

FAC. SENATE
1969-70

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: Members of the 1969/70 Faculty Senate
From: Evan R. Collins

The organizational meeting of the 1969/70 Senate will
be held on Thursday, May 15, 1969 at 3:30 p.m. in the Campus
Center Room 315.

Evan R. Collins

ERC/sla
5/6/69



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

FACULTY SENATE

Organizational Meeting of 1969-70 Senate

May 15, 1969

The meeting convened at 3:40 p.m.. A quorum (45) was present. The following officers were elected by a majority of those present by secret written ballot:

Vice Chairman Elect	Mauritz Johnson (Ed.)
Secretary	Virgil Zimmerman (GSPA)

Members of Executive Committee:

Edith Cobane	(Ed.)
Helen Horowitz	(A&S -Economics)
Louis Salkever	(A&S -Economics)
Seth Spellman	(Social Welfare)

In addition to the eight candidates for the Executive Committee presented by the Nominating Committee the following were nominated from the floor:

Stanley Blount
Edith Cobane
Donald Newman
Jogindar Uppal

The meeting adjourned at 4:15 p.m. The next meeting of the 1969-70 Senate will be at 3:00 p.m. on June 2. At that time, the Executive Committee nominations for Senate councils and committees will be presented for Senate consideration.

Respectfully submitted,

V.B. Zimmerman
Secretary

VBZ/sla

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: 1969/70 Faculty Senate

From: Evan R. Collins

You have by now received the notice of our organizational meeting on Thursday, May 15. I am enclosing a copy of the list of nominees for the elections which will be held at our first meeting. Also enclosed is a complete list of the members of the Senate for 1969/70.

ERC/jg
Enc.
5/12/69

Nominees for Executive Committee

1969-70 Faculty Senate

Vice Chairman Elect

Mauritz Johnson
Donald Newman

Education
Criminal Justice

Secretary

William Dumbleton
Virgil Zimmerman

Arts and Sciences: English
Graduate School of Public Affairs

Members

1. Louis Salkever
Arts and Sciences: Economics

Seth Spellman
Social Welfare

2. Doris Geiss
Nursing

Helen Horowitz
Arts and Sciences: Economics

3. John Aronson
Arts and Sciences: Chemistry

John Reilly
Arts and Sciences: English

4. Robert Miller
Business

Karl Petersen
Arts and Sciences: Music

Nominations may be made from the floor

ELECTED SENATORS FOR 1969-70 SENATE

AT-LARGE (12 SENATORS)

Elmer Mathews (1970)	Dean for Personnel Administration
Vincent Aceto (1971)	Library Science
Regis Deuel (1970)	Business
Arnold Foster (1971)	Sociology
Walter Knotts (1971)	English
Karl Peterson (1970)	Music
William Dumbleton (1970)	English
Aletha Markusen (1971)	Biology
Shirley Brown (1972)	Psychology
Arthur Collins (1972)	English
Webb Fiser (1972)	Political Science
Louis Salkever (1972)	Economics

ARTS AND SCIENCES (20 SENATORS)

John Aronson (1971)	Chemistry
Robert Donovan (1971)	English
Frank Carrino (1971)	International American Studies
William Grimes (1971)	Philosophy
Alfred Finklestein (1970)	Chemistry
John Reilly (1971)	English
Helen Horowitz (1970)	Economics
John Overbeck (1970)	Ancient Languages

ARTS AND SCIENCES . . . continued

Donald Stauffer (1971)	English
Violet Larney (1970)	Mathematics
Henry Tedeschi (1971)	Biology
Robert Thorstensen (1970)	English
Romolo Toigo (1971)	Sociology
Jogindar Uppal (1971)	Economics
Stanley Blount (1972)	Geography
Morris Eson (1972)	Psychology
Kathleen Kendall (1972)	Speech
Peter Krosby (1972)	History
Antony Saturno (1972)	Chemistry
William Wilson (1972)	Art

BUSINESS (2 SENATORS)

Robert Miller (1971)	Marketing
Harold Cannon (1972)	Accounting

EDUCATION (7 SENATORS)

Edith Cobane (1970)	Physical Education
Murray Philips (1971)	Education
Robert Lorrette (1971)	CASDA
Helen Stafford (1970)	Off-Campus Supervision

EDUCATION . . . continued

Mauritz Johnson (1970)	Ed. Curriculum
Jerry Eckstein (1972)	Ed. Foundations
Michael Lamanna (1971)	Ed. Social Studies

CRIMINAL JUSTICE (1 SENATOR)

Donald Newman (1970)

LIBRARY SCIENCE (1 SENATOR)

Robert Burgess (1970)

GRADUATE SCHOOL OF PUBLIC AFFAIRS (1 SENATOR)

Virgil Zimmerman (1970)

NURSING (1 SENATOR)

Doris Geiss (1971)

SOCIAL WELFARE (1 SENATOR)

Seth Spellman (1971)

LIBRARY (2 SENATORS)

Richard Kimball (1972)

Mary Collins (1972)

Appointed: (All one-year terms)

Dr. O. William Perlmutter
Dean College of Arts and Sciences

Dr. Charles O'Reilly
Dean, School of Social Welfare

Dr. Randolph S. Gardner
Dean, School of Education

Dr. Edgar W. Flinton
Dean, School of Graduate Studies

Dr. Warren Haynes
Dean, School of Business

Dr. Sorrell Chesin
Student Affairs

Dr. Irving Verschoor
Dean, School of General Studies

Dr. Harry Frisch
Associate Dean, Arts and Sciences

Dr. Richard Teevan
Psychology Department

EX OFFICIO MEMBERS

President Evan R. Collins
AD 249

Dr. Clifton C. Thorne
AD 125

Dr. Allan Kuusisto
AD 201

Dr. Earl Droessler
AD 229

Dr. Milton Olson
AD 326

Miss Alice Hastings
University Librarian

Dr. Joseph Norton
ED 210

Dr. Paul Wheeler
SS 366

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: Members of the 1969/70 Faculty Senate

From: Evan R. Collins

The next meeting of the 1969/70 Faculty Senate will be held on Monday, June 2 at 3:00 p. m. in Campus Center Room 315.

The presentation of Council memberships for approval by the Senate will be the main item on the agenda.

Evan R. Collins

ERC/sla
5/28/69

69/70 Minutes
Fac Sen

MINUTES OF FACULTY SENATE 1969-70

Meeting No.2--June 2, 1969

1. President Collins called the meeting to order at 3:15 p.m. in Room 315 of the Campus Center. A quorum was present.
2. Upon motion by Knotts and second by Chesin, the Senate approved by voice vote the slate of nominees for the various Councils and the Grievance Committee as presented by the Executive Committee. The list of nominees is attached.
3. The Senate adjourned at 3:25 p.m.

Respectfully submitted,

V.B.Zimmerman
Secretary

VBZ/sla
6/5/69

Senate
1969-70

TO: Faculty Senate Members
FROM: Executive Committee
SUBJ: Report for meeting, June 2, 1969

For Information

1. President Collins has appointed Virgil Zimmerman as Chairman of the Ad Hoc Consultation Guidelines Committee.

Central Council has appointed as the student members of this Committee: Barbara Buchholz '72, Janice Rosen '71, Suzi Goldmacher '71, and Robert Nible '69.
2. The 1969-70 Senate Executive Committee has received the recommendation that the University Committee on Teaching be continued for the coming year.

For Action

1. The following faculty members are nominated for membership on the Ad Hoc Consultation Guidelines Committee:

Doris Geiss - Nursing
Harold Morick - Philosophy
Richard O'Neil - Mathematics
Charles Petitjean - Admin. Services
2. The following faculty members are nominated for membership on the committee to study possible discrimination on SUNYA construction projects:

Irving Sabghir - Bus. Mgt. - Chairman
Reginald Gilliam - Afro-American Studies
Harry Hamilton - E. O. P.
Richard Nunez - Public Admin.
3. The Ad Hoc Committee on Faculty-Student Governance has completed an intensive review of the Faculty By-Laws and has submitted its proposals. The Committee is to be commended for its concentrated efforts and the thoughtfulness of its report.

The Executive Committee has endorsed several of recommended changes, recommended that action be deferred on others, and has offered an alternative proposal for the establishment of a successor Committee on University Governance. Each of the Governance Committee's proposals is stated, together with the Executive Committee recommendations on it.

a) Governance Committee

The amendment offered here will remedy a defect disclosed during this past year in our deliberations on the Afro-American studies program.

Proposed amendment to Faculty By-Laws, Article V, Referendums, Section 1, opening sentence, which now reads:
Measures may be submitted to the Voting Faculty by the Senate for referendum.

We move the sentence be amended to read:

Measures for referendum may be submitted to the Voting Faculty by the Senate, by the President, or by a petition signed by at least ten percent of the Voting Faculty.

* *
Executive Committee - notes that this amendment raises the substantive issue of the division of legislative power between the Voting Faculty and the Senate. It recommends that action be deferred, and that the matter be referred to the new Committee on University Governance.

b) Governance Committee

When we consideredour charge, it soon became clear that minor adjustments in our existing structures were not responsive to the depth and importance of the problems raised, which include identifying the various constituencies in the University community, and determining what representation is appropriate, at least on the suggested all-University Senate and probably also on its ancillary bodies. Such a study ought to be undertaken on a scale commensurate with the issues and interests to be considered, in view of our own recent history, our developed vision of what the University is and ought to be, and in awareness of what measures other institutions have proposed.

Accordingly, we recommend the establishment of an Ad Hoc Committee on University Governance, to consist of five administrators, five faculty members, five undergraduate students, and five graduate students, which should be established as early as possible and charged to report no later than March 1970.

Executive Committee is concerned about the unwieldy size of the group proposed, and also fears that the representation which is recommended will influence unduly the eventual constituency of the Senate.

* *
It recommends the establishment of a Committee on Governance, consisting of seven members of the University community to be selected by the 1969-70 Senate Executive Committee. This Committee is charged to consult with the Senate, Central Council, and other appropriate groups, and to submit its final recommendations no later than December 1, 1969.

c) Governance Committee

To permit faculty members enrolled in degree programs at Albany, and first-year instructors to vote, [we recommend amending Article I, Section 2. Voting Faculty as follows:]

Delete 2.1, 2.5 and "2.3" in 2.4

Renumber 2.2 to read 2.1
2.3 to read 2.2
2.4 to read 2.3
2.6 to read 2.4

Executive Committee - notes that some recommendations are premature, since the Trustees Policies have not yet been amended accordingly, and recommends deferring action and referring the proposals to the new Committee on Governance.

d) Governance Committee

If it is good that students be represented on the Senate, then it is bad to delay their participation unnecessarily, and even worse to delay it for a whole year. Therefore, we strongly recommend an interim arrangement to provide for their representation during 1969-70.

Preventing this action, of course, are the By-Laws, which now exclude students from membership. Therefore, we propose that the following changes in the By-Laws be approved on a one-year basis to enable the interim plan to operate.

Article II, Section 2, Composition of the Senate, to be changed as follows:

Add at 2.2 the word "instructor," to make the passage read, "There shall be 12 Senators elected at large from the Voting Faculty, at least half of whom must be from the instructor, assistant professor and associate professor ranks, or equivalent."

Add at 2.5 the word "faculty," to make the opening words read, "The elected faculty members shall serve three-year terms," etc.

Add "2.6 There shall be 33 Senators elected by the appropriate student body. These shall be allocated 1/3 to the graduate student body and 2/3's to the undergraduate student body."

Add "2.7 Until the establishment of a graduate student association at which time that body shall assume commensurate responsibility, the Central Council of the Student Association shall arrange for nominations and elections to fill Student Senator vacancies."

Add "2.8 Subsections 2.6 and 2.7 shall automatically terminate as of July 1, 1971 unless extended by vote of the Faculty or unless superseded by other legislation."

Executive Committee endorses this amendment as proposed.

JRT:sae

5/28/69

Executive Committee Nominations for
Faculty Senate Councils--Committees

Undergraduate Academic Council

Senators:	John Aronson	(A&S Chem) '71
	Frank Carrino	(Int. Am. Studies) '71
	Regis Deuel	(Bus) '70
	Robert Thorstensen	(A&S English) '70
	Kathleen Kendall	(A&S Rhetoric & Pub. Address) '72
Non-Senators:	Donald Cohen	(Soc. Wel.)
	F. Hodge	(Educ.)
	W. Reese	(A&S Phil)
	K. I. Chen	(A&S Econ)
	Melvin Urofsky *	(Ed. Found)

Graduate Academic Council

Senators:	Vincent Aceto	(Lib. Sci.) '71
	Jerry Eckstein	(Ed. Found) '72
	Peter Krosby	(A&S Hist) '72
	Anthony Saturno	(A&S Chem) '72
	Jogindar Uppal	(A&S Econ) '71
Non-Senators:	John Falconieri*	(A&S Span)
	Wm. Rooney*	(Soc. Wel)
	Lewis Welch	(GSPA)

Student Affairs Council

Senators:	Sorrell Chesin	(Stud. Aff)
	William Dumbleton	(A&S Eng) '70
	Doris Geiss	(Nursing) '71
	Karl Peterson	(Music) '70
	Armand Baker	(A&S Span)
Non-Senators:	Lois Gregg	(Stud Aff)
	Harry Hamilton*	(Atmos. Sci.)
	Robert McMorris *	(Ed. Psych)
	Harry Price	(A&S Hist)
	Rudolph Schmidt	(Univ. Physician)

Personnel Policies Council

Senators:	Michael Lamanna	(Ed. Soc. Stud.) '71
	Robert Lorette	(Ed. Admin) '71
	Elmer Mathews	(Pers.) '70
	Robert Miller	(Bus.) '71
	John Reilly	(A&S Eng) '71
Non-Senators:	Melvin Bers	(GSPA)
	Hugh Farley	(Bus)
	Richard Kelly	(A&S Bio)
	Edwin Munro	(A&S Span)

Council on Educational Policy

Senators:	Stanley Blount	(A&S Geog) '72
	Arthur Collins	(A&S Eng) '72
	Walter Knotts	(A&S Eng) '71
	Wm. Wilson	(A&S Art) '72
Non-Senators:	Walter Balk	(GSPA)
	Paul Bulger	(Ed. Admin)
	Winthrop Means	(A&S Geol)

Library Council

Senators:	Murray Phillips	(Ed. Media) '71
	Donald Stauffer	(A&S Eng) '71
Non-Senators:	Werner Baum	(A&S Bio)
	Frances Colby	(A&S Eng)
	Edoho Edoho	(A&S Afro-Amer. Stud)
	Francine Frank	(A&S Rom. Lang)

Council on Promotions and Continuing Appointments

Senators:	Harold Cannon	(Bus. Acct) '72
	Webb Fiser	(GSPA) '72
	Arnold Foster	(A&S Soc.) '71
	Donald Newman	(Crim. Just) '70
	Henry Tedeschi	(A&S Bio) '71
Non-Senators:	Jane Ives	(Soc. Wel.)
	John Rosenbach	(Ed. Psych)
	Edward Shaw	(A&S Human)
	Bruce McCutcheon	(A&S Psych)

Council on Research

Senators:	Robert Donovan*	(A & S Eng) '71
	Charles O'Reilly	(Soc. Wel.) '71
	Richard Teevan*	(A & S Psych) '70
Non-Senators:	John Bird * '53	(A & S Geol)
	Richard Clark	(Ed. Psych)
	Jagadish Garg	(A & S Physics)
	Melvin Katz	(A & S Math)
	John Saunders	(A & S Bio)

Grievance Committee

Senators:	Robert Burgess	(Lib. Sci) '70
	Violet Larney	(A & S Math) '70
Non-Senators:	Alvar Elbing	(Bus. Mgt)
	Reginald Gilliam	(A & S Afro - Amer. Stud)

*Consent Assumed

STATE UNIVERSITY OF NEW YORK AT ALBANY
College of Arts and Sciences
Office of the Dean

Social Sciences 341
(518) 457-8410

TO: Executive Committee FROM: O. William Perlmutter
Faculty Senate

DATE: 16 September 1969

SUBJECT: Proposal to establish a Council on University
Operations.

It is proposed that the Senate establish a standing committee to be known as The Council on University Operations. The principal function of this body could be summed up in the simple colloquial phrase "trouble shooting."

The proposed Council would have the responsibility of keeping in close and continuous touch with all phases of the University operations and to identify potential sources of difficulty before they arise. It would recommend to appropriate offices, departments, persons, etc., suitable preventive measures. It would have no power to take administrative action, only to recommend, and its reports to the Senate would generally be informational.

It would also be the responsibility of the Council to prepare plans for foreseeable emergencies and crises that might confront the University, including natural catastrophies, civil defense, riots, etc.

The personnel of this Council should be drawn from key persons in the faculty, student body, and administration. Consideration might also be given to the possible inclusion of one member of the University Council. The term of office would be for the duration of the Senate year.

The ombudsman of the University, now serving in the President's office, should also be available to the Council.

If successful, the Council would reduce the lead time necessary for forthright action. Universities like Columbia and Cornell "discovered" their problems late and responded too slowly.

Executive Committee,
Faculty Senate

16 September 1969

In these critical times of recurring crises, the University must be in a position to anticipate problems, to initiate action rather than merely react to circumstances, to employ its greatest resource--intelligence--in the service of prevention rather than analysis after the fact in "commission studies" of what went wrong.

OWP:eb

A handwritten signature in dark ink, appearing to be 'WJF', is written over the typed name 'OWP:eb'.

cc: President A. A. Kuusisto
Vice President Charles O'Reilly

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: Faculty Senate
From: Allan A. Kuusisto

Our first meeting for the 1969/70 year will be held on Monday, September 29 at 3:30 p.m. in Biology Room 248.

The agenda will consist of the following items:

1. Report from the Selection Committee
2. Council reports
3. Other business which may come before the Senate

One of the major reports on the agenda for discussion is the proposal from the Undergraduate Academic Council regarding reform of the grading system.


Allan A. Kuusisto

AAK/sla
9/24/69



STATE UNIVERSITY OF NEW YORK AT ALBANY
GRADUATE SCHOOL OF PUBLIC AFFAIRS
Sayles Hall 179 Partridge Street
Albany, New York 12203
Telephone: (518) 472-3290

9/29/69

Corrections to Minutes of Faculty Senate Meeting of September 29

Dean Flinton stated that item 2, Graduate Academic Council, should read: The Council's Report did not call for action by the Senate.

in
Professor Knotts stated that/item 10, line 6 the words "some of whom" should be substituted for the words "each of which".

The minutes were approved as corrected.

V. B. Zimmermann
Secretary

October 27, 1969

FACULTY SENATE

Minutes of Meeting

September 29, 1969

The meeting was called to order by President Kuusisto at 3:35 p. m. in Room 248 of the Biology Building. He announced that since student members of the Senate had not yet been elected, a quorum of Faculty members was sufficient and was present. The minutes of the June 2 meeting were approved.

1. Executive Committee Report

1.1 The following faculty members were approved by a voice vote for membership on the Committee on Teaching:

Robert Frost - Chemistry
Robert Kelly - Curriculum and Instruction
Allan Klein - Social Welfare
Sidney Reisberg - Educational Communications
Gerard Wagner - Rhetoric and Public Address
Five student members to be nominated by Central Council

In response to a question concerning the Committee's mission, the Chairman recalled that it had been authorized by the Senate last May in response to a recommendation by last year's Committee on Teaching. Its primary responsibility, he observed, would be to organize and conduct the conference on teaching and learning recommended by that Committee and by the All-University Senate and endorsed by this body. In addition it might make other proposals having to do with the improvement of teaching and the enhancement of learning.

1.2 The following faculty members were approved by a voice vote for membership on the Committee on University Governance:

J. Ralph Tibbetts - Educational Guidance
Martin Edelman - Political Science
O. William Perlmutter - Dean, College of Arts and Sciences
Robert Morris - Dean, University College
Sorrell Chesin - Student Affairs
Two student members to be nominated by Central Council

The Committee's charge is to present such revision of the by-laws as may be necessary in order to accomplish the change from a Faculty Senate to an All-University Senate. In its review it should also correct the ambiguities and lacunae which experience has revealed.

1.3 Dr. Finkelstein announced that the Executive Committee would hold an open hearing to receive suggestions on local additions to or modifications of the Rules for the Preservation of Public Order as prepared and filed by the Board of Trustees. The meeting will be at 3:30 p.m. on October 13 in the Assembly Room of the Campus Center.

2. Graduate Academic Council

No report.

3. Personnel Policies Council

3.1 Chairman John Reilly, on behalf of the Council, moved that:

- a) the annual collection of faculty dues be terminated;
- b) the payment of respects to deceased or retiring faculty members be henceforth considered to be a responsibility of the School or Department concerned and not the function of a Senate Council or Committee;
- c) funds accumulated in the Faculty Account for such honorific purposes be devoted to the financing of the Social Committee's activities.

The motion was unanimously adopted by a voice vote.

4. Council on Promotions and Continuing Appointments

4.1 It was reported that the Council has met and has been organized.

4.2 A recommendation by Dean Perlmutter that the Council set a time table for submittal of promotion and tenure recommendations by schools and departments was duly noted.

5. Library Council

Has not yet met.

6. Council on Research

The Council has been organized with Vice President Droessler as Chairman, Professor Jagadish Garg as Vice-Chairman and Professor Richard Clark as Secretary. The Council has met and has discussed its agenda for the year.

7. Council on Educational Policy

7.1 The Council met twice in July and once in September. Chairman is President Kuusisto, Vice Chairman Professor Paul Bulger, Secretary Professor Stanley Blount.

7.2 A sub-committee consisting of Messrs Knotts, Chairman, Hirschorn and Means, have been working since July with the administration, SUNY Central Office Personnel, and with Division of the Budget on the proposed 1970-71 budget for SUNY Albany.

7.3 A sub-committee consisting of Messrs Collins, Chairman, Nealy and Wilson reviewed the reports of last year's Task Forces on Instruction, and Academic Regulation and have prepared a report which the Educational Policy Council will consider at its next meeting.

7.4 A special committee consisting of Messrs Balk, Blount and Nealy worked with Assistant Vice President Miwa on the 1969 revision of the Master Plan.

7.5 The Council will now begin its study of a September 15, 1969 report from the budget committee entitled "Suggestions for a Program Audit and a Financially Realistic Revision of the Master Plan."

7.6 In the discussion which followed Professor Bulger's report it was made clear that SUNY Albany cannot restrict admissions below the levels specified in the plan. Several comments were made that the failure of instructional staffs and facilities to expand in keeping with enrollment growth will cause serious problems. President Kuusisto reported that a Space Management Committee had been administratively established with responsibility for planning for more effective space utilization.

7.7 Inquiries on several matters reported on last year by the Educational Policies Council led to the charge being given to the Executive Committee to review unfinished business and tabled reports so that the Senate's agenda could be brought up to date.

8. Student Affairs Council

8.1 Vice President Thorne reported that there was still no official graduate student organization but that efforts to form one were continuing. In the meantime the Student Central Council had made arrangements with a "steering committee" of graduate students for collaborative action.

8.2 In response to a question concerning the projected October 15 Anti-War Moratorium, the President responded that a tentative decision had been reached to allow both faculty and students a maximum individual freedom of choice.

