



STATE UNIVERSITY OF NEW YORK AT ALBANY  
1400 Washington Avenue, Albany, N. Y. 12203

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MAR 11 1970  
OFFICE OF THE CHIEF  
SECRETARY - ALBANY

MEMORANDUM

To: University Senators  
From: Allan A. Kuusisto

The next meeting will be held on Monday, March 16,  
at 3:00 p. m. in the Assembly Room of the Campus Center.

1. Executive Committee Report
2. Reports of Senate Councils
3. Proposed amendments to by-laws  
by Jack Schwartz (Attached)
4. Any other business

3/11/70



STATE UNIVERSITY OF NEW YORK AT ALBANY

1400 Washington Avenue, Albany, N. Y. 12203

MEMORANDUM

To: University Senate  
From: Executive Committee  
Subject: Report For Meeting of Senate of March 16, 1970

For Information:

1. Chancellor Gould has responded to the letter sent to him by the Chairman of the Executive Committee concerning funds for the West Podium Extension. A copy of the Chancellor's letter is attached to this report. President Kuusisto reported to the Executive Committee at its last meeting that owing to our efforts, \$10 million has now been included in the 1970-71 Supplemental Budget request by Central Office for the West Podium extension.

2. The Executive Committee discussed the Resolution presented by Senator Kamp concerning the department of Rhetoric and Public Address. The committee felt that it lacked an adequate factual basis for any recommendation to the Senate and therefore referred the proposed resolution to the President with the request that he undertake an investigation of the matter and report back to the committee.

3. Upon the request of Robert A. Cooley, Executive Director of Faculty-Student Association, the Executive Committee has appointed Bruce Marsh, Professor of Physics, to be member of the Bookstore Advisory Board.

Respectfully submitted,

Alfred P. Finkelstein

3/11/70

STATE UNIVERSITY OF NEW YORK

THURLOW TERRACE

ALBANY, NEW YORK 12201

OFFICE OF THE CHANCELLOR

February 19, 1970

Dr. Alfred P. Finkelstein  
Department of Chemistry  
State University at Albany  
1400 Washington Avenue  
Albany, New York 12203

Dear Dr. Finkelstein:

Thank you for your letter on behalf of the Senate of the State University at Albany, which expresses the faculty's concern about the exclusion of construction funds for the West Podium extension from the State University's 1970-1971 capital budget.

As you may know, Dr. Kuusisto and others in the faculty and administration at Albany have brought to my attention the seriousness with which they view this problem. I am enclosing a copy of my December 5, 1969, letter to Dr. Kuusisto, explaining the circumstances in which the University finds itself.

In the past few weeks, the State University staff with the cooperation and assistance of the campus has been able to work out a reasonable phasing of this large and costly project. On the basis of this new approach, I believe that it now will be possible for me to recommend that the University Trustees request a supplemental budget appropriation of approximately \$10 million to enable construction of Phase I of this podium project to be initiated in the 1970-1971 fiscal year. If the Budget Office and the Legislature approve, then such a project would be among the large group from which State University will have to select priorities for construction. The extent to which we can commit 1970-1971 construction on all of our campuses will, of course, depend on the total of financial resources available to us in the year, a dollar figure not yet identified.

I appreciate having the understanding and continuing patience of the faculty and administration at Albany as we strive together to overcome our handicaps and accomplish our objectives.

Sincerely,

  
Samuel B. Gould

cc: Dr. Kuusisto

SENATE OF THE STATE UNIVERSITY  
AT ALBANY

Minutes of the Meeting of March 16, 1970

At the hour scheduled for the convening of the Senate, President Kuusisto read to the Senators and a sizeable gallery a formal statement on the events of the preceeding weekend and responded to numerous questions.

At 3:40 p. m. a quorum being present, Vice Chairman Finkelstein called the Senate to order. The minutes of the previous meeting were approved with noted corrections.

1. Senator Johnson's motion that the agenda be set aside so that he might present a special motion was approved unanimously. His motion was as follows:

"Due to the prevailing atmosphere of the University community and need for education and discussion at this time, we hereby propose that the University be 'opened up' Thursday and Friday of this week for the purpose of dialogue.

1. that normal classes be cancelled on these days to free people so that they may participate in the dialogue.
2. that all members of the University community be urged to participate in this dialogue."

The discussion was extended, though there was almost no opposition to the proposal, and focused on how structured the dialogue ought to be. The Senate approved a motion to allow Jeff Wasserman to speak on plans being made for the dialogue. The motion authorizing the dialogue was approved by voice vote.

1.1 A motion by Senator Neufeld that the Senate meet on Monday, March 23 to consider the outcome of the dialogue was held out of order at this point.

2. Report of the Undergraduate Academic Council

2.1 The Council's proposed regulation concerning the minimum rate of progress to be expected of students enrolled in the E, O, P. program was approved by a voice vote. Also approved was a policy statement on admission to the business education program.

2.2 The Council's proposal to waive the second year requirement of physical education for women was amended to include men and, as amended, was approved unanimously.

3. Report of the Student Affairs Council

3.1 On item I of the written report submitted by the Council the action of the Council was endorsed by a voice vote.

3.2 A motion to approve the action taken by the Council relative to the confidentiality of student records was approved without dissent after a brief discussion.

Senator Aceto suggested that when a Senate bill is referred to a Council for study and/or action, the Council should in most cases invite its originators to discuss the matter with them before coming to a decision.

3.3 The proposed modification of living arrangements in Melville-Steinmetz Halls was approved by a voice vote. Senator Chesin had called attention to the 7-5 vote on this matter in the Student Affairs Council as evidence of serious reservations on the part of some.

4. Personnel Policies Council

4.1 It was moved that the Senate approve as a resolution a circulated copy of an action at Binghamton calling for the adoption by SUNY of the salary schedule now in effect at CCNY.

4.2 Senator Stephenson offered an amendment which would extend the principle of parity with CCNY to teaching assistants and would abjur increases in faculty salaries until equitable adjustments for teaching assistants had been achieved. There was an extended discussion of the disparity in compensation between teaching and research assistants at SUNY Albany and other institutions. A corrective amendment added "teaching fellows" wherever the word "graduate assistant" was used.

Senator Cobane's motion that the matter be referred back to the Personnel Policies Council for the formulation of a more carefully worded statement for future Senate consideration was approved by a voice vote.

5. Report of Council on Research

5.1 The Council's report on the status of "classified" or war-related research stimulated a number of questions. "Will the Senate be notified if the Trustees approve the conduct of some classified research?" "Will the Council on Research consider objectionable sources of research funds as well as whether or not the research proposed will be "classified?" "

6. Library Council Report

The Council's written report prompted an observation concerning the Council's repeated delays in acting upon matters before it. This report, it was said, seems to repeat what was said in previous reports.

7. Proposed amendments to By-Laws

When the Chairman called for consideration of item 3 on the meeting agenda, Senator Schwartz announced that he wished to withdraw his proposal.

8. Other business

8.1 Senator Deuel presented a written statement relating to a poll conducted by the Ad Hoc Faculty and Staff Committee on Senatorial Authority. He pointed out that more than an absolute majority of the faculty has approved an affirmation that "any action by the Senate beyond the governance requirements of the University cannot be considered representative of the entire University faculty."

8.2 He then moved "that the Executive Committee prepare and present to the Senate for its consideration a statement of affirmation with respect to already existing rules of procedure (Article I, Sec. 3, of the Faculty By-Laws) which limit the Senate's jurisdiction and its agenda to matters pertaining to the academic governance of this University." At the suggestion of another Senator, the mover agreed to drop the word "academic" from the last phrase of his motion.

There was a brief discussion in which it was asserted that the Senate in passing the anti-Vietnam War resolution had not purported to represent anyone other than itself and had not acted as a "political arm" of the University.

9. Discussion of the motion was interrupted when the absence of a quorum was noted by a member of the Senate and confirmed by the Chairman after a count of the number of Senators present. The Chair announced that it would entertain a motion for the fixing of the time of the next meeting of the Senate.

10. A motion was made that the Senate adjourn until 1 p.m. Monday, March 23 and to take up at that time the recommendations developed in the course of the Thursday-Friday dialogue earlier authorized. This meeting time was objected to on the ground that it would not allow sufficient time for the preparation of documents for the Senate's consideration. The motion to adjourn was amended to provide that the Senate would next meet on Wednesday, March 25 at 1 p.m. and that the Executive Committee meet on Monday the 23rd to review the results of the dialogue and to prepare materials for the Senate's meeting. This amended motion was approved by acclamation. The Senate adjourned at 5:25 p.m.

Respectfully submitted,

Virgil B. Zimmermann, Secretary

4/9/70  
VBS/sla

UNDERGRADUATE ACADEMIC COUNCIL  
For the Period February 4 - March 3, 1970

For Action:

The minimum rate of progress for students in the Educational Opportunities Program was defined as:

- "(a) At least nine hours of "S" must be earned during the first semester of study if only developmental courses are taken;
- "(b) At least nine hours of "S" in credit courses must be earned during the first two semesters (and one summer session, if desired) of study in which credit courses are taken. A student may have one semester in which he takes only developmental courses; during the next two consecutive semesters the nine hours "S" must be earned;
- "(c) At least 18 credit-hours of "S" must be earned within three semesters of beginning credit courses;
- "(d) At least 40 credit-hours of "S" must be earned within five semesters of beginning credit courses;
- "(e) At least 60 credit-hours of "S" must be earned within six semesters (plus a summer session, if desired) of beginning credit courses."

However, progress toward a degree is actually expected to go at the rate of 20 credits during the first year, and an average of 12 credits per semester for the next two years.

The Council approved a request from Dr. Edith Cobane, chairman, Women's Physical Education, to waive the requirement of the second year of physical education for the women in the class of 1973.

The Council approved a policy statement on admission to the Business Education Program:

1. Admission of a SUNY student at Albany:
  - a. Expected to have completed a substantial portion of the general requirements.
  - b. Expected to have started his study in business with appropriate lower division courses, especially in the areas of accounting and administrative services.
2. Admission of a two-year college student:
  - a. Generally limited to a maximum of 64 hours of transfer credit in courses appropriate to the teacher-education program.



- b. At least 30 hours of transfer course work toward the general requirements is desirable, including English composition; literature; speech; mathematics, 3 hours; laboratory science, 3 hours; and economics, 0 to 6 hours.
- c. Deficiencies in high school preparation in subjects such as science and mathematics should be made up at the two-year college.
- d. Lower division courses in business appropriate to teacher education programs should be completed at the two-year college in subjects such as administrative services, accounting, business statistics, data processing or computer science, finance, law, marketing and retailing.
- e. Study in professional education should be deferred to the upper division level, i. e. Practice Teaching, Methods, and Educational Foundations.

For Information:

Numerous suggestions were made in a discussion with Phil Cantor, representing CURE, with regard to a proposed opinion poll dealing with the elimination of all undergraduate requirements. No action was taken.

Discussion was held regarding two proposed courses, Uni 300 and Uni 301, which would allow greater flexibility in independent study and in offering innovative courses. The proposal was accepted in principle. Vice President O'Reilly felt that a University course could not be offered; the Honors and Independent Study Committee is therefore seeking to implement such courses through those Colleges and Schools that offer undergraduate programs.

Should a group, rather than individual students, ask for credit in an innovative academic activity, the appropriate steps for consideration of the petition should be:

- (1) the Curriculum Committee of the Undergraduate Academic Council,
- (2) the Undergraduate Academic Council,
- (3) the Dean whose curriculum is most pertinent to the proposed group project as determined by the U.A.C., and
- (4) the Curriculum Committee of that school.

Once again the S-U grading system was discussed with particular reference to the choice of symbols to be used. It was felt that any advantage gained by switching to a symbol other than U would be minimal, certainly not sufficient to offset the extra confusion that would result. The Council therefore, recommends that the proposal stand as presented to the Senate on December 15, 1969 and distributed in booklet form on December 30, 1969 by the Office of Vice President for Academic Affairs. A review of the system as a whole will be undertaken this Spring by the Academic Standing Committee and in greater depth by the Spring of 1971. Other groups, such as a pro-seminar in Sociology, may also undertake studies of the S-U system.

Requests for permission to evaluate a Fall semester, 1970, course on S-U basis should be given to the Academic Standing Committee by March 25, 1970.

Respectfully submitted,

John N. Aronson, Chairman

GRADUATE ACADEMIC COUNCIL

For the Period February 1 - 28, 1970

For Information:

The Council had two regular meetings during this period.

1. The Council appointed Mr. Dennis DeLong, a student member of the Council, to the Committee on Review of Graduate Programs.
2. The Council requested the Department of History and Systematics of Science to submit for consideration a graduate program leading to M. A. and Ph.D. degrees in the History of Science to be substituted for the Department's current proposal in History and Systematics of Science.
3. The Dean of Graduate Studies reported to the Council an invitation from the Carnegie Foundation to submit a proposal for a grant from the Foundation to support a project in 1970-71 for the planning and development at Albany of programs in the arts and sciences designed specifically to prepare teachers for two-year and four-year colleges and which would lead to a new degree of Doctor of Arts. The Council approved in principle the development at this University of graduate programs leading to the degree of Doctor of Arts.
4. The Committee on Educational Policies and Procedures reported the results of its review of the University foreign language requirement for the Ph.D. and of procedures associated with meeting the requirement and presented a series of recommendations. After discussion, the Council voted to rescind the University requirement that each candidate for the Ph.D. demonstrate a competence in at least one appropriate foreign language and, instead, to require each candidate for the Ph.D. to demonstrate through examination a reading knowledge of at least one foreign language and/or demonstrate competence in another appropriate research tool, depending on the program. The new policy becomes effective June 15, 1970. The full statement will be attached to the next report to the Senate after distribution has been made to the colleges, schools, and departments concerned along with necessary explanatory material.
5. The Council, on recommendation of the Committee on Curriculum and Instruction, voted to approve and recommend to the Senate a graduate program in Italian leading to the degree of Master of Arts to be offered by the College of Arts and Sciences in collaboration with Harpur College of SUNY-Binghamton. The Council also voted to authorize students in the Italian program to complete a substantial portion of the program in approved study at the University of Rome instead of Binghamton. A statement of the program and the inter-institutional arrangements needed to implement it will be presented to the Senate for action in April.

STATE UNIVERSITY OF NEW YORK AT ALBANY  
ALBANY, NEW YORK 12203

M E M O R A N D U M

TO: University Senate  
FROM: Student Affairs Council  
DATE: March 11, 1970

The Student Affairs Council, meeting on March 6, 1970, took action on three proposals which will be presented to the University Senate meeting on March 16, 1970.

The Student Affairs Council had been asked to consider two proposals brought before the University Senate at the meeting on February 16, 1970. These two proposals were discussed and acted upon as follows:

- I. Statement of Proposal by Jack L. Schwartz: If requested by ten members of the University community, any individual on campus for the purpose of recruitment shall be subject to a public hearing on campus, to answer questions pertaining to his intent and purposes. If after said hearing, ten members of the University community are not satisfied with the recruiter's purposes, his privilege of campus recruitment shall be decided by vote of this body (University Senate--SUNYA).

Action taken: The Student Affairs Council voted unanimously to reject the proposal and to continue the current policy in regard to recruitment.

Rationale for action:

1. The present policy is clearly stated and has been affirmed and reaffirmed by the Central Council, Student Affairs Council, University Senate and the University Council.
2. A similar proposal was presented to the Senate in February, 1969, and was voted down after the results of the student referendum were reported. Open recruitment was reaffirmed.
3. The College Placement Council (a national organization) adopted a statement supporting a policy of open recruitment. The reciprocal placement agreement might be jeopardized by a change in policy.
4. The present economic situation with difficult job placement opportunities for college graduates makes it even more important to keep all avenues of possible employment open to students.
5. A letter from Chancellor Samuel Gould supported a policy of open recruitment on all SUNY units.

- II. Statement of Proposal by Jack L. Schwartz and John Reilly: To protect the individual rights and liberty of the students at SUNY at Albany, the Senate rules that all personal records are to be made totally confidential, closed to all except by written or personal request by the student. All of these records (academic, disciplinary, medical, etc.) are to be open to the individual student.

Action taken: The following motion was carried by unanimous consent: "Whereas the State University of New York at Albany has complied and does comply with the NASPA resolution of April 15, 1969, on Confidentiality of Student Records and whereas SUNYA has apparently never formally adopted these regulations, the Student Affairs Council recommends that the University Senate adopt the NASPA resolution April 15, 1969, on Confidentiality of Student Records as SUNYA policy." The Proposal Number II was rejected by unanimous consent.

Rationale for action:

1. The Joint Statement on Rights and Freedoms of Students, the section on records (see attached), and the National Association of Student Personnel Administrators resolution on Confidentiality of Student Records (see attached) have been used as guidelines.
  2. The attached chart indicates current procedure in the keeping of student records for the areas of Student Affairs Office, Student Health Service, Counseling Service, Registrar, Financial Aids and Placement.
- III. Statement of Melville-Steinmetz Proposal for Coeducational Living: The residents and staff of Melville and Steinmetz Halls propose the creation of sanctioned coeducational housing. Melville and Steinmetz Halls are in effect one structural unit, built end-to-end with interconnecting corridors. Rather than have these halls treated as two separate units as is currently done administratively (Melville-female; Steinmetz-male), we believe that Melville-Steinmetz should be viewed as one coeducational unit for housing and programming purposes.

A major responsibility of the present-day university is to give the student a meaningful education. In order to accomplish this goal, education and interaction cannot be limited to the classroom and the academic podium; it must be carried on in the residence halls. In order to make the interaction as meaningful as possible, it is necessary that it be carried on among members of both sexes. (See attached additional material.)

Rationale for action: The Committee on Student Residences presented this proposal to the Student Affairs Council on January 8, 1970. The professional Residence staff, the students of Melville-Steinmetz Halls and the Committee on Student Residences supported the proposal. The Student Affairs Council devoted three meetings to discussion of this proposal. At a meeting on March 6, 1970, the Student Affairs Council voted 7-5 to support the Melville-Steinmetz proposal.

## JOINT STATEMENT ON RIGHTS AND FREEDOMS OF STUDENTS

### III. Student Records

Institutions should have a carefully considered policy as to the information which should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement. Transcripts of academic records should contain only information about academic status. Information from disciplinary or counseling files should not be available to unauthorized persons on campus, or to any person off campus without the express consent of the student involved except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or beliefs of students. Provision should also be made for periodic routine destruction of non-current disciplinary records. Administrative staff and faculty members should respect confidential information about students which they acquire in the course of their work.

NATIONAL ASSOCIATION OF STUDENT PERSONNEL  
ADMINISTRATORS' RESOLUTION ON  
CONFIDENTIALITY OF STUDENT RECORDS

(Adopted April 15, 1969)

WHEREAS NASPA recognizes that higher education's central role is to provide learning experiences that will afford opportunities for intellectual, and personal growth of the student as well as opportunities for research, and

WHEREAS NASPA acknowledges that the student's education and development is better served when confidential information about him is not made available to persons other than those who have a legitimate responsibility for his personal welfare, and

WHEREAS NASPA recognizes that the maintenance of student records is sound educational practice provided that the purposes of such record keeping are to assist in the development of the student or to provide research opportunities, and

WHEREAS NASPA believes that educational institutions should employ the concepts herein to develop policies concerning the limits of confidentiality, it is recognized that such policies must be flexible enough to permit individual professional judgement,

HEREFORE, be it resolved that the National Association of Student Personnel Administrators endorses the following statement and recommends the following guidelines concerning the confidentiality of student records:

As custodians of student records, colleges and universities assume an implicit and justifiable trust. This trust involves a recognition that student records, both academic and personal, are confidential to the student and the institution. Accordingly, institutions should exercise extreme care and concern in recording and disseminating information about students; and student records should be released only to appropriate college or university authorities within the institution, except where the student or graduate has given his formal consent or where the safety of the student and others and/or property is endangered. In instances where demands for information as to a student's personal record, his beliefs, or associations challenge the principle of confidentiality, NASPA believes that the institution is obligated to prepare every legal basis for resistance.

NASPA recognizes and supports the need for educational institutions to make available information

about students for research purposes. In releasing original data for search the institution should take due care to protect the identity of the student. Whenever the limits of confidentiality are in question the institution should obtain the formal consent of the student prior to using information about him for research purposes. Before submitting information from student records to the researcher the institution should be assured that the research agency will follow acceptable standards of confidentiality.

- NASPA further urges that any educational institution which maintains membership lists for research or intra-institutional purposes should adopt the concept of confidentiality, based on the principles of freedom of association and the rights of privacy, as stated in this resolution and resist to the fullest any demand for such information. If the educational institution is not willing to exercise legal, as well as ethical, resistance to outside disclosures or to the subpoena process, NASPA strongly recommends that no records indicating political beliefs or actions be maintained.
- NASPA encourages its member institutions to develop and implement specific policies based on this statement and the accompanying guidelines and consistent with the Joint Statement on Student Rights and Freedom of Students.

#### GUIDELINES

- NASPA believes that disciplinary records are for intramural use and as such should not be made available to persons outside the institution except on formal request of the student involved. Disciplinary records should not be forwarded on transcripts unless the disciplinary action relates to the student's eligibility for re-enrollment into the institution.<sup>1</sup> Intra-institutional use should be restricted to the professional student personnel administrator, who may interpret the meaning of notations to other officials in the institution when necessary to the discharge of their official duties.
- NASPA believes that information from student records should not be sent to prospective employers in the private or public sector or other educational institutions without the formal consent of the student involved. Written reports for prospective employers and educational institutions should be made only by a professional staff member, and information of a derogatory nature should be handled with extreme care.
- NASPA recognizes the responsibility of colleges and universities to be responsive to bonafide governmental inquiries when national security or the safety

of individuals is at issue. However, when requests of this nature are received and the student's consent cannot be obtained, the institution should release only the information necessary to fulfill its legal obligation.

- NASPA recommends that information relative to the academic achievement of students be released to college or university intramural committees which are considering students for honors, awards, or scholarships.
- NASPA recognizes that certain information which appears in student directories and similar publications is usually available to the general public. Accordingly, such information may be released without formal consent of the student concerned.
- NASPA recommends that colleges and universities make a periodic evaluation of information placed in student personnel records and that only information related to a specific purpose of the educational institution be collected and maintained. It is recommended that a definite time limit be specified for maintenance of records beyond a student's graduation or after a nongraduate withdraws from the institution. In the interest of research, provisions may be made for the organization and classification of information in records that are to be destroyed.
- NASPA believes that where a request for confidential information concerning a student has been made and the student has formally consented to the release of that information, the college or university is obligated to respond to the inquiring agency. It is assumed that educational institutions will respond accurately to such requests, and in a manner which is in keeping with the statements and guidelines of this resolution.

Prepared by Division for Professional Development and Standards

Director, Dr. John L. Blackburn

Division members, Dr. A. T. Brugger, Dr. Arthur Casebeer, Dr. Donald Robinson, Dr. Neal Berte, and Dr. Max Wise

Special assistant to the Division on Statement of Confidentiality of Student Records, Mr. Ed Florey

Adopted by NASPA at Annual Conference April 15, 1969

<sup>1</sup>Joint Statement on Rights and Freedom of Students adopted by NASPA April 2, 1968. Interpretations 1. That the provision in Section III regarding Student Records that "transcripts of academic records should contain only information about academic status" is to be interpreted to permit the recording of any institutional action which affects a student's eligibility to re-register at the institution (e.g., suspension or expulsion for academic or disciplinary reasons).

