

SENATE MEETING

December 5, 1983

ATTENDANCE

Paul W. Demaree	✓	✓ George Santoni
Bill Hammond	✓	✓ J. P. Kirby
TEO BAYER	→	→ NOTE - WAS PRESENT AT SEPT 18 ^{MTG.}
William D. Clouston	✓	
C. J. Cali	✓	
J. J. NITZKI	✓	✓ Robert Graves
William L. Simmons	✓	
Kay Shaffer	✓	✓ Ernst Biology McFEE- RUSSELL
Thomas H. MacGregor	✓	
Wesley Lozano	✓	✓ J. Ramaley
Fred Dembawski	✓	✓ Robert Hoffman
MITCHELL FELG	✓	Richard Schaffer
Jessie Kessler	✓	✓ Stan Hawley
TODD BENTON	✓	✓ Elaine DeSole
Sung Bok Kim	✓	✓ Joseph Morehead
G. Hastings	✓	✓ G. Hardt
TAMMY GULIN	✓	✓ JOHN SHUMAKER
Nelson Armlin	✓	✓ Martin Edelman
Douglas Kahan	✓	✓ Tom Dendridge
BURT GUMMER	✓	✓ Pat Rogers
James F. Gillian	✓	✓ Richard D. All
Sheila C. Brown	✓	✓ Max Salsed
Alan Weiner	✓	✓ Roger D. Duffell
Robert H. Brown	✓	✓ John J. Hartigan
Neil Shapiro	✓	✓ H. Macleá
Hank Gygis	✓	✓ Deen Taylor
JOHN S. LEVATO	✓	✓ Sylvia Barnes
Cathy LaSusa	✓	
Michael Levine	✓	

SENATE MEETING

December 5, 1983

ATTENDANCE

Francis Zand	✓	✓	Ron Basco
Michelle Deasy	✓		
Jayne H. Rothman	✓		
John W. Delano	✓		
Dick Farney	✓		
Diane Edbird	✓		
Faul W. Mitchell	✓		
Richard Lapidus	✓		
Salvator Peredma	✓		
ABDD BAAKLWI	✓		
Cecilia Biss	✓		
Bob Lue	✓		
Eric Block	✓		
Lisa Kerr	✓		
Harold L. Cannon	✓		
Walter O.	✓		
Harry Hamilton	✓		
Richard S. Halsey	✓		
Mojima Trinta	✓		
Arthur Loesch	✓		
Eve Dorf	✓		
Jane Roberts	✓		
James J. Stein	✓		
Jan Turner	✓		
Jeff Berman	✓		
Frank X. Carrino	✓		
Pete M. Blaw	✓		



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

UNIVERSITY SENATE MEETING

December 5, 1983

3:30 p.m. - Campus Center Assembly Hall

A G E N D A

1. Approval of Minutes
2. President's Report
3. Chair's Report
4. Council Reports
5. New Business:
 - 5.1 Bill No. 8384-07 Proposed Statement of Policy of Evaluation of Teaching at SUNY/Albany - (EPC)
 - 5.2 Bill No. 8384-08 Proposed Combined B.A./M.S. Program in Psychology and Rehabilitation Counseling - (UAC/GAC)
 - 5.3 Bill No. 8384-09 Proposed Combined B.A./M.S. Program in Psychology and Counseling - (UAC/GAC)
 - 5.4 Bill No. 8384-10 Proposed Revision of Charges to Senate Councils - (Executive Committee)
 - 5.5 Bill No. 8384-11 Policy for Allocation of Campus Royalties from Patents and Licenses - (Research)



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

UNIVERSITY SENATE
MINUTES
December 5, 1983

ABSENT: L. Welch, D. Christiansen, A. Zitelli, S. Lubensky, H. Bakhrum,
W. Lanford, J. Logan, D. Reeb, C. Smith, O. Nikoloff, S. Watkins,
R. Wilkinson, D. Betz, C. Doran, R. Farley, J. Schnapper

The meeting was called to order at 3:40 p.m. in the Campus Center Assembly Hall by the Chair, Ronald A. Bosco.

1. Approval of Minutes

The minutes of October 31, 1983 were approved with one minor correction.

2. President's Report

In his report to the Senate, President O'Leary reported that the University has been pushing for three possible facilities: a research building, a field house, or dormitories. A research building would be the easiest to acquire since an earlier effort to push for a field house had been in vain. He may have a further report on this at the next Senate meeting.

The President also reported briefly on the budget.

3. Chair's Report

Chair Ronald Bosco reported that two Senate bills were approved by the President: Bill No. 8384-05 Proposed M.S. Program in Epidemiology and Bill No. 8384-02 Proposed Student Conduct Model.

4. Council Reports

4.1 EPC - With regard to EPC's first information report in the packet, a Student Senator asked the President when a formal decision would be made on the discontinuance of the B.S. in Business Education. President O'Leary stated that this would be looked at early in the Spring Semester.

There were no further council reports other than the written reports contained in the packet.

