

A&S Senate  
Agenda  
February 19, 2018

**3:30-3:40** (Darren Chase)

1. Review & approval of minutes from December 11, 2017

**3:40-4:00** (Sacha Kopp)

1. CAS Dean's Report

**4:00-4:20** (Darren Chase)

1. Resolution: Commitment to Academic Review

**4:30-5:00**

1. Old Business
  2. New Business
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A&S Senate Meeting  
Minutes  
December 11, 2017

- I. Approval of agenda: approved.
- II. Approval of Minutes from November 27, 2017: approved.

**III. President's Report (D. Chase)**

- I am going to introduce two new ad hoc committees, and by way of introduction I've prepared a statement that I would like to share with you. I'll read this to you just to be precise about what I want to say as to why these two committees are a part of the senate: The A&S Senate serves the College of Arts and Sciences, the School of Journalism, the School of Marine and Atmospheric Sciences, and University Libraries. One way our constituencies are served by the A&S Senate is in the academic review process performed by our Promotion and Tenure Committees. Our PTC's are an instrument of faculty governance. It's the purview of our senate together with our faculty bodies in CAS, SOJ, SoMAS and the Libraries to negotiate affiliation with Arts and Sciences Senate PTC's. Recently it's been reported to me that the faculty in SoMAS have discussed separating from the A&S Senate PTC. I am told that there is a majority of support among SoMAS faculty for staying with the A&S Senate PTC. Most of the SoMAS faculty want to remain with the A&S Senate and to be served by our PTC. In discussing

this with SoMAS leadership, a question was posed to me. Who has the authority to make this decision? The answer in the A&S Senate Constitution. The PTC's are standing committees of the Senate. The Provost and Deans are ex-officio non-voting members. I don't need to detail the legitimate authority invested in and exercised by of our administrators. Academic review and the PTC's are a faculty responsibility within a framework of shared governance. We welcome considering and discussing the ideas and concerns of administrators, and I've reached out to the Provost and Deans inviting discussion about the PTC's. I've had opportunities to discuss separately the PTC's with Sacha, Constantia and Larry. Along with some thoughtful suggestions and concerns there are alarming differences and contradictions in what they individually have described to me. I've met with the members of the PTC-J and members of the PTC-S and I have heard their concerns, along with their commitment to their work and a to their ongoing service to all our constituent academic divisions. I see three-fold work for the A&S Senate regarding P&T issues.

I am convening an Ad Hoc Committee along with another committee that will serve as a resource and sounding board on Promotion and Tenure issues as well as our overall shared academic mission. Before I introduce the committees I'll return to Axel's question: "Am I aware of what prompted the discussions of SoMAS about participating in our PTC?" I have some ideas what prompted that discussion. Conversations took place between Sacha and Larry in the summer that lead to bringing the matter to the faculty of SoMAS.

- **1. Academic Review Committee** The Academic Review Committee is an ad hoc committee convened to: 1) examine the integrity of the academic promotion and tenure review process as an instrument of faculty governance; 2) advise on streamlining the PTC guidelines for creating and delivering P & T files, and 3) recommend strategies to make files consistent and organized across the different constituent faculty bodies.

Chair: Axel Drees

Members: TBA

Consultant: Ellen Broselow

- **2. College of Arts & Sciences Chairs Assembly (CASCA) Committee** The CASCA Committee is an ad hoc committee with a charge to: 1) advise and recommend policy to advance our shared academic enterprise; 2) engage in collective strategic planning and advocacy for the Departments, Programs, and Centers of the College; 3) support the Arts & Sciences Senate standing committees, particularly on teaching, research and academic review issues and policies.

Chair: Richard Larson

S. Kopp: So the Senate is going to formally recognize that standing committee for this body? D. Chase: As an Ad Hoc Committee. S. Kopp: But formally recognize it as such? D. Chase: Yes.

