

The Arts and Sciences Senate will meet on Monday, November 20th at 3:30 p.m. in the Javits Room, 2nd Floor of the Library.

Agenda  
Arts & Sciences Senate  
November 20th, 2000

1. Approval of minutes of October 16, 2000
2. Approval of Annual Report of the Curriculum Committee (Robert Cerrato)(see attached)
3. Peer Education Guidelines (see attached)
4. Report of the ad hoc Committee on Faculty Rights, Responsibilities and Retirements (Hugh Silverman)
5. PTC Guidelines (A.Tyree)
6. Proposed new department: Asian and Asian American Studies\*
7. Academic Judiciary Committee; progress statement on guidelines (discussion and voting postponed to December meeting)
8. Any other Old Business
9. Any other New Business

\*THE FINAL REPORT OF THE PLANNING COMMITTEE TO ESTABLISH THE DEPARTMENT OF ASIAN AND ASIAN AMERICAN STUDIES WILL BE ON THE PROVOST'S WEBSITE AFTER NOVEMBER 15TH (TO ACCESS WEBSITE, GO TO SB HOME PAGE UNDER FOR FACULTY AND STAFF THEN TO ADMINISTRATIVE OFFICES). PLEASE READ IT. THE A&S SENATE NEEDS TO PASS OUR RECOMMENDATION ON TO BOTH THE PROVOST AND THE UNIVERSITY SENATE.

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Arts and Sciences Senate  
Minutes of the 10/16/00 Meeting

I. The first meeting of the Arts and Sciences Senate of the 2000/2001 academic year was called to order at 3:40 PM by the newly elected President of the Arts and Sciences Senate, Andrea Tyree. Other elected officers are Vice-President Joan Kuchner and Secretary Fred Walter. All members present introduced themselves.

II. Approval of Minutes from April 17, 2000.

A. Tyree requested additional information about the status of some of the actions mentioned in the minutes in order to provide continuity between meetings (the status of unfinished business reported in the Minutes of the April 17, 2000 Senate meeting). H. Silverman expects to report further deliberations of the Faculty Rights, Responsibilities, and Retirements (FRRR) Committee next month. E. Waters reported that the PTC is still awaiting review of proposed changes to the PTC Guidelines by the President of the University. After these clarifications, the Minutes of the April 17, 2000 meeting were approved as written.

III. Report of the Academic Judiciary Review Committee.

The report of the Academic Judiciary Review Committee (Fred Walter) was presented to the Senate. This report had been approved by the Executive Committee of the CAS Senate last Spring. N. Franklin, Executive Officer of the AJC, attempted to provide the AJC response to the report, but at the suggestion of N. Goodman, the report was distributed and extended discussion was deferred. The report will be taken up by the Senate in December after the senators have had a chance to read the language and indeference to Nancy Franklin who cannot attend the meeting. (The text is on-line at <http://ws.cc.sunysb.edu/senatecas/AJC%20Review%20Committee%20Report.htm>).



This deferral did not prevent an elaboration on and discussion of several contentious points in the Report.

N. Franklin was asked to describe the process that a student goes through when accused of academic dishonest. She distributed the current version of the "Policies and Procedures Governing Undergraduate Academic Dishonesty" document. H. Silverman noted that the preamble to this document is in error, in that the AJC is a standing committee of the Arts and Sciences Senate, and not of the College of Arts and Sciences itself. J. Kuchner noted that this document was a new version that had been distributed to student without being reviewed by the Arts and Sciences Senate as required. She requested that the "Policies and Procedures" document be read by Senators so that it could be discussed at the next meeting.

#### IV. Proposed Guidelines for AJC.

Proposed guidelines for the AJC were deferred to next month, as discussed above.

#### V. What Our Secretary Needs You to Do to Do His Job.

The Secretary requested that all amendments offered from the floor be made in writing.

#### VI. Dean Succession.

There was a short discussion about how the Senate should be involved in the selection of the next Dean. It was pointed out there this discussion was hypothetical, since there has been no announcement that the Dean will be leaving. This topic will be re-opened when appropriate.

