

UNIVERSITY SENATE
ATTENDANCE

Meeting of: 3/13/89

Wade & Klein - Dutch Quad	Mark Steinberger
Harina Ricker	Georgiana Cietek
John S. MacKewen	Heli Desjourn
John Ellis	Roberta Bernstein
K.H. Ruchler Albany Student Assoc	Nay Ortali
Bruce - English	Gillian McCombs
Richard Farnon	An Book Kim
Joseph Sarfai	Warren Lehman
Cecelia Walker	William Jacob
John Marsh	Robert Rubin
Deborah Brighton	Richard Clark
Paulette McCormick	Ed Reilly
Paul Leonard	R.J. Kalish
Irwin D. Stein	Jan Catalano
Joseph Thunta	Mendith Butler
Marie Jordan	Walter
Cecelia Binn	Thomas H. MacGregor
J. F. Follen	Ignacio C. La
S. S. Cattan (Observer)	Delinda Masbra
Jeff Lubs	John W. Ellis
Steve Alanson	John T. Hayes
Lisa Pizzolo	Stephen L. Wang
Brian Vronker	Sam P. Jahn
Paul Josciano	Mary Kraker
Robert A. Rrellin	Robert How
TIM LUCE	Jenny Rizenberich

UNIVERSITY SENATE
ATTENDANCE

Meeting of: 3/13/89

Phyllis P. Whelan

Bonita Bryant

Ted Turner

Phyllis Cross

Francine Frank

Isabel d Muenberg

Jeanne Gullahorn

Christian Keuster

Don Cohen

Alvin Magid.

Ernest Newman

Bonnie Sobush

Dil. Brannon

Harry L Hamilton

UNIVERSITY SENATE
Monday, March 13, 1989
3:30 p.m. — Campus Center Assembly Hall

Administration 259
Albany, New York
12222

AGENDA

1. Approval of Minutes: University Senate, February 13, 1989
2. President's Report
3. SUNY-wide Senate Report
4. Chair's Report
5. Council Vacancies
6. Council Reports
 - a. Council on Academic Freedom and Ethics
 - b. Graduate Academic Council
 - c. Council on Libraries, Computing and Information Systems
 - d. Council on Promotion and Continuing Appointment
 - e. Council on Research
 - f. Student Affairs Council
 - g. Undergraduate Academic Council
 - h. University Community Council
 - i. Council on Educational Policy
General Discussion of "4x4"
7. Old Business
8. New Business

UNIVERSITY SENATE
March 13, 1989

- PRESENT: V. Aceto, S. Atkinson, R. Bernstein, K. Birr, R. Bosco, L. Brannon, D. Brighton, M. Butler, R. Clark, D. Cohen, R. Collier, H. Desfosses, R. Farrell, J. Fetterley, F. Frank, M. Frinta, R. Garvin, R. Gibson, J. Gullahorn, H. Hamilton, W. Hammond, J. Hayes, W. Ilchman, R. Kalish, C. Kersten, S. B. Kim, W. Klein, M. Krohn, T. Lance, W. Lanford, P. Leonard, J. Luks, J. Mackiewicz, A. Magid, B. Marsh, G. McCombs, P. McCormick, G. Newman, I. Nirenberg, V. O'Leary, E. Reilly, K. Ricker, L. Rizzolo, R. Rosellini, J. Sarfoh, I. Steen, R. Stross, L. Tornatore, P. Toscano, T. Turner, B. Voronkov, G. Walker, L. Welch, R. Whelan.
- GUESTS: B. Bryant, L. Catalino, G. Cietek, F. Lees, T. MacGregor, B. Mason, R. Ortali, K. Reichelt, V. Rifeneirch, E. Scatton, B. Solnick, M. Steinberger, S. Wang.

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The meeting was called to order by Chairman Hammond at 3:40 p.m.

1. Approval of Minutes

R. Stross raised a question about the President's response to his question under President's Report. President O'Leary acknowledged that his response was incorrect and that he would get a correct answer to Stross. Chariman Hammond noted that the minutes need not be amended since they accurately recorded the response.

There was a moment of silence for Eli Danko, a student, who died one week ago.

2. President's Report

President O'Leary reported that he will ask the Senate to look at the problem of alcohol use on the campus. This is an issue of serious dimensions, he said and the University wants to create an environment that supports lesser use of alcohol. There are soft measures of drug use on campus; but it is much less that five years ago, the President added.

He also noted that the budget is down to the final two weeks. The major concern is the \$46 million cut proposed for SUNY. In addition, there was \$2 million given to us for Student Services last year. This amount is not included in the \$46 million.

Tomorrow, March 14, will be SUNY Day at the Legislature, he said. Our energies will be aimed at changing the budget. It is a fight worth waging. The President wants to thank the Budget Panel for all of their work.

The President then turned to a report on "Sexuality Week" which had been distributed. "Sexuality Week" has taken place on the campus for the last five years. The week deals with a variety of issues on sexuality and people. This year the week drew considerable attention both on and off campus. The President set up a committee, chaired by Ronald A. Bosco, to review the week. The report will be officially referred to the Student Affairs Council which may take any action necessary. In summarizing the report, the President noted it asserts that it is appropriate for the University to sponsor such programs but added the programs should be done sensitively. The University is responsible for examining the programs. Questions were raised by the committee about advertising and how to review as we go along. The President stated that he approved of the way the report came out because it gave the rights and responsibilities of the University. He endorses the report.

3. SUNY-wide Senate Report

Nothing to report.

4. Chair's Report

There were no additions to the written report.

5. Council Vacancies

The Executive Committee recommends to the Senate Joseph Sarfoh, to replace Thad Mirer, for a seat on the University Community Council. The Senate approved the recommendation.

6. Council Reports

- a. Council on Academic Freedom and Ethics: no additions to the written report. The report was accepted.
- b. Graduate Academic Council: Chairman Marsh said that the report is available at the door. The report was accepted as distributed.
- c. Council on Libraries, Computing and Information Systems: nothing to report.
- d. Council on Promotion and Continuing Appointment: nothing to report.
- e. Council on Research: no additions to the written report. The report was accepted.
- f. Student Affairs Council: no report.
- g. Undergraduate Academic Council: no report.
- h. University Community Council: K. Ricker, for F. Boncimino, said that the report was available at the door. The report was accepted.
- i. Council on Educational Policy: K. Birr said that EPC met on March 6 but he will forego reporting on other business until the next meeting.

