

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

TO: SUNY/A Senate
FROM: Allan A. Kuusisto
SUBJECT: Agenda for Senate Meeting 15 December 1969

1. Executive Committee Report.
2. Council Reports. (This meeting will consider the report of the Council on Promotions and Continuing Appointments which was tabled at the meeting of 17 November 1969).
3. Report of Ad Hoc Consultation Guidelines Committee. (This report was tabled at 17 November 1969 meeting. Please bring reports with you).
4. Report of Committee on Employment Practices on SUNYA Construction projects. Irving Sabghir.
5. Resolution on West Podium Construction. Donald Newman.
6. New business.

Allan A. Kuusisto

AAK/glc
12/9/69

State University of New York at Albany Senate

Minutes of Meeting

December 15, 1969

The meeting was called to order by President Kuusisto at 3:35 p. m. in the Assembly Hall. It was pointed out that the minutes of the previous meeting were incorrectly headed "Faculty Senate." Senator Villano suggested that paragraph 8.2 should show that in withdrawing his motion he had indicated his intention of reintroducing it at a subsequent meeting in a revised form. With these corrections the minutes were approved.

1. Senator Schwartz moved to suspend the agenda to permit the immediate introduction of a Resolution condemning the Vietnam War. In the discussion of the motion reference was made to the Minutes of the Executive Committee Meeting noting that the Committee had not placed such a resolution on the Senate agenda as requested. The motion to suspend the order of the day was defeated by a teller vote of 50 to 19.

2. President's Report

2.1 The President informed the Senate that no decision had yet been made on the matter of the library fine schedule. He had asked the Library Council to restudy the issue and to solicit student opinions.

2.2 The new Senator of the College of General Studies, Professor Carroll Blanchard, was introduced.

2.3 There was circulated the proposed Calendar for 1970-71 and 71-72 which would implement the decision made by the Senate last year to have the first semester end prior to the Christmas recess. There were a number of questions on details but no expression of opposition to the scheme. One Senator questioned beginning the Thanksgiving recess at 6 p. m. instead of at noon as previously. Another lamented the absence of a reading day before examinations the Fall 1970 semester.

2.4 There was presented a plan for a new class schedule which would put a series of 50 minute classes on Monday-Wednesday-Friday and a series of successive 75 minute classes on Tuesday and Thursday. It was explained that with growth the University was pinched for classroom space and that the new schedule would make more efficient use of our facilities. We were, it was said, subject to criticism by outside authorities for having empty classrooms during some periods of the week.

2.4a In the course of the discussion a Senator asked what priority was placed on the construction of the field house as compared with added class and office space. It was explained that this University Center placed the highest priority on unanimous opposition to the construction of a field house in the near future. The President explained, however, that the legislature had authorized the field house but had not yet authorized the West Podium Extension. The President indicated that funds appropriated by the legislature for one construction item cannot be transferred to a different item. Moreover, he emphasized that every effort was being made to get construction begun for the West Podium Extension regardless of the field house. Professor Newman, noting that the subject was already being discussed, moved to suspend the order of the day to permit introduction of the resolution on the Podium Extension, item 5 on the agenda. The motion was defeated.

The proposed class schedule was discussed at length. One Senator suggested that Thursday and Friday schedules be exchanged since more students would be taking courses with three fifty minute periods than would be in courses using the Tuesday-Thursday schedule. It was asked whether there could be a vacant time set aside--as currently--for meetings. Vice President O'Reilly argued that this was no longer practical. After an indication that a matter of this nature required Senate approval Senator O'Reilly moved the adoption of the proposed schedule.

2.4b It was then moved that the schedule as reported be amended by changing the sequence of times beginning at 10 minutes past to on the hour, by changing the class closing time on the Tuesday-Thursday schedule to even hours and half-hours and that closing times for evening classes be omitted. The motion was passed on a teller vote of 36 to 35. A recount was defeated by a vote of 39 to 36.

2.5c Professor Krosby objected to the proposal because of what he deemed to be the harmful effect of 75 minute periods upon the effectiveness of teaching and moved that the schedule as reported be amended by substituting in the Tuesday-Thursday schedule a plan in which classes would meet for three fifty minute periods, one on Tuesday and two in succession on Thursday and vice-versa alternately throughout the day.

2.5d A motion to table was passed by a vote of 34 to 29. Senator O'Reilly who had voted in the affirmative moved that the tabling motion be reconsidered. He pointed out that if action on the schedule were not taken at this time it would be impossible to implement any new class schedule for the Fall of 1970. The motion to reconsider was approved.

2.5e A motion was made that the schedule be considered in two parts, the M-W-F as one part, the T-Th schedule as the other. A motion calling for the previous question on this motion was defeated by a vote of 23 to 31 and then after some discussion a second motion of the previous question was approved without dissent. The motion to separate was then defeated on a teller vote.

2.5f The question was called on the original motion to approve the schedule as presented and it was and it was approved on a voice vote

3. Executive Committee Report

Chairman Finkelstein presented the names of students who had been nominated to serve on Senate councils as listed in the Committee's written report and moved their approval. The motion was approved by a voice vote.

At 5:15 Dean Gardner moved that the Senate adjourn despite the fact that it had not completed its agenda. The motion carried by a vote of 33 to 29.

There had been throughout the meeting a large and frequently noisy group of observers whom the President repeatedly had called to order, so that the Senate might conduct its business.

Respectfully submitted,

Virgil B. Zimmerman
Secretary

1/13/70



STATE UNIVERSITY OF NEW YORK AT ALBANY

ALBANY, NEW YORK, 12203

MEMORANDUM

TO: Senate of State University of New York at Albany
FROM: Executive Committee
SUBJECT: Report For Meeting Of 15 December 1969

For action:

The Executive Committee recommends the acceptance of the following student nominees to Senate Councils. (Asterisks denote graduate student nominees).

1. UNDERGRADUATE ACADEMIC COUNCIL

Robert Ackermah	1972	Major: open
Kenneth Karzweil	1971	Major: open
Stephanie Rice	1970	Russian
Jack Schwartz	1972	Political Science
Nadine Siminoff	1972	Major: open

2. GRADUATE ACADEMIC COUNCIL

*James Unger	G.S.P.A.
*Daron Butler	G.S.P.A.
*Arnold Serotsky	Biology
*Dave Marple	Sociology
*Dennis DeLong	G.S.P.A.

3. STUDENT AFFAIRS COUNCIL

Mark Goor	1971	Speech
Victor Looper	1970	Political Science
Steven Lobel	1970	English
*Adele Porter		Education

4. PERSONNEL POLICIES COUNCIL

David Neufeld	1971	Political Science
Stephen Roizen	1972	Psychology

5. EDUCATIONAL POLICIES COUNCIL

Gregory Bell	1970	Sociology
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6. LIBRARY COUNCIL

Anita Thayer	1971	Political Science
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7. COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS

Richard Powell	1971	Business
Mitchell Foster	1970	Psychology
Marcia Beubel	1970	Psychology
*Leonard Schwartz		G.S.P.A.
*Cyril Barker		Education

8. COUNCIL ON RESEARCH

Kathy Kennedy		Biology
Alice Fuchs		Sociology

For information:

1. A directory of Senators and Council members is being compiled and will be distributed soon.
2. The executive committee decided to refer to University Governance Committee a recommendation from the Committee on Nominations and Elections which defines the Faculty and Voting Faculty.
3. The Executive Committee discussed the need for mechanisms for granting of academic credit for innovative courses and other student activities which do not obviously fall under the jurisdiction of any existing Department or School. It was agreed that the Undergraduate Academic Council should be charged with the responsibility for devising procedures for the introduction of such courses or activities and that the Education Policy Council be charged with the responsibility for determining policy and guidelines with respect to the granting of academic credit for such courses and activities.

In the interim it is suggested that groups or individuals wishing to introduce such courses or activities do so by making a request to an existing School or Department which seems to be most appropriate.

4. The Executive Committee agreed that in order for Councils to organize themselves before the summer vacation that an attempt would be made to hold the elections to the senate and the meeting to organize the new Senate one month earlier than the deadlines set in the By-laws.

5. President Kuusisto has agreed to make available the names of the individuals authorized to use parking lot #3 (Washington Avenue).
6. The Executive Committee received a resolution condemning the Viet Nam war and the policies of the U. S. Government for addition to the agenda for the Senate meeting of 15 December 1969. The Committee agreed that this resolution was not the proper business of the Senate and therefore denied its addition to the agenda.

Alfred P. Finkelstein
Chairman, Executive Committee

APF/glc
12/9/69

UNDERGRADUATE ACADEMIC COUNCIL

For the Period Nov. 15 - Dec. 8, 1969

For Action:

1. The UAC proposes that the "Art, Literature, Music, Philosophy" requirement title for BA and BS degrees in College of Arts and Sciences be changed to read "Humanities."

NOTE: Refer to pp. 71 and 73 in the 1969-1970 Undergraduate Bulletin.

2. The Humanities requirement (#1, below) for all undergraduate degrees be expanded to include courses in Rhetoric and Public Address.

NOTE: Refer to pp. 71, 73, 184, 188, and 191 in the Undergraduate Bulletin; the new wording would be ". . . and at least one additional course from Archaeology, Art, Literature, Music, Philosophy, or Rhetoric and Public Address."

For Information:

1. The Council held its regular meeting on December 1 and a special meeting on December 8.
2. Considerable time was spent in discussing some innovative academic proposals brought before the Council by the Experimental College Pilot Group, The Outfit (which has a loose affiliation with the Office of Student Affairs), and the General College Planning Group. The Council did not take immediate action with any of these proposals, but after discussion referred them to smaller study groups, or requested that further development of their ideas be carried out before the proposals were resubmitted to the Council.
3. Some discussion was held as to how best to proceed with innovative proposals that do not have their origin from a classical credit-granting body within the present University framework. This issue will be studied further by an ad hoc committee.
4. Received minutes of the Admissions Committee which did not require action, and reports of the Curriculum and the Academic Standing Committees, which did require action.
5. The departmental B.A. program in Comparative Literature was submitted for approval, but was tabled until the January 5 meeting at which Departmental representatives will be given a chance to defend the apparent rigidity of the proposed program.
6. Submits to the Senate the "Procedure for Acceptance of Courses to be graded on an S-U Basis."
7. Submits to the Senate the guidelines for the operation of the S-U grading system. (S-U GRADING: POLICY AND INFORMATION MEMORANDUM #1)
8. Deferred action on requesting the Senate to remove from the Table (March 17, 1969) the UAC proposal to liberalize University course requirements.

Respectfully submitted,

John Aronson, Chairman

[NOTE: This is a new undergraduate program submitted as a departmental program, rather than first as a standard undergraduate program.

GRADUATE ACADEMIC COUNCIL

For the Period November 1 - 30, 1969

For Information:

The Graduate Academic Council held two regular meetings and one special meeting during this month.

1. The Council welcomed the following new members from the graduate student body: Messrs. Daron Butler and Arnold Serotsky. An earlier appointee, Mr. Charles Stephenson, and a new appointee, Mr. James Unger, resigned under pressure of other duties.
2. In its two regular meetings, the Council discussed the proposed Ph. D. program in philosophy. One of the meetings was attended by Professor Reese, chairman of the department, who proposed and discussed possible revisions in the research and teaching apprenticeships of the original proposal.
3. The Council asked Professor Aaron J. Ihde, Chairman of the Department of Integrated Liberal Studies, University of Wisconsin, to visit SUNYA and review the proposed programs in History and Systematics of Science. Professor Ihde did this on November 11, 12, 13. The Council met with Professor Ihde in a special meeting for an informal discussion of the program on November 12. No minutes were maintained.
4. Professor J. Anthony Bisco, School of Education, was appointed to the standing Committee on Curriculum and Instruction.
5. All standing committees are organized and functioning. Graduate student membership on them is not yet complete, but it is expected that it will be soon. The full roster of graduate student members on these committees will be reported as soon as possible.

Respectfully submitted,

Charles T. O'Reilly

REPORT OF PERSONNEL POLICIES COUNCIL

For Information

1. Following up on work begun last year the sub-committee on economic and professional welfare has established three study groups to make recommendations in relation to (1) salary inequity and faculty load, (2) fringe benefits, and (3) sabbatical leave. It is expected that each group will make a full study of existing practice, seek faculty opinion, and submit reports to the Council and Senate for action. Each group has a liaison member from the sub-committee, an administrative resource person, and several additional faculty members. The membership follows:

Group I: Salary inequity and faculty load

Liaison: Myron Taylor
Resource: Dwight Smith
Members: Frank Kolmin
Robert Lanni
Robert McMorris
H. Morick
C. Newbold

Group II: Fringe benefits

Liaison: Robert Pettengill
Resource: Henry Mau
Members: L. Brickman
E. Mendus
R. Oesterreich
F. Sabghir
A. Zittelli

Group III: Sabbatical Leave

Liaison: Zachariah Mathew
Resource: David Martin
Members: D. Geiss
L. Orsini
R. Stout
W. Taylor

2. At its last meeting the Council discussed the possible overlap in its function with the activities of Student Affairs Council. It was decided to explore with the Student Affairs Council the question of our future relationship.

Respectfully submitted,

John M. Reilly, Chairman

State University of New York at Albany

STUDENT AFFAIRS COUNCIL
REPORT TO THE FACULTY SENATE
December 15, 1969

1. The Council met twice since its last report to the Senate. Meetings were held on November 20 and December 4, 1969.
2. The following appointments were confirmed by the Council:
 - 2.1 Representative to Central Council - Dr. Armand Baker
 - 2.2 Sub-Committee Chairman:
 - Committee on Student Conduct - Dr. William Dumbleton
 - Committee on Financial Aids - Dr. Roswell E. Fairbank
 - Committee on International Students - Prof. Doris Geiss
 - Committee on Student Residences - Prof. Janet Havens
 - Committee on Student Govt. & Organization - Dr. Margaret McKenna
 - 2.3 Executive Secretaries for Sub-Committees were named as follows:
 - Committee on Student Conduct - Dr. Sorrell E. Chesin
 - Committee on Financial Aids - Mr. Donald A. Whitlock
 - Committee on International Students - Mr. Douglas Lord
 - Committee on Student Residences - Miss Norma J. Edsall
 - Committee on Student Govt. & Organization - Mr. Neil C. Brown
3. The Council discussed at length the request of the Senate to "consider whether there should be development of further guidelines relative to demonstrations," and decided that no need existed for development of further regulations.
4. A full discussion of a proposal from "The Outfit" was conducted. The proposal, which included the concept of academic activity for credit offered by the Student Affairs Staff was given general support of the Council by a vote of 10 - 2 - 1.

Respectfully submitted,

Clifton C. Thorne

Clifton C. Thorne
Chairman

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

State University of New York at Albany

Report of Library Council of Senate
Meeting of December 4, 1969

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

1. Library Fine Schedule. Student reaction seems to indicate that an increase is justified, but the amount of increase is questioned. It was reported that there is no way at present of enforcing fines on faculty members if this practice were to begin.
2. Study on Use of Reserve Book Facilities. While the setting up of a separate reserve book room was a good solution to many of the problems, the study revealed sentiment in favor of both open, self-service and closed, staff service shelving arrangements. Space up until now has precluded an open display, but this point continues to be studied by the Library staff.
3. Growth of the Library. As the collection is growing at the rate of about two miles of shelving per year, the chairman suggested the need for a comprehensive study of the growth in library space needs and the future size of the library. The effects of microminiaturization and electronic storage and retrieval should be considered.
4. Budget Planning. Drafts of memoranda to Deans, Department Chairmen, and Library Liaison soliciting information on book needs for 1970-71 were presented.
5. Departmental Libraries. Library policy affirmed by the Library Council supports centralization of library facilities and services on this campus. Plans for the expansion of the academic podium call for library facilities in the west and the east podium extensions. Several Departments and Schools express interest in the immediate access to library materials supplied by departmental libraries. Consideration must be given in determining the establishment of departmental libraries to space problems, staffing, financial support, and the effects of new methods of making materials available and of transmitting information.
6. Inter-relationship of Computing Center, Center for Educational Communication, and University Library. The need for an ongoing Council to be concerned with matters of common interest will be discussed at the next meeting of the Library Council.

Respectfully submitted,

Werner Baum	Francine Frank
Denise Botto	Charles O'Reilly
Frances Colby	Murray Phillips
Earl Droessler	Donald Stauffer
Edoho Edoho	Anita Thayer
Morrison Haviland, Chairman	

RESOLUTION

To: SUNYA Senate

Date: December 8, 1969

From: School of Criminal Justice

Subject: EXCLUSION OF THE WEST END PODIUM EXTENSION

Whereas, it was recently announced that the proposed West End Podium extension was excluded from the Capital Construction budget for 1970-71 and;

Whereas, this deletion with an anticipated extensive delay in such construction represents a major change in the Master Plan of the University and can have only deleterious effects on the development of SUNY-Albany as a center of major importance and academic excellence and,

Whereas, this delay in construction perpetuates the fragmentation of our campus, hindering cross-disciplinary programs, striking a serious blow at necessary library expansion and curtailing the planned balance of graduate and undergraduate education at Albany,

Be it resolved that the University Senate,

- (1) go on record as opposing the change in the construction timetable and priorities, and
- (2) through appropriate existing or necessarily created ad-hoc committees, investigate the reasons for the deletion of the Podium extension and take such action as necessary or likely to be effective to restore construction items and timetable, and report the results of such investigations and actions to the Senate.

Senate

PROPOSAL FOR NEW PATTERN OF CLASSES FOR SEPTEMBER 1970
Revision #4 - December 4, 1969

Objectives

1. Maximize choice of course availability for the student.
2. Provide fair and considerate teaching schedule for individual faculty member including sufficient uninterrupted time blocks.
3. Make economic use of facilities.

Guidelines

1. Except where instructional circumstances dictate otherwise (i.e., graduate professional education designated for special groups or typical heavy evening course offerings), a department is expected to schedule approximately equal amounts of instructional time between 8 a.m. and 5 p.m. and between Monday through Friday (approximately 9% per hour of the day and 20% per day).
2. Proposed departmental class schedules are to be returned to the Office of the Registrar through the appropriate Dean of the School or Associate Dean in the College of Arts and Sciences.
3. The Dean of the School is responsible for insuring that courses are scheduled in consideration of the schedules of other departments or schools which equally affect the student's schedule in a given semester.

Considerations

1. Labs, studios, ensembles, etc.
2. Large lectures and small discussions.
3. L.A.E.S. and General Studies.
4. Off-campus practicum for longer blocks of time.

Definitions

Basic Periods 50 minutes and 75 minutes

Basic Pattern Three 50-minute periods and two 75-minute periods.

Modified Pattern Greater or fewer periods to meet instructional-learning needs which tend to minimize conflicts with courses scheduled in the Basic Pattern.

BASIC PATTERN

	M	T	W	Th	F	S
8:10	A	K	A	K	A	
9:10	B		B		B	
9:45						
10:10	C	L	C	L	C	9-11 W
11:10						11-1 X
12:10	D	M	D	M	D	9-12 Y
12:45	E		E		E	
1:10	F	N	F	N	F	
2:10						
3:10	G	O	G	O	G	
3:45	H		H		H	
4:10	I	P	I	P	I	
5:10	J		J		J	
4:30-6:00	Q	T	Q	T		
6:00-7:30	R	U	R	U		
7:30-9:00	S	V	S	V		

Notes on Modified Pattern: It is to be understood that the Basic Pattern cannot be expected to meet all needs of an institution's program, as complex and diversified as that offered at the University. Therefore, each chairman and dean must weigh the competing factors in developing his schedule. At times the objectives stated above may be mutually exclusive. The priority assigned to each objective will vary within a department at least with level of instruction, individual professor, availability of space, and student population enrolled in course. Having done so, the course being scheduled should first attempt to meet the Basic Pattern, then one that conflicts with only one other pattern, then two others, then three others, ad infinitum.

Moreover, the time a course is scheduled may be outside the confines of the hours above, .i.e., Friday evening, Saturday afternoon, or prior to 8:00 a.m., should the nature of the subject matter, the student population, or availability of space so dictate.

In conclusion, nothing contained herein should be construed by a department to restrict the scheduling of a course strictly according to the Basic Pattern where documentable educational circumstances dictate otherwise.

STATE UNIVERSITY OF NEW YORK AT BINGHAMTON

Program of Final Examinations
1967-68

Time	Room	Section	Section	Section	Section
8:30	A	B	C	A	F
9:10	B	C	D	B	F
10:10	C	D	E	C	G
11:10	D	E	F	D	H
12:10	E	F	G	E	I
1:10	K	K	L	K	M
2:10	L	L	M	L	N
3:10	M	M	N	M	O
4:10	M	M	N	M	O

TIME	H. Classes Room/Ings	P. Classes Room/Ings	C. Classes Room/Ings	S. Classes Room/Ings
8:30	MPH	MPH	MPH 1:10	TF
9:10	MPH	MPH	MPH 2:10	TF
10:10	MPH	MPH	MPH 3:10	TF
11:10	MPH	MPH	MPH 4:10	TF
12:10	None	None	None	None
1:10	None	None	None	None
2:10	None	None	None	None
3:10	None	None	None	None
4:10	None	None	None	None

Modified Semester System Calendar

Note: The following details are not included:

1. Dates for opening and closing of residence halls
2. Dates on academic regulations.

Summer 1971 - Subject to consultation with Summer Session Office

Fall 1970

Registration, Saturday and Evening Classes - 4:00-9:00 p.m.	Mon., Aug. 31
Opening Faculty meetings	Tues., Sept. 1
Registration - day classes	Wed., Sept. 2
Classes begin - 8:00 a.m.	Thurs., Sept. 3
Labor Day holiday - no classes	Mon., Sept. 7
Thanksgiving recess begins - 6:00 p.m.	Wed., Nov. 25
Classes resume - 8:00 a.m.	Mon., Nov. 30
Classes end - 10:00 p.m.	Mon., Dec. 14
Final Examinations	Tues. - Tues. Dec. 15-22
Intersession	Wed. - Sun. Dec. 23 - Jan. 10

Spring 1971

Registration - Saturday and Evening Classes	Sat., Jan. 16
Registration - Day classes	Mon., Jan. 18
Classes begin - 8:00 a.m.	Tues., Jan. 19
Spring recess begins - 5:00 p.m.	Sat., April 3
Classes resume - 8:00 a.m.	Mon., April 12
Classes end - 10:00 p.m.	Mon., May 3
Reading period	Tues. - Thurs. May 4-6
Final Examination	Fri. - Sat. May 7-15
Faculty meetings	Mon., May 17
Graduation - 2:00 p.m.	Sat., May 22

Summer 1971 - Subject to consultation with Summer Session Office

Pre-Session (3 weeks instead of 2, beginning, therefore, one week earlier than in the past)

Registration; classes begin	Mon., June 7
Classes end; final exams	Mon., June 28

r Session - 7 weeks (with 3-week modules) from approximately July 1 to August 14. Details to be provided when needed by summer session office.

Note: No post-session

Fall 1971

Opening faculty meetings	Mon., Aug. 30
Registration - Sat. Evening Classes 4:00-9:00 p. m.	Mon., Aug. 30
Registration - day classes	Tues., Aug. 31
Classes begin - 8:00 a. m.	Wed., Sept. 1
Labor Day - no classes	Mon., Sept. 6
Recess - no classes	Wed., Sept. 28
Thanksgiving Recess begins - 8:00 p. m.	Wed., Nov. 24
Classes resume - 8:00 a. m.	Mon., Nov. 29
Classes end - 10:00 p. m.	Mon., Dec. 13
Reading Day -	Tues., Dec. 14
Final Examinations	Wed.-Wed., Dec. 15-22
Intersession	Thurs., Dec. 23- Sun., Jan. 24

Spring 1972

Registration - Sat. & Evening Classes	Sat., Jan. 15
Registration - all students	Mon., Jan. 17
Classes begin - 8:00 a. m.	Tues., Jan. 18
Spring recess begins - 5:00 p. m.	Sat., Mar. 25
Classes resume - 8:00 a. m.	Mon., Apr. 3
Classes end - 10:00 p. m.	Mon., May 1
Independent Study Period	Tues.-Thurs. May 2-4
Final examinations	Fri.-Sat. May 5-13
Faculty meetings	Mon., May 15
Graduation - 2:00 p. m.	Sat., May 20

Summer 1972

As in 1971

FALL SEMESTER 1970

Opening faculty meetings — 10:00 a.m.
 Residence halls open (upperclassmen and non-registered new students) — 8:00 a.m.
 Registration for Saturday and evening courses
 Residence halls open (freshmen) — 8:00 a.m.
 Registration for day courses
 Classes begin — 8:00 a.m.
 Last day to add a course
 Academic advisement begins — University College
 Last day — degree application — January graduates to Registrar
 Mid-term date
 Mid-term grades due — Registrar
 Last day to drop course with grade of "W" — graduate students
 Pre-registration begins
 Thanksgiving recess — noon
 Residence halls re-open
 Classes resume — 8:00 a.m.
 Last day for make-up of grade of "Incomplete"
 Pre-registration ends
 Winter recess — noon
 Residence halls re-open
 Classes resume — 8:00 a.m.
 Classes end
 Reading day (no classes or exams held)
 Final examinations
 Saturday class exams
 Residence halls close
 Inter-session

Thurs., Sept. 10
 Sat., Sept. 12
 Sat., Sept. 12
 Sun., Sept. 13
 Mon., Sept. 14
 Tues., Sept. 15
 Tues., Sept. 22
 Mon., Sept. 28
 Fri., Oct. 16
 Wed., Nov. 4
 Fri., Nov. 6
 Fri., Nov. 13
 Mon., Nov. 16
 Wed., Nov. 25
 Sun., Nov. 29
 Mon., Nov. 30
 Fri., Dec. 11
 Fri., Dec. 18
 Fri., Dec. 18
 Sun., Jan. 3
 Mon., Jan. 4
 Tues., Jan. 12
 Wed., Jan. 13
 Thurs.-Fri., Jan. 14-22
 Sat., Jan. 16
 Sat., Jan. 23
 Sat-Sun., Jan. 23-31

SPRING SEMESTER 1971

Registration for Saturday and evening classes
 Residence halls open (for new and readmitted students) — 2 p.m.
 Residence halls open (for continuing students) — 9:00 a.m.
 Registration for day courses (new and readmitted students)
 Classes begin — 8:00 a.m.
 Last day to add a course
 Academic advisement begins — University College
 Last day — degree application — June graduates to Registrar
 Mid-term date
 Mid-term grades due — Registrar — 12:00 Noon
 Last day to drop course with grade of "W" — graduate students
 Spring recess — noon
 Residence halls re-open
 Classes resume — 8:00 a.m.
 Pre-registration begins
 Last day for make-up of grade of "Incomplete"
 Pre-registration ends
 Classes end
 Reading day
 Final examinations
 Saturday class examinations
 Residence halls close
 Faculty meetings
 Commencement (residence halls close)

Sat., Jan. 30
 Sun., Jan. 31
 Mon., Feb. 1
 Mon., Feb. 1
 Tues., Feb. 2
 Tues., Feb. 9
 Mon., Feb. 15
 Fri., Feb. 26
 Wed., March 24
 Fri., March 26
 Fri., April 2
 Thurs., April 8
 Sun., April 18
 Mon., April 19
 Mon., April 19
 Fri., April 30
 Fri., May 14
 Fri., May 21
 Sat., May 22
 Mon-Tues.,
 May 24-June 1
 Sat., May 29
 Wed., June 2
 Fri., June 4
 Sun., June 6

REPORT OF AD HOC FACULTY-STUDENT CONSULTATION GUIDELINES COMMITTEE

- A. The committee recommends that the Senate adopt the attached "Guidelines."

The present version differs from that previously circulated in that a brief declaration of philosophy has been added at the beginning and several paragraphs have been reworded to clarify the intent and to eliminate some unnecessary phraseology.

These changes are in sections 2.1 (last 4 lines changed), 3.2 (rewritten), 4.1 (last line rephrased), 5.3 (1st sentence clarified), 5.5 (last sentence simplified), 6.1 (incorporates first sentence of former section 6.4), 6.2 d. (one word corrected), and 6.4 (eliminated).

Additional copies of the Guidelines may be obtained from the Secretary of the Senate or from the office of the President.

- B. The committee recommends that whoever is responsible for the preparation and issuance of the pamphlet entitled Student Guidelines should include these "Consultation Guidelines" in future editions of that pamphlet.
- C. The committee recommends that the Vice-Chairman of the Senate arrange for a review of the Statements of Policies and Procedures which are filed with him pursuant to the Senate's Resolution of May, 1969, and that those Statements which are not in conformity with these Guidelines be returned to their authors with recommendations for their modification.

For the Committee.

V. B. Zimmerman, Chairman

GUIDELINES FOR FACULTY-STUDENT CONSULTATION

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

1. Preamble

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

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

2. Statement of Policies and Procedures

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

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

3. Structures for Faculty-Student Dialogue

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

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

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

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

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

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

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

4. Subject-matters for Faculty-Student Consideration

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

5. Selection of Student Spokesmen

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

5.2 Preferred methods of selecting student representations are:

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

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

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

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

Complaints and Grievances

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

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

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

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

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

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

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

7. Notice

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

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

STATE UNIVERSITY OF NEW YORK AT ALBANY

December 8, 1969

To: Undergraduate Academic Council
From: Academic Standing Committee
Subject: S-U GRADING: POLICY AND INFORMATION MEMORANDUM #1,
Transmittal for Action

In response to the action of the Senate (October 27, 1969) approving the S-U grading policy and specifically to that part (II,C) which requires the Academic Standing Committee to interpret the new system, we have developed this first Memorandum. It deals with matters directly implicit in the change, including definitions of terms, and it addresses itself also to questions and misunderstandings that have come to the attention of University College since the new policy went into effect.

The plan of the Memorandum is as follows:

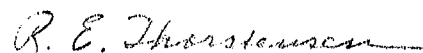
- I. The Symbols S and U
 - A. Catalogue copy
 - B. The term "satisfactory"
- II. Implementation and Interpretation of the Policy
 - A. Students affected
 1. "freshmen"
 2. staying on the plan
 3. appeals
 - B. Uniformity of operation
 - C. ~~Grades for mixed classes~~
 - D. Reporting freshman grades
 - E. S-U grading sought for particular courses
 - F. Evaluation during the term

APPENDIX: The Choice of Symbols

NOTE: "Satisfactory rate of progress," retention policy, to be treated in Memorandum #2.

We hereby submit the Memorandum to the Council for approval as policy.

Respectfully,



R. E. Thorstensen
Chairman, ASC

RET/ejo
Enclosure

S-U GRADING: POLICY AND INFORMATION MEMORANDUM #1

I. The Symbols "S" and "U"

A. Copy for Undergraduate Bulletin, 1970-1971

Beginning in the fall term, 1969, all grades for freshman students shall be submitted to the Registrar as S ("Satisfactory," credit) or U ("Unsatisfactory," no credit). Beginning in the fall term, 1970, such grading shall be used for all freshmen and sophomores.*

S Satisfactory; credit: That quality of academic performance which the institution expects from its students in order to earn an undergraduate degree. Awarded under the policy described above; also awarded in student teaching and other approved courses.

