

UNIVERSITY SENATE
ATTENDANCE

Meeting of: April 30, 1990

W. W. Sanford
B. Marsh
Maureen Walker
Keith Tappin
Paul G. Sumner
Thad Miller
Gregory L. Minton - F
John J. Jackson
Andrew G. Wainwright
W. K. Holt
John S. Mackinnon
Helen Ghisadella
Judith Hudson
Dale Brandon
A. K. Farnell
Robert H. Wilson
Sue Turner
Louis S. Coniglio
Brett A. Keith
Michael Jones
Auzon Brighton
Mow Kohn
Kenneth Stearns
Paul W. Wallace
Greg Stevens
Chris Heister
Craig Soper

Robert M. Taylor
W. F. Hammond
Meredith Butler
Cynthia Christensen
Malcolm Therman
Andrea A. Abbes
Dona Parkful
Vivi Yelt
Valerie O. Peary
Hal Swartz
Ben Paul
James O. Kieffer
Amy Book Kim
Mojana Trinta
Steve Messing
Don Caher
Mittelsch. Ken G. G. G.
Wallen K. K. K.
John Hastings
Ed Kech
James Weissman
A. Delole
William O. O.
Judith Tuttle
A. S. S.
Paul D. S.

over

John Murphy
Genevieve Walker

A. J. L. Macario
A J L

Louise Jandre
Will Wells
John Levato

Isabel Menberg

Ray Gross

TIM LUCE

DICK FARRELL

Jeanne Gullakorn

S. D. Kline

Harry L. Hamilton

Robert E. Sordus

Jeff Jantz



University Senate
518 442-5406

UNIVERSITY SENATE
Monday, April 30, 1990
3:30 p.m. -- Campus Center Assembly Hall

Administration 259
Albany, New York
12222

AGENDA

1. Approval of Minutes: University Senate, April 16, 1990
2. New Business
 - a. Election of Senate Officers, 1990-91
 - b. Bill 8990-24: Division I Athletics
3. Adjournment

UNIVERSITY SENATE
April 30, 1990

Administration 259
Albany, New York
12222

PRESENT: V. Aceto, R. Bosco, L. Brannon, D. Brighton, M. Butler, D. Christiansen, D. Cohen, L. Coniglio, G. DeSole, R. Farrell, F. Femminella, J. Fetterley, M. Frinta, R. Garvin, H. Ghiradella, R. Gibson, H. Gueutel, J. Gullahorn, H. Hamilton, W. Hammond, J. Hartigan, W. Holstein, A. Hoffer, J. Hudson, W. Ilchman, J. Jacklet, C. Kersten, J. Kiepper, S. Kim, M. Krohn, T. Lance, W. Lanford, J. Levato, P. Leonard, M. Livingston, J. Luks, A. Macario, J. Mackiewicz, B. Marsh, D. Meliti, S. Messner, G. Miglino, T. Mirer, I. Nirenberg, V. O'Leary, D. Parker, K. Ratcliff, D. Reeb, E. Reilly, B. Reish, S. Rhoads, R. Sanders, A. Saturno, M. Sherman, C. Snyder, I. Steen, K. Stern, G. Stevens, R. Stross, L. Tornatore, E. Turner, M. Wahlen, G. Walker, P. Wallace, A. Weinberg, J. Wessman.

GUESTS: W. Moore, J. Murphy.

The meeting was called to order by Chair Bosco at 3:45 p.m. This is a special meeting of the Senate, said Chair Bosco. There are two items on the agenda — the election of 1990-91 Senate Officers and concluding discussion, debate and vote on the Division I resolution distributed through EPC.

1. Approval of Minutes

The minutes of the April 16 Senate meeting were not available.

2. New Business

a. Election of Senate Officers, 1990-91

The first item on the Agenda is the election of Senate Officers, said Chair Bosco. The Executive Committee moved and seconded the following nominations of Chair-Elect: Malcolm Sherman, Department of Mathematics and Statistics, and Edward Turner, Department of Mathematics. The floor was opened for nominations to the office of Chair-Elect. Senator Reeb nominated Senator Donald Cohen, School of Social Welfare, for the office of Chair-Elect, seconded by Senator Marsh. Senator Cohen accepted the nomination. Senator Sherman withdrew his name from nomination. Nominees for Chair-Elect are now Donald Cohen and Edward Turner. Senator Gibson moved to close nominations, seconded and carried.

