



UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

UNIVERSITY SENATE
Monday, February 10, 1992
Campus Center Assembly Hall
3:30 p.m.

AGENDA

1. Approval of Minutes: University Senate, December 9, 1991
2. President's Report
3. SUNY-wide Senate Report Paul Wallace
 Vincent Aceto
4. Chair's Report
5. Council Reports
 - a. CPCA Ronald Bosco
 - b. EPC Robert Sanders
 - c. GAC Audrey Champagne
 - d. UAC Cyril Knoblauch
 - e. RES Judith Langer, Acting Chair
 - f. LISC Peter Bloniarz
 - g. CAFE Michael Sattinger
 - h. SAC Steven Thomson
 - i. UCC Shirley Jones
6. Old Business
7. New Business
 - a. Appointment of William Lanford to Research Council
 - b. Senate Bill No. 9192-01: General Education Program (V-6)
 - c. Senate Bill No. 9192-02: Faculty-Initiated Major in Art History (V-12)
 - d. Senate Bill No. 9192-03: Ph.D. Program in Philosophy (V-28)
8. Adjournment

UNIVERSITY SENATE
ATTENDANCE

Meeting of: February 10, 1992

MICHAEL SATTINGER
Shirley Jones
Loretta Smith
Ly Knoblauch
Theresa Der
Scott Tannenbaum
Dix Brannon
Don Reeb
David Strogatz
Scott Lyman
Ted Turner
L. Viduka-Sherman
Jerry Parker
A. J. MACARIO AGES
Reed J. Hoyt
Jeffrey Berman
Steve Messing
Rich Felson
Bob Sanders
M. KAZIM ALI
RA Bosco
Malcolm Sherman
Steven B. Gross
William Pawlar
Sue Faerman

RANDALL CRAIG
Toni Meltz
Lyneddy Cuddy
JODIE GREEN
Douglas Winham
Carson Carr
Geraldine Walker
Zeph (R. FROST)
Peter A Blomberg
Sarah Zevin
Austin Southwick
James J. Kioppa
Cindy Goldberg



UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

UNIVERSITY SENATE
Minutes
February 10, 1992

PRESENT: M. K. Ali, J. Berman, P. Bloniarz, R. Bosco, L. Brannon, C. Carr, L. Childs, R. Craig, R. Don, S. Faerman, E. Fagan, R. Felson, R. Frost, C. Goldberg, J. Green, R. Hoyt, S. Jones, J. Kiepper, C. Knoblauch, W. Lanford, S. Lyman, A. Macario, D. Meliti, S. Messner, J. Parker, D. Reeb, R. Sanders, M. Sattinger, M. Sherman, L. Smith, J. Southwick, D. Strogatz, S. Tannenbaum, S. Thomson, T. Turner, L. Videka-Sherman, G. Walker, D. Windham, S. Zevin.

Chair Turner called the meeting to order at 3:45 p.m.

1. Approval of Minutes

The minutes of December 9, 1991, Senate were approved as distributed.

2. President's Report

President Swygert reported that the Search for the Dean of the School of Education continues to move forward. The committee will interview six candidates and the finalists will be invited to campus later this month. Vice President Gullahorn has tendered an offer of appointment for an Assistant Vice President for Research to one of the two finalists. The President noted that the vacancy for the Vice President for Finance and Business is pending a review of the administrative structure of the University. He will be meeting with the Vice Presidents to discuss this vacancy. President Swygert praised Dr. DeLong for agreeing to serve as Interim Vice President for Finance and Business.

GOER, SUNY and UUP have made money available to the campus for salary disparity adjustments, President Swygert reported. Salary merit adjustment recommendations were received from the Deans, and by the Vice President and the President approved. Letters to the faculty were sent out last week informing them of their merit adjustments, he said.

Dr. Cook's report regarding integration of the Theatre Institute into the Department of Theater was circulated, reported the President. He will be meeting with the Theatre Institute and the Department of Theater and will go forward with the integration. The University waived \$233,000 that was due the University by the Theatre Institute when they moved onto campus, he said.

Last Friday all of the SUNY Presidents met in Albany to discuss the issue of the budget and strategy to deal with it, noted the President. The University Centers are trying to adhere to Albany's first financial planning principal -- no faculty retrenchment. However, some of the four-year colleges have already sent retrenchment notices to their faculty. The President noted that Albany will see a 5.1

percent reduction in our operating budget this year if the Governor's budget is adopted, making a 10 percent reduction of State funds in two calendar years.

Differential tuition was also discussed at the Presidents' meeting. The University Centers are in favor of it while the majority of the four-year colleges oppose it, said the President. But a new concept has arisen -- cross-subsidization tuition. This means the University Centers would subsidize other colleges -- although this is not acceptable to the University Centers, he emphasized. The University Centers are urging SUNY Central to keep the extra funds on each campus for their benefit and to maintain student access.

There doesn't seem to be resistance to the Governor's budget, reported the President. There is a general consensus forming concerning the magnitude of the budget deficit and what has to be done to meet it. A suggestion that a multi-year budget be adopted for SUNY has been raised with the Chancellor who thinks this might have merit, he said.

Overall, the President said, we must continue to assert the special role of the research university. The Mission Statement is one reminder that the University at Albany is not a four-year college. He praised the new Ph.D. initiatives as a reflection of our commitment to be a research and graduate campus.

3. SUNY-wide Senate Report

A report of the SUNY-wide Senate meeting in Binghamton, written by Senator Aceto, is available at the table, noted Senator Wallace. He reported that the Chancellor dealt primarily with the five budget options and that number five was rejected. The Chancellor feels the only feasible option is number one. Dr. Frank Newman, President of the Education Committee of the States, gave a very good presentation, Senator Wallace said. The Senators responded favorably to what Dr. Newman had to say.

Differentiated tuition was discussed, said Senator Wallace. The four-year colleges resisted strongly. Senator Frost asked how the discussion was framed and if the additional money would stay on campus. Senator Wallace replied that the University Centers should insist that some money stay on the campus.

4. Chair's Report

The Spring Newsletter has been distributed. The Newsletter contains the Fall activities of the Councils.

Senate elections will be held in March. Chair Turner asked the Senators to encourage their colleagues to stand for election either in their schools/colleges or for Senator-at-Large.

The election for Chair-Elect and Secretary for 1992-93 will be held at the April 13 Senate meeting. The Executive Committee will make the nominations to Senate, said Chair Turner. Senators can contact members of the Executive Committee with nominations for either position.

Chair Turner then reported on the meetings for the local governance leaders held in Binghamton at the same time as the SUNY-wide Senate was meeting. The local governance leaders support the concept of increased tuition, and most of the four-year colleges supported differential tuition. The Chancellor's option number four was not accepted.

Chair Turner noted that many of our sister institutions have had to deal with retrenchment. Any further reductions in budget would necessitate retrenchment at many other institutions. He reported that at the meeting of local governance leaders in Binghamton it was announced that various campuses would be surveyed on the issue of the relationship between administratively appointed task forces and governance committees. He requested the feelings of Senators on this issue.

A subcommittee of the Executive Committee has been formed to consider the issue of Senate agenda items. The subcommittee consists of Senators Turner, Brannon, and Bosco.

5. Council Reports

- a. CPCA: Senator Bosco had no report.
- b. EPC: Senator Sanders reported that the Council will meet shortly.
- c. GAC: The Council has not yet met this Spring semester, said Senator Champagne.
- d. UAC: The Council is continuing discussion on the matter of restricted majors and expects to take up the assessment issue, reported Senator Knoblauch. Senator Goldberg asked if the Council is considering community service credit.
- e. RES: Senator Lanford reported that the Council met this morning and considered the issues of safety and toxic waste disposal. Chair Turner noted that Senator Kaloyeros found it necessary to resign and that Senator Langer had been elected as the new Chair of the Council.
- f. LISC: Senator Bloniarz reported on three items of information to the Senate: 1) the Library expects cuts in their acquisitions for next year; 2) the Council had concerns for support of campus technology; and 3) the Council continues to have briefings concerning the plans for the new Library.
- g. CAFE: Senator Sattinger had no report.
- h. SAC: Senator Thomson reported that the Council will meet tomorrow.
- i. UCC: Senator Jones reported that the Council met last week with Vice President Hitchcock. The Council will meet on February 20 to address a letter from the University Art Gallery concerning parking.

6. Old Business

There was no Old Business.

7. New Business

- a. Appointment of William Lanford to Research Council: The appointment was moved, seconded and approved.

Chair Turner noted that the following Senate Bills come to the Senate moved and seconded by the Executive Committee.