9. Undergraduate Academic Council

9.1 For the Council, Professor Aronson presented the revised proposal for modification of the grading system and responded to questions. To a number of questions asking whether the Council had reviewed the experience of other schools, Professor Aronson explained that the Council had not undertaken original research but had pulled together and synthesized the conclusions reached by other groups which had studied the grading problem. He reiterated that there was virtually unanimous belief that a mixed-system in which the student could choose how he was to be graded worked unsatisfactorily. It was conceded that faculty members having both freshman and upperclassmen in the same course would have to report grades differently. It was pointed out that the proposal would not prevent instructors from compiling grades in the traditional fashion and of personally recording or of advising students of these letter grades. Suggestions were made that it might be advisable to have referenda of student and/or faculty opinion on the proposal but no such motion was presented.

10. Report of Selection Committee

Professor Knotts began by indicating that President-elect Benezet's name had been on a list of some thirty candidates suggested for consideration by the SUNY Central Office and had also been put forward by faculty members. By April the Committee had reviewed some 190 candidates and had narrowed its preferred list to six or seven each of which was then interviewed. After the last interview which was with Mr. Benezet all members had him as their first choice.

Professor Knotts then described the structure of the colleges at Claremont and pointed out the pertinence of Mr. Benezet's experience there as a "President among Presidents." Although formally head of

the Claremont Graduate School he was intimately involved in the development and coordination of undergraduate work as well. The Committee was particularly impressed by Mr. Benezet's views on the "cluster system" of university organization as a means of warding off the blight of impersonalism which threatens higher education. Among Mr. Benezet's prior responsibilities has been the administration of programs for minority students.

11. Ad Hoc Faculty-Student Consultation Guidelines Committee

Professor Zimmerman reported that the Committee had prepared a draft "guidelines" and would meet to review it on Wednesday, October 1. It expects to circulate its draft for comment before producing a final version for presentation to the Senate in October.

The meeting adjourned at 5:10 p. m.

Respectfully submitted,

Virgil B. Zimmermann
Secretary

VBZ/sla
10/9/69

STATE UNIVERSITY OF NEW YORK
AT ALBANY

MEMORANDUM

To: Faculty Senate
From: Faculty Senate Executive Committee
Subject: Report For Meeting September 29, 1969

For action:

1. At its meeting on May 12, 1969 the Senate authorized the establishment of a University Committee on Teaching. The following are nominated for membership on the University Committee on Teaching:

Robert Frost - Chemistry
Robert Kelly - Curriculum and Instruction
Allan Klein - Social Welfare
Sidney Reisberg - Educational Communications
Gerard Wagner - Rhetoric and Public Address

In addition, there will be five student members to be nominated by the Student Central Council.

2. At its meeting on June 2, 1969 the Senate authorized the establishment of a Committee on University Governance. The following are nominated for membership on the Committee on University Governance:

J. Ralph Tibbetts - Educational Guidance
Martin Edelman - Graduate School of Public Affairs
O. William Perlmutter - Dean, College of Arts and Sciences
Robert Morris - Dean, University College
Sorrell Chesin - Student Affairs

In addition there will be two student members to be nominated by the Student Central Council.

For Information:

1. At the request of Vice President O'Reilly the Executive Committee has nominated Joseph Steger (Psychology) and Steven Pflanczer (Social Welfare) to be members of the Educational Communications Center Advisory Committee.
2. Since librarians are now represented on the Faculty Senate, the Executive Committee has approved the inclusion of the salaries of librarians in the report of faculty salaries which will be prepared and distributed in the near future.
3. In the event of vacancies occurring in the Senate, the Executive Committee has approved the following:

"Senate vacancies, whether temporary or permanent should be filled by a substitute selected in the same manner as the absent member."

Alfred P. Finkelstein
Chairman, Executive Committee

APF/sla
9/24/69

Report of the Graduate Academic Council

For the Period September 1-30, 1969

For Information:

1. The Graduate Academic Council met once during this period to organize for the 1969-70 academic year. Graduate student members had not been appointed and, therefore, did not attend the meeting.
2. The Council elected the following officers:

Charles O'Reilly, chairman

Edgar W. Flinton, vice-chairman and secretary

3. No further formal action was taken except that the chairman appointed a nominating committee to provide members for the Council's sub-committees.
4. The Council discussed the make-up of the standing committees and the business of the year ahead.

Respectfully submitted,

Charles O'Reilly, Chairman

* * * * *

Report of the Undergraduate Academic Council

For the Period September 1-30, 1969

The Undergraduate Academic Council held two meetings in June and three meetings in September. The first two meetings were organizational meetings. The September meetings all dealt with the ad hoc committee's report on grading which is presented to the Senate at this time for its consideration and discussion. At the next Senate meeting it will be moved that the report be accepted as presented.

Reported for information only:

The Council gave approval to the English Department to grade the following composition courses this year on a pass-fail basis: English 100, English 300, English 301, English 302a and 302b.

Respectfully submitted,

John Aronson, Chairman

Report of the Council on Promotions
and Continuing Appointment
For the Period September 1-30, 1969

The Promotions Council will meet on Wednesday, September
24, for an organizational meeting.

Respectfully submitted,

Harold Cannon

Report of the Personnel Policies Council

For the Period September 1-30, 1969

For Information:

1. The Council held an organizational meeting on August 5, 1969, and the first regular meeting of the Council was held on September 23, 1969.
2. The Council approved the appointment of Prof. Zachariah Mathew (Acting) as Faculty Treasurer.
3. The sub-committees were activated and nominations made for membership on a new sub-committee on parking and traffic. Patricia Buchhalter was named as new chairman of the Faculty social committee. The other sub-committees will report officers later.

Approval Requested:

1. Last year the Council established policy concerning recognition of death and retirement of Faculty members as follows:

"In the event of the death or retirement of one of our faculty colleagues, The University, through this Committee (Social and Charitable Activities) should demonstrate its respect and homage. We, as a committee, do not feel, however, that it is any longer feasible or advisable to make similar acknowledgements unless it involves a faculty member directly. More specifically we should not attempt to recognize the death of members of faculty families. . . ."

The Personnel Policies Council believes that the attempt to recognize death and retirement through a Senate sub-committee should be dropped. The expansion of the University and its changing nature suggests that respect to faculty members should be shown through actions of departments and colleges.

The Council, therefore, recommends that the President's office, schools, and departments determine the appropriate response to faculty death or retirement. Funds presently in the SUNY-A faculty account should be given to the use of the Social Committee's activities, and the annual collection of faculty dues should be dropped.

Respectfully submitted,

John M. Reilly, Chairman

State University of New York at Albany

To: Faculty Senate, 1969-70

Re: Report of Student Affairs Council Meeting, 9/25/69

1. Dr. Clifton C. Thorne was elected to serve as Chairman of the Student Affairs Council.
2. The chairman reviewed the responsibilities of the Council. A discussion of the organization of the Council and the sub-committee structure ensued.
3. The chairman reviewed the new university rules and procedures re: maintenance of public order on campus.
4. The chairman noted that the university was publishing a "demonstration alert plan" in the form of a pocket-sized card, which will be available to all members of the university community.
5. The Council previewed a proposal from the Committee on Student Conduct concerning the addition of a new level of disciplinary action: removal from university residence. The proposal will be considered at length at a later meeting.
6. The Council discussed the appointment of additional members.

Respectfully submitted,


Serrell E. Chesin
Acting secretary

SEC/s
9/26/69

State University of New York at Albany

Library Council

REPORT OF LIBRARY COUNCIL - September 1969

Library Council 1969-70:

ex-officio	Acting University Librarian, Morrison C. Haviland
ex-officio	Vice President for Academic Affairs or his designee, Charles O'Reilly
ex-officio	Vice President for Research or his designee, Earl Droessler
Senators	Murray Phillips Donald Stauffer
Non-Senators	Werner Baum Frances Colby Edoho Edoho Francine Frank

The Council has not met in September 1969.

Respectfully submitted,

Murray Phillips
Senator for Library Council

9/22/69 N

II. PROPOSAL

Resolved that:

- A. Beginning in the fall term, 1969, all grades for freshman students shall be submitted to the Registrar as satisfactory or no-credit. Satisfactory work is that quality of academic performance which the institution expects from its students in order to earn an undergraduate degree. The mark of no-credit means that a student has not provided the instructor with evidence which would justify the grade of satisfactory.
- B. Beginning in the fall term, 1970, such grading shall be used for all freshmen and sophomores.
- C. The new grading system shall be under continuing observation and review by the Academic Standing Committee of the Undergraduate Academic Council, which shall interpret the system, report on its operation, and recommend changes as appropriate.
- D. The system shall be in effect until June, 1973.

III. CLARIFICATION OF PROPOSAL

1. Symbols. The expression "all grades for freshman students" refers to grades formerly recorded as A, B, C, D, and E; the proposal is not intended to affect the special designations I, W, and Z as currently used. The symbol S, "satisfactory", is now awarded in graduate seminars, student teaching, and other approved courses (Undergraduate Bulletin, 1969-70, p. 59). The proposal would extend such approval while preserving the meaning of the term and the convenience of a symbol that is an initial letter. The symbol N would avoid the pejorative and often misleading implications of U ("unsatisfactory") or F ("failed"); however, it may be unacceptable as a symbol, because it now signifies that a course was offered on non-credit basis. Perhaps NC could be used, or X, but the choice of the most convenient symbols can be determined by the Registrar in consultation with the Academic Standing Committee.
2. Preliminary versions. The proposal is part of the recommendation that Margaret Farrell's committee submitted to the Task Force on Academic Regulations in the Spring. (See the Task Force Report, Appendix II.) Much the same proposal had been independently developed and approved by the students' Academic Affairs Commission in November, 1968. The Farrell committee also proposed gradual extension to a total S-U system and the development of comprehensive and field examinations. These features appear to have been important in its failing to win the approval of the Task Force. We came independently to the conviction that the part we offer has the greatest overall

merit and the fewest disadvantages of any plan to come to our attention. We do not see it as "the answer" to the grading problem but rather as a strong step in the right direction.

3. Starting date. The policy should begin without delay. The matter has been long and responsibly deliberated, there is a strong consensus among students, and there are no major administrative impediments. We can think of no consideration that would require or justify waiting any longer.
4. Duration of experiment. Four years provides time for the novelty of the plan to wear off and for students, faculty, and administration to have gained substantial experience with it. During the third year the first freshmen under the plan would be juniors, well into their major fields and with good perspective on their experience.
5. This proposal does not attempt to answer the question, "What is satisfactory progress for a student under the proposed system?" The ad hoc committee and the Undergraduate Academic Council did not feel required to develop the details of policy in matters of advisement and retention, a normal responsibility of the Academic Standing Committee.

accumulated during the semester. . . . The exercises count 20 percent, the midterm examination 30 percent, the term paper (or laboratory reports) 10 percent, and so on. . . . It is a method [that] offers a measure of safety against the discovery of ignorance. . . . It also lends itself to cheating. Finally, it generates in the minds of all students, good as well as mediocre, honest as well as dishonest, the notion that knowledge as defined by the university system of evaluation does, in fact, consist of a large number of small things most of them contemptible, easily "looked up" when needed, and mainly only needed once. . . .

How accurate are our judgments?

Grades are assessed by the professor who has taught the course. If he has taught badly, he hesitates to advertise the fact by giving a lot of low grades. His grades of B then actually applies to a student whose command of the body of knowledge involved is only "fair" not "good." I am sure there exist, on the other hand, teachers so fine that a semester spent with them is worth three spent elsewhere. But even these men can give grades no better than A, by law. And they may not even know who they are, and so give B's and C's like anyone else. . . .

A freshman asks me, "Do we have to know this for the exam?" My answer is evasive, in general. . . . He should be asking himself (and me): "Is this important? Is this interesting?" As a teacher I should try to give him an honest answer. I should be his ally. . . .

The Task Force on Academic Regulations noted "the desire voiced in New Patterns to escape the bookkeeping approach to learning", and observed that the present grading system is not completely valid as an indicator of student achievement.

Often questionable as a measurement, grades are objectionable as a motivation. They foster grade-grubbing and place a premium on the shrewdness that conforms to and simply mirrors the expectations of professors, who are seen as adversaries, at least as part of a system to be outmaneuvered, often cynically. Thus the grade system has been seen as the primary contaminant of the classroom; besides, it fosters a competitiveness that is educationally and socially destructive. (The quality-point average compounds the problem. A particular course grade is meaningful, but averaging grades arithmetically across the student's whole program is not only bizarre but harmful. Two Task Forces have recommended that the practice be discontinued.)

Some proponents of an S-U or ungraded system urge it on the grounds that it removes the student from his state as an anxiety-ridden consumer on probation. Study becomes its own reward and produces a self-generated motivation that is the most effective and fruitful approach to learning. Students and faculty become more like co-workers, and there is more mutual respect among students, whose identities and self-regard are less tied to grade judgments of personal worth ("I am a C student"). Course work is more creative on both sides of the desk, the student more free to question received opinion and to pursue special projects and interests, the teacher more free to experiment with course content and structure and to work out a variety of evaluative techniques.

One may question this view as utopian and say there are things to be said for the present system. Competitiveness and grades may not be the best reasons for work but they stimulate it, are an incentive. Many believe that without grades as pressure or as reward most students would simply do enough to get by. "Anyhow, students do not compete for grades in any course where an 'A' is open to any student who performs at a specified level. Grades are not rewards but acknowledgements." "The present system can be improved" by clearer definition of course objectives, of what a given examination is measuring, and so on. (The quoted points and others were made by Dr. Arthur Collins in the ASP of March 18, 1969. He had agreed to contribute a defense of the present system, but he pointed out that it did not completely represent" his own position.)

A Task Force report states, "There are substantial arguments on both sides of this question and tidal waves of rhetoric." The question arouses intense interest, but we would be in bad shape if it did not.

#2 Why not a Pass/Fail option? Many institutions have adopted a limited pass/fail option, a system where one or two courses a semester are allowed for pass/fail. In principle it encourages a student to try his curiosity and interest in a difficult course without undue penalty, usually in an elective course outside the major. In practice students tend to elect easy courses, which they can neglect in order to do hard work on the graded ones. Grade pressures in the major field are intensified, and most of the benefits sought in a pass/fail policy are lost under such a partial plan. (This point is developed specifically in Section 6, below.) We agree with the Academic Standing Committee in its May report that the partial system is not to be recommended over the present system.

It is quite another matter for a course to be graded pass/fail (or S and U) because of the nature of the work itself, as now in student teaching and in a number of other courses, particularly at the graduate level. The Academic Standing Committee reported an increasing number of requests for approval of pass/fail grading of particular courses.



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

October 15, 1969

Professor James Crowley
Milne School
M 325
State University of New York
at Albany
Albany, New York

Dear Professor Crowley:

The Executive Committee of the Faculty Senate has asked me to acknowledge receipt of your letter of October 14th and to report its conclusions to you.

The Committee judged that the official position of the University on the October 15th Moratorium was appropriately set forth in Vice-President Charles O'Reilly's memorandum to Deans and Departments. A copy is enclosed for your information. The substance of this policy was announced and accepted without dissent at the September 29 meeting of the Senate.

The Committee examined the circular letter of October 2 to which you object and concluded that it is obviously a private and not an official university communication. It took note of the Trustee's Policies which accord to our "faculty and staff...the full privileges and responsibilities of citizens. Political activity is permitted." (Faculty Handbook, 1968-1969, p. 29-30.) The Committee was agreed that the "appeal" in question should be considered a private political act and not as placing pressure upon or invading the rights of others.

Members of the Committee stated that they do not condone any misapplication of University property or resources for political purposes but do not have any reason to believe such misuse occurred in this case. It was pointed out that SUNY/A, like nearly all other large organizations, permits its internal message delivery service to carry private messages, including many which originate off the campus; indeed it could hardly do otherwise because an "official use only" rule would be unenforceable.

Under the circumstances the Committee does not feel it necessary or desirable to present the issue you have raised to the Senate.

Sincerely yours,

Virgil B. Zimmermann
Secretary, Faculty Senate

VBZ:jmg
Enclosure

Report on the
Committee for Planning Conference

THE PROFESSOR, THE STUDENT AND THE LEARNING RELATIONSHIP

Sidney Reisberg
David Neufeld
September 29, 1969

Selecting Members for the Committee

A real effort was made during the month of August to canvass many people in the University in order to get a broad base of names from which an effective group of members could be brought together.

The following group of faculty and students spent the day meeting at Highland Farms in Altamont on September 15, 1969:

Armand Baker	Peter Larrick
Maria Coutoupis	Edith Leet
Shelly Friedman	Thomson Littlefield
Robert Frost	Bruce McCutcheon
Ross Goble	David Mitchell
Steven Hirsch	Richard Myren
Rona Hoffman	David Neufeld
Jon Jacklet	Sidney Reisberg
Joseph Kaiser	Norman Rich
Ken Kurzweil	Warren Roberts
Marian Hoffman, Coordinator	Ruth Schmidt

Summary of September 15 Meeting

The morning session was divided in three groups, who reported the following proposals:

1. Set up group sensitivity sessions where small groups of randomly assigned people meet to strip away roles and facades and uncover attitudes about one another. Highly trained group leaders could be brought in to conduct the sessions. They could include all members of the University community, not just faculty and students. Curiosity would be a major motivating factor for participation. Premise is that if human beings can be affected, then the University can be changed in a meaningful way.
2. Set up morning-long "classes" in which 14 students are randomly assigned to each professor. The students will become teachers in a role reversal situation and the assigned topic for the class is relevancy. In a second session, students and teachers will reverse roles in their own classrooms and discuss particular problems in that class.

3. Set up small group meetings of faculty and students to discuss common or parallel problems, perhaps starting with the pressures of the rank structure on professors and the grading system on students. Groups should be kept small and held on the students' grounds, perhaps in dormitory lounges. Students should take the initiative to invite individual faculty members to participate.

The afternoon was devoted to a discussion of the proposals:

If students and teachers are randomly assigned to groups, there is less danger of teachers being defensive or of students being intimidated by fear of grade reprisals.

Many faculty members may be suspicious or afraid of group sensitivity techniques. If we do decide to go this path, it will require some very careful consideration and preparation.

There has got to be a dialogue between faculty and students. The first step is to generate understanding, the second step is to make reforms. It is not enough to merely understand what the problems are. Unless the roots of the problems are explored and changes made, the relationship between faculty and students will degenerate again.

Should this committee become a pressure group for University reform? Perhaps both are required, create understanding and work for change.

Summary of September 19 Meeting, Campus Center

This meeting was largely devoted to exploring what may be involved in group sensitivity sessions.

The group heard from Jerry Feldman, who described his experiences as a member of the Biology Department at Caltech, where the entire department took part in such a program. Dr. Tucker, of the Counseling Service, also gave the group some insights in this area from his experience.

By the end of the meeting, it was clear that there was a division within the committee, those who opted for direct pressure efforts for change, and those who saw the breaking of the communication barrier as the significant condition of change.

Dr. Reisberg divided the group into two committees, according to individual choice, and appointed chairmen for each committee.

Present Status

With the appointment of the committees listed below, Sidney Reisberg and David Neufeld have completed their charge, as the SUNYA representatives to the SUNY Faculty Senate Workshop on June 18 - 19, 1969.

These committees are to report to the University Committee on Teaching, set up by the SUNYA Faculty Senate Executive Committee.

Direct Action
Committee

Joseph Kaiser, Chairman
Edith Leet
Maria Coutoupis
Norman Rich
Ruth Schmidt
David Neufeld

Breaking Communication
Barrier Committee

Peter Larrick, Co-Chairman
Steven Hirsch, Co-Chairman
Robert Frost
Rona Hoffman
Armand Baker
Jon Jacklet
Ken Kurzweil
David Mitchell
Richard Myren
Sidney Reisberg
Bruce McCutcheon
Shelly Friedman
Ross Goble

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



College of General Studies

October 1, 1969

Dr. Alfred Finkelstein, Chairman
Executive Committee of the Faculty Senate
State University of New York at Albany
Chemistry Building 114

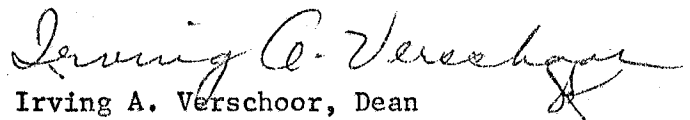
Dear Al:

I believe it is customary to permit the faculty of organized academic units of this University to elect a person to represent them on the faculty Senate. The College of General Studies has--until August 1--been an administrative unit. But at that point in August the College acquired a faculty of its own and courses of its own. Members of the faculty have requested the privilege of voting for one of their number to represent them in the Senate and I would like the privilege of holding an election among the faculty in order that their choice might be seated as a regular member of the faculty Senate. The faculty members currently in the College of General Studies are:

Mr. Don Favreau
Mr. Carroll H. Blanchard
Miss Barbara McClure
Miss Margaret McKenna
Mr. Donlad Mulkerne
Mr. Charles Petitjean
Mr. William G. Savage

Thank you for your consideration of this request.

Sincerely,


Irving A. Verschoor, Dean
College of General Studies

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: Faculty Senate
From: Evan R. Collins

The final meeting of the 1968/69 Senate is scheduled for 3:30 p. m. on Monday, June 2 in Campus Center Room 315

The agenda (a full one):

1. Executive Committee report proposes significant amendments to the Faculty By-Laws.
2. Graduate Academic Council will propose a master's degree program in Anthropology, together with a statement bringing study in GSPA into conformity with University policy.
3. Undergraduate Academic Council is offering proposals for changes in the grading system, use of field examinations, degree requirements, student awards, and the charge to the Council.
4. Personnel Policies Council distributed at the May Senate meeting a report which includes resolutions dealing with student grade changes, term appointments, guidelines for administering "other leaves," and guidelines for granting emeritus rank.
5. Educational Policies Council and Council on Promotions and Continuing Appointment are also offering specific recommendations dealing with rank, tenure and salary.

Evan R. Collins

ERC/sla



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

FACULTY SENATE ✓

Minutes of Meeting

June 2 and 5, 1969

The meeting was called to order by President Collins at 3:30 p. m. in Room 315 of the Campus Center. The minutes of the May 12, 1969 meeting were approved with the following correction: Item 4.1, page 4, last sentence should read: The Library Council does not have final disposition of funds; it does however provide guidelines for such disposition.

