

UNIVERSITY SENATE
ATTENDANCE

Meeting of: February 26, 1990

William Sanford
MACARIO, Alberto APTB
Denny Mendebrin
John Mackinnon
Andrew S. Weinberg
Gregory C. Migliorini J
Robert H. Gibson
Carmine Walker.
Andrew M. Roffen
Paul Mirel
Bruce Marsh
John M. Larson
H. Quiradella
Shirley Jones.
K F Bateoff
Richard Fancee
Bill Hammond
Louis S. Coniglio
Judith Hudson
Henry Hamilton
Robert Orrell
Michael Jones
Hal S. Svental
Marc Krohn
MICHAEL SATTINGER
Jeff WKS

Dorothy Christensen
Suzabeth Butler
June Felts
Dora Parker
Jay Reeb
Paula Searge
Laurie Larwood
Walter Johnson
Amy Bok Kim
Joan DeSole
Steve Messing
Ivan D. Steen
Heg Stevens
Ray Cross
Ed Reilly
Doroth Brighton
C. Can J
Jeanne G. Hahorn
Wm J. Ellis
John Jackel
Ann M. Munkel
TIM LAWCE
Judith Fetterling
Don Cohen

UNIVERSITY SENATE
Monday, February 26, 1990
3:30 p.m. -- Campus Center Assembly Hall

Administration 259
Albany, New York
12222

AGENDA

1. Approval of Minutes: University Senate, December 4, 1989
2. President's Report
3. SUNY-wide Senate Report
4. Chair's Report
5. Council Reports
 - a. Council on Academic Freedom and Ethics - H. Hamilton
 - b. Council on Educational Policy - B. Marsh
 - c. Graduate Academic Council - K. Ratcliff
 - d. Council on Libraries, Computing and Information Systems - V. Aceto
 - e. Council on Promotion and Continuing Appointment - J. Fetterley
 - f. Council on Research - E. Reilly
 - g. Student Affairs Council - S. Rhoads
 - h. Undergraduate Academic Council - J. Levato
 - i. University Community Council - S. Jones
6. Old Business
 - a. Senate Bill 8990-07: Reorganization of Senate Councils
7. New Business
 - a. Appointments to Councils
 - b. Senate Bill 8990-11: Summer Session Withdrawals
 - c. Senate Bill 8990-12: Adding A Course
 - d. Senate Bill 8990-13: Policies on Graduation Credits
 - e. Senate Bill 8990-14: Cross-Listing of Courses
 - f. Senate Bill 8990-15: Ph.D. Program in English
 - g. Senate Bill 8990-16: Change in Council Name
8. Adjournment

UNIVERSITY SENATE
February 26, 1990

Administration 259
Albany, New York
12222

PRESENT: V. Aceto, R. Bosco, D. Brighton, M. Butler, C. Carr, D. Christiansen, D. Cohen, L. Coniglio, G. DeSole, R. Farrell, J. Fetterley, R. Garvin, H. Ghiradella, R. Gibson, R. Greene, H. Gueutal, J. Gullahorn, H. Hamilton, W. Hammond, A. Hoffer, J. Hudson, W. Ilchman, J. Jacklet, S. Jones, S. Kim, M. Knee, M. Krohn, T. Lance, W. Lanford, L. Larwood, P. Leonard, J. Luks, A. Macario, J. Mackiewicz, B. Marsh, D. Meliti, H. Mendelsohn, S. Messner, G. Miglino, T. Mirer, V. O'Leary, D. Parker, K. Ratcliff, D. Reeb, E. Reilly, M. Sattinger, I. Steen, G. Stevens, R. Stross, L. Tornatore, G. Walker, A. Weinberg.

The meeting was called to order by Chair Bosco at 3:35 p.m.

1. Approval of Minutes

The minutes of the December 4, 1989, meeting were moved and seconded. Senator Hamilton made the following correction on page 2 under Council on Academic Freedom and Ethics Council Report. "Senator Hamilton stated certain procedures outlined in this memorandum were not protected by academic freedom." should read "Senator Hamilton stated that while certain activities mentioned in the flyer were indeed not protected by our freedom of expression policy, other activities were, and the University position on the matter should be clarified." The minutes were approved as corrected.

2. President's Report

President O'Leary reported on three items:

1. President O'Leary stated that the budget is complex and unclear this year. The SUNY system budget proposed by the Governor is a standstill budget, but the State Legislature has to present a budget which the Comptroller agrees is in balance. Therefore, revenue estimates are important, and revenue for this year is down. As a result, the Division of the Budget ordered all State agencies to establish a "freeze." Even though this does not apply to the SUNY system, Chancellor Johnstone has agreed to follow suit, said the President.

2. EPC will soon be discussing Division I athletics at the University at Albany. It is important to note that the new sporting facility will be open in the summer of 1991. A proposal to gauge the sentiment of others will be submitted to the Senate.

3. President O'Leary gave the background on the plans for the new library. A consultant suggested that the library be 40 percent larger than the current 181,000 net square feet. Since there is no room for expansion of the present library, a separate facility will have to be constructed. The consultant suggested the books on science and mathematics can be taken out of the existing library and moved to new quarters with minimal consequences.

The UAS Board has already agreed to expand the Campus Center, and the architect proposed that two wings be added to the existing Campus Center. These wings would accommodate a larger bookstore and a food court. The new library would be built in modules and connected to the two wings. The Task Force on Library Construction, chaired by Robert Donovan, is being asked to now consider the question of what is to be moved to the new library.

