

Tentative Agenda
University Senate
March 6, 2006

- I. Approval of tentative agenda
- II. Approval of Minutes from February 6, 2006
- III. President's Report (S. Kenny)
- IV. Provost's Report (R. McGrath)
- V. Proposal for Journalism Program-See below (B. Lindquist)
- VI. First Discussion on Proposal for Senate Meeting Quorum-See below (B. Lindquist)
- VII. Discussion on Open Meeting Procedures for Senate Meetings (B. Lindquist)
- VIII. Old Business
- IX. New Business

University Senate Meeting
Minutes of February 6, 2006

Provost's Report:

Faculty awards as per written report.

- Stony Brook Mentors of Intel Semi-Finalists (10% per written report)
- Benefit for Stony Brook Student per written report
- ABoR related statement from AACU
- Winter session 2006 report – credit to J. Auner
- Spring '06 enrollment figures – SPD enrollment down due to “bulge of teachers” passing through.
- combined degree programs
- out of state enrollment report (attached separately to Provost's Report)

President's Report:

Budget encouraging because:

- input from Campus President's (good process)
- emphasizes correct (more faculty utilities????)
- problem – need \$100 M. from legislature \$80 M based on \$500 tuition increase which won't happen

Pat Cruso – Albany Day Announcement

- participation by colleagues and students
- class announcement requests

Rob Kelly – University Senate Survey – Online Survey - last two weeks.

January 19, 2006
Howard Schneider

Journalism at Stony Brook Implementation Plan

I. Mission and Goals

The mission of the newly proposed journalism program at Stony Brook is to educate the next generation of American journalists and news consumers at a time when an unprecedented flow of information and disinformation threatens to overwhelm the body politic. Both a corps of well-trained and independent-minded journalists operating in the public interest, and an audience of discriminating and discerning consumers of news, will be essential for democracy to flourish. The journalism program will center its mission around these ideas.

Specifically, the program will:

- Offer an undergraduate major in journalism that will stress fundamental values and skills, as well as preparation for an evolving multi-media landscape.
- Build on an existing journalism minor program.
- Offer a five-year combined-degree program in Science, Health and Technology journalism to meet the growing need for authoritative reporting in these areas and to capitalize on the existing strengths of the university.
- Become the home for a general education program in media literacy that will put Stony Brook in the forefront of such efforts nationally.
- Serve as a campus-wide resource and catalyst for exploring the role of the press in a free society.
- Serve as a resource for the growing number of student media outlets on campus.
- Develop strong ties with leading media companies and news organizations in New York City and on Long Island to generate student internships, jobs, speakers, grants, and to bring nationally recognized journalists-in-residence to campus.

2. Undergraduate Program

The undergraduate curriculum in journalism will have one foot planted squarely in the past, and the other firmly in the future. There needs to be great emphasis on teaching the traditional: reporting, writing, editing, ethics, critical thinking and basic journalistic values and principles. Our goal is to inspire in our students a passion for the public interest and the backbone to do the right thing in the face of ferocious competition.

At the same time, students will face a very different landscape than their peers of even a decade ago. "Convergence" is erasing the lines among print, broadcast and online journalism; students will need to learn how to report, tell stories and *think* across several platforms. Students will need to be familiar with the changing business models and competitive pressures of the news business and the implications for journalists. They will need to prepare for a more diverse audience. They will need to be expert in evaluating a torrent of data and information. And they will need to learn how to manage their careers amidst a dynamic, digital revolution fueling information around-the-clock and around the world.