<u>OFFICE</u>	<u>RECORD</u>	<u>POLICY</u>	<u>COMMENTS</u>
Registrar	Student Folder: -Admissions information -Copies of correspondence -Academic information	-Access by university officials -Student access to academic information -Academic information transmitted upon request of student. -No confidential information placed in student folder.	-Files are inactive after graduation or withdrawal. -Destroyed after 30 years. -Policy consistent with "Retention of Records" policy of American Assoc. of Collegiate Registrars and Admission Officers
Counseling Center	Counseling and Testing Information: psychological, vocational, etc.	-Confidential Records: access by Counseling staff only. -Students have access to Counseling records. -Counseling information transmitted upon request of student.	-Individual records destroyed after graduation. -Policy consistent with statements of National Board of Counseling Services and American Psychological Assoc.
Student Health Service	Medical and Psychiatric Records	-Confidential Records: Access by medical staff only. -Student may discuss medical history with physician. -Medical information transmitted upon request of student.	-Policy consistent with general medical practices and with practices approved by Joint Commission on Accreditation of Hospitals.
Student Affairs	Student Conduct	-Confidential Records: Access by Student Affairs staff only. -Students have access to disciplinary records. -Conduct information transmitted upon request of student	-Student conduct records are active for four years; inactive for four years; then destroyed. -Policies consistent with "Joint Statement on Rights and Freedoms of Students" and



<u>OFFICE</u>	<u>RECORD</u>	<u>POLICY</u>	<u>COMMENTS</u>
			<p>NASPA statement on "Confidentiality of Student Records"</p>
<p>Financial Aids</p>	<p>Family and personal financial information</p>	<ul style="list-style-type: none"> <li>-Confidential records: Access by Financial Aids staff only.</li> <li>-Students have access to financial information.</li> <li>-Financial information transmitted upon request of student.</li> </ul>	<ul style="list-style-type: none"> <li>-Records are inactive after three years.</li> <li>-Micro-filming to be instituted in near future.</li> </ul>
<p>Placement</p>	<p>Personal information and recommendations</p>	<ul style="list-style-type: none"> <li>-Access by Placement staff only.</li> <li>-Student access to record, except recommendations.</li> <li>-Placement record forwarded to employers on student request.</li> </ul>	<ul style="list-style-type: none"> <li>-Records active for 10 years; inactive for 20 years; destroyed after 30 years, per SUNY Records Management Procedures.</li> <li>-Practices consistent with ethical principles of College Placement Council.</li> </ul>

## MELVILLE-STEINMETZ PROPOSAL FOR CO-EDUCATIONAL LIVING

### I. Proposal:

The residents and staff of Melville and Steinmetz Halls propose the creation of sanctioned co-educational housing. Melville and Steinmetz Halls are in effect one structural unit, built end-to-end with interconnecting corridors (see chart attached). Rather than have these halls treated as two separate units as is currently done administratively (Melville=female; Steinmetz=male), we believe that Melville-Steinmetz should be viewed as one co-educational unit for housing and programming purposes.

A major responsibility of the present-day university is to give the student a meaningful education. In order to accomplish this goal, education and interaction cannot be limited to the classroom and the academic podium; it must be carried on in the residence halls. In order to make the interaction as meaningful as possible, it is necessary that it be carried on among members of both sexes.

### II. Definition:

1. Adjacent suites may be occupied respectively by male and female students. Suites will continue to be occupied only by members of the same sex. We want to make it clear that by "coed" we do not mean "cohabitation."

2. The acceptance of this proposal does not mandate the creation of adjacent suites occupied by members of the opposite sexes; it simply makes this alternative possible. This will maximize choice while allowing non-involvement on the part of those students who do not want to live in a coed situation but want to remain in Melville-Steinmetz to participate in other aspects of the program.

### III. Objectives:

1. To provide an atmosphere in which men and women will be able to establish more meaningful relationships by breaking down communication barriers that exist because of unfamiliarity.

2. To give the male and female residents the ability to learn more about each other and the sex-roles each plays, and thus view sexuality in a more mature and honest manner.

3. To enable individual students to learn more about themselves through contact with other individuals--individuals of both sexes.

### IV. Rationale:

We view this proposal as a logical and reasonable progression from past university policy. Various modified co-educational residence programs existed in Brubacher (1967-68) and Melville-Steinmetz (1968-69) and currently exists in Alden-Waterbury.

Staff opinion of the Brubacher program indicated "an increase in sibling attitude toward members of the opposite sex, in spontaneous programming, and in the level of responsibility, tolerance, and sensitivity to others". Their conclusion was that this type of program should be continued.

1968-69 brought the first stages of the Melville-Steinmetz program ("Becoming"). This differed from the Brubacher experience in that staff members of Melville-Steinmetz were intentionally chosen for this assignment, students were not freshmen and the program was not planned and executed entirely by staff but rather by students and staff working together. "Becoming" concentrated on inter- and intra-personal awareness and communication.

This year the Melville-Steinmetz program is a direct continuation of last year's program. Previous programs have been based on a "two halls within one" physical set-up. What we are now advocating is increased freedom of choice.

The following excerpts indicate previous support and concern within the University community for the concepts on which this proposal is partially based:

1. Part VII (Residences) of the 1969-70 edition of Student Guidelines (p. 33) states:

"...Group living offers a significant contribution to the total educational development of each student as he learns from individuals of varied backgrounds and experiences. Harmonious living, broadened horizons, and increased human understanding are all desired results of the residence experience. The challenge accepted by the residence staff is to develop an atmosphere which stimulates growth, encourages individual responsibility in decision making and judgement formulation, and provides for acceptance of others as persons of worth to whom the individual has something to give and from whom he can gain... Individual responsibility and initiative are essential characteristics of communal living."

2. The LAAC Policy on Responsibility (October 3, 1968) states:

"...Our job is to acquaint the students with their responsibilities and freedoms through education, not shelter them from these ideals. This education should lead to two things - a stimulation of one's intellectual appetite and a search for human values..."

...The students at this University are entitled to what no one has given them. They are entitled to the assumption of responsibility beyond the academic, and the opportunity to receive an education in life and living, which comes by living."

3. The 1969 Room Visitation Policy changes, as approved by students and staff of this institution, states:

"It is proposed that the Residence Guests section be changed in order to:

...2. give individuals and groups the opportunity to make decisions regarding policies affecting their living environment. This would provide for an increased degree of freedom in the governance of the group living experience which would allow greater opportunity for individual students to learn to accept responsibility within that environment."

V. Participation:

We recommend a hall selection policy as follows:

1. Present residents will still be given top priority but in order to provide maximum opportunity for participation, we believe that Seniors should be given top priority to move into the hall to fill vacancies. Sophomores should be given the next priority followed by Juniors. As close to an even balance of males and females as possible should be maintained within this new priority system.

2. To provide for the greatest possible cross-section of students, we recommend that no organization be assigned for "group housing" in Melville-Steinmetz.

3. If at all possible, Freshmen and Transfer students should not be assigned arbitrarily to Melville-Steinmetz. No student should be denied the right to express his/her preference for living arrangement.

VI. Time Schedule:

1. Our intention is that this plan be implemented on February 2, 1970.

2. It is important to note that we do not view this proposal as a utopian answer to university residence in general. However, those students who desire a co-educational residence experience should be granted the opportunity. We can therefore envision three possibilities for 1970-71 and the years to follow:

a. Melville-Steinmetz will continue to be a co-educational unit with no need for expansion.

b. More students than could possibly live in Melville-Steinmetz will desire a co-educational experience, and the Office of Residences would therefore need to designate additional co-educational units.

~~c. Students' interest in co-educational living will wane and the need for a co-educational unit will not exist.~~

We feel that the Residence Staff should be granted the flexibility necessary to deal with all three alternatives.

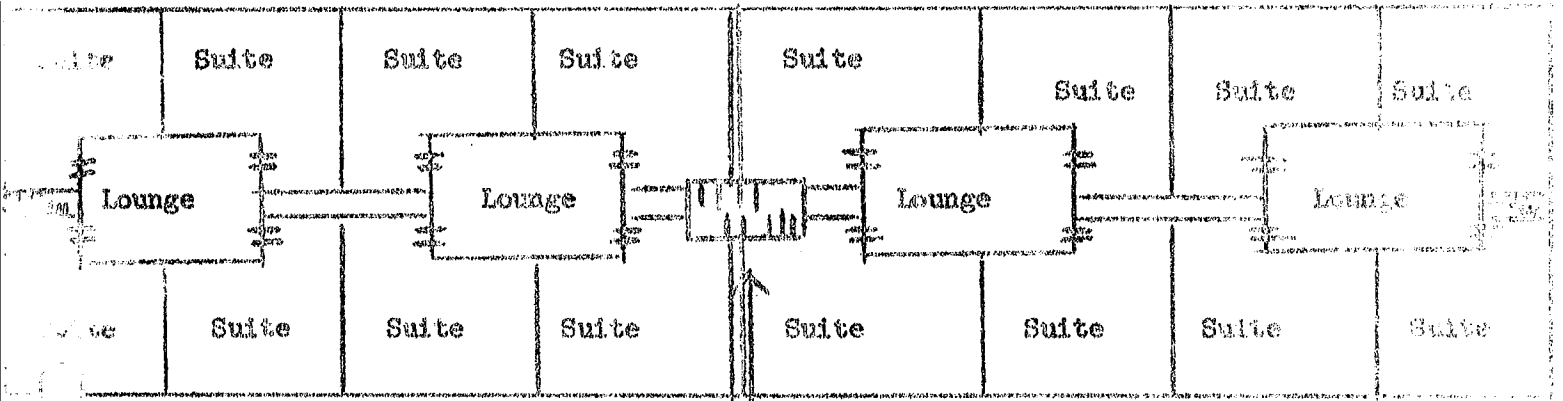
VII. Conclusion:

We anticipate the events of this year will serve as a learning experience; a learning experience for those living in Melville-Steinmetz and for the entire University community as well.

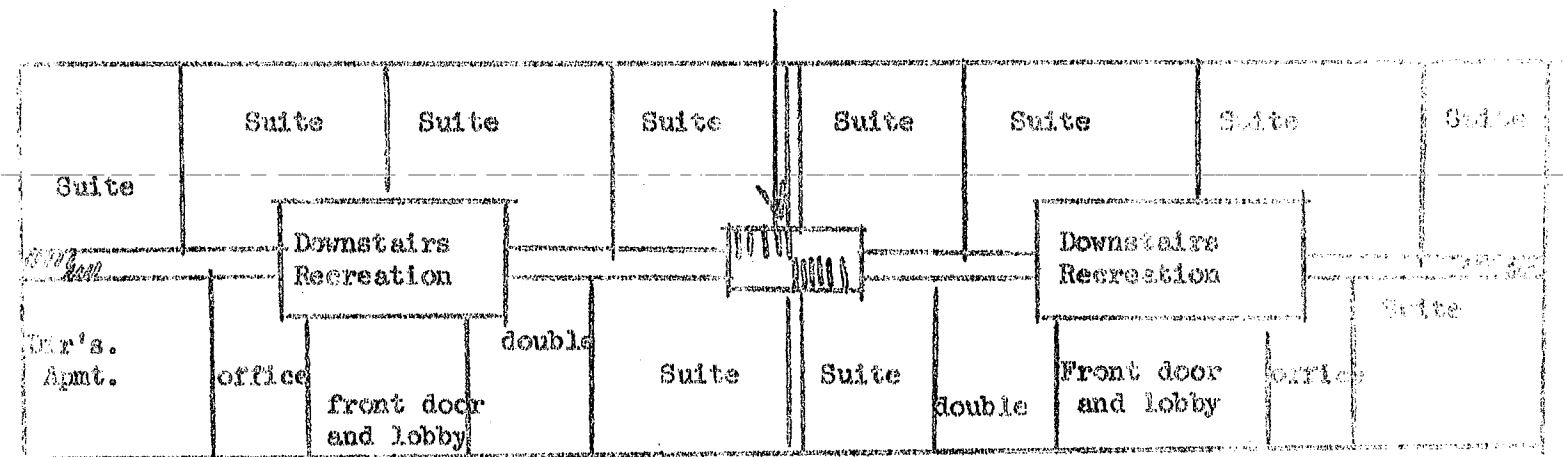
This proposal was written to give the individual the greatest possible freedom in selecting his living environment. It is the next logical step in allowing each student at State University of New York at Albany to become all he is capable of becoming.

MELVILLE - STEINMETZ

Second and Third Floors



Common stairwell  
between both buildings



First Floor

## REPORT OF THE PERSONNEL POLICIES COUNCIL

March 1970

### For Information

- 1) The sub-committee on economic and professional welfare of faculty has prepared a report on discrimination in retirement plans. This report is appended. The study group that collected this data under the direction of Robert Pettengill is now looking into discrimination in death benefits.

A study group of the sub-committee on economic and professional welfare, under direction of Zachariah Mathew, has gathered data on sabbatical leaves and will present an informational report shortly. The study group on salary and work load inequities, under direction of Myron Taylor, is also gathering information for report.

The sub-committee will forward specific recommendations, through the Personnel Policies Council, by May or before.

- 2) The sub-committee on parking policies and traffic control has released the list of personnel who have been approved for special parking privileges in lot #3. This list is appended.

The sub-committee considered Senator Villano's resolution calling for a first-come first-served parking policy in quad parking lots and rejected the resolution. The council concurred, but recommended that Mr. Villano meet with the sub-committee in order to present his rationale since it has broad implications.

- 3) The sub-committee on social and charitable concerns has been reorganized. The chairman, Patricia Buchalter, has had to resign, and, on her recommendation, the council designated a steering committee to replace her. The members are Ken Blaisdell (liaison), Fred Cook, Dennis Elkin.
- 4) The sub-committee for preparation of the faculty handbook is very much in need of an individual to take charge of the project. Some able help is available, but a chairman is necessary, and the Council will happily receive suggestions and volunteers.

### For Action

- 1) The sub-committee on economic and professional welfare has considered a resolution forwarded by the senate at Brockport relating to salary parity for SUNY institutions and the City University of New York. The sub-committee endorsed the resolution, the Personnel Policies Council acted favorably and now asks the SUNYA Senate to endorse the resolution as appended, and forward it to C. Stuart Dube, Chairman of Senate, SUC Brockport.

Submitted by

John M. Reilly,  
Chairman

Appendix I

DISCRIMINATION IN RETIREMENT PLANS

Faculty and other university employees may now retire under one of three retirement plans: TIAA-CREF, Employee Retirement System (ERS), and Teachers' Retirement System (TRS). The present subcommittee was asked to investigate possible differences and inequities among them.

Comparisons are difficult, but with the help of Mr. Henry Mau, Assistant Dean for Academic Personnel, the following figures were assembled. They relate to the benefits that would have been received by an employee who retired in Sept. 1969 at age 65 after having worked for the University for 25 years during which time his pay rose from \$6,000 to \$18,000. The following table shows the differences in monthly retirement benefits and the "tax" presently upon the university payroll, for each of the plans.

<u>Program</u>	<u>Monthly Benefits</u>	<u>Payroll "tax"</u>
TIAA-CREF	\$ 529.	12.6 %
TRS	581.	20.8 %
ERS	730.	16.5 %

Mr. Mau estimates that there are approximately 500 employees covered by each of the first two programs and 50 by the third.

Back in 1964 when the Optional Retirement Plan (TIAA-CREF) was under consideration the experts giving advice to the University said that the three programs were comparable in costs and benefit. But since then changes have been made as the result of pressures on the State Legislature by the CSEA and the NYSTF. The ERS people of long service have been particularly favored by a step provision which puts those with 25 years of service substantially above those with 20-24 years. To be specific, a man retiring last year with only 24 years service would have received only \$580 per month instead of \$730. There is no such step boost for TIAA-CREF or TRS people. For them the difference would be only 3-4%, not the 20% of ERS.

A further effect of strong pressure groups was the increase in 1968 and 1969 of the retirement benefits paid to those who had retired in earlier years under less generous provisions than the benefit scale recently established for future retirees. Some of these retroactive increases were as high as 100%. Since payments on this level had not been funded previously, the "tax" on current payrolls had to be increased to finance the higher benefits for both the current and the prior retirees. The large numbers of annuitants involved under TRS account for its "tax" having been increased more than that for ERS. But no similar increase was voted to support a higher retirement benefit level for the 500 TIAA-CREF professionals, either currently retiring persons or past retirees. This seems a serious inequity.

Though some may try to argue that the TIAA-CREF people have special advantages, such as payments vested in individual accounts and a partial inflation hedge thru CREF, these features must have been weighed in the balance in 1964 when the three plans were called comparable in cost and benefit. If equivalent at that time, then surely not equivalent today. It seems likely that only their failure to know that they are discriminated against keeps them silent.

## Appendix II

The following personnel have been approved for special parking privileges in lot #3.

Dr. Kuusisto	AD 249	President
Dr. O'Reilly	AD 201	VP for Academic Affairs
Dr. Droessler	AD 231	VP for Research
Dr. Thorne	AD 125	VP for Student Affairs
Dr. Olson	AD 326	VP for Mgmt. & Planning
Dean Perlmutter	SS 112	College of Arts & Sciences
Dean Haynes	BA 313	School of Business
Dean Myren (2 cards)	PC 114	School of Criminal Justice
Dean Gardner	ED 212	School of Education
Dean Verschoor (2 cards)	AD 240	College of General Studies
Dean Farley	ULB 91	School of Library Science
Dean Major (3 cards)	BA 108	School of Nursing
Dr. Geiss	BA 108	" "
Miss Kane	BA 108	" "
Dean Tickner (3 cards)	SL 105	GSPA
Dean Morris	AD 218	University College
Dean Rooney (2 cards)	PC 116	School of Social Welfare
Dean Flinton (2 cards)	AD 225	Graduate Studies
Dean Deeringer		Academic Dean
Miss Hastings (2 cards)	UL 123	Librarian
Dr. Miwa	AD 202	Asst. VP for Academic Affairs
Mr. Stierer	AD 332	Asst. VP for Mgmt & Planning
Dr. Chesin	AD 128	Asst VP for Student Affairs
Dean Mathews	AD 345	Personnel Administration
Mr. D. Smith	AD 329	Institutional Research
Dr. Reilly	CS 24	Computing Center
Dr. Rowe	LC 31 A	Instructional Resources Center
Dr. Martin	AD 344	Summer Sessions
Assoc. Dean Colman	SS 110	Humanities
Assoc. Dean Frisch	SS 109	Science & Mathematics
Assoc. Dean Wheeler	SS 338	Social Sciences
Mrs. Lois Gregg	AD 127	Student Affairs
Miss Edsall	AD 339	Residence
Mr. Lucarelli	BA 20	Sponsored Funds
Dr. John Tucker	BA 115	Counseling
Mrs. E. Friedman	AD 336B	Alumni
D. Whitlock	BA 111	Financial Aids
Garry Petre	AD 337	Residence
J. Utermark	AD 334	Purchasing
J. Hartigan	AD 341	Budget
J. Haggarty	AD 335	Purchasing



Dr. Schick	AD 245	Asst. to President
Mr. Seymour	AD 244	" "
Dr. Spellman	PC 216	Afro-American Studies
Mr. VanDyck (2 cards)	AD 233	Community Relations
Dr. Carrino	D 145	Inter-American Studies
Mr. R. Cooley (2 cards)	D 203	FSA
Barbara Gregg	AD 322	Payroll
Marie Haggerty	AD 335	Purchasing
Florence Strobe	AD B 21	Print Shop

University Council Members

J. Vanderbilt Straub  
Hinman, Straub, Pigors & Manning  
90 State Street  
Albany, N. Y. 12207

Mr. Harry O. Lee  
Lee, LeForestier, Frost & Garvey  
251 River St.  
Troy, N. Y. 12180

Kenneth E. Buhrmaster  
First National Bank of Scotia  
Box 1253  
Scotia, N.Y. 12302

Dr. John Filippone  
576 Providence St.  
Albany, N.Y. 12208

John R. Hauf  
John B. Hauf, Inc.  
175 Central Ave.  
Albany, N.Y. 12206

Mrs. Kenneth S. MacAffer  
15 So. Lyon Ave.  
Menands, N.Y. 12204

Mr. M. L. Levy  
General Electric Co.  
1 River Road  
Schenectady, N.Y. 12305

Frank Krivo	AD 145	Director of Admissions
Harold Kristjansen	AD 116	Registrar
Reno Knouse	BA 128	School of Education (physical)
Vito Gioia	ED 246	School of Education
Edward Sipay	ED 225	School of Education
John Slocum	AD 238	Director of International Programs
Robert Andersen	AD 334	Supervisor of Off-Campus Student Teachers
David Fotheringham	AD 341	Space Analyst
Irving Bonawitz	BA 318	School of Business
Mrs. Elinore H. Hemstead		University Council
John Carlock	BA	School of Business

Appendix III

BE IT RESOLVED that the Senate of the State University of New York at Albany encourages the President, in concert with presidents of sister institutions, to seek implementation of a means of achieving parity with the City University of New York:

1. Teaching faculty should receive a nineteen per cent across the board increase.
2. Teaching faculty who do not reach the minimum salary through the nineteen per cent increase will receive an additional increase ~~to~~ the amount needed to reach the minimum of CUNY.
3. Teaching faculty will receive an additional six per cent merit and/or inequity increase to be distributed under existing procedures for merit and/or inequity.
4. A minimum salary for 1970:

Professor	\$ 21,240
Associate Professor	\$ 16,760
Assistant Professor	\$ 13,760
Instructor	\$ 11,960

5. Teaching faculty will receive their normal service increments when due, in addition to the foregoing.
6. Non-teaching members of the professional staff will receive a nineteen per cent across the board increase plus six per cent merit and/or inequity. Additional compensation will be provided for work beyond ten months.

The intent of this proposal is to bring salaries closer to the level already existing within the City University of New York, to provide salaries that are nearer to those already existing in other occupations requiring similar education and experience, to improve the ranking of professors on the AAUP standard, to reward meritorious service, and to make a major step in correcting existing inequities.

## GUIDELINES FOR FACULTY-STUDENT CONSULTATION

Philosophy: Faculty consideration of student opinion and subsequent student participation in university governance as provided in these guidelines will range along a broad continuum. Their successful implementation will depend upon student interest and willingness to participate in a responsible manner. The goal should be that students and faculty together will guide these courses and shape the destiny of the university.

### 1. Preamble

1.1 These "guidelines" will assist components of this University Center in carrying out the Declaration of Policy adopted by the Faculty Senate on May 12, 1969. That Declaration affirmed "that students are entitled to be consulted and their opinions and desires weighed in the formulation of decisions" on academic matters and that they "must be afforded the opportunity to petition for a hearing of their grievances".

1.2 The Senate action does not impose uniformity of policy and procedure for student consultation upon the various sub-divisions of the University. Experimentation with different forms and structures for faculty-student dialogue is encouraged.

### 2. Statement of Policies and Procedures

2.1 Primary responsibility for drawing up the statement of policies and procedures, which paragraph B-2 of the Senate's resolution calls for, rests with the individual academic departments. This responsibility passes to the School level for those units which are not departmentalized or which have customarily functioned as a unit. Schools should also formulate policies and procedures for student participation in the consideration of such matters as are appropriately decided at the School level. Student participation in the preparation of the statements called for by the Senate's resolution is required.

2.2 In general, the "statement" to be forwarded to the Vice-Chairman of the Senate will make explicit the circumstances and manner in which student opinion will be obtained, the subject matters scheduled for discussion, the machinery to be employed for selection of student representatives, the grievance procedure and such other provisions as may appropriately be made a matter of record as having been decided or agreed to.

### 3. Structures for Faculty-Student Dialogue

3.1 The mechanisms by which student views on matters of concern to them may be ascertained are varied:

a. Under certain conditions (e.g. size, level of students, degree of normal faculty-student contact, etc.) adequate consultation may be assured through regular meetings--between School and Department heads and students in either open session or with limited groups of representative students. The periodic holding of such open discussion sessions is advisable even though other means of consultation have been institutionalized.

b. Appropriate numbers of representative students may be included as participants in School or Department faculty meetings and/or faculty committees. Student or student-faculty committees may be established for specific advisory or other special purposes.

c. Where a formal student organization exists, its officers and committees might be scheduled to meet periodically with faculty officers and committees.

d. There may be established a joint council or assembly having both faculty and student membership to which may be assigned responsibility for the formulation of recommendations or decisions on matters of common concern.

3.2 Procedures for faculty-student discussion may provide for the separate development of student or faculty judgment for transmission to and consideration by appropriate officers or bodies.

3.3 The respective numbers and proportions of student and faculty members to be included on joint bodies cannot be determined in the abstract. Equality of representation is not obligatory. It is expected that the representation afforded each group will be sufficiently large to bring out divergent points of view but not so numerous as to stifle discussion or needlessly consume the time of participants.

#### 4. Subject-matters for Faculty-Student Consideration

4.1 No one can specify or foresee all of the topics which are, or will be, of concern to students and upon which their opinions should be solicited and considered. Students have expressed legitimate interests in many facets of academic life. Among their concerns are: the nature and content of the curriculum, the appointment, promotion or separation of teaching staff, degree requirements, course scheduling, grading, library and laboratory facilities and regulations, teaching methods and procedures, physical facilities. Both now and in the future the major criterion is the desire of students to be heard or consulted.