U Unsatisfactory; no credit: A final grade awarded when the student has not provided evidence which would justify the course grade of S. Awarded under the policy described above; also awarded in student teaching and other approved courses.

B. The Term "Satisfactory"

Many students and faculty members are uncertain about the term "satisfactory." They ask, "Is D work 'satisfactory' or not?" The question may be simple but a proper answer is not.

The Senate-approved policy defines "satisfactory" as "that quality of academic performance which the institution expects from its students in order to earn an undergraduate degree." That means "C" or better.

In an ungraded system it is desirable to avoid grade terms in favor of performance statements. For example, one may consider a student's work in a sequence course "satisfactory" if he is ready for the work of the next course in the sequence. A non-major need not necessarily be required to perform at the level of majors.

The S-U system blocks that convenient harbor of ambiguity, the D grade, which, though not morally "satisfactory" to anybody, was useful. It was a warning that permitted recovery; it eased one out of an unsuitable field; balanced by B's it was creditable toward a degree. Instructors were as deliberative in awarding a D as any other grade, perhaps more so because of its penalty. Accumulated, D's led to probation, even dismissal. The loss of the D option makes it important that communication be clear between instructor and student in the interest of common understanding of standards. The answer, finally, is what it has always been: the instructor's good judgment.

* The choice of symbols is explained in the APPENDIX.

II. Implementation and Interpretation of the Policy

A. Students Affected

1. The S-U grading policy is to apply to all students with fewer than 24 credits, who had no A-E grades from State University, Albany, as of September, 1969. This rule will exclude from the policy the students who matriculated prior to September, 1969, and who have taken work for which they were graded A-E. Though technically freshmen, they will continue to be graded. The rule will include regular and transfer students entering as freshmen in September, 1969; students entering from uncredited training in the E.O.P. program; students who earned (ungraded) credits at the Goethe Institute in summer, 1969; and students awarded A.P. credits.
2. A student on the new grading policy will remain on it until he completes 56 credits and thus enters upon junior status. If a student included under Rule #1 becomes a sophomore in January, 1970, he does not then have a semester of grades (spring, 1970), then a semester of S-U (fall, 1970), before reverting to grades in spring, 1971, as a junior.
3. A student presently enrolled who believes his situation is not covered by these rules should discuss it with an advisor at University College. If he believes he has grounds for appeal from these rules, he may have his case reviewed by the Committee on Academic Standing.

B. Uniformity of Operation

Under this plan there are no options on the part of student or instructor for certain freshmen students in a course to receive traditional (A-E) final grades. The reasons for this strictness are stated in the Report of the Grading Committee, sections IV, #2 and #6.

(If a course is to be put on S-U grading, see II, E, below).

C. Grades for Mixed Classes

Few classes during the 1969-70 year will have freshmen only, and few during 1970-71 will have freshmen and sophomores only; that is, in many classes some students will be on S-U grading and some will not. Where the imbalance is extreme either way, it will be easy enough to grade the minority few, whether they are to receive S-U grades or A-E. Where the division is more even, the beneficial effects of S-U grading will probably be reduced, although the course may benefit from the presence in the class of both kinds of students.

II. D. Reporting Freshmen Grades

A freshman will be identified on the class lists by class year--currently '73. His course grade is to be reported as S or U. The instructor's personal records may consist of grades, papers, memoranda, and/or other evidence, but the Registrar's records will show only S and U--no "secret grades" available later.

E. S-U Grading Sought for a Particular Course

The new policy mandates S-U grading for certain students (freshmen, then freshmen and sophomores), but S-U grades have been used in "student teaching and other approved courses." Such approval is given by the Academic Standing Committee and must be applied for, according to a procedure enacted (as amended) by the Undergraduate Academic Council on December 1, 1969. Copies of this procedure have been sent to all deans, all department chairmen, and the Registrar.

F. Evaluation During the Term

"Evaluation is part of instruction; it should be carried on during a course to the extent and by the means the instructor considers useful. The student should always know how well he is doing and where his strengths and weaknesses lie, even if in terms of conventional grades. The proposal would probably mean fewer such grades during the term and greater emphasis on critical comment directed to the elements of the work being done. But nothing in the proposal would infringe an instructor's freedom to conduct his course as he saw fit." (Report of Grading Committee, IV, 4).

Any instructor who wishes to develop continuously or at any point in a course the distinctions of competency on a five-level scale, A to E, or more with pluses and minuses, or still more on a 100-point scale, is always free to do so. Whatever form evaluations take within a course, the important questions are whether the course as an experience is having maximum educational effect and whether to this end the communication between student and instructor is as clear and fruitful as it can be. The new system is expected to enrich such communication, not impoverish it.

APPENDIX: The Choice of Symbols

The grading proposal enacted by the Senate on October 27, 1969, stated that "the choice of the most convenient symbols" for satisfactory or no-credit grading was to be "determined by the Registrar in consultation with the Academic Standing Committee" ("Report of the ad hoc Committee on Grading," III, 1). Such consultation led to the choice of the letters S-U, which was approved by the Committee on November 20. The reasons for the choice are as follows:

1. The letters S and U are already in use for "graduate seminars, student teaching, and other approved courses" (Undergraduate Bulletin, 1969-70, p. 69). Although the new policy is not by courses but by students (freshmen, then freshmen and sophomores), these letters are available, and they already carry meanings essentially as intended.
2. S and U are initial letters; they are widely used in this country as we would use them and are thus easily understood in discussion and on transcripts, without elaborate explanation.
3. "Satisfactory" and "Unsatisfactory" are a natural semantic pair, like "pass/fail."
4. The ad hoc committee hoped to avoid what is considered the "pejorative and misleading implications" of the symbol U, but such implications are probably unavoidable under any symbol; our definitions of both terms are morally neutral--"S" does not imply praise nor "U" dispraise; and experience will correct misconceptions.
5. Alternatives to S-U are inconvenient, because they involve adding new symbols to the ten or eleven now in use and defining them so as to distinguish them from the S and U now existing. Such efforts do not seem justified. ("N" is unavailable, because it is now in use to signify that a course was offered on a non-credit basis.) To avoid the letter U is more trouble than it's worth.

NOTE: A subsequent memorandum will define "satisfactory rate of progress" under the new system and provide some guidelines for problems of advisement and retention. The first memorandum is intended to serve more immediate issues.

TO: Undergraduate Academic Council
FROM: Committee on Academic Standing
DATE: December 8, 1969
SUBJECT: Procedure for Accepting "S-U" Grading of Particular Courses
(as amended December 1, 1969)

The Undergraduate Academic Regulations provide that S-U grading may be awarded in graduate seminars, student teaching, and other approved courses." (Undergraduate Bulletin, 1969-70, p. 59)

The procedure for the establishment of such "other approved courses" shall be as follows:

- 1) An instructor who wants to grade a course on an S-U basis shall submit his request to his department for review and approval. The department is not to approve such a request pro forma but to ascertain that it is educationally sound, appropriate for that course.
- 2) All courses to be graded on S-U basis must be approved by the Committee on Academic Standing. Any department having recommended such grading for a course should notify the Committee in writing and supply the rationale for using this type of grading. Requests for S-U grading in courses having multiple sections shall be considered as a request for S-U grading in all sections, unless otherwise specified.
- 3) Unless a termination date is specified to the Committee, the S-U basis of grading shall be considered as continuous until action is taken to revise the grading.
- 4) Beginning with the fall, 1970, semester, requests for S-U grading of a course must be submitted to the Committee on Academic Standing at least two months prior to the end of the preceding regular term to make the information available during registration. For the spring term, 1970, the deadline is Friday, January 9.

The above procedure has been established with two purposes in mind. The Committee needs to collect all possible information on S-U grading in order that it may effectively study University policies on grading. It is also necessary that there be a focal point for knowing which courses are being graded on this basis in order that advisers and students can know which courses are so graded and so that the Registrar can process the correct grades.

RHG/ejo

RECOMMENDATIONS TO THE FACULTY SENATE

by the

COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS

November 1969

(December 10, 1969)

In May, 1969, the Senate referred recommendations made by the Faculty-Student Committee on Tenure and the Educational Policies Council to the Council on Promotions and Continuing Appointments for its review and recommendations. The Council was asked to report back to the Senate at the first Senate meeting of the 1969-70 academic year. It was not possible for the Council to comply with this request. The Council's recommendations were reported to the Senate on November 16, 1969 and after brief discussion tabled until the Senate meeting of December 15, 1969 to enable Senators to review the recommendations.

The documents given to the Senate on November 16 were (A) "Reactions of the Council on Promotions and Continuing Appointments to the Recommendations of the Faculty-Student Committee on Tenure" dated November, 1969, and (B) "Reactions of the Council on Promotions and Continuing Appointments to the Recommendations of the Educational Policies Council on Rank Distribution, Tenure, and Salary". Copies of these documents are in appendices A and B of this report. The original report of the Faculty-Student Committee and the original report of the Educational Policies Council are attached as appendices C and D of this report.

The recommendations of the Council on Promotions and Continuing Appointments, if incorporated in the SUNYA Faculty Handbook, would change the Guidelines for 1970-71 to read as indicated below.

SECTION I. CRITERIA

A. Over-all Factors

The criteria for promotions in rank and continuing appointments shall include:

1. teaching;
2. scholarship and/or other creative work;
3. other services to SUNYA or appropriate external organizations.

A candidate for promotion in rank or a continuing appointment should normally, over a period of time, have demonstrated excellence in teaching and scholarship. Services of a truly meaningful nature to SUNYA, or an appropriate external organization, which contribute significantly to the growth, development and goals of SUNYA or such external organization, should be given consideration but should not constitute the sole basis for promotion in rank or a continuing appointment.

B. Teaching

The teaching function, broadly defined, constitutes a central responsibility of SUNYA. Accordingly, teachers of quality and merit should be given full recognition with respect to promotion in rank and continuing appointments.

The quality of teaching is exceedingly difficult to evaluate. Unfortunately, relatively objective and widely accepted measures are not readily available. A meaningful evaluation is nevertheless critical when a recommendation for promotion in rank or a continuing appointment is based heavily on the

teaching function.

TO GUIDE IN EVALUATING TEACHING PERFORMANCE, THERE ARE A NUMBER OF POSSIBLE CONSIDERATIONS WHICH MAY BE USEFUL IN EVALUATING THE QUALITY OF TEACHING, SUCH AS:

1. COURSE ORGANIZATION,
2. COURSE REVISION,
3. JUDGMENT OF COLLEAGUES, AND
4. STUDENT EVALUATIONS.

THE FACULTY ARE URGED TO COOPERATE IN THE EVALUATION OF TEACHING BY STUDENTS AND BY COLLEAGUES.

C. Scholarship and Creative Work

Generally, publication in media of recognized quality in one's field and favorable collegial criticism, both from within and without SUNYA, constitute acceptable evidence of excellence and growth as judged by competent authorities.

An original contribution of a creative nature normally pursued independently of supervision or direction, is equally significant and deserving of recognition as the publication of a scholarly article or book. Indeed, the quality of one's research or other creative work is much more important than the quantity. As a consequence, justifiable evidence of scholarship may be a single outstanding contribution to one's field or a number of lesser but respectable research efforts.

D. Services to SUNYA or External Organizations

In addition to performance of the basic functions of the University, i.e., development of knowledge through teaching and scholarship, some faculty members will make unusual contributions to the well-being and development of the University which should be recognized. SUCH CONTRIBUTIONS MIGHT CONSIST OF NOTEWORTHY PERFORMANCE IN UNIVERSITY AND STUDENT GOVERNANCE, OR UNIQUE CONTRIBUTIONS TO STUDENT AFFAIRS, EXTERNAL PROFESSIONAL ASSOCIATIONS OR THE WIDER COMMUNITY.

SECTION II. PROMOTION IN RANK

A. General

Recommendations and decisions concerning promotions in rank should be based on meritorious achievement using the criteria indicated in Section I above, and others as may be appropriate.

B. Instructor to Assistant Professor

The doctoral degree or its equivalent should normally be required before promotion to Assistant Professor. Satisfactory evidence of good teaching can be an adequate justification for promotion at this level.

C. Assistant Professor to Associate Professor

Under normal circumstances, an individual should not be considered for promotion to Associate Professor until he has served as Assistant Professor for at least four years. This period could include service at SUNYA and elsewhere.

D. Associate Professor to Professor

Under normal circumstances, an individual should not be considered for promotion to Professor until he has served as Associate Professor for at least five years. This period could include service at SUNYA and elsewhere.

E. SALARIES

THE UNIVERSITY SALARY SCHEDULE SHOULD PROVIDE THAT MEAN SALARIES INCREASE WITH RANK, BUT THAT THERE SHOULD BE SOME OVERLAP BETWEEN SALARIES IN ADJACENT RANKS. THE SALARY SCHEDULE SHOULD RECOGNIZE THAT SALARIES FOR GIVEN RANKS ARE AFFECTED BY NATIONAL MARKET CONDITIONS, BUT THAT MINIMUM SALARIES SHOULD BE ESTABLISHED FOR EACH RANK TO THE EXTENT POSSIBLE.

SECTION III. CONTINUING APPOINTMENTS

Recommendations and decisions concerning a continuing appointment should be based on meritorious achievement using the criteria indicated in Section I above, and others as may be appropriate.

CONTINUING APPOINTMENTS SHOULD BE AVAILABLE TO PERSONS OF ANY RANK, ALTHOUGH IT IS NOT NORMALLY REQUESTED OR GRANTED TO ASSISTANT PROFESSORS OR INSTRUCTORS. TENURE CARRIES WITH IT NO COMMITMENT ABOUT FUTURE PROMOTIONS OR SALARY INCREASES. THE GRANTING OF A CONTINUING APPOINTMENT SIGNIFIES A DECISION ON THE PART OF THE INSTITUTION THAT THE UNIVERSITY BELIEVES THAT THE PERMANENT FACULTY NEEDS THE KIND AND LEVEL OF COMPETENCY POSSESSED BY A PARTICULAR INDIVIDUAL.

IN MAKING DECISIONS ABOUT CONTINUING APPOINTMENTS THE DEPARTMENT SHOULD FIRST SATISFY ITSELF THAT THE PERMANENT FACULTY NEEDS STRENGTHENING IN THE AREA OF THE CANDIDATE'S COMPETENCE. SECOND, THE DEPARTMENT SHOULD MAKE SURE THAT THE APPOINTMENT IS ONE OF WHICH ALBANY, AS A MAJOR UNIVERSITY WILL BE PROUD. IT SHOULD BE AN APPOINTMENT THAT MIGHT HAVE BEEN MADE IN A STRONG DEPARTMENT ELSEWHERE. TO IMPLEMENT THIS STANDARD THE DEPARTMENT ORDINARILY SHOULD SOLICIT OPINIONS CONCERNING THE QUALIFICATIONS OF THE CANDIDATE FROM OUTSIDE EXPERTS.

SECTION IV. ADMINISTRATIVE PROCEDURE AND RESPONSIBILITIES

A. Department

1. The department chairman should transmit all recommendations for promotions in rank to the dean of his school or college by November 1. Recommendations for continuing appointments should be transmitted by February 1.

2. In preparing recommendations for promotions in rank, the chairman shall hold a meeting of the departmental members holding the rank equal to or above the rank to which promotion is being considered. The departmental vote should be included in the recommendations to the dean.
3. In preparing recommendations for continuing appointments the chairman shall hold a meeting of all departmental members holding continuing appointments. The departmental vote should be included in the recommendations to the dean.
4. THE DEPARTMENTAL CHAIRMAN SHALL CONSULT NON-TENURED FACULTY MEMBERS AND SHALL GIVE THEM AN OPPORTUNITY TO COMMENT, IN WRITING IF THEY SO DESIRE, ON THEIR COLLEAGUE UNDER CONSIDERATION FOR A CONTINUING APPOINTMENT, PRIOR TO THE MEETING OF THE FACULTY WITH CONTINUING APPOINTMENT. A SUMMARY OF THE VIEWS EXPRESSED BY THE NON-TENURED FACULTY SHALL BE INCLUDED IN THE MATERIAL FORWARDED BY THE DEPARTMENT THROUGH THE REGULAR CHANNELS.
5. THE CHAIRMAN SHALL INFORM A FACULTY MEMBER THAT HE IS TO BE CONSIDERED FOR A CONTINUING APPOINTMENT, AND SHALL GIVE HIM AN OPPORTUNITY TO UPDATE HIS VITA AND TO PROVIDE THE CHAIRMAN WITH ANY INFORMATION THAT MIGHT BE HELPFUL TO THE COMMITTEE ON PROMOTIONS AND CONTINUING APPOINTMENTS.
6. If an individual has held the rank of Assistant Professor for a period of at least 6 years, or the rank of Associate Professor for at least 7 years, and has not previously during this period been given formal consideration for promotion in rank, the department must review the status of the individual involved and submit either a positive or negative recommendation to the dean.
7. ANY FACULTY MEMBER BEING CONSIDERED FOR A CONTINUING APPOINTMENT SHALL NORMALLY BE NOTIFIED OF THE DEPARTMENTAL RECOMMENDATION AT LEAST NINETY DAYS PRIOR TO THE SCHEDULED UNIVERSITY NOTIFICATION DATE OF EMPLOYMENT STATUS (FOR EXAMPLE, DEPARTMENTAL NOTIFICATION BY FEBRUARY 1 IF UNIVERSITY NOTIFICATION DATE IS MAY 1).
8. INITIAL APPOINTMENTS OF NEW FACULTY MEMBERS TO ACADEMIC POSITIONS WITH CONTINUING STATUS (TENURE) MUST BE REVIEWED AND VOTED ON BY MEMBERS OF THE APPOINTING DEPARTMENT HOLDING CONTINUING APPOINTMENT AND BY THE CONTINUING APPOINTMENT COMMITTEE (IF ANY) OF THE SCHOOL OR COLLEGE. THIS VOTE AND THE CHAIRMAN'S RECOMMENDATION SHALL BE TRANSMITTED WITH THE DEAN'S RECOMMENDATION TO THE COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS. THE COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS SHALL TRANSMIT ITS RECOMMENDATION TO THE PRESIDENT FOR HIS CONSIDERATION AND ACTION. THIS PROCEDURE IS THE SAME AS FOR ALL CONTINUING APPOINTMENTS. INITIAL CONTINUING APPOINTMENTS SHALL MEET ESSENTIALLY THE SAME CRITERIA AS THOSE CONSIDERED WHEN ANY PERSON CURRENTLY ON THE FACULTY IS A CANDIDATE FOR A CONTINUING APPOINTMENT.

REGULAR AND SPECIAL MEETINGS OF THE COMMITTEES INVOLVED WILL BE SCHEDULED SO AS TO HANDLE SUCH REQUESTS WITH A MINIMUM OF DELAY.

B. School or College

The Dean of each school or college shall transmit only the positive departmental recommendations, together with his recommendations, to the Council on Promotions and Continuing Appointments, except that all actions arising under Section IV, A, 6, or IV, D must be transmitted to the Council. Recommendations concerning promotions in rank shall be transmitted by December 15, and recommendations concerning continuing appointments shall be transmitted by March 15.

C. Council on Promotions and Continuing Appointments

The Council shall transmit its recommendations to the President. Recommendations for promotions in rank shall be transmitted by February 15, and recommendations concerning continuing appointments shall be transmitted by May 1.

D. Individual Action

Any faculty member acting for himself or on behalf of a colleague, a School or College Dean, or the Vice President for Academic Affairs, shall have the right to request that a department consider the promotion in rank of a faculty member. Such requests must be made to the department chairman by November 15.

An individual making such a request will be expected to provide some substantiation based essentially on the criteria indicated in Section I, above.

When such a request is received the department involved is required to act either affirmatively or negatively in accordance with the procedure indicated in A, above, and to forward its recommendation to the Dean by December 1. The respective Deans shall transmit all actions arising under this subsection D to the Council together with their recommendations by December 15. The Council on Promotions and Continuing Appointments shall act in accordance with the procedure indicated in C, above.

E. Notification to Faculty Member

Upon action by the President, faculty members affected should be informed of promotions in rank decisions by March 15 and of continuing appointment decisions by May 15.

(Appendix A)

REACTIONS OF THE COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS
TO THE RECOMMENDATIONS OF THE EDUCATIONAL POLICIES COUNCIL
ON RANK DISTRIBUTION, TENURE, AND SALARY

November, 1969

The 1969-70 Council on Promotions and Continuing Appointments, after carefully considering the recommendations of the 1968-69 Educational Policies Council and the recommendations of the 1968-69 Council on Promotions and Continuing Appointments, makes these recommendations:

I Rank Distribution

After lengthy discussion, the Council requests additional time for discussion with colleagues before making any recommendations.

II Tenure

The tenure statement should be changed to read:

TENURE SHOULD BE AVAILABLE TO PEOPLE OF ANY RANK, ALTHOUGH IT IS NOT NORMALLY REQUESTED OR GRANTED TO ASSISTANT PROFESSORS OR INSTRUCTORS. TENURE CARRIES WITH IT NO COMMITMENT ABOUT FUTURE PROMOTIONS OR SALARY INCREASES. THE GRANTING OF TENURE SIGNIFIES A DECISION ON THE PART OF THE INSTITUTION THAT THE UNIVERSITY BELIEVES THAT THE PERMANENT FACULTY NEEDS THE KIND AND LEVEL OF COMPETENCY POSSESSED BY A PARTICULAR INDIVIDUAL.

III Salary

The salary statement should be changed to read:

THE UNIVERSITY SALARY SCHEDULE SHOULD PROVIDE THAT MEAN SALARIES INCREASE WITH RANK, BUT THAT THERE SHOULD BE SOME OVERLAP BETWEEN SALARIES IN ADJACENT RANKS. THE SALARY SCHEDULE SHOULD RECOGNIZE THAT SALARIES FOR GIVEN RANKS ARE AFFECTED BY NATIONAL MARKET CONDITIONS, BUT THAT MINIMUM SALARIES SHOULD BE ESTABLISHED FOR EACH RANK TO THE EXTENT POSSIBLE.

(Appendix B)

REACTIONS OF THE COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS

TO THE

RECOMMENDATIONS OF THE FACULTY-STUDENT COMMITTEE ON TENURE

November, 1969

The Council on Promotions and Continuing Appointments, after considering the recommendations of the Faculty-Student Committee on Tenure and the recommendations from the 1968-69 Council, makes the following recommendations:

Item 1 - No change

Item 2 - Delete

Item 3 - The recommended statement in item 3 now reads:

The departmental chairman shall consult his non-tenured faculty members and shall give them an opportunity to comment, in writing if they so desire, on their non-tenured colleagues, prior to the meeting of the tenured faculty. A summary of the views expressed by the non-tenured faculty shall be included in the material forwarded to the dean by the department.

The Council recommends that it be revised to read:

THE DEPARTMENTAL CHAIRMAN SHALL CONSULT HIS NON-TENURED FACULTY MEMBERS AND SHALL GIVE THEM AN OPPORTUNITY TO COMMENT, IN WRITING IF THEY SO DESIRE, ON THEIR NON-TENURED COLLEAGUES, PRIOR TO THE MEETING OF THE TENURED FACULTY. A SUMMARY OF THE VIEWS EXPRESSED BY THE NON-TENURED FACULTY SHALL BE INCLUDED IN THE MATERIAL FORWARDED BY THE DEPARTMENT THROUGH THE REGULAR CHANNELS.

Item 4 - The recommended statement in item 4 now reads:

The chairman shall inform a faculty member that he is to be considered for tenure, and shall give him an opportunity to update his vita sheet and to provide the chairman with any information that might be helpful to the tenure committee. This information shall also be made available to the student committees.

The Council recommends that it be revised to read:

THE CHAIRMAN SHALL INFORM A FACULTY MEMBER THAT HE IS TO BE CONSIDERED FOR A CONTINUING APPOINTMENT, AND SHALL GIVE HIM AN OPPORTUNITY TO UPDATE HIS VITA AND TO PROVIDE THE CHAIRMAN WITH ANY INFORMATION THAT MIGHT BE HELPFUL TO THE TENURE COMMITTEE.

Item 5 - The recommended statement in item 5 now reads:

Any faculty member being considered for tenure shall be notified by February 1 of the departmental recommendation.

The Council recommends that it be revised to read:

ANY FACULTY MEMBER BEING CONSIDERED FOR A CONTINUING APPOINTMENT SHALL NORMALLY BE NOTIFIED OF THE DEPARTMENTAL RECOMMENDATION AT LEAST NINETY DAYS PRIOR TO THE SCHEDULED UNIVERSITY NOTIFICATION DATE OF EMPLOYMENT STATUS (FOR EXAMPLE, DEPARTMENTAL NOTIFICATION BY FEBRUARY 1 IF UNIVERSITY NOTIFICATION DATE IS MAY 1).

Item 6 - No change

Item 7 - The recommended statement in item 7 now reads:

Appointment of a new faculty member with tenure shall be discussed and voted upon at a formal departmental faculty meeting. The criteria shall be the same as those followed when any individual currently on the faculty is being considered for tenure.

The Council recommends that it be revised to read:

INITIAL APPOINTMENTS OF NEW FACULTY MEMBERS TO ACADEMIC POSITIONS WITH CONTINUING STATUS (TENURE) MUST BE REVIEWED AND VOTED ON BY MEMBERS OF THE APPOINTING DEPARTMENT HOLDING CONTINUING APPOINTMENT AND BY THE CONTINUING APPOINTMENT COMMITTEE (IF ANY) OF THE SCHOOL OR COLLEGE. THIS VOTE AND THE CHAIRMAN'S RECOMMENDATION SHALL BE TRANSMITTED WITH THE DEAN'S RECOMMENDATION TO THE COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS. THE COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS SHALL TRANSMIT ITS RECOMMENDATION TO THE PRESIDENT FOR HIS CONSIDERATION AND ACTION. THIS PROCEDURE IS THE SAME AS FOR ALL CONTINUING APPOINTMENTS. INITIAL CONTINUING APPOINTMENTS SHALL MEET ESSENTIALLY THE SAME CRITERIA AS THOSE CONSIDERED WHEN ANY PERSON CURRENTLY ON THE FACULTY IS A CANDIDATE FOR A CONTINUING APPOINTMENT.

REGULAR AND SPECIAL MEETINGS OF THE COMMITTEES INVOLVED WILL BE SCHEDULED SO AS TO HANDLE SUCH REQUESTS WITH A MINIMUM OF DELAY.

Item 8 - Delete item 8 since the revised item 7 already requires this action.

Item 9 - The recommended statement in item 9 now reads:

In making tenure decisions the department should first satisfy itself that the permanent faculty needs strengthening in the area of the candidate's competence. Second, the department should make sure that the appointment is one of which Albany, as a major University will be proud. It should be an appointment that might have been made in a strong department elsewhere. To implement this standard the department should solicit opinions concerning the qualifications of the candidate from outside experts.

The Council recommends that it be revised to read:

IN MAKING TENURE DECISIONS THE DEPARTMENT SHOULD FIRST SATISFY ITSELF THAT THE PERMANENT FACULTY NEEDS STRENGTHENING IN THE AREA OF THE CANDIDATE'S COMPETENCE. SECOND, THE DEPARTMENT SHOULD MAKE SURE THAT THE APPOINTMENT IS ONE OF WHICH ALBANY, AS A MAJOR UNIVERSITY WILL BE PROUD. IT SHOULD BE AN APPOINTMENT THAT MIGHT HAVE BEEN MADE IN A STRONG DEPARTMENT ELSEWHERE. TO IMPLEMENT THIS STANDARD THE DEPARTMENT ORDINARILY SHOULD SOLICIT OPINIONS CONCERNING THE QUALIFICATIONS OF THE CANDIDATE FROM OUTSIDE EXPERTS.

Item 10 - The "suggested statement" concerning evaluation measures in the Faculty Handbook, (p. 36) now reads:

The teaching function, broadly defined, constitutes a central responsibility of SUNYA. Accordingly, teachers of quality and merit should be given full recognition with respect to promotion in rank and continuing appointments.

The quality of teaching is exceedingly difficult to evaluate. Unfortunately, relatively objective and widely accepted measures are not readily available. A meaningful evaluation is nevertheless critical when a recommendation for promotion in rank or a continuing appointment is based heavily on the teaching function. "To guide in evaluating the quality of teaching, there are a number of possible measures, such as: student evaluations, judgment of colleagues, etc."

The Council recommends that it be revised to read:

THE TEACHING FUNCTION, BROADLY DEFINED, CONSTITUTES A CENTRAL RESPONSIBILITY OF SUNYA. ACCORDINGLY, TEACHERS OF QUALITY AND MERIT SHOULD BE GIVEN FULL RECOGNITION WITH RESPECT TO PROMOTION IN RANK AND CONTINUING APPOINTMENTS.

THE QUALITY OF TEACHING IS EXCEEDINGLY DIFFICULT TO EVALUATE. UNFORTUNATELY, RELATIVELY OBJECTIVE AND WIDELY ACCEPTED MEASURES ARE NOT READILY AVAILABLE. A MEANINGFUL EVALUATION IS NEVERTHELESS CRITICAL WHEN A RECOMMENDATION FOR PROMOTION IN RANK OR A CONTINUING APPOINTMENT IS BASED HEAVILY ON THE TEACHING FUNCTION. TO GUIDE IN EVALUATING TEACHING PERFORMANCE, THERE ARE A NUMBER OF POSSIBLE CONSIDERATIONS WHICH MAY BE USEFUL IN EVALUATING THE QUALITY OF TEACHING, SUCH AS:

1. COURSE ORGANIZATION,
2. COURSE REVISION,
3. JUDGMENT OF COLLEAGUES, AND
4. STUDENT EVALUATIONS.

Item 11 - The recommended statement in item 11 now reads:

The faculty are urged to cooperate in the administration of the student questionnaire to evaluate the teaching function, and the Committee recommends such evaluation to the students.

The Council recommends that it be revised to read:

THE FACULTY ARE URGED TO COOPERATE IN THE EVALUATION OF TEACHING BY STUDENTS AND BY COLLEAGUES.

Item 12 - The recommended statement in item 12 now reads:

In evaluating the services performed by faculty members, their involvement in student organizations should be considered. Hence, it is recommended that the last sentence under I-D in Guidelines be replaced by the following: "Such contributions might consist of noteworthy performance in faculty and student governance, or unique contributions to student concerns, external professional associations or the wider community."

The Council recommends that it be revised to read:

IN EVALUATING THE SERVICES PERFORMED BY FACULTY MEMBERS, THEIR INVOLVEMENT IN STUDENT ORGANIZATIONS SHOULD BE CONSIDERED. HENCE, IT IS RECOMMENDED THAT THE LAST SENTENCE UNDER I-D IN GUIDELINES BE REPLACED BY THE FOLLOWING: "SUCH CONTRIBUTIONS MIGHT CONSIST OF NOTEWORTHY PERFORMANCE IN UNIVERSITY AND STUDENT GOVERNANCE, OR UNIQUE CONTRIBUTIONS TO STUDENT AFFAIRS, EXTERNAL PROFESSIONAL ASSOCIATIONS OR THE WIDER COMMUNITY."