To achieve these goals, the undergraduate curriculum has these characteristics:

- A developmental curriculum that will move students through three distinct phases on their road to becoming journalists. **Phase I** is the foundation phase and will require six courses in basic values and skills. **Phase II**, "Meeting New Challenges," immerses students in the digital revolution and its implications and will require three courses and two electives. **Phase III**, "Finding an Entry Point," allows students to concentrate in their final year in broadcast, print or online journalism to successfully compete for an entry-level job at a news organization. There will be three required courses in this phase, including a culminating **senior project** that tests a student's ability to write well, think critically and add journalistic value across several media platforms.
- A curriculum that will conform to the standards of the accrediting panel of the Association for Educators in Journalism and Mass Communication (AEJMC). Those standards require skills classes of no more than 20 students and majors to earn at least 80 credits outside the journalism core (a minimum of 65 in liberal arts). This will enable the journalism program to eventually seek accreditation (a five- to- seven-year process), joining only 106 accredited programs in the nation, none currently in the SUNY system.
- A course of study outside the journalism core that will require students to earn 18 credits in one of four multi-disciplinary concentrations that will help prepare them to report insightfully on the future. The four areas are **Public Affairs, Science and the Environment, Race and Diversity, and Global Issues and Perspectives**. Each of the concentrations will draw on strong course offerings from several departments. Public Affairs, for example, will draw on offerings from the departments of Political Science, History and Economics. This seeks to capitalize on the strengths of the university and recognizes the growing importance of multi-disciplinary perspectives on issues and problems. It also ensures that journalism students will graduate with both a broad liberal arts background plus a focused area of enrichment. Students also will have the option of selecting a dual major in place of a concentration or creating their own concentration with the permission of the undergraduate director.
- A curriculum that will encourage maximum engagement with the life of the campus. Students will be required to spend at least one semester working for a campus news outlet, and can earn credits for an additional semester, as well.

In summary, the curriculum we are proposing is a rigorous one. As submitted to the undergraduate curriculum committee, it will require students to earn 128 credits to graduate, but we believe it will add another distinguished area of study to the university's academic offerings and reputation.

3.1 In addition, the undergraduate journalism curriculum is designed to serve Stony Brook students in many ways.

- As noted above, the program will offer a general education course (D.E.C. category B) in media literacy. The course seeks to help students differentiate between faux journalism and legitimate journalism, between news and propaganda, verification and assertion, evidence and inference, bias and fairness. It is designed to help students use their critical-thinking skills every day applying them to what they see, hear and read in the news media.
- The journalism program will require students who are deficient in basic writing skills to take a 6-8 hour immersion course in grammar and to pass a proficiency test before they can advance. The project could be a model for other departments.

- The program will offer courses of general interest to political science students, business students, media minors, science students and others. The courses include: The History and Future of The American Press, Media Law and Ethics, Journalism that Changed the World, The Global and Ethnic Press, Business Reporting, Science and Health Reporting. We are proposing that several of the courses satisfy D.E.C. requirements.
- The program will be an essential element in ongoing discussions across campus regarding a concentration or center in the study of Digital Arts. Conversations are now under way with faculty representatives from computer science, art, theater and journalism on how to best coordinate current courses and build a more robust and competitive effort.

3. Graduate Program

Plans for the journalism program include offering a five-year combined undergraduate and master's program in Science, Health and Technology journalism beginning as early as 2007-2008.

The key elements of the program include:

- As undergraduates, students would major in a science and either minor or dual major in journalism, earning a B.A. or B.S. degree. In addition, master's candidates would specialize in advanced courses designed to train health, science and technology reporters. The courses would be taught both by journalism professors and members of departments in key areas. Students would earn an M.S. in Journalism.
- Master's candidates would be required to complete two internships, one at an outside news organization, and one at either University Hospital, Brookhaven Laboratory or Cold Spring Harbor lab, where they would work side-by-side with researchers.
- Currently, there are several master's programs in Science and Health Journalism (Boston University, NYU, University of North Carolina etc).including a new graduate program launching next fall at CUNY where students will have the option of taking nine credits in science and health journalism. There also is one undergraduate major program at Lehigh University. But our program would be unique because of its 5-year-course of study, access to special internships and its technology component. In addition, we would leverage the world-class expertise and resources of the SBU campus.