Senator DeSole called the roll of Senators. Ballots were distributed and counted. Senator Edward Turner was elected Chair-Elect.

The Executive Committee moved and seconded the following nomination of Secretary: Gloria DeSole, Affirmative Action Office. The floor was then opened for nominations for the office of Secretary. Senator Aceto nominated Senator Dona Parker, Dean's Office, Humanities and Fine Arts, for the office of Secretary, seconded by Senator Luks. Senator Parker accepted the nomination. Nominees for Secretary are now Gloria DeSole and Dona Parker. Senator Gibson moved to close nominations, seconded and carried. Ballots were distributed and counted. Senator Gloria DeSole was elected Secretary.

b. Bill 8990-24: Division I Athletics

The Executive Committee has moved and seconded the question of Division I. Chair Bosco read the resolution on Division I Athletics. The question is to decide on whether the University at Albany should go to Division I.

Chair Bosco invited President O'Leary to present an overview of this topic. President O'Leary said the issue of athletics, and now specifically Division I, has been on and off the agenda of the campus for some years. Four or five years ago, the University of Buffalo went to the Board of Trustees asking for the power to have Division I sports and the power to issue grants in aid. The Board of Trustees laid down guidelines stating that it would be possible to give grants in aid and it would be possible to go into Division I providing an extensive set of criteria are met. Buffalo prepared its material for the Board of Trustees and they are now in the process of moving forward to Division I. The proposal at the University at Albany is move to Division I in basketball and other sports as required by the requirements of the NCAA. Football is not included. The completion of the new fieldhouse and the possible use of the Knickerbocker Arena permits us to move into Division I, said President O'Leary. The University at Albany does not now have the facilities nor the experience for moving football into Division I.

He said he has discussed the issue with the Executive Committee and created a Division I committee. The committee's report was delivered in December and sent to EPC for review. EPC did not take a position on Division I, said President O'Leary, but EPC phrased it in a way that the Senate could get at the subject. The resolution argues that there are four major issues:

1. control -- There always is the likelihood of a number of violations in the rules. Two major issues concerning control: Who gets admitted to the program? What are the graduation rates and academic performance of the students in the program? Can EPC craft a proposal for the Senate in which these issues of strong faculty control and oversight with respect to admissions and academic progress be created sufficiently to give the Senate confidence to move forward? This is an issue we ought to be looking at for Division III as well as Division I.
2. finance -- We will need money from sources other than State money. In both State funds and fundraising, we have to insure that money is not being taken from the classroom and put on the basketball court.
3. grants in aids -- control over expenditures.
4. women's and men's sports -- do we have proportionately the right number of women's to men's sports? Are resources distributed equitably?

The President would like to see these complex questions developed. He would like to see this issue go back to the students, give them a chance to vote next year; would like the Senate vote; and would like the new President have the opportunity to decide on whether to go to Division I. The alternative is to cut it off right now.

The floor is open for discussion, said Chair Bosco. He asked if there was someone to speak for the proposal from EPC. Senator Holstein stated that the vote today is: should we proceed with the gathering of data and the preparation of more careful analysis to decide next year in the Senate whether to move to Division I. He would like to see more staff work on gathering data for this issue.

Senator Marsh stated that we have enough information to make our decision. He talked about the budget as it would relate to Division I athletics -- the cost per student. The philosophy in Division III is different from Division I. Division III encourages participation; large numbers of student athletes are urged to participate to the best of their abilities. Division I is elitist; athletes with exceptional talent participate and the rest are spectators. Senator Marsh noted that attendance was greater for the women's basketball team at the University of Maine than the men's basketball team. Universities have to win to make money. We should stress participation in any of our activities; as we do in academic areas, said Senator Marsh. We want our students to be doers, and if we go Division I, we will have more watchers than doers. There is a tremendous pressure from within the university and from the community to continue in Division I, said Senator Marsh. We should look at the possibility of having athletics as a focal point and have a group of people solicit innovative ideas on how we can have more spirit here at the University at Albany.

