



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

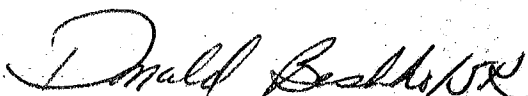
M E M O R A N D U M

TO: Members of the University Senate

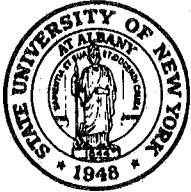
FROM: Donald Bishko, Chairman

DATE: May 8, 1978

There will be a meeting of the 1977-1978 Senate on Monday, May 15, at 3 p.m. in the Campus Center Assembly Hall. The agenda for this meeting will consist of discussion and action on Senate Bills No. 197778-16 (Establishment of a Dissertation Faculty) and No. 197778-17 (Dropping a Course).


Donald Bishko, Chairman

Attachments: Bill No. 197778-16
Bill No. 197778-17



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

TO: Dean and Department Chairpersons


FROM: Donald Bishko, Chairman
University Senate

DATE: May 5, 1978

The 1977-1978 University Senate will hold its last meeting of the academic year on May 15, 1978. Among the items on the agenda for action is the enclosed proposal for a SUNYA Dissertation Faculty.

In order to provide an opportunity for all faculty members to review the proposal, will you please circulate the enclosed copies to the faculty in your school or department.

The Senate meeting will begin at 3 p.m. and will be held in the Campus Center Assembly Hall. All members of the University are welcome to attend.


Donald Bishko, Chairman

Enclosures

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Establishment of a Dissertation
Faculty

INTRODUCED BY: Graduate Academic Council
May 15, 1978

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the attached proposal for the establishment of a SUNYA Dissertation Faculty be approved.
- II. That this proposal be referred to the President for his acceptance.

THE SUNYA DISSERTATION FACULTY

I. Statement of Purpose

Doctoral candidates at the State University of New York at Albany deserve the best guidance possible in the development of their dissertations. To that end, a Dissertation Faculty will be established and maintained, and only members of this Dissertation Faculty will be authorized to chair doctoral dissertation committees. It is assumed that the chairperson of the doctoral dissertation committee will carry the major responsibility for directing and supervising the candidate's dissertation research.

II. Criteria for Membership in the Dissertation Faculty

A. Initial Determination of Criteria

Criteria for membership in the Dissertation Faculty will be determined initially by the faculties of the individual schools or colleges according to their accepted procedures.

B. Minimal Criteria

Minimally, all school or college criteria will include (1) the earned doctorate or equivalent, (2) continuing scholarly excellence as excellence is nationally recognized in the discipline or disciplines, and (3) continuing professional involvement with the advancement of the field.

C. Approval of the Criteria

Criteria agreed upon by a school or college will go into force only after a statement of them, with a justifying rationale, has been submitted to and approved by the Graduate Academic Council, or by a designated committee of the Council composed of recognized scholars who are fully qualified to chair dissertation committees.

If the Graduate Academic Council or its designated committee does not approve of a statement of criteria, it will return the statement to the drafters with suggestions for change. A revised statement must then be drawn up and submitted to the Graduate Academic Council not later than the date specified by the Council.

D. Deadline for the Submission of Statements of Criteria

The deadline for filing the first statements of criteria is 1 November 1978.

E. Amendment of Criteria

A school or college may request amendment of its approved criteria at any time. The procedure for having an amendment approved is the same as that for having the initial statement approved.

G. Ad Hoc Membership

When special circumstances warrant, an individual who is not a member of the Dissertation Faculty may be designated by the Graduate Academic Council to chair a particular dissertation committee.

IV. Review and Amendment of This Document

A. Amendment

At any time the President, Academic Vice President, the faculty of a school or college, or the Graduate Academic Council itself may request one or more amendments to the procedures specified in this document. The Graduate Academic Council will consider the request as soon as possible, act on the request as seems best, and inform the party requesting the amendment of its action and the reasons for the action.

B. Regular Review

The Graduate Academic Council will review the purpose and procedures set forth in this document at least every five years and make such changes as seem necessary and desirable.

V. The Relation of the Dissertation Faculty to Any Graduate Faculty Established by an Individual School or College

This document describes only the purpose and procedures attendant to the establishment and maintenance of a university-wide Dissertation Faculty. The existence of the Dissertation Faculty does not preclude a school or college from organizing its own Graduate Faculty with its own purpose, scope, and procedures. Nothing in the establishment of a school or college Graduate Faculty, however, shall contravene the purposes or procedures of the university-wide Dissertation Faculty. More specifically, no member of a school or college Graduate Faculty will be eligible to chair dissertation committees unless he or she is also a member of the university-wide Dissertation Faculty.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Dropping a Course

INTRODUCED BY: Undergraduate Academic Council
May 15, 1978

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. Students may withdraw from a course and have that course deleted from their academic record by filing the appropriate form, signed by the instructor, with the Registrar not later than one week after the mid-semester date as stated in the academic calendar. The instructor's signature acknowledges the fact that the student is withdrawing from the course. After that date, the appropriate academic grade shall be assigned by the instructor.
- II. Upon receipt of a written request from the instructor responsible for the course, the Office of the Registrar may delete a course from the academic record where there is no evidence of attendance since the last day to add a course.
- III. A student who attends a course after the last day to add, and does not complete the withdrawal procedure above, shall be assigned the appropriate academic grade by the instructor responsible for the course.
- IV. Exceptions to this policy may be granted by the Committee on Academic Standing of the Undergraduate Academic Council.
- V. Implementation of this policy will be contingent upon satisfactory resolution of methods of recording student enrollment status, i.e., full-time, part-time student.
- VI. That this resolution be referred to the President.

DISCUSSION

Many faculty feel that the current policy of allowing students to drop a course and receive a "W" until one week before the end of classes should be changed. The UAC therefore requested the Committee on Academic Standing (CAS) to review this policy and recommend any changes it might feel appropriate. The CAS discussed current policy and felt that the present lengthy drop period drains university resources, results in additional courses being closed during pre-registration, and results in student decisions to drop courses based primarily upon anticipated grades. The Committee feels that the current policy should be changed.

This proposal was unanimously approved by the CAS. But it definitely represents a "compromise proposal" designed to accommodate the various and conflicting needs evinced by Committee members, faculty and students. After initial discussion, the Committee unanimously agreed that (1) the time period for dropping courses should be shortened and (2) the time period at the beginning of the semester for having a course deleted should be lengthened. Preliminary discussion focused on a policy which would allow a delete for approximately four to six weeks, a "W" for the next four to six weeks, with an academic grade assigned thereafter. Subsequent discussion of this proposal persuaded the Committee that the introduction of an additional drop date would only lead to confusion and to unsound educational decisions on the part of students.

The Committee first surveyed deans and department chairpersons as to the type of policy they would prefer. Responses were not consistent but the majority were inclined to retain a "W" in some form. Results of a student survey strongly favored a policy whereby courses dropped would be deleted from the transcript. As might be expected, students preferring this policy indicated the strongest preference for a withdrawal date near the end of the semester. A questionnaire was then distributed to faculty to elicit the degree of approval to the following specific policy, on which the Committee opinion was converging:

Students may withdraw from a course and have that course deleted from the academic record by filing the appropriate form signed by the instructor with the Registrar at any time prior to the close of the ninth week of classes. After that date, the appropriate academic grade would be assigned by the instructor.

Of the 270 responses received, 73% of the faculty indicated they would approve or strongly approve this proposed change in policy. In general, the results from the faculty indicated a more favorable or "liberal" disposition to the concept of a "delete" than the original opinions received by the CAS from deans and department chairpersons. Some of those who disapproved indicated they would approve of a delete if the drop date were nearer the fifth or sixth week. Others disapproved because they felt strongly that a "W" should denote a course dropped. Still others felt that the transcript should accurately reflect what the student has or has not done at the university, including courses which were subsequently dropped. These respondents were concerned about the integrity of the SUNYA transcript if withdrawn courses were deleted.

that our current delete policy is notably less liberal than that of many other major institutions. The CAS does not know if any of the institutions mentioned are planning to change their policy and reinstitute a "W" grade. However, if the time comes that our policy seems incongruous to other universities' policies, we have the opportunity to change it.

Some faculty who disapproved of this policy indicated it would increase the number of "I" grades assigned. However, the Committee feels that an "I" can only be granted by an instructor. If current criteria for the award of "I" are maintained, the number of such grades should not substantially increase. Also, since our retention standards are based on graduation credits completed, an "I" carries no credit and can result in a student being academically dismissed. The proposed policy should tend to decrease grade inflation, as more students receive academic grades (including lower ones), because they will not have the option of withdrawing from courses late in the semester. The transcript should thus more accurately reflect what the student has achieved in her/his courses.

Concern has been expressed that in such courses as community service and internships, a late withdrawal without penalty creates hardships. Time is necessary to train the student, and the agency expects to have the student's services for the entire semester. An unusually large number of drops can jeopardize an agency's status in the program. The Committee feels that individual courses of this nature should seek, through governance, some type of contractual agreement that would be built into the course prerequisites.

In formulating this policy proposal CAS has attempted to compromise between the opposing and strongly felt viewpoints of faculty and students. Although CAS endorsed the proposal unanimously, we emphasize the need for careful deliberation of the matter in the UAC and the Senate. We feel that the proposed policy successfully addresses the concerns of faculty and students, and that it will not compromise the quality of education in this institution.

Since the end-of-semester record will not indicate students' complete enrollment, it is necessary to determine and store full-time versus part-time enrollment information. This is necessary for retention purposes and for whatever other university and outside offices that might need this enrollment information. It is recommended that the policy be approved but not implemented until the methods of recording student enrollment status have been resolved.

Senate

May 15, 1978

1977-78
Senate

1. Melvin Bess
2. Murray S Phillips
3. J. Hart
4. H. Bakken
5. M. Shipp
6. Dick Hall
7. Patrick Foti
8. O. Newbold
9. Dennis Nielsen
10. Bill Collins
11. Michael Roney
12. Bruce B. Marsh
13. C. Tucker
14. Eugene J. Jans
15. B. Vornegat
- Neil C. Brown
- Hugh Hill
- Gene Van Baren
- Don McLaughlin
- B. Nowden

- Barbara Rice
 George E. Wente
 Roni Stein
 John Pipkin
 Emma Johnson
-
- Rod Gant
 Raymond E. Benson
 J. Hart
 Jerome Madellman
 J.S. Uppal

-
- C.D. Tanton
 J. Smith
 Wilkinson
 Vernon Buck
 Lari G. Smith
 Mark Stollar
 Judith Fetterly
 Lucinda
 David Martin

Beth Grabowski
George Klina
Fred Beharrell

Robert Hetmer

Ann L. Rice

Gerald Macdonald

John Hartigan

James Mitchell

Robert P. Moore

Robert Meyers



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

DATE: September 11, 1978

TIME: 3 p.m.

LOCATION: Alumni House

A G E N D A

1. Approval of Minutes
2. Council and Committee Reports
3. Old Business:
 - 3.1 Bill No. 197778-11 (Revised Requirements for the Business Administration Program)
4. New Business:
 - 4.1 Bill No. 197879-01 (Requirements for the Bachelor of Arts and Bachelor of Science Degrees)
 - 4.2 Other
5. Adjournment



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

Minutes of September 11, 1978

PRESENT: E. Becker; M. Berger; M. Bers; D. Birn; D. Bishko; M. Borkowski;
N. Brown; D. Bunis; H. Cannon; M. Canter; D. Day; E. Edwards;
P. Foti; F. Frank; E. Garber; L. Gastwirth; J. Gelb; R. Gibson;
T. Greenberg; D. Gross; R. Hardt; J. Hartigan; H. Hill; C. Keith;
E. Klein; L. Lerner; B. Marsh; D. Martin; G. Martin; B. Maxant;
P. Meadows; R. Moore; J. Morehead; M. Phillips; J. Pipkin; F. Pogue;
M. Range; D. Raskin; W. Reese; B. Rice; J. Riedel; S. Rubloff;
R. Sanders; L. Salkever; J. Savitt; E. Scatton; C. J. Schmidt;
A. Shane; M. Shipp; D. Shub; M. Stoller; P. Tompkins; J. Uppal;
B. Wakin; P. Wallace; D. Weintraub; L. Welch; K. Wittenborg.

ABSENT: H. Bakhru; S. Bank; P. Benedict; K. Burke; E. Cowley; S. Cox;
B. Cronin; C. Edwards; R. Hall; N. Hegner; K. Hotaling; C. Izzard;
G. Klima; M. Lafayette; R. Meyers; M. Miringoff; B. Mowder;
D. Nielsen; R. Nirenberg; V. O'Leary; G. Purrington; J. Scott;
J. Shumaker; C. Tarlton; L. Tornatore; B. Vonnegut

The meeting was called to order at 3:05 p.m. in the Alumni House
by the Chairperson, Francine Frank.

1. Approval of Minutes

Senator B. Marsh moved approval of the Minutes of April 24, 1978; motion
seconded by Senator B. Wakin and approved.

Senator G. Martin moved approval of the Minutes of May 15, 1978; motion
seconded by Senator H. Hill. Minutes approved.

Senator H. Hill moved approval of the Minutes of May 1, 1978; motion
seconded by Senator Marsh and approved.

Senator G. Martin moved approval of the Minutes of May 15, 1978; motion
seconded. Minutes approved.

2. Council and Committee Reports

2.1 Executive Committee Report

Bill No. 197778-19 (Revision in the Requirements for the Spanish
Major) was accepted by the Senate.

3. Revised Requirements for the Business Administration Program--contd.

Senator Marsh called the question on the motion to delete Section II; motion seconded and approved.

The motion to amend was approved by a majority vote.

- 3.3 Senator Cannon moved that this bill be removed from bill status and accepted as a report from the UAC; motion seconded. Motion approved by majority vote.

In response to a question from Senator Gibson, it was reported that the revisions will be in effect for the Fall 1979 - Spring 1980 catalogue.

4. Requirements for the B.A. and B.S. Degrees (Bill 7879-01)

- 4.1 Senator Cannon moved approval of Bill 7879-01; motion seconded.

Senator Riedel questioned the reasoning for requiring that only 36 hours of coursework at or above the 300 level be satisfactorily completed. Senator Riedel suggested that 48 hours be required. Mr. Lapinski (Center for Undergraduate Education) noted that 36 hours of upper-level work is the usual requirement.

- 4.2 Senator Hill moved that this bill be returned to the UAC until such time as the Curriculum Committee of the UAC can devise a general revision of all courses; motion seconded.

Senator Shance suggested that the Curriculum Committee review item 5 of the bill, with the idea of increasing the 48 graduation credits to 60 graduation credits.

Bill No. 7879-01 returned to the Undergraduate Academic Council by majority vote.

5. Open Senate Meeting

The Chairperson asked the advice of the Senate as to whether or not the Senate should sponsor an open meeting for the faculty to meet with the representatives of the competing unions. After some discussion, the Chairperson reported that the Executive Committee would consider this matter at its next meeting and report back to the Senate.

The meeting was adjourned at 3:55 p.m.

REPORTS TO THE SENATE

SEPTEMBER 11, 1978

FROM: Donald Bishko, Chairperson
1977-1978 Executive Committee

For Action

1. After the last Senate meeting and prior to the change from the 1977-1978 to the 1978-1979 Senate, the Executive Committee met once and approved for Senate action, Bill No. 197778-11 (Revised Requirements for Business Administration Program), which had been returned by the Senate to the Executive Committee for clarification. The Executive Committee requested that the Undergraduate Academic Council consider the courses in question. The UAC determined that the courses were essentially different and that a student could receive graduation credits for both.

For Information

1. Acting for the Senate as specified in Article II, Section 5.4 of the Faculty By-laws, the Executive Committee approved revisions in the B.A. program in Spanish. The matter is being submitted to the Senate for confirmation.

FROM: Francine Frank, Chairperson
1978-1979 Executive Committee

For Action

The Executive Committee recommends the following appointments:

- EPC: Eric Edwards (Senior, Accounting/Economics)
Linda Lerner (Junior, Business)
Mark Stoller (Senior, History/English)
- UAC: Hugh Hill (Senior, History/RCO)
Jackie Gelb (Sophomore, Economics)
Sheryl Rubloff (Senior, English/RCO)
Malcolm Sherman (Mathematics)
- GAC: Duncan Blanchard, ASRC (Sr. Research Assoc.)
Dorothy Christiansen, Library (Bibliographer)
Arthur Collins, English (Professor)
Richard Hall, Sociology (Professor)
Leonard Lerman, Biology (Professor)
Robert Pruzek, Educ. Psychology (Associate)

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Requirements for the Major in Spanish

INTRODUCED BY: Undergraduate Academic Council
May 16, 1978

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the following degree requirements for the major in Spanish be approved and become effective for Fall 1978.

A student wishing to major in Spanish may choose one of four sequences offered by the Department. All students must take a minimum of 36 credits in Spanish courses above the 102B level, including Spn 206, Spn 207, Spn 223, Spn 301, Spn 311A, and Spn 311B or Spn 316B. Students must also take additional courses in Spanish, unless otherwise indicated, according to the requirements of their sequence, as follows:

Literature Sequence: a minimum of 18 credits to include the following: 1) at least 12 credits of literature courses, including two courses at the 400 or 500 level; 2) one civilization course; 3) one additional course as advised.

Language and Civilization Sequence: a minimum of 18 credits to include Spn 305 and 1) at least two courses in Spanish or Spanish-American Civilization; 2) at least two additional language courses; 3) one additional course as advised.