A complete proposal will be submitted to the appropriate governing bodies after the undergraduate program gains approval.

4. Outreach

Understanding the role of a free press has never been more important. What is the proper relationship of the press and the government? How does the press make decisions? Why does the press make mistakes? Is the press really serving an increasingly diverse audience? Is there political bias in the mainstream media? Is the press really independent? How are competitive pressures and new technologies reshaping journalism? (And what are the potential dangers?) What is the role of a journalist in an online society? A new journalism program on campus would be a resource to raise timely issues, provoke discussion, educate and engage the greater community in a myriad of ways:

- The program would sponsor speakers and panels open to the campus and the community-at-large.
- The program would serve as a speaker's bureau for other departments interested in dealing with media issues in course work.

- The program would reach out to the educational community. It would serve as a resource for the campus teacher preparation program. In one survey, for example, an overwhelming majority of teacher candidates nationwide felt that media literacy should be incorporated into their college curriculum. The program also would build relationships with high school journalism programs across Long Island and in the city.
- The program would reinforce courageous and responsible journalism by recognizing excellence in these areas with a series of awards. One possible award would be in the area of science journalism, with distinguished members of the SBU faculty serving as nominators and/or judges.

5. Faculty

The new journalism program will recruit and build a distinguished faculty comprised of both experienced journalists and candidates with strong academic credentials. Ultimately, a combination of the two is likely to serve the program best. Initially, we intend to utilize three categories of faculty.

- Core Faculty. Our implementation plan calls for four full-time faculty to launch the program. This includes a dean, a lead person for our video/broadcast program, and two additional positions. There will be a priority in recruiting candidates with national reputations who will help create visibility for the new program and help create standards of excellence. But there will be a premium, as well, on a candidate's ability to teach, administrative experience, energy and commitment, and ongoing engagement with both the campus and the professional journalism community. Our plan also calls for additional core faculty to be hired over the next five years to meet increased teaching loads, anticipated enrollment growth and the new master's program. (**See faculty schedule below.**) We anticipate hiring both non-tenure and tenure-track candidates.
- Adjunct Faculty. Our proximity to the media capital of the world offers us a terrific opportunity to recruit top-flight working journalists to be part of our program. We anticipate attracting journalists from *The New York Times*, *Newsday*, *the Wall Street Journal*, *NBC News*, *News 12/Long Island*, among many other outlets. In addition to providing real-world expertise for our students, the adjuncts also will provide valuable links for internships and employment opportunities.
- Affiliated Faculty. The new program offers opportunity for members of faculty in other departments who have an interest or expertise in the news media to become affiliated with its efforts. In particular, media literacy should be a rich collaboration and could include faculty from the departments of political science, sociology, philosophy, applied math, biology and others. Other opportunities include affiliated faculty in the areas of health, science and technology reporting, business reporting and digital journalism. While we don't initially anticipate joint faculty appointments, the possibility exists for such hires down the road, particularly in areas such as politics and the media, or science and the media.

5.1 Faculty Hiring Schedule

Our implementation plan assumes that the program will grow from 60-80 majors at the end of year two, to 150-180 majors at the end of year six. The growth projection is based on the experience of other programs. In addition, we anticipate about 40-50 minors, plus an unknown number of non-major and non-minor candidates taking media literacy. We anticipate that our master's program will graduate 12-20 students each year

Our plans also call for the number of course offerings to escalate dramatically during the course of the program's first two years, as lower-division majors move through the program.

Plans call for the addition of five full-time faculty positions, including a director for the masters program, over the course of five years.

Projected Course Offerings:

Fall'06: 7 courses, 8-9 sections.
Spring '07: 8-9 courses, 10-12 sections.
Fall '07: 14-16 courses, 16-18 sections.
Spring '08: 18 courses, 20 sections
Fall '08: 25 courses (28-30 sections).