3. SUNY-wide Senate Report

A written report was distributed. Senator Aceto reported on resolutions passed that were not included in the report: the establishment of a committee to deal with governance; a proposal to enlarge the operations of the committee to include libraries, information systems and computing; and a combined resolution dealing with academic freedom and an amendment to the education laws to close meetings. The latter did not pass.

4. Chair's Report

Chair Bosco reported that President O'Leary, Vice President Ilchman and he created an Advisory Committee for the purpose of beginning a year long review of the General Education program on campus. This committee will report its findings to the Chair of the Senate and the President. When the report is received, it will be turned over to UAC for review.

5. Council Reports

a. Council on Academic Freedom and Ethics: Senator Hamilton reported that the Council is beginning discussion with the bookstore on their policy on whether to sell a particular book when there is pressure to ban it. The Council is continuing to look at faculty ethics statements. The campus is in the first year of the poster policy, said Senator Hamilton. The Council is working with Campus Activities Office for refinement of the policy if necessary. So far the Council has received one poster to review. CAFE received two complaints from two faculty members of unethical behavior against other members of the university community.

b. Council on Educational Policy: Senator Marsh reported that all committees are active. EPC will be looking into Division I and will probably be submitting a proposal on assessment next meeting.

c. Graduate Academic Council: Senator Ratcliff reported that the Council met twice on the Ph.D. Program in English which will be acted upon later in the meeting.

d. Council on Libraries, Computing and Information Systems: Senator Aceto had nothing to add to the written report which was distributed. Senator Aceto pointed out the resolution sent to President O'Leary recommending no additional support of WANG.

e. Council on Promotion and Continuing Appointment: Senator Fetterley had nothing to report.

f. Council on Research: Senator Reilly had nothing to report.

g. Student Affairs Council: Senator Luks reported for Senator Rhoads. The Council is continuing its work on student parking at the Student Health Center. Senator Rhoads will meet with Vice President Hartigan on this issue before further action is taken.

h. Undergraduate Academic Council: Senator Messner reported for Senator Levato. There are four bills to be acted upon later.

i. University Community Council: Senator Jones reported that the Council has been meeting regularly. The Council has drafted a new charge which will be sent to the Executive Committee in the form of a bill soon.

6. Old Business

a. Senate Bill 8990-07: Reorganization of Senate Councils. Senator Aceto will answer any questions.

Senator Luks moved to amend the bill to raise the number of undergraduate students on the Student Affairs Council from three to five. The motion was seconded. Senator Aceto stated that all Councils have student membership. The Task Force did not feel that this Council needs additional students because there are the same number of students as there are teaching faculty and professional employees. The vote on the amendment was defeated.

Senate Bill 8990-07 was passed as submitted.

7. New Business

a. Appointments to Councils. The list of new appointments was moved and seconded to vote on the assignment to the Councils as circulated in the agenda packet. The appointments were approved.

b-e. Chair Bosco stated that Senate Bills 8990-11 through 8990-14 come to the Senate floor moved and seconded. (Senate Bill 8990-11, Summer Session Withdrawals; Senate Bill 8990-12, Adding A Course; Senate Bill 8990-13, Policies on Graduation Credits; Senate Bill 8990-14, Cross-Listing of Courses) Chair Bosco asked to move these bills as a package; the Senate concurred.

Senator Lanford questioned Senate Bill 8990-14, I. 2. on why undergraduate and graduate courses cannot be cross-listed. Senator Messner stated that cross-listing refers to undergraduate courses that are similar. Shared resources courses are for undergraduate and graduate courses.

Senator Farrell noted that Senate Bills 8990-11 through 8990-13 deal with undergraduate policy only and asked that that be indicated. Chair Bosco agreed.

Senate Bills 8990-11 through 8990-14 were approved as submitted.

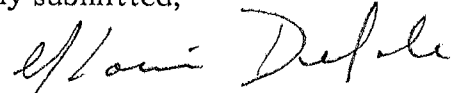
f. Senate Bill 8990-15: Ph.D. Program in English. Senator Ratcliff stated that the campus once had a Ph.D. program in English. GAC is now reinstating the degree. This program is different from the original and has been thoroughly reviewed by four external reviewers. Senate Bill 8990-15 comes moved and seconded. The bill was approved unanimously.

g. Senate Bill 8990-16: Change in Council Name. Senate Bill 8990-16 comes moved and seconded from the Executive Committee. Senator Hamilton explained that the bill was intended to make the Council name coincide with its initials (LISC). The bill was approved.

President O'Leary called the Senate's attention to the newly restored wall in the Assembly Hall.

The meeting adjourned at 4:40 p.m.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Gloria DeSole".

Gloria DeSole
Secretary

REPORT OF SUNY FACULTY SENATE MEETING
STATE UNIVERSITY OF NEW YORK AT BUFFALO
FEBRUARY 1-3, 1990

I. Address by SUNY Faculty Senate President Markoe

Chancellor Johnstone, ordinarily present at the beginning of the Faculty Senate Meeting, would not be able to arrive until the next day. Instead of the usual address by the Chancellor, followed by a question and answer period on random topics, senators were asked to meet with others of their type of campus and to formulate questions, appropriate to their institutions, which addressed issues which are now of the greatest concern for the state-wide system. Those issues are:

A. Assessment. What is the next step, and how do we bring about greater faculty participation?

B. Faculty hiring. The nation-wide problem of how to replenish the professoriate.

C. Retention and promotion in Affirmative Action. Continuing the concern of attracting minority faculty, and how to monitor and support the progress of those hired through term-renewals and tenure.

