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UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

UNIVERSITY SENATE
Monday, May 2, 1994
3:30 p.m. -- Campus Center Assembly Hall

AGENDA

1. Approval of Minutes: April 11, 1994
2. President's Report
3. SUNY-wide Senate Report
   Vincent Aceto
   Paul Wallace
4. Chair's Report
5. Council Reports
   a. CPCA
   Ronald Bosco
   b. EPC
   Judith Baskin
   c. GAC
   Richard Felson
   d. UAC
   Bonnie Spanier
   e. RES
   John Pipkin
   f. LISC
   Robert Frost
   g. CAFE
   Scott Lyman
   h. SAC
   Donald Biggs
   i. UCC
   Richard Goldstein
6. Old Business
7. New Business
   a. Senate Bill 9394-03: Reclassify Current NCAA Division III Membership to Division II
   b. Senate Bill 9394-04: Ph.D. in Biometry and Statistics
   c. Senate Bill 9394-05: S/U Grading
8. Adjournment
May 2, 1994


Guests: E. Gossen, E. Rivero, students and faculty from PEAR

The meeting was called to order by Chair Champagne at 3:35 p.m.

1. Approval of Minutes
   The minutes of the April 11, 1994, Senate Meeting were approved as distributed.

2. President's Report
   Commencement will be on May 15 at the Knickerbocker Arena, reported President Swygert. This is the Sesquicentennial year.

   President Swygert announced a major campus activity for the Fall Semester -- National Campus Together Day where the University community will come together.

   Turning to the budget, the President noted that SUNY is still awaiting conclusion of the local assistance budget. He thanked the faculty for their letters to the Governor and the Legislature.

   President Swygert noted the passing of Distinguished Service Professor of Physics James Corbett. A program in his memory will be held in the Fall.
3. **SUNY-wide Senate Report**
Senator Wallace had nothing to add to the report that was distributed.

4. **Chair's Report**
There was no Chair's Report.

5. **Council Reports**
   a. **CPCA**: Senator Bosco had no report.
   
   b. **EPC**: Senator Baskin had no report. There is a Bill from EPC under New Business.
   
   c. **GAC**: Senator Felson had no report. There is a Bill from GAC under New Business.
   
   d. **UAC**: Senator Spanier had no report. There is a Bill from UAC under New Business.
   
   e. **RES**: Senator Pipkin had no report.
   
   f. **LISC**: Senator Frost had no report.
   
   g. **CAFE**: Senator Lyman had no report.
   
   h. **SAC**: Senator Biggs reported that SAC looked at the issue of out of classroom life. SAC hopes to develop a report with recommendations for the future.
   
   i. **UCC**: Senator Goldstein had no report.

6. **Old Business**
There was no Old Business.

7. **New Business**
Senator Champagne noted that the Executive Committee reviews only the format of Senate bills. The Committee does not discuss substance or issue of Senate bills.

   a. **Senate Bill 9394-03**: Reclassify Current NCAA Division III Membership to Division II. Senator Baskin noted that EPC looked at the conditions imposed in the May 1990 Senate resolution. EPC believed that these conditions were met.
Senator Baskin spoke on the following issues:

1. This is a move to Division II. Any efforts to move to Division I would be a new proposal.
2. No State resources can be diverted to this program. New resources will be from outside fundraising or other Division II athletics.
3. Admission standards currently in effect will not be compromised. The University at Albany may be more competitive for athletes to enroll.

The Bill was moved and seconded. Senate members discussed the pros and cons of this Bill. Several students spoke in favor of moving to Division II and cited the strong school spirit at the recent basketball competition. Senator Jones read a letter from Dick Hall, Chair of IAB, which states a strong endorsement from IAB for the move.

The question was called and seconded. Those in favor of moving to Division II: 37 in favor; 3 opposed, 2 abstentions. The motion passed.

b. Senate Bill 9394-04: Ph.D. in Biometry and Statistics. Senator Felson stated that this was initially proposed in 1988. The Ph.D. program is currently part of the Math Department and the proposal moves it to the School of Public Health as a new program. EPC reviewed the resource portion about a year ago and GAC approved the academic program, he said. Site visitors responded favorably to the program.

There were two friendly amendments. The first amendment to page two, paragraph one, proposed to delete the second sentence. The second amendment to page six, paragraph five, proposed to delete the words "full time." These were accepted by Senator Felson.

Senate Bill 9394-04 was moved and seconded.

Discussion then centered around resource issues. It was noted that resource issues are independent of the site report. Senator Goldstein moved that this Bill be sent back to EPC for clarification on resources. The motion was seconded. This program is central to the School of Public Health, Dean Carpenter said. The Ph.D. program does not require any change in resources, noted Senator Strogatz. The separate issues should be resolved in a separate way. The question was called on the motion to resubmit to EPC. The vote on the motion: 6 in favor, 28 opposed, 7 abstentions. The motion to return the matter to EPC failed.

The question was called on the main motion to approve the Bill. The motion was seconded and approved with 1 opposed and 7 abstentions.
c. Senate Bill 9394-05: S/U Grading. Senator Spanier gave a brief summary of the Bill. Dropping the S/U Grading will not affect departments' rights to designate S/U grading for their courses. It was moved and seconded to approve this Bill.

Discussion centered around the abuse of the S/U grading, taking S/U grading in the major, and the need for clarification of this grading. Senator Schulz moved the Bill be amended to read "that, beginning with the 1994 Summer Session, junior and senior students no longer be allowed to designate for S/U grades those courses in their major, minor, or Writing Intensive courses ordinarily graded A-E." The motion was seconded. Several students noted that there is confusion in the S/U grading and one policy is needed. Senator Gibson noted that there are currently two policies in force and this proposed amendment may cause more confusion. It was moved to send the amended Bill back to UAC. The motion was seconded. The question was called to return the Bill to UAC. The vote on the motion: 22 in favor, 15 opposed, 1 abstention. The amended Bill will be returned to UAC.

Other Business
Senator Bosco asked for permission to speak to comments made during the discussion of the Division II Bill. He stated that he has been a member of the Senate and its Councils or committees for nearly 20 years, and has heard a great variety of debate on many issues. Yet even in the most heated exchanges, he said he has never before heard remarks such as those expressed earlier today during the consideration of the Bill on Division 2 athletics. Senator Bosco felt they were hate-laden remarks, remarks characterized by ugly stereotypes and personal attacks. They were remarks that maligned our students, our colleagues on the faculty and in the administration -- both those already among us, and those who have yet to join our community. This is a University; as members of this University community, each of us has an absolute obligation to foster an environment in which all persons are accorded respect and dignity. Senator Bosco urged the Senate to reject absolutely and publicly all such discourse and to renounce such hate speech.

The Senate endorsed Senator Bosco's position by acclamation.

There being no further business, the meeting adjourned at 5:15 p.m.

Respectfully submitted,

Shirley Jones
Secretary
I. President's Report--James Chen
   A. Education Summit. Serves on Steering Committee, to be convened on April 27-28 by President Patrick Swygert, requested by the Governor.
   B. Search Committee for the Chancellor. Initial meeting on March 15. To be discussed during Senate meeting. Next meeting to be in late April.
   C. Distance Learning Committee. Recommended a 13-member Committee to Executive Committee.
   D. Showed 8-minute video synopsis of Chancellor Johnstone's chancellorship.

II. A resolution was passed in appreciation for Chancellor Johnstone.

III. Election of Vice President/Secretary for 1994-96: Carl Wiezalis, Health Sciences, Syracuse.

IV. Budget Report--Deputy to the Chancellor, Marilou Jarvis.

V. ByLaws Committee Report, Executive Committee, Vince Aceto.

VI. Sharing of Concerns, by campus type.

VII. Speech by Interim Chancellor Joseph C. Burke (attached)

VIII. Committee reports.
   A. Awards Committee: Approximately 190 nominations for Excellence Awards, 21 nominations for Distinguished Ranks. Resolution continuing concerning rank of Distinguished Librarian.

Vincent Aceto            Paul W. Wallace
SUNY Faculty Senators
PRIORITIES FOR 1994

1. Obtain passage by the Legislature and approval by the Governor of a SUNY budget for 1994-95 that:
   • For the community colleges:
     • restores base aid
     • provides categorical funding for economic development, child care, and critical programs
   • For the state-operated campuses supplies additional funding for:
     • restoration of courses and sections
     • support for student services
     • operating funds for the Graduate Education Research Initiative

2. Gain endorsement of SUNY Health Reform Legislation as a Governor’s Program Bill and obtain passage of this proposal by the Legislature.
PRIORITIES FOR 1994

3. Improve State University's image as a system that provides a broad diversity of campus types offering high quality education to students, and excellent research and service to the state and its major regions.

4. Ensure an aggressive student recruiting campaign for the Fall of 1994 to increase the demand for enrollment in State University and to ensure that the System and each of its sectors and campuses achieve their goals.

5. Implement the reporting of Performance Indicators, and develop a process for utilizing the results to improve and publicize System, sector, and campus performance.
PRIORITIES FOR 1994

6. Demonstrate to state leaders in the Executive and Legislature, to presidents and their senior staffs and to governance and constituent groups that the SUNY System is functioning effectively during the interim chancellorship.

7. Enhance communication among the Interim Chancellor, senior system staff, trustees, presidents and campus officers and other governance and constituent leaders.

8. Respond swiftly to the recommendations at the recent retreats of the community college and state-operated presidents.
PRIORITIES FOR 1994

9. Recognize the critical contribution of System administrative staff to the operation of the SUNY System, communicate to staff members important priorities and involve them more in decision making to enable them to serve effectively both the System and the campuses.


11. Change the title of "Central Administration" to "System Administration" to reflect the current operating philosophy of State University.
12. Implement a fully automated student application system that reduces substantially the time from application receipt to campus delivery.

13. Reduce the turnaround time for system response to campus requests and encourage campuses to reduce their response time to system requests.
Proposal to Reclassify Current NCAA Division III Membership to Division II

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University at Albany take action to upgrade the Intercollegiate Athletics Program to Division II of the National Collegiate Athletic Association, beginning in the 1995-96 academic year.

2. That the Bill be forwarded to the President for approval.
Proposal to Reclassify
Current NCAA Division III Membership to
Division II

Introduction
On May 3, 1990, the University Senate passed and the President approved the following resolution pertaining to the issue of Division I Athletics at the University at Albany.

Resolution
In order that the Senate may determine whether or not it should recommend to the President that the University move to Division I athletics, the Educational Policy Council is directed to prepare the following material for consideration by the Senate in the Spring of 1991:

1. a set of policies that could be considered by the Senate, providing for strong faculty control and oversight, particularly with respect to admissions and academic progress for those in athletics;

2. a budget analysis to enable the Senate to determine that Division I would not require any increase in the proportion of University funds currently devoted to intercollegiate athletics; and

3. a review of financial guidelines for the Institutional Athletics Board, including guidelines for the distribution of grants-in-aid, to assure the Senate that strict controls over all expenditures on athletics are in place and that all women's and men's sports would enjoy an appropriate level of support.

In 1991 President H. Patrick Swygert asked the Senate to suspend the discussion of Division I Athletics at the University at Albany in response to the fiscal circumstances faced by the State of New York.

In 1994 President Swygert asked that the EPC of the University Senate consider a recommendation by the Director of Athletics that the University at Albany move its athletic program to Division II. This move was unanimously endorsed by the Intercollegiate Athletics Board.