1. Executive Committee Report

1.1 The following faculty members were approved by a voice vote of the Senate for membership on Ad Hoc Consultation Guidelines Committee:

Doris Geiss - Nursing
Harold Morick - Philosophy
Richard O'Neil - Mathematics
Charles Petitjean - Administrative Services

1.2 The following faculty members were approved by a voice vote of the Senate for membership on a committee to study possible discrimination on
----- SUNYA construction projects: -----

Irving Sabghir - Business Management, Chairman
Reginald Gilliam - Afro-American Studies
Harry Hamilton - E.O.P. Program
Richard Nunez - Public Administration

- 1.3 The Senate approved by a voice vote the following recommendation:
The establishment of a Committee on Governance, consisting of seven members of the University community to be selected by the 1969-70 Senate Executive Committee. This Committee is charged to consult with the Senate, Central Council, and other appropriate groups, and to submit its final recommendations no later than December 1, 1969.
- 1.4 The Senate approved by a voice vote the following recommendation:
This proposed amendment to the Faculty By-Laws, Article V, Referendum raises the substantive issue of the division of legislative power between the Voting Faculty and the Senate. Therefore, the Executive Committee recommends that action be deferred, and that the matter be referred to the new Committee on University Governance.
- 1.5 The Senate approved by a voice vote the Executive Committee recommendation that action on proposed amendments to Article I, Section 2 Voting Faculty be deferred. The proposed amendments are referred to the new Committee on University Governance.
- 1.6 The Senate passed by a voice vote the following changes in the By-Laws that will be presented to the Voting Faculty at its Fall, 1969 meeting:

If it is good that students be represented on the Senate, then it is bad to delay their participation unnecessarily, and even worse to delay it for a whole year. Therefore, we strongly recommend an interim arrangement to provide for their representation during 1969-70.

Preventing this action, of course, are the By-Laws, which now exclude students from membership. Therefore, we propose that the following changes in the By-Laws be approved on a one-year basis to enable the interim plan to operate.

Article II, Section 2, Composition of the Senate, to be changed as follows:

Add at 2.2 the word "instructor," to make the passage read, "There shall be 12 Senators elected at large from the Voting Faculty, at least half of whom must be from the instructor, assistant professor and associate professor ranks, or equivalent."

Add at 2.5 the word "faculty," to make the opening words read, "The elected faculty members shall serve three-year terms," etc.

Add '2.6 There shall be 33 Senators elected by the appropriate student body. These shall be allocated 1/3 to the graduate student body and 2/3's to the undergraduate student body."

Add "2.7 Until the establishment of a graduate student association at which time that body shall assume commensurate responsibility, the Central Council of the Student Association shall arrange for nominations and elections to fill Student Senator vacancies."

Add "2.8 Subsections 2.6 and 2.7 shall automatically terminate as of July 1, 1971 unless extended by vote of the Faculty or unless superseded by other legislation."

2. Graduate Academic Council Report

2.1 The Senate approved by a voice vote a program in Anthropology leading to the degree of Master of Arts for introduction September, 1969.

2.2 The Senate approved by a voice vote the following statement concerning the applicability of the SUNYA graduate regulations to the School of Public Affairs:

As of September 1, 1966, all regulations, requirements, and standards governing graduate study and graduate students in SUNYA are applicable to students and programs in the Graduate School of Public Affairs except that in the case of a candidate for the degree of Doctor of Public Administration the G.S.P.A. may waive the requirement for full-time study under conditions established by the Graduate Academic Council."

2.3 Item 4, previous Council Report (Period April 14-May 2, 1969) was brought to floor but was not discussed. Refer to item 2.1 Faculty Senate Meeting, May 12, 1969.

2.4 Council Report was accepted.

3. Undergraduate Academic Council

3.1 Dr. Cannon moved and it was seconded, the acceptance of the following:

Be it resolved that:

1. All undergraduates at SUNYA shall be graded on a system of H-S-U, the letters corresponding to the designations of Honors, Satisfactory and Unsatisfactory.
2. The new system of grading be inaugurated in the spring semester, 1970.
3. The H-S-U system be reviewed by the appropriate committee of the Undergraduate Academic Council four years after the plan has been operative, and a report be made to the Faculty Senate.
4. All schools and colleges institute field examinations and/or evaluations in major field, second field, and general education.

3.2 It was moved, seconded, and passed by voice vote that items 1-3 in the previous motion (3.1) be considered separately.

3.3 It was moved and seconded to amend the previous motion (3.1) by dropping the "H" designation and use only "S" and "U" grades. This motion was defeated by a voice vote.

3.4 It was moved, seconded, and passed by a voice vote to amend item 2 in the previous motion (3.1). Part 2 now reads as follows: "The new system of grading be inaugurated in Fall, 1970."

3.5 A motion to table the motion (3.1) as amended was defeated 21-16.

3.6 It was moved and seconded that a substitute motion for part 1 (3.1) be considered. The substitute motion was as follows:

Be it resolved, for purposes of undergraduate grading, that effective September 1969 or as soon as is feasible thereafter, the following change be adopted:

A faculty member shall have the option of announcing prior to registration that a given course which he is teaching will use one of four alternative methods of evaluation:

- a) Letter grading A -E,
- b) satisfactory-unsatisfactory grading (the grade of "S" to earn credit; the grade of "U" no credit),
- c) written description of student performance,
- d) any combination of the three.

When a professor takes no action to announce what methods of evaluation will be used in a course, the student may elect either letter grading or S/U.

3.7 The motion was made, seconded and passed by a voice vote to remove option (c) from the above motion (3.6) and change (d) to read "Any combination of the two."

3.8 Upon a call for the question the amended substitute motion (3.6 and 3.7) was passed by a voice vote.

3.9 The motion was made and passed to recess the Senate meeting until Thursday, June 5, 1969 at 9:30 a.m. The Senate recessed at 6:00 p.m.

4. The recessed Senate meeting was convened by President Collins in Room 315 of the Campus Center on June 5, 1969 at 9:40 a.m.

5. Undergraduate Academic Council (cont.)

5.1 Motion was made, seconded, and passed by voice vote to re-consider the motion (3.6 and 3.7 above) passed at last session.

5.2 After further discussion it moved, seconded and passed by voice vote to recommit the whole matter dealing with action on grades and a grading system to the Undergraduate Academic Council.

5.21 A report on grading and a grading system will be the first item on the new Senate agenda in the first Fall, 1969 meeting.

5.22 The Undergraduate Academic Council was asked to have a report ready and available to members of the Senate by ten days prior to the fall meeting.

5.3 Dr. Cannon moved to reconsider the motion tabled at the March 17, 1969 meeting (item 3.2). The motion to reconsider failed to pass by a voice vote.

5.4 Dr. Cannon moved the acceptance of the following:
In order to more clearly spell out the procedures to be used, the Council recommends that paragraph 3.2 under "The Undergraduate Academic Council" (p. 18 of the current Faculty Handbook) be changed to read:

(The Council shall) review all proposed undergraduate programs of study and report to the Senate such programs prior to submission for certification. The Council shall have the power to return for reconsideration new undergraduate programs and new undergraduate courses approved by the schools and colleges."

5.5 Dr. Cannon moved the acceptance of the following procedure for the handling of student awards and opportunities for advanced study:

1. The following two recommendations concern undergraduate awards made by colleges, schools and departments, as opposed to the recommendations in section 2 of this proposal, which deal with University-wide undergraduate awards.

a. Awards which are unique to a particular school or college are to be the responsibility of the school or college. Each awarding college or school must assume the responsibility for developing the criteria upon which the awards are made. These criteria, in turn, must be submitted to the Committee on Awards and Opportunities for Advanced Study.

b. Departmental awards are to be made the responsibility of the department concerned. The procedure outlined above would apply.

2. The following recommendations concern University-wide awards and competitive fellowships. These awards and fellowships are to be the responsibility jointly of:

a. The office of the Vice President for Academic Affairs. The functions and responsibilities of this office are to be:

(1) To advertise opportunities for advanced study, e.g., competitive fellowships.

(2) To maintain files and serve as a center for information on opportunities for advanced study.

(3) To provide necessary information for the evaluation of candidates for University-wide awards and for competitive fellowships.

(4) To secure from each college, school or department making awards the criteria for the awards.

(5) To maintain records of all University-wide, college, school or departmental awards.

(6) To select University personnel serving as liaison agents with bodies offering fellowships.

(7) To solicit new sources of undergraduate awards.

b. A faculty-student committee, the Committee on Awards and Opportunities for Advanced Study, to be appointed by the Executive Committee of the Faculty Senate and responsible to the Undergraduate Academic Council, one member of which would be appointed to this Committee. The functions of this Committee are to be:

(1) To find ways of fostering interest in competitive fellowships and, except in the case of those offered by SUNYA, to screen and advise candidates for those fellowships.

(2) To maintain close contact with the schools and departments for the discovery and recognition of possible candidates for University-wide undergraduate awards.

- (3) To screen and select candidates for University-wide undergraduate awards.
- (4) To continually examine and evaluate University policy on undergraduate awards.
- (5) To make a yearly report on its activities to the Undergraduate Academic Council.
- (6) To actively seek out new sources of undergraduate awards.

5.6 The motion was made, seconded and passed by voice vote that the report including the following Bachelor degree programs be accepted and approved.

5.61 B.A. - major in Anthropology.

5.62 Italian - teacher education (B.A.)
general program (B.A.)

5.63 B.A. - major in Greek.

5.64 B.A. - major--second field in American Studies.

5.65 B.A., - major in Afro-American Studies.

6. Personnel Policies Council

6.1 Motion made, seconded and passed by voice vote the following Guidelines for the Administration of Trustees Policies, Article XIII, Title F, "Other Leaves", p.30: (see attached sheet 8A)

6.2 Motion made, seconded to pass the following Guidelines for Granting the Rank of Professor Emeritus: (see attached sheet 8B)

6.21 Motion made, seconded and passed to delete from the Guidelines any reference to age so that the first sentence under 1 shall read: "The rank of emeritus will be requested for all faculty members who retire after at least ten years of service to SUNY-A as full time faculty members..."

6.22 The Guidelines as amended were passed by a voice vote.

6.3 Motion made, seconded and passed by a voice vote to re-commit to the Personnel Policies Council a Resolution for Matters Concerning Student Grades. (see attachment 8C).

6.4 Motion made, seconded and passed by a voice vote to re-commit to the Personnel Policies Council a Resolution of Department Chairmens' Obligation Regarding Term Appointments. (see attachment 8D).

6.5 Motion made, seconded and passed by a voice vote to re-commit to Personnel Policies Council the Resolution dealing with optional salary payment question. (see attachment 8E).

7. Council on Promotions and Continuing Appointments and Educational Policies Council Reports

7.1 The motion was made, seconded, and passed by a voice vote to table the two reports until the next meeting of the Senate.

7.11 The Council on Promotions and Continuing Appointments were charged with having an agenda item for the first fall meeting of the Senate.

8. Other reports received included the Council on Research Report, Report of the Faculty-Student Committee on Tenure, and Student Responses to a Questionnaire on Grading Systems.

9. Recognition of out-going officers.

9.1 Dr. Larney, on behalf of the Senate, thanked Regis Deuel, Secretary and J. Ralph Tibbetts, Vice Chairman for their efforts this past year, and

9.2 especially expressed appreciation to President Evan R. Collins for the enthusiastic leadership and devoted tireless efforts he has provided the Senate since its inception three years ago.

10. The meeting was adjourned at 11:20 a.m. Your secretary would like to publicly thank Miss Sharon Antonucci, Secretary, President's Office, for her wonderful cooperation in preparing the multiple copies of the 1968/69 Senate minutes for distribution to the Senate.

Respectfully submitted,

Regis P. Deuel
Secretary
1968/69 Faculty Senate

TO: Faculty Senate Members
FROM: Executive Committee
SUBJ: Report for meeting, June 2, 1969

For Information

1. President Collins has appointed Virgil Zimmerman as Chairman of the Ad Hoc Consultation Guidelines Committee.

Central Council has appointed as the student members of this Committee: Barbara Buchholz '72, Janice Rosen '71, Suzi Goldmacher '71, and Robert Nible '69.

2. The 1969-70 Senate Executive Committee has received the recommendation that the University Committee on Teaching be continued for the coming year.

For Action

1. The following faculty members are nominated for membership on the Ad Hoc Consultation Guidelines Committee:

Doris Geiss - Nursing
Harold Morick - Philosophy
Richard O'Neil - Mathematics
Charles Petitjean - Admin. Services

2. The following faculty members are nominated for membership on the committee to study possible discrimination on SUNYA construction projects:

Irving Sabghir - Bus. Mgt. - Chairman
Reginald Gilliam - Afro-American Studies
Harry Hamilton - E. O. P.
Richard Nunez - Public Admin.

3. The Ad Hoc Committee on Faculty-Student Governance has completed an intensive review of the Faculty By-Laws and has submitted its proposals. The Committee is to be commended for its concentrated efforts and the thoughtfulness of its report.

The Executive Committee has endorsed several of recommended changes, recommended that action be deferred on others, and has offered an alternative proposal for the establishment of a successor Committee on University Governance. Each of the Governance Committee's proposals is stated, together with the Executive Committee recommendations on it.

a) Governance Committee

The amendment offered here will remedy a defect disclosed during this past year in our deliberations on the Afro-American studies program.

Proposed amendment to Faculty By-Laws, Article V, Referendums, Section 1, opening sentence, which now reads:
Measures may be submitted to the Voting Faculty by the Senate for referendum.

We move the sentence be amended to read:

Measures for referendum may be submitted to the Voting Faculty by the Senate, by the President, or by a petition signed by at least ten percent of the Voting Faculty.

Executive Committee - notes that this amendment raises the substantive issue of the division of legislative power between the Voting Faculty and the Senate. It recommends that action be deferred, and that the matter be referred to the new Committee on University Governance.

b) Governance Committee

When we consideredour charge, it soon became clear that minor adjustments in our existing structures were not responsive to the depth and importance of the problems raised, which include identifying the various constituencies in the University community, and determining what representation is appropriate, at least on the suggested all-University Senate and probably also on its ancillary bodies. Such a study ought to be undertaken on a scale commensurate with the issues and interests to be considered, in view of our own recent history, our developed vision of what the University is and ought to be, and in awareness of what measures other institutions have proposed.

Accordingly, we recommend the establishment of an Ad Hoc Committee on University Governance, to consist of five administrators, five faculty members, five undergraduate students, and five graduate students, which should be established as early as possible and charged to report no later than March 1970.

Executive Committee is concerned about the unwieldy size of the group proposed, and also fears that the representation which is recommended will influence unduly the eventual constituency of the Senate.

It recommends the establishment of a Committee on Governance, consisting of seven members of the University community to be selected by the 1969-70 Senate Executive Committee. This Committee is charged to consult with the Senate, Central Council, and other appropriate groups, and to submit its final recommendations no later than December 1, 1969.

c) Governance Committee

To permit faculty members enrolled in degree programs at Albany, and first-year instructors to vote, [we recommend amending Article I, Section 2. Voting Faculty as follows:]

Delete 2.1, 2.5 and "2.3" in 2.4

Renumber 2.2 to read 2.1
2.3 to read 2.2
2.4 to read 2.3
2.6 to read 2.4

Executive Committee - notes that some recommendations are premature, since the Trustees Policies have not yet been amended accordingly, and recommends deferring action and referring the proposals to the new Committee on Governance.

d) Governance Committee

If it is good that students be represented on the Senate, then it is bad to delay their participation unnecessarily, and even worse to delay it for a whole year. Therefore, we strongly recommend an interim arrangement to provide for their representation during 1969-70.

Preventing this action, of course, are the By-Laws, which now exclude students from membership. Therefore, we propose that the following changes in the By-Laws be approved on a one-year basis to enable the interim plan to operate.

Article II, Section 2, Composition of the Senate, to be changed as follows:

Add at 2.2 the word "instructor," to make the passage read, "There shall be 12 Senators elected at large from the Voting Faculty, at least half of whom must be from the instructor, assistant professor and associate professor ranks, or equivalent."

Add at 2.5 the word "faculty," to make the opening words read, "The elected faculty members shall serve three-year terms," etc.

Add "2.6 There shall be 33 Senators elected by the appropriate student body. These shall be allocated 1/3 to the graduate student body and 2/3's to the undergraduate student body."

Add "2.7 Until the establishment of a graduate student association at which time that body shall assume commensurate responsibility, the Central Council of the Student Association shall arrange for nominations and elections to fill Student Senator vacancies."

Add "2.8 Subsections 2.6 and 2.7 shall automatically terminate as of July 1, 1971 unless extended by vote of the Faculty or unless superseded by other legislation."

Executive Committee endorses this amendment as proposed.

JRT:sae

5/28/69

M E M O R A N D U M

TO: Senate Members

FROM: Executive Committee

The Ad Hoc Committee on Faculty-Student Governance, in support of its recommendation for the establishment of a Committee on University Governance, suggested "that the Committee's agenda include, though not exclusively, the following topics, for study and appropriate recommendation:

- 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."

JRT:sae

6/2/69

To: Faculty Senate

The Educational Policies Council on May 2, 1969 passed unanimously a resolution approving the specific recommendations of the Faculty-Student Committee on Tenure.

At the May 23 meeting, the Council approved the following recommendations 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 carries 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.

STATE UNIVERSITY OF NEW YORK AT ALBANY

Undergraduate Academic Council

June 2, 1969

I. Reported for Action

A. The Council recommends the adoption of the following:

Be it resolved that:

1. All undergraduates at SUNYA shall be graded on a system of H-S-U, the letters corresponding to the designations of Honors, Satisfactory, and Unsatisfactory.
2. The new system of grading be inaugurated in the spring semester, 1970.
3. The H-S-U system be reviewed by the appropriate committee of the Undergraduate Academic Council four years after the plan has been operative, and a report be made to the Faculty Senate.
4. All schools and colleges institute field examinations and/or evaluations in major field, second field, and general education.

B. The Council recommends that the University-wide undergraduate-degree requirements be changed to: -----

1. Requirements for the Bachelor of Arts Degree:

- a. The Bachelor of Arts Degree requires a minimum of 120 semester hours.
- b. Of the semester hours in this Degree, at least 75 per cent must be in the liberal arts and sciences.
- c. In addition, the physical education requirement as approved by the faculty is retained for the next two-year period, and reviewed thereafter.

2. Requirements for the Bachelor of Science Degree:
 - a. The Bachelor of Science Degree requires a minimum of 120 semester hours.
 - b. Of the semester hours in this Degree, at least 50 per cent must be in the liberal arts and sciences.
 - c. In addition, the physical education requirement as approved by the faculty is retained for the next two-year period, and reviewed thereafter.

It is recommended that this new degree pattern be implemented immediately upon approval by the Faculty Senate of this University, so that the individual faculty awarding the degrees may use the flexibility provided to them.

- C. At the March 17 meeting of the Faculty Senate, the Undergraduate Academic Council asked the Senate to change the charge to the Council contained in paragraph 3.2 under "The Undergraduate Academic Council" (p. 18 of the current Faculty Handbook) to:

"(The Council shall) have the power to review and return for reconsideration new undergraduate programs and new undergraduate courses approved by the schools and colleges."

It has been called to the attention of the Council that no new undergraduate programs have been certified to the Central Office unless such programs were presented to a University-wide body (see Item IIC below).

In order to more clearly spell out the procedures to be used, the Council recommends that paragraph 3.2 be changed to read:

"(The Council shall) review all proposed undergraduate programs of study and report to the Senate such programs prior to submission for certification. The Council

shall have the power to return for reconsideration new undergraduate programs and new undergraduate courses approved by the schools and colleges."

- D. The Council has approved the procedure which follows for the handling of student awards and opportunities for advanced study:
1. The following two recommendations concern undergraduate awards made by colleges, schools and departments, as opposed to the recommendations in section 2 of this proposal, which deal with University-wide undergraduate awards.
 - a. Awards which are unique to a particular school or college are to be the responsibility of the school or college. Each awarding college or school must assume the responsibility for developing the criteria upon which the awards are made. These criteria, in turn, must be submitted to the Committee on Awards and Opportunities for Advanced Study.
 - b. Departmental awards are to be made the responsibility of the department concerned. The procedure outlined above would apply.
 2. The following recommendations concern University-wide awards and competitive fellowships. These awards and fellowships are to be the responsibility jointly of:
 - a. The office of the Vice-President for Academic Affairs. The functions and responsibilities of this office are to be:
 - (1) To advertise opportunities for advanced study, e.g. competitive fellowships.
 - (2) To maintain files and serve as a center for information on opportunities for advanced study.

Undergraduate Academic Council

June 2, 1969

Page 4

- (3) To provide necessary information for the evaluation of candidates for University-wide awards and for competitive fellowships.
- (4) To secure from each college, school or department making awards the criteria for the awards.
- (5) To maintain records of all University-wide, college, school or departmental awards.
- (6) To select University personnel serving as liaison agents with bodies offering fellowships.
- (7) To solicit new sources of undergraduate awards.

b. A faculty-student committee, the Committee on Awards and Opportunities for Advanced Study, to be appointed by the Executive Committee of the Faculty Senate and responsible to the Undergraduate Academic Council, one member of which would be appointed to this Committee. The functions of this Committee are to be:

- (1) To find ways of fostering interest in competitive fellowships and, except in the case of those offered by SUNYA, to screen and advise candidates for those fellowships.
- (2) To maintain close contact with the schools and departments for the discovery and recognition of possible candidates for University-wide undergraduate awards.
- (3) To screen and select candidates for University-wide undergraduate awards.
- (4) To continually examine and evaluate University policy on undergraduate awards.
- (5) To make a yearly report on its activities to the Undergraduate Academic Council.

- (6) To actively seek out new sources of undergraduate awards.

II. Reported for Information:

- A. The Council has asked the Vice-President for Academic Affairs to consider a recommendation of the Teacher Education Committee of the Council to establish under his office an all-University group to assist on a continuing basis in the area of advisement in program accreditation, distribution of information relative to teacher education programs, and related matters.
- B. The Council has approved a request that all advising of medical technology students be assumed by the Department of Science in September, 1969.
- C. The Council has approved undergraduate programs as follows:
 1. B. A. Degree (Major in Anthropology)
A total of 36 hours: ANT 110, ANT 212, ANT 213;
21 additional hours of Anthropology as advised; and
6 hours of supporting courses as advised.
 2. Italian
 - a. Teacher Education Program (B. A. Degree):
29 hours of Italian above ITA 105 including:
ITA 207A and B, ITA 301, and ITA 311A and B, and
GLL-401.
 - b. General Program (B. A. Degree):
29 hours of Italian above ITA 105 including:
ITA 207A and B, ITA 301, and ITA 311A and B.
 3. B. A. Degree (Major in Greek):
A total of 27 semester hours in Greek as advised above
CLG 203A, including CLG 203B and CLG 208. HIS 133-
134 should be included in the general requirements.
 4. B. A. Degree (Major-Second Field in American Studies):
54 semester hours:
 - a. Concentration in American Institutions:
AMS 100, AMS 320, AMS 498; 12 semester hours in

American History; 12 semester hours in economics, sociology, geography, or political science; other courses as advised, 15 semester hours.

b. Concentration in American Ideas:

AMS 100, AMS 350, AMS 498; 12 semester hours in American History including HIS 524; 12 semester hours in American Literature including ENG 270; other courses as advised, 15 semester hours.

5. B. A. Degree (Major in Afro-American Studies):

A total of 36 hours within the department is required including: AAS 286 A or B, AAS 142, AAS 219, AAS 221 or 222, AAS 332A and B, AAS 334, and AAS 417. The remaining 12 credit hours, 9 of which must be at the 200 level or above, are as advised.

REPORT OF THE GRADUATE ACADEMIC COUNCIL

For the Period May 5 - 23, 1969

The Council held three meetings, May 8, 15, and 22.