D. Academic standards and access. These are connected issues of how we maintain standards and fulfill societal needs.

E. Research and academic standards. The issue here will focus especially on animal welfare.

II. Address by Vice Chancellor William Anslow on the budget

The Vice Chancellor gave what was SUNY-Central's impression of the situation as of February 1, namely, that SUNY was protected, and that it was the best executive budget for SUNY in some years. His prognostications of the future are now being worked out (February 26).

III. Report by Dennis Malone, SUNY Faculty Senate Secretary, on meetings of the Executive Committee

The concerns of the Executive Committee, on meetings on Nov. 17, DEC. 15, and Feb. 1, were: Master Capital Plan; membership on the Animal Welfare Committee; National Networks on Faculty Senates; AAUP censure of SUNY; budget; fees; Affirmative Action review boards; representation on the Board of Trustees; SUNY-CUNY faculty exchanges and articulation (especially with regards to part-time faculty); equipment funding for the sciences; faculty involvement in honorary degrees; and a Faculty-Senate newsletter.

IV. Address by Chancellor D. Bruce Johnstone

In a brief address, Chancellor Johnstone spoke regarding the areas where he thought the voice of the faculty was most important:

A. The heart of the curriculum, especially how do we admit the main European origins of our civilization and still recognize the contributions of Asia and Africa. What about literacy and language learning?

B. Standards for students: admission and completion

C. Standards and expectations of the professoriate. What should the balance be between teaching and research, how do we protect minority and junior faculty from unfair work-load?

V. Question and answer period

Representatives from each type of campus asked questions of the Chancellor. The principal concerns of the University Centers concentrated on graduate students and teaching assistants, user fees, international students, and the professoriate (how to reproduce and how to retain).

Vincent J. Aceto

Paul W. Wallace

UNIVERSITY SENATE
Report of Libraries, Computing and Information Systems Council
February 26, 1990

The Council met twice since the last Senate meeting. The following topics were discussed:

1. Inter-Active Media Center (IMC)

The Council invited Executive Vice President Ilchman to discuss some concerns about the lack of consultation with appropriate governance bodies in the creation of the IMC. Speaking for the Council, the Chair enthusiastically supported the Vice President's commitment to instructional technology, as evidenced by the IMC, and indicated the desire of Council members to work with the administration to promote further progress in this area. Vice President Ilchman identified the events that led to the creation of the IMC, particularly the collapse of the language lab in the Humanities building last spring. Over this past summer, some faculty were consulted informally on the purchase of hardware and software. Unfortunately, the Council was not consulted because decisions had to be made quickly early in the summer. In response to questions about the appropriate advisory body for the IMC, Vice President Ilchman assured the Council they would be the group to provide advice and to develop policies for the IMC.

2. Instructional Technology Committee

The Council discussed the relationship of the IMC to the larger question of the governance body responsible for instructional technology. All agreed this was part of the Council's charge. After prolonged discussion, the Council unanimously agreed to create a new instructional technology committee patterned after the two existing committees with members appointed by the Council and the administration.

3. Committee Membership

The membership of the three Council committees are:

3.1 Computing Advisory Committee

Peter Bloniarz, Chair; Kathy Lowery; George Richardson; Peter Duchesi; Harold Story; Thomas Galvin; Christopher Smith; Timothy Gage.

3.2 Collection Development Advisory Committee

Robert Donovan, Chair; Liliana Goldin; David Panyard; ; Lindsay Childs; Suchete Mazumdar; Rose Marie Weber; Burton Gummer; Joseph Morehead.

3.3 Instructional Technology Advisory Committee

Robert Pruzek, Chair; Pete Seagle; Timothy Lance; Karen Swan; Ray Ortali; Bruce Marsh; Ted Jennings; Robert Roselini; Robert Bengert-Drowns; Sam McGee-Russell.

4. SITE Report

A continuing agenda item for the Council was the SITE (Shaping the Technology Environment) document prepared at the President's request by Associate Vice President Frank Lees. Associate Vice President Lees is to be commended for sharing this document with the Council from its inception and requesting recommendations from the Council for changes and additions. The SITE document has had at least five iterations with the latest version released this month. A summary of the document will be prepared for the next Senate meeting.

5. Fine Policies for the IMC

The Council approved a fine policy which conforms to existing policies for print formats. The policy states:

5.1 Hourly IMC loans: Follow the Reserve Room fine policy of \$2.00/hour for late return of hourly loans, accruing to a maximum of \$30.00.

5.2 Daily IMC loans: Follow the recall fine policy of \$1.00 per day, accruing to a maximum of \$16.00.

5.3 Replacement/damage fee for IMC materials: Follow bill-for-replacement policy of charging the accrued fine, processing fee and replacement cost.

6. Library Construction Task Force

The Task Force, chaired by Robert Donovan, submitted its report to the President last spring. Since that time a consultant was brought in to review proposed plans for the new library. Based on the consultant's report and discussions with administrative personnel, the plans for the new library were changed to include a much larger facility. The Task Force will be meeting this semester to review the new plan and to make additional recommendations to the President.