- b. Senate Bill No. 9192-01: General Education Program. Senator Knoblauch gave a brief introduction.

The proposed bill defines the undergraduate experience at the University at Albany, stated Senator Lanford. He finds the balance troubling and would like to see more offerings in the Arts and Sciences.

Senator Frost stated he was not sure what the rationale for for the change in General Education is. Senator Knoblauch replied that General Education has been criticized over the last few years. He also suggested that a number of faculty have commented on the limitations of the present program. When the Task Force first received its charge, it began by interviewing faculty, students and administrators and discovered that there was uncertainty and no clear sense as to what the program ought to be, Senator Knoblauch said. The Task Force wanted to simplify the program, fine-tune the categories, make the administrative apparatus clear, and open up the program to faculty input.

Senator Sanders asked if the Council discussed a foreign language requirement, the difficulty in mounting another intensive writing course, and the other tools besides languages as elements of general education? Senator Reeb responded that writing intensive courses were discussed as a category. The Council was trying to keep the program to a minimum set of requirements. The Council included a provision for the growth of general education over a period of time, said Senator Knoblauch. Senators expressed their concern about a "core" curriculum, the number of diversity courses, interdisciplinary courses and the language requirement. Senator Knoblauch said that the general education committee and Dean Scatton would maintain the flexibility to look at the general education proposal on their own merits. The Senators also discussed the impact of the general education program on transfer students and staffing.

Chair Turner called the question. The motion passed.

Senator Lanford moved to continue the Senate meeting past 5 p.m. The motion was seconded and passed.

c. Senate Bill No. 9192-02: Faculty-Initiated Major in Art History. There being no discussion, the bill was passed.

d. Senate Bill No. 9192-03: Ph.D. Program in Philosophy. There being no discussion, the bill was passed with two abstentions.

The meeting was adjourned at 5:02 p.m.

Respectfully submitted,


Joan Schulz
Secretary

REPORT OF UNIVERSITY FACULTY SENATE MEETING
January 31 - February 1, 1992
University at Binghamton

1. 100TH MEETING OF UNIVERSITY FACULTY SENATE

The meeting at the University at Binghamton was the 100th session and was celebrated with a brief history of the Senate presented by President Chen. Previous presidents, including Professor Shirley Brown and Professor Emeritus Joseph Norton from Albany, were invited as guests.

Professor Martin Fausold from the University College at Geneseo presented a working paper on the history of SUNY. Based on the History SUNY Project initiated in 1987, Professor Fausold identified six anecdotes that helped to shape SUNY. These were: The Regents of 1784 and SUNY Trustee James J. Warren; The Peoples College, the Morrill Act of 1862 and SUNY 'in fine print' at Cornell; Commissioner Andrew Sloan Draper, Herman Cooper and the Teachers Colleges; New York Budget Director John Burton, Syracuse University and the Founding of SUNY in 1948; SUNY President Carlson, Trustees Chairman Frank Moore, and the One Flagship Campus Idea, 1957; SUNY Chancellor Samuel B. Gould and the Texas Legislature.

2. EXECUTIVE BUDGETS

Craig Conley from SUNY Central reported in the impact of the mid-year \$28.7 million reduction in the SUNY budget for the rest of 1991-92. Appended are tables which list these reductions. He also presented an overview of the 1992-93 Executive Budget recommendations reported to the Board of Trustees last month. These recommendations are appended to this report.

3. CHANCELLOR JOHNSTONE'S REPORT

The Chancellor reviewed the five budget options document which has been sent to faculty and professional staff by President Swygert. There was lengthy discussion of these options by faculty senators with option #5: Make up for lost General Fund support with much higher tuition for those who can afford to pay, the only option supported by most senators. The Chancellor distributed two other documents: The Case for Differential Undergraduate Tuitions which presented a rationale for differential tuition by campus type and; Income-linked Tuitions for SUNY and CUNY: A Reply from the Public Sector which presented arguments opposed to a "means-tested" public tuition policy. A copy of these documents is on file in the Senate office.

4. PRESIDENT CHEN'S REPORT

The President of the University Faculty Senate, Jim Chen, reported on the response of the Executive Committee to Chancellor Johnstone's request for reactions to the five

budget options. The Executive Committee viewed option #5 reported above, and option #2: Downsize permanently both the faculty and staff and enrollments, as the only viable options.

A resolution on "Policy on Faculty Utilization" was passed by the University Faculty Senate in October 1991 and sent to the Chancellor for adoption. This resolution stated: "no campus policy on faculty utilization should be formulated or promulgated without full consultation with the campus governance structure, nor promulgated without the distribution of these draft policy statements to all faculty who would be affected by their implementation." The Chancellor supported the right of faculty governance bodies to discuss draft policy statements and to make recommendations to campus presidents. However, negotiations to change workload policy contained in collective bargaining agreements would be conducted with the official collective bargaining agent. He said it would be inappropriate for a president to officially refer the issue of faculty utilization policy to the campus governance unit.

President Chen reported University Faculty Senate representation on the following SUNY bodies:

Task Force on College Entry-level Knowledge & Skills. Dick Collier from Albany serves on this Task Force.

Council on Educational Technology. Vince Aceto from Albany serves on this Council.

The Board of Trustees approved the following:

Granting of PhD in glass science at the New York State College of Ceramics at Alfred University.

Granting of baccalaureate degree in technologies and applied sciences at the College of Technology at Farmingdale

Elimination of baccalaureate degrees in behavioral science, music, and health education K-12 at the University College at Plattsburgh.

Guidelines for Selection of Presidents at State-Operated Campuses.

5. SHARING OF CONCERNS

At each University Faculty Senate meeting, senators break out by campus type to discuss concerns of mutual interest. These concerns are then reported to the body as a whole. The major concerns by campus type were:

University Centers

Support for differential tuition
 Increase in support for graduate tuition
 scholarships
 Support for regionalization of SUNY

Specialized Colleges

Support for differential tuition
 Concern over TIAA/CREF benefits

Excessive cuts in library budgets in face of increased costs

Increased use of IFR accounts to support regular campus budget

Colleges of Technology/Agricultural & Technical Colleges

Vulnerability of costs of technical degrees in relation to potential campus closings

Responsibilities of colleges to address remediation for entering first year students

Impact of increased tuition on enrollments in relation to community colleges

Health Sciences

Reorganization of hospitals as public-benefit corporations

Four-Year Colleges

Opposition to differential tuition

Opposition to campus closings

Concern for TIAA/CREF reductions

Local Governance Leaders

Support for differential tuition

Support for tuition increases

6. PANEL ON LEARNING OUTCOMES AND ASSESSMENT

Representatives from the University At Buffalo, University College at Fredonia, and North Country Community College discussed their campus experiences with drawing up assessment plans. Associate Provost Jarvis from SUNY Central summarized the discussion by identifying the comprehensive plan elements: communication & computational skills, general education, assessment in academic major, and social and personal development. He also listed the guiding principles for assessment as: comprehensive, comprehensible, cost-effective, complex, collegial, constructive, campus-based, no standardized tests, no comparative rankings. Perhaps the most enlightening observation was made by the faculty member panelist who identified the elements of a good class as: feeling of trust in the classroom, use of examples, asking thoughtful questions, relating class to life, and fostering a sense of excitement.

7. RESOLUTIONS PASSED BY UNIVERSITY FACULTY SENATE

7.1 Resolution on Differential Undergraduate Tuition

Be it resolved:

That the University Faculty Senate recommends to the Chancellor:

(1) A policy of differential undergraduate tuition by campus type be developed with specific guidelines on student diversity and sufficient financial aid to insure continued access to all campuses, and with campus fiscal and other incentives;

(2) The appropriateness of a specified monetary range of differential tuition within campus type be examined;

(3) A differential undergraduate tuition policy based on program, time of instruction, discipline, or type of instruction be rejected;

(4) Continued consultation with the University Faculty Senate occur prior to adoption of any differential tuition policy.

Passed by majority vote

7.2 Resolution on TIAA/CREF

Resolved: that the University Faculty Senate commends the actions of the Chancellor in challenging the actions of the Comptroller, and in forcefully articulating the importance of maintaining the Optional Retirement Program in its present form. The Senate urges the Chancellor to continue to speak out forcefully on this issue and its importance to the University, its staff, and ultimately, to its students.

Passed without dissent

7.3 Resolution on Tuition Increases and Tuition Scholarship Funding

Be it hereby resolved that the President of the University Faculty Senate convey to the Chancellor and to the Board of Trustees the Senate's conviction that increases in graduate tuition in SUNY should be matched by increases in tuition scholarship funding for funded graduate students affected by the tuition increase.

