

UNIVERSITY SENATE
ATTENDANCE

Meeting of: February 25, 1991

Henry Mendels
Michael Free

MICHAEL SATTINGER

Maryann Truitt

Bruce Marsh

Paul A. Blois

Jack Turner

Paul W. Wallace

Cindy K. Goldburg

CONNIE A. LAPOZZOLA

Steve Messner

Ivette Leberberg

Greene Newman

Alvin Carpenter

Judith E. Johnson

Keith E. Ratcliff

Bob Sanders

TIM LANCE

Jeff Lips

W.F. Hammond

Frank Hansen

Walter J. Sherman

Shirley Jones

4-15-91 (FROST)

Scott R. Lyman

off - Polole

Tommy Lee

John S. Swatt

Ernest Walker

Jeanne Gullahorn

Steve DeLong

Ed Reilly

LESLIE HUR

VINCE ALLEN

Andrew S. Weinberg

RA Bosco

UNIVERSITY SENATE
Monday, February 25, 1991
3:30 p.m. — Campus Center Assembly Hall

Administration 259
Albany, New York
12222

AGENDA

1. Approval of Minutes: University Senate, December 3, 1990
2. President's Report
3. SUNY-wide Senate Report
4. Chair's Report
5. Council Reports
 - a. Council on Academic Freedom and Ethics – Paul Leonard
 - b. Council on Educational Policy – Bruce Marsh
 - c. Graduate Academic Council – Graeme Newman
 - d. Council on Libraries, Information Systems and Computing – Peter Blonariz
 - e. Council on Promotion and Continuing Appointment – Jogindar Uppal
 - f. Council on Research – Frank Hauser
 - g. Student Affairs Council – Michael Sattinger
 - h. Undergraduate Academic Council – John Levato
 - i. University Community Council – Shirley Jones
6. Old Business
7. New Business
 - a. Senate Bill No. 9091-02: Proposal to Change the Designation for the Doctoral Program in Curriculum and Instruction from the Ed.D. to the Ph.D.
 - b. Senate Bill No. 9091-03: Proposal to Change the Degree Designation for the Doctoral Program in Reading from the Ed.D. to the Ph.D.
 - c. Senate Bill No. 9091-04: Proposed Ph.D. Program in History
8. Adjournment

UNIVERSITY SENATE
February 25, 1991

Administration 259
Albany, New York
12222

PRESENT: V. Aceto, L. Austin, P. Bloniarz, J. Boehiem, R. Bosco, C. Capozzola, S. DeLong, G. DeSole, E. Fagan, M. Frinta, R. Frost, C. Goldberg, J. Gullahorn, W. Hammond, F. Hauser, J. Johnson, S. Jones, M. Knee, T. Lance, W. Lanford, I. Leberberg, J. Levato, J. Luks, B. Marsh, H. Mendelsohn, S. Messner, G. Newman, K. Ratcliff, E. Reilly, R. Sanders, M. Sattinger, M. Sherman, H. Swygert, T. Turner, G. Walker, P. Wallace, A. Weinberg

GUESTS: T. Lento

The meeting was called to order by Chair Lanford at 3:45 p.m.

1. Approval of Minutes

J. Johnson was in attendance at the December 3, 1990, Senate meeting. The minutes were approved as corrected.

2. President's Report

President Swygert reported first on the status of the search for a Vice President for Academic Affairs chaired by Dean Frank Thompson. The University received 160 inquiries for the position and a group of candidates will be interviewed in New York City. Three or four candidates will be on campus during the week of April 8.

President Swygert reported that Dr. Stephen DeLong is chairing the Search Committee for the Dean of Social and Behavioral Sciences. The search is progressing on schedule for an appointment by the fall.

The President noted that a Commencement fact sheet was available at the information table, details of which are consistent with the bill passed by the Senate in the fall.

President Swygert also discussed construction on campus of the new Field House which will provide an arena space seating 4,800 people. Construction is on schedule and the facility will be available to the University in early October. This space will relieve the pressure on the existing facility while offering a large convocation space.

A question was asked concerning the use of the tunnels for exercise -- will they be closed off? D. Stevens reported that the new facility brings with it an new indoor track that will provide a much more pleasant alternative. The tunnels will also be available.

The President noted that the Governor's budget contains no additional resources for the cost of FTEs for the new facility. This is Year 2 of the planning process for the Library project, he said. The Governor's budget does contain resources for this second year. The new library will contain 93,000 square feet of space. The expansion of the Campus Center is also going forward because there is resources in the budget for this project. UAS made a commitment to the project of \$2.3 million, said the President.

The Senate under the leadership of the Council on Educational Policy has done a lot of work on the question of Division I, said President Swygert. However, under the present circumstances we should suspend the question of Division I. President Swygert asked the faculty to read the report of the Council on Educational Policy and for them to acknowledge interest in suspending this issue. Some issues also need to be answered by NCAA, he noted.

Turning to the Governor's Budget message, there are two messages as it relates to SUNY, said President Swygert. They are:

1. suggests that SUNY reduce operating costs for 1991-92 by \$75 million;
2. contemplates \$60 million in new revenue to be produced by SUNY.

This is a \$135 million dollar issue. On the revenue side, there may be a \$500 tuition increase across the board for 1991-92. This would be in addition to the \$300 tuition increase imposed in 1990-91. If this increase is not approved, we must deal with \$60 million in revenues. If benchmark budgeting continues, it is going to be a difficult time, President Swygert said. The University at Albany has yet to receive instructions from SUNY Central for benchmarks for 1991-92. The faculty will be kept apprised of the situation.

President Swygert concluded that 1991-92 is going to be a very difficult year. We will do what we have to do to continue moving forward.

President Swygert reported that he was asked by the Chancellor to represent the four University Centers as to mission-based tuition. A copy of his testimony is available at the desk. This has set forth our rationale as a research University; it is not a popular position but may be the most logical position over time. There were two conditions to this: 1) continue to do everything we know how to do regarding access to all and 2) we keep the additional revenue, or some portion, on our campus. We need to think 5-10 years down the road on this, he said.

3. SUNY-wide Senate Report

The SUNY-wide Senate met on February 1-2, 1991 in New Paltz, said Senator Wallace. The report is available in the Senate office.

4. Chair's Report

Chair Lanford reported that Yvette Scarlett, a member of the Graduate Student Association, has been appointed as the graduate student senator. Her

appointment does not meet the requirements in the Faculty Handbook. Chair Lanford will discuss this issue with the Graduate Student Association.

A report entitled "The Report of The Policy Steering Committee of the Governor's Conference on Science and Engineering, Education, Research, and Development" is on the information table, said Chair Lanford. It is a very interesting report, and he urged all to read it.

Chair Lanford received a letter from Karen Markoe, Chair of the University Faculty Senate, stating that the University Faculty Senate has adopted an award for Equal Opportunity/Affirmative Action. This issue will be discussed at the next Executive Committee meeting.

The Senate is in an experimental year, said Chair Lanford. The Nominations and Elections Committee has met and elections will be held shortly. Nominations are being accepted for the positions of Chair-Elect and Secretary of the Senate for 1991-92. Nominations for these positions should be submitted to Chair Lanford or any member of the Executive Committee.

There are three bills under New Business that need to be approved for addition to the agenda, reported Chair Lanford. The bills come moved and seconded to the Senate by the Graduate Academic Committee. It was approved that these be added to the agenda.