Division I will be an outlet for students to reduce stress, said Senator Snyder.

There has been a number of people working on this issue, numerous case studies done and much discussion in committees, said Senator Reeb, and we have enough information.

Senator Kim stated we have managed to make this university a university center and a research center. It is time for us to think big and send our students across state lines to compete with other universities. He would like to see the University move to Division I because it will bring good things to us. The University needs to try something new.

Chair Bosco asked that the parliamentarian to track speakers from this point on not to exceed two minutes.

The point should be made concerning the kinds of schools who belong to Division I in basketball, said Senator Ratcliff. He made comparisons between the University at Albany, a research institution, and other research institutions who are not in Division I.

Senator Holstein reported on misinformation that he heard at the meeting today. Some schools in Division I have been involved in violations; none have been in violation at Ivy League schools. He is certain that the University at Albany can manage and control Division I sports here. We should not let Division I athletics take over the program or the facilities. Many Division I schools have much more active intramural sports. Facilities can be shared.

Senator Fetterley stated the teams in Division I will be under tremendous pressure to win. As an individual faculty member, I can imagine being placed in a situation where pressure is placed on me to change my grades, change my standards, change the way I think about the university, said Senator Fetterley. How does this relate to the academic mission of the University at Albany? No one has made a case as to how Division I will strength our academic mission. Division I is not designed for the average student. With the continuing budget cuts, I do not see how we can afford to go to Division I.

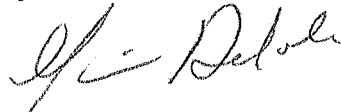
Senator Rhoads stated that we are faced with a very difficult decision. The decision we have to make today is whether the University at Albany wants more information. There is a strength in intramurals programs and currently more students are participating in intramurals than in Division III programs. The majority of the students at this University are from Long Island, and they want to see major sports because that is what they are use to. Students will go out to see Division I sports.

Senator Stross called the question. A two-thirds vote is needed to end discussion, carried.

Chair Bosco announced that the vote to gather more information on the move to Division I will be a secret ballot. Ballots were distributed and counted. The results were: 34 in favor and 29 against. Senate Bill 8990-24 was passed.

The meeting adjourned at 5:10 p.m.

Respectfully submitted,



Gloria DeSole
Secretary

UNIVERSITY AT ALBANY

UNIVERSITY SENATE
1990-91 ELECTIONS

BALLOT FOR CHAIR-ELECT

Please vote for one of the following:

- Malcolm Sherman, Mathematics and Statistics
- Edward Turner, Mathematics and Statistics
- _____
- _____
- _____

UNIVERSITY AT ALBANY

UNIVERSITY SENATE
1990-91 ELECTIONS

BALLOT FOR CHAIR-ELECT

Please vote for one of the following:

- Malcolm Sherman, Mathematics and Statistics
- Edward Turner, Mathematics and Statistics
- _____
- _____
- _____

UNIVERSITY AT ALBANY

UNIVERSITY SENATE
1990-91 ELECTIONS

BALLOT FOR SECRETARY

Please vote for one of the following:

Gloria DeSole, Affirmative Action Officer

April 27, 1990

Malcolm J. Sherman

SB University of Chicago, 1960 (mathematics)
SM University of Chicago, 1960 (mathematics)
Ph.D. University of California, Berkeley, 1964 (mathematics)

1964-68 Assistant Professor, Department of Mathematics,
University of California, Los Angeles.
1968-70 Assistant Professor, Department of Mathematics, SUNY at
Albany.
1970- Associate Professor, Department of Mathematics and
Statistics, SUNY at Albany.
1988- (joint appointment) Department of Biometry and
Statistics, School of Public Health, SUNY at Albany and
New York State Department of Health.