#### EFFECTIVE SENATE WORK

Participation will make the senate stronger and our work more purposeful. Let's discuss ways to be a more engaged Senate. Suggestions put forward include:

- (i) request that our administrators address specific issues in their reports;
- (ii) solicit input from the senators for the agenda;
- (iii) and solicit questions in advance of the senate meetings, including anonymous questions (many people do not dare to speak up and this may give them a voice);
- (iv) last but not least, add the department chairs to the A&S senate mailing list so that announcements of meeting and solicitation for input can be shared with the departments.
- (v) fill senate and standing committee vacancies.
- (vi) participate -- senators and senators-at-large are the points of contact between our departments and the Senate; we should be diligent and consistent in advocating and sharing information.

#### **IV. Faculty Rights and Responsibilities Policies Committee Report (M. Turan)**

- Most of what we dealt with this semester was one of our members was sought out by someone who felt she was mistreated by the University as far as being re-hired or having their position finished. It was a research position. We told her that this was not the purview of the FRRP. We tried to send her in other directions. She contacted Darren. Darren and I spoke at the A&S Executive Committee meeting. This led us up to some of the things she brought up. One was she was never made aware of the departmental policies and by-laws until after she was not rehired. We discussed this and felt that this might be something that we should put together some sort of policy statement that by-laws and departmental policies are shown to people and to have a record by the departments to keep track so that someone can't turn around and say they never saw this. The second is related to the PTC's which came up in our committee meetings. We are going to re-investigate the observation guidelines. They had been discussed in the past with Cynthia Davidson.
- We are in desperate need of tenure and tenure track people. We have three non-tenure, one almost tenured and tenure track. We have a lot of vacancies.

F. Walter: Is this person you spoke of a UUP Member? M. Turan: No. That was one of the first things we asked her. F. Walter: Issues involving working, hiring, re-hiring, etc., one of the first places you should refer them is to the Union office. M. Turan: We did ask her if she was a member of the UUP and she said that no one ever told her that she should join. F. Walter: We can still work on protecting her. D. Chase: I referred her to UUP. She may or may not have talked to UUP. We also referred her to the Diversity Office. M. Turan: That and the Ombudsman's Office.

#### **V. Writing in the Disciplines and the Program in Writing and Rhetoric (S. Azzara and S. Sharma)**

- Roger Thompson: I am the new Director of the Program in Writing and Rhetoric. Our core mission to this institution is to service WRT 101-102 level of writing instruction and we also offer a lot of opportunities at the upper level division and part of what we do is serving the WRD requirement of SBC. A majority of the students in the upper level classes tend to be people in the sciences or engineering or elsewhere who are satisfying part of their core curriculum. We remain a vibrant group of faculty who are eager to work with you and I want to emphasize that before Sara and Sam present their report. Sam is going to talk a little bit about the services we offer and the distinction between the Writing Program and the Writing Center.
- S. Azzara: The Writing Center is housed within the Program of Writing and Rhetoric. It is staffed with some of the best student writers as tutors. They are there not so much to help your students with sentence level concerns like grammar and syntax, but they will help you with higher order concerns like content, helping your students meaningfully integrate resources into their work. They are available up to two appointments per week, one scheduled ahead of time online and one walk-in depending on availability.
- S. Sharma: When we think about writing programs and writing centers we think about students who struggle. I'm going to talk about how we support our students from diverse backgrounds and also our international students. I'll talk about three things. The first would be our domestic minority students from diverse, economic and culturally different backgrounds. An example would be the EOP program with which we work very closely with. The EOP students come in the summer and we are directly involved in that process through admissions, etc. These students also are recruited to our 101 writing courses so that they are provided with the fundamentals of literacy, research skills and writing skills. We have small classes with around 15-20 students. When we say we grade papers we don't actually grade papers. It goes through a process of having an analysis of good writing and bad writing. The second aspect of our work is International students. Many of them do not need to take 101 but many do. We have one or two Gen Ed courses. International students in particular benefit from writing courses. We teach them the fundamentals of writing, research, and presentation. Our Domestic students are just as diverse. I also want to talk about upper division courses leading to

writing minors. There are two minors. One of them is the Professional Writing minor and the other one is Writing and Rhetoric minor.