5. Council Reports

a. Council on Academic Freedom and Ethics: Senator Sherman, reporting for Senator Leonard, stated that there was nothing to report.

b. Council on Educational Policy: Senator Marsh stated that a written report was available on the information table. In conjunction with the suspension of discussion of Division I, he asked that the Council be relieved of providing reports on their activities from the bill past last spring. The committees will be asked to summarize their activities for the year and have a report available to Senate. The Senate agreed to this.

c. Graduate Academic Council: Senator Newman stated that bills will be presented under New Business.

d. Council on Libraries, Information Systems and Computing: Senator Blonariz stated that a written report was available on the information table. The Council will meet on February 26.

e. Council on Promotion and Continuing Appointment: There was no report.

f. Council on Research: Senator Hauser noted that his report will appear in the next Senate agenda.

g. Student Affairs Council: Senator Sattinger reported that there were problems with providing extra-curricular and cultural events on campus. The Council will discuss the student guidelines at its next meeting.

h. Undergraduate Academic Council: Senator Levato reported that the Council will meet next week and will consider bills for the next Senate meeting.

i. University Community Council: Senator Jones reported that no business has been referred to the Council. The Council has met with several other Councils on campus. They are also discussing communication between groups on campus.

The Council reports were approved.

6. Old Business

There was no Old Business.

7. New Business

Senator Newman stated that both Bill 9091-02 and Bill 9091-03 were basically changes in name only. The Graduate Academic Council supports both of these changes.

Bill 9091-02 and Bill 9091-03 were both approved.

Bill 9091-04 is a new Ph.D. program, reported Senator Newman. The Council examined: 1) outside constituent recommendations; 2) it is a focused program; 3) there would be no strain on the resources of the department; and 4) the Council was impressed by the effort of the department's long range planning committee. It was noted that seminars and courses are already being taught by existing faculty.

Senator Ratcliff asked if EPC had made any input. Senator Marsh stated he would check the paper trail that this had been accomplished. W. Roberts, History Department, stated that LRPC reviewed the program last year. There were many questions about this program and LRPC was satisfied with the answers.

Bill 9091-04 was approved.

Senator Marsh moved that with the suspension of discussion of Division I the Council on Educational Policy be relieved of providing reports on their activities from the bill past last spring. The committees will be asked to summarize their activities for the year and have a report available to Senate. The motion was seconded.

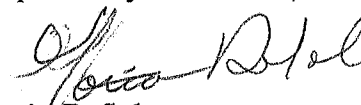
Senator Bosco asked what suspension meant. Senator Marsh stated that we could continue discussion, have reports be part of CEP's annual report and the issue will be wrapped up in the future. He did not believe that we should follow through on this topic because of the circumstances. The Senate agreed to this.

Senator Hammond suggested that the Executive Committee take on the review of the resource allocation issue. Senator Bosco stated there should be a paper trail on this issue for each program so that CEP and the Senate will not have to go through this all over again.

Senator Luks asked the Executive Committee look into the lack of graduate students on Councils.

The meeting adjourned at 4:55 p.m.

Respectfully submitted,



Gloria DeSole
Secretary

**UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK**

**COMMENCEMENT 1991
Fact Sheet**

WHEN Sunday, May 26, 1991, 10 a.m.

WHERE Knickerbocker Arena, South Pearl Street, Albany, New York

**DEGREES
CONFERRED** Doctorates, master's and bachelor's degrees will be conferred
at this University-wide ceremony

**HONORARY
DEGREES** **Robert M. Solow**, Nobel Laureate and Professor of Economics
Massachusetts Institute of Technology
Joanne Simpson, Chief Scientist for Meteorology, Goddard
Space Flight Center
Houston Baker, Albert M. Greenfield Professor of English,
University of Pennsylvania
Emmanuel LeRoy Ladurie, Director, National Library of
France
Tomas Blohm, conservationist and philanthropist, Venezuela

**OTHER WEEKEND
EVENTS** Honors Convocation, Saturday, May 25, 1991, 1:30 p.m.

Torch Night, Saturday, May 25, 1991, 9 p.m.

SCHOOL/COLLEGE EVENTS, Sunday, May 26, 1991, 1 p.m.
All graduates and family members and faculty are invited to return
to the main campus of the University for special receptions and
recognition events, organized by the Schools and Colleges of the
University. Locations are:

Social and Behavioral Sciences
Humanities and Fine Arts
Science and Math
Rockefeller College
Business

Education

Library Garden
Art Gallery
Azalea Garden
Page Hall
Administration/Business
Courtyard
Commons Room ED 335



Office of the President
518 442-5400

February 14, 1991

Administration 246
Albany, New York
12222

Dear Colleague:

The enclosed statement seeks to outline a rationale for mission-based tuition differentials within the State University of New York system. The statement follows my consultation with, and concurrence in the outline by, Presidents DeFleur, Marburger, and Sample of the University Centers at Binghamton, Stony Brook, and Buffalo, respectively.

I am sharing the statement with you in order to keep you abreast of the development of the issue before the Board of Trustees. Following today's meeting, the Board agreed to consider this issue again, perhaps as early as March of this year. Whether the Board of Trustees will seek removal of the state legislative bar that currently prohibits differentiated tuition by campus is not clear at this time. What is clear is that the discussion of an issue of real importance to us is underway.

The discussion is important for the reasons set out in my outline and because we must not . . . even in these times of very serious budget constraints . . . abandon our vision for the University at Albany. Our vision is one that seeks to go beyond merely maintaining our resources, although that is indeed a great challenge today, but also understands that our goal is to enhance and build upon our special qualities as a public research University. Mission-based tuition and access to excellence are part of the enhancement process. I welcome your reaction to the statement and your thoughts as to how we might build upon it.

Sincerely,

A handwritten signature in cursive script, appearing to read "H. Patrick Swygert".

H. Patrick Swygert
President

Enclosure

**Statement of H. Patrick Swygert
President, University at Albany, State University of New York
To the State University of New York Board of Trustees
February 14, 1991**

The State University of New York comprises 64 institutions, which when taken together, represent a diverse and accessible educational resource for the citizens of New York State and reflect the special commitment of this state to assuring the future of the state by enriching the economic and cultural life of its citizens and institutions. Through these colleges and universities, the State provides the array of academic options within American higher education: research and graduate education, undergraduate liberal arts education, agricultural and technical education, professional education, and adult and continuing education. While maintaining the high quality of these diverse programs, the SUNY system has retained a firm commitment to broad access by all New Yorkers. The SUNY system is known throughout the nation for the University's commitment to access and excellence. Indeed, SUNY has come to mean access to excellence in all its offerings.

Each member institution of the State University of New York is simultaneously a key part of the State University of New York and a distinctive academic institution with its own history, values, mission, programs and resources. The faculty of each institution is responsible for maintaining the academic integrity of its curricula and for recruiting and educating students for whom the curricula will represent appropriate and meaningful educational experiences. Each institution must also recruit and retain faculty and academic professionals who are able to provide such distinctive academic experiences. Finally, each institution must respond to the evolving issues that affect its ability to fulfill its mission and each must manage its resources in response to those issues. This ability was enhanced significantly by the "flexibility" legislation passed by the New York State Legislature and approved by Governor Cuomo in 1985, an important vote of confidence in each institution's capacity to shape its future.

It is within this context that I would like to discuss the concept of tuition consistent with institutional mission. While the state system has always served as a unified resource for New York's citizens, it has simultaneously offered great diversity of choice and met a variety of individual and societal needs. A policy of mission-based tuition recognizes that in order to offer real choice among educational options, resources must be made available in relation to the costs and demands of the campus and program; and that support must come from a variety of sources, including the individual student, for whom the education offered represents a significant personal opportunity as well. Such a policy has also been adopted by most states. (See attached.)

Should the Board of Trustees adopt a mission-based tuition policy, the expectation would, of course, be that tuition revenue should be used to provide additional support to those campuses whose total added costs of operation provide the rationale for mission-based tuition in the first instance. I would also like to restate with equal force that the first principle of the proposal . . . that no students or prospective students be denied the opportunity for increasing their potential to contribute to society by obtaining a postsecondary education because of financial inability to meet their full share of its costs . . . must not be compromised by adoption of this policy.