University Senate and Governance Service

1972-77 Member, University Senate
1972-73 Member, University Community Council
1973-76 Member, Educational Policies Council [EPC]
1974-75 Chair, EPC Sub-council on the SUNYA Budget
1974-75 Member of (state-wide) SUNY Senate Fair Employment
Practices Committee
1975-76 Chair, Educational Policies Council
1978-80 Member, Undergraduate Academic Council [UAC]
1978-79 Chair, UAC Sub-council on Academic Standing
1986-87 Member, Graduate Academic Council
1987- Member, University Senate
1987-90 Member, Council on Academic Freedom and Ethics [CAFE]
1987-88 Chair, CAFE
1987-88 Member, Senate Executive Committee
1989-90 Vice-Chair, CAFE
1989-90 Member, (non-Senate) Assessment Panel
1989-90 Member, Assessment Panel Committee on Basic Skills

EDWARD C. TURNER
DEPT. OF MATHEMATICS AND STATISTICS

EDUCATION:

1965	B.A.	University of Rochester
1967	M.A.	University of California, Los Angeles
1968	Ph.D.	University of California, Los Angeles

ACADEMIC EXPERIENCE:

1968-69	Lecturer, ULCA
1969-71	Instructor, MIT
1971-75	Assistant Professor, SUNYA
1975	Associate Professor, SUNYA
1978-79	Visiting Scholar, MIT
1978-79	Visiting Associate Professor, Northeastern University
1985	Full Professor, SUNYA
1986	Visiting Scholar, Queen Mary College, University of London

AWARDS:

1969-71	National Science Foundation Grant GP6530
1974	State University of New York Faculty Fellowship
1975	State University of New York Faculty Fellowship
1980	State University of New York Faculty Fellowship
1983	University Award for Excellence in Teaching
1986	PDQWL Travel grant
1989	Travel Grant, SERC (Britain)
1989	Travel Grant, SERC (Canada)

CONFERENCE ORGANIZATION:

1982	Member, Site Arrangement Committee for AMS/MAA Summer Meeting
1983	Organizer of Special Session on Topological Methods in Combinatorial Group Theory, AMS/MAA Summer Meeting
1989	<u>SUNYA Conference on low dimensional topology and combinatorial group theory Nov. 3-5, 1989</u> - Organizer
1990	<u>SUNYA Conference on topology and combinatorial group theory</u> - Organizer

DEPARTMENTAL SERVICE:

1971-81	Topology Seminar organizer
1972-76	Member of Mathematics Graduate Affairs Committee
1972-76	Faculty Advisor of Putnam Team
1976-78	Director of Graduate Studies
1976-80	Member Mathematics Academic Affairs Committee
1979-89	Founder and Faculty Advisor to Mathematics Students Association
1979-86	Director, Math Honors Program

1981-present	Combinatorial Group Theory Seminar organizer
Spring 1981	Chair, Committee to choose a new Calculus text
Spring 1981	Chair, Committee to recommend a new Math Dept. Chair
1981	Community-University Day - Rubik's cube demonstrations
1978-present	Yearly Ph.D. recruitment talks
1982-86	Graduate Admissions Committee
1982-83	Supervisor, Undergraduate Research Project for Karen Gold (Presidential Award winner)
1982, 1983, 1984, 1985	CU Day - Organizer Math Presentations
1985	2-day short course on transformation geometry
1987, 1988, 1989	Personnel Committee
1987-88	Colloquium Chair

UNIVERSITY SERVICE:

1977-78	University Recruitment Committee
1980-84	University Honors Committee
Summer 1981	Acting Chair, Computer Science Department
1981-84	UAC
1982-84	Chair of Subcommittee on General Education
1983	GAC
1983-present	University Senate
1984-86	EPC
1985	Budget Panel
1986	RAC, Chair
1986	Budget Panel, Subcommittee Chair
1986-88	Junior Symposium Organizing Committee, Speaker
1986	Panel to review the General Education program
1987	Budget Panel, Chair
1987-88, 88-89, 89-90	CPCA (Chair, 1988-89)
1988-89	Senate Executive Committee
1988-89	Chancellor's Review Committee
1988-89, 89-90	Distinguished Service Professor selection committee
1989	Presidential Commission on Intercollegiate Athletics

