus, but it will complement a number of graduate programs in social science and policy areas, such as Anthropology, Geography, Urban and Regional Planning, Public Affairs, Public Administration, Social Work, Criminal Justice, and Education. The program is consistent with the formation of the Graduate School of Public Health Sciences. More generally, we view it as highly consistent with the SUNYA campus mission to become more involved in public policy, relevant research and training.

4. Description of program and requirements

The Certificate in Demography is a self-standing program of 18 credit hours. However, it may also be undertaken in conjunction with M.A., M.S., or Ph.D. programs. The requirements for the certificate are as follows:

I. Two core courses

Soc 551 - Introduction to Demography (a name change)

Soc 552 - Demographic Techniques (to be introduced as a new course; has already been taught as a special topics course)

II. Two semesters of work from the following courses:

Soc 665 - Special Topics in Demography (which repeats with alternating topics, including Fertility, Mortality, and Migration). This course may be taken more than once.

Soc 607 - Demography Internship (to be served in the Center for Social and Demographic Analysis or the State Data Center at the Department of Commerce; this course is being introduced as a new course, but it has already been taught as a special topics course).

III. Two demography-related courses, such as

Soc 550 - The American Community

Soc 627 - Urbanization

Soc 640 - Inequality in the Labor Force
Soc 673 - Human Ecology
Soc 662 - Sociology of Aging
Ant 511 - Human Population Biology
Ant 512 - Human Population Genetics
Gog 556 - Snowbelt/Sunbelt: Regional Change in the United States
Pln 502 - Urban and Regional Structure
Pln 561 - Comparative Urbanization and Spatial Development
or other courses with the approval of the program steering committee

IV. Statistics requirement.

Students will be required to have taken one graduate-level
statistics course in a related field. We anticipate that most students
will have completed this requirement before entering the program.

A model program, pursued part-time, might look as follows:

Fall, first year
Soc 551 - Introduction to Demography
Statistics course, if needed
Fall, second year
Internship or special-topics course
One related course

Spring, first year
Soc 552 - Demographic Techniques
One special-topics course

Spring, second year
One related course

5. Projected five-year enrollments

Courses recently taught in the Sociology Department on Demographic
topics have attracted an average of eight students, mainly from within
the department. We expect that the development of the certificate
program would generate interest from state workers and other community
residents, as well as from students in other graduate programs. Thus, we
would expect an incoming group of 10-12 students to enter the certificate
program each year.

6. Resource needs

The program would draw mainly on existing staff and on courses that
already exist or have recently been introduced. In order to offer the
courses on special topics and on demographic techniques on a regular
basis, however, we would need additional funds to hire one adjunct
instructor per semester to supplement the resources and knowledge of the
current faculty. We are aware of several highly qualified Ph.D. demographers in the Capital District, whose areas of expertise complement those of the SUNYA faculty, and who have expressed an interest in the program.

7. Impact on region and state

In the 1980s and beyond, population issues are of strategic significance for policymaking in the region and state. This program will provide practical and theoretical knowledge for its graduates, many of whom will eventually (or currently) hold policy or research positions in state government. The program should augment the level of intelligence and knowledge brought to bear on the variety of decisions affecting the state which have demographic implications.

Because of its potential importance for state and regional policy, the program should bring increased visibility to the SUNY system. Currently, there exist only two demography programs in the state (at Cornell and Fordham Universities). To our knowledge, neither is as focused on the population issues relevant for New York as this program will be.

8. Faculty qualifications

Sociology Department faculty who would participate in the program include Richard Alba (Director, Center for Social and Demographic Analysis), Christine Bose, John Logan, Scott South, Glenna Spitze, and Russell Ward.
### UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