7. Computing Advisory Committee

The committee met several times since the last Senate meeting and identified a number of objectives for the year. These include: *re-establishment* of a computer store, review of experimental policy on allocation of main-frame computer resources, and networking of microcomputers.

8. Collection Development Advisory Committee

The committee is reviewing the present structure for providing advice on allocation of resources for collection development.

9. Instructional Technology Committee

The committee has been meeting on a biweekly basis since its formation in December. Vince Aceto provided background on the formation of the committee and explained its dual function as an advisory committee to the administration and a governance committee of the Council. Frank Lees and Vince Aceto presented the following charge to the committee:

9.1. Members serve the University at large, not as representatives of their respective schools and departments.

9.2. All matters of broad University interest that relate to instructional technology should be of concern to this committee. However, its role should center on policy recommendations concerning the most effective ways to take advantage of developing instructional technology.

9.3. The committee is expected to be both reactive and proactive in developing policies and making recommendations for specific plans for improving instruction with technology.

9.4. The committee is expected to draft bills related to instructional technology that will be sent forward to its parent Council and, when appropriate, on to the Senate for action.

The committee made numerous recommendation related to the SITE document. The most important recommendation, introduced by Bruce Marsh, urged no additional resources be spent on the WANG administrative system. More specifically, the resolution stated:

The instructional technology committee recommends that no additional resources be committed to or invested in expansion or upgrades of the WANG system on campus. Indeed, we recommend that as soon as feasible the WANG system be phased out. If additional WANG stations are seen as needed at selected administrative levels, or if it is necessary to take pressure off the system by reducing the number of nodes, we recommend that this be done by taking WANGS from departments and replacing them with more suitable equipment.

The resolution was passed unanimously and was sent to the President. Frank Lees reported that he also was recommending there be no increased support for the WANG administrative system with gradual migration to microcomputers with LANS.

The committee requested that a catalog of instructional technology hardware be prepared for distribution to the faculty. Frank Lees will ask the Educational Communications Center to prepare such a catalog.

Frank Lees presented a draft proposal for a LAN for the IMC requested by Vice President Ilchman. After prolonged discussion the committee instructed the Chairs of the Council and the committee to meet with Vice President Ilchman to express their concerns over this large resource allocation and to propose an alternative allocation. This proposal specifically recommended funding for:

9.1 Mobile authoring stations be placed in general areas on campus to maximize use and encourage development of home-grown courseware.

9.2 Large projection devices capable of projecting computer images in large lecture centers and other classrooms.

9.3 Highly selective purchase of media relevant to specific instructional needs of faculty.

9.4 Installation of a basic LAN for the IMC which will support MAC and DOS environments and be connected to the University backbone.

A meeting was held with Vice President Ilchman and Associate Vice President Nepaulsingh to present this proposal. After a productive exchange of views and reassurance by the committee members of support for the success of the IMC, it was agreed that authoring stations would be purchased for placement at selected locations on campus.

10. Finally, two sub-committees were appointed to work on special assignments. One committee is preparing a statement of policies for the acquisition and utilization of instructional technology hardware and software. A second sub-committee is working on a campus-wide survey of faculty to determine current and anticipated use of instructional technology.

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK
REORGANIZATION OF COUNCILS

INTRODUCED BY: Executive Committee of University Senate

DATE: November 30, 1989

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. The attached reorganization of Councils be adopted beginning with the 1990-91 University Senate.
- II. This bill be forwarded to the President for his approval.

PURPOSE: To reorganize the University Senate in accordance with the amendments to the Faculty By-Laws passed by the Faculty in Spring 1989.

BACKGROUND: The By-Laws amendments reduced the number of elected and ex officio senators by approximately one-third. Using this as a general guide, appropriate proportional reductions were made on most of the Councils.

COUNCIL ON ACADEMIC FREEDOM AND ETHICS

Composition: Four Teaching Faculty (two must be senators);
One Professional Employee;
One Undergraduate Student;
One Graduate Student.

COUNCIL ON EDUCATIONAL POLICY

Composition: The President of the University, ex officio;
The three Vice Presidents who are members of the University Senate;
A member of the Conference of Academic Deans;
Eight Teaching Faculty (four must be senators);
Three Professional Employees (one must be a senator);
Four Students: three undergraduates, one graduate (two must be senators).

GRADUATE ACADEMIC COUNCIL

Composition: The Dean of Graduate Studies or his/her designee, ex officio;
Six Teaching Faculty (two must be senators and one must be a library staff member);
One Professional Employee;
One Undergraduate Student;
Three Graduate Students (one must be a senator).

COUNCIL ON LIBRARIES, COMPUTING AND INFORMATION SYSTEMS

Composition: The Associate Vice President for Information Systems, ex officio;
Director of Libraries, ex officio;
Director of Computing Services Center, ex officio;
Nine Teaching Faculty, two each from the College of Humanities and Fine Arts, the College of Social and Behavioral Sciences, the College of Science and Mathematics, and one from the Professional Schools taken together (three must be senators);
One Professional Employee;
One Undergraduate Student;
One Graduate Student.

COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS

Composition: The Executive Vice President for Academic Affairs, ex officio;
Eight Teaching Faculty (four must be senators);
One Professional Employee;
Two Undergraduate Students (one must be a senator);
Two Graduate Students.

COUNCIL ON RESEARCH

Composition: The Vice President for Research or his/her designee, ex officio;
Seven Teaching Faculty (two must be senators);
One Professional Employee;
One Undergraduate Student;
Two Graduate Students.