He then turned to the "4x4" proposal. The "4x4" Task Force was created by EPC to provide organizational leadership for the idea. The Task Force has subcontracted the proposal to other governance bodies:

1. GAC – "4x4" as it applies to graduate study. The Task Force had a response. (See the report of GAC.)
2. UAC – what graduate requirements for undergraduates might look like and general education requirements. No response as yet.
3. Long-Range Planning Committee of EPC – examine the scheduling and calendar issues. "4x4" offered possibilities of scheduling patterns different from current MWF, TTh practice.

K. Birr stated that four departments (English, Philosophy, Economics, Math) were asked to look at the proposal and judge how it would work for them. A questionnaire has been circulated and the process of summarizing and evaluating it is currently going on. Academic Affairs and Institutional Research dealt with specific studies relating to this.

The most immediate concern, he said, is how this proposal should be handled in the coming weeks. The original goal was to present it to the Senate this spring. EPC and the Task Force have several options:

1. They may decide to drop the proposal;
2. They may decide to recommend it to the Senate for further consideration next year;
3. They may submit a specific bill to the Senate for consideration at its May 8 meeting.

The purpose of the discussion this afternoon is to try to answer questions and get feedback.

W. Hammond stated that spectators can speak to the proposal. He would like to begin the informal discussion with questions about "4x4" and take viewpoints later.

R. Bosco stated that the proposal described questions and issues of the Task Force but opinions are divided on the merit. To what extent has there been research in the pedagogical organization and theory of the curriculum? K. Birr said his understanding is that there has been virtually no research that would bear directly on that issue. The Office of Institutional Research has been concerned in the area of outcome studies, but reports that there has been no research on this particular issue. As a result, we must proceed on the basis of professional judgments.

H. Desfosses asked if any investigation was done on the impact on departments with issues of cultural diversity? "4x4" would account for a 25 percent reduction of students' credits, and they might not take these courses. Also, was any investigation done on the General Education requirements? Students choose courses for a variety of reasons, responded K. Birr. Students will graduate with 32 courses instead of 40. There will be some reduction in choice. There will probably be some half courses for a variety of reasons. K. Birr did not know how students make their choice of free electives. As far as the General Education requirements are concerned, that is a matter for discussion in the UAC. But he said he assumes that these requirements will continue to occupy approximately the same proportion of the curriculum that they do now.

J. Mackiewicz asked if any student groups were consulted concerning this proposal and asked if not, why not? K. Birr responded that student members on the original Task Force urged EPC to give the proposal further consideration. Currently there is a student member on the "4x4" Task Force and on EPC who participated in the discussions. The student body has not been surveyed.

R. Kalish expressed concern about the lack of a specific proposal and the lack of reports. A question was asked if we were going to discuss concrete issues and proposals before any decision is made. The Executive Committee felt that we should elicit expressions of concern, stated W. Hammond.

The information going to the faculty states that certain institutions have adopted the "4x4", stated B. Solnick. Is there going to be further clarification? While SUNY Binghamton has such a system, he asked if EPC investigated into SUNY Buffalo which adopted the proposal and then rejected it?

K. Birr stated that he had not been aware until recently that SUNY Buffalo had done this. W. Hammond said that this does appear to be the case. The "4x4" proposal was adopted at SUNY Buffalo in 1966 without a great deal of deliberation and was dismantled by the end of the 1970s.

Will there be an attempt to give Senators more information, asked L. Tornatore? The Senators would like to see what other units of the University have to say.

P. McCormick said that she wants to see what the proposal does to the general education and graduation requirements. The Task Force should have asked departments in the sciences that have labs to participate, she added.

W. Hammond asked for statements concerning the proposal. He indicated a desire for alternating "pro" and "con" viewpoints.

B. Mason, a student on EPC, said that the Student Government representatives have been invited to attend meetings concerning the "4x4". They have conducted a study at SUNY Binghamton. The majority of the students there favor "4x4". Here, the scales were tipped in favor.

J. Luks, EPC student member, stated that SUNY Albany is a semi-liberal arts school. He is from Binghamton and took a course there during his senior year in high school. He did not see any difference between the four-credit course there and the three-credit course here. The University is a place for learning and expanding horizons, he said. "4x4" will not allow this.

The Economics Department, without a picture of what it is going to look like, cannot be for or against it, R. Kalish said. The department came with the notion that "4x4" was going to be a resource issue; professors would teach more hours. The students feel that it will limit a variety of courses. We do not know what the program will look like without a proposal before us.

S. Wasby said that from a professional point of view, professors can give major assignments. He would like more specific information.

H. Story said that in the Physics Department many of the courses are four credits. What is it that requires us to go one way or the other?

A question was asked about the effect on class sizes if we went to "4x4"? K. Birr responded that we do not have numbers. Institutional Research has run a series of models on teaching loads, etc. It demonstrates that overall switching to "4x4" will provide a modest increase in the number of seats for undergraduate courses and a modest decline in section size. The Task Force has been well aware of the union's concerns about teaching load. It recognized that "4x4" touches on that. If a recommendation is submitted to the President, he will deal with the issue.

It will probably be the case that we will spend some more time in the classroom, said D. Reeb. Because of this, there are some benefits to the budget and a decrease in class size.

L. Tornatore asked if all members of the Senate will be provided with data? Yes, when the time comes, Chairman Hammond responded.

E. Scatton stated that the faculty in the Slavic Department is interested in seeing more data. It is very difficult to manage undergraduate and graduate courses as well as general education requirements. It might be a good idea to look at departments with faculty size of six or seven people. Some members in his department think it might be impossible to handle "4x4".

D. Cohen stated the need for information. Can there be an alternative? Can some departments test this out? In Social Welfare, most courses are at the graduate level, he said. This proposal will cause an impact on students coming to us from community colleges. How will this affect them? He suggested that the bill to be proposed have a series of options.

B. Solnick said that some faculty feel that the proposal is misnamed. New York University has shifted to the "4x4" and faculty there work two days a week. The faculty did not increase their course content to accommodate to the four credits. Do we need to redo the entire structure of the undergraduate curriculum? If we do it legitimately, we will have to increase content.

M. Kanen stated that the "3x5" (three courses, five credits) program at Santa Cruz (California) produced more careful students. The students thought about the courses there were taking. The shorter courses adapted to more specific topics. The uniform credit system tended to make for a better system. This would probably decrease the number of preparations for class. There would be 36 courses taken over a four year period.

S. Barnard said that the faculty are trying to teach quality courses. She is in favor of the "4x4". The students will be better off taking fewer and more in depth courses.

