Agenda for Arts and Sciences Senate Meeting, Javits Room, 3:30 pm, March 11th, 2013

1 Approval of agenda.

2 Approval of minutes of last meeting (February 18th, 2013).

3 President’s Report.

4 Report from A&S Dean, Nancy Squires.

5 Discussion of Curriculum Committee and other changes in the light of Gen. Ed. Course Certification.
   Scott Sutherland, Bob Aller

6 Second reading of Proposed change to rules for Library Promotions and Tenure review (Andreas Mayr).

7 Proposed changes to A&S Senate Constitution to align with University Senate Constitution and By-Laws.

8 Other Business.
I. Approval of agenda: approved.

II. Approval of minutes from November 19, 2012: approved.

III. President’s Report (T. Sears)

- The University Senate approved the broad outlines of the revised Gen Ed Curriculum committee report at its December meeting. They asked for some revisions regarding the inclusion of a Technology requirement, deferred decisions on the minimum grade requirements, and revisions to permit the new curriculum to mesh with the HSC. The revised Gen Ed Report is on the Provost’s website.
- Twelve nominations have been received for the Provost’s Outstanding Lecturers for 2013. These were all from the College of Arts and Sciences.
- Initial one-page letters of intent have been submitted for Cluster Hires.

IV. Report for DoIT (C. Powell)

- DoIT staff services general purpose classrooms or shared classrooms on campus.
- Staff tried to get into classrooms to replace critical infrastructure like projectors every three to five years.
- Overall, not satisfied with the conditions of classrooms. Way too many rooms with no technology or poor outdated technology.
- Please send your feedback with tech problems in classrooms (no Wi-Fi, etc).

V. Report from CAS Dean (N. Squires)

- Nominations for the 2013 Outstanding Lecturers were submitted to the Provost’s Office on January 18th with 12 nominations all from CAS. Progress is being made on term limits.
- Exam room scheduling is done by the Registrar’s office.
- There are websites (see written report) to go to if you have issues or problems with classroom infrastructure.
- Round two of Cluster Hires: Call for proposals came out this past December. Letters of intent were due on January 18th with the full proposals due April 5, 2013.
- Setting up two committees. One for reviewer and one for strategic planning.

VI. Update on Gen Ed (S. Sutherland)

- Structure of Gen Ed has evolved a little bit since December.
• Instead of nine, students must now show proficiency in ten fundamental areas of learning.
• Engineering students get a pass on the language other than English requirement.
• Understand Technology requirement is new.
• Slight variation in structure.
• Certification Committee needs to be formed. Suggested that we augment the A&S Curriculum Committee with 3 Engineering and Business faculty, 1 Librarian and 1 or two faculty from the HSC. This would be a new committee. This would not be the A&S Curriculum Committee but rather the University Curriculum Certification Committee. The new committee would be constituted by the membership of the A&S Curriculum Committee plus other representatives. It would report to the University Senate. It would be an Ad Hoc committee to start with.
• Two outstanding issues are a few waivers or modifications need to be made to deal with Stony Brook Medicine and the grade C. Current recommendation is that all courses be passed with a grade of C or better.

Motion was made to vote on minimum grade of C or better: 12 in favor, 1 opposed.

VII. MOOCS (E. Mendieta and W. Tang)

• Target date for report on MOOCs is February 28.
• The task force has two town hall meetings, with one on the east campus and one on the west campus.
• The website for learning about MOOCs is on the Provost’s website.

VIII. Proposed Changes to Rules for Library Promotion and Tenure Review (A. Mayr)

• This is the first reading and discussion per the A&S Constitution.
• The University transferred the Library Promotion and Tenure Committee to the A&S Promotion and Tenure Committee.
• The Melville Library and the HSC Library have been consolidated.
• The candidates will be judged according to their demonstrated performance in six criteria.
• The document is similar to the School of Journalism guidelines.

IX. Academic Judiciary Report (P. Bremer)

• Freshmen least likely to get accused.
• If a student is found guilty, they have to take the Q Course.
• Internet plagiarism accounts for most offenses.
• There were 140 reported accusations in the Fall of 2012.

X. Old business: no old business.
XI. New business: no new business.

Meeting adjourned at 5:15.

