UNIVERSITY SENATE

ATTENDANCE ROSTER

May 2, 1988 (2:30 p.m.)

Meeting of

Jeff Flynn
Hillary Brofman
[illegible]
Paul Toscano
Amy J. Perle
Greg Stevens
[illegible]
John S. Mackiewicz
Frank Bonamino
A. Nulles
[illegible]
Danny Peltz
GLENDA VILLAJUAN
Julianne Gordon
?. [illegible]
JOHN S. LEVATO
?. [illegible]
Dick Farley
Edwin Reilly
Hillary Rodriguez
Brian [illegible]
?. Paul [illegible]
?. [illegible]
[illegible]
?. [illegible]
Craig [illegible]
Donald Burn
Lynn Gelzheiser
[illegible]
[illegible]
L. Vanderlind
Hector Risemberg
W. Hanford
Dona Parker
Graeme Newman
[illegible]
[illegible] D. Steen

James J. Kiepper
J.L. Mirenberg
Rochelle Rebhun
Michele McCarthy
Jackie Mylie
Brad Jacobs
Stephanie Race
Laura Celentano
LISA RISO
[illegible]
PETER GUMBRECHT
Stephanie Kornhauser
Mark Cooper
Eileen [illegible] ?
[illegible] ?
[illegible] McCombs
[illegible]
Stephanie Weiss
Carole Warren
[illegible] Barnett
Irene Furie
[illegible]
Frank Carrino
Nancy Levin
Omar Ortega
[illegible] ?
John Hartigan
[illegible]
[illegible] McCormick
Mitchell Posner
Marvin Roberts
Jeanne Gallahorn
Ben-Ami Lipetz
[illegible] ?
Frances [illegible]
[illegible]

[illegible] ?
Jeffrey Borman
Gordon Purrington
[illegible]
M. Livingston
Limor Mosan

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

University Senate
518 442-5406

Administration 259
Albany, New York
12222

UNIVERSITY SENATE
Monday, May 2, 1988
2:30 P.M. - Campus Center Assembly Hall

A G E N D A

1. Approval of Minutes of March 14, 1988

2. President's Report

3. SUNY Senators' Report

4. Chair's Report

5. Council Reports

6. New Business

   6.1 Moment of Silence for Bryan Higgins

   6.2 Senate Bill 8788-06: University Policy for Research and Educational Activities Involving Animal Subjects

   6.3 Senate Bill 8788-07: Ph.D. Program in Information Science

   6.4 Senate Bill 8788-08: Amendment to Bill 8586-14 which revised the criteria for graduation with honors

   6.5 Senate Bill 8788-09: The Regulation of Smoking on Campus

   6.6 Senate Bill 8788-10: Proposal that the Council on Libraries be Renamed the Council on Libraries, COmputing and Information Systems

   6.7 Senate Bill 8788-11: Rules of Procedure

   6.8 Senate Bill 8788-12: Amendments to Faculty By-Laws

   6.9 Information Items

   EPC Report to the Senate on Collection of Student Opinions of Teaching

   Implementation of Plus/Minus Grading Policy for Undergraduate Courses

   Implementation of Plus/Minus Grading Policy for Graduate Courses

   List of Membership of Task Force on Library Construction

UNIVERSITY AT
ALBANY
STATE UNIVERSITY OF NEW YORK

University Senate
518 442-5406

Administration 259
Albany, New York
12222

UNIVERSITY SENATE
Minutes
May 2, 1988 (2:30 PM)

PRESENT: V. Aceto, S. Atkinson, J. Berman, D. Birn, K. Birr, F. Boncimino, L. Brannon, H. Brotman, R. Collier, G. DeSole, R. Farrell, J. Flynn, F. Frank, L. Gelzheiser, J. Gullahorn, P. Gumbrecht, S. Harrison, J. Hartigan, G. Hastings, W. Ilchman, J. Kiepper, W. Lanford, J. Levato, N. Levin, B.A. Lipetz, M. Livingston, I. Lurie, J. Mackiewicz, G. McCombs, P. McCormick, A. Millis, G. Newman, I. Nirenberg, L. Nissan, O. Ortega, D. Parker, D. Peltz, A. Perle, M. Posner, R. Pruzek, G. Purrington, E. Reilly, L. Risolo, W. Roberts, H. Rosenstein, M. Sherman, I. Steen, G. Stevens, R. Stross, L. Tornatore, P. Toscano, M. Wahlen, C. Warren, L. Welch

The meeting was called to order by Chair Aceto at 2:30 P.M. in the Campus Center Assembly Hall. He asked that all non-Senators sit in the last two rows and that all Senators not sit in the last two rows so that when voting takes place, we can be sure of who is a Senator.

Chair Aceto then announced that in the likelihood that there might be an undue amount of time spent on a particular bill, he takes the Chair's privilege to limit debate on any one bill to 15 minutes to ensure that every item on the agenda is considered and our meeting is completed by 5 P.M. He then asked the Senate Secretary, W. Lanford, to record times when discussion begins and ends on each bill.

1. Approval of Minutes

The Minutes of March 14, 1988 were approved as submitted.

2. President's Report

In President O'Leary's absence, the report was given by Executive Vice President Ilchman.

Dr. Ilchman explained that President O'Leary was at Cooperstown to meet the new Chancellor and SUNY Presidents. He reminded everyone that Commencement this year will consist of both an undergraduate and a graduate ceremony and urged participation. The undergraduate Commencement begins at 1:00 P.M. preceded by a brunch. Between the undergraduate and graduate ceremonies (the latter beginning at 3:30 P.M.) there will be an additional brunch. Dr. Ilchman reported that thirty assistant professors accepted our offer to pay for rental of their regalia and that we know that about 70 faculty will appear to hood doctoral candidates. He urged faculty to join them. He reported that President O'Leary will make a formal report to the faculty this Friday on the accidental death of sophomore Bryan Higgins two weeks ago.

Budget – Dr. Ilchman reported that the budget is in place. Since neither the Assembly nor the Budget would relinquish ground, we are forced to accept the salary savings quotas established in the original Executive Budget and in the increased cost of utilities. He said that President O'Leary assures us that it will be tight but because of the Graduate Research Initiative, we have more flexibility than do the four–year institutions.

3. SUNY Senators' Report

R. Collier announced that the report is in the packet.

4. Chair's Report

Chair Aceto had no report at this time.

5. Council Reports

Council on Academic Freedom and Ethics – The Council had no business to transact and, therefore, there was no report.

Council on Educational Policy – Council Chair Hastings reported on a discussion in Council on student evaluations of courses, at which it was decided that in conformity with University policy already in the form of a previous Senate bill, such evaluations should be performed every semester for every course.

Graduate Academic Council – No report.

Library Council – The Council's report was available at the door.

Council on Promotions and Continuing Appointments – The Council continues to meet to discuss tenure and promotion cases. Chair Lurie drew everyone's attention to a summary, included in the packet, of actions taken by the 1986–87 Council, saying she believed that faculty would find the report of considerable interest and urged them to share it with their faculties.
Council on Research – The Council will present a bill later.

Student Affairs Council – No report.

Undergraduate Academic Council – The Council's report was available at the door.

University Community Council - The Council will present a bill later.

6. New Business

6.1 Moment of Silence for Memory of Bryan Higgins

The Chair asked everyone to stand for a Moment of Silence for Bryan Higgins, the student who died in Indian Pond. Chair Aceto then read aloud a resolution available at the door, which stated: "The University Senate notes with sadness the untimely death of one of our students, Bryan Higgins, and wishes to express its concern and sympathy to his family and friends." The Chair said he would entertain a motion to introduce the above as a resolution. The motion was made, seconded and unanimously approved.

6.2 Senate Bill No. 8788-06: University Policy for Research and Educational Activities Involving Animal Subjects

A. Millis presented the bill, saying that the Council on Research has revised the University policy for research and educational activities involving animal subjects in order to bring the policy into line with federal and state guidelines. The policy statement outlines the responsibility of various governing agencies, researchers, and faculty members with regard to the use of animal subjects in their research or in their teaching activities. He moved Senate approval. The motion was seconded and unanimously approved.

6.3 Senate Bill No. 8788-07: Proposal for a Ph.D. Program in Information Science

In the absence of the Chair of the Graduate Academic Council, V. Aceto asked that some member of the Council introduce the proposal as an offical bill. R. Stross so moved. The motion was seconded and approved unanimously.

6.4 Senate Bill No. 8788-08: Amendment to Bill 8586-14 which revised the Criteria for Graduation with Honors

A motion was made for unlimited debate on this issue. Parliamentarian R. Gibson said that it would not be appropriate for such a motion until we had reached the 15-minute time limit previously set. At that time a two-thirds vote of the Senators present would be required. V. Aceto said he would abide by the Parliamentarian's decision.

M. Posner introduced the bill and moved its adoption. The motion was seconded. Mr. Posner said they had discussed the bill in the Undergraduate Academic Council and said that because there was no quorum at the end of the meeting, no vote was taken. There was a question of semantics and syntax of the bill and Mr. Posner made the following corrections. At the beginning of the proposal, the sixth line down, replace "for the classes of 1988, 1989 and 1990" with "if graduating May 1990 or earlier." The second correction was in the line below the first. The words "the class of 1991" is to be replaced with "students graduating after May 1990." He continued,

saying that he believed the old standards to be low and that he also understood that the issue of a grandfather clause was raised when Senate Bill No. 8586-14 was approved, but was voted down. He said that the problem was that students were not informed of the changes. He said there was no supplement to the Undergraduate Bulletin and no effort was made by the school's administration to communicate to the students these new requirements for graduating with honors. He said he was told today by a faculty member that the ASP printed an article on the graduation requirements. He said this is not communicating to students. He said he was then asked if the Student Association has an academic committee. He stated that the job of the Student Association, prioritywise, is to handle the $1 million budget from the Student Activity Fees. He said it is not the administration's place to rely on the Student Association to communicate to students. He also said the students were very concerned when they learned of the new Honors criteria. The circumstances due to the lack of communication and lack of effort on the part of administration in this issue are not normal. He said that the only fair manner in which to act is to approve the proposal. He asked that everyone act justly, saying that the bill needs to be approved for the students' sake.

A motion was made to amend the bill proposed by and corrected by M. Posner to say: "if graduating before May 1989 and thereafter beginning with the class graduating after May 1989." The motion was seconded.

L. Risolo said that the Undergraduate Bulletin shows a change regarding the Writing Intensive Requirements for students. She said that the requirement was not instituted until 1990 and did not change for prior classes. She stressed that the problem was that students were going by the Undergraduate Bulletin. In good faith students entering the University under a specific Bulletin were given specific guidelines to follow to graduation. She said that these guidelines have been changed and honors requirements have been changed with no good faith effort on the part of the administration to let the students know that this change was in effect. There was nothing the students could do at this point to increase their cumulative Grade Point Average to meet the new requirements.

Sung Bok Kim stated that he had become part of the administration and the impression that the students are projecting here is that somehow the bill is being forced on them. The Undergraduate Bulletin issued April 1987 had a very specific statement about the changes in graduation-with-honors requirements. He said it is certainly true that probably from May 1986 to April 1987 there was no official communication directed to our students. He conceded that this is probably due to oversight on the part of the administration. However, he said, the students as of last spring had plenty of time to see things and it was inappropriate to blame everything on the breakdown in communication. Dr. Kim said that last semester the changed Dean's List requirements were implemented and students never complained. He said it disturbs him to think about students legislating honors status. It offends his sense of propriety. He said he feels sorry for those students who are left out, but believed they had plenty of time to do better. He asked

the students not to think that the administration is pulling the wool over their eyes and wants to cheat them out of the honor they deserve.

A motion was made and seconded to extend debate on the amendment. In order to provide a clear estimate of the two-thirds vote that is needed, Chair Aceto asked for a vote by show of hands in support of or against the amendment. The motion was carried and the debate was extended for another 15 minutes.

O. Ortega asked to make a point of information that a statement was being made to the students of our University as well as incoming students on how we carry out our business here. He said it is important to have the students feel that the University is working in good faith for the students. He said that it is true that you should try for the "A", but not everyone is capable of getting such a grade and that it was important to students and to their families to graduate with honors, as expected. He said it was unfair to take that away from them within one month of graduation.

K. Birr moved the previous question on the amendment. The motion was seconded and carried to go to a vote on the amendment. A vote was taken on the amendment and carried.

M. Sherman said that from early in this century to approximately 1960 the proportion of students graduating with honors from this institution went slowly from about 50% to about 20%. From 1970 to 1973 that proportion went suddenly from 21% to 54%. He said that since then it has fluctuated around 50% and that the cause of this was grade inflation. In 1973 there was a proposal to raise the Honors criteria which failed in the Senate principally because of opposition by student Senators. In 1979 the Undergraduate Academic Council proposed a bill which was again defeated, again mostly by student Senators. However, this time the faculty approved a motion which had the effect of rebuking the Senate for failing to act on this. When the following year the Senate still failed to enact this legislation, a number of changes were made in the Governance system, the effect of which was to reduce student representation in the Senate. It was the feeling then that this issue more clearly than any other revealed the limitations of the Senate. Dr. Sherman said that the Senate is a fit body for community issues. He said the failure to deal with issues like honors has been responsible for the loss of credibility of the Senate. He said he had no doubt that the changes two years ago could have been publicized better, but that he still had a feeling that what was really happening now is that the first class to be faced with the more rigorous standards is going to feel put upon. He said that if this bill is voted down now it will come up again one year from now, that the issue must be faced now instead.

