

UNIVERSITY SENATE

ATTENDANCE ROSTER

May 5, 1986 (2PM)

Meeting of

<del>John Berman</del>		Jul Averell	4
Alvin Magid	20	Omar D. O'Neil	23
Donald Bely	7	Dene Wrie	19
Augustine Zibelli		Walter Brown	16
Rose Ann Cox	190	Jordan Lurrington	24
Leslie Chait	10		
Richard Seegal	29		
Paul Jorrong	32		
Erwin Weinstein	34		
Lin Kisteman	170		
Donald Smirti	30		
RICHARD FARRELL	12		
Jeffrey Berman	6		
William Rainbolt	25		
Genevieve Byn	8		
Alena Spitz	31		
Robust A. Rosellini	28		
John Amy Zyzetz	18		
Nathaniel Cherry	11		
M. S. Alarn	1A		
Lynn M. Gelzheiser	15		
Carol Anderson	2		
Billian McCamps	21		
Lawrence Kogutawny	17		
Francine J. [unclear]	14		
Heather Robinson	26		
Thomas J. Franco	27		
Nana Magliolo	21		
Brian Fembler	13		
Edward Kunsch	17A		
Ju Butas	5		
Bonita Bryant	9		
Tom Anderson	3		
Russ Ward	33		
J. Z. NITBECK	22		
V. [unclear]	(4)		

## State University of New York at Albany

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Administration 259, Albany, New York 12222

### UNIVERSITY SENATE

#### MINUTES

May 5, 1986

PRESENT: V. Aceto, M. Alam, C. Anderson, T. Anderson, J. Averill, J. Bartow, J. Berman, D. Birn, K. Birr, B. Bryant, L. Chait, N. Charny, R. Farrell, B. Feinblum, F. Frank, L. Gelzheiser, W. Gibson, L. Kozakiewicz, E. Kurish, E. Lieberman, B.A. Lipetz, I. Lurie, R.A. Lux, A. Magid, M. Maglione, G. McCombs, J. Nitecki, O. Ortega, G. Purrington, W. Rainbolt, H. Robinson, T. Rosano, R. Rosellini, R. Seegal, D. Smirti, G. Spitze, P. Toscano, R. Ward, I. Weinstein, A. Zitelli

The meeting was called to order at 2:08 P.M. by Chair-Elect Donald Birn.

#### 1. Announcements

The Chair-Elect announced that the sole purpose of today's meeting is to act on proposed Council memberships presented to the Senate by the Executive Committee, and reminded those present that the list of Senators is not yet complete.

Chair-Elect Birn described the procedure by which Council members are selected, announced acceptances made after the Membership List was printed and read the time and place each Council was scheduled to meet on May 6 to elect its Council Chair.

#### 2. Approval of Council Membership

In the absence of the 1987-88 Chair-Elect, V. Aceto, F. Frank moved for acceptance of, and K. Birr seconded, the proposed Executive Committee slate for each of the following:

Council on Academic Freedom and Ethics  
Council on Educational Policy  
Graduate Academic Council  
Library Council  
Council on Promotions and Continuing Appointment  
Council on Research  
Student Affairs Council  
Undergraduate Academic Council  
University Community Council

All were unanimously approved.

University Senate  
May 5, 1986  
Page 2

3. Adjournment

A motion was made to adjourn. Motion seconded. The meeting was adjourned  
at 2:29 P.M.

Respectfully submitted,

*Beverly Roth*

Beverly Roth  
Recorder

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UNIVERSITY SENATE

ATTENDANCE ROSTER

May 5, 1986 (2:30 PM)

Meeting of

W. F. Hammond  
~~Gloria Samard~~

Chris Baze

Stephanie Kay  
Barry Greenstein

~~John DeLong~~  
~~Werner Kehlert~~  
~~W. H. Sanford~~

Ross Aheow  
Kay Shaffner

~~Simon Ursar~~  
Judith Barlow

Ilana Wechsler  
Bonita Bryant

Roland Minch  
Tom Anderson

Mau Davis

CORRADO BAGLIONI

Nathaniel Chamy

BA Lyeth

Francine (Kop)

V. A. East

Wendell Loring

William Rainbolt

Karen Dymowitz

Bill McCann

J. Kamalus

Shelton Bond

Steph Kim

Donald Burn

Bob Rogers

Matthew H. Elbow

Glenn Spitzer

JOHN S. LEVATO

Genevieve Bin

Ernie Newman

Jordan Lurington

RG Wilkinson

Richard Farrell

James F. Williams

Jeffrey Berman

~~Alfred O'Leary~~

W. Dan Bantaw

Allan Magid

Argus for Intelli

George Harbings

J. E. NIREGAN

Carol Anderson

D. REEB

Drew Wrie

Michael Mills

John Shumaker

Michele Drasu  
Harry Hamilton  
Frank Shiga  
~~John Shiga~~  
D JANAWER (CAFE)

## State University of New York at Albany

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Administration 259, Albany, New York 12222

UNIVERSITY SENATE  
Monday, May 5, 1986  
2:30 P.M. - Campus Center Assembly Hall

### A G E N D A

1. Approval of Minutes of March 17, 1986
2. President's Report
3. SUNY Senators' Report
4. Chair's Report
5. Council Reports
6. Old Business
  - 6.1 Bill No. 8586-11: Dual Master's Degree Program in History and Public Affairs and Policy
  - 6.2 Bill No. 8586-12: A Certificate Program on Women and Public Policy
  - 6.3 Bill No. 8586-13: A Certificate Program in Urban Policy
7. New Business
  - 7.1 Bill No. 8586-14: Revision of Criteria for Graduation with Honors
  - 7.2 Bill No. 8586-16: Adoption of Plus/Minus Grading
  - 7.3 Bill No. 8586-19: Revision of Criteria for Dean's List
  - 7.4 Bill No. 8586-18: Dean's Commendation for Part-Time Students
  - 7.5 Bill No. 8586-17: SUNYA Faculty Statement of Ethics

## State University of New York at Albany

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Administration 259, Albany, New York 12222