President Swygert asked that the issue be considered utilizing the previously approved criteria for moving the program to Division I, but at the same time the President made it explicitly clear a move to Division II was all that was to be considered.
Motion

It is moved that the University at Albany take action to upgrade the Intercollegiate Athletics Program to Division II of the National Collegiate Athletic Association, beginning in the 1995-96 academic year. Approval of this action in no way commits the University to pursuit of Division I competition. In support of this motion the following information is provided in satisfying the criteria previously approved by the Senate for such an action.

Criterion I  A set of policies that could be considered by the Senate, providing for strong faculty control and oversight, particularly with respect to admissions and academic progress for those in athletics;

The University Athletics program already recruits student athletes aggressively for our Division III sports. A move to Division II would require no additional staff or costs for recruitment but would be more likely to attract superior student athletes to the University at Albany.

Admissions decisions for student athletes at the University at Albany are made and will continue to be made by the admissions office consistent with current University admissions criteria approved by the University Senate and overseen by the Undergraduate Academic Council’s Committee on Admission and Academic Standing.

Student athletes will be required to fulfill the requirements of academic progress. In fact, concerns for student athletes’ academic progress will be enhanced at the Division II level, unlike on the Division III level since, specific criteria concerning satisfactory progress towards graduation are required by NCAA regulations.

Criterion II  A budget analysis to enable the Senate to determine that Division I would not require any increase in the proportion of University funds currently devoted to intercollegiate athletics;

In 1993-94 the University at Albany budgeted $1.6 million for its Division III athletics program. Under State University of New York Board of Trustees policy this budget cannot be increased to accommodate Division II athletics. Only inflationary adjustments are permitted, and under no circumstances may additional state resources be diverted from other university activities to fund Division II athletics.

Therefore, projected expenditure of State resources in Division II for the next four years will not exceed $1.6 million 1993-94 dollars. The University currently possesses excellent facilities, staffing and resources to support a Division II Athletics program within its present budget framework.
Athletic grants-in-aid are not a requirement for Division II and no athletic scholarships would be awarded at the Division II level unless they were generated by revenue acquired through: private donations, ticket sales, guarantees for away contests, or other self-generated dollars. No state funds can be used for athletic scholarships.

Criterion III  A review of financial guidelines for the Institutional [now Intercollegiate] Athletics Board, including guidelines for the distribution of grants-in-aid, to assure the Senate that strict controls over all expenditures on athletics are in place and that all women's and men's sports would enjoy an appropriate level of support.

The University at Albany's Intercollegiate Athletics Board (IAB) is our oversight body for athletic programs, as mandated by the State University of New York Board of Trustees. Currently chaired by Distinguished Service Professor Richard Hall, the IAB consists of four teaching faculty, two non-teaching faculty (professional staff) and five students appointed by the President in consultation with the Senate Executive Committee.

The IAB is responsible for oversight of all fiscal and scheduling policies of the Athletics programs. Its guidelines for expenditures are consistent with NCAA regulations and all State of New York policies and guidelines.

Should the University Athletics program propose to award grants-in-aid, the IAB would ensure that such scholarships would be administered in compliance with NCAA regulations, which include limitations of such scholarships, and requirements that they be administered in a gender-equitable manner.

Gender Equity Criterion

President Swygert has indicated that gender equity must be considered as an additional criterion for consideration in the proposal to move to Division II. The proposal meets the President's concerns in this regard. We have worked to enhance gender equity in the Intercollegiate Athletics Program. In an effort to continue to do so, the athletic department has hired a Senior Women's Administrator, Gail Cummings-Danson, who has experience in dealing with gender equity issues. The department is currently examining the status of opportunities and resources of the men's and women's programs to ensure that in organizing a Division II program, issues related to gender equity are addressed and that the program will serve as a model for other institutions.

The NCAA asserts the value of equitable participation and treatment of men and women in intercollegiate athletics through its structure, programs, legislation and policies. It is important that at the institutional level, gender equity in intercollegiate athletics describes an environment in which fair and equitable distribution of overall athletics, opportunities, benefits and resources is available to men and women.
An athletics program can be considered gender equitable when the participants in both the men’s and women’s sports programs would accept as fair and equitable the overall program of the other gender.

Rationale

A move to Division II competition would bring our athletic program to a national level consistent with the academic and research programs of the University in terms of competition level and visibility. Competition on the Division III level with institutions like Green Mountain College and Stockton State College does not match with the academic caliber of a major research institution like the University at Albany.

Division II status would also provide the University community with an intercollegiate athletics program with the potential to contribute substantially to campus life and community interaction. Intercollegiate athletics provides an attractive outlet for many athletes, as the mission of the NCAA highlights, and it can also provide an exciting and positive campus life experience for students as spectators as well, enhancing our recruitment and retention efforts. Faculty, staff, community residents and alumni/ae, too, can participate as spectators in the athletics programs, contributing positively to University relations with our home community. Visibility in local and even national media would be expected to increase as well, consistent with the University’s reputation in academic and research programs. In short, a move to Division II, undertaken in a manner consistent with the University’s 150 year tradition of excellence, would benefit the University community immensely.
April 1993

Dear University Senate Colleagues:

I am sorry that I am unable to attend the May 2, 1994 Senate meeting and participate in a discussion of the proposal to move the University’s intercollegiate athletics program to Division II membership in the NCAA. Unfortunately, the last meeting of my graduate class is from 2:30-5:15.

As many of you know, I serve as the chair of the Intercollegiate Athletics Board, which is the University’s primary faculty oversight body for athletics, as mandated by the Trustees of the State University of New York and the NCAA. Faculty and professional staff comprise the majority of members of this body.

I want first to indicate my strong personal endorsement of this proposal and to report to you that the proposal has been unanimously endorsed by the IAB. Others people can speak to the role of intercollegiate athletics in contributing to campus life, to enhancing the quality of educational programs, and to attracting additional resources to our University.

My purpose in writing is to assure the Senate that my colleagues and I take our responsibilities as members of the IAB very seriously. As the Trustees’ policy requires, the Intercollegiate Athletics Board is responsible for the management and oversight of intercollegiate athletics at Albany. It is our responsibility to ensure the integrity and quality of this program — including its funding and expenditures, its compliance with academic and other University policies approved by the Senate, its programmatic focus, and its role in building a strong sense of community for alumni and friends beyond the campus.
and all other matters including gender equity. We are fully confident that this oversight can be successfully accomplished and thus contribute to an intercollegiate athletics program that will make all members of our University community proud.

Thank you for the opportunity to be heard. Again, I offer my full endorsement of this initiative.

Sincerely,

[Signature]

Richard Hall
Distinguished Service Professor of Sociology
Ex officio — 17

Elected Senator — approximately 38
UNIVERSITY SENATE

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: Graduate Academic Council

Date: April 25, 1994

Ph.D. in Biometry and Statistics

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the Ph.D. in Biometry and Statistics program be approved by the University Senate and submitted for approval and registration by the State University of New York and the New York State Education Department;

2. That the program become effective September 1994 contingent upon State Education Department registration; and

3. That the Bill be referred to the President for approval.
STATE UNIVERSITY OF NEW YORK
GRADUATE ACADEMIC PROGRAM PROPOSAL
COVER PAGE AND SUMMARY SHEET

Campus: University at Albany  Date: September 29, 1993

Proposed Program Title: Biometry and Statistics

Proposed Degree/Certificate: Biometry and Statistics
HEGIS Classification and Number: Biometry and Statistics 1702

Department(s) or academic unit(s) to offer program: Biometry and Statistics, School of Public Health

Proposed first enrollment date: September 1994

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Projected number of students (headcount)

Projected number of new faculty

Projected number of new support staff

Number of existing faculty who will participate in program in Year I:

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If program will lead to certification or licensure, please indicate field or specialty:

If special accreditation will be sought, please a) list accrediting bodies and b) indicate when you plan to seek accreditation.

Please indicate location(s) and projected enrollment for any off-campus offering of this program.

Will students be able to complete all requirements for the program at the off-campus site(s)? No

Identify existing programs in related and supporting disciplines:

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Please attach a brief (250-words maximum) summary of proposal, describing academic content, structure, credits, etc.
The University at Albany
State University of New York

The School of Public Health
Department of Biometry and Statistics

Doctor of Philosophy Program
in Biometry and Statistics

28 September 1993
School of Public Health  
Ph.D. Program in Biometry and Statistics  

Proposed HEGIS code: Biometry, Biostatistics 0419, Statistics 1702  

Proposed Starting Date: September 1994  

A. Introduction  

The Doctoral degree in Biometry and Statistics is designed to prepare its recipients to teach, to do research in biometry and statistics and to apply up-to-date statistical and biometrical methods to scientific problems. The Department of Biometry and Statistics is the University at Albany's center for graduate work in statistics and will coordinate campus wide statistical offerings as well as provide needed service courses in statistics to students in public health, mathematics, economics, the natural sciences and the social sciences. It is an essential component in the educational and research roles of a public health school.  

In 1988, the University decided to transfer the graduate statistics program from the Department of Mathematics and Statistics to the Department of Biometry and Statistics. The proposed program in statistics is comparable to the statistics sequence offered during the last fifteen years in the Department of Mathematics and Statistics. Since 1980, 15 students have received a Ph.D. in Mathematics for work in statistics. Previous graduates have gained an understanding of the theory and methods of statistics that have enabled them to do research in statistics, and to teach and/or apply statistics in government agencies, universities and in private industry.  

The current faculty of the Department of Biometry and Statistics includes statisticians in the Department of Mathematics and Statistics who have been supervising degrees in mathematics for work in statistics. Several joint appointments of New York State Department of Health statisticians and UA faculty in the departments of Economics and Educational Psychology whose research interests include the development of statistical methodology currently hold joint appointments in the Department.  

The Ph.D. in Biometry and Statistics will provide students with a fundamental understanding of the mathematical foundation of statistics and prepare them to become productive research scholars capable of communicating their knowledge to students, statisticians and specialists from other fields. Students will obtain the prerequisites to apply statistics in most areas of application, including the health and biological sciences. The applications may include environmental science, health care financing, prediction of health care needs, sample survey techniques in health and clinical care, and laboratory and clinical trials. These occur as part of the ongoing workload at the New York State Department of Health. Students will be able to work with the faculty and employees of the New York State Department of Health on current research
activities that are on the forefront of public health research. A faculty with diverse interests and students with diverse backgrounds and goals will result in a challenging and intellectually stimulating environment.

B. Admission Requirements

In addition to the general University requirement for admission to graduate study, applicants to the graduate programs in Biometry and Statistics are expected to satisfy the following requirements for admission:

1) A bachelor's degree with a major in mathematics, statistics, computer science, the biological, physical or social sciences. Linear Algebra, multivariate calculus and computer programming are required for the successful completion of the program. Highly qualified students who are deficient in these prerequisites may make up such deficiencies.

2) Provide three letters of recommendation from academic advisors or other faculty members familiar with the applicant.¹

3) Submit official scores of the Graduate Record Examination or Medical College Aptitude Test.

International Students

The Department and the University welcome students from other countries to engage in graduate study leading to a Master's Degree and/or the Ph.D. Degree. The University's policies for graduate admission are applicable. All inquiries for graduate admission should be made through the Office of Graduate Admission and Policy, University at Albany, State University of New York, 1400 Washington Avenue, Albany, New York, 12222.