5. New Business

- 5.1 Bill No. 8384-07 - Proposed Statement of Policy on Evaluation of Teaching at SUNY Albany - F. Frank gave a brief statement regarding the policy and noted that peer review has been added in the policy statement. The Chair of the Evaluation Policy Committee, Keith Ratcliff, gave background information regarding the development of the policy and the Committee's viewpoints. There was considerable discussion and dissent. There seemed to be concern that student evaluation did not have as much weight as peer evaluation. F. Frank pointed out that student evaluation is an important ingredient in the evaluation process and K. Ratcliff explained that peer evaluation is an added element to the policy; student evaluation already existed. Discussion continued.
- K. Birr moved that "the bill be returned to EPC with the recommendation that EPC submit to the Senate at its next meeting a bill that will embody the recommendations of this report in a form analogous to instruction in the department about procedures and standards for continuing appointment." The motion was seconded. After discussion on the motion it was voted on and defeated. W. Hammond moved the previous question to close debate. It was seconded and approved. A motion was made for secret ballot vote on the bill. On the advice of the Parliamentarian, the Chair ruled to allow such a vote. P. Krosby appealed the decision of the Chair. The question was put to a vote and the body upheld the position of the Chair. A secret ballot was then taken and counted. The bill was approved by a vote of 46 to 27.
- 5.2 Bill No. 8384-08 - Proposed Combined B.A./M.S. Program in Psychology and Rehabilitation Counseling - The program was voted on and approved.
- 5.3 Bill No. 8384-09 - Proposed Combined B.A./M.S. Program in Psychology and Counseling - The bill was voted on and approved.
- 5.4 Bill No. 8384-10 - Proposed Revision of Charges to Senate Councils - After brief discussion on this bill, it was voted on and approved.
- 5.5 Bill No. 8384-11 - Policy for Allocation of Campus Royalties from Patents and Licenses - Research Council Chair, T. Dandridge, gave a brief background of the policy. Vice President Shumaker answered a few questions regarding the policy i.e., where funds for research came from. The policy was voted on and approved.

The meeting was adjourned at 5:00 p.m.

Respectfully submitted,

Crystal J. Hutchins

Crystal J. Hutchins

Recorder

EPC REPORT TO SENATE
December 5, 1983

FROM: Francine Frank, Chair
Educational Policy Council

For Information:

The Educational Policy Council voted to endorse Administration's proposal that the B.S. in Business Education be formally discontinued in May of 1986.

REPORTS TO THE SENATE
December 5, 1983

FROM: Francine Frank, Chair
Educational Policy Council

For Information:

At its meeting of September 23, the Council discussed and approved the statement of policy on the evaluation of teaching developed by its committee on Evaluation Policy.

For Action:

Bill No. 8384-07 Proposed Statement of Policy on the Evaluation of Teaching at SUNY/Albany.

FROM: Cathy LaSusa, Chair
Undergraduate Academic Council

For Information:

1. The UAC held its fourth meeting on Thursday, November 3.
2. As charged by the Chair of the Senate, the UAC has undertaken review of the drop-add policy. However, the Academic Standing Committee of the UAC to which this matter has been assigned will not be finished with its review by the November 21 due date. By early next semester, Academic Standing will have completed a thorough investigation and its findings will be reported accordingly.
3. The UAC approved the following proposed minor in Medical Anthropology as forwarded by the UAC Curriculum Committee:

Requirements: A minimum of 18 graduation credits as follows: ANT 210N; 6 credits from ANT 119M, 364, 418 and 450; 6 credits from ANT 310, 313, 319, 413 and 414; and 3 additional credits from other ANT courses listed above, or from ANT 375, BIO 211, BIO 220N, BIO 308, BIO 407, GOG 380M, and SOC 359P.

4. The UAC approved the following revision of the major in Sociology as forwarded by the Curriculum Committee:

Sociology majors must take 36 credits in sociology courses (SOC prefix).

This replaces the current requirement of completing 30 credits in sociology courses and 6 credits in "support" courses.

5. The UAC denied a request of the Sociology Department to exclude certain courses fulfilling the major requirements from being taken under the S/U grading option. As a result of many similar requests from different departments, the Council will be taking up this issue.

For Action:

1. Bill No. 8384-08 Proposed Combined B.A./M.S. Program in Psychology and Rehabilitation Counseling.
2. Bill No. 8384-09 Proposed Combined B.A./M.S. Program in Psychology and Counseling.

FROM: Thomas Dandridge, Chair
Council on Research

For Information:

The Council on Research met on Monday, October 24. The Council reviewed and recommended to the Vice President for Research the establishment of the Thunderstorm Analysis Center. Directed by Professor Richard Orville of the Department of Atmospheric Sciences, this national center will acquire and archive ground based lightning data. The Center will eventually be expanded to include global lightning data obtained from satellites.

The Animal Welfare procedures and Report of the Task Force on Research on Minors in the Schools were reviewed by the Council and approved. The Council on Research has oversight responsibilities for the Animal Welfare Committee and the Institutional Review Board, and approved policies and procedures of these committees.

The Council was informed that the Chemical Safety manual has been produced and will be distributed shortly.

Reports to the Senate
November 21, 1983
Page 3

A draft proposal on a SUNY Small Grants Program, prepared by the Committee on Research Incentives, was discussed by the Council. The Committee will continue its work on the guidelines for the program and submit its recommendation to the Vice President for Research and Educational Development.