Linguistics Sequence: a minimum of 18 credits to include Lin 220, Spn 305, Spn 402, and 1) at least two courses in Spanish language or linguistics at the 400 level or above; 2) one additional course as advised. (With advisor's permission, a maximum of two upper-division courses in linguistics from outside the Department may be counted as electives in the Spanish linguistics sequence. Students also are urged to study a second language.)

Secondary Education Sequence: a minimum of 18 credits to include the following: Spn 305, Spn 403 or Spn 404, and 1) at least one course in Spanish or Spanish-American Civilization; 2) at least one literature course at the 400 level or above; 3) two additional courses as advised.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Revised Requirements for
the Business Administration Program

INTRODUCED BY: Undergraduate Academic Council
April 3, 1978

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the following revised requirements in the liberal arts portion of the Business Administration program be approved and become effective with the Fall 1979 semester.

Liberal Arts Requirements

Humanities:	Eng 100 - 3 credits
	Eng 309 - 3 credits
Mathematics:	Mat 106, 107, or 112 - 3 credits
Social Sciences:	Eco 100a and b - 6 credits
	Eco 300 or above* - 3 credits
	Psy 101 - 3 credits
	Soc 115 - 3 credits

TOTAL: 24 credits

*Must be a course for which Eco 100a and b are prerequisites.

- II. That this resolution be referred to the President for his approval.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Requirements for the
Baccalaureate Degree

INTRODUCED BY: Undergraduate Academic Council
September 11, 1978

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the following requirements for the Bachelor of Arts and the Bachelor of Science degree become effective for students using the 1979-1980 Undergraduate Bulletin for the purposes of degree clearance.

Bachelor of Arts Degree Requirements

1. A minimum of 120 graduation credits.
2. *A minimum of 36 graduation credits in coursework satisfactorily completed at or above the 300 level.*
3. A minimum of 90 graduation credits in coursework defined as liberal arts and sciences.
4. A major consisting of 30-36 graduation credits which has been registered with the Education Department of the State of New York. *A minimum of 18 graduation credits in the major must be completed in coursework at or above the 300 level, of which 12 graduation credits must be completed in residence at State University of New York at Albany.*
5. *A maximum of 48 graduation credits with a single subject designation may be applied toward the degree requirements.*
6. A second field consisting of 18-24 graduation credits which must include a minimum of 9 graduation credits in coursework requiring one or more prerequisite courses or courses at or above the 300 level.
7. The second field requirements may be combined with the major requirements but the total may not exceed 60 credits.
8. Twenty-one credits in professional courses for the candidate desiring State Certification in Education. An added requirement for teacher certification is a course in Drug Abuse Education.

the literature stresses the desirability of discouraging an over-concentration in a single area of study. The requirements propose a maximum of 48 graduation credits with a single subject or departmental designation that may be applied toward the B.A. degree requirements. Allowing for more concentration within B.S. programs, the maximum was established at 60 credits.

The need for "depth" within the undergraduate experience is a common element of degree requirements. The Curriculum Committee, consistent with SUNY-Central's most recent thinking, believes that a portion of the major program must be devoted exclusively to what is defined as "upper-level" on this campus. Thus, 18 graduation credits in the major will be required in coursework at or above the 300 level. The Committee also felt that in order for a student to obtain a degree from this institution, 12 credits of coursework at or above the 300 level must be completed in residence. This latter requirement is currently in effect for major programs offered by the College of Humanities and Fine Arts, the College of Science and Mathematics, the College of Social and Behavioral Sciences, and the Graduate School of Public Affairs.

SEPTEMBER 11, 1978

ATTENDANCE ROSTER

J-S. VITAL

K. H. Gibson

~~Ed Schmidt~~

Ellie Becker

David Weintraub

Edward Klein

Robert Maxart

Mark Stollar

~~Sheryl Ruffoff~~

Dee Dee Day

Deborah Raskin

Wm K. Bens

Donald Bishko

Barbara Rice

Karen Wittenbag

Joseph W. Marchant

Murray B Phillips

B B Martin

~~Jan B. Judd~~

Louis R. Salovey

LEW SPWELCH

Frank Pogue

JR Tompkins

Donald Ben

R. Hardt

M. I. Burger

George E. Mantz

H. Rauer

Shoshone A. Greenberg

B Bertha Wakai

~~Donald Jones~~

Paul W. Wallace

Robert L. Moore

~~Ed Scallon~~

~~John P. King~~

(for C. Tralton)

Linda C. Lerner

Mark Borkowski

Craig B Keith

Ja Ruedel

Hugh Hill

Eric Edward

Alex Shane

John Hartigan

Jim Martin

Patric Fote

Joan M. Smith

~~Don G. Johnson~~



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

DATE: October 9, 1978

TIME: 3 p.m.

LOCATION: CC Assembly Hall

A G E N D A

1. Approval of Minutes
2. President's Report
3. Council & Committee Reports
4. New Business
5. Adjournment



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

Minutes of October 9, 1978

ABSENT: S. Bank; M. Bers; D. Birn; D. Bunis; E. Cowley; S. Cox; B. Cronin; D. Day; C. Edwards; E. Edwards; E. Garber; R. Garvin; R. Hardt; C. Izzard; G. Klima; P. Meadows; D. Neilsen; R. Nirenberg; F. Pogue; G. Purrington; M. Range; W. Reese; B. Rice; L. Salkever; C. J. Schmidt; J. Scott; M. Shipp; C. Tarlton; J. Uppal; B. Vonnegut; P. Wallace; L. Welch

The Chairperson called the meeting to order at 3:10 p.m. in the Campus Center Assembly Hall.

1. Approval of Minutes

Senator Wakin moved approval of the Minutes of September 11, 1978; motion seconded. The Minutes were approved.

2. President's Report

Budget - The Supplemental Budget was passed last week. The budget for this University Center provided funds for the Center for Women in Government. The Center is associated with the Graduate School of Public Affairs and the one-year appropriation from the Legislature will augment the work of the Center.

The President stated that he does not anticipate any major increases in funds for higher education in next year's budget. Any increases will be minimal at best.

Enrollment - The President distributed a chart comparing Fall 1978 enrollments with budgeted goals. He noted that the figures in the chart represent a healthy picture for SUNYA. Enrollment figures for SUNYA will likely remain stable for the next few years.

3. Council & Committee Reports

Executive Committee - Senator G. Martin moved approval of the list of appointments contained in the Executive Committee report; motion seconded by Senator Wakin. Motion approved by majority vote.

The Chairperson announced that Bruce Marsh, Chairperson-Elect of the Senate, has resigned. An election to fill the vacancy on the Executive Committee will be held at a special meeting on October 30, 1978.

3. Council & Committee Reports--contd.

A meeting will be held on Friday, October 6, with graduate student representatives from all the schools and colleges. It is hoped that this meeting will result in nominations to fill the graduate student vacancies on the Senate councils.

Undergraduate Academic Council - Senator Cannon, Chairperson of the Council, reported that the undergraduate program in environmental studies will be presented to the Senate for action at the October 30 meeting.

Some of the matters which may be discussed by the UAC this year are: plus-minus grading; incomplete grades; requirements for graduation with honors; review of special talents admissions; review of six interdisciplinary majors with the intent of converting them to regular university-offered majors; honors program in political science; competency-based teacher education; definition of upper-level courses; review of departmental programs; review of the report of the Special Committee on Writing; review of the policy on faculty-initiated interdisciplinary majors; and review of the report of the Special Committee on Undergraduate Education.

Student Affairs Council - The Chairperson reported that the Council is meeting regularly and that the subcommittees are beginning their work.

There being no new business to come before the Senate, Senator G. Martin moved to adjourn. The motion was seconded and approved by majority vote. The meeting was adjourned at 4:05 p.m.

REPORT TO THE SENATE

FROM: Francine Frank, Chairperson
Senate Executive Committee

DATE: October 9, 1978

FOR ACTION

Appointments

- EPC - Mike Faber (Junior, Public Affairs)
Michelle Vass (Senior, Business Administration)
- UAC - Sandy Blitz (Sophomore, Public Affairs/Economics)
Jim Mitchell (Junior, Social Studies)
- GAC - Robert Sanders (Associate Professor, Rhetoric & Communication)
to replace R. Michael Range
Robert Bowgley (Senior, Political Science/Rhetoric)
- Research - Marc Maxin (Senior, Psychology/Chemistry)
- CPCA - Jerry McDonald (Senior, Sociology/Biology)

FOR INFORMATION

The Senate has invited Paul T. Veillette of the NYS Division of the Budget to address an open Senate meeting on November 6, 1978. Mr. Veillette will speak on the topic of higher education financing in New York State.

COMPARISON OF FALL 1978 ENROLLMENTS
WITH BUDGETED GOALS

Data as of September 26, 1978
(Final Data Not Available Until Mid-October)

	ACTUAL, FALL 1978		
	Full-time	Part-time	Total
FIRST-TIME UNDERGRADUATES:			
Freshmen (01)	2,230	9	2,239
Special Students (40)	0	10	10
General Studies (15)	61	344	405
Total	2,291	363	2,654
Budget Goals	2,004	391	2,395
Shortfall(-) or Overenrollment(+)	+ 287	- 28	+ 259
NEW TRANSFER UNDERGRADUATES			
Matriculated Transfers (01-04)	903	24	927
Visiting Students (30,31)	51	11	62
Total	954	35	989
Budget Goals	897	23	920
Shortfall(-) or Overenrollment(+)	+ 57	+ 12	+ 69
NEW GRADUATE STUDENTS			
Graduate Studies (20)	588	586	1,174
General Studies (18)	11	141	152
Total	599	727	1,326
Budget Goals	760	598	1,358
Shortfall(-) or Overenrollment(+)	- 161	+ 129	- 32
CONTINUING UNDERGRADUATES:			
	6,238	585	6,823
Budget Goals	6,440	609	7,049
Shortfall(-) or Overenrollment(+)	- 202	- 24	- 226
CONTINUING GRADUATES:			
	1,168	2,019	3,187
Budget Goals	1,135	2,113	3,248
Shortfall(-) or Overenrollment(+)	+ 33	- 94	- 61
TOTAL ENROLLMENT			
Undergraduate	9,483	983	10,466
Graduate	1,767	2,746	4,513
Total	11,250	3,729	14,979
Budget Goals	11,236	3,734	14,970
Shortfall(-) or Overenrollment(+)	+ 14	- 5	+ 9

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

1978-1979 Membership

(The term of an elected Senator ends on June 30
of the year in parentheses after the name.)

EX OFFICIO SENATORS

Vincent O'Leary, President of
State University of New York
at Albany

David Martin, Vice President
for Academic Affairs

John Hartigan, Vice President
for Finance and Business

Louis Salkever, Vice President for
Research & Dean of Graduate Studies

Lewis Welch, Vice President
for University Affairs

C. James Schmidt, Director of
University Libraries

Charles Edwards, Representative
to State-wide SUNY Senate

Phillip Tompkins, Representative
to State-wide SUNY Senate

_____, Representative
to State-wide SUNY Senate

Donald Bishko, Past Chairperson
of the SUNYA University
Senate

ELECTED SENATORS

Elected: At Large

Peter Benedict (1979)
Geology

Edward Cowley (1979)
Art

Patrick Foti (1979)
Admissions

~~Bruce Marsh (1979)~~
~~Physics~~

••• Morris Berger (1980)
EPPI

••• Kevin Burke (1980)
Geology

George Martin (1980)
Mathematics

••• Louise Tornatore (1980)
Psychology

Donald Bunis (1981)
Registrar's Office

Robert Gibson (1981)
CUE

James Riedel (1981)
Political Science

Jon Scott (1981)
Atmospheric Science

Elected: Education

Harold Howes (1979)
Counseling

Barbara Mowder (1979)
Educ. Psychology

Dennis Nielsen (1980)
EPPI

Murray Phillips (1979)
EPPI

• Gordon Purrington (1980)
EPPI

••• Bertha Wakin (1980)
Business Education

Elected: Undergraduate Students (All terms are for one year.)

Ellie Becker	Lori Gastwirth	Linda Lerner
Mark Borkowski	Jackie Gelb	Bob Maxant
Mitch Canter	Ted Greenberg	Bob Moore
Steven Cox	David Gross	Debbie Raskin
Bruce Cronin	Hugh Hill	Sheryl Rubloff
Dee Dee Day	Ed Klein	Mark Stollar
Eric Edwards	Craig Keith	David Weintraub
	Mark Lafayette	

Elected: Graduate Students (All terms are for one year.)

APPOINTED SENATORS

Law
Melvin Bers
Economics

Neil Brown
Student Affairs

Richard Hall
Sociology

Robert Meyers
Philosophy

* Ricardo Nirenberg
Mathematics

Frank Pogue
African & Afro-American
Studies

Alex Shane
Slavic Studies

David Shub
Biology

John Shumaker
Humanities & Fine
Arts

COUNCIL ON EDUCATIONAL POLICY--contd.

Member, Conference of Deans: Seth Spellman, Social Welfare

Teaching Faculty: Al Cali, EPPI
Norman Greenfeld, Psychology
*Robert Hardt, Criminal Justice
*Robert Meyers, Philosophy
*Ricardo Nirenberg, Mathematics
*Ernest Scatton, Slavic Studies
Susan Sherman, Social Welfare
*David Shub, Biology
*Jogindar Uppal, Economics
*Karen Wittenborg, University Library

Non-Teaching Faculty: Vernon Buck, Educational Opportunity Program
*Robert Gibson, Center for Undergraduate Education
Wendell Lorang, Institutional Research

Undergraduate Students: *Eric Edwards
*Linda Lerner
*Mark Stoller

Graduate Students:

GRADUATE ACADEMIC COUNCIL

Ex Officio: *David Martin, Vice President for Academic Affairs
*Louis Salkever, Dean for Graduate Studies

Teaching Faculty: Dorothy Christiansen, University Library
Arthur Collins, English
*Richard Hall, Sociology
Leonard Lerman, Biology
Robert Pruzek, Educ. Psychology & Statistics
Dean Snow, Anthropology
*Charles Tarlton, GSPA

Non-Teaching Faculty: Duncan Blanchard, ASRC

Undergraduate Student:

Graduate Students:

COUNCIL ON RESEARCH--contd.

*John Shumaker, Humanities & Fine Arts
*Bernard Vonnegut, Atmospheric Sciences/ASRC
Marguerite Warren, Criminal Justice
Gary Yukl, Business

Non-Teaching Faculty: John Tuecke, Computing Center
Peter Wissel, Center for Governmental Research

Undergraduate Students: _____

Graduate Students: _____

STUDENT AFFAIRS COUNCIL

Ex Officio: *Neil Brown, Dean for Student Affairs

Teaching Faculty: *Peter Benedict, Geology
Michael Motta, Physical Education
*Barbara Mowder, Educ. Psychology & Statistics
Anne Shaffer, University Library
Walter Zenner, Anthropology

Non-Teaching Faculty: Barbara Bodner, Student Accounts
*Donald Bunis, Registrar
Carlos Cupril, Educational Opportunity Program
Patricia Snyder, Residence

Undergraduate Students: *Mark Borkowski
*Dee Dee Day
*Ted Greenberg
*Ed Klein
*Mark Lafayette
*Debbie Raskin

Graduate Students: _____

UNDERGRADUATE ACADEMIC COUNCIL

Ex Officio: *David Martin, Vice President for Academic Affairs
Helen Desfosses, Dean of Undergraduate Studies

Teaching Faculty: *Harold Cannon, Business
*Eugene Garber, English
Helen Horowitz, Economics

10/9/78

ATTENDANCE ROSTER

H. Bakham

FRANK

Mark Stollar

Ed Klein

David Weintant

Barbara Menden

Jackie Delt

Deborah Raskin

Don Bishop

Burhan Hakim

Travis Donatore

Dave Gross

MARK BORKOWSKI

Robert Maxant

Karen Wittkeberg

Dana Marti

V. O'Leary

Ellie Bepko

Sheryl Rueloff

Joseph Mouchard

Robert Kess

Alex Shane

Patricia Foti

~~Paul [unclear]~~

Lie C. Brown

Mitch Canter

Mark Labayette

~~Paul [unclear]~~

Harold Howes

Therese A. Greenberg

Joan Savitt

~~Robert [unclear]~~

Harold L. Cannon

Robert Moore

George C. Wanta

Murray D. Phillips

B. Phipkin

John Hartigan

M. I. Berger

R. Nelson

K. C. Woteling

L. Castinich

~~Paul [unclear]~~

RE Sands

Craig B. Keith

Nancy S. Hegner

10/9/78

ATTENDANCE ROSTER

J. Benedict
W. Benedict

D. Shub

R. Meyers

Linda Lerner

John W. Shumaker

Ernest Scatton

Hugh Hill



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

DATE: October 30, 1978

TIME: 3 p.m.

LOCATION: Lecture Hall 23

A G E N D A

1. Approval of Minutes
2. President's Report
3. Council & Committee Reports
4. Election of Chairperson-Elect
5. New Business:
 - 5.1 Proposal for an Undergraduate Major in Environmental Studies - Undergraduate Academic Council
 - 5.2 Proposal to Convert the Interdisciplinary Major in Chinese Studies to a University-offered Major - Undergraduate Academic Council
 - 5.3 Other
6. Adjournment



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

Minutes of October 30, 1978

ABSENT: M. Berger; M. Bers; D. Bunis; E. Cowley; C. Edwards; J. Gelb;
R. Hall; R. Hardt; J. Hartigan; N. Hegner; ~~E. Martin~~; J. Morehead;
B. Mowder; D. Neilsen; R. Nirenberg; V. O'Leary; M. Phillips;
F. Pogue; G. Purrington; R. Sanders; L. Salkever; C. J. Schmidt;
D. Shub; J. Shumaker; C. Tarlton; P. Tompkins; J. Uppal.