K. Birr said it seemed to him that the supporters of the proposal have considerable merit behind it, if you regard the Undergraduate Bulletin as something resembling a contract between the University and the undergraduate students, which it is in some degree. He said, however, that he has met many undergraduate students who have expressed overwhelming surprise at learning many of the contents of

that contract. He said he was also immensely depressed at the kind of discussion and at the realization that there are a considerable number of students who might conceivably modify their behavior in the institution in the search for a cum laude on their final diploma. He said he found that very difficult to deal with.

At Secretary Lanford's announcement that the 15–minute time limit for debate had been reached, Chair Aceto stopped debate and called for a vote on Senate Bill No. 8788–08 as amended. A vote by hands was requested due to the closeness of a voice vote. The Senate bill with its amendment was passed 29–25. A motion was made for a division of the house for the purpose of recording student and faculty votes separately as stated in the By–Laws. Motion seconded by W. Hammond. Parliamentarian R. Gibson said that would involve Bill 8182–01, Rules of Order, giving an advisory to the President of the position of the faculty members of the Senate. When a vote is taken on an issue and two or more faculty Senators seek to invoke the provision of this standing rule, the Chair shall determine whether or not the issue is an academic one. The Chair is to take a vote of the faculty members and simply advise the President of the faculty's feeling on this issue. A count of faculty resulted in 13 faculty in favor and 24 opposed.

Senate Bill 8788–09: Regulation of Smoking on Campus – J. Kiepper introduced the bill and moved its approval, saying it refines and defines smoking on campus. The motion was seconded. W. Roberts read proposed amendment #1 and a second was made to that amendment. The amendment would change section I (a) to read:

a. a designated public smoking area in a University building. There shall be at most one public smoking area in each University building except for the Campus Center where there shall be at most three public smoking areas and except for the following buildings where there shall be no public smoking area:

1. Main Library and Hawley Building

8. Alumni House

It is intended that designated public smoking areas in University buildings will be eliminated by September 1990. D. Peltz moved the question on the amendment. The motion was seconded and carried unanimously. Amendment #1 was carried with one opposed. E. Reilly proposed amendment #2. The amendment would add new section III and re–number existing sections III and IV to read:

III. Smoking shall not be permitted in any University dining area.

IV. Provisions shall be made . . .

V. This policy shall take effect . . .

The motion was seconded. He said that "dining hall" meant any place food was served, including the cafeteria. He said that he and two other Senators are proposing clarification of the current bill to make it clear that wherever these smoking areas are, they shall not be where food is served, including dormitory dining halls and the Patroon Room. K. Birr asked how effectively a non-smoking policy can be enforced when the areas are not being used for food service, but for studying. E. Reilly said that enforcement would be difficult but should be tried. D. Peltz made the friendly amendment (accepted by E. Reilly) to change "hall" to "area" in section III. In response to a question from the audience, Chair Aceto said that the designated smoking area in each building had not yet been determined. The question was called. Senate Bill No. 8788-09 with its two amendments was carried unanimously.

6.6 Senate Bill 8788-10: Reorganization of the Library Council - K. Birr moved approval of the bill. The motion was seconded by W. Hammond and unanimously approved.

6.7 Senate Bill 8788-11: Rules of Procedure - W. Hammond moved adoption of the bill saying it resulted from the work of the Task Force on the Senate. The motion was seconded. A motion was made to add to section 1, "made available to the students at selected locations." The motion was seconded and the friendly amendment was accepted by W. Hammond. M. Sherman said that after the bill was approved, it might be more effective if it were an item of discussion for next year's Senate. A friendly amendment was made to add "and student Senators" to section 3. The bill was approved unanimously.

6.8 Senate Bill 8788-12: Resolution to Amend Faculty By-Laws - W. Hammond moved approval saying that its purpose was to put three proposed By-Law amendments on the agenda for the Faculty Meeting in Fall 1988. The motion was seconded. The bill was approved unanimously.

The Chair reminded everyone to read the Information items included in today's packet. Chair Aceto wished Chair-Elect Hammond well in his task and thanked the Senators for their contributions of time and effort this past academic year.

The meeting was adjourned at 4:30 P.M.

Respectfully submitted,

Beverly Roth
Recorder

FACULTY SENATE MEETING, April 8-9, SUNY College of Technology, Delhi

S U M M A R Y

[Note: Both of us attended the Delhi meeting and will be available to answer questions during the University Senate or expand upon portions of the following summary as desired. Senators and other interested persons wishing to discuss some of these items at greater length, or wishing a copy of one or more of the materials cited, are encouraged to contact us. -- Ernest Scatton (442-4222) and Dick Collier (442-3964)]

I. ACTING CHANCELLOR'S REPORT; BUDGET

In the belief that a new chancellor will be announced prior to the next meeting, the University Faculty Senate passed a resolution thanking Jerome Komisar for his efforts and for enhancing "the goals of Access and Excellence in his stewardship." Komisar felt SUNY did not do as badly as many other agencies. In addition to some additional support for SUNY and CUNY, he noted Local Assistance legislation includes TAP support for our students. The biggest funding problem which remains for SUNY, he thought, was that of unpaid utility bills.

If the past year was "lean," the next few are unlikely to be much better. Therefore, he sees a need to "increase productivity." Whereas in the past this has meant an increase of class size, SUNY is now attracting students who need more rather than less attention. Therefore, class size increases are unlikely to be considered an acceptable solution. Komisar doubted there were system-wide solutions; rather, the governance bodies on each campus will need to come up with different types of solutions which will work on the given campus and have the support of the faculty on that campus.

As for the "Undergraduate Initiative," although some funding was received, there seemed to be a generally negative reaction to any 4-5 year commitment. Therefore, for future undergraduate initiatives (without that title), it may be preferable to concentrate on compartmentalized segments achievable with one year's funding.

II. "OPTIONAL" ATHLETIC FEES

It is likely the Board of Trustees will shortly consider whether campuses should have the option of assessing a mandatory student fee in support of athletics. Those in favor of the proposal felt it would insure more stable, dependable funding for athletic programming. President Markoe, noting no students had been invited to the meeting, commented that students generally opposed the idea. Senator Moos of Stony Brook and several others opposed the proposal, noting the fee would not be covered by TAP or similar funding and too many students now have trouble meeting expenses, particularly from some of the new populations of students the state is trying to attract. Therefore, the following resolution was moved from the floor and approved:

Be it resolved that the University Faculty Senate requests that, if an athletic fee is promulgated, the Board of Trustees and SUNY Central insure that in arriving at that fee (1) full consultation with the faculty and student governance of the campus be required and (2) that the guidelines which allow a campus to adopt an optional/mandatory athletic fee include a provision for a waiver to protect the needs of part-time, non-traditional and low income students.

III. PANEL ON PART-TIME FACULTY

Adjunct and part-time instructors Batty (Old Westbury) and Brown (Onondaga) spoke of the plight of this population, noting that more than half of all SUNY students are taught by adjuncts/part-time, including 50% of all English and 40% of all math instruction. Although often excluded from departmental and campus functions, these instructors are most heavily concentrated teaching freshmen, "the most vulnerable students." Without regard to their ability or student needs, adjunct faculty are often excluded from participating in honors, interdisciplinary and experimental offerings. Cortland's A&S Dean Stockwell felt these faculty could be used effectively for economy, flexibility, and to increase the diversity in a campus' curriculum.

UUP President Reilly sees a danger of intellectual "piecework." He noted our campuses should be "knowledge driven" vs. "profit driven." Part-time faculty must be fully integrated into the life of the campus and must receive proportionate benefits and protections. If this is done and the administration sees part-time instruction as no less an expense than full-time instruction, then it removes the temptation of making curricular decisions for other than educational grounds. Reilly indicated UUP is seeking just such safeguards. The Operations Committee of the Senate continues to examine these issues and will propose legislation at a future meeting.

IV. PANEL ON LEARNING DISABILITIES

Two professionals who work with learning disabled students at Plattsburgh urged there be a state-wide response to these needs, with sufficient professional staff on each campus to back up the faculty. As more is learned about these disabilities and how best to respond to them, the needs are more widely acknowledged. SUNY increasingly is admitting students with such disabilities. All of this is taking place in an environment where greater concern is being given to differences in "learning styles" and when new technologies promise improved responses to many of these needs.

V. COMMITTEE ON GOVERNANCE

Perhaps the most controversial item at the meeting was the proposal to create a Committee on Governance. Some felt these concerns should remain under a subcommittee of the Operations Committee; creating a committee on governance per se could be considered the faculty equivalent of a campus administration's creating a vice presidency on the issues of vice presidencies. Others felt the existing ad hoc committee should be continued on that basis for two years.

Proponents argued that the times call for a committee expressly charged with assisting local senates (many of which feel they are in disarray or are being all too often sidestepped by entrepreneurial administrators, despite student and state needs and SUNY directives). The ad hoc committee has amassed bylaws, protocols, strategems and other ideas and believes a standing committee can serve a valid clearing house function, advising local senate leaders.

With the amendment that the committee's reasons for existence will be reviewed in two years, the Committee on Governance was approved.

VI. RESOLUTION ON PROFESSORIAL ETHICS

As extensively reported in the last minutes (FIT meeting), the Graduate Academic Programs and Research Committee has been investigating the lack of ethical codes for the professoriate; even campuses like Albany which have published statements generally do not go much beyond restatements of AAUP. It was noted that such codes not only protect "clients" and institutions but practitioners themselves. Campus physicians, academic advisers, registrars, among others, have national codes and thus have a basis to flatly refuse directives of an ethically dubious nature. In many portions of the professional life of the instructional staff, however, no such written codes exist.

With the caveat that some areas on the "Issues" list are more the concern of UUP, the resolution was approved. [The resolution and the list are reproduced in their entirety at the end of this summary.]

VII. OTHER BUSINESS:

1. CONTINUING AAUP CENSURE OF SUNY AND CUNY: Meetings continue of Senate representatives with AAUP, UUP, SUNY Central and CUNY. The sticking point is that the censure concerns a retrenchment article negotiated by the state rather than by SUNY.

2. MINORITY/WOMEN BUSINESS ENTERPRISE INITIATIVE: February and 11-month contract and procurement figures were distributed concerning the success of this SUNY initiative. Of all SUNY campuses, Albany ranked highest for minority run businesses, second highest for women run businesses. In contrast, Binghamton and SUNY Buffalo consistently ranked in the bottom quarter and Stony Brook's participation was not sufficient to be recorded on the list.

3. ELECTIONS: Elections were held for vice president/secretary and the five members of the Executive Committee. Senator Collier was elected as the representative of the four university centers.

4. AIDS EDUCATION: The Student Life Committee reported on their planned mid-fall 1988 conference on AIDS education.

5. ACADEMIC ALLIANCES: The Chancellor supports the Senate's February resolution. The 1988 Master Plan will "encourage creative partnership between schools and colleges with joint efforts in areas such as curriculum, professional development, and collaborative research." [Faculty interested should contact Dick Collier, who has the lengthy materials distributed at the fall Brockport meeting on the nature, purpose, benefits, and strategies involved in starting such a group.]

6. MULTI-CULTURAL EDUCATION: The Chancellor supports "the spirit and the specifics of the resolution."

7. HONORARIA: On the grounds that Faculty Exchange Scholar honoraria are "really token recognitions," the Chancellor did not approve the proposed increases.

8. EVALUATION OF ADMINISTRATORS: Senator McWhirter of SUNY Buffalo indicated his campus is in the process of setting up mechanisms whereby faculty can have a formal, periodic means of evaluating campus administrators beyond the normal end of term reviews.

9. UUP/NYSUT INVITATIONAL CONFERENCE ON TEACHER EDUCATION: Senate President Markoe was invited to the April 22-23 conference on "Teacher Education in an Era of Reform." Because of conflicts in her schedule, she has asked Senator Collier to represent the Faculty Senate.

TO: SUNY Faculty Senate

FROM: Graduate Academic Programs and Research Committee

SUBJECT: Resolution on **PROFESSORIAL ETHICS**

Rationale

In his important book on the *Profession of Medicine*, Eliot Freidson notes that a profession "is distinct from other occupations in that it has been given the right to control its own work."* Although academic life is replete with evidence of such self-governance--search committees, peer review, curriculum committees, elected chairs, faculty committees, campus governance--the profession of "professor" remains notably distinct from other recognized professions in not having exercised its right of self-control in the area of ethics. Physicians have their Hippocratic Oath and their medical review boards, lawyers have their code of conduct and their legal review boards, but professors have no moral standard other than the guidelines devised by the various discipline-specific associations, none of which provide guidance to professors in general in the pursuit of their roles as scholars, teachers, and colleagues in academic life.

Pursuant to the Panel on Professorial Ethics held at the January 1988 meeting of the Faculty Senate, the present resolution urges the filling of this glaring lacuna in the professional stature of professors.

Resolution

BE IT RESOLVED THAT the University Faculty Senate urges that the governance body of each campus of the State University devise a code of professorial ethics appropriate to the needs and desires of the faculty of that campus.