VITA SUMMARY

Gloria DeSole

Gloria DeSole is the Director of the Office of Affirmative Action, an Adjunct Associate Professor in Women's Studies and a Faculty Associate with the Institute for Research on Women (IROW) at the University at Albany. Dr. DeSole came to the Affirmative Action Office from a faculty position in the Department of English at Skidmore College. As a faculty member, she was an officer in the Society for Eighteenth Century Studies of the Modern Language Association and a member and Co-Chair of that Association's Commission on the Status of Women.

In addition to her work in her academic field, Gloria DeSole has co-edited two collections of essays on women and higher education. In her current role, she is active in affirmative action and human resource issues on boards, committees and commissions on the local, state and national levels. She writes and speaks widely on contemporary issues in higher education, most particularly on social change, affirmative action, and sexual harassment.

Selected Recent University Service:

Governance:

University Senate (Elected), 1982-85; 85-88; 89-92.

Standing Committees of the Senate:

Council on Educational Policy, 1982-88.

Council on Academic Freedom and Ethics, 1982-83.

Evaluation Policy, 1983-85.

Secretary to the Senate, 1986-87, 1989-90.

University Community Council, 1985-86, Chair.

Resource Allocation Committee, 1987-88; 1988-89

Executive Committee, 1985-86, 1989-90.

President's Budget Panels 1985-89.

Management Committees:

Resource Management, 1983-84.

Campus Life, 1984-88.

Cocurricular Committee, 1988-90.

Development Assessment Committee, 1988-89.

INTERVIEW

Big Campus, Big Issues

DONNA SHALALA, first woman to head a Big Ten university, tackles professional athletics, alcoholism, and the roles of business and government at Wisconsin

By **BONNIE ANGELO**

Q. Critics charge that amateur status in college athletics is a joke, that student athletes are being used and not educated. But so what? Serious students can get a good education, and the sports teams give schools like yours more prestige and more money.

A. What's at stake is the integrity of the best universities in the U.S.—unless the leaders of higher education really take hold and make certain that what we have is students first, who come to our universities also to play athletics. People who are competitive are always pushing against the edges. But the situation is going to be reined in, because colleges understand that their first responsibility is to these young people.

Q. But how else can athletes from poor backgrounds break into high-paying professional sports?

A. There certainly are young athletes who have dreams. We try to make the point that a very small percentage go on to pro careers. But look what the pros are doing to us now: the National Football League is pressuring, and probably will end up drafting players after their freshman or sophomore years. The tragedy is that we've become minor-league training camps for the pros, a place for young people to build up their strength and experience, to get noticed, before they try to take a shot at the pros.

I understand the bottom line, but if I had an unrealistic dream, it would be that professional teams

announce that they wouldn't talk to student athletes until they had a college degree in hand. But they're not going to do that.

Q. But isn't this the schools' fault?

A. You can blame the universities for using these young people, but in some ways they are using us. We feel that a certain curriculum and a period of time are needed to be an educated person, not simply coming in, using us for a couple of years and taking off.

Q. Suppose you really got tough and went back to bona fide amateur athletics. If your teams were weakened and began to lose more games, what would it do to contributions from alumni?

A. If we all do it together, as the N.C.A.A., so it's an even playing field, we'll do just



"The tragedy is that we've become minor-league training camps for the pros."

fine. The issue is whether we do it together or not. I think the game's up. We know that in the next couple of years we're just going to have to do it.

Q. What is the biggest problem on college campuses today?

A. Alcoholism. Of course we have drug problems. We see pushers on our campus and kids getting into trouble with drugs, but it's nowhere near the range and depth that the alcohol problem is.

Our young people are out on the streets looking for parties, a place to dance, looking for a scene. No institutions are providing them with alternatives, fun things to do that don't necessarily have alcohol at the center.