### 1985-86 UNIVERSITY SENATE

May 5, 1986

#### Minutes

PRESENT: R. Abelow, V. Aceto, C. Anderson, T. Anderson, C. Baglioni, S. Bank, J. Barlow, S. Barnard, J. Bartow, J. Berman, D. Birn, K. Birr, C. Bose, B. Bryant, N. Charny, L. Davis, M. Deasy, H. Desfosses, M. Elbow, F. Frank, J. Gilliam, B. Greenstein, H. Hamilton, W. Hammond, G. Hastings, S. Kay, S.B. Kim, W. Lanford, J. Levato, B.A. Lipetz, W. Lorang, I. Lurie, A. Magid, W. McCann, M. Miller, R. Minch, G. Newman, L. Nissan, J. Nitecki, V. O'Leary, F. Pogue, G. Purrington, W. Rainbolt, J. Ramaley, D. Reeb, W. Roberts, P. Rogers, K. Seymourian, K. Shaffer, J. Shumaker, G. Spitze, I. Weinstein, R. Wilkinson, A. Zitelli

Chair Birr called the meeting to order at 2:40 P.M. in the Campus Center Assembly Hall.

1. Approval of Minutes

The Minutes of March 17, 1986 were approved as written.

2. President's Report

In deference to an anticipated lengthy final Senate meeting of the academic year, Mr. O'Leary thanked Chair Birr for his excellent work during 1985-86, wished everyone a most enjoyable and productive summer and turned the meeting back to Dr. Birr.

3. SUNY Senators' Report

The report is in the packet.

4. Chair's Report

The report is in the packet.

5. Council Reports

CPCA: No report

EPC: The Resource Advisory Committee participated in the budget panel meetings and found that decisions made in the budget panel were consistent with those made for the University. EPC was asked to look at a proposal from the SUNY Statewide Senate regarding election of Department Chairs. They will report back to the SUNY Senators.

GAC: Chair Reeb reported that he talked with various representatives of major educational institutions on the East Coast regarding a language other than English being permitted in the writing of a dissertation. He will be reporting to the Senate when the survey is complete.

GAC found no reason, at this time, why there should not be a continuation of the grading policy which allows one set of criteria for graduate students and another for undergraduate students and stated that Plus/Minus Grading should not be rejected for this reason.

UAC: The report is in the packet.

CAFE: No report at this time

SAC: Passed provisional charters for two fraternities

Res: No report at this time

Lib: No report at this time

UCC: The report is in the packet.

## 6. Old Business

### 6.1 Bill No. 8586-11: Dual Master's Degree Program in History and Public Affairs and Policy

D. Reeb moved approval of the subject bill. Motion seconded. A discussion followed. The question was moved. Motion seconded and approved. By common consent the proposed beginning date was changed from January 1986 to June 1986. A motion was made to change the language on page one of the bill to read: ". . . but no later than before completing 20 graduate credits." The motion was seconded and carried. Bill No. 8586-11 was approved.

### 6.2 Bill No. 8586-12: A Certificate Program on Women and Public Policy

D. Reeb moved approval. Motion seconded. The bill was approved unanimously.

### 6.3 Bill No. 8586-13: A Certificate Program in Urban Policy

D. Reeb moved approval. Motion seconded. The bill was approved unanimously.

7. New Business

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

W. Hammond moved approval. Motion seconded.

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

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

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

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

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

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

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

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

The motion to approve 8586-14 was approved.

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

W. Hammond moved approval. M. Elbow seconded.

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

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

Bill 8586-16 was approved unanimously.



7.3 Bill No. 8586-19: Revision of Criteria for Dean's List

W. Hammond moved approval of the bill. Motion seconded.

M. Elbow moved the debate be closed. Motion seconded and carried.

The bill was approved unanimously.

7.4 Bill No. 8586-18: Dean's Commendation for Part-Time Students

W. Hammond moved approval. Motion seconded.

~~M. Elbow moved the question. J. Levato seconded. The motion was carried.~~

The bill was approved unanimously.

7.5 Bill No. 8586-17: SUNYA Faculty Statement of Ethics

M. Elbow moved approval. J. Levato seconded.

A motion was made to change "professors" to "faculty" on Articles I through IV. Motion seconded and carried.

A. Magid suggested that the words "should be" be changed to "may be" where appropriate on page 2. M. Elbow accepted the amendment. Secunder accepted the change.

Chair Birr asked Past Chair Rogers to stand in for him while he commented on the bill.

Chair Birr called attention to the 5:00 P.M. deadline and suggested a motion to close debate. M. Elbow so moved. Motion seconded.

The bill was approved.

The meeting was adjourned at 5:05 P.M.

Respectfully submitted,

*Beverly Roth*

Beverly Roth  
Recorder

REPORT ON THE 83RD MEETING OF THE STATE UNIVERSITY OF NEW YORK FACULTY SENATE  
SUNY HEALTH SCIENCE CENTER AT SYRACUSE  
APRIL 10-11, 1986

- I. Welcome and Introductions, Joseph Flynn, President, Faculty Senate
- II. Chancellor's Report, Chancellor Wharton
- III. President's Report
- IV. Executive Committee Report
- V. Panel presentation: "Issues in Continuing Education," Bud Amann (Associate Dean for Academic Affairs, Jamestown Community College), Doe Hentschel (Dean, Adult and Continuing Education, SUNY College-Brockport), Kay Hotaling (Assistant Vice Chancellor for Continuing Education)
- VI. Election of Vice President/Secretary and members of Executive Committee for 1986-87:  
  
Vice President/Secretary: Karen Markoe (Maritime)  
  
Executive Committee: Univ. Centers: SUNY Binghamton (to be selected)  
Arts Sciences: D. Larkin  
Ag.-Tech.: J. Stewart  
Health Centers: M. J. Schneider  
Statutory: D. Sarner
- VII. Resolutions
  1. Resolution on Academic Freedom: CARRIED
  2. Resolution on Election of Department Chairs: POSTPONED TO FALL
  3. Resolution on [Awards for] Teaching Excellence: RETURNED TO COMMITTEE [on Programs and Awards]
  4. Resolution - Response to Trustees' Resolution on Management Flexibility-Budget Execution: CARRIED AS AMENDED
  5. Resolution on Federal Support of Specialized Education [re: federal support for Maritime College]: CARRIED AS AMENDED
  6. Resolution on Initiative to Strengthen Research and Graduate Education: RETURNED TO COMMITTEE [on Graduate Programs and Research]
- VIII. Reports
  1. Graduate Academic Programs and Research
  2. Student Life
  3. Undergraduate Academic Programs and Policies
  4. University Programs and Awards

SUNY Senators' Report  
May 5, 1986  
Page 2

IX. New Business

Resolution of Appreciation for Dr. David Huntington [retiring president  
of Agricultural and Technical College at Alfred after twenty-one years]:  
CARRIED

Respectfully submitted,



Ernest Scatton

Note: copies of resolutions and reports available upon request.