#### 1985-1986 Membership
(as of February 7, 1986)

#### EX OFFICIO SENATORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vincent O'Leary</td>
<td>President of State University of New York at Albany</td>
</tr>
<tr>
<td>Judith Ramaley</td>
<td>Executive Vice President for Academic Affairs</td>
</tr>
<tr>
<td>John Hartigan</td>
<td>Vice President for Finance and Business</td>
</tr>
<tr>
<td>Frank Pogue</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>John Shumaker</td>
<td>Vice President for Academic Planning and Development</td>
</tr>
<tr>
<td>Lewis Welch</td>
<td>Vice President for University Affairs</td>
</tr>
<tr>
<td>Walter Gibson</td>
<td>Acting Vice President for Research and Dean of Graduate Studies</td>
</tr>
<tr>
<td>Joseph Nitecki</td>
<td>Director of University Libraries</td>
</tr>
<tr>
<td>Patricia Rogers</td>
<td>Past Chair (1984-85) University Senate</td>
</tr>
<tr>
<td>Kendall Birr</td>
<td>Chair University Senate</td>
</tr>
<tr>
<td>Anne Roberts</td>
<td>SUNY Senator (1986)</td>
</tr>
<tr>
<td>Ernest Scatton</td>
<td>SUNY Senator (1988)</td>
</tr>
<tr>
<td>Jonathan Bartow</td>
<td>Education</td>
</tr>
<tr>
<td>Nancy Belowich</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Rozett vacancy</td>
<td>(Weinberg vacancy expiring in 1987)</td>
</tr>
<tr>
<td>Vincent Aceto</td>
<td>Library &amp; Info. Sci</td>
</tr>
<tr>
<td>Jeffrey Berman</td>
<td>English</td>
</tr>
<tr>
<td>Gloria DeSoile</td>
<td>Affirmative Action</td>
</tr>
<tr>
<td>Edwin Reilly</td>
<td>Computer Science</td>
</tr>
</tbody>
</table>

#### ELECTED SENATORS

**Elected: At Large**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kendall Birr (1986)</td>
<td>History</td>
</tr>
<tr>
<td>Michele Deasy (1986)</td>
<td>Continuing Studies</td>
</tr>
<tr>
<td>Francine Frank (1986)</td>
<td>Linguistics</td>
</tr>
<tr>
<td>Wendell Lorang (1986)</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>Jonathan Bartow (1987)</td>
<td></td>
</tr>
<tr>
<td>Nancy Belowich (1987)</td>
<td></td>
</tr>
<tr>
<td>Rozett vacancy (1987)</td>
<td></td>
</tr>
<tr>
<td>(Weinberg vacancy expiring in 1987)</td>
<td></td>
</tr>
</tbody>
</table>
Elected: Humanities and Fine Arts


Elected: Science and Mathematics

William Hammond (1986) Mathematics
William Lanford (1986) Physics

Elected: Social and Behavioral Sciences

Christine Bose (1986) Sociology

Elected: Business

John Levato (1987)
Thomas Anderson (1988)
Elected: Education

CASDA

Ed Adm & Pol Sts

Alfred Cali (1986)
Educational Administration

Elected: GSPA

Roman Hedges (1987)

Elected: Library Science

Ben-Ami Lipetz (1988)

Elected: Social Welfare

A. Smith vacancy expiring in 1987

Liane Davis (1987)

Elected: Libraries

Kay Shaffer (1986)

Carol Anderson (1987)

Bonnie Bryant (1988)

APPOINTED SENATORS

David Anderson
GSPA (Deans' appointment)

Corrado Baglioni
Biology

Helen Desfosses
Afr & Afro/Amer Studies

Harry Hamilton
Atmospheric Science

Sung Bok Kim
History

Robert Rosellini
Psychology

Shelton Bank
Chemistry

Richard Wilkinson
Anthropology

Eloise Briere
French

ELECTED UNDERGRADUATES

Ross Abelow (off-c)

Adam Berman (SQ)

Jackie Bernstein (IQ)

Botwinick vacancy (SQ)

Rich Brauata (AQ)

Nathaniel Charny (off-c)

Terry Corallo (IQ)

David Decter (DQ)

Friedman vacancy (AQ)

Steve Goldsmith (CQ)

Barry Greenstein (AQ)

Stephanie Kay (DQ)

Steve Landis (off-c)

Michele Legendre (off-c)

William McCann (CQ)

Mike Miller (off-c)

Limor Nissan (CQ)

Mark Perlstein (IQ)

Mark Rivers (DQ)

Joel Rothman (SQ)

Russo vacancy (off-c)

Irwin Weinstein

GRADUATES

Sharon Long
It is hereby proposed that the following be enacted:

I. That because the powers and responsibilities of the Faculty of State University of New York at Albany, all of which, with the exception of specific reservations, the Faculty has delegated to the SUNYA Senate, are vaguely stated as "...the development of the educational program of the University and...the conduct of the University's instruction, research and service programs, subject to the provisions of the New York State Education Law and the Policies of the Board of Trustees" (Article I, Section 3.1), the Senate assumes upon itself the obligation to interpret the extent of those powers and responsibilities. Unless otherwise specifically directed by the Faculty, the Senate will construe its charge (Article I, Section 3.2) in the broadest possible sense.

