

UNIVERSITY SENATE
ATTENDANCE

Meeting of: February 28, 1994

Robert Schlafin	Bruce K. Green
Diana Irving	C. Pan
John Collier	Paul A. Blevins
David Strogatz	Philip B. Eynard
Whitford	Jaeger Jones
Judith Baskin	Karina Wilkin
Mark Steinberg	Shobha Chengalur-Smith
William D. Young	Eleanor Gossin
Richard Goldstein	
Gregory Stevens	
Joel Blumenthal	
B. M. Lal for J. Gillespie	
RA Orso	
Sung Bok Kim	
Shirley Jones	
Scott Lyman	
John Piplik	
D. Ungar	
Bonnie Spencer	
Laron Marin	
Richard Felton	
Dele	
Robert D. Gibson	
A. MACARIO AJLS	
Bob Frost	
David Smith	



UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

UNIVERSITY SENATE
Monday, February 28, 1994
3:30 p.m. -- Campus Center Assembly Hall

AGENDA

1. Approval of Minutes: November 22, 1994
2. President's Report
3. SUNY-wide Senate Report Vincent Aceto
Paul Wallace
4. Chair's Report
5. Council Reports
 - a. CPCA Ronald Bosco
 - b. EPC Judith Baskin
 - c. GAC Richard Felson
 - d. UAC Bonnie Spanier
 - e. RES John Pipkin
 - f. LISC Robert Frost
 - g. CAFE Scott Lyman
 - h. SAC Donald Biggs
 - i. UCC Richard Goldstein
6. Old Business
7. New Business
 - a. Sesquicentennial Update (Ms. Janet Ralston, Coordinator)
 - b. Senate Bill No. 9394-02: *Principles of Teaching Responsibility*
 - c. Revision to University Senate Council
Hans Pohlsander resignation from LISC
Timothy Gage proposed for LISC
8. Adjournment





UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

UNIVERSITY SENATE
February 28, 1994

Present: J. Baskin, P. Bloniarz, R. Bosco, C. Carr, A. Champagne, S. Chengalur-Smith, R. Collier, G. DeSole, P. Eppard, R. Felson, R. Frost, R. Gibson, R. Goldstein, E. Gossen, B. Green, R. Irving, S. Jones, S. B. Kim, W. Lanford, S. Lyman, A. Macario, A. Morris, J. Pipkin, R. Sclafini, D. Smith, B. Spanier, M. Steinberger, G. Stevens, D. Strogatz, M. Thomas, A. Ungar, K. Wilkins, W. Young

Guests: J. Blumenthal, C. Carlucci, S. Mahan, R. McFarland, J. Ralston

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

1. Approval of Minutes

The minutes of the November 22, 1993, Senate Meeting were approved as distributed.

2. President's Report

President Swygert provided the final admissions report for Fall 1993, with a target of 1,850 first year students, our enrollment was 1,842.

Two years ago President Swygert agreed to designate space on the uptown campus for a child care center, reported Sheila Mahan, and an Advisory Committee was formed. Two spaces were identified as possible sites -- the space occupied by the Bookstore and the Dutch Quad U-Lounge. A consulting architect reviewed both locations and recommended the U-Lounge. The Child Care Center will be able to accommodate 55 children with day, evening and summer programs, said Ms. Mahan. The Center will be a premier facility with the theme of "Discovery." It is hoped to have the Center opened sometime during the Fall 1994 semester.

Vice President Carlucci reported that this year's Executive Budget is the largest we have seen. About 68 percent of the General Fund will go to local governments. On an all-funds basis, SUNY received \$2.8 billion. This is an increase over 1992-



93. The proposed budget for Albany is \$94 million, which is an increase of \$4.3 million over last year's base, Vice President Carlucci said. There are some problems associated with the budget: a reduction in the Tuition Assistance Program and eliminating Graduate TAP. The University will see capital appropriations for the library and rehabilitation of dorms if the Excelsior High School is approved.

There should be a modest celebration for stabilization in our operating budget, said the President. The Governor has made it quite clear that there will be no tuition increase. The President thanked the Senators for their letter writing to the Governor and Legislators.

EPC will continue with the Quality of Life survey, said the President. The current Bookstore space will be considered as a location that emeriti faculty can use when they are on campus.

The President asked the Senators to join him in praising the Physical Plant staff for their hard work this winter.

As of January 1994, there are commitments totaling \$25 million for the Capital Campaign, our 1994 goal, reported President Swygert. He thanked the faculty, students and staff for making Phase I a success.

The President reported that Presidential Scholars and their parents visited the campus last week. An Honors House was established last fall, with Josiah Gould as the faculty advisor in residence.

The President spoke about a newspaper article on Division I athletics. The University halted this process about four years ago. Much has changed since then. To move beyond Division III, there is a four year commitment to proceed to Division II. The President will consult with EPC on this issue.

3. SUNY-wide Senate Report

Senator Aceto reviewed the written report. Provost Burke talked about the budget. The University Centers supported the idea of Excelsior schools. The Governor is also committed to this issue. Senator Aceto noted that the University at Albany will make all the decisions about the School.

5. Council Reports

f. LISC: An informal needs assessment on computer needs was completed by Professors Lance and Chi, said Senator Frost.

Senator Frost then moved to New Business where there is a Council change. Hans Pohlsander has resigned from LISC and Timothy Gage has been proposed to replace him. This was moved, seconded and approved.