C. Degree Requirements for Programs Leading to the Doctoral Degree

The Ph.D. Program of study and research will normally require at least four academic years of full-time study and research beyond the baccalaureate. The general program requirements for the Ph.D. in Biometry and Statistics adhere to the guidelines for the minimum requirements for a Ph.D. as set forth by the University. These requirements call for a minimum of two years of full-time graduate study (60 credits), or the equivalent, and at least one additional year devoted to the necessary research and writing of an acceptable dissertation; also included are the University requirements in Residence Study and Advanced Standing, Full-time Study in Residence, Research Tools, Admission to Candidacy, Dissertation, Approval of Doctoral

¹For candidates whose academic record predates the application by five years or more, letters of recommendation may be submitted by supervisors.
Dissertations, Development and Distribution of Dissertation Procedures, Continuous Registration of Doctoral Students and Statutes of Limitation as described in the Graduate Bulletin.

During the first two years of study the student obtains a general education in statistical theory and methodology. The student will develop a program of course-work under the guidance of a faculty advisor and will usually receive a Master's Degree at the end of the second year. A Master's Degree is not required, but the requirements for one of the Master's Degree Programs described in Appendix I must be completed by the end of the second year. (A typical program of study is shown in Appendix II.)

Two preliminary examinations will be required and the students will normally take these by the end of the second year of study. One will be in the area of mathematical statistics and probability and the other in the area of statistical methodology and applied statistics. After successfully passing the preliminary examinations, the student begins the process of specialization. As soon as possible, the student selects a dissertation advisor. A committee consisting of the advisor and three other faculty members is formed to guide the student's subsequent progress toward the degree. Readiness to begin the dissertation is marked by completion of the qualifying examination, which should take place within 18 months after passing the preliminary examinations. Upon completion of the qualifying examination the student is advanced to candidacy and begins work on the dissertation. (Examples of the first two years of study are given in Appendix II.)

Research Tool Requirements

The research tool requirement for the Doctoral Degree will met by the satisfactory demonstration of computer literacy as evaluated by the faculty.

Admission to Candidacy

A student is admitted to candidacy for the degree of Doctor of Philosophy upon the following:

1. Satisfactory record in course and research study.
2. Completion of the University residence requirements.
3. Satisfactory completion of research tool requirement.
4. Satisfactory completion of the preliminary and qualifying examinations.
5. Approval by the student's committee of a proposed dissertation topic.

Dissertation

The dissertation is based on independent research by the student and should constitute a significant original contribution to biometry and statistics. The dissertation committee will have a minimum of three members, all of whom must hold the rank of assistant professor or above. One of the committee members must be from outside the Department of Biometry and Statistics.
Outside readers may be included at the discretion of the committee. The dissertation must be approved by the dissertation committee and the student must successfully complete a defense before the committee; the defense will be open to the university community.

Part-time study will be permitted. In accordance with University policy, all degree requirements must be completed within six years. Preference for admission to the program is given to students applying for full-time study.

D. Procedures for Academic Advising, Supervision and Evaluation of Student Progress

Each student will be assigned an advisor who will assist the student in selecting courses, a project and a dissertation topic. Students will meet with their advisors at least once each semester to discuss progress in the program and to establish goals for the next term.

E. Employment/Placement Service Demand for Statisticians

Sixty-four students have completed the Master's degree requirements in statistics since 1980. Fifteen of those students also completed the Ph.D. requirements in the statistics sequence, eight are currently in the Ph.D. program and three others continued their graduate work at other institutions. All of the graduates were in demand for positions in the Federal Government, State Government and the private sector. The added visibility of a Department of Biometry and Statistics and the other programs of the School of Public Health should increase the number of students interested in biometry and statistics as well as the demand for the graduates of the program.

The Department will maintain a listing of prospective employers and will assist the students in their efforts to locate a position in their field of interest. To collect accurate job information for its placement files, the Department of Biometry and Statistics will maintain regular contact with Local Health Departments, HMOs, and private health-related industries. Federal, State, and Local Government positions and academic job opportunities will also be investigated.

F. Resources and Support Programs Available to Students

The resources of the University Libraries and the Department of Health Libraries are adequate for the proposed Doctoral program. The close relationships among the Department of Biometry and Statistics, the Department of Epidemiology, the Department of Health Policy and Management, the Department of Mathematics and Statistics, and the Economics Department will offer the students a very broad spectrum of support for their chosen area of study. The emphasis on applications of biometry and statistics will be supported by the departments in the School of Public Health. Numerous personnel, programs and data bases are available for dissertation research and it is anticipated that support will be available to encourage students to work on problems of interest to the Department of Health as well as Albany Medical Center and other State agencies.
G. Faculty in the Department of Biometry and Statistics

The faculty currently consists of (primary affiliation of joint appointments in parentheses; faculty vitae are attached):

Joseph Sedransk, Professor
Nell Sedransk, Professor
Howard Stratton, Professor
Igor Zurbenko, Professor
Lloyd L. Lininger, Associate Professor, Department Chair

Edward L. Hannan, Professor (Health Policy & Management)
Kajal Lahiri, Professor (Economics)
Terrance Kinal, Associate Professor (Economics)
Robert Pruzek, Professor (Educational Psychology & Statistics)
Charles E. Lawrence, Associate Professor (Biomedical Sciences)
Andrew A. Reilly, Associate Professor (DOH)
Carlos Rodriguez, Associate Professor (Mathematics)
Malcolm Sherman, Associate Professor (Mathematics)
Ivan Auger, Assistant Professor (DOH)
Syn-i-an Sean Hwang, Assistant Professor (Epidemiology)
Gerald Kaufman, Assistant Professor (DOH)
Vito Logrillo, Assistant Professor (DOH)
Gene Therriault, Assistant Professor (DOH)

Lenore Gensburg, Adjunct Assistant Professor (DOH)
Peter Ochshorn, Adjunct Assistant Professor (BOB)

In addition, Professors Melvin Katz and Benton Jamison of the Department of Mathematics also teach full time in the statistics programs.

H. Faculty Responsibilities

Professor Lloyd Lininger is the chair of the Department. Faculty, with primary appointments in Biometry and Statistics teach statistics courses on a full time basis. The remaining faculty have primary appointments either with another academic department or in state government. All faculty will be expected to participate in teaching, advising and departmental activities. Faculty who are not University at Albany employees will contribute on an as available basis. Many of these faculty members will be able to contribute the equivalent of teaching one course per year, but most will probably make their contribution through the supervision of students and other service needs of the Department.
It is expected that all faculty will either be actively involved in research, have demonstrated the potential to be an active researcher, or be engaged in the innovative application of statistics to the practice of public health.

I. Changes in the Graduate Faculty for the Next Three Years

No retirements are anticipated during the next three years. If faculty positions should become available through additional resources, resignation or early retirement, new appointments will be made at the rank of assistant or associate professor.

J. Faculty Grant Support

A summary of the research support received during the last five years by Professors Lininger, Stratton, Rodriguez, J. Sedransk, N. Sedransk and Zurbenko is given below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Start/End Dates</th>
<th>Grants</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Lloyd Lininger</td>
<td>5/20/87-5/20/90</td>
<td>EPA/NIH</td>
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</tr>
<tr>
<td></td>
<td>6/92</td>
<td>UA</td>
<td>2,000</td>
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<td></td>
<td>5/20/90-</td>
<td>UA/NIH</td>
<td>21,300</td>
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<tr>
<td></td>
<td>7/93</td>
<td>AT&amp;T/NCR</td>
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<td>Howard Stratton</td>
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<td>NIH</td>
<td>175,870</td>
</tr>
<tr>
<td></td>
<td>10/1/91-</td>
<td>NIH</td>
<td>57,000</td>
</tr>
<tr>
<td>Carlos Rodriguez</td>
<td>8/1/86-1/31/89</td>
<td>NCI</td>
<td>73,759</td>
</tr>
<tr>
<td></td>
<td>4/15/86-4/14/87</td>
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<td>2,000</td>
</tr>
<tr>
<td>Joseph Sedransk</td>
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<td>ASA</td>
<td>70,000</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>7/89-12/91</td>
<td>NCHS</td>
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<td></td>
<td>1/1/92-12/31/92</td>
<td>USBC</td>
<td>22,000</td>
</tr>
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<td>Nell Sedransk</td>
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<td>9/90-9/92</td>
<td>NSF/IPA</td>
<td>220,000</td>
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<tr>
<td>Igor Zurbenko</td>
<td>5/92-</td>
<td>NIEHS</td>
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K. Students

Enrollments and Projected Enrollments

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<tr>
<td>Ph.D. Full-time</td>
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<td>2</td>
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<td>35</td>
<td>50</td>
<td>50</td>
<td>60</td>
<td>60</td>
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</table>

The criteria and procedures for admission of students into the programs are described above (Section B., page 3). It is expected that at least half of the students will be from the Albany area, one quarter from New York State and the remaining quarter from other states and international origins (currently fifteen are from New York, two from other states and six from foreign countries). Women will make up approximately half of the student population (currently six of the eighteen full time students are women). Minority participation in the program will be encouraged (currently there are three minority students). All students will be required to meet the minimum admission requirements as listed above.

A few students, who are employed in the Albany area, will pursue their studies on a part-time basis, however, they must meet the residency requirement. These students will not require financial support. The remainder of the students may need financial support in the form of graduate assistantships ($9,500-10,800/year) with a tuition waiver of 10 credit hours. The majority of full-time graduate students will be awarded teaching assistantships to teach undergraduate courses, or to assist the instructors of the core statistics courses required by all the programs at the School. The Department currently has four teaching assistantships and twelve research assistantships (at the same level of support funded by research projects), and the Mathematics and Statistics Department supports three statistics Ph.D. student with a teaching assistantship.

\(^2\)Ph.D. students listed for current and previous years are biometry and statistics students who have been formally admitted to the Ph.D. program in the Department of Mathematics and Statistics. These students receive their degree from that department and must meet all the requirements of that program. These students are advised by faculty and take courses in the Department of Biometry and Statistics. When the Ph.D. program in Biometry and Statistics has been accredited, these students will transfer to the new program.
Program of Study

General Information.

The goal is to make it possible to complete the Ph.D. in four years. The course work should be completed in three years and the fourth year will be used to complete the research and writing of the dissertation. The courses required for the Ph.D. preliminary examinations are offered each year and they can be satisfactorily completed in three years or less. Students entering the doctoral program are encouraged to take some work (3-9 credit hours) in mathematics and at least 6 credit hours in departments other than Biometry and Statistics.

Typical Program of Study for a Beginning Ph.D. Student.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>a) Fall Semester</td>
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<tr>
<td>1) HSTA 554 Introduction to Theory of Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>2) HSTA 559 Methods of Data Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>3) AMAT 511 Introduction to Analysis</td>
<td>3</td>
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<tr>
<td>Semester Total</td>
<td>9</td>
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<tr>
<td>b) Spring Semester</td>
<td></td>
</tr>
<tr>
<td>1) HSTA 555 Introduction to Theory of Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>2) HSTA 556 Methods of Data Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>3) AMAT 510A Introduction to Real Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Semester Total</td>
<td>9</td>
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</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>a) Fall Semester</td>
<td></td>
</tr>
<tr>
<td>1) HSTA 654 Probability and Theory of Statistical Inference I</td>
<td>3</td>
</tr>
<tr>
<td>2) HSTA 669 Master's Seminar in Biometry and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>3) Elective</td>
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<td>Semester Total</td>
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</tbody>
</table>
b) Spring Semester

1) HSTA 655 Probability and Theory of Statistical Inference II 3
2) Electives 6

Semester Total 9

Third Year

a) Fall and Spring Semester

1) Independent Study and Research in Biometry and Statistics 3 (6)
2) Electives 6 (12)

Semester Total 9 (18)

Fourth Year

a) Fall and Spring Semester

1) Doctoral Dissertation 6 (12)
2) Elective 3 (6)

Semester Total 9 (18)

The above outline is typical of the course work presently taken by doctoral students in the statistics sequence. Most take some work during the summer or work on applied research projects. Students usually accumulate significantly more than the required 60 credit hours during their study.