The meeting was called to order at 3:10 p.m. in Lecture Hall 23 by the Chairperson, Francine Frank.

1. Approval of Minutes

The Minutes of the October 9, 1978 meeting were approved as distributed.

2. Council & Committee Reports

2.1 Written reports were submitted by the Council on Educational Policy, the Undergraduate Academic Council, the Student Affairs Council, and the Council on Research.

2.2 Executive Committee Report

The appointment of Constance Durant (Graduate Student - Sociology) to the Graduate Academic Council was approved.

The Chairperson reminded the Senators that a special meeting of the Senate would be held on November 6. Paul Veillette of the NYS Division of the Budget will speak on the financing of higher education in New York State.

The Executive Committee and the Senate will sponsor an open meeting on the up-coming union election. Representatives from both unions and a representative for the "no representation" viewpoint will have an opportunity to present their arguments. The meeting will be held on November 29 in the Campus Center Ballroom.

2.3 Council on Promotions and Continuing Appointments

The Council has elected Paul Wallace as Chairperson and the Council is meeting on a regular basis.

2.4 Library Council

Senator J. Riedel, Chairperson of the Library Council, reported

5. Chinese Studies Proposal---contd.

Senator Cannon noted that SUNY Central Administration has suggested that all interdisciplinary programs in existence for more than five years be converted to regular university-offered programs.

Senator D. Martin stated that adoption of the proposal would have no effect on resources and would require no increase in faculty or support.

Question called.

Motion approved unanimously.

6. Drop Policy

6.1 Senator D. Weintraub moved the adoption of the following:

Whereas, many students were forced to make a decision on whether or not to drop a course without the benefit of some type of evaluation to guide their choice; and

Whereas, in developing the current drop policy, it was the clear intent of the University Senate of the State University of New York at Albany that such an evaluation should be available to every student; and

Whereas, the current situation is unfair to the students described above:

Be it resolved that the University Senate of the State University of New York at Albany is deeply concerned about this problem; and

Be it further resolved that the Senate intends that such a situation will not occur in the future; and

Be it further resolved that the Senate requests the President of the University to investigate and execute a procedure of proper recourse for those students described above, preferably by an extension of the drop deadline for those students; and

Be it further resolved that copies of this resolution be sent to President O'Leary, all members of the faculty, the Student Association, and the Albany Student Press.

Motion seconded.

REPORTS TO THE SENATE

FROM: Robert Gibson, Chairperson
Council on Educational Policy

DATE: October 30, 1978

For Information

The Council received and accepted a proposal outlining the planning/budgeting process at SUNYA. Using a flow chart, President O'Leary explained the sequence of this process, highlighting the role of the EPC and its committees. The Council also endorsed an outline of the process for approving new academic programs and new research and planning centers.

At our next meeting we will be discussing means by which the University can best address the issue of improvement of undergraduate teaching.

For Action

None

FROM: Harold Cannon, Chairperson
Undergraduate Academic Council

DATE: October 30, 1978

For Action

1. A proposal for an undergraduate major in environmental studies (see attached resolution).
 2. A proposal to convert the interdisciplinary major in Chinese studies to a University-offered major (see attached resolution).
-

FROM: Stephen DeLong, Co-Chairperson
Council on Research

DATE: October 30, 1978

For Information

At a special meeting held on October 13, 1978, the Council on

explain the basis for their rejection. These steps are consistent with University guidelines for Affirmative Action.

- (2) This statement, signed by the project director or supervisor, and accompanying material should be submitted to the appropriate chairperson (or director) and dean, each of whom should indicate by approval or disapproval of the appointment her/his judgment of the fairness of the hiring practice.
- (3) Detailed review of the requested exemption should be made by a standing committee of no fewer than three members (to be established) of the Council on Research (or perhaps the Council on Academic Freedom and Ethics). This committee will base its recommendation on the apparent suitability of the nominee for the job, the relative qualifications of other interested candidates, and other extenuating job-related circumstances.
- (4) The report of this committee review and its recommendation should be forwarded to the Vice President for Research for research-grant appointments or the Vice President for Academic Affairs for University accounts for final decision.

Background

The Council considered this subject at three meetings in September and October. Vice President Salkever and Mr. Frank Lucarelli of the Office for Research explained recent events stemming from the HEW audit at the Office of Sponsored Funds and the necessity of having a university policy on the subject.

Mr. Lucarelli also surveyed a number of other institutions to determine if there were established guidelines or policies that would be useful in our discussion. The definition of "family member" in Section I is taken directly from the Stony Brook policy statement.

Discussion and Rationale

We believe that our recommendation and its suggested implementation provide a practical procedure to minimize discrimination in hiring on the basis of factors unrelated to job performance, to satisfy the HEW mandate, and to protect the interests of individual project directors and the University as a whole.

We are also concerned that the procedure not impose an unnecessary burden on project directors, supervisors, or the reviewing officials and committee. Mr. Lucarelli indicated that the number of potential

REPORT TO THE SENATE

FROM: Robert Pruzek, Co-Chairperson
Graduate Academic Council

DATE: October 30, 1978

The Graduate Academic Council has met four times this semester, August 30, September 14, September 28, and October 12, 1978. The regular meeting time for the Council is 2 p.m. on Thursdays.

At our first meeting, the Council elected three officers: Charles Tarlton (GSPA) and Robert Pruzek (Educ. Psychology) as Co-Chairpersons and Louis Salkever (Graduate Studies) as Secretary. In addition, the GAC appointed an ad hoc committee to recommend slates of candidates for the GAC subcommittees. Dorothy Christiansen (Library) was appointed to chair this committee. Duncan Blanchard (ASRC) and Charles Tarlton agreed to assist her.

At the second meeting of the GAC on September 14, approval was given to the report of the nominating committee and to the question of who should be asked to serve as liaison to the different committees of the Council.

At the second meeting the Council also discussed the major issues the GAC would be facing this year. Special attention was given to the idea of improving communications between the Council and the Senate and its Executive Committee and the possibility of soliciting concerns about graduate education on this campus.

At the September 28 meeting of the GAC, the standing committees were approved with some minor changes to accommodate the fact that several people declined to serve. Perhaps some more systematic way can be found to identify people willing to serve on committees so that the GAC, and others, can have as broad a base as possible from which to select committee members. We want to have the best people possible serving on our committees.

Following a discussion that Robert Pruzek had with Francine Frank and members of the Executive Committee, the GAC discussed some revisions in its charge. An alternative to section 1.4 of the charge has been forwarded to the Executive Committee for action.

On October 12, the GAC again considered the composition of its various subcommittees. Some changes were made to accommodate further declinations. The GAC agreed to have Dorothy Christiansen, together with the ad hoc committee on nominations, search out additional nominations for two committees and to report back at the next meeting. The GAC then discussed the charge to its Committee on SED Reviews of Doctoral Programs. That Committee was changed from an ad hoc committee to a standing committee and given four charges:

1. Examine the doctoral programs scheduled for SED review, and consult with the GAC concerning these programs;

REPORT TO SENATE

October 20, 1978

FROM: Ted Greenberg: Chairperson Student Affairs Council

FOR ACTION:

None.

FOR INFORMATION:

SAC has met four times since the beginning of the semester. Meetings are held every other week alternately Mondays at 4:00 in AD 123 and Thursdays at 8:30 in AD 129. The next meeting is November 2.

1. Membership on the student residence committee has been approved by SAC. Some of the areas into which the committee will be looking are the following: projection of housing needs in the future, Pittman hall, a review of the residence contract and a review of the selection process for Quad Coordinators, Dorm Directors and Resident Assistants.
2. The Committee on Student Conduct held its first meeting October 19. It was decided that the committee shall meet weekly. Currently four appeals are before the committee. A review of student guidelines is in the future.
3. The Financial Aids Committee met for the first time October 13. Most of the appeals already filed have been decided. Besides the appeals the committee is charged with policy review. No meeting schedule has been established.
4. The Dean's ad hoc committee to assist and evaluate the Potter Club has met weekly all semester. Two students and one faculty member from SAC are members of the committee. The committee is to send a recommendation to the Dean by February 1, 1979. Before March 1, 1979 SAC is to decide on rechartering the club.
5. The three other standing committees of SAC (Health Related Issues, Concerns of Special Students and Student Organizations) are still in formation. These committees hope to meet within the next few weeks.

FIRST BALLOT

CHAIRMAN-ELECT

Kevin Burke, Geology

SECOND BALLOT

CHAIRMAN-ELECT

THIRD BALLOT

CHAIRMAN-ELECT

FOURTH BALLOT

CHAIRMAN-ELECT

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Major in Environmental
Studies

INTRODUCED BY: Undergraduate Academic
Council

October 30, 1978

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the University Senate approve the attached proposal for an undergraduate major in environmental studies.
- II. That this proposal be referred to the President for approval.

Attachment

Proposal for an
Environmental Studies Program

October 1978

Recommendation for a Bachelor's Degree Program

A major in environmental studies is offered for the student with a serious interest in formal instruction and intensive study of the complex and inter-related world in which an industrialized society must exist. The knowledge and skills needed to understand the complex interactions between industrialized society and the natural resources of the earth are considered to cover a broader range than those needed for most undergraduate degrees. Consequently, the student must develop proficiency in two areas: first, the manner in which various components of the "natural" world are related to one another and how human society does and can beneficially exist within this setting; and second, a specific discipline which can be related to some aspect of our natural environment. The environmental studies program major, therefore, includes first, a core of integrative environmental studies courses which cross disciplinary bounds, and secondly, a disciplinary emphasis in one of those specific fields of study which are useful for the solution of environmental problems.

The problems of the environment cross all disciplinary lines, yet they must be understood and ultimately solved within a framework of components described in traditional terms. Understandings and competencies in basic disciplines must be possessed by anyone seeking to comprehend the intricacies of societal use of resources and space. Whether the student wishes to pursue qualitative or quantitative studies of the environment, high skill levels are needed in the physical, life, and social sciences, and law, as well as in the discipline of major interest. Thus, there is a core of courses which develop these necessary common skills, taken by all environmental studies students.

A major in environmental studies will lead to a B.S. degree whether the student wishes to concentrate on the science of environmental interactions or the social and policy aspects of environmental interactions.

Students may be involved in individual or group research projects as early as their sophomore year. Such projects, carried out under close faculty supervision, are considered an integral part of the program. All seniors must participate in a practicum in which there is group study and critical discussion of independent research projects.

The professional portion of the major consists of 24 credits. These credits comprise a common core of courses for all environmental studies students. The core courses develop skills in the many areas needed to work effectively in the natural environment and apply the knowledge in the social environment. Economics, law, philosophy, and ecology are woven together to form the basis for directed study of complex issues in the business and

There is clearly a need for an environmental studies major to obtain considerable breadth of study. To this end, it will be expected that students take a modest number of courses in fields of study other than the disciplinary emphasis or environmental affairs. It is expected that each student will have at least 12 credits in departments other than the one of the disciplinary emphasis and at least 12 credits in another college. The same courses cannot be used to fulfill these two expectations.

Environmental Studies Advisory Committee

Harry Hamilton, Atmospheric
Sciences (Chairperson)
Paul J. Fox, Geology
Paul Marr, Geography
Eugene McLaren, Chemistry
Margaret Stewart, Biology
William Stigliani, ASRC
James Vitale, Geography

Environmental Studies Core Courses

Env 101 Environmental Impact: Perception, Semantics, and Analysis (3 credits)

An examination of the ways in which society perceives the human environment and the impact of surroundings on its behavior; the philosophical and psychological considerations involved in factual knowledge, personal values, and aesthetic judgments; the logic of inquiry relating to the environment.

Env 182 (Eco 182) Economics and Environmental Policy 1 (3 credits)

The economics of public policies which aim at environmental control; the concepts of resource scarcity, externalities, and common property as they affect the role of the public sector in environmental control.

Env 201 Environmental Law (3 credits)

An introduction to law as it relates to societal use of land, other resources, and protection of the environment; the development and administration of public policy as expressed in law at local, state, and national levels; legal problems created by conflicting environmental interests.

Env 230 (Bio 230) People and Resources in Ecological Perspective (3 credits)

Introduction to ecosystems, soils science, and the distribution of natural communities; the study of the global population and the concomitant social implications for resource exploitation; a historical perspective on resource-oriented behavior.

Env 303 Environmental Legislative Workshop* (3 credits)

Intensive study of current New York State legislative proposals involving environmental topics; preparation of factual analyses of these proposals as information for the legislators and the general public. (Consent of instructor.)

Env 304 Environmental Impact Statements (3 credits)

History and principles of environmental impact assessment with review of selected EIS's; methods for EIS preparation with emphasis on understanding data and terminology; preparation of an EIS for a local project.

*Elective course

1, 2 student may choose between these pairs of courses

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Major in Chinese Studies

INTRODUCED BY: Undergraduate Academic Council
October 30, 1978

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the faculty-initiated interdisciplinary major in Chinese Studies be converted to a university-offered major as of the Fall 1979 semester with the following degree requirements:

Chinese Studies (B.A. degree): Combined major and second field sequence requiring a minimum of 54 credits distributed as follows:

Language (24 credits): Chi 101; 102; 201; 202; 300a; 300b or 310*

Literature: Nine credits to be selected from Chi 210; 211; 212; 310*

History (6 credits): His 379a and b

Fifteen credits as advised from three or more of the following groups:

- 1) Chi 220; 410; 421; 497
- 2) His 497**; 579
- 3) Phi 344; 440**; 497**
- 4) Eco 440; 497**
- 5) Soc 439; 497a** and b**

*Chi 310 can be credited either toward the language or the literature requirement, but not both.

**These courses will fulfill major requirements only when the topic is related to Chinese Studies.

- II. That this resolution be referred to the President for approval.

Chinese libraries, and the major Chinese centers in the New England area: Harvard, Yale, Columbia and Cornell. Off-campus activities and cooperative plans with the centers can be explored and developed. A formal degree program in Chinese Studies, once established, will also enable the host university to seek extra-mural support.

OBJECTIVES

The program, leading to a B.A. degree in Chinese Studies, provides solid and well-rounded training in Chinese language and literature, coordinates courses in Chinese history, philosophy and other sister disciplines that are integral to the Chinese major sequence, and offers opportunities for independent study and advanced work in the Humanities and the Social Sciences. Students are expected to become proficient in understanding, reading, speaking and writing modern Chinese, and at the same time generally informed in the areas of Chinese literature, history, philosophy, and other disciplines that are of special interest to the individual students as Chinese majors.

FACULTY

Kuan-I Chen, Professor, Department of Economics

Yu-shih Chen, Assistant Professor, Director of
Chinese Studies Program

*Lanny B. Fields, Assistant Professor, Department
of History

Robert M. Garvin, Assistant Professor, Department
of Philosophy

Tsoo-E King, Professor, Department of Chemistry

Nan Lin, Professor, Department of Sociology

Chi-Ree Sun, Professor, Department of Physics

Li-hua Yu, Lecturer, Chinese Studies Program

*Professor Lanny B. Fields has taught the Chinese history course from 1973-1978, and had been an active member of the Advisory Committee for the program. He recently left the university and the Department of History is now seeking a specialist in Chinese history to replace him. In 1978-1979, His 379a and b (History of China) is being taught by Mrs. Ro Lin Chu, an adjunct faculty member.

The above members of the faculty are original sponsors of Chinese Studies at SUNY at Albany as a faculty-initiated interdisciplinary major.

Music; Popular Entertainment - the Storyteller's
Art (Professor Iris Pian of Harvard University)

4. Exchange Program

The Chinese Studies Program and its Advisory Committee at SUNY at Albany is willing to coordinate interest on campus to promote possible faculty and student exchanges with the People's Republic of China. It is hoped that with support from the university administration, the first exchange of students and/or faculty can be realized in 1979-1980.

5. Extracurricular Activities

The Chinese Studies Program will continue to sponsor open houses, film showings, field trips to museums, Chinese music and dance performances, festive celebrations and picnics, as it has done in the past.

6. Staff

At present, the Chinese Studies Program has one full-time director, one three-fourths instructional support position, one teaching assistant, one half-time secretary, and student work-study help through the College of Humanities and Fine Arts. In Fall 1976, the program had two full-time and one half-time instructors, one teaching assistant, part-time secretarial help, and work-study students. Recent discussions between the program director and the Dean's office have resulted in an understanding that priority for the restoration of the three-fourths instructional support position borrowed from the program in the Fall semester of 1978 has been assigned for Spring 1979 so that the program may maintain its critical mass.

CURRICULUM

The degree requirements for the major in Chinese Studies are outlined on page 1 of this proposal.

Courses Offered Regularly

Chi 101 Elementary Chinese (5)

Introduction to the national language (Kuo-Yü). The emphasis will be on oral work including training in pronunciation (Mandarin), drill in structure, and analysis of the differences in approach to the expression of ideas in Chinese and English. There will also be some study of a limited number of ideographs selected on the basis of word counts. *Four classes, two laboratories each week.*

Chi 310 Introduction to Literary Chinese (3)

Introduction to classical Chinese. Basic grammar and reading of simple texts selected from early Chinese classics including Chuang-tzu and Records of the Grand Historians. Prerequisite: Chi 202 or consent of instructor.