- a. CPCA: Senator Bosco had nothing to report.
- b. EPC: Concerning Senate Bill No. 9394-02: *Principles of Teaching Responsibility*, Senator Baskin noted a change in the second paragraph. It should read: "These responsibilities are so reasonable ... "

This is the second year of consideration and, if passed, Albany would be the first State campus to have such principles, said President Swygert. He is concerned that the faculty view this as principles and not a mandate.

The Bill was moved, as revised, seconded and passed.

- c. GAC: Senator Felson had nothing to report.
- d. UAC: Senator Spanier stated that UAC is reviewing the S/U grading and may bring legislation to the next meeting.
- e. RES: Senator Pipkin had nothing to report.
- g. CAFE: Senator Lyman had nothing to report.
- h. SAC: Senator Carr reported for Senator Biggs. SAC has been examining student life out of the classroom. There will be recommendations forthcoming. SAC will also discuss housing for cultural groups.
- i. UCC: Senator Goldstein reported that Vice President Carlucci spoke to UCC about visitor parking.

7. **New Business**

- a. Sesquicentennial Update. Ms. Ralston noted that a Sesquicentennial Calendar, listing all events taking place this year, was available at the information table. The Sesquicentennial History, written by Professor Kendall Birr, has received a good response. Banners will be hung around the podium during the year. Ms. Ralston reported that the First Sesquicentennial Distinguished Lecture by Gwendolyn Brooks was held on January 27. This event was a standing room only success.

Items b. and c. were discussed under Council Reports.

There being no further business, the meeting adjourned at 4:40 p.m.

Sincerely,

Shirley J. Jones
Shirley J. Jones
Secretary

CHILD CARE ADVISORY COMMITTEE

Judy Axenson	Writers Institute
Genet Barthwell	School of Business
Steven Beditz	Human Resources Management
Lil Brannon	English, Chair 1992-93 Senate
Carson Carr, Jr.	Academic Support Services
Regina Conboy	Library, UUP Representative
Linda Currie	Graduate student
Joan Fiske	Dewey Library, CSEA Representative
Christopher Hahn	Undergraduate student
Erik Karland	Undergraduate student
Michael Lascoe	UPD
Eunju Lee	Graduate student
Kang-Taeg Lim	Graduate student
Kathy Lowery	Budget Office
Sheila Mahan	President's Office
James Pasquill	University Community Council
David Prendergast	UPD, Council 82 Representative
Pamela Ray	Library, UUP Representative
Norreida Severson	Undergraduate student
Edward Sipay	Reading, UUP Representative
Paul Stec	University Advancement, Pierce Hall Board Member
Susan Supple	University Advancement
Kelly Wetzel	Research Foundation



UNIVERSITY AT ALBANY

STATE UNIVERSITY OF NEW YORK

Contact: Chris Kersten (518) 442-5300; or Candace Groudine (518) 442-5161

CAMPAIGN FOR ALBANY REACHES PHASE 1 \$25 MILLION GOAL ELEVEN MONTHS EARLY

ALBANY, NY, Feb. 17, 1994 -- University at Albany officials announced today that the *Campaign for Albany*, the University's first-ever capital campaign, had surpassed its first objective, nearly a year ahead of schedule.

The campaign formally began in December, 1991 as the largest private fund drive ever by a State University of New York institution -- with an overall goal of \$55 million by December 31, 1999 and a Phase 1 goal to raise \$25 million by the end of 1994, the University's 150th Anniversary year. Today, President H. Patrick Swygert announced that as of January 31, 1994, gifts totaled \$25,929,529 -- exceeding the Phase 1 goal by nearly \$1 million, eleven months ahead of schedule.

Swygert praised KeyCorp Group Executive Vice President/Chief Banking Officer and *Campaign for Albany* chair Gary R. Allen, '70. "Gary and the campaign Steering Committee provided the drive and the vision that have enabled the *Campaign for Albany* performance to surpass our expectations," Swygert said. "We also thank Governor Cuomo and the Legislature, especially the local delegation, led by Senator Hugh Farley and Assembly Member John J. McEneny, for the support and encouragement they have given the University during this campaign."

Allen said that the number of contributions from "individuals and corporations, alumni, faculty and friends is indicative of the esteem in which they hold the University at Albany." Christian G. Kersten, Vice President for University Advancement, said, "We are delighted with our early success, but the importance of the continuing collaboration with our many supporters to assure the campaign's overall success cannot be overstated. We have just begun."

Campaign Vice Chair George R. Hearst, director of operations for Capital Newspapers, said, "The Albany family's support to date augurs well for the overall success of the campaign. Judging by the results we've achieved thus far, I am optimistic that the *Campaign for Albany* will ultimately outdo its stated goals."

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The campaign will also benefit the Capital Region business community, said J. Spencer Standish, chairman of Albany International Corporation and president of The University at Albany Foundation. "The University is one of the region's best customers, annually purchasing more than \$31 million of food, furniture, paper products, fuel, and equipment, with a local payroll of \$112 million," Standish said.

Serving with Allen and Hearst on the Steering Committee are: Corporate Gifts Chair Steven N. Fischer, CPA; Planned Giving Chair Harold C. Hanson, Esq. '63; Leadership Gifts Chair Morris Massry; Major Gifts Chair Judith A. Mysliborski, MD., '69.; Annual Fund National Chair Edith Tanenbaum Rudolf, '47; Parents' Fund National Chairs William and Hedy Kling; and Parents' Campaign Chairs Barry and Nina Wagman.