#### 5. Selection of Student Spokesmen

5.1 Although the expression of student views may sometimes be adequately obtained in an open meeting, the continuing faculty-student consideration of matters of educational policy and practice can normally be best handled through the involvement of a limited number of student representatives. In arranging for the selection of such representatives two practices tending to bias are to be avoided: one, mere self-nomination on the part of individual students; the other, faculty selection which amounts to cooptation.

5.2 Preferred methods of selecting student representations are:

- a. Through their designation by a formal student organization,
- b. By an objective random sampling method, stratified or not as may be appropriate,
- c. By open nomination and election in an informal student assembly.

5.3 The statement of policies and procedures may establish criteria of eligibility applicable to the selection of students for participation in university governance. Such criteria may include provisions to insure equitable representation of different elements of the student body.

5.4 Students may be appointed to administrative committees, task forces or other "working bodies" on the basis of specific qualifications and interests...

5.5 In emergencies--hopefully rare--or when school is not in session, Schools and Departments are justified in consulting with such of its student body as is available.

## 6. Complaints and Grievances

6.1 Grievance machinery exists to assure justice through fact-finding and mediation. In the absence of a campus-wide student grievance system, procedures should be devised which will assure to students the opportunity to present their complaints and grievances for prompt and equitable consideration.

6.2 Procedures for the receipt and resolution of petitions for the redress of grievances ought to meet the following minimum standards:

a. They should be clear and specific so that students may know exactly what they must do to present a formal complaint or grievance.

b. They should assure that the merits of the case are ascertained and reported by an individual or committee other than the person or persons whose decision, action, or non-action is being complained against.

c. They should assure that a formal statement of a grievance receives a timely written reply, a copy of which will be preserved in the appropriate University records.

d. Students who file grievances or complaints must be afforded protection against retaliation.

6.3 Grievance procedures may be modeled on those applicable to Faculty and Staff grievances (See: 1969-70 Faculty Handbook, pages 40-47). Alternatively, provision may be made for grievances to be presented to a named impartial arbiter who will serve as an ombudsman, or to a joint faculty-student committee.

## 7. Notice

7.1 Elemental notions of "due process" dictate that students be advised of the policies and procedures which have been adopted to assure them the opportunity to be consulted on matters of concern to them and the right to impartial consideration of petitions for the redress of grievances.

7.2 The formal statements referred to in paragraph 2.2 above should be posted on bulletin boards, made available on request to student representatives, and annually explained and discussed with student groups so that questions may be answered and suggestions for change advanced and evaluated.

State University of New York at Albany

Report of Library Council of Senate  
Meeting of March 5, 1970

The sixth meeting of the year took up the following topics:

1. Library Budget Formulae. Trial application of a proposed formula will be discussed next month.
2. Inter-relationship of Computing Center, Center for Educational Communications, and University Library. No further action is planned at this time.
3. Policies regarding Graduate versus Under-graduate Emphasis. University and Senate policies will be considered in discussing this next month. Concerned individuals will be asked to express their positions.
4. Library Fine Schedule. A meeting with student representatives is planned.

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Respectfully submitted,

Murray Phillips, Chairman

3-9-70

STATE UNIVERSITY OF NEW YORK AT ALBANY

Council on Research Interim Report to the Senate on the Proposal to Ban  
War-Related Research From All Facilities of the University.

To date the Council has had two discussions of the proposal, and the following general points have emerged:

1. Sympathy with what the Council judged the intent of the proposal to be.
2. The term "war-related" is subject to a great number of individual interpretations. Research in such diverse areas as foreign language instruction, ways of treating burns, or developing more effective means of communications, might well develop new knowledge which could be applied in carrying on warfare.
3. Review of SUNY Trustees' policy and a consensus that the policy has been useful and has been adhered to, and it should be reaffirmed at this time. The policy statement is as follows:

"RESOLVED that any research or research-related programs conducted by personnel of State University of New York, carried out in State-operated universities or colleges or on State University controlled premises shall be unrestricted as to the dissemination publicly of the conduct, progress and results of such research or research-related programs; and, be it further

RESOLVED that any projects which might be considered justifiable exceptions to this policy or might require review because of extenuating factors shall be submitted to this Board of Trustees for review and final decision.  
(66-258)"

Further, the Minutes of that Trustees' meeting states the following:

"The Trustees agreed that there should be a clear understanding that all research affiliated in any way with State University of New York, whether it be financed with State funds or from grants from Federal or private agencies, can have no limitations or restrictions as to public dissemination of the progress or results of the research.



It was pointed out that it was conceivable that exceptions to this policy might be justified or that some projects might require considered judgment as to whether they fall within the area of confidential information or not. The Board emphasized its strong convictions about the matter, but agreed that any such projects could be appropriately brought to the Board of Trustees for consideration and final decision."

4. Consideration of the need for a specific addendum to the existing policy, which addendum would "ban any research on the design and construction of implements or instruments of war."

The Council intends to examine the above points and others in considerable depth with wide participation and inter-mingling of many views. Open hearings on an issue of this magnitude may be necessary before the Council completes its recommendations.

10 March 1970

Council on Research Members:

John M. Bird	Charles T. O'Reilly
Richard Clark	John C. Overbeck
Alice Fuchs	John W. Saunders
Melvin Katz	Richard C. Teevan
Kathleen Kennedy	Jagadish B. Garg, Vice Chairman
	Earl G. Droessler, Chairman

UNIVERSITY SENATE

State University of New York at Albany

March 16, 1970

Due to the prevailing atmosphere of the University Community and the need for education and discussion at this time, we hereby propose that the University be "opened up" Thursday and Friday of this week for the purpose of dialogue.

1. that normal classes be cancelled on these days to free people so that they may participate in the dialogue.
2. that all members of the University Community be urged to participate in this dialogue.

File  
Senate

URGENT NOTICE TO ALL FACULTY MEMBERS!

A STATEMENT OF PRINCIPLE BY THE AD HOC COMMITTEE ON SENATORIAL AUTHORITY

Committee Members

Kendall Birr (history)  
 Vincent Cowling (mathematics)  
 Alvar Elbing (business)  
 Raymond Forer (sociology)  
 Norman Greenfeld (psychology)  
 Craig Henrikson (anthropology)  
 Alden Bean (business)  
 H. J. Dillon (education)  
 Hugh Smith (education)  
 Mauritz Johnson (education)  
 A. G. Lento (education)  
 G. Snyder (education)  
 Robert Shostak (education)  
 Kenneth Frasure (education)  
 Walter E. Knotts (english)  
 Maurice Richter (sociology)  
 Harry S. Price (history)  
 Roger Oesterreich (psychology)  
 Shirley Brown (psychology)  
 Roswell E. Fairbank (bus. education)  
 Louis R. Salkever (economics)  
 Irving A. Verschoor (general studies)  
 Edgar B. Schick (german)

Richard Kendall (history)  
 Albert Mossin (business)  
 Edward Renshaw (economics)  
 Malcolm Smiley (mathematics)  
 Bruce Solnick (history)  
 Theodore Standing (sociology)  
 Margaret A. McKenna (bus. education)  
 Hugh T. Farley (law)  
 Richard S. Johnson (finance)  
 Harold L. Cannon (accounting)  
 Frank W. Kolmin (accounting)  
 Freddie Sabghir (sociology)  
 Arnold Foster (sociology)  
 Albert C. Higgins (sociology)  
 K. A. Vermilye (sociology)  
 Robert F. Guerrin (sociology)  
 Irving H. Sabghir (industrial rel.)  
 Zachariah Mathew (accounting)  
 Elizabeth Burger (accounting)  
 William M. Diamond (marketing)  
 Roy A. Klages (marketing)  
 James M. Lewis (general studies)  
 Nathalie E. Lampman (community rel.)

We submit the following declaration and statement of principle for consideration by the SUNYA faculty and staff:

~~THE UNIVERSITY SENATE, BY ITS ACTION ON FEBRUARY 9, 1970, ASSUMED UPON ITSELF THE ROLE OF A POLITICAL ARM OF THE UNIVERSITY, BEYOND THE POWERS DELEGATED TO THE SENATE.~~

ANY ACTION BY THE UNIVERSITY SENATE BEYOND THE GOVERNANCE REQUIREMENTS OF THE UNIVERSITY CANNOT BE CONSIDERED REPRESENTATIVE OF THE ENTIRE UNIVERSITY FACULTY AND STAFF.

IT IS OF UTMOST IMPORTANCE THAT EVERY FACULTY MEMBER SIGNIFY WHETHER THIS STATEMENT OF PRINCIPLE AGREES WITH HIS OWN POSITION. A CARD IS ENCLOSED FOR THIS PURPOSE. PLEASE MARK THE CARD IN ACCORDANCE WITH YOUR POSITION AND RETURN IT IN THE ENCLOSED SELF-ADDRESSED ENVELOPE, BY MARCH 6 IF POSSIBLE BUT NOT LATER THAN MARCH 11.

Results of Poll of 1150 Faculty and Staff  
670 returns, a 58%  
577, an absolute majority, agreed with the  
statements of fact and principle. This represents  
86% of the Faculty and Staff

Members of the University Senate:

Members who are representatives of the Faculty and Staff are aware of the recent poll conducted by the Ad Hoc Faculty and Staff Committee on Senatorial Authority. The entire Faculty and Professional Staff, totaling 1,150 members, was asked to affirm or reject the following statements of fact and principle:

THE UNIVERSITY SENATE, BY ITS ACTION ON  
FEBRUARY 9, 1970, ASSUMED UPON ITSELF THE  
ROLE OF A POLITICAL ARM OF THE UNIVERSITY,  
BEYOND THE POWERS DELEGATED TO THE SENATE.

ANY ACTION BY THE SENATE BEYOND THE  
GOVERNANCE REQUIREMENTS OF THE UNIVERSITY  
CANNOT BE CONSIDERED REPRESENTATIVE OF  
THE ENTIRE UNIVERSITY FACULTY.

The affirmations of the principle thus far received represent an absolute majority of the voting faculty. 86% of the total returns received affirm the principle. This result constitutes a clear call for responsive action by the University Senate.

I THEREFORE MOVE THAT THE EXECUTIVE  
COMMITTEE PREPARE AND PRESENT TO THE  
SENATE FOR ITS CONSIDERATION A STATEMENT  
OF AFFIRMATION WITH RESPECT TO ALREADY  
EXISTING RULES OF PROCEDURE (ARTICLE I,  
SEC. 3, OF THE FACULTY BY-LAWS) WHICH  
LIMIT THE SENATE'S JURISDICTION AND ITS  
AGENDA TO MATTERS PERTAINING TO THE  
ACADEMIC GOVERNANCE OF THIS UNIVERSITY.

Next  
Senate  
Meeting

REPORT ON THE RECENT POLL OF THE SUNYA FACULTY AND STAFF  
CONCERNING THE JURISDICTIONAL LIMITS OF THE UNIVERSITY SENATE

The indicated poll of the Faculty and Staff, conducted by the 46 member Ad Hoc Committee on Senatorial Authority, has been concluded. The entire Faculty and Professional Staff, totaling 1,150 members, was asked to affirm or reject the following statements of fact and principle:

THE UNIVERSITY SENATE, BY ITS ACTION ON FEBRUARY 9, 1970,  
ASSUMED UPON ITSELF THE ROLE OF A POLITICAL ARM OF THE  
UNIVERSITY, BEYOND THE POWERS DELEGATED TO THE SENATE,

ANY ACTION BY THE SENATE BEYOND THE GOVERNANCE REQUIREMENTS  
OF THE UNIVERSITY CANNOT BE CONSIDERED REPRESENTATIVE OF  
THE ENTIRE UNIVERSITY FACULTY.

The results have been tabulated as follows:

	<u>Affirmations</u>	<u>Rejections</u>	<u>Totals</u>
Ballots returned signed	482	63	545
Ballots returned unsigned	99	30	129
Total ballots returned	<u>581</u>	<u>93</u>	<u>674</u>
Percentages of:-			
the entire group of 1,150	50.5%	8.1%	58.6%
the 674 respondents	86.2%	13.8%	100.0%

Eighty-six percent of the returns affirm the statements of fact and principle, and the 581 affirmations constitute an absolute majority of the 1,150 Faculty and Staff.

Since this result constituted a clear call for responsive action by the University Senate, a resolution was proposed by members of the Ad Hoc Committee for presentation to the Senate in the form of a motion. Pursuant thereto the following motion was made by Senator Regis Deuel at the Senate meeting of March 16, 1970:

I THEREFORE MOVE THAT THE EXECUTIVE COMMITTEE PREPARE  
AND PRESENT TO THE SENATE FOR ITS CONSIDERATION A  
STATEMENT OF AFFIRMATION WITH RESPECT TO ALREADY EXISTING  
RULES OF PROCEDURE (ARTICLE I, SEC. 3, OF THE FACULTY  
BY-LAWS) WHICH LIMIT THE SENATE'S JURISDICTION AND ITS  
AGENDA TO MATTERS PERTAINING TO THE ACADEMIC GOVERNANCE  
OF THIS UNIVERSITY.

After some discussion, the word "academic" was deleted and the matter was laid over until the Senate's next meeting, April 20, 1970. It should hardly be necessary to point up the importance of full senatorial attendance at the April 20th meeting. It is necessary, however, to urge faculty and staff members, especially those who responded to the present poll, to attend the meeting in order to demonstrate their insistence that the Senate exercise the required jurisdictional constraint.

AD HOC COMMITTEE ON SENATORIAL AUTHORITY

by Albert C. Mossin, Exec. Sec'y.

AMENDMENT TO SENATORIAL BY-LAWS

Proposed by Jack L. Schwartz

- A) The total number of undergraduates to be increased to thirty-five, and will be elected by all undergraduate students.
- B) The total number of graduate students to be increased to fifteen, to be elected by all graduate students.
- C) There shall be forty-two faculty representatives, forty of which are to be elected by the entire teaching faculty. Minimum of one representative per college.  
Two ex-officio members, our state senate representatives.
- D) Ex-officio representatives of the administration shall be the President, the Vice President for Academic Affairs, the Vice President for Student Affairs, and the Dean of the University College.
- E) One library representative- no change.
- F) Three non-teaching staff representatives, to be elected by all non-teaching employees of the University.
- G) All terms are to be for one year.
- H) Total is one hundred Senators.

These changes shall increase the democratic nature of the body by moving closer to true proportional representation of the University community.

If possible, the above shall determine the membership of the Senate beginning the year 1970-71.

*Withdrawn  
3/16/70*

UNIVERSITY SENATE

State University of New York at Albany

March 16, 1970

Due to the prevailing atmosphere of the University Community and the need for education and discussion at this time, we hereby propose that the University be "opened up" Thursday and Friday of this week for the purpose of dialogue.

1. that normal classes be cancelled on these days to free people so that they may participate in the dialogue.
2. that all members of the University Community be urged to participate in this dialogue.

SENATE OF THE STATE UNIVERSITY OF NEW YORK AT ALBANY

Minutes of the Special Meeting of March 25, 1970

The meeting was called to order at 1:10 in the Assembly Hall by Vice-Chairman Finkelstein who reported that President Kuusisto's presence was required elsewhere to receive the report of an accreditation committee.

1. Mr. Finkelstein reviewed the Report of the Executive Committee which was distributed in written form at the meeting and which is hereby made a part of these minutes. He commented that most people considered the two day dialogue to have been a considerable success. The Executive Committee had met on Monday from 10 a.m. until past 4 p.m. reviewing with Chairmen of Senate Councils, or their representatives, the comments contained in an eleven page mimeographed document which was taken to be a fair summary of the ideas and proposals developed during the dialogue. He noted that many of the problems indicated in this document were already being worked on by various Councils, and that others could not be handled by Senate action. Some comments were ambiguous and further inquiry would be needed. He then indicated that, as the report showed, major issues raised in the dialogue, had been referred to the appropriate Councils for further consideration. In response to a question he stated that the Councils could be expected to report on these matters at the April 20 meeting of the Senate.

2. Mr. Johnson, Vice-Chairman Elect, presented the Executive Committee's recommendations for Senate action to carry forward the reforms suggested by the dialogue. He first moved the approval of item I which was a proposed composition and mode of selection of members for University Governance Commission. There was a brief discussion and some questions as to the faculty and administration representation and comments on the mode of selecting student members.

3. Senator Green questioned whether the Senate should not proceed to consider the affirmations approved in a referendum conducted on Monday the 23rd which, he pointed out, had been authorized by the Plenary Session of the Dialogue held on Saturday. It was explained that the Executive Committee had not been aware of the referendum and, obviously, had not known of its results during its long Monday session. Several Senators indicated their unawareness of the "referendum", its sponsorship, and outcome. A motion was approved to grant the floor to Mr. Robert Nible, a member of the student committee which had conducted the referendum. Mr. Nible explained the origin of the referendum and stated that every attempt had been made on Sunday to publicize it including announcements in the press and on radio and TV stations. He indicated that its propositions had been voted on by approximately 2000 members of the university community and that from 75% to 90% of the votes had been affirmative. The result of the vote had been deposited with the President's office on Tuesday morning.

The Chairman explained that because of the necessity of preparing the agenda for this meeting on Monday--in conformity with the Senate's previous action--the issues raised by the referendum were not formally before the Senate; but that in this case--as with the poll recently conducted by an Ad Hoc Faculty committee--appropriate motions could be introduced by any Senator under "new business" at any regular meeting of the Senate.



3.1 At this point an amendment to the previous motion was offered that "the University Governance Commission, when established, shall give very serious consideration to the results of the referendum held on Monday, May 23rd." The amendment was carried with little dissent.

3.2 The question was called on Senator Johnson's motion for the establishment of the University Governance Commission as recommended by the Executive Committee. Approval was by acclamation

4. Senator Johnson moved the approval of recommendation II relating to the immediate establishment of an "information center" in the Campus Center. There was no opposition to the motion but a number of questions were raised and suggestions made as to the kinds of information which the Center would maintain and as to provisions for the more effective handling of grievances.

An amendment was offered that the Senate recommend that Mr. Gerry Wagner be hired by the University for the position identified in the recommendation with the name of Mr. Seymour. The amendment was defeated. The question was called and the motion to adopt the recommendation was approved.

5. Senator Johnson moved the approval of recommendation III establishing certain class periods on Tuesday and Thursday as free from classes and available for meetings. It was pointed out that this would cause grave scheduling difficulties and probably limit further the number of students who could be accommodated in laboratory courses. Senator O'Reilly moved that the motion be tabled. The oral vote was indecisive and the Chairman called for a show of hands. The motion to table was approved by 33 to 27.

6. Approval of recommendation IV creating a Special Committee on Faculty Evaluation and Personnel Action Criteria was moved. Senator Donovan moved that the words "a chairman and" be deleted from the phrase defining the composition of the Committee. There was some discussion of whether there should be a non-voting Chairman, or whether this would violate the parity of students and faculty. One Senator expressed the view that many students felt that "administrators" and "faculty" should be distinguished. The question was called and the amendment was approved by a vote of 36 to 22.

6.1 An amendment was offered to add the word "teaching" before faculty which was further amended to provide for the addition of "a non-voting member of the administration to serve as a 'resource' to the Committee." A motion to separate these two issues was defeated. The motion to amend was defeated.

6.2 An amendment was offered to add the words "one of whom should be on or a past member of the Council on Promotions and Continuing Appointments." In the discussion it was pointed out that this Committee was not authorized to evaluate the work of individual faculty members or administrators but to deal with methodological issues: criteria and procedures. The motion was defeated.

6.3 In the course of the discussion consideration was given to the manner of nomination and election of committee members by the Senate. The Chairman explained that the Executive Committee would solicit and present nominations to the Senate and that further nominations from the floor would be possible.

6.4 An amendment was offered specifying that at least two of the student members would be graduate students. The amendment was adopted and the motion approving recommendation IV was then approved with little dissent

7. Approval of recommendation V was moved. An amendment was offered to paragraph 1.2 to add "and of whom 2 shall be graduate students and one of whom shall be a Senator." The amendment was approved by a voice vote.

7.1 An amendment was offered to make the last sentence of the Explanatory Note paragraph A.3 of the text. In the discussion it was pointed out that although the Council would receive complaints or grievances, it would deal with general issues and problems and not with individual situations. It was also noted that while many people thought there should be a general grievance procedure available to students, it was difficult to formulate one that would be fair and workable. As an expedient interim, the Guidelines on Faculty-Student Consultation had specified that Departments and Schools should set up machinery for the hearing and investigation of student grievance. The amendment was defeated on a teller vote of 22 to 28.

7.2 In the discussion of the recommendation it was pointed out by Senator Bulger that this was a very important step which the Senate should not take without full consideration. Despite an appeal by Senator Salkever, a quorum call was made. Fifty-six Senators, one less than a quorum were found to be present. At 3:10 the Chairman declared a 10 minute recess.

At 3:20 the Chairman called the Senate into session again with more than a quorum present. Several Senators supported the recommendation. The previous question was moved and carried without dissent. The motion to approve the recommendation was adopted by acclamation.

The Senate adjourned at 3:35 p.m.

Respectfully submitted,

Virgil B. Zimmermann  
Secretary

4/7/70

\* Senators not present on March 25 may obtain copies of the Executive Committee's report containing the items mentioned above at the Office of the President, AD 243, telephone number 457-4545.



STATE UNIVERSITY OF NEW YORK AT ALBANY  
1400 Washington Avenue, Albany, N. Y. 12203

MEMORANDUM

To: University Senate  
From: Executive Committee  
Re: Report of Executive Committee to Special Meeting of the Senate  
of March 25, 1970

The Executive Committee, the Chairmen of Senate Councils and a member of the coordinating committee which organized the Dialogue met on Monday, March 23, 1970 to study a compilation of the results of the Dialogue available at that time. The committee found that many of the issues and problems raised in the Dialogue are already under consideration by various Councils and Committees. Several issues have been referred for action to appropriate Councils and for some issues special recommendations have been made.

1. Student Participation in Departmental Affairs

A memorandum has been sent to all Deans and Department Chairmen requesting compliance with the Guidelines for Faculty-Student Consultation by the end of April, 1970.

2. Problems concerning advisement at both the University College and upper division levels are being studied by the Undergraduate Academic Council. In addition, this Council is working on procedures for the introduction of innovative courses and programs.

3. Several suggestions were made concerning the operations and collections in the Library. These were referred to the Library Council.

4. Problems raised concerning international students have been referred to the Student Affairs Council. This Council will also consider the concerns voiced with respect to the role of security in the University.

5. Questions were raised concerning Budget and University-Legislature relations. The Educational Policies Council has been asked to develop the information as to where, how and when decisions on budget matters are made.

6. With respect to questions concerning Experimental and General Colleges, the office of the Vice President for Academic Affairs is attempting to implement these by the fall of 1970.

7. Recommendations concerning Graduate Assistant teaching are expected within a month from an Ad Hoc Committee on Orienting and Training of Graduate Teaching Assistants established by the Vice President for Academic Affairs.

8. Most other issues involved the extent of student participation in University Governance at all levels. These problems are being referred to the University Governance Commission which is in process of being established, and whose responsibility it will be to devise a new structure for University Governance.

The Executive Committee requests approval of the following recommendation:  
(see page 3)

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The Executive Committee requests approval of the following recommendation:  
(see page 3)

I. The Establishment of a University Governance Commission with the following distribution of membership.

- 1 SUNYA Council Member - selected by the Council
- 1 Vice-President
- 1 Academic Dean All selected by the President
- 1 Department Chairman
- 2 Non-Academic Professionals - selected by S.U.P.A. Chapter
- 2 Full Professors
- 2 Associate Professors Selected by
- 2 Assistant Professors Executive Committee
- 1 Instructor of equivalent
  
- 3 Graduate Students - selected by G.S.A.
- 6 Undergraduate Students - selected by Central Council
- 1 Non-Professional Staff Member - selected by C.S.E.A. Chapter
- 1 Plant Administration Representative - selected by John Buckhoff

II. AN INFORMATION CENTER

The Senate recommends to the President that the "information desk" in the Campus Center be constituted a permanent information center for the University, authorized to receive, maintain, obtain and release to members of the University Community information on any matter or subject pertaining to the activities of the community. It is also recommended that the President assign Mr. William E. Seymour--or another member of his staff of comparable rank--at or near the Campus Center information desk for some reasonable period of each school day, on a regular schedule, to receive complaints and to respond to requests for information not otherwise conveniently accessible.

III. FREE TIME FOR MEETINGS AND COMMUNITY DIALOGUE

The 75 minute class periods on Tuesday and Thursday, beginning at 2 p.m., scheduled for fall 1970, shall not be used for the scheduling of courses but shall remain free for meetings of the Senate, its Councils, and for continuing dialogue among members of the University Community.