(Appendix C)

State University of New York at Albany

REPORT OF THE FACULTY-STUDENT COMMITTEE ON TENURE

Committee

Linda Berdan (student)	Joseph Norton
Hugh Farley	William O'Kain (student)
Webb S. Fiser (chairman)	Irving Sabghir
Francis Hodge	Jay Silverman (student)
Richard Kelly	Peter Van Schaick (student)
Violet Larney	Paul Wheeler
Eugene McLaren	James Winslow (student)
Richard Myren	

* * * * *

BACKGROUND CONSIDERATIONS

The Purpose of Tenure

The fundamental purpose in granting tenure to members of the faculty is to protect their academic freedom. Tenure reduces the effectiveness of pressure from outside groups (such as political, religious and military organizations), and protects the faculty member from the arbitrary or capricious actions of the administration and his colleagues.

The granting of tenure also signifies a decision on the part of the institution that the University believes that the permanent faculty needs the kind of competence possessed by a particular individual. It is also a vote of confidence in the continuing development of the individual and is a judgment that the individual will ultimately merit promotion to full professor in competition with other potential candidates for the same position from within or without the University.

The Relation of Tenure to Rank Distribution and the Salary Program

The number of faculty that can be granted tenure is determined, to a certain extent, by external factors over which the local unit has only limited control. Under guidelines set up by the State Budget Office, \$13,350 is the maximum average salary for faculty on the Albany Campus in 1968-69. In order to attract and hold the best faculty, it is important that Albany rank as high as possible on the scale of average compensation of the American Association of University Professors. It is particularly important that Albany raise its rating for full professor from "B" to "A" and ultimately to "AA". Under the type of budget restriction now in effect and likely to continue, it will be necessary to restrict the percentage of the faculty in the higher ranks if we are to attain a satisfactory salary scale.

One of the basic reasons that the salaries by rank at Albany are lower than they are at the other SUNY University Centers is that the percentage of our faculty in the higher ranks is greater. The table below, taken from the Executive Budget for 1968-69, illustrates the situation:

STATE UNIVERSITY

1967-68 PERCENTAGE DISTRIBUTION OF FACULTY BY RANK

	<u>Pro- fessor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>
University Centers	<u>26</u>	<u>26</u>	<u>30</u>	<u>18</u>
Albany	34	25	28	13
Binghamton	23	28	38	11
Buffalo	26	25	26	23
Stony Brook	21	24	35	20

It should be noted in the table on the preceding page that 59 per cent of the Albany faculty are either professors or associate professors (the ranks usually considered the tenure ranks). The comparable figures for the other University Centers are: Binghamton-51, Buffalo-51, and Stony Brook-45.

Because of the pronounced difference in distribution of ranks Stony Brook has substantially higher average salaries for the upper ranks, although its average salary for all members of the faculty is a bit lower than Albany's. The ranking of Buffalo is also helped greatly by the fact that instructors comprise 23 per cent of their faculty.

One way of illustrating the relationship between rank distribution and salary is to construct a different model of the Albany faculty. Suppose, for example, that we reduced the percentage of the faculty in the higher ranks. The table below indicates the salaries that would have been possible with a different rank distribution while maintaining an overall average of \$13,350.

<u>Rank</u>	<u>Percentage</u>	<u>Salary</u>
Professor	30	\$19,400
Associate Professor	20	13,400
Assistant Professor	30	10,700
Instructor	20	8,200

This distribution of ranks would have enabled Albany to rate "AA" on the AAUP scale of average compensation for instructors, assistant professors and associate professors. It would have raised the rating of full professors to the "A" scale, but still a long distance from the \$23,270 needed for "AA". While the actual salary averages for 1968-69 are not yet available, a good estimate is that the different rank distribution used in the model would leave the salaries of instructors and assistant professors approximately at their present level but raise the salaries of associate professors by \$500 and full professors by \$1,600.

Although other salary and rank models can be constructed, it is nonetheless true that substantial improvement in the average salary for the upper ranks depends in large part upon a substantial reduction in the percentage of the faculty in those ranks.

Another factor influencing the granting of tenure should also be noted. The time which a young teacher expects to spend in the assistant professor and associate professor ranks is probably 5 or 6 years in each rank. If he starts fairly young and proceeds nicely he can look forward to 25 years as a full professor. Consequently, there simply are not enough full professor vacancies to enable every young faculty member to be promoted. However, those who are granted tenure should have an expectation of promotion to full professor within a reasonable time.

The report of The Ad Hoc Committee on Policies and

Procedures on Tenure Appointments at Yale University came to some interesting conclusions concerning the tenure chances of younger faculty:

If the rate of growth of the faculty and the average length of time spent in tenure and non-tenure positions are the same in the future as they have been in the recent past, and if the tenure faculty remains at 51 per cent of the total faculty, then the tenure openings available in any year will number only about two-fifths of the non-tenure faculty coming up for promotion. Moreover, roughly one-third of the present tenure faculty was appointed from outside the University, and if this proportion persists, only two in seven non-tenure faculty members at Yale will be promoted to tenure positions at Yale.

In one respect the tenure outlook for junior faculty at Albany is even more bleak than it is at Yale. That is, if we decide to improve the salary schedule we shall have to reduce the percentage of faculty in the upper ranks, thus reducing the percentage of positions in tenure ranks. To some extent the effect of this situation is offset by the fact that Albany will grow more rapidly than Yale during the years immediately ahead, thus making it possible to increase the number of tenure faculty somewhat as the percentage declines. However, beyond 1975 the Albany faculty will not be increasing very much. Thus to prevent the reduction in the percentage of the faculty in the upper ranks from being excessively painful it should be substantially completed by 1975. It should also be noted that the need to strengthen many departments will require a substantial number of outside senior appointments. The Committee has not tried in any rigorous way to determine the percentage of the junior faculty

that can be given tenure. However, it appears that the number is certainly a great deal less than one-half. Perhaps the Yale estimate of 2 in 7 is not far from the mark.

The factors cited above make it clear that failure to grant tenure to any particular junior faculty member is not necessarily related to his performance. It may simply mean that a balanced program in the department requires the department to use its scarce tenure positions in a different way. Indeed, in some departments we may not be able to afford any increase in the number of tenured faculty.

SUMMARY of COMMITTEE DELIBERATIONS

Student Participation

Student involvement in tenure decisions should result in an improvement of the process. Student opinions, both graduate and undergraduate, would add another important dimension. Student opinions should be particularly valuable in assessing the teaching effectiveness of the faculty. Since evaluation of the teaching ability of the faculty is a very difficult task, systematic information from the students would be a valuable addition to the opinions of department chairmen and the individual's colleagues.

The Committee strongly recommends to the student body that some sort of university-wide evaluation of courses and professors be undertaken. Such evaluation would be useful in decisions

concerning promotion and salary increases as well as in tenure decisions. It would certainly be useful to students in making decisions about which courses to take. It is the opinion of the Committee that one of the best of the alternatives discussed would be a comprehensive questionnaire distributed to students.

Criteria

The Committee discussed the criteria for promotion and tenure and concluded that the present guidelines with some modification are adequate. There was a great deal of discussion about the three criteria of teaching, scholarship and other service. The Committee suggests a rewording of the last of these in its detailed recommendations at the end of this report. In that rewording the Committee sought to emphasize service to the University community and particularly to students.

The Committee concluded that every candidate for tenure must meet the standards established for teaching and scholarship. Even exceptional service to the University cannot compensate for weakness in these categories. However, in choosing between candidates with strong credentials in teaching and scholarship, other service (particularly service to the University) should be given full weight.

Specific Recommendations

The Committee decided not to attempt to rewrite the Guidelines on Promotion and Continuing Appointment, since its charge only extended to tenure. We believe that the rewriting of the Guidelines should be done by the Council on Promotions and Continuing Appointment. In the opinion of the Committee a number of the proposals on tenure also merit consideration in promotion decisions.

In addition to providing for student participation, the Committee has made a number of proposals designed to improve the process. No procedure can guarantee that every decision will be either correct or just. Yet the quality and fairness of the decision depends in some measure on the procedure. The Committee believes that the changes proposed will help protect the individual from arbitrary or prejudiced action and improve the quality of the decisions.

The following specific recommendations are made by the Committee:

1. There shall be a committee of students within each Division of the College of Arts and Sciences and within each other School to consider the qualifications of each faculty member who is up for tenure. Each committee shall consist of both undergraduate and graduate students; an undergraduate committee member must have been a full-time student at SUNYA for at least one year. The students will establish their own criteria and procedures, but shall specify them at the time that they send their written recommendations to the department for the consideration of the department in its deliberations. It is expected that the student committee will consult at least a representative sampling of students before making its recommendations. The student recommendations shall be forwarded to each level, along with the departmental recommendations.
2. Four students shall be selected to be members of the Council on Promotions and Continuing Appointments. The student members shall be drawn from the membership of the division or school student committees on tenure, and shall include both undergraduate and graduate students.
3. The departmental chairman shall consult his non-tenured faculty members and shall give them an opportunity to comment, in writing if they so desire, on their non-tenured colleagues, prior to the meeting of the tenured faculty. A summary of the views expressed by the non-tenured faculty shall be included in the material forwarded to the dean by the department.
4. The chairman shall inform a faculty member that he is to be considered for tenure, and shall give him an opportunity to update his vita sheet and to provide the chairman with any information that might be helpful to the tenure committee. This information shall also be made available to the student committees.
5. Any faculty member being considered for tenure shall be notified by February 1 of the departmental recommendation.
6. A faculty member who has not been recommended for tenure by his department may request to have his record reviewed at the higher levels, in which case his record shall be forwarded in the same manner as are the positive recommendations.

7. Appointment of a new faculty member with tenure shall be discussed and voted upon at a formal departmental faculty meeting. The criteria shall be the same as those followed when any individual currently on the faculty is being considered for tenure.
8. The President shall give prior approval of an offer of tenure to a new faculty member before the offer is made by the department chairman.
9. In making tenure decisions the department should first satisfy itself that the permanent faculty needs strengthening in the area of the candidate's competence. Second, the department should make sure that the appointment is one of which Albany, as a major University will be proud. It should be an appointment that might have been made in a strong department elsewhere. To implement this standard the department should solicit opinions concerning the qualifications of the candidate from outside experts.
10. In the present Guidelines there are listed eight possible measures for evaluating the quality of teaching of a faculty member. There is some question as to the wisdom of employing some of these measures, such as numbers 2, 3, 6, and 8. It is recommended that this list be replaced by a single sentence, to be adjoined to the paragraph preceding it on page 2 of the Guidelines. A suggested statement is the following: "To guide in evaluating the quality of teaching, there are a number of possible measures, such as: student evaluations, judgment of colleagues, etc."
11. The faculty are urged to cooperate in the administration of the student questionnaire to evaluate the teaching function, and the Committee recommends such evaluation to the students.
12. In evaluating the services performed by faculty members, their involvement in student organizations should be considered. Hence, it is recommended that the last sentence under I-D in Guidelines be replaced by the following: "Such contributions might consist of noteworthy performance in faculty and student governance, or unique contributions to student concerns, external professional associations or the wider community."

Recommendations of the Educational Policies Council on
Rank Distribution, Tenure and Salary

I. Rank Distribution

The Educational Policies Council supports the recommendation of the Arts and Sciences Council Ad Hoc Sub-Committee:

"That SUNY-Albany adopt, as a working but not inflexible model, a rank distribution of 40% professors, 20% associate professors, 30% assistant professors, and 10% instructors."

The Council believes that this rank distribution not only brings SUNY-Albany in line with the major universities in the nation, but it also offers the opportunity to establish an atmosphere that will encourage the best kinds of faculty to come and remain at the University. The 40-20-30-10 distribution has the merit of offering the best junior members on the faculty an opportunity for advancement to higher ranks.

II. Tenure

Tenure should be available to people of any rank, although it is not normally requested or granted to instructors. Tenure carried with it no commitment about future promotion or salary increases. The granting of tenure signifies a decision on the part of the institution that the University believes that the permanent faculty needs the kind and level of competency possessed by a particular individual.

III. Salary

The University salary schedule should provide that mean salaries increase with rank, but that there should be some overlap between salaries in adjacent ranks. The salary schedule should recognize that salaries for given ranks are affected by national market conditions.

A motion to accept these recommendations was passed unanimously with one abstention. The Council asked the chairman to transmit these recommendations to the Senate for its action June 2, 1969.

Committee on University Governance

Statement of Working Assumptions

The Executive Committee of the Senate established a Committee on University Governance to study and make recommendations in that area. The charge to the Committee suggested that their agenda should include, but not be limited to, the following topics:

- a. Apportioning of all groups and councils to reflect appropriate constituencies and primacies of interest.
- b. The governance of the constituent groups with special reference to the apparent lack of by-laws for the Schools, Colleges, and the graduate student body.
- c. The relationships of the various governance documents of the constituent groups with special attention to the locus of authority and the levels of decision making.
- d. The effect of the administrative reorganization of the University on its governance.
- e. Student and faculty representation or liaison to the University Council.
- f. Student and faculty participation in the larger matters of educational policy (new programs, schools, etc.) and budget (priorities).
- g. The adjudicating mechanisms in University governance.
- h. Provision for University-wide referendums.
- i. The application of State Education Law and State University of New York Board of Trustees Policies on contemplated revisions to forms of University governance.

After very preliminary discussions of those and related topics, the Committee has concluded that any recommendations in the area of University governance must proceed on the basis of certain general assumptions. And we have therefore deemed it both necessary and appropriate that we consult with the members of the University at this stage in our proceedings to see if we are on the right track.

The Committee on University Governance is desirous of eliciting the Community's reaction to the assumptions we have made. We have therefore scheduled a series of open meetings to consult with interested people on this campus.

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The Committee on University Governance is desirous of eliciting the Community's reaction to the assumptions we have made. We have therefore scheduled a series of open meetings to consult with interested people on this campus.

1. Tuesday, December 9, 1969--3-5 p.m., Lecture Center 21.
2. Tuesday, December 9, 1969--7-9, Lecture Center 21.
3. Tuesday, December 16, 1969--3-5 p.m., Sayles Hall Lounge.

While those meetings will be open to any interested person, it may be beneficial to all concerned for those individuals or groups wishing to present their views to prepare a statement beforehand. And those individuals or groups who wish to arrange a specific time for discussing their ideas on University governance with the Committee should contact the chairman, M. Edelman: 472-6297.

Committee on University Governance: S. Chesin
 T. Mathias
 R. Morris
 W. Perlmutter
 R. Tibbetts
 M. Edelman, Chairman

The Committee thinks it desirable that all of the structures and mechanisms of University Governance be framed in accordance with the following general assumptions:

1. All members of the University community should have direct representation in the all-University governing body (e.g., Senate).
2. Membership in the University community is best seen in terms of three constituent groupings: students, faculty and staff.
 - a. Students should be defined as including all people taking course work at this campus.
 - b. Faculty should be defined as including teaching faculty, non-teaching faculty and resource personnel, and administrative and managerial personnel.
 - c. Staff should be defined as including office, maintenance and operation and plant management personnel.
3. The activities of University-wide concern should be seen as embracing:
 - a. academic affairs
 - b. research
 - c. educational resources
 - d. educational planning and policies
 - e. institutional services and programs

All constituent groups have an interest in these activities and they therefore are properly the concern of an all-University governing body.

4. Activities of concern to particular groups within the community should be seen as embracing:

- f. student activities and personnel policies
- g. faculty activities and personnel policies
- h. staff activities and personnel policies

Students, faculty and staff should be encouraged to create their own structures for handling their own affairs.

5. When the activities described in 4 above impinge upon the concerns reflected in 3 above, this becomes a matter of potential University-wide concern. The all-University governing body may therefore wish to set policy guidelines.

6. As a general working principle, however, the Committee feels that policy should be determined at the lowest possible level in order to maximize full participation.

STATE UNIVERSITY OF NEW YORK AT ALBANY

MEMORANDUM

To: The Faculty

From: Executive Committee,
Faculty Senate

Subject: Proposal to Change Grading System

Attached is the Report of the Undergraduate Academic Council which includes a proposal to change the grading system. This proposal will be debated at the next meeting of the Senate on October 27, 1969. In order that Senate members may be aware of faculty opinion on this matter, would you please express your approval or disapproval of the proposal in the space provided below and return it to Bette Herzog, Administration 246, by Wednesday, October 22, 1969. If you have comments you wish to express contact a member of the Senate. Specific questions should be directed to John Aronson (Chemistry), Chairman of the Undergraduate Academic Council.

I am in favor of the proposal _____

I am not in favor of the proposal _____

10/14/69

To: Senate of the State University of New York at Albany

Resolution
Proposed by:

Jack Schwartz and John Reilly

A. As members of an institution of values that contribute to building human community, students and faculty inevitably find their individual and political positions related to their lives in an educational community. The University, in addition to being a home of academic education is also obligated to instill a sense of moral conscience and the exploration of values in its members, as well as promoting good citizenship, political consciousness, and the ability to judge the legitimacy of governmental authority.

B. Therefore, we, the Senate of the State University of New York at Albany, hereby condemn the past and present policies of the United States in the region of Southeast Asia, and in particular, the nation of Vietnam. We denounce the immoral violations of international peace and the unjust interference with the Vietnamese people's right to self-determination.

C. The Senate body is obligated toward such an action, in its capacity as the major representative body and the appropriate channel of expression for the views of both students and faculty in the University community.

12/10/69

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: University Senators
From: Allan A. Kuusisto

There will be an informal meeting of the members of the Senate on Monday, January 12, 1970 at 3:30 p.m. in Room 256 of the Social Science Building.

The purpose of this meeting is to discuss matters concerning the manner in which the Senate is to conduct its business.

Allan A. Kuusisto

Allan A. Kuusisto

AAK/sla
1/6/70

RECEIVED

JAN 9 1970

DEPARTMENT OF HISTORY
S.U.N.Y. - ALBANY

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: University Senators

From: Allan A. Kuusisto

The next meeting of the Senate will be held on Monday, January 19, 1970, at 3:00 p.m. in the Theatre Building Basement room B-68. Please bring with you the materials sent to you for the Senate meeting of December 15, 1969.

AGENDA

- I. Resolution on the war in Vietnam
- II. Old Business
 1. Council reports
 2. Report of Ad Hoc Consultation Guidelines Committee
 3. Resolution on West Podium Construction
 4. Any other business
- III. New Business
 1. Report of University Governance Committee
 2. Council reports
 3. Any other business

AK/sla
1/14/70

SENATE OF THE STATE UNIVERSITY OF NEW YORK AT ALBANY

Minutes of Meeting

January 19, 1970

The meeting, announced for 3:00 p.m., was called to order at 3:40 when the arrival of the sixtieth Senator constituted a quorum, in Room B68 of the Performing Arts Center.

Approval of the minutes of the meeting of December 15 was moved. Certain typographical errors in the copies distributed were noted. A motion to delete the final paragraph was defeated by a vote of 26 to 19. The minutes were approved as corrected.

Senator Reilly moved and Senator Schwartz seconded a motion that the resolution previously submitted by them be approved.

An immediate motion of the previous question was defeated.

Senator Saturno argued against and Senator Kamp for the approval of the resolution.

Senator Kendall moved that her consideration of this motion be postponed indefinitely. She further proposed that if her motion carried, she would suggest the taking of a referendum so that the entire University community might make known its sentiments. In opposition, Senator Reilly argued that such a referendum would undoubtedly show students and faculty opposed to the continuation of the war, but that it was essential that the institution itself should go on record as living up to its moral and social responsibilities.

Senator Tedeschi asserted that other social and moral issues were equally worthy of the Senate's attention. A point of order was raised that the Senator's arguments did not pertain to the Kendall motion. The Presiding Officer, claiming the privilege of leniency, declined to declare the speaker out of order. On appeal to the Senate, the chair's ruling was upheld. Senator Tedeschi concluded saying that the true issue was whether or not the Senate was to become a political body and asked that the debate be focused on this issue.

The previous question was moved by Senator Eson with an appeal that the resolution be passed so that the Senate could get on with its business.

Someone in the gallery objected to the presence of a photographer and it was moved and seconded that the taking of pictures be prohibited. Senator O'Reilly suggested that this was a matter to be considered by the Executive Committee, and the President explained that a member of his staff was taking pictures for University publicity purposes. The motion was defeated. There was then near unanimous approval of the motion of the previous question.

The vote on the motion to postpone indefinitely was 28 to 28. The vote did not change on recount and the motion, therefore, did not carry.

A motion of the previous question on the Reilly-Schwartz resolution did not carry.

Senator Donovan moved that the three paragraphs of the resolution be considered separately and that paragraph C be considered first. This motion, after seconding, carried by a vote of 37 to 12.

There was a brief discussion of changes in the language of paragraph C needed to make it self-contained. It was suggested that the words "to take stands on social and political issues" be substituted for "toward such an action."

Senator Reilly moved that members of the gallery be permitted to take part in the debate. The motion was defeated by 29 to 14.

Someone noted that since several Senators had departed there was no longer a quorum present. A first count by the Secretary resulted in uncertainty as to whether there were 59 or 60 Senators present. Senator Schwartz announced that he was leaving. There no longer being a quorum, the chair stated that the rules of parliamentary procedure called for the remaining group to express its will regarding the next meeting date and to move a formal adjournment. The chair then indicated that under the by-laws of the Senate and Executive Committee would have to carry out the duties of the Senate with regard to urgent business, as is stated in the Faculty By-Laws, Article II, Section 5.34:

"The Executive Committee shall have the following duty: to act for the Senate on urgent matters at such times as it is clearly impractical or impossible to convene the Senate. Such actions shall be reported to the next Senate meeting for review"
(Faculty Handbook, 1969-70, P. 14).

A motion to adjourn calling upon the Executive Committee to convene the Senate at the earliest practicable date following the intersession recess was adopted at 5:35 p.m.

Respectfully submitted,

Virgil B. Zimmerman
Secretary



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

EXECUTIVE COMMITTEE REPORT

For action:

1. The Executive Committee recommends the acceptance of the following graduate student to the Educational Policy Council:

Steven Hyatt
Department of Biological Sciences

2. In order to fill the vacancies created on the University Governance Committee by the resignation of Professor Tibbetts and Dean Morris, the Executive Committee recommends the approval of the following nominees:

Dean Warren Haynes (School of Business)
Professor Harold Story (Physics)

For information:

1. President Kuusisto reported that the State University has agreed to accept 10,000 additional students in the Fall 1970, and that the Governor would ask for 18 million dollars to finance the expanded enrollment. It is believed that if the legislature accepts the increase in State aid to community colleges from 33 1/3% to 40% proposed by the Governor, that most of the student increase will be absorbed by the community colleges.

2. The Executive Committee discussed the need for clarification of the procedures for introduction of new centers. It was felt that the Educational Policy Council would review these proposals with respect to budget considerations and an appropriate Council would then consider the proposal with respect to its program. The proposal would be presented to the Senate for action or information depending on the nature of the Center proposed.

Respectfully submitted,

Alfred P. Finkelstein

UNDERGRADUATE ACADEMIC COUNCIL
For the Period December 9, 1969 - January 5, 1970

For Action:

1. The UAC proposes that the departmental B. A. program in Comparative Literature, a completely new undergraduate program in an academic area in which SUNYA currently grants an M. S., be approved for immediate implementation. The program and supplemental information is attached.

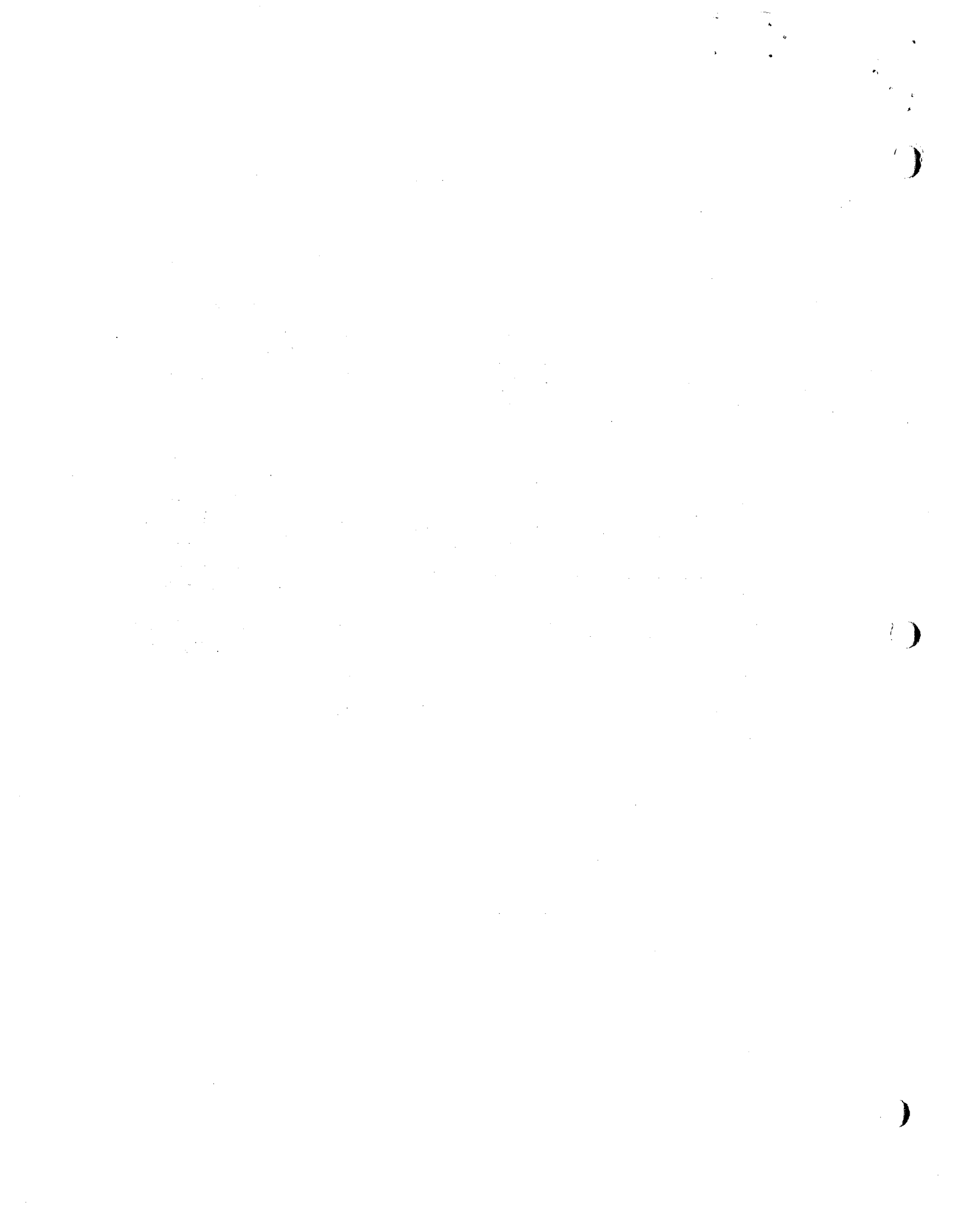
For Information:

1. S-U GRADING: POLICY AND INFORMATION MEMORANDUM # 2 is to be discussed in a special UAC meeting on Tuesday, January 13, and will hopefully be distributed at the January 19 Senate meeting. This memorandum will deal with the question "What is unsatisfactory progress under an S-U grading system?"
2. An ad hoc committee met with the General College Planning Group. The UAC plans to consider the latest draft of the General College proposal at the UAC meeting on Tuesday, February 3.

Respectfully submitted,

John N. Aronson

JNA/jg



Proposal for a departmental B. A. program in Comparative Literature

Rationale. The discipline of Comparative Literature attempts to transcend traditional academic barriers between national literatures and between literature and related fields in the arts and sciences. It therefore presupposes on the part of the student a facility in foreign languages, a background in the humanities, and an understanding of literary theory--prerequisites often thought to justify Comparative Literature only as a graduate discipline. It is for this reason that the Department up to now has offered only the M. A. degree: Comparative Literature seemed inaccessible on the undergraduate level at SUNYA under the restrictions imposed by the traditional B. A. degree program. With the announcement of the new departmental degree pattern in the report "New Patterns of Undergraduate Education," the Department set about immediately last September, after careful study of curricula at U. S. colleges and universities with a reputation for excellence in Comparative Literature, to draw up this proposal with the hope that it might receive early approval and that the new degree could be announced for September, 1969. It must be clearly understood that the degree here proposed is this department's first and only undergraduate degree, and as such it is of basic importance to the department's future effectiveness.

The report "New Patterns of Undergraduate Education" suggests that the approaches of departments to the four-year program may differ quite radically. Because of the complex and special nature of Comparative Literature as a discipline, this department is proposing a "well-defined pattern", to cite the phraseology of the report. Within the structured program here proposed, we hope to give the student the foundation of the broad background, the skills in foreign languages, and the sensitivity to literature which are the comparatist's stock-in-trade. Hence the courses the student may take outside the Department of Comparative Literature are as integral a part of the major as are those taken within the Department, and they must fit into a meaningful pattern. At the same time there is a high degree of flexibility so that the student may pursue his own interests. His initial choice of subject areas is almost unlimited.

A four-year undergraduate departmental major will provide the opportunity to develop not only the knowledge of two national literatures, with a large part of the readings in the original languages, it will also provide the foundation of a methodology which treats literary genres, literary movements, and special topics from an international perspective. The undergraduate major in Comparative Literature envisages a choice of goals for the creative student. Many of the candidates will go on to graduate work and a teaching career. We expect,

for example, that the M. A. degree in Comparative Literature will increasingly be the degree for those planning to teach literature and humanities at two-year colleges, as it combines a solid training in literary methods with a certain range and versatility in the growing area of world literature in translation. Superior students will go on to the Ph. D. degree. Such a degree is planned by this Department for 1971.

Library resources. There will be no additional library funds required by the implementation of a B. A. degree in Comparative Literature. This Department already offers the M. A. degree so that library holdings are adequate in the area of journals and specialized studies. The Departments of Classics, English, Romance Languages, and Germanic and Slavic Languages have undergraduate and graduate programs for which library funds are already allocated. Library holdings in these national literatures, in which the undergraduate in Comparative Literature will do most of his reading, will also be sufficient for this program.

Admission to program. Students will be admitted to the program on an individual basis, on the recommendation of the undergraduate adviser of the department and with the approval of the departmental chairman. Incoming freshmen should demonstrate proficiency in pre-

ferably two foreign languages. If one foreign language is offered, the student should have a proficiency equivalent to four years of study on the high school level. Placement and proficiency tests will be administered wherever indicated. Transfer students will be considered for admission to the program if their previous work is of the quality and the type assimilable to the degree pattern outlined in the following section.

Outline of course requirements. A total of 120 hours minimum of undergraduate work will be required for the B. A. in Comparative Literature. A typical distribution might be as follows, with all courses related and relevant to the areas of concentration:

1. 36 hours in supporting liberal arts and sciences:
 - (a) 15 hours in the humanities
 - (b) 15 hours in the social sciences
 - (c) 6 hours in the natural sciences and mathematics
2. 12 hours in foreign language study

(Students must also complete any university requirements in physical education.)
3. 36 hours in national literatures:
 - (a) 18 hours in a foreign literature at the survey course level or above
 - (b) 18 hours in a second literature, foreign or English, at the survey course level or above

4. 12 hours in a related discipline
5. 24 hours in Comparative Literature at the 300 level or above, including the year sequence in literary criticism (CWL 335a and CWL 335b). Courses should follow a meaningful pattern and should include at least one period, one genre, and one special topic course.