Judge John E. Holt-Harris, Jr., who chairs the University Council, observed that, through their gifts to the *Campaign for Albany*, "Graduates, parents, faculty members, staff, and friends will enhance the University's faculty, student, and academic programs; enrich campus cultural and social programs; and support several capital projects, including the Center for Environmental Sciences and Technology Management (CESTM) and the electronic library." Some examples of *Campaign for Albany* contributions are:

- **Faculty and academic programs** -- Grants to establish an endowed visiting professorship in Judaic Studies; to support the LitNet Project of the University's National Research Center on Literature Teaching & Learning and for the East Asian Studies Department; a gift for the Accounting Department of the School of Business; and endowments for the Department of Theatre and the new Biodiversity, Conservation, and Public Policy program.
- **Students** -- A grant to support science education for undergraduates and to prepare high school students for college level science study; an endowed financial assistance fund for the new *Initiatives for Women* program; graduate fellowships in advanced materials research; and in the School of Public Health.
- **Buildings, property, and equipment** -- Equipment to the Department of Physics; computer workstations; donations to purchase CESTM equipment; computer equipment for the School of Public Health; and gifts to refurbish meeting rooms and lecture centers.



UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

February 9, 1994

Dear Colleague:

I am taking this opportunity to preview with you our anticipated attainment of the \$25 million Phase I goal of the *Campaign for Albany* well before our target completion date of December 1994. With \$24,634,096 -- or 98.5 percent -- of the Phase I goal raised by December 31, 1993, we anticipate that the significant momentum currently underway will enable us to announce officially the successful realization of our Sesquicentennial-year objective in the near future.

As you may recall, on December 10, 1991, President H. Patrick Swygert and Campaign Chair Gary R. Allen '70 launched the University's first-ever capital campaign, a drive to secure \$55 million in private resources by the end of this decade, with the first \$25 million to be raised by December 1994. At the time of our campaign announcement, we recognized that these were ambitious objectives for a public university with little institutional infrastructure or "track record" in fundraising. Furthermore, the regional economy was experiencing a deep recession, and the outlook for near-term improvement was bleak.

Yet we also knew what our assets were: strong institutional and volunteer leadership, an intellectually motivated student body, and the vital ongoing participation of our faculty and friends in defining the purposes of the campaign and in so effectively articulating our case with prospective donors.

At this milestone in our overall campaign to reach \$55 million, we can take great pride in our achievements thus far, and their important implications for the future. As a member of the Albany family, you have played a major role in strengthening our programs and in enhancing the University's reputation. In the past few years, we have brought the Center for Environmental Sciences and Technology Management (CESTM) closer to reality and are implementing plans for the electronic library. Nationally prominent foundations and corporations, as well as many individuals, have supported a variety of College of Arts and Sciences initiatives, including East Asian and Judaic Studies programs and Advanced Materials research; also the National Research Center on Literature Teaching & Learning's LITNET project; the accounting program of the School of Business; and a graduate fellowship program in the School of Public Health. Private support has enabled us to establish endowments for the Department of Theatre



and the new Biodiversity, Conservation and Public Policy program; set up a student financial assistance fund, through the new *Initiatives for Women* program, to benefit undergraduate women science majors; and undertake many other exciting and innovative educational ventures. We have also been able to name a number of lecture centers, conference areas and other facilities in recognition of generous campaign contributions. For your efforts on the University's behalf, I thank you.

While our successes have been many, it may be appropriate at this point to reflect on a number of assumptions commonly held about campaigns and their impact on institutions. One might argue that our success to date should reduce anxiety about continuing budget concerns or, to loosely paraphrase a question posed on the *Point of View* page of a recent edition of the Chronicle of Higher Education, "How can a university that raises \$25 million dollars have a tight budget?" In answer to this query, it may be helpful to outline some of the conditions under which private gifts are made:

- Virtually all gifts to the campaign are intended to *enhance*, not replace, State allocations.
- The overwhelming majority of donors, whether they are individuals, corporations, or foundations, elect to support *specific institutional projects* and priorities of importance to them.
- Larger commitments tend to be made in the form of *multi-year pledges* of between three and five years.
- Donors who make commitments through planned gift instruments (e.g., estate plans, including trusts, annuities and bequests) provide *vital future support* for the University. Over the course of the campaign, we have received generous commitments from alumni, as well as from emeriti and current members of the faculty.
- Gifts to endowment are *invested*, and it is the interest earned on the principal (with a current payout rate of 5 percent of market value) that may be expended according to the terms of the endowment. The principal of the endowment may not be spent.
- Gifts of *equipment* enhance the work of our faculty and students, and are credited at conservative value.

All gifts and pledges to the *Campaign for Albany* are credited in a manner consistent with national reporting standards for educational institutions established by the Council for Advancement and Support of Education (CASE) and the National Association of College and University Business Officers (NACUBO). Throughout the

campaign, we have also made every effort to hold staffing and related operating costs at modest levels in relation to our program objectives. This has been made possible through the effective use of technology and much-appreciated volunteer participation, including outstanding efforts by faculty and students.

A successful development program is a long-term proposition requiring the commitment of the entire campus community. Over the past five years, the University at Albany has created an enviable program that is well positioned to meet the challenges of realizing our overall \$55 million objective -- and reaching beyond it. We have systematically identified needs and realistic objectives, and implemented highly sophisticated information and financial management systems. We have involved hundreds of alumni, parent and community volunteers and thousands of donors. As a result, we have experienced unprecedented growth in annual giving and witnessed the imminent successful conclusion of Phase I of our historic campaign.