R. Gibson moved to extend the meeting until 5:15 p.m. It was seconded and passed.

The question of whether there will be an increase in contact hours or not was raised. Is there any information of whether the semester will start earlier or later? K. Birr stated that neither had been determined in the form of a proposal.

The question on whether there has been discussion of impact on the research enterprise was raised. K. Birr stated that it is clearly understood that this is a University Center and one of the principal functions is scholarly research. The University also has an educational function. The University will maintain an approximate balance between the two. He does not see any meaningful effect on research activity.

S. Atkinson asked about the average time that would be needed to graduate when a student changes majors? K. Birr responded that he did not see why there should be any significant difference between a three and four credit system in making those kinds of shifts. There will always be problems when the decision is made in an untimely way. There may be less flexibility in doing this; we can look at Binghamton.

J. Hayes stated the juniors and seniors do not have trouble with taking five courses a semester; he did feel that this was too much for freshman and sophomores. He suggested an alternative that General Education courses only become four credits. The Chair asked that he forward this recommendation to the Task Force.

R. Frost was concerned with the lab sciences. Some lab sciences have one credit courses. They cannot offer discrete courses with "4x4". He was also concerned with credit inflation as a push to raise the limit.

K. Birr asked for guidance for the Task Force: what and how much would the Senate wish to act upon when and if EPC brings a "4x4" proposal to the Senate? He would like to present the Senate with a proposal with specificity to let Senators know what they are voting for or against, but leaving the determinations to subsequent consideration to various Councils and governance bodies. K. Birr assumes that the Senate would want to know:

1. whether both graduate and undergraduate programs are involved;
2. undergraduate degree requirements;
3. number of credits for undergraduate general education with specific requirements left to future consideration;
4. maximum number of credits for majors and minors;
5. maximum number of half courses that any individual department may offer without special permission of UAC.

Would that be an adequate framework or proposal for the Senate to act on, asked K. Birr. J. Luks stated that something should be sent to the science departments because they have four credit courses. K. Birr stated that the Chair of the Geological Sciences Department is a member of the Task Force and he has said there would be no problems in converting.

R. Collier said that he would want to have every detail before approving this.

F. Frank said the Senate should also have information on the relationship is between credit and contact hours; and whether there would be an increase or decrease in work load and what will the effect be on the schools.

J. Mackiewicz felt there was a sense of reluctance in getting information. More departments should be consulted and more information should be available. P. McCormick agreed. She felt that this was the sense of the whole meeting -- a lack of information. The Senate wishes to have a very detailed and specific proposal.

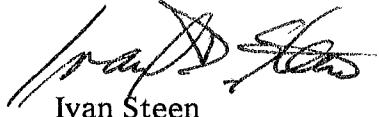
B. Marsh asked that a plan for assessment be included.

R. Farrell said that currently students are taking courses that they must have and then whatever is left over. He does not think that there is much flexibility for students.

The report of EPC was approved.

The meeting adjourned at 5:25 p.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Ivan Steen', written in a cursive style.

Ivan Steen
Secretary

STATE UNIVERSITY OF NEW YORK AT ALBANY
UNIVERSITY SENATE

1988-89 Meeting Schedule

EXECUTIVE COMMITTEE

AD 253 - 3:30 p.m.

April 3

April 24

UNIVERSITY SENATE

Assembly Hall - 3:30 p.m.

April 17

May 8 (2:30 p.m.)

1989-90 ORGANIZATIONAL MEETINGS

May 8 (2:00 p.m.)
Assembly Hall

COUNCIL ORGANIZATIONAL MEETINGS

May 9
Times and places to be announced

FACULTY FORUMS

April 7
Patroom Room - 3:30 p.m.

REPORT OF THE SPECIAL COMMITTEE TO REVIEW SEXUALITY WEEK

**To the President of the University at Albany
and the Chairman of the University Council**

Respectfully submitted,

Ronald A. Bosco, Chair
Professor of English and
Representative of the Faculty
to the University Council

David Carpenter
Dean, School of Public Health

David Ettinger
Undergraduate Student
Chair, Student Affairs Council
of University Senate

Athena Kouray
Member, University Council

Mitchel Livingston
Vice President for Student Affairs

Athena Lord
Member, University Council

Estela Rivero
Director, University Counseling Center

Margaret Stewart
Distinguished Teaching Professor
Department of Biology

Lewis Welch
Vice President for University Affairs

March 10, 1989

Foreword

In response to questions raised with respect to both the appropriateness of material presented during the Sexuality Week program at the University at Albany, February 12-16, 1989, and the method of its presentation, on February 22, 1989, Vincent O'Leary, President of the University, and Alan Iselin, Chairman of the University Council, appointed an ad hoc committee to review Sexuality Week. The committee, whose members were drawn from the ranks of senior teaching faculty and professional staff, students, the University Council, University governance, and the University vice-presidents, was charged to consider and comment on the following points, which collectively address the areas most questioned and challenged by persons on and off the campus:

—The appropriateness of programs on sexuality issues for this campus. What is the responsibility, if any, of a public campus in the State of New York to present materials related to sexual behavior, sexually transmitted diseases and other related matters?

—The style and presentation of events and activities on such matters. If a university has some responsibility to address these issues, how should they be presented—classrooms, campus activities, etc? How should such events be characterized and publicized? Please consider these questions both in terms of this past Sexuality Week and future programming.

—Decision-making process. Because sexuality issues are at times rather sensitive, please comment on processes for future decision-making about such programming to ensure that potential sensitivities are considered.

The committee convened on March 2 and March 6-8, 1989, to deliberate the issues and formulate both a response to the recent Sexuality Week and a series of recommendations intended to govern the organization and possible University sponsorship, through funding, of comparable endeavors in the future. During the course of its deliberations the committee conducted interviews with the following persons who, by virtue of their offices, were either personally or indirectly involved in the organization and presentation of Sexuality Week events or in a position to provide the committee with expertise and counsel on the matters addressed in the committee's charge: Ms. Valerie Fahey, Middle Earth, principal facilitator of Sexuality Week; Eric Schermerhorn, Middle Earth staff, presenter of the program on the "G-Spot"; Dr. Gloria DeSole, University Affirmative Action Officer; Professor Harry Hamilton, Chair of the University Council on Academic Freedom and Ethics; Professor Donn Byrne, Chair of the Department of Psychology and specialist in human sexuality; Norman Dennis, M.D., Medical Director, University Health Services; Sister Nancy Langhart, cleric and counselor on the Chapel House staff; and James Lamb, Presi-

dent of the Student Association of the University at Albany. Additionally, the committee had at its disposal a substantial amount of documentation, including brochures and advertising associated with Sexuality Week; written evaluations of Sexuality Week 1989 and of past Sexuality Weeks prepared by audience participants and preserved in the files of Middle Earth; news accounts of and public editorials on Sexuality Week 1989; the film featured in the program on the "G-Spot"; and educational information and literature on sexual behavior, sexually transmitted diseases, and related matters prepared by the Surgeon General of the United States and the New York State Departments of Education and Health.