#### VII. Other Old Business.

There was no old business.

#### VIII. Other New Business.

There was no new business.

The meeting adjourned at 4:45 PM.

Submitted 17 October 2000  
Revised 13 November 2000  
Frederick M. Walter  
Secretary





*Undergraduate Curriculum  
Committee  
College of Arts and Sciences*

To: Executive Committee, Arts and Sciences Senate  
From: Robert Cerrato, Chair, Undergraduate Curriculum Committee  
Re: 1999-2000 Annual Report  
Date: 9 October 2000

The curriculum committee met 24 times during the 1999-2000 academic year. Committee members were: Elizabeth Stone (anthropology and chair of the committee), Olufemi Vaughan (history and Africana studies), Robert Cerrato (marine sciences), Andreas Mayr (chemistry), Judith Lochhead (music), Sarah Sternglanz (women's studies), Arlene Feldman (Transfer Office), Elaine Kaplan (College of Arts and Sciences, ex officio member), and Kathleen Breidenbach (College of Arts and Sciences, ex officio secretary). A student member, Andrez Carberry, was identified but never attended.

Routine matters are handled by the secretary and announced to the committee at each meeting. There were a number of routine matters chiefly involving changes of course titles or descriptions to bring them in line with current teaching.

#### *Significant Curricular Initiatives*

##### *Atmospheric and Oceanic Sciences major*

The committee approved extensive revisions to the basic curriculum to take into account changes in the discipline and approaches to undergraduate education.

##### *Honors College*

On taking over the directorship of the Honors College three years ago, Ruth Cowan was charged with revising the curriculum to make it challenging and appropriate for some of the University's best students. Preliminary revisions were approved last year but this year, the College submitted major changes to the freshman year and sophomore year courses, to add both intellectual rigor and a sense of continuity and cohesion in the curriculum. The committee welcomed those changes and applauded Cowan's efforts to strengthen the program.

##### *Mathematics*

The mathematics department submitted major revisions to course prerequisites to make clear to students what mathematical background would be required to succeed in the courses and to make those requirements more realistic. In addition, the committee approved an extended drop/add period for students in first-year calculus courses, since the department is working hard to ensure that students are appropriately placed.



### *American Studies*

The committee approved a new major, minor and course core in American Studies. The major provides another alternative for students interested in interdisciplinary studies, drawing on existing courses from a variety of disciplines, including languages, philosophy, literature, history, sociology and political science.

### *Education courses*

In part as a response to changes in the teacher certification guidelines, the Professional Education Program, the foreign language and the English teacher preparation programs submitted new courses primarily concerned with clinical experience, in which students develop instructional methods and materials and then implement them on an experimental population to discover the value of those methods.

### *General science courses*

The committee approved for D.E.C. categories H and E, three new courses developed by the mechanical engineering department, courses designed to appeal to non-science students.

### General Education

The committee spent many meetings in the fall and spring semesters on the issue of the SUNY general education mandate, beginning with a slight revision of the definition of D.E.C. category K. For Stony Brook's initial response, the committee approved the removal from various categories of approximately one-third of all the courses that had satisfied different D.E.C. categories, removing courses that students would have been unlikely to take to satisfy a particular requirement since, for instance, in completing the prerequisites to the course, the student would already have satisfied the requirement. Courses that had been seldom offered and not recently offered were also removed. The committee approved a change in title and definition of D.E.C. category K from "American Pluralism" to "The American Experience in Historical Perspective," with the intention that courses in Stony Brook's category K satisfy the requirement for a narrative of American history. In addition, the committee approved revisions to the descriptions of courses in category K to make clear that the courses treat of their particular material from an historical perspective. Regular consultations with Associate Provost Mark Aronoff kept the members informed of developments in Albany and the reactions to Stony Brook's response to the mandate. The committee made it clear that if the revisions to D.E.C. category K did not satisfy the SUNY Provost's requirement for a narrative of American history, we would return category K to its original definition and require students to earn either an 85 or higher on the American history regents exam or complete, as part of their D.E.C. category F requirement, one of a handful of courses identified by SUNY as satisfying the American history requirement. In response to SUNY's requirement that students have an 85 or higher on the Regents exam in a foreign language, the committee approved a revision to the University's entry skill 3 elementary foreign language requirement, requiring students to earn an 85 or higher on the Regent's exam rather than the previous 75. Finally, the committee approved the recommendation that selected courses satisfying D.E.C. category H-K incorporate experience for students in public presentation toward SUNY's requirement for oral communications.