The Council reviewed and approved Provisional Guidelines for University Industry Cooperative Use of University Research Equipment. The Council requested that the Committee on Industrial Linkages obtain feedback from the Vice President for Finance and the Director of the Computing Center on the provisional guidelines before preparing final guidelines. Attached are the provisional guidelines.

For Action:

The Council also approved and recommends to the Senate the Policy for Allocation of Campus Royalties from Patents and Licenses (Bill No. 8384-11 in the packet).

FROM: Lisa Kerr, Chair
Student Affairs Council

For Information:

The Student Affairs Council dissolved the following three standing committees:

1. Committee on Health and Drug Education
2. Subcommittee on International Students
3. Committee on Concerns of Special Students

Rationale:

1. The proposed revision reflects the current structure of SAC.
2. At present, University funded offices now exist to handle the work previously done by committees of 2 and 3 above, thereby reducing the need for these committees to exist.

PROVISIONAL

Campus Guidelines for University-Industry
Cooperative Use of University Research Equipment

In all three of its mission areas, education, research and public service, the State University of New York at Albany wishes to cooperate with industry for the mutual attainment of a common goal: namely the enhancement of the well-being of the people of the State.

To this end, SUNY/Albany is continuing to seek research grants and contracts from industrial concerns.

Additional cooperative relationships may be possible. University-industry cooperative use of university research equipment is one such possibility. It is university policy that such cooperative use may be authorized within specific guidelines, subject to such additional restrictions as are imposed by federal or state law or regulations, the provisions of sponsored program contracts, or the terms of financing agreements. The following constitutes guidelines for university-industry cooperative use of university research equipment.

Guidelines

1. Although the primary academic mission and research activities of the university must take first priority, it is the intention of these guidelines to encourage the use of university research equipment to achieve mutually beneficial objectives to all parties, especially when it is consistent with the educational or research mission of the university by involving faculty, students or technical staff in ways which add to their knowledge and professional skills.
2. For cooperative use of research equipment in excess of \$2,000, the Research Foundation of SUNY will negotiate and administer an agreement, grant or contract on behalf of the campus. All agreements will be arranged through the University's regular practice for managing sponsored projects. This will insure that university officials will have an opportunity to review all agreements to insure that university policies and regulations such as Conflict of Interest, Patent Policy, disclosure of research activity, etc., are not violated.

3. The University recognizes the possibility of incidental use of such equipment. In such instances, the preferred mechanism for the transfer of funds will be through a purchase order. The purchase order will indicate the service provided and the dollar value of the service. Incidental use will be defined as a single instance of use amounting to less than \$2,000.
4. Such arrangements with industry will provide for full recovery of costs, both direct and indirect by the university. Any special cost relating to security, insurance and indemnification protection for the university and the industrial user must be borne by the user.
5. Rate structure for the use of equipment and facilities must have the approval of the Research Foundation appointed fiscal designee of the campus.
6. Appropriate attention must be paid to the availability of equivalent services from private organizations to minimize the university's becoming engaged in competition with such organizations.
7. All arrangements must be consistent with general Trustee's policies, including the university patent policy and policy on disclosure of research activities.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED STATEMENT OF POLICY ON THE EVALUATION OF TEACHING AT SUNY/ALBANY

SUBMITTED BY: Council on Educational Policy
December 5, 1983

IT IS HEREBY PROPOSED THAT:

- I. The attached Statement of Policy on the Evaluation of Teaching at SUNY/Albany be approved.
- II. That this bill be referred to the President for approval and implementation.

ATTACHMENT

BACKGROUND AND RATIONALE:

The improvement of teaching has been a campus concern for many years. The Senate's charge to the EPC states that "The Council shall have the responsibility for ensuring the review of the quality of teaching and developing standards for its evaluation." Since 1979, when President O'Leary and the EPC jointly appointed the Committee on the Improvement of Undergraduate Teaching, the improvement and evaluation of teaching has been a recurring EPC agenda item. One way to improve teaching is to improve its assessment. The Council therefore, has taken a number of steps to improve Student Ratings: first by recommending (in 1980) a set of items for departments to consider using; and second by approving (in 1981) a plan for the SIRF evaluation now used in all General Education courses.

Subsequently, in the spring of 1982, the council charged its Committee on Evaluation Policy with developing "a comprehensive policy statement concerning the evaluation of instruction on the Albany campus." The issues to be addressed by this statement included the purpose(s) of evaluation and whether the form and sources of evidence used in evaluations should be uniform across the campus. In the course of its deliberation, the committee discussed these issues with many members of the academic community.

The attached statement of policy was submitted by the committee in September 1983 and endorsed by the EPC at its October meeting. The policy statement stresses the centrality of peer review in the evaluation of teaching. In its introductory statement to the council, the committee reaffirmed that "Student opinion is both a unique and essential source of information..." But it also maintained that student opinion "should never stand by itself as 'the' evaluation of teaching." There are a number of guidelines on this campus regarding the collection and use of student opinion in the evaluation of teaching, but there is at present no comprehensive statement concerning the role of peer review. The EPC believes that the attached statement fills this gap and that its implementation will strengthen the process of the evaluation of instruction at SUNY Albany.