The importance of the continuing collaboration among faculty, students and staff to assure the ultimate success of the *Campaign for Albany's* objectives cannot be overstated. I thank you for your efforts and am looking forward to continuing to work closely with you in the important work still before us. We have only begun.

Sincerely,



Christian G. Kersten
Vice President

Distribution:

President Swygert
Vice Presidents
Deans, Directors & Department Chairs
University Senate
University Council
University at Albany Foundation
Campaign Steering Committee

Campaign for Albany

Progress Report

(as of December 31, 1993)

Progress by Purpose

Academic Programs		\$5,844,784
Students		3,742,871
Campus Enrichment		3,111,286
Buildings, Property & Equipment		7,821,971
Annual Giving		<u>4,113,184</u>
	<u>Total</u>	<u>\$24,634,096</u>

Progress by Source

Individuals		\$4,610,484
Outright	\$1,674,606	
Planned	2,935,878	
Corporations		9,877,387
Foundations		4,103,080
Annual Giving		4,113,184
Organizations		<u>1,929,961</u>
	<u>Total</u>	<u>\$24,634,096</u>

**REPORT OF UNIVERSITY FACULTY SENATE MEETING
JANUARY 28-29, 1994
STATE UNIVERSITY OF NEW YORK
STATE UNIVERSITY COLLEGE AT PURCHASE
PURCHASE, NEW YORK**

The 106th plenary meeting of the University Faculty Senate was held on January 28-29, 1994 at the State University College at Purchase.

1. 1994-95 Budget Report

In the absence of Senior Vice Chancellor Anslow, Provost Burke discussed the proposed budget for next year. He indicated the executive budget for SUNY was the best budget in the last 5 years. There will be full funding for salary increases and a slight increase for inflation. Special initiatives included : 10 million for GRI capital expenditures, 5 million for educational technology including SPIR (Strategic Partnership for Industrial Resurgence) for 4 engineering schools, 15 million for Excelsior School project and 1.8 million for rehabilitation of chemistry building at Albany, 14 million for life science building at Stony Brook, and 15 million for Cornell University Mann Library addition. Provost Burke said the highest priority for additional funding will be for the community colleges.

During the question/answer period, Senator Aceto expressed concern over the highest priority for funding for the community colleges in light of the tuition differential of up to \$1,000 between the state operated and statutory colleges and the community colleges. He suggested the community colleges raise their tuition rates to the level of the other SUNY units. He also raised a concern over the limitation on GRI funding only for capital expenditures. He stated the spectacular success of GRI in past years was largely due to an effective investment in human resources which generated external funding for equipment and hardware.

2. SUNY and Health Care Reform Panel

Senator La Valle was the first panel speaker. He pledged his support for SUNY and expressed concern that other academic institutions were pirating faculty from SUNY to their campuses. He indicated that he supported the need for flexibility in operating the health science centers but reminded the audience that the legislative process often required compromises that resulted in less than was initially requested.

The other panelists were: Richard Berman, Trustee; Dr. Phil Swender, Senator and faculty member from Syracuse Health Science Center; Dr. Tom Riemenschneider, Vice Provost for Health Sciences and Hospitals; George Stefanos, Professor of Biological Sciences, Old Westbury, and Adjunct Professor of Surgery, Stony Brook Health Sciences Center. The program was videotaped for later transmission this year on SUNYSAT.

3. Sharing of Concerns

The University Center Senators met with Trustee Rod Chu and discussed 3 issues. A detailed summary of comments follows.

3.1 Excelsior School

Some senators expressed criticism of committing all the funds to one school. They believed more positive benefit would result from spreading the funds across SUNY campuses in various regions of the state.

Special attention needs to be paid to the "boarding school" environment of the proposed school in Albany. This will be a new experience for both students and faculty and with 16 and 17 year old students, there will be special problems of adjustment... and temptation.

Critical need for support services in guidance and other student support services. What students will do in out-of-class time is important to address. Social development and effective use of time will also be critical.

The unique racial/ethnic mix that is likely to emerge as students are selected from across the state will require special training for staff.

Concern for use of new money to support program outside of SUNY budget.

Unique opportunity for training professional staff to work with gifted and talented students across the state.

3.2 Distance Learning

Needs to be customer-driven with quality as the key factor.

Important not to use distance learning as the lynch-pin to learning productivity.

Group opposed the balkanization of SUNY into geographic regions for distance learning.

The turf battles of ownership of segments of the total curriculum must be prevented by collaborative approaches to teaching.

The current delivery system for instruction in SUNY has some serious problems - the use of large lecture classes of 300-400 students for intro. courses is usually not effective, even with recitation sessions.

Negatives of distance learning:

The potential reduction of faculty as courses are put "in the can" for delivery across the state.

High development costs. Trustee Chu said it takes 20 to 40 hours of videotaping to produce 1 hour of high-quality videocassette instruction. The importance of novelty and variety and avoidance of "talking heads" is expensive.

The carefully scripted course has the potential of being dull, safe, non-provocative, or turning into a Sesame Street for college students complete with the Big Bird.

Danger of lack of human interaction. Use of mentors at each site may help to minimize this but the costs also rise considerably with more staff.