Overview of Sexuality Week 1989

Sexuality Week 1989, the fifth in a series of annual events centering on the subject of sexuality and sexual behavior, was organized by the offices of Middle Earth and largely funded by the Student Association of the University at Albany and organizations. Activities in Sexuality Week were designed to speak to the educational interests and personal needs of students and were developed along three broad thematic lines: (1) the full range of implications attendant upon sexual activity, including respect for one's sexual partners, the need for a responsible attitude toward sexual activity, the fears, myths, taboos, and misinformation associated with sexual practices and with sexual/affectional preferences, and the health risks associated with sexual activity and means to prevent the transmission of diseases associated with sexual activity; (2) social and gender-related issues that have sexual overtones and components, including date or acquaintance rape, the effects of pornography, body language and the "signals" associated with it, advertising's exploitation of female and male images, and sexual assertiveness (how to assess one's own sexual needs and the needs of one's partners; how, in an age that seemingly promotes sexuality, to say "No"); and (3) handling of or coping with the implications of relationships that have had or may have sexual components, including perspectives one might assume toward the complexities associated with relationships that cross racial, ethnic, and/or religious boundaries, perspectives one might assume in living with or being in the company of persons afflicted with AIDS, and models for dealing with once-intimate relationships that have ended. In some twenty workshops, lectures, and other activities, these subjects were aired before an audience comprised mostly of undergraduate and graduate students, but also of members of the community outside of the University. Although principal sponsorship was through the offices of the Student Association, University sponsorship, through funding, was shared with the Student Association for a number of specific events. Of the approximately \$6,000 spent on Sexuality Week, the University contributed \$500 through the President's Task Force on Women's Safety toward the honorarium for the program's keynote speaker, Dr. Jean Kilbourne, who spoke on

the topic "The Naked Truth: Advertising's Image of Women"; \$200 through the office of Minority Services for the program "Relationships across Forbidden Lines"; and \$200 through the Office of Residential Life which co-sponsored the keynote address and participated in events dealing with pornography, date and acquaintance rape, and sexual assertiveness.

The vast majority of active organizers and sponsors of and primary participants in the events of Sexuality Week were University community professional staff and students who volunteered their time and expertise to the endeavor. All who participated avow their purpose as instruction and education, and reject any suggestion that the content or method of presentation of events in Sexuality Week was designed to be suggestive or intended to promote promiscuity. As for the "packaging" or advertising of Sexuality Week events, these persons maintain that packaging was intended to attract the attention and interest of students and to encourage their attendance at events that might hold meaning for them. The emphasis throughout the endeavor — from organization through execution — was on the dissemination of accurate, reliable information regarding the three thematic foci of the Week. Organizers and sponsors argue that the topics selected were timely and appropriately reflected the concerns and interests of the audience to which events of the Week were directed. In order to underscore the timeliness and appropriateness of events, they note that over the past five years AIDS has figured as an increasingly prominent subject in discussions, workshops, and lectures, paralleling, in a definite way, the increased awareness of AIDS in the public arena. Similarly, they note that topics formerly regarded as the exclusive agenda of feminists have, over the years, become important items in the agenda of public and private institutions of learning and of participants in the political process. These topics include date and acquaintance rape, the effects of pornography, and the imaging of genders in advertisement and language use, and all were incorporated into events during Sexuality Week.

At the same time as organizers and sponsors argue for the instructive or educational nature of events, they are forthright in stating that their purpose was information and consciousness raising with respect to the responsibilities persons have for their sexual activities and opinions, but not public moralizing or group encounter counseling. Events that touched on issues for which the audience might desire or require legal, medical, or psychological counseling or religious and moral counseling included as a component direction from organizers and sponsors to offices and agencies both on and off the campus from which members of the audience might secure counseling appropriate to their needs. Offices to which participants were directed include the University's Affirmative Action Office and Department of Residential Life, the University Health Center and Counseling Center, the religious centers operated by Chapel House, and Middle Earth.

Attendance at this year's Sexuality Week events is estimated at 1,366, down approximately by 150 from last year's total. Although there is no way to tell exactly how many individuals are

accounted for in the total (the same individual, for example, may have attended and thus been counted in totals for more than one event), attendance counts were kept for each event. Events drawing the most participants include the program on pornography (400), the keynote address (450), and the "G-Spot" (180). Attendance for remaining events ranged from a low of 4 (for one of the sessions dealing with AIDS) to a high of 55 (for the session entitled "Keep Your Ratings off Our Bodies," a program dealing with the offensive and potentially harmful nature of the verbal "scoring" of a person's physical appearance or attributes).

Of the twenty events included in Sexuality Week, two have attracted significant local and national interest -- and criticism: an hour-and-a-half presentation on the "G-Spot," and the Week's culminating event, "The Condom Dance: A Safer Sex Dance Party." The program on the "G-Spot" included a ten-minute-long clinical video that in a segment of approximately two minutes graphically depicted the results of manual stimulation of the "G-Spot." Despite its advertisement as a "fun and exciting musical extravaganza guaranteed to keep you dancing while learning about sexuality and safer sex" and as featuring "four hours of sexually explicit dance music," "The Condom Dance" attracted fewer than 50 participants and, in fact, featured music commonplace on every contemporary "rock" station interspersed with comment on the dual nature and message of contemporary music (entertainment and, typically, sexual suggestiveness). The first program advanced a position asserting the authenticity of the "G-Spot" and of research that evolves from the premise that the "G-Spot" and the results of its stimulation are facts, not open to disputation; the program was facilitated by a graduate student at the University who regularly serves as a teaching assistant in undergraduate courses on human sexuality. The second program was an educational package purchased by Sexuality Week sponsors and facilitated on the evening of February 16 by Jay Friedman, Director, Institute on Relationships, Intimacy, and Sexuality.