IV. SPECIAL COMMITTEE ON FACULTY EVALUATION AND PERSONNEL ACTION CRITERIA

The Senate hereby creates a temporary "Special Committee on Faculty Evaluation and Term Renewal, Tenure, and Promotion Criteria" consisting of ~~a chairman~~ and five students and five faculty members elected by the Senate.

- a. This Special Committee shall be responsible for reviewing various methods of evaluating faculty performance (e.g. SECT) and for recommending to the Senate the method or methods of faculty evaluation which it deems most appropriate in this institution.
- b. The Committee shall, in addition, develop and recommend to the Senate explicit criteria which shall serve as guidelines to administrators and faculty - student consultative committees in the formulation of recommendations and/or decisions relative to the status of faculty

including criteria regarding "merit" salary increases, renewal or non-renewal of term appointments, the granting of continuing appointments and promotion in rank.

EXPLANATORY NOTE: The Committee believes that the Council on Promotions and Continuing Appointments is now too burdened with the review of specific personnel actions to devote the time needed to review and formulate criteria which are broader in scope and more precise than existing guidelines. The Committee should submit its recommendations to the Senate by its June meeting.

V. A SENATE COUNCIL FOR EVALUATION AND INNOVATION

- A) The Appendix to the Faculty By-laws which lists the Councils and Committees of the Senate is amended by adding after the paragraph dealing with the Council on Educational Policy a new paragraph reading as follows:

THE COUNCIL ON UNIVERSITY EVALUATION AND IMPROVEMENT

1. The Council shall consist of 12 members appointed by the Executive Committee and shall include;
  - 1.1 Six members of the faculty of whom three shall be Senators;
  - 1.2 Six members of the student body of whom three shall be Senators.
2. The Council is given the responsibility for:
  - 2.1 Studying and evaluating the performance of the University as a whole and of its various components and of reporting its findings and conclusions to the Senate.
  - 2.2 Identifying such dehumanizing, anachronistic, and inequitable policies and practices as may exist and for calling them, with or without suggestions respecting corrective measures, to the attention of responsible administrative officials, other Senate Councils and/or the Senate.
  - 2.3 Soliciting and generating innovative ideas for the improvement of the University and for its renewal and adaptation to its changing economic and social environment and for bringing such ideas and suggestions as merit further consideration to the President and the Senate either directly or by reference to appropriate Senate Council.

3. B. The Senate urges the President to assign, to the extent that budgetary limits and other obligations permit, a competent professional employee of the University to serve as supportive staff to this Council.

EXPLANATORY NOTE: All organizations need a continuing evaluation that is broader than that implicit in the budget process and a mechanism for the research and development which is a prerequisite to creative innovation in a rapidly evolving contest. Too often these functions are submerged by day-to-day operations. This Council should not have any routine or operative functions. Neither should it be attached to any specific administrative office. Rather it should be free to investigate, to undertake research, to appraise any and all aspects of the university's performance, and to explore, develop, and sponsor innovative ideas. Its functions should be regarded as wholly and exclusively advisory.

March 24, 1970

Respectfully submitted,  
Alfred Finkelstein

## DECISION-MAKING

The whole university should be involved in all decision-making, and all those involved must be considered. There has been a breakdown in communication and a lot of passing the buck.

Each department should nominate a member of its faculty for the University committee, appointments to which should be more democratic.

## GRIEVANCE COMMITTEE

When problems arise from any sector of the University community, they should not be left to build, go unheard or unheeded. A Grievance Committee should be set up with 50% student representation to look into the problems - research them and be able to get action on them - whether by their power or through other channels.

## DIALOGUE

These are some of the dominant opinions expressed about the Dialogue:

More Dialogue like this one  $\Theta$  on a regular basis. More informal dialogue between faculty and students even without this kind of structure.

Participation was limited in the larger groups.

A permanent type of information desk such as we had might be set up in the library.

Some people were too stubborn and closed minded.

There should be more of this kind of communication in the individual departments.

## COMMUNICATION

Time should be set aside to permit the "free and unlimited" communication among all members of the university periodically. There could be one free hour during the week when there are no classes scheduled as there was last year.

Have a polling system so that University-wide information and sentiment can be readily determined. Computerized registration might be a part of this system.

All non-personal University documents be available to students.

Master daily calendar available in several central locations - tapes, phones, newsprint, TV monitors could be used.

Central information service to coordinate information and facilities and to aid in dissemination of information.

Student-faculty roles to be redefined to facilitate their interaction  $\times\times$  on intellectual, emotional and other levels.

Pictures of personnel should be published so they can be more easily known.

## FACULTY-STUDENT RELATIONSHIPS

There should be a total departmental review of promotions.

Criteria used for promotion is not desired to be research.

We need both a text or lectures sometimes; we also need more communication.

We need more cooperation and more contact between groups.

We need more trust in each other and less distinctions between groups.

## UNIFICATION

We need a unified campus community, and this could possibly be promoted by having everyone in the community living on campus.



## TRANSFER STUDENTS--TRANSFER OF CREDIT

There was much concern about not being able to transfer credit from other colleges to Albany. The following policy alteration was presented as a required change in the present policy:

That all transfer students receive full transfer credit for all work done at an accredited college, also for all work for which the student received D and above.

Reason:

1. Most transfer students lose at least one semester's work when they transfer here. That means that he is taking up an extra semester when another student could be admitted.
2. The reason for accepting work which the student received a D for is that D is passing in this college. If it's good enough for work done here, why not for work done in other colleges.

## COMMUNITY RELATIONS

University should speak out on social, economic, and moral issues. Relevancy for departments can be found in the community. This could bring support from the community for the university.

## MONEY

There is an overwhelming agreement that there is a lack of funds--funds needed for more teachers, better departments, more and revised courses, better graduate assistants. Many people are quite upset about priorities of spending and there is a lot of agreement that the money to be spent on sunken gardens or a field house could be much better spent on a day-care center and on other areas lacking money. It has been frequently pointed out that many of these decisions are not made here, but in the legislature, and by the board of trustees.

## UNIVERSITY-LEGISLATURE RELATIONS

There is a great deal of concern that the legislature give the university a large enough budget so that it may function effectively. Legislators should be strongly encouraged to participate in future dialogues so that they may see and hear first hand the events and ideas, and so that we may see how they make decisions. Many people here feel strongly that the legislature needs direct information about our needs, so that they may make better decisions about spending, policies, and administrative appointments. This is connected with good community relations and fair and accurate news media coverage.

A university committee should be established to pressure the legislature for money and an autonomous budget controlled solely by the university. Since there are separate budgets for education and construction, the priority for construction should be towards the extension of the School of Criminal Justice rather than for sunken gardens.

## COMMENTS CONCERNING GRAD ASSISTANTS

1. Grad assistants should have a teacher training program before they are allowed to teach courses.
2. Profs rather than grad assistants should teach lower level classes.
3. Grad assistants should not teach unless they have undergone an evaluation of their teaching ability and the results have been favorable.

## INTERNATIONAL STUDENTS ASSOCIATION PROPOSALS:

The administration should set up a central coordination committee to handle all aspects of international students; and all students interested should get in contact with the association.

## GRADING

In regard to grading of all forms feelings were generally negative. Some indicated that the S-U system was not adequate for measuring learning and for graduate-medical school admissions.

The present system of pass-no credit is ineffectual, because it is not a total system. If we had a total system, then freer, more meaningful education would follow for, faculty could not rely on tests for grades as an incentive for students to work. Students will work only if the course is good, The professor can relate enthusiasm. Work output will be due to quality input, not because of cramming for meaningless tests. The student also would be freer to shift his work load as he desired.

Suggestions were made that new systems of grading should be worked on and implemented as soon as possible.

A plan was presented to offer self-determination by having an optional grading system- A) pass-fail, B) satisfactory, C) A-E system, D) written evaluation, and E) any new system that can be worked out.

## SECURITY

There are several complaints against Security which many students and faculty share. Some are specific, some are general. There is criticism of the locking up early of some buildings during the winter months. Many complaints have been voiced against parking regulations. One major suggestion is switching to a "first come, first served" basis-- no specific areas for faculty, residents, or commuters. The desire for equality in parking rules is rather strong. One of the biggest issues is the role of security. A large number of members of the University Community believe that the purpose of Security is protection, not enforcement of laws which are already under the jurisdiction of other "police" groups. Other people feel that if law enforcement must be pursued on campus, it is definitely not a responsibility of the residence staff.

A large area of concern is about when, how, and by whom decisions will be made to call off campus police. Many students are in favor of decisive student representation. A suggestion was made that complete veto power of administration be limited by a crisis committee made up of faculty and students whomust be consulted for a decision to call in off-campus police. A major concern was voiced about the roles of the residence staff and security and that this role must be clearly defined, published, and those people should be instructed as to what this means.

### ADVISEMENT

The general reaction to advisement both in the University College and in the upper division, was negative. The thrust of the discontent was inadequate advisement. The feeling was that there are not enough advisors, the advisors don't advise, and that advisors don't generally work closely with students. There responses were directed specifically at such inadequacies in University College. One felt that students should be able to select their own advisors. There is also dissatisfaction with upper division advisors and their concern for the people they advise.

### LIBRARY

- a) Have one check out place for all periodicals.
- b) Better system of categorizing periodicals and keeping track of them.
- c) Add more records to collection-- work with the Music Department.
- d) Books needed in the area of dialects
- e) Not enough books in the Education Area
- f) Keep the Library as a central focus for students and faculty.
- g) Library Council should have 50% student representation, trying to get a better cross section of the entire University Community needs than the present limited committee allows.

### UNIVERSITY SENATE

- a) Wide consensus for 50-50 student-- faculty administration control of Senate
- b) All Councils and Committees should have students on them, at least one of the students must be a senator, so student senators have a say and know what is going on before the regular senate meeting.
- c) It should be noted that certain committee need more student representation than others.
  - Graduate Academic Council- at least 50% graduate student rep.
  - Undergraduate Academic Council- at least 50% undergrad. st. rep.
  - Library Council- 50% , both student groups.
  - Other committees where student representation is important on a large scale
    - Grievance Committee
    - Council on Educational Policy
    - Student Affairs
    - Promotion and Continuing Appointments
    - Personnel Policies
    - Executive Committee
- d) Senate minutes should be printed entirely in the ASP for public knowledge.
- e) Information Center be established which would have all past minutes, bills passed or acted upon, and what is in committee.

### QUESTION ON 50-50

There is a great deal of support for 50-50 participation on all University-wide decision-making bodies, including the Student Conduct Committee. To facilitate this process, it has been recommended that

- a) students should participate in a credited course dealing in University structure - where authority is lodged, how to channel orders to bring about change, b) interpretation of "faculty" to include administrators, c) for the first year, students should not be able to chair councils or committees with the possible exception of Tenure. Committees should include: University Senate, Student Conduct, and related councils and committees. Similar participation should exist on priority decisions concerning: construction on campus, budget, crisis intervention from off-campus services, curriculum.

## NEW COURSES THAT ARE NEEDED

1. Dealing with residence problems as they exist on campus--black-white, sex, drugs, love should involve residence staff and students in a meaningful dialogue with credit because we are dealing with problems that exist-- we are applying what we have learned in the classroom.

XX

2. Non-technical course on atmospheric pollution

3. A course in ways of restructuring the University --other systems: California, European, new possibilities

4. Environmental Forum course - more interdisciplinary areas for the student who can't submit to the rigid structures of a single subject matter.

5. Course in dealing with the University structure, how to channel ideas through the system to get action.

6. There has been the question as to whether students will take advantage of any new power they might get through our dialogues. It is believed that any new responsibilities which students get will not only improve their education, but will be an educational opportunity within itself. Therefore, it was proposed that students be given credits towards graduation for involvement in committees because of the reasons stated:

- a. to insure commitments from students
- b. and because of its academic value in learning

7. Forum on election and campaign reforms for campus offices.

## STUDENT REPRESENTATION

These are the major questions and issues which have been raised by many members of the University Community in regard to student representation.

1. STUDENTS SHOULD HAVE PARTICIPATION - either advisory or equal vote- in departments and university affairs.
2. Students should have 50% VOTE in their departments.
3. What procedures should be followed in determining the percentage of students on committees and which students would participate?
4. How do we get students to feel a responsible commitment once they have a voice or vote?
5. Is there a difference in student qualification to judge hiring of new teachers versus rehiring of present teachers?
6. Students and faculty must organize their thoughts before anyone will listen to them.

## DEPARTMENTS

### Procedures:

Students interested in having a voice in departmental discussions, plans, goals, evaluations, etc. Need for more meaningful communication between department faculty and students. Question of faculty evaluations-students definitely want a part in this-and have it mandatory-and have power that is recognized. Departments should develop towards the student interest-seemingly the student of today, and not the student/university goals of 5 years hence. Open discussion open to all members of department (perhaps dialogue style). Departments seemed to be perceived as student (majors)/faculty and not necessarily only faculty. Interdepartmental action stressed: either do away with departmental "boundary lines" or increase interaction between departments. Or do away with them completely.

### Structure:

Class size major issue. Classes are too large on undergraduate level-and a great inequality exists between size of graduate classes and undergraduate classes. Limiting class size not well received out of fear of not being able to attend. Major programs do not have enough variety. Inequality of department size. Graduate faculty and separate undergraduate faculty proposed. Changing hours of university suggested.

### Departmental Power:

Departmental power (student majors, faculty, graduates) should be absolute. Administration should either be omitted in decision making or have a small say as students perceive administration as too far removed from department machinations. Chairman should not have absolute or unequal power in department. He is seen in advisory role. Constitution for each department suggested defining "what" and "who" of department.

Department chairmen in all departments should be chosen by faculty of the department and the majors. A department chairman should oversee the implementation of programs desired by faculty and students: He should be an errand-boy not a dictator. Also, the department should have a written statement of its objectives in education and/or research; this statement to be formulated by students and faculty involved.

### Student involvement in Department:

Students should sit on all dept. meetings. Suggestion for granting of academic credit for participation of committees. This would also provide experience in group relations. Departmental student associations need to be stressed and relevant. Students should be able to contact majors by memo on issues much like chairman does with faculty.

### Advisement:

Need for stronger advisement of courses outside of requirements. One person in dept. needed to help with learning problems referral problems. Upper division majors should be used in advising capacity-informally perhaps. Honor Society might be required to tutor.

### Specific Departmental Problems:

Many people in the Math dept. are rather dissatisfied. They stress the need for less theory and more applied Math courses and more applied math within theory courses. They are also unhappy with the quality of teaching.

There was a great deal of criticism of the school of Education, mostly of the undergrad program. The criticism was about the quality of the material, the relevance of the material and the lack of innovation. The list of "suggestions" proposed by the "second quarter" committee was discussed at the Dept. meeting. These included changes in the overall program, specific courses, and student teaching. There seemed to be a large desire for some form of change.

The Dept. of Romance Languages received suggestions for changing of elementary programs of study abroad and

expressions of need for more conversation and speaking in courses and less composition..

Students and faculty in many departments complained about lack of enough courses or lack of variety of courses. There seems to be a problem of limited money for additional faculty and courses and in some cases a lack of space (closed out courses).

Many have felt too much pressure to cover a specified amount of material and also to test large amounts of material at one time.

Miscellaneous comments and suggestions

School of Education in competition with total research oriented university

Art Department isolates itself.

Classics dept needs to make identity known.

Establish music dept listening rooms, music library.

Environmental Studies Dept should be established.

## Education, Teaching, Quality of Learning

Controversy between education and teaching. Why are people educated? Education seen as means for fitting people into societal and vocational slots. This is seen as narrow view and does not consider questions of individual perception, personal philosophy. Booklearning-creative thinking dichotomy. Faculty-student relationships seen as too distant and blocking learning. Equal partners in an educational community is concept requested--breakdown of formality. Learning not perceived as enjoyable. Create climate for learning and protect that climate and the University community.

Education takes place inside and outside classroom--must be connected with life. Stress on individual learning and development. Is learning accomplished one way from teacher to student--or in dialogue.

Creation of center of teaching and curriculum innovation with position similar to research setup. Elected person would preside as V.P. Research does now.

Too much emphasis on degrees, image. Should reflect society's needs. Free, open university needed.

## SECT

There was massive support for making SECT mandatory by action of the University Senate. Many felt that the results should be published and distributed to all University members at no cost with Student-Tax money used to fund the operation. There was disagreement on the level at which SECT should operate; some felt that it should operate at a complete University level, while others felt that it should operate at a departmental level. A question was raised about evaluating the quality of research and publishing. A suggestion was made to use the results of SECT in decisions made on tenure, firing and renewal or non-renewal of contract. Much discussion was centered on the time that evaluations should take place. Some felt that the evaluation should take place at the end of the semester, others felt that it should take place at mid-semester to provide some feedback to the teacher. Some felt that evaluation should be a continuous process. A point was raised that, perhaps, teachers should also evaluate other teachers. Many stated that not only should the teacher be evaluated but also the material presented in the course. A major concern was the validity of the questionnaires used in the past. Moreover, the point receiving the most massive support was to make SECT mandatory.

### Rewarding Good Teachers

It was suggested that:

1. Good teacher awards be established;
2. A teacher-of-the-year award be set up;
3. Rewards should be made publicly and before the community.

The question of student apathy lies at the center of faculty-student relationships. Students just don't show interest in department affairs. Faculty just don't treat students as individuals. Apathy is a charge thrown back and forth. Nor do students or faculty know how to deal with the belief in widespread student and faculty disinterestedness.



## TENURE AND PROMOTION

There was massive support for doing away with tenure completely. Some felt that tenure does not protect those we want protected. Some felt that if tenure is retained the criteria must be clarified; the criteria should not place so much emphasis on publishing and research. Many believed that students must have a say in tenure.

One plan presented for an alternative to the present policy was:

Faculty should be given the option of choosing one of three criteria as a basis for promotional and tenure:

a) teaching alone, for those whose primary commitment is to undergraduate teaching;

b) research leading to publication alone, for those whose primary commitment is to the graduate education and research;

c) A combination of the two, for those whose ability and interests lead them to work in both fields.

Faculty choosing to be evaluated and promoted on teaching alone should not be penalized or put in an inferior position.

Another plan submitted was the establishing of a committee representing (1) students, (2) faculty, (3) administration to oversee the dismissal of Faculty based primarily on the "Publish or Perish" prerequisite.

A suggestion was made to make available a complete list of personnel being reviewed for promotion, etc. early each year to the entire University community so interaction will not take place at the last stage.

A recommendation was made that alternative positions within the University should be provided, if the situation calls for, for dismissed faculty.

### Research and Teaching

From all indications, research was discussed many times during the "Dialog Session." The points brought out included:

1. Research should be optional.
2. There should be part-time teaching and part-time researching-- One semester for teaching and another semester for researching.
3. Undergraduates should get involved with the research of the teachers; the teacher should do research in a related subject that he is teaching to the undergraduates.
4. Teachers should teach and researchers should research.
5. The problem is a departmental problem and should be dealt with at that level.
6. Teaching and research cannot be separated but teaching should take a priority.
7. University is the only place for research to be carried out.
8. Profs should stop research for one or two years to devote their time to teaching and then return to research and teaching.

### Publishing and Teaching

1. Too much emphasis on publishing
2. It should not be necessary for a Prof to publish and teach.
3. A young teacher shouldn't be made to publish.
4. Statement from "Pleasures of Publishing":  
Publishing and teaching are interrelated.

"If the man has nothing to say, or perversely will not say it to students, this can be so. But if he is really doing his subject, he will be both publishing and teaching through every mode of communication he uses. And it is what he has to say that matters, not the mode used to say it.

Quality of teaching - the present situation

Coming mostly from the Social Sciences, but also largely from other department, came complaints concerning class size, teaching, and course content. Many feel that more emphasis should be placed on teaching at the undergraduate ~~xxxxx~~ level. A suggestion that a position of Vice-President for Teaching be created was made. Introductory courses are viewed as worthless, dull, losing majors in the crowd, meaningless rote. Faculty is asked to justify content and help explain their educational aspects. The structure and the goals of each course should be periodically re-examined. Course content seems irrelevant to reality. There is apparently a shortage of "good" teachers.

Change-

The general consensus seems to be that the University is too specific that it should be freer. While some support requirements as promoting well-roundedness ~~XXXXXXXXXXXXXXXXXXXX~~ more attack them as obstructing well-roundedness and tying people down. Some advocate dropping a major completely. Someone suggested that a comprehensive examination be given in the major field before the BA or BS, replacing the grading system. The pass-fail system was heavily criticized, but some ask that it be optional in each course.

Greater experimentation was called for, including expanding the Experimental College into a free university, though some people wanted to know what an Experimental College is all about. More pluralism is needed, as an alternative to requirements, to relate to the community, to provide doing as well as learning; and also seminars and independent study in relation to pluralism. We need more interdepartmental courses, even interdepartmental majors. A general college for independent study should be created, and independent study should, in general, be encouraged. A test should be given such that, if the student proves competent in the subject, he may be excused from the appropriate course. It is suggested that the university be reformed as an entity whose purpose is integrating the student into society.

#### C.U.R.E.

A proposal that has received widespread support before and during the dialogue was that of the Committee for Undergraduation Requirement Elimination (CURE).

All requirements except for the major, minor, Physical Education, and Teacher Education (where applicable) are to become recommendations rather than requirements.

For further details see the SURE proposal.

It should be stressed that this received much support.

#### EXPERIMENTAL COLLEGE

Overwhelming opinion from data read is the experimental  $\phi$  learning programs are needed and desired at SUNYA.

Suggestions to implement this idea include:

A. Establishment of an Experimental College under which all experimental programs (i.e. present experimental-general college programs) would be housed;

B. The hiring of a professional educational innovator to conceive, develop and implement experimental learning programs.

C. Under this table of Experimental (new) Learning Program could go  $\phi$

1. a central testing service that would allow students to ~~pass~~ pass with credit courses without having to do the in-class work. This service would also collect all course outlines and syllabi for distribution if deemed necessary;

2. Establishment of a department of "humanistic" or affective learning and techniques. Such a program would concern itself with techniques of making learning fun and methods of incorporating "feeling" experiences in daily learning.

STATE UNIVERSITY OF NEW YORK  
AT ALBANY

OFFICE OF THE PRESIDENT

ALBANY, N.Y. 12203

MEMORANDUM

To: University Senate  
From: Allan A. Kuusisto

The next meeting of the Senate will be held on Monday, April 20 at 3 p.m. in the Assembly Room of the Campus Center.

Agenda

1. Item remaining from Senate Meeting of March 16, 1970.  
Resolution presented by Regis Deuel.
2. Consideration of the C. U. R. E. proposal. This is in two parts to be presented by Stephen Villano.
  - a. Motion to remove from the table the proposal of the Undergraduate Academic Council of March 17, 1969.
  - b. An amendment concerning the implementation of the proposal.

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3. Council Reports
4. New Business

Allan A. Kuusisto

AAK/sla  
4/15/70

STATE UNIVERSITY OF NEW YORK  
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

DATE: April 21, 1970  
FROM: Allan A. Kuusisto  
TO: University Senate

The Senate was unable to complete all the items on the agenda at Monday's session and a continuation of the meeting will be held on Thursday, April 23, at 3:00 p.m. in the Ballroom of the Campus Center. Council reports and new business are the remaining topics for discussion Thursday.

  
Allan A. Kuusisto

AAK:amp

STATE UNIVERSITY OF NEW YORK  
AT ALBANY

RECEIVED

APR 27 1970

OFFICE OF THE PRESIDENT

DEPARTMENT OF HISTORY  
SUNY, ALBANY  
ALBANY, N.Y. 12203

M E M O R A N D U M

TO: University Senate

FROM: Allan A. Kuusisto

Since there was 20 quorum at the Senate meeting on Thursday, the continuation session will be held on Monday, April 27 at 3 P.M. in Lecture Room 6. The agenda will consist of Council reports and new business which had to be delayed from Monday's meeting.

Allan A. Kuusisto

AAK/glc  
4/24/70

SENATE OF THE STATE UNIVERSITY OF NEW YORK AT ALBANY

Minutes of the Meeting

April 20, 1970

The meeting was called to order at 3:15 p.m. in the Assembly Hall. More than a quorum was present. The minutes of the Senate meetings of March 16 and of March 25 were approved without change.