Projected Faculty

Fall '06: Dean plus 3	4
Spring'07: Director of Master's Program	5
Fall'07: 1 additional faculty line	6
Fall '08: 1 additional	7
Fall '09: 1 additional	8
Fall '10: 1 additional	9

By fall of '10, this plan envisions a complement of seven full-time faculty, a dean and a director of the master's program, and 8-10 adjuncts to teach 25 courses(about 28-30 sections) per semester, excluding advanced master's courses. In addition, faculty will be expected to advise students, mentor internships and senior projects, develop curriculum and innovative programs, and aid in the administration of the program.

6. Organization

We believe that to become competitive with other programs in the Northeast, to gain visibility within SUNY, and eventually to earn national distinction it will be necessary for the journalism program to be housed in its own school. A new dean will report directly to the provost and have administrative and budgetary oversight for the program. At the same time, we recognize that the lack of tenure-track faculty and administrative infrastructure will make it beneficial for the school to ally itself initially with the College of Arts and Sciences. We intend to ask permission to use the CAS promotion and tenure committee, as well as its curriculum committee, in the ongoing development of the program. One possible model for the school would be the current relationship between CAS and the Institute for Marine Sciences.

In regard to the above, the issue of tenure qualifications will be a central concern. It will be important for the school and the PTC to agree on qualifications that recognize the need to recruit and promote both candidates with distinguished professional careers and those with outstanding academic experience. There is ample precedent in music and education, as well as in other communication programs nationally.

Within the school, the dean will have four direct reports: the Director of the Master's Program in Science, Health and Technology Journalism, and the heads of the broadcast, print and online tracks. Eventually, these areas may grow into separate departments. Depending on the pace of growth and enrollment, the media literacy program also may evolve into a separate department with its own chair. Initially, the dean will assume direct responsibility for the development of the program.

Administrative duties will be spread among the aforementioned, with each having some responsibility for curriculum development, academic advisement, internships, faculty recruitment, adjunct evaluation, scheduling and student recruitment, among other areas. Given the relatively

small size of the school initially, there will be a high premium on collegiality and the need for a shared commitment and vision. At some point, we anticipate the need for an associate or assistant dean for administration.

6.1 Advisory Boards

The school will employ two advisory bodies. To maximize the school's success in nurturing and being nurtured by the rest of the university, the dean will turn to a Campus Journalism Advisory Board. The board will be an extension of the current Journalism Task Force that helped shape this proposal. The task force is currently co-chaired by Howard Schneider and Mark Aronoff and consists of nine faculty members from across the campus. **(See schedule A for a full list of members)**. We anticipate that some current members will choose to remain, some will step down, and other faculty members interested in the program will be added.

To stay actively engaged in the professional journalism community, the dean will turn to the Professional Journalism Advisory Board. This body will be a resource for industry trends, intern and employment opportunities, fund-raising, adjunct recruitment, programs and speakers, etc. Journalists who have accepted a position on the board, pending approval of the program, include top journalists from ABC News, *The New York Times*, National Public Radio, CBS News, Time-Warner NY1, *Newsday*, Bloomberg News, News12/Long Island, *USA Today*, among others. **(See schedule B for a complete list of proposed members)**.

7. Space and Resources

The provost's office has identified space to house the new school for its first 3 years. The space will include an innovative multi-media newsroom/classroom that will serve as the heart of the program, especially for skills classes and for seminar-like programs. Rehab money has been committed and earmarked for the project. In addition, the program will utilize current ECC broadcast studio space for larger broadcast classes and productions. The plan also assumes that larger concept and survey courses will continue to be taught in other locations. In the upcoming spring semester, about 135 students have enrolled so far for courses in the expanded journalism minor program. The classes will be taught in the Humanities building. Several of those skills classes will migrate to the new space in the fall of '06. Others classes will continue to need a home.

An ongoing facilities committee will examine options for a permanent home for the school, monitoring the pace and growth of the program.