For Information

1. Mr. Timothy Fitzharris, a student member, joined the Council May 8.
2. The Committee on Educational Policies and Procedures presented its report on the recommendations of the Ad Hoc Committee on Advanced Graduate Programs (1967-68). The Committee reported that in its opinion the charge made of the Ad Hoc Committee was too broad and the resulting report did not fulfill the charge; that most of the Ad Hoc Committee's observations were unsupported, at least in the document; that the recommendations for periodic review of graduate programs be adopted; and that the proposal that a new intermediate graduate degree, Doctor of Arts, and related programs for the preparation of college teachers be developed at Albany as outlined in the report be dropped. The Council voted to accept the report of the Policies Committee but took no further action on its recommendations.
3. The Council and the Committee on Educational Policies and Procedures discussed Dean Perlmutter's proposal for a comprehensive study of graduate and professional education at SUNYA. The Council voted to report to the Executive Committee of the Senate that despite benefits which could be expected to result from such a study it recommended that one not be undertaken for at least a year for a number of reasons. Chief among these were the tight manpower and financial situation which will prevail in 1969-70; and the scope of the study appears to be too extensive. Also, the Council plans to initiate a periodic review of graduate programs at SUNY-A in 1969-70 (beginning with at least three doctoral programs) which will place a load on some departments and senior faculty.
4. The Council voted to institute a system for the regular review of graduate programs. The basic plan adopted calls for a review of each graduate degree program every five years by a Review Team appointed by the Vice President for Academic Affairs with approval of the Council. The Team would include outside scholars, SUNYA faculty outside the department, faculty from the department, and graduate students. The Review Team would have access to a departmental report prepared during the previous year and would study and evaluate the programs of graduate study offered by the department. Departments offering new graduate programs would be required to submit progress reports to the Graduate Academic Council at the end of each of the first two years of operation. The Graduate Academic Council is to establish a standing committee of seven members as a Review Board, drawing four members from the Council and three, including one graduate student and two faculty members, from outside the Council. The Review Board will develop procedures and guidelines for departmental reviews and reports and will receive reports and make recommendations to the Council and, through the Council, to the Faculty Senate. The Council plans to arrange for a review of three doctoral programs in 1969-70 and for at least five graduate programs each year thereafter.
5. The Council approved a revision in the foreign language requirement for the M.S. in biology which would permit computer science, when appropriate to the research program of the candidate, to be substituted for a foreign language.

6. The Committee on Curriculum and Instruction reported to the Council on proposed programs for the training of junior college teachers. The Council recommends that the schools and departments of the University establish programs in cooperation with the School of Education for the preparation of junior college teachers according to the following pattern. Each program would require two years of full-time study or the equivalent to complete. It would include (1) sufficient advanced study in the subject and supporting fields to qualify for a master's degree in the subject or field, (2) appropriate courses in education, and (3) an internship in two-year college teaching. Each program would call for a minimum of 45 credits with the following minimum distribution: (1) subject and supporting fields, 30-33 credits; (2) education, 6-9 credits; and (3) junior college teaching internship, 3-6 credits. The course work in education should be interspersed with the work in the subject and supporting fields. In addition to the course work in the subject and supporting fields, each program would include other requirements which would qualify the student for a master's degree in the subject (general sequence) such as: a research seminar, research course, and/or thesis in the subject; a special field examination in the subject; and whatever foreign language or other communication skills are involved. The internship would consist of a teaching assignment carried out under supervision and occupying the student full-time for one semester. It would be scheduled in the second year of the program. Supervision of the internship should be a joint responsibility of the School of Education and the subject field department. Admission should be a responsibility of the college or school having jurisdiction over the subject field with the School of Education participating in establishing the criteria for admission and in selecting the students.
7. The Council voted that the Vice-President for Academic Affairs establish a committee to expedite the development of programs for the training of junior college teachers.
8. The Committee on Admissions and Academic Standing reported on its review of the full-time study in residence requirement for students in the Department of Public Administration. In view of the fact that doctoral students in public administration in the G.S.P.A. in the past have not been required to engage in full-time study as a condition of the award of the D.P.A., the Council approved the recommendation that "the Department of Public Administration be permitted to waive the requirement for one-year of full-time study in residence beyond the master's degree for the Doctor of Public Administration degree subject to the review of the Graduate Academic Council. The Committee further recommends the initial review be delegated to the Dean of Graduate Studies with recommendations to the Graduate Academic Council for final action in each case."
9. The Council admitted three graduate students to doctoral candidacy.

For Action

1. The Council, after review of a supplementary report on library resources prepared by the Department of Sociology and Anthropology, voted to recommend to the Senate a program in Anthropology leading to the degree of Master of Arts for introduction September, 1969. The Council had voted a preliminary acceptance of the program at an earlier meeting and delayed sending it to the Senate pending a further statement on the library resources.

2. The Council approved the following statement concerning the applicability of SUNY-A graduate regulations to the School of Public Affairs: "As of September 1, 1966, all regulations, requirements, and standards governing graduate study and graduate students in SUNY-A are applicable to students and programs in the Graduate School of Public Affairs except that in the case of a candidate for the degree of Doctor of Public Administration the G.S.P.A. may waive the requirement for full-time study under conditions established by the Graduate Academic Council."

E.W.F.
5/27/69

STATE UNIVERSITY OF NEW YORK AT ALBANY

COUNCIL ON RESEARCH REPORT TO THE FACULTY SENATE

Information
Items
Only

The Council continues its work of reviewing the research activities within the University and considering ways in which the University can increase the effectiveness of its research activity. Brief reports on the results of three reviews are noted below.

SUNYA COMPUTING CENTER -- Since the computer has become an essential tool for many kinds of research, the Council on Research scheduled a meeting with Professor Edwin D. Reilly to discuss the problems and future plans of the Center. As an outgrowth of this meeting and subsequent discussion, the Council adopted the following resolutions:

1. Since computer assistance is an essential aspect of much research and related scholarly activity directly related to the academic life of the University, RESOLVE that the Computing Center be primarily conceived of as an academic rather than an administrative facility and that future planning of the structure of the University should embody this principle.
2. Since many faculty members need computer help for projects in the planning stage or of a type not fundable, RESOLVE that the Computing Center be encouraged to continue its policy of extending service to individual faculty on a cost-free basis, and that the Center continue to be financed so that such support is possible.
3. Since many funding agencies are willing to meet computer costs, RESOLVE that those submitting relevant proposals for funding should include within the proposal adequate budgetary support for computer services.

SUNYA CENTER FOR EDUCATIONAL COMMUNICATION -- The Council met with Drs. Robert C. Rowe and Sidney Reisberg to discuss the present and future services of the Center to satisfy the needs of faculty for scholarly research work to be published in scientific journals or presented at professional meetings. The resources available at the Center for graphic designs, transparencies and slides, charts, posters, displays and other forms of audio visual techniques, such as videotapes, motion pictures, film processing laboratory and many others were described. Drs. Rowe and Reisberg emphasized that because of the budgetary limitations services of the Center are and will be available for instructional purposes only. The faculty needs for research can only be met if a separate budget was established for its support. The Council, in its discussion, emphasized that the research needs of the faculty were important and were an intricate part of quality and instruction, and the Council adopted the following resolution:

At the present time, little or no effort is being made by the Center to serve the needs of research, yet the basis on which the Center was developed and the statements of its present leaders, clearly indicate that this is a fundamental objective of the Center. As the Center develops, it also seems clear that it could markedly enhance its ability to respond to the needs of faculty research services, given appropriate funding. The Council wishes to stress that the future of the Center as a high-quality university activity will depend in important measure upon its ability to respond to the needs of research services on this campus. RESOLVE, that the Center for Educational Communication use its resources to include research services to the SUNYA faculty.

SUNYA RESEARCH PARK -- The Council discussed the desirability of a research park for satisfying the immediate needs of additional research space for the faculty. Two possible sites were considered by the Council: one park area to the west of Fuller Road and another across the street on Western Avenue. Campus administration supports the plan, and a proposal for a research park was presented to the SUNY Central Administration by the Vice President for Research, copies of which were distributed to the Council members. The Office of the Provost reviewed the proposal and formally approved a research park facility as necessary to meet the needs of the rapidly developing graduate programs on the Albany campus.

The Council unanimously endorsed the research park concept and agreed that institutional funds as may be needed and available should be used to support its early development.

29 May 1969

Council Members:

Dr. Richard Clark
Dr. Earl G. Droessler, Chairman
Dr. Jagadish Garg
Dr. Jack Gelfand
Dr. J. R. Miller
Dr. Charles T. O'Reilly
Dr. William Reese
Dr. Louis Salkever
Dr. John Saunders

Report of the Council on Educational Policy

May 12, 1969

The following resolution was adopted unanimously by the Council on Educational Policy at its meeting on Friday, May 2, 1969, and is now recommended to the Faculty Senate for its consideration.

Whereas: The President has requested the offices of the University Construction Fund and the Dormitory Authority to conduct a survey of the extent to which minority groups are employed on S.U.N.Y.A. construction projects.

Resolved: That the Faculty Senate review the findings of this study and, if discrimination is found to exist, join with the Student Association to establish a joint ad hoc group empowered to rectify the situation by such measures as:

1. Publicize the findings of the study
2. Ascertain the reasons for non-enforcement of existing laws
3. Study the need for changes in existing legislation
4. Survey the availability of trained construction manpower in the local area, with emphasis on members of minority groups
5. Provide assistance in recruitment and employment of such trained workers.
6. Ascertain training opportunities in the building trades in the local area and the extent to which the graduates of training institutions receive appropriate employment
7. Recruit people to take advantage of existing opportunities and press for establishment of additional training facilities if the need is found to exist

JRT:sae

5/9/69

STATE UNIVERSITY OF NEW YORK AT ALBANY

PERSONNEL POLICIES COMMITTEE OF SUNY-A FACULTY SENATE

5/12/69

Reported for Information--No Action Requested until June 2, 1969 Senate Meeting

1.0 Faculty Economics and Welfare

The Committee on Faculty Economics and Welfare has developed guidelines for the administration of "Other Leaves." These have been reviewed and approved by the Personnel Policies Council. The guidelines are recommended for adoption by the Senate at the June 2, 1969 meeting. A copy of the guidelines are attached as Appendix "A."

2.0 The Committee on Faculty Academic Freedom, with the approval of the Personnel Policies Council, submits the following resolution for action at the June 2, 1969 Senate Meeting:

"Whereas, the relationship between the Registrar's office and the individual professor should be clarified in matters concerning student grades and academic record; and

"Whereas, all matters of error and misunderstanding should be settled between the individual faculty member and the Registrar's office, rather than by recourse to the administrative hierarchy;

"Therefore, be it resolved that, any change in grade, including the changes from "I" to "Z," be made in consultation with professor who initially gave the grade." (Exception - absence of professor from campus)

3.0 The Committee on Faculty Academic Freedom, with the approval of the Personnel Policies Council, submits the following resolution for adoption at the June 2, 1969 Senate meeting:

"Be it resolved that, the Faculty Senate holds it to be an ethical obligation of chairmen of departments in the University to apprise appointee on term appointments of the regulations regarding term appointments as well as departmental needs and plans and to guarantee the appointee an evaluation of his work by the chairman and/or a committee of the department."

4.0 The Committee on Academic Freedom, Professional Ethics and Grievance Procedures has developed guidelines for granting of the rank of Professor Emeritus. These have been reviewed by the Personnel Policies Council and are recommended for approval at the June 2, 1969 meeting of the Senate.

A copy of the guidelines are included as Appendix "B."

Personnel Policies Council

Melvin Bers	Aletha Markusen
Robert Burgess	Edwin Munro
Hugh Farley	Robert Lorette, Chairman
Charles Graber, Treas.	John Reilly
Tomolo Toigo	

STATE UNIVERSITY OF NEW YORK AT ALBANY
PERSONNEL POLICIES COMMITTEE OF SUNY-A FACULTY SENATE
6/2/69

1969-69
A m

Reported for Action at the June 2, 1969 Senate Meeting

The following five resolutions are submitted for Senate action.

These are attached as Appendix A, B, C, D and E. The first four resolutions were distributed for your information on May 12, 1969. Resolution (Appendix E) is submitted for the first time with this report.

Personnel Policies Council

Melvin Bers Aletha Markusen
Robert Burgess Edwin Munro
Hugh Farley Robert Lorette, Chairman
Charles Graber, Treas. John Reilly
 Tomolo Toigo

Appendix "A"

GUIDELINES FOR THE ADMINISTRATION OF TRUSTEES POLICIES, ARTICLE XIII,
TITLE F. "OTHER LEAVES" P. 30

Prepared by:
Committee on Faculty Economics and Welfare

Approved May 5, 1969 by Personnel Policies Council of the SUNY-A Faculty Senate

1. Eligibility. Members of the professional staff on term or continuing appointment but not on temporary appointment shall be eligible for leave with full, reduced, or without salary.
2. Terms and Conditions. Leaves may be granted for periods up to one year at rates not to exceed full salary plus fringe benefits. Members of the professional staff on leave may, with special approval, accept fellowships, grants-in-aid, or earned income to assist in accomplishing the purposes of their leaves. Such emoluments which exceed expenses incidental to the leave may require appropriate reduction in salary.
3. Substitutes. During the absence on leave of members of the professional staff, the chief administrative officer of the university through the appropriate Dean and departmental chairman, shall make appropriate arrangements for carrying on the activities of the university with due regard to the reasonable work load of other members of the professional staff, and such persons on leave shall not be required or permitted to contribute toward the salary of substitutes during their absence. Budget lines shall be established for these leaves of absence.
4. Approval. The chief administrative office of the university may grant leaves of absence without pay or may recommend leaves of absence with full or reduced salary, such salaried leave to become effective upon approval of the Chancellor. Departmental recommendation for approval should accompany applications for leave. The Faculty Senate shall be informed of leaves granted pursuant to this title annually.
5. Application. Applications for such leaves of absence shall be made to the chief administrative officer of the university. Each such application shall include a statement of the purpose for which the leave is requested, its anticipated duration and its value to the applicant or the University.
6. Order of Priorities. An order of priorities is implied in the trustees' policy statement. The test for determining priorities is the "appropriateness" of the purpose of the leave "to the needs and interests of the State University and its employees." Thus in listing the purposes for which such leaves may be granted, the highest priority seems to be accorded to leaves for the purpose of "professional development." Leaves with full salary to be used for the preparation of doctoral dissertations, of scholarly books, of pre-or post-doctoral course work are included in this category.

The order of priorities continues with the listing of leaves of absence "for acceptance of assignments of limited duration with other universities and colleges, governmental agencies, foreign nations, private foundations, corporations or other similar agencies, (whether on an exchange basis or

otherwise), as a faculty member, expert, consultant or in a similar capacity, or for other appropriate purposes...."

Leaves of absence having value to individuals and no apparent value to the University, while having low priority are none the less not to be considered as totally without merit. A statement of the value such leaves would have to the individual member of the professional staff shall be included in the application.

Normally requests for leaves of absence without pay shall be granted.

The following is extracted from "Policies of the Board of Trustees 1968."

Article XIII

LEAVE OF ABSENCE FOR EMPLOYEES
IN THE PROFESSIONAL SERVICE

Title F. Other Leaves

§ 1. Approval. The chief administrative officer of each college may recommend members of the professional staff of such college for other leaves of absence at full salary or reduced salary, or may grant such leave without salary, for the purpose of professional development, acceptance of assignments of limited duration with other universities and colleges, governmental agencies, foreign nations, private foundations, corporations and similar agencies, as a faculty member, expert, consultant or in a similar capacity, or for other appropriate purposes consistent with the needs and interests of the State University and its employees, such salaried leave to become effective upon approval of the Chancellor. The Chancellor shall report to the Board of Trustees at each regular meeting the leaves granted pursuant to this Title since the last such meeting.

§ 2. Application. Applications for such leaves of absence shall be made to the chief administrative officer of the college concerned. Each such application shall include a statement of the purpose for which the leave is requested, its anticipated duration and its value to the applicant or the University.

Appendix "B"

GUIDELINES FOR GRANTING THE RANK OF PROFESSOR EMERITUS

Prepared by:

Committee on Academic Freedom and Professional Ethics and Grievance Procedures

Approved May 5, 1969 by Personnel Policies Council of the SUNY-A Faculty Senate

1. The rank of emeritus will be requested for all faculty members who retire at age 65 or later after at least ten years of service to SUNY-A as full time faculty members. A faculty committee (for example, a subcommittee of the Committee on Tenure and Promotions) shall be set up to consider the bestowal of the rank upon those who do not meet these qualifications including Administrator Emeriti.
 2. Emeriti shall have the privilege of attending faculty meetings; of attending convocations and commencements; and of being continued in faculty listings, including the university catalogue.
 3. Subject to the recommendation of the proposed Committee on Emeritus Status, emeriti should be provided space for work.
 4. The welfare committee shall give continuing consideration to the needs of emeriti, in connection with their recommendations on fringe benefit packages.
 5. Full library privileges for emeriti shall be continued.
 6. Emeriti shall continue to have the privilege of applying for Research Grants from the SUNY Research Foundation.
 7. If free tuition for faculty, faculty wives, and faculty widows is granted to active members of the faculty, it should be granted to emeriti, and in general, any new privilege given to active faculty members should apply to emeriti.
 8. The normal privileges extended to faculty wives (and husbands) should be extended to wives (husbands) of emeriti, and to widows (widowers).
-

Appendix "C"

GUIDELINES FOR MATTERS CONCERNING STUDENT GRADES

Prepared by:

Committee on Faculty Academic Freedom and Personnel Policies Council

Approved May 5, 1969 by Personnel Policies Council of the SUNY-A Faculty Senate

"Whereas, the relationship between the Registrar's office and the individual professor should be clarified in matters concerning student grades and academic record; and

"Whereas, all matters of error and misunderstanding should be settled between the individual faculty member and the Registrar's office, rather than by recourse to the administrative hierarchy;

"Therefore, be it resolved that, any change in grade, including the changes from "I" to "Z", be made in consultation with professor who initially gave the grade."

Appendix "D"

GUIDELINES FOR DEPARTMENT CHAIRMEN'S OBLIGATION REGARDING TERM APPOINTMENTS

Prepared by:
Committee on Faculty Academic Freedom

Approved May 5, 1969 by Personnel Policies Council of the SUNY-A Faculty Senate

"Be it resolved that, the Faculty Senate holds it to be an ethical obligation of chairmen of departments in the University to apprise appointee on term appointments of the regulations regarding term appointments as well as departmental needs and plans and to guarantee the appointee an evaluation of his work by the chairman and/or a committee of the department."

E

PERSONNEL POLICIES COUNCIL OF THE SUNYA FACULTY SENATE

June 2, 1969

WHEREAS the Personnel Office of SUNYA has distributed to the faculty a form, "Optional Salary Payment: Paychecks Over 12 Months vs. 10 Months, Effective September, 1969," and

WHEREAS the Personnel Policies Council has expressed deep concern over many of the statements contained in that form,

THEREFORE, BE IT RESOLVED that the SUNYA Faculty Senate go on record as follows:

1. That, in line with established practice at most Universities, the normal "service obligation" of faculty members at colleges on a two-semester calendar is the academic year (nine months) and not a "10-month obligation" as stated on the Personnel Office form.
2. That the SUNYA Faculty Handbook, which currently does not specify the calendar-time work obligations of regular faculty members should be revised to state that the normal "service obligation" is nine months, even though salary payments may be received in 21 or 26 (bi-weekly) payments.
3. That, contrary to the language of the Personnel Office form in effect prohibiting faculty members from electing "to change back to the 21-payment cycle," faculty members should be given the option at some time each year of electing either 21 or 26 payments.
4. That conversion to the 26-payment cycle should not interfere with a faculty member's right to receive faculty research fellowships and grants-in-aid, as well as "extra salary in SUMMER SESSIONS."

OPTIONAL SALARY PAYMENT*****PAYCHECKS OVER 12 MONTHS VS 10 MONTHS
EFFECTIVE SEPTEMBER, 1969

At the instigation of the University-wide Faculty Senate it is now possible for those full-time faculty with a 10-month service annual obligation to elect that their present 10-month salary be paid in 26 checks over 12 months rather than as currently paid in 21 checks over the 10-month system. Should faculty appointment be made to the SUMMER SESSIONS, that extra salary would be included and added to the checks during July and August.

1. The 26 payment plan will carry smaller amounts bi-weekly since there are 5 more checks per year. To find the difference:
 - a. 26 checks = Annual salary \times .038356 = bi-weekly check on 12-month basis
 - b. 21 checks = Annual salary \times .047619 = bi-weekly check on 10-month basis
2. Please note that the bi-weekly salary times 26 checks is not the exact annual salary due to the formula (14 days \times 26 checks = 364 days) the 365th day is paid in the next check in the next year. A full salary will be paid for a full year's service.
3. If you select the 26-payment mode, you cannot change back to the 21-payment mode.
4. A 26-payment mode will provide checks all year round; it will also allow for extra service pay in SUMMER SESSIONS, and for evenly spaced deductions for fringe benefits such as insurance and retirement annuity plans.
5. All new faculty appointments will be encouraged to be placed in the 26-payment system.

IF YOU WISH TO ELECT THE 26-PAYMENT MODE - RETURN THIS ELECTION CARD
BY HAND CARRY OR FACULTY INTEROFFICE MAIL AS INDICATED ON THE REVERSE SIDE BY:
MAY 29, 1969 (Deadline)

To: PERSONNEL OFFICE
AD 319
ATTN: Mr. Henry S. Mau

1. I hereby elect to receive my annual salary for my academic year of service (10-month obligation) over the full calendar year in 26 payments rather than my current 21-payment mode.
2. I understand that this payment system does not change my 10-month service obligation and does allow extra salary in SUMMER SESSIONS.
3. I also understand that this will commence in September, 1969 and that I cannot subsequently elect to change back to the 21-payment cycle.

SIGNATURE

NAME (PRINTED)

DATE

5/69-7C

(OVER PLEASE)

PROVISION FOR FACULTY-STUDENT CONSULTATION IN SCHOOLS AND DEPARTMENTS

The Executive Committee recommends that the Senate approve the three proposals indicated as "A," "B," and "C."

This recommendation is designed to implement the provisions for faculty-student dialogue urged upon the departments in the May 1968 Senate resolution and is, therefore, a companion to the September 1968 Faculty action amending the By-Laws to include students on Senate Councils and their committees. No dilution of faculty responsibility for self-governance is intended. We wish explicitly to recognize the educational value of joint consideration of matters of common concern by the whole University community.

A. Declaration of Policy

The Senate affirms that students are entitled to be consulted and their opinions and desires weighed in the formulation of decisions on such academic matters as: curriculum, appointment and separation of staff, course standards and scheduling, and degree requirements. Moreover, just as all citizens have a Constitutional right to petition for the redress of grievances, students must be afforded opportunity to petition for a hearing of their grievances. Faculty bodies, therefore, have an obligation to consider such petitions in good faith and act responsibly on their merits.

Regular faculty-student discussion of matters of educational policy and practice is a means by which academic standards and traditions may be clarified and strengthened, and instructional programs and methods evaluated and improved. By including students in their deliberations faculty may, by example and precept, engender respect for the dignity and opinions of others, encourage the growth of civic responsibility and sustain the values of a democratic society.