Chi 410 Readings in Vernacular Literature (3)

Extensive readings in Chinese vernacular literature in classical and modern periods. Lecture and discussion conducted in Chinese.

Chi 421 Documentary Chinese (3)

Annotated selections from newspapers, magazines, and other non-literary documents. Texts largely in simplified characters now used in People's Republic of China.

Chi 497 Independent Study in Chinese (1-6)

Projects in selected areas of Chinese studies, with regular progress reports. Supervised readings written in the Chinese language. May be repeated once for credit when topics differ. Prerequisites: Chi 202 or the equivalent, and consent of department.

Supporting Courses Credited Toward the Major
in Chinese Studies

Chi 220 Chinese Calligraphy (3)

Practical instruction in the artistic design and the different styles of written Chinese with the traditional implements: brush, rice paper, ink plate, and ink bar. No knowledge of the language is required.

His 379a and b History of China (3, 3)

First session: a topical study of Chinese history from historic times to 1644 with particular emphasis on political, economic, and social developments. Second session: a topical study of modern Chinese history with emphasis on the strengths and weaknesses of the traditional state and the solutions which the Chinese developed in response to foreign aggression and internal disintegration. Either session may be taken without the other.

Eco 497 Independent Study and Research (2-6)

Guided study in selected topics. Prerequisite: 12 credits in economics. Can be repeated for credit to total of six credits.

(NOTE: Professor Kuan-I Chen will give special supervision and special attention to students majoring in Chinese studies who do not meet the 12-credit prerequisite.)

Soc 439 Special Topics in Sociological Theory (3)

An intensive examination of a specialized topic in the area of sociological theory. The special topic to be studied will vary from term to term and will be indicated by course subtitle. Course repeatable for up to nine credits under different subtitles. Departmental permission required for more than nine credits. Prerequisite: six credits in sociology and consent of instructor.

Soc 497a and b Independent Study in Sociology (3, 3)

Independent reading or research on a selected experimental, theoretical, or applied problem, under the direction of a faculty member. May be taken a second time for an additional three credits upon recommendation of the faculty supervisor and with approval of the department chair. Prerequisites: consent of department chair and instructor.

Preparatory and Enrichment Courses

The following courses are not credited toward the major, but are recommended to those students who may be contemplating Chinese Studies as their major, and to those who are already majoring in Chinese Studies but feel urged to further enrich their experience.

Hum 150b Cultural Diversity and the Human Condition (3)

A humanistically-oriented study of selected cultures and societies, focusing on continuity and change in the following: family; culture and religious values; art and nature; work and play; health-ecology-science and nature. Team-taught by university faculty, utilizing guest lecturers and international students as resource persons. The spring session focuses on China, Guatemala, and Iran. (Designed primarily for entering freshmen.)

Language Placement

Students with previous experience in Chinese will be placed in appropriate course levels on the basis of their language proficiency.

Mandarin Program

Qualified students are encouraged to participate in the SUNYA Cooperative Program at Nanyang University, Singapore, in intensive study of the Chinese language. The Mandarin teaching program in the Language Center of Nanyang University has the following course offerings: Mandarin 101, 102, 201, 202, 301, 302, 401, and 402.

A student majoring in Chinese Studies is encouraged to study at the language center after having completed Chi 101 and 102 at SUNYA. Upon successful completion of one year's study at the center, students may receive 18 to 24 transfer credits applicable to their degree requirements at SUNYA.

Curriculum Development

The current program has a very solid language and literature core curriculum which is unparalleled in SUNY. It is also the only Chinese program within SUNY that offers an undergraduate degree. As of Fall 1978, the program acquired a new director, Dr. Yu-shih Chen, who is highly regarded in the Chinese field both for her research scholarship and for her resourcefulness in program development.

Since her arrival, innovative curriculum building and outreach programs are already underway. Members of the Advisory Committee, who have traditionally been active in their involvement with the program, have all expressed their continuing strong support by committing themselves to teaching component units of new proposed courses and to participating in outreach auxiliary programs. Professor Kuan-I Chen of the Department of Economics, Professor Robert Garvin of the Department of Philosophy, and Professor Nan Lin of the Department of Sociology, for example, will lecture in Hum 150 (Spring 1979) as well as in Hum/Chi 198 (Fall 1979). Professor Tsao-E King of the Department of Chemistry and Professor Chih-Ree Sun of the Department of Physics are designing a course in Science and Technology in China while assisting in the promotion of possible exchanges with the People's Republic of China.

The Chinese Studies program envisions three areas of course offerings in the next two years:

1. Language courses:

Regularly offered: Chi 101, 102, 201, 202, 300a, 300b, 410, 421.

Enclosure 1: Student Enrollment Figures spring 1976-fall 1978.

PROPOSAL FOR A COLLEGE MAJOR IN CHINESE STUDIES

September 22, 1978

THE UNIVERSITY AT ALBANY

CHINESE STUDIES PROGRAM: ENROLLMENT

<u>1975-1976</u>	Sun	Walton	Chung	<u>TOTAL</u>
1976 spring	Chi 421 (8)	Chi 102 (30) 202 (8) 330b (9)	Chi 210 (15) 220 (50)	120
<u>1976-1977</u>				
1976 Fall	Chi 300a (4) (Cw1)	Chi 101 (32) in two sect. 201 (10)	Chi 220 (54) (Cw1)	102 (not including Cw courses)
1977 spring	Chi 200 (90) 211 (21) 300b (4) 497 (13)	Chi 102 (20) 202 (18) Ling 499 (30)		196
<u>1977-1978</u>				
		Guilford		
1977 fall	Chi 220 (86) 211 (7) 410 (4) 497 (5)	Chi 101 (14) 201 (15) 300a (5)		134

1978 spring	Chi 220 (84) 212 (9) 421 (3) 497 (10)	Chi 102 (10) 202 (12) 300b (5)		133
<u>1978-1979</u>				
		Chen		
1978 fall	Chi 220 (88) 300a (12) 410 (4) 497 (8)	Chi 101 (21) 201 (5) 310 (12)		150 (as of Sept 8 '78)

Enclosure #1

Enclosure 2: Lists of Students Majoring in Chinese 1975,1976,1977,1978.

PROPOSAL FOR A COLLEGE MAJOR IN CHINESE STUDIES

September 22, 1978

CHINESE MAJORS 1975

Cohen, Mark A.	086-40-6731	Jr.
Coleman, David B.	263-11-3428	Sr.
Collins, Helen J.	020-30-5717	Sr.
Kohler, Daniel L.	114-46-8878	Sr.
Malmud, Hal R.	133-42-1355	Sr.
Marcus, Erica	091-44-3455	Fr.
Mylott, Mary Beth	071-46-8770	Jr.
Schor, Michele	131-40-6433	Sr.
Stein, Harrisse R.	131-40-7753	Sr.

THE UNIVERSITY AT ALBANY

CHINESE MAJORS 1976

Harig, Mary K.	125-50-8883	Sr.
Heft, Jeffery M.	115-38-7106	So.
Looker, Cynthia	118-50-9984	So.
Marcus, Erica	091-44-3455	So.
Mylott, Mary Beth	071-46-8770	Sr.
Pemble, Lawrence Russ	076-48-8986	So.
Silverbury, Elyse B.	102-52-0275	So.
Stulgaitis, Karen Ann	074-38-4930	So.
Tsui, Theresa K.	130-44-4535	Jr.

CHINESE MAJORS 1977

Barron, Susan D.	045-54-2598	Jr.
*Dempsey, Joseph R.	086-56-9001	Fr.
**Diamant, Veronica	144-42-2681	Jr.
Greifer, Bette S.	052-38-9298	So.
Harig, Mary K.	125-50-8883	Jr.
Jennings, Grant S.	049-52-3755	Fr.
*Kong, Robert C.	066-54-5256	Fr.
Lee, Henry Thomas	131-38-6605	Jr.
Looker, Cynthia	118-50-9984	Jr.
Marcus, Erica	091-44-3455	Jr.
**Mory, Edward Henry	101-40-7808	Jr.
Northridge, Victoria	114-46-7839	Jr.
*Pemble, Lawrence Russ	076-48-8986	Jr.
Silverberg, Elyse B.	102-52-0275	Jr.
Stulgaitis, Karen Ann	074-38-4930	Jr.

*Students who declared Chinese Studies as their major to the Director but their names do not appear on the registrar's list because: the student was abroad that year or the student neglected to register with the university.

**Students who take Chinese Studies either as a double major or a second major.

THE UNIVERSITY AT ALBANY

CHINESE MAJORS 1978

Barron, Susan D.	045-54-2598	Sr.
*Dempsey, Joseph R.	086-56-9001	So.
**Diamant, Veronica	144-42-2681	Sr.
Greifer, Bette S.	052-38-9298	Jr.
Harig, Mary K.	125-50-8883	Sr.
*Jennings, Grant S.	049-52-3755	So.
*Kong, Robert C.	066-54-5256	So.
**Kwan, Siu Mei	045-54-2598	Jr.
Lee, Henry Thomas	131-38-6605	Sr.
Looker, Cynthia	118-50-9984	Sr.
**Mory, Edward Henry	101-40-7808	Sr.
*Murai, Norio	076-54-6929	Nm.
**Pemble, Lawrence Russ	076-48-8986	Sr.
*Shen, Joseph	114-50-0025	Jr.
Silverburg, Elyse B.	102-52-0275	Sr.
Stulgaitis, Karen Ann	074-38-4930	Sr.

*Students who declared Chinese Studies as their major to the Director but their names do not appear on the registrar's list because: the student was abroad that year or the student neglected to register with the university.

**Students who take Chinese Studies either as a double major or a second major.

Enclosure # 2

Enclosure 3: Library holdings on Chinese Studies (1975 and 1978),
and 1978 Listing of Periodicals on China

PROPOSAL FOR A COLLEGE MAJOR IN CHINESE STUDIES

September 22, 1978

TO: Helen Sun, Chinese Studies
 FROM: Mina B. LaCroix, Bibliographer for the Humanities
 DATE: September 13, 1978
 SUBJECT: Number of volumes Relevant to Chinese Studies in the Library

Mina B. LaCroix

These figures are for volumes in the following call number ranges as of 12 September 1978.

		<u>No. of Volumes</u>
AC 149	Collected Editions	110
B 125-128	Philosophy	125
BL 1801-1975	Religion	150
DS 707-800	History	2275
GR 335	Folklore	28
HC 426-439	Economics	225
JQ 1500-1519	Politics & Government	125
LA 1131-1134	Education	50
N 7340-7349	Art	100
ND 1040-1049	Painting & Sculpture	75
PL 1001-3770	Language & Literature	1625
Z 3101-3109	Bibliographies	<u>65</u>
Total Volumes		4953
Approximate number of titles		2971

In checking the arithmetic on the memo of 15 April 1975 I have discovered a terrible error--the volume figure should have been 4241.

MBL:mhg

UNIVERSITY LIBRARIESPERIODICAL HOLDINGS IN THE FIELD OF CHINESE STUDIES

PER ASEA Yongu
DS v. 8 + (1965)+
1
A453x

PER Asia: Asian Quarterly of Culture and Synthesis
DS v. 1-4, 1951-1955
1
A4715

PER Asian Affairs
DS v. 57 + (1970)+
1
R62x

PER Artibus Asiae
N v. 1-21, v. 28 + (1925/26-1958, 1966)+
8
A75

PER Asia and the Americas
HF v. 18-46, (1918-1946)
3119
A5

PER Asia Major
DS v. 1-10 (1924-35)
501 New Series,
A65 v. 7, 13-19 (1959, 1967-76)

PER Asia Quarterly
DS v. 1 + (1971)+
501
A836x

PER Asian Economic and Social Review
HC v. 1 + (1976)+
411
A85x

PER Asian Economic Review
HB v. 6-9, (1964-1967)
9
A8

PERIODICAL HOLDINGS IN THE
FIELD OF CHINESE STUDIES

-2-

PER Asian Music
ML v. 6 + (1975)+
1
A834

PER Asian Perspective
DS v. 18 + (1975)+
514
A78

PER Asian Recorder
DS v. 7-8, 11 + (1961-62, 1965)+
1
A4747

PER Asian Studies Professional Review
LB v. 1-5, (1971-1976)
2301
A85x

PER Asian Survey
DS v. 1 + (1961)+
1
A492

MIC Asian Women, 1971
PER Reel 5
HQ
1101
H47x

PER Bibliotheca Orientalis
Z v. 1 + (1943)+
3001
B5

PER Bulletin of Concerned Asian Scholars
DS v. 4 + (1972)+
1
C55x

PER Business Asia
HC v. 1 + (1970)+
411
B868x

PER China Journal
DS v. 1 + (1969)+
701
C395

PER China News Analysis
DS 1966 + (issues missing)
777.55
C4469

PER China Pictorial
DS (1969)+
777.55
C447

PER China Quarterly
DS Oct/Dec (1966)+
701
C472

PER China Reconstructs
DS v. 17 + (1968)+
701
C643

PER China Report
DS v. 7 + (1971)+
777.55
C4484

PER China (Republic of China) Directorate -
HA General of Budget, Accounting. Monthly Bulletin of Statistics.
1701 v. 1 + (1975)+
C55x

PER China Today
DS v. 1-8 (1934-1942)
701
C635

PER Chinese Culture
DS v. 6 + (1965)+
701
C647

PER Chinese Economic Studies
HB v. 1 + (1967-68)+
9
C482x

PER Chinese Education
L v. 1 + (1968)+
11
C55x

PER Chinese Language Teachers Assoc.
P v. 6 + (1971)+
9
C49x

PER Chinese Law and Government
K v. 1 + (1968)+
3
H55x

PERIODICAL HOLDINGS IN
THE FIELD OF CHINESE STUDIES

-4-

- PER Chinese Literature
DS (1974)+
777.55
C45
- PER Chinese Sociology and Anthropology
HM v. 1 + (1968)+
1
C45
- PER Chinese Studies in History
HD v. 3 + (1969)+
801
C482x
- PER Chinese Studies in History and Philosophy
D v. 1-2 (1967-1969)
1
C54x
- PER Chinese Studies in Philosophy
B v. 1 + (1969)+
1
C55
- LIB Chung Hua Tu Shu Kuan Hsieh Hui Hui Pao
FLP v. 1-14 (1925-1940)
Z
673
C58x
- PER Chung Wai Wen Asueh
PL v. 1-12 (1972-1975)
2250
C55x
-
- PER Chung-Kuo Hua H Sueh Hui
QD Series 2
1 v. 2-8, 20 + (1955-1961, 1973)+
C785
- PER Ch'Ing Hua Hsueh Pao Tsing Hua. Journal of Chinese Studies
DS v. 6 + (1967)+
701
C483x
- PER Ch'Ing-Shih Wen-T'I
DS v. 3 + (1974)+
754
C5332
- PER Current Scene
DS (1971-1972)
701
C9

PER East and West
AP v. 3-14, 19 + (1952-1963, 1969)+
37
E22

PER Eastern Horizon
AP v. 6 + (1967)+
8
E23

PER Far Eastern Economic Review
HC v. 1-25, 51 + (1946-58, 1966)+
411
F18

PER Far Eastern Survey
DU v. 1-13 (1932-44)
1
F3

MIC Far Eastern Survey
PER v. 19-30 (1950-1961)
DU
1
F3

PER Issues and Studies
DS (1966)+
777.55
I77x

PER Jen Min Hua Pao
DS (Apr. 1968 - Mar. 1972)
701
J4

~~PER Journal of Asian Affairs~~
~~DS v. 1 + (1976)+~~
~~1~~
~~J637~~

PER Journal of Asian and African Studies
DT v. 1 + (1966)+
1
J66

PER Journal of Asian History
DS v. 1 + (1967)+
1
J67x

PER Journal of Asian Studies
DS v. 1 + (1941)+
501
F274

PERIODICAL HOLDINGS IN
THE FIELD OF CHINESE STUDIES

-6-

PER Journal of Chinese Linguistics
PL v. 2 + (1974)+
1001
J68

PER Journal of Chinese Philosophy
B v. 1 + (Dec. 1973)+
125
J68x

PER Journal of Oriental Studies
DS v. 1-3, 6 + (1954-56, 1961)+
501
H6

PER K'ao Ku
DS (1972-73)
715
K36x

PER Modern China
DS v. 1 + (1975)+
701
M64x

PER Monumenta Serica
DS v. 1-12 (1935-1947)
701
M6

PER Peking Review
DS v. 16 + (1973)+
701
P42

PER Quarterly Economic Reivew of China, Hong Kong, North Korea
HC (1953)+
426
A1
Q37x

PER Royal Asiatic Society of Great Britain and Ireland. Journal
AS (1922-39, 1956)+
122
L71x

PER Taiwan Industrial Panorama
HC (current year plus one)
497
F6
T35x

PERIODICAL HOLDINGS IN
THE FIELD OF CHINESE STUDIES

-7-

PER Taiwan Trade Monthly of the Republic of China
HF (April 1971)+
41
T28

PER Tsu Kuo
DS (1969)+
701
T77x

PER Tzu Yu Chung-Kuo Chih Kung Yeh
DS (1969)+
701
T79x

PER Wen Ti Yu Yen Chiu
DS (1968-1969)
777.55
W455x

PER Wen Wu
DS (1972-73, 1977)+
715
W44

MBL:il
9/19/78

UNIVERSITY LIBRARIES



STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue, Albany, N.Y. 12222

TO: Ling Chung
FROM: M. B. LaCroix *M. B. LaCroix*
DATE: April 15, 1975
SUBJ: Number of titles in support of Chinese Studies

These figures include titles in individual volumes, it does not indicate books which have more than one title per volume.