The mission-based proposal does not assume that the quality of an undergraduate education in one SUNY institution is "better" than another, but it does suggest that an undergraduate education in a University Center offers additional opportunities for undergraduates to participate in organized research activities side by side with graduate

students and principal investigators. For example, in meeting its research and graduate mission, a University Center simultaneously offers its undergraduate students access to cutting edge scholarship, the opportunity to pursue research, a library equipped to meet the needs of the more expansive academic program, and computing and laboratory capabilities sufficient to support the work of graduate students and researchers. To pursue an undergraduate education in a research university is to make a fundamentally different choice than to pursue an education in a four-year arts and science college. One might also note that nearly 40 percent of all undergraduate instruction in the SUNY system takes place in the four University Centers. For its part the University at Albany granted almost one in ten of the baccalaureates awarded by the State University of New York in 1988-89.

But such choice is meaningful only to the extent that it is available to the individual student, consistent with his/her abilities and personal goals. A mission-based tuition policy must not produce an academic caste system that divides students according to their means. Rather, such a policy must build on the long-standing tradition of the State University of New York to combine excellence and opportunity, a tradition that has served this University system well since its founding in 1948.

Undergraduate Tuition Practices for Public Institutions of Higher Education

Lower Tuition and Fees for Two-Year than for Four-Year Institutions

Arizona
Florida
Iowa
North Carolina
Oregon
Wyoming

(6 States)

Different Tuition and Fees for Two-Year Campuses, Four-Year Colleges and Doctoral Universities

Alabama	Montana
Alaska	Nebraska
Arkansas	Nevada
California	New Hampshire
Connecticut	New Jersey
Delaware	New Mexico
Georgia	North Dakota
Hawaii	Oklahoma
Idaho	Rhode Island
Indiana	South Carolina
Kansas	South Dakota
Kentucky	Tennessee
Louisiana	Texas
Maine	Utah
Maryland	Vermont
Massachusetts	Washington
Minnesota	West Virginia
Mississippi	Wisconsin
Missouri	

(37 States)

Different Tuition and Fees for Two-Year Campuses, Four-Year Colleges, and Among Doctoral Universities

Colorado
Illinois
Michigan
Ohio
Pennsylvania
Virginia

(6 States)

Source: Compiled from data in the Chronicle of Higher Education, October 3, 1990.

Note: Tuition and required fee costs are considered "different" if they vary by at least \$150 when institutions are compared.

SUNY Faculty Senate
New Paltz
1,2 February 1991

I. President's Report. President Markoe reported on the following issues.

- A. Budget situation: extremely serious (6 billion ?); ironically, demands on higher education increase as laid off people return to school.
- B. Board of Trustees Meeting:
 - 1. Passed \$1 1/2 billion budget request (4% increase)
 - 2. Graduate student health insurance, to be paid by the University?
 - 3. Ph.D. granting institutions can now give the MPhil degree
 - 4. Hearing date not yet set for improper practice suit

II. SUNY 2000 Advisory Committee. Committee members and later the chancellor spoke in some detail about the SUNY 2000 long range plan. The chancellor has requested two parts: a "Vision" of what the university should be by the year 2000, and the "Goals and Strategies" for realizing that vision. The committee commented on the goals and strategies, which (in abbreviated form) are:

- A. Accessibility
- B. Quality Undergraduate Education
- C. Quality Graduate and Professional Education and Research
- D. Meeting state needs
- E. Management and Stewardship

III. The Committee on Graduate Academic Programs and Research put on a panel presentation on the use of animals in medical education and in pharmaceutical and research testing.

IV. Chancellor Johnstone. The chancellor admitted that the budgetary situation was very grave, and he referred to his November 16 letter to the presidents. He remarked that the budget does not have to call for a major cut in enrollments or the closing of a campus. But we are right at the edge. The question is where SUNY stands in the queue if there is any improvement. The chancellor warned that we should expect no improvement between now and April 1. The chancellor discussed his view of the situation against five issues:

. . Five Issues before SUNY in a Period of Major Budget Cuts

- A. To what degree do we maintain quality by major budget cuts with limitations in enrollment?
- B. How far do we go--to the point, even, of distorting our staffing, and decimating the ranks of nontenured and part-time staff, however valuable--just to keep all possible tenured permanent faculty and staff to avoid retrenchment?
- C. Is the closure of a campus (or major part of a campus) a responsible recommendation? Should we assume an inability or unwillingness of the state to support a

university the size of SUNY?

- D. How much of the "solution" can lie in tuition increases?
- E. How can the damage of deep budget cuts be mitigated by additional operating flexibility for the university? In what areas?

V. Vice Chancellor Anslow. In a brief report, Vice Chancellor Anslow noted that

- A. It does indeed appear that the state budget gap is \$6 billion.
- B. The cut to the university in dollars is 5 to 6%; in lines is 10% (total \$60 million).
- C. Actual line losses are 2336, but about 800 of those lines will be TA lines transferred to the Research Foundation, which reduces our actual losses to about 1500 (ie. 7%).

VI. Resolutions. Before adjournment, the senate acted on the following resolutions.

- A. From the Executive Committee: that the University Faculty Senate is opposed to any campus closings. Passed.
- B. From the Committee on Student Life: that voluntarism be promoted. Passed.
- C. From the Committee on Governance: that the Board of Trustees be encouraged to revise the Policies to give better representation to part-timers. Passed.

Vincent J. Aceto

Paul W. Wallace

COUNCIL ON EDUCATIONAL POLICY
Report to the Senate
February 25, 1991

At its meeting on February 20, CEP discussed its response to directives contained in the following resolution passed by the Senate in the Spring of 1990:

In order that the Senate may determine whether or not it should recommend to the President that the University move to Division I athletics, the Educational Policy Council is directed to prepare the following material for consideration by the Senate in the Spring of 1991:

- 1) a set of policies that could be considered by the Senate, providing for strong faculty control and oversight, particularly with respect to admissions and academic progress for those in athletics;
- 2) a budget analysis to enable the Senate to determine that Division I would not require any increase in the proportion of University funds currently devoted to intercollegiate athletics; and
- 3) a review of financial guidelines for the institutional Athletics Board, including guidelines for the distribution of grants-in-aid, to assure the Senate that strict controls over all expenditures on athletics are in place and that all women's and men's sports would enjoy an appropriate level of support.

Since that resolution was passed, two events have occurred which affect discussion of the financial aspects of a move to Division I; NCAA passed legislation which will substantially increase the cost of such a move, and the NYS budget crisis worsened. CEP was informed of, and agrees with, President Swygert's view that continued discussion of the issue during the budget crisis might be seen as inappropriate in the eyes of the public. However, CEP is required to continue its efforts to develop the material demanded by the above resolution unless provided relief by the Senate. Therefore, the following motion was passed by CEP:

The Chair of the Council on Educational Policy shall make a motion to the Senate that the charge to the Council contained in the Division I resolution be suspended.

Background material is attached: a two-page summary of relevant information from a recent NCAA report on revenues and expenses of intercollegiate athletics programs, and selected items from the reform package passed by NCAA at its January 1991 meeting.

Bruce Marsh
Chair, CEP
February 21, 1991

Revenues and Expenses of Intercollegiate Athletics Programs

Most of the following information is taken from a recent NCAA publication, "Revenues and expenses of intercollegiate athletics programs—Analysis of financial trends and relationships 1985-1989" by M. H. Raiborn. An attempt is made to extract from the large quantity of information contained in the document items which seem relevant to our consideration of the proposed move of SUNYA to Division I-AAA from its present classification of Division III. Unless otherwise indicated, numbers are averages for fiscal year 1989.