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SENATE CHAIR'S REPORT TO THE UNIVERSITY SENATE

May 5, 1986

1. At the request of the Executive Committee, the Chair inquired after Senators who had missed three or more consecutive meetings and who, according to the By-Laws, were subject to dismissal from the Senate.
2. President O'Leary has signed Bill 8586-10 (Writing Requirement), and the University will begin implementation.
3. The Academic Freedom resolution approved by the Senate at a prior meeting has been widely disseminated in accord with the provisions of the resolution. It will be on the agenda of the University Council at its May 8 meeting, and the Senate Chair has been asked to be present for the discussion.
4. The Senate Chair is asking brief annual reports from each of the Senate Councils and will use them as the basis for an annual report of the Senate as required under a neglected provision of the By-Laws.

Respectfully submitted,

Kendall Birr

# State University of New York at Albany

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Albany, New York 12222

To: Ken Birr, Senate Chair  
From: Bill Hammond, UAC Chair *Bill Hammond*  
Date: April 24, 1986  
Subject: Report to the Senate of Council activity

FOR ACTION:

1. Adoption of plus/minus grading.
2. Revision of criteria for graduation with honors.
3. Revision of criteria for Dean's List.
4. Proposed Dean's Commendation for part-time students.

FOR INFORMATION:

1. Procedural statement on University residence requirements. If a proposed variation of an existing undergraduate major program does not satisfy University residence requirements, then the Undergraduate Academic Council will require that the proposal for the said variation be put in the same format as that required for registration with the State Education Department of a new program.
2. The catalogue rule. This is the existing rule that says a student may graduate upon satisfying the degree requirements in the bulletin in effect when he/she is a first year student. Under this rule curricular changes deemed important by departments and approved by governance can remain inapplicable for periods up to five years. The Council is looking for ways to minimize this dead-time without interfering with student rights.
3. Freshman seminars. The Council has approved the implementation of 1 credit freshman seminars as university-wide offerings for a one-year pilot study.

4. Credit for military training. The Council has approved a formal statement that the University does not award credit for military training or experience except in specific ways that have been previously articulated.

5. Internship survey. The Council has ordered a survey next year of students and faculty who have participated in internships for credit (UNI 390) to evaluate the educational benefits of these programs.

6. Revision of Atmospheric Science Major. The Council approved a revision of the major which substitutes a new required course, ATM 210 Atmospheric Structure, for elective credits within the major and which puts a six credit limit (for major credit purposes) on individual study projects.

7. Grading limitation in the Rhetoric and Communication Major. Two specific courses, COM 265 and COM 270, are restricted to A-E grading for majors.

8. Admission requirement for mathematics major. The Council has approved an admission requirement for the mathematics major that is designed to screen out those whose records indicate that they have no chance of completing the major.

BH:kc

## State University of New York at Albany

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Administration 259, Albany, New York 12222

April 30, 1986

### M E M O R A N D U M

TO: University Senate

FROM: Gloria DeSole, Chair  
University Community Council



The University Community Council held its eighth and final meeting of the year. The Council asked the President to consider an enhancement of school spirit through the increased use of SUNYA's colors and symbols.

UNIVERSITY SENATE  
STATE UNIVERSITY OF NEW YORK AT ALBANY

DUAL MASTER'S DEGREE PROGRAM IN HISTORY AND  
PUBLIC AFFAIRS AND POLICY

PROPOSED BY: Graduate Academic Council

IT IS HEREBY PROPOSED:

- I. That the Dual Master's Degree Program in History and Public Affairs and Policy with the attached requirements be approved and become effective immediately upon registration by the State Education Department.
- II. That this bill be referred to the President for approval.



## SUNY/Albany

PROPOSED DUAL MASTER'S DEGREE PROGRAM  
in History and Public Affairs and Policy

Proposed Program Title: Dual Master's Degree Program in History and Public Affairs and Policy

Proposed Degrees: M.A./M.A.

HEGIS Classification and Number: Public Affairs, 2199

Registered M.A. Program Titles and Program Codes: History 03060; Public Affairs and Policy 03040.

Academic Units That Will Offer Program: Department of History and Department of Public Affairs and Policy

Proposed Beginning Date: January 1986

The Dual Master's Degree Program in (M.A./M.A.) History and Public Affairs and Policy requires a minimum of 56 graduate credits in required courses and in elective courses.

Students may be admitted to the Dual Master's Degree Program at the beginning of their graduate studies, but no later than before completing 20 graduate credits applicable to the Dual Master's Degree. (Work done for an awarded master's or doctoral degree may not be used for this program.) A minimum GPA of 3.0 and three supportive letters of recommendation from faculty are required. GRE scores may be required also.

PROGRAM OF STUDY (56 credits, minimum)

1. Required courses including
  - a. one history research seminar;
  - b. one history reading seminar;
  - c. a minimum of 13 additional credits in history courses;
  - d. Paf 502 Philosophical Reasoning in Public Policy Analysis;  
Paf 505 Quantitative and Algorithmic Reasoning in Public Policy Analysis;  
Paf 521/His 507 Historical and Legal Reasoning in Public Policy Analysis;  
Paf 522 Economics and Political Reasoning in Public Policy Analysis;
  - e. a graduate course in public affairs and policy implementation;
  - f. a graduate course in economics of the public and private sectors;
  - g. two graduate courses in quantitative methods;
  - h. Paf 507 and 508 Current Research Topics in Public Policy Analysis;
  - i. Paf 698 Master's Essay.
2. An approved substantive area in history and public affairs and policy (3 graduate courses, minimum).
3. Satisfactory completion of a major field examination in history or submission of a formal thesis in history.