Passed without dissent

7.4 Resolution on Student Life

Be it resolved that the University Faculty Senate supports the Chancellor in his efforts to provide access and excellence within SUNY.

Be it further resolved that the University Faculty Senate urges the Chancellor to alert all involved in the budget process, including campus presidents, to the crucial need for sufficient allocations to ensure access by students, retention of a diverse student body in SUNY, and the support for adequate basic services and quality in all aspects of student life, as integral parts of the overall excellence of SUNY campuses.

Passed without dissent

Vincent Aceto, Senator
Paul Wallace, Senator

1991-92 Financial Plan
Temporary Campus Reduction by Object
(000's Omitted)

14-Jan-92

	Total	Personal Service Regular	Temporary Service	Savings	Supplies	Utilities	Contract Services	Accessory Instruc.	Equipment	Library Acquis.	Unalloc
Total University	(\$28,018.8)	(\$10,108.1)	(\$219.8)	=	(\$6,218.7)	(\$1,260.8)	(\$4,373.5)	(\$30.0)	(\$5,929.4)	(\$982.1)	\$1,103.6
University Centers	(\$12,088.8)	(\$3,496.4)	=	=	(\$1,335.9)	(\$250.0)	(\$3,443.2)	=	(\$3,225.0)	(\$338.3)	=
Albany	(2,148.1)	(1,423.1)	-	-	-	-	-	-	(725.0)	-	-
Binghamton	(1,438.3)	-	-	-	(600.0)	(250.0)	(150.0)	-	(100.0)	(338.3)	-
Buffalo (Center)	(4,679.1)	-	-	-	(85.9)	-	(3,293.2)	-	(1,300.0)	-	-
Stony Brook	(3,823.3)	(2,073.3)	-	-	(650.0)	-	-	-	(1,100.0)	-	-
Health Science Centers	(\$2,253.2)	(\$1,598.8)	=	=	(\$654.4)	=	=	=	=	=	=
HSC at Brooklyn	(1,349.2)	(694.8)	-	-	(654.4)	-	-	-	-	-	-
HSC at Syracuse	(904.0)	(904.0)	-	-	-	-	-	-	-	-	-
Arts & Sci Colleges	(\$8,298.2)	(\$3,213.9)	(\$132.1)	=	(\$1,338.1)	(\$303.0)	(\$807.6)	(\$30.0)	(\$1,942.0)	(\$455.6)	(\$75.9)
Brockport	(742.2)	(180.0)	(84.1)	-	(57.6)	-	(140.6)	-	(168.8)	(111.1)	-
Buffalo (College)	(1,119.2)	(1,000.0)	-	-	(119.2)	-	-	-	-	-	-
Cortland	(656.9)	(234.6)	(8.0)	-	(71.0)	-	(193.9)	-	(73.3)	(76.1)	-
Empire State	(379.6)	(28.4)	-	-	(45.0)	(20.0)	(95.0)	(30.0)	(161.2)	-	-
Fredonia	(595.8)	(30.0)	-	-	(124.8)	(233.0)	-	-	(133.0)	(75.0)	-
Geneseo	(581.6)	(202.7)	-	-	(147.9)	(50.0)	-	-	(131.0)	(50.0)	-
New Paltz	(713.6)	(245.0)	(40.0)	-	(39.0)	-	(45.0)	-	(294.6)	(50.0)	-
Old Westbury	(361.6)	(245.0)	-	-	(66.6)	-	-	-	(50.0)	-	-
Oneonta	(658.4)	(39.1)	-	-	(18.0)	-	(151.1)	-	(450.2)	-	-
Oswego	(788.6)	(788.6)	-	-	-	-	-	-	-	-	-
Plattsburgh	(636.5)	(100.0)	-	-	(181.1)	-	(162.0)	-	(150.0)	(43.4)	-
Potsdam	(543.3)	-	-	-	(343.3)	-	-	-	(200.0)	-	-
Purchase	(520.9)	(120.5)	-	-	(124.6)	-	(20.0)	-	(129.9)	(50.0)	(75.9)
Specialized Colleges	(\$1,269.9)	(\$548.8)	(\$42.0)	=	(\$586.3)	=	(\$55.0)	=	(\$7.8)	(\$30.0)	=
Env. Sci.+ Forestry	(515.3)	(254.8)	(42.0)	-	(173.5)	-	(45.0)	-	-	-	-
Maritime	(210.8)	-	-	-	(163.0)	-	(10.0)	-	(7.8)	(30.0)	-
Optometry	(249.8)	-	-	-	(249.8)	-	-	-	-	-	-
Technology	(294.0)	(294.0)	-	-	-	-	-	-	-	-	-
Colleges of Ag & Tech	(\$2,272.1)	(\$702.2)	(\$8.4)	=	(\$970.1)	(\$100.0)	=	=	(\$491.4)	=	=
Alfred	(454.7)	(88.0)	(8.4)	-	(324.6)	-	-	-	(33.7)	-	-
Canton	(255.3)	(255.3)	-	-	-	-	-	-	-	-	-
Cobleskill	(313.3)	-	-	-	(231.8)	-	-	-	(81.5)	-	-
Delhi	(301.7)	-	-	-	(115.9)	(100.0)	-	-	(85.8)	-	-
Farmingdale	(649.3)	(358.9)	-	-	-	-	-	-	(290.4)	-	-
Morrisville	(297.8)	-	-	-	(297.8)	-	-	-	-	-	-
Statutory Colleges	(\$2,702.0)	(\$373.4)	(\$37.3)	=	(\$1,259.4)	(\$607.8)	(\$2.7)	=	(\$263.2)	(\$158.2)	=
Ceramics	(165.0)	-	-	-	-	-	-	-	(110.0)	(55.0)	-
Cornell	(2,537.0)	(373.4)	(37.3)	-	(1,259.4)	(607.8)	(2.7)	-	(153.2)	(103.2)	-
Total Campuses	(\$28,884.2)	(\$9,933.5)	(\$219.8)	=	(\$6,144.2)	(\$1,260.8)	(\$4,308.5)	(\$30.0)	(\$5,929.4)	(\$982.1)	(\$75.9)

1991-92 Financial Plan
Temporary Campus Reduction by Function
(000's Omitted)