Classification

Both sports and institutions are classified. The classification for institutions is based on criteria intended to group institutions with similar emphasis on particular sports (especially football) and similar program strength as indicated by scheduled opposition. The distinguishing features most significant to our discussions are (1) athletic scholarships can be given in Division I and II but not in Division III sports and (2) all sponsored sports are classified as Division I in all Division I and II institutions except for Division I-AAA, in which football is classified as Division III.

Summary of participating institutions (From Table 1.1)

Classification	Members	Respondents	Gov. Supported	Private
Div. I-A	106	87	60	27
Div. I-AA	89	55	44	11
Div. I-AAA	99	56	24	32
Div. II With Football	116	60	46	14
Div. II No Football	77	34	16	18
Div. III With Football	213	100	15	85
Div. III No Football	103	62	14	48
Total	803	454	219	235

Financial and operational highlights (From Table 1.2)

	Div. I-A	Div. I-AA	Div. I-AAA	Div. III (with FB)
Revenues (in thousands)	\$9,685	\$2,409	\$1,197	\$118
Expenses (in thousands)	\$9,646	\$3,191	\$1,911	\$518
Number of sports	18	17	15	18
Number of athletes	468	369	239	387
Expenses per athlete	\$20,611	\$8,648	\$7,996	\$1,339

The information on Divisions I-A and I-AA is provided for comparison only. There is no serious proposal that SUNYA consider joining either of those divisions. Accepting this point should reduce both unjustified fears and unrealistic dreams associated with the proposed move to Division I-AAA; we would not be spending \$20,000 per athlete nor would our teams be watched on national television. Therefore the information extracted for this brief report is primarily that relevant to the comparatively modest move, from Division III (with football) to Division I-AAA. Those readers interested in revenues and expenses for institutions with "big time" sports as seen on TV should read the entire NCAA report.

(It should be noted that the tendency for Division I-AAA institutions to sponsor fewer sports and serve fewer athletes than Division III institutions may be reduced as a result of legislation passed at the January 1991 meeting of the NCAA.)

Revenue sources, public vs private institutions (From Table 2.10)

Although little of the information in the report is separated according to whether the institution is government supported or privately financed, the following shows that differences can be substantial.

Revenue sources as a % of Total

	Div. I-AAA		Div. III	
	Gov.	Prvt.	Gov.	Prvt.
Total ticket sales	9	35	6	27
Student activity fees	37	7	12	7
Student assessments	27	2	37	7
Guarantees and options	2	4	0	2
Contributions from alumni	7	15	9	19
Bowls, tournaments & TV	1	20	0	0
Government support	8	0	30	0
All other revenues	9	17	6	38

Operating expenses classified by object of expenditure (from Table 3.10)

(Dollar amounts in thousands)

	Div. I-AAA		Div. III	
	Men's	Women's	Men's	Women's
Grants in aid	361	234	3	0
Guarantees and options	33	11	3	0
Salaries and wages	353	150	221	109
Team and other travel	170	74	67	35
Equipment and Supplies	59	27	39	17
All other expenses	336	138	91	46
Total	1312	634	424	207
Men's + women's		1946		631

The report notes that "the comparability of reported expenses is affected by different accounting practices for the inclusion of grants-in-aid and salaries in expenses of the athletic program. In some cases, salaries are paid from institutional funds not controlled by athletics department and the resulting amounts may not be included in expenses of the athletics program. A number of institutions that award grants-in-aid to participating athletes do not report these costs as operating expenses of the athletics department." This lack of comparability does not invalidate the report, but it helps to explain some numbers which might otherwise be quite puzzling. For example, dividing the salaries and wages (which includes fringe benefits) by the number of coaching personnel and other FTE staff (23 for Division I-AAA and 18 for Division III) gives unreasonably low numbers.

NCAA Reform

The 1991 NCAA Convention passed most of the reform package sponsored by the NCAA Presidents Commission. Perhaps as important as the content of the items passed is the clear evidence that academic interests are gaining importance in the NCAA. The following three items are directly relevant to discussions of the proposed SUNYA move from Division III to Division I-AAA.

Proposal No. 44: Scheduling—Division I—Adopted (214-112)

Intent: To require Division I member institutions to schedule and play 100% of their contests used to fulfill Division I sports sponsorship requirements, and at least 50% of their contests beyond that number, against Division I opponents.

Proposal No. 45: Sports sponsorship—No. 45-A—Adopted (180-147-1)

Intent: To require all Division I members to sponsor a minimum of seven sports for men and seven sports for women.

Proposal No. 46: Division I Financial Aid—Adopted as amended (175-149-5)

Intent: To establish alternative minimum financial aid requirements as a component of the Division I membership criteria (i.e., alternative approaches to assuring that the institution meets a minimum financial aid commitment for membership in Division I)

(It seems that the result is to require aid, exclusive of football and basketball, to equal either of the following: (1) a minimum of 25 full grants in men's sports and a minimum of 25 full grants in women's sports, or (2) a minimum aggregate expenditure of \$250,000 for financial aid in men's sports and \$250,000 in women's sports.)

The purpose of this portion of the reform package is to "assure greater similarity of programs and of commitment to broad-based programs at the top level of college athletics competition." If the NCAA is successful in achieving compliance with the intent of these reform proposals it will remove (or at least reduce) one category of objections to the move to Division I; objections to the emphasis on one or two sports at the expense of the others. The reforms also support efforts to establish equity in support of women's athletics. However, as is the case with many reforms, they will be expensive to implement.

BBM
2/21/91

Council on Libraries, Information Systems, and Computing (LISC)
Report to the University Senate
February 25, 1991

The following items are reported for informational purposes.

- Proposed versions of Access Policies for the Interactive Media Center and a Collection Development Policy for Electronic Media were distributed to the Council by Director of Libraries Meredith Butler. These will be discussed by the Council this semester.
- The SUNY Report of the Presidents' Task Force on Educational Technology has been made available to the Council and will be discussed at a future meeting. This Report defines broad educational goals for SUNY's future uses of technology.
- One important ingredient in our discussion this spring will be the results of the Survey on Faculty Use of Instructional Technologies, conducted by the Instructional Technology Committee last year. A report on the results of this survey has been promised for this spring.
- The Council has expressed its thanks to the University Libraries for the opportunity to review and comment on its Strategic Plans before they were finalized.

Peter Bloniarz
Chair

IV-6

Bill 9091-02

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

INTRODUCED BY: Graduate Academic Council

DATE: January 30, 1991

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That there be a change in the degree designation for the doctoral program in Curriculum and Instruction from the Ed.D. to the Ph.D.
- II. That this bill be forwarded to the President for approval.

University at Albany
State University of New York

**Request for Master Plan Amendment for
Doctoral Program in Curriculum and Instruction**

ABSTRACT

The Department of Educational Theory and Practice of the University at Albany, State University of New York, is requesting a Master Plan Amendment to change the degree for its doctoral program from "Doctor of Education (Ed.D.) in Curriculum and Instruction to "Doctor of Philosophy" (Ph.D.) in Curriculum and Instruction.

Justification for the Request

The designation of Ph.D. is more appropriate for the Curriculum and Instruction doctoral program that is currently offered by the Department of Educational Theory and Practice than is the designation of Ed.D.

In the field of Education, the Ed.D. is regarded as a doctoral degree oriented toward performance in practical educational settings—for the most part, toward curriculum development in public school settings in the United States. In contrast, the Ph.D. is seen as a doctoral degree designed primarily to enhance the ability to perform research and develop theory in the field of Education. In the Department of Educational Theory and Practice, the focus of the doctoral program is clearly one of research.