Summary Statement of Committee Findings and Recommendations

Committee Findings

Before proceeding to a summary statement of findings and recommendations, the committee feels obliged to state, without equivocation, for its own purposes and for the information of readers of this report, its view of the educational mission and responsibilities of the University at Albany. The University has the specific mission to ensure that all who come to it, whether they be students passing through in academic programs, staff who make the University their professional home for extended portions of their careers, or members of the community outside

of the University who visit it for educational events, receive the fullest, most accurate and reliable, and best informed expression of knowledge on any topic that happens to be at hand. It is the University's right, indeed, as stipulated in the policies of the State University of New York Board of Trustees, it is the University's responsibility, to serve the educational needs of all of its citizens, and that service is best performed when in its classrooms or in public fora the University provides instruction to its citizens which is open to discussion and disputation, is timely, and is free from bias or censure. This right and responsibility extends to matters that are largely held as "givens" and not subject to much dispute among the populace at large, and it extends to matters that are inherently controversial and for which, though public consensus on specific factual knowledge may be possible, no public consensus with respect to the values or moral dimensions attendant upon the matter is presently possible or likely in the near future. This right and responsibility is protected in the University by the unchallengeable principle of academic freedom and by virtue of constitutional rights guaranteed by the principle of freedom of speech.

Few topics generate the levels of personal and public discomfort, dispute, misinformation, bias, censure, anxiety, or fear typical of the topic "sexuality" when it is raised in public or private fora. Thus, the committee and all whom it interviewed agreed that the University's hosting and co-sponsorship of a number of events in an enterprise called "Sexuality Week" were destined inevitably to raise the eyebrows, fuel the fears, and, yes, arouse the ire of some persons. Yet such reactions or potential reactions ought never be allowed to dictate limitations on or compromise in any way the University's educational mission and responsibility.

A charge that has been raised several times is that endeavors such as Sexuality Week actually encourage promiscuity, rather than discourage it. The committee was particularly sensitive to this charge, for it comes from a wide constituency of informed persons both on and off the campus, and in some of its expressions has been formulated as a position not unlike the argument that pornography encourages deviant and socially harmful behavior, a position that, in fact, was the subject of a program during "Sexuality Week," a position that the committee does not wish to dispute. But while the committee may find merit in the argument concerning pornography, it finds no evidence whatsoever that events in Sexuality Week contributed to promiscuity or created an environment in which students were encouraged to "keep up with the sexual activities" of peers. In fact, all evidence suggests just the opposite. A review of reactions to Sexuality Week 1989 and to previous Sexuality Weeks discloses that participants typically rank among those who hold the view that the exploitation of gender and sexuality for any purpose, or the perpetuation of misinformation about sexual practices and about sexual activity, or the perpetuation of unexamined myths and taboos respecting intimate relationships is simply wrong, and deserves to be corrected. For others, all evidence suggests that Sexuality Week program participants came with an earnest desire to be enlightened in a forum that was open and unbiased

and in which they could raise questions about sexuality and about conduct appropriate to intimate relationships without feeling embarrassed and without fear of censure or ridicule. The committee thus finds no merit in the argument that Sexuality Week events promoted in any way whatsoever the very activities and points of view they were designed to set in a proper perspective. In fact, the committee noted with approval that a theme running through several of the Week's programs, a theme borrowed from those advanced in educational brochures prepared by New York State, is that saying "No" to sexual activity is as appropriate and informed a response to sexual activity as any other.

Everything read and discussed during the course of the committee's review of Sexuality Week affirms the University's right and responsibility to provide interested students, staff, and guests from outside the University with correct information on the topics raised in workshops and lectures during the Week. One has only to read ubiquitous press accounts of the rising incidence of date or acquaintance rape, the influence of pornography on sexually deviant and socially harmful behavior, and like matters to realize that the content of Sexuality Week 1989 was certainly on the mark. Further, one has only to glance at any newsstand, billboard, television commercial or comparable source of advertisement to realize that media exploitation of sexuality is open, typically sensationalistic, occasionally salacious, and almost always exploitative of both genders. In this respect, then, there is no question in the committee's mind that treatment of these matters in workshops and like fora by teaching and non-teaching professionals is an appropriate educational activity and worthy of University sponsorship.

It is the opinion of the committee that the vast majority of topics aired during Sexuality Week are appropriate for our time, appropriate to the thematic foci informing Sexuality Week, and appropriate to the educational interests and personal needs of individuals served by the University at Albany. What is not clear, however, and the committee takes issue with past practice, is whether (1) the packaging or advertising used for events was appropriate to the importance of topics developed during the events, and (2) all events were developed in a manner consistent with the avowed purpose for Sexuality Week activities as a whole. With respect to the first point, the committee believes that the organizers of Sexuality Week, well intentioned though they were, were overzealous in their promotion of Sexuality Week and may have overstepped the boundaries of taste and violated the principle of "truth in advertising." Although university students constitute a tough "consumer" group, that is, university students typically have to be lured into educational enterprises by means not always consistent with the value inherent in the enterprises, the committee finds inappropriate the advertising of a social event such as a dance in a way that titillates the imagination of the consumer and does not justly reflect the context in which a dance is being held. While the committee was divided in its opinion on the appropriateness of the title "The Condom Dance," members were unanimous in recognizing the serious purpose of the context and content of the dance (for instance, disease prevention and the prevalence of sexual messages in con-

temporary music). The committee finds, however, no discernable relation between the serious purpose of "The Condom Dance" and the promise of "hot music with sexual messages" which served as the advertising lure for the dance. Similarly, the committee finds inappropriate a strategy of inviting participants to what was, in effect, a very serious educational enterprise by citing, as the brochure for Sexuality Week does in its motto, statements such as this:

"We invite you to bring your sense of play, full zest, compassionate spirit, integrity, hope, your humanness [sic] and delight. Come ready to do hard work and have the full fun of getting closer to ourselves and each other."

As one person interviewed by the committee rightly pointed out, this quotation effectively reverses and undermines the serious purpose of Sexuality Week, which, through its workshops and programs, sought to affirm compassion, integrity, and a humane disposition as the essential responsibilities of all who engage in sexual activity and the ingredients, if one will, that assure a meaningful and lastingly pleasurable dimension for intimate relationships. Advertising or packaging, the committee believes, must be appropriate to the level and the taste of the audience to which it is directed. While the committee recognizes that attractiveness in packaging is desirable, it believes advertising that lures without regard for substance trivializes its subject and insults the intelligence and the sensitivity of those to whom the advertising is directed.