II. That the Senate assumes that any policy, practice, or condition within the University which in its judgment significantly affects the quality of the institution's legitimate functioning is a proper concern of the Faculty, and hence, of the Senate.

III. That the Senate, recognizing that the powers of the Faculty, and hence, its own, are limited by State Law, by the policies of the Board of Trustees, by the policies of the SUNYA Council, and by the prerogatives vested in the President of SUNYA, assumes that the Faculty properly expects to be consulted regarding any proposed change in these policies and regulations, and hence, the Senate expects to be so consulted.

IV. That, although the Faculty, and hence, the Senate has no authority, beyond that of individual citizenship, for the governance of local, county, state, and national political jurisdictions, some policies and actions of external governmental bodies significantly affect the quality of the University's legitimate functioning, and on such matters the Faculty might properly be expected to register its approval or disapproval, as appropriate. When, therefore, and only when, a situation external to the University is demonstrated to the Senate's satisfaction to affect significantly the quality of the University's functioning, the Senate may appropriately express its approval or disapproval and if circumstances seem so to warrant, will seek endorsement of its action from the Faculty and the student body, through
referendum. It shall be the responsibility of the sponsors of any resolution not calling for changes in the policies or procedures of the University itself to demonstrate, in the text of the proposed resolution, the bearing of the subject matter upon the functioning of the University.

V. That the Executive Committee of the Senate shall not rule on the appropriateness of a proposal brought before it, unless it is acting for the Senate when that body is unable to act. Except in that contingency, the Executive Committee will either refer a proposal to an appropriate Council or place it on the Senate's agenda. A Council may recommend for or against a proposal referred to it, or may propose amendments.

VI. That this bill take effect on October 1, 1970,
SUNYA Faculty Resolution, Approved September 8, 1970 (Pohlsander Resolution)

In this troubled world there is need for places in which the disciplines are taught, their frontiers extended, and their usefulness for solving the problems of man explored. We assume that the university is such a place. That purpose implies the following:

1. That this university be an open and inclusive society devoted to free and untrammeled teaching, learning, and research, and that members of this society be assured the right of dissent, freedom from coercion and intimidation, and freedom of political association and activity.

2. That this university be dedicated to the search for truth and that in its corporate capacity it does not officially endorse any particular version of the truth be it a matter of political or social philosophy or of scientific theory.

3. That this university and this faculty be committed to due process and to persuasion through reason as the only acceptable means for governing and improving this university.
The following policy was approved by the Faculty at its meeting on August 29, 1972:

**Article II, Section 2.9 - Replacement of Senators**

*2.91 Absentee Senators:*

The seat of a senator shall be declared vacant in any of the following cases:

1. The senator declines to accept his election.
2. The senator misses four consecutive Senate meetings.
3. The senator misses over fifty percent of the Senate meetings in one academic year.

The Executive Committee of the Senate shall declare when a seat is vacant. In extenuating circumstances the Executive Committee may declare an exception to the rule. In both cases the Executive Committee must report its action to the Senate for its approval.

When a vacancy is declared the seat shall be filled in one of the following ways, to be determined by the Committee on Nominations and Elections:

1. **Elected Senators**
   a. Designation of the available person with the next highest number of votes in the last previous election from the constituency involved.
   b. If no such person is available, election or appointment by an appropriate body in the constituency involved.

2. **Appointed Senators**

Selection of a new senator by the President.
UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Rules of Order

INTRODUCED BY: Executive Committee

In accordance with the Faculty By-laws, Article II, Section 5.23, (The Executive Committee shall make recommendations for improving the operation and maintaining the orderly process of the Senate), the Executive Committee proposed adoption of Bill No. 197374-01. This Bill is an attempt to eliminate some of the confusion which occasionally exists, and to identify past practice in the matter of Council reports. The recommendations are consistent with Roberts' Rules of Order, and clarify selected Senate procedures.