STUDENT AFFAIRS COUNCIL

Composition: The Vice President for Student Affairs or his/her designee, ex officio;
Three Teaching Faculty (one must be a senator);
Three Professional Employees (one must be a senator);
Three Undergraduate Students (one must be a senator);
One Graduate Student.

UNDERGRADUATE ACADEMIC COUNCIL

Composition: The Dean of Undergraduate Studies or his/her designee, ex officio;
Six Teaching Faculty (three must be senators);
Two Professional Employees (one must be a senator);
Three Undergraduate Students (one must be a senator);
One Graduate Student.

UNIVERSITY COMMUNITY COUNCIL

Composition: The Vice President for University Advancement or his/her designee,
ex officio;
Three Teaching Faculty (one must be a senator)
One Professional Employee
Two Undergraduate Students (one must be a senator)
One Graduate Student
One Staff Member

FACULTY SENATOR CHANGES

IV - 9

Delete

Replace With

Libraries

Steve Atkinson (1987-90)
Assigned to EPC

Dorothy E. Christiansen (1990)
Proposed for EPC

Science and Mathematics

Paulette McCormick (1989-92)
Assigned to Council on Research

Raymond Stross (1990)
Proposed for Council on Research
(Spring 1990 only)

FACULTY MEMBERS

Ann Farmer
Assigned to LISC

Barbara Schoonmaker
Assigned to LISC

STUDENT SENATORS

Kelly Bates
Assigned to UAC

John Jenkins
Proposed for UAC

Laurie Beth Cohen
Assigned to EPC

Daniella Korotzer
Proposed for EPC

Jason Epstein
Assigned to CAFE

Brett Reish
Proposed for CAFE

Steve Jacobsen
No Council assignment

Jennifer Leiffer
Proposed for CAFE

Richard Ringel
Assigned to UCC

Glenn Graham
Proposed for UCC

Genice Lee
(Previously assigned to CAFE, Ms. Lee will be a Senator without a Council assignment.)

COUNCIL CHANGES

Sandra Bradshaw
Assigned to UCC

Librada Pimentel
Proposed for UCC

Revised 2/1/90

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

SUMMER SESSION WITHDRAWALS

INTRODUCED BY: Undergraduate Academic Council

DATE: November 30, 1989

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. WHEREAS it has been a longstanding practice that Summer Session withdrawal from individual three, four, or six week sessions would be allowed to occur up to the last class date for the session in which the student was enrolled and

WHEREAS the last date to drop a summer course for an individual three, four, or six week session is one to two weeks prior to the established withdrawal date,

BE IT RESOLVED THAT the last day to drop a Summer Session course in a session or module is one day prior to the last day of classes for that session.

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

BACKGROUND AND RATIONALE

Unlike the traditional fifteen week semester during the regular academic year, the summer session at Albany is comprised of nine independent three, four, and six week session options which exist over a twelve week block of time between June and August. Although students select courses from a variety of scheduling options based on convenience and need, they typically enroll for an average of just less than five and one-half credit hours each during their summer experience at Albany. It has also been demonstrated that students combine their registration in two or more of the available session options. Almost without exception, those registered in the three and four week sessions are enrolled in a singular course for that term although it may be part of the student's overall summer session registration. While the majority of summer students are registered for one course per session, the current drop and withdrawal policies make inconsistent the last date within a session or module that a student may leave the course depending only on whether they are registered for coursework in another session.

While each session has an independent calendar and last day to drop date, withdrawals from individual sessions beyond the last day to drop are currently processed by removing students from the entire summer session. Although this practice is somewhat analogous to policy which is applied during the regular academic year, it does not recognize the unique intensity and rigor of summer courses which are much shorter in duration than the standard fifteen week offering. The reasons underlying the current drop policy during the regular academic year do not apply for the summer session. Summer students are not subject to dismissal. Similarly, they do not engage in summer study in an effort to willfully manipulate grade point averages in ways unacceptable to the institution. Since courses are taken on a "pay as you go basis", concerns regarding the over consumption of full-time study only to result in a late drop do not adversely effect instructional capacity as might be the case during the fall and spring. Perhaps most importantly, the existing policy discourages continuing attendance in courses for which the student has enrolled for other sessions or modules if they are withdrawn beyond the drop date. This factor poses serious implications for Summer courses dependent on a minimum number of enrollments in order to be offered for the session.

Amending the drop policy to coincide with the end of a session or module will simply bring it into conformance with the current undergraduate summer withdrawal policy. This withdrawal policy already acknowledges the real differences which exist between the standard academic calendar and the summer session. Since the majority of summer students register for only a single course in a session or module, the effects on existing practice will be negligible. Implementation requires no major revision of existing registration systems. An adjustment of the semester calendar for each individual session within SIRS can also be easily accomplished.

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

ADDING A COURSE

INTRODUCED BY: Undergraduate Academic Council

DATE: December 12, 1989

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED: - - - - -

- I. That section 3 of the policies on adding a course be amended as follows:
 - 3. Subject to the approval of the Dean of Undergraduate Studies, after the tenth class day of the semester the consent of a student's adviser to take the particular course, the consent of the instructor, and confirmation by the instructor that the student has been attending the course since before the tenth class day of the semester must be obtained before the Program Adjustment Form can be accepted by the Office of Records and Registration. A fee will be charged for this program adjustment.