AC 149	Collected editions	65
B 125-128	Philosophy	65
BL 1801-1975	Religion	65
DS 707-800	History	1300
GR 335	Folklore	17
HC 426-439	Economics	98
JQ 1500-1519	Politics & Government	65
LA 1131-34	Education	33
N 7340-7349	Art	48
ND 1040-1049	Art	33
PL 1001-3770	Language & Literature	715
F 3101-3109	Bibliographies	48

2552 titles

approximately

10,208 volumes

Enclosure #3

/il

List of periodicals in SUNYA library (1975)

Academy of Sciences of China
American Oriental Society, Journal
Asia
Asia and the Americas
Asia Major
Asia quarterly
Asian Affairs
Asian Recorder
Asian Survey
Asiatic Research Bulletin
Asian Studies Professional Review
The Asian Economic Review
China Journal-East Asia Publication
China News Analysis
China Pictorial
China Reconstructs
China Report
China Today
The China Quarterly
Chinese Culture
Chinese Economic Studies
Chinese Education
Chinese Journal of Physics
Chinese Language Teachers Association Journal
Chinese Law and Government
Chinese Mathematics
Chinese Sociology and Anthropology
Chinese Studies in History
Chinese Studies in History and Philosophy
Chinese Studies in Philosophy
Ch'inghua hough pao

Current Scene

East and West

Eastern Anthropologist

Eastern Horizon

Economic Bulletin for Asia and the Far East

Far Eastern Economic Review

Far Eastern Survey

Harvard Journal of Asiatic Studies

Issues and Studies

Journal of Asian Studies DS/501/F274

Journal of Oriental Studies

London University, School of Oriental and African Studies

Quarterly Economic Review of China

Royal Asiatic Society of Great Britain and Ireland

Royal Central Asian Journal

Tsu Kuo 祖国

Wen ti yu yon chiu 问题与研究

Free China Weekly

Free China Review

Taiwan Industrial Panorama

Taiwan Trade Monthly of the Republic of China

Enclosure 4: A List of Chinese Language Tapes Currently Available
at The SUNY-Albany Language Laboratory

PROPOSAL FOR A COLLEGE MAJOR IN CHINESE STUDIES

September 22, 1978

De Frances Series

	Lessons	Hours
Basic Chinese	34	34
Basic Chinese Reader	17	17
Intermediate Chinese	46	46
Intermediate Chinese Reader	28	28
Advanced Chinese Reader	25	25
Speak Mandarin	20	10
Read Chinese	20	2
Primer of Newspaper Chinese	22	2
Chinese Reader	6	3
20 Lectures on Chinese Culture	20	10
Readings in Contemporary Chinese	26	13
Foundation Works for Mandarin Chinese	6	12
Chinese Dialogues	24	5

The following tapes are on order as of September 10, 1978

Read Chinese I (selected lessons. Recorded by Yu-shih Chen for her students special drills. On order)

Kung Yi-Chi (recorded by Yu-shih Chen on order) short story by Lu H Sun

"A Village Boy Withdraws From School" (A short story by Lao Hsiang, recorded by Yu-shih Chen, on order)

'Ya-p'o'" (An One-Act comedy by Ting Hsi-lin, recorded by Yu-shih Chen and assistants, on order)

Read Chinese Book One 15 lessons (recorded by Kenneth Huang at a slower reading than the original Yale tapes. On order.)

Enclosure #4

**Enclosure 5: Curriculum Vitae of Members of The Faculty Involved in
The Major Program**

Kuan-I Chen	Professor, Department of Economics
Yu-shih Chen	Assistant Professor and Director Chinese Studies Program
Helen Jon Collins	Teaching Assistant, Chinese Studies
Ro Lin Chu	Adjunct Instructor, Department of History
Lanny B. Fields	Assistant Professor, Department of History
Robert M. Garvin	Assistant Professor, Department of Philosophy
Tsoo-I King	Professor, Department of Chemistry
Nan Lin	Professor, Department of Sociology
Chih-Ree Sun	Professor, Department of Physics
Li-hua Yu	Lecturer, Chinese Studies

PROPOSAL FOR A COLLEGE MAJOR IN CHINESE STUDIES

September 22, 1978

RESOLUTION TO THE UNIVERSITY SENATE:

WHEREAS, many students were forced to make a decision on whether or not to drop a course without the benefit of some type of evaluation to guide their choice; and

WHEREAS, in developing the current drop policy, it was the clear intent of the University Senate of the State University of New York at Albany that such an evaluation should be available to every student; and

WHEREAS, the current situation is unfair to the students described above:

BE IT HEREBY RESOLVED that the University Senate of the State University of New York at Albany is deeply concerned about this problem; and

BE IT FURTHER RESOLVED that the Senate intends that such a situation will not occur in the future; and

BE IT FURTHER RESOLVED that the Senate requests the President of the University to investigate and execute a procedure of proper recourse for those students described above, preferably by an extension of the drop deadline for those students; and

BE IT FURTHER RESOLVED that copies of this resolution be sent to President O'Leary, all members of the faculty, the Student Association, and the Albany Student Press.

ATTENDANCE

Wm. L. Reese
 David J. Weintraub
 John Lipkin
 Mark Borkowski
 Lore Gross
 B. Vouropet
 Dede Day
 Hugh Hill
 Deborah Rastin
 Jeff Piz
 Miriam Shipp
 Karen Wittenborn
 Mitchell Carter
 Donald Birn
 Mark Stellan
 Steve Cox
 H. Baklan
 Harold L. Cannon
 AKA Don Bickel
 Bertla Makin
 Eric Elward

Barbara Rice
 Paul W. Wallace
 Robert Gibson
 Harold Howls
 Mark Szygott
 Robert M. Jan
 Theodore A. Greenberg
 Neil G. Brown
 Leri Castriotta
 Ellie B. Baker
 Linda C. Leone
 Robert P. Brown
 Cheryl Rubloff
 P. Benedick
 Kevin Runk
 Joseph H. Morehead
 Bruce Cronin
 Edward Klein
 J. Biedel
 M. Rang
 Shelton Bomb
 Kay C. Notaking

ATTENDANCE

- Ernie Scattar
- ~~Alex~~ Shane
- Bob Maxant
- George E. Ments
- Marc Miringoff
- Patrick Foti
- Louis Jambra
- Len Stahl
- Jon T. Scott ✓
- Craig Kitch
- Paul Meadows
- George Klunia ✓
- Joan N. Smith
- Eugene K. Garber
- Robert Meyers



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

N O T I C E

The Senate has invited Paul T. Veillette, Chief Budget Examiner of the NYS Division of the Budget to address an open Senate meeting on Monday, November 6, 1978. Mr. Veillette will speak on the subject of higher education financing in the State of New York.

All members of the University community are invited to attend this meeting. The meeting will begin at 3 p.m. in the Campus Center Assembly Hall.



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

R E M I N D E R

The University Senate will meet on Monday,
November 6, to hear Paul Veillette of the New York
State Division of the Budget. The meeting will
begin at 3 p.m. in the Campus Center Assembly Hall.

All members of the University community
are invited to attend this meeting.

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

Judith Kane
F.Y.E. - I've
arranged for a
reception to begin
@ 4:30. They will set
up in the back of the
Assembly Hall.
ALBANY, N.Y. 12222 *Jan*

September 27, 1978

Mr. Paul T. Veillette
Chief Budget Examiner
Education Unit
Division of the Budget
The Capitol
Albany, New York 12224

Dear Paul:

This is to confirm our conversation of yesterday morning at which time I invited you to speak to an open meeting of the University Senate at 3:00 p.m. on Monday, November 6, 1978. I asked you at that time to talk generally about higher education financing in the State of New York over the next several years as you see it, making whatever remarks would be of interest to a group of faculty members at a university center. I anticipate that we will have 90 faculty and perhaps 20 to 30 students. We could meet up to an hour and a half and I hope that you might join us at 4:30 p.m. for a short reception to meet the faculty and students who are at the meeting.

Professor Francine Frank is the Chairperson of the University Senate and she will introduce you as well as conduct the meeting. I hope you will feel free to bring whatever staff you would think appropriate for the meeting. May I suggest that we meet in my office at 2:45 p.m. and I will be happy to escort you to the meeting.

Sincerely,


Vincent O'Leary

cc: Professor Francine Frank



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

University Senate Meeting

November 6, 1978

GUESTS: Paul T. Veillette, Chief Budget Examiner, New York State Division
of the Budget

Joseph A. Fernandez, New York State Division of the Budget

Professor Francine Frank, Chairperson of the Senate, convened the meeting at 3:10 p.m. in the Campus Center Assembly Hall. President O'Leary was asked to say a few words of introduction.

Mr. O'Leary: Thank you. Paul decided to come out here this afternoon and announce that the State of New York will now support inter-collegiate athletics--especially the soccer team. For those of you athletically minded, it was what the Irish would call a grand day Saturday, a grand day.

Several people on the campus, a number of us, are engaged with the practical problems of financial resources for this campus; and last year we arranged for some seminars to take place by those who are concerned with the development of the financial resources of this campus, namely Paul Veillette, Joe Fernandez, and Eric Engler of the Division of the Budget, to talk with us a bit about the context of higher education support and finance in the State of New York, specifically as it relates to the State University of New York and to the extent possible, to the State

University of New York at Albany. We were less interested in the details of a given budget at that time and more about the general context, the climate, the forces at play in higher education financing. There were about twenty of us at that seminar which Paul conducted, Paul and Joe. We found it extremely useful in at least better understanding the climate of resource allocation in higher education in the State of New York. And this year what we did was to talk with the Executive Committee of the Senate and they suggested that rather than have that seminar with a relatively small group of us, twenty, to open it up to whomever would like to join that seminar or session--and here we are this afternoon.

Paul Veillette will be the lead-off speaker, he will be joined by his colleague, Joe Fernandez, who many of you know.

The first time I knew of Paul Veillette was, I guess it goes back to Chicago, where he was involved with things in criminal justice at that time. The Chicago Police Department under O. W. Wilson, was bringing the Chicago Police Department forthwith into the 17th century and...into the 20th century, and part of that involved utilization of modern technology and Paul was certainly a leader in that field and that department made remarkable strides. Coming to the State of New York, he got involved with an organization called NYSIIS for a while, setting up the entire criminal justice system in the State of New York. I guess it is now over in Executive Plaza, I'm not sure where it has moved to these days, or is

downtown Paul? Stuyvesant Plaza. And across the United States was very well known for the kinds of application of modern computer technology to that entire field. Paul then went on to the Budget Division where he rose until today he is Chief Budget Examiner and has specific responsibility for higher education in the State of New York, if not all education, as well as the arts if I remember. I think you will find Paul is also an occasional faculty member of the University, teaching in the School of Public Affairs. You will find him and his colleagues to be very knowledgeable about the areas of concern, of budgeting and finance forces in the State.

Let me say something on a more personal level and I mean this very genuinely; you will find Paul and his colleagues, all of them--if I were to use a string of adjectives I would use words like tough, confident, principled. They are very professional people. It doesn't mean that you are going to get what you really deserve--very tough bunch of people. Wrong at times--principled but wrong, but very honest. You know where you stand. And bring to it a high order of professionalism. I've worked with budget people in three states very intimately, and clearly these men and women of that Division represent a high order of professionalism. And I would also say to you, who must work in a very specific context. The world is a very, in many respects, proscribed

for them. Policies are set by others. But within that context I believe that each of the persons in the Division of the Budget is very sensitive to the realities of producing a quality university. It is a struggle within the organizational, legislative and bureaucratic organization, that is New York. But inevitably I think that all of these people have shown themselves to understand what higher education requires and to make, within the limitations of that process, be responsive to that.

With all of that I am delighted to introduce an old police colleague, a budget man of the first order, and a friend, Paul Veillette.

Mr. Veillette: Thank you Vince. You know we had a debate within my office concerning the football team and my assistant, Joe Fernandez, who has sometimes been uncharitably described as a "jock"--- right Joe?---Joe said I should open up my little talk here by congratulating SUNY-Albany on defeating Ithaca. The other faction of the office said that I should rather congratulate SUNY-Albany on being the first University Center to get a Phi Beta Kappa chapter. Now I, so I congratulate you on both.

I tell you that little story to show you that the Budget Division is not a monolithic group; that there are different points of view within it.

What I want to talk about, it is a very complex subject, the future of higher education financing. So what I'll try to

do is limit it to just a few points to give you the flavor of it and so you understand where we are coming from, and what we're facing, and what we'll all be facing together. Can you all hear me all right from that, going down and down. O. K. Thank you.

First let me talk about the context that we in the Budget Division have to approach higher education budgeting from. The first is--let me talk about two contexts. I'll keep this, you know, informal because I would really like to have questions afterward that Joe and I could answer for you, or try to answer for you. The first context Vince made a casual reference to, and that is we are not free agents at the Division of the Budget. We are literally surrogates for the Governor in carrying out his fiscal and management policies; and the Governor has made it clear that his first priority, assuming he is re-elected tomorrow, is to effectuate a tax decrease in '79-'80. This is partly in response to the "Proposition 13" fever that is sweeping the country because his opponent has made the same promise basically. But it is also in response more fundamentally to the fact that New York State is the highest-taxed state in the nation--state and local taxes combined in the continental United States, that is excluding Alaska. And that is putting the State of New York in a position, in the opinion of the administration, of being unable to retain industry and to attract new industry to New York

State; a factor of considerable consequence because New York, as you know, is a matured economy, one of the old states in the Union, and the Frost Belt generally is taking second place to the Sun Belt. New York State in the Frost Belt, just as some of the New England States, is experiencing difficulty in maintaining a healthy economic base. To help the economic base, of course, is something that affects us all. It affects the future of this campus over the long run in terms of being able to provide the necessary funds to maintain a quality operation.

So that is one of the contexts that we have to operate under in the Budget Division. How long will that stance last? Well, the prediction of the Director of the Budget, Dr. Miller, is that it will last at least another four or five years; and he is probably being conservative in saying that. It will probably last longer than that. It won't be austerity all that time; but it will at least be consolidation where we have to look at programs very carefully, make priority judgments, engage in trade-offs, make tough decisions. Not a pleasant world, but it is a world that we're a part of in the Budget Division and you people are equally a part of because the University is, you recognize better than I, doesn't belong to the University administrators, it does not belong to the Division of the Budget, it is really literally the people's University and we share the responsibility of keeping it healthy and qualitatively oriented.

The second context that we're faced with is predominant in higher education but not unique to it, and that is the enrollment decline that is predicted by everyone. There are no people who disagree with it. The enrollment decline that we'll experience in the 1980's. Approximately a 30% decline in the number of high school students who will go to college--the traditional college-going cohort--that will intimately affect the budgeting of every campus in the State University and City University systems. I want to talk just a little bit about that enrollment decline as the second major context that influences our judgments.

First, there is the 30% drop in the normal full-time student. Then people look for offsets to the 30% drop; and here's where frankly some wishful thinking enters into it. People think in terms of part-time students. That the women's liberation movement unleashes the housewife--the housewife who has been yearning to go to college part-time. So the 45-year old housewife will start assuming her second career when the kids are grown and leaving off for college. My wife happens to be in that position at this point in time so I speak about it with a certain sensitivity. Well, you know as a rule of thumb it takes three part-time students to create one full-time equivalent student. In my judgment there is no question that there is a lot of optimism in that stance of trying to rely on part-time students to offset that huge 30% drop. Well, the wishful thinkers also talk in terms

of the sibling effect. This is a rather new term, but the sibling effect--and this theory goes along these lines, that in our society in the United States, families vary one generation from another. There is the large family in one generation then it goes to the smaller family--that is the generation we are in right now--the next generation is the large family then it goes to the small family. It's a cyclic kind of thing. So they hope that the sibling effect will produce large families in the next generation, 1995 or so; so we will be back up to where we were in the late 60's to early 70's. That approach ignores some fundamental changes in social attitudes. It is certainly in conflict with the women's liberation movement effect which would be to more part-time students. So they have to wrestle trade-offs on this.

Well, then there is the group that yearns for a higher college-going rate because even though the number of students declines by 30% who are graduating from high schools, that the college-going rate might jump from 65% to 70% to 80%. Virtually universal, you know, higher education. That gets us into another policy thicket of open access, of standards for admission and that is another problem.

Then there is the group that hopes to off-set the 30% drop in the traditional college-going cohort by starting new programs that are imaginative and innovative. Of course, those are

the magic words. In the past new programs that were imaginative and innovative were, in fact most of them imaginative and innovative, but when you have a decline that is so sharp in the traditional college-going cohort, the programs may not best, at that point in time--let's say 1985 we are talking about--be imaginative and innovative. They may be mediocre. They may instead not be really suitable for higher education. There may be a question in the struggle to get FTE's, credit-bearing, that carry dollars within the budget process that courses will be offered in all kinds of areas that really don't deserve college-level accreditation. Now that is a fear. With those courses, of course, goes TAP and that brings bread to the students; with those courses and the FTE's they generate it brings money to the campus in the I & DR, instructional and departmental research, function.

Well, those are some of the hopes. There's more on the laundry list, but those are some of the hopes to offset the drop in the traditional college-going population. It raises some questions on roles which I'll get back to, you know, in a few minutes and it certainly raises some questions on faculty concerns. It raises questions on the proper nature of the university as a community of scholars but I'll get to that a little later.