14-Jan-92

	Total	I&DR	Organized Activit.	Organized Research	Ext. & Pub. Ser.	Library	Student Services	Student Aid	Mainten. & Oper.	General Admin.	Gen. In. Services	Clinics
Total University	(\$28,018.8)	(\$14,657.3)	(\$304.2)	(\$518.9)	(\$283.2)	(\$1,824.5)	(\$885.5)	=	(\$4,315.5)	(\$2,071.4)	(\$3,048.3)	(\$110.0)
University Centers	(\$12,088.8)	(\$8,629.1)	(\$48.0)	(\$37.5)	(\$7.2)	(\$736.9)	(\$251.7)	=	(\$1,464.9)	(\$279.3)	(\$634.2)	=
Albany	(2,148.1)	(989.0)	(25.0)	-	-	(380.8)	(51.4)	-	(426.9)	(125.0)	(150.0)	-
Binghamton	(1,438.3)	(300.0)	-	-	-	(338.3)	-	-	(400.0)	-	(400.0)	-
Buffalo (Center)	(4,679.1)	(4,365.1)	(23.0)	(37.5)	(7.2)	(17.8)	(50.3)	-	(88.0)	(49.3)	(40.9)	-
Stony Brook	(3,823.3)	(2,975.0)	-	-	-	-	(150.0)	-	(550.0)	(105.0)	(43.3)	-
Health Science Centers	(\$2,253.2)	(\$1,514.0)	=	=	=	=	=	=	(\$410.4)	(\$200.0)	(\$128.8)	=
HSC at Brooklyn	(1,349.2)	(690.0)	-	-	-	-	-	-	(360.4)	(200.0)	(98.8)	-
HSC at Syracuse	(904.0)	(824.0)	-	-	-	-	-	-	(50.0)	-	(30.0)	-
Arts & Sci Colleges	(\$8,298.2)	(\$3,489.4)	(\$57.0)	=	(\$20.6)	(\$788.8)	(\$393.2)	=	(\$1,342.8)	(\$376.4)	(\$1,830.0)	=
Brockport	(742.2)	(223.2)	-	-	(10.6)	(121.1)	(47.7)	-	(22.0)	(135.2)	(182.4)	-
Buffalo (College)	(1,119.2)	(750.0)	-	-	-	-	-	-	(150.0)	(94.2)	(125.0)	-
Cortland	(656.9)	(157.4)	(31.3)	-	-	(307.9)	(65.0)	-	(74.4)	-	(20.9)	-
Empire State	(379.6)	(249.6)	-	-	-	-	-	-	(60.0)	(10.0)	(60.0)	-
Fredonia	(595.8)	(133.0)	-	-	-	(75.0)	(10.0)	-	(293.0)	(39.8)	(45.0)	-
Geneseo	(581.6)	(131.0)	-	-	-	(50.0)	-	-	(50.0)	(7.0)	(343.6)	-
New Paltz	(713.6)	(333.6)	-	-	-	(140.0)	(75.0)	-	(80.0)	(15.0)	(70.0)	-
Old Westbury	(361.6)	(51.7)	(4.6)	-	-	(1.4)	(67.7)	-	(77.8)	(48.4)	(110.0)	-
Oneonta	(658.4)	(223.2)	-	-	-	-	-	-	(229.3)	-	(205.9)	-
Oswego	(788.6)	(580.2)	-	-	-	-	(55.2)	-	(147.3)	(5.9)	-	-
Plattsburgh	(636.5)	(200.0)	-	-	-	(43.4)	-	-	(50.0)	-	(343.1)	-
Potsdam	(543.3)	(246.6)	(21.1)	-	-	-	(25.0)	-	-	-	(250.6)	-
Purchase	(520.9)	(209.9)	-	-	(10.0)	(50.0)	(47.6)	-	(109.0)	(20.9)	(73.5)	-
Specialized Colleges	(\$1,269.9)	(\$595.1)	(\$117.3)	(\$101.2)	=	(\$30.0)	(\$56.3)	=	(\$49.5)	(\$258.3)	(\$62.2)	=
Env. Sci.+ Forestry	(515.3)	(345.8)	(2.3)	(101.2)	-	-	(12.5)	-	(20.0)	(6.5)	(27.0)	-
Maritime	(210.8)	(30.8)	(115.0)	-	-	(30.0)	(20.0)	-	(3.0)	(2.0)	(10.0)	-
Optometry	(249.8)	-	-	-	-	-	-	-	-	(249.8)	-	-
Technology	(294.0)	(218.5)	-	-	-	-	(23.8)	-	(26.5)	-	(25.2)	-
Colleges of Ag & Tech	(\$2,272.1)	(\$712.7)	(\$81.9)	=	(\$0.6)	(\$80.1)	(\$163.4)	=	(\$414.8)	(\$600.8)	(\$217.8)	=
Alfred	(454.7)	-	-	-	-	-	-	-	-	(454.7)	-	-
Canton	(255.3)	(139.5)	-	-	-	-	(57.6)	-	-	(40.3)	(17.9)	-
Cobleskill	(313.3)	(30.0)	-	-	-	(45.0)	(20.0)	-	(10.0)	(20.0)	(188.3)	-
Delhi	(301.7)	(103.9)	(11.9)	-	(0.6)	(20.1)	(25.8)	-	(114.8)	(13.0)	(11.6)	-
Farmingdale	(649.3)	(379.3)	-	-	-	-	(60.0)	-	(150.0)	(60.0)	-	-
Morrisville	(297.8)	(60.0)	(70.0)	-	-	(15.0)	-	-	(140.0)	(12.8)	-	-
Statutory Colleges	(\$2,702.0)	(\$896.5)	=	(\$380.2)	(\$246.6)	(\$188.7)	(\$20.9)	=	(\$633.1)	(\$115.7)	(\$110.3)	(\$110.0)
Ceramics	(165.0)	(110.0)	-	-	-	(55.0)	-	-	-	-	-	-
Cornell	(2,537.0)	(786.5)	-	(380.2)	(246.6)	(133.7)	(20.9)	-	(633.1)	(115.7)	(110.3)	(110.0)
Total Campuses	(\$28,884.2)	(\$15,836.8)	(\$304.2)	(\$518.9)	(\$275.0)	(\$1,824.5)	(\$885.5)	=	(\$4,315.5)	(\$1,830.5)	(\$2,983.3)	(\$110.0)

1992-93 Executive Budget Recommendations
Report to the Board of Trustees
January 28, 1992

Overview

- New York State's 1992-93 General Fund budget recommendation is \$30.2 billion
 - \$4.8 billion potential gap is closed by:
 - \$1.4 billion income (postpone tax cuts, other actions)
 - \$3.4 billion budget reductions
- Calls on the Board of Trustees to adopt a strategy to restructure and consolidate programs and to enhance existing revenue.

The Executive Budget recommends the strategy should be one that:

- Maintains existing enrollments and emphasizes undergraduate education
 - Reallocates resources to improve educational quality
 - Promotes access and affordability at Community Colleges
- Executive Budget recommends:
 - Restructuring where possible high cost, low enrollment programs
 - Greater flexibility in tuition setting
 - Elimination of limits on authorized positions
 - Creation of a more flexible operating environment for hospitals

Recommendations for SUNY State-Operated Campuses and Statutory Colleges

- Recommends maintaining existing enrollment levels
 - Planned 1992-93 level is 160,291 FTE students
- Recommends a -\$143 million (-13.7%) reduction in general fund (tax) support for University operations
- Recommends \$554 million in University income funds versus \$425 million SUNY request
 - + \$75 million (gross) tuition increase *7.6 million top = \$60 million (approx. \$500 increase tuition)*
 - + \$20 million in Hospital revenues
 - + \$34 million in other income requirements
- Sets overall 1992-93 University Operations Budget at \$1,368.2 million or \$49.1 million less than the adjusted 1991 level.

Significant changes:

- \$11 million cut in revised Executive Budget 1991-92 base *(7.6 million for disc. values) 4 million rec. from legislators*
- \$11 million in inflationary costs funded *if \$1 million requested - 6% lib. adj.*
- No salary funds recommended
- \$60.3 million lump sum reductions

UNIVERSITY SENATE
UNIVERSITY AT ALABNY, STATE UNIVERSITY OF NEW YORK

General Education Program

INTRODUCED BY: Undergraduate Academic Council
December 16th, 1991

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the attached General Education Program be adopted.
- II. That the implementation for this revision be effective for all students matriculating at the University in the Fall 1993 semester and thereafter.
- III. That this bill be referred to the President for approval and implementation.

Proposed Gen. Ed. Legislation

I. Size and Scope of the Program

1. The General Education requirement includes 24 credits distributed over the following categories of instruction:

- Humanities and the Arts--2 courses
- Social Sciences--2 courses
- Natural Sciences--2 courses
- Cultural and Historical Perspectives--1 course
- Human Diversity--1 course

2. It also includes two courses of writing-intensive instruction.

II. Administration

1. The Dean of Undergraduate Studies is responsible for administering General Education and will have sufficient staff and resources to meet responsibilities for advisement, course approvals, assessment, faculty and curricular development, training of TAs, faculty incentives, and program advertising.

2. A standing Committee on General Education will assist the Dean on matters of advisement, course approvals, assessment, and program development. Its membership should include a core of arts and science faculty, representatives from CUE and UAC, and one undergraduate student. The Committee should begin its work immediately, in anticipation of a substantial project of redesigning and re-registering gen. ed. courses.

3. Course proposals originate in departments and Colleges, pass through appropriate College curriculum committees, and are reviewed by the General Education Committee. The Dean of Undergraduate Studies and the Gen. Ed. Committee are responsible for insuring that the values and criteria of the program are clearly represented in new proposals. Each College is responsible to insure that proposals are tailored specifically to the goals of general education.

4. Evaluation of the curriculum is the responsibility of the Dean of Undergraduate Studies. It will include, yearly, both survey and course-specific measures. The Dean of Undergraduate Studies can recommend deregistering a gen. ed. course judged to be unresponsive to the goals of the program.

(5) Advisement policy will be coordinated by the Dean of Undergraduate Studies in consultation with CUE, Admissions, EOP, Registrar, Summer Sessions, and individual departments. Specific

policy guidelines will be implemented uniformly across all advisement centers. The guidelines should address the purposes of gen. ed., timing of courses in student schedules, connections between gen. ed. and the selection of major, waiver policies, and other relevant information. Students should be advised to include gen. ed. courses in their schedules as early as they can, ideally during their first two years. A rigorous waiver policy should be developed to insure the integrity of the program.

III. Program Categories and Criteria

1. The bulletin description of the program will read as follows:

The General Education Program of the University at Albany promotes breadth, coherence, critical inquiry, and public responsibility in the intellectual life of every undergraduate student.

--It promotes breadth through a distribution of courses in the humanities, the natural sciences, and the social sciences.