The Graduate Academic Programs and Research Committee of the University Faculty Senate has studied and discussed the topic of professorial ethics for three years and recommends that such a code of ethics consider the issues itemized in the attached list, plus any others that are deemed relevant.

* Dodd, Mead, 1970, p. 71; cited by Burton Clark, *The Academic Life: Small Worlds, Different Worlds*, Carnegie Foundation for the Advancement of Teaching, 1987, p. 148.

ISSUES TO BE CONSIDERED IN A POLICY ON PROFESSORIAL ETHICS

Unethical behavior toward students, patients, clients, colleagues, or others

1. Infractions of established institutional rules and expectations
2. Lack of objectivity and equity in interpersonal interactions
3. Exploitation: financial, social, or sexual
4. Denial or abrogation of due process in any of its realms of application
5. Failure to obtain informed consent for participation in activities known to pose risks to those involved
6. Withholding of evidence or information of any kind from those reasonably known or knowable to be in need of it
7. Dishonesty, bias, sloth, or ineptitude in performance of reasonably assigned or assumed duties, including course preparation, classroom presentations, office hours, patient care, committee work, grading, student supervision
8. Hindrance of others' rights to academic and other freedom, including right of access to scholarly findings
9. Expropriation of property (notebooks, papers, syllabi)
10. Insensitivity, vulgarity, impoliteness, or other social impropriety
11. Violation of the confidentiality of the faculty/student or collegial relationship
12. Refusal of proportionate load of responsibility for the conduct and governance of academic affairs, including advising, planning, recruiting
13. Willful ignorance or neglect of basic principles or recent developments in pegagogy and research in one's area of academic responsibility

Unethical behavior in personnel proceedings (hiring, renewal, promotion, tenure)

1. Inadequate review of quality of publications, research, or other indices of performance
2. Inclusion of inappropriate evidence
3. Exclusion of appropriate evidence
4. Application of standards of evidence or performance which one is not willing to apply to one's own work (for example, types of publication, evaluations of teaching)

Fraudulent or unethical research methods or data or analysis or interpretation

1. Definition of research fraud/misconduct: plagiarism, fabrication, falsification, non-compliance with recognized regulations, misrepresentation, false attribution, unwarranted credit, misappropriate of research funds, etc.
2. Identification and handling of ethical dilemmas in biomedical or psychosocial or sociocultural research

Procedures to be followed in cases of alleged unethical conduct

1. Responsibilities of individuals (students, colleagues, administrators) who obtain first-hand, second-hand, or essentially anonymous (hearsay, rumor-mill) allegations of misconduct
2. Principles governing the handling of anonymous or unwritten allegations
3. Specification of how and to whom allegations should be directed

4. Composition, responsibilities, and liabilities of review bodies or hearing committees
5. Rules of evidence and credentials of those giving testimony regarding allegations of misconduct
6. Means for protecting accusers and witnesses from retribution
7. Schedule and steps to be followed for resolving issues: informal inquiry, formal investigation, informal mediation, formal hearing, informal evaluation, formal adjudication
8. Persons to be included in the sphere of investigation of a charge of misconduct
9. Protection of the rights and material interests of the accused and of the accused's coworkers: to confront accusers?, to financial security during review?, to academic standing?, to privacy?, to reports on the current status of an investigation?
10. Statute of limitations on the identification and prosecution of cases of unethical conduct
11. Records and evidence to be kept: fact-finding files, depositions, verbatim testimony, documentary evidence, material evidence
12. Hierarchy of authority for adjudication and appeals
13. Role of legal counsel in proceedings
14. Standards of expertise, conflict of interest, and standing of adjudicators, prosecutors, defenders, and witnesses
16. Processes of reporting of proceedings, ongoing and concluded
17. Openness of hearings
18. Notification of pending and concluded cases to internal and external parties (university administration, funding agencies, publishers, etc.)
19. Sanctions after determination of guilt: monetary, retroaction, clarification, apology, revocation of degree?
20. Opportunities for the accused to hear and rebut charges, review evidence, comment on findings and recommendations of reviewing bodies
21. Differentiation of cases on grounds of status of the accuser or of the accused? (chair versus faculty, junior faculty versus senior faculty, qualified versus nonqualified rank, renewable versus fixed term appointment, etc.

<u>Responsibilities of faculty in inculcating ethical standards in their students</u>

The University at Albany
The University Senate

The Library Council

Kendall Birr, 1987-88 Chair SS 348 442-4794

Report to the Senate, May 2, 1988

1. The Council has watched with interest the formation of the Task Force on Library Construction which included three Council members in its membership. That task force has not yet met.

2. In accord with previously-established policy, two Council members joined two Library staff members to review nominees for Excellence in Librarianship Awards.

3. Mr. Joseph Nitecki, Director of the University Libraries, will retire from that position as of September 1, 1988. The Council has observed with concern the unexpected difficulties in getting the search committee for the new Director under way; it has not yet been completely organized so as to begin its work.

4. The University Libraries face a serious crisis in their acquisitions budget. Costs, particularly of serials, have risen far more rapidly than the acquisitions budget (a separate item in the University budget). If the problem is not attended to the Libraries could face a $500,000 deficit by March 31, 1989. With the active encouragement of the Council, Assoc. Vice President Lees has just completed the organization of a Collection Development Advisory Committee made up of a broadly representative group of Library users. We hope that this Committee will perform a function for the Libraries analogous to that performed for the University as a whole by the President's Budget Panels.

5. The Council recently reconsidered faculty borrowing privileges and renewal practices at the University Libraries. The current policies which date from 1985 will remain in place with two exceptions: first, individual members of the faculty may apply for annual borrowing privileges with a single return/renewal period each May. Second, the Library will experiment with the use of a portable bar-code reader to facilitate renewals of substantial numbers of books in faculty offices.

UNIVERSITY AT
ALBANY
STATE UNIVERSITY OF NEW YORK

University Senate
518 442-5406

Administration 259
Albany, New York
12222

April 11, 1988

TO: University Senate

FROM: Irene Lurie, Chair IL
Council on Promotions and Continuing Appointments

SUBJ: Annual Report for 1986-87

Below is a tabular summary of the actions taken by the Council on Promotions and Continuing Appointments during the 1986-87 academic year. The data include library and academic faculty, as well as new senior faculty recruited to the campus in the past year.

	Continuing Appointment	Continuing Appointment with Promotion	Promotion
Cases Submitted to Council	13	16	19
Approved	12	13	18
Disapproved	0	2	1
Split Decision	1	1	0
Vice President's Recommendation			
Approved	13	13	18
Disapproved	0	2	1
Abstained	0	1	0
President's Decision			
Approved	13	14	18
Disapproved	0	2	1

Council Members: Judith Barlow (chair), Stephen Brown, Josiah Gould, William Hedberg (staff), William Lanford, William McCann, Limor Nissan, John Oliver, Judith Ramaley (ex-officio), Robert Rosellini, Michael Sattinger

UAC Report to Senate Meeting of 2 May, 1988

The last UAC meeting of 1987-88 was held on Friday, April 22.

1. The report of the Program Review Committee with regard to the review of the Department of Political Science was accepted, but it was noted that one of the report's recommendations was not supported by evidence contained in the report itself.

2. The UAC hereby reports to the Senate as an item of information that it has endorsed the Administration's intent to enforce an existing regulation that no student be permitted to early register for more than 19 credit hours. On registration day and thereafter through drop/add, a student may enroll for more than 19 credit hours only with approval of the Dean for Undergraduate Education.

3. The course UNI 499 was approved to allow granting of credit to senior students who serve as tutors to freshmen students having difficulty.

4. Upon Administration recommendation as to timeliness, the UAC approved the following list of departments to be reviewed during the coming academic year: Atmospheric Science, German, and Curriculum and Instruction.

5. A new, clarified definition of "prerequisite" was ratified.

6. The Council wishes to emphasize that the bill before the Senate with regard to amending the requirements for graduation with honors has been submitted by an individual senator and has not been endorsed by the UAC. The merits of the bill were discussed. While there was some sentiment to devise a compromise, none was proposed that won majority support. Debate seemed to weigh against the proposed amendment, but since only one student senator was present -- the bill's sponsor -- no formal vote was taken. Individual UAC members and all senators were encouraged to participate in the debate on May 2.

— E O'Reilly, Chair, UAC

Resolution on Bryan Higgins

The University Senate notes with sadness the untimely death of one of our students, Bryan Higgins, and wishes to express its concern and sympathy to his family and friends.

UNIVERSITY SENATE

THE UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

University Policy for Research and Educational Activities Involving Animal Subjects

INTRODUCED BY: Council on Research
Date: March 24, 1988

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the attached policy for research and educational activities involving animal subjects be approved.

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

Rationale:

The care and use of animal subjects in research and educational activities is governed by federal and state regulations, professional standards of ethical conduct, and University policy. In light of revisions in the relevant federal regulations, the University has undertaken an intensive examination and reorganization of its laboratory animal care and use program. The proposed revised policy is designed to ensure that laboratory animals under the auspices of the University are maintained and used in a humane manner and that the University is in compliance with federal and state regulations.

University Policy for Research and Educational Activities Involving Animal Subjects

I. Guiding Principles

A. In conjunction with its instruction and research missions, the University at Albany acquires, maintains, and utilizes a number of species of animals. Although state and federal compliance requirements pertain specifically to living vertebrate animals, the University is committed to the humane care and use of all non-human species in all research and educational activities conducted under its auspices.

B. Any project or activity involving animals must have as its purpose the expansion of scientific knowledge and professional skills and must meet high standards of scientific merit and performance.

C. With respect to animal care and use the University accepts the responsibility for compliance with applicable federal, state, and local regulations.

D. The University is guided by the Guide for the Care and Use of Laboratory Animals (NIH) in its most recent edition. University faculty, students, and staff engaged in or responsible for activities involving animals are expected to be cognizant of and adhere to the policies set forth in the NIH Guide and in this document.

II. University Administration Responsibilities

A. The President of the University has delegated administrative responsibility for the University's laboratory animal care and use program to the Vice President for Research. In addition, the Vice President represents the University to external regulatory bodies, and is responsible for filing all required assurances, reports, and registrations.

B. The Director of Laboratory Animal Services, who reports to the Vice President for Research, is responsible for the day-to-day operation of the University's laboratory animal care program. The Director also has administrative responsibility for the Animal Welfare Committee.

C. The University's Consulting Veterinarian reports to the Vice President for Research and serves as advisor on all veterinary matters at the University at Albany.

The Consulting Veterinarian is responsible for the health and welfare of laboratory animals under the University's care and has the authority to exercise professional judgment in these matters. Concerns regarding the Veterinarian's decisions will be referred to the Animal Welfare Committee for a recommendation to the Vice President for Research for final determination.

III. Animal Welfare Committee Composition and Responsibilities

A. For the purposes of ensuring the humane use of animals, and in compliance with federal and state regulations, the President of the University, in consultation with the Vice President for Research and the Council on Research, appoints a committee on animal care and use (Animal Welfare Committee).

B. No live vertebrate animals shall be used in any research or educational activity under the auspices of the University without prior review and approval by the Animal Welfare Committee.

C. The Animal Welfare Committee is comprised of at least five members who collectively possess expertise to assess the appropriateness of animal use in education and research. At least one member must be a veterinarian with experience in laboratory animal science and medicine; at least one member shall be a University scientist with experience in research involving animals; and at least one member shall be unaffiliated with the University.

D. Basing its decisions on the principles of humane use of animals, as well as the provisions of the NIH Guide, the Animal Welfare Committee is authorized to review and approve, require modifications in (to secure approval), or withhold approval from all proposals for the use of vertebrate animals in all University research and teaching activities, regardless of the source of funding. The Committee is authorized to suspend any activity involving animals if it determines that the activity is not being conducted in accordance with the NIH Guide, federal or state regulations, or this policy.

E. If the Committee suspends an activity involving animals, the Vice President for Research, in consultation with the Committee, and, where appropriate, the Research Foundation, shall review the reasons for suspension, take appropriate action, and notify relevant governmental agencies in accordance with applicable regulatory requirements.

F. Activities that have been approved by the Animal Welfare Committee may be subject to further appropriate review and approval by officials of the University. However, those officials may not approve an activity involving the care and use of animals if it has not been approved by the Committee.

G. Non-compliance with the provisions of this policy or with the decisions of the Animal Welfare Committee shall be referred to the Vice President for Research for appropriate action. Such action may include suspension or termination of the privilege of using animals in research or educational activities. Repeated and willful failure to comply will be considered under the University's procedures for investigating misconduct in scholarly activity.

H. The Committee makes recommendations to the Vice President for Research regarding requests for exceptions to standard animal care procedures that are required for scientific or educational reasons and also regarding questions concerning the decisions of the Consulting Veterinarian.

I. The Committee inspects all of the University's animal facilities and reviews the University's laboratory animal program at least semi-annually for compliance with the NIH Guide. The Committee submits written reports on inspections, evaluations, non-compliances, and corrective actions taken or recommended to the Vice President for Research.

J. In consultation with the Council on Research and with approval of the Vice President for Research, the Committee adopts appropriate procedures that comply with federal and state regulations, including guidelines and procedures for expedited proposal review.

IV. Project Supervisor Responsibilities

A. Any project or activity involving animals of any species, for either research or instruction, must be conducted by or under the immediate supervision of a faculty member who is designated as the project supervisor.