Courses

The following three graduate courses are offered each semester and are required core courses for all graduate programs in the School of Public Health except biometry and statistics.

- STA 550 Introduction to Computing (1)
- STA 552 Principles of Statistical Inference I (3)
- STA 553 Principles of Statistical Inference II (3)
Year 1994-95

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>STA 554</td>
<td>Introduction to the Theory of Statistics I</td>
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<tr>
<td>STA 557</td>
<td>Introduction to Bayesian Inference II</td>
<td>(3)</td>
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<tr>
<td>STA 558</td>
<td>Methods of Data Analysis I</td>
<td>(3)</td>
</tr>
<tr>
<td>STA 562</td>
<td>Design of Experiments I</td>
<td>(3)</td>
</tr>
<tr>
<td>STA 565</td>
<td>Sample Survey Methodology II</td>
<td>(3)</td>
</tr>
<tr>
<td>STA 654</td>
<td>Probability &amp; Theory of Statistical Inference I</td>
<td>(3)</td>
</tr>
<tr>
<td>STA 668</td>
<td>Independent Study in Biometry and Statistics</td>
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<td>STA 669</td>
<td>Seminar in Biometry and Statistics</td>
<td>(3)</td>
</tr>
<tr>
<td>STA 868</td>
<td>Independent Study &amp; Research in Statistics</td>
<td>(2-5)</td>
</tr>
<tr>
<td>STA 899</td>
<td>Doctoral Dissertation</td>
<td>(3-12)</td>
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Spring Semester

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>STA 555</td>
<td>Introduction to the Theory of Statistics II</td>
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<td>STA 556</td>
<td>Introduction to Bayesian Inference I</td>
<td>(3)</td>
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<tr>
<td>STA 559</td>
<td>Methods of Data Analysis II</td>
<td>(3)</td>
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<tr>
<td>STA 560</td>
<td>Introduction to Stochastic Processes</td>
<td>(3)</td>
</tr>
<tr>
<td>STA 563</td>
<td>Design of Experiments II</td>
<td>(3)</td>
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<td>STA 564</td>
<td>Sample Survey Methodology I</td>
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<td>STA 655</td>
<td>Probability &amp; Theory of Statistical Inference II</td>
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<td>STA 665</td>
<td>Time Series Analysis II</td>
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<td>STA 658</td>
<td>Mathematical Models in Biometry</td>
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<td>STA 668</td>
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<td>STA 669</td>
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Year 1995-96

Fall Semester

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<td>STA 554</td>
<td>Introduction to the Theory of Statistics I</td>
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<tr>
<td>STA 558</td>
<td>Methods of Data Analysis I</td>
<td>(3)</td>
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<tr>
<td>STA 564</td>
<td>Sample Survey Methodology I</td>
<td>(3)</td>
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<tr>
<td>STA 566</td>
<td>Analysis of Categorical Data I</td>
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<td>STA 654</td>
<td>Probability &amp; Theory of Statistical Inference I</td>
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<tr>
<td>STA 660</td>
<td>Linear Models I</td>
<td>(3)</td>
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<td>STA 666</td>
<td>Survivorship Analysis I</td>
<td>(3)</td>
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<td>STA 668</td>
<td>Independent Study in Biometry and Statistics</td>
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<td>Course Code</td>
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<tr>
<td>STA 868</td>
<td>Independent Study &amp; Research in Statistics</td>
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<td>STA 899</td>
<td>Doctoral Dissertation</td>
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**Spring Semester**

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<th>Course Title</th>
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<td>STA 555</td>
<td>Introduction to the Theory of Statistics II</td>
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<tr>
<td>STA 556</td>
<td>Introduction to Bayesian Inference I</td>
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<td>STA 559</td>
<td>Methods of Data Analysis II</td>
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<td>STA 560</td>
<td>Introduction to Stochastic Processes</td>
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<td>STA 565</td>
<td>Sample Survey Methodology II</td>
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<td>STA 655</td>
<td>Probability &amp; Theory of Statistical Inference II</td>
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<td>STA 656</td>
<td>Design of Clinical Trials</td>
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<td>STA 661</td>
<td>Linear Models II</td>
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**Fall Semester**

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<td>STA 562</td>
<td>Design of Experiments I</td>
<td>3</td>
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<td>STA 566</td>
<td>Analysis of Categorical Data I</td>
<td>3</td>
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<td>STA 664</td>
<td>Time Series Analysis I</td>
<td>3</td>
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<tr>
<td>STA 668</td>
<td>Independent Study in Biometry and Statistics</td>
<td>3</td>
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<tr>
<td>STA 669</td>
<td>Seminar in Biometry and Statistics</td>
<td>3</td>
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<tr>
<td>STA 868</td>
<td>Independent Study &amp; Research in Statistics</td>
<td>2-5</td>
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<tr>
<td>STA 899</td>
<td>Doctoral Dissertation</td>
<td>3-12</td>
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**Spring Semester**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>STA 555</td>
<td>Introduction to the Theory of Statistics II</td>
<td>3</td>
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<tr>
<td>STA 556</td>
<td>Introduction to Bayesian Inference I</td>
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<tr>
<td>STA 557</td>
<td>Introduction to Bayesian Inference II</td>
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<tr>
<td>STA 559</td>
<td>Methods of Data Analysis II</td>
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<tr>
<td>STA 560</td>
<td>Introduction to Stochastic Processes</td>
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<td>STA 563</td>
<td>Design of Experiments II</td>
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<td>STA 662</td>
<td>Multivariate Analysis II</td>
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<tr>
<td>STA 665</td>
<td>Time Series Analysis II</td>
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Year 1996-97
STA 666 Survivorship Analysis I (3)
STA 668 Independent Study in Biometry and Statistics (3)
STA 669 Seminar in Biometry and Statistics (3)
STA 868 Independent Study & Research in Statistics (2-5)
STA 899 Doctoral Dissertation (3-12)

See Appendix III and IV for advanced methodology courses and supporting courses offered by other departments at the University.

L. Facilities

The Department of Health facilities occupied by the Department of Biometry and Statistics will be the location for statistics courses and some of the research activities of the students. The Department has developed and maintains two computer labs to be used primarily by students, but also by faculty, of the School. One lab has thirteen 486 IBM model computers, with hardwire connection to the DOH mainframe and printer support. The other computer facility has six SUN workstations on the University Ethernet. Both facilities are being used to near capacity with our current student and faculty size. The Department has recently received a donation from AT&T of twenty-one 486 model computers to be networked in a classroom. The School purchases equipment and software through a regular budget process.

The support staff of the Department currently consists of an assistant to chair (.50 FTE) and a secretary (.50 FTE). Full-time support in these positions is planned for the future.

Office, classroom and study space are provided by the Department of Health and by the University at Albany. Further office space will be needed to accommodate new faculty and the increase in graduate students.

M. Regular Program Review

The University's Graduate Academic Council reviews all doctoral programs in a continuous review cycle of five to seven years. As the key component of these reviews, at least two distinguished evaluators from renowned disciplinary research universities come to the campus for a minimum two-day visit and submit a detailed written report to the Graduate Academic Council and the Vice President for Research and Dean of Graduate Studies. The Graduate Academic Council sends a formal report of each reviewed program to the Vice President for Academic Affairs, citing strengths, weaknesses and recommendations for future development.

Graduate programs in the School of Public Health also undergo a rigorous external evaluation every five years from the national accrediting Association of Schools of Public Health. The School underwent such a review in October of 1992. Additionally, graduate programs at the School are monitored internally on an annual basis by a faculty/student committee in order to respond formally and expeditiously to immediate opportunities and problems.
Appendix I
Master's Degree Requirements

Statistics Sequence (30 credits, minimum)

1. Statistics (18 credits, minimum)

   This is the basic sequence in statistics with requirements in statistics and mathematics. Students entering with extensive backgrounds in statistics and mathematics will be able to broaden their academic experience with courses in other areas. Students completing this program are employed in teaching and other areas depending on their overall training.

   Courses as advised, including HSTA 669 (AMAT 682). With departmental approval, a thesis may be presented in place of HSTA 669 (AMAT 682). Individual programs may range from a concentration in one area of statistics to a broad spectrum of courses.

2. Supporting courses (0-12 credits). Courses as approved by the advisor.

3. Satisfactory completion of a special field examination in Statistics.

   Recommended courses, HSTA 554-555, HSTA 558-559 and at least one of HSTA 556, HSTA 560, HSTA 562, HSTA 564 or HSTA 566, HSTA 669, AMAT 511, AMAT 510A AND AMAT 524.

Biometry Sequence (36 credits, minimum)

   This program expands the Statistics sequence to include additional training to better prepare the graduate for a career in the application of Statistics to biological problems. Students completing this sequence would normally find employment in the fields of public health, pharmaceutical research, actuarial science, environmental science and clinical trials.

1. Statistics (18 credits minimum)

   Courses as in Statistics sequence as above, including HSTA 669. With departmental approval a thesis may be presented in place of HSTA 669.

2. Biology, epidemiology or public health courses (6 credits, minimum). Courses as approved by the advisor.

3. Supporting courses. (0-12 credits, minimum). Courses usually in statistics, but may be in other areas, as approved by the advisor.

4. Satisfactory completion of a special field examination in statistics.
Recommended courses, HSTA 554-555, HSTA 558-559, and at least one of HSTA 556, HSTA 560, HSTA 562, HSTA 564 or HSTA 566.

Students are encouraged to select six credit hours of elective courses in departments other than Biometry and Statistics. A project is normally required in the HSTA 669 (AMAT 682) course. This project requires the design of a statistical study, acquisition and analysis of the data, and the preparation of a written report on the project. The project requires working with actual data on a problem of interest to the student and instructor, usually in the area in which the elective courses were taken. The project will be under the supervision of the instructor and requires the instructor's approval for completion.
Appendix II
Department of Biometry and Statistics
Course Listings

STA 550 Introduction to Computing (1)
An introduction to the use of micro and mainframe computers. Communications between computers and the use of statistical and wordprocessing software packages will be included. Prerequisites: None

STA 551 Survey Instrument Design (1)
An introduction to the design of instruments to collect data for research purposes. Topics to include wording of questions, pretesting, coding, keying, internal validation, instructions to interviewers, and issues of privacy and security. Prerequisites: None

STA 552 Principles of Statistical Inference I (3)
An introduction to descriptive statistics, measures of central tendency and variability, probability distributions, sampling, estimation, confidence intervals and hypothesis testing. Computing will be introduced and used throughout the course. STA 552 and STA 553 will satisfy the core requirement in statistics for programs in the School of Public Health. Prerequisites: None

STA 553 Principles of Statistical Inference II (3)
Continuation of STA 552. Topics will include correlation, regression, analysis of variance, analysis of contingency tables and non-parametric statistics. Computing will be used throughout the course. STA 552 and STA 553 will satisfy the core requirement in statistics for programs in the School of Public Health. Prerequisites: STA 552 or equivalent

STA 554 Introduction to Theory of Statistics I (3)
A mathematical treatment of principles of statistical inference. Topics include probability, random variables and random vectors, univariate and multivariate distributions and an introduction to estimation. Appropriate for graduate students in other disciplines and for preparation for the second actuarial examination. Prerequisites: Calculus and Linear Algebra. Equivalent to Mat 554. Students may not receive credit for Mat 554 and STA 554.