SUNY/Albany

Rockefeller College of Public Affairs and Policy  
College of Social and Behavioral Sciences

Dual Master's Degree Program  
in  
History and Public Affairs and Policy

MODEL PROGRAM

Combined MA (History) and MA (Public Affairs and Policy)

FIRST YEAR

His 525b American Intellectual History Since 1860 (3)  
\*His 511 The United States in the Cold War Era (3)  
\*His 527 History of American Public Policy in the Twentieth Century (3)  
\*His 529 History of New York State Public Policy in the Twentieth Century (3)  
Paf 502 Philosophical Reasoning in Public Policy Analysis (4)  
Paf 505 Quantitative and Algorithmic Reasoning in Public Policy Analysis (4)  
\*\*Paf 521/His 507 Historical and Legal Reasoning in Public Policy Analysis (3)  
\*\*Paf 522 Economic and Political Reasoning in Public Policy Analysis (3)

SECOND YEAR

\*\*\*His 590 Quantitative Methods in History (3)  
His 606 Readings in Twentieth Century United States History (4)  
His 609 Seminar in American History (4)  
Pad 505 Research and Computer Usage (4)  
Paf 506 Implementation and Impact (4)  
Pad 503 Economic Analysis for Public Administration (4)  
Paf 698 Master's Essay (3,3)  
Paf 507, 508 Current Topics in Public Policy Analysis (1, 1)

Satisfactory completion of a major field examination in United States History

\*Applies toward Substantive Policy Area for M.A. in Public Affairs and Policy.

\*\*Applies toward Supporting Courses area of M.A. in History

\*\*\*Applies toward Quantitative Methods Requirement for M.A. in Public Affairs and Policy.

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10/10/85  
RM

UNIVERSITY SENATE  
STATE UNIVERSITY OF NEW YORK AT ALBANY

A CERTIFICATE PROGRAM ON WOMEN AND PUBLIC POLICY

PROPOSED BY: Graduate Academic Council

IT IS HEREBY PROPOSED:

- I. That the Certificate Program on Women and Public Policy with the attached requirements be approved and become effective immediately upon registration by the State Education Department.
- II. That this bill be referred to the President for approval.

## SUNY/Albany

## Certificate Program on Women and Public Policy

## ABSTRACT

The Certificate Program on Women and Public Policy may be undertaken either as a self-standing program or in conjunction with an M.A., M.S., or Ph.D. program. The requirements include two core seminars, Feminist Thought and Public Policy and Women and Public Policy I; one course on women and policy issues from one of the participating departments; one course on skills affecting the public policy process; one policy reasoning course and the Colloquium in Public Affairs and Policy. Courses for this minimum 18 credit program will be drawn from the Women's Studies Program and from the following schools or departments: Public Affairs, Education, Criminal Justice, Social Welfare, Sociology and African and Afro-American Studies.

This interdisciplinary program is jointly sponsored by the Women's Studies Program and the Department of Public Affairs and Policy in cooperation with the Rockefeller College, the School of Education, and the Center for Women in Government. It is intended both for students enrolled in public policy graduate programs and for members of the community who wish to gain expertise and skills in this area. The program will be administered by the Director of Women's Studies Program in conjunction with a steering committee composed of representatives from Women's Studies, the Rockefeller College and the School of Education.

Enrollments are projected to start with two part-time and two full-time students in the first year of operation, and reaching eight part-time and twelve full-time students in the fifth year of operation.

State University of New York at Albany

Women's Studies Program and

Department of Public Affairs and Policy

Proposed Certificate Program on Women and Public Policy

1. Award and Title

Certificate; Women and Public Policy

2. Background, Rationale and Objectives

The Certificate Program on Women and Public Policy is a graduate level program designed both for students currently enrolled in public policy related graduate programs, such as public administration, public affairs, social work, criminal justice and education, and also for members of the community who wish to upgrade their skills. The program will prepare students to influence public policy affecting women through advocacy, research, elective office, community organization, administration or policy analysis. The role of women in our society is changing rapidly. Major legal breakthroughs in the last two decades have broadened women's economic opportunities. But corresponding public policies have failed to deal directly with many of the issues arising from these changes: women's continuing "double burden" as economic provider, childrearer, and housekeeper, the new realities of single-parent families and displaced homemakers, an increasingly female elderly population, the general feminization of poverty, and the need for training and education as technological job displacement occurs.

In addition, women have been entering new professional areas, and are playing a more active role in the policy process. Many feel the need both for a deeper theoretical understanding of the policy process, and how it affects women, and for practical skills that can enable them to have an effect on the policy process. The primary audience for this program will be

women who intend to work or are now working in state agencies, the state legislature, in advocacy groups or in policy-related professions, such as social work, criminal justice or education. While our audience will be primarily women, the program will, of course, also be open to men who have a particular interest in the issues being addressed.

In response to this need, the Women's Studies Program and the Department of Public Affairs and Policy in cooperation with the Rockefeller College, the Graduate School of Education and the Center for Women in Government hereby propose an interdisciplinary program, providing both solid theoretical grounding and practical skills that will allow women to play an active role in the policy arena. The program will be run by a steering committee with representation from Women's Studies, the Rockefeller College, and the Graduate School of Education.

3. Relationship of Program to other SUNY/Albany programs and campus mission

The Certificate in Women and Public Policy is a logical extension of SUNYA's strong Women's Studies Program, with its interdisciplinary focus, and the curriculum of the Department of Public Affairs and Policy. In addition, the certificate builds upon the programs of the Center for Women and Government: it integrates material from the Revson Foundation Fellowship program on Women in Public Policy and the Carnegie policy skills program into the regular curriculum, making this material available to a much wider audience. The program also complements SUNYA's many other existing professional programs related to public policy, including Public Administration, Criminal Justice, Social Welfare and Education.