?: As you know, the College Board has eliminated the writing section as an obligatory section of the SAT. As I understand it, it has been made an optional section and the university is not requiring that optional section of any students coming to Stony Brook. How is the Program in Writing and Rhetoric handling writing placement for undergraduates in the absence of any specific writing sample?

R. Thompson: It is a big problem and we have a moving target with placement. We are still in process and we have changed some of that now to address certain issues especially in terms of international students coming in. There is a mechanism in place in which international students write while they are here, hand written samples which we then assess for placement. We then work with the Linguistics Department and the Program in Academic English to figure out where the students belong.

?: So the situation now is that you do writing placement for all incoming students in the summer before they enter Stony Brook and you do writing placement on the spot, do some short essay?

R. Thompson: Yes, they all do short essays. It's changed over time. While Gene was doing it there's part SAT scores and part reading and writing samples. That changed over the last couple of years. We are trying a new system now where for some students we are looking at brief writing samples that are a quick response that show on a spread sheet they complete online. They are not full essays but basically paragraphs.

?: Is it your impression, as it certainly is in the Program of Academic English, that the level of writing in incoming international students is dropping? We are finding the distance between many incoming students in writing 101 to be increasing. We had to increase our number of classes between our point and your point to three rather than two. Are you having discussions with Admissions?

R. Thompson: No I have not had discussions with Admissions. I know Christina had and I know Kevin Clouter has and continues to. Kevin Clouter is our Associate Director who actually deals primarily with placement.

O. Viro: How many undergraduate students do you teach?

R. Thompson: 4,000 total students coming in.

O. Viro: How many teachers?

R. Thompson: 28-30 faculty.

R. Viro: The level of these teachers, are they Adjuncts, Lecturers or Professors?

R. Thompson: In the spring they will all be either tenure track, tenured or lecturers.

O. Viro: Will the number be reduced?

R. Thompson: Right now in terms of Lecturers and full-time employment the plan is to grow that core of people. In the spring we are going to have significant draw backs. No doubt we are losing a lot of people. We're having to serve fewer students. As of the fall, we will be bringing in three new Lecturers from other Humanities Programs and we will be hiring an additional two with expertise in professional and technical writing.

O. Viro: Are you doing any online courses?

R. Thompson: Yes, we are broadening and expanding them.

## VI. Multicultural Affairs Report (J. Watson)

- J. Watson: I am an English Major from Stony Brook University. I am the Assistant Dean for Multicultural Affairs.
- C. Chambers: We are part of the Office of the Dean of Students which reports to the Vice President of Student Affairs. I serve as the Associate Dean. Our office team consists of graduate and undergraduate students. There are internship opportunities. The Office of Multicultural Affairs was established in 2007. It grew out of the work that was being done in the Office of Student Activities who works with various clubs, organizations and campus departments to provide a vibrant dynamic campus community. LGBTQ services which pre-existed in a different area of Student Affairs, our Center for Prevention and Outreach, became a unit within the Dean of Students Office in 2014 and then subsequently was added to the Office of Multicultural Affairs in 2015. In Multicultural Affairs we support the University's mission and commitment to diversity, inclusion and equity. We help foster a positive campus community by partnerships. We have administrative oversight over the Uniti Cultural Center which is both a facility and a program that is housed in the Student Activities Center. We serve as a resource to the campus community on diversity matters. Now I'll ask Chris Tanaka who is our Assistant Director for LGBTQ services to tell you about this area that has important prominence for the campus.
- C. Tanaka: LGBTQ Services provides variety of resources. We like to visualize what we do in three separate areas. We educate, advocate and celebrate. We educate for general communities, for folks who are not necessarily identities with or tied to in any way to LGBTQ folks. When people start to understand their own identities they don't necessarily have access to information about their own identities. Often times you will see students grow and shift in their identities because they are being introduced to more information about it. We advocate both on a macro and micro level. Macro level you see things like all gender restrooms, choosing their names on from of their ID cards, etc. On the policy level, things that are really going to impact people in a wide scale. Individual advocacies in terms of working with students and trying to help them connect with resources and make sure they have all of the support they need. A lot of what we do is celebration. Building a community that really helps people feel supported. We will be opening a brand new LGBTQ facility in the spring. It is going to be in the West Side Dining Facility.
- J. Watson: One of the more significant things we do is recognize the national heritage months. We supported the Native American Heritage and the Hispanic Heritage month this year. We do the national recognitions days and months. We have a Diversity Leadership Roundtable and a USG Diversity Committee. The Student African American Brotherhood and the Student African American Sisterhood chapters are national organizations. One of the famous programs is Zumba for Change and we do these things that are outside of the box to bring different nationalities and backgrounds into one particular spot for a particular purpose. Another thing we do in terms of major services is student development program. We do a lot of student leadership training.