A "class day" is here defined to be any day from Monday through Friday in which classes are in session and the Office of Records and Registration is open. The above methods of adding a course apply to quarter courses and Summer Sessions coursework on a prorated basis, determined by the length of the course in question.

Exceptions to the add policy may be granted by the Committee on Academic Standing of the Undergraduate Academic Council.
- II. That this bill be forwarded to the President for approval and implementation.

RATIONALE

The amendment specifies that "late adds" are also subject to the approval of the Dean of Undergraduate Studies. Under the current legislation, a student may register for one course, sit in on several others, and then, contingent only upon the approval of each instructor, late add those courses in which the student is doing the best work. This is unfair to students following established procedures and, in terms of University revenues calculated on the basis of enrollments at the beginning of the semester, is unfair to the University as a whole.

The current policy may encourage other abuses, such as allowing a student to change freely from audit (whether formal or informal) to registration at any time in the semester, or allowing faculty to give private tutelage (whether paid or unpaid) and then add successful students to the class list late in the semester, or enabling a student to pose as a full-time student (for example, to a funding source) even though the University has defined that student part-time as of the last day to add a semester course within the given semester.

Previous abuses deriving from the practice of allowing a student to late register based on "verification" of one or more late adds have been blocked by requiring approval of the Dean of Undergraduate Studies. This amendment simply closes the loophole whereby a student can, effectively, late register for all but one course.

It is neither reasonable nor appropriate for the Registrar's staff to look for patterns of possible abuse, whether by student or instructor, nor is it feasible or appropriate for an individual instructor acting in good faith (and who assumes the student is also acting in good faith) to question whether the student is attempting to late add several other courses.

Those students whom the policy was meant to protect will be allowed to add courses; for example, the student who entered the wrong call number at registration, or the student who (through no fault of the student but with the instructor's consent) took more than 10 class days to establish "squatter's rights" in a closed course. As a final safeguard for those students, if the add is not approved by Undergraduate Studies they may appeal to the Committee on Academic Standing. [The third paragraph of section 3 is in the original legislation, although this paragraph has curiously been omitted from the published "Schedule of Classes."]

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

POLICIES ON GRADUATION CREDITS

INTRODUCED BY: Undergraduate Academic Council

DATE: December 12, 1989

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That section 2 of the policies on graduation credits be amended as follows:
 - 2. Credit earned through approved proficiency examinations. Such credit may be awarded on the basis of a student's performance on such external examinations as CLEP, RCE, AP, USAFI, etc., or on an examination established for this purpose by a University at Albany department, school or program. Proficiency examination credit shall be clearly distinguished as such on a student's academic record, shall not be accompanied by a grade or score notation on that record, and shall have no bearing on a student's academic average. Proficiency examination credits shall not count within a semester load, hence shall not be counted when determining whether a student is part-time or full-time, and shall not be applied to University, major or minor residency requirements or semester retention standards.

Any academic unit at the University may award proficiency credit by examination provided it does so openly and applies standards consistently to all students seeking credit. In no case may award of credit be contingent upon auditing a course (formally or informally), private tutelage (paid or otherwise), participation in University or extracurricular activities or productions; however, the payment of a modest fee may be charged for administering the examination.
- II. That section 3 of the policies on graduation credits be amended as follows:
 - 3. Credit completed with the grades of "A," "B," "C," or "S." An academic unit may award credit with an A-E or S/U grade only in a University at Albany course for which the student was formally registered in a fall or spring semester or summer session in accordance with established registration and program adjustment procedures and deadlines.
- III. That this bill be forwarded to the President for approval and implementation.

RATIONALE

The amendments simply legislate existing practices and common understandings. In so doing, several possible opportunities for abuse are prevented. (The amendments should not be construed as implying any of those abuses have been or currently are practiced on this campus.)

In the case of the award of proficiency credit or credit accepted from transfer institutions, pre-established examination norms or policies on transfer grades determine that the credit is either applicable or not. Little drain is made upon precious instructional resources and the University is not making any claim concerning instructional contact or student load.

In contrast, and in accordance with SUNY accounting policies and the definition of unit of academic credit [as defined by the Commissioner of Education, pursuant to Section 207 of the Education Law, Regents, 4/24/80], the award of an academic grade for a University at Albany course presumably required extended, conscientious effort and expertise on the part of an instructor throughout the given semester or session. Since that instructional effort and expertise might have been otherwise employed in a period of, at best, steady state resources, it is appropriate that such grades be assigned only in those courses for which the individual academic unit and the University are credited through formal enrollment, which is determined early within each semester and session.

The amendments will not curtail such existing flexibility as: academic units may sponsor work done in part or in total during wintersession (but for which the student registers in the spring); a faculty member may sponsor an internship which may not neatly coincide with our academic calendar (but for which a student must still register within a semester or session); or, within constraints of legislation concerning "I" grades, the faculty member may allow a student time beyond the semester or session to finish work for a registered course.