4. Description of program and requirements

The Certificate on Women and Public Policy is a self-standing program. However, it may also be undertaken in conjunction with an M.A., M.S.,

or Ph.D program. Interested students are encouraged to articulate their studies with other graduate programs. The requirements for the Certificate on Women and Public Policy are the following:

Program of Study (18 credits, minimum)

I. Two core seminars including:

A WSS/EAPS 525/R PAF 525Q) Feminist Thought and Public Policy  
PAD 675Q - Women and Public Policy I

II. One course on public policy issues and their impact on women from the following list of courses drawn from several departments, e.g.:

AAS 501 - Emerging Concepts in Affirmative Action  
SOC 666R - Inequality in the Labor Force  
EST 505 - Women and Education  
CRJ 510 - Women and Crime  
SSW 630 - Socialization of Women: Implications for Social Work  
SSW 705S - Family Violence

Approved topics courses

III. One course on skills affecting the public policy process:

PAD 675R - Women and Public Policy II  
PAD ---- - Carnegie Policy Skills Course (being developed)  
SSW 731T - Issues in Working with Girls and Women  
PAD ---- - Women and Management (being developed)  
AAS 502 - Workshop Practices in Affirmative Action  
SSW 705R - Ageism, Classism...Sexism: Implications for  
Social Work Practice

Approved internships and skills courses from other departments

IV. One policy reasoning course from the following:

PAF 522 - Economic and Political Reasoning

PAF 521 - Historical and Legal Reasoning in Public  
Affairs Analysis

PAF 502 - Philosophical Reasoning in Public Policy Analysis

PAF 505 - Quantitative Reasoning in Public Policy Analysis

Approved courses from Educational Administration and Policy  
Studies

Other approved courses

V. PAF 507 - Current Research Topics in Public Policy Analysis  
(1 credit)

5. Resources Required

The Certificate Program on Women and Public Policy will use existing faculty on the campus to staff the two core courses. Other courses will be taken from the regular curriculum insofar as possible.

6. Evidence of Campus Support

The Certificate on Women and Public Policy has been revised and approved by a broad based campus committee representing several schools and centers, and by the faculty of the Women's Studies Committee and the Public Affairs and Policy Program. This process has been conducted in cooperation with the School of Education, the Center for Women in Government and the Rockefeller College.

7. Impact of the Program on Region and State

This program is a practical and theoretical program designed to give people the knowledge and skill necessary to have an impact on public policy. As these people enter the work force, or move up in their organizations, this training should have a significant beneficial impact in helping



the state meet its affirmative action goals by providing highly-trained women for management positions. Over a period of years, this program may also lead to more enlightened policy as it affects women.

8. Model Program

Fall

WSS 525 - Feminist Thought and Public Policy

Spring

PAD 675Q - Women and Public Policy I

Summer

PAD 675R - Women and Public Policy II

FND 505 - Women and Education

Fall

PAD ---- - Women and Management (being developed)

AAS 502 - Workshop Practices in Affirmative Action and  
Colloquium in Public Affairs and Policy

Spring

PAF 522 - Economic and Political Reasoning

9. Projected Five Year Enrollments

We anticipate an enrollment of five students during the first year, rising to 15-20 after five years.

10. Administration of Program

The Program will be administered by the Director of Women's Studies who will report to the Dean of Humanities and Fine Arts and the Provost of the Rockefeller College.

UNIVERSITY SENATE  
STATE UNIVERSITY OF NEW YORK AT ALBANY  
A CERTIFICATE PROGRAM IN URBAN POLICY

PROPOSED BY: Graduate Academic Council

IT IS HEREBY PROPOSED:

- I. That the Certificate Program in Urban Policy be approved and become effective immediately upon registration by the State Education Department. ---
- II. That this bill be referred to the President for approval.

Summary  
Certificate Program in Urban Policy

The Certificate in Urban Policy is a 15-18 credit graduate-level program designed both for students currently enrolled in graduate programs in social science or public policy areas, and for members of the community, such as state and local officials, who wish to improve their knowledge of urban policy. The program will provide students with an overview of basic concepts and strategies in urban policy analysis, with a focus on both domestic and international realms. It will offer opportunities for specialization in specific fields of urban research and policy, drawing on one or more social science disciplines.

This program will serve the needs of students who are currently enrolled in degree programs in social or policy sciences, such as doctoral students in the Department of Sociology or Political Science, or master's students in the Department of Public Affairs and Policy, who wish to develop a concentration in urban studies. It will also serve people who are not currently enrolled in degree programs, and who seek specific knowledge in the urban field. These include professionals in local and state agencies, as well as people active in the wide range of voluntary organizations which seek to influence urban policy at all levels.

State University of New York at Albany

Department of Geography and Regional Planning  
Department of Political Science  
Department of Public Affairs and Policy  
Department of Sociology

Proposed Certificate Program in Urban Policy

1. Award and Title

Certificate in Urban Policy

2. Background

In mid-1984, with the purpose of increasing interdisciplinary linkages among faculty with expertise and interests in urban studies, a faculty committee in the College of Social and Behavioral Sciences agreed to form a University Seminar in Urban Affairs. The Seminar gained the support of the College of Social and Behavioral Sciences and the Department of Public Affairs and Policy in Rockefeller College, and began a series of monthly lunch meetings in the Fall of 1984. The Seminar has gained about 40 regular members, cutting across departmental lines and drawing equal numbers of University faculty and non-University professionals from local and state agencies and other nearby colleges.

The proposed Certificate Program in Urban Policy is one outgrowth of these contacts. It has become clear that the University has a particularly strong core of faculty in urban studies, many of whom share interests in urban policy, but transcending the boundaries of any single department or College. In addition, the interest and support of urban policy-makers in the Albany area create new opportunities for public service by our faculty.

3. Rationale

The Certificate in Urban Policy is a graduate-level program designed both for students currently enrolled in graduate programs in social science or public policy areas, and for members of the community, such as state and local officials, who wish to improve their knowledge of urban policy. The program will provide students with an overview of basic concepts and strategies in urban policy analysis, with a focus on both domestic and international realms. It will offer opportunities for specialization in specific fields of urban research and policy, drawing on one or more social science disciplines.

In an increasingly urban society, policies implemented at the national, state, and local levels to affect community growth and development have broad social impact. Problems of housing, schools, economic development, and racial inequality, for example, are concretely manifested in the composition and character of urban communities. Appropriate targeting of programs to influence such phenomena requires precise understanding of the processes of community growth and development; efforts to guide urbanization itself require a broad knowledge of principles of land use planning and politics, state-local financial relationships, and urban and regional economics.