### Committee Initiatives

#### *Distance Learning*

The committee devoted several meetings to inviting members of the University community with expertise in distance learning, chiefly through the Web. Guests included





Doc Watson, School of Nursing; David Pomeranz, associate provost and chair of Provost's Task Force on Distance Learning; Patricia Baker, School for Professional Development, director of Distance Education program; Joseph Brannin, dean of the libraries; Nancy Duffrin, director of instructional computing; David Ferguson, CELT.

The committee set about to investigate four general areas:

1. What is distance learning?
2. What is the relationship between distance learning and regular instructor teaching? How does it differ in experience? And what is its impact on faculty teaching load?
3. How can distance learning benefit the university and students? What kinds of courses lend themselves to distance learning?
4. What are the potentials for abuse?

Results of investigation:

There are several types of distance learning:

- asynchronous seminar type—small courses with lots of written interaction between students and instructor
- asynchronous “large lecture” where great numbers of students enroll with little or no instructor contact. “Lectures” are essentially “canned” and students learn on their own through reading the material.
- synchronous instruction—conducted either via the Web or video, which largely replicates in-person instruction and could be either “large lecture” with little or no interaction or small seminar with considerable amount of interaction
- combinations of these and combinations with live instruction
- Distance learning does not save an institution money. In fact, distance learning requires an investment of funds to develop the infrastructure and to provide faculty with the support needed to make the transition to new modes of instruction. Money might be generated if the distance courses or programs attract students who would not otherwise attend Stony Brook.
- The medium does not seem to provide anything that cannot be provided in person, with the great exception of the location/timing of instruction.
- Courses designed to accommodate large numbers of students are of some concern since most disciplines/materials do not lend themselves to self-instruction, which is in effect what this would be.
- Distance instruction of the type employed by SPD (small seminar format, asynchronous) are very time consuming for the instructor and the students because of the amount of written work that must be done.
- Foreign language and certain types of beginning mathematics instruction might be two areas where the university could take advantage of the technology to divert faculty resources to more advanced courses.
- Instructors need development incentives and technical support to be able to develop courses for delivery in the new environment.

In essence, the committee determined that Web instruction is useful as a supplement to many courses but that most disciplines do not lend themselves to distance education methods as the sole mode of instruction. The university should pursue a link with industry to develop instructional software. Members believe there should always be an interactive and active component—that learning should never be entirely passive. The real value of distance learning seems to be in our ability to provide specialty knowledge to students from diverse areas.



*Peer Education*

The committee received several proposals for peer education courses, often with the identified instructor as someone from the student services area. Members were troubled by the courses, in part because of their lack of understanding of peer education. The committee met with several instructors of existing peer education courses and developed basic guidelines for peer education courses, in essence saying that they should be comparable to other academic courses at the same level in terms of readings (quantity and quality), instruction methods (lecture, seminar), and grading bases (papers, exams). Courses not meeting these basic requirements should be offered as non-credit workshops. In addition, the committee discussed instructor qualifications. The committee plans to develop a general policy in the coming year.



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## Guidelines for Peer Education Courses

Arts and Sciences Senate Undergraduate Curriculum Committee

Spring 2000

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### **Definition:**

"Peer education" courses are defined as those that, as part or all of the curriculum, propose to teach students enrolled in the class how to teach others, typically fellow students at various levels, about an issue or issues, whether in formal or informal settings.