Now the enrollment decline has other implications to it. One of which is that we must remember that only a portion of any

university's budget, public university budget, is related to FTE generation. That in the last four years or so, 40% of the budget increases have not been related to FTE's at all but rather to such things as OPEC, oil prices, cost of energy, general inflation. This is really where on this campus most of the additional money came from, you know, for university operations. And that is very significant because that really doesn't add to the quality of the enterprise at all. You know, if the Division of the Budget recommends additional funds for oil, you know, for the campus or for inflation, it doesn't buy any more books. It doesn't improve the academic quality. It doesn't do anything for the institution as a scholarly enterprise. All it does is stand still. But that essentially is one of the major factors in a period, and now I am getting back to the first condition of the context, of fundamentally austerity, consolidation, no new dollars. What new dollars are forthcoming have been, and probably will be for some time, primarily to stand still and to avoid the ravages of inflation and how that can affect quality.

Perhaps the major implication of this second context, the enrollment decline, is the capital program of the university. Now this university is virtually built if we forget--what is it John? the West Podium was on the drawing board some time back--but if we forget the West Podium for the moment, this campus is virtually built. But not all of the SUNY

campuses are built. There's SUNY-Buffalo which is half-built; there's Purchase which is 90% built; There's Old Westbury which is, God knows depending upon the way you define it, which mission you accept of Old Westbury--half built, three-fourths built, 25% built. Yet you've got a situation where in toto in the State University of New York, there will be more space, or there is more space now, than will be needed in 1985 by far. In toto in the Univeristy as a whole. Yet some of the campuses aren't fully built. They are in a state of inbalance. You may have the hard sciences buildings built, but not the soft sciences buildings on one campus. On another campus maybe the reverse. So you have to complete those campuses to make them viable whole enterprises. Yet throughout the SUNY system as a system, you will be over-built.

Now over-building, it ties in with what I said a few minutes ago. Buildings have to be heated. That's OPEC oil again.

You know, all sorts of inflationary costs that have to go to finance buildings; it has implications for tuition because the first claim on tuition monies from the students, by law, goes to pay off the debt service on the bonds. What's left over from that goes to the operating budget of a campus or of the university campuses as a whole. So that has implications for the increases in tuition, you know, over the years.

Well, all of this is interrelated to inter-sector problems in higher education in the future, creating tensions between

the private sector, or as they now like to call themselves, the independent sector, the independent sector and the two public sectors, SUNY and CUNY. I'll talk about that next. Let's first talk about the private versus the publics.

You know, the favorite word in describing governmental policy on the issue of private versus the publics is the word "balance", and every politician that I know of, and even almost all higher education officials in New York are in favor of balance between the private and public sectors. The problem is in defining balance. You know, as Plato once said when we begin any analysis we begin by defining our terms. So the question of defining balance is a difficult one.

We in the Budget Division define balance in terms of our budget recommendations. If in a given year, we recommend an increase in Bundy Aid, which we never really have done--- that has always been forced on us by the Legislature--- Bundy Aid is aid that goes to the private colleges--- if we recommend an increase in Bundy Aid and no increase in the University's budget, that is a statement on balance. It is a definition of balance, an operating definition of balance.

Well, theoretically, the State of New York has this unique system where the two public sectors and the private sector are all part of one system called the University of the

State of New York under the Regents. And I say that, that is a theoretical situation because in the world of de facto budgeting, it is really not treated as one system. It is treated as two systems: the SUNY/CUNY system as a public, inter-related process and then the private sector as, you know, as a separate thing. But the fact that it is officially, at least, one system forces the Division of the Budget and any governor and the Legislature to look at the funding for the private colleges. And here you can look at it one of several ways. You can look at it as we do in the Division of the Budget, namely in trying to achieve balance, namely how much support does the State give to the private colleges per student attending the private colleges. We regard that as a good measure.

Now on that measure the State of New York far and away exceeds any other state in the nation of the amount of state public funds given to the private colleges of the state. Whether those public funds come in the form of Bundy Aid, TAP, aid to private medical/dental schools, or special programs such as the recent grant to Syracuse University for their football stadium. But whatever measure used, we are far and away ahead of the rest of the nation.

Now on the other hand, the private college people don't like that measure. They'll say, on a per capita basis of the total population, New York State is way down there,

number twenty-seven--not number one. And it is true. On per capita aid for all of higher education, public and private, New York is down right in the middle of the nation, you know, number twenty-seven. But you see from our standpoint that is not a valid figure because that includes within it the fact that New York State has such a heavy percentage of its students minority, but a heavy percentage of its undergraduate students going to private colleges. And consequently that takes the mix and changes it in terms of the subsidy mix in contrast to California where, you know, 90% of the students are going to public universities. That figure, that approach is more valid to California than it is, you know, valid for New York.

In any event, the key figure in terms of aid per student for the private colleges, for students actually attending there, far and away is the leader in the nation.

Now this struggle between the privates and the two public sectors has been going on for some years on a rather subdued basis, heated up recently, you know, the last year or two. There was the famous meeting of rapprochement at the Rensselaerville Institute of Man and Science where they all tried to get together and develop a common strategy but it heated up during the last few years because of the fiscal crisis.

And the fiscal crisis leads to what our friends down at

the City University cannibalism, where one campus tries to get its share of the bread at the expense of the other campuses. That happens within the CUNY system. It also happens between the public and the privates. And they have a large lobbying group that is working very actively on the issue of cannibalism, if you will, to get more of the share for the private colleges.

So when this began developing, when we began seeing this, the Legislature began seeing that the way out of it seemed to be to give the aid to the student. It's called now TAP--the Tuition Assistance Program. And then let the student in a free market choose the college he or she wants to go to, based upon whether that college served the academic needs of the student, for quality of the college, and so forth and so on. All of the other factors that students use. And that way the State could sidestep the issue of favoring the privates or favoring the publics. And Assemblyman Costigan pushed this about five years ago, I guess, and it became state law.

On the surface it seems as if it is a simple solution with a certain amount of validity to it. But then when you get into the detailed analysis of it and discussion of it with the private and public people, you see that even there there are problems. For example, the private colleges will say to us that the Budget Division has

avored student aid over institutional aid—we favor TAP over Bundy following the Costigan philosophy. Yet, that doesn't make any sense they say to us because that assumes that the private colleges can remain healthy as institutions. The students are certainly not going to select a private college that's on the edge of bankruptcy as against a public university that is institutionally funded through the funding process of the State. So consequently, Bundy Aid must be increased to make this competition, to make the Costigan philosophy work in real life. And it's only fair, that's what they tell us.

They also say to us that because there is a ceiling on tuition assistance—\$1,500 it used to be for the lowest socio-economic group then it was raised to \$1,800 last year—that that covers all of the tuition for some socio-economic groups going to public universities but only part of that going to private universities. So again this program designed to equalize the publics and the privates, to have the free market place work, you know, a la Adam Smith, doesn't really work because it is not high enough. Eighteen hundred dollars should be higher.

Of course, their ideal solution is what former Governor Wilson advocated and that is that the public and private universities both should have the same level of tuition and then have a tuition assistance program that would be equally applied to them all, you see. A position

that has never been adopted officially in the state, but it is one that Governor Wilson used to privately talk about.

Now there are other problems in terms of a private/public balance of a budgetary nature. One is that this capital program expansion that I talked to you about a few minutes ago in terms of SUNY proper. That the State has no control over that at all in the private sector. None. They build whichever buildings they want to. And I recall a distinguished institution of higher learning, private, in downstate New York, I won't mention the name, but in downstate New York that was going bankrupt at one time and approached the Division of the Budget to have us buy one of their campuses, spending a vast amount of money for it, and turning it over to a public institution because they were going bankrupt and needed the money. And in the newspapers in the middle of that negotiation they announced that they were going to build a sports palace. How could they afford a sports palace. If they were a state university system, part of the State University system, that issue would have never come up.

But you see it raises the issue of more funding for the private colleges because they now regard themselves as public but independently controlled and meaning less funds for the public colleges because the privates regard them as public but governmentally controlled. You see, that is the distinction: they're all public

but some are independent and some are governmentally controlled. Without the kind of controls over new physical plants, you know, expansion into new programs, that are present in the public sector. They want the money to flow equally between the publics and the privates but no controls at all over the privates but controls over the publics.

Well, it raises questions of equity. It would take a little too long to go into here, you know, as to how those should be resolved but they do raise serious questions of equity.

O.K. A second factor, and this is the last one I really want to talk about, in terms of the future of higher education financing. An underlying issue is the relationship between CUNY and SUNY. Now this is a fascinating one because there are all different kinds of ways you can approach this problem. And I want to say here that the Governor of the State of New York and his opponent, his chief opponent Duryea, are both in favor of autonomy for City University and are against merger for City University and State University. So I talk in that context. But there're all kinds of ways of approaching this problem.

One way of approaching it, if you're a super-agency type, if you belong to that school of thought that believes in super-agencies, is to merge SUNY and CUNY into one vast,

monolithic system of higher education. Well, that has all kinds of ramifications to it. There're always those, of course, who don't believe in super-agencies, who see that they get created by people like Mayor Lindsay and they collapse four years later because the human capacity for management seems to be stretched to its upper limits and beyond in managing super-agencies. Then you have other problems however.

You have problems within such a vast system of power struggles among the various constituencies within the system. The fact that it is one system doesn't mean that every aspect of the system will get treated equally. You have the New York City power base concentrated; you have the upstate power base, SUNY, dispersed. If they are in one system or if they are separate, the political reality of that has its impact in a budgetary sense.

~~As you know, one definition of budgeting is conflict~~
resolution between and among power centers; and those power centers continue to exist whether they're part of one monolithic system or whether they're part of two systems. So really in this aspect of budgeting you have to get into political science and even political psychology to understand it. You know, it's not budgeting just dollars and cents with an accountant's point of view in it.

Another way of looking at the CUNY/SUNY relationship is to forget about governance entirely. Instead to think in terms of parity and equity between SUNY and CUNY in their funding. And that's the approach that we have been taking in the Division of the Budget, and I'll give you one example of that to reduce it from an abstraction to something concrete: the issue of student/faculty ratios.

When we first took over CUNY budgeting, two years ago, the presidents of the "big four" down at CUNY, you know, Queens, CCNY, Brooklyn, and Hunter, wanted to be regarded as university centers like Albany and Binghamton and be funded that way. Now any analysis though of the student composition, of the kinds of courses offered, or the level of instruction offered, showed really that those colleges were much closer, despite their prestige, particularly CCNY, they were much closer to the four-year colleges of SUNY than they were to Binghamton or Albany. Much, much closer. But they didn't want to be funded the way those colleges were funded. They wanted to be funded as if they were offering large numbers of doctoral programs which inherently get more funding with them. Well, we broke that by meeting with the presidents down there and saying that that's not a rational approach to budgeting, you're dealing in cliches, you're dealing

in nomenclature; you want to be called a center because of the prestige of the word center and the money you think comes with it but we should develop a budgeting system that meets your programmatic needs, that preserves quality at your colleges, for your unique missions, and not try to use the mold of a Binghamton or an Albany on a CCNY or a Hunter, which are very different kinds of institutions.

And so we talked to them about budgeting student/faculty ratios with a different approach, which I'll just talk about very briefly, using a different approach than we had used in the past. Namely to identify the disciplines at a campus by ten major categories, and develop student/faculty ratios for each of those disciplines and student/faculty ratios for each of the four levels of those disciplines: lower division, upper division, and the two graduate levels. And with that matrix of about 40 student/faculty ratios to apply those to the nature of the student body and the courses at each of the CUNY campuses and each of the SUNY colleges so that the faculty it would generate would meet the unique configuration of each college. And that way Albany would be treated differently than Binghamton; CCNY differently from the others. Each institution being treated uniquely depending upon its, the kind of courses it had and the mix of those kinds of courses and the kinds of students by level. And we went to the academic discipline approach to budgeting

which helped mightily in preserving parity and equity between SUNY and CUNY.

Those techniques, which bore most people, are the techniques that protect quality, you see. Let me give you a contrasting example. There is a distinguished figure in SUNY-Central--not the Chancellor, lower down--a distinguished figure in SUNY-Central who would love to have the campuses budgeted on the basis of so many dollars per student, \$2,500 per student or whatever the figure is. The difficulty with that is that the concept would have been good for SUNY ten, fifteen years ago. It would be disaster today. Because in a period of declining enrollment, and many SUNY campuses have the enrollment declining already--New Paltz 20% below its budgeted target--in that kind of situation if you have \$2,500 per student or \$3,000 whatever the figure turns out to be, and the enrollment declines sharply just simple mathematics raises the \$2,500 figure to \$4,000, \$3,500. So it looks as if they are being richly funded.

A budget examiner knows how to use that tool; you keep it at \$2,500 and give it a 6% inflationary increase and that means retrenchment on the campus. In other words, that technique for administrative flexibility--another phrase fraught with peril, requires definition, Platonian definition, before one even uses it--that kind of technique plays right into the hands of a green-eye

shaded budget examiner who is interested only in saving money, you see. And it is against the interest of protecting quality at the university. And yet this is advocated by a professional, vigorously advocated, in SUNY-Central.

Now there is a simple way out of this SUNY/CUNY relationship, given the Governor's policy stance, that is to leave them separate. Leave CUNY to pursue its unique mission. Concentrate on parity and equity. Concentrate on more sophisticated, intelligent ways of protecting quality in each of those segments and when it comes to governance, change the composition of the Board of Higher Education to add more gubernatorial appointees to it. Instead of merely 50%, make it 75%, make it 80%--whatever percent the State puts up in funding. The State puts up now 75% of the CUNY funds. It should follow that they should have 75% of the Board of Trustees membership.

Simple governance solution. Its very simplicity makes it unattractive. Its very simplicity makes it unattractive because people like to think that if there's more State money there then there should be an institutional merger between SUNY and CUNY. That doesn't follow.

Why, if we funded CUNY 100% and we funded SUNY 100%, why should they be one organization? We fund the State Health Department 100%; we fund the State Mental Hygiene

100%; we don't combine them into one organization. They're separate organizations for reasons of organization and management, for reasons of their mission and their purpose. So the real question of analyzing a SUNY and CUNY merger is to analyze from an organizational and mission standpoint what CUNY is all about, what SUNY is all about, and let the organizational structure flow from that rationality, and not flow from a sort of empire-building thinking that super-agency people tend instinctively to go for. Or oversimplistic concepts of organization that don't flow from the need of the mission.

Well, I get slightly impassioned on that issue because, and believe me, because I've never seen an analysis based upon need from which flowed organization which demonstrated why SUNY and CUNY should be merged. No one has ever done that analysis. Perhaps if they had done it in a rigorously professional way, it would make a convert out of a lot of people. But if anyone wants to have rationality in budgeting, they like to look for that kind of evidence first, of some thought and some rigorous analytical thinking.

O.K. The solutions to all of these problems where you have CUNY and SUNY, the privates versus CUNY and SUNY, CUNY and SUNY versus each other, the "big four" at CUNY versus the "little four" at CUNY, the Community

Colleges--whom I haven't even mentioned at all, that's another separate story--involved in the struggle, conflict resolution between and among power centers. Against that is a definition of budgeting where you have all of the other State agencies versus SUNY--the Mental Hygiene people want their share of the bread, so do the criminal justice people, so do the welfare mothers. It is a saying in budgeting that when the money gets tight the weak and the defenseless get cut and the affluent and articulate get it. It is almost Marxian--you know, the rich get richer and the poor get poorer. And the articulate and the affluent are you. I am looking at them right here, you people.

The welfare mother gets shafted, the prisoner gets shafted, the Mental Hygiene patient who can't articulate gets shafted, and this induces liberal guilt in the higher education community for most of them are liberals; it induces liberal guilt, but that's the way budgeting goes on in a period of austerity. The ones who can create the furor and unleash the 10,000 students and write articulate letters, none of whom are prisoners, or Mental Hygiene patients or mental retardates, or the poor welfare mothers who get their daily food allowance cut from \$1.10 to \$.95 you see. It happens that way.

Well all those factors have to be considered. Now what's the solution to it, and I'll wrap this up because I've talked a little longer than I intended to. The solution is very complex; this whole area is very complex so I'll be overly simplistic again and say, I'll just talk about two solutions.

One is to pursue, with a doggedness, rationality in budgeting. That should be particularly apt for higher education because people in higher education are supposedly dedicated to the pursuit of truth and rationality so we should all try to pursue together rationality in budgeting. Try to minimize the politization of budgeting, the reliance upon power which is always very transient and leads to what we have in elementary and secondary education--gross inequities between and among the school districts so that the Levittown decision has ruled what we're doing unconstitutional and rightly so.

But in the long run the health of the enterprise, rationality, this means formulas where formulas are appropriate. But the formula is not being regarded as absolute answers because the limitations of quantification budget are far more potent than their advantages, if they are treated as absolutes.

Formulas should be indicators, pointing a direction, a beginning point of discussion.

Intelligent policies--another aspect of rationality where you can't quantify something but where intelligent people sit across a table, discuss a problem, try to develop a policy stance for it and, in effect, it becomes a social contract between one power group and another power group. And you're a power group. Vince is the leader of a power group. The Budget Division is a power group even though it is a secondary power group serving the Governor. And he is a power. All power centers. But sitting across a table trying to develop a plan in the context of declining enrollment, of limited revenues, and of the various power relationships between and among the privates and publics, and CUNY and SUNY, and all the rest of these things. You say Ahh. But trying to rationally approach it, at planning ahead on it, and then the budgets unfold according to those understandings.