B. In conducting animal research and teaching activities, the project supervisor must:

1. adhere to guidelines and procedures set forth by the Laboratory Animal Care Program,

2. ensure that all project personnel have been instructed about the requirements of humane animal care and use, and

3. ensure that the animals are used and cared for in compliance with University policies, federal and state regulations, and funding agency guidelines.

C. Before undertaking any activity involving vertebrate animals, the project supervisor must submit a proposal regarding animal care and use to the University's Animal Welfare Committee. The activity cannot begin until and unless Committee approval is obtained.

V. Laboratory Animal Care Program Organization and Responsibilities

A. Under the direction of the Director of Laboratory Animal Services, the laboratory animal care program ensures appropriate housing, maintenance, veterinary care and diagnostic support for all teaching and research using vertebrate animals, including provision for emergency animal care.

B. Recommendations concerning policies and procedures of the laboratory animal care program are provided by the Animal Services Advisory Committee that is chaired by the Director and includes the Consulting Veterinarian, the Chair and the Associate Chair of the Animal Welfare Committee (as designated in the Committee's by-laws).

C. The laboratory animal care program has authority over all vertebrate animals used in any University research or teaching activity. No vertebrate animals may be purchased or maintained without the approval of the Director of Laboratory Animal Services.

D. The laboratory animal care program operates and controls facilities for housing vertebrate animals used in University research and teaching.

1. These facilities are the only authorized areas in the University for housing and caring of vertebrate animals.

2. The University's Consulting Veterinarian shall ensure that the facilities are operated according to standard procedures which meet or exceed appropriate veterinary standards and are consistent with the NIH Guide.

3. Access to the animal facilities is limited to authorized individuals only. Although the University wishes to be open with regard to the care and use of animals, access to the animal facilities must be limited to protect the health and welfare of the animals, public health, and the integrity of the research enterprise. Free access to the animal facilities would expose the animals to possible disease and stress, increase the likelihood of the spread of zoogenic disease to the public, and seriously disrupt ongoing research.

a. Individuals authorized to have access to the animal facilities include: 1) faculty and students conducting approved scientific and educational activities involving animal subjects; 2) individuals charged with the care of animals and the maintenance of the animal facilities; and 3) members of the administration and the Animal Welfare Committee responsible for the care and use of animals.

b. Other individuals who wish access to the animal facilities must have prior approval from the Director of Laboratory Animal Services. In the event that the Director is unavailable, approval may be obtained from the Chair or , if necessary, the Associate Chair of the Animal Welfare Committee. In emergency situations, access may be approved by the Facility Supervisor.

c. All individuals entering the animal facilities must comply with all health and safety standards prescribed by the Animal Welfare Committee. Individuals granted access under Provision V.C.3.b, above, will be accompanied by a person or persons designated by the Director to ensure compliance with these standards.

d. These provisions do not apply to the inspection of the animal facilities by governmental agencies with regulatory oversight of the care and use of animals at the University at Albany, or to access to the animal facilities by police, fire, medical, or veterinary personnel in emergency situations.

VI. The Council on Research Responsibilities

A. The Council on Research oversees the University's Laboratory Animal Care and Use Program. Included in this oversight is:

1. advice on faculty representation for the Animal Welfare Committee

2. review of the Committee's guidelines and procedures, and

3. advice to the Vice President for Research on issues relating to animal research, use, and care.

Rockefeller College of Public Affairs and Policy

Ph.D. Program in Information Science

IT IS HEREBY PROPOSED

I. That a Ph.D. program in Information Science be approved by the University Senate and submitted for approval by the New York State Education Department;

II. That the program become effective September 1, 1989; and

III. That the Bill be referred to the President for approval.

A Proposal for a Ph.D. Program in Information Science

State University of New York at Albany

SUMMARY

The proposed Ph.D. in Information Science is an interdisciplinary program that draws upon the existing strengths of several departments and schools at the University at Albany. The design of the program capitalizes on strengths of research faculty already in place in the feeder disciplines of the program: business, communication, library science, public administration and computer science. The program is designed to complement, not compete with, existing master's and doctoral programs on the Albany campus.

The doctoral program will emphasize research, teaching and the application of research findings to practice. It is built on a model of producing a scientist-practitioner who will be competent in a teaching position in one of the core disciplines that comprise the program, in teaching and research in the developing discipline of information science, in a professional position within a private or public organization, or in a professional position within a consulting organization.

The doctoral program requires the completion of at least 60 credits beyond the baccalaureate degree.

Within the broad field of information science, Albany's proposed Ph.D. program establishes its foundation in the four structural concepts of information theory, information management, information organization and information policy. These structural concepts are emphasized in the series of four graduate courses which comprise the core of the program. Subsequent graduate study, including advanced specialization and individual research, will build on the fundamental principles presented in this core. All students must pass comprehensive examinations in the areas of core competence.

The second component of the program, the Ph.D. research tool requirement will be required of all students, but students may satisfy the requirement in a variety of ways depending on prior educational preparation, area of specialization, etc.

As students move into the third component of the program, they will be required to engage in additional course work and research in at least two of the advanced specializations offered by Albany program faculty. At least one advanced specialization should be in an area outside the student's disciplinary focus. Advanced students will engage in practicums and individual research guided by program faculty. These experiences will provide opportunities for students to apply their skills to organizational problems. Students will cap their work with a dissertation that makes an original contribution to knowledge in the field.

All doctoral students will be required to complete core requirements and a qualifying examination, demonstrate competency in research tool requirements, pass comprehensive examinations, have a dissertation proposal approved, and, successfully defend a dissertation.

Admission to this interdisciplinary Ph.D. program will be highly selective. Entering students are expected to have backgrounds in disciplines concerned with perception, evaluation and manipulation of information, including appropriate analytic skills. They are expected to have a background which includes discrete mathematics, research methodologies, fundamentals of the policy making process, organizational theory and behavior, as well as computer literacy. Some students may enter with a baccalaureate degree. More commonly, students will enter the program with a master's degree in a field related to Information Science.

Graduates of Albany's proposed interdisciplinary program will be uniquely qualified to contribute to the emerging field of information science and to the disciplines and professions concerned with the generation, processing, organization and management of information, the development of information theory and the formulation of information policy.

Proposal for a Ph.D. Program in Information Science

1. PROGRAM

The University at Albany, State University of New York proposes to initiate an interdisciplinary Ph.D. program in Information Science beginning in the Fall of 1989. Housed in the Rockefeller College of Public Affairs and Policy, the new program will draw on the strengths of several schools and departments on campus. The design of the program capitalizes on strengths of research faculty already in place at the University at Albany. The new program will promote an interdisciplinary approach to the field of "Information Science".

"Information Science" on most university campuses remains at present a discipline bound or fragmented enterprise. At Albany, substantial information science-related research is being conducted at a half-dozen locations. Research related modeling of decision making, information systems design, information processing, the development of expert systems, and organization and evaluation of recorded information are ongoing. The Graduate School of Public Affairs, School of Business, and Department of Communication are developing knowledge-based decision support systems. The Department of Computer Science has a firm footing in Artificial Intelligence, and the School of Information Science and Policy has become increasingly empirical in its orientation, moving its center of programmatic gravity from a focus on the library as organization to information management and science. A programmatic area of concentration within the field of Information Science is formulation of public information policy in such areas as privacy protection, the role of government, intellectual property rights, information literacy, information access, and information sharing (local to international). The Graduate School of Public Affairs and the School of Information Science and Policy have developed expertise supportive of research in these areas.

It is apparent that the emerging field of information science demands the attention of educators and managers possessing interdisciplinary skills in scholarship, technology and management relating to information science. Faculty at the University at Albany can provide the needed inter-disciplinary focus for this unique program. The proposed program is being designed to complement, not compete with or replicate, existing master's and doctoral programs emphasizing information science or systems or cognitive science in units such as the Business School, Public Administration, Communication, Psychology, Computer Science, or the School of Information Science and Policy.

The program's fundamental operating premise is that, in each of these disciplines and professions, a common set of changes have taken place and will continue in the near future. Each of these fields is witnessing an increasing emphasis on the generation and processing of machine readable information; a concern with the formulation of information policy; a concern with information theory and the conceptualization of information and computer modeling of knowledge on decision and choice; a concern with the organization and evaluation of information and a concern with the management of information and effects of information technologies within organizations. By working on this common set of research interests, the University at Albany can attain national research prominence in key areas of information science.

a. Purpose, Structure and Content of Program

The Ph.D. in Information Science is an interdisciplinary program that draws upon the strengths of several departments and schools on campus. The design of the program capitalizes on strengths of research faculty already in place at the University at Albany, SUNY.

The proposed program has intellectual and curricular ties with campus programs in business, communication, library science, public administration, and computer science. Faculty in these areas, specific courses they teach, and their research competencies make up much of the foundation of the new Ph.D. program: Graduate courses in the above areas will be enriched by the added enrollments of a few, highly qualified doctoral students from the Information Science program. Also, exceptional master's students in the above disciplines have a unique, interdisciplinary program to consider should they wish not to seek a doctoral degree in their more traditional fields.

By building on existing strengths of strong research faculty and augmenting these strengths with key faculty appointments, the University at Albany plans to build a unique interdisciplinary approach to an emerging field and achieve national research prominence.

Several of the associated feeder disciplines for the proposed program do not have Ph.D. programs of their own. In these cases, the newly-proposed Ph.D. program will provide a Ph.D. opportunity for students working in those fields. For departments that already have a doctoral program, this Ph.D. program will serve to provide additional depth of specialization in an information concentration within the home department's Ph.D. program.

Albany's proposed program of study is hospitable to styles of inquiry ranging from the formal (e.g., mathematics, systems theory, information theory and linguistics) to the empirical (computer science, management science, library science, semiotics, linguistics, communication) and utilizes faculty already affiliated with the School of Business and School of Information Science and Policy, as well as the Departments of Public Administration, Communication and Computer Science. Other intellectual connections to develop within the program as it matures include Anthropology, Linguistics, Neurological Science, Education, Psychology, and Philosophy.

Within the broad field of information science, Albany's proposed Ph.D. program identifies its foundation in four structural concepts: Theory, Management, Organization and Policy. These four concepts have topical bases as illustrated below:

Information Theory

The focus in information theory is on symbolic, knowledge-based and human systems. It includes:

- Systems Theory

- Symbolic Systems (e.g., theory of knowledge, formal information theory, formal language theory)

- Knowledge-based Systems (e.g., expert systems, knowledge representation, artificial intelligence)

- Human Systems, including descriptive and prescriptive models of judgment and decision making processes

- Interfaces including the natural language interface and person-machine interfaces.

Information Management

The focus in information management is on the managerial principles and techniques associated with the generation, control, disposition, and use of information technologies in organizational contexts.

- History and philosophy of information management

- Concepts, including MIS, DSS and IRM

- Planning and program justification

- Organizational structure

- Education and training of users and of information professionals

Information Organization

The focus in information organization is on the study of the organization and processing of information, and the environment in which information systems exist. It includes:

- Historical and contemporary consideration of the acquisition, maintenance, dissemination and preservation of information

- Databases and database management

- The evaluation of information systems

- Information environments, with a focus on user needs.

Information Policy

The focus in information policy is on policy formulation and issues associated with the collection, production, preservation, control, availability, dissemination and use of information.

- Constitutional rights, including right to privacy and access, censorship, copyright and patent protection.

- Data integrity, including protection from criminal trespass, protection from accidental corruption.

- Development of technical standards for documentation, hardware and software.

- Centralization versus decentralization, including security and access, cost-benefit, programming complexity and database security/integrity.

- User access, including intra-organizational and external user access.

- Regulatory boundaries, including issues of ownership rights, trans-border flow, protocols and controls.

The proposed program complements and advances the University at Albany's mission, and is unique in its interdisciplinary power and distinctive character. It is an appropriate response to pressing demands of society. Graduates of the program will be equipped to establish new ways to advance the worth and accessibility of information and human intellect, which are the fuels of innovation, economic and social progress.