1. Senator Duell re-introduced the motion carried over from the previous session calling upon the Executive Committee to prepare and present to the Senate a statement concerning the scope of the Senate's jurisdiction. He pointed out that an ad hoc committee had circulated an inquiry to 1150 members of the faculty and staff; that 58% of those polled or 674 had returned the questionnaire and that of those 581 or 86.2% (and an absolute majority of the faculty) had declared themselves in favor of an affirmation of a strict construction of the Senate's functions.
  - 1.1 Senator Schwartz moved to amend the motion to ban all "war-related research" on the campus. A point of order was raised that the grammatical form of the amendment was not appropriate to the form of the main motion. The matter was dropped when the mover did not reframe his motion.
  - 1.2 A motion by Senator Littlefield to postpone indefinitely was approved by a vote of 31 to 23 with 6 abstentions.
2. Senator Villano presented the CURE proposal which had been circulated with the agenda. He pointed out that only 200 out of roughly 8000 students benefit from the General and Experimental Colleges and the 3 already-approved departmental majors. In a recent student poll 1911 voted in favor of the CURE proposal with only 119 against. General opinion, he reported, was that the proposal was only a small step and didn't go far enough.
  - ~~2.1~~ Senator Villano's motion to remove from the table the "new Statement of the Undergraduate Degree Pattern dated March 17, 1969 and presented to the Senate by the Undergraduate Academic Council which had been tabled in the Senate meeting of June 2, 1969 was approved unanimously without debate.
  - 2.2 Senator Villano moved to amend the Undergraduate Academic Council's recommendation by adding the "Implementation Amendment dated April 20, 1970" with the implementation details to go into the Bulletin. It was pointed out that the proposal as presented had been considered by and approved by the Undergraduate Academic Council. The motion to amend was approved orally with only a scattering of "no's".
  - 2.3 Senator Villano then moved approval and immediate implementation of the statement of degree requirements as amended. The Senate approved a request that Professor Winkelman be permitted to speak against the proposal. Senator Tedeschi also spoke against it saying that students need to know other fields besides their area of specialization. Senator Childs argued that there is no proof that the existing system satisfies the claimed purpose or that the CURE

requirements would be any worse. It was further argued that the concept of the well-rounded individual is obsolete; the focus of education should be on the process of knowledge rather than on its content. In response to a question it was affirmed that School and Departmental degree programs would not be changed. Two representatives of the CURE committee were allowed to speak in its behalf. Various speakers argued in its favor that departments now slight required courses, that the proposal eliminated compulsion and encouraged self-direction. In response to a question Dean Perlmutter indicated that he did not believe the proposal would have any harmful effect on faculty recruitment or retention.

2.4 A motion to call the previous question was defeated by a vote of 32 to 15. A motion was made which, after corrections accepted by the maker, would have specified that at least 39 hours of the elective courses would be outside the major or second field. After some discussion the amendment was defeated without dissent. The question was called and carried with only a handful of no votes.

3. Because of the impending religious holyday, it was moved at 5:25 p.m. that the Senate adjourn until 3 p.m. on Thursday, April 23.

April 23 At 3:30 p.m. there were only about 30 Senators present. A motion was entertained for adjournment to 3 p.m., Monday, April 27 and carried without dissent. However, on the 27th there were fewer than 35 Senators present and the Senate was not called into session.

President Kuusisto took the occasion to inform those present that the Board of Trustees had amended its rules concerning public order on campus to make them obligatory. Furthermore each campus is required to establish a hearing committee consisting of 3 members of the administration (and an alternate), three faculty members (and an alternate), and three students (and an alternate). The students were to be named by the first six, and the committee would hear all charges against students for breaches of public order on campus.

Professor Thorstenson suggested raising at the SUNY Senate the issue of the Trustee's policies on classified research. Should, he asked, the Trustees be requested to announce publicly all exceptions granted? Senator Droessler commented that to his knowledge no exception had been granted and that no request for such an exception had been forwarded to the Trustees from this campus.

The Senators present took the opportunity to discuss the proposals for graduate programs in Philosophy and Italian for the guidance of the Executive Committee which would be obliged to act upon them in view of the inability of the Senate to muster a quorum. The discussion turned on the adequacy of present and prospective library resources. Professor Reese asserted that the SUNY/A library is now better equipped in Philosophy than the libraries of 5 or 6 other institutions known to give respectable PhD's in this field. Dean Flinton pointed out that the Italian program provided a unique opportunity to pool SUNY/A resources with those of the Center at Binghamton.

Respectfully submitted,  
Virgil B. Zimmermann, Secretary



STATE UNIVERSITY OF NEW YORK AT ALBANY  
1400 Washington Avenue, Albany, N. Y. 12203

April 15, 1970

MEMORANDUM

To: University Senate  
From: Executive Committee  
Subject: Executive Committee Report

For Information

1. The selection of the University Governance Commission approved at the meeting of the Senate of March 25, 1970 is almost complete. When it is completed the names of the members of this Commission will be distributed to the University community.
2. Since at this time the slate of nominees for election to the 'Special Committee on Faculty Evaluation and Term Renewal, Tenure and Promotion Criteria' is not fully prepared, the Executive Committee agreed that in order to expedite the establishment and operation of this committee, the election of its members by the Senate will be conducted by mail ballot.
3. Following the practice established last year the Executive Committee has requested Vice Chairman-Elect Mauritz Johnson to appoint a nominating committee for the purpose of presenting a slate of nominees for the election of 1970-71 Executive Committee to the new 1970-71 Senate at its organizational meeting. In this connection the Executive Committee has agreed that the interpretation of Article II Section 5 of the By-Laws does not exclude the election of student members of the Senate to the Executive Committee.

Respectfully submitted,  
Alfred P. Finkelstein, Chairman



Members of the University Senate:

Members who are representatives of the Faculty and Staff are aware of the recent poll conducted by the Ad Hoc Faculty and Staff Committee on Senatorial Authority. The entire Faculty and Professional Staff, totaling 1,150 members, was asked to affirm or reject the following statements of fact and principle:

THE UNIVERSITY SENATE, BY ITS ACTION ON  
FEBRUARY 9, 1970, ASSUMED UPON ITSELF THE  
ROLE OF A POLITICAL ARM OF THE UNIVERSITY,  
BEYOND THE POWERS DELEGATED TO THE SENATE.

ANY ACTION BY THE SENATE BEYOND THE  
GOVERNANCE REQUIREMENTS OF THE UNIVERSITY  
CANNOT BE CONSIDERED REPRESENTATIVE OF  
THE ENTIRE UNIVERSITY FACULTY.

The affirmations of the principle thus far received represent an absolute majority of the voting faculty. 86% of the total returns received affirm the principle. This result constitutes a clear call for responsive action by the University Senate.

I THEREFORE MOVE THAT THE EXECUTIVE  
COMMITTEE PREPARE AND PRESENT TO THE  
SENATE FOR ITS CONSIDERATION A STATEMENT  
OF AFFIRMATION WITH RESPECT TO ALREADY  
EXISTING RULES OF PROCEDURE (ARTICLE I,  
SEC. 3, OF THE FACULTY BY-LAWS) WHICH  
LIMIT THE SENATE'S JURISDICTION AND ITS  
AGENDA TO MATTERS PERTAINING TO THE  
ACADEMIC GOVERNANCE OF THIS UNIVERSITY.

*Adriel*

State University of New York at Albany

STUDENT AFFAIRS COUNCIL

REPORT TO THE UNIVERSITY SENATE

April 20, 1970

1. The Student Affairs Council met on March 6, 1970. The Committee on Financial Aids reported the following action:

- 1.1 The Financial Aids Office shall be authorized to encourage departments of the University to advertise student assistant positions in the Office of Financial Aids, with the understanding that students will be referred to prospective employers who will make the final decisions to employ.

Rationale: Student employment opportunities are becoming more scarce; encouraging better advertising of jobs will hopefully permit students needing work better access to employment. The size of the University facility makes it difficult for students to find where jobs exist.

- 1.2 SUNYA students, in their SUNYA employment as student assistants, will be permitted to work up to a maximum of 15 hours per week. Students wishing to deviate from this policy may do so with the approval of the Employment Coordinator in the Office of Financial Aids.

Rationale: This proposal will insure equitable distribution of job opportunities and will make general student employment on campus consistent with the College Work-Study Program.

- 1.3 The Office of Financial Aids shall be authorized to mail information concerning the funds management program of Education Funds, Inc. to students unable to receive aid through university-administered programs. The Office of Financial Aids will insure that no additional administrative responsibility will fall to the University as a result of providing this service to students.

Rationale: This program represents a service that higher income families may avail themselves of in the event other aid is inaccessible.

- 1.4 In the event SUNYA is required by law to withdraw financial aid, resulting in a student's being forced to leave college when such is not the intention of the University, the aid will be withheld and the case will be described in detail and referred to the U. S. Office of Education for final interpretation.

Rationale: Lack of clarity in present anti-riot legislation makes it desirable to obtain interpretation.

A question was raised with regard to which governing body of the University has the authority to determine the maximum number of hours per week which student assistants may work. Guidelines will be sought on this matter.

2. The following persons were approved as members of the Committee on International Students:

Douglas Lord, Exec. Secretary  
Lois Gregg  
Rodney Hart  
William Derrick  
Donald Small  
Robert Fairbanks

Ruth Blackburn  
Grace Moroukian  
Robert Burstein  
Abdinassir Sheik Abdi  
Jorge Restrepo

3. At the conclusion of the two-day University-wide Dialogue of March 19 and 20, the Dialogue Committee met and submitted a report to the Executive Committee of the University Senate. The Executive Committee met and invited the chairmen of all senate councils to review the report. As a result of that meeting the Executive Committee referred four items to the Student Affairs Council:

- 3.1 Grievances - How should student complaints and grievances on academics and other matters be handled?
- 3.2 Unification - It was suggested that greater communication between faculty and students should take place. How can we incorporate faculty into residential life?
- 3.3 International Student Association
- 3.31 It was suggested that more attention should be paid to International Students.
- 3.32 The students feel that there should also be more reciprocal action on the part of the International Student Association to help American students wishing information on traveling abroad.
- 3.4 Security - Questions were raised as to the specific powers and duties of our campus security force.

The Student Affairs Council referred the issue of unification to the Committee on Student Residences and the issue of International Student Association to the Committee on International Students.

It was indicated that the issue regarding grievances required further study. It was pointed out that the improvement of information services and the presence of a university officer in a central location as proposed at the last Senate meeting might help to solve this problem.

The security question requires discussion with the Vice President for Management and Planning, who has administrative responsibility for security.

4. The Council revised Section 4.1 of Student Guidelines upon recommendation of the University Committee on Student Conduct from:

4. (cont'd.) "The Judicial body is established in a manner which affords all students residing in the quadrangle an opportunity to elect a representative body."

TO

"The Judicial body shall be established in a manner prescribed by the quadrangle constitution."

5. The Council reviewed a proposal by Senator Jack Schwartz which called for standards of academic freedom with regard to freedom of expression, protection from "improper disclosure of personal records," searches and inspections and the surrender of incriminating evidence about students.

After a lengthy discussion of the University's legal obligations and its current practices, the Student Affairs Council passed unanimously a motion which indicated that current university policy regarding these matters is appropriate.

Respectfully submitted,

Clifton C. Thorne  
Chairman

Armand Baker  
Sorrell Chesin  
Jerome Dukes  
William Dumbleton  
Roswell Fairbank  
Doris Geiss  
Mark Goor  
Lois Gregg  
Harry Hamilton  
Janet Havens  
Steven Lobel  
Victor Looper  
Margaret McKenna  
Karl Peterson  
Adele Porter  
Rudolph Schmidt

STATE UNIVERSITY OF NEW YORK AT ALBANY

Council on Research Report to the Senate on the Proposal to Ban War-Related Research From All Facilities of the University.

The Council held several discussions of the proposal and consulted with other members of the faculty and student body, including Messrs. Reilly and Schwartz, the two Senators who brought the proposal to the Senate.

The Council found that the term "war-related research" is subject to individual interpretation and not acceptable for inclusion in a policy statement. It is well known that any new knowledge which comes from research can be used in a variety of applications, and such use of knowledge is usually not predictable in any detail. The Council therefore rejected the proposal to ban war-related research from all facilities of the University.

Under the current SUNY Trustees' policy, research activity throughout the SUNY system is in the public domain, and public information is available on the conduct, program and results of all research and research related programs. The policy statement is as follows:

"RESOLVED that any research or research-related programs conducted by personnel of State University of New York, carried out in State-operated universities or colleges or on State University controlled premises shall be unrestricted as to the dissemination publicly of the conduct, progress and results of such research or research-related programs; and, be it further

RESOLVED that any projects which might be considered justifiable exceptions to this policy or might require review because of extenuating factors shall be submitted to this Board of Trustees for review and final decision. (66-258)"

The Council recommends that the Senate reaffirm the above statement of the SUNY Trustees as continuing policy for the SUNYA campus.

15 April 1970

Council on Research Members:

John M. Bird	Charles T. O'Reilly
Richard Clark	John C. Overbeck
Alice Fuchs	John W. Saunders
Melvin Katz	Richard C. Teevan
Kathleen Kenndey	Jagadish B. Garg, Vice Chairman
	Earl G. Droessler, Chairman

UNDERGRADUATE ACADEMIC COUNCIL

The Undergraduate Academic Council met on April 7 and discussed several items but there is nothing to submit for action at this time.

Respectfully submitted,  
John Aronson, Chairman

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COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS

The Council is continuing to meet as often as possible and is continuing its work.

Respectfully submitted,

Charles T. O'Reilly,  
Chairman

## Graduate Academic Council

For the period March 1 - 31, 1970

For information:

The Council held one meeting during this period.

1. The Council clarified the procedures a department should follow if it wished to utilize the departmental testing option but did not have within its faculty a person competent in a foreign language in which a student wished to be tested. It was determined that in cases such as these the department could arrange to utilize the services of a qualified person outside the department. Similarly, the department could make such arrangements if a qualified person within the department could but would not serve.
2. The revised foreign language/research tool requirement which was adopted February 19, 1970, is given in full below:
  - I. The University requirement that each candidate for the Ph. D. demonstrate a competence in at least one appropriate foreign language is recinded.
  - II. Programs leading to the Ph. D. require the demonstration through examination of a reading knowledge of at least one foreign language and/or other appropriate research tools, depending on the program:
    - A. Foreign Languages
      1. Foreign language requirements may be met in one of the following ways: (a) by local examination constructed, administered, and evaluated by the student's major department; (b) by completion of an appropriate Graduate School Foreign Language Test of the Educational Testing Service (E.T.S.); (c) by local examination conducted by the appropriate foreign language department. The number and nature of these options available in a particular program is at the discretion of the department.
      2. English may not be used to satisfy a foreign language requirement.
      3. With the approval of his major department, a foreign student may present his native language in meeting a requirement for one foreign language.
      4. Generally there is no limit on the number of times a graduate student may take a language examination, but individual departments may at their discretion establish such limits.

5. For students who take the E.T.S. examination (available in French, German, Russian, and Spanish), the passing score is determined by the department and in all departments may not be less than 500.
6. Scores on an E. T. S. test taken prior to admission to a program may be applied to the satisfaction of a foreign language requirement at the discretion of the department.
7. The limit of time between the satisfaction of a foreign language requirement and admission to candidacy for a graduate degree is at the discretion of the department.
8. Successful completion of a foreign language requirement will be recorded on a graduate student's transcript. Examinations failed will not be recorded.

B. Other Research Tools

Special skill requirements are listed under the program statements of the individual departments. Responsibility for the evaluation of a student's competence in such techniques rests with the student's major department. The department may, however, require the student to be examined or otherwise meet standards of accomplishment in another appropriate department.

III. Where master's degree programs include a language requirement or a research tool requirement, the policies above associated with their evaluation will apply to them also,

IV. ~~The above policies become effective June 15, 1970, and apply retro-~~  
~~actively to all students in graduate programs at this University, at their~~  
~~option.~~

3. The Council approved the following statement as a guide to departments in defining their "research tool requirements":

Implicit in the Council's decision to broaden the concept of required research tools to include research tools other than foreign languages is the conclusion that such requirements in the past have often been retained largely as a kind of academic appendix to the body of the graduate learning experience. The Council urges each department, therefore, to integrate the use of the research tools it requires into the ongoing program of the student. Such an integration will serve to de-emphasize the routine satisfaction of a research tool requirement and should encourage the use of the tools meaningfully and appropriately in course work and seminars as a part of the student's program of study.



4. The Council requested the Dean of Graduate Studies to:
  - a. Inform the chairmen of all departments with active graduate programs, or with programs approved to begin in September 1, 1970, of the changes in the regulations governing foreign language and research tool requirements.
  - b. Request that these chairmen submit by April 30 the necessary statements of their departments' requirements for inclusion in the official descriptions of these programs.
  - c. Make such editorial revisions throughout the next issue of the Graduate Bulletin as may have been necessitated by the adoption of the revised regulations governing foreign language and research tool requirements.
5. The Council admitted two students to candidacy for the D. F. A. , two to candidacy for the Ed. D. , and two to candidacy for the Ph. D.
6. The Council voted to recommend to their respective faculties for the conferral of advanced degrees and certificates one candidate for the Ph. D. (chemistry), one candidate for the Ed. D. (educational administration), and one candidate for the University Certificate (school psychology).

For Action:

1. The Council recommends to the Senate a graduate program in philosophy leading to the Ph. D. for introduction June 15, 1970. A copy of the proposal has been distributed separately.
2. The Council recommends to the Senate a graduate program in Italian leading to the M. A. for introduction June 15, 1970. A copy of the proposal has been distributed separately.

Respectfully submitted,

Charles T. O'Reilly,  
Chairman

E. W. F.  
4/13/70

STATE UNIVERSITY OF NEW YORK AT ALBANY

Library Council  
Minutes #7 (1969-70)

Members Present: Dr. Baum, Miss Cavaleri, Dr. Colby, Dr. Frank, Miss Hastings

Members Absent: Dr. Droessler, Mr. Odoho, Dr. Phillips, Dr. O'Reilly  
Mr. Rothman, Dr. Stauffer

Guest Present: Miss Caulfield

A regular meeting of the Library Council was held on Thursday, April 9, 1970, in Room 124, University Library. The chairman pro tem, Miss Alice Hastings, called the meeting to order at 3:15 p.m. Lack of a quorum prevented the transaction of any official business.

The following topics were covered:

A - Library budget formula. Because of illness Dr. Haniuk was unable to present the application of a formula for the allocation of library funds to departments based on enrollment and size of faculty.

B - University College Library Collection. Following a review of the history of the collection by Miss Hastings, the present operation of the UNI collection was described by its librarian, Miss Monica Caulfield. She explained that the three functions consisted of:

1. Book selection to provide the collection with the best and most useful items of interest to students in the first two years of college in support of courses being taken and term papers to be written, as well as materials of general interest.
2. Library instruction.
3. Reference desk assistance duties for 11 hours per week.

In response to questions Miss Caulfield indicated that the UNI collection is conceived of in many different ways: as a separate area for faculty and students, as a collection area, as a service area, and as an organization and staff unit.

The question was asked if the UNI material would be just as valuable and more useful if interfiled with the rest of the library collection. Circulation data indicates that the UNI collection is used as much or more than any other part of the University Library collection.

Miss Caulfield indicated her proposal for the future is to change the focus of the collection to reflect contemporary issues and to maintain such interest through a revolving collection.

A question was raised as to the effect of a library budget allocation formula on the budgeting of funds.

There seems to be no basis for applying such a formula to the UNI collection.

Are "classics" missing from the regular shelves because they are contained in the UNI collection? This may be true since some Bibliographers select material with the UNI collection holdings in mind and do not duplicate but other Bibliographers do duplicate.

One development being undertaken by the Library is the establishment of a "popular" or "recreational" collection consisting of uncataloged paperbacks to be taken and returned at the readers' pleasure.

As for the future of UNI, Council members suggested that data concerning undergraduate reactions to the UNI collection be gathered.

C - Dialogue Questions. A series of questions brought up during the University Dialogue were reviewed. On the matter of student representation on the Council, members expressed themselves as favorable to an increase in student representation. Since a quorum was not present, discussion was deferred on the other matters.

D - Undergraduate Committee Opinion. Miss Cavaleri and the chairman reviewed the topics discussed by the ad-hoc undergraduate committee on the Library viz:

1. Organization of the law collection and use by students in Criminal Justice.
2. Hiring of two new clerks for re-shelving.
3. Sub-basement exit survey.
4. Overdue items.
5. Copying machines.
6. Card catalog and lack of cross reference.
7. State Library -- need to speed up service.

E - Library Hours. The Council asked the chairman to inquire of the Vice President for Academic Affairs concerning the position of the President's Cabinet on Library Hours and study space in the University.

Respectfully submitted,

Werner Baum	Francine Frank
Tish Cavaleri	Alice Hastings
Frances Colby	Charles O'Reilly
Earl Droessler	Allan Rothman
Edoho Edoho	Donald Stauffer
Murray Phillips,	Chairman

The April meeting of the Council on Postgraduate Studies and the Council on Postgraduate Programs reported that the Council on Postgraduate Studies had

For Information

The sub-committee on faculty economic and professional welfare has been working with three study groups throughout the year. This month these study groups will file reports and recommendations relating to: (1) salary differentials and alleged inequities, (2) sabbatical leave, (3) fringe benefits. A special meeting is planned in order to send the recommendations to the Senate membership before the May meeting.

Submitted by

James M. Reilly,  
Chairman

## The CURE Proposal

1.

Last spring, a proposal to eliminate the general undergraduate degree requirements at SUNYA was presented to Faculty Senate, after having been reviewed and approved by the Curriculum Committee and Undergraduate Academic Council of the Senate. The proposal was tabled, primarily because it lacked a plan of implementation and needed proof of significant support throughout the University community. As members of CURE, the Committee for Undergraduate Requirement Elimination, we have undertaken to supply the implementation plan which was called for, and we are circulating this plan, along with the original proposal, to gauge the degree of support which exists for our program.

To further educate the University community about our plan, CURE has scheduled a series of open hearings throughout the University for the week of April 6-10. CURE will also conduct an open opinion poll on April 15, 16, 17 in the Campus Center Main Lounge to discern student support for the proposal.

At the April 20, 1970 meeting of the University Senate the issue of undergraduate requirement elimination will be brought before the members of the Senate. At that time, we will be able to present University Senate with evidence of support for the plan of eliminating general degree requirements. We are asking you to read last year's bill and the plan of implementation and to use the last sheet of this booklet for comments. Please leave your comments in your department office if you are a faculty member or at the Campus Center Information Desk if you are a student.

If you have any questions, do not hesitate to call us. Our names and numbers are on the last page.

The text of the proposal and implementation amendment follows.

\* \* \*

### New Statement of the Undergraduate Degree Pattern

Proposed by the Undergraduate Curriculum Committee Mar. 17, 1969

The Curriculum Committee recommends that the undergraduate degree requirements approved by the faculty of this University in the 1961-62 academic year be withdrawn and that the following statement become the statement of the University degree requirements:

#### a. Requirements for the Bachelor of Arts degree:

- (1) The Bachelor of Arts degree requires a minimum of 120 semester hours.
- (2) The B.A. degree is the liberal-arts degree, and stresses general preparation in preference to specialization.
- (3) Of the semester hours in this degree, at least 75% must be in the liberal arts and sciences.

In addition, the physical education requirement as approved by the faculty is retained for the next two-year period, and reviewed thereafter.

b. Requirements for the Bachelor of Science degree:

- (1) The Bachelor of Science degree requires a minimum of 120 semester hours.
- (2) The B.S. degree is the degree permitting specialization and/or stress on preparation for a specific vocational objective.
- (3) Of the semester hours in this degree, at least 50% must be in the liberal arts and sciences.

In addition, the Physical Education requirement as approved by the faculty is retained for the next two-year period, and reviewed thereafter.

The Committee recommends further that this new degree pattern be implemented immediately upon approval by the Faculty Senate of this University, so that the individual faculties awarding the degree may use the flexibility provided to them.

\* \* \*

IMPLEMENTATION AMENDMENT

April 20, 1970

Note: This is to replace pages 71 through 75 of the 1969-70 Undergraduate Bulletin and applies to all undergraduates.

Requirements for the Bachelor's Degree

The college awards the degree of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) to those candidates who have ~~who have~~ completed an approved sequence of courses and study totaling a minimum of 120 semester hours and who, by vote of the faculty, are certified as having fulfilled all degree requirements. (The required semester hours exclude courses failed or not completed and the physical education requirement.) See section of the Bulletin titled "Undergraduate Academic Regulations" for specific information concerning the residence requirement and other regulations. The authority to establish requirements other than those listed below remains solely in the University Senate.