Positives of distance learning:

Potential synergy of using the strongest faculty across SUNY in a discipline to jointly teach a course.

Collegial interaction across the SUNY system.

Providing options for students who cannot attend classes on a campus.

Potential enrichment and articulation of courses across the system.

3.3 Articulation and Transfer of Credits within SUNY

The committee met with a representative of the undergraduate committee to discuss this topic. The negative impact of restrictions on transfer of credits from 2-year to 4-year colleges

has had a serious negative impact on admissions. Some of the private colleges have been more sensitive to this problem of articulation and have attracted a growing number of community college graduates to their institutions. A number of problems with the current system (or lack thereof) were discussed these included:

Evaluation process is uneven across SUNY. Often the transcripts are incomplete with only the course titles provided to make an evaluation of previous study. Need a more structured approach and a clearer delineation of the persons responsible for performing evaluations of previous academic coursework.

The support services for transfer students to University Centers is less than the 2-year institutions. This often is a difficult adjustment for students to make so programs are needed to make this transition go smoothly. In a broader sense, the entire institutional experience at a University Center is not the same as at a 2-year institution. There are important differences.

The fallacy of the "System". Most of the senators believed there is no working system for articulation and transfer within SUNY. Some articulation agreements have been worked out but this exists only for a minority of programs.

Some students have a false level of expectation about articulation of programs. A student may be able to earn a general bachelor's degree but the more specialized programs may require 5 or more years to complete. This is especially true in the sciences where the instruction and resources for beginning courses may not be the equal of what is taught in the University Centers.

The committee also proposed several solutions to these problems. The 2 main suggestions were: 1) provide more counseling at both the 2-year and 4-year levels so that students will make a successful adjustment from one institution to the other. This holds true for academic and student support services; 2) develop truth in advertising so that students will have a realistic expectation of articulation and transfer of credits. Some articulation programs may result in a 2/2 while others may be 2/3 or 2/4.

4. Nominations for Vice President/Secretary

The nominees for Vice President/Secretary are Vincent Aceto, Albany and Carl Wiezalis, Health Science Center at Syracuse.

5. Operations Committee Report

The Operations Committee distributed copies of its study of Adjunct Teaching Faculty in SUNY: A Survey of Department Chairs on Status and Impact. A series of open-ended questions were asked of department chairs from ten academic fields. A copy of the report is on file in the Senate office.

The following resolutions were introduced by the Committee and passed by the University Faculty Senate:

Be it resolved that the University Faculty Senate requests the Chancellor to establish a centralized data base for faculty and staff on state operated and statutory campuses, with appropriate data, minimally consisting of name, institution, campus address, campus phone, and electronic mail address, as part of Central Administration's ongoing Gopher

server implementation.

Be it resolved that the University Faculty Senate establish a Senate Archive and,
 That the University Faculty Senate direct the President of the Senate to seek a library venue to administer an electronic/paper archive of appropriate Senate documents, and
 That the archive should be in a form that is electronically accessible throughout the university, and
 That the contents of the archive should contain select Senate documents, and
 That the contents of the archive should be catalogued, and the catalog should be electronically accessible, and
 That to the extent that resources permit, the archive should be expanded to retrospectively incorporate Senate documents.

The Committee presented the "Bill of Rights and Responsibilities for the Electronic Community of Learners" document for transmittal to SUNY campuses for discussion and comment. This document is the result of 2 years of discussion and collaboration among members of the academic community and is part of the Bill of Rights project launched by EDUCOM's Educational Uses of Information Technology (EUIT) program in 1992. Copies of this document were sent to the Chair of LISC and the Senate office.

There was lengthy discussion of distance learning in SUNY and the implications this delivery system could have on faculty and the teaching/learning process. In order to examine this issue in greater detail, the Executive Committee was charged by the Senate to create a special task force on distance learning.

6. Programs and Awards Committee

The Committee reviewed the correspondence from Provost Burke on the continuation of the Distinguished Teaching and Service ranks and Chancellor's Excellence Awards. The Provost stated the Distinguished ranks process will continue to be administered directly by SUNY Central Administration. The Chancellor's Awards will be modified to include greater responsibility on the campuses for review of the nominations and adherence to the guidelines. The following resolution was presented by the Committee and passed by the university Faculty Senate:

Be it resolved that the university Faculty Senate include the document, "Procedures for How to Suggest New SUNY Recognition Programs" in future versions of the University faculty Senate handbook, and distribute the document, "Procedures for How to Suggest New SUNY Recognition Programs", to all members of the University Faculty Senate and faculty governance leaders on each SUNY campus.

7. Student Life Committee

The Committee reported on a co-sponsored workshop on the administration of the Student Opinion Survey. A number of critical issues have been discussed by the Committee with no specific recommendations for action at this time. The issues included campus violence and

the perceived "white flight" of students from culturally rich campuses and dormitories to more homogeneous environments. Some Senators expressed concern that minority students have also sought to establish restricted dormitories and other social activities on campuses.

8. Undergraduate Programs and Policies Committee

The Committee reported on the SUNY-wide Conference on Assessment in the Areas of English and Mathematics held in Albany on October 29, 1994. Over 150 faculty and staff from 51 of the 64 SUNY campuses attended this event. A videocassette of the Conference is available from the Senate Office. An important outcome of the Conference is a follow up conference on portfolio assessment in English and Mathematics. Further activities include a directory of SUNY assessment consultants, a Council on Mathematics, and assessment conferences in science and/or general education. Other agenda items for the Committee are general education/transfer issues and faculty development/instructional improvement.