1) Program Content - Course of Study

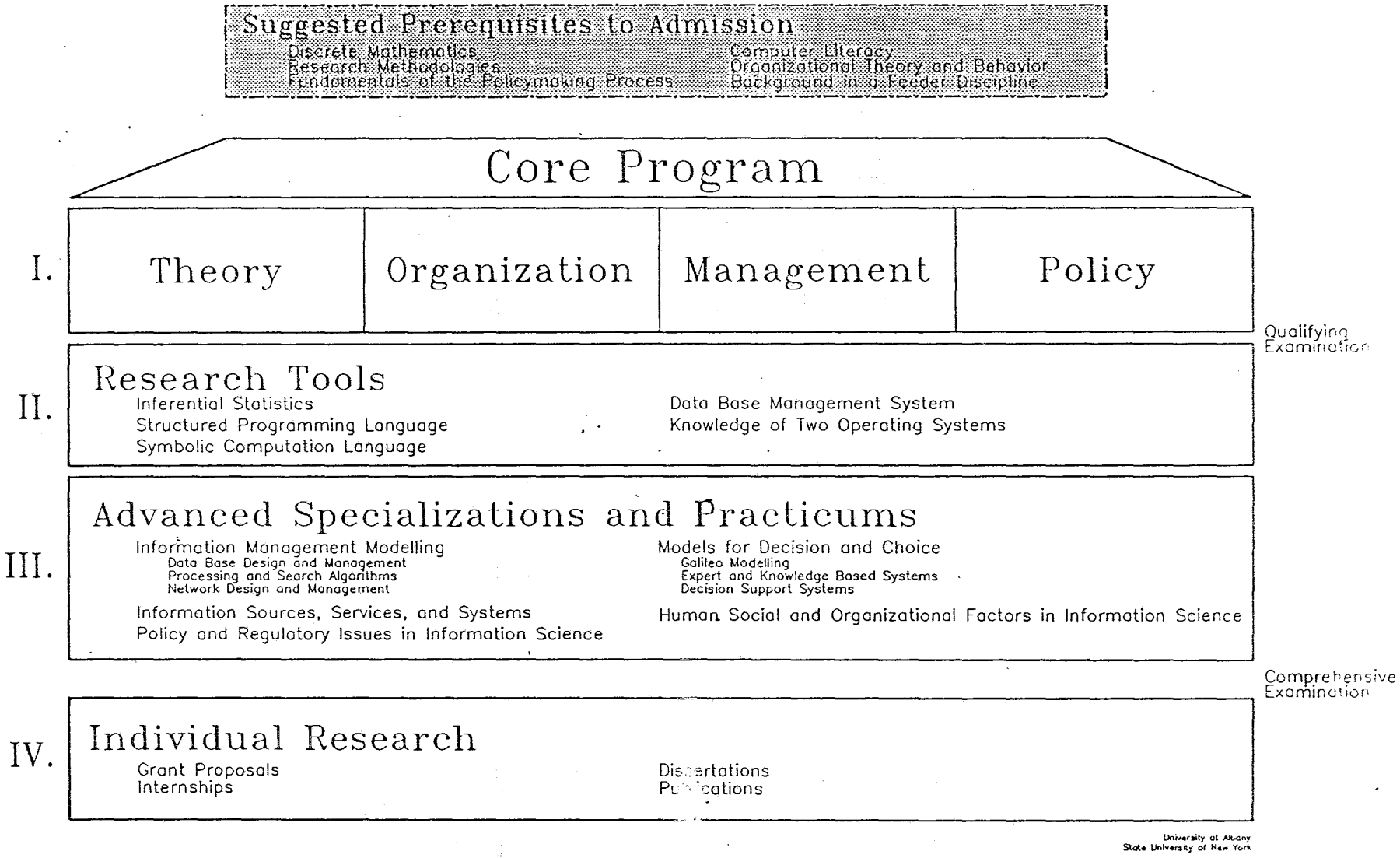
(a) Formal Structure

Figure 1 presents a schematic overview of the proposed Ph.D. program. The program begins with the assumption that graduates will likely move into existing fields where they will apply the principles and knowledge gained in the program. Alternatively, some graduates may pursue careers in teaching and research in the developing discipline of information science. A typical Ph.D. graduate who pursues a career in higher education might teach courses related to information science in a department of public administration or psychology, or in a school of business or information science and policy.

Students may best prepare for the program through advanced undergraduate or graduate work in one of five feeder disciplines. These include: business administration, computer science, communication, information science and policy, and public administration. This list may be expanded or contracted as a result of faculty discussions within each of these fields. Students entering the program with a master's degree in one of the five feeder disciplines may expect to proceed with the program core requirements. Students entering the program without a master's degree from one of the feeder disciplines may need to do additional work to qualify for admission to the program.

Figure 1

Schematic Overview of Ph.D. in Information Science



The first component of the Ph.D. program consists of a series of core courses which constitute the core of the discipline of information science. It is comprised of individual graduate courses in information theory, information organization, information management and information policy. Subsequent graduate study, including advanced specialization and individual research, will build on the fundamental principles presented in this core. All students are expected to pass core courses with a grade of A or B or present equivalent qualifications to the Ph.D. Qualifying Examination Committee.

The second component of the program consists of a Ph.D. tool requirement. Each student will be required to satisfy this requirement. Depending on their prior educational preparation, students may satisfy the tool requirement in a variety of ways.

The third component of the program consists of course work and research in at least two of the advanced specializations offered on the Albany campus and practicums which involve students actively in faculty research programs. At least one of the advanced specializations must be in an area different from the students' disiplinary focus. Existing campus strengths encourage work in expert judgment modeling underway in Public Administration, in Galileo modeling in Communications, in LISP and Prolog-based expert systems modeling within Computer Science and the School of Business, and systems evaluation methodology in the School of Information Science and Policy. These advanced specializations may evolve and change rapidly as the research frontier of the field advances, and as the research profile of the associated faculty shifts over time.

Students will cap their work with a dissertation that makes an original contribution to knowledge in the field.

Each of the components of the Ph.D. program is discussed below in greater detail.

(b) Core Courses

The first component of the program consists of four courses which comprise the doctoral core. The core courses in information theory, information management, information organization and information policy are designed to introduce students to the fundamental structural concepts of the field of information science. Subsequent graduate study, including advanced specializations and individual research will build on the fundamental principles presented in this core.

1. Core Course in Information Theory

The focus in information theory is on symbolic, knowledge-based and human systems. Among the major topics covered are:

- Systems Theory
- Symbolic Systems (e.g., theory of knowledge, formal information theory, formal language theory)
- Knowledge-based Systems (e.g., expert systems, knowledge representation, artificial intelligence)
- Human Systems, including descriptive and prescriptive models of judgement and decision making processes
- Interfaces including the natural language interface and person-machine interfaces.

2. Core Course in Information Management

The focus in information management is on the managerial principles and techniques associated with the generation, control, disposition, and use of information technologies in organizational contexts. Among the major topics covered are:

- Management and Information Systems (MIS)
- Decision Support Systems (DSS)
- Information Resource Management (IRM)
- Planning, implementing and evaluating systems, including performance of hardware/software, effects on users, planning physical facilities, preparation of users and life cycle analysis
- Networking, including planning and design, management, performance monitoring, evaluation, security, interfaces, standards and protocols

- Organizational structure, including interfaces between data structures and organizational structures, chief information officers and information centers

- Education and training of users and of information professionals.

3. Core Course in Information Organization

The focus in information organization is on the study of the organization and processing of information, and the environment in which information systems exist. Among the major topics covered are:

- Historical and contemporary consideration of the acquisition, arrangement, maintenance, dissemination and preservation of information

- Databases and database management

- The evaluation of information systems, costs, benefits and standards

- Social effects and trends

- Information environments, with a focus on user needs and the role of information professionals

4. Core Course in Information Policy

The focus in information policy is on policy formulation and issues associated with the collection, production, preservation, control, availability, dissemination and use of information. Among the major topics covered are:

- Constitutional rights, including right to privacy and access, censorship, copyright and patent protection.

- Data integrity, including protection from criminal trespass, protection from accidental corruption.

- Technical standards for documentation, hardware and software.

- Centralization versus decentralization, including security and access, cost-benefit, programming complexity and database security/integrity.

- User access, including intra-organizational and external user access.

- Regulatory boundaries, including issues of ownership rights, trans-border flow, protocols and controls.

All students are expected to pass core courses with a grade of A or B or present equivalent qualifications to the Ph.D. Qualifying Examination Committee.

All students are expected to sit for the qualifying examination in not less than two semesters and not more than four semesters following first enrollment. Students may pass the qualifying examination by presenting appropriate credentials, transcripts and other material for examination.

The Qualifying Examination Committee will review students dossiers at least once each semester. Satisfactory completion of requirements of the Qualifying Examination may be:

1) satisfactory completion of 4 core courses with a grade of A or B;

2) combination of 1) above and completed master's degree in one of 5 feeder disciplines;

3) completed master's degree and additional graduate work relevant to Information Science Ph.D. program.

(c) **Information Science Research Tool Requirements**

Each student will be required to satisfy a tool requirement for the Ph.D. program in Information Science. Many students will enter the program with some tool requirements already mastered. Different specializations will require a different set of tool requirements which may be satisfied through coursework or through a practicum guided by one or more faculty member. A typical research tool requirement will include at least two of the following:

Competency in at least one structured programming language, one symbolic programming language, two computer operating systems, a data base management system and the fundamentals of inferential statistics. The particular research tool requirement for each student will be established by his/her doctoral committee and must be completed prior to advancing to candidacy.

Throughout the program students are expected to be involved in the application of research methodology, tools and principles to a variety of specialized areas. Practicums will be created to involve students with individual faculty in research projects in order to sharpen the students research skills and to assist students in their choice of specialization area.

B) Advanced Specializations and Practicums

[illegible]
two of the advanced specializations [illegible] offered on this campus.
Advanced specializations with active research programs will be designed by faculty members from participating departments, with the approval of the [illegible] faculty [illegible] with the [illegible] program. [illegible] proposed specializations [illegible] given below:

Information Sources, Services, and Systems

The field examination in information sources, services, and systems will be based on demonstrated excellence in course work, a practicum and research.

1. Course work in analysis of life cycles and utility of recorded knowledge (bibliometrics), patterns of authorship (e.g., co-citation analysis), and differential impact of exogenous and endogenous information on organizations and society, indexing and abstracting, theory of classification, and orientation to social, political, economic, institutional contexts within which information is produced, organized, stored, distributed and used. Related areas to be mastered include psychology of human information processing and decision-making, mathematical models of inference, theories of computing and information processing.

2. Practicum in designing a special purpose or subject classification, evaluating information sources and services, or developing an information management system.

3. An advanced paper of publishable quality on a topic relating to classification, bibliometrics, ichneutics, information system design and development, information recording, analysis, transformation or the nexus of information, its users and applications.

Galileo Modeling

Galileo refers to a scientific theory of cognitive and communication processes and its associated technology. It is particularly useful for monitoring and influencing collective cognitive processes. Admission to Doctoral Candidacy with a specialization in Galileo Theory is based on successful defense of two Preliminary Papers, one in the student's major area of concentration and a second in a different area of Galileo studies. Preparation for these papers will result from completion of coursework in Galileo studies, including several laboratories and work in the core Information Science courses and appropriate cognate areas, such as mathematics, physics, computer science, statistics, psychology, anthropology, communication, administration and public policy.

Galileo Courses:

COM530	Measurement of Communication Processes
COM535	Corrective Cognitive Processes
COM587	**Analysis of Data**
COM512	Computers in Telecommunication
INF 7xx(new)	Advanced Galileo Research Methods
INF 7xx(new)	Mathematics of Galileo Spaces
INF 8XX(new)	Galileo Laboratory
INF 9xx	Seminar in Galileo

Group Decision Support

The field examination in group decision support will be based on demonstrated excellence in the following experiences and course work:

1. Course work in judgment and decision analysis and group decision-making processes, including:

   PAD 632 - Decision Making in Government and Administration
   PAD 634 - Seminar on Judgment and Decision-Making Behavior

2. A practicum in the use of computer-based management science models, and judgment and decision analytic models, to support group decision processes. Normally, this practicum will be satisfied by student participation in applied group decision support exercises conducted by the Decision Techtronics Group.

3. An advanced paper of publishable quality treating a research topic germane to the literature on group decision support systems.

Expert And Knowledge-Based Systems

The field examination in expert systems will be based on demonstrated excellence in both course work, a practicum, and other research activities.

1. Course work in the general area of information systems, with emphases on the special features and potential of expert systems. Course work will include an introduction to artificial intelligence, comparing it with other information system eras and focusing on the various applied subsets, especially knowledge-based systems. Course work will include topics concerned with the special processes involved in the development of expert systems, and tools available from various disciplines (i.e., cognitive psychology, linguistics, computer science).

   MSI 602 - Advanced Topics in Information Systems
   MSI 603 - Information System Techniques

MSI 6XX - Seminar on Expert and Knowledge-Based Systems

2. A practicum in the development of an expert system for a public or private sector firm.

3. An advanced paper of publishable quality on the topic of expert systems development. The practicum will provide the basis for this research.

Information Resource Management

The field examination in Information Resource Management (IRM) will focus on the ability to integrate insights from several different disciplines and application areas to form a clear understanding of the issues involved in the management of resources devoted to information technology. An important element of such understanding is skill in designing and implementing information systems to support managerial decision making.

Course work includes topical coverage of information technology (IT) and changing patterns in the IT industry, the use of IT to achieve competitive advantage, decision support systems (DSS) for both middle and senior management, issues in the management of an IT portfolio, and strategic issues in IRM, including organizational structure, role, efficiency, and leadership.

MSI 601 - Information Systems Concepts and Methodologies
MSI 611 - Analysis and Design of Information-Decision Systems
MSI 6XX - Seminar in Information Resource Management.

(e) Qualifying Examination

All students are expected to sit for the qualifying examination in not less than two semesters and not more than four semesters following first enrollment. The purpose of the examination will be to provide guidance to the student and the Guidance Committee in designing the remaining programs of study in the doctoral program. The examination will cover the common core requirements to determine the strengths and weaknesses of the student. Using this information, the Guidance Committee and the student will be able to design a coherent sequence of educational experiences to help the student progress toward the doctoral degree.

Students must pass the Qualifying Examination by presenting appropriate credentials, transcripts and other material for examination.

The Qualifying Examination Committee will review students dossiers at least once each semester. Satisfactory completion of requirements of the Qualifying Examination may be:

1) satisfactory completion of 4 core courses with a grade of A or B;

2) combination of 1) above and completed master's degree in one of 5 feeder disciplines;

3) completed master's degree and additional graduate work relevant to Information Science Ph.D. program.