A change in the doctoral degree in curriculum and instruction at the University at Albany would not signal a programmatic redirection, nor would it require additional resources to implement. Rather, the change would align the name of the degree with the program content, and with the career orientations of both the faculty and doctoral students.

The ability to offer the Ph.D. will make an already-attractive program even more attractive, particularly for the increasing number of students who come from other states and other countries. It will also increase the competitiveness of our graduates in those job situations where the Ed.D. is less well known or understood. Given all of these advantages, the Department of Educational Theory and Practice requests that the designation for the doctoral program in curriculum and instruction be changed from Ed.D. to Ph.D. as expeditiously as possible.



The Graduate Office
518 442-3981

MEMORANDUM

TO: University Senate
Graeme R. Newman per
FROM: Graeme R. Newman, Chair, Graduate Academic Council
DATE: 4 February 1991
SUBJECT: PROPOSAL TO CHANGE THE DESIGNATION FOR THE DOCTORAL
PROGRAM IN CURRICULUM AND INSTRUCTION

Administration 239-240
Albany, New York
12222

At its meeting on January 30, 1991, the Graduate Academic Council voted to approve a change in degree designation for the doctoral program in Curriculum and Instruction from the Ed.D. to the Ph.D. It is recommended to the University Senate for review and approval.

4237g

The research orientation of the faculty

The Department of Educational Theory and Practice was created in January of 1988, through a merger of the separate departments of Teacher Education and of Program Development and Evaluation. Both departments had changed considerably over the previous decade, placing increased emphasis on contributions to research and theory as new faculty were hired, and increasing the level of ongoing research activity within the separate departments. This emphasis on research and theory in turn has guided the conceptualization of the doctoral program administered by the merged departments, with an increased emphasis on contributions to theory in the courses that are offered and in the work that is required for the dissertation.

The majority of the current faculty have substantial records of research and publication, and a number of the faculty have established international reputations in their respective fields of specialization. (Curriculum vitae of the Department's faculty are attached as appendix B.) Although no formal published rankings are available, the department is arguably the strongest in the country in the area of English language education, and one of the top departments in the area of international evaluation and assessment.

Contributions to scholarship have been a major criterion in the variety of new hires that have occurred over the past five years, at junior as well as at senior levels. At the full professor level, these hires have included Arthur Applebee (brought from Stanford University); Audrey Champagne (from the National Association for the Advancement of Science); Judith Langer (from Stanford University); and Alan Purves (from the University of Illinois).

At the assistant and associate level, new hires have included Robert Bangert-Drowns (doctorate from the University of Michigan), James Collins (University of California at Berkeley), Livia Denis (Fordham University), Glenn Hudak (University of Wisconsin-Madison), Vicky Kouba (University of Wisconsin-Madison), Sandra Mathison (University of Illinois), Suzanne Miller (University of Pittsburgh), Dianna Newman

(University of Nebraska), Wayne Ross (Ohio State University), and Karen Swan (Columbia University). These individuals have already established a record of significant scholarship within their fields.

During the past 3 years, the 18 members of the ETAP faculty have published a total of 32 books and monographs, as well as numerous monograph-length evaluations and technical reports written in conjunction with various sponsored projects. During the same 3-year period, faculty members published 117 journal articles in leading national and international journals, and delivered 253 speeches throughout the United States and the world. They have presented their research in places as diverse as China and Hong Kong, Australia, Indonesia, Somalia, Jamaica, Italy, the United Kingdom, Yeman, and Botswana.

The faculty includes present and past editors of Research in the Teaching of English, National Association of Bilingual Education Journal, TESOL Newsletter, and Social Science Record. Faculty members also serve or have served as editorial board members for the major professional journals in their fields of specialization, including Applied Measurement in Education, College Composition and Communication, Curriculum Review, Discourse Processes, Educational Researcher, Innovative Higher Education, Journal of Aesthetic Education, Journal of Reading Behavior, Journal of Research in Science Teaching, Journal of College Science Teaching, Linguistics and Education, Newsletter of the Laboratory of Comparative Human Cognition, Research in Higher Education, Research in the Teaching of English, Science Education, Studies in Science Education, and Written Communication. They also serve or have served as occasional reviewers for a wide variety of other leading research journals (e.g., American Anthropologist, American Educational Research Journal, American Journal of Education, Anthropology and Education Quarterly, Applied Measurement in Education, Computers in Human Behavior, Contemporary Psychology, Evaluation and Program Planning, Journal of Artificial Intelligence in Education, Journal of Educational Psychology, Journal of Personality and Social Psychology, Journal of Teacher Education, Journal of Research in

Mathematics Education, Language and Education, Linguistics and Education, Journal of Applied Psychology, Journal of Educational Computing Research, Psychological Bulletin, Review of Educational Research, and Qualitative Studies in Education) and as consultants to foundations, government agencies, and special projects at the state, national, and international levels (e.g., American College Testing Program, American Film Institute, Biological Sciences Curriculum Study, College Entrance Examination Board, Council of Chief State School Officers, Educational Testing Service, Ford Foundation, Exxon Education Foundation, Fulbright Program, National Assessment of Educational Progress, National Science Foundation, Rand Corporation, Stanford Research Institute, UNESCO, U.S. Office of Education, and World Bank).

Our faculty members include past presidents of the National Council of Teachers of English and of the National Conference on Research in English, and the immediate past chair of the International Association for the Evaluation of Educational Achievement.

Perhaps the most visible indication of the reputation and research orientation of the department faculty is the support for funded research that the department has attracted. Major centers and projects within the department include: the Center for the Learning and Teaching of Literature, an educational research and development center funded by the Office of Research of the U.S. Department of Education; the Center for Writing and Literacy, supported by the State of New York as part of the Graduate Research Initiative; Improving the Efficiency of Educational Systems Project, funded by the United States Agency for International Development; and, with funding from a variety of sources, the Albany Consortium for Research in Instructional Design and Theory; the Evaluation Consortium; and the Mathematics and Science Consortium.

Over the past five years, the combined departments have increased external funding from \$0 to \$1,207,332, in spite of the unfavorable national climate for such funding.

**UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK**

INTRODUCED BY: Graduate Academic Council

DATE: January 30, 1991

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That there be a change in the degree designation for the doctoral program in Reading from the Ed.D. to the Ph.D.
- II. That this bill be forwarded to the President for approval.

University at Albany
State University of New York

Doctoral Program in Reading

Abstract

1. Current Program Identification:
 - a. Ed.D. in Education
 - b. HEGIS Code:
 - c. Program Code:

2. The Department of Reading of the School of Education requests a Master Plan Amendment to change the degree designation for its doctoral program in Reading from the Doctor of Education to the Doctor of Philosophy

3. Rationale:

Historically, Doctor of Education degree preparation programs have been designed to produce individuals whose orientation is performance in applied educational settings (e.g. school administrators, curriculum development specialists). This, in fact, was the original mission of the doctoral preparation program in Reading at the S.U.N.Y. at Albany. Doctor of Philosophy degree preparation programs, on the other hand, have traditionally been designed for individuals with an interest in contributing to both theory development and research in their field of choice. For the past fifteen years the doctoral program in Reading at S.U.N.Y. at Albany has been primarily preparing young scholars who choose these latter goals.

When first offered in the later 1960's, the doctoral program in Reading was designed mainly to meet the needs of those who were interested in holding or obtaining positions in public schools or state education departments and the very earliest graduates of the program often sought such positions. However, with the addition of new faculty the program evolved into doctoral preparation which produced research scholars by the mid-1970s. These graduates reflected the enhanced research preparation of the evolving interdisciplinary preparation program and more typically obtained positions at the college or university level. Given the research productivity of the Department's faculty and graduates and the research orientation of the doctoral program, as well as that of the University at Albany in general, the Ph.D. is the more appropriate degree to award to graduates of our program.