Other requirements. In addition to the course work, the candidate is required:

- (a) to complete a departmental reading list of significant works of literature ranging from the earliest times to the present.
- (b) to write a senior essay, to be completed in conjunction with the student's independent study of a special topic. A maximum of nine hours of the 24 hours in Comparative Literature may be allotted to independent study.
- (c) to pass a written and oral comprehensive examination towards the end of the senior year on literary terminology, techniques, and history, as well as on his own synthesis of subject matter included in courses and in his independent reading.

Advisement in the freshman and sophomore years. The chairman of the Department will appoint a specifically identified undergraduate adviser, who will be responsible for initial planning of the student's program and for continuous advisement during the freshman and sophomore years, with such help from departmental colleagues as may be required. Within the guidelines established for the degree, the adviser will assist the student in selecting a program arranged according to his particular interests and qualifications, and submit

it to the departmental chairman for his approval. All programs will be arranged in a progression from general studies in the freshman year to the independent study of special topics in the senior year, with the sophomore and junior years given over primarily to courses in national literatures.

Advisement in the junior and senior years. At the end of the sophomore year, the undergraduate departmental adviser, after consultation with the chairman and the other members of the department, will reassign students to individual colleagues, according to the student's area or areas of interest.

Independent study and the senior essay. Individual faculty members will be responsible for the independent study and the senior essay of each student assigned to them.

Comprehensive examination. A review committee made up of the departmental chairman, the undergraduate adviser, and at least one other faculty member will draw up the comprehensive examination and give approval to the senior essay.

Roster of faculty to be directly involved in the new B. A. program:

(A) Full-time Comparative Literature Faculty:

Odenkirchen, Carl J., Professor of Comparative Literature and Romance Languages and Literatures and Chairman of the Department. Ph. D., University of North Carolina

Peabody, H. Berkley, Professor of Comparative Literature and Classics. Ph. D., Harvard University

Ward, Patricia A., Assistant Professor of Comparative Literature and French. Ph. D., University of Wisconsin

(One additional full professorship remains unfilled this year because of a last-minute resignation this past spring.)

(B) Adjunct faculty from other literature departments, teaching one or more courses for Comparative Literature:

Barnard, Sylvia Assistant Professor of Classics. Ph. D., Yale University

Pohlsander, Hans Associate Professor of Classics and Comparative Literature. Ph. D., University of Michigan

Prakken, Donald Professor of Classics. Ph. D., Columbia University

Rimanelli, Giose Professor of Romance Languages. Laurea in Letters, University of Rome

Wolkonsky, Catherine Professor of Russian and Comparative Literature. M. A., Middlebury College

In addition to these faculty members teaching in specialized areas of Comparative Literature, the larger part of the student's program will be taken from a wide spectrum of faculty in the other literature departments: Classics, English, Germanic and Slavic, Romance Languages and Literatures, Theatre.

The first part of the document discusses the importance of maintaining accurate records.

It is essential to ensure that all data is properly documented and stored.

The following table provides a summary of the key findings from the study.

The results indicate that there is a significant correlation between the variables studied.

Further analysis is required to determine the exact nature of this relationship.

The data suggests that the proposed model is a viable option for implementation.

It is recommended that the findings be used to inform future research.

The study concludes that the current approach is effective and efficient.

The authors express their gratitude to the funding agencies for their support.

The document is intended to provide a comprehensive overview of the project.

The information presented here is based on the most current data available.

The authors hope that this document will be helpful to all interested parties.

The project was completed on schedule and within budget.

The final report will be available for review in the near future.

GRADUATE ACADEMIC COUNCIL
For the Period December 1 - 31, 1969

For information:

The Graduate Academic Council met two times this month.

1. The Council met with the Chairman and representatives of the Department of History and Systematics of Science who presented and discussed M. A. and Ph. D. programs proposed in that field.
2. The Council met with the Dean and representatives of the faculty of the School of Library Science who presented and discussed a proposed Ph. D. program in Library Science.
3. The Council approved a Ph. D. program in Philosophy. It will be reported for action in February.
4. The Council approved a master's program in Geography. It is reported for action below.
5. The Council acted to admit 9 graduate students to candidacy for the Ed. D. and 5 to candidacy for the Ph. D.
6. The Council acted to recommend two doctoral candidates to their respective faculties for the Ph. D., one in political science and one in psychology.

For action:

The Council voted to recommend to the Senate the approval of a graduate program in Geography leading to the degree of Master of Arts beginning June 15, 1970.

Charles T. O'Reilly, Chairman

* * * * *

COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS
For the Period December 1 - 31, 1969

The Council is meeting as often as possible to continue its work.

Charles T. O'Reilly, Chairman

State University of New York at Albany

Report of Library Council of Senate
Meeting of January 8, 1970

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

1. Budget Planning. Letters on the library budgets for 1969-70 and 1970-71 will be distributed to deans, department chairmen, and faculty library liaison officers. The Bibliographers will contact departments and solicit information on academic programs and sponsored research requiring library support in 1970-71 and 1971-72. In addition, a five-year projection on library needs will be requested from departments.
2. Fine Schedule. The "Position on Library Fine Schedule" submitted to Central Council was discussed. The consensus was that delayed return of books and stealing of materials are separate matters. A fine schedule is intended to promote the prompt return of borrowed materials and not to deal with the problem of losses.

The Library Council approved the following motion:

The Director of Libraries working with the Community Relations Office prepare a statement to inform the university community on the fine schedule; that the Library provide information relating to theft of materials, especially as regards security measures; and representatives of the student body be asked to confer with the Library Council on the problem of stealing.

3. Departmental Libraries. Significant articles relating to departmental libraries are contained in the October, 1969 issue of Library Trends.
4. Inter-relationship of Computing Center, Center for Educational Communication, and University Library. The chairman was asked to suggest to the Executive Committee of the Senate that consideration be given to the formation of Councils for the Computing Center and Center for Educational Communication.

Respectfully submitted,

Werner Baum	Francine Frank
Denise Botto	Charles O'Reilly
Frances Colby	Murray Phillips
Earl Droessler	Donald Stauffer
Edoho Edoho	Anita Thayer
Morrison Haviland, Chairman	

COUNCIL ON RESEARCH REPORT TO THE FACULTY SENATE

Since its last report to the Senate, the Council held its second meeting on November 10, 1969, a third meeting on December 11, 1969, and a fourth meeting on January 8, 1970. Highlights of the three meetings are:

- 1) A communication to the Senate regarding a proposal to establish a SUNYA Center for Higher Education which states:

"That the Council on Research advise the Senate of its deep concern about two aspects of research on higher education that SUNYA has some commitment to undertake. The first of these, and urgently needed on this campus, is introspective research into the administrative and procedural policies in SUNYA that affect the quantity and quality of scholarly research and the quality and effectiveness of teaching. This research should be carried out as part of a continuing program, properly staffed and funded, and charged with identifying conditions that bear on the effectiveness of programs of research and teaching, with identifying channels through which adjustments to these conditions should be made, and with making the appropriate recommendation through these channels.

The second aspect of research on higher education for which SUNYA should feel a commitment is the advancement of knowledge on broad problems of higher education, such as administrative procedures and practices, relationships between faculty and students and between town and gown, education in the ghettos, patterns of education in urban and rural communities, educational needs of minority groups, and so on. Research goals such as these are often identified as the prerogatives of certain departments. But many problems of these kinds are better attacked in a research center where a multi-disciplinary approach may be made to them without the constraints normally imposed by departmental organization. Therefore, SUNYA should create a center for research on higher education. But, in doing so it should be certain that the objectives of the center are appropriately formulated, and that priorities for its establishment are assigned with due regard to existing and anticipated obligations of SUNYA.

The Council intends, as a matter of priority, to keep these two problem areas under active consideration with the clear intention of encouraging and precipitating SUNYA action aimed at the solution of the two problems."

- 2) Consideration of what to do about a statement of policy on research on this campus. There was agreement that such a statement was needed and would be useful, and the Council has under review a preliminary draft.
- 3) The Council welcomed the participation of its first two student members.
- 4) Advice to the Vice President for Research that if the funds can be found, SUNYA should offer some financial support to the 24 faculty members who received a "supportable but not funded" letter from the University Awards Committee.
- 5) Advice to the Vice President for Research that he should continue to press for a special SUNY program and funds (about \$50,000 to \$100,000 per year) for student fellowships (summer salary) and student grants-in-aid. The program most probably would be managed under the University Awards Committee.

Earl G. Droessler, Chairman

13 January 1970

Council on Research Members:

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

CENTRAL COUNCIL

State University of New York at Albany

POSITION ON LIBRARY FINE SCHEDULE

December 11, 1969

Introduced by: Michael Lampert and Jean Turner

It is hereby proposed that the following be enacted:

- I. that Central Council petitions Dr. Kuusisto, Dr. O'Reilly, and the University Senate to withhold approval of the new library fine schedule for the Spring Semester, 1970.
- II. that Dr. Kuusisto, Dr. O'Reilly and the University Senate are petitioned to investigate the reasons for the new schedule of book fines.
- III. that Dr. Kuusisto, Dr. O'Reilly and the University Senate are petitioned to make a new effort to gather student opinion on this matter, in accordance with Bill 6970-47 of this Council.
- IV. that based on the above findings, and the rationale of this bill, Dr. Kuusisto, Dr. O'Reilly, and the University Senate reconsider the library fine schedule.
- V. that copies of this bill be sent to Dr. Kuusisto, Dr. O'Reilly, to each member of the University Senate and to each member of the Library Council of the University Senate.
- VI. that this bill take effect immediately.

RATIONALE

The reason for number (II) above is that the approach of the fine is wrong. The problem is not overdue books, it is stolen books. The new fines, if anything will make stealing more profitable.

Alternative solutions ought to be considered. The placing of magnetic strips in the bindings of all books is one possible alternative. There are others, the poorest of which is probably increasing fines. The effect of the bill is to ask the Library Council to justify its stand and show it is paying attention to the problem of stealing.

The justification for part (III) above lies in the fact that the only undergraduate involvement I have heard of in this decision was one person on Library Council, and the student University Senators, many of whom voted against the fines.

DEPARTMENT OF GEOGRAPHY
COLLEGE OF ARTS AND SCIENCES
STATE UNIVERSITY OF NEW YORK AT ALBANY

A MASTER'S DEGREE PROGRAM IN GEOGRAPHY

Submitted by: Department of Geography

INTRODUCTION

At this time, as students cry out for and indeed demand relevancy in their university experience, the members of the Department of Geography are prepared to offer a graduate program of study which should fulfill the needs of a significant segment of the student body of SUNYA. The program that follows in these pages is, it is felt, very relevant to the times and to those people (our students) who will be sharing in the molding of the future environment, both cultural and physical, in which we will live.

Geographers in recent years have increasingly turned their attention to three areas of study, each of which relate to one of the most important problems of our times. One of these areas of study is regional studies, particularly of the so called underdeveloped world (but not only of the underdeveloped world, for are not the experiences, successes and failures of the so called developed countries of importance to the growth patterns of the rest of the earth). Such regional studies are of course somewhat traditional to geographers, though today geographers are less content to describe and to "understand" than they once were. Modern geographers are oriented to problem solving - to overcoming the obstacles to more complete economic, social and political development. One such geographer is Gilbert F. White of the University of Chicago who has made many contributions toward plans for overcoming water shortage in many parts of the African continent.

A second area of study of increasing concern to the geographic profession is the urban sphere. Probably more graduating geographers with Ph.D. or master's degrees have research interests and capabilities in urban geography than in any other subfield of geography. These geographers may be said to be interested in urban flow, urban systems, and the urban fabric - in urban transportation, the relationship between different sections of the cities and between man and the social and physical environment in which he often seems confined. Many of these men and women with graduate geographical training become urban and regional planners. That such an area of study is vibrant and of increasing concern is attested to by the fact that urban geographic studies provide a significant core of instruction at most of the leading graduate geography departments at many distinguished universities - including Syracuse University and Clark University in the east and farther removed the University of Chicago and Northwestern University, the University of California (particularly at Berkeley and Los Angeles), the University of Washington, and the University of North Carolina (this list is not meant to be exhaustive). Though geographical urban studies have been most prominent in the United States, Canada, eastern Europe, and Australia accelerating rates of urbanization in the heretofore largely rural and underdeveloped areas of Latin America, Africa, and Asia portend the need for such study in these latter areas which contain two-thirds of the earth's population.

A third area of study of particular concern to geographers today is the field of resources, both physical and human, their identification and subsequent utilization for the benefit of mankind. Related to the use of the earth's resources are the problems attendant to man's overuse or misuse of such resources - man's overzealous farming of marginal soils, exemplified by the dust bowl conditions of the Great Plains in the earlier part of this century, his inclinations to destroy forests faster than they can be replaced, the decimation of many animals, fish and birds, among them the near extinction of many species of whales in the Antarctic, and the many types of pollution that man has contributed to today.

Geographers have been quick to adapt to the new techniques - many used by the physical sciences - that have become available and now afford geographers quicker and more certain means of identifying resources and identifying areas of pollution. One such technique emanates from the embryonic but rapidly growing field of remote sensing. Geographers are using infra-red and other types of high level photography as well as radar imagery to identify areas of urban decay and regions exposed to air and water pollution. In addition, increasing use is being made of computer programming, model building and modern cartographic methods.

The master's program in geography will concentrate on the three areas of study discussed above, regional studies, urban geography, and resource utilization coupled with instruction in the modern techniques being used to such great advantage by geographers.

Geography was accorded departmental status in the fall of 1966. As of this date there are 44 majors and 17 geography minors. Enrollment in all geography courses, undergraduate and graduate, offered during the fall semester of 1969 was 661.

Additionally, there have been requests from graduate students enrolled in graduate geography courses for a program which would lead to a master's degree in geography.

A third and potentially large source of graduate students is represented by people working in many of the state agencies headquartered in Albany. Numerous inquiries relating to the institution of a graduate degree granting program in geography have been directed to the faculty of this department.

MASTER OF ARTS IN GEOGRAPHY
PROGRAM OF STUDY

The following requirements are considered to be minimal for students pursuing studies toward a master's degree in geography. In some cases in which the backgrounds of students are inadequate, additional undergraduate course work will be called for.

A minimum of 30 semester-hours must be completed according to the following distribution:

1. Geography (24 credit hours, minimum). Courses as advised including:
 - a. Gog 622 Field Course (3 semester hours).
 - b. Gog 686 Quantitative Methods in Geographical Research (3 semester hours).
 - c. Gog 688 Pro-Seminar in Geographical Methodology and Theory (3 semester hours).
 - d. At least one seminar in either systematic or regional geography (3 semester hours).
 - e. Gog 699 Master's Thesis (3-6 semester hours).
2. Supporting courses - related work in cognate fields (6 semester hours).
3. Satisfactory completion of a comprehensive departmental examination in geography which includes:
 - a. The major field - either systematic or regional geography.
 - b. The minor field - either systematic or regional geography (if the major field is regional, the minor field must be systematic or conversely, if the major field is systematic, the minor field must be regional).
 - c. Either of the following:
 - (1) geographic methodology
 - (2) historical development of geographic thought
4. Foreign Language requirement: No formal requirement, but it is expected that a student writing a thesis on a foreign area will have competency in the language of that area.
5. Resident study: Each student must complete at least one semester of full-time study.

NOTE: A. GOG 686 and A. GOG 688 may not be completed through transfer from another college or university.

GRADUATE COURSES

The following graduate courses are proposed as being necessary for the institution of a master's degree program:

Gog 504 Glaciology (3)

Study of processes involved in glacial formation with emphasis on the relationship between the processes and water resources; mapping of glaciers using aerial photographs and remote sensing information.

Prerequisite: Gog 201 or consent of instructor.

Gog 531 Population Resources (3)

An analysis of human contributions in the developed and underdeveloped regions; populations and their relationship to social, political and economic systems.

Prerequisite: Gog 330 (or equivalent) or consent of instructor.

Gog 540 (formerly Gog 514) Political Geography (3)

The principles and theories of political geography, geopolitics contrasted with political geography; areal relationships with an analysis of the physical, economic, and cultural geographic factors.

Prerequisite: Gog 101

Gog 558 Case Studies in Anglo-American Geography (3)

Problem areas of Anglo-America of interest to geographers.

Prerequisite: Gog 356 (or equivalent) or consent of instructor.

Gog 559 Case Studies in Middle American Geography (3)

Problem areas of Middle-America of interest to geographers.

Prerequisite: Gog 359 (or equivalent) or consent of instructor.

Gog 562 Case Studies in South American Geography (3)

Problem areas of South America of interest to geographers.

Prerequisite: Gog 362 (or equivalent) or consent of instructor.

Gog 565 Case Studies in Western European Geography (3)

Problem areas of Western Europe of interest to geographers.

Prerequisite: Gog 365 (or equivalent) or consent of instructor.

Gog 568 Case Studies in Eastern European Geography (3)

Problem areas of Eastern Europe of interest to geographers.

Prerequisite: Gog 368 (or equivalent) or consent of instructor.

Gog 610 Problems and Research Methods in Economic Geography (3)

An examination of the literature of the field of economic geography emphasizing principal research fields, research methods, and concepts resulting from such research.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 611 Agricultural Resources (3)

Study of the earth's agricultural resources including methods currently being used to increase agricultural yields.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 613 Geographic Aspects of Transportation and Trade (3)

An examination and analysis of the earth's principal waterborne, airborne, and overland trade routes, major commodities traded, and the major regions generating trade.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 615 Problems of Resource Management (3)

Study of the institutions concerned with resource needs, availability, and development and appraisal of methods and techniques used in the resource field.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 617 Energy Resources (3)

An Analysis of the production, distribution, consumption and areal patterns of the earth's energy resources.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 619 Utilization of Marine Resources (3)

Variations in the physical elements of the oceans emphasizing man's use of the oceanic environment; case studies of the principal regions of marine use conflict based on competing claims and desires of resource interests, transportation agencies, and the military.

Prerequisite: Consent of instructor.

Gog 620 Research Methods in Urban Geography (3)

An appraisal in depth of the investigative techniques and methods of the field of urban geography; these techniques and methods directed to an investigation of one or two of the earth's principal urban agglomerations. Field work where applicable.

Prerequisite: Gog 220 (or equivalent) or consent of instructor).

Gog 622 Field Course (3)

Field work devoted to urban and rural land use mapping, the use of air photographs and remote sensing information.

Prerequisite: Admission to the master's degree program.

Gog 625 Urban and Regional Planning (3)

Study of the basic problems attendant to urban and regional planning; emphasis on the concepts, methods, research techniques and design principles used in local, metropolitan and state planning.

Prerequisite: Gog 320 (or equivalent) or consent of instructor.

Gog 638 Geography of Ethnic and National Minorities (3)

An analysis of national minority problems emphasizing areas outside the continental United States.

Prerequisite: Gog 540 or consent of instructor.

Gog 650 Seminar in Systematic Geography (3)

Designed for graduate students who wish to do research in systematic geography.

Prerequisite: At least nine hours in geography and consent of instructor.

Gog 680 Seminar in Regional Geography (3)

Designed for graduate students who wish to do research in regional geography.

Prerequisite: At least nine hours in geography and consent of instructor.

Gog 685 Remote Sensing of the Environment (3)

Study of remote sensors emphasizing their use in geographical investigations.

Prerequisite: Consent of instructor.

Gog 686 Quantitative Methods in Geographical Research (3)

Introduction to selected quantitative techniques and their application in current geographical research.

Prerequisite: Gog 396 (or equivalent).

Gog 688 Pro-Seminar in Geographical Methodology and Theory (3)

Pro-seminar in geographical method and theory.

Prerequisite: Admission to graduate study in geography.

Gog 689 History of Geographic Thought (3)

Study of the development of geographic scholarship through examination of significant individuals and schools of thought; particular emphasis on the nineteenth and twentieth centuries.

Prerequisite: Consent of instructor.

Gog 699 Master's Thesis (3-6)

Prerequisite: Consent of the staff.

AVAILABLE FACILITIES

Since the institution of an undergraduate major in geography almost three years ago books and periodicals pertinent to the study of geography have been ordered at a rate which has substantially increased our collection. At present 25 geographical periodicals are available in the University library. In addition, 26 serials which though not exclusively geographical are nevertheless of concern to geographers are also held at the library. Sixty-five geographical periodicals and 44 serials of direct interest to geographers have also been ordered.

The Department presently owns 190 wall maps depicting distributional aspects of cultural and physical phenomena in all parts of the world. Sheet maps covering many parts of the earth are also available. Particularly good coverage of the northeastern United States is available including maps of scale 1:250,000 of the northeastern states, complete topographical coverage of New York State and official county maps for all New York State counties. Approximately 6,000 additional sheet maps will be procured in the summer of 1969 through the Special Map Processing Project of the Geography and Map Division of the Library of Congress. The Department has arranged for a SUNYA student to work in Washington under terms of this Project.

Discussions have been held with staff members of the Library and it has been agreed that 4,500 square feet will be provided within the library building for development of a map library. When this becomes practicable the University will be in a position to act as a map depository for both the U.S.G.S. and the Army Map Service.

Equipment for photogrammetry is part of the Department's holdings. A polaroid photographic copying machine, a blue ray printmaker and a optical reducer and enlarger are part of this collection.

A cartography laboratory seating twenty-two students and a map and equipment storage room is now in use by the Departmental staff. Additional space for such work areas as a computing lab (to house calculating machines), a dark room, and graduate student work areas has been allotted to the Department in the new Social Science Building.

RELATIONSHIP TO OTHER PROGRAMS

It is envisioned that Departmental faculty members will continue to participate in the various programs such as the Eastern European program which are essentially inter-departmental. The present staff is best qualified for involvement in programs devoted to European affairs, Anglo-American affairs and Latin American affairs (including the Center for Inter-American Studies). Staff members are in a position to also contribute to the international programs at Wurzburg, Nice and Guadalajara. As the faculty increases in number additional competence in the geographical aspects of Afro-American Studies and studies of Asia and Oceania will be available.

Increased contacts with state agencies such as the Office of Planning Coordination and the Hudson River Valley Commission which are responsible for urban, regional and resource planning will also take place. An already close relationship with personnel at such state agencies has had much influence on the program herein submitted, particularly in its emphasis on the applied elements of geography, urban studies and resource identification and utilization.

APPENDIX A

LIBRARY SUPPORT

Books

Geographical publications are not concentrated within any section of the Library of Congress Classification System. The only such concentrated sections are G, GA, GF, and GB, noted as "Geography (General)", "Mathematical and Astronomical Geography," "Anthropogeography", and "Physical Geography" respectively. Within these sections are approximately 3,600 volumes in the SUNYA Library.

Because Geography is actually a method or way of looking at the spatial distribution of various phenomena much material that is geographical in nature is classified under other disciplines. Careful reading of the catalog cards suggests that there are within the SUNYA Library approximately 111,400 additional volumes directly related to Geography.

Periodicals

Attached is a list of 216 geographical periodicals which are presently being subscribed to by the University. Besides current volumes back files in original, reprint or microfilm editions are being ordered.

Many periodicals in other social and physical sciences fields including, but not restricted to, Anthropology, Biology, Economics, Geology, History, Meteorology, Oceanography, Political Science and Sociology as well as Business periodicals are used frequently by geographers.

Documents

The SUNYA Library is a partial depository for U.S. Government Documents and has standing orders for the United Nations serials sets. The Library will soon have on microfilm all U.S. Government depository and non-depository materials and all United Nations materials. Older documents are available from the New York State Library and on inter-library loan through the network of which it is a part.

Acquisition Policy

All university press books are on standing order, and are received as published. Series and continuing publications are also placed on standing order. Library of Congress proofslips, various American and foreign trade bibliographies, listings and reviews in scholarly journals are checked regularly for books, pamphlets, reports, etc. of the appropriate level to support graduate and research work. To provide older materials, back lists of important publishers are examined, subject bibliographies are consulted, and dealers' catalogs are checked for out-of-print items. When available by gift or purchase, collections are considered for acquisition to provide

previously unavailable materials or duplication of existing materials, much in demand.

Cartographic Resources

The Department of Geography has initiated a Cartographic Resource Center. Last summer this facility acquired as a gift from the Library over 10,000 flat maps and 100 atlases. In addition this facility is receiving as a gift from the American Geographic Society all duplicates from their extensive map library (the world's largest private map library).

Further, initial contact has been made with both the Army Map Service and the United States Geological Survey so that the department may become an official depository of all their publications. This depository status insures continued and great growth at no expense to the State University of New York.

Continuing Efforts

Significant improvements have been made in the Geography holdings in the University Library in the past few years. It is expected that further strides toward producing superior graduate research oriented library holdings will continue. The present annual budget for acquiring geographical materials for the Library is \$5000. Continued improvement, particularly in relation to the acquisition of out-of-print books, which are needed for research, calls for an increase in this yearly allotment.

PERIODICALS

Acta Geographica
African Affairs Quarterly: Journal of the Royal African Society
Akademii Nauk. S.S.R. Iqzestiiia. Seriiia Geofizicheskaia
American Institute of Planners:
 Journal
 Newsletter
 Proceedings
American Society of Planning Officials Newsletter
Annales de Geographie
Annali di Richerche e Studi di Geografia
Antarctic (New Zealand Antarctic Society)
Antarctic. Journal of the U.S. (formerly Antarctica Report and Bulletin
 of the U.S.A.P.O.)
Appalachia
Applied Geography
Arctic
Architectural Record
Arizona Highways
Army Map Bulletin
Association des Geographes Francais - Bibliographie Geographique Internationale
Association of American Geographers Annals
Association of Pacific Coast Geographers. Yearbook
Atlantic Community Quarterly
Audubon Magazine
Australian Geographer
Australian Geographical Record
Australian Geographical Studies
Basler Beitrage Zur Geographie
Beaver
Berlin: Freie Universitaet Geographisches Institut Abhandlungen.
Berlin Geographische Arbeiten
Bibliographie Cartographique Internationale
Bibliographie Geographique Internationale
Biblioteca Cartographica
Biological and Agricultural Index
Biuletyn Peryglacjalny
Boletin Geografico
Bombay Geographical Magazine
Bonner Geographische Abhandlungen
Cahiers de Geographie de Quebec
Cahiers d'Outre-Mer
California University: Publications in Geography
Canadian Geographer
Canadian Geographical Journal
Canadian Surveyor
Caribbean Studies
Cartactual Budapest
Cartographic Journal

Cartography: Journal of the Australian Institute of Cartographers
Catalog of Copyright entries
Ceylon Geographer
Chartered Surveyor
Chirigaka Hyopon (Geographical Review of Japan)
Civil Engineering
Climatological Bulletin
Coastal Studies Series
Cografiya Enstitusu Review
Istanbul University. University Geographical Institute
Colloquium Geographicum
Czasopismo Geograficzne
Deccan Geographer
Defenders of Wildlife News
Demography Journal
Development Research Digest
East African Geographical Review
East Midland Geographer
East Pakistan Geographical Society Monographs
East-West Center Review
Easti Geograafia Selts Publikatsocnia
Economic Bulletin for Latin America
Economic Geography
Erde (Berlin)
Erdkunde (Bonn)
Fennia
Focus
Folia Geographica Danica
Foreign Affairs
Fortune
Forum and Century
Geodeziia i Kartografiia
Geografiska Annaler
Geografia (Pakistan)
Geograficheskoe Obshchestvo
S.S.R. Iqvestiia
Geografisk Tidsskrift
Geografiska Annaler
 Series A. Physical Geog.
Geographia Polonia
Geographica
Geographica Helvetica
Geographical Abstracts Vol. A, B, C, D
Geographical Bulletin
Geographical Journal
Geographical Magazine
Geographical Review
Geographical Review of Afghanistan
Geographical Review of India
Geographical Survey Institute Bulletin
Geographische Berichte
Geographische Gesellschaft in Hamburg Mitteilungen
Geographische Rundschau
Geographische Zeitschrift
Geographische Jahrbuch

Geographisches Taschenbuch
Geography
Geography and Map Division Bulletin
Ghana Geographical Association Bulletin
Grain Trade Yearbook
Hungarian Academy of Sciences
 Geographical Research Institute Studies in Geography
I.G.U. (International Geographical Union) Newsletter
Imago Mundi
Indian Geographical Journal
Indonesian Journal of Geography
 (Madjalah Geografi Indonesia)
Information Geographique
Institute of British Geographers. Publications
International Hydrographic Review
International Training Centre for Aerial Survey. Pubs. Series A & B
International Yearbook of Cartography
Irish Geography
Journal of Asian Studies
Journal of Geography (National Council for Geographic Education)
Journal of Glaciology
Journal of Modern African Studies
Journal of Ocean Technology
Journal of Regional Science
Journal, Royal Institute of Chartered Surveyors
Journal of Soil and Water Conservation
Journal of Soil Science
Journal of Surveying and Mapping
Journal of the Serra Leon Society Bulletin
Journal of Tropical Geography
Journal of the West
Kartographische Nachrichten
Kiel Universitat Geographisches
Institut. Schriften
Koninklijk Nederlandsch
 Aardrijkskundig Genootschap
 Tijdschrift
Kulturgeografic
Land Economics
Landscape
Leningrad. Universitet. Seria Geologi i Geografii
Limnology and Oceanography
Living Wilderness
Lund Studies in Geography
 Series A Physical Geography
 Series B Human Geography
 Series C General and Mathematical Geography
Map Collector's Circle
Mainzer Geographische
Manchester Geographical Society Journal
Mediterranee
Meteorological Monographs
Middle East Journal
Military Engineer
Moskovski (Moskva) Universitet Vestnik Nauchny: Zhurnal Seriya Geografiya

National Geographic Journal of India
National Geographic Magazine
All Indexes:
 Cumulative Index
 Tropical Index
 Latin American Articles
 National Geographic Index
National Geographic News Bulletin
National Surveyor
Naval Research Reviews
Navigator
New Zealand Geographer
New Zealand Geographical Society Record
Nigerian Geographical Journal
Norois
Norsk Geografisk Tidsskrift
Northwestern University: Studies in Geography
Occasional Papers Series: Durham England University
 Durham Colleges
 Department of Geography
Oceanus
Oriental Geographer
Pacific Viewpoint
Pakistan Geographical Review
Philippine Geographical Journal
Photogrammetria
Photogrammetric Engineering
Photo Interpretation
Polar Notes
Polar Record
Population Index
Population Studies: A Journal of Demography
Problems of the North
Professional Geographer
Przegląd Geograficzny
Regional Science Association: papers and proceedings
Remote Sensing of Environment
Research Papers. University of Chicago Department of Geography
Revista Brasileira de Geografia
Revista Geografica
Revue de Geographie Alpine
Revue de Geographie de Lyon
Revue de Geographie de Montreal
Revue de Geographie Des Pyrenees
 Et Du Sud - Ouest
Revue de Geomorphologie Dynamique
Revue l'Conornique
Royal Central Asian Society Journal
Royal Meteorological Society Quarterly Journal
Scottish Geographical Magazine
Sea Frontiers
Sendi, Tohoku University, Science Reports. Series 7. Geography