(f) Comprehensive Examinations

Comprehensive examinations will be administered upon completion of all coursework for the degree and immediately prior to admission to candidacy. The comprehensive examinations will consist of two parts--one part common to all students focusing on the program's core requirements and one part tailored to each student focusing on his or her advanced specializations.

Given the technical and specialized nature of the advanced specializations, the exact format of the comprehensive field examinations may vary from one specialization to the next. The examination may consist of actual sit-down exams, work on problems taken home for a period of some days, or satisfactory completion and review of one or more comprehensive papers demonstrating student's ability to produce work of publishable quality. Field examinations for the advanced specializations will be designed and administered by faculty actually working in that area of specialization.

The common portion of the comprehensive examination will be designed by an examination committee appointed by the program's director. This committee should be representative of the faculty from the several feeder disciplines who are participating in the program's core teaching program. The content of that examination will reflect the structure of the program's core, stressing students' ability to integrate concepts across core areas. As with the advanced specializations, the examination committee will design an examination process that they deem to be most appropriate for the material being tested.

(g) Dissertations

Students in the Ph.D. program in information science will be required to complete a dissertation in conformity with guidelines set down by the University at Albany and the faculty of the Ph.D. program. The interdisciplinary nature of this program makes it likely that approaches and topics chosen in dissertation research will make an original contribution to knowledge.

Students are responsible for the selection of their Dissertation Committee, subject to the approval of the Director of the Program. Members of the Student's Guidance Committee may serve on the Dissertation Committee. The chairperson of the committee must be a member of the program faculty and a recognized expert in the topical area of the dissertation. The student should consult with the chairperson in the selection of the remaining members of the committee. The Dissertation Committee must have at least three members, two of whom must be members of the program faculty. There must be at least one member of the committee from a department different from that of the chairperson of the committee. One person from outside the University with special expertise may become a member of the committee with the approval of the Director of the Program.

The Dissertation Committee will have the responsibility of approving the dissertation proposal, including both the topic and the research design. This committee will also be required to provide on-going evaluations of the student's work on the dissertation. Finally, this committee must conduct a dissertation defense and approve the final copy of the dissertation.

Course Descriptions of Existing Courses to be Offered in the Information Science Ph.D. Program

Criminal Justice

CRJ681 Statistical Techniques in Criminal Justice Research I

Introduction to statistical techniques appropriate for use in the criminal justice field. Descriptive statistics: scales of measurement; measures of central tendency, variability, and association. Introduction to statistical inference including sampling distributions and tests of significance.

CRJ687 Statistical Techniques in Criminal Justice Research II
(Ssw 687)

Some techniques of nonparametric statistics, an introduction to elements of numerical taxonomy, multiple regression, discriminant analysis, and elementary decision theory. Analysis of variance and covariance. Multi-stage sampling and calculation of error variance for such designs. Introduction to some simple methods for factor analysis, cluster analysis, and related techniques. Some notes on available "canned" programs and elements of computer input routines (card design).

Communication

COM512 Studies in Communication Theory

An examination of research in and appropriate methodologies for studying selected problems in communication theory (e.g., models of persuasion and supporting research, role of language in human communication). May be repeated for up to 6 credits with change of topic.

COM590 Measurement of Communication Processes

Graduate-level introduction to methods of measuring attitudes, beliefs, messages, and flows of information among individuals, groups, and cultures. Special emphasis on the role of symbolic communication in measurement in particular and science in general.

COM680 Seminar in Communication
Indepth examination of a topic in communication. Preparation of a graduate research paper in the area, with peer and faculty critques. Prerequisite: by advisement only.

Computer Science

CSI500 Operating Systems

Study of memory, processor, and device management of contemporary systems. Paging, the working set, segmentation, single and multiprocessor scheduling, synchronization primitives, mutual exclusion, deadlocks, and the optimization of disk and drum performance are investigated. Emphasis is placed on the models and algorithms arising in the design of computer operating systems. Prerequisites: CSI202, CSI310 or 511, MAT361 and 404 or 504.

CSI510 Database Management Systems Applications

Introduction to database management systems (DBMS) emphasizing the CODASYL network model. Physical and logical database design, rollback and recovery techniques, access methods and report writer/query language processer concepts. Laboratory assignments in the design and access of network databases. Introduction to the hierarchical and relational DBMS models.
Prerequisites: CSI511 and knowledge of COBOL.

CSI511 Principles of Computing

Topics in data structures, discrete mathematics, and program structures required for graduate work in computer science. Cannot be taken for credit by students with credit in CSI310 or equivalent. Prerequisite: CSI202 or equivalent.

Management Science and Information Systems

MSI581 Management Information Systems

A core course required for the MBA program. Use of computers and planning of computer applications for management information and data processing are introduced. Communications, data storage, graphics, and office automation are included. Quantitative models for decision making and support are presented including decision trees and project planning. Prerequisite: MSI518.

MSI601 Concepts in Information Systems

This course provides the fundamental framework, methods, and techniques to analyze and meet information needs within organizations. Prerequisite: MSI581 and permission of instructor.

MSI602 Advanced Concepts in Information Systems

Advanced material regarding the development, use, and management of information systems within organizations.
Prerequisite: MSI581 and permission of instructor.

MSI603 Information Systems Techniques

Part of the academic core of the Management Information Systems subprogram. Various technical topics needed to develop information systems are covered. Advanced COBOL procedures and techniques are presented. An introduction to data base systems is given, with emphasis placed on the relational model. The design and implementation of decision support systems are covered in the context of actual cases. Not available as an elective. Prerequisites: Successful completion of all required 500-level MBA courses and declared concentration in Management Information Systems subprogram.

MSI611 Analysis and Design of Information-Decision Systems

Business elective offered in the evening. Techniques are presented for analyzing the information needs and existing flows in an organization. The process of systems analysis and design is discussed with special emphasis on the interdependency between decision models and their supporting information systems. Prerequisite: MSI581.

Information Science and Policy

ISP536 Systems Analysis in the Information Environment

Theory and methods of systems analysis as applied to information systems and services. Prerequisites: ISP301, ISP303, or consent of instructor.

Public Administration and Policy

PAD502 Human Resources Development

A survey of individual/group behavior, organizational structure, controls, work design, and motivation is presented as a background. Leads to discussion of the major institutions, methods, and procedures that constitute public personnel systems (the merit system, career staffing, selection, training, position classification, compensation, and workforce planning.

PAD620 Methods of Management Science

Introduction to some of the major concepts in the field of management science. Topics include linear programming through sensitivity analysis and duality, an introduction to formal decision theory, and an introduction to simulation. Computer applications are stressed throughout. Students make use of existing computer packages (BASIC) but are also required to write their own programs. Students complete problem sets and case studies that stress the applications of these techniques to problems of management in the public sector. Prerequisites: PAD504 and 505.

PAD624 Simulating Dynamics System

Introduction to the basic principles underlying dynamic feedback systems. The principles underlying growth, expotential decay, and sigmoid growth. Students construct computer models of social systems with examples drawn from economic, urban, sociological, and biological systems. Prerequisites: PAD504 and 505 or consent of the instructor.

PUB(Pos)503 Public Policy in Theory and Practice

Examines the theoretical foundations of public policy research, of alternative models of public policy formation, their methodologies, and the relationship between the theory and practice of the policy sciences. Inquiries into the practice of public policy focus on actual policies in one substantive area, usually economic policies managing inflation.

Proposed Program Faculty for the Information Science Ph.D. Program

Full Time:

Program Director	Professor/ Assoc. Professor	Tenured	Joint Appt. W/ Open

Part Time:

Dean Arden	Professor	Tenured	Dept. of Computer Science
James Heaphey	Professor	Tenured	Dept. of Public Admin. & Policy
William Holstein	Professor	Tenured	School of Business
Ben-Ami Lipetz	Professor	Tenured	School of Information Science & Policy
Daniel Rosenkrantz	Professor	Tenured	Dept. of Computer Science
William Saffady	Professor	Tenured	School of Information Science & Policy
Joseph Woelfel	Professor	Tenured	Department of Communication
David Andersen	Assoc. Professor	Tenured	Dept. of Public Admin. & Policy
Donald Ballou	Assoc. Professor	Tenured	School of Business
Sal Belardo	Assoc. Professor	Tenured	School of Business
Peter Bloniarz	Assoc. Professor	Tenured	Dept. of Computer Science
Richard Halsey	Assoc. Professor	Tenured	School of Information Science & Policy
Lakshmi Mohan	Assoc. Professor	Tenured	School of Business
Jeryl Mumpower	Assoc. Professor	Tenured	Dept. of Public Admin. & Policy

University Senate

State University of New York at Albany

Amendment to Bill No. 8586-14 which revised the criteria for graduation with honors.

Proposed by: Mitch Posner
April 25, 1988

It is hereby proposed:

I. That the attached amendment to Bill No. 8586-14 which revised the criteria for graduation honors be approved.

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

Amendment to Bill No. 8586-14 which revised the criteria for graduation with honors submitted by:

IT IS PROPOSED THAT the bill No. 8586-14 which revised the criteria for graduation with honors be amended as follows:

A student shall be graduated: "CUM LAUDE" with an average equal to or greater than 3.00 but less than 3.40: "MAGNA CUM LAUDE" with an average equal to or greater than 3.40 but less than 3.70; "SUMMA CUM LAUDE" with an average equal to or greater than 3.70 for the classes of 1988, 1989 and 1990. Thereafter, beginning with the class of 1991, the student shall be graduated: "CUM LAUDE" if that student's average is equal to or greater than 3.25 but less than 3.50; "MAGNA CUM LAUDE" if that student's average is equal to or greater than 3.50 but less than 3.75; "SUMMA CUM LAUDE" if that student's average is equal to or greater than 3.75 (These minima will replace the current minima).

RATIONALE: The Undergraduate Bulletin 1986-87 on page 18 under the major heading "Honors, Awards, and Prizes" states under the sub-heading "Degree with honors" that "A student will be graduated: Cum Laude with an average equal to or greater than 3.00 but less than 3.40; Magna Cum Laude with an average equal to or greater than 3.40 but less than 3.70; Summa Cum Laude with an average equal to or greater than 3.70". The Undergraduate Bulletins for prior years state the same.

The classes of 1988, 1989 and 1990 entered this University and relied upon the above information and standards in making decisions with regard to their attendance and performance at this University. The University should, therefore, uphold its published criteria and allow these classes to graduate with the honors that were conveyed to them upon their entering

7. New Business

7.1 Bill No. 8586-14: Revision of Criteria for Graduation with Honors

W. Hammond moved approval. Motion seconded.

M. Miller offered a friendly amendment that this policy become effective May 1990. Motion seconded. W. Hammond rejected the amendment saying the date had been carefully considered by the Council.

I. Weinstein proposed that the policy, if approved, become effective for all students entering this University September 1, 1986 and thereafter.

H. Hamilton spoke against the amendment saying that it would result in students completing degrees under different rules. A discussion ensued.

I. Weinstein and M. Miller moved that, if approved, the bill become effective for students graduating in May 1990 and thereafter.

M. Elbow moved the previous question. His motion was carried and debate on the amendment was closed.

The motion to change the effective date to 1990 was lost.

There was a motion to reconsider the amendment. Motion lost for lack of a second.

S. Barnard moved that we postpone action on Bill No. 8586-14 until we act on Bill No. 8586-16. Motion seconded. The motion was lost. There was a call for division. The motion was lost.

The motion to approve 8586-14 was approved.

7.2 Bill No. 8586-16: Adoption of Plus/Minus Grading

W. Hammond moved approval. M. Elbow seconded.

There was extended discussion about the numerical values of pluses and minuses, but no amendments were approved.

A motion was made to close debate on the original bill. Motion carried.

Bill 8586-16 was approved unanimously.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

THE REGULATION OF SMOKING ON CAMPUS

INTRODUCED BY: University Community Council
April 20, 1988

IT IS HEREBY PROPOSED THAT:

I. That the attached bill on regulation of smoking on campus be approved.

II. That the attached bill be forwarded to the President for approval.

Senate Bill No. 8788 09

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

THE REGULATION OF SMOKING ON CAMPUS

IT IS HEREBY PROPOSED THAT:

I. Smoking shall not be permitted in any area of University buildings except for:

a. a designated public smoking area in a University building. It is intended that there be designated one public smoking area in each University building except for the following where there will be no public smoking area:

1. Main Library and Hawley Building
2. Student Health Center
3. Public Safety Building
4. Plant Services Building
5. Commissary
6. Physical Education Center
7. Page Hall
8. Alumni House

It is further intended that designated public smoking areas in University buildings will be eliminated by September 1990 and that efforts will be made to eliminate smoking in restricted work areas for employees through the labor-management consulting process as soon as possible.

b. restricted work areas that are not generally accessible, specifically designated under the campus policy on smoking in the workplace, when the conditions of the campus policy on smoking in the workplace are met.

c. private rooms, suites and duly designated lounges in the residence halls.

II. Smoking shall not be permitted on University-operated buses.

III. Provisions shall be made for the enforcement of this policy.

IV. This policy shall take effect as soon as it is adopted by the Senate and approved by the President.

RATIONALE

The State Public Health Law prohibits smoking in all public facilities including libraries, theaters, gymnasia, and museums except for areas in these facilities designated for smoking. The law applies to such facilities on this campus.