9. Local Governance Leaders

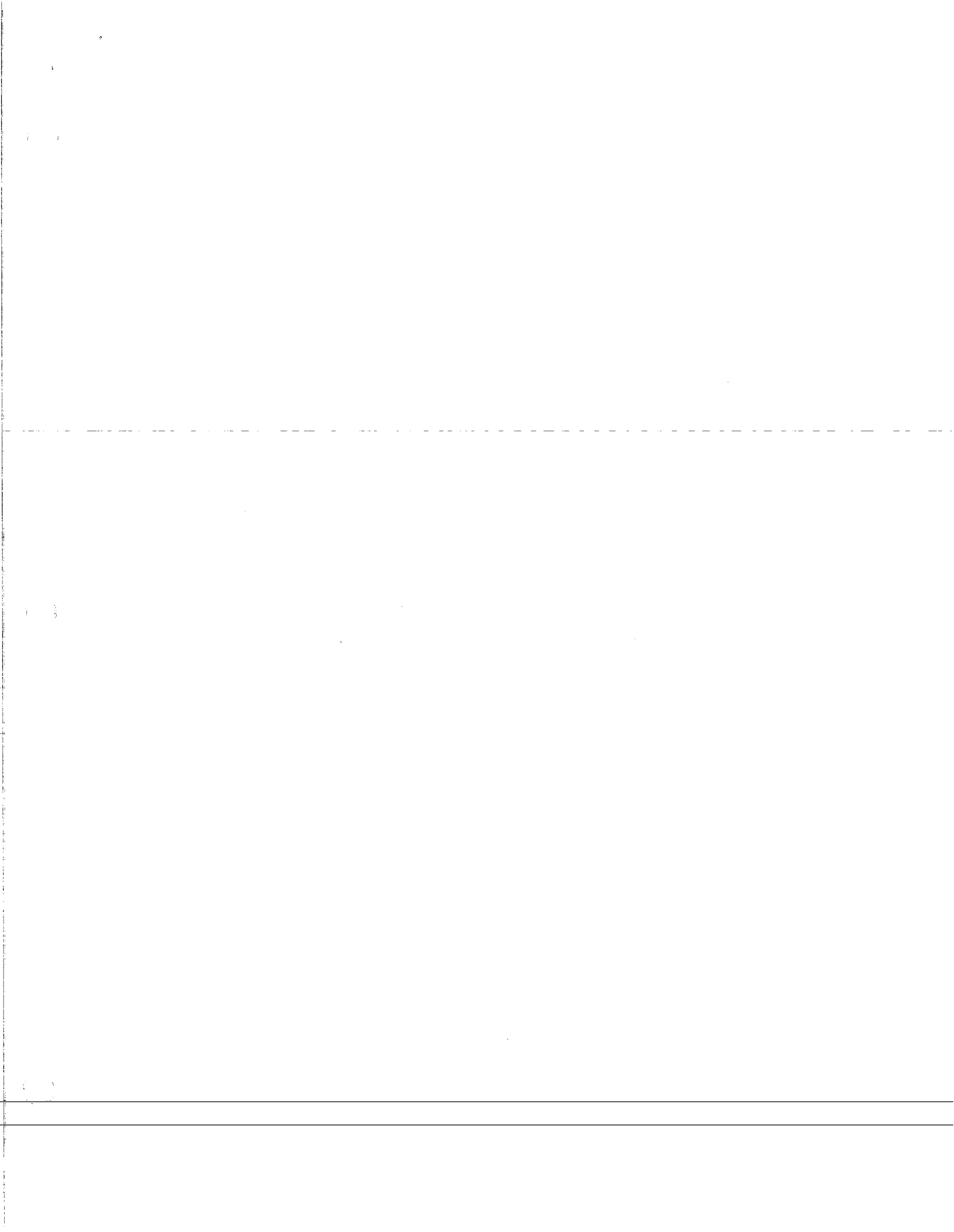
Craig Clark, Alfred College of Ceramics, reported on concerns of local governance leaders. The three major issues were: exclusion of governance representatives from executive sessions of campus Councils, large number of vacancies on campus Councils, and the lack of support for local governance leaders in such areas as release time, office space, and support staff. The lack of campus recognition and interaction with the President and other administrative officers were also mentioned as concerns.

10. SUNY Day - March 1, 1994

The Senate will participate in SUNY Day with planned meetings with key legislative leaders. An informal pre-SUNY Day briefing will be conducted by Central Administration personnel at SUNY Central at 5:30 pm.

11. Discussion of Russo vs. Nassau Community College

Mrs. Rosalyn Udow, Chair of the Board of Trustees, and President Sean A. Fanelli discussed the background and court decisions of an incident involving the request of a citizen to view a 17 minute Swedish film on human intercourse used in a "Family Living and Human Sexuality" class. The Appellate Division Court ruled that the college was not a state agency under the Freedom of Information law and therefore not subject to releasing the film to the public. The Circuit Court of Appeals overturned the Appellate Division by ruling that the issue was not one of academic freedom but rather a Freedom of Information Law issue. As a state agency, the court decided that Nassau Community College must not be granted an exception under the Freedom of Information law. Therefore, the text materials used in class were records of Nassau Community College and fell under the Freedom of Information law provisions. The implications of this ruling have serious implications for all SUNY faculty. Nassau Community College decided not to appeal this ruling to the Supreme Court because they were advised that this was not a good case to appeal and that a Supreme Court decision could have a bad impact on academic freedom issues.