Required of all B.A. Candidates

- A. A major in one of the following: 36 semester-hours (maximum)
- General Program: American Studies, Afro-American Studies, Anthropology, Art, Biology, Economics, ENGLISH, French, Geography, German, Greek, History, Inter-American Language and Area Studies, Italian, Latin, Mathematics, Music, Philosophy, Political Science, Psychology, Rhetoric and Public Address, Russian, Sociology, Spanish, Theatre.

Teacher Education: English, French, German, History, Latin, Mathematics, Russian, Social Studies, Spanish, Speech (general).

- B. A Second Field sequence 18 semester-hours
- In addition to those subjects listed under Major, Sequences are available in Astronomy and space Science, Atmospheric Sciences, Business, Chemistry, Chinese, Comparative Literature, Computer Science, Geology, Linguistics, Physics, Portuguese, Social Welfare, other approved sequences, as advised by the chairman of the major department in which the candidate is enrolled.

C. Special Requirements  
Teacher Education: Professional requirements 22 semester-  
in education. hours

D. Free electives  
(Depending on program, major, and second field.)

TOTAL: 120 semester-  
hours

E. Physical Education requirement  
Above the required hours of academic study necessary  
for graduation.

Required of all B.S. Candidates

A. A major in one of the following:

General Program:

College of Arts and Sciences: Astronomy and  
Space Science, Atmospheric Science, Biology,  
Chemistry, Economics, Geology, Mathematics, Phy-  
sics, Science, Science-Medical Technology,  
Speech Pathology and Audiology.

42 semester-  
(maximum)

Teacher Education Program:

College of Arts and Sciences: Biology,  
Chemistry, Mathematics, Physics, Science,  
Speech Pathology and Audiology.

36 semester-  
hours  
(maximum)

B. A Second field sequence

General Program: To be determined upon  
advisement with chairman of major de-  
partment.

18 semester-  
hours  
(minimum)

Teacher Education: The major and second  
field are combined for those majoring in  
the sciences. Majors in athletics must  
select a sequence in one of the natural  
sciences, Computer science, or business.

C. Special Requirements

Teacher Education: Professional require-  
ments in Education.

22 semester-  
hours

D. Free Electives

(Depending on program, major and second  
field)

TOTAL: 120 semester-  
hours

E. Physical Education requirements

Above the required hours of academic study  
necessary for graduation.

IMPORTANT

For the School of business and the School of Nursing, the general university-wide requirements are eliminated as in the school of arts and sciences. All professional and departmental program requirements are to remain intact.

The following, formerly requirements, is a recommended course distribution of general Liberal Arts and Sciences for those students who are unsure or undecided as to a field of study.

1. English Composition 3 semester-hours
2. Art, literature, Music, Philosophy 9 semester-hours  
Three semester courses including one course in Literature; one course in art or music or Philosophy; and at least one additional course from archaeology, Art, Literature, Music, or Philosophy. Literature courses include those literature courses in a foreign language not used to fulfill the foreign language requirement.
3. Foreign Language 6 semester-hours  
One year of advanced study of a foreign language.
4. Social sciences 12 semester-hours  
Six semester-hours in any one of the following: American Studies, Anthropology, Economics, Geography, History, Political Science, Psychology, or sociology; and an additional six hours from the remaining areas.
5. Natural sciences and Mathematics 12 semester-hours  
Must include one laboratory course in a science and one course in Mathematics or Sci 210 or Csi 201.

\* \* \*

CURE:

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## The CURE Rationale

Voltaire, in his essay entitled "Letters, Men of Letters or Learned Men", writes that:

"In barbarous times when the Franks, Germans, Bretons, Lombards, and Spanish Moors knew neither how to read nor write, we instituted schools and universities almost entirely composed of ecclesiastics, who, knowing only their own jargon, taught this jargon to those who would learn it. Academies were not founded until long after; they have despised the follies of the schools, but they have not always dared to oppose them, because there are follies which we respect when they are attached to respectable things."

With the indulgence of Monsieur Voltaire CURE would like to carry his message one step further. The modern universities were not founded until long after the academies; they have despised the follies of the academies, schools and universities of the past but have not always dared to oppose them, because there are follies which we respect when they are attached to respectable things. One of these such follies is the perpetuation of the system of general undergraduate degree requirements.

Academicians who adhere to both the "ivory tower" concept of the university and the "incubator" doctrine, have assailed required courses as being causes of educational asphyxia.

Yet, they have done little to correct the situation, preferring instead to marinate in the belief that it is necessary to endure the evil of forced learning so long as the final good of "becoming a well-rounded person" is achieved.

Is it truly the task of the University to assure that each one of its members will become "well-rounded?" Is that not a decision to be made by every individual in the university while he is in the process of becoming what he is capable of becoming?

W. Donald Bowles, former Dean of the College of Arts and Sciences at American University, states in an essay entitled Revitalizing the Undergraduate Experience published in March, 1969:

" The qualities of a liberal undergraduate experience are rather widely acknowledged. Education in the broad sense stresses qualities of the person. To be sure, some facts at relatively instant command are essential. But the hallmark of a good college is its stress on the enduring values of sensitivity, adaptability, self-awareness, responsibility for self and society, and its inculcation in the student of an habitual and positive attitude toward systematic thought."

If a system of general degree requirements is not contributing to those "enduring values" of which Bowles writes, and may very well be eroding them, should that system be permitted to live on?

#### The Effects of the System of General Degree Requirements

One of the observations made by the committee at SUNYA which published the report on "New Patterns in Undergraduate Education" was that:

" The university must provide the student with knowledge relevant to his personal, professional and social roles. More important than the knowledge itself are the habits and skills for acquiring new knowledge and confronting new situations."

Required courses have done little to sharpen those "habits and skills". The student who is struggling to fulfill his Spanish requirement is content with mastering the latest cramming techniques so that he can pass a course which is not only personally unfulfilling, but which also gnaws away at the amount of time and attention he can devote to a different area of study which truly interests him.

However, of all of the skills which required courses cultivate, cramming is among the better ones. A student is more likely to cut a class which he is taking by edict rather than by choice, since he has enrolled into the course against his will in the first place. And, while the student's physical presence may be required in the classroom for a certain number of days his intellectual interest can rarely, if ever, be commanded against his will.

In both the "New Patterns" report and the essay by Dean Bowles, the importance of free inquiry is repeatedly stressed. Unfortunately, the continued existence of required courses is a threat to freedom of inquiry and creativity. It is most unfortunate that a good number of students feel compelled to take their required courses in their first two years of college because the study patterns which are developed then are likely to linger on.

To pass required courses which are not in his field of interest the student often must read not for enjoyment, but because he is responsible for the material on an exam that is meaningless to him. Hence, any love the student has for reading may become misdirected, not because he does not desire to learn but, because the reading which he was told to do has disinterested him. Consequently, the student's desire to learn is being frustrated and he is being "whipped" to do well. It is time, writes Dean Bowles, that we stopped the whippings.

The "whippings" are carried out, say some educators, to instill in students the benefits of disciplined learning. "It is good to learn a language," the argument goes, "not necessarily to become proficient, but to learn how to learn."

If this is so, whatever happened to high schools? Does the student who has studied language for four years in high school not know what it is like to learn a language? If the answer is no then the purpose of requiring college applicants to have a foreign language background is open to serious questioning. If the reply is yes, then the argument of the learning "purists" is negated.

To avoid answering the question at all many schools have instituted programs where the student can fulfill his language requirement by spending a summer abroad. But a summer spent abroad often means a good deal of money spent there also, and thus, indirectly, such pleasurable yet expensive ways "around" the language requirement discriminate against the lower income student who cannot afford to attend summer school of any kind because he must work over the summer to earn the money which will pay for his room and board in the fall.

The "learning to learn" argument is not the best that the proponents of the system of requirements have to offer. Their ace is the contention that required courses produce "well-rounded" students, and "Renaissance people" are the ideal of the university. Unfortunately, this position lacks consistency. Why is it so vital for those people who do not elect to be part of a departmental major program to be well-rounded, while the elite few who participate in the departmental major program can continue to be specialists? Does the University not believe that those students enrolled under a departmental program should be receiving a well-rounded education? If the answer is as it should be, that the departmental major program exists for those individuals who wish to explore their discipline in depth, then the "well-rounded" rhetoric collapses.

However, as Dean Bowles writes "most of the students serviced by a department are non-departmental majors." These are the students who are afforded very little choice of the pattern of education they can follow. The "New Patterns" report explicitly states that:

"In order to increase the student's freedom and his range of choices we (the committee) agreed that we would provide at least two or more paths for every major educational goal."

For the non-departmental major student who wishes to obtain a degree there is only one path and that leads through a labyrinth of requirements. Where is the second choice which was promised for every "major educational goal?" If no second choice is provided for the non-departmental major student (and that choice would logically be one free of requirements) can that action be interpreted to mean that the achievement of a degree by a student outside of a departmental major program is not a "major educational goal?" And if this is the case have we then not negated the goals of the majority of students attending this University?

The inconsistency is clearly a case of a pledge to educational pluralism not being adhered to. The "New Patterns" report has strongly requested that:

"The student should have the opportunity to make his own educational choices wherever possible--especially at the undergraduate level. The principle of educational pluralism is analogous to the concept of consumer choice in classical economics."

How many student "consumers" would be willing to "buy" science and math courses which in no way "round" them, but instead interfere with their ability to "buy" other "commodities?" In classical economics the consumer is not required to buy some products, if he wishes to spend his money on others.

Dean Bowles views the elimination of the typical general education requirements as a major step toward revitalizing undergraduate education:

" We still actually force students into several courses in the humanities, the social sciences, and the natural sciences, surely three of the greatest cliches of all time. This practice has no predictable effect. The instructor in a humanity course may be a monster, and the course he teaches will be monstrous. An introductory economics course taught by a hard-charging mathematics type will probably be fundamentally illiberal. Is History a humanity or a social science, quite apart from who teaches it? Is mathematics science, or is it more closely associated with programs in languages and linguistics? No doubt firm, well thought-out positions more often than not will be mutually inconsistent.

Why, then, force the student to jump through a set of hoops merely because they seemed appropriate in the past, and because the faculty cannot agree on an alternative? The elimination of such requirements will also eliminate captive audiences on campus which corrupt both students and faculty, not to mention administrations which often use such courses to "manage" enrollment. Elimination of the general education requirements will also have the beneficial side effect of calling attention to professors who do not communicate effectively with students. Surely, what is heard in class is as important as what is said in class, an old truism that the students have revived for our enjoyment."

It is significant that Dean Bowles speaks of "our" enjoyment since the elimination of degree requirements will be of benefit to administrators and faculty as well as to students. Faculty members will no longer be forced to instruct disinterested students. Their contact hours will be time well-spent, rather than drudge work.

A growing number of faculty members, as evidenced by the RPA department's refusal to maintain the speech requirement last year, are tired of having their lower-level courses turned into mock-courses by "deadwood." They are tired of having a number of little scenes with those students who could not keep up and are disgusted with teaching pseudo-courses in a discipline they respect.

The existence of requirements on college campuses has also led to extra-educational problems. Clark Kerr, in The Uses of the University, mentions that "endless rules and requirements" are a source of unrest and his theory is supported with the documented evidence of the Henderson Commission Report entitled The Academy in Turmoil, which was published this past February by the government of the state of New York. The report concluded, after interviewing a good number of students and administrators on over 100 campuses in New York State, that meaningless and irrelevant curriculum requirements, which make students feel that they do not control their lives, were a contributing factor to campus disorders.

#### Trends in Curriculum Revision

A number of schools have begun to move toward liberalization of degree requirements. C.W. Post College recently broadened the offerings of required courses which students could choose from. Stony Brook University has, within the past year, eliminated its language requirement for undergraduates and has reduced the required number of credit hours in the Natural Sciences, Social and Behavioral Sciences and Arts and Humanities to 6-8 credits in each area. The University of Rochester requires that its students complete two courses in two of the following groups:

Humanities, Social Sciences and Natural Sciences, along with demonstrating proficiency in a foreign language.

American University has instituted the most sweeping changes. Effective September 1, 1970, the University Requirements (except Physical Education, abolished September 1, 1969) at American University are eliminated. At least 50% of the total courses for the BA degree shall be freely chosen by the student in close consultation with his major faculty adviser who shall guide the student in developing a liberal program. Teaching units offering the BA degree may require no more than 50% of the total courses or credit hours in major and major-related fields. If the teaching unit requires more than 50% of a student's courses in major and major-related fields, or if the student through his selection of courses exceeds 50% in major or 75% in major and major-related fields, the degree offered to the student shall be a BS or some comparable degree other than the BA."

Over the past few years at Albany, the tide has been flowing in the direction of requirement elimination. Two years ago, the History requirement for freshmen was dropped and last year while the speech requirement was being eliminated, the language requirement was experiencing moderate liberalization. In areas other than academics at Albany, students have been entrusted with a greater degree of responsibility. The liberalization of dorm visitation hours and liquor restrictions was only one example. The placement of 22 undergraduate students on University Senate was another. Yet, the trend must continue because as the report on The Professor, The Student and the Learning Relationship pointed out, "there is a need to provide mechanisms for rapid, significant change in structures and conditions which inhibit communication, understanding and learning."



The report goes on to underscore a few curricula inadequacies:

"In particular there is a need for greater flexibility in the educational process. More liberal degree requirements, an emphasis on independent study, less structuring of course content and class meeting patterns were all suggestions for improving the way in which the university meets the individual needs of its students and faculty."

### Meeting the Needs of the Students and the Faculty

The CURE proposal meets the needs of the students, faculty and administrators at this institution while reinforcing the concepts of educational pluralism and freedom of inquiry.

Under the CURE proposal, students are no longer required to take three hours of English Composition, nine hours of Humanities, the foreign language requirement, twelve hours of Social Sciences and twelve hours of Math-Science. This does not mean however, that a student could not take those courses if he wished to do so. As Dean Bowles writes:

"The freedom of choice embodied in this program would not be forced on anybody. A student wishing to major in a conventional discipline (biology or economics, for example) could do so. He could also take a traditional mixture of courses more or less along the lines of the present distributed general educational requirements, and he could take all of them for conventional grade credit if he wanted to try for a sum laude, or were fearful that he would not do good work without their stimulus. His desire for admission to a specific graduate school might also be influential in his decision to take courses for a pass-fail or for grade. But we are now sufficiently wealthy as a nation, and our students are sufficiently aware of their personal potential for intellectual growth, that we must make it possible for students to proceed with their education essentially as they define their own needs,

not as faculty and administrators  
define them."

After the CURE proposal is put into effect, students wishing to graduate with a BA will need to fulfill a 36 credit hour maximum for their major, an 18 credit hour minimum for their minor and any professional requirements which may exist, such as the 22 hours of education courses required of all teacher-education candidates. The remainder of the BA student's courses can be free electives, making a total of 120 hours necessary for a BA degree, 75% of which must be taken in the Liberal Arts and Sciences. The only difference for BS candidates is that their credit maximum for their major is 42 hours, and 50% of the BS student's 120 credits must be derived from the Liberal Arts and Sciences. As long as the physical education requirement remains a state law it shall be required of all degree candidates.

The CURE proposal does not effect departmental major programs in any way. If a student wishes to enter an intensive and heavily structured departmental major program in Comparative World Literature he should have the opportunity to do so. CURE does not wish to destroy any existing patterns of education--it merely seeks to create a new one, designed for the non-departmental major student who does not wish to take required courses. For the non-departmental major student who does wish to take those courses which were previously required, CURE would like to point out that that student can still take the very same courses--they may not be required, but that should not obstruct a student from taking them.

To safeguard against the rampant addition of requirements by schools and departments in programs for non-departmental majors, CURE has provided that the power to establish requirements will remain with the University Senate.

It is then the Senate's obligation to see to it that a specific school does not attach to its curriculum a requirement that had just been eliminated. The provision of maximum major credit hours (BA-36; BS-42) as exists in the Undergraduate Academic Bulletin, protects against the arbitrary attachment of requirements by a department to the programs of non-departmental majors. For example, if department "X" had a major requirement of 36 hours and decided to attach to its required courses six hours of French, the 36 hours of coursework in department "X's" discipline would be reduced to 30.

The CURE proposal applies to all undergraduates, including graduating seniors, and it will take effect immediately upon passage by the University Senate.

Full support of the CURE proposal has been announced by the 1969-70 Undergraduate Curriculum Committee, Academic Affairs Commission, Central Council by a vote of 21-0-1, and by all 19 academic advisors of University College. The issue of requirement elimination has been in the spotlight on campus for a little over one year, however active interest in the issue was not raised until the birth of CURE back on October 1, 1969. Nearly every discussion group that dealt with academics during the two day Dialogue on March 19 and 20 endorsed the concept of requirement elimination. And, approximately 200 people packed the Assembly Hall on the afternoon of March 19 to attend the Dialogue workshop entitled "The Cure Proposal." When a poll was taken to discern how the audience felt about the proposal only one person voted against it--because, she said, it did not go far enough.

The primary criticism of the CURE proposal has been that once requirements are eliminated, students will flock to a

number of courses in some departments (Sociology, Psychology) and leave en masse some undesirable courses in Math or the Humanities. Although this probably will occur to some degree, it is doubtful that a few course sections will "explode" and others "dry-up" as critics of CURE have stated. For the large numbers of freshmen who are unsure of what courses to take, CURE has asked the University College advisors to help those students to carefully select course sections which are not already overcrowded.

If the shift of students from required courses to desired courses is larger than expected then perhaps the University will finally respond to legitimate student pressure by offering more courses which students desire, rather than continuing to funnel funds into unwanted (both by faculty and students) sections. Also, the unnecessary squandering of funds on unwanted required courses contradicts the Universities desire to make the fullest use of its resources. With the SUNY budget being trimmed again this year, the University has proposed a more compact scheduling of classes and a fuller utilization of classroom facilities five days per week. It would be consistent with the trend of wise management of our educational resources if the University stopped wasting money on courses which neither students nor faculty desire.

### Conclusions

Eric Hoffer, in The Ordeal of Change, has depicted how no one really likes the new, by pointing out how hesitant he was to pick string beans after he had been used to picking peas: "Would I be able to pick string beans? Even the change from peas to string beans had in it elements of fear."

The summaries of several major educational reports (which are included below) have underscored the fact that universities cannot be afraid to change from "peas to string beans", from a grading system to a pass-fail system, or from a narrow curriculum structure to a more pluralistic one.

From "The Professor, The Student and The Learning Relationship":

" In summary, conferees granted that learning requires great effort on the part of the teacher and the learner, that students and teachers each perform under restrictions not necessarily of their own choice, that the suggested 'informal setting' was symbolic of the desire for a more positive attitude toward the formal learning structure, and that as people we must find the resources and means whereby individuals at all levels of education will be rewarded for being "real people". In conclusion, we must influence our national and state values, goals, and priorities to the extent that people pursuing learning are not so intimidated that they become conditioned against challenging established ways of thinking and of behaving in the educational institution and in the society at large."

From "The Report on New Patterns in Undergraduate Education":

" It is the recommendation of the Committee that the educational programs of the university be deliberately structured to maximize the student's freedom of academic action within the university. We do not expect young students to know precisely what pattern is best for them. But since we are encouraging the student to experiment, to choose among a variety of choices, we must also make it possible for him to alter his decision from time to time, without prejudice and with a minimum loss in time, money, credit or esteem.

The committee also recognizes that entering freshmen confronted with a larger range of choices, will require even more intensive counseling and advisement than is presently available. Admissions procedures will have to be reviewed and revised accordingly.

The patterns that we are recommending at this juncture will undoubtedly have to be modified or even abandoned at a later date. We are, therefore, urging an administrative style or posture which will accomodate smoothly to major social changes and facilitate readjustments of the internal structure of the university to meet new needs."

From "Revitalizing the Undergraduate Experience"

---W. Donald Bowles

"A freedom of choice approach is utterly dependent on good professors and administrators. The administrators must be psychologically capable of trusting the faculty and students to guide their own destinies, and the latter groups must accept all of the responsibilities on which this kind of open intellectual society would rest.

This would indeed be a new kind of institution, but I do modestly suggest that many old institutions, or the new ones being modelled after the old( what is more pathetic than an underfinanced imitation of Harvard College?) are no longer suitable to the times. Put another way, if the colleges disappear, as some critics suggest, it will not be because they no longer have a job to do but because they have forsaken the job they were established to do. This society has fallen into the tragic view that the standard "product" of our institutions of higher learning is a student with a Bachelors degree. This approach to the undergraduate experience is not only grossly in error, it is also perhaps a fraud in a strict legal sense. Too many of our institutions advertise one program and deliver another. The fact is that our product should be ideas, modes of thought, and similar intangible commodities, if we insist on using the language of the market place. The personal qualities of the educated man cannot be acquired by ingesting the encapsulated doses of "education" which now typically passes as the Baccalaureate experience. That experience must become increasingly individualized if, in a mass society, it is to lead to the beginnings of an education for life and to a hint of the direction in which wisdom may lie."

\* \* \* \* \*

The opportunity to practice pluralism will be afforded to many students when the CURE proposal is enacted. But the proposal is not the panacea for all of the University's ills.

The proposal does not deal with the pass-fail question, even though requirements and the S-U system are related. No mention is given to hiring and firing policies, decisions of tenure or the doctrine of "publish or perish." The proposal does not deal with the questions of whether departments should exist or not, whether inter-departmental majors or new degrees will be beneficial to the university, or whether the University should simply offer facilities for free public use without any impediments to learning.

Rather than posing as a Utopian cure-all for the problems of the University, the CURE proposal is seeking to rectify one of the critical wrongs of the University. The passage of the CURE proposal is a pivotal first step toward making the University responsive to the people who populate it.

\* \* \*

STATE UNIVERSITY OF NEW YORK AT ALBANY  
ALBANY, NEW YORK 12203



Office of the Vice President  
For Academic Affairs

M E M O R A N D U M

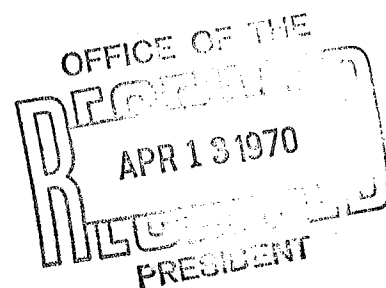
April 10, 1970

TO: University Senators  
FROM: Charles T. O'Reilly

The attached are copies of new graduate programs in Italian (MA) and Philosophy (ph.D.) which are recommended to the University Senate by the Graduate Academic Council for introduction in the 1970-71 academic year. They will be on the agenda for action at the next meeting of the Senate.

CTO/jg

Attachments





A PROGRAM IN ITALIAN  
LEADING TO THE MASTER'S DEGREE

Introduction

The great contribution of Italy to western civilization is a well-known and acknowledged fact. Even the modern concept of liberal education in the humanities and the sciences originated in Italy. The Renaissance which began in Italy marked the beginning of the age of research -- going beyond all traditional boundaries in order to discover new realms of knowledge and truth, in accordance with the newly proclaimed freedom of the mind. The Renaissance was the fountainhead of our civilization, so much so that it is not an exaggeration to state that we still live by the principles it discovered and declared. But even in later ages, and in our own times, the contribution of Italy, side by side with that of other major western countries, has been outstanding in many fields, from literature to the arts and to historical and scientific research.

For these, and for other, more practical reasons that we shall mention later, we consider a strong graduate program of Italian studies at Albany of primary importance. It seems self-evident that without it a major university cannot have a complete program in humanistic studies, for the students are deprived of the opportunity to acquire what should be an essential part of their education and training.

The Department is not requesting that the Ph.D. in Italian also be instituted at this time. We do consider it a strong possibility, within one or two years after the M.A. program has been instituted. If we offer an M.A. beginning in Fall 1970, we expect to attract Italian majors from other institutions, who would eventually continue for the Ph.D.

The situation in graduate Italian studies is such that the demand for Ph.D.'s in this field far exceeds the supply. Also of prime importance is the training of Junior College and Community College faculty to which the Graduate Academic Council and the University at large is committed.

On the high school level the need is almost as acute. As a consequence of all these needs, we wish to participate in the training and betterment of the teaching of Italian throughout the State.

In addition to the training of teachers the expanded program of graduate studies in Italian affords Ph.D. candidates in key departments with vital courses. This is particularly true for English and our own Ph.D.'s in Spanish and French. It will particularly be helpful in strengthening our Ph.D. in Romance Languages and Literatures.