A STATEMENT OF POLICY ON THE EVALUATION OF TEACHING AT SUNY/ALBANY

I. Principles Underlying an Evaluation of Teaching

The issue of the evaluation of teaching derives from the question of teaching competence. An evaluation of teaching is a judgment concerning the degree of competence with which the function of teaching has been performed.

Teaching is not a homogeneous entity or operation. Within a university context, teaching is always specific to a particular subject matter or discipline. A judgment of teaching competence relates always to a particular subject matter or discipline.

In the university, it is an established principle to recognize that within the faculty resides the special competence needed to design the various programs of the curriculum, to make staffing decisions for courses, and to establish the standards by which student achievement is certified. Primary use of that same competence must be made in evaluating teaching. It is both the obligation and prerogative of the faculty (and chairs) that an effective peer review play the primary role in the evaluation of teaching in a university.

The enormous differences in the traditions and practice of disciplines as diverse as economics, music, English and physics may well be reflected in similarly diverse approaches to the evaluation of teaching in these disciplines. Even within a single academic discipline, teaching responsibilities in a university may run the gamut from large freshman survey and service courses through the supervision of small graduate research seminars to the direction of doctoral dissertations. Responsible evaluation of teaching recognizes both differences among disciplines and the diversity of efforts within, and approaches to, a discipline by individual faculty. Each department is expected to take the initiative in devising criteria and methods of evaluation appropriate to its discipline and to the spectrum of its responsibilities.

II. The Purpose of Evaluation

The purpose of instructional evaluation shall be:

1. to encourage continuing improvement in teaching; and
2. to provide an appropriate basis for the recognition of the quality of teaching in personnel decisions.

III. The Procedure of Evaluation

The procedure by which instruction is evaluated at SUNY/Albany shall ensure that the information obtained, its evaluation, and its use is generally agreed to be relevant, significant, valid and fairly applied.

IV. Peer Evaluation

A) Responsibility and Objective

The faculty of a department shall have responsibility for setting up a policy and procedures for the peer evaluation of the teaching abilities of departmental colleagues being considered for promotion or tenure. Those policies and procedures shall be made explicit in a statement to all faculty in the department and included in each tenure/promotion candidate's personnel folder.

A necessary condition of the peer review is that the department establish a credible and defensible method of evaluation of teaching. This evaluation should identify instruction which significantly exceeds or falls short of the expectations of the department in its various instructional responsibilities. In short, the departmental evaluation should provide both a judgment of the instructor's competence and an explanation of how that judgment was arrived at.

B. Examples of Questions Relevant to a Peer Review

No list of objectives could or should be of universal importance to the variety of disciplines represented in the university. Those questions of key relevance to a discipline will be created as part of departmental policy and procedures. We offer examples below only to illustrate the kinds of questions whose answers

- i) bear strongly on the evaluation of teaching, and
- ii) can be responsibly answered only by peers.

1. Is the level or challenge of the courses appropriate?
2. Is the coverage of those courses sufficiently comprehensive within the context of current practice within the discipline?
3. Is the material of the courses up-to-date and does it reflect an awareness of current issues within the discipline?
4. Is the scholarly content of the courses adequate?
5. Does the instructor's teaching reflect intellectual growth?
6. Does the instructor exhibit skill in the art of communication through presentations in seminars and colloquia?
7. To what extent does the instructor develop new courses or innovative approaches to teaching?
8. Do course assignments and examinations allow for an adequate evaluation of student performance?

9. Are the grading standards of the instructor reasonable?
10. Is the content of the courses appropriate and relevant to their role in the curriculum?
11. Is the instructor creative and effective in helping students develop independent research skills?

C) Examples of Information in Support of a Peer Review

Those materials deemed most important to an evaluation of teaching will be decided upon in the context of each department's procedures. For illustration, we list below examples of the great variety of information which is available, relevant to the evaluation of teaching, and generally non-intrusive in its collection.

1. course syllabi, goals, objectives
2. assignments, papers, problem sets, lab reports, projects
3. required textbooks
4. reading lists
5. examinations
6. student questionnaires
7. audio-visual materials
8. class handouts
9. class grade distribution
10. independent study projects
11. theses

D) Classroom Observation

We consider separately the issue of classroom observation since this is a highly controversial issue, though it is currently practiced in some departments. Classroom observation is neither encouraged nor discouraged as part of departmental procedures. Observation in the classroom is at the discretion of departmental faculty. Such decisions shall be made by the faculty at the departmental level. If a department chooses to employ classroom observation as a part of its peer evaluation, then it is suggested that:

1. classroom observation should be made only with the consent of the instructor being evaluated; an instructor may withhold consent without prejudice;
2. each instance of classroom observation should be made by more than one colleague; and
3. more than one observation over a semester should be made to ensure adequate representation.

V) Student Evaluation

The collection of student opinion shall be by systematic methods formulated or selected and administered at the department level, and this information shall serve as input to the peer evaluation.