That this change is warranted is documented by:

- (1) The research orientation and scholarly contributions of the Department faculty;
- (2) The recruitment of faculty who have demonstrated research competence and interests;
- (3) A curriculum which provides students with a strong and interdisciplinary preparation for research into basic cognitive processes involved in the acquisition of literacy and a mentorship experience which provides direct involvement in research prior to the dissertation. This enhanced curriculum and involvement with a research mentor have broadened and increased our students' research competence and interests;
- (4) Dissertations that external reviewers have described as being more like those of Ph.D. programs than Ed.D. programs;
- (5) Dissertations that have been selected as exemplary for national and international awards in direct competition with dissertations of graduates of Ph.D. programs;
- (6) The percentage of graduates who seek and obtain college/university positions; and
- (7) The percentage of current doctoral students who plan to become college/university researchers.



The Graduate Office
518 442-3981

MEMORANDUM

TO: University Senate
FROM: *Graeme R. Newman*
Graeme R. Newman, Chair, Graduate Academic Council
DATE: 4 February 1991
SUBJECT: PROPOSAL TO CHANGE THE DEGREE DESIGNATION FOR THE
DOCTORAL PROGRAM IN READING

Administration 239-240
Albany, New York
12222

At its meeting on January 30, 1991, the Graduate Academic Council voted to approved a change in degree designation for the doctoral program in Reading from the Ed. D. to the Ph.D. It is recommended to the University Senate for review and approval.

4235g

The Faculty

As indicated on the vitae enclosed in Appendix A, the Department faculty represent an interdisciplinary group and each member presents an exemplary record of research publications and other contributions to the professions. For example, between 1980 and 1990, the six member faculty published 92 journal articles, 42 chapters and 6 books. They also presented 155 papers or presentations throughout the United States, as well as in Canada, Thailand, Great Britain, Australia, and Hong Kong.

While ranking programs in institutions is always a tenuous activity, there exists substantial evidence that the faculty in the Department of Reading comprise one of the most active and recognized research groups on either the national or international scene. For instance, in 1979 our department ranked sixth nationally in research productivity (Hopkins, 1979); and more recently, we were ranked third (Johns, Ary and St. John, 1986). Articles authored by our faculty have appeared in over 30 journals including Reading Research Quarterly, Journal of Reading Behavior, Harvard Educational Review, Language, Learning, Anthropological Linguistics, Teachers College Record, Reading-Canada-Lecture, Cognition and Instruction, Elementary School Journal, Review of Education, American Educational Research Journal, Journal of Educational Psychology, Visible Language. Two chapters in the Handbook of Reading Research, Vol 1 and three chapters in the Handbook of Reading Research (Vol 2) were authored by members of our faculty.

One of our faculty was the co-editor of the Journal of Reading Behavior. Others have been, or are, on the editorial boards of such journals as Reading Research Quarterly, Journal of Reading Behavior, Reading Research and Instruction, Journal of Educational Psychology, Elementary School Journal, Topics in Learning and Learning Disabilities, and The Educational Psychologist. They also have served and continue to serve as occasional reviewers for a number of other leading research journals (e.g. Educational Researcher, American Educational Research Journal, Research in the Teaching of English, Journal of Educational Assessment) and as external reviewers for research proposals for various branches of U.S. Department of Education, including the Office of Educational Research and Improvement, Office of Special Education and Rehabilitation, the Office of Bilingual Education and Minority Affairs, and the Center for Applied Linguistics. Our faculty also have served on advisory panels for a variety of research efforts including: The National Assessment of Educational Progress, Office of Educational Research and Improvement, the Center for the Study of Reading, The Federal Longitudinal Study of Effective Education for the Disadvantaged, The Ohio Reading Recovery Program, National Evaluation of Chapter I Programs, and the Busch Policy Center.

Three members of our Department have been awarded the Albert J. Harris Research Award for exemplary contributions to the understanding of reading and learning disabilities and another was the recipient of the Elva Knight Research Award (both given by the International Reading Association); one has been chosen as a visiting scholar at Ohio State, one served as President of the Eastern Educational Research Association and another serves as a member of the Board of Directors of the National Reading Conference. Three faculty members have been elected to Fellow status (limited to 100) in the National Conference of Researchers in English and one serves as Chair of the Studies and Research Committee of the International Reading Association.

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

INTRODUCED BY: Graduate Academic Council

DATE: January 30, 1991

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the Ph.D. program in History be approved.
- II. That this bill be forwarded to the President for approval.

University at Albany
State University of New York

ABSTRACT

Proposal for a Ph. D. Program in History
September 1992

Introductory Statement

At the outset of the planning process the department's Long-Range Planning Committee surveyed the nature and content of history Ph.D. programs in twelve major northeastern universities, including the other three centers in the SUNY system and private and public universities in New York State, New Jersey, Connecticut, Massachusetts, and Washington, D.C. The study showed considerable diversity in the number and content of the fields students were expected to master. All departments listed as major concentrations in a mix of chronological, topical, and geographical fields, with the first and last predominating.

The Long-Range Planning Committee also considered universities elsewhere -- e.g., The University of California at Santa Barbara and Carnegie-Mellon University in Pittsburgh -- which have developed Ph.D. specialties in public history or public policy. The committee was particularly impressed with the Carnegie-Mellon program, whose major fields are defined as social history and applied history. For this reason the committee, with the approval of Dean John Webb, invited Peter N. Stearns, Heinz Professor of History at Carnegie-Mellon, to join Eric Foner, DeWitt Clinton Professor of History at Columbia, as our principal consultants in the formulation and refinement of the main contours of the proposed Albany doctorate. The proposal that emerged, based on their recommendations and our own considerable success with M.A. fields in the areas we wish to extend and expand, was given final form subsequent to a positive and helpful review by Professors Andrew Appelbaum of the University of Michigan and Sean Wilentz of Princeton University. It is a program of doctoral study in history that is truly distinct in the State of New York.

1. PROGRAM

PURPOSE AND RATIONALE

This proposal offers a uniquely structured and concentrated program of graduate study in history, designed with an emphasis on the history of the state, the history of society, and how the two are related. It reflects developments in the discipline over the last twenty-five years, developments which have brought about a sea-change in what and how historians study. Almost every current doctoral curriculum in history touches in some manner on politics, statecraft, economics and labor, gender, race and intellectual life. The Albany approach, however, linking the historical paths of public policy, the state, and social/cultural development, will be a special one, set off by its clear focus and purpose. Students will direct their studies to the state or society. At the same time they will always have before them the larger questions that have connected the two over time.

The program's strength begins with the dedication, enthusiasm and scholarly energy of the history faculty. Its resources extend further: within a university committed to excellence in both the social sciences and public policy there is an opening to build intellectual and curricular relationships unlike any in the SUNY system. Moreover, the proximity of the campuses to the seat of New York State government — one of the largest and most important complexes of administrative and policymaking institutions in the world — gives the history department a truly extraordinary opportunity.

As of now, no major graduate history program is linked to any state government, at least in ways that might connect historical study to problems of policy and governance. Aside from a few specific programs in D.C.-based universities, no such ties exist even between educational institutions and the federal government. This is an opportunity ripe for exploitation that will shape the Albany curriculum as a distinctive one, with the prospect of achieving genuine leadership among competing history programs.