In view of the significance of Italian studies in a well-balanced program of humanities, of their importance for many departments, and in view of the personal interest of the students of the Department of Romance Languages, it is proposed and requested that the Degree of Masters of Arts in Italian be instituted.

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#### Admission to the M.A. Program

Applicants for graduate work in Italian must meet the general requirements for admission as set forth in the catalogue of the Graduate School. Applicants will submit Graduate Record Exam scores and letters of recommendation as part of their application material.

An undergraduate major or minor in Italian, or its equivalency, is required for admission into the graduate program. However, native speakers of the

language will be considered provided they meet all the requirements of admission into the Graduate School and have had the equivalent courses in literature of the Italian minor at this University. Native speakers should also present results of the New York State College Proficiency Examinations.

#### Inter-Institutional Arrangements

The Department of Romance Languages and Literatures at SUNYA proposes to offer the program leading to the master's degree in Italian in collaboration with the Department of Romance Languages and Literatures of the SUNY at Binghamton.

SUNY at Binghamton currently offers both master's programs and Ph.D. programs in Romance Languages with a major in Italian. The resources of its graduate faculty in Italian and its library holdings in Italian are fully available to SUNYA graduate students enrolled in the master's program in Italian. A student from Albany will complete a minimum of 12 credit-hours in appropriate graduate study at SUNY at Binghamton under the inter-institutional arrangement. This collaborative arrangement would permit courses taken at SUNY at Binghamton by SUNYA students enrolled in the master's program in Italian, and that are approved by SUNYA's Department of Romance Languages and Literatures, to be applied to such students' graduate programs as residence courses taken at SUNYA.

#### Program of Study

1. Italian (24 credit-hours minimum). Courses as advised including:  
ITA 680 - Seminar in Italian (3)
2. Supporting courses (0-6 credit-hours) courses in academic fields as advised.

3. Satisfactory completion of a major field examination in Italian.

NOTE: Graduate students may take a portion of their M.A. program at the 400 course level. (N.B. Italian 300 level courses at SUNYA are closed to graduate students).

Students must complete a minimum of 12 credit hours in appropriate graduate study at SUNY at Binghamton.

ITALIAN GRADUATE FACULTY AT ALBANY

Gösta Andersson - Professor, Filosofie Doktor, Stockholm University  
Mario E. Baratti - Lecturer, Laurea di Dottore, University of Naples  
John V. Falconieri - Professor, Ph.D., University of Michigan  
Philip Fossa - Assistant Professor, Doctorate in Lettere, University of Genoa  
Anthony M. Gisolfi - Associate Professor, Ph.D., Columbia University  
Giuse Rimanelli - Professor, Laurea in Letters, University of Rome  
Augustine Zitelli - Associate Professor, Ph.D., University of Naples

ITALIAN GRADUATE FACULTY AT BINGHAMTON

Aldo S. Bernardo - Professor, Ph.D., Harvard University  
Giovanni Gullace - Professor, Ph.D., University of Syracuse  
Rigo Mignani - Associate Professor, Ph.D., University of Washington  
Anthony L. Pellegrini - Professor, Ph.D., Harvard University

THE LIBRARY AT SUNYA

The University Library is well stocked under Italian Language (PC 1001-1977) and under Italian Literature (PQ 4001-5999). The books under Italian Language include such basic tools of study as:

- Ascoli, G. A.: Scritti sulla questione della lingua.  
Alberti, L. B.: La prima grammatica della lingua volgare.  
Grandgent, C. H.: From Latin to Italian.  
Meyer-Lubke, W.: Grammatica storica della lingua italiana.  
Battaglia, S.: La grammatica italiana.  
Pulgram, E.: The Tongues of Italy.

The list of dictionaries, Italian and Italian-English, includes not only the works of Battaglia, Baretti, Hoare, Hazon, Melzi, Panzini, Zingarelli, but works devoted to various Italian dialects.

The encyclopedias include the excellent

Enciclopedia Italiana

Enciclopedia dello Spettacolo

Basic tools of scholarship include such works as:

- Orientamenti culturali: Letteratura Italiana (Marzorati)  
Catalogo cumulativo (1886-1957): Biblioteca Nazionale di Firenze  
(39 volumes)  
Prezzolini, G.: Repertorio Bibliografico della storia e della  
Critica della Letteratura Italiana (1902-42)

The University Library has the critical works of Benedetto Croce, Francesco De Sanctis, Luigi Russo, Attilio Momigliano, Bonaventura Zumbini, Francesco Flora, Vittorio Rossi, Natalino Sapegno, Antonio Belloni, Alessandro d'Ancona, Giulio Bertoni, Giuseppe Toffanin, Mario Fubini, Guido Mazzoni, Alfredo Galletti, Karl Vossler, Ernest Wilkins, Giovanni Getto and others who have illustrated Italian Literature and Modern European Literature from the 1880's until today.

The Library's collection of works on Italian Literature, comprising both edizioni critiche (Laterza's Scrittori d'Italia) and fully annotated editions (such as Letteratura italiana: Storia e testi - Ricciardi), concentrates on the great figures basic to the M.A. program: Dante (some 250 volumes), Petrarch, Boccaccio, Machiavelli, Ariosto, Tasso, Goldoni, Alfieri, Foscolo, Leopardi, Manzoni, Carducci, D'Annunzio, Pascoli, Verga, Pirandello, while other figures such as Sacchetti, Alberti, Bembo, Boiardo, Masuccio, Luigi Pulci, Vasari, Bandello, Castiglione, Cellini, Aretino, Michelangelo, Campanella, Galileo, Bruno, Marino, Metastasio, Vico - are not neglected.

The late 19th and 20th century production in novels, plays, essays, poetry, and criticism: Fogazzaro, De Marchi, Nievo, Deledda, Borgese, Ojetti, Serra, Palazzeschi, Panzini, Papini, Cecchi, Alvaro, Bacchelli, Betti, Trilussa, Cardarelli, Cassola, Fabbri, Malaparte, Marotta, Montale, Quasimodo, Ungaretti, Saba, Moravia, Pratolini, Silone, Vittorini are well represented.

Besides many periodicals dealing in general with Romance Languages and Literatures such as:

Revue de littérature comparée. Paris.

Revue des langues romanes. Montpellier.

Romance notes. Chapel Hill, N. C.

Romance philology. Berkeley, California

Romania; revue trimestrielle consacrée à l'étude des langues et des littératures romanes. Paris.

Romantic review. New York.

Romanische forschungen. Erlangen.

the Library has a sizable list of periodicals dealing with Italian Language and Literature and periodicals in Italian dealing with related fields (Art, Cinema, Theatre, Education, American Studies, French Studies):

Archivio Glottologico Italiano. Turin.

Belfagor; rassegna de varia umanità. Florence.

Bianco e Nero.

Biologia culturale. Rome.

Commentari; rivista di critica e storia dell'arte. Rome.

Corriere della sera. Milan.

Critica; rivista de letteratura, storia, e filosofia. Naples.

Domus; architettura, arredamento, arte. Milan.

Fiera letteraria; settimanale delle lettere, delle arti e delle scienze. Rome.

Giornale della libreria. Organo ufficiale dell'associazione Italiana degli editori. Milan.



Giornale storico della letteratura italiana. Turin.

Italia che scrive; rassegna per coloro che leggono. Rome.

Italian books and periodicals. English edition of Libri e  
riviste d'Italia.

Italian quarterly. Los Angeles, California.

Italian studies. Cambridge, England.

Italica. Evanston, Illinois.

Lettere Italiane. Florence.

Medium aevum. Oxford, England.

Mondo; settimanale politico economico e letterario. Rome.

Narrativa. Rome

Nuova antologia; lettere, arti, e scienze. Rome.

Nuova Rivista Pedagogica.

Oggi. Milan.

Orientamenti pedagogici; rivista internazionale di scienze  
dell'educazione. Rome.

Paragone. Florence.

Pedagogia e vita (supplement to Scuola italiana Moderna). Brescia.

Ponte; rivista di politica e letteratura. Florence.

Quaderni della "Critica". Bari.

Rassegna della letteratura Italiana. Florence.

Revue des etudes italiennes. Paris.

Rinascimento. Florence.

Rivista de filologia e di istruzione classica. Turin.

Rivista di cultura classica e medioevale. Rome.

Rivista di letterature moderne e comparate. Florence.

Sapienza; rivista di filosofia e di teologia.

Scuola e Città.

Scuola e Didattica.

Scuola Italiana Moderna.

Sipario; rivista di teatro. Milan.

Lo Spettatore Internazionale.

Studi americani; rivista dedicata alle lettere e alle  
arti negli Stati Uniti d'America. Rome.

Studi danteschi.

Studi francesi; rivista dedicata alla cultura e alla  
civiltà letteraria della Francia. Turin.

The Library subscribes to the daily Corriere della sera  
of Milan, the terza pagina of which covers contemporary literary  
trends and theatre.

The student's tools for the year's study leading to the M.A.  
in Italian - texts, works of criticism, and periodicals - are in  
the University Library.

#### SUMMATION

The University Library has some 100 volumes catalogued under  
Italian Language (PC 1001-1977) and some 1600' catalogued under Italian Litera-  
ture (PQ 4001-5999).

Dr. Steuer, in her report of 10/22/69 (copy attached) offers these  
further figures:

- 1) Close to 1000 volumes are waiting to be catalogued
- 2) Beginning with academic year 1966/67 to June '69 we  
purchased 2423 titles
- 3) New orders since beginning of fiscal year 1969/70 through

end of September 1969 amounted to 851 titles

According to Dr. Steuer's figures, and allowing for overlapping, the University Library either has or has purchased or has ordered over 4000 volumes in the field of Italian.

Libraries in the immediate area have little in Italian. The Union College library has about 500 volumes catalogued under Italian Language and Literature (Report of Librarian Mr. Hopkins on October 21, 1969). The New York State Library has little catalogued under Italian Literature. They also have a small collection of books in Italian not catalogued as to subject since they lack a librarian equipped to do it. (Report of Reference Librarian, Miss Smith on October 21, 1969).

Information concerning the size of relevant holdings in other universities offering comparable programs is not easily attainable. I do not know of colleges offering only the MA in Italian and not the Ph.D.

It is to be noted, however, that in the Boston area there is the imposing collection of the Harvard Library; and in New York the fine collections of the New York Public Library, the Paterno Library of Columbia University, and the Italian Cultural Institute Library.

The Paterno Library of Columbia is as complete for the study of late 19th and 20th century Italian Literature as any in the world.

The Italian Cultural Institute Library in New York is stocked with almost all books published in Italy on Italian Literature, Italian Culture, and Italian History during the past 20 years. These books are available to scholars on interlibrary loan. (Report of Dr. G. Cardillo, Director of the Italian Cultural Institute, at Fordham University, October 18, 1969).

The offering of the MA in Italian would not require any more library

funds than are currently being spent on the acquisition of books in the field of Italian. (See attached copy of report of October 22, 1969 from Dr. G. Steuer, Bibliographer for Romance Languages and Literatures). If the current purchase rate continues for the next five years, the library holdings in Italian should be able to support more than the MA in Italian.

I should estimate that the average \$6,000 spent yearly over the period 1966-69 for an average of 800 volumes a year need not be increased.

STATE UNIVERSITY OF NEW YORK AT ALBANY

ALBANY, NEW YORK 12203



October 22, 1969

Dr. Anthony Gisolfi  
Romance Language Department  
HU 220

Dear Dr. Gisolfi:

Beginning with the academic year 1966/67 up to June 1969 we purchased a total of 2423 titles for which we spent approximately \$18,500.

The average cost per volume is \$6.00. This figure must be used cautiously since many multiple volume sets are included in the total of titles.

The bibliographer has endeavored to assemble a well balanced collection covering all periods of Italian literature.

As far as they are available all critical editions of the important Italian writers and poets are available in the library.

The same policy governed the collecting of secondary literature. Here one can detect a slight emphasis on literature about Dante and Petrarca.

One hundred titles dealing with Italian philology and sixteen hundred monographs and texts are catalogued. Close to one thousand titles are waiting to be catalogued.

The selecting and ordering of Italian books has been sharply stepped up since the beginning of the fiscal year 1969/70 in April. A total of \$4,050. has been encumbered for 851 titles since April until the end of September.

Since the department plans a master's program concentrating on the nineteenth and twentieth centuries, the bibliographer will have to shift emphasis and increase purchases in this period.

In the Reference Collection of this library the researcher will find an ample collection of Italian dictionaries, the ENCYCLOPEDIA ITALIANA and Italian bio-bibliographical works, the National Bibliography as far as available in print and many other Italian works valuable to the scholar-researcher.

I believe it is fair to state that the resources of the library are quite adequate for the beginning stage of the program.

If you should need any more information please don't hesitate to call on me.

Sincerely,

*Gertrude Steuer*  
per mfh  
Gertrude Steuer

mfh



# STATE UNIVERSITY OF NEW YORK AT BINGHAMTON

HARPUR COLLEGE is the undergraduate school  
of State University of New York at Binghamton

Binghamton, New York 13901

Center for Medieval and  
Early Renaissance Studies

DATE: September 22, 1969  
TO: Mr. Gullace  
FROM: A. S. Bernardo  
SUBJECT: REPORT ON ITALIAN LIBRARY HOLDINGS

In answer to your request for a brief analysis of our library holdings in Italian to forward to Albany for their information, I submit the following which is strictly a personal estimate which, if incorrect, would sin on the low rather than on the high side. However, on the basis of my recollection of a similar study at the time we submitted our proposal for a Ph.D. and on the basis of my having been in touch with acquisitions since then I can hazard the following general assessment:

1. Taken all together I would say that the holdings in the general area of Italian literature, history, culture and philosophy would total somewhere between six and eight thousand volumes.

2. With respect to coverage we are unquestionably stronger in the periods up to the 19th Century than in the subsequent two centuries. On the other hand we do possess several editions of the Italian classics including about all of the series of the Classici Italiani. Similarly we also have a number of secondary source materials that are stronger in the earlier periods than in the later ones.

3. Insofar as our periodical holdings are concerned we do have most of the major journals with back files. There are others for which back files are not available but which we are now having searched. In balance we are weaker in our periodical holdings than in our book holdings in Italian.

4. Although our modern collections are not as strong as our medieval and renaissance, I wish to stress that we do possess all of the major modern writers including the contemporaries. What we lack is the variety of editions of their works as well as a variety of secondary source materials on each one. On the other hand we also have a large number of translations of most of the significant writers who have contributed to the post World War II renaissance of the Italian novel especially.

A. S. Bernardo

**PROPOSAL FOR A  
DOCTORAL PROGRAM  
IN PHILOSOPHY**

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

**JANUARY 19, 1970**

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## I. Introductory Statement

A. In our view, a department of philosophy has two major functions. One of these is to contribute to the on-going development and traditions of philosophy. The second is to utilize the capacities of philosophy to function as an agent of integration in human knowledge and action.

1. The first function has been well stated by a committee of the American Philosophical Association. According to this committee, the three major aims in graduate study in philosophy are, (a) the preparation of teachers of philosophy; (b) the preparation of philosophers--those who will make original contributions to philosophy; and (c) the scholarly inquiry into philosophy. In accordance with these aims, the committee stated that the person who holds a Ph.D. in philosophy should (1) be able to teach the usual undergraduate philosophy courses; (2) possess specialized knowledge within at least one area of philosophy; (3) demonstrate an aptitude for creative work; and (4) show high scholarly competence.

We believe that these recommendations accurately reflect the thinking of a large majority of the members of the profession and that they constitute an appropriate general guide for the organization of a standard Ph.D. program in philosophy. In keeping with these aims, our standard program will require a firm general grounding in philosophy plus specialized knowledge in one area. Our objective will be to produce individuals with standards of excellence in both the teaching of philosophy and philosophical research.

2. An initial requisite for a program stressing problems of integration is a strong standard core of philosophers emphasizing, in both historical and systematic aspects, the basic areas of (a) epistemology and metaphysics, (b) logic, and (c) ethics and value theory; that is to say, the program suggested in 1 above. To this solid philosophical core must be added interdisciplinary courses plus scholars with interests and training not only in philosophy, but also in one or more of the specialized disciplines outside of philosophy in the natural sciences, the social sciences and the humanities.
3. Thus, the proposed program would have two thoroughly interrelated parts--one in standard philosophy, one interdisciplinary. It will be an objective of both

portions of the program not only to provide the student with a mastery of the field of philosophy, but also with an appreciation of the relation of philosophy to other areas. It will be possible to major either in one of the above named specialized areas of philosophy or in programs relating philosophy to other disciplines.

#### B. Need for the Program

The question of need can be answered on a number of levels.

First, in the realm of human knowledge, it is clear that unprecedented expansion and development have led to the establishment of a wide spectrum of very specialized disciplines creating problems of understanding and communication. It is no longer possible for the individual philosopher (like Aristotle or Leibniz) to master the whole of human knowledge and philosophize on the basis of this accomplishment. It thus seems that the compelling need in philosophy is for a successor to the solitary, all-encompassing individual--namely, a group, some of whom will be versed in the traditions of philosophy itself, others who will be interdisciplinary with professional knowledge and competency both in philosophy and in one of the sciences or humanities outside of philosophy, plus scholars in other fields with both a knowledge of and an appreciation for the capacity of philosophy to function in the integrative manner hitherto mentioned. Only a team or community of this sort, interpreting the concerns of philosophy and the specialized fields to each other, and with an interest in the exploration of the interfaces of these fields, can meet the needs created by the present extension of the fields of knowledge. Our department and our program will move in this direction.

Second, as a consequence of the above point, departmentalization and specialization within the university have led to the deterioration of the university as a community of scholars. Our program proposes to foster an increase of significant communication across the lines separating the specialized departments of human knowledge. It might be said that our program proposes to help return the "multi-versity" to a university.

Third, within the discipline of philosophy itself, there are signs, after a long period of self-analysis, of a renewed concern with the nature of philosophy in the larger sense and its proper role in the academic and world communities. The program we envisage would encourage and participate in these developments.

### C. Its Relation to Other Graduate Programs

In our conception, philosophy by its very nature requires relation, implicit or explicit, to the whole field of human knowledge. Furthermore, we find in the university at the present time many faculty members in various departments with an interest and competence in philosophical subject matter. Some of these professors we have listed in Appendix C. We likewise find many courses in various departments containing important philosophical subject matter. Some of these are listed under VIII below. Here is an important resource both for the standard and for the interdisciplinary programs. The interdisciplinary program calls for study both in philosophy and in an area outside of philosophy. It asks for "up to the equivalent of a Master's degree" in a field outside of philosophy. It proposes to fulfill this objective for each interdisciplinary student by assigning to him an interdisciplinary committee which will advise him in the selection of courses, examinations and research projects appropriate to his own career objectives. In both programs there exists a potential relation to all other graduate programs in the university.

## II. Programs of Study and Research

### A. Program of Study

The program of study and research requires at least three academic years of full-time study and research, or the equivalent over a longer period beyond the baccalaureate, and may typically involve as many as four years.

The course of study of each student is planned with his departmental advisor or interdepartmental committee who take into account the student's previous preparation, his areas of specialization, and his professional objectives.

1. In the first year, the student devotes his time to filling in and deepening his knowledge of philosophy. He will demonstrate his competence in the field of logic (Phi 332 or its equivalent). He may begin his teaching experience in philosophy with the Teaching Apprenticeship (Phi 691 or 692), and will point toward specialization and research in philosophy on a graduate level.
2. The student's second year is devoted to gaining a research orientation and refining his area of specialization. He will elect the appropriate Advanced

Seminars (Phi 750 or 751). At the end of this year, he normally presents himself for the qualifying examinations in (a) epistemology and metaphysics, (b) logic, and (c) ethics and value theory.

## B. Fields and Specialization

1. The standard philosophy program includes preparation in the fields of epistemology and metaphysics, logic, and ethics and value theory, in both their historical and systematic aspects. In addition the standard program includes a specialization in one of these fields which at the same time will be the dissertation area.

In our conception, taking the history of philosophy as a fourth area, the four areas of philosophy are interrelated somewhat in the manner of the faces of a tetrahedron. The specialization is one face of this geometric figure, but one face does not stand alone; it is supported by the other three. Specialized research involves a concentration upon the problems of the selected face by means of the tools of analysis provided by the entire figure. It will be possible in the standard program to major in any of the four areas through a comprehensive study including all four.

2. The interdisciplinary program includes up to one year of graduate study in a field outside of philosophy in addition to the requirements of the standard program. Each interdisciplinary student will be guided by an advisory interdisciplinary committee, who will design a program specifically tailored to the interests, training and career objectives of the student.

## C. Teaching Apprenticeships

In addition to three courses per semester or his dissertation, a student not otherwise engaged in teaching in the department may register for a Teaching Apprenticeship in which he will gain experience in the following aspects of teaching: (a) helping to structure an undergraduate course in philosophy; (b) preparing and delivering a lecture; (c) handling a class discussion; and (d) participating in the evaluation of student papers. His experience in these respects will be first passive, then active. Our objective is to provide, during the years of graduate study, valuable advice and practice in the teaching of philosophy.

### III. Dissertation

The doctoral dissertation will be expected to demonstrate a mature research competence and contribute in some measure to human knowledge in the field of philosophy. Possible dissertation areas, representing current research competence of members of the department include historic and systematic aspects of aesthetics, epistemology, ethics, logic, metaphysics, philosophy of mind, philosophy of religion, philosophy of science, and value theory.

### IV. Technical Requirements

#### A. Residence Requirements

The student is expected to meet the university residence and full-time study requirement.

#### B. Departmental Examinations

1. The student in the standard program must pass all three parts of a General Qualifying Examination which will consist of both historical and systematic treatments in the following areas:

- (a) Epistemology and Metaphysics
- (b) Logic
- (c) Ethics and Value Theory

2. The student in the interdisciplinary program must pass a General Qualifying Examination covering not only the three above-mentioned areas but also his interdisciplinary specialty. The content of this examination will be determined by the student's interdisciplinary committee.

3. Prior to admission to candidacy, the student must perform successfully in a Topical Examination over the area of his dissertation. This will ordinarily consist of an oral discussion of the major works or issues related to the dissertation area with those members of the department and/or outside guests whose competence is in that area.

4. The final examination is an oral defense of the dissertation conducted before the dissertation committee and other appropriate members of the department and outside guests.

#### C. Language Requirement

Prior to admission to candidacy, the candidate must have demonstrated a reading knowledge of two foreign languages.

Normally, these languages will be French and German, although any language important for the dissertation area may be substituted for one of these. In the case of a dissertation area involving ancient or medieval philosophy, an appropriate selection of at least two languages from Greek, Latin, French, and German will be determined by consultation with the department.

D. Admission to Candidacy

A student will be admitted to candidacy for the degree of Doctor of Philosophy upon:

1. Satisfactory completion of course work and preliminary research study.
2. Completion of university residence requirements.
3. Satisfactory completion of the language requirements.
4. Satisfactory completion of the General Qualifying Examination and the Topical Examination.

V. Admission Requirements

- A. In addition to the general university requirements for admission to doctoral study, an applicant's undergraduate preparation should have included a significant exposure to philosophical literature and problems. Normally this requirement will be fulfilled by a baccalaureate or Master's degree in philosophy. Exceptions will be treated on an individual basis by the Department of Philosophy. Applicants to the interdisciplinary program will also be considered on an individual basis, in terms of their career objectives, interests, training, and the offerings of the Department of Philosophy.
- B. In addition to the usual transcripts and letters of recommendation, as required in the graduate bulletin, applicants are encouraged--but not required--to provide either (1) scores on the aptitude test and advanced test in philosophy of the graduate record examination; or (2) samples of philosophical work written by the applicant and verified by his professors. Applicants to the interdisciplinary program may substitute scores on graduate record examinations or written material in their field of specialization.

VI. Graduate Courses

A. Philosophy Courses Currently Offered

In the total design, the departmental curriculum is

intended to be a more or less balanced offering of systematic and historical courses. The distribution and content of courses is comparable to those of the University of Rochester, Pittsburgh University, University of California at Berkeley, and other major departments of philosophy. (Philosophy 332, Symbolic Logic, or its equivalent is required of all students in the first semester of work.)

Phi 332 - Symbolic Logic (3)

An examination of the principles underlying valid deductive inference. Construction of a single system of sentential and first-order quantificational logic. Discussion of the structure and properties of formal systems of logic. No prerequisite, but Phi 210 is recommended.