STA 555 Introduction to Theory of Statistics II (3)
Continuation of STA 554. Topics include methods of estimation, theory of hypothesis testing, sufficient statistics, efficiency and linear models. Appropriate for graduate students in other
disciplines and for preparation for the second actuarial examination. Prerequisites: STA 554, Mat 554 or equivalent.

STA 556 Introduction to Bayesian Inference I (3)

Topics include subjective probability, axiomatic development and applications of utility, basic concepts of decision theory, conjugate and locally uniform prior distributions. Prerequisites: STA 552 or equivalent. Equivalent to Mat 556. Students may not receive credit for Mat 556 and STA 556.

STA 557 Introduction to Bayesian Inference II

Continuation of STA 556. Topics will include limiting posterior distributions, estimation and hypothesis testing, preposterior distributions and their application to the design of statistical investigations. Prerequisites: STA 556 or equivalent. Equivalent to Mat 557. Students may not receive credit for STA 557 and Mat 557.

STA 558 Methods of Data Analysis I (3)

Statistical methodology emphasizing exploratory approaches to data. Elementary notions of modeling and robustness. Overview of inferential techniques in current use. Criteria for selection and application of methods. Use of computing facilities to illustrate and implement methods. Regression and analysis of variance are the primary topics. Prerequisites: STA 552 or equivalent. Equivalent to Mat 558. Students may not receive credit for STA 558 and Mat 558.

STA 559 Methods of Data Analysis II (3)

Continuation of STA 558. Topics will include clustering, multivariate analyses, sequential and nonparametric methods. Prerequisites: STA 558 or equivalent. Equivalent to Mat 558. Students may not receive credit for STA 559 and Mat 559.

STA 560 Introduction to Stochastic Processes I (3)

An introduction to applied stochastic processes. Topics include Markov chains, queuing theory, renewal theory, Poisson processes and extensions, epidemic and disease models. Prerequisites: STA 552 or an introductory probability course. Equivalent to Mat 560. Students may not receive credit for STA 560 and Mat 560.

STA 561 Introduction to Stochastic Processes II (3)

Continuation of STA 560. More advanced topics in Markov chains, queuing theory, renewal theory, Poisson processes and extensions, epidemic and disease models. Prerequisites: STA 560 or permission of the Instructor.
STA 562 Design of Experiments I (3)

Principles in the design and analysis of controlled experiments. Topics include general linear hypotheses, multiple classifications, Latin squares and factorial designs. Prerequisites: STA 552 or equivalent. Equivalent to Mat 562. Students may not receive credit for STA 562 and Mat 562.

STA 563 Design of Experiments II (3)

Continuation of STA 562. More advanced designs, information and efficiency, an introduction to response surface methodology. Prerequisites: STA 562 or equivalent.

STA 564 Sample Survey Methodology I (3)

Principles of survey sampling and analysis. Topics include simple random sampling, stratified sampling, cluster sampling and multistage sampling. Prerequisites: STA 553 or equivalent. Equivalent to Mat 564. Students may not receive credit for STA 564 and Mat 564.

STA 565 Sample Survey Methodology II (3)

Continuation of STA 564. Topics include more complex designs in stratified sampling, cluster sampling and multistage sampling. An introduction to cost studies, nonsampling errors and miscellaneous topics. Prerequisites: STA 564 or equivalent.

STA 566 Analysis of Categorical Data I (3)

Introduction to the analysis of categorical data. Topics include rates, ratios and proportions, relative risk, Cochran-Mantel-Haenszel procedures, linear and log-linear models for categorical data, maximum likelihood estimation and tests of hypotheses. Prerequisites: STA 552 or equivalent. Equivalent of Mat 566. Students may not receive credit for STA 566 and Mat 566.

STA 567 Analysis of Categorical Data II (3)

Continuation of STA 566. Topics will include more complex linear and log-linear models for categorical data, goodness of fit measures and tests of hypotheses. Prerequisites: STA 566 or equivalent.

STA 568 Statistical Ecology (3)

Density estimates for closed and open populations using simple and multiple marking methods. Mortality and survival estimation, population dynamics. Spatial patterns in one and two-species populations. Characterization of many-species populations. Prerequisites: STA 553 or equivalent. Equivalent to Mat 568. Students may not receive credit for STA 568 and Mat 568.
STA 569 Survey of Statistics (3)

A survey of hypothesis testing and estimation theory. Recommended for secondary teachers and graduate students in mathematics education. Prerequisite: STA 553 or equivalent. Equivalent to Mat 569. Students may not receive credit for STA 569 and Mat 569.

STA 654 Probability and Theory of Statistical Inference I (3)

Univariate and multivariate distribution theory, properties of estimators, large sample theory, confidence intervals and theory of tests. Prerequisites: STA 555 or equivalent.

STA 655 Probability and Theory of Statistical Inference II (3)

Continuation of STA 654. Advanced theory of tests, decision theory and other topics. Prerequisites: STA 654 or equivalent.

STA 656 Design of Clinical Trials (3)

Introduction to topics in the design and analysis of clinical trials and related experiments. Prerequisites: STA 555 or equivalent.

STA 657 Mathematical Models in Demography (3)

Introduction to mathematical methods and applications required for natality models, deterministic and stochastic models for population growth. Prerequisites: STA 555 or equivalent.

STA 658 Mathematical Models in Biometry I (3)

Topics in the mathematical and statistical methods required to model deterministic and stochastic models for phenomenon found in the different areas of biometry and the health sciences. Prerequisites: STA 555 or equivalent.

STA 659 Mathematical Models in Biometry II (3)

Continuation of STA 658. Advanced topics in the mathematical and statistical methods required to model deterministic and stochastic models for phenomenon found in the different areas of biometry and the health sciences. Prerequisites: STA 658 or consent of the instructor.

STA 660 Linear Models I (3)

Topics include the theory of least squares, distribution of quadratic forms, G-inverse, general Gauss-Markov model, estimation, hypothesis tests, confidence intervals for unrestricted and restricted models, regression models and analysis of variance. Prerequisites: STA 555 or equivalent. Students may not receive credit for STA 661 and Mat 660.
STA 661 Linear Models II (3)

Continuation of STA 660. Topics include advanced analysis of variance and analysis of covariance, repeated measures, mixed and random models. Prerequisites: STA 660 or equivalent.

STA 662 Multivariate Analysis I (3)

Topics include the basic properties of multivariate normal distributions and other related distributions, inference in multivariate cases and principle component analysis. Prerequisites: STA 555 or the consent of the instructor.

STA 663 Multivariate Analysis II (3)

Continuation of STA 662. Topics will include discriminate analysis, canonical correlation analysis and factor analysis. Prerequisites: STA 662 or the consent of the instructor.

STA 664 Time Series Analysis I (3)

Topics include the study of inference, estimation, prediction, parsimonious description for univariate time-ordered data, various models including Box-Jenkins and classical stationary processes with rational spectral densities. Prerequisites: STA 555 and STA 559 or consent of the instructor. Equivalent to Mat 664. Students may not receive credit for STA 664 and Mat 664.

STA 665 Time Series Analysis II (3)

Continuation of STA 664. Advanced topics include the study of univariate and multivariate time-ordered data, various models including Box-Jenkins and classical stationary processes with rational spectral densities. Prerequisites: STA 664 or consent of the instructor.

STA 666 Survivorship Analysis I (3)

Topics in survival functions, hazard rates, life tables, estimation of survival functions from complete and censored data, fitting parametric models, tests of hypotheses, and covariate models. Prerequisites: STA 555 or consent of instructor.

STA 667 Survivorship Analysis II (3)

Continuation of STA 666. Advanced topics in the theory of survival functions for complete and censored data, tests of hypotheses, and time dependent covariate models. Prerequisites: STA 666 or consent of instructor.
STA 668 Independent Study in Biometry and Statistics  (3)
Selected study of a topic in Biometry and Statistics. Prerequisites: Consent of the instructor.

STA 669 Master's Seminar in Biometry and Statistics  (3)
Selected topics in statistics. A report is written on the subject studied. Required of all candidates for a master's degree in Biometry and Statistics, except those who write a master's thesis. Prerequisites: Consent of the instructor.

STA 868 Independent Study and Research in Biometry and Statistics  (2-5)
Independent study at the doctoral level under the direction of a member of the Biometry and Statistics faculty. May be repeated for credit. Prerequisite: Consent of instructor.

STA 899 Doctoral Dissertation  (3-12 L.U.E.)
May be repeated for credit. Load equivalent only. Prerequisite: Consent of dissertation director.
Appendix III

Advanced Methodological Courses in other Departments

Department of Epidemiology
EPI 612 Quantitative Methods in Epidemiology (4)

Department of Mathematics and Statistics
MAT 501 Numerical Analysis (3)
MAT 503 A,B Life Contingencies (3) (3)
MAT 510 A,B Real Analysis (3) (3)
MAT 511 Foundations Analysis (3)
MAT 513 A,B Complex Analysis (3) (3)
MAT 524 Advanced Linear Algebra (3)
MAT 538 Differential Geometry (3)
MAT 570 Combinations (3)
MAT 572 Linear Programming (3)
MAT 575 Optimal Control Theory (3)
MAT 576 Game Theory (3)
MAT 616 Introduction to Ergodic Theory (3)
MAT 646 Introduction to Differentiable Manifolds (3)
MAT 669 Probability Theory (3)
MAT 760 A,B Basic Probability Theory (3) (3)
MAT 865 Topics in Statistics (1-4)
MAT 867 Seminar in Statistics (1-4)

Department of Psychology
PSY 633 Nonparametric and Distribution-Free Statistics (3)
PSY 731 Experimental Design (3)
PSY 733 Factor Analysis (3)
PSY 734 Multivariate Analysis with Computer Applications (4)

Department of Sociology
SOC 626 Survey Design and Analysis (3)
SOC 707 Structural Equation Models (3)
Appendix IV

Supporting Courses in other Departments

Department of Biomedical Sciences
BMS 505 Biological Basis of Public Health (3)

Department of Epidemiology
EPI 501 Principles and Methods of Epidemiology I (3)
EPI 502 Principles and Methods of Epidemiology II (3)
EPI 603 Chronic Disease Epidemiology (3)
EPI 604 Cancer Epidemiology (3)
EPI 605 Infectious Disease Epidemiology (3)
EPI 608 Injury Epidemiology (3)
EPI 610 AIDS Epidemiology (3)
EPI 613 Occupational and Environmental Epidemiology (3)

Department of Environmental Health and Toxicology
EHT 590 Introduction to Environmental Health (3)
EHT 670 Contemporary Issues in Environmental Health (3)
EHT 671 Concepts and Issues in Occupational Health Policy I (3)

Department of Health Policy and Management
HPM 501, 502 Introduction to Health Policy and Management (3) (3)
HPM 541 Health Care Systems (3)
HPM 511 Economic Analysis (3)

Department of Sociology
SOC 551, 552 Demographic Techniques (3) (3)
SOC 665 Special Topics in Demography (3)
Review of Ph.D. Proposal in Biometry and Statistics
Department of Biometry and Statistics
SUNY at Albany

Report of Site Visit
by
Dr. Robert M. Elashoff, University of California at Los Angeles
and Dr. Robert Woolson, The University of Iowa

Site Visit Dates - March 14 and 15, 1994

Site Visit Description

The site visit began at 9:00 a.m. on March 14 and ended in the early afternoon of March 15, 1994. Meetings were held with: President Swygert, Vice Presidents Hitchcock and Gullahorn, Dean Carpenter, Assistant Dean Bartow, faculty of the Department of Biometry and Statistics, and students in the Department of Biometry and Statistics. This report is a description of the findings of this site visit.