B. Additions to Senate Regulations

1. In the exercise of the powers vested in him by Article IX, Title C. Paragraph 4 of the Policies of the Board of Trustees, the President of the State University of Albany is requested to assign to each School and Department the duty (Addendum 1) of providing for an orderly, continuing process of faculty-student consultation with regard to policies and decisions on matters of concern to students and (Addendum 2) of assuring to students the right and opportunity to present grievances and recommendations for consideration in good faith.

2. Each School and Department shall present to the Vice-Chairman of the Senate a statement of the policies and procedures which it has devised to satisfy the obligations of the preceding paragraph. The Vice-Chairman shall report to the Senate on the adequacy of compliance with these regulations.

C. Guidelines for Implementation

There is established an Ad Hoc Consultation Guidelines Committee consisting of four faculty members designated by the Senate upon nomination by the Executive Committee, four students named by Central Council and a Chairman appointed by the President. This Committee shall draw up guidelines for the implementation of the policy and regulations on faculty-student consultation adopted by the Senate. The Committee shall report its recommendations to the Senate not later than the end of September, 1969.

(Continued)

Addendum for the Information of Senators

- (1) Policies of the Board of Trustees, Article IX, Title C. paragraph 4. Responsibilities. The chairmen of departments and divisions of a college shall, in consultation with their respective faculties, be responsible to the chief administrative officer of the college for the supervision of the personnel and educational program of the departments and divisions for which they serve. They shall have such other powers, duties and responsibilities as may be assigned by the chief administrative officer of the college.
- (2) By-Laws of the Faculty, State University of New York at Albany, Article III, Section 1. Subject to the regulations of the Senate, the Faculty of each School or College shall determine its internal policies.

Reactions of the Council on Promotions and Continuing Appointments to the
Recommendations of the Educational Policies Council on Rank Distribution,
Tenure, and Salary

I. Rank Distribution

The Council on Promotions and Continuing Appointments recom-
mends that the rank distribution statement which now reads:--

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.

be revised to read:--

That, in view of its current stage of development,
SUNY-Albany adopt, as a working but not inflexible model,
a rank distribution of 40% professors, 20% associate pro-
fessors, 30% assistant professors, and 10% instructors.
This percentage distribution should be viewed as a flexible
guideline which should be periodically, and frequently,
reviewed.

The Council feels that the additional qualifying clauses are neces-
sary to the statement in order to provide for possible changes in the model
as the University grows and finds its objectives changing as a result of its
growth and as a result of changes in the needs of the community which it
serves.

II. Tenure

The Council recommends that the tenure statement which now
reads:--

Tenure should be available to people of any rank, although it is not normally requested or granted to 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.

be revised to read:--

Tenure should normally be available to people at the associate professor and professor levels. Tenure may be granted at the assistant professor level where the individual has demonstrated a potential for promotion at least to the level of associate professor. 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 Council found the salary statement to be adequate and reasonable.

5/28/69

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

University Centers	Pro- fessor	Associate Professor	Assistant Professor	Instructor
	<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."

STUDENT RESPONSES TO A QUESTIONNAIRE ON GRADING SYSTEMS

Preface. As a result of the discussion and voting which took place at Faculty Senate Meeting on June 2, a questionnaire was prepared and was answered by 46 undergraduates at 5 P.M. on June 3, just after they had finished taking their last final examination for the year, which happened to be Linear Algebra (Math. 220). Of the 46 students, 40 were majoring in mathematics. There were responses from two freshmen, 31 sophomores, 11 juniors, and 2 seniors. Grading systems had never been discussed by the professor, V. Larney, with the students, and they were told that their answers would not be read until after their final grades had been turned in. The results were tabulated according to the final grade that each student received in Math. 220. Failing students did not have an opportunity to respond, since the E students became W students some time during the semester.

If you had a choice, on which basis would you prefer to be graded in this course?

	No. of Students	Distribution With Respect to Final Grade in Mathematics 220			
		A	B	C	D
The usual ABCDE basis	29 (62%)	20	4	11	4
Satisfactory-Unsatis.	17 (37%)	4	1	9	3
	46	14	5	20	7

What is your reason for making the choice that you did?

Reasons of those who preferred ABCDE. B students: I feel that a lack of grades would cause me to work less (I can only work well under pressure) and also, grades are helpful for entering graduate schools. Better measure of learning. I feel grades are an important motivation factor, and the inadequacy of the present system does not evolve around the mark system. I think that letter grades make me work harder. It is best for grad. schools. Most people are lazy enough already. I don't think Math. and Science courses should be graded on pass-fail. I don't feel that S-U grades make enough distinction between students; this makes it easier for poorer students to get into grad. schools and harder for good students. I feel that the greater con-
tinuum makes the better evaluation of the student; the difference between one teacher's C and another teacher's C has less consequence to the student than the difference between one teacher's standard for U and another teacher's standard for U. This course is part of my major; I should have to compete with others in my field. I worked for the highest grade possible. Grad. school; keep some competition. Force me to study more. The incentive is good; and it is part of my major. C-D students: The students who earn an A deserve to be rated above those who merely squeak by with a D. It creates more of a competitive spirit among the students, and gives an incentive to study more. Competition, something to strive for besides own satisfaction. I don't think kids would learn under S-U, me included; students would slack off. After taking a S-U course here, I found most people were very indifferent toward the course. It tells more precisely how you've studied and if you really understand what's going on. Graduate school. This course is a basis for much of the upper level math; I think regular grades are needed to help separate the men from the boys. There is no motivation with S-U and the S or U does not say much for evaluation for graduate study. Satisfactory-unsatisfactory seems so vague. In a course for majors the grading should be kept on the usual basis. It is my major and I don't feel that it's wise to have a S-U in my major; if I ever needed the mark I would have to have one so there's no difference really.

Reasons of those who preferred S-U. A-B students: Grades don't make that much difference--what I gain from course important. The letter grade system is stifling, no incentive, no hope. It would get rid of the mediocre students and eliminate grade-worrying. More time for research in other books instead of memorization of theorems. The course is not required and not of particular value to my major.

C-D students: Because the highest I can get in the course is a D. Too difficult for a B.S. major. Course was hard. I do not believe in a competitive grading system. In my situation, as graduate school is not being considered, it is just as beneficial to go to the ABCDF basis. I believe one can learn as much and yet the pressure at the end will not be as great. I don't feel marks are the most important part of a course; too much pressure to get a good mark. Education does not lend itself to extra pressure. Too few tests [only 3 hour-tests plus final exam].

If you had been told, at the beginning of the semester, that only S-U grades would be given, would you have studied in a different manner for this course?

	No. of Students	A	B	C	D
Yes	17 (37%)	6	4	9	2
No	22 (48%)	7	2	13	1
Undecided	7 (15%)	1	0	2	4
	46	14	6	20	7

If your grades were "yes", what would you have done differently?

A-B students: I would have studied less. Wouldn't have studied nearly so hard. Skipped more punchline instead. Although I am not completely positive, I don't think I would have studied as hard. Probably wouldn't have studied as much. Though I would have gotten around to everything eventually, I may very well have given another course a different priority. Probably wouldn't have tried so hard. Study only the applications. I probably wouldn't have done the homework, or "learned" the material. If motivated would have looked up connections of matrices and computers, etc.

C-D students: I would then just study enough to get by. I probably would have done less work, thinking I could get by easier. Studied less--studied for mere passing. I truthfully would have probably not worked as hard, since I would only have to achieve a D to get an S, whereas my goal was a B. Studied for learning not just--not memorizing for fear of grade.

How do you feel about being given a choice, at the beginning of the semester, as to how you will be graded in a mathematics course, so that some students in your class will be graded on the usual ABCDF basis, while others will be graded on the S-U basis?

	No. of Students	A	B	C	D
In favor of	18 (39%)	3	2	4	4
Indifferent to	12 (26%)	5	2	4	2
Opposed	16 (35%)	6	2	7	1
	46	14	6	15	7

It is related either in favor of, or against, the plan of student grading, which is a

Support of the A-B-C-D grading system. Advantages: It gives the student a chance to try it out. I might be tempted to take more hours of courses which I would enjoy. Some people may want grading systems based on knowledge only. It would be more beneficial. Disadvantages: Don't take courses or courses which need to earn B and D. Some students may perform better if the pressure of always making a grade is taken off. Some students are taking courses with no requirements for other programs (i.e., chess, physical) and they should not be held responsible with the majors for the A's and B's. I think you should use the grade because a required course can be detrimental to your work. Because I would rather have the grades if I can pass with an A, then I could take the AP/IB work. If the student if he goes on, will need exact grading for graduate school. If any, simple marking system is sufficient. It gives the majority right. Students who want more titles can choose their grade system, others don't like the pressure, and I feel it's their right not to want it. It is an individual matter to let the student make his own decision.

Support of the A-B-C-D grading system. Disadvantages: The S-D system is not very hard. Too many want easy way out. Actually I don't understand the practicality of it if all students were given some course, then the standards on papers etc. would be a standard mark anyway. It would require for each extra paper work. It would have to be compared comparatively. Seems it would kind of mean up class every night. It's too hard to administer. Advantages: All students in the class should be graded on the same basis. I feel it should be uniform. There has to be a standard unit of measurement. Everybody should be graded the same people on S-D. It should be grade more leniently. All should be graded on the same basis within each class. The whole class should be graded on the same basis.

Summarize the statement you favor:

	No. of Students	A	B	C	D
All courses at SUNY should be graded A-B-C-D.	5 (13%)	2	0	2	1
All courses should be graded S-D.	0 (0%)	0	0	0	0
Some should be graded A-B-C-D, and others, S-D.	28 (73%)	0	3	14	11
	33	2	3	16	12

Do you favor the third statement, which type of course do you feel should have the A-B-C-D grading system?

Advantages: Course in a person's major and minor should have a letter grade. Disadvantages: Courses in which an actual check of ability, such as mathematics. Advantages: Courses in major and minor (required by 10 students) should have letter grades. Upper level courses. Those of your choice of the completion of each semester. All core science courses. Literature and social science. Those which the student favors. Courses that are required. All social science, math, and perhaps art, philosophy, etc.

Approved by: [Signature]
Date: 6, 1960

TO: Members of SUNYA Faculty and Administration

FROM: William Grimes
Donald Stauffer

Last week we submitted for your consideration a resolution we were considering presenting to Faculty Senate on June 2. The resolution called for an expression of judgment on the part of the Senate that the President's decision in the Waterman-Rhoads case was a justifiable one under the circumstances.

We have discussed the resolution with a number of members of the faculty and have found general support of it in substance and no sufficient reason to alter our commitment to any part of the position presented.

However, we have found some persons strongly concerned that the June 2 Senate meeting is not the appropriate time or circumstance for introducing such a resolution, and have become ourselves convinced that this is probably so. Thus, we will not introduce it at that time.

M.A. Program, Anthropology
SUNYA, March, 1968

INTRODUCTION

The growth of the State University at Albany dictates rapid expansion of quality graduate programs in every field of study pertinent to man in the modern world. The specific mandates of the University's "Master Plan" only reflect the pressing needs for development brought about by a combination of population growth, increase in college enrollments, society's demands for specialists, and the mounting pressures placed upon the social sciences, particularly, to enlarge their role in the conduct of human affairs.

The Department of Sociology and Anthropology has moved swiftly to meet such needs. We introduced our first course in Anthropology only five years ago. In the summer school program for 1967, we launched a field program in Archaeology (in cooperation with the New York State Museum and Science Service), and, by the fall of 1967, we offered a full undergraduate program leading to the B.A.

Our proposal to institute a graduate program in the fall of 1968 is predicated upon the assumption that a program leading to the doctorate will quickly follow, and in the belief that the demand for such degrees will soon be evident. Indeed, we have been besieged with requests for information about the possibility for graduate study in Anthropology.

Admission to M. A. Program

Applicants for graduate work in Anthropology must meet the general requirements for admission as set forth in the catalog of the graduate school. Candidates are requested to submit Graduate Record Exam Scores as part of their application materials.

An undergraduate major in Anthropology is not necessarily required for admission to graduate work although substantial work in Anthropology and/or related disciplines is desirable.

Candidates for admission may be requested to complete certain undergraduate courses in Anthropology as a prerequisite for advanced work.

Master of Arts in Anthropology

The program requires, as a minimum, 30 semester hours of graduate credit.

1. Anthropology (24 semester hours, minimum). Courses as advised including:
 - a. Ant 510-a-b (8 semester hours)
 - b. Two research courses including at least one research course at the 500 level or higher, (4 semester hours) and Ant 680 or a seminar in a special branch of anthropology at the 600 level or higher, (4 semester hours). With departmental approval, a Master's thesis (Ant 699, 2-6 semester hours) may be presented in place of one research course.
 - c. At least 8 additional semester hours of graduate courses in anthropology.
2. Supporting courses (0-6): selected subjects in related fields as advised.
3. Satisfactory completion of a comprehensive examination in anthropology.
4. Resident study: each student must complete at least 9 semester hours of resident study in one semester of a regular academic year.

NOTE: A student entering the program with less than 18 semester hours in anthropology is required to extend the minimum program above with additional work in that field to bring his total preparation to a desired level. The additional work required is at the discretion of the department and ordinarily will not exceed 18 credit hours.

May 28, 1969

Graduate Courses in Anthropology

* ANT 510 a and b Pro-seminar in Anthropological Method and Theory (8)

A Ant 510 (a) (b) Pro-seminar in anthropological method and theory.
Prerequisite: admission to graduate work in anthropology.

ANT 520 Descriptive Linguistics (3)

An introduction to anthropological linguistics and linguistic science.
Prerequisite: consent of instructor.

ANT 521 Comparative and Historical Linguistics (3)

Language development and change. Language classification. Linguistic reconstruction. Prerequisite: Ant 520 or consent of instructor.

ANT 524 Language and Culture (3)

A study of the nature of the interrelationships which exist between linguistic behavior and other aspects of culture. Prerequisite: Ant 520 or consent of instructor.

ANT 530 Historical Anthropology (3)

The historical and evolutionary dimension in anthropology. Process of cultural evolution and dynamics. The role of theory and method in culture history; its relationship to ethnology and archaeology. Prerequisite: 6 credits in anthropology or consent of instructor.

ANT 531 History of Anthropological Thought (3)

Anthropology as a science. A survey of major theoretical contributions to the field of anthropology, as well as the individuals who have made these contributions. Prerequisite: 12 credits in anthropology or consent of instructor.

ANT 548 Peasant Society and Preindustrial Cities (3)

Description and analysis of peasant societies around the world. Urbanism in the absence of advanced technology, and the study of such urban areas. Prerequisite: consent of instructor.

ANT 580 Anthropology and the Modern World (3)

The application of anthropological knowledge and professional ethics to the solution of some of the problems of mankind. Prerequisite: 9 credits in anthropology or consent of instructor.

* ANT 620 Field Methods in Anthropological Linguistics (4)

A Ant 620 Field methods in Anthropological linguistics. (Seminar)
Prerequisite: A Ant 520 or Consent of instructor.

* ANT 625 Advanced Research Methods in Anthropology (4)

A Ant 625 Advanced Research Methods in Anthropology. Prerequisite: admission to graduate study in anthropology.

* ANT 630 Seminar in Archaeology (4)

A Ant 630 Seminar in Archaeology. Prerequisite: consent of adviser.

* ANT 650 Seminar in Physical Anthropology (4)

A Ant 650 Seminar in Physical Anthropology. Prerequisite: Permission of instructor.

* ANT 680 Seminar in Anthropology (4)

A research seminar involving individual conferences, regular seminar meetings, and requiring a research paper in some area of Anthropology.

ANT 685 Social Aspects of Medicine and Health (3) (A SOC 685)

An introduction to medical sociology, covering the major findings of sociology and the behavioral sciences as applied to health and medicine. Prerequisite: consent of instructor.

* ANT 699 Master's Thesis (2-6)

A Ant 699 Thesis. Independent research leading to an acceptable thesis for a Master's Degree. Prerequisite: consent of department chairman.

* ANT 791 Directed Readings (2-4)

A Ant 791 Directed Reading. Prerequisite: Permission of instructor.

* New Course.

STAFF IN ANTHROPCLOGY

State University of New York at Albany

Fenton, W. (Professor) B.A. Dartmouth, Ph.D. Yale
(Iroquois, Ethnohistory, Theory)

Henrikson, C. (Lecturer) B.A., M.A. Minnesota;
Ph.D. candidate at U. of North Carolina
(North America, Medical Anthro., Cultural Disorganization)

Klima, G. (Associate Professor) B.A. Syracuse, Ph.D. UCLA
(Africa, Culture Change, Religion, Theory)

Kreps, T. (Associate Professor) B.A., M.A., Ph.D. Stanford;
(Latin America, Methodology, Linguistics)

Miller, P. (Assistant Professor) B.A., Nebraska; M.A., Ph.D. Arizona
(Physical Anthro., Ecology, Genetics, Indians of the Southwest)

Smith, J. (Assistant Professor) B.A., Washington; Ph.D. Oregon
(Latin America, Emerging nations, Central and North Asia)

Wallace, D. (Associate Professor) B.A., Ph.D. Berkeley
(New World Prehistory, Peru)

Zerner, W. (Associate Professor) B.A. Northwestern; M. Heb. Lit.
Jewish Theo. Sem.; M.A., Ph.D. Columbia
(Middle East, Theory, Religion)

SOCIOLOGY STAFF WITH RELATED INTERESTS IN ANTHROPOLOGY

Foster, A. (Associate Professor) B.A. Wisconsin; M.A. Washington Univ;
Ph.D. University of London
(Social Anthropology)

Iwanska, A. (Associate Professor) A.M. Warsaw; Ph.D. Columbia
(Latin America, Eastern Europe, Social Change, Theory)

ADJUNCT PROFESSORS (At New York State Museum)

Funk, R. (Visiting Assistant Professor) B.A., M.A., Ph.D. Columbia
(Archeology of North America)

Ritchie, W. (Visiting Professor) B.A., M.S. Rochester; Ph.D. Columbia
(Archeology of North America)

LIBRARY STATEMENT IN
SUPPORT OF THE
PROPOSAL FOR A MASTERS PROGRAM
IN ANTHROPOLOGY

The current library holdings in anthropology include approximately 80% of the titles listed in Resources for the Teaching of Anthropology (American Anthropological Association Memoir #95, 1963). The major portion of the remaining titles are out of print and can be obtained only when re-issued by a reprint service, or when they are included in the purchase of private libraries or other large collections. In addition, as a result of active purchasing in the past, the library contains a large number of titles not included in the AA listing. For example, in 1968, a special allocation in excess of \$19,000 was obtained for the express purpose of improving our anthropology holdings. Over the past years several other private collections have contributed to our holdings. The latest of these is a sizable portion of the Braziliana purchase (totalling \$60,000) acquired during 1968. Current acquisition policies cover most of the new titles being published.

The library also maintains the microfilm edition of the Human Relation Area Files which will ultimately cover virtually all of the world ethnographic areas. Included below is a listing

of the major relevant journals and serial publications in Anthropology. The library also maintains many subscriptions in areas of special interest, such as Latin America, Eastern Europe, etc. listing.

It should be noted that the 36 reference periodicals in the attached letter, (Clarkin to Zenner: May 8, 1969) is not exactly comparable to the listing attached as appendix A. Clarkin's listing includes 17 periodicals not included in our listing because of their highly specialized nature, while our listing includes 50 titles not accounted for by Clarkin either because they are serials, rather than periodicals, or because they are listed under some category other than Anthropology by the Ulrich Standard Periodical Dictionary.

By comparison, the Library Holdings at SUNYA are equivalent to those at the University of Connecticut and the University of Massachusetts at the time of the initiation of their Master's Programs. In fact, our collection closely approximates the holdings of these schools at the present time, although both are initiating Ph.D. programs. We confine our remarks to the University of Connecticut. (Information on the University of Connecticut Library holdings was supplied by Dr. Eric Larson of that school's Department of Anthropology.)

When their Master's Program was begun, their library included approximately 75% of the titles listed in the AAA memoir.

(However, since their library evaluation was conducted in a slightly different manner, this figure is not exactly comparable to our own percentage). Purchases of used books have enabled them to raise these holdings to include about 85% of the listed titles. The Connecticut library currently buys slightly more used and out-of-print books than the SUNYA Library, but our purchasing practices for current publications are virtually identical. Though our periodical listings do not coincide with those of the University of Connecticut there is about a 65% overlap of those journals tabulated at the two schools. This overlap occurs in those journals that are central to study in anthropology. On the whole, the periodical holdings are of comparable strength and with the exception that with some important journals, Connecticut has more complete backfile holdings. However, as the attached letter (Clarkin to Zenner: May 7, 1969) indicates, the SUNYA library is attempting to obtain complete backfiles on all of our journal listings as these become available through reprint services or through the purchase of private libraries. In one respect, the SUNYA library has a great advantage over the Connecticut library at the time of the inception of their MA program: SUNYA subscribes to the Human Relation Area Files.

ASTERISK (*) BEFORE THE NAME OF THE JOURNAL, OR MONOGRAPH SERIES INDICATES THE FILES ARE COMPLETE IN AT LEAST ONE OF THE LIBRARIES WHICH HAVE THESE JOURNALS AVAILABLE.