As stated above, the committee stands by the principles governing academic freedom and freedom of speech; however, the committee finds inappropriate the way in which at least one matter was treated in workshops and discussions during Sexuality Week. As presented, the program on the "G-Spot" stands out as simply having no relation to the context or content of other programs aired during Sexuality Week. The video used during the presentation, although of brief duration, is so clinically explicit that advertising for the program ought to have included a warning to those who might have taken offense at or been embarrassed by the graphic detail with which "G-Spot" stimulation is depicted. But more to the point, the program advanced the position that the "G-Spot" and all that it is purported to be and to represent is a given. Despite considerable professional dispute regarding this controversial subject, no medical, scientific, psychological or any other form of evidence contrary to the position advanced was admitted. In the opinion of the committee such programming is inconsistent with the larger purposes of Sexuality Week as an educational enterprise; topics such as the "G-Spot" deserve treatment not in an hour-and-a-half expose of a narrow point of view, but in the framework of courses, workshops, seminars, or lectures in which there is an opportunity for participants to raise and debate multiple points of view both during and after the presentation. The same observation may be made about other workshops in the program. The danger inherent in the brief airing of such topical programs is that it tends to minimize issues and fails to provide adequate opportunity for meaningful discussion, debate, and questioning.

Finally, during the course of its discussion and fact-finding, the committee was surprised and distressed to learn that review of Sexuality Week's programming, content, and advertising did not extend much beyond the offices of Middle Earth. To the extent that Sexuality Week represented the events of a week, events, too, which are subject to controversy, it would seem appropriate that some higher offices and officers of the University at Albany would have been consulted. In the opinion of the committee, specific content is the responsibility of organizers and sponsors, but the way in which advertising reflects the values and affects the reputation of the University necessitates official University review of it. A review of content by officers of the institution is appropriate and necessary, in the opinion of the committee, whenever University funding or direct sponsorship of events is provided. While it is not the committee's purpose to condone or advise institutional censure of content, the institution is unquestionably responsible for the content advanced in programs it actively sponsors.

Recommendations

1. The committee commends the facilitators and organizers of Sexuality Week for their good intentions, hard work, and devotion to the University's educational mission, and recommends that the University community recognize and stand by such exemplary service.
2. The committee finds the purpose, setting, and content of Sexuality Week wholly appropriate to the educational mission and responsibility of the University at Albany, and strongly recommends that the program be conducted next year and in future years.
3. Although the committee endorses the educational objective of Sexuality Week and acknowledges the need to advertise the program in a way that makes attendance and participation attractive to those for whom such programs are designed, it recommends that advertising for future Sexuality Weeks be scrupulously consistent in tone, design, and content with the important purpose articulated for Sexuality Week.
4. The committee strongly recommends that programming for Sexuality Week be of the highest scientific quality, sensitive and responsive to the needs of students, and balanced in points of view, and that organizers and sponsors draw upon all available expertise within the University community in their planning and execution of events and activities.
5. While the committee endorses the right of the University community -- students, faculty, and staff -- to express opinions or to instruct under the protection of academic freedom and the right of freedom of speech, it strongly recommends that Sexuality Week and comparable enterprises be henceforth subject to review at the vice-presidential level for the appropriateness of advertising in which the University at Albany is portrayed as host and/or sponsor and for the appropriateness of University sponsorship or co-sponsorship, through funding, of specific events within such enterprises.

UNIVERSITY AT
ALBANY
STATE UNIVERSITY OF NEW YORK

University Senate
518 442-5406

TO: All University Senators
FROM: W. F. Hammond, Chair *W. F. Hammond*
DATE: February 28, 1989
SUBJECT: Informal discussion of "4x4"

Administration 259
Albany, New York
12222

The Executive Committee has decided that the Senate should have an informal open discussion of the "4x4" proposal at its meeting on March 13.

All members of the University community are being invited to attend, and non-Senators will be permitted to offer comments during the discussion as time permits. The purpose of the discussion will be to give the Senate an opportunity at this preliminary stage to hear views on the "4x4" concept.

To facilitate this discussion I am circulating in this package copies of two position papers on "4x4" that were prepared for the forthcoming Senate newsletter. (The decision to have this discussion was made only yesterday, and time does not permit publication of the newsletter prior to March 13.)

There is no specific "4x4" proposal available at this time, and it is anticipated that there will be no specific proposal at the time of the discussion on March 13. Under our procedures discussion is out of order unless there is a motion on the floor. In this case the discussion will be conducted as part of the discussion of the standard motion to approve the report to the Senate of the Council on Educational Policy. I will be lax in the enforcement of the requirement that comment be pertinent to the specific motion.

CHAIR'S REPORT

Revised Senate schedule

Elsewhere in this package will be found a revised meeting schedule. The original schedule was prepared before certain revisions to the Faculty Bylaws were passed by the Faculty at its September meeting. Those revisions remove the need for an organizational meeting of the new Senate previously scheduled for April 24.

Election of Senate officers for 1989-90

Under a revision of the Faculty Bylaws that is effective for the first time this Spring the members of the current Senate will elect the Chair-Elect and the Secretary of the Senate for the year beginning July 1, 1989. These elections will take place at the Senate meeting scheduled for April 17, 1989.

The round of nominations for these offices will commence in the Executive Committee meeting scheduled for April 3, 1989, and the nomination process will remain open, as usual, until the closure of nominations is approved by the Senate at its meeting on April 17.

The Faculty Bylaws do not explicitly state who is eligible to run for these positions. However, the language of the Bylaws ("officers of the Senate") and the provision of the Bylaws (Article II, §3.3) that provides an automatic extension of the senatorial term of "a senator elected Chair-Elect" strongly suggest that the officers are to be taken from the body. The operating precedent, which has had frequent voice over the years, is that a candidate must be an elected senator whose term of election includes the year beginning the subsequent July 1. For the current situation it would include new members of the new Senate and exclude members of the current senate whose terms expire June 30, 1989. The agreement of an individual to serve if elected is also required by precedent for candidacy.

Please note that an individual who undertakes the position of Chair-Elect beginning July 1, 1989 is undertaking a three-year commitment from that date.

Although nominations may be made from the floor, senators may also pass their suggestions to members of the Executive Committee between now and April 3.