Clearly, that segment of the program concerned with the history of the state recognizes potential advantage in organizing its curriculum around matters relating to governance and policy. At the same time, by including a complementary concentration on the history of society, the department insists that any well-rounded comprehension of how power is and has been distributed, altered, and exercised requires a broader historical understanding of economic, social, and cultural contexts. The proposed two-track approach is not only intellectually viable, especially given current scholarly calls for merging political and social history; it also draws on the department's existing strengths in several fields while suggesting a coherent model for future staffing and curricular development.

The proposed doctorate also promises a vigorous interaction with the history department's highly successful undergraduate curriculum. Between 1981 and 1988 the University at Albany possessed, on average, the largest number of undergraduate history majors of the four university centers in the SUNY system. Doctoral study will enable the department to operate its thriving undergraduate program even more effectively by allowing the formation of discussion sections to improve its large introductory lecture courses. These

sections, properly supervised by senior professors, will in turn serve doctoral students as a teaching laboratory. Such students will also be encouraged to give lectures in their areas of expertise.

In a more general sense, the intellectually demanding presence of Ph.D. candidates within the department will advance the integration of ongoing faculty research into classroom instruction, thereby stimulating a more spirited and challenging academic climate for all concerned.

The proposed program will promote interdepartmental cooperation across the university but especially within the College of Social and Behavioral Sciences. The significance of this factor in the planned proposal is symbolized by the requirement that Ph.D. candidates prepare one minor field in a cognate discipline. It should be noted that a substantial number of historians hold joint appointments with other departments and programs.

COURSES AND REQUIREMENTS

As noted above, the proposed doctoral program is built on two major thematic concentrations. These in turn encompass several subfields. The State concentration includes (a) International History and (b) Public Policy. The Society concentration is divided into subfields devoted to (a) Work, (b) Gender, and (c) Culture. In addition, students are expected to pursue advanced training not only in the discipline of history, but also in the content and research methods of at least one cognate discipline.

All incoming students are required to take a common colloquium introducing them to Albany's program. The course will be team-taught by two faculty members, one representing the State concentration and the other Society. The two purposes of this colloquium are to examine (a) historiographical approaches to the State and Society, and the relationship between them, and (b) the historical assumptions of the five subfields. This introductory course is to be staffed in rotation; hence the two fundamental purposes of the course will be flavored by the particular members of the staff teaching it in any given semester.

With the intent of encouraging the continuing academic cohesion of its doctoral students the department will sponsor a forum focusing on subjects drawn from each concentration and from the relationships among them. It will meet regularly during the academic year for the purpose of presenting and discussing new research by faculty, students, and invited specialists from off-campus.

Students will specialize geographically, either in European or United States history, thereby establishing realistic scholarly parameters within which to pursue either thematic concentration. Other geographic specializations may be considered in individual cases, however, depending on the interests of the student and the availability of qualified faculty. Each thematic concentration and geographic specialization will cover history from the early modern period to the present, but certain broad emphases (for example, the nineteenth-century United States) will be presumed for the purposes of eventual field examinations.

Doctoral students will be expected to demonstrate a reading proficiency in one language other than English by the end of their first year of graduate study, the choice of geographic specialization normally determining which foreign language is required. Candidates must demonstrate a reading proficiency in a second language other than English before they may advance to the dissertation. Any student may offer a proficiency in quantitative methods as the equivalent of a foreign language.

The general examination will consist of both written and oral components. A candidate will present a main field that combines one thematic concentration and one geographic specialization (for example, the history of the European state), as well as two minor fields, one located in a subfield of the other thematic concentration, the second drawn from a cognate discipline. Any student who does not complete the general examination satisfactorily will be allowed a second opportunity to pass it.

With his or her general examination completed the student has qualified as a doctoral candidate. Each will identify a dissertation topic in agreement with a faculty committee, the candidate playing a role in determining the membership of this committee. It will be chaired by a full-time member of the history department, who in most cases will already have become the student's principal advisor. It will include a minimum of two additional members, one of whom must be from the history department. It is deemed desirable that one member of the committee be drawn from the cognate discipline that the candidate prepared as a minor field for the general examination.

As the final step toward receiving the Ph.D. degree, each doctoral candidate will present a dissertation defense, consisting of a two-hour oral examination.

A typical program of studies might include the following:

- the 6-credit introductory colloquium
- 38-42 additional credits in History, including:
 - two research seminars within the major concentration;
 - reading seminars and other courses within the major concentration;
 - reading seminars and other courses within the minor subfield;
 - a teaching "practicum" for those aiming at academic careers or an internship for those aiming at careers in public policy.
- 12-16 credits of courses in a cognate discipline.

MEMORANDUM

TO: University Senate
FROM: *Graeme R. Newman*
Graeme R. Newman, Chair, Graduate Academic Council
DATE: 4 February 1991
SUBJECT: PROPOSED PH.D. PROGRAM IN HISTORY

Administration 239-240
Albany, New York
12222

At its meeting on January 30, 1991, the Graduate Academic Council voted to approve the introduction of a Ph.D. program in History. It is recommended to the University Senate for review and approval.

4236g

THEMATIC CONCENTRATIONS

I. THE STATE AND PUBLIC POLICY

The historical study of public policy addresses the evolution of the state in its broadest and narrowest contexts, including inter-state organizations and relationships, the nation state, and the state within the American federal union. Its curriculum embraces key developments among and within nations that have shaped the formulation and adoption of major policy decisions, both past and contemporary. The objective of this concentration is to develop in students the skills of the research scholar as well as those of the policymaker. Study in related disciplines, therefore, is of vital importance, and each student will be expected to complete a minor field in a relevant area of such a discipline. The interdisciplinary character of the program will be worked out by the student with his or her faculty advisor, and every effort will be made to incorporate this training into the dissertation.

A. INTERNATIONAL HISTORY

International History encompasses the study of national foreign policies and relations among states in all their aspects — political, economic, and cultural. Its approach is fundamentally empirical and concerned with change over time in contrast to the theoretical preoccupations of other disciplines. It imposes the prism of historical experience upon questions of decision-making in foreign policy and theoretical systematization in the field of international relations. A major purpose of this subfield is to help students acquire the expertise needed for careers in teaching, government service, or private agencies. Students will be required to prepare a minor field in either political science (e.g., international relations), or economics (e.g., international trade), or a language area (e.g., Slavic Studies, Latin American Studies, Asian Studies).

B. PUBLIC POLICY

Public Policy history emphasizes the use and application of historical reasoning and analysis in problems of governmental policymaking and implementation. Attention will be given to the historical and political context — ideals and ideologies, constituency pressures, and governmental institutions — in which problems have been defined, policies developed, and goals pursued. While students are expected to prepare a broad geographic field, a principal objective of the program is to develop policy-oriented skills. The curriculum includes traditional courses in history, special courses in historical reasoning and public policy, as well as instruction in a cognate discipline such as economics, political science, sociology and social welfare, law, public administration, or information science.

FACULTY: Professors Ballard, Birn, Dykstra, Frost, Gati, Hamm, Hoffmann, Jonas, Krosby, Solnick, Steen, Wesser, White, Wittner, and Zacek.

II. SOCIETY: WORK, GENDER, AND CULTURE

The historical study of society encompasses all aspects of human life, as they have changed through time, ranging from material conditions to flights of creative imagination. The three subfields represent ways of capturing and organizing that range in accordance with the particular interests of the history faculty. "Work" embraces the historical subjects of economic change; it examines the individual and collective lives led by peasants and courtiers, factory workers and entrepreneurs, consumers and artists. The application of the category "Gender" to the study of history subsumes the bifurcation of certain social processes on the basis of sex; its foci include domestic organization and the distinction between the private and the public, the transmission of cultures by way of childrearing, the evolution of female and male identities and their expression in social movements. "Culture" addresses cognitive systems, mentalities and aspirations which were shared in the past by particular entities, both popular and elite. These include racial and ethnic communities, religious movements, craft and political sodalities, economic classes, and demographic cohorts. "Culture" also encompasses the history of literature and the arts, both of which are studied within a social context in this thematic concentration.