--It promotes coherence by emphasizing historical, social, aesthetic, and philosophical contexts that shape knowledge and culture.

--It promotes critical inquiry into the assumptions, goals, and methods of various academic fields of study.

--It promotes public responsibility by emphasizing cultural pluralism, human diversity, a respect for difference, and a commitment to civic dialogue.

In addition, general education aims to develop the reasoning abilities, the writing, reading, and computational abilities, the interpretive, analytic, and synthesizing abilities, central to the intellectual life of the University.

The majority of General Education courses are at the 100 and 200 level. Students are encouraged to complete the requirements in their first two years.

The program includes four interrelated kinds of courses:

- (1) those intended to introduce the variety of disciplines comprising a university;
- (2) those intended to promote understanding of the diversity of social groups and practices in American society;
- (3) those intended to promote understanding of the world's cultural diversity and historical change;
- (4) those intended to develop writing abilities as a means of composing, learning, and sharing disciplinary knowledge.

Courses in the Disciplines (18 credits)

Students complete two courses in each of the following categories: Humanities and the Arts, Social Sciences, and Natural Sciences. Approved courses have these features:

--they offer general, non-specialized introduction to central topics in a discipline or interdisciplinary field; while they may satisfy major or minor requirements, their special purpose is to serve students who do not intend to pursue more advanced work;

--they encourage reflectiveness about disciplinary knowledge, aesthetic discernment, reasoned inquiry, and/or a particular discipline's aims, methods, history, differences from other disciplines, and intellectual or aesthetic assumptions; they explain what it means to be a practitioner of a discipline; they convey explicit rather than tacit understanding of the nature of a discipline;

--they attend, as appropriate, to reasoning and/or aesthetic aptitudes, to reading, writing, and computational abilities, and to the multiple perspectives of a pluralistic culture both within and beyond the university.

Courses in Human Diversity (3 credits)

[As described in the current Bulletin.]

Courses in Cultural and Historical Perspectives (3 credits)

Approved courses involve students in the study of cultures, civilizations, or geographic regions as they change through time, providing students with knowledge of various critical approaches to interpreting history and with an understanding of diverse cultural vantage points and worldviews.

Writing-Intensive Courses (6 credits)

[As described in the current Bulletin.]

IV. Course Approvals and Curricular Experiments

1. Courses submitted to the General Education Committee should explain in detail how their content, instructional

methods, and assignments satisfy the goals and stated criteria of the program. Syllabi of those courses, likewise, should make clear to students how classwork relates to the goals of the program. Course assessment will ultimately be tied to student awareness of how gen. ed. values are realized in particular courses.

2. The majority of non-writing-intensive gen. ed. courses should be listed at the 100 and 200 level. Courses at the 400-level (aside from writing-intensive) are inappropriate for the gen. ed. curriculum.

3. Colleges and departments are encouraged to experiment with new curricular possibilities, including cross-disciplinary core courses, capstone courses, disciplinary introductions, and courses in the epistemologies of different disciplines or groups of disciplines.

4. Nothing in the gen. ed. legislation should be seen as discouraging the development of additional University requirements, such as language competence, mathematical reasoning, or public speaking, which might later be appended to that legislation or stand outside it.

V. Departmental and Faculty Incentives

1. Departments should not be discouraged by staffing formulas or other administrative signals from developing 100 and 200 level gen. ed. courses or from committing full-time faculty to gen. ed. instruction.

2. Departments with proven commitments to gen. ed. should receive appropriate resource incentives.

3. Faculty, especially those without tenure, who undertake gen. ed. (including writing-intensive) instruction in the face of well-known professional disincentives must be protected and rewarded for their commitment. Options include the following:

(a) Merit pay increases specifically for gen. ed. service. Some percentage of the University's pool of merit resources could be provided to the Dean of Undergraduate Studies for appropriate distribution.

(b) Released time at the conclusion of a specified term of service, say four semesters.

(c) Teaching awards.

(d) Letters of achievement from the Dean of Undergraduate Studies and/or the Academic Vice-President for inclusion in tenure and promotion files.

(e) Explicit reference in tenure and promotion guidelines to the importance given to gen. ed. service under the category of teaching excellence.

VI: Faculty and Program Development

1. Departments and Colleges should encourage continuing discussion of the means and ends of general education instruction through seminars or other conversations designed to attract and prepare new faculty, design new courses, and improve teaching.

2. The Dean of Undergraduate Studies should have resources to spread information about the goals of the program, its most successful courses, the new initiatives it is developing, the needs it may have for additional courses, and the on-going discussions of gen. ed. faculty.

Appendix: Transition to the New General Education Program

1. The current program will be suspended as of fall, 1993.

2. All present gen. ed. courses, except writing-intensive and those in Human Diversity, should be reviewed within departments and college curriculum committees in light of the new legislation. After appropriate reconsideration, course proposals should be submitted to the General Education Committee during the 1992-93 academic year. Given the reduced number of seats required for the new program, emphasis should be on the quality, not the quantity, of submitted courses.

UNIVERSITY SENATE
UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK

Faculty-Initiated Major in Art History

INTRODUCED BY: Undergraduate Academic Council
December 16, 1991

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the attached bill creating a new faculty-initiated interdisciplinary major with a concentration in Art History be adopted.

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

MEMORANDUM

Approved
C. [Signature]
7 May 1981

TO: Committees Reviewing the Faculty Initiated Undergraduate Major
in Art History

FROM: Department of Art

DATE: April 8, 1991

RE: Proposed Faculty Initiated Undergraduate Major in Art History

OFFICE OF THE
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RECEIVED
DEAN OF UNDERGRADUATE STUDIES

The proposed faculty initiated major in art history draws primarily on the resources of the Classics and Art Departments and also on courses offered by other departments that largely focus on the visual arts. There have been a number of students, usually 1-3, per year during the past decade who have opted to put together student-initiated majors in art history using basically the same range of courses as those presented here. In addition numbers of students have shown interest in pursuing such a major, but have not wanted to go the route of putting together their own program. We are convinced that with a faculty-initiated major in place, there will be many students who will take advantage of it.

In presenting our request we have followed the guidelines for making this application found on page 27 of the Undergraduate Academic Council's Manual.

I want to summarize some of the changes for part "e" which includes the proposals for new courses and course action forms for changes in either number, course descriptions, prerequisites, credits or combinations thereof:

1. Many courses have been renumbered according to a system that will bring order and consistency to the course numbers in the major (CLA 0-29; ARH 30-39 - Medieval, ARH 40-49 - Renaissance, ARH 50-59 - Baroque and Eighteenth Century, ARH 60-64 - Cinema History; ARH 65-69 - Modern & Contemporary; ARH 70-79 - Surveys, Thematic and Cross-Cultural courses; ARH 80-89 - Art Outside the European Tradition, ARH 90-99 - Major - specific courses, Independent Study, Special Topics, etc.
2. Arthur Lennig's cinema history courses have been shifted from ART to ARH. Because they deal with cinema history, the Art Department has been planning this change for awhile.
3. There are some changes in level of offerings in ARH courses (see justifications)
4. ARH has added writing intensive sections for most upper division courses. This is so we have flexibility in having a WI section available every semester for art history and art majors.

Other changes are, I think, fully explained on the course action forms enclosed.

a.

FACULTY INITIATED INTERDISCIPLINARY UNDERGRADUATE MAJOR IN ART HISTORY

Program of Study for Faculty Initiated Undergraduate Major in Art History

B.A.: A minimum of 36 credits as follows:

- 1). 9 credits of core courses; 2). 9 credits of lower division electives,
- 3). 18 credits of upper division electives (no more than 6 credits from CLA). Students must take a minimum of 6 credits in courses with a CLA prefix. Students are strongly advised to distribute courses in different periods and cultures as broadly as possible. It is recommended that majors study at least one language other than English. Students who plan to enter a graduate program in art history are urged to study German.