- C. Chambers: We have many partnerships across campus. We rely on the partnerships with faculty, with departments, with areas within Student Affairs and other divisions of the University to not only make these programs possible but also to position students for success. We facilitate their learning. We serve as a resource throughout the campus community. We have these two facilities now. The [indistinct] Center since it was established in the mid 1970's and now with the LGBTQ Center coming onboard in January, these are wonderful venues for those experiences we want to have outside of the classroom with faculty members engaging in small discussion, panel discussions and any of types of those programs that help to compliment and expand their learning.
- M. Schedel: I wonder if there are any resources for alumni. J. Watson: We are working on it now. One of our graduate students is trying to create a program with the Writing Program as well as the Women's Gender and Sexualities Studies Program, to have one of their authors who used to go to school here who wrote several books. One of the books is named Teeny. It's actually a male author who writes in the voice of a young girl. We want to have a book reading and a discussion based on what inspired him to write this book. C. Tanaka: For LGBTQ folks I think that is a real concern. I think a lot of the programming we do here also focuses on building resilience and having a lot of conversations about what it's like when you leave campus. Once the Center is open there's a draw potentially to bring alumni back to campus to have some of those real conversations with our students so when they do leave campus that they will be a little more prepared.
- N. Goodman: Are there any plans for a campus climate survey which was done approximately a few years ago? C. Chamber: In Fall 2015 Student Affairs administered the Diverse Learning Environment Survey, a comprehensive national survey. This specific survey does ask the undergraduate students to give comments about their sense of belonging on campus as indicative of experiences of discrimination. The survey had a very high response rate. Out of our 16,000 undergraduates that year we received about 3,200 responses. In general the students are having very positive experiences here on campus.

## **VII. Discussion of the Proposal for the Center for the Study of Inequalities, Social Justice and Policy (S. Kopp)**

D. Chase: This is the discussion of the proposal that Sacha shared with us at the last meeting. I thank people who shared comments about the proposal. If there is more that you want to say, now is your opportunity to say it. Chris I know you're here and if there is anything you would like to say to the Senate about the Center, feel free to say it now. And Sacha likewise if there is anything more you want to say in addition to the introduction. We can engage in a discussion but I'm thinking what we'll do next is that I'll take the comments that were shared on the document, put them together in a document and send them to Sacha so that he'll have the opinion of the Senate on the proposal.

S. Kopp: This was a proposal that has some origins already back a couple of years ago and I mentioned that the last time I visited this body. A group of faculty, Chris in particular, and

several others from History, Sociology, and Africana Studies came up with this as the successor to Mike Zweig's Center for Working Class Life. There is also faculty across the University outside of the College that are involved as well. It figured into the Strategic Plan of the College. I am grateful to all of the faculty effort that led to the creation of this and I hope that we can be constructive in how to make it an effective tool to bring together faculty from a large number of disciplines.