Q. Why is alcohol a problem now?

A. We changed the drinking age in this country, raised it to 21. The universities participated in changing it, but no one thought about what people under 21 are going to do. Much of college life was built around the local tavern and fraternity houses.

The one thing that has changed is that young people are starting to drink earlier. I never had a drink until I went to college, and then we seriously drank beer. But these young people are drinking in junior high school and high school. They get to the university, and we're saying, Hey, you can't drink. Some of it is unrealistic.

Q. If this law isn't working, should the legal drinking age go back to 18?

A. Young people are paying almost no attention to the law. They're still getting access to alcohol. But there's no question that the law has made people more conscious of a designated driver. It's cut down the number of deaths, so no educator I know would advocate going back to an 18-year-old drinking age, because no one wants to take the responsibility.

And it's not just driving. Many of the racial incidents have at their root people who have drunk too much. Date rape—an issue all of us are concerned about—is often attached to some kind of overdrinking. Alcohol exacerbates all the other kinds of things.

Q. We're hearing a lot about date rape. What are you doing about it?

A. The most effective weapon against date rape is education of men about this issue. You need to open up lines of communication and have sensitive counseling.

If it occurs, you've got to be as tough as possible. In some cases throw someone out of school, force him into some kind of education program. But preventive measures are most important. I don't know of a campus in this country that is not struggling with this.

Q. Is racism increasing on campuses, or is it just the definition that's changing?

Interview

A. At least the recognition of racism is increasing. I would argue that we have a generation of young people, particularly minorities, who are no longer putting up with the kinds of things their parents put up with. They're much more self-confident.

It's no longer acceptable to make fun of people because of race or sex. But it has always been present in American society.

Q. How do you get this across to a student body that is almost 95% white?

A. From the moment they walk on campus as freshmen, we make them very aware of racial and sexual insensitivities and what's acceptable behavior.

This is not just a moral argument but an educational argument. You go to college not only for the latest knowledge but also to meet people from different backgrounds. That's the genius of the American higher-education system compared with the Europeans'. We don't simply skim the elite.

Q. How do you balance control of racist speech or actions against freedom of expression? Can the Ku Klux Klan march on your campus?

A. Sure. And the Rev. [Louis] Farrakhan. You can't have a university without having free speech, even though at times it makes us terribly uncomfortable. If students are not going to hear controversial ideas on college campuses, they're not going to hear them in America. I believe it's part of their education. It doesn't mean we don't denounce them and say that kind of behavior is unacceptable.

Q. You've got 44,000 students at Wisconsin and a billion-dollar budget. Are universities getting too big, too dehumanizing?

A. There are advantages to big campuses—choices, quality, depth, brilliant teaching and research. A great research university such as we have here in Madison must anticipate the future, educate young people for a world we can't even begin to describe.

Q. American education in general is increasingly portrayed as inadequate. Is the University of Wisconsin guilty?

A. It is one of the handful of places in the world where new knowledge is being created, from fundamental discoveries that improve health to new poetry and literature. After all, Wisconsin is not only the place where the first work on vitamin D was done, but it is also where unemployment insurance was developed. That's the creation of knowledge.

Q. What grade would you give U.S. colleges?

A. Higher education is one of few areas where this country competes with the rest of the world and wins. The best of American higher education outstrips any in the world. Look where the rest of the world goes for higher education,

Interview

for graduate degrees. They come here.

Q. Research carries a huge price tag. With the budget squeezed at every level, how are you going to pay for it?

A. The Federal Government has to recognize that its investment in research and development in basic sciences is going to have to expand for this country to be competitive. That's a federal function, not a state function. If we ask anything of our national Government, it's that it have a longer view of the future, that it make sure that the infrastructure—which includes basic research—is in place and very dynamic.

Q. You're talking about graduate work and advanced scholars. What about the failure of American education at the public-school level?

A. Public high schools are turning out students who are certainly not college ready, students who have limited writing, reading and thinking skills. We're not going to survive as a country unless public schools teach people to read and write.

But it's not just public schools; it's poor families. In the end, what will make this country lag behind is our inability to deal with issues of poverty, with the problems of the poorest children in our society.