A. Core Courses, 9 credits

- (ARH 150L) ARH 170L Survey of Art of the Western World I (3)
- (ARH 151L) ARH 171L Survey of Art of the Western World II (3)
- * ARH 499 Senior Seminar in Art History (3)

B. Lower Division Electives, 9 credits

- CLA 207L Egyptian Archaeology (3)
- CLA 208L Greek Archaeology (3)
- CLA 209L Roman Archaeology (3)
- CLA 210L Art & Archaeology, Cyprus (3)
- (ART 290) ARH 260 Introduction to the Cinema (3)
- * ARH 273 History of Printmaking (3)
- ANT 268L Ethnology of Pre-Columbian Art (3)
- GER 230L Expressionism in the Arts (30)
- HFA 240 Images and Issues of Diversity in the Visual Arts (3)
- HIS 263E Art, Music and History: A Multi-Media Approach I (3)
- HIS 264E Art, Music and History: A Multi-Media Approach II (3)

Upper Division Electives, 18 credits (No more than 6 cr. from CLA)

- CLA 301W Aegean Prehistory (3)
- CLA 302W Villanovans, Etruscans and Early Rome (3)
- CLA 303 Early Christian Art and Architecture (3)
- CLA 307L The Pyramid Age (3)
- (CLA 402) CLA 401 Greek Sculpture (3)
- (CLA 412) CLA 402 Roman Sculpture (3)
- (CLA 432) CLA 403 Greek Painting (3)
- (CLA 460) CLA 405 Greek Architecture (3)
- (CLA 461) CLA 406 Roman Architecture & Town Planning (3)
- CLA 407 The Egyptian Empire (3)
- CLA 490 Internship in Archaeology Conservation & Documentation (3-15)
- CLA 497 Independent Study (2-4)

ARH 455 Women in Art - 3 credits (occasionally)
ARH 462 Gothic Painting - 3 credits (every other year)
ARH 472 Early Painting of the Netherlands - 3 credits (every other year)
ARH 482/ART 482Z 18th Century Art and Society - 3 credits (every other yr)
ARH 490/ARH 490Z Contemporary Art- 3 credits (every other year)
ART 490 Special Topics in Cinema - 3 credits (yearly)
ARH 491 Modern Art I - 3 credits (every other year)
ARH 492/492Z Modern Art II - 3 credits (every other year)
ARH 497 Independent Study - 1-4 credits (every semester)
ARH 498 - Special Topics in Art History 1-3 credits (occasionally)

b.

FACULTY INITIATED INTERDISCIPLINARY UNDERGRADUATE MAJOR IN ART HISTORY

Objectives

The purpose of the Interdisciplinary Undergraduate Major in Art History is to introduce students to the principles and methods of art history and to encourage their intellectual exploration of art and architecture in historical culture. Using primarily the resources of the Art and Classics Departments, the Art History Major also incorporates courses from other departments, including Anthropology and History. While the major is founded upon a commitment to Art History as a central element of humanistic study, its positioning beyond the borders of the Art Department emphasizes the interdisciplinary nature of the study of art within particular cultural contexts. The range of course offerings in several departments also exposes students to a stimulating diversity of scholarly approaches. While the majority of the current offerings concerns art produced in Europe and America, a global perspective on the history of art will be emphasized in the core surveys and in new courses developed in the Art Department over the coming years.

Students majoring in Art History take a range of general and specialized courses which address art of different historical periods, cultures, themes, and media. Individual advising encourages a diversification of coursework within the Art and Classics Departments. On all levels of instruction students develop skills for critically judging works of art within an historical and cultural framework. A core capstone course for majors focuses upon the methods and theories of Art History, to promote an awareness of the nature of the discipline, and of its varieties and controversies. In seminars and in special projects the majors are encouraged to advance their skills for critical thinking and for independent research in art history. The Art History program also emphasizes the study of original art objects in the University Art Gallery, in local collections, and on field trips to museums in surrounding areas. Majors may work with art objects at first hand by serving as an intern in a local museum, gallery, or historic site. The range of courses and experiences provided by the Art History Major is designed to prepare students for graduate programs in art history, as well as for future work in museums or galleries. Individual advising within the Art Department guides students to those additional areas of academic study which they need for post graduate work or education.

In order to declare themselves majors in this faculty-initiated interdisciplinary program, students must obtain approval from the program director.

FACULTY INITIATED INTERDISCIPLINARY UNDERGRADUATE MAJOR IN ART HISTORY

Courses Currently in the Bulletin and Frequency of Offerings:

A. 100 and 200 Level

- ARH 150L Survey of Art of the Western World I - 3 credits (every semester)
- ARH 151L Survey of Art of the Western World II - 3 credits (every semester)

- CLA 207L Egyptian Archaeology - 3 credits (yearly)
- CLA 208L Greek Archaeology - 3 credits (yearly)
- CLA 209L Roman Archaeology- 3 credits (yearly)
- CLA 210L Art and Archaeology of Cyprus - 3 credits (every other year)
- ARH 281 Baroque Art - 3 credits (yearly)
- ARH 282 Rococo art - 3 credits (yearly)
- ART 290 Introduction to the Cinema - 3 credits (every semester)
- ANT 268L Ethnology of Pre-Columbian Art - 3 credits
- GER 230L Expressionism in the Arts - 3 credits
- HFA 240 Images and Issues of Diversity in the Visual Arts - 3 credits(yr)
- HIS 263E Art,Music and History: A Multimedia Approach I - 3 credits
- HIS 264E Art,Music and History: A Multimedia Approach II - 3 credits

B. 300 and 400 Level

- CLA 301W Aegean Prehistory - 3 credits (every other year)
- CLA 302W Villanovans, Etruscans, Rome - 3 credits (every other year)
- ARH 303/CLA 303 Early Christian Art & Architecture - 3 credits (every other year)
- CLA 307L The Pyramid Age - 3 credits (every other year)
- CLA 402 Greek Sculpture - 3 credits
- CLA 407L The Egyptian Empire - 3 credits (every other year)
- CLA 412 Roman Sculpture - 3 credits (every other year)
- CLA 432 Greek Painting - 3 credits (every other year)
- CLA 460 Greek Architecture - 3 credits (every other year)
- CLA 461 Roman Architecture and Town Planning - 3 credits (every other yr.)
- CLA 497 Independent Study - 2-4 credits (every semester)
- CLA 490 Internship in Archaeology Conservation & Documentation - 3-15 cr. (every semester)
- ARH 354 Art of Eastern & East Central Europe - 3 credits (every 2 yrs.)
- ARH 361L Medieval Art I - 3 credits (every other year)
- ARH 362L Medieval Art II - 3 credits (every other year)
- ARH 371L Renaissance Art I - 3 credits (every other year)
- ARH 372L Renaissance Art II - 3 credits (every other year)
- ART 387 European Screen Masters - 3 credits (every other year)
- ART 388 Great Cinema Directors - 3 credits (every other year)
- ART 395 Art of American Silent Films - 3 credits (every other year)
- ART 396 Cinema of the 30's - 3 credits (every other year)

- (ARH 361L) ARH 331L Early Medieval & Romanesque Art (3)
- (ARH 362L) ARH 332L Gothic Art (3)
- (ARG 371L) ARH 341L Renaissance Art of the Fifteenth Century (3)
- (ARH 372L) ARH 342L Renaissance Art of the Sixteenth Century (3)
- * ARH 350 Southern Baroque Art (3)
- * ARH 350Z Southern Baroque Art (3)
- * ARH 351 Northern Baroque Art (3)
- * ARH 351Z Northern Baroque Art (3)
- (ARH 382) ARH 352 Eighteenth Century Art in Europe (3)
- * ARH 352Z Eighteenth Century Art in Europe (3)
- (ART 387) ARH 361 European Screen Masters (3)
- (ART 388) ARH 362 Great Cinema Directors (3)
- (ART 395) ARH 363 Art of American Silent Films (3)
- (ART 396) ARH 364 Cinema of the 30's (3)
- (ARH 491) ARH 365 Modern Art I (3)
- * ARH 365Z Modern Art I (3)
- (ARH 492) ARH 366 Modern Art II (3)
- (ARH 492Z) ARH 366Z Modern Art II (3)
- (ARH 354) ARH 374 Art of Eastern & East Central Europe (3)
- (ARH 462) ARH 432 Gothic Painting (3)
- (ARH 472) ARH 442 Early Painting of the Netherlands (3)
- (ARH 482) ARH 450 Rococo Art and Society (3)
- (ARH 482Z) ARH 450Z Rococo Art and Society (3)
- (ART 490) ARH 460 Special Topics in Cinema (3)
- (ARH 490) ARH 468 Art Since 1945 (3)
- (ARH 490Z) ARH 468Z Art Since 1945 (3)
- (ARH 455) ARH 475 Women in Art (3)
- * ARH 496 Internship in Art History (3)
- ARH 497 Independent Study (1-4)
- ARH 498 Special Topics in Art History (1-3)

* = New Course

Please Note: Numbers in parentheses are all former numbers of these courses.

d.

FACULTY INITIATED INTERDISCIPLINARY UNDERGRADUATE MAJOR IN ART HISTORY

Independent Study or Project Work

ARH 497 and CLA 497 can be taken as electives. A final research project will be required of every student in the capstone course, ARH 499, Senior Seminar in Art History.

f.