JOURNALS

- *AFRICA--SUNY at Albany has Vol 1, 1928 to date
- *AMERICAN ANTHROPOLOGIST--SUNY at Albany has V. 1, 1888 to date
State Ed. has V. 1, 1888 to date
- *AMERICAN ANTIQUITY--SUNY at Albany has V. 29, 1963 to date
Sienna College has V. 22, 1956 to date
State Ed has V. 1, 1935 to date
- *AMERICAN INDIGENA--State Ed has V. 1, 1941 to date
- *AMERICAN JOURNAL OF PHYSICAL ANTHROPOLOGY--SUNY at Albany has V. 24, 1966 to date
Hamilton College has V. 6, 1948 to date
State Ed has V. 1, 1918 to date
- *AMERICAN JOURNAL OF SOCIOLOGY--SUNY at Albany has V. 1, 1895 to date
State Ed. has V. 1, 1895 to date
- *ANTHROPOLOGICAL LINGUISTICS--SUNY at Albany has V. 1-5, 1963 and V. 7, 1965 to date
Hamilton College has V. 1, 1959 to date
-
- ANTHROPOLOGICAL QUARTERLY--Sienna has V. 2, 1929 to date
(see attached letter, Clarkin to Zenner)
- AMERICA LATINA--SUNY at Albany has V. 5, 1962 to date
- *L'ANTHROPOLOGIE--SUNY at Albany has V. 71, 1967 to date
Hamilton College has V. 1, 1962 to date
- ANTHROPOS--SUNY at Albany has V. 61, 1966 to date
- *ANTIQUITY--SUNY at Albany has V. 38, 1964 to date
Hamilton College has V. 1, 1927 to date
- *ARCHAEOLOGY--SUNY at Albany has V. 1, 1948 to date
- CURRENT ANTHROPOLOGY--SUNY at Albany has V. 7, 1966 to date
Skidmore has V. 1, 1960 to date
State Ed has V. 1, 1969 to date

*COMPARATIVE STUDIES IN SOCIETY AND HISTORY--SUNY at Albany has V. 1, 1958 to date
State Ed has V. 1, 1961 to date

EASTERN ANTHROPOLOGIST--SUNY at Albany has V. 19, 1966 to date

ECONOMIC DEVELOPMENT AND CULTURE CHANGE--SUNY at Albany has V. 12, 1964 to date
Union College has V. 1-9, 1952 to V. 13, 1964

*ETHNOHISTORY--SUNY at Albany has V. 1, 1954 to date

*ETHNOLOGY--State Ed has V. 1, 1962 to date

*ETHNOS--SUNY at Albany has V. 1, 1936 to date

*FOLKLORE--Hamilton College has V. 1, 1890 to date

*HUMAN BIOLOGY--SUNY at Albany has V. 1, 1929 to date

*HUMAN ORGANIZATION--SUNY at Albany has V. 1, 1941 to date

HUMAN RELATIONS--SUNY at Albany has V. 1, 1947 to date

*INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS--SUNY at Albany has V. 1, 1917 to date

JOURNAL OF AFRICAN HISTORY--SUNY at Albany has V. 9, 1968 to date
Sienna and Union have V. 1, 1960 to date

*JOURNAL OF AMERICAN FOLKLORE--SUNY at Albany has V. 26, 1913 to date
Sienna and Union have V. 1, 1888 to date

*JOURNAL OF ASIAN AND AFRICAN STUDIES--SUNY at Albany has V. 1, 1963 to date

*LANGUAGE--SUNY at Albany has V. 1, 1925 to date

LINGUA--Hamilton College has V. 2, 1949 to date

MAN--SUNY at Albany has V. 26, 1926 to date

*MAN IN INDIA--SUNY at Albany has V. 46, 1966 to date
Russell Sage College has V. 44, 1964 to date
State Ed has V. 1, 1921 to date

*MIDDLE EAST JOURNAL--SUNY at Albany has V. 1, 1947 to date

*PLAINS ANTHROPOLOGIST--State Ed has V. 1, 1954 to date

*POLYNESIAN SOCIETY--State Ed. has V. 1, 1892 to date

PACE--SUNY at Albany has Nov., 1959 to date

- *RURAL SOCIOLOGY--State Ed. has V. 1, 1936 to date
- ROYAL ANTHROPOLOGICAL INSTITUTE OF GREAT BRITAIN AND IRELAND JOURNAL--Hamilton College has V. 38, 1908 to date
- *SOCIAL AND ECONOMIC STUDIES--SUNY at Albany has V. 14, #1, 1965 to date
State Ed has V. 1, 1953 to date
- *SOCIOLOGICAL QUARTERLY--SUNY at Albany has V. 1, 1960 to date
- *SOCIETE DES AMERICANISTES DES PARIS JOURNAL--State Ed. has V. 1, 1895 to date
- SOUTHWESTERN JOURNAL OF ANTHROPOLOGY--SUNY at Albany has V. 1, 1945 to date
- *WENNER-GREN FOUNDATION FOR ANTHROPOLOGICAL RESEARCH. VIKING FUND PUBLICATIONS--
SUNY at Albany and State Ed. both have V. 1, 1943 to date
- *WORD--SUNY at Albany has V. 1-16, 1960 and V. 18-20, 1964 to date
State Ed has V. 1, 1945 to date
- *ZEITSCHRIFT FÜR ETHNOLOGIE--State Ed has V. 1, 1869 to date on which it became
issued with the American Anthropologist.

ASSOCIATION PUBLICATIONS

- AMERICAN ANTHROPOLOGICAL ASSOCIATION. MEMOIRS--Hamilton College has V. 25, 1919 to date
SUNY at Albany has #1, 1905-#64, 1944
#66 (1947) to #93 (1962)
- *AMERICAN MUSEUM OF NATURAL HISTORY. ANTHROPOLOGICAL PAPERS--State Ed. has V. 1,
1907 to date
- *CALIFORNIA UNIVERSITY. ANTHROPOLOGICAL RECORDS--State Ed. has V. 1, 1937 to date
- *HARVARD UNIVERSITY. Peabody Museum of Archaeology and Ethnology--State Ed. has V. 1,
1896 to V. 15
- *SMITHSONIAN INSTITUTION. SMITHSONIAN MISCELLANEOUS COLLECTIONS--Rensselaer has
V. 1, 1944 to 1953, and V. 2, 1966 to date
State Ed. has V. 1, 1862 to date
- *U.S. BUREAU OF AMERICAN ETHNOLOGY. ANNUAL REPORTS AND BULLETINS--Union has V. 1,
1887 to date
- *YALE UNIVERSITY PUBLICATIONS IN ANTHROPOLOGY--State Ed. has V. 1, 1947 to date

ADDITIONAL JOURNALS, MONOGRAPHS AND PUBLICATIONS

- AMERICAN ETHNOLOGICAL SOCIETY--Hamilton College has V. 16
- *AMERICAN SOCIOLOGICAL REVIEW--SUNY at Albany has V. 1, 1936 to date
- *AMERICAN SOCIOLOGIST--SUNY at Albany has V. 1, 1965 to date
- *AMERICAN UNIVERSITY FIELD STAFF REPORTS--Cobleskill has all from V. 1, 1952 to date
- *AMERICAS--SUNY at Albany has V. 1, 1949 to date
- ARCHAEOLOGIKI EPHEMERIS--SUNY at Albany has V. 1, 1961 to date
- ARCHIVE FÜR KULTURGESCHICHTE--SUNY Albany has V. 47, 1965 to date
- BOLETIN BIBLIOGRAFICO DE ANTROPOLOGIA AMERICANA--SUNY at Albany has V. 26, 1966 to date
- CARIBBEAN STUDIES--SUNY at Albany has V. 4, 1964 to date
- *JOURNAL OF ASIAN STUDIES--Hamilton has V. 1 to date
- *LATIN AMERICAN MONOGRAPHS--SUNY at Albany has V. 1, 1956 to date
- *LATIN AMERICAN RESEARCH REVIEW--SUNY at Albany has V. 1, 1965 to date
- *MIDDLE EASTERN AFFAIRS--Union College has V. 1, 1950 to date
- *PACIFIC AFFAIRS--SUNY at Albany has V. 1, 1929 to date
- REVISTA DE CIENCIAS SOCIALES-- SUNY at Albany has V. 10, 1966 to date
- THE CANADIAN REVIEW OF SOCIOLOGY AND ANTHROPOLOGY--SUNY at Albany has V. 3, 1966 to date

LIBRARY

May 7, 1969

Expenditures in Anthropology, 1968-69

Book selection

April	489.13	
May	895.69	
June	371.64	
July	985.10	
August	476.86	
September	515.87	
October	378.47	
November	904.83	
December	265.33	
January	673.41	
February	601.39	
March	558.69	
	<u> </u>	\$7,116.05

HRAF and periodicals 3,027.00

\$10,143.00



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

May 2, 1969

Professor Walter Zenner
Anthropology
SS 373

Dear Professor Zenner:

I am happy to inform you by letter that the library has current subscriptions for both of the journals concerning which you spoke to me this morning: Africa and Anthropological Quarterly.

I find that Africa was ordered last January in its backfiles so that now the library possesses Volume 1 - 36 [1928-66] in addition to the current subscription. Unfortunately, this set came from the supply house unbound and therefore it is now sent by us to the bindery.*

As far as Anthropological Quarterly is concerned I am presently giving the order department a request that we purchase the entire backfile, if it is available. Since this journal was begun in 1928, it is quite probable that it is not available in its entirety, but we will see.

I hope that you will continue to point out to us any titles that the library needs for either Anthropology or Sociology. We are always happy to get help from experts in the field.

Very truly yours,

William Clarkin

William Clarkin

WC:il

* it will be back in about 6 weeks.

LIBRARY



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

May 7, 1969

Professor Walter Zenner
Anthropology Department
SS 373

Dear Professor Zenner:

You have asked me to give you my thoughts in relation to the following:

1. An estimate of library resources needed in the first five years of the forthcoming Ph.D. program.
2. The projected rate of acquisition and the expenses involved per year.

I have done some investigating and I find in the past year we have committed some \$7,116 in library funds for monographs in the field of Anthropology. In addition to that we have a continuing commitment of \$775 for the Human Relations Area Files [it should be pointed out the Human Relations Area Files bore an original cost of about \$6,500 and since every year they are added to, we have a continuing commitment to maintain them] in addition to the figuring, we spend \$252 a year in subscriptions to some 36 periodicals in this field. These subscriptions are current but we have tried to get a complete backfile in each case and our attempts have been successful to the extent of approximately \$2000 worth in the past year. Thus, this makes a total spent in this area of approximately \$10,143.

One of our great difficulties is the fact that I can give only a certain amount of time to acquisition here. Mrs. Aronson who was bibliographer for Sociology, Anthropology and Social Welfare left the library last July. Despite the fact that I have been doing the selecting in this area, most of the money committed for that past April-to-April fiscal year has been committed by me. I will enclose the exact month-by-month figures. I will also enclose Xerox sheets from Ulrich and Standard Periodical Directories which I have used as a base. Incidentally, if you know of other journals to which we should subscribe, by all means do not hesitate to tell me of them.

In answer to the first question, I must say that we should put at least as much money into Anthropology for each of the next five years as we have for this past year. This would mean in terms of money some approximately \$50,000.

Professor Walter Zenner

(2)

May 7, 1969

In terms of titles, the \$10,000 we spent last year on monographs produced a total of 871 titles. Many of these were garnered from out-of-print and used-book dealer catalogs. It is very important to pick up this kind of material. Some of it is being reprinted but reprints, as you know, are shockingly expensive. We have a standing order on all major American University Presses so we would get everything published in Anthropology by them automatically. The major part of our acquisitions, it seems to me, must be in the field of out-of-prints for the following reason: the paucity of in-print titles available.

Some 28,000 titles were published in the United State in 1964-65, taking that year at random as a base year. Publishers' Weekly gives the following figures for the classification - Sociology, Economics from 1964: for 1964-2,400 titles, for 1965 - 2,372 titles. It is unfortunate that Publishers' Weekly does not break down the subjects more specifically. Anthropology is placed in this grouping within Sociology and I can only estimate that if Sociology titles are half of the above that for 1964 there would be 1200 titles in Sociology. If Anthropology were half of Sociology than one would assume that in all of the United States some 600 titles per year are published in the field of Anthropology. For Germany, for France, for Russia, India and other countries, there are, as far as I can discover, no figures available. These countries, however, are extremely important - especially, Germany and France. What the library desperately needs is a qualified person to fill the place left vacant by Mrs. Aronson's withdrawal. I am quite capable of selecting titles and materials in the used-book catalog category from American book dealers. However, I do not have the time to go through the French and German catalogs and yet it is essential that someone do so if we are to build the collection in this field to a total of at least 10,000 - 12,000 monograph titles at the end of first five years of the degree program.

I find that I have in answering No.1, also answered No.2 because we would have to use 1968-69 as a typical year for acquisition. Certainly we cannot increase the amount of money committed to this subject since the overall library budget for acquisition is certainly not increasing and there are many new Ph.D. programs coming rapidly into existence. Therefore, I would say that we will continue [even if we do not replace Mrs. Aronson] at the same rate as we have in this past year. That will give us a minimum collection of monograph material. Whether this will be large enough to sustain a Ph.D. program I cannot say.

I hope that this information will help you in preparing your own report.

Very truly yours,

WC:il
Enclosures

William Clarkin

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: Faculty Senate
From: Allan A. Kuusisto

The next meeting will be held on Monday, October 27, at 3:30 p.m. in Lecture Hall 4. The agenda will consist of:

1. Executive Committee Report.
2. Council Reports. This year the Graduate Academic Council will submit reports on a monthly basis. October's activities will be circulated with the materials for the November meeting. However, Dean Flinton will report orally at the Senate meeting on October 27.
3. Report of the Ad Hoc Consultation Guidelines Committee (this was sent under separate cover to you).
4. Other business which may come before the Senate.

AAK/sla
10/22/69

FACULTY SENATE

Minutes of Meeting

October 27, 1969

The meeting was called to order by President Kuusisto at 3:40 p.m. in Lecture Hall 3. President Kuusisto introduced the 22 undergraduate and 11 graduate students elected to the Senate. Nearly all were present.

He noted that with the increased size it would be necessary to observe more closely the rules of parliamentary procedure and called attention to two rules supplied by the parliamentarian one limiting the length of speeches to five minutes and one prohibiting speaking twice on a single matter pending before the assembly until all others desirous of speaking had done so.

The minutes of the meeting of September 29 were approved with two minor corrections which were duly noted.

1. Executive Committee Report

1.1 Nominees to fill vacancies on various Councils were unanimously approved by voice vote:

Student Affairs Council

Margaret McKenna (Business)
Jerome Dukes (Afro-Amer. Studies)
Janet Hood (Health Services)

Research Council

John Overbeck (Classics)

Graduate Academic Council

Robert Donovan (English)

Personnel Policies Council

Robert Pettingill (Economics)

1.2 The written Committee report (distributed with the Senate agenda) supplied the following information:

- a. The Executive Committee finds the College of General Studies eligible for representation on the Senate.
- b. Appointed to the F.S.A. Board were professors Frisch, Geiss, Mochon, Nikoloff, Walker and Werner.

1.3 The Chairman reported that the vote on the mail poll of the faculty on the Pass-No Credit grading proposal was 190 in favor and 149 against.

2. Undergraduate Academic Council

2.1 For information: Chairmen of the Council's committees are:

R. Thorstensen (Academic Standing)
F. Carrino (Admissions)
W. Reese (Honors & Independent Study)
F. Hodge (Curriculum)

2.4 In response to a question, Prof. Aronson pointed out that the phrase "satisfactory rate of progress" as a criterion for remaining in school has not yet been defined under the present grading system. He reported that the formulation of a policy on this issue was high on the agenda of the Undergraduate Academic Council.

2.5 Mr. Mathias reported that a poll of a thousand lower division students had showed 77% to be in favor of the new system. The Freshman vote was 419 in favor to 80 opposed. Some Senators objected, however, to the implication of this poll on the ground, they said, that most students did not realize that the new system was intended to be mandatory.

2.6 Professor Eson, arguing that the effects of adopting the proposal would in fact prove inconsequential and noting that the issue had been long under study and debated at length in the previous Senate meeting, moved the previous question. The voice vote was indecisive; a show of hands gave 48 in favor and 24 contrary, thus the necessary 2/3rds required to call the question.

2.7 A teller vote on the proposal resulted in its approval by 51 to 31.

2.8 Dean O'Reilly spoke on a point of personal privilege objecting to the shutting off of debate on an issue of such importance as the grading proposal when many Senators were still desirous of speaking on the merits. He hoped that the Senate would in the future be less precipitous.

3. Graduate Academic Council

3.1 The Council requests the privilege of not reporting at this session.

4. Personal Policies Council

4.1 For information: The Council's committees have been organized and their membership listed in the Report included in the Senate agenda. These are: Academic Freedom--Curtis Smith, Chairman; Economic and Professional Welfare; Campus Parking and Traffic Policy--Hugh Farley, Chairman.

4.2 Professor Reilly, Chairman of the Council moved the approval of rules for parking control in Parking Lots 3 and 4 (the small lots flanking the cobblestone plaza), 3A (the outer cobblestone area) and the Great Circle. The substance of the rule is: Area 3A is for visitors. Parking on one side of the Great Circle is open on a first-come basis. Admission to areas 3 and 4 is by special permit card to be issued to officials, to others on the basis of need, to holders of special permits issued by the Parking Appeals Committee and, at the discretion of the President, by lottery. The rule as presented provided that all areas shall be open from 4 p.m. to 3 a.m. daily. The rules are on trial during 1969-70.

A number of Senators spoke in opposition to the proposed new rule on various grounds. One said that such action should not be taken without the approval of the Resident Assistant concerned; another that this was a more drastic penalty than it appeared because of the shortage of alternate housing; a third alleged that removal would be an illegal violation of the student's residence contract. Not so, it was explained, contracts provide for termination for specified reasons including disciplinary action.

The right and legal obligation of University officials to summarily remove a student from university-operated residence when necessary in emergency conditions to protect health and safety of others was explained by Chairman Thorne.

The previous question was moved and adopted by voice vote whereupon the motion to endorse was also approved by voice vote.

10. Ad Hoc Faculty-Student Consultation Guidelines Committee

10.1 Professor Zimmermann, chairman, presented the committee's draft guidelines--previously circulated to Senate members--and in moving their adoption requested comments and suggestions for improvement. It was suggested that provision be made for continuing interpretation and evaluation.

10.2 A motion to return to the Committee by Mr. Mathias was approved by a voice vote.

11. SUNY/A Senator's Report

11.1 Professor Norton, SUNY/A Senator mentioned that the All-University Senate had met at Binghamton and that a written report of its proceedings would soon be circulated.

11.2 The SUNY Senate, he reported, is concerned that both students and professional non-teaching staff should participate in University governance. Here, he observed, we are doing fine by students but not by our professional non-teaching staff.

12. A motion was made to reconsider the Senate's action in approving the change in the grading system. A very brief discussion was interrupted by a motion for adjournment. An appeal was made from the President's pronouncement that the voice vote was favorable. The teller vote showed 39 in favor and 22 against adjournment. The meeting adjourned at 5:35 p.m. Several Senators--both students and faculty--took the floor after adjournment to express the view that the session had given hopeful evidence of faculty-student collaboration.

Respectfully submitted,

V.B. Zimmermann
Secretary



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

MEMORANDUM

To: Faculty Senate
From: Executive Committee
Subject: Report for Meeting October 27, 1969

For Action:

The Executive Committee recommends the approval of the following nominees to fill vacancies that have occurred in several Councils.

1. Student Affairs Council

Margaret McKenna (Business)
Jerome Dukes (Afro-American Studies)
Janet Hood (Health Services)

2. Graduate Academic Council

Robert Donovan (English)

3. Research Council

John Overbeck (Classics)

4. Personnel Policies Council

Robert Pettingill (Economics)

For Information:

1. The Executive Committee received from the Dean of the College of General Studies a petition for senate representation since this College now has seven faculty members. The Executive Committee agreed that under Article II, Section 2, sub-section 2.3 of the Senate By-Laws the College of General Studies is eligible for Senate representation. The chairman of the Committee on Nominations and Elections has been notified to take appropriate action.

2. As a result of the adoption of new by-laws by the Faculty Student Association, the Executive Committee, at the request of Chandler Stein (Counsel to F.S.A.) has appointed the following six faculty members to the F.S.A. Board:

Dr. Frisch (Assoc. Dean of Arts & Sciences)
D. Geiss (Nursing)
D. Mochon (Art)
O. Nikoloff (Education)
F. Walker (Economics)
A. Werner (Phys. Ed.)

3. The Executive Committee has approved the proposal that the minutes of Senate meetings be distributed to all members of the Faculty.

4. The Executive Committee agreed to the initiation of a faculty-wide poll on the grading proposal to be acted upon at the Senate meeting of October 27. The results of the poll to be announced at that Senate meeting.

F A
190 - 149 = 339 / 900

5. The Executive Committee affirmed the responsibility of each Council to select members of its committees, both faculty and students. Student members, it was noted, could either be selected directly by the council or by soliciting nominations from the Student Central Council.

Respectfully submitted,

Alfred P. Finkelstein
Chairman
Faculty Senate Executive Committee

APF/sla
10/22/69

State University of New York at Albany

STUDENT AFFAIRS COUNCIL
REPORT TO THE FACULTY SENATE
October 27, 1969

1. The Council is seeking additional members. The Chairman of the Executive Committee of the Faculty Senate is making the necessary arrangements.
2. The Council considered and approved a proposal by the Committee on Student Conduct to add the following disciplinary action to current student conduct rules, regulations, and actions:

Disciplinary Removal from Residence: Removes the resident student from university-operated residence halls on either a permanent or temporary basis. This is a more stringent action, taken in response to repeated violations of university residence regulations. In the event that this action is for a stated period of time, the student may apply, at the end of this period, for housing in university residence halls. Specific restrictions in relation to residence halls may also be included. Note: If this student is under 21 years of age, the parent or guardian will be informed of this action.

3. Members of the Council were provided for their consideration the constitutions of Gamma Delta Chi and Pan Hellenic Council, fraternal groups organizing on campus, and the constitution of the Graduate Students Association and the Library School Student Association. The Council will act upon the requests for recognition of these organizations at its next meeting.

Respectfully submitted,



Clifton C. Thorne
Chairman

Armand Baker
Sorrell E. Chesin
William Dumbleton
Roswell Fairbank
Doris Geiss
Lois Gregg
Harry Hamilton
Janet Havens
Steve Lobel
Victor Looper
Karl Peterson
Christian Walters

Report of the Undergraduate Academic Council

For the Period October 1 - October 31, 1969

For Information:

1. The Council held its regular meeting on Monday, October 6. Student members had not been selected but are expected to be in attendance at the next regular meeting on November 3.

2. (Faculty membership for the standing Committees on Academic Standing (R. Thorstensen, Chairman), Admissions (F. Carrino, Chairman) and Honors and Independent Study (W. Reese, Chairman) was announced. Membership for the Curriculum Committee (F. Hodge, Chairman) will be announced at the next meeting.

3. At the suggestion of M. Urofsky and K. Chen, it was decided not to fill the Committee on Teacher Education unless a need for action arose.

4. M. Urofsky was selected to represent the UAC on the Central Council of the Student Association.

For Action:

It is moved that the Proposal on Grading, as presented to the Senate at the September 29, 1969 meeting, be adopted.

Respectfully submitted,

John Aronson, Chairman

* * * * *

Report of the Council on Promotions
And Continuing Appointment
For the Period October 1 - 27, 1969

At its organizational meeting, the Council elected Charles T. O'Reilly, Acting Vice President for Academic Affairs, as its Chairman for the 1969-70 academic year.

Respectfully submitted,

Charles T. O'Reilly
Chairman



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

Personnel Policies Council

Minutes of Meeting

October 21, 1969

The Council met on October 21, 1969 to receive reports of its sub-committee.

The sub-committee on Academic Freedom agreed to develop guidelines relating the term appointments, amplifying the resolution introduced by the Council at the Senate meeting of June 5, 1969. The committee consists of the following members:

Loren Baritz
Michael Cherniavsky
Charles Edwards
James R. Johnston
Edwin Munro
Curtis Smith, Chairman
Albert Sweetser, Secretary
Franklin Walker

The sub-committee on Economic and Professional Welfare convened on October 22. Its members at this time are:

Michael Lamanna
Zachariah Mathew
Elmer Mathews
Robert Pettengill
Seth Spellman
Myron Taylor

The sub-committee on Campus Parking and Traffic Policy consists of the following members:

Jan Blumenstark	Theodore Hill
John Buckhoff, Secretary	Robert Lorette
Martin Collins	Walter Tisdale
Richard Ellis	
Hugh Farley, Chairman	
Gary Guzuoskas	

For Action:

The Council forwards the following recommendations from the sub-committee on Campus Traffic and Parking Policy and asks that they be approved for immediate implementation:

Parking Control in the Areas Encompassed by Parking Lots 3, 3A, 4 and the Great Circle:

Admission to Parking Lots 3 and 4 shall be by special permit (card) basis only. The present cobblestoned area known as 3A between lots 3 and 4 shall be for visitors parking only.