It is very difficult to do. It is very difficult to do and I've got a whole slew of examples on that from attempting to define peer institutions of the various campuses to try and see if they could serve as a model for budgeting in various SUNY campuses--to faculty distribution ratios--to models, mathematics models, of funding student services--mathematical models for funding plant and maintenance. There are all kinds of areas where an approach to systematic analysis of budgeting can be extremely helpful but where it should not be

regarded as absolutes, but as indicators, beginning points of discussion.

The second aspect of a solution is for people to take a fresh look at their roles. Each power center taking a fresh look at its role. Because, you know, when money was forthcoming in the late 60's - early 70's in carloads, we didn't have to worry about our proper roles. Money papered everything over. But if we're going to retrench-- and we're not talking about retrenchment in the 1979-1980 budget, I want to tell the fellow from ASP, we're not talking about that and I don't want to get anybody frightened about that--but if we're talking about retrenchment a few years ago at the University here, the question then becomes, in terms of role, who should do the retrenching? Should it be the Budget Division doing that retrenching or should it be the campus.

The answer then, I think it was a proper answer, was that the campus should do the retrenching. The Budget Division's proper role, because the survival of the State was at stake, was to take the money away from the campuses and say "here we're taking this amount of money from you, now you do your think and decide how you're going to retrench". The Budget Division made its decision based upon the total fiscal picture of the State. The campus made its programmatic decision based upon their academic knowledge and expertise. And the Budget Division avoided interfering

in what people could say is academic freedom or academic prerogatives at least.

The Regents--what is their proper role in a period of retrenchment? In a period of expansion the Regents had a simple role: the University would suggest a new program and the Regents would rubberstamp it and send it through without any analysis. The Regents would turn out their quadrennial master plan, generally mediocre, at least not a high level. It would not be Phi Beta Kappa. They did turn that out. In a period of consolidation and decline in enrollments that's not allowable any more. If the Regents aren't to do the master planning as they're statutorially required to do it, the quality must be there. It must face the issues and this makes tough decisions. Otherwise why have the Regents? Why have them involved in the master planning process for the University of the State of New York, including both the public and the private sectors. That becomes increasingly important.

They do do the doctoral reviews of the SUNY-Albany campus. Those must be done quantitatively. The creditability must be there. People must see that it is rigorous, qualitative analysis that is being done. And they must then later feed into the budgeting process. But their role is an academic and educational role; not the Budget Division's role you see.

O.K. The Governor's role--he has to think of his role. The Trustees' role--have to think of their role. And I am going to stop. I'm not going to analyze each of those roles in detail. You can think about them yourselves. Enough that I sensitize you to the fact that roles have to be examined. But you know the roles, people's consciousness of their roles have atrophied over the last fifteen years because of all that money that was available. You know, since the early days of the Rockefeller administration. And now people have to rethink those again; and a rethinking of the roles, paying particular attention to what are the proper limits on their behavior, as well as what are the opportunities that the responsibilities of that role engenders. You have to think of both.

We in the Budget Division have to think what is our proper role vis-a-vis the Governor and where do we stop so that we're not interfering in campus activities or in SUNY-Central's proper role. SUNY-Central is another area that has to think vigorously about its role because that has atrophied over the years as well. So that, you know, all of that has to be done.

The people at SUNY-Central and the people at the campuses in thinking of their role have to avoid trying to tread on the proper roles of the Budget Division and the Governor.

Because after all, the Governor is accountable to the people in the elective process and, if we have a civil religion in this state and the nation, it is called democracy and electoral accountability. And that civil religion that we in the Budget Division follow--our other kinds of religion are private--but the civil religion that we follow, accountability of the electoral process, is a powerful force in our society as much as academic freedom is on a campus.

O.K. Now all of that gives you the underpinings as we see it. The thoughts that go through our minds this time of year as we're wrestling with the budget process. It is not merely: they want 12 more faculty members, should we recommend to the Governor 12 or 9 or 10 or 0. It is not that. It has got to be fit into this kind of a context. Which is why budget examiners really, who are good budget examiners, have to be liberally educated first; technically educated afterwards. Superimposed on a liberal education. Because those underlying contexts are really what makes budgeting worthwhile and what makes it the art form that it really is.

I thank you.



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

University Senate Meeting

November 6, 1978

GUESTS: Paul T. Veillette, Chief Budget Examiner, New York State Division
of the Budget

Joseph A. Fernandez, New York State Division of the Budget

Professor Francine Frank, Chairperson of the Senate, convened the meeting at 3:10 p.m. in the Campus Center Assembly Hall. President O'Leary was asked to say a few words of introduction.

Mr. O'Leary: Thank you. Paul decided to come out here this afternoon and announce that the State of New York will now support inter-collegiate athletics--especially the soccer team. For those of you athletically minded, it was what the Irish would call a grand day Saturday, a grand day.

Several people on the campus, a number of us, are engaged with the practical problems of financial resources for this campus; and last year we arranged for some seminars to take place by those who are concerned with the development of the financial resources of this campus, namely Paul Veillette, Joe Fernandez, and Eric Engler of the Division of the Budget, to talk with us a bit about the context of higher education support and finance in the State of New York, specifically as it relates to the State University of New York and to the extent possible, to the State

University of New York at Albany. We were less interested in the details of a given budget at that time and more about the general context, the climate, the forces at play in higher education financing. There were about twenty of us at that seminar which Paul conducted, Paul and Joe. We found it extremely useful in at least better understanding the climate of resource allocation in higher education in the State of New York. And this year what we did was to talk with the Executive Committee of the Senate and they suggested that rather than have that seminar with a relatively small group of us, twenty, to open it up to whomever would like to join that seminar or session--and here we are this afternoon.

Paul Veillette will be the lead-off speaker, he will be joined by his colleague, Joe Fernandez, who many of you know.

The first time I knew of Paul Veillette was, I guess it goes back to Chicago, where he was involved with things in criminal justice at that time. The Chicago Police Department under O. W. Wilson, was bringing the Chicago Police Department forthwith into the 17th century and...into the 20th century, and part of that involved utilization of modern technology and Paul was certainly a leader in that field and that department made remarkable strides. Coming to the State of New York, he got involved with an organization called NYSIIS for a while, setting up the entire criminal justice system in the State of New York. I guess it is now over in Executive Plaza, I'm not sure where it has moved to these days, or is

downtown Paul? Stuyvesant Plaza. And across the United States was very well known for the kinds of application of modern computer technology to that entire field. Paul then went on to the Budget Division where he rose until today he is Chief Budget Examiner and has specific responsibility for higher education in the State of New York, if not all education, as well as the arts if I remember. I think you will find Paul is also an occasional faculty member of the University, teaching in the School of Public Affairs. You will find him and his colleagues to be very knowledgeable about the areas of concern, of budgeting and finance forces in the State.

Let me say something on a more personal level and I mean this very genuinely; you will find Paul and his colleagues, all of them--if I were to use a string of adjectives I would use words like tough, confident, principled. They are very professional people. ~~It doesn't mean that you are going to get what you really deserve--very tough bunch of people.~~ Wrong at times--principled but wrong, but very honest. You know where you stand. And bring to it a high order of professionalism. I've worked with budget people in three states very intimately, and clearly these men and women of that Division represent a high order of professionalism. And I would also say to you, who must work in a very specific context. The world is a very, in many respects, proscribed

for them. Policies are set by others. But within that context I believe that each of the persons in the Division of the Budget is very sensitive to the realities of producing a quality university. It is a struggle within the organizational, legislative and bureaucratic organization, that is New York. But inevitably I think that all of these people have shown themselves to understand what higher education requires and to make, within the limitations of that process, be responsive to that.

With all of that I am delighted to introduce an old police colleague, a budget man of the first order, and a friend, Paul Veillette.

Mr. Veillette: Thank you Vince. You know we had a debate within my office concerning the football team and my assistant, Joe Fernandez, who has sometimes been uncharitably described as a "jock"--- right Joe?---Joe said I should open up my little talk here by congratulating SUNY-Albany on defeating Ithaca. The other faction of the office said that I should rather congratulate SUNY-Albany on being the first University Center to get a Phi Beta Kappa chapter. Now I, so I congratulate you on both.

I tell you that little story to show you that the Budget Division is not a monolithic group; that there are different points of view within it.

What I want to talk about, it is a very complex subject, the future of higher education financing. So what I'll try to

do is limit it to just a few points to give you the flavor of it and so you understand where we are coming from, and what we're facing, and what we'll all be facing together. Can you all hear me all right from that, going down and down. O. K. Thank you.

First let me talk about the context that we in the Budget Division have to approach higher education budgeting from. The first is--let me talk about two contexts. I'll keep this, you know, informal because I would really like to have questions afterward that Joe and I could answer for you, or try to answer for you. The first context Vince made a casual reference to, and that is we are not free agents at the Division of the Budget. We are literally surrogates for the Governor in carrying out his fiscal and management policies; and the Governor has made it clear that his first priority, assuming he is re-elected tomorrow, is to effectuate a tax decrease in '79-'80. This is partly in response to the "Proposition 13" fever that is sweeping the country because his opponent has made the same promise basically. But it is also in response more fundamentally to the fact that New York State is the highest-taxed state in the nation--state and local taxes combined in the continental United States, that is excluding Alaska. And that is putting the State of New York in a position, in the opinion of the administration, of being unable to retain industry and to attract new industry to New York

State; a factor of considerable consequence because New York, as you know, is a matured economy, one of the old states in the Union, and the Frost Belt generally is taking second place to the Sun Belt. New York State in the Frost Belt, just as some of the New England States, is experiencing difficulty in maintaining a healthy economic base. To help the economic base, of course, is something that affects us all. It affects the future of this campus over the long run in terms of being able to provide the necessary funds to maintain a quality operation.

So that is one of the contexts that we have to operate under in the Budget Division. How long will that stance last? Well, the prediction of the Director of the Budget, Dr. Miller, is that it will last at least another four or five years; and he is probably being conservative in saying that. It will probably last longer than that. It won't be austerity all that time; but it will at least be consolidation where we have to look at programs very carefully, make priority judgments, engage in trade-offs, make tough decisions. Not a pleasant world, but it is a world that we're a part of in the Budget Division and you people are equally a part of because the University is, you recognize better than I, doesn't belong to the University administrators, it does not belong to the Division of the Budget, it is really literally the people's University and we share the responsibility of keeping it healthy and qualitatively oriented.

The second context that we're faced with is predominant in higher education but not unique to it, and that is the enrollment decline that is predicted by everyone. There are no people who disagree with it. The enrollment decline that we'll experience in the 1980's. Approximately a 30% decline in the number of high school students who will go to college--the traditional college-going cohort--that will intimately affect the budgeting of every campus in the State University and City University systems. I want to talk just a little bit about that enrollment decline as the second major context that influences our judgments.

First, there is the 30% drop in the normal full-time student. Then people look for offsets to the 30% drop; and here's where frankly some wishful thinking enters into it. People think in terms of part-time students. That the women's liberation movement unleashes the housewife--the housewife who has been yearning to go to college part-time. So the 45-year old housewife will start assuming her second career when the kids are grown and leaving off for college. My wife happens to be in that position at this point in time so I speak about it with a certain sensitivity. Well, you know as a rule of thumb it takes three part-time students to create one full-time equivalent student. In my judgment there is no question that there is a lot of optimism in that stance of trying to rely on part-time students to offset that huge 30% drop. Well, the wishful thinkers also talk in terms

of the sibling effect. This is a rather new term, but the sibling effect--and this theory goes along these lines, that in our society in the United States, families vary one generation from another. There is the large family in one generation then it goes to the smaller family--that is the generation we are in right now--the next generation is the large family then it goes to the small family. It's a cyclic kind of thing. So they hope that the sibling effect will produce large families in the next generation, 1995 or so; so we will be back up to where we were in the late 60's to early 70's. That approach ignores some fundamental changes in social attitudes. It is certainly in conflict with the women's liberation movement effect which would be to more part-time students. So they have to wrestle trade-offs on this.

Well, then there is the group that yearns for a higher college-going rate because even though the number of students declines by 30% who are graduating from high schools, that the college-going rate might jump from 65% to 70% to 80%. Virtually universal, you know, higher education. That gets us into another policy thicket of open access, of standards for admission and that is another problem.

Then there is the group that hopes to off-set the 30% drop in the traditional college-going cohort by starting new programs that are imaginative and innovative. Of course, those are

the magic words. In the past new programs that were imaginative and innovative were in fact most of them imaginative and innovative, but when you have a decline that is so sharp in the traditional college-going cohort, the programs may not be, at that point in time—let's say 1985 we are talking about—be imaginative and innovative. They may be mediocre. They may instead not be really suitable for higher education. There may be a question in the struggle to get FTE's, credit-bearing, that carry dollars within the budget process that courses will be offered in all kinds of areas that really don't deserve college-level accreditation. Now that is a fear. With those courses, of course, goes TAP and that brings bread to the students; with those courses and the FTE's they generate it brings money to the campus in the I & DR, instructional and departmental research, function.

Well, those are some of the hopes. There's more on the laundry list, but those are some of the hopes to offset the drop in the traditional college-going population. It raises some questions on roles which I'll get back to, you know, in a few minutes and it certainly raises some questions on faculty concerns. It raises questions on the proper nature of the university as a community of scholars but I'll get to that a little later.

Now the enrollment decline has other implications to it. One of which is that we must remember that only a portion of any

university's budget, public university budget, is related to FTE generation. That in the last four years or so, 40% of the budget increases have not been related to FTE's at all but rather to such things as OPEC, oil prices, cost of energy, general inflation. This is really where on this campus most of the additional money came from, you know, for university operations. And that is very significant because that really doesn't add to the quality of the enterprise at all. You know, if the Division of the Budget recommends additional funds for oil, you know, for the campus or for inflation, it doesn't buy any more books. It doesn't improve the academic quality. It doesn't do anything for the institution as a scholarly enterprise. All it does is stand still. But that essentially is one of the major factors in a period, and now I am getting back to the first condition of the context, of fundamentally austerity, consolidation, no new dollars. What new dollars are forthcoming have been, and probably will be for some time, primarily to stand still and to avoid the ravages of inflation and how that can affect quality.

Perhaps the major implication of this second context, the enrollment decline, is the capital program of the university. Now this university is virtually built if we forget--what is it John? the West Podium was on the drawing board some time back--but if we forget the West Podium for the moment, this campus is virtually built. But not all of the SUNY

campuses are built. There's SUNY-Buffalo which is half-built; there's Purchase which is 90% built; There's Old Westbury which is, God knows depending upon the way you define it, which mission you accept of Old Westbury--half built, three-fourths built, 25% built. Yet you've got a situation where in toto in the State University of New York, there will be more space, or there is more space now, than will be needed in 1985 by far. In toto in the University as a whole. Yet some of the campuses aren't fully built. They are in a state of imbalance. You may have the hard sciences buildings built, but not the soft sciences buildings on one campus. On another campus maybe the reverse. So you have to complete those campuses to make them viable whole enterprises. Yet throughout the SUNY system as a system, you will be over-built.

Now over-building, it ties in with what I said a few minutes ago. Buildings have to be heated. That's OPEC oil again. You know, all sorts of inflationary costs that have to go to finance buildings; it has implications for tuition because the first claim on tuition monies from the students, by law, goes to pay off the debt service on the bonds. What's left over from that goes to the operating budget of a campus or of the university campuses as a whole. So that has implications for the increases in tuition, you know, over the years.

Well, all of this is interrelated to inter-sector problems in higher education in the future, creating tensions between

the private sector, or as they now like to call themselves, the independent sector, the independent sector and the two public sectors, SUNY and CUNY. I'll talk about that next. Let's first talk about the private versus the public.

You know, the favorite word in describing governmental policy on the issue of private versus the public is the word "balance", and every politician that I know of, and even almost all higher education officials in New York are in favor of balance between the private and public sectors. The problem is in defining balance. You know, as Plato once said when we begin any analysis we begin by defining our terms. So the question of defining balance is a difficult one.

We in the Budget Division define balance in terms of our budget recommendations. If in a given year, we recommend an increase in Bundy Aid, which we never really have done-- that has always been forced on us by the Legislature-- Bundy Aid is aid that goes to the private colleges-- if we recommend an increase in Bundy Aid and no increase in the University's budget, that is a statement on balance. It is a definition of balance, an operating definition of balance.

Well, theoretically, the State of New York has this unique system where the two public sectors and the private sector are all part of one system called the University of the

State of New York under the Regents. And I say that, that is a theoretical situation because in the world of de facto budgeting it is really not treated as one system. It is treated as two systems: the SUNY/CUNY system as a public, inter-related process and then the private sector as, you know, as a separate thing. But the fact that it is officially, at least, one system forces the Division of the Budget and any governor and the Legislature to look at the funding for the private colleges. And here you can look at it one of several ways. You can look at it as we do in the Division of the Budget, namely in trying to achieve balance, namely how much support does the State give to the private colleges per student attending the private colleges. We regard that as a good measure.

Now on that measure the State of New York far and away exceeds any other state in the nation of the amount of state public funds given to the private colleges of the state. Whether those public funds come in the form of Bundy Aid, TAP, aid to private medical/dental schools, or special programs such as the recent grant to Syracuse University for their football stadium. But whatever measure used, we are far and away ahead of the rest of the nation.