FACULTY INITIATED INTERDISCIPLINARY UNDERGRADUATE MAJOR IN ART HISTORY

Available Resources and Need for Additional Resources:

Library holdings are adequate to support the proposed interdisciplinary major in art history. The Art department had an art history major until 1975 and a strong collection was built for that program. Since that time the art historians and library staff have continued to make sure the collection remains up-to-date particularly in the faculty members' areas of specialization. The faculty of the Classics Department have kept the library collection up-to-date in the area of ancient art and archaeology. There is presently an adequate collection of slides to support the proposed major. The Classics Department has a collection of about 14,000 slides housed in the Humanities building. The Art Department has a collection of approximately 90,000 slides kept in a Slide Library in FA 121. While the slides are adequate to teach the courses for the proposed interdisciplinary major, it is important to stress the need for resources to maintain and build the slide collection and to staff the Slide Library. This is an on-going need whether or not such a major is approved. The Fine Arts Slide Library currently serves the needs of the entire Art Department (studio faculty and teaching assistants as well as art historians) and also the wider University community. The establishment of this interdisciplinary major should bring more attention and resources to the Fine Arts Slide Library. Plans are already underway to improve the collection through a computer database to inventory the slide holdings and label slides. The Art Department has begun to explore the possibility of using computer technology for storing images and to provide a means for students to more effectively study course materials. We hope to acquire computer stations in our Slide Library for such purposes and will plan to work with the Humanities Language Center and the main library's Interactive Media Center as well to enrich the study resources for our students.

9.

FACULTY INITIATED INTERDISCIPLINARY UNDERGRADUATE IN ART HISTORY

Principal Faculty Involved:

CLA:

John Overbeck
Theodore Pena
Hans Pohlsander
Paul Wallace
Michael Werner

ARH:

Roberta Bernstein
Sarah Cohen
Mojmir Frinta
Arthur Lennig

MEMORANDUM

TO: Committees Reviewing The Faculty-Initiated Interdisciplinary Major in Art History

FROM: Department of Art

DATE: April 22, 1991

RE: Frequency of Course Offerings for Faculty-Initiated Interdisciplinary Major in Art History

The following list provides a possible sequence of courses with the "ARH" rubric for 3 academic years beginning Fall 1991. (The new numbering system is used.) This is for the undergraduate program only: art history faculty teach graduate courses which are not indicated on this list. The core courses (ARH 170L and 171L) both will be taught every semester only with adjunct funding which has been forthcoming consistently for the past few years.

This projected plan addresses the request of the College Curriculum Committee to show that the Art Department can offer its full sequence of art history courses on a regular enough basis to meet the needs of majors.

Fall 1991 (Frinta on Leave)

- ARH 170L Core Survey I
- ARH 171L Core Survey II
- ARH 260 Introduction to Cinema
- ARH 366 Modern Art II
- ARH 498 Topics in Art History
- ARH 460 Special Topics in Cinema
- ARH 361 European Screen Masters

Spring 1992

- ARH 170L Core Survey I
- ARH 171L Core Survey II
- ARH 260 Introduction to Cinema
- ARH 331L Early Medieval
- ARH 341L Renaissance - 15th Century
- ARH 352 Eighteenth Century
- ARH 362 Great Directors
- ARH 363 Art of American Silent Films
- ARH 468 Art Since 1945

Fall 1992

- ARH 170L Core Survey I
- ARH 171L Core Survey II
- ARH 260 Introduction to Cinema
- ARH 332L Gothic Art
- ARH 342L Renaissance - 16th Century
- ARH 350 Southern Baroque
- ARH 364 Cinema of the 30's
- ARH 442 Netherlands
- ARH 460 Special Topics in Cinema
- ARH 475 Women in Art

Spring 1993

- ARH 170L Core Survey I
- ARH 171L Core Survey II
- ARH 260 Introduction to Cinema
- ARH 351 Northern Baroque
- ARH 361 European Screen Masters
- ARH 362 Great Cinema Directors
- ARH 365 Modern Art I
- ARH 432 Gothic Painting
- ARH 498 Special Topics
- ARH 499 Senior Seminar

Fall 1993

- ARH 170L Core Survey I
- ARH 171L Core Survey II
- ARH 260 Introduction to Cinema
- ARH 341L Renaissance - 15th Century
- ARH 352 Eighteenth Century
- ARH 363 Art of American Silent Films
- ARH 364 Cinema of the 30's
- ARH 366 Modern Art II
- ARH 498 Special Topics

Spring 1994

- ARH 170L Core Survey I
- ARH 171L Core Survey II
- ARH 260 Introduction to Cinema
- ARH 273 History of Printmaking
- ARH 331L Early Medieval
- ARH 342L Renaissance - 16th Century
- ARH 361 European Screen Masters
- ARH 374 Eastern Europe
- ARH 460 Special Topics in Cinema
- ARH 468 Art Since 1945
- ARH 499 Senior Seminar

V-25

UNIVERSITY AT
ALBANY
STATE UNIVERSITY OF NEW YORK

Department of Classics
442-4050

MEMORANDUM

DATE: 19 April 91

TO: Committees Reviewing the Faculty-Initiated
Interdisciplinary Major in Art History

FROM: M.R. Werner, Chair *MRW*

Humanities Building
Albany, New York

SUBJECT: Proposed Faculty-Initiated Interdisciplinary Major 12222
in Art History

I am writing to affirm that the Department of Classics has been fully involved in the planning and development of the above-mentioned major from its inception. Professor Bernstein and I informally directed the faculty committee which prepared the proposal for the major, and all of the participating faculty in the program took an active part in that process. I might also add that the Department of Classics is fully prepared to support the execution of the major once it is approved.

If any questions arise during the approval process, I will be available for consultation.

M.R.W.

cc: Curriculum Committees
Roberta Bernstein

Attachments: copies of curricula vitarum for departmental
faculty participating in the program.

File: ARTHIST; storage: OFFICE4

MEMORANDUM

TO: Committees Reviewing the Faculty-Initiated Interdisciplinary Major in Art History

FROM: Departments of Art and Classics

DATE: April 19, 1991

RE: Diversity Within The Faculty Initiated Interdisciplinary Major in Art History

At the request of the Curriculum Committee of the College of Humanities and Fine Arts this memo will address the issue of diversity as it relates to the proposed faculty-initiated interdisciplinary major in art history.

The faculty proposing the major are aware of the importance of diversity to the curriculum of the University and are committed to diversity within their program. While the focus of our program is Western Art, reflecting the expertise of our current faculty, the faculty of both the Classics and Art Departments are in full support of expanding our offerings to include a global orientation. Presently we have no faculty whose speciality is in a field other than Western. When this major was conceived last year we were in the process of hiring an African art historian through a T.O.P. line. Both the Art and Classics Departments were in full support of the candidate as was the Dean of the College of Humanities and Fine Arts. Because of this strong support, the Vice President's office made a very competitive offer that unfortunately did not match an even higher offer from another college. We want to mention this not only to fill in some background missing from the other enclosed documents, but more importantly to show the support for hiring a specialist in African art to expand our offerings. The support at all levels and the willingness of the administration to make a competitive offer even in difficult budgetary times encourages the faculty proposing the art history major to pursue another such appointment through T.O.P., and we are committed to doing so. We also will encourage and support hiring of faculty in other disciplines, such as Anthropology and East Asian Studies, who could teach courses dealing with the visual arts outside the Western tradition.

Another aspect of diversity in our curriculum has to do with the involvement of many of our faculty with issues of diversity within our courses. First, as stated in our objectives, the art historians plan to develop our core courses to present a global perspective on art. The introductory surveys have always been taught as surveys of Western art reflecting the faculty's areas of training. Professors Cohen and Bernstein who will now be responsible for the Surveys plan to change them into world art surveys within the next few years. Currently we are both including sections on art from outside the Western tradition and art that reflects the diversity of U.S.A. culture, as well as bringing a critical examination of the Eurocentric approach to studying art history. Professor Cohen has included sections on African and Native American Art in her Survey (ARH 150L) and Professor Bernstein has included the art of African Americans, Latinos and other groups and has used Whitney Chadwick's Women, Art and Society as one of two texts for ARH 151L. Professor Cohen is teaching a Topics course on "Issues of Gender and Sexuality in Eighteenth Century Painting" next semester. Professor Bernstein is team-teaching a new course on "Diversity of Voices in Literature and the Fine Arts" which will be taught again next Spring and added to the list of electives for the art history major. Professor Pershing's "Diversity of Image in the Visual Arts," taught yearly, is available as an elective. Now that a third art historian has been added to that department (there have been only two for the past 10 years), the art historians will have more flexibility to teach new courses or those already on the books, such as "Women in Art," which were not taught regularly because of the need to cover a basic sequence of required graduate and undergraduate courses for the art programs. The Classics Department includes a course on "Women in Antiquity" (CLC 310) and courses on the Ancient Near East and Egypt that cover areas other than Europe.