Phi 510 - Intermediate Symbolic Logic (4)

Study of the structure and properties of formal systems of logic. Includes discussion of consistency, completeness, decidability, adequacy of truth-functional connectives, independence of axioms, many-valued logics, Church's Theorem, Godel's Completeness Theorem (1930), Lowenheim-Skolem Theorem.

Phi 512 - Metaphysics (4)

A systematic examination of such philosophical concepts as existence, essence, causality, purpose, value, mind, freedom, unity. Prerequisite: six hours of philosophy.

Phi 515 - Philosophy of Language (4)

An investigation of the structure and properties of language with regard to philosophical issues. Problems of meaning, reference, analyticity, truth, or ontological commitment, will be examined in the context of contemporary theories of meaning and linguistic structure.

Phi 516 - Philosophy of Mind (4)

This course discusses such problems as knowledge of other minds, the relation between brain and experience, and the analogy between human problem-solving and computation by automata.

Phi 518 - Analytic Philosophy (4)

A study of problems and techniques of logical and linguistic analysis. Includes discussion of philosophers such as Frege, Russell, Carnap, Wittgenstein, Austin, Ryle, Strawson and Quine.

Phi 520 - Philosophy of Science (4)

Study of selected problems concerning the function, structure, methods, and presuppositions of the sciences.

Phi 522 - Theory of Knowledge (4)

A systematic study of theories of knowledge, including such topics as theories of perception, the character and value of logical systems, theories of the nature of truth and of the nature of proof.

Phi 526 - Value Theory (4)

A study of theories of the nature of meaning and reasoning in value discourse.

Phi 528 - Theory and Function of Religion (4)

An examination of some of the principal attempts to interpret the nature and the function of religion in the light of scientific knowledge and recent philosophical analysis.

Phi 530 - Latin American Philosophy (4)

Analysis of the philosophical interests of representative writers and thinkers of Latin America.

Phi 536 - Problems in Social and Political Theory (4)

Critical studies in the philosophical aspects of sociopolitical theories and theories of culture.

Phi 538 - Philosophy of the Social Sciences (4)

A systematic study of problems and theories concerning concepts, methods and presuppositions of the social sciences. Includes a discussion of the relation of the social sciences to the natural sciences.

Phi 540 - Philosophy of Person (4)

A critical examination of philosophical issues in representative theories of the person, with attention to the ontological status of the person.

Phi 542 - Phenomenology (4)

A critical study of selected writings of thinkers such as Husserl, Heidegger, Sartre, and Merleau-Ponty.

Phi 544 - British Empiricism (4)

Intensive study of selected writings of Locke, Berkeley, Hume, and collateral thinkers.

Phi 546 - The Continental Rationalists (4)

Intensive study of selected writings of Descartes, Spinoza, Leibniz, and collateral thinkers.

Phi 548 - Voluntarism (4)

A study of Schopenhauer, Nietzsche, Blondel, Bergson, and related thinkers.

Phi 550 - Plato (4)

An intensive study of selected works of Plato in English translation, and a documented appraisal of their influence in subsequent ages.



Phi 552 - Aristotle (4)

An intensive study of selected works of Aristotle in English translation, and a documented appraisal of their influence in subsequent ages.

Phi 554 - Kant and Continental Idealism (4)

Readings and discussions of Kantian and post-Kantian works.

Phi 556 - Pragmatism (4)

A consideration of the philosophy of Peirce, James, Dewey, and Mead, insofar as it forms an organized philosophical position. A consideration of the effect of this position in various areas of philosophy, and in contemporary culture.

Phi 558 - Theory of Art (4)

A study of the nature and purpose of art with special attention given to the distinction between art and craft, aesthetic values, criteria and justification of aesthetic judgments.

Phi 610 - Topics in the Philosophy of Science (4)

May be repeated for credit when topics vary. Some topics may be: Scientific Explanation and Prediction; Induction, Probability, and Simplicity; Theories of Confirmation and Acceptance; Structure and Properties of Scientific Theories; Philosophical Problems of Space, Time and Relativity; Contemporary Cosmologies; Philosophical Issues in Quantum Theory; Philosophical Problems in the Foundations of Mathematics; Epistemic Foundations of Psychology.

Phi 612 - Topics in Metaphysics (4)

Examination of a major metaphysical problem such as substance, cause, space, and time. May be repeated for credit when topics vary.

Phi 614 - Topics in Epistemology (4)

Examination of a major issue in theory of knowledge such as perception, truth, induction, intuition, epistemic logic. May be repeated for credit when topics vary. Topic for spring, 1969-70: Perception.

Phi 616 - Topics in the Philosophy of Religion (4)

Advanced studies in the field of philosophy of religion. Courses are created on the basis of special faculty and student interests and include both systematic and historical studies. Some topics may be: Nineteenth Century Philosophies of Religion; Theories of Myth and Symbol; Contemporary Confrontations between Theology and Philosophy of Religion; Eastern and Western Mysticism; Studies in Contemporary Religious Philosophies (A. Heschel, M. Buber, R. Kroner, N. Berdyaev, among others).

Phi 618 - Topics in Logic (4)

May be repeated when topics vary. Some topics may be: Foundations of Set Theory (two semester course); Mathematical Logic (two semester course); Alternative Systems of Logic; Neo-Fregean Systems of Logic; Philosophy of Logic; Modal Logic and its Philosophical Pre-suppositions; Philosophical Implications of Godel's Incompleteness Proof.

Phi 621 - Topics in Ethics (4)

Intensive study of a particular theory or approach to ethical analysis.

Phi 623 - Topics in Aesthetics (4)

Intensive study of a particular aesthetic theory or a particular problem development of a theory of aesthetics.

Phi 624 - Topics in the History of Philosophy (4)

A critical study of a selected problem or figure in the history of philosophy. May be repeated for credit when topics vary. Topic for fall, 1969: Whitehead.

Phi 627 - History of Logic (4)

An analytical survey of major trends and thinkers in the history of logic. May be repeated when topics vary. Some possible topics: Ancient Logic; Medieval Logic; Nineteenth Century Logic; Logic from Aristotle to Boole; Logic from Frege to Godel; Stoic Logic; Arabic Logic; The Development of the Algebra of Logic.

Phi 629 - Advanced Symbolic Logic (4)

Covers such topics as higher-order functional calculi, recursive function theory, elementary number theory and Godel's Incompleteness Proof (1931). Prerequisite: Phi 510 or permission of the instructor.

Phi 630 - Philosophy and Public Affairs (4)

An attempt will be made to identify the contribution of technical philosophy to discussions of public affairs in public media, and to the making of policy decisions. Individual students will conduct their own search of the literature in such areas of public concern as international relations, social jurisprudence, educational policy, and corporate conduct.

Phi 680 - Advanced Seminar in Philosophy (4)

Intensive reading and research on an approved topic of special interest to the student. A comprehensive report and an oral presentation are required.

Phi 690 - Guided Research (3-6)

Directed reading and detailed discussion of books and articles in an area of philosophy requiring intensive examination. Specific topics may be determined by

consultation between the departmental staff and interested graduate students.

Phi 699 - Master's Thesis in Philosophy (6)

B. Proposed New Courses

Phi 691 and 692 - Teaching Apprenticeship in Philosophy  
(no credit hours)

The theory and practice of structuring and conducting courses in philosophy; the preparation and delivery of up to two lectures; the handling of up to two classroom discussions; the evaluation of a limited number of student papers or examinations.

Phi 750 and 751 - Advanced Seminars in Philosophy  
(4) (4)

Participation in a specialized research group in one of the areas of philosophy. May be repeated for credit. Prerequisite: Advanced standing in doctoral program and permission of instructor.

VII. Library Holdings

A. Present Holdings in Philosophy at SUNY-Albany

The following is a chart of the core holdings in philosophy at SUNY-Albany:

	<u>Titles</u>	<u>Volumes</u>
B Collections, Systems, History	4,049	6,748
BC Logic	264	440
BD Metaphysics	511	852
BH Aesthetics	124	207
BJ Ethics	<u>517</u>	<u>862</u>
Totals	5,465	9,109
Estimate of unprocessed, untaped titles and volumes	<u>3,605</u>	<u>6,008</u>
Grand Totals	9,070	15,117

Remarks

1. The estimate of the unprocessed, untaped titles was arrived at on the basis of the percentage of core

philosophy books of the total numbers of titles now taped in the library. Since 5,465 titles is two per cent of all the titles now computerized, we estimate that there are 3,605 philosophy titles in the untaped, unprocessed titles now in the library.

2. The formula used in determining the number of volumes when given the number of titles varies markedly from university to university. Binghamton, for instance, estimates that there are between 40 per cent and 83 per cent more volumes than titles while Berkeley merely doubles the number of titles to get the number of volumes. The formula used here is 66 per cent, i.e., the figures here assume that there are 66 per cent more volumes than titles. The number of titles has been treated as the firmer base throughout this report.

In addition to these core holdings in philosophy, the library at SUNY-Albany has the following resources in related areas:

Philosophy of history, law, education, music, language, literature, science and mathematics	1,485 titles
BL-BX Religion	8,072 titles
BF Psychology	<u>3,521 titles</u>
Total	13,078 titles

The SUNY-Albany library also has extensive periodical holdings in philosophy. At present, the library currently receives or has on order 109 journals in philosophy as well as 14 in religion. Of these, the library has complete or nearly complete sets of 31 journals of philosophy. For a complete breakdown of periodical holdings, see Appendix A to this proposal.

#### B. Other Resources Available

In addition to the philosophy resources of the SUNY-Albany library, graduate students here have a number of other extensive collections available in the area. The most prominent of these is at the New York State Library in Albany. The following is a chart of the philosophy holdings at the State library:

	<u>Titles</u>	<u>Volumes</u>
B Collections, Systems, History	2,175	3,625
BC Logic	165	275
BD Metaphysics	285	475
BH Aesthetics	90	150
BJ Ethics	<u>1,800</u>	<u>3,000</u>
Totals	4,515	7,525

These figures are estimates arrived at by measuring the shelf space in the State Library. They include the State Library's periodical holdings, which are included on the shelves with other books.

Despite this, however, it is clear that the State Library with 1,800 titles in the field of ethics provides a valuable supplement to SUNY-Albany's collection of 517 titles in this area.

Also available are two inter-library loan arrangements:

1. The New York State Inter-Library Loan Network (NYSILL). All requests sent to the New York State Library for out-of-print books or journal articles that are not available locally are channeled into the State Inter-Library Loan Network by teletype. Unless a book is known to be in a specific library, requests are referred to member libraries specializing in the subject of the book. Philosophy requests are the responsibility of Columbia University Library which has about 42,000 volumes in philosophy. Religion is the responsibility of Union Theological Seminary.
2. The Capital District Library Council. This area inter-library loan arrangement allows students and faculty at SUNY-Albany to get books from area libraries within 48 hours. The network includes Union College, Skidmore College, Rensselaer Polytechnic Institute and Hamilton College. Of special interest is Union's library which has extensive holdings of out-of-print books from the early part of the 20th Century in American philosophy and ethics.

In sum, graduate students and faculty members in philosophy at Albany can obtain either on campus or by inter-library loan virtually any book needed in research.

C. Comparison With Other Libraries

Following is a chart comparing the philosophy collection of books at SUNY-Albany with collections of other universities offering doctorate degrees in philosophy.

<u>University</u>	<u>Titles in Philosophy</u>	<u>Volumes in Philosophy</u>
SUNY-Albany	9,070	15,117
University of Washington *	5,668	9,446
University of Rochester *	16,300	27,167
SUNY-Buffalo	13,300	22,100
RPI	3,166	5,277
Pittsburgh University *	13,500	22,500
Berkeley *	20,000	34,000
Washington University * (St. Louis, Mo.)	14,500	24,167

(NOTE: In all cases the information listed above was furnished by the librarian at the university in question. Since some of the information was received in terms of titles and some in terms of volumes, all data has been adjusted in accordance with the 66 per cent rule for computing volumes, i.e., the rule that there are 66 per cent more volumes than titles. For an explanation of this rule, see p. 12 above.)

All universities after which an asterisk (\*) appears have Ph.D. programs in philosophy that were rated "acceptable plus" or better in the 1966 Cartter survey of Ph.D. programs in the United States.\* Every university listed offers a Ph.D. program in philosophy with the exception of SUNY-Albany.

An examination of the above information shows that the library at SUNY-Albany has sufficient resources in its philosophy collection to support a Ph.D. program in philosophy. Albany's collection trails Pittsburgh and SUNY-Buffalo by about 4,000 titles, yet has about 4,000 titles more than the University of Washington despite the fact that all three of these universities

\* Allan M. Cartter, An Assessment of Quality in Graduate Education, American Council on Education, Washington, D. C., 1966.

have firmly established doctoral programs in philosophy and have been supporting research collections in philosophy for at least seven years.

It is also clear from the above, however, that a vigorous buying program is needed at Albany, if Albany's philosophy program is to develop into a first-rate program. To accomplish this aim the department has drawn up the acquisitions program outlined in the following section.

D. Statement of Expenditures for the Next Five Years

The Philosophy Department estimates its library needs over the five years beginning with the 1970-71 fiscal year at \$80,000. The money would be distributed as follows: \$40,000 for fiscal 1970-71 which is the year the department's Ph.D. program would go into effect with expenditures of \$10,000 a year for the following four years. The following points are offered by way of elaboration:

1. During the 1968-69 fiscal year, the SUNY-Albany Library spent \$10,000 on the philosophy collection and added 1,200 titles to its holdings in philosophy. Although the philosophy budget for the present fiscal year is less than \$10,000, it is expected that with the acquisition of special collections and the distribution of funds now being withheld by the library the library will spend \$10,000 on new books this fiscal year as well.

It is thus clear that \$10,000 a year on philosophy is a realistic figure that is continuous with funds available during years of "less than generous" state budgets.

2. The allocation of \$40,000 for fiscal 1970-71 is contingent upon approval of the Philosophy Department's application for a Ph.D. program. Since the library's resources are not unlimited, the library can allocate extra funds for specific programs only if those programs are given priority standing by the university, and, in this case, priority standing is defined by approval of the program for an advanced degree. The Philosophy Department has consulted with Alice Hastings, the university librarian, on this matter and has been advised that the \$40,000 figure is not an exorbitant allocation if it coincides with the inauguration of a Ph.D. program.
3. Based on the fact that \$10,000 purchased 1,200 titles during fiscal 1968-69, the Philosophy Depart-

ment expects virtually to close the present gap between its collection and the collections at Pittsburgh and SUNY-Buffalo during the first year of its doctoral program. Assuming that Pittsburgh and Buffalo each buy about 1,000 new titles in philosophy a year and that the philosophy budget at Albany is \$40,000 for 1970-71, Albany will be buying about 3,600 more new books than during that year. As a result, it will be possible for Albany to be at parity with both Pittsburgh and Buffalo by September, 1971.

4. The philosophy collection at Albany can be expected to double over the next five years, given the above figures, i.e., by 1976 the SUNY-Albany library will have about 18,000 titles in philosophy which is 2,000 titles less than Berkeley's library has at present.
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**APPENDIX A**

**PHILOSOPHY JOURNAL HOLDINGS IN  
THE UNIVERSITY LIBRARY**

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A. The State University of New York at Albany library currently receives or has on order 123 journals, in philosophy (109) and religion (14), including complete or nearly complete sets of back issues of the following (journals in both philosophy and religion are counted as being in philosophy):

- |   |                                 |
|---|---------------------------------|
| 1. American Philosophical Quarterly                         | Vol. 1 to date                  |
| 2. Antioch Review   | Vol. 1 to date                  |
| 3. Australasian Journal of Philosophy                       | Vol. 1 to date                  |
| 4. Dialogue   | Vol. 1 to date                  |
| 5. Diogenes   | No. 1 to date                   |
| 6. Ethics   | Vol. 1 to date;<br>back 5 vols. |
| 7. Foundations of Language                                  | Vol. 1 to date                  |
| 8. Hibbert Journal  | Vol. 1-49; 55-61;<br>62 to date |
| 9. History and Theory: Studies in<br>Philosophy of History  | Vol. 1 to date                  |
| 10. Humanities: A Journal of the<br>Institute of Man        | Vol. 2 to date                  |
| 11. Inquiry   | Vol. 1 to date                  |
| 12. International Philosophy Quarterly                      | Vol. 1-5; 7 to<br>date          |
| 13. Journal of Aesthetics and Art<br>Criticism              | Vol. 1 to date                  |
| 14. Journal of Philosophy                                   | Vol. 1 to date;<br>back 4 vols. |
| 15. Journal of Symbolic Logic                               | Vol. 1 to date                  |
| 16. Journal of the History of Ideas                         | Vol. 1 to date                  |
| 17. Man and World: An International<br>Philosophical Review | Vol. 1 to date                  |
| 18. Medieval Studies  | Vol. 1 to date                  |
| 19. Mind  | Vol. 1-70; 73<br>to date        |

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|---|--------------------------|
| 20. Nous  | Vol. 2 to date           |
| 21. Philosophers' Index                         | Vol. 1 to date           |
| 22. Philosophical Quarterly                     | Vol. 1-13; 15<br>to date |
| 23. Philosophical Review                        | Vol. 1 to date           |
| 24. Philosophical Studies                       | Vol. 2 to date           |
| 25. Philosophy and Rhetoric                     | Vol. 1 to date           |
| 26. Philosophy East and West                    | Vol. 1 to date           |
| 27. Philosophy of Science                       | Vol. 1 to date           |
| 28. Speculum                                    | Vol. 1 to date           |
| 29. Synthese                                    | Vol. 1 to date           |
| 30. Thought                                     | Vol. 1 to date           |
| 31. Zygon: A Journal of Religion and<br>Science | Vol. 2 to date           |

B. Other journals received or on order are indicated on the following list. If a title appears without a listing of volumes, the journal has been ordered.

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|--|---|
| 1. The American Rationalist              |   |
| 2. Analysis                              | Vol. 8-20, 28   |
| 3. Andover Newton Quarterly              | Vol. 7 and 8  |
| 4. Aquinas                               |   |
| 5. Archives De Philosophie               |   |
| 6. Archiv Fur Geschichte Der Philosophie |   |
| 7. Aristotelian Society Proceedings      | o.s. Vol. 1-3<br>n.s. Vol. 1-9<br>17-20<br>22-30<br>56 to<br>date |
| 8. Biblica                               |   |
| 9. Bibliography of Philosophy            | Vol. 13 to date   |
| 10. Boston College Studies in Philosophy |   |

11. British Humanities Index Vol. 7 to date
12. British Journal for the Philosophy of Science Vol. 19 to date
13. British Journal of Aesthetics
14. Bulletin Signaletique, part 19: Philosophie, Sciences, Religieuses Vol. 22 to date
15. Catholic Periodical Index
16. Darshana International
17. Deutsche Zeitschrift Fur Philosophie
18. Dialectica: Revue Internationale De Philosophie De La Connaissance
19. Dialogue: Canadian Philosophical Review  
Revue Canadienne De Philosophie
20. Les Etudes Philosophiques
21. Franciscan Studies Vol. 26 to date
22. Graduate Review of Philosophy
23. Harvard Theological Review
24. The Heythrop Journal Vol. 9 to date
25. The Humanist Vol. 28 to date
26. Index to Religious Periodical Literature

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27. Iyyun: A Hebrew Philosophical Quarterly
28. Journal of Existentialism Vol. 8 to date
29. Journal of Religion Vol. 47 to date
30. Journal of Religious Thought
31. Journal of the History of Philosophy Vol. 6 to date
32. Journal of the Indian Academy of Philosophy
33. Journal of Thought
34. Journal of Value Inquiry

35. Kant Studien: Philosophische Zeitschrift Der Kant-Gessellschaft Vol. 59 to date
36. Laval Theologique Et Philosophique
37. Logique Et Analyse
38. Main Currents in Modern Thought: Journal of the Foundation of Integrative Education Vol. 23 to date
39. The Modern Schoolman Vol. 45 to date
40. The Monist Vol. 51 to date
41. New Philosophy Vol. 68 to date
42. The New Scholasticism Vol. 42 to date
43. New Testament Abstracts
44. Notre Dame Journal of Formal Logic Vol. 8 to date
45. Objectivist Vol. 7 to date
46. Pacific Philosophy Forum
47. The Pakistan Philosophical Journal
48. La Pensee: Revue de Rationalisme Moderne No. 136 to date
49. The Personalist: An International Review of Philosophy, Religion and Literature Vol. 36 to date
50. Philosophic Abstracts Vol. 1 to 16
51. Philosophical Books Vol. 7 to date
52. The Philosophical Forum
53. The Philosophical Quarterly (India)
54. Philosophische Rundschau: Zeitschrift Fur Philosophische Kritik
55. Philosophy Vol. 1-28; 39 to date
56. Philosophy and Phenomenological Research Vol. 19 to date
57. Philosophy Today Vol. 12 to date

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|-----|--|-----------------|
| 58. | Phronesis: A Journal for Ancient Philosophy                    | Vol. 13 to date |
| 59. | Proceedings of the American Catholic Philosophical Association |                 |
| 60. | Proceedings of the American Philosophical Society              | Vol. 1 to 28    |
| 61. | Ratio  | Vol. 10 to date |
| 62. | Religious and Theological Abstracts                            |                 |
| 63. | Repertoire Bibliographique de la Philosophie                   | Tome XX to date |
| 64. | The Review of Metaphysics                                      | Vol. 17 to date |
| 65. | Review of Religious Research                                   | Vol. 9 to date  |
| 66. | Revista Brasileira de Filosofia                                |                 |
| 67. | Revista de Filosofia   |                 |
| 68. | Revista de Filosofia   |                 |
| 69. | Revue De L'Universite D'Ottawa                                 | Vol. 37 to date |
| 70. | Revue De Metaphysique Et De Morale                             |                 |
| 71. | Revue Des Etudes Augustiniennes                                |                 |
| 72. | Revue Des Sciences Philosophiques Et Theologiques              |                 |
| 73. | Revue D'Esthetique   | Tome 18 to date |
| 74. | Revue de Synthese  | Vol. 89 to date |
| 75. | Revue Internationale De Philosophie                            |                 |
| 76. | Revue Philosophique De La France Et De L'Etranger              |                 |
| 77. | Revue Philosophique De Louvain                                 | Vol. 66 to date |
| 78. | Revue Thomiste   | Vol. 68 to date |
| 79. | Scripta Recenta Edita  |                 |
| 80. | Soundings: A Journal of Inter-disciplinary Studies             | Vol. 51 to date |
| 81. | The Southern Journal of Philosophy                             | Vol. 6 to date  |

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|-----|--|------------------|
| 82. | Soviet Studies in Philosophy   | Vol. 3 to date   |
| 83. | Studies in Philosophy and Education  | Vol. 3 to date   |
| 84. | Studies in Soviet Thought  |                  |
| 85. | Theologie Und Philosophie  |                  |
| 86. | Theoria: A Swedish Journal of<br>Philosophy  | Vol. 7 to date   |
| 87. | The Thomist  | Vol. 32 to date  |
| 88. | Traditio: Studies in Ancient and<br>Medieval History, Thought and<br>Religion                  | Vol. 22 to date  |
| 89. | Transactions of the Charles S.<br>Peirce Society   | Vol. 4 to date   |
| 90. | Tulane Studies in Philosophy   | Vol. 6, 8-11, 13 |
| 91. | Vivarium: A Journal for Medieval<br>Philosophy and the Intellectual<br>Life of the Middle Ages | Vol. 6 to date   |
| 92. | Die Zeitschrift Fur Philosophische<br>Forschung  |                  |

## APPENDIX B

## DOCTORAL PROGRAM FACULTY

ROBERT F. CREEGAN	Professor	Ph.D.	Duke University
WILLIAM L. REESE	Professor	Ph.D.	University of Chicago
JOSIAH B. GOULD	Associate Professor	Ph.D.	Johns Hopkins University
WILLIAM H. LEUE	Associate Professor	Ph.D.	Harvard University
THOMAS R. MARTLAND	Associate Professor	Ph.D.	Columbia University
KENNETH STERN	Associate Professor	Ph.D.	Yale University
MARTIN DEITSCH	Assistant Professor	Ph.D.	University of Michigan
ROBERT K. FULLINWIDER	Assistant Professor	Ph.D.	Purdue University
ROBERT M. GARVIN	Assistant Professor	Ph.D.	Columbia University
WILLIAM V. GRIMES	Assistant Professor	Ph.D.	University of North Carolina
ROBERT G. MEYERS	Assistant Professor	Ph.D.	SUNY-Buffalo
HAROLD MORICK	Assistant Professor	Ph.D.	Columbia University