As New York State continues to develop as an international economic and cultural center, there will be an increasing two-way flow of ideas, including the area of urban policy. The State University of New York will serve as a training ground for foreign students, particularly those who recognize the need for advanced training in the social sciences which underly urban and regional planning. In turn, North American policy-makers will seek alternative strategies of intervention in urbanization, as benchmarks against which to evaluate policy initiatives. Therefore it is important to include an international component in this program.

This program is designed to serve the needs of two kinds of students. The first is students who are currently enrolled in degree programs in social or policy sciences, such as doctoral students in the Department of Sociology or Political Science, or master's students in the Department of Public Affairs and Policy, who wish to develop a concentration in urban studies. Although a small number of courses meeting the needs of these students could be taken within a single department, the faculty strengths in this field are in fact spread among many departments. The Certificate Program would make this strength more visible, encourage more cross-disciplinary study, and provide a greater depth and breadth of courses than available from any single department.

The second kind of student includes people who are not currently enrolled in degree programs, and who seek specific knowledge in the urban field. These include professionals in local and state agencies, as well as people active in the wide range of voluntary organizations which seek to influence urban policy at all levels. The Certificate Program would make the University's resources in this area better known, and would offer these resources to people in a convenient and accessible way. For some persons, it is likely that the Certificate would turn out to be a first step toward a degree in any of the disciplines whose faculty participate in the Program.

The Certificate in Urban Policy is not intended by itself to provide qualifications for specific career fields. It would serve the needs of persons at several levels of academic achievement. A wide range of public and private organizations deal with various aspects of urban policy, including regional economic development, housing, environmental control, local government finances, and local and regional planning. For persons who have found positions in such organizations, the Certificate would provide both practical knowledge and a broader perspective on the policy context. For students in a variety of master's and doctoral programs, the Certificate would organize an interdisciplinary program of study as a basis for thesis research in the urban field. As a supplement to their degree, the Certificate would represent their special expertise in urban studies.

#### 4. Description of Program

The Certificate in Urban Policy is a self-standing program of 15-18 credit hours. However, it may also be taken in conjunction with master's or doctoral programs. The requirements for the certificate are as follows:

##### I. Two core courses (6 credits)

Paf nnn - Urban Policy in the United States (new course to be introduced in Spring 1986)

Pln 561 - Alternative Urban and Regional Development Strategies (existing course which has been re-oriented to focus on macro-level planning issues faced in other countries)

II. Three elective courses (9-12 credits), such as

Gog 556 Sunbelt/Snowbelt: Policy and Planning for Regional Change  
Gog 620 Seminar in Urban Geography

Pln 506/Gog 580 Urban Social Problems  
Pln 507/Gog 507 Planning Law  
Pln 521/Gog 525 Comprehensive Planning Process  
Pln 562 Comparative Metropolitan Planning  
Pln 601 Political, Cultural and Social Contexts of Planning  
Pln 611 Management of Urban Development  
Pln 671 Urban Poverty and the Labor Process  
Pln 672 Housing Problems and Policies in Third-World Cities

Eco 541 Urban Economics  
Eco 581 Environmental Economics  
Eco 583 Regional Economics  
Eco 780 Urban and Regional Economics

Pos 523 Government of Urban Areas  
Pos 524 Community Politics  
Pos 525 U.S. Housing Policy  
Pos 540 Urban Politics  
Pos 624 Problems of Metropolitan Areas

Pad 643 Government Finance  
Pad 648 Analysis of State and Local Fiscal Policy  
Pad 674 Housing and Community Development  
Pad 684 Seminar in Urban Policy Analysis

Soc 550 American Community  
Soc 627 Urbanization  
Soc 673 Human Ecology

Aas 510 Seminar in Urban Affairs and Human Development

Other related courses as advised.

5. New Courses Developed to Support Program

One of the two core courses, Urban Policy in the United States, will be offered by the Department of Public Affairs and Policy in Spring 1986. The course will meet the needs of students seeking the Master's in Public Affairs for a comprehensive course in urban policy. It is also intended to support the Certificate in Urban Policy, and will be offered regularly by the Department. The course description is as follows:

Assessment of current trends in urban policy at the state and national level, with a focus on examples from New York State. The course will include an overview of population and economic development patterns over the past two decades as these influence the character and problems of local communities. Against this backdrop, it will evaluate the principal governmental tools of urban policy and their use, including state and federal financial assistance to local governments, the organization of local service delivery, housing, transportation, and economic development policies, and environmental regulation.

6. Typical program

A model program, pursued part-time, might look as follows:

Fall, Year 1

Pln 561 - Urban Policy in the United States  
One elective course

Spring, Year 1

Pln 561 - Alternative Urban and Regional Planning Strategies  
One elective course

Fall, Year 2

One elective course

7. Administration of Program

The Program will be administered on a routine basis by an advisory committee of 4-6 persons, including faculty from the Department of Geography and Regional Planning, the Department of Political Science, the Department of Public Affairs and Policy, and the Department of Sociology. The two core courses will be supported by the Departments of Geography and Regional Planning and Public Affairs and Policy, respectively.

8. Projected five-year enrollments

We expect an annual entering group into the Certificate Program of 1-2 students each from the Departments of Geography and Regional Planning, Political Science, Public Administration, Public Affairs and Policy, and Sociology. In addition, we expect 3-5 new graduate students to enroll specifically in the Program. These numbers would yield an approximate annual incoming group of 8-15 students.

9. Resource Needs

The program would draw entirely on current faculty in participating departments, and on courses which already exist or will soon be introduced on a regular basis. No new resources will be needed to implement the program.

#### 10. Relationship to Other University Programs and Campus Mission

The Department of Geography and Regional Planning currently offers a Master's in Regional Planning, from whose curriculum the Certificate in Urban Policy draws heavily. The steering committee of the MRP includes an interdisciplinary faculty, and will participate fully in the Certificate Program. It is expected that some planning students will supplement their master's program with the Certificate in Urban Policy, while some Certificate students will be attracted into the MRP.

No other University program is now actively engaged in urban policy study. The Certificate Program is an appropriate vehicle for the campus to carry forward its public service mission, while at the same time demonstrating the ability to pool faculty resources and curriculum among departments. The Program creates a further bridge between the faculties of the College of Social and Behavioral Sciences and Rockefeller College.