Parking for faculty, staff and visitors shall be allowed on one side of the Great Circle from the islands around on a first-come first-serve basis.

All the above areas shall be opened to general parking from 4 p.m. to 3 a.m. each day, seven days per week.

Special permits (cards) for lot 3 shall be issued to the President, Vice Presidents and Deans of Schools, The remainder shall be distributed to various functions on the basis of need as approved by the President. At the discretion of the President, these remaining cards may be issued by lottery. Lottery applicants shall be entered by Deans of Schools and/or appropriate administrative officials on the basis of need.

Special permits (cards) for lot 4 shall be issued to those persons holding Special Parking Permits issued by the Parking Appeals Committee for that lot through their previously established procedures. The remainder of spaces shall be allocated by the same process as that used for parking lot 3.

This program of control shall be conducted on a trial basis for the duration of the school year 1969-70.

Respectfully submitted,

John M. Reilly, Chairman

10/22/69

State University of New York at Albany

REPORT OF LIBRARY COUNCIL OF FACULTY SENATE

MEETING OF OCTOBER 2, 1969

The first meeting of the Library Council was primarily an information and organizational meeting devoted to setting up a schedule of meetings and a list of topics to be discussed during the year.

The item discussed was information to faculty regarding library acquisitions and funds available for new materials.

At its next meeting the Library Council will consider reports on two studies undertaken last year:

1. Survey of Library Use.
2. Reserve Book Service.

Respectfully submitted,

Francine Frank
Chairman, Library Council

GRADUATE ACADEMIC COUNCIL

For the Period October 1 - 31, 1969

The Council met three times during this month.

For Information

1. Two graduate students, both senators, joined the Council. They are Mr. David Marple (sociology) and Mr. Charles Stephenson (history).
2. Professor Jerome Epstein (education) resigned from the Council under pressure of other duties. He has been replaced by Professor Robert Donovan (English).
3. The Council has organized the following standing Committees for the year. It is expected that each will add two graduate students at a later date, one a member of the Council and one from the graduate student body at large. One faculty member will be added to the Committee on Curriculum and Instruction later.

Committee on Admissions and Academic Standing

*V. Aceto, Library Science, chairman
A. Higgins, Sociology
Y. Myer, Chemistry
R. Pettengill, Economics
*W. Rooney, Social Welfare

Committee on Curriculum and Instruction

*R. Donovan, English
*J. Falconieri, Romance Languages
B. Solnick, History
J. Zuckerman, Chemistry

Committee on Educational Policies and Procedures

C. Edwards, Biology
*P. Crosby, History, chairman
H. Morick, Philosophy
R. O'Neil, Mathematics
*L. Welch, Public Affairs

Committee for Review of Graduate Programs

J. Bulloff, History & Systematics of Science
C. Odenkirchen, Comparative Literature
*A. Saturno, Chemistry
*J. Uppal, Economics
R. Wesser, History

*Members of the Graduate Academic Council

4. The Council invited members of the Office of Graduate Studies to meet with the appropriate committees of the Council to assist the committee and to act as liaison persons for the committees with the Office of Graduate Studies. Mr. Robert McFarland will serve as the liaison with the Committee on Curriculum-Instruction, Mr. Paul Saimond will serve as the liaison with the Committee on Admissions and Academic Standing, and Dr. J. Fredericks Volkwein will serve as liaison with the Committee on Educational Policies.
5. The Council has received and referred to the Committee on Curriculum and Instruction proposed master's degree programs in geography and in history and systematics of science.
6. The Council has received and has taken under review proposed doctoral programs in philosophy, sociology, library science, and history and systematics of science.
7. The Committee on Admissions and Academic Standing has acted on four petitions received from students. Three were concerned with transfer credit and one with the academic requirements for a master's degree.
8. The Committee on Policies and Procedures has under study the following matters:
 - a. The University foreign language requirement for the Ph.D.
 - b. Pass/fail systems of evaluation as applied to graduate study
 - c. Present status and criteria for assignment of credit to graduate courses.
9. The Council is establishing procedures for the review of doctoral programs which it will initiate this year through its Committee for Review of Graduate Programs. After employing several criteria, the following programs were selected by the Council for review this year: chemistry, English, and political science. Also, in the case of the Ph.D. program in history, a review by the American Historical Society had been arranged earlier by the department. The report of the review will be made available to the Graduate Academic Council. The details of organization and implementation of the Council's reviews will be developed by the Committee.
10. A change in admission to the master's degree in educational administration to eliminate a requirement that the student hold a certificate valid for teaching in New York State was approved for applicants preparing for educational administration in higher education or in some other educational agency for which state teacher certification is not necessary.
11. The introduction of a specialization in European History in the Ph.D. program in History was approved.
12. The Council voted to admit 10 students to doctoral candidacy, 6 from arts and sciences, 2 from public affairs, and 2 from education. In addition, the Council voted to recommend to their respective faculties 5 students for the award of a University Certificate as Specialist in Curriculum and Instruction (education), 1 candidate for the award of the Ed.D., and 5 candidates for the award of the Ph.D.

For Action

13. The Council recommends approval of the following policy to facilitate the inter-institutional registration of students in doctoral programs at SUNY university centers:

"Formally admitted doctoral students in any center will be authorized to study at the State University of New York at Albany without submitting academic credentials and going through the usual admission application procedures provided (1) the sending institution certifies to a student's good standing, (2) the student has the necessary prerequisites, if any, and (3) that the receiving institution has available a place in the class.

The following kinds of courses would be excluded unless approved by the Dean of Graduate Studies in exceptional cases: graduate research seminars, advanced research courses, independent study or reading courses, clinical courses, field courses, practicums, supervised student teaching, and internships. Also excluded are sponsored programs and institutes which involve special conditions or qualifications for admissions."

Respectfully submitted,

Charles O'Reilly, Chairman

* * * * *

Report of the Council on Promotions
And Continuing Appointment
For the Period October 27 - November 7, 1969

The Council met on Friday, November 7, but a quorum was not present. They will meet again on November 14, to discuss some matters that must come before the Council.

Respectfully submitted,

Charles O'Reilly, Chairman

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

October 10, 1969

TO: Members of the Senate, Faculty, and Student Leaders:

Last Spring this Committee was charged by the Senate with the task of preparing guidelines for the implementation of the policy and regulations on faculty-student consultation adopted by the Senate.

The attached document is the product of our work. It is being distributed to you so that we may have the benefit of your suggestions-- both as to substance and as to language--before we prepare the final version which we intend to present to the Senate at its October meeting. Senators should keep this copy for reference.

Your questions, comments and suggestions may be presented orally to any member of the committee.

Ad Hoc Consultation Guidelines Committee

Students

Barbara Buckholtz
Suzi Goldmacher
Robert Nible
Tom Matzke
Jan Rosen

Faculty

Doris Gaiss (Nursing)
Harold Morick (Philosophy)
Richard O'Neil (Mathematics)
Charles Petitjean (Administrative
Services)

V. Zimmermann (Public Administration)
Chairman
Sayles, Room 210 phone: 472-3290

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

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

1. Preamble

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

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

2. Statement of Policies and Procedures

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

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

3. Structures for Faculty-Student Dialogue

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

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

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

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

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

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

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

4. Subject-matters for Faculty-Student Consideration

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

5. Selection of Student Spokesmen

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

5.2 Preferred methods of selecting student representations are:

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

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

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

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

6. Complaints and Grievances

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

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

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

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

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

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

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

7. Notice

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

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

9/24

Final version of the Report as considered by the Senate on September 29 and Proposal as adopted by the Senate October 27th.

REPORT OF THE AD HOC COMMITTEE ON GRADING

August 5, 1969

- The Report consists of five Parts:
- I. Background
 - II. Proposal
 - III. Clarification
 - IV. Rationale
 - V. Conclusion

I. BACKGROUND

At its June 2, 1969, meeting the Faculty Senate approved a system of mixed grading; on June 5, three days later, it moved to reconsider. The new discussion made it clear that to many faculty there were faults in a mixed system, faults in the present system, and faults in a "pure" S-U system, but most of all that the Senate could not evaluate the proposals in the form and time submitted. Consequently, they voted to recommit the matter to the Undergraduate Academic Council, who were asked "to have a report ready and available to members of the Senate by ten days prior to" the first meeting of the fall. It was to be the first item on the agenda.

In response to the assignment given it by the Senate, the Council at its organizational meeting for 1969-70 (June 11, 1969) agreed to establish an ad hoc committee consisting of Robert Thorstensen (English, chairman Academic Standing Committee 1969-70) as chairman, "up to four students, and two to four more faculty members." It was hoped that most members would have served on one of the SUNY Albany groups that had studied the grading question. Besides the chairman the group included the following:

- | | |
|--|---|
| Fred Childs (1969) | Task Force on Academic Regulations
Undergraduate Academic Council
1968-69, 1969-70 |
| Richard Collier (1968,
Signum Laudis Scholar) | Chairman, Academic Affairs Commission 1968-69, 1969-70
University College |
| Robert Gibson (M.A.
1966) | Academic Affairs Commission
Committee on Academic Standing
1968-69, 1969-70
Assistant Dean, University College |
| Terry Mathias (1970) | Academic Affairs Commission representative to Central Council, 1968-69
1969-70
President, Central Council, 1969-70
President, Myskania |

William Reese

Chairman, Department of Philosophy
Chairman, Task Force on Experimental Colleges

Warren Roberts

Ass't. Professor of History

The committee had five meetings and some informal discussions. This Report, written by Thorstensen and Collier, expresses the unanimous judgment of the group.

At least four groups at SUNY Albany have studied reform of the grading system. (1) The Task Force on Instruction recommended "the abolition of the letter grade system and its replacement with S or U grades." (2) The Task Force on Academic Regulations considered several proposals but voted to recommend no change in grading for the present. Their report noted that among faculty and students there was a good deal of "enthusiastic support" for a Pass-Fail option. (3) The Commission for Academic Affairs of the student government strongly recommended a total S-U system and in March conducted a poll of nearly 2000 students, of whom over 70 percent favored pass-fail grading in all courses. (4) The Academic Standing Committee studied the question through most of 1968/69, investigating a number of plans for change. They canvassed faculty opinion on this campus and others, including directors of graduate schools. On May 26 the Committee recommended in a five-page report to the Undergraduate Academic Council a "mixed" H-S-U system, to which the Council added a recommendation for field examinations. It was this plan which the Senate was finally unwilling to adopt at the end of the year. Still, the year's work amounted to a virtual mandate for change.

It is clear that during 1968/69 a great deal of attention was given to the grading problem by many members of the University community, and valuable reports had resulted. The summer ad hoc Committee on grading was expected to work primarily from these reports and supporting documents, not to look for fresh data unless it was clearly useful and readily acquired; to develop recommendations for the Senate to act upon; and to furnish the necessary information and rationale.

II. PROPOSAL

Resolved that:

- A. Beginning in the fall term, 1969, all grades for freshman students shall be submitted to the Registrar as satisfactory or no-credit. Satisfactory work is that quality of academic performance which the institution expects from its students in order to earn an undergraduate degree. The mark of no-credit means that a student has not provided the instructor with evidence which would justify the grade of satisfactory.
- B. Beginning in the fall term, 1970, such grading shall be used for all freshmen and sophomores.
- C. The new grading system shall be under continuing observation and review by the Academic Standing Committee of the Undergraduate Academic Council, which shall interpret the system, report on its operation, and recommend changes as appropriate.
- D. The system shall be in effect until June, 1973.

III. CLARIFICATION OF PROPOSAL

1. Symbols. The expression "all grades for freshman students" refers to grades formerly recorded as A, B, C, D, and E; the proposal is not intended to affect the special designations I, W, and Z as currently used. The symbol S, "satisfactory", is now awarded in graduate seminars, student teaching, and other approved courses (Undergraduate Bulletin, 1969-70, p. 59). The proposal would extend such approval while preserving the meaning of the term and the convenience of a symbol that is an initial letter. The symbol N would avoid the pejorative and often misleading implications of U ("unsatisfactory") or F ("failed"); however, it may be unacceptable as a symbol, because it now signifies that a course was offered on non-credit basis. Perhaps NC could be used, or X, but the choice of the most convenient symbols can be determined by the Registrar in consultation with the Academic Standing Committee.
2. Preliminary versions. The proposal is part of the recommendation that Margaret Farrell's committee submitted to the Task Force on Academic Regulations in the Spring. (See the Task Force Report, Appendix II.) Much the same proposal had been independently developed and approved by the students' Academic Affairs Commission in November, 1968. The Farrell committee also proposed gradual extension to a total S-U system and the development of comprehensive and field examinations. These features appear to have been important in its failing to win the approval of the Task Force. We came independently to the conviction that the part we offer has the greatest overall

merit and the fewest disadvantages of any plan to come to our attention. We do not see it as "the answer" to the grading problem but rather as a strong step in the right direction.

- 3. Starting date. The policy should begin without delay. The matter has been long and responsibly deliberated, there is a strong consensus among students, and there are no major administrative impediments. We can think of no consideration that would require or justify waiting any longer.
- 4. Duration of experiment. Four years provides time for the novelty of the plan to wear off and for students, faculty, and administration to have gained substantial experience with it. During the third year the first freshmen under the plan would be juniors, well into their major fields and with good perspective on their experience.
- 5. This proposal does not attempt to answer the question, "What is satisfactory progress for a student under the proposed system?" The ad hoc committee and the Undergraduate Academic Council did not feel required to develop the details of policy in matters of advisement and retention, a normal responsibility of the Academic Standing Committee.

IV. RATIONALE

The discussion that follows is intended to explain and support the proposals by considering the most prominent questions and alternatives.

1. What's the matter with grades?
2. Why not a Pass/Fail option?
3. Why no "H" for honors work?
4. Would changes occur in evaluation and standards?
5. Would the quality of work deteriorate?
6. What has been the experience of other schools with S-U plans?

#1 What's the matter with grades? We of the committee did not feel obligated at this point in time to make a prima facie case for change, but it is logical and probably useful to state the main lines of argument as these have appeared in the several reports and elsewhere, including national publications.

From the Report of the Task Force on Instruction (p. 12):

Evaluation of students' developing skills and capacities to relate concepts to practice is an essential part of instruction. Evaluation provides students with a measurement of their achievement and provides faculty with feedback regarding the efficacy of instruction. The purposes of evaluation, however, have become obscured as the symbols originally intended to mark achievement have taken on the power of totems. Now revision is needed so that the system of evaluation will encourage creativity and foster a cooperative attitude between students and faculty regarding learning. With that intention the following are recommended: 1. Abolition of the letter grade system (A, B, C, D, E) and its replacement with S or U grades.

A good example of professional interest in the problem is the article "Examinations and Grades in College," by Ralph Raimi, Professor of Mathematics at Rochester (AAUP Bulletin, Autumn, 1967, pp. 309-17). Raimi sketches the "shift of attention from football to merit to the numerical marks of merit"; he states what properties the evaluative system ought to have but often does not; and he describes and advocates a system of proficiency examinations as the sole means to a degree. Several excerpts on grading may be of interest (pp. 312-13):

The real question is: what do grades mean?

The most prevalent collegiate grading method, carried over from the lower schools and much beloved of mediocre students, is this: calculation of a grade on the basis of many "marks"

accumulated during the semester. . . . The exercises count 20 percent, the midterm examination 30 percent, the term paper (or laboratory reports) 10 percent, and so on. . . . It is a method [that] offers a measure of safety against the discovery of ignorance. . . . It also lends itself to cheating. Finally, it generates in the minds of all students, good as well as mediocre, honest as well as dishonest, the notion that knowledge as defined by the university system of evaluation does, in fact, consist of a large number of small things most of them contemptible, easily "looked up" when needed, and mainly only needed once. . . .

How accurate are our judgments?

Grades are assessed by the professor who has taught the course. If he has taught badly, he hesitates to advertise the fact by giving a lot of low grades. His grades of B then actually applies to a student whose command of the body of knowledge involved is only "fair" not "good." I am sure there exist, on the other hand, teachers so fine that a semester spent with them is worth three spent elsewhere. But even these men can give grades no better than A, by law. And they may not even know who they are, and so give B's and C's like anyone else. . . .

A freshman asks me, "Do we have to know this for the exam?" My answer is evasive, in general. . . . He should be asking himself (and me): "Is this important? Is this interesting?" As a teacher I should try to give him an honest answer. I should be his ally. . . .

The Task Force on Academic Regulations noted "the desire voiced in New Patterns to escape the bookkeeping approach to learning", and observed that the present grading system is not completely valid as an indicator of student achievement.

Often questionable as a measurement, grades are objectionable as a motivation. They foster grade-grubbing and place a premium on the shrewdness that conforms to and simply mirrors the expectations of professors, who are seen as adversaries, at least as part of a system to be outmaneuvered, often cynically. Thus the grade system has been seen as the primary contaminant of the classroom; besides, it fosters a competitiveness that is educationally and socially destructive. (The quality-point average compounds the problem. A particular course grade is meaningful, but averaging grades arithmetically across the student's whole program is not only bizarre but harmful. Two Task Forces have recommended that the practice be discontinued.)

Some proponents of an S-U or ungraded system urge it on the grounds that it removes the student from his state as an anxiety-ridden consumer on probation. Study becomes its own reward and produces a self-generated motivation that is the most effective and fruitful approach to learning. Students and faculty become more like co-workers, and there is more mutual respect among students, whose identities and self-regard are less tied to grade judgments of personal worth ("I am a C student"). Course work is more creative on both sides of the desk, the student more free to question received opinion and to pursue special projects and interests, the teacher more free to experiment with course content and structure and to work out a variety of evaluative techniques.

One may question this view as utopian and say there are things to be said for the present system. Competitiveness and grades may not be the best reasons for work but they stimulate it, are an incentive. Many believe that without grades as pressure or as reward most students would simply do enough to get by. "Anyhow, students do not compete for grades in any course where an 'A' is open to any student who performs at a specified level. Grades are not rewards but acknowledgements." "The present system can be improved" by clearer definition of course objectives, of what a given examination is measuring, and so on. (The quoted points and others were made by Dr. Arthur Collins in the ASP of March 18, 1969. He had agreed to contribute a defense of the present system, but he pointed out that it did not completely represent" his own position.)

A Task Force report states, "There are substantial arguments on both sides of this question and tidal waves of rhetoric." The question arouses intense interest, but we would be in bad shape if it did not.

#2 Why not a Pass/Fail option? Many institutions have adopted a limited pass/fail option, a system where one or two courses a semester are allowed for pass/fail. In principle it encourages a student to try his curiosity and interest in a difficult course without undue penalty, usually in an elective course outside the major. In practice students tend to elect easy courses, which they can neglect in order to do hard work on the graded ones. Grade pressures in the major field are intensified, and most of the benefits sought in a pass/fail policy are lost under such a partial plan. (This point is developed specifically in Section 6, below.) We agree with the Academic Standing Committee in its May report that the partial system is not to be recommended over the present system.

It is quite another matter for a course to be graded pass/fail (or S and U) because of the nature of the work itself, as now in student teaching and in a number of other courses, particularly at the graduate level. The Academic Standing Committee reported an increasing number of requests for approval of pass/fail grading of particular courses.

#3 Why no "H" for honors work? The S-N system we propose would be weakened by the third mark: an "H-S-N" system would tend to become an "A, BCD, E" system, cheating the B-level students. Refinements like "H minus" would creep in, to make it like the present system with a new alphabet. Graduate schools are not much impressed by "H" anyhow, unless it is limited to ten or fifteen percent of undergraduates.

Important to most students in University College is the freedom to look seriously at several major areas and to change a major as strengths and interests grow. An S-N system would maintain this fluidity, would support this process of self-discovery, and prevent premature locking into the major. Under an H-S-N system freshmen and sophomores might well feel obligated to get H's in the presumed major and be less free to apportion their attention and, if they did want to change the major, hesitate to turn their backs on a field where they had several H's in the bank.

A department's knowledge of its own majors develops in sophomore and upper division courses. There would be ample opportunity, as at present, to identify and serve the gifted and diligent. Excellence would be evident and acknowledged and, we believe, striven for: it would just not take the form of an "A" or "H" on freshman and sophomore transcripts.

#4 Would changes occur in evaluation and standards? 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.

The proposal leaves departments free to evaluate their majors beyond the S-N level on an A-E scale and/or by any other means they judge appropriate. It may be, as Daniel Bell has suggested, that methodology is essentially different in different divisions of the university; in any case, flexibility is preserved here. The various "departmental major" programs are likely to promote better integration of knowledge and new modes of evaluation. And more students will engage in honors work and independent study, which is usually reliably judged. The freedom proposed in the lower division might well produce more honors students, and those better prepared.

Graduate schools presently require that judgments of a student's work in his major field be expressed in something like traditional terms. Grades can be meaningfully averaged within the major, as some graduate schools suggest. It is hard to believe, however, that any graduate school is seriously interested in freshman grades, and probably not in sophomore grades. Departments will continue to be well aware of the performance of students in the upper division. Our proposals would provide a student's record with more of the information required in applications to graduate and professional schools. And recommendations would continue to be written.

#5 Will the quality of work deteriorate?

It would be foolish to deny that some students will try to just get by, will not try to excel in any course, will try any area of study where it seems easiest to obtain an S. For the words "an S" substitute "a C or an equal number of B's and D's" and you describe the same "students" under the present system. Under the proposal their numbers might increase. But we believe this risk is outweighed by the prospect that more of such time-server~~s~~ might become students, won over into the excitement of a more authentic learning life and even into the pleasures of an academic field.

after twelve years of the public school system students do not need to learn discipline but rather the pleasure and risk of self-discipline. There is good reason to believe that students taking advantage of the relief from psychological pressure, the greater flexibility, the encouragement to experiment and participate in honors courses or independent study, and the removal of possible penalties for creativity and for not excelling in all courses -- that such students will produce higher quality work in certain courses.

A conference on "Education for Creativity in the American College," was held in 1967 at Berkeley. It was clearly recognized there that "intellectual adventure requires the courage to be found wrong -- to make mistakes. . . . It was reported, for instance, by the Massachusetts Institute of Technology, that the school was 'losing three times as many students who as freshmen preferred to try out new solutions, "fool around" with ideas, or take cognitive risks as it was students preferring a well-ordered life with tangible results.'"

An article on Pass-Fail Grading from the University of Tennessee notes: "It may be desirable for students to be given freedom to produce unevenly, if they wish, rather than being forced to attempt to excel in all academic endeavors. They should be required to perform satisfactorily in all areas, but they should have the opportunity to choose those pursuits in which they wish to be outstanding. Although 'mental abilities' are not well understood, some psychological data suggest that all of them are not equally developed in a given individual." The system here proposed does require satisfactory work in all courses for which the student receives credit and it also gives him the time to be outstanding in those which motivate him intrinsically to excel.