### **Models:**

Currently two effective models are LHD 305/307 HIV Reduction in the Campus Community and LHD/WST 488 Internship: SAFE program. The HIV Reduction program includes a 2-credit letter-graded course which is primarily academic in content and structure and is comparable to other courses in the university at that level in terms of reading load, exams, and discussion/seminar. The 1-credit lab, an activity-related course, is S/U graded and primarily consists of students teaching others about the issues; they act on the material they've learned in the other course. The SAFE internship program is a three-credit S/U graded course with a significant outreach component. Students are provided background material to enable them to educate or raise awareness in others and, in the process, themselves. A faculty advisor oversees the academic portion of the course. The primary goal of both courses is to change students' behavior through education on the issues and through educating others. In both cases, reading material consists of academic journal articles, selections from textbooks and government reports.

### **Letter-graded courses:**

The course must be comparable to other courses on campus at the same level in terms quality and quantity of reading material, instruction methods (seminar/lecture), exams and other grading, such as papers. For instance, readings must be academic in nature, i.e., textbooks or academic journals, not popular publications. The meeting type would be lecture or seminar.

### **S/U graded courses:**

The course is primarily "outreach", typically consisting of one-on-one interaction between the student in the course and another non-enrolled student or of performance before an audience of students or others with the intention of providing education or raising awareness. These courses will be considered activity-related courses; limits on applying such courses toward graduation requirements will apply. If the course requires significant outside preparation, 2 hours of classtime equals 1 credit. Otherwise, 3 hours of classtime equals 1 credit. The meeting type would be laboratory.

Where courses include components of both types, it is recommended that the two types be separated, as in the case of LHD 305/307, with a letter-graded seminar or lecture component and an S/U graded lab component, with credits assigned according to the amount of contact hours and preparation.

### **Internships:**

The same guidelines for internships in general will apply to peer education internships.



## **PROPOSED GUIDELINES FOR JOINT FACULTY, AFFILIATED FACULTY, SENIOR LECTURER, AND NON-SALARIED COURTESY APPOINTMENTS**

*[NOTE: The following proposed guidelines for designations of faculty and non-salaried courtesy appointments are intended to establish consistency across departments and schools at Stony Brook. They are offered for review by the Arts and Sciences Senate upon the recommendation of its ad hoc Committee on Faculty Rights, Responsibilities and Retirements. If approved by the Arts and Sciences Senate, they can be presented to the Provost (for consultation with the relevant Deans) and to the University President for review and approval.]*

### **Combined Joint Appointment**

Confers full faculty standing upon the appointee equally in both appointed departments or schools. The joint appointee enjoys all the privileges and incurs all the responsibilities in each department or school of a normal faculty member in either. It is normally expected that the workload of the joint appointee will be equally divided between the two departments or schools. The combined joint appointee participates in promotion and tenure reviews in both departments or schools in accordance with the policies of the appropriate Senate Promotion and Tenure Committees.

In the case of a combined joint appointee all personnel actions including tenure review, promotions and leaves must be processed in the normal manner by both departments or schools.

A Combined Joint Appointment is made by the President upon the recommendation of the Provost who, in turn, bases his recommendation upon the recommendations of the departments involved and the appropriate Vice President or Dean. If the proposed Combined Joint Appointment involves a completely new appointment, the appointment must conform to the Policies of the Board of Trustees and applicable local campus policies, including standard Senate Promotion and Tenure Committee reviews.

In the case of a Combined Joint Appointment, the faculty line will be fiscally divided between both departments.

### **Joint Appointment**

A Joint Appointment grants faculty status to a faculty member of another department for the purposes of giving him or her formal standing in the second department and of allowing him or her to assume instructional responsibilities in that department. The Joint Appointee's primary department will be responsible for the appointee's line, salary recommendations, and any promotion and tenure reviews. The Joint Appointee will have voting rights in the secondary department, including voting on promotion and tenure files in accordance with the policies of the appropriate Senate Promotion and Tenure Committee, and will teach at least one course (or the equivalent) per semester in the secondary department.

A Joint Appointment is made by the Provost upon the recommendation of the appropriate Dean(s) and Chairs of the departments involved. [Existing joint appointments will be recognized according to the conditions stated herewith].