Societe Belge d'Etudes
Geographiques Bulletin
Societa Geografica Italiana Bollettino
Societe de Geographie d'Egypte Bulletin
Societe Languedocienne de Geography Bulletin
South African Geographical Journal
Southeastern Geographer
Sovetskaia ant aktubiskaia ekspeditsiia
Information bulletin
Soviet Geography
Tortu, Ulikool, Toimetised Geograafia-Alaseid Toid
Technical Bulletin: U.S. Coast and Geodetic Survey (formerly Journal of the
Coast and Geodetic Survey)
Tijdschrift Voor Economische en Sociale Geografie
Tropical Abstracts
Tropical Agriculture
Undersea Technology
United Nations Economic Commission for Asia and the Far East
United States Naval Institute Proceedings
Uppsala University. Geografiska Institutionem Avnandlingar Anturgeografi
Urban Affairs Quarterly
Urban Land Institute - Technical Bulletin
Urban Research
Urban Studies Journal
Walkabout: Australia's way of life magazine
Water Resources Research
Weather (Royal Meteorological Society)
Weatherwise (American Meteorological Society)
World Cartography
Ymer (Svenska Sallskapet for Antropologi och Geografi)
Zeitschrift für Geomorphologie & Supplements
Zeitschrift für Geopolitik
Zeitschrift für Vermessungswesen

APPENDIX B

FACULTY VITAE

STANLEY F. Blount

AGE:

40 (June 12, 1929)

EDUCATION:

Wayne University	B.A.	1953
Wayne University	M.A.	1959
Northwestern University	Ph. D.	1962

OTHER:

U.S. Army Topographic Engineering School
Fort Belvoir, Va. 1946-1947

U.S. Army Map Service - Air Photography
and Map Editor School 1952

BUSINESS EXPERIENCE:

Chrysler Corporation Marketing Manager 1953-1958

TEACHING EXPERIENCE:

Wayne University	Graduate Assistant	1958-1959
Northwestern University	Graduate Assistant	1959-1961
Northwestern University	Instructor	1961-1962
University of Illinois	Assistant Professor	1962-1963
Kent State University	Associate Professor	1963-1967
Universidad De Las Americas Mexico, D.F. Mexico	Visiting Professor	1967
State University of New York-Albany	Associate Professor	1968-Current
State University of New York-Albany	Chairman, Geography Dept.	1968-Current

POST DOCTORAL STUDY:

Banco De Fomento De Puerto Rico	Antilles Field Research	1963
Mitchell Foundation Award	Mexico Field Research	1965

HONORS:

University of Florida	Invited Delegate to Conference on Caribbean	1964
Kent State University	Invited Participant Conference on Urban Regionalism	1965
Akron University	Invited Lecturer on Akron University Lecture - Concert Series	1966
International Geographical Congress Mexico, Mexico	Member	1966

Kent State University

Cited by Students and
Faculty for Excellence
in Teaching 1967

Universidad De Las Americas

Named the Distinguished
Visiting Professor
1967

RESEARCH AND CONSULTANTSHIPS:

N.E. McHenry Planning Commission	Consultant on Development N.E. of Chicago, Illinois	1961
Government of Puerto Rico	Planning Consultant	1962
Government of Puerto Rico	Consultant to Honorable Enrique Ortiz, Under Secretary of Agriculture	1963
Cleveland Board of Education	Consultant, High School Geography Program	1965
Peace Corps	Academic Director (Venezuela-Bolivia Program)	1966
Peace Corps	Consultant to Litton Industries on Overseas Training	1966

PROFESSIONAL PAPERS DELIVERED:

Universidad De Puerto Rico	"Desarrollo de Valle Isabela"	1962
Universidad De Puerto Rico (Experimental Station)	"Limitations of the Fractional Notation Method of Land Use Mapping"	1963
University of Florida (Conference on Caribbean)	"Geographic Realities and Government Planning"	1964
University of Florida (Conference on Caribbean)	"The Ejido - An Attempt at Agrarian Reform"	1965
Ohio State University (Ohio Academy of Science)	"The Physiography of the Northwest Coast of Puerto Rico"	1966
University of Dayton (Ohio Academy of Science)	"The Mexican Ejido - The Way Out?"	1967
Universidad De Las Americas .Mexico (I.G.C.)	"Las Esperanzas, Realidades Y Geographia De Mexico"	1967
State University of New York - Albany (N.Y. New England A.A.G.)	"The Development of Geography at SUNY-Albany"	1968

PUBLICATIONS:

Books:

Peace Corps Training Programs - Bolivia and VenezuelaKent State University, Kent, Ohio, 1966 177 pp., Maps, Illust., and
Index.The Isabela Region of Puerto Rico - A Case Study of Changing Land Use

ix 243 pp., Maps, ill., (Manuscript Complete, only Indexing Remains)

Articles:

"The Spatial Distribution of Shoppers Around The Valley Shopping Center,
St. Charles, Illinois" The Professional Geographer, Vol. XVI, No. 5,
Sept. 1964

"Geography at SUNY-Albany" Newsletter New York-New Jersey Division of Association of American Geographers, Vol. III, No. 4, Fall 1968, pgs. 3 & 4.

Reviews:

Latin America, H. Robinson. London House and Maxwell, New York, New York, 1964. 465 pp. ill., and maps, The Professional Geographer

Latin America, A Descriptive Survey, William Lytle Schurz. E.P. Dutton and Co., Inc., New York, New York, 1963. 373 pp. Glossary and biblio. The Professional Geographer

Peru in Four Dimensions, David A. Robinson. American Studies Press, S.A., Lima, Peru, 1964, 424 pp., ill., maps and biblio., The Professional Geographer.

Latin America, An Economic and Social Geography, J.P. Cole. Butterworth, Inc., Washington, D.C. 1965. 468 pp., maps and biblio., The Professional Geographer.

The Early Spanish Main, Carl O. Sauer. University of California Press, Berkley, California, 215 pps., maps, biblio., and index, Terra Incognitae, Society of The History and Discovery, 1968.

Communism in Latin America - An International Bibliography 1900-1945-1960-1967, Martin H. Sable with assistance of M. Wayne Dennis, Latin American Center, University of California, Los Angeles, 1968 ii and 220 pp. American Library Association 1968.

A Bibliography of United States - Latin American Relations Since 1810, A Selected List of Eleven Thousand Published References, Compiled and edited by David F. Trask, Michael C. Meyer, and Roger R. Trask. University of Nebraska Press, Lincoln, 1968 xxxi and 441 pp., index RQ American Library Association 1968.

Israel-Miracle in the Desert, Revised Edition, Terence Prittia, Frederick A. Praeger, New York, 1968. vi and 259 pp, with index RQ American Library Association 1968.

Expansion and Coexistence - The History of Soviet Foreign Policy 1917-67, Adam B. Ulam, Frederick A. Praeger, New York, 1968 viii and 775 pp. index RQ American Library Association 1968.

Introduction to Statistics, J.M. Bevan, Philosophical Library. New York 1968, 220 pp illustrations and index, RQ Vol. 8, No. 1, Fall 1968, American Library Association p. 60.

Statistics for Economics, Wieslaw Sadowski, Translated from Polish by J. Stradler. Pergamon New York 1968. vii and 296 pp. RQ Vol. 8, No. 1 Fall 1968, American Library Association.

A Comment on Hurst and Seller's "Analysis of the Spatial Distribution of Customers around two Grocery Retailing Operators." The Professional Geographer, Vol XXI, No. 3 May, 1969.

Professional Paper:

The Displacement Solution was presented by Dr. Roman Draznowsky to the International Cartographic Congress, Brussels, Summer, 1969.

Major Articles to be Published:

"Adaptation of Tanaka - Robinson, Thrower Projections - A new physiographic Map of Middle America" Annuals Association of American Geographers.

The Solution to the Problem of Planimetric Displacement - A New Physiographic Map. The Canadian Cartographer.

The map itself will be published under the title of: "Plainmetrically Correct Physiographic Map of Central America, by either Edwards Bros. of Ann Arbor or Browns of Dubuque Iowa.

CURRENT PROFESSIONAL ACTIVITIES - NATIONAL AND REGIONAL:

National Association of American Geographers
Chairman Appalachian Development Section Washington, D. C.
New York-New Jersey Division, Association of American Geographers
Chairman Annual Meeting, Albany, New York
Columbia University Seminar - Member

UNIVERSITY COMMITTEES - SUNY-Albany:

Chairman Latin American Studies Committee
Chairman Educational Policies Committee
Co-Director Environmental Forum

MEMBERSHIP IN PROFESSIONAL SOCIETIES:

The Association of American Geographers
The American Geographical Society
The National Geographic Society
The Society for International Development
The American Association for the Advancement of Science
The American Association of Planning Officials
The Ohio Academy of Science
The Society of Sigma Xi

ACTIVITIES SINCE BEING APPOINTED CHAIRMAN, DEPARTMENT OF GEOGRAPHY (January, 1968)

- Founded SUNY Chapter Gamma Theta Upsilon (Geography Honorary)
- Planned and executed Regional Meeting at SUNY-Albany of Association of American Geographers, October, 1968
- Restructured and redesigned undergraduate Geography Program implementing recommendations of undergraduates
- M.A. Program ready for submission to SUNY Curriculum Committee
- Developed Complete Plans for Physical Plant (West Podium extension) and Ph.D. department
- Designed and Developed Complete Plans for SUNY-Albany Map and Atlas Library (500,000 sheet capacity)
- Active international recruitment program for Ph. D. staff. (Presently have letters and vita from 15 professional Geographers from Africa, Asia and North America)
- Established liason with Executives of Local and State Agencies having need of Geographers and Geographic data
 - (1) Office of Planning Coordination
 - (2) Department of Transportation
 - (3) Office of Local Government - Natural Beauty Commission
 - (4) Department of Commerce
 - (5) Hudson River Valley Commission
 - (6) United States Military Academy
 - (7) Capital District Planning Commission

ACTIVITIES SINCE BEING APPOINTED CHAIRMAN (continued)

- Inauguarated National Science Foundation Visiting Lecturers From Geography Division for SUNY-Albany
- Secured internship Program for SUNY-Albany with Library of Congress, Washington, D.C. commencing 6/69
- Secured as a continuing gift from American Geographicl Society (largest private Geography Collection in the Western Hemisphere) for Geography Department Library all duplicate journals, maps and atlases in their collection

NAME: David E. Buerle

DATE AND PLACE OF BIRTH: May 3, 1933 - Jersey City, New Jersey, U.S.A.

EMPLOYMENT RECORD:

State University of New York at Albany, Albany, New York; September 1966-present; Assistant Professor of Geography; Taught courses in Introduction to Geography, Introduction to Cultural Geography, Economic Geography, Urban Geography, Urban Planning, Political Geography at the graduate and undergraduate levels.

University of Rhode Island; Kingston, Rhode Island; September 1962-June 1966 Instructor, then Assistant Professor of Geography; Taught courses in Cultural Geography, Economic Geography, Geography of Anglo-America, Physical Geography, Urban Geography at the graduate and undergraduate levels.

Charles Downe Company: City and Town Planning and Urban Renewal Firm; Newton, Massachusetts; May 1962-September 1962; Planner: Responsible for the development of master plans including preparation of population forecasts, economic base studies, land use plans, area of influence studies, capital budgets, zoning regulations.

Candeub, Fleissig and Associates: City and Town Planning and Urban Renewal Firm; Boston, Massachusetts; October 1961-May 1962; Consulting Planner; Responsible for the development of master plans including preparation of population forecasts, area of influence studies, land use plans, zoning regulations, capital budgets.

Boston University: Boston Massachusetts; September 1961-January 1962; Lecturer; Lectured course in Political Geography.

The Port of New York Authority; New York, New York; December 1959-September 1960; Management Analyst; Responsible for studying Port Authority activities and recommending improved methods for carrying out these activities.

New York State Public Service Commission; New York, New York; August 1955-November 1955; Junior Gas Engineer; Responsible for inspecting installation of gas pipelines.

ACADEMIC RECORD:

Clark University; Worcester, Massachusetts; Ph.D. in Geography awarded in 1965.
Columbia University; New York, New York; M.S. in Economic Geography awarded in 1959
Rensselaer Polytechnic Institute; Troy, New York; Bachelor of Management Engineering awarded in 1955.

REFERENCES:

Dr. Lewis M. Alexander, Professor of Geography and Chairman, Department of Geography, University of Rhode Island, Kingston, Rhode Island
Dr. Stanley F. Blount, Chairman, Department of Geography, SUNY-Albany, Albany, New York
Dr. Edward C. Higbee, Professor of Geography, University of Rhode Island, Kingston, Rhode Island
Dr. Raymond E. Murphy, Former Professor of Economic Geography, Graduate School of Geography, Clark University = Worcester, Massachusetts.

RESEARCH ACTIVITIES, PUBLICATIONS, PAPERS DELIVERED, AND OTHER PROFESSIONAL EXPERIENCE:

""Social Hinterlands of New York City and Boston in Southern New England," paper delivered at the National Meeting of the Association of American Geographers in Toronto, Canada, August, 1966.

"The Underdeveloped World and Its Use of Marine Resources," paper delivered as the Spotlight Speaker at Mackinac College, Mackinac Island, Michigan on April 22, 1967.

Urbanization in Megalopolis and New York State (Title not yet firm)

Principal author of this syllabus to be used in New York State High Schools: prepared for the New York State Education Department during calendar year 1967; continue as a consultant on this syllabus to the State Education Department.

Research on the marine sciences for the purpose of suggesting research priorities in the marine sciences related to marine resources development: report to be developed for the Policy and Planning Branch, Department of Energy, Mines and Resources of the federal government of Canada: research being carried out at present with preliminary report to be submitted in early winter of 1969.

Summer Teaching: University of Rhode Island (1963 and 1965): Boston University (1964); University of Manitoba (1966): State University of New York at Albany (1967, 1968 and 1969).

PROFESSIONAL ASSOCIATIONS:

The Association of American Geographers; The American Geographical Society; The Nature Conservancy; The International Oceanographic Foundation.

MILITARY EXPERIENCE:

United States Navy; Naval Officer; November 1955-January 1959; Active duty aboard a cruiser and on a fleet staff in communications, operations and gunnery positions.

COMMUNITY SERVICE:

Kiwanis Club of the Helderbergs; Member 1967; President 1968; service organization working in the communities of Berne, Knox, Rensselaerville, and Westerlo, New York

SERVICE TO STATE UNIVERSITY OF NEW YORK AT ALBANY:

Social Studies students advisement

Developed masters degree proposal for the Department of Geography,
February, 1969

Responsible for development of Geography holdings at the University Library
Spring, 1968-present

Advisor to Geography Club

Sponsor of Gamma Theta Upsilon (GTU), International Geography Honorary Society

NAME: Howard H. Flierl

DATE OF BIRTH: December 12, 1915

EDUCATIONAL BACKGROUND:

Ph. D., Syracuse University, "Sequent Occupance in the Middle Schoharie,"
(Dissertation)

M.S. (Ed). Syracuse University

B.S. (Ed.), Buffalo State College for Teachers

MAJOR TEACHING AREAS:

United States, Historical Geography of United States, New York State,
Cultural Geography, Political Geography, World Regional Geography

PUBLICATIONS:

Joint author, Living in New York, Follett Publishing Co. 1965.

"A Movable Date Line Chart" Journal of Geography, April, 1963.

Syllabus: World Regional Geography (for television), January, 1957.

"Topographic Quadrangles in Seventh Grade Social Studies". Casdads, Spring
1955

Frontispiece Map - "Peru-1871" in Chinese Bondage in Peru, 1951.

ADDRESSES AND SPEECHES:

"The New Curriculum and the Classroom Teacher" New York State Teachers
Association Zone Meeting, October 1966.

"Geography in the Elementary School" The Donald Sutherland School,
Nassau, New York, October, 1963.

"Geography and Educational Television" National Council for Geographic
Education, November, 1959.

"The Role of Geography in Relation to History" N.Y.S. Teachers Association
(Northern Zone) Potsdam, September, 1959.

"Geography and Educational Television" SUNY College for Teachers, Alumni
Association, Glens Falls.

"Historical Geography of the Schoharie Valley" Tuinpoke Kiwanis Club
September, 1957.

What is Geography Today?" Monarch Club, Albany, New York, September, 1957.

"Educational Television as a College Teachers Medium" N.Y.S. College for
Teachers at Albany, Alumni Association, June, 1957.

"The Middle East and the Suez Crisis" Northeast Credit Executives,
Schenectady, New York, April 10, 1957.

"Geographic Approaches in the Teaching of Africa" Bethlehem Central High
School.

"Sequent Occupance in the Middle Schoharie", Bethlehem Kiwanis Club.

"Geography in the Junior High Social Studies Curriculum". Workshop,
Schenectady, New York 1960.

COLLEGE AND UNIVERSITY SERVICE:

Social Studies Advisor

Arts & Sciences By-Laws Committee

Geography Major Advisor

Academic Standing Committee (1958-1960)

Faculty Council (2 years, 1 year as Chairman, 1949-1950)

COLLEGE AND UNIVERSITY SERVICE: (cont'd)

Grievance Procedures Committee, 1968
Collegewide Personnel Policies Committee 1952

OTHER HONORS AND SPECIAL SERVICE:

Departmental delegate to Syracuse University centennial observance
address, November, 1969
Program Committee, New York-New Jersey Division of AAG, October, 1968
Great Decisions television panelist, 1960
Moderator of weekly discussion series on current topics for the capital
district via WRGB, Spring Semester, 1960
National Council for Geographic Education State Coordinator, 1957-1960
"Geography for Teachers" - 1959-1960. Weekly 15 minute broadcasts
via WTEN on topics to promote more effective geography teaching.
"World Regional Geography" First college credit television course in
New York State, January - June, 1957. Three half-hour broadcasts a
week for 15 weeks.
Oswego Workshop on Social Studies Program Content and Outcomes. June, 1956.
Chairman Geography Section New York State Teacher Colleges Faculty
Association. 1955
Chairman, New York-Ontario Geographical Association, 1949-50.
Elected to Sigma Xi, June, 1948.

COMMUNITY AND PUBLIC SERVICE:

Associate vestry, St. Peter's Church

NAME: W. Wayne Heiser

DATE OF BIRTH: July 29, 1925

PLACE OF BIRTH: Alcester, South Dakota

MARITAL STATUS: Married

EDUCATION:

University of Nebraska: B.A. degree, 1950

Major subject: Geography

Minor subjects: Anthropology, History, Political Science

University of Nebraska: M.A. degree, 1952

Major subject: Geography

Minor subject: Anthropology

Northwestern University: Ph. D. degree, 1965

Fields of interest: Europe, Political Geography, Economic Geography

Dissertation: Geographic Aspects of the Establishment and Growth of the European Coal and Steel Community

Academic and Professional

1. Phi Beta Kappa, University of Nebraska, 1950
2. Sigma Xi, Associate Member, University of Nebraska, 1950
3. Sigma Xi, Full member, Northwestern University, 1965
4. University Scholarship, Northwestern University, 1954-1956
5. Member of Association of American Geographers
6. Annual Meeting Officer, Middle Atlantic Division of the AAG, 1964

Work Experience

1. Laboratory instructor, University of Nebraska, 1947 to 1952, in Introductory Economic Geography and Earth Science
2. Cartographic Compilation Aid with the Navy Hydrographic Office for two years, 1952 to 1954, Washington, D. C.
3. Research worker for the Encyclopedia Britannica. Work on the Geographical Summaries for the revision of the Britannica Atlas from May 1955 to December 1955
4. Instructor in the University of Maryland Overseas Program (Europe), September 1956 to September 1957. Taught University of Maryland courses in geography to American military personnel in Western Europe. Courses taught: Political Geography, Economic Geography, Map Reading and Interpretation.
5. Visiting Lecturer in the Indiana University, Department of Geography, September 1957 to June 1958. Courses taught: Economic Geography and Introductory Physical Geography.
6. City Planner I with Department of City Planning - City of Chicago, August 1958 to August 1959. Chiefly research concerned with preparation of a general plan for Chicago, tabulation of data, field survey of industrial zoning cases, field survey of commercial blight in Chicago.
7. Assistant Professor, Portland State College (Oregon), September 1959 to June 1962. Taught lower and upper division courses in geography: Introductory Physical Geography, World Regional Geography, Economic Geography, Political Geography, Europe.

8. Intelligence Analyst with the Central Intelligence Agency, July 1962 to 1968. Basic geographic research on Europe.
9. In the period 1966-68 I also compiled a number of maps for inclusion in the Odyssey World Atlas.
10. Associate Professor, State University of New York at Albany, September 1968 to present.

Other Activities

1. Served as a member of the Outer Beltway Study Commission of Loudoun County (Virginia) to survey the relationship between Loudoun County and the proposed route of a second Beltway around Washington, D.C. 1965-1966.
2. Am presently serving on the Community Advisory Committee for a new four-year liberal arts college planned for Herndon, Virginia. The work of this Committee is to support and advise the developers of the college in the policies and programs necessary to get it established.

Activities and Duties During my Employment with SUNYA include:

1. Departmental representative on the Eastern European Area Studies Committee
2. Participated in the Faculty Seminar in Social Development
3. Map acquisition and supervision of the departmental collection of wall maps, flat maps, and atlases
4. Student advisement, Spring Semester, 1969
5. Faculty director for doctoral candidates and doctoral studies for the Department of Geography
6. Assisted in the revision of Departmental undergraduate program.
7. Assisted in the drafting of the Departmental MA program
8. Nominated for membership on the Graduate Academic Council
9. Continued research on the topic of national minorities in Eastern Europe.

NAME: Paul Donald Marr

BORN: December 31, 1928, San Francisco, California

MARITAL STATUS: Married, five children

EDUCATION:

AB University of California, Berkeley, 1951, Geography
MA University of California, Berkeley, 1955, Economic Geography
PhD University of California, Berkeley, 1967, Urban Geography, Planning

Employment Experience

- (1) Associate Professor, SUNY-Albany, September 1969 - present
- (2) Assistant Professor of Geography, University of California, Davis
January 1964 to June, 1969

Research - Urban Geography, interrelation between regional resource development and urban growth, water resources

Academic and Administrative Committee Assignments -

Member - Chancellor's Ad Hoc Committee on Water Resources
Secretary - West Side San Joaquin Valley Coordinating Council,
an inter-campus committee planning a long-range regional teaching and
research project in the San Joaquin Valley
Chairman - Committee on Campus Parking
Co-Chairman - Davis Campus Urban Studies Committee, an inter-college
committee planning a graduate program in community and urban studies
Member - Chancellor's Advisory Committee on Community Development

University Extension:

Interdisciplinary Seminar in Urban Problems - Fall, 1967 and Winter, 1968.
Joint participation by sociology, political science, economics, and
geography faculty in a seminar for State upper management personnel.
Land and Man in California - July, 1968. Guest speaker on "The Role of
the Railroad in Developing the Central Valley."
Seminar on the Delta of the Sacramento and San Joaquin Rivers -
Winter 1969. Economic development and present public and private
policy decisions affecting the management of the Delta's resources.

- (3) Assistant Research Geographer, Institute of Governmental Affairs,
University of California, Davis, Half-time, July, 1967 to June, 1968

Member of team analyzing the operations and effectiveness of the State
Multi-Service Center Program, A State anti-poverty agency.

- (4) Student, Teaching Assistant, Research Assistant, Department of Geography, University of California at Berkeley January 1960 to January 1964.
Course work in economic and urban geography, city and regional planning, field work, analysis of data, and preparation of Ph. D. dissertation.
- (5) Geographer, Economics Division, Stanford Research Institute, Menlo Park, California May 1956 to January 1960
- (6) Branch Location Analyst, Controller's Department, Bank of America, San Francisco, California May 1954 to May 1956

Research Publications

1. "The Transportation Factor in Industrial Location," Bulletin of the California Council of Geography Teachers, Vol. 4, No. 2, pp. 2-9, 1957. Mimeographed.
2. Food Supply and Production Following a Massive Nuclear Attack, Stanford Research Institute, Menlo Park, California, 1958, 75 p.
3. Survival of Population Following a Massive Nuclear Exchange, Stanford Research Institute, Menlo Park, California, 1959, Coauthor.
4. Post-Attack Farm Problems, Stanford Research Institute, Menlo Park, California, 1959, 138 p. Coauthor.
5. The Impact of Irrigation on Urban Structure, Ph. D. Dissertation and report of research to the University of California Water Resources Center, 1967, 259 p.
6. "The Social Context of Irrigation," Chapter 2, Irrigation of Agricultural Lands, Monograph 11, American Society of Agronomy, Madison, Wisconsin, 1967, pp. 12-22
7. A Description and Analysis of the San Francisco Service Center--An Interim Report, Institute of Governmental Affairs, University of California, Davis, February 1968, 74 p. Mimeographed. Coauthor.
8. California Service Center Program--Neighborhood Service Centers, Institute of Governmental Affairs, University of California - Davis, June 1968, 91 p. Mimeographed. Coauthor.
9. California Service Center Program, Institute of Governmental Affairs Research Report No. 3, University of California, Davis, December 1968, 100 p. Mimeographed. Coauthor. Revision of No. 8, above.
10. Staffing Structure of the Service Center Program, with Special Reference to the San Francisco and the East Los Angeles Service Centers, Institute of Governmental Affairs Research Report No. 4, University of California, Davis, February 1969, 60 p. mimeographed.

Research Activities in Progress

1. It is currently planned that revisions of the mimeographed reports on the State of California Service Center Program will be published in journal articles.
2. The talks presented on the historical aspects of urban geography and the functional structure of central places will be prepared for publication.
3. Preliminary work will be conducted during 1969 on a study concerning inner city housing.

Professional Consultation

1. Consultant to Grunewald, Crawford and Associates, Hanford, California, regarding regional development of the San Joaquin Valley.
2. Consultant to Wadsworth Publishing Company, Belmont, California, for review of text proposals in urban geography and in water resources.

Civic Activities

1. Member--Planning Commission, City of Davis.
2. Member and Consultant--Davis Human Relations Council.

Honors and Fellowships

1. University of California Geography Traveling Fellowship for 1961-62, declined in favor of Woodrow Wilson Fellowship.
2. Woodrow Wilson Fellowship, 1961-62.
3. Woodrow Wilson Fellowship, 1962-63, declined in favor of a grant for dissertation
4. Awarded grant for dissertation expenses by University of California Water Resources Center, 1962-64.
5. National Science Foundation grant, 1966, to complete dissertation.

Membership in Professional Societies

1. Association of American Geographers
2. American Institute of Planners
3. American Geographical Society
4. American Association for the Advancement of Science
5. Regional Science Association
6. Society for International Development
7. Western Regional Science Association
8. Association of Pacific Coast Geographers
9. California Council of Geographic Education
10. American Institute of Urban and Regional Affairs.

NAME: Stephen Olin Wilson

R. D. # 2 Stitt Road, Altamont, New York 12009, Tel: 518-861-8020

BORN: Bronxville, New York, March 10, 1933

EDUCATION: Graduated from Public Schools in Westport, Connecticut

B.A. from Dartmouth College, Hanover, New Hampshire, 1955, in Geography
M.A. in Geography, Clark University, June 1963. Residence and language (French) requirements for the Ph.D. have been completed. Awarded Graduate Fellowships 1960 and 1961.

Employment: Commissioned in the U.S. Naval Reserve, 1955, and served aboard the U.S.S. Glacier (ACB-4) (icebreaker) for the first three years of the IGY participating in base-building, field mapping, and various oceanographic and photographic programs in and intransit to the Antarctic.

Chief-of-Party and Inspector for the construction of base and access road at DEW Line East Site DYE-1 in West Greenland, 1958, Metcalf & Eddy Engineers.

Support Service Planner for the BMEWS Project bases in the far north - RCA Service Company, 1959.

Research Assistant, Woods Hole Oceanographic Institution, and aboard the Research Vessel Chain working in the North Atlantic, Norwegian Basin and Baltic Sea in geophysics, physical oceanography, 1960. Chief of the Underwater Camera Party. Involved in all on-deck and shipboard operations such as full serial sampling stations, dredging, trawling, coring, velocimeter, seismic refraction and sub-bottom profiling.

Senior Planner, Worcester, Mass., Planning Department, 1960-1963. Both detailed and general urban land use studies were conducted.

Project Geographer, N.H. State Planning Department, 1963-1965. A full-time consultant appointment by the Governor and Council of N.H. for work in statewide land use studies, conservation and recreation planning.

Instructor in Geography, Colgate University, 1965-66. Set up undergraduate independent field studies in snow and ice at Upper Saranac Lake in addition to normal full-time faculty responsibilities.

Instructor in Geography, S.U.N.Y. at Albany, September 1966 to present. Set up cartography course and laboratory.

Awarded NSF Participation Grant for studies in ecology of Lake George Drainage Basin, Summer 1968, R.P.I.

Memberships: Association of American Geographers; Arctic Institute of North America; The Glaciological Society; New Zealand Antarctic Society, International Oceanographic Foundation, Columbia Univ. Seminar on Ecological Systems and Cultural Evolution.

Publication: Photographs of the Mid-Atlantic Ridge Seabed, Oceanus, v.7, n.2, 1961

Member of the Commander's Staff, U.S. Naval Reserve Group Command 3-13, Albany-Tro

Married Carolyn Chase Day of Providence, Rhode Island, in 1960. We have three daughters, Karen, Jennifer, and Sarah.

GRADUATE ACADEMIC COUNCIL
For the Period December 1 - 31, 1969

For information:

The Graduate Academic Council met two times this month.

1. The Council met with the Chairman and representatives of the Department of History and Systematics of Science who presented and discussed M. A. and Ph. D. programs proposed in that field.
2. The Council met with the Dean and representatives of the faculty of the School of Library Science who presented and discussed a proposed Ph. D. program in Library Science.
3. The Council approved a Ph. D. program in Philosophy. It will be reported for action in February.
4. The Council approved a master's program in Geography. It is reported for action below.
5. The Council acted to admit 9 graduate students to candidacy for the Ed. D. and 5 to candidacy for the Ph. D.
6. The Council acted to recommend two doctoral candidates to their respective faculties for the Ph. D., one in political science and one in psychology.

For action:

The Council voted to recommend to the Senate the approval of a graduate program in Geography leading to the degree of Master of Arts beginning June 15, 1970.

Charles T. O'Reilly, Chairman

* * * * *

COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS
For the Period December 1 - 31, 1969

The Council is meeting as often as possible to continue its work.

Charles T. O'Reilly, Chairman

State University of New York at Albany

Report of Library Council of Senate
Meeting of January 8, 1970

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

1. Budget Planning. Letters on the library budgets for 1969-70 and 1970-71 will be distributed to deans, department chairmen, and faculty library liaison officers. The Bibliographers will contact departments and solicit information on academic programs and sponsored research requiring library support in 1970-71 and 1971-72. In addition, a five-year projection on library needs will be requested from departments.
2. Fine Schedule. The "Position on Library Fine Schedule" submitted to Central Council was discussed. The consensus was that delayed return of books and stealing of materials are separate matters. A fine schedule is intended to promote the prompt return of borrowed materials and not to deal with the problem of losses.

The Library Council approved the following motion:

The Director of Libraries working with the Community Relations Office prepare a statement to inform the university community on the fine schedule; that the Library provide information relating to theft of materials, especially as regards security measures; and representatives of the student body be asked to confer with the Library Council on the problem of stealing.