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

CROSS-LISTING OF COURSES

INTRODUCED BY: Undergraduate Academic Council

DATE: December 12, 1989

WHEREAS there currently exists no legislation concerning the creation, review, limitation or processing of cross-listing of courses,

IT IS HEREBY PROPOSED:

I. That the following policy be adopted:

A. Before a cross-listing of undergraduate courses can be listed in the "Schedule of Classes," the Dean of Undergraduate Studies or that individual's designee shall verify compliance with the following:

1. All academic units whose course prefixes are involved have agreed to the cross-listing.
2. No undergraduate course may be cross-listed with a graduate course. However, a cross-listed course may also be a "shared resources" course.
3. Cross-listed courses must share the same first digit of their course numbers.
4. Cross-listed courses must have the same title, the same course description, and the same course prerequisites, if any, as the courses with which they are cross-listed.
5. Cross-listed courses must meet the same University-wide requirements (General Education, including Human Diversity, and/or Writing Intensive) as the courses with which they are cross-listed. Therefore, if the syllabus and course requirements are not essentially common, each course or section must be approved as meeting the given requirement(s).
6. A special topics course, seminar or colloquium may be cross-listed with another course for a given semester or session provided the cross-listing meets the previous criteria.

B. The Dean of Undergraduate Studies shall submit to the Curriculum Committee for its review all proposals to cross-list which appear to fail any of the preceding criteria. A proposal to cross-list which meets these criteria but which, in the judgment of the Dean of Undergraduate Studies, poses a potential negative impact upon students or other programs should also be referred to the Curriculum Committee.

C. For courses which have been cross-listed, the Dean of Undergraduate Studies shall report to the Curriculum Committee for its review cross-listings which appear not to be in compliance with the preceding criteria. Since it may be unfair to the students and academic units involved to remove a cross-listing from courses designated as cross-listed in the Fall 1990 "Schedule of Classes," the preceding criteria shall be considered binding only upon those courses offered in Spring 1991 and thereafter.

D. The "Schedule of Classes" for a given semester or session should list all cross-listings of courses offered in that semester or session.

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

RATIONALE

A review of bulletins and policy manuals from the period when the first cross-listings occurred (ca. mid-1960's) through the present indicates there has never been a policy either allowing or disallowing cross-listings, nor any definitions, procedures or the like concerning limits to the practice. The only legislation concerning such courses is the definition, passed by UAC in 1985, that cross-listed courses shall be considered identical for all purposes--a student may not obtain credit for both a course and its cross-listing; a cross-listed course shall be considered to meet the same requirements as all courses with which it is cross-listed.

Therefore, it is appropriate that one academic unit not be allowed to cross-list a course with an offering of another department, school or program if the second unit objects. Rules of accreditation imply an undergraduate course cannot "equal" a graduate course. The definition of undergraduate course numbers, and the expectation that students generally should register for courses appropriate to their class, imply senior work should not be "equated" to non-senior work, and upper division work should not be "equated" to lower division. Other than 300-level topics courses occasional equated to 400-level work in other departments, the only current discrepancy of levels is the cross-listing of R Crj 200P with A Soc 381P (which results in a 200-level course with no prerequisite counting as a 300-level course in the sociology major and minor).

As for General Education/Writing Intensive/Human Diversity designation, the fact two courses have the same title, description and prerequisites implies nothing about their pedagogical sameness or differences. Psy 270 has a very similar description and the same title as Soc 260G/Soc 260M, yet it is not cross-listed with them and does not fulfill the Social Science requirement; a student may receive credit for both social psychology courses, and neither counts in the other department's major or minor. Should two academic units wish to make courses mutually exclusive for graduation credit, this may be done without cross-listing (cf. B Msi 215Y and A Csi 101Y).

Since the computerized Degree Audit system is the mechanism by which a cross-listed course is accredited to a student's major or minor or University-wide requirements, and since the same system is used to warn students, within a semester, that they are "repeating" a cross-listing and will not receive credit for both courses, the Office of Undergraduate Studies must know which courses are cross-listed with others, whether for a semester or on a continuing basis.

Since the "Schedule of Classes" lists many but not all cross-listings of courses offered in a given semester or session, a student currently cannot rely that the absence of a cross-listing message indicates two courses are not considered "equivalent." Since cross-listed courses currently do not necessarily share the same title or course description or prerequisites, students might be pardoned (but are not) for "repeating" such work.

The proposal is not intended to limit academic units. Although the practice "just grew," cross-listings have extended student choice and better enabled faculty to avoid needless duplication and to engage in inter- or cross-disciplinary offerings. A program, such as women's studies, which often cross-lists 300- and 400-level offerings in other departments with A Wss 399, need only create A Wss 499 to be in full compliance with the requirement concerning course numbers. Two units wishing to cross-list courses which lack a common prerequisite need only agree on a common choice of prerequisites; e.g., when the two social psychology courses formerly were cross-listed, the prerequisite for both was "Psy 101 or Soc 115."

Of 114 double cross-listings and 7 triple-cross listings known to Undergraduate Studies, about a sixth of the entries do not correspond in the last two digits of their course numbers. Requiring all cross-listings to share the same three digits of their course numbers would interfere with numbering schemes within academic units. E.g., Lin 220Y = Eng 217Y (a medial "1" signifying "language" in English) and also = Ant 220Y (a medial "2" signifying "language" courses in anthropology).

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Ph.D. Program in English

INTRODUCED BY: Graduate Academic Council

DATE: January 29, 1990

IT IS HEREBY PROPOSED:

- I. That a Ph.D. Program in English 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, 1990; and
- III. That the Bill be referred to the President for approval.

A PROPOSAL FOR A PH.D. IN ENGLISH

The University at Albany, State University of New York

Summary

The proposed Ph.D. in English, subtitled "Writing, Teaching, and Criticism," capitalizes on faculty strength in composition, creative writing, instruction, and literary criticism. Two upcoming hires will strengthen the program in literary theory. Integration of the program is achieved through curricular structure and requirements.