#### 11. Impact on Region and State

Issues of urban policy are critical to the future of New York State, home of the largest metropolis in the United States. Careful analyses of alternatives and trends in national urban policy, including forms of financial support to state and local government, are of obvious importance to the State. The trend in national urban policy toward devolution of greater responsibilities to the states will deepen this concern. The level of skill and training of persons who will eventually (or currently) hold policy or research positions in state and local government is of vital concern to the State.

#### 12. Faculty Qualifications

The faculty members involved in urban research who participated in the development of this Program include the following: John Pipkin (Chair, Department of Geography and Regional Planning), Paul Marr (Director, Program in Regional Planning and Policy), Ray Bromley (Department of Geography and Regional Planning), Robert Obudho (Department of African and Afro-American Studies), Chris Smith (Department of Geography and Regional Planning), Thomas Dandridge (School of Business), Donald Reeb (Department of Economics), Todd Swanstrom (Department of Political Science), Scott South (Department of Sociology), and John Logan (Department of Sociology). Professors Dandridge, Smith, Reeb, Swanstrom, and Logan hold joint appointments with the Department of Public Affairs and Policy. Vitae are attached.

#### 13. Evidence of Departmental and College Support

This proposal has been approved by the Departments of Geography and Regional Planning and Sociology (College of Social and Behavioral Sciences) and the Departments of Political Science and Public Affairs and Policy (Graduate School of Public Administration). Statements from those departments are appended.



University Senate  
State University of New York at Albany  
Revision of criteria for graduation with honors

Proposed by: Undergraduate Academic Council  
April 4, 1986

It is hereby proposed:

- I. That the attached revision of criteria for graduation with honors (at the baccalaureate level) be approved.
- II. That this policy, if approved, become effective September 1, 1987.

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

Undergraduate Academic Council

Revision of Criteria for Graduation with Honors  
Submitted by: Honors Committee

IT IS PROPOSED THAT the criteria for graduation with honors be revised as follows, effective as soon as practicable:

2. The student shall be graduated: "CUM LAUDE" if that student's average is equal to or greater than 3.25 but less than 3.50; "MAGNA CUM LAUDE" if that student's average is equal to or greater than 3.50 but less than 3.75; "SUMMA CUM LAUDE" if that student's average is equal to or greater than 3.75 [These minima replace the present minima of 3.0, 3.40, and 3.70].

RATIONALE: The Committee received statistics from the Dean of Undergraduate Studies indicating that for the most recent graduating class, students graduating Cum Laude or better constituted more than half of the graduating class (52.8%). The Committee agreed that such a large percentage had the effect of diluting the value and reducing the prestige of graduation honors. The Committee considered but rejected the proposal of limiting graduation honors to any prescribed percentage of the graduating class, because such a procedure would make it impossible for students to know in advance what grade average would be needed to ensure graduation with honors. In the Committee's opinion the existence of a clearly defined goal offered a clearer and stronger incentive for superior achievement on the part of students.

The Committee noted that the minimum grade average necessary for graduation cum laude at SUNYA (3.0) compared unfavorably with that required at comparable institutions (SUNY Buffalo, 3.2; Russell Sage, 3.5; RPI, 3.5; Union College, 3.35). The Committee's recommendation that the average required for honors be set at 3.25 was in part a compromise between various suggestions received or proposed, in part a concession to the opinion that the gradations between cum laude, magna cum laude, and summa cum laude ought to be equal (though normal distribution would ensure that successively higher honors would be achieved by fewer students).

Though it is impossible to predict the percentages of students who would achieve honors at any given grade average, on the basis of the figures available to the Committee, the following comparable figures would seem reasonable. The first column lists the percentages of students at each rank (based on spring, 1985, figures) according to present criteria. The second column lists the percentages of students at each rank (also using spring, 1985, figures) according to the proposed criteria.

	<u>Present Criteria</u>	<u>Proposed Criteria</u>
Summa Cum Laude	6.9%	5.5%
Magna Cum Laude	14.8%	9.9%
Cum Laude	31.1%	16.4%
	<hr/>	<hr/>
	52.8%	31.8%

University Senate  
State University of New York at Albany

Adoption of plus/minus grading

Proposed by: Undergraduate Academic Council  
April 4, 1986

It is hereby proposed:

- I. That the attached policy "Adoption of plus/minus grading" be approved.
- II. That this policy, if approved, become effective September 1, 1987.
- III. That this bill be referred to the President for his approval.

Undergraduate Academic Council  
April 4, 1986

Proposed adoption of plus/minus grading

1. The basic grading system for the University will include the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E.
2. The grade of "S" is defined as equivalent to the grade of "C-" or higher.
3. The weighting assigned to the grades is as follows:

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

## Plus/minus grading

### RATIONALE

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

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

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

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

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

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

University Senate  
State University of New York at Albany

Revision of Criteria for Dean's List

Proposed by: Undergraduate Academic Council

April 18, 1986

IT IS HEREBY PROPOSED:

I. That the criteria for Dean's List be revised as follows:

A student shall be placed on the Dean's List if that student has met all the following criteria:

A. The student must have completed at SUNYA within the given semester a minimum of 12 graduation credits in courses graded A-E.

B. The student's semester average must be 3.25 or higher, with no grade lower than C-.

II. That this policy, if approved, become effective in 1988 or as soon thereafter as practicable.

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

RATIONALE:

The UAC agreed that the criteria for Dean's List ought to be comparable to those proposed for graduation with honors. The UAC also agreed that the criteria for Dean's List ought not to require more credits to establish full-time student status than the University definition called for. Accordingly, the UAC voted to reduce the credit hours for eligibility at the same time that they voted to increase the grade point average required.

University Senate  
State University of New York at Albany

Dean's Commendation for Part-time Students

Proposed by: Undergraduate Academic Council

April 18, 1986

IT IS HEREBY PROPOSED:

- I. That a new category of award be instituted to be called the Dean's Commendation for Part-time Students. A student shall receive such commendation if that student has met the following criteria:
  - A. The student must have completed at least 6 graduation credits at SUNYA within the given semester in courses graded A-E and have been registered for fewer than 12 credits on the last day for adding semester courses.
  - B. The student's semester average must be 3.25 or higher, with no grade lower than C-.
- II. That this policy, if approved, become effective in 1986 or at the earliest feasible time thereafter.
- III. That this bill be referred to the President for his approval.