3. Departmental Libraries. Significant articles relating to departmental libraries are contained in the October, 1969 issue of Library Trends.
4. Inter-relationship of Computing Center, Center for Educational Communication, and University Library. The chairman was asked to suggest to the Executive Committee of the Senate that consideration be given to the formation of Councils for the Computing Center and Center for Educational Communication..

Respectfully submitted,

Werner Baum	Francine Frank
Denise Botto	Charles O'Reilly
Frances Colby	Murray Phillips
Earl Droessler	Donald Stauffer
Edoho Edoho	Anita Thayer
Morrison Haviland, Chairman	

COUNCIL ON RESEARCH REPORT TO THE FACULTY SENATE

Since its last report to the Senate, the Council held its second meeting on November 10, 1969, a third meeting on December 11, 1969, and a fourth meeting on January 8, 1970. Highlights of the three meetings are:

- 1) A communication to the Senate regarding a proposal to establish a SUNYA Center for Higher Education which states:

"That the Council on Research advise the Senate of its deep concern about two aspects of research on higher education that SUNYA has some commitment to undertake. The first of these, and urgently needed on this campus, is introspective research into the administrative and procedural policies in SUNYA that affect the quantity and quality of scholarly research and the quality and effectiveness of teaching. This research should be carried out as part of a continuing program, properly staffed and funded, and charged with identifying conditions that bear on the effectiveness of programs of research and teaching, with identifying channels through which adjustments to these conditions should be made, and with making the appropriate recommendation through these channels.

The second aspect of research on higher education for which SUNYA should feel a commitment is the advancement of knowledge on broad problems of higher education, such as administrative procedures and practices, relationships between faculty and students and between town and gown, education in the ghettos, patterns of education in urban and rural communities, educational needs of minority groups, and so on. Research goals such as these are often identified as the prerogatives of certain departments. But many problems of these kinds are better attacked in a research center where a multi-disciplinary approach may be made to them without the constraints normally imposed by departmental organization. Therefore, SUNYA should create a center for research on higher education. But, in doing so it should be certain that the objectives of the center are appropriately formulated, and that priorities for its establishment are assigned with due regard to existing and anticipated obligations of SUNYA.

The Council intends, as a matter of priority, to keep these two problem areas under active consideration with the clear intention of encouraging and precipitating SUNYA action aimed at the solution of the two problems."

- 2) Consideration of what to do about a statement of policy on research on this campus. There was agreement that such a statement was needed and would be useful, and the Council has under review a preliminary draft.
- 3) The Council welcomed the participation of its first two student members.
- 4) Advice to the Vice President for Research that if the funds can be found, SUNYA should offer some financial support to the 24 faculty members who received a "supportable but not funded" letter from the University Awards Committee.
- 5) Advice to the Vice President for Research that he should continue to press for a special SUNY program and funds (about \$50,000 to \$100,000 per year) for student fellowships (summer salary) and student grants-in-aid. The program most probably would be managed under the University Awards Committee.

Earl G. Droessler, Chairman

13 January 1970

Council on Research Members:

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

CENTRAL COUNCIL

State University of New York at Albany

POSITION ON LIBRARY FINE SCHEDULE

December 11, 1969

Introduced by: Michael Lampert and Jean Turner

It is hereby proposed that the following be enacted:

- I. that Central Council petitions Dr. Kuusisto, Dr. O'Reilly, and the University Senate to withhold approval of the new library fine schedule for the Spring Semester, 1970.
- II. that Dr. Kuusisto, Dr. O'Reilly and the University Senate are petitioned to investigate the reasons for the new schedule of book fines.
- III. that Dr. Kuusisto, Dr. O'Reilly and the University Senate are petitioned to make a new effort to gather student opinion on this matter, in accordance with Bill 6970-47 of this Council.
- IV. that based on the above findings, and the rationale of this bill, Dr. Kuusisto, Dr. O'Reilly, and the University Senate reconsider the library fine schedule.
- V. that copies of this bill be sent to Dr. Kuusisto, Dr. O'Reilly, to each member of the University Senate and to each member of the Library Council of the University Senate.
- VI. that this bill take effect immediately.

RATIONALE

The reason for number (II) above is that the approach of the fine is wrong. The problem is not overdue books, it is stolen books. The new fines, if anything will make stealing more profitable.

Alternative solutions ought to be considered. The placing of magnetic strips in the bindings of all books is one possible alternative. There are others, the poorest of which is probably increasing fines. The effect of the bill is to ask the Library Council to justify its stand and show it is paying attention to the problem of stealing.

The justification for part (III) above lies in the fact that the only undergraduate involvement I have heard of in this decision was one person on Library Council, and the student University Senators, many of whom voted against the fines.

DEPARTMENT OF GEOGRAPHY
COLLEGE OF ARTS AND SCIENCES
STATE UNIVERSITY OF NEW YORK AT ALBANY

A MASTER'S DEGREE PROGRAM IN GEOGRAPHY

Submitted by: Department of Geography

INTRODUCTION

At this time, as students cry out for and indeed demand relevancy in their university experience, the members of the Department of Geography are prepared to offer a graduate program of study which should fulfill the needs of a significant segment of the student body of SUNYA. The program that follows in these pages is, it is felt, very relevant to the times and to those people (our students) who will be sharing in the molding of the future environment, both cultural and physical, in which we will live.

Geographers in recent years have increasingly turned their attention to three areas of study, each of which relate to one of the most important problems of our times. One of these areas of study is regional studies, particularly of the so called underdeveloped world (but not only of the underdeveloped world, for are not the experiences, successes and failures of the so called developed countries of importance to the growth patterns of the rest of the earth). Such regional studies are of course somewhat traditional to geographers, though today geographers are less content to describe and to "understand" than they once were. Modern geographers are oriented to problem solving - to overcoming the obstacles to more complete economic, social and political development. One such geographer is Gilbert F. White of the University of Chicago who has made many contributions toward plans for overcoming water shortage in many parts of the African continent.

A second area of study of increasing concern to the geographic profession is the urban sphere. Probably more graduating geographers with Ph.D. or master's degrees have research interests and capabilities in urban geography than in any other subfield of geography. These geographers may be said to be interested in urban flow, urban systems, and the urban fabric - in urban transportation, the relationship between different sections of the cities and between man and the social and physical environment in which he often seems confined. Many of these men and women with graduate geographical training become urban and regional planners. That such an area of study is vibrant and of increasing concern is attested to by the fact that urban geographic studies provide a significant core of instruction at most of the leading graduate geography departments at many distinguished universities - including Syracuse University and Clark University in the east and farther removed the University of Chicago and Northwestern University, the University of California (particularly at Berkeley and Los Angeles), the University of Washington, and the University of North Carolina (this list is not meant to be exhaustive). Though geographical urban studies have been most prominent in the United States, Canada, eastern Europe, and Australia accelerating rates of urbanization in the heretofore largely rural and underdeveloped areas of Latin America, Africa, and Asia portend the need for such study in these latter areas which contain two-thirds of the earth's population.

A third area of study of particular concern to geographers today is the field of resources, both physical and human, their identification and subsequent utilization for the benefit of mankind. Related to the use of the earth's resources are the problems attendant to man's overuse or misuse of such resources - man's overzealous farming of marginal soils, exemplified by the dust bowl conditions of the Great Plains in the earlier part of this century, his inclinations to destroy forests faster than they can be replaced, the decimation of many animals, fish and birds, among them the near extinction of many species of whales in the Antarctic, and the many types of pollution that man has contributed to today.

Geographers have been quick to adapt to the new techniques - many used by the physical sciences - that have become available and now afford geographers quicker and more certain means of identifying resources and identifying areas of pollution. One such technique emanates from the embryonic but rapidly growing field of remote sensing. Geographers are using infra-red and other types of high level photography as well as radar imagery to identify areas of urban decay and regions exposed to air and water pollution. In addition, increasing use is being made of computer programming, model building and modern cartographic methods.

The master's program in geography will concentrate on the three areas of study discussed above, regional studies, urban geography, and resource utilization coupled with instruction in the modern techniques being used to such great advantage by geographers.

Geography was accorded departmental status in the fall of 1966. As of this date there are 44 majors and 17 geography minors. Enrollment in all geography courses, undergraduate and graduate, offered during the fall semester of 1969 was 661.

Additionally, there have been requests from graduate students enrolled in graduate geography courses for a program which would lead to a master's degree in geography.

A third and potentially large source of graduate students is represented by people working in many of the state agencies headquartered in Albany. Numerous inquiries relating to the institution of a graduate degree granting program in geography have been directed to the faculty of this department.

MASTER OF ARTS IN GEOGRAPHY
PROGRAM OF STUDY

The following requirements are considered to be minimal for students pursuing studies toward a master's degree in geography. In some cases in which the backgrounds of students are inadequate, additional undergraduate course work will be called for.

A minimum of 30 semester-hours must be completed according to the following distribution:

1. Geography (24 credit hours, minimum). Courses as advised including:
 - a. Gog 622 Field Course (3 semester hours).
 - b. Gog 686 Quantitative Methods in Geographical Research (3 semester hours).
 - c. Gog 688 Pro-Seminar in Geographical Methodology and Theory (3 semester hours).
 - d. At least one seminar in either systematic or regional geography (3 semester hours).
 - e. Gog 699 Master's Thesis (3-6 semester hours).
2. Supporting courses - related work in cognate fields (6 semester hours).
3. Satisfactory completion of a comprehensive departmental examination in geography which includes:
 - a. The major field - either systematic or regional geography.
 - b. The minor field - either systematic or regional geography (if the major field is regional, the minor field must be systematic or conversely, if the major field is systematic, the minor field must be regional).
 - c. Either of the following:
 - (1) geographic methodology
 - (2) historical development of geographic thought
4. Foreign Language requirement: No formal requirement, but it is expected that a student writing a thesis on a foreign area will have competency in the language of that area.
5. Resident study: Each student must complete at least one semester of full-time study.

NOTE: A. GOG 686 and A. GOG 688 may not be completed through transfer from another college or university.

GRADUATE COURSES

The following graduate courses are proposed as being necessary for the institution of a master's degree program:

Gog 504 Glaciology (3)

Study of processes involved in glacial formation with emphasis on the relationship between the processes and water resources; mapping of glaciers using aerial photographs and remote sensing information.

Prerequisite: Gog 201 or consent of instructor.

Gog 531 Population Resources (3)

An analysis of human contributions in the developed and underdeveloped regions; populations and their relationship to social, political and economic systems.

Prerequisite: Gog 330 (or equivalent) or consent of instructor.

Gog 540 (formerly Gog 514) Political Geography (3)

The principles and theories of political geography, geopolitics contrasted with political geography; areal relationships with an analysis of the physical, economic, and cultural geographic factors.

Prerequisite: Gog 101

Gog 558 Case Studies in Anglo-American Geography (3)

Problem areas of Anglo-America of interest to geographers.

Prerequisite: Gog 356 (or equivalent) or consent of instructor.

Gog 559 Case Studies in Middle American Geography (3)

Problem areas of Middle-America of interest to geographers.

Prerequisite: Gog 359 (or equivalent) or consent of instructor.

Gog 562 Case Studies in South American Geography (3)

Problem areas of South America of interest to geographers.

Prerequisite: Gog 362 (or equivalent) or consent of instructor.

Gog 565 Case Studies in Western European Geography (3)

Problem areas of Western Europe of interest to geographers.

Prerequisite: Gog 365 (or equivalent) or consent of instructor.

Gog 568 Case Studies in Eastern European Geography (3)

Problem areas of Eastern Europe of interest to geographers.

Prerequisite: Gog 368 (or equivalent) or consent of instructor.

Gog 610 Problems and Research Methods in Economic Geography (3)

An examination of the literature of the field of economic geography emphasizing principal research fields, research methods, and concepts resulting from such research.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 611 Agricultural Resources (3)

Study of the earth's agricultural resources including methods currently being used to increase agricultural yields.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 613 Geographic Aspects of Transportation and Trade (3)

An examination and analysis of the earth's principal waterborne, airborne, and overland trade routes, major commodities traded, and the major regions generating trade.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 615 Problems of Resource Management (3)

Study of the institutions concerned with resource needs, availability, and development and appraisal of methods and techniques used in the resource field.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 617 Energy Resources (3)

An Analysis of the production, distribution, consumption and areal patterns of the earth's energy resources.

Prerequisite: Gog 210 (or equivalent) or consent of instructor.

Gog 619 Utilization of Marine Resources (3)

Variations in the physical elements of the oceans emphasizing man's use of the oceanic environment; case studies of the principal regions of marine use conflict based on competing claims and desires of resource interests, transportation agencies, and the military.

Prerequisite: Consent of instructor.

Gog 620 Research Methods in Urban Geography (3)

An appraisal in depth of the investigative techniques and methods of the field of urban geography; these techniques and methods directed to an investigation of one or two of the earth's principal urban agglomerations. Field work where applicable.

Prerequisite: Gog 220 (or equivalent) or consent of instructor).

Gog 622 Field Course (3)

Field work devoted to urban and rural land use mapping, the use of air photographs and remote sensing information.

Prerequisite: Admission to the master's degree program.

Gog 625 Urban and Regional Planning (3)

Study of the basic problems attendant to urban and regional planning; emphasis on the concepts, methods, research techniques and design principles used in local, metropolitan and state planning.

Prerequisite: Gog 320 (or equivalent) or consent of instructor.

Gog 638 Geography of Ethnic and National Minorities (3)

An analysis of national minority problems emphasizing areas outside the continental United States.

Prerequisite: Gog 540 or consent of instructor.

Gog 650 Seminar in Systematic Geography (3)

Designed for graduate students who wish to do research in systematic geography.

Prerequisite: At least nine hours in geography and consent of instructor.

Gog 680 Seminar in Regional Geography (3)

Designed for graduate students who wish to do research in regional geography.

Prerequisite: At least nine hours in geography and consent of instructor.

Gog 685 Remote Sensing of the Environment (3)

Study of remote sensors emphasizing their use in geographical investigations.

Prerequisite: Consent of instructor.

Gog 686 Quantitative Methods in Geographical Research (3)

Introduction to selected quantitative techniques and their application in current geographical research.

Prerequisite: Gog 396 (or equivalent).

Gog 688 Pro-Seminar in Geographical Methodology and Theory (3)

Pro-seminar in geographical method and theory.

Prerequisite: Admission to graduate study in geography.

Gog 689 History of Geographic Thought (3)

Study of the development of geographic scholarship through examination of significant individuals and schools of thought; particular emphasis on the nineteenth and twentieth centuries.

Prerequisite: Consent of instructor.

Gog 699 Master's Thesis (3-6)

Prerequisite: Consent of the staff.

AVAILABLE FACILITIES

Since the institution of an undergraduate major in geography almost three years ago books and periodicals pertinent to the study of geography have been ordered at a rate which has substantially increased our collection. At present 25 geographical periodicals are available in the University library. In addition, 26 serials which though not exclusively geographical are nevertheless of concern to geographers are also held at the library. Sixty-five geographical periodicals and 44 serials of direct interest to geographers have also been ordered.

The Department presently owns 190 wall maps depicting distributional aspects of cultural and physical phenomena in all parts of the world. Sheet maps covering many parts of the earth are also available. Particularly good coverage of the northeastern United States is available including maps of scale 1:250,000 of the northeastern states, complete topographical coverage of New York State and official county maps for all New York State counties. Approximately 6,000 additional sheet maps will be procured in the summer of 1969 through the Special Map Processing Project of the Geography and Map Division of the Library of Congress. The Department has arranged for a SUNYA student to work in Washington under terms of this Project.

Discussions have been held with staff members of the Library and it has been agreed that 4,500 square feet will be provided within the library building for development of a map library. When this becomes practicable the University will be in a position to act as a map depository for both the U.S.G.S. and the Army Map Service.

Equipment for photogrammetry is part of the Department's holdings. A polaroid photographic copying machine, a blue ray printmaker and a optical reducer and enlarger are part of this collection.

A cartography laboratory seating twenty-two students and a map and equipment storage room is now in use by the Departmental staff. Additional space for such work areas as a computing lab (to house calculating machines), a dark room, and graduate student work areas has been allotted to the Department in the new Social Science Building.

RELATIONSHIP TO OTHER PROGRAMS

It is envisioned that Departmental faculty members will continue to participate in the various programs such as the Eastern European program which are essentially inter-departmental. The present staff is best qualified for involvement in programs devoted to European affairs, Anglo-American affairs and Latin American affairs (including the Center for Inter-American Studies). Staff members are in a position to also contribute to the international programs at Wurzburg, Nice and Guadalajara. As the faculty increases in number additional competence in the geographical aspects of Afro-American Studies and studies of Asia and Oceania will be available.

Increased contacts with state agencies such as the Office of Planning Coordination and the Hudson River Valley Commission which are responsible for urban, regional and resource planning will also take place. An already close relationship with personnel at such state agencies has had much influence on the program herein submitted, particularly in its emphasis on the applied elements of geography, urban studies and resource identification and utilization.

APPENDIX A

LIBRARY SUPPORT

Books

Geographical publications are not concentrated within any section of the Library of Congress Classification System. The only such concentrated sections are G, GA, GF, and GB, noted as "Geography (General)", "Mathematical and Astronomical Geography," "Anthropogeography", and "Physical Geography" respectively. Within these sections are approximately 3,600 volumes in the SUNYA Library.

Because Geography is actually a method or way of looking at the spatial distribution of various phenomena much material that is geographical in nature is classified under other disciplines. Careful reading of the catalog cards suggests that there are within the SUNYA Library approximately 111,400 additional volumes directly related to Geography.

Periodicals

Attached is a list of 216 geographical periodicals which are presently being subscribed to by the University. Besides current volumes back files in original, reprint or microfilm editions are being ordered.

Many periodicals in other social and physical sciences fields including, but not restricted to, Anthropology, Biology, Economics, Geology, History, Meteorology, Oceanography, Political Science and Sociology as well as Business periodicals are used frequently by geographers.

Documents

The SUNYA Library is a partial depository for U.S. Government Documents and has standing orders for the United Nations serials sets. The Library will soon have on microfilm all U.S. Government depository and non-depository materials and all United Nations materials. Older documents are available from the New York State Library and on inter-library loan through the network of which it is a part.

Acquisition Policy

All university press books are on standing order, and are received as published. Series and continuing publications are also placed on standing order. Library of Congress proofslips, various American and foreign trade bibliographies, listings and reviews in scholarly journals are checked regularly for books, pamphlets, reports, etc. of the appropriate level to support graduate and research work. To provide older materials, back lists of important publishers are examined, subject bibliographies are consulted, and dealers' catalogs are checked for out-of-print items. When available by gift or purchase, collections are considered for acquisition to provide

previously unavailable materials or duplication of existing materials, much in demand.

Cartographic Resources

The Department of Geography has initiated a Cartographic Resource Center. Last summer this facility acquired as a gift from the Library over 10,000 flat maps and 100 atlases. In addition this facility is receiving as a gift from the American Geographic Society all duplicates from their extensive map library (the world's largest private map library).

Further, initial contact has been made with both the Army Map Service and the United States Geological Survey so that the department may become an official depository of all their publications. This depository status insures continued and great growth at no expense to the State University of New York.

Continuing Efforts

Significant improvements have been made in the Geography holdings in the University Library in the past few years. It is expected that further strides toward producing superior graduate research oriented library holdings will continue. The present annual budget for acquiring geographical materials for the Library is \$5000. Continued improvement, particularly in relation to the acquisition of out-of-print books, which are needed for research, calls for an increase in this yearly allotment.

PERIODICALS

Acta Geographica
African Affairs Quarterly: Journal of the Royal African Society
Akademii Nauk. S.S.R. Iqzestii. Serii Geofizicheskaia
American Institute of Planners:
 Journal
 Newsletter
 Proceedings
American Society of Planning Officials Newsletter
Annales de Geographie
Annali di Richerche e Studi di Geografia
Antarctic (New Zealand Antarctic Society)
Antarctic. Journal of the U.S. (formerly Antarctica Report and Bulletin
 of the U.S.A.P.O.)
Appalachia
Applied Geography
Arctic
Architectural Record
Arizona Highways
Army Map Bulletin
Association des Geographes Francais - Bibliographie Geographique Internationale
Association of American Geographers Annals
Association of Pacific Coast Geographers. Yearbook
Atlantic Community Quarterly
Audubon Magazine
Australian Geographer
Australian Geographical Record
Australian Geographical Studies
Basler Beitrage Zur Geographie
Beaver
Berlin: Freie Universitaet Geographisches Institut Abhandlungen.
Berlin Geographische Arbeiten
Bibliographie Cartographique Internationale
Bibliographie Geographique Internationale
Biblioteca Cartographica
Biological and Agricultural Index
Biuletyn Peryglacjalny
Boletin Geografico
Bombay Geographical Magazine
Bonner Geographische Abhandlungen
Cahiers de Geographie de Quebec
Cahiers d'Outre-Mer
California University: Publications in Geography
Canadian Geographer
Canadian Geographical Journal
Canadian Surveyor
Caribbean Studies
Cartactual Budapest
Cartographic Journal

Cartography: Journal of the Australian Institute of Cartographers
Catalog of Copyright entries
Ceylon Geographer
Chartered Surveyor
Chirigaka Hyopon (Geographical Review of Japan)
Civil Engineering
Climatological Bulletin
Coastal Studies Series
Cografiya Enstitusu Review
Istanbul University. University Geographical Institute
Colloquium Geographicum
Czasopismo Geograficzne
Deccan Geographer
Defenders of Wildlife News
Demography Journal
Development Research Digest
East African Geographical Review
East Midland Geographer
East Pakistan Geographical Society Monographs
East-West Center Review
Easti Geograafia Selts Publikatsocnia
Economic Bulletin for Latin America
Economic Geography
Erde (Berlin)
Erdkunde (Bonn)
Fennia
Focus
Folia Geographica Danica
Foreign Affairs
Fortune
Forum and Century
Geodeziia i Kartografiia
Geografiska Annaler
Geografia (Pakistan)
Geograficheskoe Obshchestvo
S.S.R. Iqvestiia
Geografisk Tidsskrift
Geografiska Annaler
 Series A. Physical Geog.
Geographia Polonia
Geographica
Geographica Helvetica
Geographical Abstracts Vol. A, B, C, D
Geographical Bulletin
Geographical Journal
Geographical Magazine
Geographical Review
Geographical Review of Afghanistan
Geographical Review of India
Geographical Survey Institute Bulletin
Geographische Berichte
Geographische Gesellschaft in Hamburg Mitteilungen
Geographische Rundschau
Geographische Zeitschrift
Geographische Jahrbuch

Geographisches Taschenbuch
Geography
Geography and Map Division Bulletin
Ghana Geographical Association Bulletin
Grain Trade Yearbook
Hungarian Academy of Sciences
 Geographical Research Institute Studies in Geography
I.G.U. (International Geographical Union) Newsletter
Imago Mundi
Indian Geographical Journal
Indonesian Journal of Geography
 (Madjalah Geografi Indonesia)
Information Geographique
Institute of British Geographers. Publications
International Hydrographic Review
International Training Centre for Aerial Survey. Pubs. Series A & B
International Yearbook of Cartography
Irish Geography
Journal of Asian Studies
Journal of Geography (National Council for Geographic Education)
Journal of Glaciology
Journal of Modern African Studies
Journal of Ocean Technology
Journal of Regional Science
Journal, Royal Institute of Chartered Surveyors
Journal of Soil and Water Conservation
Journal of Soil Science
Journal of Surveying and Mapping
Journal of the Serra Leon Society Bulletin
Journal of Tropical Geography
Journal of the West
Kartographische Nachrichten
Kiel Universitat Geographisches
Institut. Schriften
Koninklijk Nederlandsch
 Aardrijkskundig Genootschap
 Tijdschrift
Kulturgeografic
Land Economics
Landscape
Leningrad. Universitet. Seria Geologi i Geografii
Limnology and Oceanography
Living Wilderness
Lund Studies in Geography
 Series A Physical Geography
 Series B Human Geography
 Series C General and Mathematical Geography
Map Collector's Circle
Mainzer Geographische
Manchester Geographical Society Journal
Mediterranee
Meteorological Monographs
Middle East Journal
Military Engineer
Moskovski (Moskva) Universitet Vestnik Nauchny: Zhurnal Seriya Geografiya

National Geographic Journal of India
National Geographic Magazine
All Indexes:
 Cumulative Index
 Tropical Index
 Latin American Articles
 National Geographic Index
National Geographic News Bulletin
National Surveyor
Naval Research Reviews
Navigator
New Zealand Geographer
New Zealand Geographical Society Record
Nigerian Geographical Journal
Norois
Norsk Geografisk Tidsskrift
Northwestern University: Studies in Geography
Occasional Papers Series: Durham England University
 Durham Colleges
 Department of Geography
Oceanus
Oriental Geographer
Pacific Viewpoint
Pakistan Geographical Review
Philippine Geographical Journal
Photogrammetria
Photogrammetric Engineering
Photo Interpretation
Polar Notes
Polar Record
Population Index
Population Studies: A Journal of Demography
Problems of the North
Professional Geographer
Przeglad Geograficzny
Regional Science Association: papers and proceedings
Remote Sensing of Environment
Research Papers. University of Chicago Department of Geography
Revista Brasileira de Geografia
Revista Geografica
Revue de Geographie Alpine
Revue de Geographie de Lyon
Revue de Geographie de Montreal
Revue de Geographie Des Pyrenees
 Et Du Sud - Ouest
Revue de Geomorphologie Dynamique
Revue l'Conornique
Royal Central Asian Society Journal
Royal Meteorological Society Quarterly Journal
Scottish Geographical Magazine
Sea Frontiers
Sendi, Tohoku University, Science Reports. Series 7. Geography

Societe Belge d'Etudes
Geographiques Bulletin
Societa Geografica Italiana Bollettino
Societe de Geographie d'Egypte Bulletin
Societe Languedocienne de Geography Bulletin
South African Geographical Journal
Southeastern Geographer
Sovetskaia ant aktubiskaia ekspeditsiia
Information bulletin
Soviet Geography
Tortu, Ulikool, Toimetised Geograafia-Alaseid Toid
Technical Bulletin: U.S. Coast and Geodetic Survey (formerly Journal of the
Coast and Geodetic Survey)
Tijdschrift Voor Economische en Sociale Geografie
Tropical Abstracts
Tropical Agriculture
Undersea Technology
United Nations Economic Commission for Asia and the Far East
United States Naval Institute Proceedings
Uppsala University. Geografiska Institutionem Avnandlingar Anturgeografi
Urban Affairs Quarterly
Urban Land Institute - Technical Bulletin
Urban Research
Urban Studies Journal
Walkabout: Australia's way of life magazine
Water Resources Research
Weather (Royal Meteorological Society)
Weatherwise (American Meteorological Society)
World Cartography
Ymer (Svenska Sällskapet for Antropologi och Geografi)
Zeitschrift für Geomorphologie & Supplements
Zeitschrift für Geopolitik
Zeitschrift für Vermessungswesen

APPENDIX B

FACULTY VITAE

STANLEY F. Blount

AGE:

40 (June 12, 1929)

EDUCATION:

Wayne University	B.A.	1953
Wayne University	M.A.	1959
Northwestern University	Ph. D.	1962

OTHER:

U.S. Army Topographic Engineering School
Fort Belvoir, Va. 1946-1947

U.S. Army Map Service - Air Photography
and Map Editor School 1952

BUSINESS EXPERIENCE:

Chrysler Corporation Marketing Manager 1953-1958

TEACHING EXPERIENCE:

Wayne University	Graduate Assistant	1958-1959
Northwestern University	Graduate Assistant	1959-1961
Northwestern University	Instructor	1961-1962
University of Illinois	Assistant Professor	1962-1963
Kent State University	Associate Professor	1963-1967
Universidad De Las Americas Mexico, D.F. Mexico	Visiting Professor	1967
State University of New York-Albany	Associate Professor	1968-Current
State University of New York-Albany	Chairman, Geography Dept.	1968-Current

POST DOCTORAL STUDY:

Banco De Fomento De Puerto Rico	Antilles Field Research	1963
Mitchell Foundation Award	Mexico Field Research	1965

HONORS:

University of Florida	Invited Delegate to Conference on Caribbean	1964
Kent State University	Invited Participant Conference on Urban Regionalism	1965
Akron University	Invited Lecturer on Akron University Lecture - Concert Series	1966
International Geographical Congress Mexico, Mexico	Member	1966

Kent State University

Cited by Students and
Faculty for Excellence
in Teaching 1967
Named the Distinguished
Visiting Professor
1967

Universidad De Las Americas

RESEARCH AND CONSULTANTSHIPS:

N.E. McHenry Planning Commission	Consultant on Development N.E. of Chicago, Illinois 1961
Government of Puerto Rico	Planning Consultant 1962
Government of Puerto Rico	Consultant to Honorable Enrique Ortiz, Under Secretary of Agriculture 1963
Cleveland Board of Education	Consultant, High School Geography Program 1965
Peace Corps	Academic Director (Venezuela-Bolivia Program) 1966
Peace Corps	Consultant to Litton Industries on Overseas Training 1966

PROFESSIONAL PAPERS DELIVERED:

Universidad De Puerto Rico	"Desarrollo de Valle Isabela" 1962
Universidad De Puerto Rico (Experimental Station)	"Limitations of the Fractional Notation Method of Land Use Mapping" 1963
University of Florida (Conference on Caribbean)	"Geographic Realities and Government Planning" 1964
University of Florida (Conference on Caribbean)	"The Ejido - An Attempt at Agrarian Reform" 1965
Ohio State University (Ohio Academy of Science)	"The Physiography of the Northwest Coast of Puerto Rico" 1966
University of Dayton (Ohio Academy of Science)	"The Mexican Ejido - The Way Out?" 1967
Universidad De Las Americas .Mexico (I.G.C.)	"Las Esperanzas, Realidades Y Geographia De Mexico" 1967
State University of New York - Albany (N.Y. New England A.A.G.)	"The Development of Geography at SUNY-Albany" 1968

PUBLICATIONS:

Books:

Peace Corps Training Programs - Bolivia and VenezuelaKent State University, Kent, Ohio, 1966 177 pp., Maps, Illust., and
Index.The Isabela Region of Puerto Rico - A Case Study of Changing Land Use

ix 243 pp., Maps, ill., (Manuscript Complete, only Indexing Remains)

Articles:

"The Spatial Distribution of Shoppers Around The Valley Shopping Center,
St. Charles, Illinois" The Professional Geographer, Vol. XVI, No. 5,
Sept. 1964

"Geography at SUNY-Albany" Newsletter New York-New Jersey Division of Association of American Geographers, Vol. III, No. 4, Fall 1968, pgs. 3 & 4.

Reviews:

Latin America, H. Robinson. London House and Maxwell, New York, New York, 1964. 465 pp. ill., and maps, The Professional Geographer

Latin America, A Descriptive Survey, William Lytle Schurz. E.P. Dutton and Co., Inc., New York, New York, 1963. 373 pp. Glossary and biblio. The Professional Geographer

Peru in Four Dimensions, David A. Robinson. American Studies Press, S.A., Lima, Peru, 1964, 424 pp., ill., maps and biblio., The Professional Geographer.