A collection of data generated by student questionnaire and unsupported by peer evaluation shall not by itself be considered to have met the criterion of the evaluation of "effectiveness in teaching" as mandated by the Policies of the Board of Trustees. Nevertheless, the reactions of students to their instruction is recognized as an important, relevant, and distinct form of ^{ov(s)} information in the overall evaluation of teaching.

The objective of student questionnaires should be to obtain information which is relevant to the evaluation of teaching and which students are in a unique position to provide - namely the students' own perceptions of the impact upon them of what goes on in the classroom. This might well include questions that attempt to explore both the affective and cognitive impact of instruction from a student perspective. Communication skills relevant to instruction and the flow of information in the classroom is another potential area in which student perception can be useful.

The results of questionnaires are usually summarized in numerical form. However, it is not raw numbers but rather a clear interpretation (by the department) of the meaning of those results which should be of prime concern. For example, the need for interpretation of student data is brought into focus by studies showing a statistically significant impact of subject matter, class size and course level upon student ratings of instructors. The research literature is also inconclusive on the relation between student ratings and objective measures of teaching effectiveness.

To interpret student data responsibly, the peer review should have available to it data from comparable courses taught by other faculty. Data on candidates for promotion and tenure should be current. It is reasonable to expect that every effort be made to obtain student responses on candidates in a variety of courses at different levels over a period of time. Efforts should be made to ensure that student data represent a comprehensive sampling of each class. Data transmitted in behalf of a candidate should identify the course, the enrollment and the percentage of students reporting.

It is the responsibility of the department to transmit a summary of the student response data with the personnel folder. The form of that summary should be left to the department. The summary should state the basis on which the peer review evaluated student response to the instructor. The Office of Institutional Research is prepared to offer technical assistance to departments in the development of methods for assessing students' opinions of teaching and in the analysis of data.

VI. Rights of the Instructor Under Review

Faculty members under peer review shall be given the opportunity to contribute information to that review. The purpose of this opportunity shall be to make explicit relevant information in such areas as curriculum development and innovation, teaching methods and techniques, student advisement and instructional goals to aid a responsible and fully informed peer evaluation.

Faculty members shall also have the opportunity to address any issues they feel are raised by the documentation arising from either student input or the general peer evaluation and shall retain the right to have this information included with the documentation of their case.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED COMBINED B.A./M.S. PROGRAM IN PSYCHOLOGY AND
REHABILITATION COUNSELING

SUBMITTED BY: Undergraduate/Graduate Academic Councils
December 5, 1983

IT IS HEREBY PROPOSED:

- I. That the Combined B.A./M.S. Program in Psychology and Rehabilitation Counseling with the attached requirements be approved and become effective immediately upon registration by the State Education Department.

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

ATTACHMENT

State University of New York at Albany

Combined B.A./M.S. Program in Psychology and Rehabilitation Counseling

1. Title: Combined Major in Psychology -- Master's Program in Rehabilitation Counseling.
2. Titles of currently registered programs which are to be combined: B.A. in Psychology and M.S. in Rehabilitation Counseling.
3. General program completion requirements:
 - a. B.A. requirements for combined major and minor in Psychology: 51 credits minimum.
 - b. M.S. requirements: 54 credits minimum of graduate credits (up to 12 graduate credits may be applied to both B.A. and M.S. requirements).
 - c. The combined undergraduate major in Psychology -- master's degree program in Rehabilitation Counseling requires a minimum of 93 credits of which at least 54 must be graduate credits.
 - d. The combined bachelor's degree in Psychology -- master's degree in Rehabilitation Counseling requires a minimum of 162 credits of which at least 54 must be graduate credits.
4. Specific program requirements:
 - a. Undergraduate courses and credits
 - (1) 27 credits in Psychology including:

PSY 101M	Introduction to Psychology (3)
PSY 210	Statistical Methods in Psychology (3)
PSY 211	Introduction to Experimental Psychology (3)
PSY 327	Personality (3)
PSY 338	Abnormal Psychology (3)

12 credits in Psychology numbered 300 and above.
 - (2) 24 credits in the interdepartmental minor including 6 credits in quantitative skills.

b. Graduate courses and credits

- (1) CPY 601a Introduction to Counseling Theory and Practice (3)
 - CPY 601b Intermediate Counseling Theory and Practice (3)
 - CPY 602 Practicum in Counseling (3)
 - CPY 603 Assessment Techniques in Counseling and Rehabilitation (3)
 - CPY 604 Career Development (2)
 - CPY 607 Techniques of Consultation and Supervision (3)
 - CPY 608a Foundations and Techniques of Group Counseling (3)
 - CPY 627 Seminar in Counseling (3)
 - CPY 630 Behavior Disorders (3)
 - CPY 661 Principles and Practices in Rehabilitation (3)
 - CPY 662 Psychology of Disability (3)
 - CPY 663 Career Development and Placement of Disabled (2)
 - CPY 761 Medical Aspects of Disability (2)
 - CPY 767 Research Seminar in Counseling and Rehabilitation (3)
 - CPY 768a Internship in Rehabilitation Counseling Practices (12)
 - EPSY 640 Educational and Psychological Measurements (3)
- (2) Electives - 0 - 3 in behavioral social sciences as advised.