A student may now ask an instructor if he may sit in on a class or take certain courses for non-credit. A student is slow to undertake such experiments because he has no chance of getting credit, and the more he takes, the less likely he is to graduate at the end of eight semesters. Under the proposed system, the student is encouraged not only to make these excursions into other disciplines, but to do satisfactory work in them in order to receive credit; that is, he is encouraged to do more than just "audit" or "visit". But if he chooses not to do satisfactory work, or is not able to, and if he chooses not to withdraw from the course, his transcript will merely indicate that he at least stuck it out for the semester. To call this a clear lessening of standards would be highly debatable.

#6 What has been the experience of other schools with S-U plans?

Colleges and universities presently considering some form of S-U grading are legion in this country. At least 45 have already (1968-69) instituted various forms of pass-fail grading, and this number encompasses state universities, small liberal arts colleges, ivy league schools, specialized and scientific universities. If nothing else, this is indicative of the widespread dissatisfaction with A-E grading.

Unfortunately for our purposes, most of these experiments are half-hearted compromises. Very few have been working long enough to furnish any useful data. And fewer still are similar enough to the system proposed here for their data to be relevant for us. In the great majority of these experiments, the grading is a partial S-U system, allowing the student to take some courses on an S-U basis, the rest A-E during the same semester. Most frequently, the student is limited to one course per semester (sometimes not till his junior or senior year) and he is typically excluded from using this option in his major or minor.

Reports on such partial systems are not encouraging. Harpur, Lehigh, and Princeton, for example, all noted that their students usually used this option to get through certain general requirements, particularly languages and sciences. But the report from the Dartmouth committee (which was delegated to evaluate their partial S-U system at the end of three years) is especially damning. They found that allowing a student to take courses on both bases in the same semester was educationally unsound, since it induced him to devote most of his time to the courses for which he would receive a letter grade (obviously, he would be penalized for not doing so). It is noteworthy that, while recommending the immediate elimination of the option of one S-U course/semester, the Dartmouth group did not flatly urge resumption of the former system but is considering other forms of pass-fail. (A similar partial system proposed for Harvard has not been accepted.)

There is less data on systems using an "H". Yale, formerly on a numerical grading system (100 points), is changing to a system of H, HP ("high pass"), P and F; this seems to be another way of saying that they are going into our present grading system but telescoping C and D grades into one category. The Bowdoin high honors and honors system (grades HH, H, S and U given) has led to widespread ill-will and discontent on that campus.

Wesleyan is considering a proposal which would allow any faculty member to mark any of his courses on a totally S-U basis. Machinery for this already exists at SUNYA.

None of the above is particularly relevant to our discussion, other than indicating that such features as an "H" or partial S-U are unsatisfactory. (Note that under the system here proposed a student never mixes A-E and S-N grades in any one semester, except, of course, if he happens to be taking a course in which the instructor chooses to grade entirely S-N.)

Two schools have furnished data on the effects of having all freshmen taking courses on a total S-U basis: Cal Tech and Santa Cruz. (Swarthmore instituted this system last year but cannot be used for evidence because the campus was so badly disrupted by black-studies agitation, by kinetic preoccupation with a long list of new developments in student life, and by the untimely death of the president in midyear.)

Santa Cruz has been operating under a total, all-undergraduate S-U system for five years and reports excellent results. It has been able to place its graduates in many of the best grad schools in the country. It, like Cal Tech, noticed that the break from grade-consciousness cause "some disorientation at the start," but "most adjust and learn to work for themselves."

Since Fall of 1964, all freshmen at Cal Tech have been receiving S-U grades only. The fact that this policy became permanent in 1966 by a faculty vote "unanimous less one" itself indicates the success of this system. Their evaluation of the new policy revealed:

- "1) Year-end freshman attrition was less than the average.
- 2) The attrition occurred almost entirely among students in the bottom quarter of the class academically, in contrast to previous years in which it had been spread over the entire class and had included the departure of good students by transfer.
- 3) Voluntary participation in the Freshman Honors Program more than doubled over previous years.
- 4) The sophomore performance (A-F grading) of the first P-F freshman class was better than that of previous sophomore classes.
- 5) Many experienced faculty members reported a significantly improved attitude toward learning by both freshmen and sophomores. A humanities instructor remarked: "They're reading books again."

In summation, although no school has adopted a proposal precisely like the one given here, the evidence available supports grading all freshmen S or N. And the wide interest in pass-fail and the varied attempts to allow non-freshmen to benefit from it support its extension to cover the first two years.

V. CONCLUSIONS

1. The proposal is timely. All over this country, indeed the world, the demand is urgent for creative change in university education. SUNY Albany has so far responded creditably to this challenge in many areas of campus life and work. There is strong consensus that reform of the grading system should be the next step and strong expectation that it will be. We should take that step now.
2. It is educationally developmental. It extends, significantly and clearly, the scope of the student's self-regulation and urges upon his attention not the shadow of his education but its substance. It removes a major obstacle between students and teachers and stimulates fresh approaches to their common enterprise. Its risks are well worth taking.
3. It is practical. It is simple in concept and operation; it is of the right size -- large enough to count and small enough to observe and control; it is dynamic and properly paced, allowing time for adaptation and coordination within departments.

For all these reasons, the proposal should be adopted.

Report on the
Committee for Planning Conference

THE PROFESSOR, THE STUDENT AND THE LEARNING RELATIONSHIP

Sidney Reisberg
David Neufeld
September 29, 1969

Selecting Members for the Committee

A real effort was made during the month of August to canvass many people in the University in order to get a broad base of names from which an effective group of members could be brought together.

The following group of faculty and students spent the day meeting at Highland Farms in Altamont on September 15, 1969:

Armand Baker	Peter Larrick
Maria Coutoupis	Edith Leet
Shelly Friedman	Thomson Littlefield
Robert Frost	Bruce McCutcheon
Ross Goble	David Mitchell
Steven Hirsch	Richard Myren
Rona Hoffman	David Neufeld
Jon Jacklet	Sidney Reisberg
Joseph Kaiser	Norman Rich
Ken Kurzweil	Warren Roberts
Marian Hoffman, Coordinator	Ruth Schmidt

Summary of September 15 Meeting

The morning session was divided in three groups, who reported the following proposals:

1. Set up group sensitivity sessions where small groups of randomly assigned people meet to strip away roles and facades and uncover attitudes about one another. Highly trained group leaders could be brought in to conduct the sessions. They could include all members of the University community, not just faculty and students. Curiosity would be a major motivating factor for participation. Premise is that if human beings can be affected, then the University can be changed in a meaningful way.
2. Set up morning-long "classes" in which 14 students are randomly assigned to each professor. The students will become teachers in a role reversal situation and the assigned topic for the class is relevancy. In a second session, students and teachers will reverse roles in their own classrooms and discuss particular problems in that class.

3. Set up small group meetings of faculty and students to discuss common or parallel problems, perhaps starting with the pressures of the rank structure on professors and the grading system on students. Groups should be kept small and held on the students' grounds, perhaps in dormitory lounges. Students should take the initiative to invite individual faculty members to participate.

The afternoon was devoted to a discussion of the proposals:

If students and teachers are randomly assigned to groups, there is less danger of teachers being defensive or of students being intimidated by fear of grade reprisals.

Many faculty members may be suspicious or afraid of group sensitivity techniques. If we do decide to go this path, it will require some very careful consideration and preparation.

There has got to be a dialogue between faculty and students. The first step is to generate understanding, the second step is to make reforms. It is not enough to merely understand what the problems are. Unless the roots of the problems are explored and changes made, the relationship between faculty and students will degenerate again.

Should this committee become a pressure group for University reform? Perhaps both are required, create understanding and work for change.

Summary of September 19 Meeting, Campus Center

This meeting was largely devoted to exploring what may be involved in group sensitivity sessions.

The group heard from Jerry Feldman, who described his experiences as a member of the Biology Department at Caltech, where the entire department took part in such a program. Dr. Tucker, of the Counseling Service, also gave the group some insights in this area from his experience.

By the end of the meeting, it was clear that there was a division within the committee, those who opted for direct pressure efforts for change, and those who saw the breaking of the communication barrier as the significant condition of change.

Dr. Reisberg divided the group into two committees, according to individual choice, and appointed chairmen for each committee.

Present Status

With the appointment of the committees listed below, Sidney Reisberg and David Neufeld have completed their charge, as the SUNYA representatives to the SUNY Faculty Senate Workshop on June 18 - 19, 1969.

These committees are to report to the University Committee on Teaching, set up by the SUNYA Faculty Senate Executive Committee.

Direct Action
Committee

Joseph Kaiser, Chairman
Edith Leet
Maria Coutoupis
Norman Rich
Ruth Schmidt
David Neufeld

Breaking Communication
Barrier Committee

Peter Larrick, Co-Chairman
Steven Hirsch, Co-Chairman
Robert Frost
Rona Hoffman
Armand Baker
Jon Jacklet
Ken Kurzweil
David Mitchell
Richard Myren
Sidney Reisberg
Bruce McCutcheon
Shelly Friedman
Ross Goble

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

MEMORANDUM

To: Members of the Senate
From: Allan A. Kuusisto

The next Senate meeting will be held on Monday, November 17,
at 3:30 p.m. in the Assembly Room of the Campus Center.

The agenda will consist of:

1. Council reports.
2. Report of the Ad Hoc Consultation Guidelines Committee.
3. Any other business which may come before the Senate.

AAK/sla
11/12/69

RECEIVED

NOV 13 1969

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

FACULTY SENATE

Minutes of Meeting

November 17, 1969

The meeting was called to order by President Kuusisto at 3:40 p.m. in the Assembly Hall. Professor Thomson Littlefield was introduced as the newly-elected Senator-at-large. The minutes of the previous meeting were approved.

In response to questions from new Senators, many of whom had not received the agenda, it was announced that the Senate meeting schedule for 1969-70 was at 3:30 p.m. on the third Monday of each month as follows:

December 15

January 19

February 16

March 16

April 20

May 18

June 1

The agenda for each meeting with Council and Committee reports is put in the campus mail about noon of the Wednesday before the scheduled meeting addressed to each Senator's campus address. Senators not having a campus (including dormitory) address may pick up a copy of the agenda at the Office of the President, the student Central Council Office (CC345), or the Office of the Secretary (Sayles Hall Secretarial Pool). Items proposed for distribution with the agenda should reach the Office of the President, Vice-Chairman Finkelstein, or any member of the Executive Committee at least 10 days before the meeting.

1. Undergraduate Academic Council

1.1 The Council's report, distributed with the agenda, indicated that the Council and its committees were studying guidelines for its own procedures and action, the granting of credit for Developmental Composition II and III, and curriculum review of undergraduate foreign study programs. It will soon consider or take action on the anticipated report of a Committee for Undergraduate Requirement Elimination (CURE) of Central Council and clarifications of the recently adopted grading system.

2. Graduate Academic Council

2.1 Accompanying the agenda was a Council report of 12 "for information" items including faculty membership of its committees and two of their chairmen: Admissions and Academic Standing, V.Aceto; Curriculum and Instruction Educational Policies and Procedures, P.Krosby; and Review of Graduate Programs.

2.2 A motion to approve the Council Report item 13 was adopted by voice vote. The adopted rule would permit doctoral students at other SUNY institutions to study at this campus without formal admissions procedures but subject to the requirement of specific approval in the case of certain excepted types of courses--research seminars, practicums, internships, independent study, etc.

5. Council on Promotions and Continuing Appointments

5.1 It was moved and seconded that the Senate approve two documents entitled "Reactions of the Council on Promotions and Continuing Appointments to the Recommendations of" (a) the "Faculty-Student Committee on Tenure," and (b) the "Educational Policies Council on Rank Distribution, Tenure and Salary." These documents had been distributed at the meeting. After a brief discussion a motion to table until the next session was adopted. Several Senators suggested that the Council might present its conclusions in a less ambiguous manner--perhaps in the form of specific amendments to the "Guidelines on Promotion and Tenure" previously adopted by the Senate and now printed in the Faculty Handbook.

6. Research Council

6.1 A "for information" report was distributed with the agenda. In addition the Chairman invited Senators to report to him any impediment or problem which blocks the progress of research.

6.2 The question was asked as to whether the approval of the Research Council is necessary before proposals for a new research-oriented Center (such as the proposed Center for the Study of Higher Education mentioned in the report) might be included in the University budget. The president replied that our procedures in this area are evolving and that it was sometimes possible for a new unit to get budget authorization prior to its approval on the academic side. However, he pointed out, the President is seeking funds for any new Center must certify to the Chancellor that the appropriate faculty consultative body had reviewed the proposal and had approved it. In addition, he reported, the proposal for the creation of the Center for the Study of Science and Society had been reviewed and approved by both the Research Council and the Educational Policies Council before it was included in the budget request.

7. Ad Hoc Faculty-Student Consultation Guidelines Committee

7.1 The committee's report, with a somewhat revised draft of the Guidelines was included with the agenda. The Committee Chairman called the Senate's attention to its two recommendations and moved the adoption of the Guidelines.

7.2 Because many Senators had not received the agenda in time to review the revised version, a motion to table for consideration at the next meeting was made and adopted unanimously.

8. New Business

8.1 The question was raised as to why student nominees to membership on Councils had not been presented to the Senate for approval as is required for faculty members. Vice Chairman Finkelstein reported that the Executive Committee had wanted to submit their names as a complete list and that not all the graduate student nominees had yet been submitted. It was promised that the list would be forthcoming.

8.6 A motion by Vice President Thorne requesting the Student Affairs Council to consider whether further guidelines relative to demonstrations on the campus should be developed was seconded and approved unanimously without discussion.

The meeting adjourned at 5:20 p.m.

Respectfully submitted,

Virgil B. Zimmerman
Secretary

VBS/sla
12/1/69

Report of the
Undergraduate Academic Council
for the Period Nov. 3, - Nov. 14, 1969

For Information:

1. The Council held its regular meeting on Monday, November 3 with all new members in attendance.
2. Membership rosters for the four active standing committees were essentially completed.
3. The following items were discussed:
 - a. Guidelines for procedures and action by the Council and its committees.
 - b. Granting of credit for English 100 to those students in Developmental Composition II or III (E. O. P.) who exhibit a level of competency sufficient to satisfy the English Department.
 - c. Submission for approval to the Curriculum Committee all new undergraduate foreign study programs. Such curricular patterns should require the same evaluation as new "In House" programs.
 - d. The willingness of the Curriculum Committee and the Council to give immediate consideration to the report, when submitted, of the Committee for Undergraduate Requirement Elimination (CURE) of the Academic Affairs Commission of the Central Council.
4. The Academic Standing Committee of the Council has expressed its intention to produce within a week or two a "position paper" clarifying some aspects of the newly approved Satisfactory-No Credit grading system.

Respectfully submitted,

John N. Aronson

GRADUATE ACADEMIC COUNCIL

For the Period October 1 - 31, 1969

The Council met three times during this month.

For Information

1. Two graduate students, both senators, joined the Council. They are Mr. David Marple (sociology) and Mr. Charles Stephenson (history).
2. Professor Jerome Epstein (education) resigned from the Council under pressure of other duties. He has been replaced by Professor Robert Donovan (English).
3. The Council has organized the following standing Committees for the year. It is expected that each will add two graduate students at a later date, one a member of the Council and one from the graduate student body at large. One faculty member will be added to the Committee on Curriculum and Instruction later.

Committee on Admissions and Academic Standing

- *V. Aceto, Library Science, chairman
- A. Higgins, Sociology
- Y. Myer, Chemistry
- R. Pettengill, Economics
- *W. Rooney, Social Welfare

Committee on Curriculum and Instruction

- *R. Donovan, English
- *J. Falconieri, Romance Languages
- B. Solnick, History
- J. Zuckerman, Chemistry

Committee on Educational Policies and Procedures

- C. Edwards, Biology
- *P. Krosby, History, chairman
- H. Morick, Philosophy
- R. O'Neil, Mathematics
- *L. Welch, Public Affairs

Committee for Review of Graduate Programs

- J. Bulloff, History & Systematics of Science
- C. Odenkirchen, Comparative Literature
- *A. Saturno, Chemistry
- *J. Uppal, Economics
- R. Wesser, History

*Members of the Graduate Academic Council

4. The Council invited members of the Office of Graduate Studies to meet with the appropriate committees of the Council to assist the committee and to act as liaison persons for the committees with the Office of Graduate Studies. Mr. Robert McFarland will serve as the liaison with the Committee on Curriculum-Instruction, Mr. Paul Saimond will serve as the liaison with the Committee on Admissions and Academic Standing, and Dr. J. Fredericks Volkwein will serve as liaison with the Committee on Educational Policies.
5. The Council has received and referred to the Committee on Curriculum and Instruction proposed master's degree programs in geography and in history and systematics of science.
6. The Council has received and has taken under review proposed doctoral programs in philosophy, sociology, library science, and history and systematics of science.
7. The Committee on Admissions and Academic Standing has acted on four petitions received from students. Three were concerned with transfer credit and one with the academic requirements for a master's degree.
8. The Committee on Policies and Procedures has under study the following matters:
 - a. The University foreign language requirement for the Ph.D.
 - b. Pass/fail systems of evaluation as applied to graduate study
 - c. Present status and criteria for assignment of credit to graduate courses.
9. The Council is establishing procedures for the review of doctoral programs which it will initiate this year through its Committee for Review of Graduate Programs. After employing several criteria, the following programs were selected by the Council for review this year: chemistry, English, and political science. Also, in the case of the Ph.D. program in history, a review by the American Historical Society had been arranged earlier by the department. The report of the review will be made available to the Graduate Academic Council. The details of organization and implementation of the Council's reviews will be developed by the Committee.
10. A change in admission to the master's degree in educational administration to eliminate a requirement that the student hold a certificate valid for teaching in New York State was approved for applicants preparing for educational administration in higher education or in some other educational agency for which state teacher certification is not necessary.
11. The introduction of a specialization in European History in the Ph.D. program in History was approved.
12. The Council voted to admit 10 students to doctoral candidacy, 6 from arts and sciences, 2 from public affairs, and 2 from education. In addition, the Council voted to recommend to their respective faculties 5 students for the award of a University Certificate as Specialist in Curriculum and Instruction (education), 1 candidate for the award of the Ed.D., and 5 candidates for the award of the Ph.D.

For Action

13. The Council recommends approval of the following policy to facilitate the inter-institutional registration of students in doctoral programs at SUNY university centers:

"Formally admitted doctoral students in any center will be authorized to study at the State University of New York at Albany without submitting academic credentials and going through the usual admission application procedures provided (1) the sending institution certifies to a student's good standing, (2) the student has the necessary prerequisites, if any, and (3) that the receiving institution has available a place in the class.

The following kinds of courses would be excluded unless approved by the Dean of Graduate Studies in exceptional cases: graduate research seminars, advanced research courses, independent study or reading courses, clinical courses, field courses, practicums, supervised student teaching, and internships. Also excluded are sponsored programs and institutes which involve special conditions or qualifications for admissions."

Respectfully submitted,

Charles O'Reilly, Chairman

* * * * *

Report of the Council on Promotions
And Continuing Appointment
For the Period October 27 - November 7, 1969

The Council met on Friday, November 7, but a quorum was not present. They will meet again on November 14, to discuss some matters that must come before the Council.

Respectfully submitted,

Charles O'Reilly, Chairman

REPORT OF LIBRARY COUNCIL OF FACULTY SENATE
MEETING OF NOVEMBER 6, 1969

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

1. Allocation of library funds and support for new courses and new programs. The Library should request information periodically from Deans, Department Heads, and others to keep itself informed. Current allocations should be used for support of new subjects until such time as a program is designated by a Dean as warranting identified fund support. The fact was noted that the Library budget for materials and staff does not provide sufficient funds to support at the desired level all approved programs. Library allocations for a program should not be made until the Senate has approved that program, and the Senate should question every proposed academic program as to the adequacy of the library funding for collection building and staffing.
2. Circulation regulations and the proposed revision of the fine schedule. The Library Council approved unanimously the motion to accept the revised fine schedule, as follows: Circulation Desk - Overdue Books:
\$.50 per day for the first week plus \$.25 per day after the first week.
Fine cut in half if paid when book is returned. Fine accumulated until book is returned or reported lost.
Lost Book: Cost of book, if book is in print or fair market value, if book is out of print, plus \$5.00 processing fee, plus fines accumulated before book is reported lost.
Requested Book Return: \$1 per day for failure to return a book within 3 days from a campus address and one week from an off campus address on recall for another borrower or for reserve.
Reserve Book Desk: \$1 for the first hour or part of an hour. \$.25 for each following hour or part of an hour. Fine accumulated until book is returned or reported lost.

Also approved was the application of the regulation to faculty as well as to students that books be recalled after two weeks if requested by another borrower.

3. A preliminary report on a study of library use.
4. A request for information on facilities for the Reserve Book Service area, such as drinking fountain, photocopying equipment, and toilet facilities.

At its next meeting the Library Council will consider a report on reserve book service and discuss departmental libraries.

The chairman, Dr. Francine Frank, noted that the Faculty Handbook states that the chairman of a Council must be a member of the Senate. As she is not, Mr. Haviland, Acting Director and a Senate member ex-officio, was elected.

Respectfully submitted,
Morrison C. Haviland
Chairman, Library Council

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

October 10, 1969

TO: Members of the Senate, Faculty, and Student Leaders:

Last Spring this Committee was charged by the Senate with the task of preparing guidelines for the implementation of the policy and regulations on faculty-student consultation adopted by the Senate.

The attached document is the product of our work. It is being distributed to you so that we may have the benefit of your suggestions-- both as to substance and as to language--before we prepare the final version which we intend to present to the Senate at its October meeting. Senators should keep this copy for reference.

Your questions, comments and suggestions may be presented orally to any member of the committee.

Ad Hoc Consultation Guidelines Committee

Students

Barbara Buckholtz
Suzi Goldmacher
Robert Nible
Tom Matzke
Jan Rosen

Faculty

Doris Geiss (Nursing)
Harold Morick (Philosophy)
Richard O'Neil (Mathematics)
Charles Petitjean (Administrative
Services)

V. Zimmermann (Public Administration)
Chairman
Sayles, Room 210 phone: 472-3290

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

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

1. Preamble

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

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

2. Statement of Policies and Procedures

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

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

3. Structures for Faculty-Student Dialogue

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

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

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

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

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

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

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

4. Subject-matters for Faculty-Student Consideration

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

5. Selection of Student Spokesmen

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

5.2 Preferred methods of selecting student representations are:

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

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

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

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

6. Complaints and Grievances

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

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

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

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

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

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

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

7. Notice

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

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

*Withdrawn as
inappropriate after
hearing from H. Hamilton
that only the aggrieved may so
petition*

UNIVERSITY SENATE

State University of New York at Albany

A BILL FOR INVESTIGATION OF THE ALBANY HIGH SCHOOL INCIDENT

November 17, 1969

Introduced by: Steve Villano

- I. Be it resolved that, the University Senate of the State University of New York at Albany calls upon the New York State Commission of Human Rights to conduct a full-scale investigation into the November 12th incident at Albany High School in which several SUNYA students were involved.
11. that the findings of such an investigation be released no later than six months from the date of acceptance of this bill.
111. that this bill take effect immediately.