Now on the other hand, the private college people don't like that measure. They'll say, on a per capita basis of the total population, New York State is way down there,

number twenty-seven--not number one. And it is true. On per capita aid for all of higher education, public and private, New York is down right in the middle of the nation, you know, number twenty-seven. But you see from our standpoint that is not a valid figure because that includes within it the fact that New York State has such a heavy percentage of its students minority, but a heavy percentage of its undergraduate students going to private colleges. And consequently that takes the mix and changes it in terms of the subsidy mix in contrast to California where, you know, 90% of the students are going to public universities. That figure, that approach is more valid to California than it is, you know, valid for New York.

In any event, the key figure in terms of aid per student for the private colleges, for students actually attending there, far and away is the leader in the nation.

Now this struggle between the privates and the two public sectors has been going on for some years on a rather subdued basis, heated up recently, you know, the last year or two. There was the famous meeting of rapprochement at the Rensselaerville Institute of Man and Science where they all tried to get together and develop a common strategy but it heated up during the last few years because of the fiscal crisis.

And the fiscal crisis leads to what our friends down at

the City University cannibalism, where one campus tries to get its share of the bread at the expense of the other campuses. That happens within the CUNY system. It also happens between the public and the privates. And they have a large lobbying group that is working very actively on the issue of cannibalism, if you will, to get more of the share for the private colleges.

So when this began developing, when we began seeing this, the Legislature began seeing that the way out of it seemed to be to give the aid to the student. It's called now TAP--the Tuition Assistance Program. And then let the student in a free market choose the college he or she wants to go to, based upon whether that college served the academic needs of the student, for quality of the college, and so forth and so on. All of the other factors that students use. And that way the State could sidestep the issue of favoring the privates or favoring the publics. And Assemblyman Costigan pushed this about five years ago, I guess, and it became state law.

On the surface it seems as if it is a simple solution with a certain amount of validity to it. But then when you get into the detailed analysis of it and discussion of it with the private and public people, you see that even there there are problems. For example, the private colleges will say to us that the Budget Division has

avored student aid over institutional aid--we favor TAP over Bundy following the Costigan philosophy. Yet, that doesn't make any sense they say to us because that assumes that the private colleges can remain healthy as institutions. The students are certainly not going to select a private college that's on the edge of bankruptcy as against a public university that is institutionally funded through the funding process of the State. So consequently, Bundy Aid must be increased to make this competition, to make the Costigan philosophy work in real life. And it's only fair, that's what they tell us.

They also say to us that because there is a ceiling on tuition assistance--\$1,500 it used to be for the lowest socio-economic group then it was raised to \$1,800 last year--that that covers all of the tuition for some socio-economic groups going to public universities but only part of that going to private universities. So again this program designed to equalize the publics and the privates, to have the free market place work, you know, a la Adam Smith, doesn't really work because it is not high enough. Eighteen hundred dollars should be higher.

Of course, their ideal solution is what former Governor Wilson advocated and that is that the public and private universities both should have the same level of tuition and then have a tuition assistance program that would be equally applied to them all, you see. A position

that has never been adopted officially in the state, but it is one that Governor Wilson used to privately talk about.

Now there are other problems in terms of a private/public balance of a budgetary nature. One is that this capital program expansion that I talked to you about a few minutes ago in terms of SUNY proper. That the State has no control over that at all in the private sector. None. They build whichever buildings they want to. And I recall a distinguished institution of higher learning, private, in downstate New York, I won't mention the name, but in downstate New York that was going bankrupt at one time and approached the Division of the Budget to have us buy one of their campuses, spending a vast amount of money for it, and turning it over to a public institution because they were going bankrupt and needed the money. And in the newspapers in the middle of that negotiation they announced that they were going to build a sports palace. How could they afford a sports palace. If they were a state university system, part of the State University system, that issue would have never come up.

But you see it raises the issue of more funding for the private colleges because they now regard themselves as public but independently controlled and meaning less funds for the public colleges because the privates regard them as public but governmentally controlled. You see, that is the distinction: they're all public

but some are independent and some are governmentally controlled. Without the kind of controls over new physical plants, you know, expansion into new programs, that are present in the public sector. They want the money to flow equally between the publics and the privates but no controls at all over the privates but controls over the publics.

Well, it raises questions of equity. It would take a little too long to go into here, you know, as to how those should be resolved but they do raise serious questions of equity.

O.K. A second factor, and this is the last one I really want to talk about in terms of the future of higher education financing. An underlying issue is the relationship between CUNY and SUNY. Now this is a fascinating one because there are all different kinds of ways you can approach this problem. And I want to say here that the Governor of the State of New York and his opponent, his chief opponent Duryea, are both in favor of autonomy for City University and are against merger for City University and State University. So I talk in that context. But there're all kinds of ways of approaching this problem.

One way of approaching it, if you're a super-agency type, if you belong to that school of thought that believes in super-agencies, is to merge SUNY and CUNY into one vast,

monolithic system of higher education. Well, that has all kinds of ramifications to it. There're always those, of course, who don't believe in super-agencies, who see that they get created by people like Mayor Lindsay and they collapse four years later because the human capacity for management seems to be stretched to its upper limits and beyond in managing super-agencies. Then you have other problems however.

You have problems within such a vast system of power struggles among the various constituencies within the system. The fact that it is one system doesn't mean that every aspect of the system will get treated equally. You have the New York City power base concentrated; you have the upstate power base, SUNY, dispersed. If they are in one system or if they are separate, the political reality of that has its impact in a budgetary sense.

As you know, one definition of budgeting is conflict resolution between and among power centers; and those power centers continue to exist whether they're part of one monolithic system or whether they're part of two systems. So really in this aspect of budgeting you have to get into political science and even political psychology to understand it. You know, it's not budgeting just dollars and cents with an accountant's point of view in it.

Another way of looking at the CUNY/SUNY relationship is to forget about governance entirely. Instead to think in terms of parity and equity between SUNY and CUNY in their funding. And that's the approach that we have been taking in the Division of the Budget, and I'll give you one example of that to reduce it from an abstraction to something concrete: the issue of student/faculty ratios.

When we first took over CUNY budgeting two years ago, the presidents of the "big four" down at CUNY, you know, Queens, CCNY, Brooklyn, and Hunter, wanted to be regarded as university centers like Albany and Binghamton and be funded that way. Now any analysis though of the student composition, of the kinds of courses offered, or the level of instruction offered, showed really that those colleges were much closer, despite their prestige, particularly CCNY, they were much closer to the four-year colleges of SUNY than they were to Binghamton or Albany. Much, much closer. But they didn't want to be funded the way those colleges were funded. They wanted to be funded as if they were offering large numbers of doctoral programs which inherently get more funding with them. Well, we broke that by meeting with the presidents down there and saying that that's not a rational approach to budgeting, you're dealing in cliches, you're dealing

in nomenclature; you want to be called a center because of the prestige of the word center and the money you think comes with it but we should develop a budgeting system that meets your programmatic needs, that preserves quality at your colleges, for your unique missions, and not try to use the mold of a Binghamton or an Albany on a CCNY or a Hunter, which are very different kinds of institutions.

And so we talked to them about budgeting student/faculty ratios with a different approach, which I'll just talk about very briefly, using a different approach than we had used in the past. Namely to identify the disciplines at a campus by ten major categories, and develop student/faculty ratios for each of those disciplines and student/faculty ratios for each of the four levels of those disciplines: lower division, upper division, and the two graduate levels. And with that matrix of about 40 student/faculty ratios to apply those to the nature of the student body and the courses at each of the CUNY campuses and each of the SUNY colleges so that the faculty it would generate would meet the unique configuration of each college. And that way Albany would be treated differently than Binghamton; CCNY differently from the others. Each institution being treated uniquely depending upon its, the kind of courses it had and the mix of those kinds of courses and the kinds of students by level. And we went to the academic discipline approach to budgeting

which helped mightily in preserving parity and equity between SUNY and CUNY.

Those techniques, which bore most people, are the techniques that protect quality, you see. Let me give you a contrasting example. There is a distinguished figure in SUNY-Central--not the Chancellor, lower down--a distinguished figure in SUNY-Central who would love to have the campuses budgeted on the basis of so many dollars per student, \$2,500 per student or whatever the figure is. The difficulty with that is that the concept would have been good for SUNY ten, fifteen years ago. It would be disaster today. Because in a period of declining enrollment, and many SUNY campuses have the enrollment declining already--New Paltz 20% below its budgeted target--in that kind of situation if you have \$2,500 per student or \$3,000 whatever the figure turns out to be, and the enrollment declines sharply just simple mathematics raises the \$2,500 figure to \$4,000, \$3,500. So it looks as if they are being richly funded.

A budget examiner knows how to use that tool; you keep it at \$2,500 and give it a 6% inflationary increase and that means retrenchment on the campus. In other words, that technique for administrative flexibility--another phrase fraught with peril, requires definition, Platonic definition, before one even uses it--that kind of technique plays right into the hands of a green-eye

shaded budget examiner who is interested only in saving money, you see. And it is against the interest of protecting quality at the university. And yet this is advocated by a professional, vigorously advocated, in SUNY-Central.

Now there is a simple way out of this SUNY/CUNY relationship, given the Governor's policy stance. That is to leave them separate. Leave CUNY to pursue its unique mission. Concentrate on parity and equity. Concentrate on more sophisticated, intelligent ways of protecting quality in each of those segments and when it comes to governance, change the composition of the Board of Higher Education to add more gubernatorial appointees to it. Instead of merely 50%, make it 75%, make it 80%--whatever percent the State puts up in funding. The State puts up now 75% of the CUNY funds. It should follow that they should have 75% of the Board of Trustees membership.

Simple governance solution. Its very simplicity makes it unattractive. Its very simplicity makes it unattractive because people like to think that if there's more State money there then there should be an institutional merger between SUNY and CUNY. That doesn't follow.

Why, if we funded CUNY 100% and we funded SUNY 100%, why should they be one organization? We fund the State Health Department 100%; we fund the State Mental Hygiene

100%; we don't combine them into one organization. They're separate organizations for reasons of organization and management, for reasons of their mission and their purpose. So the real question of analyzing a SUNY and CUNY merger is to analyze from an organizational and mission standpoint what CUNY is all about, what SUNY is all about, and let the organizational structure flow from that rationality, and not flow from a sort of empire-building thinking that super-agency people tend instinctively to go for. Or oversimplistic concepts of organization that don't flow from the need of the mission.

Well, I get slightly impassioned on that issue because, and believe me, because I've never seen an analysis based upon need from which flowed organization which demonstrated why SUNY and CUNY should be merged. No one has ever done that analysis. Perhaps if they had done it in a rigorously professional way, it would make a convert out of a lot of people. But if anyone wants to have rationality in budgeting, they like to look for that kind of evidence first, of some thought and some rigorous analytical thinking.

O.K. The solutions to all of these problems where you have CUNY and SUNY, the privates versus CUNY and SUNY, CUNY and SUNY versus each other, the "big four" at CUNY versus the "little four" at CUNY, the Community

Colleges--whom I haven't even mentioned at all, that's another separate story--involved in the struggle, conflict resolution between and among power centers.

Against that is a definition of budgeting where you have all of the other State agencies versus SUNY--the Mental Hygiene people want their share of the bread, so do the criminal justice people, so do the welfare mothers.

It is a saying in budgeting that when the money gets tight the weak and the defenseless get cut and the affluent and articulate get it. It is almost Marxian--you know, the rich get richer and the poor get poorer.

And the articulate and the affluent are you. I am looking at them right here, you people.

The welfare mother gets shafted, the prisoner gets shafted, the Mental Hygiene patient who can't articulate gets shafted, and this induces liberal guilt in the higher education community for most of them are liberals; it induces liberal guilt, but that's the way budgeting goes on in a period of austerity. The ones who can create the furor and unleash the 10,000 students and write articulate letters, none of whom are prisoners, or Mental Hygiene patients or mental retardates, or the poor welfare mothers who get their daily food allowance cut from \$1.10 to \$.95 you see. It happens that way.

Well all those factors have to be considered. Now what's the solution to it, and I'll wrap this up because I've talked a little longer than I intended to. The solution is very complex; this whole area is very complex so I'll be overly simplistic again and say, I'll just talk about two solutions.

One is to pursue, with a doggedness, rationality in budgeting. That should be particularly apt for higher education because people in higher education are supposedly dedicated to the pursuit of truth and rationality so we should all try to pursue together rationality in budgeting. Try to minimize the politization of budgeting, the reliance upon power which is always very transient and leads to what we have in elementary and secondary education--gross inequities between and among the school districts so that the Levittown decision has ruled what we're doing unconstitutional and rightly so. But in the long run the health of the enterprise, rationality, this means formulas where formulas are appropriate. But the formula is not being regarded as absolute answers because the limitations of quantification budget are far more potent than their advantages, if they are treated as absolutes.

Formulas should be indicators, pointing a direction, a beginning point of discussion.

Intelligent policies--another aspect of rationality where you can't quantify something but where intelligent people sit across a table, discuss a problem, try to develop a policy stance for it and, in effect, it becomes a social contract between one power group and another power group. And you're a power group. Vince is the leader of a power group. The Budget Division is a power group even though it is a secondary power group serving the Governor. And he is a power. All power centers. But sitting across a table trying to develop a plan in the context of declining enrollment, of limited revenues, and of the various power relationships between and among the privates and publics, and CUNY and SUNY, and all the rest of these things. You say Ahh. But trying to rationally approach it, at planning ahead on it, and then the budgets unfold according to those understandings.

It is very difficult to do. It is very difficult to do and I've got a whole slew of examples on that from attempting to define peer institutions of the various campuses to try and see if they could serve as a model for budgeting in various SUNY campuses--to faculty distribution ratios--to models, mathematics models, of funding student services--mathematical models for funding plant and maintenance. There are all kinds of areas where an approach to systematic analysis of budgeting can be extremeley helpful but where it should not be

regarded as absolutes, but as indicators, beginning points of discussion.

The second aspect of a solution is for people to take a fresh look at their roles. Each power center taking a fresh look at its role. Because, you know, when money was forthcoming in the late 60's - early 70's in carloads, we didn't have to worry about our proper roles. Money papered everything over. But if we're going to retrench-- and we're not talking about retrenchment in the 1979-1980 budget, I want to tell the fellow from ASP, we're not talking about that and I don't want to get anybody frightened about that--but if we're talking about retrenchment a few years ago at the University here, the question then becomes, in terms of role, who should do the retrenching? Should it be the Budget Division doing that retrenching or should it be the campus.

The answer then, I think it was a proper answer, was that the campus should do the retrenching. The Budget Division's proper role, because the survival of the State was at stake, was to take the money away from the campuses and say "here we're taking this amount of money from you, now you do your think and decide how you're going to retrench". The Budget Division made its decision based upon the total fiscal picture of the State. The campus made its programmatic decision based upon their academic knowledge and expertise. And the Budget Division avoided interfering

in what people could say is academic freedom or academic prerogatives at least.

The Regents--what is their proper role in a period of retrenchment? In a period of expansion the Regents had a simple role: the University would suggest a new program and the Regents would rubberstamp it and send it through without any analysis. The Regents would turn out their quadrennial master plan, generally mediocre, at least not a high level. It would not be Phi Beta Kappa. They did turn that out. In a period of consolidation and decline in enrollments that's not allowable any more. If the Regents aren't to do the master planning as they're statutorially required to do it, the quality must be there. It must face the issues and this makes tough decisions. Otherwise why have the Regents? Why have them involved in the master planning process for the University of the State of New York, including both the public and the private sectors. That becomes increasingly important.

They do do the doctoral reviews of the SUNY-Albany campus. Those must be done quantitatively. The creditability must be there. People must see that it is rigorous, qualitative analysis that is being done. And they must then later feed into the budgeting process. But their role is an academic and educational role, not the Budget Division's role you see.

O.K. The Governor's role---he has to think of his role. The Trustees' role---have to think of their role. And I am going to stop. I'm not going to analyze each of those roles in detail. You can think about them yourselves. Enough that I sensitize you to the fact that roles have to be examined.

But, you know, the roles, people's consciousness of their roles have atrophied over the last fifteen years because of all that money that was available. You know, since the early days of the Rockefeller administration. And now people have to rethink those again; and a rethinking of the roles, paying particular attention to what are the proper limits on their behavior, as well as what are the opportunities that the responsibilities of that role engenders. You have to think of both.

We in the Budget Division have to think what is our proper role vis-a-vis the Governor and where do we stop so that we're not interfering in campus activities or in SUNY-Central's proper role. SUNY-Central is another area that has to think vigorously about its role because that has atrophied over the years as well. So that, you know, all of that has to be done.

The people at SUNY-Central and the people at the campuses in thinking of their role have to avoid trying to tread on the proper roles of the Budget Division and the Governor.

Because after all, the Governor is accountable to the people in the elective process and, if we have a civil religion in this state and the nation, it is called democracy and electoral accountability. And that civil religion that we in the Budget Division follow--our other kinds of religion are private--but the civil religion that we follow, accountability of the electoral process, is a powerful force in our society as much as academic freedom is on a campus.

O.K. Now all of that gives you the underpinings as we see it. The thoughts that go through our minds this time of year as we're wrestling with the budget process. It is not merely: they want 12 more faculty members, should we recommend to the Governor 12 or 9 or 10 or 0. It is not that. It has got to be fit into this kind of a context. Which is why budget examiners really, who are good budget examiners, have to be liberally educated first; technically educated afterwards. Superimposed on a liberal education. Because those underlying contexts are really what makes budgeting worthwhile and what makes it the art form that it really is.

I thank you.