Program

This program was initially proposed in 1988 and represents a step in the transfer of the Graduate Programs in Statistics from the Department of Mathematics to the Department of Biometry and Statistics. The Master of Science Degree is already in place in the Department of Biometry and Statistics, and the intent is that this Ph.D. program will finalize the transfer of these graduate programs from Mathematics.

The demand for Ph.D.-level biostatisticians with a strong background in the medical and/or public health sciences is evident throughout the U.S. Job opportunities continue to exceed the number of qualified applicants. There are ample opportunities in academic health science centers, in pharmaceutical research firms, and in various branches of government at the local, state, and federal levels. This Ph.D. proposal promises to contribute well-trained Ph.D.-level biostatisticians and statisticians who will help fill this demand. This program is also central to the School of Public Health at SUNY at Albany. Biostatistics and Epidemiology are universally regarded as core disciplines to the Public Health Sciences, and vital, energetic Master of Science and Ph.D. programs in both of these areas are critical to a School of Public Health developing its research capability.

The courses proposed as part of this curriculum represent a strong cross-section of courses in both applied and theoretical statistics. It should also be noted that the curriculum, as proposed, offers ample opportunities for students to take electives in a variety of related areas including mathematics and related fields, as well as the public health and medical sciences. A special feature of the program is the involvement of the New York State Department of Health (DOH). This will provide a great opportunity for students to interact with nationally recognized scholars in public health and related medical research areas.

There are several areas of the program which will require careful attention once the program is set in place. One critical issue is the matter of monitoring the program's quality. With the move of the Ph.D. program from Mathematics to the Department of Biometry and Statistics, it will be critical to monitor three areas. These are: the choice of electives, admission standards, and definition of a suitable dissertation research project. To date, the Mathematics Department has
provided a relatively careful screen of applicants entering the program. Their admission standards have been at a suitably high level to keep the quality of students in the Ph.D. program in Mathematics (Statistics) at a sufficiently advanced level that these students have been successful in their Ph.D. studies. The development of this program in the Department of Biometry and Statistics will increase the opportunities for students to take elective courses outside the Department of Mathematics. This should greatly enhance students' opportunities to take a broader curriculum and will allow them to advance their research methodologies to a broader class of problems than is presently possible in the Department of Mathematics. While this increased freedom in elective selection is positive from so many perspectives, it is also an area that will require careful evaluation. Students should be required to submit a formal plan of study which will outline course work they will take during the course of their Ph.D. studies. This will allow careful specification of elective courses and will help the faculty of this department decide what electives are appropriate programmatically, and what group of electives are appropriate for an individual student. The matter of dissertation topics also will require careful thought. During site visit discussions with faculty and students, it is clear that the nature of dissertations will be broader than is presently allowed with the Ph.D. program in Statistics being administered through the Department of Mathematics. On the other hand, this additional breadth will require that the faculty of the department balance issues concerning depth of methodologic research required with depth of data design/analysis required for a dissertation.

In short, this program will add great strength to the offerings of the School of Public Health. The program will attract strong students and promises to offer a number of outstanding opportunities to both faculty and students through the close relationship to the DOH. This relationship will provide access to important problems in public health and medicine, and will also offer the opportunity for involvement of DOH scientists in the educational offerings of the Department of Biometry and Statistics.

Faculty

A relatively large number of faculty are listed within the Department of Biometry and Statistics. Five of these faculty are full-time faculty while the remaining faculty are DOH faculty members or joint appointees. During the site visit, much attention was given to questions regarding the nature of faculty responsibilities and activities, and the increased opportunities that the Ph.D. will offer both faculty and students of this department. There is no doubt that one of the strengths of the faculty group is its diverse nature, namely a combination of core appointments, joint appointments, and appointments through the DOH. It is a competent and dedicated faculty. It is also evident that the faculty are very interested in this Ph.D. program and are committed to the success of the program. As evidence of the commitment of the faculty, it should be noted that Drs. Lininger and Stratton have been involved in extensive applied collaborative work for some time. This has led to student research opportunities. Their work should continue to stimulate the development of methodologic research topics that will be suitable as Ph.D. dissertation projects. In addition, the site visitors would also like to applaud the efforts of Dr. Nell Sedransk for her commitment to the development of the curriculum for this program and for seeking ways to increase Ph.D. students' awareness of dissertation topics. For example, during the site visit it was learned that a workshop has been coordinated by Dr. Sedransk. At this workshop the faculty will speak regarding their research interests in the hope that students will become increasingly aware of possible dissertation research areas. An additional strength in this faculty is the presence of Dr. Joseph Sedransk as a core member of the faculty. He is an internationally recognized scholar in the field of statistics with a continuing record of high quality methodologic contributions to the statistics and biostatistical literature. His presence on the faculty enhances the visibility of this program and increases research opportunities for students.
The present faculty seem to be heavily burdened with teaching responsibilities. Perhaps this explains the relatively low number of extramural grants in which the faculty members in this department are principal investigators. There will be a need to increase the research activities of the faculty. Hopefully, the placement of this Ph.D. program in the Department of Biometry and Statistics will strengthen these aspects of the program thereby increasing further student opportunities for research projects.

An important step towards making this program a long-term success will be a commitment of additional faculty resources to this program in the very near future. This department has been charged with the delivery of graduate statistics training at SUNY at Albany, yet the number of full-time faculty available to deliver this training is relatively low in number. It is critical that SUNY at Albany complete the transfer of the Statistic's program to this department, by moving the resources, including faculty lines that are consistent with this transfer. Most, if not all, of the statistics faculty lines in the Math Department should be transferred together with the necessary teaching assistants. This would raise the number of core faculty in this program from five to perhaps eight or nine, thereby enhancing opportunities for increased extramural support, increased opportunities for student research, increased faculty research productivity, and increased interactions with other departments in the School of Public Health and at other colleges and schools of SUNY.

Students

The proposed Ph.D. program will appeal to a broad cross-section of graduate students with quantitative interests. The strong connection of this program with the New York Department of Health will likely attract those students who have an interest in the public health or biomedical sciences. The relatively large number of students (35) who are currently in the Ph.D. Program in Statistics in the Department of Mathematics is testimony to the need for this program in the state. The new program, being administered through the Department of Biometry and Statistics, will appeal to a broader cross-section of the students, since students will be permitted to choose elective courses not only in mathematics but also in the biomedical and public health sciences and related fields. It should be noted that the students presently in the program are of an exceptionally high quality. The site visitors met for 1 1/2 hours with 12 of the students and discussed their graduate programs and the possible changes that would result with the program being moved to the Department of Biometry and Statistics. It was evident that these students were interested in maintaining a high quality quantitative methodologic degree program, but at the same time wanted to have the flexibility to choose elective courses in important scientific subject matter areas, such as epidemiology, environmental health, or toxicology. Among the 12 students in attendance at the site visit meeting, they were unanimous in their feelings and assessment of the positive consequences that are expected with the move of this Ph.D. program to the Department of Biometry and Statistics. It was also evident that these students have extremely high regard for the School of Public Health faculty, including all members of the faculty of the Department of Biometry and Statistics. Many of the students are actively engaged in collaborative medical or public health research projects, some of whom are receiving funding for their efforts.

Recruitment of students is not likely to be problem for this program. There are a number of strong undergraduate programs in mathematics and the mathematical sciences in the State of New York; it is likely that the School of Public Health's participation in student recruitment fairs and the like will attract high caliber graduate students to this program. It is also expected that minorities and females will be adequately represented from such recruitment efforts.
Resources

While it is critical that the faculty lines for teaching of statistics be moved into the Department of Biometry and Statistics, it should be noted that the institution is making a rather strong commitment to this program and to this department at this time. In particular, it is the understanding of the site visit team that there are a total of 12 1/2 School of Public Health faculty lines that have been committed by the State University of New York at Albany. Dean Carpenter has dedicated 5 of these 12 1/2 lines to the Department of Biometry and Statistics. This represents a significant commitment on the part of the Dean of the School of Public Health to the development and enhancement of the programs of the Department of Biometry and Statistics. It should also be noted that students appear to be well-supported in the current Ph.D. program and will likely have increased opportunities for such support with the move of this program to the Department of Biometry and Statistics. There are currently four teaching assistants lines available to the Chair of the Department of Biometry and Statistics. Hopefully, these will remain with the department, and preferably, would come under the complete administrative control of the Department of the Biometry and Statistics. Students also receive support from research activities in the Department of Health. In addition, Professors Stratton and Lininger are actively engaged in collaborative research projects in the Albany Medical College and several students have received financial support from these activities. It should also be noted that Dean Carpenter provides graduate student support and faculty support through his extensive research program in environmental health.

While the site visit team did not visit the library, it is evident from discussions with faculty and students that the library holdings appear more than adequate for this Ph.D. program. One area for future development would be the possibility of increasing the number of holdings in the School of Public Health conference room so that oft-cited reference sources can be accessed easily by the students. Computer hardware and software appear to be generally adequate for the success of this Ph.D. program. One area of improvement would be the inclusion or the extension of the ETHERNET cable to the building where the Department of Biometry and Statistics is currently housed. This would allow important electronic communication such as EMAIL and would facilitate students access to STATLIB and other important electronic technical reference sources.

The finances of the department, while adequate for the program, might be regarded as somewhat limited. With the addition of new faculty to this department, an increased effort should be made to obtain R01 or other grants in which primary faculty of this department are principal investigators. This would increase the pool of resources available for the department and for the development and enhancement of this Ph.D. program. It is difficult to assess whether all is being done that could be done to increase the financial base of the department. All faculty seem to have relatively heavy teaching loads and related professional activities which decrease the amount of time available for applying for additional research funds. This is, in general an area, if developed further, that could help the department in general, and this program in particular.

General Comments

It is difficult for Biostatistics or Statistics to flourish when it is administered through a department in which the development of Statistics in not a high priority. The administration of SUNY at Albany is to be congratulated for its efforts to move these important graduate programs in Biometry and Statistics into an environment which will foster the growth of this field. By placing the Ph.D. program in the Department of Biometry and Statistics, it is reasonable to expect that it will flourish in a relatively short time period. One immediate effect will be the liberation of the program from the rather restrictive programmatic constraints that are necessarily in place with the program structured as a Mathematics program. With this move, it is logical to expect new research directives
and initiatives, not only in the area of development of statistical methodology, but in novel application of these methodologies to important problems in public health and the medical sciences. One would also expect novel changes and developments in the curriculum, both at the undergraduate and the graduate level. It is also evident that this program move has resulted in considerable faculty and student enthusiasm. The overall effect of this move will likely be a long-lasting, energizing one that will yield positive results for Statistics at SUNY at Albany.