Q. Is there a ray of hope?

A. Yes, because we have new constituencies that are interested. First, there's clear recognition by the business community that our survival as a nation, economically, depends on what we do with public education. Second, there's a group of younger Governors who are reforming their own education systems, making a bigger investment, holding them accountable.

It takes coalitions to improve the quality of education. It cannot be done simply by a band of good educational leaders.

Q. George Bush talks about being the education President. Does his Administration share your view?

A. Well, we're beating on him. It's not clear yet whether the Administration is prepared to be bold, that it understands the building blocks of American enterprise.

Q. Before coming to Wisconsin and the Big Ten, when you were president of New York City's Hunter College, you probably didn't know a quarterback sneak from a pickpocket. Have you made the transition?

A. I actually had some people tutor me. But I still listen to the opera while I'm watching the football games.

The fun of education and of being an educational leader is learning new subjects. I've never lost the excitement of learning. If it's not fun, it's not worth doing. But every commencement, I decide I'll try another year. ■

INTERCOLLEGIATE ATHLETICS

	SUNYA 89-90	SUNYA Proposed	MAINE	MICHIGAN
Number of students	10,000	10,000	11,000	34,000
Number of sports	20	20	19	19
Number of athletes	557	557	454	370
Budget	\$820,000	\$1,265,000	\$4,700,000	\$21,100,000
State appropriation	\$500,000	\$650,000	\$2,600,000	
Cost per athlete	\$1,500	\$2,250	\$10,350	\$57,000
Grants in aid		\$199,000	\$900,000	\$3,600,000

Institutions Punished by NCAA in the 1980's

PROBATION AND SANCTIONS

Adelphi U., 1989
 Alabama A&M U., 1986
 Alabama State U., 1985, 87
 Arizona State U., 1980, 86, 88
 Arkansas State U., 1981
 Baylor U., 1986
 Bradley U., 1986
 Brooklyn College, 1987
 California State Polytechnic U.
 at Pomona, 1981
 California State U. at Fresno, 1983
 Clemson U., 1982
 Cleveland State U., 1988
 East Tennessee State U., 1986
 Eastern Kentucky U., 1989
 Eastern Washington U., 1987
 Elizabeth City State U., 1986
 Grambling State U., 1989
 Idaho State U., 1985
 Iowa State U., 1986
 Louisiana State U., 1986
 Loyola College (Md.), 1986
 Marist College, 1988
 McNeese State U., 1987
 Memphis State U., 1986, 89
 North Carolina State U., 1989
 Northeast Louisiana U., 1986
 Oklahoma City U., 1982
 Oklahoma State U., 1989
 Oral Roberts U., 1980
 Oregon State U., 1984
 Saint Louis U., 1982
 San Diego State U., 1984
 Southeastern Louisiana U., 1989
 Southern Illinois U.
 at Carbondale, 1985
 Southern Methodist U., 1981, 85, 87
 Tennessee State U., 1985
 Texas A&M U., 1988
 Texas Christian U., 1981, 86
 Texas Tech U., 1987
 U. of Akron, 1984
 U. of Alaska at Anchorage, 1984
 U. of Arizona, 1983
 U. of Bridgeport, 1987
 U. of California at Los Angeles, 1981