I. It is hereby proposed that the Senate adopt the following Rules of Order:

1. If a Senate meeting is still in session at 5 p.m., the parliamentarian shall so inform the Chairman. The Chairman will call for an appropriate motion, which might be one of the following:

1.1 To adjourn (implies no topic on the floor).
1.2 To table the current topic until the next regular meeting; to be followed by a motion to adjourn.
1.3 To recess until ___ (for example, the following Monday at 3 p.m.).
1.4 To continue discussion until (specific time).
1.5 To move the previous question; to be followed by a motion to adjourn, recess, or continue business until (specific time).

2. That insofar as possible, speakers on a topic be alternated as to their pro or con positions, with the exception that no Senator shall be denied the right to speak at least once during the debate.

3. That Council reports be handled in the following fashion:

3.1 All Council reports shall be submitted in writing and shall clearly distinguish between information and recommendations for action.
3.2 Recommendations for action shall be in the form of a bill and shall be discussed and acted upon under "new business".
3.3 The informational section of a Council report may be questioned while the report is on the floor. If a Senator wishes to challenge any action taken by the Council, he shall do so by making an appropriate motion under "new business".

II. That this bill take effect immediately.

MOTION APPROVED - SEPTEMBER 17, 1973
UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Rules of Order

INTRODUCED BY: Executive Committee

In accordance with the Faculty Bylaws, Article II, Section 5.23 (The Executive Committee shall make recommendations for improving the operation and maintaining the orderly process of the Senate), and in order to implement the resolution approved by the Faculty in its meeting of February 24, 1981, the Executive Committee proposes adoption of the following:

I. Whenever a majority of those Faculty senators present and voting take a position on an academic matter and it does not carry, and whenever these Faculty senators constitute more than 40 per cent of the total Faculty membership of the Senate, the President shall be notified.

   a. When a vote has been taken on an issue, two or more Faculty senators may seek to invoke the provisions of this standing rule.

   b. The chair of the Senate shall then determine whether or not the issue is an academic one. The ruling of the chair can be appealed only by a Faculty senator and if an appeal is presented only Faculty senators may vote on the appeal.

   c. When it has been determined that the issue is an academic one, the chair shall proceed to conduct another vote on the issue.

II. This bill shall take effect immediately.

This bill was approved at the September 14, 1981 Senate Meeting
### Classification of Motions According to Precedence

#### Privileged Motions
*(In order of precedence)*

<table>
<thead>
<tr>
<th>Motion</th>
<th>Second Needed</th>
<th>Amendable</th>
<th>Debatable</th>
<th>Required Vote</th>
<th>Interrupt Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fix time of next meeting</td>
<td>yes</td>
<td>yes</td>
<td>no ³</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Adjourn</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Recess</td>
<td>yes</td>
<td>yes</td>
<td>no ³</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Question of privilege</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>ch.²</td>
<td>yes</td>
</tr>
</tbody>
</table>

#### Subsidiary Motions
*(In order of precedence)*

<table>
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<tr>
<th>Motion</th>
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<th>Debatable</th>
<th>Required Vote</th>
<th>Interrupt Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lay on the table</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Previous question</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>2/3</td>
<td>no</td>
</tr>
<tr>
<td>Limit debate</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>2/3</td>
<td>no</td>
</tr>
<tr>
<td>Postpone to a certain time</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Refer to a committee</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Committee of the whole</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Amend</td>
<td>yes</td>
<td>yes</td>
<td>¹</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Postpone indefinitely</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>1/2</td>
<td>no</td>
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</tbody>
</table>

#### Main Motions
*(No order of precedence)*

<table>
<thead>
<tr>
<th>Motion</th>
<th>Second Needed</th>
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<th>Debatable</th>
<th>Required Vote</th>
<th>Interrupt Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main motion for general business</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Take from the table</td>
<td>yes</td>
<td>no</td>
<td>po</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>Reconsider</td>
<td>yes</td>
<td>no</td>
<td>¹</td>
<td>1/2</td>
<td>yes</td>
</tr>
<tr>
<td>Rescind</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>2/3</td>
<td>no</td>
</tr>
<tr>
<td>Make special order of business</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>2/3</td>
<td>no</td>
</tr>
</tbody>
</table>