While the institution is to be lauded for its policy move, it should also hasten the completion of the implementation phase. There remain significant Statistics core courses that are taught by members of the Department of Mathematics. These courses are, as noted, central to the program and ought to be the entire responsibility of the primary faculty in the Department of Biometry and Statistics. This would ensure greater continuity of course content from year to year, as well as permit the opportunity for the core faculty to modernize and modify courses for the program. Thus, there is the need to move faculty lines held by statisticians in the Department of Mathematics to the Department of Biometry and Statistics. It is also imperative that the teaching assistant lines that are currently dedicated to Statistics teaching in the Department of Mathematics be transferred as well and that teaching assistant lines in the Department of Biometry and Statistics be used for this purpose. This, once again, will ensure greater cohesiveness of statistical activities throughout the campus.

One area of the program which will require continuing and vigilant attention is that associated with monitoring admissions and progress of the graduate students. To its credit, the Department of Mathematics has provided quality control by maintaining high quantitative standards for admission to the graduate program. It is important that the faculty of the Department of Biometry and Statistics review, as early as possible, the issue of admission standards to this program. Those standards in place in the Mathematics Department are adequate with regard to mathematical capabilities of students who have applied; however, consideration may now be given to modifying these standards in certain areas, particularly if students apply who come from a strong biological or physical sciences background. The department also may wish to consider requiring a student to submit a plan of study toward the end of their first semester of matriculation in the Ph.D. program. This plan of study should identify those courses the students intends to take, paying particular attention to the elective courses and how these constitute a significant cognate area related to biostatistics, or courses focusing on specialized topics in biostatistics. Particular attention should be given to ensure that these electives are not a mere collection of courses, but are part of a related theme.

There are a number of unique aspects to this program, particularly the interrelationship to the New York State Department of Health. There are a number of research opportunities available to students for research projects. In addition to the opportunity to collaborate in research laboratories, there exist a number of data bases related to Public Health Sciences issues including those dealing with Public Health Policy. Examples of these opportunities available include the Wadsworth Research Laboratories.

In conclusion, this is a sound Ph.D. proposal. There are a number of unique characteristics associated with it. The faculty are competent and capable of supervising this program; there are a number of research opportunities available for the graduate students and it would appear that adequate support is in place to fund students during their graduate studies. In addition, there is a great demand for Ph.D.-level biostatisticians in this country and this program will help fill this void.

Robert F. Woolson, Ph.D.
Robert M. Elashoff, Ph.D.
March 31, 1994
Department of Biometry and Statistics
Response to the Ph.D. Program Site Visit Report

The Site Visit Report identifies three areas which deserve continuing attention to maintain the high quality of the doctoral program: admissions standards, review of individualized coursework plans, definition of a "suitable dissertation research project." Each of these issues has been of serious concern to the Department of Biometry and Statistics. Informal, and in some cases formal, measures are in place with respect to each.

Admissions Standards
While the Ph.D. program with a concentration in biometry and statistics is currently offered through the Department of Mathematics, the admissions process has been a cooperative effort since 1988 when the program was transferred to Biometry and Statistics. Thus for any student indicating an interest in statistics, biostatistics or biometry in the application to the Department of Mathematics, the application was forwarded to Biometry and Statistics for recommendation which was then forwarded with the concurrence of Mathematics.

Since the admission requirements are not changed with the offering of the degree directly, and even more importantly since the course requirements are not changed, students previously rejected because of an improbability of completing a solid program should still be viewed as inappropriate for admission. In actuality, the qualifications of students entering the program are strong now and steadily rising even as the number is growing; so that there appears no difficulty in maintaining the quality of entering classes.

Individualized Programs
The program outline and advisement of all graduate students is currently handled by a single faculty member which allows coordination in planning course offerings. Initially, until the end of 1993, all students were advised by the Chair of the Department. In January 1994, the Department approved the creation of a Director of Graduate Studies, one of whose duties is advisement of graduate students. Professor Neil Sedransk now holds this position. The advisement process begins when a student arrives on campus.
the director and the student draft a (written) coursework plan which may be amended during the advisement process in later semesters. This plan is constructed based on the Department's planned cycle of course offerings and the student's areas of interest. This program plan stays in the student's departmental file and is a principal tool for advisement. When it becomes necessary for several faculty to function as graduate student advisors, these procedures will be continued.

Defining "Suitable Dissertation Research"
Ultimately, the suitability of dissertation research is the responsibility of the faculty, the chair and the dissertation committee itself. The unusual resources for Biometry and Statistics that exist through the collaborative effort with the New York State Department of Health offer access to additional faculty researchers/mentors and also offer access to types of research normally outside the bounds of a university or school of public health setting. For Biometry and Statistics, it is anticipated that the role of a dissertation committee will be an active one, involved in the definition of the research project and in the review of progress from time to time, in contrast to responsibility principally as a panel of readers. In addition, the faculty of Biometry and Statistics plans a series of meetings, with an annual review of a range of research efforts deemed "suitable" as dissertations in all aspects: quantity, innovation, technical expertise, methodologic or theoretical contribution to statistics and biometry.

April 20, 1994

Lloyd L. Lininger
Lloyd L. Lininger
Chair
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That, beginning with the 1994 Summer Session, students no longer be allowed to designate for S/U grading courses normally graded A-E.

2. That the Bill be forwarded to the President for approval.

Rationale:

When student selected pass/fail grading was initiated at the University, it was thought that predominately lower division students would use the option to sample introductory courses they might otherwise be afraid of sampling, perhaps on occasion discovering new majors and minors. It was also hoped that the option might encourage students to test their facility in areas new to them, such as foreign languages, computer science, and the fine arts.

When it was found that the option was mostly used by juniors and especially seniors in upper division coursework, primarily in the major and Writing Intensive courses, the limit was reduced to two courses, both at the lower division level. Even with these modifications, however, the greatest use of opted S/U still occurs in the last semester of the senior year, while fewer than one out of 50 use the option their first year.
In the past two years, less than 1 percent of the use has been in introductory foreign languages or computer science or the fine arts. In contract, well over half the use has been in common major and minor requirements in business, English, psychology, math/statistics, economics, history, political science, sociology, and physics.

Meanwhile, as noted by the appellate subcommittee of the Committee on Admissions and Academic Standing, each semester the abuses of S-opted grading continue to contribute to academic dismissals, loss of credits, and, most common, delays in graduation.

This change will not affect departments, schools and programs, who will continue to have the right to designate sections and courses as "S/U Graded" for all students in those sections and courses.
Senate Bill No. 9394-05

UNIVERSITY SENATE

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: Undergraduate Academic Council
Date: March 21, 1994

Eliminating Student-Opted S/U Grading

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That, beginning with the 1994 Summer Session, students no longer be allowed to designate for S/U grading courses normally graded A-E.

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In the past two years, less than 1 percent of the use has been in introductory foreign languages or computer science or the fine arts. In contrast, well over half the use has been in common major and minor requirements in business, English, psychology, math/statistics, economics, history, political science, sociology, and physics.

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This change will not affect departments, schools and programs, who will continue to have the right to designate sections and courses as "S/U Graded" for all students in those sections and courses.
The 1954 Summer Session.

1. Reasons for enrolling in the 1st year:
   A. Junior and senior students in college.
   B. A-Major, median grades.
   C. Junior and senior students in college.

2. Summer Session.

3. To designate the 5C grades. Those courses.


5. E.
Ron Bosco's remarks from Senate Meeting on May 2, 1994

I have been a member of this body and its Councils or committees for nearly 20 years, and have heard a great variety of debate on many issues. Yet even in the most heated exchanges, I have never before heard remarks such as those expressed earlier today during the consideration of the bill on Division 2 athletics....

They were hate-laden remarks, remarks characterized by ugly stereotypes and personal attacks. They were remarks that maligned our students, our colleagues on the faculty and in the administration -- both those already among us, and those who have yet to join our community. This is a University; as members of this University community, each of us has an absolute obligation to foster an environment in which all persons are accorded respect and dignity. I urge the Senate to reject absolutely and publicly all such discourse and to renounce such hate speech.
UNIVERSITY SENATE
UNIVERSITY AT ALBANY
(As of May 2, 1994)

1994-1995 Membership

OFFICERS OF THE SENATE

Joan Schulz
   Chair
   English

Cyril Knoblauch
   Chair-Elect
   English

Shirley Jones
   Secretary
   Social Welfare

EX OFFICIO SENATORS

H. Patrick Swygert, President
   University at Albany

Karen R. Hitchcock, Vice President
   for Academic Affairs

Jeanne Gullahorn, Vice President
   for Research & Dean of Graduate Studies

Mitchel Livingston, Vice President for
   Student Affairs

Audrey Champagne
   Past Chair

Paul Wallace, SUNY Senator (1992-95)
   Alternate: Gloria DeSole (1992-95)

Vincent Aceto, SUNY Senator (1994-97)
   Alternate: Richard Collier (1994-97)

Cliff Lent
   President, Student Association

ELECTED SENATORS

At Large (8)

   Registrar's Office

Eleanor Gossen (1995)
   University Library

Chantal Raven (1995)
   International Programs

Gloria DeSole (1996)
   Affirmative Action

William Lanford (1996)
   Physics

Robert Frost (1997)
   History

Estela Rivero (1997)
   Student Health

J. Fredericks Volkwein (1997)
   Institutional Research
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Joint Appointments (10)

Cyril Knoblauch
English

Shirley Jones
Social Welfare

Dean's Representative (1)
COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS
(Consists of the Vice President for Academic Affairs [Ex Officio];
8 Teaching Faculty, 4 of whom must be senators;
1 Professional Employee;
2 Graduates;
2 Undergraduates, 1 of whom must be a senator)

The Council recommends to the President promotions in rank; recommends to the President individuals for continuing appointment.

Ex Officio: Karen R. Hitchcock, Vice President for Academic Affairs (AD 201, 4000)

Teaching Faculty:
1. Richard Alba (Sociology, SS 323, 4669)
2. Lilian Brannon (English, HU 367, 4051)
3. *H Jon Jacklet (Biological Sciences, BIO 323, 4372)
4. *H Shirley Jones (Social Welfare, RI 111, 5330)
5. HP Frances Kemmerer (Educational Administration & Policy, ED 313, 3528)
6. P Edward Mayer (Art, Art Annex, 17 Railroad Avenue, 438-8992)
7. Walter Zenner (Anthropology, SS 314, 4718)
8.

Professional Employee:
1. H Steven A. Thomson (International Student Services, LI 66, 5495)

Graduates:
1.
2.

Undergraduates:
1.
2.

*=Senator
H=Holdover from 1992-93 Council
P=Pending Acceptance
COUNCIL ON EDUCATIONAL POLICY
(Consists of the President of the University, the Vice Presidents for Academic Affairs, Research and Student Affairs [Ex Officio members];
1 Dean's Council Appointment;
8 Teaching Faculty, 4 of whom must be senators;
3 Professional Employees, 1 of whom must be a senator;
1 Graduate and 3 Undergraduates, 2 of these last 4 must be senators)

The Council is responsible for the overseeing of the total academic plan for the campus and for indicating educational priorities; participates in the formulation and execution of the campus budget; evaluates the educational performance of the university as a whole and of its various components; reviews proposals for new programs and for the discontinuance of existing programs with respect to budgetary implications.