Campus policies and regulations adopted in 1978 and 1983 prohibit smoking in classrooms, lecture halls, laboratories, elevators and public corridors in University buildings. In the implementation of these regulations, public smoking areas were designated in each academic building (usually one podium level vestible) on the Uptown Campus.

In the policy adopted in 1978 (Senate 7778-04) the University administration was charged "after consultation with relevant governance bodies, to establish reasonable limitation on smoking in other appropriate areas of the campus not covered by this policy or state or local law."

When we last addressed this matter in the Spring of 1983 we said:

> ". . . the real need for action is expressed by faculty and students who have identifiable and serious disabilities either caused or aggravated by smoke. Action for these persons is mandatory."

Today we believe that "passive" exposure to smoke is a serious hazard to everyone. This action is being taken on behalf of the health of every member of the University community.

Further, we acknowledge and endorse the President's intention to move the campus toward the goal of a totally smoke-free environment.

PROPOSED AMENDMENTS TO SENATE BILL NO. 8788-09 ON SMOKING

Introduced by Senators E. Reilly, W. Roberts and I. Steen

PROPOSED AMENDMENT NO. 1

Change section I(a) to read:

a. a designated public smoking area in a University building. There shall be at most one public smoking area in each University building except for the Campus Center where there shall be at most three public smoking areas and except for the following buildings where there shall be no public smoking area:

1. Main Library and Hawley Building

. . . . . .

8. Alumni House

It is intended that designated public smoking areas in University buildings will be eliminated by September 1990 . . .

PROPOSED AMENDMENT NO. 2

Add new section III and re-number existing sections III and IV.

III. Smoking shall not be permitted in any University dining hall.

IV. Provisions shall be made . . .

V. This policy shall take effect . . .

Bill No. 8788-10

University Senate

University at Albany
State University of New York

Proposed by the Executive Committee of the Senate
April 11, 1988

It is hereby proposed:

I. That the Council on Libraries be formally renamed the Council on Libraries, Computing and Information Systems.

II. That the Council's characteristics be as follows:

2.1 Composition:

Ex Officio Members:
Executive Vice President for Academic Affairs
Associate Vice President for Information Systems and Libraries
Director of Libraries
Director of Computing Services Center

Two members each from the College of Huamnities and Fine Arts, the College of Social and Behavioral Sciences, and the College of Science and Mathematics

Three members from the Professional Schools taken together

One member each from the divisions of Student Affairs and Finance and Business

Two undergraduate students

Two graduate students

2.2 The Council shall review plans and recommend policies for the development and operation of informational systems and technology on campus.

2.3 The Council shall review plans and recommend policies for the development and operation of library facilities.

III. That this bill be forwarded to the President for approval.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

RULES OF PROCEDURE

INTRODUCED BY: Executive Committee

DATE: April 25, 1988

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. The attached Statement on Matters of Communication shall be a rule of procedure of the University Senate.

II. The attached Statement on Matters of Procedure shall be a rule of procedure of the University Senate, its councils and committees.

III. These rules shall take effect July 1, 1988.

STATEMENT ON MATTERS OF COMMUNICATION

The Senate shall regularly disseminate information about its activities, both prospective and retrospective, to the Faculty.

1. The formal annual report of Senate activity required by the *Bylaws* shall be distributed to the entire Faculty every September.

2. Informal written reports in newsletter style shall be distributed to the entire Faculty at least once a semester. These reports must include information about what is happening in the councils.

3. Every October a complete list of all senators, all members of councils, and all chairs of councils and committees shall be distributed to the entire Faculty.

4. Complete copies of the agenda packages for all Senate meetings shall be distributed to Deans, Directors, and Chairs at the same time that they are distributed to Senators.

Rationale: There is a need to increase the level of awareness among the Faculty about how the Senate, its councils and committees deal with issues that cut across college and school boundaries.

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

STATEMENT ON MATTERS OF PROCEDURE

1. The Senate shall vote formally on the approval of reports (sometimes referred to as "information reports") from its Councils.

Rationale: This is a clarification of current rules. Over the years the Senate has developed a habit of magnanimity in its relationship with its councils that has left many current senators confused about whether, in fact, the Senate has anything to do. In particular, individuals in the Senate must understand that these reports may be rejected by the Senate or referred back to the council for further consideration. The councils must understand that their actions, in areas where they have the authority to act, do not stand until they are reported (usually as part of a package) for information and the report is approved by the Senate.

2. Except in unusual circumstances a council report should be written and should be circulated to the Senate at least one week before the meeting at which its approval is sought.

Rationale: This is a simple matter of courtesy. Members of the Senate need a few days to study the information reports being presented to the Senate. In some cases a member of the Senate will not receive Senate materials until the third business day after mailing.

3. The correspondence, legislation, reports and minutes of the Senate, a council, or a committee of a council are important documents for which an officer of the body must be responsible. The documents must be carefully crafted in literate unambiguous English. A staff member assigned to provide administrative support may furnish assistance, but should not take responsibility for documents. Documents must not be circulated, even to members of the body, until reviewed and approved by the responsible officer.

Rationale: The Task Force of the Faculty on the Senate found it necessary to point to this. There are instances where committee records simply do not exist. There are other instances of ambiguous records. Finally there are instances where support staff members have been used improperly.

RATIONALE

An executive reorganization of various support units in the University has resulted in the consolidation of several units which provide academic and administrative support in the information technology area to all University constituents. The formation of the Office of Information Systems and Technology, which includes the University Libraries, the Computing Services Center and the Educational Communications Center, has provided an organizational mechanism for coordinating and unifying the University's planning and operational management of these key information technology resources.

The University Governance bodies have, in the past, provided advice on policy and procedural considerations for all three of the units described. However, in recent years, only the Library has come under the purview of an existing University governance body, the Council on Libraries. It has been more than fifteen years or so since its predecessor, a Council on Academic Support Services, provided policy and procedure input for the other units.

Since the rapid evolution of information technology today calls for a much tighter integration of the technologies used in the management and operation of the Libraries, and since the widespread and pervasive use of computing technology in many more offices today than just five years ago, it has now become common for computing and information technology to be in use as fundamental parts of these academic and administrative support units. As a result, there is a greater need today to provide advice and oversight to the managers of the Library and Computing Services Center in the form of governance participation.

The primary management tool involved in the acquisition, maintenance and circulation of library holdings today is a complex multi-tasking, multi-user mini-computer (GEAC 8000) which the University is in the process of doubling in size, thanks to a Federal Department of Education grant. Further evolution of access to library materials has been enhanced on this campus by our participation in the Research Libraries Group, through the Research Library network. Thus, from the acquisition of new materials through the circulation to patrons, handling of information resources in the library is in large part a computerized operation. The Library now maintains a small computing center, much like computing centers in data processing shops everywhere.

In a similar vein, computation has become much more diverse in the computing services area in recent years, as well. A few years ago, there was a single mainframe computer (Sperry Univac) whereas today there are four mainframe computers, each with a different operating system serving thousands of clients on campus daily. In additional to that, there has been an explosion of the distribution of desktop computing devices in the form of microcomputers which are now present virtually everywhere. These devices are tied together in the form of several networks on the campus and between campuses, allowing almost unheard of access to compute power to campus citizens.

There is a clear convergence of this form of technology in the management of information, and for this reason it is felt that University governance bodies should play a role in the planning and policy evaluation for the support service units involved. As a result it is suggested that the Council on Libraries be expanded and renamed the Council on Libraries, Computing and Information Systems.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

INTRODUCED BY: Executive Committee
April 25, 1988

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. Approval of attached amendments to Faculty By-Laws.

II. Distribution of Amendments to Faculty By-Laws, if approved, to Faculty and President of Student Association.

III. Transmittal of Amendments to Faculty By-Laws to President for placement on agenda of Fall 1988 Faculty Meeting.

INTRODUCTION:

The following Amendments to the Faculty By-Laws were recommended by the Special Task Force on the Senate.

AMENDMENT 1:

RESOLVED THAT:

Article II, Section 3.2 be amended from:

> "The Chair-Elect and the Secretary shall be elected by the Senate. Vacancies in the elective offices shall be filled by special election."

to read:

> "The Chair-Elect and the Secretary shall be elected by the previous Senate. Vacancies in the elective offices shall be filled by special election."

Article II, Section 4.2 be amended from:

> "Election of Senators shall take place each year by April 15."

to read:

> "Election of Senators shall be completed no later than four full class weeks before the end of classes during the spring semester."

Article II, Section 4.3 be deleted. This section reads as follows.

> "The newly elected Senate shall be convened by May 15 for the sole purpose of organizing itself."

Article II, Sections following 4.2 be renumbered as appropriate.

This proposal, upon receiving Presidential approval, take effect on January 1, 1989 for implementation for the 1989-90 University Senate.

RATIONALE:

The Task Force observed that elections are often incomplete before the new Senate is organized and Council appointments are made. Requiring Senate elections to be completed four full weeks of classes before the end of the spring semester should give time for more leisurely and thoughtful Council information. Furthermore, the special organizing meetings of the new Senate have generally been ill-attended and seem to serve no useful purpose. Under the revised plan the Chair-Elect and Secretary of the new Senate would be elected by the old Senate which would also approve Council appointments for the following year.

AMENDMENT 2:

RESOLVED THAT:

Article II Section 2.4 be amended from:

> "There shall be nine senators appointed by the President from the Voting Faculty. These senators shall serve on annual appointments. They may be reappointed."

to read:

> "The President shall appoint eight senators from the Voting Faculty who shall serve on annual appointments which may be renewed. The deans of the colleges and schools collectively shall elect one from among them to a three-year term on the Senate."

This proposal, upon receiving Presidential approval, take effect on January 1, 1989 for implementation for the 1989-90 University Senate.

RATIONALE:

At present the President tends to appoint a dean to the Senate; this amendment would formalize that practice, and the seat would now become elective, reducing the number of presidential appointments from nine to eight.

AMENDMENT 3:

RESOLVED THAT:

Article II, Section 2.1 be amended from:

> "The ex officio members of the Senate shall be the Chancellor of the State University of New York, the executive officer having jurisdiction over the University Centers, the President and Vice Presidents of the State University of New York at Albany, the immediate past chair, the University Librarian, and the representative(s) from the State University of New York at Albany to the Faculty Senate of the State University."

to read:

> "The ex officio members of the Senate shall be the Chancellor of the State University of New York, the executive officer having jurisdiction over the University Centers, the President and Vice Presidents of the State University of New York at Albany, the immediate past chair, the University Librarian, the representative(s) from the University at Albany to the Faculty Senate of the State University, and the president of the Student Association."

Article II, Section 2.6 be amended from:

> "Twenty-two undergraduate senators shall be nominated and elected through the election mechanism of the Student Association. Three

graduate student senators shall be chosen in a fashion deemed appropriate by the Senate. No person elected to the Senate from the student body will be permitted to occupy the position of senator while on academic probation."

to read:

"Twenty-one undergraduate senators shall be nominated and elected through the election mechanism of the Student Association. Three graduate student senators shall be chosen in a fashion deemed appropriate by the Senate. No person elected to the Senate from the student body will be permitted to occupy the position of senator while on academic probation."

This proposal, upon receiving Presidential approval, take effect on January 1, 1989 for implementation for the 1989-90 University Senate.

RATIONALE:

The president of Student Association is under the By-Laws already an ex officio member of the Senate Executive Committee. These changes simply make him/her an ex officio senator and reduce the number of elected undergraduate student senators accordingly.

EPC REPORT TO THE SENATE

ON COLLECTION OF STUDENT OPINIONS OF TEACHING

The Council on Educational Policy this year considered the issues of mandatory collection of student opinions for use in the evaluation of teaching and access to the results by students. The matter was referred to the Committee on Evaluation Policy which investigated these issues and reported to the Council. Based on its recommendations (attached), the Council passed two motions at its meeting of April 8, 1988, and provides them to the Executive Committee of the Senate for information.

1. A motion to endorse the recommendations of the Committee on Evaluation Policy, unanimously passed .

2. The following motion:

   The Council on Educational Policy recommends that personnel decisions, including continuing appointment, reappointment, promotion, study leave and other University distinctions, must be based in part on a student instructional rating form, administered for all instructors in every course, each semester.

   In addition, the Council recommends that no discretionary salary increases be awarded unless the department chair certifies that regular collection of a student instructional rating form is taking place in the department.

COMMITTEE ON EVALUATION POLICY

Summary of Recommendations

1. University policy is clear: All students must be given the opportunity to evaluate all their courses and instructors for purposes of both instructional improvement and personnel decision making.

2. We found an encouraging number of departments with exemplary evaluation systems, and we recommend that all academic units develop systematic procedures to collect student ratings -- procedures which do not depend upon the initiative of individual instructors.

3. Attempts to uphold the spirit of this University policy should concentrate on the few departments which appear to have less than 80% participation in collecting student ratings.

4. SIRF is neither appropriate nor sufficient for all evaluation purposes in all departments; but its value can be enhanced by encouraging students also to submit anonymous written comments which identify instructional strengths and weaknesses, and we so recommend.

5. SIRF was designed for use in lecture courses and its wider use can be encouraged, but not without interrupting the trend data and norms which exist in most non-SIRF departments.