c. Number of semesters of full-time study required for completion of combined B.A./M.S. degrees

Undergraduate: 8
Graduate: 2 plus full summer session

d. Other program requirements

- (1) In qualifying for the baccalaureate, students will meet all University requirements, including the minimum liberal arts and sciences credit requirement, general education requirements, and residency requirements.
- (2) In qualifying for the master's, students will meet all University and school requirements, including residency requirements and the satisfactory completion of a comprehensive examination in Rehabilitation Counseling.

e. Admission requirements

Students may be admitted to a combined degree program at the beginning of their junior year, or after the successful completion of 56 credits, but no later than the accumulation of 100 credits. A minimum GPA of 3.2 and three supportive letters of recommendation from faculty are required.

f. Graduate courses for satisfying undergraduate program requirements

ECPY 661	(3) Principles and Practices of Rehab. Counseling
ECPY 662	(3) Psychology of Disability
ECPY 601a	(3) Introduction to Counseling Theory and Practice
EPSY 640	(3) Educational and Psychological Measurements
	OR Behavioral - Social Science Elective as approved by advisor.

Sample Program

Freshman Year

PSY 101M	Introduction to Psychology	(3)
PSY 203	Psychology of Child Development	(3)
Math 100	College Algebra and Trigonometry	(3)

Sophomore Year

PSY 210	Statistical Methods	(3)
PSY 211	Introduction to Experimental Psychology	(3)
PSY 209	Psychological Testing	(3)
CSI 101Y	Elements of Computing	(3)

Junior Year

PSY 314	Biological Bases of Behavior	(3)
PSY 327	Personality	(3)
PSY 338	Abnormal Psychology	(3)
*CPY 661	Principles of Rehabilitation	(3)
*EPSY 640	Educ. & Psychol. Meas.	(3)

Senior Year

PSY 380	Learning	(3)
PSY 382	Perception	(3)
PSY 384	Motivation	(3)
*CPY 601a	Introduction to Couns. Theory & Practice	(3)
*CPY 662	Psychology of Disability	(3)

Fifth Year

CPY 601b	Interm. Couns. Theory & Practice	(3)
CPY 604	Career Development	(2)
CPY 608a	Group Counseling	(3)
CPY 761	Medical Aspects of Disability	(2)
CPY 767	Research Seminar	(3)
CPY 630	Behavior Disorders	(3)
CPY 602	Practicum	(3)
CPY 603	Assessment Techniques in Couns. & Rehab.	(3)
CPY 607	Consultation and Supervision	(3)
CPY 627	Seminar in Counseling	(3)
CPY 663	Career Development of Disabled	(2)

Summer

CPY 768a	Internship in Rehab. Counseling	(12)
----------	---------------------------------	------

*May be used to partially satisfy the interdepartmental minor requirements in Psychology.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED COMBINED B.A./M.S. PROGRAM IN PSYCHOLOGY AND COUNSELING

SUBMITTED BY: Undergraduate/Graduate Academic Councils
December 5, 1983

IT IS HEREBY PROPOSED:

- I. That the Combined B.A./M.S. Program in Psychology and Counseling be approved and become effective immediately upon registration by the State Education Department.
- II. That this bill be referred to the President for his approval.

ATTACHMENT

STATE UNIVERSITY OF NEW YORK AT ALBANY

Combined B.A./M.S. Program in Psychology and Counseling

1. Title: Combined Major in Psychology -- Master's Program in Counseling.
2. Titles of currently registered programs which are to be combined: B.A. in Psychology and M.S. in Counseling.
3. General program completion requirements:
 - a. B.A. requirements for combined major and minor in Psychology: 51 credits minimum.
 - b. M.S. requirements: 54 credits minimum of graduate credits (up to 12 graduate credits may be applied to both B.A. and M.S. requirements).
 - c. The combined undergraduate major in Psychology -- master's degree program in Counseling requires a minimum of 93 credits, of which at least 54 must be graduate credits.
 - d. The combined bachelor's degree in Psychology -- master's degree in Counseling requires a minimum of 162 credits, of which at least 54 must be graduate credits.
4. Specific program requirements:
 - a. Undergraduate courses and credits
 - (1) 27 credits in Psychology including:

PSY 101M	Introduction to Psychology (3)
PSY 210	Statistical Methods in Psychology (3)
PSY 211	Introduction to Experimental Psychology (3)
PSY 327	Personality (3)
PSY 338	Abnormal Psychology (3)

12 credits in Psychology numbered 300 and above.
 - (2) 24 credits in the interdepartmental minor including 6 credits in quantitative skills.

b. Graduate courses and credits

- (1) CPY 521 Introduction to Counseling Psychology (3)
- CPY 601a Introduction to Counseling Theory and Practice (3)
- CPY 601b Intermediate Counseling Theory and Practice (3)
- CPY 602 Practicum in Counseling (3)
- CPY 603 Assessment Techniques in Counseling and Rehabilitation (3)
- CPY 604 Career Development (3)
- CPY 606 Internship in Counseling (12)
- CPY 607 Techniques of Consultation and Supervision (3)
- CPY 608a Foundations and Techniques of Group Counseling (3)
- CPY 627 Seminar in Counseling (3)
- CPY 630 Behavior Disorders (3)
- ~~CPY 767 Research Seminar in Counseling and Rehabilitation (3)~~
- EPSY 640 Educational and Psychological Measurements (3)

- (2) Electives - 6-9 credits in behavioral social sciences as advised

c. Number of semesters of full-time study required for program completion of combined B.A./M.S. degrees

Undergraduate:	8
Graduate	2 plus full summer session

d. Other program requirements

(1) In qualifying for the baccalaureate, students will meet all University requirements, including the minimum liberal arts and sciences credit requirement, general education requirements, and residency requirements.