Latin America, An Economic and Social Geography, J.P. Cole. Butterworth, Inc., Washington, D.C. 1965. 468 pp., maps and biblio., The Professional Geographer.

The Early Spanish Main, Carl O. Sauer. University of California Press, Berkley, California, 215 pps., maps, biblio., and index, Terra Incognitae, Society of The History and Discovery, 1968.

Communism in Latin America - An International Bibliography 1900-1945-1960-1967, Martin H. Sable with assistance of M. Wayne Dennis, Latin American Center, University of California, Los Angeles, 1968 ii and 220 pp. American Library Association 1968.

A Bibliography of United States - Latin American Relations Since 1810, A Selected List of Eleven Thousand Published References, Compiled and edited by David F. Trask, Michael C. Meyer, and Roger R. Trask. University of Nebraska Press, Lincoln, 1968 xxxi and 441 pp., index RQ American Library Association 1968.

Israel-Miracle in the Desert, Revised Edition, Terence Prittia, Frederick A. Praeger, New York, 1968. vi and 259 pp, with index RQ American Library Association 1968.

Expansion and Coexistence - The History of Soviet Foreign Policy 1917-67, Adam B. Ulam, Frederick A. Praeger, New York, 1968 viii and 775 pp. index RQ American Library Association 1968.

Introduction to Statistics, J.M. Bevan, Philosophical Library. New York 1968, 220 pp illustrations and index, RQ Vol. 8, No. 1, Fall 1968, American Library Association p. 60.

Statistics for Economics, Wieslaw Sadowski, Translated from Polish by J. Stradler. Pergamon New York 1968. vii and 296 pp. RQ Vol. 8, No. 1 Fall 1968, American Library Association.

A Comment on Hurst and Seller's "Analysis of the Spatial Distribution of Customers around two Grocery Retailing Operators." The Professional Geographer, Vol XXI, No. 3 May, 1969.

Professional Paper:

The Displacement Solution was presented by Dr. Roman Draznowsky to the International Cartographic Congress, Brussels, Summer, 1969.

Major Articles to be Published:

"Adaptation of Tanaka - Robinson, Thrower Projections - A new physiographic Map of Middle America" Annals Association of American Geographers.

The Solution to the Problem of Planimetric Displacement - A New Physiographic Map. The Canadian Cartographer.

The map itself will be published under the title of: "Plainmetrically Correct Physiographic Map of Central America, by either Edwards Bros. of Ann Arbor or Browns of Dubuque Iowa.

CURRENT PROFESSIONAL ACTIVITIES - NATIONAL AND REGIONAL:

National Association of American Geographers
Chairman Appalachian Development Section Washington, D. C.
New York-New Jersey Division, Association of American Geographers
Chairman Annual Meeting, Albany, New York
Columbia University Seminar - Member

UNIVERSITY COMMITTEES - SUNY-Albany:

Chairman Latin American Studies Committee
Chairman Educational Policies Committee
Co-Director Environmental Forum

MEMBERSHIP IN PROFESSIONAL SOCIETIES:

The Association of American Geographers
The American Geographical Society
The National Geographic Society
The Society for International Development
The American Association for the Advancement of Science
The American Association of Planning Officials
The Ohio Academy of Science
The Society of Sigma Xi

ACTIVITIES SINCE BEING APPOINTED CHAIRMAN, DEPARTMENT OF GEOGRAPHY (January, 1968)

- Founded SUNY Chapter Gamma Theta Upsilon (Geography Honorary)
- Planned and executed Regional Meeting at SUNY-Albany of Association of American Geographers, October, 1968
- Restructured and redesigned undergraduate Geography Program implementing recommendations of undergraduates
- M.A. Program ready for submission to SUNY Curriculum Committee
- Developed Complete Plans for Physical Plant (West Podium extension) and Ph.D. department
- Designed and Developed Complete Plans for SUNY-Albany Map and Atlas Library (500,000 sheet capacity)
- Active international recruitment program for Ph. D. staff. (Presently have letters and vita from 15 professional Geographers from Africa, Asia and North America)
- Established liason with Executives of Local and State Agencies having need of Geographers and Geographic data
 - (1) Office of Planning Coordination
 - (2) Department of Transportation
 - (3) Office of Local Government - Natural Beauty Commission
 - (4) Department of Commerce
 - (5) Hudson River Valley Commission
 - (6) United States Military Academy
 - (7) Capital District Planning Commission

ACTIVITIES SINCE BEING APPOINTED CHAIRMAN (continued)

- Inauguarated National Science Foundation Visiting Lecturers From Geography Division for SUNY-Albany
- Secured internship Program for SUNY-Albany with Library of Congress, Washington, D.C. commencing 6/69
- Secured as a continuing gift from American Geographicl Society (largest private Geography Collection in the Western Hemisphere) for Geography Department Library all duplicate journals, maps and atlases in their collection

NAME: David E. Buerle

DATE AND PLACE OF BIRTH: May 3, 1933 - Jersey City, New Jersey, U.S.A.

EMPLOYMENT RECORD:

State University of New York at Albany, Albany, New York; September 1966-present; Assistant Professor of Geography; Taught courses in Introduction to Geography, Introduction to Cultural Geography, Economic Geography, Urban Geography, Urban Planning, Political Geography at the graduate and undergraduate levels.

University of Rhode Island; Kingston, Rhode Island; September 1962-June 1966 Instructor, then Assistant Professor of Geography; Taught courses in Cultural Geography, Economic Geography, Geography of Anglo-America, Physical Geography, Urban Geography at the graduate and undergraduate levels.

Charles Downe Company: City and Town Planning and Urban Renewal Firm: Newton, Massachusetts; May 1962-September 1962; Planner: Responsible for the development of master plans including preparation of population forecasts, economic base studies, land use plans, area of influence studies, capital budgets, zoning regulations.

Candeub, Fleissig and Associates: City and Town Planning and Urban Renewal Firm: Boston, Massachusetts; October 1961-May 1962; Consulting Planner; Responsible for the development of master plans including preparation of population forecasts, area of influence studies, land use plans, zoning regulations, capital budgets.

Boston University: Boston Massachusetts; September 1961-January 1962; Lecturer: Lectured course in Political Geography.

The Port of New York Authority; New York, New York; December 1959-September 1960; Management Analyst; Responsible for studying Port Authority activities and recommending improved methods for carrying out these activities.

New York State Public Service Commission; New York, New York; August 1955-November 1955; Junior Gas Engineer; Responsible for inspecting installation of gas pipelines.

ACADEMIC RECORD:

Clark University; Worcester, Massachusetts: Ph.D. in Geography awarded in 1965.
Columbia University; New York, New York; M.S. in Economic Geography awarded in 1959
Rensselaer Polytechnic Institute; Troy, New York; Bachelor of Management Engineering awarded in 1955.

REFERENCES:

Dr. Lewis M. Alexander, Professor of Geography and Chairman, Department of Geography, University of Rhode Island, Kingston, Rhode Island
Dr. Stanley F. Blount, Chairman, Department of Geography, SUNY-Albany, Albany, New York
Dr. Edward C. Higbee, Professor of Geography, University of Rhode Island, Kingston, Rhode Island
Dr. Raymond E. Murphy, Former Professor of Economic Geography, Graduate School of Geography, Clark University = Worcester, Massachusetts.

RESEARCH ACTIVITIES, PUBLICATIONS, PAPERS DELIVERED, AND OTHER PROFESSIONAL EXPERIENCE:

""Social Hinterlands of New York City and Boston in Southern New England," paper delivered at the National Meeting of the Association of American Geographers in Toronto, Canada, August, 1966.

"The Underdeveloped World and Its Use of Marine Resources," paper delivered as the Spotlight Speaker at Mackinac College, Mackinac Island, Michigan on April 22, 1967.

Urbanization in Megalopolis and New York State (Title not yet firm)

Principal author of this syllabus to be used in New York State High Schools: prepared for the New York State Education Department during calendar year 1967; continue as a consultant on this syllabus to the State Education Department.

Research on the marine sciences for the purpose of suggesting research priorities in the marine sciences related to marine resources development: report to be developed for the Policy and Planning Branch, Department of Energy, Mines and Resources of the federal government of Canada: research being carried out at present with preliminary report to be submitted in early winter of 1969.

Summer Teaching: University of Rhode Island (1963 and 1965): Boston University (1964); University of Manitoba (1966): State University of New York at Albany (1967, 1968 and 1969).

PROFESSIONAL ASSOCIATIONS:

The Association of American Geographers; The American Geographical Society; The Nature Conservancy; The International Oceanographic Foundation.

MILITARY EXPERIENCE:

United States Navy; Naval Officer; November 1955-January 1959; Active duty aboard a cruiser and on a fleet staff in communications, operations and gunnery positions.

COMMUNITY SERVICE:

Kiwanis Club of the Helderbergs; Member 1967; President 1968; service organization working in the communities of Berne, Knox, Rensselaerville, and Westerlo, New York

SERVICE TO STATE UNIVERSITY OF NEW YORK AT ALBANY:

Social Studies students advisement

Developed masters degree proposal for the Department of Geography,
February, 1969

Responsible for development of Geography holdings at the University Library
Spring, 1968-present

Advisor to Geography Club

Sponsor of Gamma Theta Upsilon (GTU), International Geography Honorary Society

NAME: Howard H. Flierl

DATE OF BIRTH: December 12, 1915

EDUCATIONAL BACKGROUND:

Ph. D., Syracuse University, "Sequent Occupance in the Middle Schoharie,"
(Dissertation)

M.S. (Ed). Syracuse University

B.S. (Ed.), Buffalo State College for Teachers

MAJOR TEACHING AREAS:

United States, Historical Geography of United States, New York State,
Cultural Geography, Political Geography, World Regional Geography

PUBLICATIONS:

Joint author, Living in New York, Follett Publishing Co. 1965.

"A Movable Date Line Chart" Journal of Geography, April, 1963.

Syllabus: World Regional Geography (for television), January, 1957.

"Topographic Quadrangles in Seventh Grade Social Studies". Casdads, Spring
1955

Frontispiece Map - "Peru-1871" in Chinese Bondage in Peru, 1951.

ADDRESSES AND SPEECHES:

"The New Curriculum and the Classroom Teacher" New York State Teachers
Association Zone Meeting, October 1966.

"Geography in the Elementary School" The Donald Sutherland School,
Nassau, New York, October, 1963.

"Geography and Educational Television" National Council for Geographic
Education, November, 1959.

"The Role of Geography in Relation to History" N.Y.S. Teachers Association
(Northern Zone) Potsdam, September, 1959.

"Geography and Educational Television" SUNY College for Teachers, Alumni
Association, Glens Falls.

"Historical Geography of the Schoharie Valley" Tuinpoke Kiwanis Club
September, 1957.

What is Geography Today?" Monarch Club, Albany, New York, September, 1957.

"Educational Television as a College Teachers Medium" N.Y.S. College for
Teachers at Albany, Alumni Association, June, 1957.

"The Middle East and the Suez Crisis" Northeast Credit Executives,
Schenectady, New York, April 10, 1957.

"Geographic Approaches in the Teaching of Africa" Bethlehem Central High
School.

"Sequent Occupance in the Middle Schoharie", Bethlehem Kiwanis Club.

"Geography in the Junior High Social Studies Curriculum". Workshop,
Schenectady, New York 1960.

COLLEGE AND UNIVERSITY SERVICE:

Social Studies Advisor

Arts & Sciences By-Laws Committee

Geography Major Advisor

Academic Standing Committee (1958-1960)

Faculty Council (2 years, 1 year as Chairman, 1949-1950)

COLLEGE AND UNIVERSITY SERVICE: (cont'd)

Grievance Procedures Committee, 1968
Collegewide Personnel Policies Committee 1952

OTHER HONORS AND SPECIAL SERVICE:

Departmental delegate to Syracuse University centennial observance
address, November, 1969
Program Committee, New York-New Jersey Division of AAG, October, 1968
Great Decisions television panelist, 1960
Moderator of weekly discussion series on current topics for the capital
district via WRGB, Spring Semester, 1960
National Council for Geographic Education State Coordinator, 1957-1960
"Geography for Teachers" - 1959-1960. Weekly 15 minute broadcasts
via WTEN on topics to promote more effective geography teaching.
"World Regional Geography" First college credit television course in
New York State, January - June, 1957. Three half-hour broadcasts a
week for 15 weeks.
Oswego Workshop on Social Studies Program Content and Outcomes. June, 1956.
Chairman Geography Section New York State Teacher Colleges Faculty
Association. 1955
Chairman, New York-Ontario Geographical Association, 1949-50.
Elected to Sigma Xi, June, 1948.

COMMUNITY AND PUBLIC SERVICE:

Associate vestry, St. Peter's Church

NAME: W. Wayne Heiser

DATE OF BIRTH: July 29, 1925

PLACE OF BIRTH: Alcester, South Dakota

MARITAL STATUS: Married

EDUCATION:

University of Nebraska: B.A. degree, 1950

Major subject: Geography

Minor subjects: Anthropology, History, Political Science

University of Nebraska: M.A. degree, 1952

Major subject: Geography

Minor subject: Anthropology

Northwestern University: Ph. D. degree, 1965

Fields of interest: Europe, Political Geography, Economic Geography

Dissertation: Geographic Aspects of the Establishment and Growth of the European Coal and Steel Community

Academic and Professional

1. Phi Beta Kappa, University of Nebraska, 1950
2. Sigma Xi, Associate Member, University of Nebraska, 1950
3. Sigma Xi, Full member, Northwestern University, 1965
4. University Scholarship, Northwestern University, 1954-1956
5. Member of Association of American Geographers
6. Annual Meeting Officer, Middle Atlantic Division of the AAG, 1964

Work Experience

1. Laboratory instructor, University of Nebraska, 1947 to 1952, in Introductory Economic Geography and Earth Science
2. Cartographic Compilation Aid with the Navy Hydrographic Office for two years, 1952 to 1954, Washington, D. C.
3. Research worker for the Encyclopedia Britannica. Work on the Geographical Summaries for the revision of the Britannica Atlas from May 1955 to December 1955
4. Instructor in the University of Maryland Overseas Program (Europe), September 1956 to September 1957. Taught University of Maryland courses in geography to American military personnel in Western Europe. Courses taught: Political Geography, Economic Geography, Map Reading and Interpretation.
5. Visiting Lecturer in the Indiana University, Department of Geography, September 1957 to June 1958. Courses taught: Economic Geography and Introductory Physical Geography.
6. City Planner I with Department of City Planning - City of Chicago, August 1958 to August 1959. Chiefly research concerned with preparation of a general plan for Chicago, tabulation of data, field survey of industrial zoning cases, field survey of commercial blight in Chicago.
7. Assistant Professor, Portland State College (Oregon), September 1959 to June 1962. Taught lower and upper division courses in geography: Introductory Physical Geography, World Regional Geography, Economic Geography, Political Geography, Europe.

8. Intelligence Analyst with the Central Intelligence Agency, July 1962 to 1968. Basic geographic research on Europe.
9. In the period 1966-68 I also compiled a number of maps for inclusion in the Odyssey World Atlas.
10. Associate Professor, State University of New York at Albany, September 1968 to present.

Other Activities

1. Served as a member of the Outer Beltway Study Commission of Loudoun County (Virginia) to survey the relationship between Loudoun County and the proposed route of a second Beltway around Washington, D.C. 1965-1966.
2. Am presently serving on the Community Advisory Committee for a new four-year liberal arts college planned for Herndon, Virginia. The work of this Committee is to support and advise the developers of the college in the policies and programs necessary to get it established.

Activities and Duties During my Employment with SUNYA include:

1. Departmental representative on the Eastern European Area Studies Committee
2. Participated in the Faculty Seminar in Social Development
3. Map acquisition and supervision of the departmental collection of wall maps, flat maps, and atlases
4. Student advisement, Spring Semester, 1969
5. Faculty director for doctoral candidates and doctoral studies for the Department of Geography
6. Assisted in the revision of Departmental undergraduate program.
7. Assisted in the drafting of the Departmental MA program
8. Nominated for membership on the Graduate Academic Council
9. Continued research on the topic of national minorities in Eastern Europe.

NAME: Paul Donald Marr

BORN: December 31, 1928, San Francisco, California

MARITAL STATUS: Married, five children

EDUCATION:

AB University of California, Berkeley, 1951, Geography
MA University of California, Berkeley, 1955, Economic Geography
PhD University of California, Berkeley, 1967, Urban Geography, Planning

Employment Experience

- (1) Associate Professor, SUNY-Albany, September 1969 - present
- (2) Assistant Professor of Geography, University of California, Davis
January 1964 to June, 1969

Research - Urban Geography, interrelation between regional resource development and urban growth, water resources

Academic and Administrative Committee Assignments -

Member - Chancellor's Ad Hoc Committee on Water Resources
Secretary - West Side San Joaquin Valley Coordinating Council,
an inter-campus committee planning a long-range regional teaching and
research project in the San Joaquin Valley
Chairman - Committee on Campus Parking
Co-Chairman - Davis Campus Urban Studies Committee, an inter-college
committee planning a graduate program in community and urban studies
Member - Chancellor's Advisory Committee on Community Development

University Extension:

Interdisciplinary Seminar in Urban Problems - Fall, 1967 and Winter, 1968.
Joint participation by sociology, political science, economics, and
geography faculty in a seminar for State upper management personnel.
Land and Man in California - July, 1968. Guest speaker on "The Role of
the Railroad in Developing the Central Valley."
Seminar on the Delta of the Sacramento and San Joaquin Rivers -
Winter 1969. Economic development and present public and private
policy decisions affecting the management of the Delta's resources.

- (3) Assistant Research Geographer, Institute of Governmental Affairs,
University of California, Davis, Half-time, July, 1967 to June, 1968

Member of team analyzing the operations and effectiveness of the State
Multi-Service Center Program, A State anti-poverty agency.

- (4) Student, Teaching Assistant, Research Assistant, Department of Geography, University of California at Berkeley January 1960 to January 1964.
Course work in economic and urban geography, city and regional planning, field work, analysis of data, and preparation of Ph. D. dissertation.
- (5) Geographer, Economics Division, Stanford Research Institute, Menlo Park, California May 1956 to January 1960
- (6) Branch Location Analyst, Controller's Department, Bank of America, San Francisco, California May 1954 to May 1956

Research Publications

1. "The Transportation Factor in Industrial Location," Bulletin of the California Council of Geography Teachers, Vol. 4, No. 2, pp. 2-9, 1957. Mimeographed.
2. Food Supply and Production Following a Massive Nuclear Attack, Stanford Research Institute, Menlo Park, California, 1958, 75 p.
3. Survival of Population Following a Massive Nuclear Exchange, Stanford Research Institute, Menlo Park, California, 1959, Coauthor.
4. Post-Attack Farm Problems, Stanford Research Institute, Menlo Park, California, 1959, 138 p. Coauthor.
5. The Impact of Irrigation on Urban Structure, Ph. D. Dissertation and report of research to the University of California Water Resources Center, 1967, 259 p.
6. "The Social Context of Irrigation," Chapter 2, Irrigation of Agricultural Lands, Monograph 11, American Society of Agronomy, Madison, Wisconsin, 1967, pp. 12-22
7. A Description and Analysis of the San Francisco Service Center--An Interim Report, Institute of Governmental Affairs, University of California, Davis, February 1968, 74 p. Mimeographed. Coauthor.
8. California Service Center Program--Neighborhood Service Centers, Institute of Governmental Affairs, University of California - Davis, June 1968, 91 p. Mimeographed. Coauthor.
9. California Service Center Program, Institute of Governmental Affairs Research Report No. 3, University of California, Davis, December 1968, 100 p. Mimeographed. Coauthor. Revision of No. 8, above.
10. Staffing Structure of the Service Center Program, with Special Reference to the San Francisco and the East Los Angeles Service Centers, Institute of Governmental Affairs Research Report No. 4, University of California, Davis, February 1969, 60 p. mimeographed.

Research Activities in Progress

1. It is currently planned that revisions of the mimeographed reports on the State of California Service Center Program will be published in journal articles.
2. The talks presented on the historical aspects of urban geography and the functional structure of central places will be prepared for publication.
3. Preliminary work will be conducted during 1969 on a study concerning inner city housing.

Professional Consultation

1. Consultant to Grunewald, Crawford and Associates, Hanford, California, regarding regional development of the San Joaquin Valley.
2. Consultant to Wadsworth Publishing Company, Belmont, California, for review of text proposals in urban geography and in water resources.

Civic Activities

1. Member--Planning Commission, City of Davis.
2. Member and Consultant--Davis Human Relations Council.

Honors and Fellowships

1. University of California Geography Traveling Fellowship for 1961-62, declined in favor of Woodrow Wilson Fellowship.
2. Woodrow Wilson Fellowship, 1961-62.
3. Woodrow Wilson Fellowship, 1962-63, declined in favor of a grant for dissertation
4. Awarded grant for dissertation expenses by University of California Water Resources Center, 1962-64.
5. National Science Foundation grant, 1966, to complete dissertation.

Membership in Professional Societies

1. Association of American Geographers
2. American Institute of Planners
3. American Geographical Society
4. American Association for the Advancement of Science
5. Regional Science Association
6. Society for International Development
7. Western Regional Science Association
8. Association of Pacific Coast Geographers
9. California Council of Geographic Education
10. American Institute of Urban and Regional Affairs.

NAME: Stephen Olin Wilson

R. D. # 2 Stitt Road, Altamont, New York 12009, Tel: 518-861-8020

BORN: Bronxville, New York, March 10, 1933

EDUCATION: Graduated from Public Schools in Westport, Connecticut

B.A. from Dartmouth College, Hanover, New Hampshire, 1955, in Geography
M.A. in Geography, Clark University, June 1963. Residence and language (French) requirements for the Ph.D. have been completed. Awarded Graduate Fellowships 1960 and 1961.

Employment: Commissioned in the U.S. Naval Reserve, 1955, and served aboard the U.S.S. Glacier (ACB-4) (icebreaker) for the first three years of the IGY participating in base-building, field mapping, and various oceanographic and photographic programs in and intransit to the Antarctic.

Chief-of-Party and Inspector for the construction of base and access road at DEW Line East Site DYE-1 in West Greenland, 1958, Metcalf & Eddy Engineers.

Support Service Planner for the BMEWS Project bases in the far north - RCA Service Company, 1959.

Research Assistant, Woods Hole Oceanographic Institution, and aboard the Research Vessel Chain working in the North Atlantic, Norwegian Basin and Baltic Sea in geophysics, physical oceanography, 1960. Chief of the Underwater Camera Party. Involved in all on-deck and shipboard operations such as full serial sampling stations, dredging, trawling, coring, velocimeter, seismic refraction and sub-bottom profiling.

Senior Planner, Worcester, Mass., Planning Department, 1960-1963. Both detailed and general urban land use studies were conducted.

Project Geographer, N.H. State Planning Department, 1963-1965. A full-time consultant appointment by the Governor and Council of N.H. for work in statewide land use studies, conservation and recreation planning.

Instructor in Geography, Colgate University, 1965-66. Set up undergraduate independent field studies in snow and ice at Upper Saranac Lake in addition to normal full-time faculty responsibilities.

Instructor in Geography, S.U.N.Y. at Albany, September 1966 to present. Set up cartography course and laboratory.

Awarded NSF Participation Grant for studies in ecology of Lake George Drainage Basin, Summer 1968, R.P.I.

Memberships: Association of American Geographers; Arctic Institute of North America; The Glaciological Society; New Zealand Antarctic Society, International Oceanographic Foundation, Columbia Univ. Seminar on Ecological Systems and Cultural Evolution.

Publication: Photographs of the Mid-Atlantic Ridge Seabed, Oceanus, v.7, n.2, 1961

Member of the Commander's Staff, U.S. Naval Reserve Group Command 3-13, Albany-Tro

Married Carolyn Chase Day of Providence, Rhode Island, in 1960. We have three daughters, Karen, Jennifer, and Sarah.

Proposal for a departmental B. A. program in Comparative Literature

Rationale. The discipline of Comparative Literature attempts to transcend traditional academic barriers between national literatures and between literature and related fields in the arts and sciences. It therefore presupposes on the part of the student a facility in foreign languages, a background in the humanities, and an understanding of literary theory--prerequisites often thought to justify Comparative Literature only as a graduate discipline. It is for this reason that the Department up to now has offered only the M. A. degree: Comparative Literature seemed inaccessible on the undergraduate level at SUNYA under the restrictions imposed by the traditional B. A. degree program. With the announcement of the new departmental degree pattern in the report "New Patterns of Undergraduate Education," the Department set about immediately last September, after careful study of curricula at U. S. colleges and universities with a reputation for excellence in Comparative Literature, to draw up this proposal with the hope that it might receive early approval and that the new degree could be announced for September, 1969. It must be clearly understood that the degree here proposed is this department's first and only undergraduate degree, and as such it is of basic importance to the department's future effectiveness.

The report "New Patterns of Undergraduate Education" suggests that the approaches of departments to the four-year program may differ quite radically. Because of the complex and special nature of Comparative Literature as a discipline, this department is proposing a "well-defined pattern", to cite the phraseology of the report. Within the structured program here proposed, we hope to give the student the foundation of the broad background, the skills in foreign languages, and the sensitivity to literature which are the comparativist's stock-in-trade. Hence the courses the student may take outside the Department of Comparative Literature are as integral a part of the major as are those taken within the Department, and they must fit into a meaningful pattern. At the same time there is a high degree of flexibility so that the student may pursue his own interests. His initial choice of subject areas is almost unlimited.

A four-year undergraduate departmental major will provide the opportunity to develop not only the knowledge of two national literatures, with a large part of the readings in the original languages, it will also provide the foundation of a methodology which treats literary genres, literary movements, and special topics from an international perspective. The undergraduate major in Comparative Literature envisages a choice of goals for the creative student. Many of the candidates will go on to graduate work and a teaching career. We expect,

for example, that the M. A. degree in Comparative Literature will increasingly be the degree for those planning to teach literature and humanities at two-year colleges, as it combines a solid training in literary methods with a certain range and versatility in the growing area of world literature in translation. Superior students will go on to the Ph. D. degree. Such a degree is planned by this Department for 1971.

Library resources. There will be no additional library funds required by the implementation of a B. A. degree in Comparative Literature. This Department already offers the M. A. degree so that library holdings are adequate in the area of journals and specialized studies. The Departments of Classics, English, Romance Languages, and Germanic and Slavic Languages have undergraduate and graduate programs for which library funds are already allocated. Library holdings in these national literatures, in which the undergraduate in Comparative Literature will do most of his reading, will also be sufficient for this program.

Admission to program. Students will be admitted to the program on an individual basis, on the recommendation of the undergraduate adviser of the department and with the approval of the departmental chairman. Incoming freshmen should demonstrate proficiency in pre-

ferably two foreign languages. If one foreign language is offered, the student should have a proficiency equivalent to four years of study on the high school level. Placement and proficiency tests will be administered wherever indicated. Transfer students will be considered for admission to the program if their previous work is of the quality and the type assimilable to the degree pattern outlined in the following section.

Outline of course requirements. A total of 120 hours minimum of undergraduate work will be required for the B. A. in Comparative Literature. A typical distribution might be as follows, with all courses related and relevant to the areas of concentration:

1. 36 hours in supporting liberal arts and sciences:
 - (a) 15 hours in the humanities
 - (b) 15 hours in the social sciences
 - (c) 6 hours in the natural sciences and mathematics
2. 12 hours in foreign language study

(Students must also complete any university requirements in physical education.)
3. 36 hours in national literatures:
 - (a) 18 hours in a foreign literature at the survey course level or above
 - (b) 18 hours in a second literature, foreign or English, at the survey course level or above

4. 12 hours in a related discipline
5. 24 hours in Comparative Literature at the 300 level or above, including the year sequence in literary criticism (CWL 335a and CWL 335b). Courses should follow a meaningful pattern and should include at least one period, one genre, and one special topic course.

Other requirements. In addition to the course work, the candidate is required:

- (a) to complete a departmental reading list of significant works of literature ranging from the earliest times to the present.
- (b) to write a senior essay, to be completed in conjunction with the student's independent study of a special topic. A maximum of nine hours of the 24 hours in Comparative Literature may be allotted to independent study.
- (c) to pass a written and oral comprehensive examination towards the end of the senior year on literary terminology, techniques, and history, as well as on his own synthesis of subject matter included in courses and in his independent reading.

Advisement in the freshman and sophomore years. The chairman of the Department will appoint a specifically identified undergraduate adviser, who will be responsible for initial planning of the student's program and for continuous advisement during the freshman and sophomore years, with such help from departmental colleagues as may be required. Within the guidelines established for the degree, the adviser will assist the student in selecting a program arranged according to his particular interests and qualifications, and submit

it to the departmental chairman for his approval. All programs will be arranged in a progression from general studies in the freshman year to the independent study of special topics in the senior year, with the sophomore and junior years given over primarily to courses in national literatures.

Advisement in the junior and senior years. At the end of the sophomore year, the undergraduate departmental adviser, after consultation with the chairman and the other members of the department, will reassign students to individual colleagues, according to the student's area or areas of interest.

Independent study and the senior essay. Individual faculty members will be responsible for the independent study and the senior essay of each student assigned to them.

Comprehensive examination. A review committee made up of the departmental chairman, the undergraduate adviser, and at least one other faculty member will draw up the comprehensive examination and give approval to the senior essay.

Roster of faculty to be directly involved in the new B. A. program:

(A) Full-time Comparative Literature Faculty:

Odenkirchen, Carl J., Professor of Comparative Literature and Romance Languages and Literatures and Chairman of the Department. Ph. D., University of North Carolina

Peabody, H. Berkley, Professor of Comparative Literature and Classics. Ph. D., Harvard University

Ward, Patricia A., Assistant Professor of Comparative Literature and French. Ph. D., University of Wisconsin

(One additional full professorship remains unfilled this year because of a last-minute resignation this past spring.)

(B) Adjunct faculty from other literature departments, teaching one or more courses for Comparative Literature:

Barnard, Sylvia Assistant Professor of Classics. Ph. D., Yale University

Pohlsander, Hans Associate Professor of Classics and Comparative Literature. Ph. D., University of Michigan

Prakken, Donald Professor of Classics. Ph. D., Columbia University

Rimanelli, Giose Professor of Romance Languages. Laurea in Letters, University of Rome

Wolkonsky, Catherine Professor of Russian and Comparative Literature. M. A., Middlebury College

In addition to these faculty members teaching in specialized areas of Comparative Literature, the larger part of the student's program will be taken from a wide spectrum of faculty in the other literature departments: Classics, English, Germanic and Slavic, Romance Languages and Literatures, Theatre.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all data is entered correctly and that the system is regularly updated.

3. The second part of the document outlines the various methods used to collect and analyze data.

4. These methods include surveys, interviews, and focus groups, each with its own strengths and weaknesses.

5. The third part of the document describes the process of data analysis, from cleaning the data to interpreting the results.

6. It is important to use appropriate statistical techniques and to be aware of potential biases in the data.

7. The fourth part of the document discusses the importance of reporting the results of the research in a clear and concise manner.

8. This includes writing a report that is easy to read and that provides a clear summary of the findings.

9. The fifth part of the document discusses the importance of ethical considerations in research.

10. Researchers must ensure that they are following the appropriate ethical guidelines and that they are protecting the privacy of their participants.