**94-95 EXECUTIVE BUDGET
RECOMMENDATIONS - CAPITAL
SIGNIFICANT CAPITAL ITEMS**

- EDUCATIONAL TECHNOLOGY INITIATIVE
- GRADUATE AND RESEARCH INITIATIVE
- HOSPITAL REHABILITATION FUNDING ACCESS
- RESIDENCE HALL REHABILITATIONS
- EXCELSIOR SCHOOLS - ALBANY
- MAJOR REHABILITATION AND INFRASTRUCTURE PROJECTS
- PLANNING AND CONSTRUCTION OF NEW FACILITIES - TRUSTEES MASTER CAPITAL PLAN
- NEW RESIDENCE HALLS - UTICA/ROME AND BUFFALO (AMHERST)
- STATE SHARE FOR IMPORTANT COMMUNITY COLLEGE PROJECTS

**94-95 Executive Budget
RECOMMENDATIONS - CAPITAL
STATE-OPERATED CAMPUSES
(IN MILLIONS)**

Total All Funds - \$265

Advance	\$220	(Includes Educational Facilities & Residence Halls)
Regular Dollars	30	
Other Sources	15	

Advance Breakout - \$220

GRI -	\$10	
Educational Technology -	5	
Hospitals -	15	(Non State Debt Service)
Excelsior Schools-	15.5	(Residence Halls & Academic Planning)
Residence Halls Rehab.-	20	(Non State Debt Service)
Buffalo Grad Housing-	14	(Non State Debt Service)
Utica-Rome Housing -	4	(Non State Debt Service)
Subtotal	\$ 83.5	
Other Projects	+136.5	
Total	\$220.0	

Other Projects Breakout - \$136.5

Rounded

Construct Clinical Campus - Binghamton	-	\$ 1.7
Plan Natural Sciences Bldg., Ph. II - Buffalo (Amherst)		1.3
Plan New Heating Plant - Buffalo (Main St.)		1.1
Plan Service Bldg. - Maritime		.4
Plan Student Activity Center - Old Westbury -		.9
Plan Academic Support Bldg. - Purchase		.8
Plan and Construct Life Science Bldg. (Phases 1 & 2) - Stony Brook-		26.7
Plan Student Activity Center, Phase II - Stony Brook		1.0
Construct Service Building - Utica-Rome -		1.2
Systemwide Major Rehabilitations - Plan & Construct -		\$101.4

State-Operated and Statutory Colleges

Executive Recommendations

- Recommends tuition level equivalent to enrollment of 159,500 funded FTE
- Sets overall 1994-95 University Operations Budget at \$1,511.3 million or \$72.6 million (5.0%) more than the adjusted 1993-94 level.
(Recommends a \$37.9 million (3.8%) net increase in state tax support)

Significant changes:

- Funds \$60.3 million for salary and wage increases in 1994-95
 - Funds \$14.7 million for OTPS inflation including \$7.0 million for utilities
 - Provides \$1.2 million for new buildings
 - Lump sum of \$2.0 million for Strategic Partnership for Industrial Resurgence
 - Planning funds of \$.5 million for Excelsior Schools
 - Negative lump sum to pay cost of TRS early retirement program (\$1.5 million)
 - Reduces L.I. Veterans' Home direct State support (\$4.6 million)
- Recommends \$600.1 million in University income funds
 - Increases income offset by \$39.9 million
 - Anticipates adding \$40 million in one-time Hospital revenues

State-wide Overview

- New York State's 1993-94 General Fund budget recommendation is \$33.4 billion or 3.8% increase

- Impact on Other Agencies
 - State agency increases are 1.8% overall, a few agencies received increases over inflation; many agencies received budget cuts.

 - Education
 - School aid increased \$198.3 million (school year basis)
 - Education Reform - \$20.0 million initiative.

 - Higher Education
 - TAP program
 - assumes \$23.9 million reduction in 94-95 expenditures
 - phase out of TAP for graduate students entering fall 1994 (\$5.6 million savings)

 - CUNY
 - Senior colleges increase 4.2%
 - Senior colleges assigned \$1.0 million lump sum to strengthen academic programs
 - \$1.0 million Allied Health/Nursing Initiative at the community colleges

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Principles of Teaching Responsibility

Introduced by: Educational Policy Council

Date: January 24, 1994

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the attached Principles of Teaching Responsibility be adopted.
- II. That these principles be annually made available to all University deans, chairs, and full-time and part-time teaching faculty effective in the Fall 1994 semester.
- III. That this bill be referred to the President for approval and implementation.

PRINCIPLES OF TEACHING RESPONSIBILITY

The following responsibilities apply to faculty and other instructional staff of the University at Albany (referred to below as instructors). These statements are an expression of professional responsibilities on our campus.

The provisions of such a code are so reasonable and the University conceives them to be so important that adherence to them will be taken into consideration as part of the assessment of teaching effectiveness called for in Article XII of the SUNY Board of Trustees' Policies.

Some of the specific provisions below correspond to state law or regulation, or University policy developed through the Senate and its councils. Specific sentences that correspond to previously existing law, regulation, University policy or AAUP Ethics are *in italics*.