(2) In qualifying for the master's, students will meet all University and school requirements, including residency requirements and the satisfactory completion of a comprehensive examination in Counseling.

e. Admission requirements

Students may be admitted to the combined degree program at the beginning of their junior year, or after the successful completion of 56 credits, but no later than the accumulation of 100 credits. A minimum GPA of 3.2 and three supportive letters of recommendation from faculty are required.

f. Graduate courses for satisfying undergraduate program requirements

The following graduate courses may be counted toward the required 24 credits in the interdepartmental minor for the undergraduate major in Psychology:

ECPY 521 (3) Introduction to Counseling Psychology
ECPY 604 (3) Career Development
ECPY 601a (3) Introduction to Counseling Theory and Practice
EPSY 640 (3) Educational and Psychological Measurements OR
Behavioral - Social Science Elective as approved by advisor

SAMPLE PROGRAM

Freshman Year

PSY 101M Introduction to Psychology (3)
PSY 203 Psy. of Child Development (3)
Math 100 College Algebra and Trigonometry (3)

Sophomore Year

PSY 210 Statistical Methods (3)
PSY 211 Introduction to Experimental Psychology (3)
PSY 209 Psychological Testing (3)
CSI 101Y Elements of Computing (3)

Junior Year

PSY 314 Biological Bases of Behavior (3)
PSY 327 Personality (3)
PSY 338 Abnormal Psychology (3)
*CPY 521 Introduction to Counseling Psychology (3)
*EPSY 640 Educational and Psychological Meas. (3)

Senior Year

PSY 380 Learning (3)
PSY 382 Perception (3)
PSY 384 Motivation (3)
*CPY 601a Introduction to Couns. Theory and Practice (3)
*CPY 604 Career Development (3)

5th Year

CPY 601b	Interm. Couns. Theory & Practice	(3)
CPY 608a	Group Counseling	(3)
CPY 767	Research Seminar	(3)
CPY 630	Behavior Disorders	(3)
CPY 602	Practicum in Counseling	(3)
CPY 603	Assess. Tech. in Counseling & Rehab.	(3)
CPY 607	Tech. of Consultation and Supervision	(3)
CPY 627	Seminar in Counseling	(3)
elective		(6)

Summer

CPY 606	Internship in Counseling	(12)
---------	--------------------------	------

*May be used to partially satisfy the interdepartmental minor requirements in Psychology

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED REVISION OF CHARGES TO SENATE COUNCILS

SUBMITTED BY: Executive Committee
November 21, 1983

IT IS HEREBY PROPOSED:

That Article III of the Implementation of the By-laws be amended as follows:

Council on Educational Policy (p. 16)

New 1.23 The Council shall review proposals for new programs and for the discontinuance of existing programs with respect to budgetary implications and consistency with the academic plan.

1.23.1 In the course of its review, the Council shall consult with other Senate councils and/or with academic, governance, and administrative units, as appropriate, in carrying out this responsibility.

1.23.2 The Council shall recommend dates for implementing new programs or discontinuing existing programs. (modifications of existing 1.24 and subsuming under new 1.23).

Renumber old 1.23 to 1.24.

Undergraduate Academic Council

Revision to Section 1.5 (p.18).

Note: new material is underlined; material in parentheses to be deleted.

1.51 All proposals for new undergraduate academic programs shall be submitted to the Undergraduate Academic Council which shall consult with the Council on Educational Policy (and the Academic Services Council) as part of its deliberations.

1.52 All new programs recommended by the council shall be submitted to the Senate for approval. [to be parallel to Section 1.45 p. 19, GAC]

New 1.53 It shall develop criteria for undergraduate program reviews. [to be parallel to Section 1.42 p. 19, GAC]

New 1.54 [Note: use word discontinuance in place of termination since former is defined by SUNY Central.] The council may, after due consideration, recommend suspension or discontinuance of a program to the Vice President for Academic Affairs and to the President. All such recommendations shall at the same time be reported to the Senate.
[parallel to Section 1.46, p. 20, GAC]

Graduate Academic Council (p. 19)

Section 1.46 Substitution: suspension or discontinuance for termination or suspension.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY
POLICY FOR ALLOCATION OF CAMPUS ROYALTIES
FROM PATENTS AND LICENSES

Introduced By: Council on Research

December 5, 1983

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

- I. That the attached policy for allocation of campus royalties from patents and licenses be approved.

- II. That this resolution be referred to the President for his approval.