The faculty proposing the program is very aware of the need to expand beyond a European focus and the issues of diversity that the University is committed to. These issues have been thoroughly discussed in the process of formulating the major and will continue to influence decisions made in curricula changes within the program.

UNIVERSITY SENATE

INTRODUCED BY: Graduate Academic Council

DATE: 17 January 1992

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the Ph.D. program in Philosophy be approved by the University Senate and submitted for approval by the New York State Education Department;
- II. That the program become effective September 1, 1992;
and
- III. That the Bill be referred to the President for approval.

University at Albany
State University of New York

PROPOSAL FOR A PH.D. IN PHILOSOPHY

ABSTRACT

The Ph.D. program proposed by the Department of Philosophy of the University at Albany focuses on two areas of specialization: "Knowledge and Representation" and "Society and Values". These areas are distinguished by philosophical issues of both contemporary and historical importance; each has social and intellectual significance extending beyond the discipline of philosophy. The program's concentration in these two areas is, furthermore, designed to make use of the special strengths of the Department of Philosophy at the University at Albany and of other resources at the University. When applying to the doctoral program, students will indicate their preferred area of concentration. After admission to the program, the area of concentration will serve as the focus for their course work and for their dissertation research. As a specialized doctoral program in philosophy, the program differs structurally and in content from the Ph.D. program in philosophy previously offered at the University at Albany (deactivated in 1980) and from Ph.D. offerings in philosophy at the other New York State universities. Both the specialized program and the particular foci that constitute it are important features of the proposal and of its rationale.

The rationale for proposing to reactivate the Ph.D. in philosophy thus reflects the following premises: (1) That the principle of a specialized, in contrast to a general, Ph.D. in philosophy has, in relation to other Ph.D. programs state-wide and nationally, distinctive and advantageous features, and that the specific areas of specialization proposed address significant issues in both contemporary and traditional philosophy; (2) That the need, the audience, and the potential uses for a doctoral program in philosophy at the University at Albany like the one proposed are demonstrable, in terms of future careers, academic and non-academic, for philosophy Ph.D.'s, as well as in terms of the identity and mission of the University at Albany; (3) That the resources of the Department of Philosophy at the University at Albany as a research university are fully capable of successfully implementing and sustaining the program, and that these will in turn be benefitted by it.

The Two Areas of Specialization.

The justification for a specialized rather than a general Ph.D. is methodological and substantive. Methodologically, from the point of view of the educational process, the focus on an area of specialization that begins at the time of the student's entry to the Ph.D. program has the advantage of structuring the student's efforts around a group of issues which are

PROPOSAL FOR A PH.D. IN PHILOSOPHY

ABSTRACT

Page 2

coherent as a group and which yet allow flexibility for exploration and development. Within the individual area, working in a common framework of issues provides students with a sense of collaboration and engagement that a general and thus more diffuse program ordinarily does not. Such concentration fosters a valuable sense of intellectual and psychological coherence--a quality that all doctoral and research programs strive for but do not often achieve.

(I) "Knowledge and Representation"

This area of specialization focuses on historical and contemporary accounts of representational systems: cognitive, linguistic, and cultural. The strong current interest in such systems on the part of researchers in cognitive studies who model them, and of social, literary, or historical critics concerned with identifying and applying them to particular concepts or contexts, underscores the centrality of the phenomenon of representation and its elements. The core courses in this area will come from epistemology and metaphysics, the philosophy of logic, aesthetics, and the philosophy of science.

(II) "Values and Society"

This area of specialization focuses on the problems of moral and political values in relation to the social context. Since such values are rooted in history, the approach to them will be in part historical, but since even single historical moments yield various, sometimes incompatible values, the study of them must be critical and thus contemporary as well. The core courses for this area of specialization will be drawn from ethics (including the varieties of applied ethics), social and political philosophy, philosophy of law, and the philosophy of religion.

Admissions Procedure and Program Requirements.

Admissions. The admissions process for students applying to the Ph.D. program is designed to ensure that the students admitted to the Program have demonstrated substantial intellectual achievement and commitment, and that as a group, they reflect breadth in their academic interests and backgrounds, answering as well to the University at Albany's goals of diversity. In its review of applications for admission, the Graduate Studies Committee will place special weight on those that show promise of originality and creativity; non-academic experience and achievement will be given consideration as will academic training in fields other than philosophy.

PROPOSAL FOR A PH.D. IN PHILOSOPHY

ABSTRACT

Page 3

Program Requirements. The requirements for students admitted to the Ph.D. program will include (A) course work, (B) language requirement, (C) examinations, and (D) the dissertation.

- (A) Courses: Students in either of the two areas of concentration will be required to take a minimum of 60 credits of graduate coursework.
- (i) Five courses (20 credits) will constitute core-courses required of all students. One of these will be a Proseminar, to be taken in the first semester of their studies by incoming students, on "Current Research in Philosophy." The four other core-courses will be in Metaphysics, Epistemology, Values, and Logic.
 - (ii) Three courses (12 credits) in the history of philosophy will be required of all students. At least one of the history of philosophy courses will be in ancient or medieval philosophy, and at least one of them will be in modern philosophy.
 - (iii) Students will be required to take at least five courses (20 credits) designated for the area of specialization in which they will be working.
 - (iv) With approval of the Director of Graduate Studies, two graduate courses (8 credits) in other Departments may be taken by students on topics that bear on their area of specialization.
- (B) Language Requirement: Students must demonstrate competency in an approved language.
- (C) Examinations:
- (i) General Examination: By the end of their fifth semester in the program, students are expected to take general examinations in the history of philosophy, value theory, and metaphysics and epistemology (three hours each). These examinations will be given during the Fall semester of each academic year and will be based on reading lists received by the students upon their entry to the program. Students who fail one or more of these examinations have one opportunity--on the next occasion that the examination(s) are given--to retake the examination(s) that they failed.

PROPOSAL FOR A PH.D. IN PHILOSOPHY

ABSTRACT

Page 4

- (ii) Qualifying Examination: By the end of the first semester after the semester in which students complete their General Examinations, they are expected to take the Qualifying Examination. The Qualifying Examination is meant to assess the progress of students in their respective areas of specialization and their preparation for undertaking the work of the dissertation. Based on a reading list drawn up by the individual student subject to the approval of his or her adviser, the Qualifying Examination will consist of a three-hour written section and an oral section, the latter to be scheduled for a time after the written section has been read. The Qualifying Examination will be administered by a committee of three faculty members chaired by the student's adviser; the other two members of the committee are appointed by the Graduate Studies Committee.

- (D) Dissertation: Students will be expected to write a dissertation in the area of their specializations. The topic of the dissertation will be subject to the approval of the Graduate Studies Committee who will also, when they grant this approval, appoint the student's Dissertation Committee. A Defense of the dissertation is required, to be scheduled by the Dissertation Committee.

STATE UNIVERSITY OF NEW YORK AT ALBANY

Campus Center

FB

ACTION	
<input checked="" type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Hold
Date <u>1/24/92</u> by <u>RSB</u>	

Reservation and Information **CHANGE REQUEST**

DATE OF EVENT: Feb. 10, 1992 { } Original New TIME OF EVENT: 330-530p { } Original New

NAME OF EVENT AND SPONSOR: UNIVERSITY Senate Meeting

LOCATION: C.C. Assembly Hall + Fireside Lounge

PERSON REQUESTING CHANGE: Madelyn Cicero

ADDRESS: AD 259

PHONE: 5406

CHANGE(S) AS FOLLOWS:	
<input type="checkbox"/>	Cancelled
<input type="checkbox"/>	Date Changed from _____ to _____
<input type="checkbox"/>	Count Changed from _____ to _____
<input type="checkbox"/>	Location Changed from _____ to _____

ADJUSTMENT IN COST ESTIMATE: _____

() FOOD SERVICE:

Type of Service Coffee Break Location FIRESIDE Lounge ^(New) Count _____
Linen yes Head Table _____ Number _____
Menu/Price _____

Comments Coffee Break to be held @ 3pm in Fireside Lounge due to overlapping meetings in Assembly Hall.