### **Affiliated Faculty**

A Title of Affiliation (a secondary title of designation) grants more limited faculty status to a member of another department for the purpose of giving him or her formal standing in the





secondary department and of allowing him or her the freedom to assume instructional, service, and other collaborative responsibilities in the secondary department. Affiliated faculty will participate in faculty meetings and will have voting rights on relevant programmatic and departmental matters in the secondary department, including the "election" of a chair. Affiliated faculty will not vote on promotion and tenure files in the secondary department.

### **Lecturer and Senior Lecturer**

The Policies of the Board of Trustees limit the title of Lecturer to one to three year renewable non-tenured appointments. Such appointments may be either full-time or part-time appointments. Full-time Lecturers shall be regarded as full-time members of a department or school with all the corresponding rights and responsibilities, including voting on all matters except those that concern tenure and promotion.

The title of Senior Lecturer will be established as a local business title to recognize full-time non-tenure track faculty who have significant teaching experience and expertise. Appointment or promotion to this title will require review by the Department Chair in consultation with the department faculty, endorsement by the Dean, and approval of the Provost. The Senate will decide whether such promotions must also be reviewed by its Tenure and Promotion Committee.

### **Non-Salaried Adjunct (Voluntary) Appointments**

An Adjunct Appointment confers limited, non-salaried faculty standing in a department or school on an appointee who does not otherwise enjoy faculty standing on the campus. Normally such appointments will be made as temporary appointments with an indefinite term and may be terminated at any time upon the request of the appointee or the appointed department or school. An adjunct appointment may be granted concurrently in more than one department or school. An adjunct appointment may teach one or more courses on an ad hoc basis in a department or school. An adjunct appointment would not be a full-time appointment and would not carry voting rights in the department or school.

An Adjunct Appointment is made by the Dean upon the recommendation of the Department Chair. An adjunct appointee may be confirmed upon the recommendation of the department or school to the Dean without the necessity for review by a faculty Senate Promotion and Tenure Committee.

### **Research Associate/Visiting Scholar**

Research Associate and Visiting Scholar appointments are non-salaried courtesy appointments for visitors to grant them access to departmental and University facilities. Such appointments may be made by the Department Chair and do not require any other approvals. Research Associate appointments are typically for visitors with post-doctoral status or the equivalent. Visiting Scholars are typically for visitors who have not achieved post-doctoral status.

### **Lecturer and Senior Lecturer**

The Policies of the Board of Trustees limit the title of Lecturer to one to three year renewable non-tenured appointments. Such appointments may be either full-time or part-time appointments. Full-time Lecturers shall be regarded as full-time members of a department or school with all the corresponding rights and responsibilities, including voting on all matters except those that concern tenure and promotion.



The title of Senior Lecturer will be established as a local business title to recognize full-time non-tenure track faculty who have significant teaching experience and expertise. Appointment or promotion to this title will require review by the Department Chair in consultation with the department faculty, endorsement by the Dean, and approval of the Provost. The Arts and Sciences Senate will decide whether such promotions must also be reviewed by its Tenure and Promotion Committee.



Dear Committee:

The following is the requested addendum to the Final Report of the Planning Committee to establish the Department of Asian and Asian American Studies.

Sridhar Sridhar  
David Hicks

ADDENDUM for CAPRA  
November 20, 2000

## DEPARTMENT OF ASIAN AND ASIAN AMERICAN STUDIES

This addendum summarizes the results of the discussion held at a meeting between CAPRA and Implementation Committee for the Department of Asian and Asian American Studies, convened and chaired by Provost McGrath. Also participating were Bob Lieberman, Interim Dean of the College of Arts and Sciences, Charles Simpson, former interim Dean of Libraries, and attended by the membership of the CAPRA and the (Representing the Implementation Committee were: Mark Schneider, Chair, and David Hicks, Vish Prasad, and S.N. Sridhar, Chairs of the three subcommittees).