COUNCIL ON ACADEMIC FREEDOM AND ETHICS
Report to Senate Meeting of March 13, 1989

The announced agenda was revised to make the first order of business a consideration of policy affecting poster announcements at the University. H. Hamilton gave some background concerning the current Freedom of Expression policy and the regulation of posters placed on the Podium. Prof. Vincent Aceto elaborated on various issues, pointing out that the recently announced procedure of allowing the Student Activities Office to bar posters, with appeal by the poster owner to CAFE for a final ruling, was not explicit Senate policy but rather Presidential implementation of the Senate policy on freedom of expression. He agreed that posters can be offensive but felt that regulation could involve prior restraint, which is distasteful, possibly unconstitutional, and probably unnecessary. He proposed that the regulating office prepare a packet of materials that speak to campus values and harassment rules; that when a request is made to approve a potentially offensive poster, the requester be given the materials and urged to consider the campus environment before finally deciding to place the posters; that the requester be told that offended parties could bring harassment or other charges as a result of the posters being placed; but that no posters be barred from campus by University action.

Further discussion included whether CAFE or some other governance group would be more appropriate for monitoring posters than an administrative office.

The group decided that at its next meeting it would consider proposals for a change in current procedures. Prof. Sherman will prepare a proposal that allows no review of poster content. Prof. Hamilton will prepare a proposal that the review process be changed but not abolished.

The issue of complimentary textbooks was addressed. After reviewing the background of the origin of a request for action, discussion rather quickly reached consensus: there is little question that soliciting a complimentary text from a publisher with intent to sell the text is unethical; there are a number of scenarios involving texts the ethics of which are ambiguous; Council members thought themselves incapable of conceiving of all possible situations; and there is no possible means of monitoring faculty behavior. Therefore, it was decided to drop further consideration of the issue.

Harry Hamilton
Chair

COUNCIL ON RESEARCH
Report to Senate Meeting of March 13, 1989

The Council met on February 6. Among the progress reports given, the following points may be of special interest.

1. After further study by SUNYA lawyers, Vice President Gullahorn and Vice President Livingston, who reviewed those aspects bearing on substantive and procedural due process and possible student involvement, the policy on Fraud in Research has been forwarded to SUNY Central for final assessment.
2. Material and directions for implementing the Federal Demonstration Project for streamlining grant administration will soon be distributed to deans, project directors and department chairs.

COUNCIL ON RESEARCH, Continued
Report to Senate Meeting of March 13, 1989

3. Under review is an opportunity for SUNYA to become part of an extensive faculty expertise database used with great success in England. Such a database, among other things, would allow researchers with similar interests to keep in touch with one another.

John Mackiewicz
Chair

GRADUATE ACADEMIC COUNCIL
Report to Senate Meeting of March 13, 1989

In response to a request from the "4x4" Task Force that GAC consider the applicability of "4x4" to graduate programs, we have approved and transmitted to the Task Force the following report.

The Committee on Educational Policies and Procedures, having considered the applicability of the "4x4" proposal on graduate programs, sees no necessity for linking the "4x4" undergraduate program to the graduate curriculum. The flexibility afforded graduate programs to tailor the curriculum to meet the intellectual needs of students is the most compelling reason to continue with the graduate system that is currently in place. Further, some graduate programs now meet certification and licensure requirements, and changing them would entail review beyond the local curriculum requirements of undergraduate programs. Since it is unnecessary to coordinate programs among departments as it is on the undergraduate level (most graduate programs are confined to one department), there is no administrative need for uniformity. We, therefore, believe that "4x4" should be debated on its merits on the undergraduate level and should not be imposed on graduate programs.

UNIVERSITY COMMUNITY COUNCIL
Report to Senate meeting of March 13, 1989

Council discussed current parking situation. A subcommittee is being formed to reexamine the options proposed by the 1986/87 Council to VP Hartigan.

Council reviewed VP Hartigan's proposals to raise bus ticket fees. Although Proposition II provides for a larger increase in bus fee than Proposition I, the Council felt Proposition II was more acceptable because it supports maintaining the same level of service. The Council will respond as follows:

From the information presented to the Council in Hartigan's memorandum, the UCC reluctantly supports Proposition II for 1989/90 in order to provide the same level of service as 1988/89. However, the Council strongly recommends that renewed exploration be made to utilize, in some measure, the public mass transit system CDTA in meeting intercampus bus transportation requirements as the campus bus fee begins to approach the \$.60 charged by CDTA.

Karina Ricker, Recorder

Attachment

mechanic otherwise severely reducing the then existing level of bus service available, we instituted minimal charges. Revenue generated by selling semester stickers and/or single ride tickets have proved inadequate to support the positions. In fact, income has missed the targeted expectation by \$35,000 in 1988-89. That amount equates to the equivalent of the cost of 2 drivers. Paranthetically, ridership has been decreasing each year. In 1983-84 we projected ridership at 2 million. Current activity is 1.4 million ridership a year. Each 100,000 decrease in ridership is worth approximately \$8,000 in revenue.

Resolution I

	<u>Current</u>	<u>Proposed</u>
Cost Per Ticket	\$ 0.14	\$ 0.20 <u>1/</u>
Semester Ticket	\$13.00	\$20.00
Summer Sticker	\$ 4.00	\$ 6.00

1/ 10 tickets for \$2.00

Proposition II - To Finance Two State Funded Drivers

Anticipated budget reductions this April 1, will strike again at the Division of Finance and Business whose staffing has declined dramatically in prior budget bad times. Clearly, I would have to propose the elimination of another two bus driver positions as part of my targeted position reductions. That proposed program reduction is not without serious consideration of the viable alternatives.

Resolution II

My plan then is to increase the bus transportation fee at a level sufficient to fully fund:

1. The original 4 positions (including 3 drivers) funded by the IFR..
2. Two other State funded driver positions which will otherwise be lost through appropriation cut backs in 1989-90.

The changes in fees I propose are:

Current Charges	Proposed Charges
Cost per single ride ticket - \$ 0.14	Cost per single ride ticket - \$ 0.29 <u>1/</u>
Semester ticket- \$13.00	Semester Ticket- \$29.00
(equivalent to \$0.81 a week)	(equivalent to \$1.93 a week)
Summer Sticker \$ 4.00	Summer Sticker \$ 9.00

1/ 7 tickets for \$2.00

In summary, the proposed charges will generate \$172,000 a year or 22% of the total campus bus service cost of \$776,000 (excluding fringe benefits of the State funded positions). Without the revenue stream proposed, off campus

students in particular will suffer severe losses in service, including perhaps our ability to travel below Draper and a diminution of hours or frequency of scheduled runs. Even students at Alumni Quad would feel the pinch of the rippling effect of reduced services.

The University Community Council Committee has, over the years, assessed the bus system, its services and alternatives. It has made judicious recommendations in view of the sobering financial circumstances faced by the campus while being sensitive to student and other users of the bus system. I would appreciate the committee's reaction to this difficult problem.