Focusing attention on the making of knowledge and on the questions that arise from the movement between theory and practice, the program will graduate persons with particularly strong credentials in rhetoric, poetics, pedagogy, and theory. The course of study is designed for those seeking careers in college teaching of English.

The curriculum is composed of seven interdependent branches of study: Writing in History, Writing Theory and Practice, Rhetoric and Composition, Critical Theory and Practice, Teaching Theory and Practice, Language and Language Theory, and Literary History. Each branch has an introductory core course, a site of interlocking theories and practices. "Writing in History," a focal category, constellates a number of courses specifically designed to interrelate the interests of rhetoricians, creative writers, and literary scholars.

Requirements are these: 72 hours of course work beyond the baccalaureate, four core courses, a practicum in teaching, an internship, competence in a foreign language, successful completion of a three-part comprehensive examination and a dissertation. Also students are encouraged to undertake interdisciplinary study outside the Department of English. Five non-English consulting faculty advise students interested in such areas as the social sciences, philosophy, continental criticism, education, and women's studies.

PROGRAM OF STUDY (72 credits, minimum)

The program of study, planned with the Director of Graduate Studies in English and incorporating no more than 24 credits of previous graduate study, should be directed toward the student's interests and specific career objectives. It consists of the following:

- a. At least 60 credits in English beyond the baccalaureate, including Eng 700, "The History of English Studies, 1880 to the Present," Eng 770, "Teaching Writing and Literature," Eng 771, "Practicum in English Studies," and Eng 810, "English Internship," and two courses selected from among the following six: Eng 701, "Gender, Race and Class"; Eng 615, "Poetics"; Eng 521, "Composition Theory"; Eng 542, "Literary Criticism and Theory Since 1950"; Eng 651, "Theories of Language"; and Eng 580, "Models of History in Literary Criticism."
- b. Supporting field option: 9-12 credits in a related field or fields. The purpose of this supporting field is to enable a student to study in some systematic way a subject that supports but extends beyond the work in English. Courses taken outside the department may, with the consent of the advisor, be applied to the supporting field. Expertise developed in a supporting field must be incorporated into doctoral examination areas.

COMPETENCE IN A FOREIGN LANGUAGE

Either on admission to the Doctor of Philosophy program or before admission to candidacy for the degree a student must demonstrate competence in a language other than English. At the discretion of the Director of the graduate program, this requirement may be met in one of the following ways:

- a. Successful completion of two years (or the equivalent) of undergraduate study in a language other than English.
- b. Satisfactory passing of a reading test in a language other than English.
- c. Passing of a college level course in literature read in a language other than English.

COMPREHENSIVE EXAMINATIONS

Upon the completion of formal coursework, including both the "Practicum in English Studies" and the "English Internship," the student must pass a three-part written and oral examination that focuses the student's attention on a specific area of study. Designed in consultation with an examination committee approved by the Director of Graduate Studies in English, the comprehensive examination addresses, first, a survey of existing scholarship and criticism on the topic selected for study; second, an analysis of historic aspects of the topic; and finally, an exploration of a specific problem for research.

The form of the first part of the comprehensive is a four-hour written examination; parts two and three of the comprehensive are oral examinations, each based on an essay written by the student for that particular part of the examination. Students who have elected to pursue a supporting field of study outside of English must incorporate expertise developed in that field into their comprehensive examinations.

ADMISSION TO CANDIDACY

A student is admitted to candidacy for the Doctor of Philosophy upon the following:

1. Fulfillment of the foreign language requirement.
2. Satisfactory record in course study and the internship.
3. Completion of the University residence requirements.
4. Satisfactory completion of the comprehensive examination.

SUPERVISED TRAINING REQUIREMENT

The supervised training requirement for all doctoral candidates in English will ordinarily be fulfilled by Eng 771, "Practicum in English Studies," and Eng 810, "English Internship."

DISSERTATION

Dissertations may take a variety of forms and display a variety of focuses. They may be prose fiction, poetry, drama, criticism, empirical research, or some mixture of these. They may focus on the imaginary, the theoretical, the historical, the interpretive, the pedagogical, or the linguistic. The one common characteristic this program urges all doctoral dissertations towards is intra- and interdisciplinary sophistication and critical self-awareness.

The topic for the dissertation will ordinarily grow out of and incorporate the student's work in courses and workshops in the major field, the internship, and/or the comprehensive examination. Dissertations should be capable of being completed within the academic year following the student's successful completion of the internship and comprehensive examination.

A dissertation prospectus will be developed in consultation with the student's dissertation committee, chaired by a member of the English department faculty. One member of the three person committee may be in another department of the University. The prospectus must be formally approved by the department's Director of Graduate Studies, acting for the department's Graduate Advisory Committee.

In addition, students must give an acceptable lecture to the department on one of the topics of the dissertation before submitting the dissertation to the Dean of Graduate Studies.

III-24

Bill 8990-16

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

CHANGE IN COUNCIL NAME

INTRODUCED BY: Senate Executive Committee

DATE: February 5, 1990

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the name of the Council on Libraries, Computing and Information Systems be changed to Council on Libraries, Information Systems and Computing.
- II. That the name change become effective immediately.
- III. That the Bill be referred to the President for approval.