Department of Asian and Asian American Studies

### A. Job Description of the new Department Chair

Chair, Department of Asian and Asian American Studies. The State University of New York at Stony Brook is seeking a founding chair for a new Department of Asian and Asian American Studies who will also serve as Director of a new Asia Institute. The successful candidate will be a senior academic of substantial scholarly reputation in any discipline within the field of East Asian or South Asian Studies, possessing a fluency in one or more languages within those regions, and administrative ability. Stony Brook has many faculty in various disciplines in these fields who will be joining the new department. The University anticipates adding five new tenure-track lines in this department within the next three years, as well as several lectureships in Asian languages. The successful candidate will have a major opportunity to define the character of the program and play a leadership role in helping it attain international recognition. He/she will also be able to draw upon community Outreach programs of the Center for India Studies, the Program in Korean Studies, and the new Charles B. Wang Asian American Center created by a \$25 million endowment. A strong interaction with professional schools at Stony Brook including the Business School is envisioned. The Chair can also build upon the Stony Brook's educational programs offered in Asia. *Curriculum vitae* received by February 1, 2001 will receive priority, but the search will be kept open until a suitable candidate is selected.

### B. Mission & Goals: Defining the Focus

It is acknowledged that the Mission Statement is very broad, but the Mission is to be interpreted as a statement of principle or philosophy. It states a long-term ideal, to be accomplished in phases. Besides, the Department is visualized as one component of a multi-part enterprise whose goal is to create and integrate Asian and Asian American scholarship into the mainstream curriculum in all components of the university. This is to be accomplished by working with other departments in the context of the Asia Institute, the Centers for India, Korea, and other areas, and the Charles Wang Center.

The apparent breadth of the Mission Statement is intended in part to allow flexibility for the Chair, who is expected to evaluate the strengths and gaps in the existing faculty and



curriculum and define the niche for the new department. The Mission statement looks broad also because we are trying to define, as clearly as possible, the new focus, the overarching vision that drives the creation of this department: its inter-disciplinary approach, its inclusion of a strong community/professional outreach and developmental component, its international collaborative scope, and its unique vision of integrating Asian and Asian American studies.

#### C. Why not a Department of Asian and Asian American Languages and Cultures?

The Department, as envisioned from the very first proposal submitted to Provost Richmond by the Faculty Committee for Asian Studies in April 1996, includes, but is not limited to the areas customarily connoted by the word "culture." Our approach is based on the realization that Asia or Asian America cannot be, ought not to be, studied in essentialist terms as the exotic "Other." We need to pay attention to Asia not only for its philosophy, spirituality, arts, and literatures, but also Asian science, technology, economy, medicine, trade, and commerce, and study them as living institutions that shape Asian, Asian American, as well as global events and perceptions. We believe this approach brings together and redefines the traditional interest in Asia with the contemporary interests of Asian Americans on the one hand, and the current, pragmatic interest in understanding and interacting with the dynamic forces in Asian societies. Admittedly, it is a bold and unique vision, but we believe that will be the future and Stony Brook has the opportunity to lead, to create a niche for itself by being among the first to articulate it.

#### D. Clarifying the need

The intellectual justification for a department of Asian and Asian American Studies is obvious and underlined by the existence of related programs in numerous universities, professional societies and journals, and books and research opportunities, and the increasing demand, not only in the academe, for specialists in this area. On our own campus, although over 30% of our undergraduates are Asian or Asian American, and although there is a very large number of Asian and Asian American faculty and staff who are interested in this field, Asia and Asian Americans are underrepresented in the curriculum. Furthermore, Stony Brook needs to do a better job of integrating this population into the campus mainstream. Whatever we can do to give this segment of the student population identities, and to link the Wang Center and the academic programs, would be welcomed.

#### E. Resources needed

The Provost will address the question of allocation of funds in a separate memo.

We need to provide additional resources to the library in terms of acquisitions budget as well as staffing. While the current resources address the needs of introductory courses in these areas, new resources will be needed to upgrade them to serve the research needs of the new faculty and the graduate programs. The Director of the Library can fill in the picture here.

Enrollments in established courses on Asia since Spring 1995 are presented on the attachment.