#### Incidental Motions
*(No order of precedence)*

<table>
<thead>
<tr>
<th>Motion</th>
<th>Second Needed</th>
<th>Amendable</th>
<th>Debatable</th>
<th>Required Vote</th>
<th>Interrupt Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question of order</td>
<td>no</td>
<td>no</td>
<td>po</td>
<td>ch.²</td>
<td>yes</td>
</tr>
<tr>
<td>Appeal from decision of chair</td>
<td>yes</td>
<td>no</td>
<td>¹</td>
<td>1/2</td>
<td>yes</td>
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<tr>
<td>Suspend rules</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>2/3</td>
<td>no</td>
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<tr>
<td>Object to consideration</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>2/3</td>
<td>yes</td>
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<tr>
<td>Parliamentary inquiry</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>ch.</td>
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<tr>
<td>Request for information</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>ch.</td>
<td>yes</td>
</tr>
<tr>
<td>Withdraw a motion</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>1/2</td>
<td>no</td>
</tr>
</tbody>
</table>

1. Debatable only when the motion to which it is applied was debatable.
2. Requires only chair's decision; majority vote if appealed from chair.
3. Original motion not debatable; amendment debatable.

**NOTE:** 1/2 means one more than half of those voting (simple majority); 2/3 means two-thirds of those voting.
# Classification of Special Motions According to Purpose

<table>
<thead>
<tr>
<th>TO SUPPRESS DEBATE OR HASTEN ACTION</th>
<th>Second Needed</th>
<th>Amendable</th>
<th>Debatable</th>
<th>Required Vote</th>
<th>Interrupt Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Previous question</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>2/3</td>
<td>no</td>
</tr>
<tr>
<td>2. Suspend rules</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>2/3</td>
<td>no</td>
</tr>
<tr>
<td>3. Limit debate</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>2/3</td>
<td>no</td>
</tr>
<tr>
<td>4. Take from the table</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>1/2</td>
<td>no</td>
</tr>
<tr>
<td>5. Make special order of business</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>2/3</td>
<td>no</td>
</tr>
</tbody>
</table>

| TO DELAY ACTION                     |               |           |           |               |                   |
| 6. Postpone to a certain time       | yes           | yes       | yes       | 1/2           | no                |
| 7. Lay on the table                 | yes           | no        | no        | 1/2           | no                |
| 8. Refer to committee               | yes           | yes       | yes       | 1/2           | no                |

| TO PREVENT ACTION                   |               |           |           |               |                   |
| 9. Object to consideration          | no            | no        | no        | 2/3           | yes               |
| 10. Withdraw a motion               | no            | no        | no        | 1/2           | no                |
| 11. Postpone indefinitely           | yes           | no        | yes       | 1/2           | no                |

| TO CONSIDER MORE CAREFULLY          |               |           |           |               |                   |
| 12. Committee of the whole          | yes           | yes       | yes       | 1/2           | no                |

| TO CHANGE A DECISION                |               |           |           |               |                   |
| 13. Reconsider                       | yes           | no        | 1         | 1/2           | yes               |
| 14. Rescind                          | yes           | yes       | yes       | 2/3           | no                |

| TO MAINTAIN RULES AND ORDER          |               |           |           |               |                   |
| 15. Question of privilege            | no            | no        | no        | ch. $^2$      | yes               |
| 16. Question of order                | no            | no        | no        | ch. $^2$      | yes               |
| 17. Appeal from decision of chair    | yes           | no        | 1         | 1/2           | yes               |
| 18. Parliamentary inquiry            | no            | no        | no        | ch.           | yes               |
| 19. Request for information          | no            | no        | no        | ch.           | yes               |

| TO CLOSE A MEETING                   |               |           |           |               |                   |
| 20. Adjourn                          | yes           | no        | no        | 1/2           | no                |
| 21. Fix time of next meeting         | yes           | yes       | no        | 1/2           | no                |
| 22. Recess                           | yes           | yes       | no        | 1/2           | no                |

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1. Debatable only when the motion to which it is applied was debatable.
2. Requires only chair's decision; majority vote if appealed from chair.
3. Original motion not debatable; amendment debatable.

**NOTE:** 1/2 means one more than half of those voting (simple majority); 2/3 means two-thirds of those voting.