1. Instructors are responsible for ensuring that the content of the courses they teach is consistent with the course descriptions approved by the relevant curriculum committees. *Instructors are also responsible for stating clearly to students in each class the educational goals of the course at the beginning of each term (SED)*. It is expected that the class activities will be directed toward the fulfillment of those goals and that the basis upon which student performance is evaluated will be consistent with those goals.
2. *Instructors are responsible at the beginning of each term for informing students in their classes of the attendance policy (UAC/Senate) and methods to be used in determining final course grades (SED). Course grades should be based on student performance, and consistent with announced methods for determining grades (AAUP/Senate).*
3. Instructors are responsible for meeting their classes regularly and at scheduled times according to the University calendar. Instructors should notify their department chair or program director if they are to be absent or late and appropriate arrangements have not been made, so that suitable action may be taken. Teaching assistants who will be absent or late are responsible for notifying their course supervisor. *Instructors are expected to adhere to University policy regarding scheduling and administration of final examinations (Undergraduate Academic Policy Manual, 159-60).*

4. *Instructors are responsible for keeping a reasonable number of office hours for student conferences (Academic Affairs/Faculty Handbook). Office hours should be scheduled at times convenient to both students and instructor, with the option of prearranged appointments for students when there are schedule conflicts. Those who are responsible for academic advising should also be in their offices at appropriate times to accommodate advising and registration needs.*
5. *Instructors are responsible for providing a make-up exam or alternative or adjusting due dates for submission of work in case of religious observance (SED/Undergraduate Bulletin, 25), participation in authorized intercollegiate events, or a personal emergency (University Senate).*
6. *Examinations and other assignments submitted for grading during the term should be returned with sufficient promptness to enhance the learning experience. Examination questions are an integral part of course materials, and the decision whether to allow their retention by students is the responsibility of the instructor. Term papers and other comparable projects are the property of students who prepare them. They should be returned to students who ask for them and those that are not returned should be retained by the instructor for at least one term (University Senate).*
7. *Instructors of courses in which assistants are authorized to perform teaching or grading functions are responsible for acquainting these individuals with the provisions of this Code and for monitoring compliance.*
8. *At the end of each term, instructors should use some systematic procedure in each of their courses to solicit feedback from the students (University Senate).*

The University at Albany
Senate Student Affairs Council

Fall 1993

The Council is to initiate and develop policies necessary to establish a strong out-of-classroom program that supports the academic goals and complements the programs and curricula of the University. Members of the Council are: Robert Ford, Charles Tarlton, Donald Biggs, Carson Carr, Deborah Curry, Beverly Ellis, Rabiah Waajid, and Dan Carney. During the Fall semester, the Council met four times: October 13th, November 12th, December 8th, and December 15th.

At the first meeting, the members of the Council decided that they should concentrate their efforts on evaluating policies regarding the out-of-classroom programs at the University and their contributions to developing a multicultural academic community on campus. Questions to be discussed included:

1. Does the University need policies that identify responsibilities of faculty and academic departments for the out-of-classroom programs on campus?
2. Does the University need policies indicating how out-of-classroom programs should complement the academic mission of the institution?
3. Should the University develop policies for out-of-classroom programs that reflect a concern for how these activities are contributing to a positive academic environment that promotes the recruitment and retention goals of the institution?

The Council in the second meeting (November 12th) focused its discussion on issues having to do with evaluating the contributions of out-of-classroom student programs and activities to the development of an effective multicultural learning environment. Members expressed concern about the level of segregation among students in both the classroom and out-of-classroom aspects of their education at the University. They voted to suspend further meeting of the subcommittees and meet as a committee of the whole.

At the third meeting (December 8th) the Council heard by Mr. Doellefeld, Mr. Martin, and Ms. Casey regarding the level of ethnic/cultural tensions among student organizations on campus. They described some out-of-classroom programs and activities in which there were segregated communication patterns and increasing separation along cultural and political lines. However, they also described instances where this was not the case. They have observed few systematic efforts or initiatives to foster faculty and student contacts around the multicultural issues that have arisen in the out-of-classroom lives of students. Faculty may need to address some of these issues in their classes and make concentrated efforts to become more visible in the out-of-classroom programs on campus.

The Council was informed that registration of student organizations is a responsibility of the Student Association. Consequently, the University has very limited authority to control activities of student groups.

At the fourth meeting (December 15th) of the Council there were three student guests: Chanemia Singleton, Shawn Alexander, and Jon Iuzzini. Questions discussed included:

1. What is the level of segregation among student groups on campus?
2. What can the University do to promote a healthy multicultural environment on campus?
3. How do present University policies and programs facilitate or impede the development of such an environment?

Segregation, the degree to which it occurs on campus, was described as self-imposed by students. They choose to separate themselves along ethnic cultural lines. Residence halls were described as segregated on the basis of similar cultural and ethnic characteristics and/or racial stereotypes.

The Council is aware that the cultural/ethnic makeup of the University community has changed dramatically in the last ten years. Many social issues related to these changes can be observed in the out-of-classroom lives of our students. These conditions can influence recruitment and retention of students and need to be addressed by the University faculty. Many faculty seem to be unaware of the out-of-classroom programs on campus and have not seen them as part of their professional responsibilities. Some of them may be involved in these activities but many seem unaware that the multicultural environment on campus can be greatly influenced by these out-of-classroom experiences of our students. If conditions in this environment are not dealt with as part of the academic mission of the institution, they are apt to worsen.