A. WORK AND SOCIETY

The history of "work" — the word suggests the interplay of labor, technology, and capital — informs us about the ways in which people have created and recreated their material and cultural environments. As a field of concentration, "Work and Society" transcends a narrow focus on the history of manufacturing or industrial production; it embraces as its subjects the historical study of professions, markets, consumption behavior, service employment, household labor, class and class consciousness, and the individual and collective lives and cultures of those who organize production as well as those who carry it out.

B. GENDER AND SOCIETY

Historical studies of gender examine the different experience of women and men in the past, seeking to illuminate the ways in which different societies over time have constructed the categories "female" and "male." Historians are concerned with the distribution of economic, political, social, and religious power according to gender, and with female and male participation in past social, cultural and political movements.

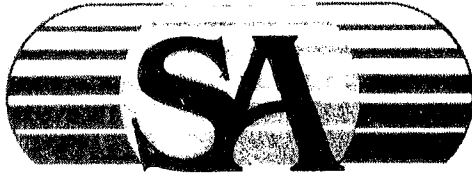
Distinct about the University at Albany's faculty in the history of gender is its expertise in a wide range of cultures and societies on five continents: Asia, Africa, Europe, and the Americas. Students, therefore, have a unique opportunity to understand the comparative histories of gender and nationality in advanced and developing societies.

C. CULTURE AND SOCIETY

Cultural historians employ a "top down" and "bottom up" approach and they work in fields for which separate disciplinary departments already exist, such

as literature, languages, philosophy, art, and anthropology. Their approach is necessarily interdisciplinary. The special distinction of the cultural historian is to grasp a cultural phenomenon within its historical context and to use that phenomenon as a document illuminating our understanding of the past. In the sphere of culture, the university has special strength in ethnic studies, literature and the arts, and ideologies and systems of thought.

FACULTY: Professors Ballard, Barker-Benfield, Berger, Bose, Carmack, Dudden, Dykstra, Frost, Hahner, Kim, Mazumdar, Monfasani, Roberts, Seidman, Steen, Wells, White, Zacek, and Zahavi.



Student Association Legislative Branch

State University of New York at Albany * Campus Center 116 * 1400 Washington Avenue * Albany, New York 12222

(518) 442-5640

Introduced by: Academic Affairs
February 13, 1991

Bill No. #9091-131 R
Passed Committee: Unanimous
Passed Council: Unanimous

- Whereas: Studying is a crucial part of academic achievement, and;
- Whereas: The University Library is an important aid in the students' academic life, both as a source of reference, as well as a place to study, and;
- Whereas: The extension of the library's hours during finals week has been much appreciated by students in the past, and;
- Whereas: The Student Association at SUNY Albany would like to thank those staff who helped make the extension of library hours possible, and;
- Whereas: Although this extension of hours was not implemented last semester (Fall 1990), students sorely missed this extra time, as studying is especially crucial during finals, therefore;
- Be it hereby resolved that: The SA at SUNY Albany acknowledges the above-mentioned efforts, and;
- Be it further resolved that: We ask the library staff for their well appreciated cooperation this semester, as well as in future semesters to follow, in once again implementing the extension of library hours during finals, and;
- Be it finally resolved that: Copies of this resolution be sent to: President Swygert, Dean Sung Bok Kim, Meredith Butler, Interim Executive Vice President Jean Gullahorn, University Senate and officers of SA.



Student Association Legislative Branch

State University of New York at Albany * Campus Center 116 * 1400 Washington Avenue * Albany, New York 12222

(518) 442-5640

Introduced by: Academic Affairs
February 13, 1991

Bill No. #9091-131 R
Passed Committee: Unanimous
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Whereas: Studying is a crucial part of academic achievement, and;

Whereas: The University Library is an important aid in the students' academic life, both as a source of reference, as well as a place to study, and;

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Be it finally resolved that: Copies of this resolution be sent to: President Swygert, Dean Sung Bok Kim, Meredith Butler, Interim Executive Vice President Jean Gullahorn, University Senate and officers of SA.

PLEASE NOTIFY YOUR EVENT PARTICIPANTS
OF THE FOLLOWING FIRE SAFETY INFORMATION

CC ASSEMBLY HALL

"Fire exits are located in each of the four (4) corners of this room. In the event of a fire, you will be notified by the sounding of the Building's fire gongs. If notified, please move in a calm and orderly fashion to the nearest exit. Thank you."

(Department of Campus Life)

Billing
<input type="checkbox"/> Food
<input type="checkbox"/> Housing
<input type="checkbox"/> Audio Visual
<input type="checkbox"/> Labor
<input type="checkbox"/> Other

STATE UNIVERSITY OF NEW YORK AT ALBANY
Campus Center

ACTION
Confirmed <input checked="" type="checkbox"/>
Denied <input type="checkbox"/>
Note _____
<u>9/18/90 by RSP</u>

RESERVATION REQUEST

90 MAR 31 PM 1:01

1. Describe Event Meeting Day Monday Date Feb. 25, April 8'91
 2. Approximate Number to Attend 150 Time of Reservation: From 2:30p To 5:30p
 3. EXACT Title or Theme of Event University Senate Meeting

Information Desk () Clipboard ()

4. Sponsoring Organization University Senate
 5. Name of Person Making Request Madelone Cicero Phone No. 5406

6. Name of Person Responsible for Event _____ Phone No. _____
 Title _____ Address _____

7. Bill to Ms. Cicero Address _____

8. Space Requested Assembly Hall Time of Event: From 3:30p To 5:00p

9. Room Arrangement Requested: () Auditorium () Discussion () Banquet () Lounge
 () Other (specify) _____ () See attached diagram

10. SPECIAL REQUIREMENTS:

- | | | | | |
|---|-------------------------------------|--|--|---|
| <input type="checkbox"/> Stage | <input type="checkbox"/> Blackboard | <input type="checkbox"/> Tape meeting | <input type="checkbox"/> Movie projector | <input checked="" type="checkbox"/> Speakers table(s) |
| <input type="checkbox"/> Chairs on stage | <input type="checkbox"/> Phonograph | <input type="checkbox"/> Tape recorder | <input type="checkbox"/> Overhead projector | <input type="checkbox"/> Registration table |
| <input type="checkbox"/> Lighting | <input type="checkbox"/> Coat racks | <input type="checkbox"/> Audio tape | <input type="checkbox"/> Slide projector | <input type="checkbox"/> Demonstration area |
| <input type="checkbox"/> Lectern | <input type="checkbox"/> Piano | <input type="checkbox"/> Portasound | <input type="checkbox"/> Screen (Size _____) | <input type="checkbox"/> Other _____ |
| <input checked="" type="checkbox"/> Lectern | <input type="checkbox"/> Flags | <input checked="" type="checkbox"/> P.A. | <input type="checkbox"/> Monitor | <input type="checkbox"/> Bulletin board |

Comments: Speaker's table for four with mike at sound lectern.
100 black chairs; then 50 red chairs - separate sections with 5-10 feet
space. Table for Food Service, table at door for hand-outs.

Cost Estimate: Maintenance _____ A.V. _____ Other _____

Source of Funds: St. Assoc. () State () Res. Found. () Private () Other _____

FOOD SERVICE Requested: _____ Guaranteed Count Due on (date) _____

Function _____ Location _____

Type of Service: () Table () Cafeteria () Mod. Cafe () Other _____

No. of People _____ Serving Time _____ Linen _____ Flowers _____

Head Table _____ No. _____ Menu Code/Price _____

Other Costs _____ Comments: _____

Order to follow.