N. Goodman: The budget in the proposal doesn't seem complete, nor is the governance process for the functioning of the Center clear. There are elements of the proposal that are not there that will need to be seen before we approve it. The budget looks as if there is only a Graduate Student staff member. Doesn't say how he/she is compensated, teaching responsibilities.

M. Azzimonti-Renzo: I think it would be proactive to maybe at some point give us more [indistinct] in the Economics Department because some people want to be a part of this Center and they don't quite know how to. I think it might be good if you make them feel involved especially some of our younger faculty that work with inequality.

???: In Asian and Asian American Studies a lot of our students are first generation immigrants and so their accent [indistinct] lies on the [indistinct] on whether or not they can get a job or not so those of us who teach first generation Asian students would love to be part of the Center as well.

C. Sellers: Could I just address this concern? We've built it to a way to structure the Center in ways to put graduate students and additional faculty to serve as affiliates. I've tried to reach out to all the graduate students in CAS through the graduate directors to apply as graduate affiliates. I did that a few weeks ago. We got a whole lot of responses. We have our first round now of people accepted as faculty. Most of these folks are already involved in various working groups on projects with the Center. We will be putting out a call for somehow soliciting other people who want to get involved. If there is any special request for us to come and talk with your department, I will set them up.

???: The function of the document is to educate us as to what is going on or does it have another function.

D. Chase: It's a proposal.

???: Does this get voted on?

D. Chase: No we are not voting on it. We're responding to the proposal. I've shared the proposal in a form that where we can comment on. If you haven't yet and you are inspired to do so, we can continue to do that through Friday.

???: Is this Center already functioning?



M. Schedel: For clarification, we just assume it's been operating as a non-Stony Brook [indistinct] with its own informal thing and this now makes it very formal. It does exist and you have to have a chance to be informal before they are formalized so that means that our duty as Senators is to now say that this is formally something that we agree with.

A. Drees: If I remember correctly, exactly what needs to be done in terms of Centers. It depends on what the funding levels from the University and from the Center. Is it a Type I, II, III Institute? I think it would be useful to clarify what we are supposed to do.

N. Goodman: We need to get it off the ground.

S. Kopp: I urge this body to come up with those questions and to do so expeditiously. It seems like we sometimes get confused about what the by-laws are to Axel's point and I have to confess that slows us down. My understanding last year when we met about this topic is that when the Senate wants to consider the creation of a new center, it's asked to receive the proposal so they can provide advice.

C. Sellers: In terms of governance, we've spend two months writing our by-laws [indistinct] and I would be happy to share them with you.

D. Chase: To return to Axel's question especially in light of what Sacha just said, that it was my understanding also that this is the role of the Senate in this instance with this proposal is that we are responding to the proposal. We are providing advice. We are not voting on the proposal because the Center already exists. This then goes to the University Senate and passes through Capra.

F. Walter: This is a change in status. It's not being funded for the first time. The Dean is offering a budget. This body should approve it but this carries no weight because it has to be approved by the University Senate Committees that look in detail at the budget and the impact on various other things in the University.

D. Chase: I would like to have a vote on if we support this proposal as it's been presented to us and in the meantime we have the deadline until Friday to continue commenting on the document and we will still put together our response to the proposal along with the results of the vote for supporting or not supporting the proposal as it stands.

F. Walter: I would recommend that you put together the response of this senate with the proposal and send the whole thing as one document.

D. Chase: That's exactly what I am suggesting. I wasn't clear. I'd like to take a vote on the proposal as it stands.

F. Walter: My interpretation would be that we vote on in the sense of do we think this should go forward.

T. Sears: I propose a motion that we, as the Arts & Sciences Senate, forward this proposal of this existing Center to the University Senate for their consideration.

Motion was seconded.

D. Chase: All in favor of forwarding the proposal with comments?

All are in favor of for

All in favor, none opposed, no abstentions. Motion passes.

Meeting adjourned.

Submitted by:

Laurie Cullen  
Secretary