TO: University Senate

FROM: Allan A. Kuusisto

Special Meeting of Senate on February 9, 1970, at 3:00 p.m., in the Assembly Room of the Campus Center.

For the purpose of continuing discussion on the Resolution presented at the Senate Meeting of January 19, 1970, by John Reilly and Jack Schwartz and amended by Robert Donovan. (Please bring copy of Resolution with you).

I. Paragraph (c) of Resolution as amended Resolved that: The Senate body is obligated to take a stand on national issues in its capacity as the major representative body and the appropriate channel of expression for the views of both students and faculty in the University community.

II. (i) Paragraph (A) of Resolution

(ii) Paragraph (B) of Resolution

Senate of the State University of New York

At Albany

Minutes of Special Meeting of February 9, 1970

The Senate was called to order in the Assembly Hall at 3:25 p.m. by President Kuusisto. There were many visitors present. The President pointed out that the Senate's meetings are not open to the public and requested those not belonging to the University community--including representatives of the press--to depart.

1. As specified in the agenda, the first order of business was paragraph "c" of the Reilly-Schwartz Resolution which as amended read:

Resolved that: The Senate body is obligated to take a stand on national issues in its capacity as the major representative body and the appropriate channel of expression for the views of both students and faculty in the University community.

In the debate, Senator Arthur Collins argued in opposition saying that the Senate could not be "obligated" but that its "right to speak out or take a stand" was an "implied power that it could deliberately invoke on a particular issue." Senator Norton reported that at the request of the Executive Committee the issue posed by paragraph C had been presented at a meeting of the All-University Senate. Immediate sentiment there seemed to be contrary to the taking of stands on "political issues" but that Senate desired to give the matter further consideration. There was a brief discussion of the purpose and significance of the declaration in paragraph C for the institution and for the tradition of academic freedom.

A motion of the previous question was overwhelmingly adopted. A motion that a roll-call vote be taken was approved.

Paragraph C, as amended was defeated by a vote of 50 to 16: In favor: Blumenstark, Boyle, Coleman, DeLong, Gilbertson, Kamp, Kopp, Kuritz, Moriber, Neufeld, Nixon, Reilly, Schwartz, Stephenson, Toppel, Villano. Opposed: Aronson, Arthurton, Blanchard, Blount, Burgess, Bulger, Cannon, Carrino, Chesin, Childs, Cobane, Collins A., Collins M., Deuel, Donovan, Droessler, Finkelstein, Fiser, Flinton, Frisch, Gardner, Goldschmidt, Grimes, Horowitz, Johnson, Kendall, Knotts, Krause, Lamanna, Larney, Littlefield, Mathews, Mathias, Miller, Newman, Norton, Olson, O'Reilly, Peterson, Phillips, Salkever, Saturno, Serotsky, Stauffer, Tedeschi, Thorne, Thorstenson, Wheeler, Wilson, Zipper.

2. Vice Chairman Finkelstein, interpreting the vote as an indication that the Senate did not wish to act on the other parts of the Resolution, moved that debate on paragraphs A and B be postponed. Upon objection the motion was withdrawn.

3. The previous question was called on paragraph A. It was approved by a teller vote of 44 to 11. The text read as follows:

A. As members of an institution of values that contribute to building human community, students and faculty inevitably find their individual and political positions related to their lives in an educational community. The University, in addition to being a home of academic education is also obligated to instill a sense of moral conscience and the exploration of values in its members, as well as promoting good citizenship, political consciousness, and the ability to judge the legitimacy of governmental authority.

4. Paragraph B being before the Senate, Senator Neufeld moved the addition of the following to its text:

"And, furthermore, we condone the growing group of individuals whose conscience forbids them from serving in the armed forces; as a University we should do all we can to support and aid them in the expression of their beliefs."

There was an extended discussion. The argument was advanced that the University ought openly to welcome those who had spent time in jail because of their beliefs. In response to a question, it was pointed out that University policy did not discriminate against either conscientious objectors or draft resisters. The amendment was criticized as vague and clumsily worded. The issue, it was said, was of sufficient importance to be considered separately. Fifty-one Senators approved a motion calling for the question; a motion for a roll-call was adopted by a vote of 45 to 15.

The amendment was defeated by a vote of 40 to 20 with six present but not voting. In favor: Aceto, Blumenstark, Coleman, Collins, M., DeLong, Gilbertson, Green, Johnson, Kamp, Kopp, Kuritz, Littlefield, Mirrer, Moriber, Neufeld, Reilly, S. Ikever, Schwartz, Stephenson, Toppel. Opposed: Arthurton, Blanchard, Blount, Burgess, Bulger, Cannon, Carrino, Chesin, Childs, Collins A., Deuel, Donovan, Droessler, Finkelstein, Fiser, Flinton, Frisch, Gardner, Goldschmidt, Grimes, Horowitz, Krause, Lamanna, Larney, Looper, Mathews, Miller, Newman, Nixon, Olson, O'Reilly, Peterson, Saturno, Spellman, Stauffer, Thorne, Thorstenson, Wilson, Zipper, (one unidentified).

Present but not recorded as voting: Aronson, Boyle, Cobane, Tedeschi, Villano, Zimmermann, Acting President Kuusisto.

5. In the continuing debate on paragraph B there was objection to the suitability of the language, especially the blanket condemnation of "past and present policies of the United States in the region of Southeast Asia." This, it was said, condemns our giving independence to the Philippines (supplying wheat to India, and defeating Japan in World War II). The suggestion was advanced that the paragraph be referred to a committee for more careful drafting. Senator Johnson explained that the introducers had been approached with a more explicit statement, but that they had declined to accept it as a substitute.

Senator Grimes moved that the words "military intervention of the United States in the affairs of" be substituted for "past and present policies of the United States in the region of Southeast Asia, and in particular,". He then accepted the suggestion that the word "military" be dropped as too narrow.

The amendment was adopted by a teller vote of 48 to 11.

6. Paragraph B, as amended, then read as follows:

"B. Therefore, we, the Senate of the State University of New York at Albany, hereby condemn the intervention of the United States in the affairs of the nation of Vietnam. We denounce the immoral violations of international peace and the unjust interference with the Vietnamese people's right to self-determination."

A motion for a roll-call vote was approved by a substantial majority.

On the call of the roll the motion was adopted by a vote of 38 to 25 with three Senators present but not voting.

In favor: Aceto, Blumenstark, Boyle, Childs, Coleman, Collins A, Collins M, DeLong, Donovan, Droessler, Gilbertson, Green, Grimes, Johnson, Kamp, Kopp, Krause, Kuritz, Lamanna, Larney, Littlefield, Looper, Mathias, Mirrer, Moriber, Neufeld, Nixon, Reilly, Salkever, Schwartz, Serotsky, Spellman, Stephenson, Tedeschi, Thorstenson, Toppel, Villano, Wilson.
Opposed: Arthurton, Blanchard, Blount, Burgess, Bulger, Cannon, Carrino, Chesin, Cobane, Deuel, Finkelstein, Fiser, Flinton, Frisch, Gardner, Goldschmidt, Horowitz, Mathews, Miller, Newman, Olson, O'Reilly, Saturno, Thorne.

Present but not voting: Uppal, Zipper, Zimmermann, Acting President Kuusisto.

Action on its agenda having been completed, the Senate adjourned at 5 p.m.

Respectfully submitted,

Virgil B. Zimmermann

3/3/70

DRAFT

Sir:

The Senate of the State University of New York at Albany has directed that notice of its action on February 9, 1970 be conveyed to you.

The Senate at its February 9 meeting approved a two-part resolution as follows:

"A. As members of an institution of values that contribute to building human community, students and faculty inevitably find their individual and political positions related to their lives in an educational community. The University, in addition to being a home of academic education is also obligated to instill a sense of moral conscience and the exploration of values in its members, as well as promoting good citizenship, political consciousness, and the ability to judge the legitimacy of governmental authority."

(This part was passed by a teller vote of 44 to 11.)

"B. Therefore, we, the Senate of the State University of New York at Albany, hereby condemn the intervention of the United States in the affairs of the nation of Vietnam. We denounce the immoral violations of international peace and the unjust interference with the Vietnamese people's right to self-determination."

(This part of the resolution was approved on a roll-call vote by 38 to 25.)

In Favor: Aceto, Blumenstark, Boyle, Childs, Coleman, Collins, A., Collins, M., DeLong, Donovan, Droessler, Gilbertson, Green, Grimes, Johnson, Kamp, Kopp, Krause, Kuritz, Lamanna, Larney, Littlefield, Looper, Mathias, Mirrer, Moriber, Neufeld, Nixon, Reilly, Salkever, Schwartz, Serotsky, Spellman, Stephenson, Tedeschi, Thorstenson, Toppel, Villano, Wilson.

Opposed: Arthurton, Blanchard, Blount, Burgess, Bulger, Cannon, Carrino, Chesin, Cobane, Deuel, Finkelstein, Fiser, Flinton, Frisch, Gardner, Goldschmidt, Horowitz, Mathews, Miller, Newman, Olson, O'Reilly, Saturno, Thorne.

Present but not voting: Uppal, Zipner, Zimmermann (Secretary), Acting President Kuusisto (Presiding).

For your information, I add that the Senate was created by the By-Laws of the Faculty and went into effect in 1966 to exercise its powers in the governance of the University. Its membership consists of 66 members of the faculty (including administrative officials and deans) and others elected by various schools and 33 students elected by undergraduate and graduate students. The action on February 9 was the culmination of some six hours of debate in three Senate sessions over a two-month period.

Respectfully submitted,

Virgil B. Zimmermann

VBZ/sla
3/3/70

the time it DISTRIBUTED

Proposed by:

Jack Schwartz and John Reilly

A. As members of an institution of values that contribute to building human community, students and faculty inevitably find their individual and political positions related to their lives in an educational community. The University, in addition to being a home of academic education is also obligated to instill a sense of moral conscience and the exploration of values in its members, as well as promoting good citizenship, political consciousness, and the ability to judge the legitimacy of governmental authority.

the intervention of the U.S. in

B. Therefore, we, the Senate of the State University of New York at Albany, hereby condemn the ~~past and present policies of the United States in the region of Southeast Asia, and in particular, the nation of Vietnam.~~ We denounce the immoral violations of international peace and the unjust interference with the Vietnamese people's right to self-determination.

C. The Senate body is obligated toward such an action, in its capacity as the major representative body and the appropriate channel of expression for the views of both students and faculty in the University community.

12/10/69

BILL OF RIGHTS AND FREEDOMS OF STUDENTS

Proposed by Jack L. Schwartz

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Students should be encouraged to develop the capacity for critical judgement and to engage in a sustained and independent search for truth.¹ The minimal standards of academic freedom described below are essential to any community of scholars:

Protection of freedom of expression and protection from prejudiced or capricious academic evaluation by a member of the faculty.

Protection from improper disclosure of personal records. Academic and disciplinary records should be separate. No records should be kept that reflect the political activities or beliefs of students. In releasing data for research, the institution should take due care to protect the identity of the student.² Disciplinary records should not be forwarded on transcripts. A definite time limit should be set for maintenance of records beyond either graduation or withdrawal- three years. All of these records, (academic, medical, disciplinary, etc.) should be closed to all except by written or personal request by the student,³ and shall also be available to the student upon such request, to correct possible errors. The university should be prepared to withstand requests for records, by all legal means.²

Premises occupied by students and their possessions should not be searched except by legally authorized law enforcement personnel.

University employees, including residence staffs, shall be forbidden to collect or surrender incriminating evidence about students.

1 Joint Statement on Rights and Freedoms of Students- The American Association of Professors, the Association of American Colleges, The US National Student Association, the National Association of Student Personnel Administrators, the National

Association of Women DEans and Counselors, the American Council on Education, Association of American Universities, Association for Higher Education, Association of State Colleges and Universities, and the American College Personnel Association.

2 National Association of Student Personnel Administrators resolution on confidentiality of student records. Adopted April 15, 1969.

3 The U.S. Army will soon put into operation a computerized data bank, for use by the FBI, CIA, Secret Service, Army, Navy, Air Force and Police Forces. Its purpose is to keep under surveillance all dissidents and demonstrators. In my opinion, these records will be used against such individuals when the United States finally becomes a total police state. The information has been gathered in the past through college records, campus newspapers, and "military undercover agents posing as press, press photographers, demonstrators and college students."

source: Washington Monthly

Capt. C.H. Pyle

Army Intelligence-Retired

Feb. 5, 1970

Dear Senator:

I strongly feel that the Faculty Senate of SUNY-Albany is not a properly constituted body to make or pass resolutions of a political nature.

I therefore urge you to defeat the resolution now pending before the Senate as the first order of business on Feb. 9, 1970.

Sincerely,



Craig E. Henriksen
Lecturer in Anthropology

RECEIVED

FEB 6 1970

DEPARTMENT OF HISTORY
S.U.N.Y. - ALBANY

Members of the University Senate:

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

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

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

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

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

R. Duval

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: University Senators

From: Allan A. Kuusisto

The 16 February 1970 meeting of the Senate will be held in the Assembly Room of the Campus Center at 3 p. m.

The Agenda:

1. Executive Committee Report
2. Reports of Councils
3. New Business

VICE PRESIDENT FOR
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MANAGEMENT AND PLANNING

Senate of the State University of New York

at Albany

Minutes of the Meeting of February 16, 1970

The Senate was called to order in the Assembly Hall at 3:40 p. m. by Vice-Chairman-elect Mauritz Johnson. He announced that President Kuusisto was ill and that Vice-Chairman Finkelstein was out of the city on business.

A. Council and Committee Reports

1. Report of the Executive Committee

On behalf of the Committee he reviewed the actions taken by the Committee acting for the Senate and noted in the written report circulated with the agenda. The reporter was asked whether the originator of the Resolution on the West Podium Extension was satisfied with the substitution of a letter from the Vice-Chairman for his resolution. Prof. Johnson replied that he believed that Vice-Chairman Finkelstein had talked with Prof. Newman and that he was in agreement. In any circumstances, it had been deemed that time was of the essence; the Senate could still adopt a resolution on the matter if it wished to do so.

A motion to receive the report was approved.

2. Objection was made to the Promotion and Continuing Tenure Guidelines approved by the Executive Committee. It was asked whether service with "external organizations" which is to be considered in connection with promotions would include "political organizations." Objection was made to Sec. 1, paragraph B that the criteria were not sufficient and to Sec. 2, paragraph C on the ground of ambiguity in the term "under normal circumstances".

A motion was made that there be inserted in Section IV, a new paragraph B relating to student participation in the promotion-continuing tenure process and that the present paragraphs B through E (page 5 of the Guidelines) be relettered accordingly. After some discussion seeking to clarify the intent of the motion it was rephrased so that the new "paragraph B" would follow the text of the first recommendation of the 1968 ad hoc Faculty-Student Committee on Tenure (page 9, appendix to the Council's Report of December 10, 1969).

There was considerable discussion of this proposal. The proposed substitution was deemed faulty because it referred only to "tenure" and not to promotion recommendations. Dean Gardner criticized the disparity in the handling of new appointments and promotions and argued that the University had reached a size when promotion and tenure decisions should be reached at a School level rather than centrally. He urged that promotion and tenure procedures be restudied rather than merely patched up.

A motion to refer the matter to the Council on Promotions and Continuing Tenure -- particularly with reference to student participation in the procedures -- with the request that it report back for the next Senate meeting was approved.

3. Undergraduate Academic Council

Professor Aronson supplemented the written report saying that there were still problems with terminology for the Satisfactory-No Credit grading system which were being worked on. No change was possible for this year.

The Council's recommendation that the 12 credit Mathematics Science requirement could be satisfied with 11 credits made up of an eight credit sequence plus a three hour course was adopted without dissent.

4. Graduate Academic Council

Nothing requires Senate action.

5. Student Affairs Council

In the discussion of the Council's report it was first noted that the Council's report was addressed to the "faculty" Senate.

In connection with the reported disciplinary action relative to the burning of the Vietnam huts on Moratorium Day, it was asked whether the University was employing a double standard with a light punishment for arson in contrast to heavy penalties for students participating in the Dow recruiter demonstration. It was pointed out that the recent offense was not arson, that those who built the huts declined to press charges, and that the judiciary bodies endeavored to apply even-handed justice in all cases.

6. Research Council

A written report will be circulated.

7. Personnel Policies, Educational Policies and Library Council

No Senate action required. Councils are at work.

B. Other Business

1. Senator Zipper noted that the promised list of Senators had not yet been circulated.

2. Senator Schwartz moved that notice of the Senate's action on February 9 be forwarded to:

1. President Nixon and Vice-President Agnew
2. Presidential Cabinet members
3. House and Senate Foreign Relations Committee
4. Senate Armed Services Committee
5. New York Senators and Congressmen
6. Joint Chiefs of Staff
7. Governor Rockefeller
8. News media including TV networks and
New York Times and Post
9. New York Assembly and Senate

The motion was amended to specify that the list of votes cast with names would be included with the notice. The motion was passed by a vote of 29 to 20. Because of the lowness of the vote, the Secretary raised the question of the possible lack of a quorum. A count showed 56 Senators present, which was held-- probably erroneously--to be a quorum. (60% of a presumed current membership of 95 would require 57 for a quorum).

At this point in the meeting another Senator left the room, clearly eliminating a quorum. Although Roberts' Rules of Order permit only the setting of the next meeting (and similar announcements) and a motion to adjourn, Chairman pro-tem Johnson allowed Senators to propose motions to be referred to appropriate Councils and Committees of the Senate for study.

3. Senator Villano presented a written motion for the repeal of regulations providing preferential parking. The Chairman referred the motion to the Personnel Policies Council for study and report.

4. Senators Kamp and Green presented the following resolution:

Whereas: A committee was established in May of 1969 by the Department of Rhetoric and Public Address to decide major policy decisions of the department;
Whereas: the present chairman of the RPA is only temporary;
Whereas: the present chairman of the RPA department has ignored student opinion repeatedly;
Be it resolved: that the committee established in May of 1969 by the RPA department be reactivated to make all policy decisions and review all decisions made by the present chairman.

Without dissent the resolution was referred to the Executive Committee.

5. Senator Schwartz introduced the written resolution proposed by himself and Senator Reilly which would rule "that all personal records" in the University "are to be made totally confidential, closed to all except by written or personal request by the student. All of these records are to be open to the individual student." The motion was referred to the Student Affairs Council.

6. Senator Schwartz presented a written proposal of two paragraphs, the first of which would ban "war-related research from all facilities of the University;" the second would provide for a public hearing, if requested by ten persons, of anyone proposing to recruit on campus, and the submission of the question of the withholding of the privilege to the Senate if ten persons so requested. The mover accepted the suggestion that these two disparate matters be divided. The first was referred to the Council on Research, the second to the Student Affairs Council.

7. Senator Green introduced verbally a resolution as follows:

"Since the purpose of an advisor is, as the word implies, only to advise, the consent of the advisor for registration and for dropping courses is not necessary after the Freshman year."

The resolution was referred to the Undergraduate Academic Council.

The Senate adjourned at 5:15 p. m.

Respectfully submitted,

Virgil B. Zimmermann
Secretary

3/4/70

To: University Senate
From: Executive Committee
Subject: Report for Meeting of February 16, 1970

At the Senate meeting of January 19, 1970 the Executive Committee was authorized to act for the Senate on matters pending in the Senate as of the 19th of January.

- I. The Executive Committee approved the recommendations designated "for action" in the following Council reports.
 1. Undergraduate Academic Council
 - a. Items 1 and 2 from report for period Nov. 15 - December 8, 1969.
 - b. Item 1 from report for period December 9, 1969 - January 5, 1970. B.A. program in Comparative Literature.
 2. Graduate Academic Council

Item in report for period December 1 - December 31, 1969, M.A. degree in Geography
 3. Council on Promotions and Continuing Appointments

Recommendations of this Council dated November, 1969 (December 10, 1969) were approved on the condition that a statement is added to the report concerning the role of students in the procedure.

4. Executive Committee Reports

Items 1 and 2 from report of January 19, 1970.

II. The Executive Committee approved the report of Ad Hoc Faculty-Student Consultation Guidelines Committee as revised for November 17, 1969 meeting of the Senate.

III. Resolution on West Podium Extension

The Executive Committee agreed that the Chairman write a letter to Chancellor Gould expressing the sentiments of the resolution.
(Copy of letter attached)

IV. The Executive Committee accepted the reports of all Councils submitted for the Senate meetings of December 15, 1969 and January 19, 1970 with respect to the items of information presented with the following exception.

1. Item 7 of the Undergraduate Academic Council Report for period November 15-December 8, 1969 concerning guidelines for the operation of the S-U grading system was returned to the Council since the committee felt that the use and definition of the symbol U was contrary to the intent of the original proposal approved by the Senate on November 24, 1969.

Respectfully submitted,

Alfred P. Finkelstein

2/11/70

5 February, 1970

Dr. Samuel B. Gould
Chancellor
State University of New York
8 Thurlow Terrace
Albany, New York

Dear Dr. Gould:

As Chairman of the Executive Committee of the Senate of the State University of New York at Albany, I am writing on behalf of the Senate to express our deep concern over the exclusion of the West End Podium extension from the Capital Construction Budget for 1970-71. The exclusion of the West End Podium extension has implications directly for a number of programs which presently are being accommodated both on and off this Campus. This is particularly so for several professional graduate schools presently off campus. Their need for University library facilities and interaction with other related departments is extremely important to their academic development but is difficult due to their location. In addition several departments which are presently located on campus are in need of the facilities to be provided by the West End Podium extension for the continuation and expansion of their programs.

As a result, the further academic development of these various schools and departments which are in the Social Sciences will be seriously hindered.

Indirectly, the exclusion of the West End Podium extension has similar consequences for the development of the Natural Sciences and Mathematics since it will inevitably produce delay in the projected East End Podium extension.

We, therefore, urge you to recommend reinstatement of the West End Podium extension in the Supplemental Budget, 1970.

Yours sincerely,

Alfred P. Finkelstein
Chairman, Executive Committee

APF:hr

Undergraduate Academic Council

Meeting of February 3, 1970

For Information:

1. A brief Academic Standing Committee report was made dealing with the recent review of students in University College who were in academic difficulty at the end of the fall semester. Thirty-four cases were considered resulting in seven dismissals.

F. Krivo from the Admissions Office was present to answer questions regarding the difficulties facing transfer students in finding adequate housing and how this relates to the Admission Quotas for next year:

600 resident freshman
300 commuting freshman
300 EOP
850 transfers - non-housed

Questions on the possibility of a double major and a request for a further interpretation of the Departmental Program was referred to the Curriculum Committee.

Informal discussion was held on descriptions of two proposed courses, Uni 300 and 301. No action was taken at this time.

2. The new Grading Policy was discussed again at the behest of the Senate Executive Committee. The following change re. grade symbols: S - Satisfactory; R - Registered, no credit, in place of S-U was accepted. However, further discussion will be necessary in the Council.
3. Resolution #2-69-70 The "General" College---The U.A.C. approves and encourages the formation of the "General" College as it is described in Resolution #2-69-70 and has forwarded the proposal to the Educational Policies Council.

For Action:

The following changes were submitted by the Curriculum Committee and were approved for the Undergraduate Bulletin copy in the Degree Requirements section:

- (a) Under Natural Science and Mathematics for both BA and BS--
**This requirement may be fulfilled by an eight semester hour (credits) course in a laboratory science and three additional hours of study in mathematics or its equivalent, or by eight semester hours (credits) in mathematics and three additional hours (credits) of study in a laboratory science.
- (b) Change the words semester hour(s) to credit(s) wherever they appear in the Degree Requirements section of the Bulletin.

REPORT OF THE GRADUATE ACADEMIC COUNCIL
For the Period January 1 - 31, 1970

For information:

The Council met two times during this month.

1. The Committee on Admissions and Academic Standing reviewed two petitions from students. It acted to accept one petition involving transfer credit and recommended against a petition involving full-time study in residence. The latter petition was subsequently denied by the Council.
2. The Committee on Educational Policies and Procedures will report on foreign language and tool requirements in Ph.D. programs in February.

The Committee has taken under review the University requirement of one year of full-time study in residence.

3. On recommendation of the Committee on Educational Policies and Procedures, the Council voted the following policy statement on the assignment of credit hour values to graduate courses for the guidance of schools and departments offering graduate courses and programs.
 - a. One semester of full-time unencumbered graduate study should be equivalent to 15 credit hours. The number of credits assigned to an individual graduate course shall be commensurate with its proportionate relationship to this full-time load.
 - b. Each department shall determine the credit hour value of each of its graduate courses in the light of the foregoing principle. Thus, for example, a graduate course which requires one-fifth of a student's full time shall be assigned 3 credits; a course which requires one-fourth of his full time shall be assigned 4 credits; etc.
 - c. Departmental judgements in assigning credit hour values to courses are subject to approval of the appropriate curriculum committees.
4. The Council discussed doctoral programs, one proposed in the History and Systematics of Science and another proposed in Library Science. Study of both proposals will be continued.
5. Acting for the Council the Dean of Graduate Studies approved changes in two graduate programs:
 - a. In the master's program in Speech Pathology and Audiology the required work in audiology has been reduced 7 credit hours, including four hours in A SAU 685, Seminar in Audiology. The portion of the program thus freed may be devoted to audiology, speech pathology, or supporting courses in other fields.
 - b. In the doctoral program in history, A HIS 898, Teaching of History, or its equivalent, and A HIS 624, History and Philosophy of Higher Education in the United States, have been eliminated as requirements for the Ph.D. for students preparing to enter college teaching careers.

6. The Council admitted two students to candidacy for the Ph. D. and one for the Ed. D.
7. The Council recommended to their respective faculties in Arts and Sciences and Public Affairs for the award of the Ph. D. as of January 31, 1970, one candidate in each of the following fields: chemistry, physics, political science, and psychology.

Respectfully submitted,

Charles T. O'Reilly, Chairman

COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS

For the Period January 1 - 31, 1970

The Council is meeting as often as possible to continue its work.

Respectfully submitted,

Charles T. O'Reilly, Chairman

State University of New York at Albany

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

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

1. Election of Chairman and Council Membership. Dr. Murray Phillips was elected Chairman upon the return from sabbatical of Miss Alice Hastings and the resulting ineligibility of Mr. Haviland. Miss Tish Cavaleri, graduate student in the School of Library Science, replaced Miss Denise Botto who graduated. Miss Anita Thayer, undergraduate student representative, submitted her resignation because of meeting conflict and pressure of other commitments.
2. Library Fine Schedule. Discussion was postponed until student representatives from Central Council were present.
3. Library Services. Council members spoke on aspects of library services, such as, prompt reshelving of materials to help avoid "lost" books, a more effective procedure for searching for "lost" books, availability of books in the Library's reserve awaiting processing, and reassignment of staff to help in emergency situations.
4. Budget Planning. Examples of formulae used in departmental allocation of book funds at other universities will be discussed next month.
5. Departmental Libraries. In receiving requests, Council members discussed university policy, equity of treatment, and cost of duplication of services and resources.
6. Inter-relationship of Computing Center, Center for Educational Communications, and University Library. Informal word from the Senate Executive Committee indicated a favoring of the enlargement of the Library Council membership rather than the creation of new Senate councils.

Respectfully submitted,

Murray Phillips, Chairman

STUDENT AFFAIRS COUNCIL

REPORT TO THE FACULTY SENATE

February 16, 1970

1. The Council met twice since its last report to the Senate. Meetings were held on January 8 and February 6, 1970.
2. Committees reported as follows:
 - 2.1 Student Government and Organizations Chairman, Dr. Margaret McKenna, reported the addition of Elizabeth Burger and Elton Butler as members of the Committee. Neil Brown was designated Executive Secretary. Two students have been invited to membership on the Committee but have not accepted as yet.
 - 2.2 Committee on International Students Chairman, Professor Doris Geiss, reported that they are in the process of establishing Committee membership.
 - 2.3 Committee on Financial Aids Chairman, Dr. Roswell Fairbank, announced that Committee membership as follows:

Shirley Brown	Lois Gregg
Rodney Hart	Richard Hauser
Terry Mathias	Paul Saimond
William Sheehan	Keith Yandoh

- 2.4 Committee on Student Conduct Chairman, Dr. William Dumbleton, announced that Committee membership as follows:

Harold Cannon	Floyd Brewer
Diva Daims	Barbara Bucholtz
Sorrell Chesin, Executive Secretary	

The student who set fire to the Vietnamese huts on the podium appealed the decision of suspension made by the University Student Judicial Committee. This Committee modified the original decision. The student was put on disciplinary probation for one year. Members of the Judicial Board are welcome to discuss the change in action with members of the Student Affairs Council Committee on Student Conduct.

- 2.5 Committee on Student Residences Chairman, Professor Janet Havens, reported the Committee membership to be as follows:

DeLoss Freison	Marcie Shemaria
Norma Edsall, Exec.Sec.	H. Allen Vermilye

This Committee is trying to get a graduate student to serve as a member.

3. Professor Janet Havens presented the Melville-Steinmetz proposal for co-educational living. It was discussed at great length and referred to the Committee on Student Residences for further information to be researched and collected.

Respectfully submitted,

Clifton C. Thorne

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

UNIVERSITY SENATE

State University of New York at Albany

A BILL FOR REPEAL OF THE UNIVERSITY PARKING POLICIES

FEBRUARY 16, 1970

Introduced by: Stephen Villano

I. Whereas, the present parking policy of the State University of New York at Albany discriminates first, against students and still further against resident students; and

Whereas, resident students are paying approximately \$600 per semester for room and board and are therefore entitled to decent parking facilities, rather than the "back of the lot" facilities they now have;

II. Be it resolved that, the Senate of the State University of New York at Albany repeals the preferential parking policy (faculty-commuting students--resident students) which is currently in practice at this University, and replaces it with a parking policy of a first-come, first-served nature in each of the Quad parking lots.

III. The first-come, first-served policy would have one major exception; that being that the first two complete rows closest to the Academic Podium in each of the Quad parking lots be reserved for those individuals who have obtained a special medical parking permit from the University Security Office, due to some type of physical ailment.

IV. This bill will take effect March 1, 1970.

BILL

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

RATIONALE

The U.S. Army will soon put into operation a computerized data bank, for use by the FBI, CIA, Secret Service, Army, Navy, Air Force, and Police Forces. Its purpose is to keep under surveillance all dissidents and demonstrators. When the United States finally becomes a total police state, these records will be used against such individuals. The information is gathered not only from college records, but also from campus newspapers and "military undercover agents posing as press, press photographers, demonstrators and college students."

The records should be open to the student so that he can have any mistakes corrected.

Incidentally, the data bank will also include faculty and administrators, such as members of a body that passes a bill contrary to the feelings of the government.

source: Washington Monthly

Capt. C.H. Pyle,

Army Intelligence-Retired

Proposal-by Jack L. Schwartz

& Reilly 2/16/70

WE, the Senate of the SUNY at Albany, hereby ban war-related research from all facilities of the University.

And, if requested by ten members of the University community, any individual on campus for the purpose of recruitment shall be subject to a public hearing on campus, to answer questions pertaining to his intent and purposes. If after said hearing, ten members of the University community are not satisfied with the recruiters purposes, his privilege of campus recruitment shall be decided by vote of this body (Senate)