Submitted by:

Laurie Theobalt
Secretary
President’s report

Trevor Sears

March 8, 2013

Abstract

Summary of some issues discussed recently at Senate Executive Committee meetings and various other issues for March 2013 A&S Senate meeting.

1. General Education Curriculum

The University Senate accepted the revised Stony Brook General Education Curriculum committee report at its meeting earlier this month. There are still some undecided issues, particularly on the question of whether the courses will have to be passed with a C-grade or better. This body voted overwhelmingly for this, but there is some resistance based on possible impacts on 4-year graduation rates. However, the University Senate also voted overwhelmingly for this standard at its last meeting. Other outstanding issues pertain to Health Sciences courses and the make-up of a committee to vet and certify courses meeting the new curriculum standards. We will have some discussion of this last issue later in this meeting. The current curriculum proposals are available on the Provost’s web site.

http://www.stonybrook.edu/commcms/provost/category/initiatives/gened.html

2. A&S Senate officers, 2013-4

We need nominations for President and Vice-President. There are also openings on several committees and vacancies for several senators. Please consider helping to serve, encourage your colleagues to stand for some of the openings, and don’t hesitate to contact me if you want more information.

3. New Contract

Details have recently been released, make your views known! Do we want to propose a motion on this?

4. Cluster Hires 2013

Final one-page letters of intent were due Tuesday March 5th and the A&S office recommended 10 to go forward to a full proposal. These full proposals are due to be submitted by April 5th. The Provost’s office, in consultation with the University Senate and department chairs, has begun the process of selecting membership of the proposal review committee.

5. MOOCs

The MOOC committee report was submitted to the Provost earlier this month. We await developments
The Stony Brook University Libraries will adhere to the Arts and Sciences Senate Promotion and Tenure Committee Guidelines and Procedures, as revised by the Arts and Sciences Senate, February 1999, and in accordance with any subsequent revisions approved by the Arts and Sciences Senate.

Successful candidates for tenure and promotion in the Stony Brook University Libraries will be evaluated according to the Guidelines set below. Successful candidates will be expected to demonstrate that they are capable professional librarians, based on the standards and criteria adopted by the University Libraries faculty, and that they will have satisfactorily performed their obligations as professional librarians.

Candidates will be judged according to their demonstrated performance in six areas:

A) Mastery of Subject Matter
B) Effectiveness as a Librarian
C) Scholarly Ability
D) University and Community Service
E) Continuing Growth and Development
F) Enriching Diversity in University Life

A) Mastery of Subject Matter:

The basic credential is a Master's degree in library or information science from an American Library Association-accredited program. Appropriate supplementary evidence might include additional earned degrees, certificates of advanced and/or specialized training, and language or subject expertise commensurate
with a particular position description. For example, reference and instructional librarians would typically require subject expertise in a particular area (e.g., biology, music) whereas metadata librarians working with foreign area studies materials should have the appropriate language proficiency.

B) Effectiveness as a Librarian:

In order to be effective, the Libraries faculty as a whole must successfully develop, organize, manage, interpret, and promote access to a full range of library services and resources. Although every librarian must be able to demonstrate a general appreciation and understanding of all of the above, expectations of individual effectiveness may vary depending upon functional specialization within the Libraries: for example, instructional librarians vs. metadata librarians. Many job descriptions combine activities from more than one functional category. In this context it is important to note that some librarians may have opportunities for direct contact with students and professorial faculty, while others, most notably catalog librarians, may exclusively interact with library faculty colleagues and/or counterparts at other institutions. Criteria for evaluation may include development of new courses or improving approaches to existing courses, innovative teaching techniques and practices, teaching awards and commendations, establishment of new collections in support of university missions and programs, leveraging new computing technologies to facilitate the search for and access to information, the presentation of papers at professional conferences, appointment to consultantships, offices held in scholarly or professional organizations, and membership on national association committees.