RATIONALE:

The question of recognition for academic excellence in part-time students has proved a more vexing one. The McGee-Russell proposal, to establish uniform criteria without regard to the number of credit hours taken, was apparently not acceptable. The UAC finally emerged with the suggestion that a separate list, separately designated, would be appropriate for part-time students. In the opinion of the UAC such recognition ought not to be given lightly, on the basis of experience in a single course.



Bill No. 8586-17

STATE UNIVERSITY OF NEW YORK AT ALBANY  
UNIVERSITY SENATE

SUNYA FACULTY STATEMENT OF ETHICS

PROPOSED BY: Council on Academic Freedom and Ethics  
April 7, 1986

IT IS HEREBY PROPOSED:

- I. That the Senate approve the attached statement.
  - II. That the statement be forwarded to the President for approval.
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## SUNYA FACULTY STATEMENT OF ETHICS

### Introduction

Faculty members, as teachers, scholars, administrators, colleagues and community members, have special responsibilities by virtue of the diverse roles they assume in their professional and personal lives. The following statement sets forth general principles intended to serve as a guide for faculty as they fulfill their professional responsibilities.

### PART A

(Articles I through IV are adapted from the A.A.U.P. 1966 Statement on Professional Ethics and the 1970 Statement of the Association's Council on Freedom and Responsibility. This adaptation reflects gender-neutral conventions of modern English language usage.)

Article I. Faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their scholarly competencies. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

Article II. As teachers, faculty encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their disciplines. They demonstrate respect for the student as an individual, and adhere to their proper roles as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect students' academic freedom. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance.

Article III. As colleagues, faculty have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institutions.

Article IV. As members of their community, faculty have the rights and obligations of any citizens. They measure the urgency of these obligations in the light of their responsibilities to their subjects, to their students, to their professions, and to their institutions. When they speak or act as private persons they avoid creating the impression that they speak or act for their colleges or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

PART B

Article V. The very nature of the relationship between faculty and students includes an element of power held by faculty. Faculty are expected to acknowledge that fact and to respond professionally. Given the diverse nature of today's university community, faculty also should be sensitive to a variety of issues, including but not limited to: sexism, racism, disability, amorous preference, ageism, lifestyle, and political or religious beliefs. At the same time, faculty are not expected to be all things to all people. Members of the faculty should have a general knowledge of campus resources available to them, their colleagues and their students, and then should willingly take advantage of those resources when they are needed.

Article VI. University policy, as enunciated in President O'Leary's letter of January 22, 1981, to the University community, prohibits sexual harassment in all aspects of campus life. This policy is incorporated by reference into this document.

Article VII. Relationships of an amorous nature that might be appropriate in other circumstances may be problematic and may be unethical when they occur between a faculty member and a student for whom a professional responsibility exists. Such relationships may undermine the trust on which the educational process depends. Relationships of an amorous nature between faculty and students, even when they occur outside the instructional context, also may be problematic and may be unethical when there is the possibility that the faculty member unexpectedly may be placed in a position of professional responsibility for the student.

Further, family relationships and relationships of a sexual nature between a faculty member and a student for whom an instructional responsibility exists can present a conflict of interests in violation of the New York Public Officers Law. The parties to such relationships are urged to avoid direct teacher-student interaction. In every such case the faculty

member must arrange to be disengaged from the responsibility of grading, evaluating, or approving the work of the student. Family relationships and relationships of an amorous nature between members of the University community can present a conflict of interests in violation of the New York Public Officers Law whenever one party has any position of power over, or professional responsibility for, the other. One party may not officially approve or recommend (or vote on such approval or recommendation) the appointment, reappointment, promotion, or salary adjustment of the other; nor may the one party evaluate the performance of the other.

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STATE UNIVERSITY OF NEW YORK  
AT ALBANY

OFFICE OF THE PRESIDENT

ALBANY, N.Y. 12222

January 22, 1981

TO: The University Community

In November 1980, the United States Equal Employment Opportunity Commission published its guidelines in the Federal Register with respect to sexual harassment in the work place. Under these guidelines, this University is charged with the responsibility to increase its efforts to ensure that sexual harassment in any of its forms does not exist in this institution. Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964. Sexual harassment has been defined in this section as:

"Unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

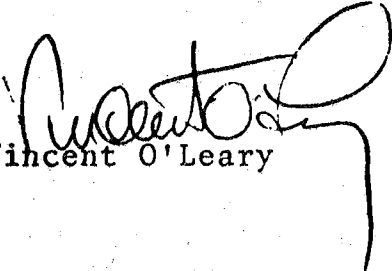
The emphasis of the Equal Employment Opportunity Commission's definition of sexual harassment is on employment. This institution's commitment, of course, applies equally to all aspects of campus life, including the classroom and extracurricular activities. For example, the University regulations published in the "Student Guidelines" for many years have contained a prohibition against "...harassment, intimidation, or invasion of privacy of any person..."

The University at Albany has long been dedicated to maintain and foster a fair, humane, and responsible environment for all of its students and staff. Sexual harassment has been and will continue to be considered a violation of policy and dealt with under the procedures which have been established. Any violation of those policies should be brought to the attention of the Affirmative Action Office immediately.

The University Community  
January 22, 1981  
Page 2

However, we are concerned with more than simply meeting the letter of the law or observing the technical requirements of employment regulations. At issue here is fundamental respect for the dignity of every person in the University. We want to engage the energy and good will of this campus to create the kind of environment that enriches the lives of all. This requires the commitment of everyone. Perhaps the most common form of harassment are verbal characterizations which are demeaning. In many instances these are the result of habit and not intended to intimidate, but it is our responsibility to make ourselves more aware of the effects of these and other types of behavior on others.

I am referring this policy to the Council of Deans, appropriate academic officials, and the University Commission on Affirmative Action. I ask that they recommend to me a means of implementing both the letter and the spirit of these policies. I know this campus will fulfill its deepest commitments in responding to these issues.



Vincent O'Leary