U. of Cincinnati, 1988
 U. of Colorado at Boulder, 1980
 U. of Florida, 1985
 U. of Georgia, 1982, 85
 U. of Houston, 1988
 U. of Illinois at Urbana-Champaign,
 1984, 88
 U. of Kansas, 1983, 88
 U. of Kentucky, 1989
 U. of Miami, 1981
 U. of Minnesota-Twin Cities, 1988
 U. of Mississippi, 1986
 U. of Nebraska, 1986
 U. of New Haven, 1981
 U. of New Mexico, 1980
 U. of Oklahoma, 1989
 U. of Oregon, 1981
 U. of San Diego, 1982
 U. of South Carolina, 1987
 U. of South Florida, 1986
 U. of Southern California, 1982, 86
 U. of Southern Mississippi, 1982, 85
 U. of Tennessee at Knoxville, 1986
 U. of Texas at Austin, 1987
 U. of Texas at El Paso, 1986
 U. of Toledo, 1980
 U. of Utah, 1987
 U. of Wisconsin at Madison, 1983, 86
 Virginia Polytechnic Institute and
 State U., 1987
 West Texas State U., 1989
 Western State College, 1982
 Wichita State U., 1981, 82
PROBATION
 Auburn U., 1980
 California Polytechnic State U. at
 San Luis Obispo, 1987
 Cheyney U. of Pennsylvania, 1985
 East Carolina U., 1986
 Florida State U., 1983
 Hampton U., 1980
 Middle Tennessee State U., 1984
 Mississippi State U., 1986
 New York Institute of Technology, 1982
 North Carolina State U., 1983
 Oregon State U., 1981
 U. of San Francisco, 1981

U. of South Florida, 1982
 U. of Texas at Austin, 1982
 U. of Wisconsin at Madison, 1981
 Virginia Polytechnic Institute
 and State U., 1983

SANCTIONS

Arizona State U., 1985
 Georgia Institute of Technology, 1989
 Louisiana State U., 1987
 Oral Roberts U., 1986
 Southern Illinois U.
 at Edwardsville, 1987
 State U. of New York College
 at Cortland, 1982
 State U. of New York College
 at Plattsburgh, 1985
 Tulane U., 1987
 U. of Arizona, 1984
 U. of California at Berkeley, 1988
 U. of California at Los Angeles, 1987
 U. of Central Florida, 1985
 U. of Iowa, 1986
 U. of Nevada at Las Vegas, 1986
 West Chester U. of Pennsylvania, 1987

CENSURE AND SANCTIONS

Austin Peay State U., 1985
 California State U.
 at Northridge, 1985
 San Francisco State U., 1985

CENSURE AND REPRIMAND

Alcorn State U., 1984
 American U., 1985
 Austin Peay State U., 1984
 Florida State U., 1984
 Kenyon College, 1987
 Jackson State U., 1983
 Southern U. and A&M College, 1984
 Tennessee Technological U., 1985
 U.S. Military Academy, 1980
 U. of Kentucky, 1988
 U. of Oklahoma, 1980
 U. of Washington, 1983
 U. of Wisconsin at Madison, 1982
 Wake Forest U., 1983
 West Virginia U., 1982, 83
 Western Kentucky U., 1984

Chronicle 1/3/90

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.*

Yes, the Senate should have the policy material described above presented for its consideration.

No, Division I athletics should not be considered at the University at Albany.



State University of New York

State University Plaza
Albany, New York 12246
518/443-5326

University Faculty Senate

April 16, 1990

Dear Colleagues:

We are on the brink of realizing the full potential of the University Faculty Senate as the official governance organization of the State-operated colleges. There is now a bill in the State legislature that would make the president of the University Faculty Senate a member of the S.U.N.Y. Board of Trustees and make the faculty governance leader of each college a member of the college council.

If the bill is passed, it would, at long last, give the faculty/staff of the State-operated campuses parity with their students. The chairperson of the C.U.N.Y. Faculty Senate is a member of the Board and there the system works well.

Currently, faculty observers at college council meetings and at S.U.N.Y. Board meetings are excluded when their respective bodies are in executive session. While some of these bodies actively seek the opinions of their faculty observers, faculty are clearly back benchers, legally less influential than their own students.

As you might expect, there will be active opposition to this bill that is so important to effective governance on your campus and centrally as well. I, therefore, urge you to circulate this letter to your college community, to visit or call your local legislators and ask for their support of the bill. Please keep me informed about the actions taken by you and members of your campus.

The bill is Assembly #A10978 Senate #S7872

This is the best opportunity that we have had to realize a long-standing goal of the University Faculty Senate. Call me if you need my help: 212/409-7252.

Thank you for your prompt and vigorous response.

Sincerely,

Karen E. Markoe
President

Distribution to: Senators, Alternate Senators
State-operated Campus LGLs
Members, Standing Committees