Attachment

POLICY FOR ALLOCATION OF CAMPUS ROYALTIES FROM PATENTS AND LICENSES

RATIONALE

The patent policy of the State University of New York (Central Administration) provides for sharing of gross royalty income from inventions and licensing of inventions between the Inventor and the University. Under this policy, in cases where the University funds the patent application, 40% of all royalties shall be awarded to the Inventor and the remaining 60% going to the University. In those cases where the University does not fund the patent application, 90% goes to the Inventor, and 10% to the University.

The Chancellor has elected to share 40% of the State University portion of net royalties (after costs) with the campus on which the invention(s) was (were) discovered, the remaining portion being absorbed by the Research Foundation. The disposition of these funds is to be determined by the President of the campus. Thus, it is necessary that the SUNY at Albany campus have a policy for the allocation of campus royalties derived from patents and licenses.

POLICY

- I. This policy deals with the disposition of the 24% of the royalties (after costs) of an invention whose patent application has been funded by the University, and 4% of the royalties (after costs) of an invention whose patent application has NOT been funded by the University. Furthermore, this policy statement deals exclusively with the distribution of this local campus allocation, hereafter called SUNY/Albany Royalty Funds.

- II. It is in the interest of SUNY at Albany to reward the development of new technology resulting from faculty research efforts by sharing SUNY/Albany Royalty Funds with the Inventor(s) and the Department(s) of origin. Thus, this policy allocates royalties to the Inventor and the Department according to the following arrangement:
 - A) The most generous share is allocated to the research and scholarly pursuits of the Inventor(s).
 - B) The Department(s) of the Inventor(s) origin(s) and SUNY/Albany, as a whole, shall share a somewhat lesser amount, in recognition of the atmosphere which led to the relevant discovery.

In recognition of the interdisciplinary stimulation which may lead to discovery, the Department(s) of stimulation may be recognized by the Inventors as a weighted linear combination of Departments in designating appropriate shares. For example, a biochemist whose primary appointment is in the department of chemistry may feel that 80% of external stimulation for the Invention came from that department and 20% came from the Department of Biological Sciences, and may thus designate 80% of the Department share to go to

Chemistry, and 20% to Biological Sciences. In no case, however, may the Department of primary appointment receive less than 50% of the Department share.

- III. The funds allocated to the Department and to the University are to be used in accordance with University policies and procedures in ways that are appropriate to enhance research development activities within the following guidelines.

In recognition of the enormous difficulty involved in the establishment of successful and ongoing research activities, it is stipulated that as much as possible of the Department and University shares shall each be devoted to the furtherance of new research activities, especially of newly arrived Junior faculty (Assistant Professors).

- IV. ~~The royalties accrued from an invention shall be allocated according to the following formula:~~

- A) The Inventor(s) will receive in its entirety the first \$25,000 of SUNY/Albany Royalty Funds per invention to be used for discretionary research support or other scholarly activity.
1. He/she may not charge any additional personal salary against these funds.
 2. These funds are not to be restricted in any fashion, and may be used for any research or scholarly purposes chosen by the Inventor(s).
 3. Appropriate adjustments to this amount for inflation or other reasons come under the purview of the continual review of the Patent Policy Board.
- B) All SUNY/Albany royalty funds in excess of \$25,000 are to be equally divided between the Inventor(s), the Department(s) of origin and the University. The University funds shall be deposited in a University Research Development account, to be administered by the Vice President for Research and Educational Development, in accordance with the general directives stipulated above.
- C) In the case where more than one Inventor and/or more than one Department are recipients, the dollar amounts listed in A) above will apply to the combined shares of all recipients. Distribution among them shall follow a formula predetermined by written agreement among recipients and the Vice President for Research and would be determined by the percentage ownership of the patent stated in the Patent Application by the co-Inventors.
- D) In the event of the inventor leaving SUNY/Albany, disposition of the inventor's share will be determined by the University President upon review and recommendation of the Royalty Allocation Board.

V. The President shall establish and appoint a Royalty Allocation Board in accordance with the following:

- A) The Vice President for Research and Educational Development will chair the Board.
- B) The Royalty Allocation Board shall have one member from each College or equivalent division within the University. In addition, a College or equivalent division will gain another member for each 20% of total University patents granted to Inventors in that College or equivalent division, after 5 total patents have been granted. One additional member of the Royalty Allocation Board shall come from the Faculty Senate, one from the Division of Finance, and one from the student body.
- C) The Royalty Allocation Board shall advise the President in the following matters:
 - 1. Guidelines and procedures for the implementation of these policies;
 - 2. Exceptions to these policies in unusual circumstances;
 - 3. Determination of the extent of the University's interest in inventions; and
 - 4. Such other matters as the President may deem appropriate.

VI. The Royalty Allocation Board shall:

- A) Undertake continual review of these policies and advise the President accordingly;
- B) Encourage general awareness of and interest concerning patents within the University community; and
- C) Maintain current information concerning patent activity within the University and disseminate this information to the faculty of SUNY/Albany.

VII. The Council on Research shall maintain oversight of the patent policy board.

- A) At timely intervals, the Council shall review the operation of the board and shall report to the University Senate the results of that review.
- B) When necessary, the Council shall recommend to the board appropriate changes in the review procedures within the constraints imposed by law and regulation.