6. Consistent with our predecessor committees, we do not recommend using SIRF, nor most existing departmental survey forms, for purposes of assisting student course selection. These items were not designed for that purpose, and research suggests that students shade their responses differently depending on how they think the data will be used.

7. We recommend against the development of SIRF campus norms, as did our predecessor committees. Ratings are often rendered non-comparable by variations in the characteristics of the students and the difficulty of the course.

SUMMARY OF DEPARTMENTAL PRACTICES FOR COLLECTING STUDENT RATINGS

		Departmental Form		
	SIRF ONLY (w & w/o comments)	Narrative Comments Only	Rating Form (w & w/o comments)	Both SIRF & Dept. Form
I. Dept. System which guarantees almost 100% participation	Afro-Amer. St. French *Hisp. & Ital. Geology		#*Atmos. Sci. *Comp. Sci. Music #Slavic Theatre *Economics *Psychology Sociology #Soc. Welf. #Polit. Sci. #Publ. Admin. #Info. Sci. & Policy	#*Anthropology (SIRF-for large UG classes) (Dept. Form-for labs, TA sections, Grad courses, & those w < 10) #+Counseling Psych. #*Physics (SIRF-for lect.) (Dept. Form-for Labs & TAs)
II. Voluntary System but more than 80% participation	Sch. of Business Acctg. Finance Law Management Marketing MIS Geography Chemistry Reading Chinese St.	English (Writing & Lit.courses) School of Business (for evening MBA)	English (other courses) Classics #Philosophy Ed. Psych. PD&E #+Teacher Ed. #Ed. Admin. & Policy St.	
III. Dept. System: Every term for Asst. & Assoc. Prof. Every third year for Full Prof.	Biology		Crim. Justice	
IV. Voluntary/Sporadic participation (less than 80% &/or Jr. fac. only)	*Communication Lat. Amer. St. History	*Math	Art #German #Women's St. Judaic St.	

* = Dept. also evaluates TA's
\+ = Dept. form substantially overlaps with SIRF
\# = Dept. form is substantially more elaborate than SIRF

March 17, 1988-#1449I

UNIVERSITY AT
ALBANY
STATE UNIVERSITY OF NEW YORK

Office of the President
518 442-5400

Administration 246
Albany, New York
12222

MEMORANDUM

TO: Warren F. Ilchman
Executive Vice President for Academic Affairs

FROM: Ronald B. Hoskins RBH
Assistant to the President for Planning

SUBJECT: Implementation of Plus/Minus Grading Policy

DATE: March 29, 1988

Attached is Bill No. 8586-16 (Adoption of Plus/Minus Grading), which was passed by the University Senate and approved by the President in 1986. Implementation of the plus/minus grading policy for undergraduate courses was delayed pending installation of the Student Information Reporting System (SIRS), which has now been accomplished. Accordingly, President O'Leary has requested that you take appropriate action to implement the new grading system effective Fall Semester 1988.

cc: President O'Leary
Vice President Livingston
Fred Volkwein
Thomas O'Brien
Vincent Aceto

University Senate
State University of New York at Albany

Adoption of plus/minus grading

Proposed by: Undergraduate Academic Council
April 4, 1986

It is hereby proposed:

I. That the attached policy "Adoption of plus/minus grading" be approved.

II. That this policy, if approved, become effective September 1, 1987.

III. That this bill be referred to the President for his approval.

Undergraduate Academic Council
April 4, 1986

Proposed adoption of plus/minus grading

1. The basic grading system for the University will include the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E.

2. The grade of "S" is defined as equivalent to the grade of "C-" or higher.

3. The weighting assigned to the grades is as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
E	0.0

Plus/minus grading

RATIONALE

Both faculty members and students complain that the present system denies instructors sufficient flexibility in the assignment of grades.

The Student Association is on record in support of the adoption of a plus/minus system.

At the Faculty Forum in October it was apparent that some faculty members feel strongly that they do not want to be pressured into making finer distinctions than the present system requires. A straw vote showed, however, that a preponderant majority favors the adoption of a plus/minus system.

This proposal permits those instructors who wish to avoid using plus/minus grades to do so.

Proposals to include the grade "A+" were defeated both in the Council and prior to that in the Committee on Academic Standing. Although traditional ways of relating letter grades to the numerical scale 0-100 make the grade "A+" logical, we are not using that scale. Rather we use the scale 0.0-4.0, in which "whole letter" grades traditionally have "whole number" values.

There was some concern that the definition of "S" as "C-" or higher would weaken the graduation requirement (effective for 1990 graduates) of 2.0. There are two points of view: internal and external. What should be said on this campus is that "S" indicates achievement that is satisfactory for full credit toward graduation but that it cannot be translated into any grade point value. The need for a statement in the bill of this type about "S" is primarily for external consumption and, in particular, to help other institutions decide whether transfer credit can be awarded for our courses. The traditional national standard for transfer credit is "C-".

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MEMORANDUM

TO: Warren F. Ilchman
Executive Vice President for Academic Affairs

Jeanne E. Gullahorn
Vice President for Research and Dean of
Graduate Studies

FROM: Ronald B. Hoskins RBH
Assistant to the President for Planning

SUBJECT: Implementation of Plus/Minus Grading Policy for Graduate Courses

DATE: March 31, 1988

President O'Leary previously asked that Senate Bill No.8586-16, which establishes a plus/minus grading policy for undergraduate courses, be implemented effective Fall 1988.

Senate Bill No. 8687-16 (attached) requires the adoption of a plus-minus grading policy for graduate courses at the same time that the new undergraduate grading policy is placed in effect. Accordingly, President O'Leary has requested that you take appropriate action to implement the new grading systems for both graduate and undergraduate courses effective Fall Semester 1988.

cc: President O'Leary
Vice President Gullahorn
Vice President Livingston
Fred Volkwein
Thomas O'Brien
Vincent Aceto

Bill No. 8687-16

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

GRADUATE GRADING POLICY

PROPOSED BY: Graduate Academic Council
April 20, 1987

IT IS HEREBY PROPOSED:

I. That the following scale for graduate courses be adopted.

II. The the subject bill be forwarded to the President for approval.

Bill No. 8687-16

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

GRADUATE GRADING POLICY

GRADUATE COURSES

Grades in graduate courses are recorded on University records according to the following scale:

A 4.0
A- 3.7
B+ 3.3
B 3.0
B- 2.7
C+ 2.3
C 2.0
D (not applicable to a graduate degree)
E Failure (academic)
N Audit only, noncredit
NR No grade reported-study in progress
I Incomplete. A tentative grade given only when the student has nearly completed the course but due to circumstances beyond the student's control the work is not completed on schedule. The date for the completion of the work is specified by the instructor. The date stipulated will not be later than one month before the end of the session following that in which the incomplete is received. The grade I is automatically changed to E or U unless work is completed as agreed between the student and the instructor.
L Load only. Noncredit. Used to indicate that a student is engaged in a specified scholarly activity in a particular session.
R Research credit assigned for satisfactory progress in thesis and dissertation research courses. Credits apply to the appropriate degree when the research project is satisfactorily completed and the thesis or dissertation is accepted by the faculty and Office of Graduate Admissions and Policy.
S Satisfactory. Awarded in graduate seminars, student teaching, and special courses.
U Unsatisfactory. Awarded in graduate seminars, student teaching, and special courses.
W Withdrawn. Assigned by the appropriate administrative officer for withdrawal from a course or from the University (without penalty).
Z Failing (penalty grade). Assigned by the appropriate administrative officer for excessive absence, withdrawal from a class or from the University after the ninth week of classes, unofficial withdrawal, and like situations.

GRADUATE GRADING POLICY

The evaluation of student performance in most graduate courses requires the awarding of A-E grades. In its totality, graduate instruction here is not conceived, organized, and offered to reflect a general S/U or "pass-fail" pattern of evaluation, even though most graduate degree programs do require one or more appropriate graduate courses graded S/U.

The grading system for all formally organized and structured graduate courses requires the use of the following A-E scale: A; A-; B+; B; B-; C+; C; D; and E; other grades which may temporarily or permanently be substituted for the above grades are I (incomplete), W (withdrawn), and Z (failure).

The grading system for all graduate courses which by design are unstructured or are organized primarily to provide an independent learning experience are required to be graded on the S (satisfactory) or U (unsatisfactory) scale. In this graduate scale S is equivalent to a B or better, and U is equivalent to a B- or lower. The courses which must be graded on the graduate S/U scale include student teaching, seminars, field courses, clinical courses, internships, practicums, workshops, independent study, directed study or reading, research courses, special projects in community-work courses, and special laboratory courses. Theses are also graded S/U. Theses for which students register as these courses automatically carry a grade of I until notification of the assignment of an S/U grade for the thesis course by the Office of Graduate Admissions and Policy.

According to graduate academic standards, only courses completed with grades of A, A-, B+, B, and S may be applied to graduate course requirements and to credit requirements for graduate degrees. These requirements can also be met by courses graded B-, C+ and C only if they are balanced to a B average. (3.0). (example - 3 credits of B- must be balanced at least 3 credits of B+).

Exceptions to the above pattern of grading practices may be authorized by the Dean of Graduate Studies. Requests for exceptions should be submitted to the dean in writing by the department chair or by the instructor of a course with the endorsement of the department chair. The request should be supported by the rationale for changing the grading pattern and should state whether this change is sought on a temporary or permanent basis. Upon review, the Dean of Graduate Studies notifies the department chair officially of the decision regarding the request. The Registrar is also notified about such grading decisions.

Additionally, an instructor may not award simultaneously both A/E grades and S/U grades in the same graduate course; grades assigned in a course must be either all A/E grades or all S/U grades. All undergraduates enrolled in graduate courses are evaluated by the grading system authorized in graduate instruction. An instructor should not make arrangements with students which vary from the authorized grading practices without having received in advance formal approval from the Dean of Graduate Studies for grading on a different pattern.

An instructor may not permit students in a graduate course to submit additional work or to be reexamined for the purpose of improving their grades after the course has been completed. Also, the Registrar may not enter a change of grade without the approval of the Dean of Graduate Studies, except, of course, for change of I to a final grade.

RATIONALE:

In response to a request by the University Senate, the GAC sent out questionnaires concerning faculty and student preference for modification of the existing graduate grading system. Three hundred forty-seven questionnaires were received: two hundred fifty-three were in favor of implementing a new grading system which incorporates the use of plus/minus grades; 94 were in favor of retaining the present system which does not use plus/minus grades. The overwhelming number of respondents favored the change because such a system would permit a greater range of grades which may be assigned and thus, a more accurate appraisal of the student's academic performance.

Although GPA calculations are presently omitted on official transcripts, the Council felt that for the sake of student and advisor convenience in self-calculation of the record of those courses required within a program, it is wise to establish a numerical index to grades in the new scale. The Council decided to reject numerical equivalents for A+ and C- (or below). In light of the proposed change in grading scale, bulletin requirements stipulating a B average in all courses required for the completion of a degree will be modified to read a B (3.0) average. The Council recommends that the current practice of no automatic GPA calculation on transcripts remain in effect due to the high frequency of graduate courses taken outside those specifically required and due to the fact that the graduate transcript on this campus is an open or "rolling" record.

The new graduate grading policy is intended to go into effect at the same time the new undergraduate grading policy is implemented.

INFORMATION ITEM

UNIVERSITY SENATE
May 2, 1988

The names of the members of the Task Force on Library Construction follow:

Steven Atkinson, University Libraries
Morris Berger, Educational Administration and Policy Studies
Robert Carmack, Anthropology
Richard Collier, CUE
Regina Conboy, University Librarie
Helen Desfosses, Public Administration and Policy
Robert Donovan, English
Richard Farrell, Graduate Admissions
Francine Frank, Humanities and Fine Arts
Gregory Harper, Geology
Norman Hoyle, Information Science
Timothy Lance, Math and Statistics
Francis Lees, Information Systems and Technology (ex officio, voting)
Sophie Lubensky, Slavic Languages and Literature
Lakshmi Mohan, Management Science and Information Systems
Ivan Steen, History
Jearline Perry, MBA Student
Undergraduate Student To Be Named

SMOKING SURVEY RESULTS - University wide
Calhoun Spring 1987

18.8% of SUNYA employees are smokers

34.2% of SUNYA employees are ex-smokers

47% of SUNYA employees have never smoked

36.6% of SUNYA employees desire a total ban on smoking in work area

57.3% of SUNYA employees desire designated smoking & non-smoking areas

1.4% of SUNYA employees desire no ban on smoking in work area

4.2% of SUNYA employees had no opinion

80.9% of SUNYA employees were bothered (frequently, occassionally, or seldomly) by someone else smoking at work

17% of SUNYA employees were not bothered by someone else smoking at work

2.1% of SUNYA employees had no opinion

83.9% of SUNYA employees felt the campus should offer a program to help stop smoking

11% of SUNYA employees felt that the campus should not offer a program to help stop smoking

4.7% of SUNYA employees had no opinion

31% of SUNYA smokers would attend if the campus offered a program to help stop smoking

25.2% of SUNYA smokers would not attend if the campus offered a program to help stop smoking

32.6% of SUNYA smokers are not sure whether they would attend if the campus offered a program to help stop smoking

11.2% of SUNYA smokers had no opinion

3770 surveys were sent out and 1277 were returned.