C) Scholarly Ability:

Although practicing librarians normally have limited opportunities to engage in pure research, primarily because such activity is not usually a logical outgrowth nor an integral part of their assigned responsibilities, they can and do make significant scholarly contributions to librarianship. The scholarly and/or creative work submitted by candidates may vary according to subject matter or public communications medium. This may include a wide variety of scholarly publications, including, but not limited to, books (authored and edited), book chapters, peer-reviewed (or other) articles, bibliographies, finding aids, indexes, technical reports, thesauri, book reviews, catalogs, etc. Electronic and web publications, as well as websites and webliographies, are also acceptable in this category. The weight accorded to these materials will be measured by their contribution to the intellectual community, their adherence to professional standards, the quality of execution and the distinction they may bring to the school and university. Significant works-in-progress may also be submitted for consideration, but these materials will be given less weight than work that has already been presented, published, or contracted for publication.
D) Effectiveness of University and Community Service

Effectiveness of university and community service may be demonstrated by activities such as successful campus or community committee work; participation in Libraries and University governance; special university administrative assignments and tasks; involvement with campus groups; work with students or community beyond the formal librarian-patron relationships; offices held in scholarly or professional organizations; refereeing proposals; local community services; participating in, planning, and running conferences and symposia; consulting for professional, private or scholarly organizations on the local, state, or national level; raising external support for Libraries and University activities and projects; etc. Appropriate evaluations of these demonstrated contributions should include letters from relevant chairpersons of committees and/or leaders of community organizations.

E) Continuing Growth

Continuing growth may be demonstrated by such activities as attendance at continuing education courses, professional or scholarly meetings, workshops, institutes, training programs and other activities intended to keep candidates current in their field; in-depth analyses of other libraries; internships; development of professionally related skills; formal or informal course work; advanced degrees; adaptation to new research fields and opportunities; and/or increased responsibilities within the Libraries and the University.

F) Enriching Diversity in University Life

Contributions to enriching the life of the University by correcting discrimination and encouraging diversity can be demonstrated by teaching, University service, or scholarship concerning women and minorities. Besides reports from professionals within a field, colleagues, and students, a candidate's effectiveness may be assessed by accepting a diverse range of publications and modes of service that address the contributions, interests and special needs of minorities or women and promote efforts to achieve equal opportunity. For librarians the establishment or identification of appropriate materials or collections helpful in attaining diversity would also be relevant.
Resolution on membership of proposed course certification committee

March 7, 2013

Preamble

In the documentation for this meeting, there is a copy of the resolution passed by the University Senate earlier this month. This resolution registers concerns of the A&S Curriculum Committee and the A&S executive committee with respect to the 4th and 5th bullet points in the resolution as approved by the University Senate.

Proposal

The Arts and Sciences Senate propose that the constitution of the ad hoc committee proposed by the University Senate in their meeting of March 4th, 2013 be modified to include the full membership of the current A&S Curriculum Committee. We also register our concern at the Senate’s requirement that the Provost’s Office handle record keeping and course documentation because we wish to maintain CAS control of Arts and Sciences course structure and curriculum.
Proposal to amend the Arts and Sciences Senate Constitution

March 7, 2013

Preamble

This proposed resolution is to bring the A&S Senate Constitution and By Laws into closer accord with those of the University Senate. The effect is to move the description of the standing committees and their procedures from the Constitution to the By-Laws. This permits a simpler procedure when Standing Committee changes, such as the composition, are required. For constitutional changes up to three meetings of the full A&S senate are required, while changes to By-Laws can be made in a single meeting as long as the Senate membership is informed of the proposed change ten to fifteen days prior to a regular meeting and two-thirds of the A&S Senators present vote in favor of the proposed change.

Proposal

The Arts and Sciences Senate Executive Committee recommends the following changes to the A&S Constitution and By-Laws.

1. In the Arts and Senate Constitution, remove sections C.2 through C.e.8 inclusive.

2. Append to paragraph C.1 of the Constitution the sentence: “The Standing Committee structures and duties will be as defined in the current Arts and Sciences Senate By-Laws.”

3. Create a new subsection of the Arts and Sciences By-Laws: “C. Standing Committees” after subsection “B. Elections.” Relabel existing subsections “Procedures” and “Review and Amendment” “D.” and “E.” respectively.

4. Insert sections removed from the Constitution in item 1 above in new subsection “C.” of the By-Laws and renumber starting at “1.”.