Although it is the Resource Allocation Committee which ultimately will review the analysis of costs rather than the University Community Council, I thought you would need the data I am providing herein to understand the seriousness of the issues.

cc: President O'Leary
Eugene A. Gilchrist
Leo F. Neveu
Dennis J. Stevens

WHY SUPPORT "4 X 4"?

by Kendall Birr

I think "4 X 4" deserves your support for three reasons. First, it is educationally sound. Under our present system, it is difficult for even the most serious student to give adequate attention to five or more different subjects. Under these circumstances students admit that they plan their schedules with one or two "blow off" courses to ease the pressure, to permit them to focus on their more demanding courses. "A '4 X 4' system would permit both faculty and students to focus better their intellectual energies. Coherence would supplant fragmentation," as the "4 X 4" Task Force explanation puts it.

Second, "4 X 4" is administratively attractive at this point in the University's history. As we are all aware, the University faces a serious problem in providing an adequate amount of undergraduate instruction. In classic economic terms, the demand for instruction has increased more rapidly than the supply. For a variety of reasons, all of the obvious means of increasing the supply of instruction are unattractive or impossible given the mission of the University as a research institution. Can we do anything to reduce the demand? "4 X 4" promises to do just that. Switching to "4 X 4" gives promise of reducing the demand for courses by 20%. This argument is, of course, a great over-simplification, but it appears to be basically sound. To a faculty member like myself, this appears to be one of those rare moments in academe when the often conflicting goals of faculty and administration happily coincide.

Third, I support "4 X 4" because it will provide the University with an exciting opportunity to reevaluate all aspects of the educational enterprise on this campus. If the Senate approves "4 X 4" and if the President accepts that recommendation, there will be an immense amount of work to be done before "4 X 4" can be implemented. The UAC is already looking at degree requirements and general education. Academic regulations would have to be rewritten. School and departments would have to rewrite curricula and statements of majors and minors. It would be a monumental task. Some see it as burdensome; others fear the consequences for their central educational concerns. But I think it is a marvelous opportunity for all members of the faculty to take a fresh, systematic look at the way in which they educate students on this campus.

"4 X 4" is the largest, most momentous educational proposal to come before the University in my 37 years at this institution. I urge all of you to inform yourself about the issues, discuss them with your colleagues -- and, of course, support "4 X 4"!

"4 x 4": AN OPPOSING VIEW

by Ivan Steen

The big academic item on campus these days is the so-called "4 x 4" concept that has been proposed, and is now before several Senate councils, chiefly the Educational Policy Council, but also the Undergraduate Academic Council and the Graduate Academic Council. Briefly, under this plan current three-credit courses would be elevated to four credits, and students typically would register for four courses each semester, instead of the five courses that most now carry. Faculty have received several memoranda from Kendall Birr and from the Educational Policy Council extolling the virtues of such a system; it is about time that some attention is called to its negative features and implications.

We might begin by considering the origins of this "innovation." The idea came not from the faculty, but from the administration. Also, it seems clear that, despite some protestations to the contrary, it was proposed for administrative rather than academic reasons. The problem was that we had too many students and not enough courses. The solution to the problem?—require students to take fewer courses. The next stage was to persuade faculty that it was a terrific idea, and to beguile them into thinking that it was not only intellectually meritorious, but that it also would result in reduced class size and lighter teaching loads for many of them. It is my firm conviction that academic changes should be made for academic reasons, not because we get squeezed by the governor's budget.

What would adoption of "4 x 4" mean for this campus? For students, it would mean taking fewer courses over the four-year undergraduate program. Currently, undergraduate students usually complete forty courses to obtain the bachelor's degree; under "4 x 4" a typical student would complete thirty-two courses. That means exposure to eight fewer areas of study! Several years ago, the faculty at the University at Albany were very concerned that students were receiving too narrow an education. To correct that, general education requirements were introduced. The proposal before us would set the clock back. Indeed, many of its proponents argue that increased depth, as opposed to breadth, of study is one of its chief merits. If the number of general education requirements is not reduced, then the number of courses in the major or in electives must be reduced. If the ratio is kept constant, then everything is reduced. In an age when there is general concern over how narrowly our citizens are educated, some are advocating that this university educate its students even more narrowly. The prospect of a reduced course load may be enticing to students, but it is a bad bargain in the long run.

What would "4 x 4" mean for the faculty? For some it might result in a reduced teaching load, but for others the teaching load would be increased. In theory, a four-credit course should meet for one-third more time than a three-credit course. We have been informed that this is not the case at Binghamton. We have no assurance that the State Education Department will give us permission to do what Binghamton does—after all, the Binghamton exemption was granted twenty-five years ago. But even if we do succeed in convincing SED that the Binghamton concept should be applied in Albany, we are still talking about four-credit courses that, at least officially, require more class time than our current three-credit courses. Keep in mind that faculty work load has been interpreted to be a contractual matter, and that means (at least as I see it) if any faculty member's work load is increased, UUP will be obligated to file an IP (Improper Practice) against the university.

Are there alternatives to increasing classroom contact time? It has been suggested that we might justify not increasing contact time by assigning more independent study projects (read more books, write more papers) to our students. If we do that conscientiously, it should require increased faculty time to discuss the independent study work with the students and to comment on the products of these assignments, and that, of course, might also be construed to be an increase in work load. If students are given additional assignments that do not result in an increase in faculty time, then, I would argue, the whole thing is a sham, a subterfuge to get away with adding more credits to courses without increasing educational interaction. In any case, we could require additional work of our students in the current three-credit courses, if we so desired.

There are many other problems that would arise if we were to move to a "4 x 4" concept. It would mean that all undergraduate requirements have to be changed; and that includes every major. In some disciplines this may be very difficult to do. Also, it would mean that every course currently being taught would have to be reworked--not only to accommodate the increase in credit hours, but also to accommodate the necessary changes in majors and general undergraduate requirements. Another question to consider is what do we do about transfer students? A very large proportion of our students transfer to us from community colleges, and those institutions typically allocate three credits for a course. And, of course, there are other potential problems, some of which have been pointed out by the task force established by EPC to look into the feasibility of adopting a "4 x 4" concept.

Clearly, then, it is generally recognized that the adoption of a "4 x 4" concept on this campus is not a simple matter, and that it would result in vast changes educationally and administratively. If there were compelling and clearly demonstrable academic benefits to be gained, it might be worth attempting. However, unlike its proponents, I contend that the detriments far outweigh any potential educational advantages.