Ex Officio:  
H. Patrick Swygert, President (AD 246, 5400)  
Karen R. Hitchcock, Vice President for Academic Affairs (AD 201, 4000)  
Jeanne Gullahorn, Vice President for Research (AD 227, 3500)  
Mitchel Livingston, Vice President for Student Affairs (AD 129, 5500)

Dean's Council Appointment:  
1.

Teaching Faculty:  
1. Carolyn Ban (GSPA, MI 318, 5283)  
2. *H Judith Baskin (Judaic Studies, HU 243, 4135)  
3. * Philip Eppard (Information Science & Policy, DR 141D, 5128)  
4. James Fleming (Reading, ED 211, 4988)  
5. *H Carlos Santiago (Latin American & Caribbean Studies, SS 250, 4890)  
6. * Katherine Trent (Sociology, SS 351, 4681)  
7. * Jogindar Uppal (Economics, BA 123E, 4748)  
8. Igor Zurbenko (Biometry & Statistics, 2 University Place, 458-6773)

Professional Employees  
1. *H Richard Farrell (Registrar, AD 118, 5550)  
2. Robert Gibson (CUE, UL B36, 3960)  
3. H Geneva Walker-Johnson (Residential Life, State Quad, 5875)

Graduate:  
1.

Undergraduates:  
1.  
2.  
3.  

*=Senator  
H=Holdover from 1992-93 Council  
P=Pending Acceptance
GRADUATE ACADEMIC COUNCIL
(Consists of the Dean of Graduate Studies or his/her designee [Ex Officio];
6 Teaching Faculty, 2 of whom must be senators and 1 of whom must be a member of the library staff;
1 Professional Employee;
3 Graduates, 1 of whom must be a senator;
1 Undergraduate)

The Council is responsible for implementing the academic plan as established by the Council on Educational Policy in respect to graduate studies; establishes criteria for determining academic standing and admissions policy; reviews all graduate academic programs and recommends new programs it deems desirable; insures and reviews procedures for individual student academic grievances at the school and college levels; considers and recommends suspension or discontinuance of programs to the Vice President for Academic Affairs and to the President.

Ex Officio: Jeanne Gullahorn, Dean of Graduate Studies or designee (AD 227, 3500)

Teaching Faculty:
1. Alberto Cabrera (Educational Admin & Policy, ED 326, 5086)
2. William Clossen (Chemistry, CH 309D, 4442)
3. H Louis Roberts (Center for the Arts & Humanities, HU 327, 3978)
4. Lorretta Smith (University Libraries, UL B58, 3578)
5. *H David Strogatz (NYS Health Dept, Corning Tower -- Room 557, Albany, NY 12237, 474-1515)
6. H Michelle van Ryn (Health Policy & Management, Husted 203b, 4026)

Professional Employee:
1. Maria Brown (Registrar's Office, AD B5, 5527)

Graduates:
1. 
2. 
3. 

Undergraduate:
1.

*Senator
H=Holdover from 1992-93 Council
P=Pending Acceptance
UNDERGRADUATE ACADEMIC COUNCIL
(Consists of the Dean of Undergraduate Studies or his/her designee [Ex Officio];
6 Teaching Faculty, 3 of whom must be senators;
2 Professional Employees, 1 of whom must be a senator;
1 Graduate;
3 Undergraduates, 1 of whom must be a senator)

The Council is responsible for implementing the academic plan as established by the Council on Educational Policy in respect to undergraduate studies; establishes criteria for determining academic standing, academic honors, admissions policy and undergraduate program review; reviews all undergraduate academic programs and recommends new programs; formulates policies for honors programs and independent study programs; insures and reviews procedures for individual student academic grievances at school and college levels; considers and recommends suspension or discontinuance of programs to the Vice President for Academic Affairs and to the President.

Ex Officio: Sung Bok Kim, Dean of Undergraduate Studies or designee (AD 214, 3950)

Teaching Faculty:
1. * Steve Messner (Sociology, SS 357, 4674)
2. Ray Benenson (Physics, PHY 310, 4539)
3. H Donald Reeb (Economics, BA 109C, 4738)
4. *H Anthony Ungar (Philosophy, HU 279, 4230)
5. Rose-Marie Weber (Reading, ED 331, 5106)
6. HP James Wessman (Latin American & Caribbean Studies, SS 250C, 4892)

Professional Employees:
1. H Dawn Kakumba (CUE, UL B36, 3960)
2. *H Gregory Stevens (College of Arts & Sciences, SS 369, 4292)

Graduate:
1.

Undergraduates:
1.
2.
3.

*=Senator
H=Holdover from 1992-93 Council
P=Pending Acceptance
COUNCIL ON RESEARCH
(Consists of the Vice President for Research or his/her designee [Ex Officio];
7 Teaching Faculty, 2 of whom must be senators;
1 Professional Employee;
2 Graduates;
1 Undergraduate)

The Council reviews research activities and the allocation of research funds within the university; considers ways by which the university can increase the effectiveness of its research activities; considers ways in which the publication of research may be assisted; reviews procedures of research being conducted with regard to the well-being of human subjects, safety standards, etc.; considers the relationship between teaching and research.

Ex Officio: Jeanne Gullahorn, Vice President for Research or designee (AD 201, 3500)

Teaching Faculty: 1. Mohammad S. Alam (Physics, PHY 313, 4535)
2. * Peter Bloniarz (Computer Science, CH B27)
3. Bonnie Carlson (Social Welfare, RI 221, 5356)
4. * Fred Dembowski (Educational Administration & Policy, ED 327, 5083)
5. P Bonnie Nastasi (Educational Psychology & Stats, ED 233B, 5060)
6. H Martha Rozett (English, HU 365, 4089)
7. Giri Tayi (Management Science & Information Systems, BA 331, 4947)

Professional 1. P Marijo Dougherty (Art Museum, FA 101, 4035)

Graduates: 1.
2.

Undergraduate: 1.

*=Senator
H=Holdover from 1992-93 Council
P=Pending Acceptance
COUNCIL ON LIBRARIES, INFORMATION SYSTEMS AND COMPUTING
(Consists of the Associate Vice President for Information Systems, the Director of Libraries, Director of Computing Services Center [Ex Officio members];
9 Teaching Faculty: 2 each from the College of Humanities and Fine Arts, the College of Social and Behavioral Sciences, and the College of Science and Mathematics; 1 from the Professional Schools taken together; of these 9, 3 of whom must be senators;
1 Professional Employee;
1 Graduate;
1 Undergraduate)

The Council reviews plans and recommends policies for the development and operation of library facilities and of information systems and technology on campus.

Ex Officio: Meredith Butler, Director of Libraries (UL 108, 3568)
Benjamin E. Chi, Executive Director of Computing Services Center (AD B7, 3702)
Timothy Lance, Associate Vice President for Information Systems and Technology BA B22, 3535)

Teaching Faculty: 1. Robert Bangert-Drowns (Educational Theory & Practice, ED 110, 5022)
2. Lee Bickmore (Linguistics & Cognitive Service, HU 313, 4160)
3. Rita Biswas (Finance, BA 338, 4954)
4. *H Robert Frost (History, Ten Broeck 201-1, 4810)
5. * Albert Millis (Biological Sciences, BIO 226, 4361)
6. Paliath Narendran (Computer Science, LI 95B, 3387)
7. P Stephen North (English, HU 321, 4069)
8. *H Mark Steinberger (Mathematics, ES 124, 4712)
9. * William Young (University Libraries, UL 130, 3552)

Professional Employee: 1. H Carole Sweeton (Computing & Network Services, AD B20, 3761)

Graduate: 1.

Undergraduate: 1.

*=Senator
H=Holdover from 1992-93 Council
P=Pending Acceptance
COUNCIL ON ACADEMIC FREEDOM AND ETHICS
(Consists of 4 Teaching Faculty, 2 of whom must be senators;
1 Professional Employee;
1 Graduate;
1 Undergraduate)

The Council considers problems and recommends policies concerning matters of academic freedom and responsibility; considers problems and recommends policies and standards of professional ethics as they relate to the interaction between academic privilege and academic responsibility both within and without the university community; insures that procedures are available for student grievances concerning professional behavior deemed to be in derogation of professional responsibility and privilege; hears, investigates, and makes recommendations concerning complaints brought by any member of the university community against any other member of the university community.

Teaching Faculty:
1. H Myrna Friedlander (Counseling Psychology, ED 221, 5049)
2. Paul Leonard (Finance, BA 313, 4922)
3. *H Scott Lyman (Social Welfare, RI 214, 5351)

Professional Employee:
1. X H Estela Rivero (Counseling, Student Health Services, 5800)

Graduate:
1.

Undergraduate:
1.

*=Senator
H=Holdover from 1992-93 Council
P=Pending Acceptance
STUDENT AFFAIRS COUNCIL
(Consists of the Vice President for Student Affairs or his/her designee [Ex Officio];
3 Teaching Faculty, 1 of whom must be a senator;
3 Professional Employees, 1 of whom must be a senator;
1 Graduate;
3 Undergraduates, 1 of whom must be a senator)

The Council initiates and develops the policies necessary to establish and maintain a strong out-of-class program designed to complement the formal curriculum for all students; considers all matters of student life outside the formal instruction program and independent of the business and maintenance functions of the university.

Ex Officio: Mitchel Livingston, Vice President for Student Affairs or designee (AD 129, 5500)

Teaching Faculty: 1. H Donald Biggs (Counseling Psychology, Ed 217, 5044)
3. *H Charles Tarlton (Political Science, MI 117, 5264)

Professional Employees: 1. H Carson Carr, Jr. (EOP, LI 94C, 5180)
2. H Deborah Curry (University Libraries, UL 205, 3599)
3. Joan Savitt (International Programs, LI 85, 3525)

Graduate: 1.

Undergraduates: 1.
2.
3.

*Senator
P=Pending Acceptance
UNIVERSITY COMMUNITY COUNCIL
(Consists of the Vice President for University Advancement or his/her designee [Ex Officio];
3 Teaching Faculty, 1 of whom must be a senator;
1 Professional Employee;
1 Service Staff;
1 Graduate;
2 Undergraduates, 1 of whom must be a senator)

The Council is responsible for the overview of university-wide matters, non-academic in nature and pertaining to any and all constituencies; reviews and makes recommendations concerning arrangements for university communications among internal constituencies and with outside publics; takes under consideration and makes recommendations to appropriate bodies and those policies and conditions which affect such things as safety, lounge facilities, and parking; takes under consideration and makes recommendations concerning the operations of the University Auxiliary Services; supervises the solicitation of funds from faculty and staff for organized charitable purposes; makes recommendations on matters of personal and economic welfare; considers matters relating to alumni affairs.

Ex Officio: Christian Kersten, Vice President for University Advancement or designee (AD 231, 5300)

Teaching Faculty:
1. * John Monfasani (History, Ten Broeck 306-2, 4814)
2. *H Graeme Newman (Criminal Justice, DR 223B, 5223)
3. Neal Robbins (Educational Administration & Policy, ED 329, 5085)

Professional Employee: 1. H James Pasquill (International Programs, LI 85, 3525)

Service Staff: 1. H Patricia Colongione (Financial Management, AD 341, 3110)

Graduate: 1.

Undergraduates: 1.

*=Senator
H=Holdover from 1992-93 Council
P=Pending Acceptance

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