7.1 Library

Discussions are currently under way to identify additional library resources needed to support the program. Howard Schneider is working with Chris Filstrup and his staff to inventory existing material, survey libraries of other journalism programs and evaluate both print and online material. A proposal will be submitted to the provost by Feb. 25.

8. Implementation Timeline and Benchmarks

The following timeline is based on assumptions regarding the length of the approval process both on campus and at the state level. We realize the process is unpredictable and will require thorough completion on our part of all necessary requirements. However, we believe the benchmarks are realistic.

1. January 2006
 - a. Facilities committee begins plans for rehab of new space

- b. Meeting of Journalism Task Force to review Implementation Plan.
- c. Implementation Plan is submitted to Faculty Senate Exec Committee
- d. Final documents are submitted to Undergraduate Curriculum Comm.
- e. Search Committee recommends finalists for administrative asst. (non-faculty)
- f. Classes begin for expanded journalism minor program

2. February 2006

- a. Continued work with curriculum committee and Faculty Senate
- b. First meeting of the Professional Advisory Board to review goals and mission of the program
- c. Hiring of administrative assistant
- d. Search Committee recommends finalists for first faculty position
- e. Media literacy working group begins developing curriculum
- f. Library resource proposal submitted to provost
- g. Deadline to finalize course schedule (fall '06.)
- h. Advertising begins for two additional faculty positions (fall '06).
- i. Final decision on the program by the curriculum committee

3. March 2006

- a. Vote by Faculty Senate
- b. Administrative Assistant arrives
- c. Meeting of Campus Journalism Task Force to review Program Proposal
- d. Program Proposal submitted to SUNY
- e. Faculty position #1(head of broadcast track) is selected
- f. Search committees choose finalists for 2 additional faculty for fall '06
- g. Approval of facilities plan
- h. Journalism Task Force begins preliminary discussions of M.S. program (aimed for fall of '07). Additional faculty are recruited for working group,

4. April-June 2006

- a. Meeting with journalism-minor alumni on campus and in city to brief them on the program and solicit support.
- b. Second meeting of the Professional Advisory Board
- c. Meeting with relevant faculty at Suffolk Community College and Nassau Community College to brief them on program and curriculum
- d. Head of broadcast program arrives to begin work on broadcast curriculum and facilities
- e. Candidates for two faculty positions are hired for fall of '06
- f. Meeting with academic advisors and admissions for an update on the program
- g. Advertising begins for director of M.S. program. Search committee begins work
- h. Program approved by SUNY and SED
- i. Search committee choose finalists for M.S. director

Summer, 2006

- a. New facilities completed
- b. Head of M.S. program hired(for arrival in spring '07)

Fall, 2006

- a. Two new hires arrive.
- b. First group of students declare majors. Target: 20 majors.
- c. New program begins
- d. Reception on campus for high school guidance counselors to discuss new program.

- e. Reception on campus for high school newspaper advisors.
- f. Meeting of Journalism Advisory Board and tour of campus.
- g. Meeting of Journalism Task Force to review program
- h. Advertising begins for additional faculty position (for fall of '07).

Spring 2007

- a. Additional syllabuses submitted to undergraduate curriculum committee.
- b. Spring semester begins; additional 15-20 students declare major.
- c. Journalism Task Force reviews proposal for M.S. program.
- d. Director of M.S. program arrives
- e. Proposal for M.S. program submitted.
- f. New hire for fall '07 is selected.

Schedule A

Members of the current Journalism Task Force

Mark Aronoff, Provost
Tony Buonagurio, Art
Robert Crease, Philosophy
Maria Doelger, Provost
David Ferguson, Technology and Society
Aaron Godfrey, European languages
Leonie Huddy, Political Science
Chang Kee Jung, Physics and Astronomy
Joseph McDonnell, College of Business
Massimo Pigliucci, Ecology and Evolution
Howard Schneider, English
Stephen Spector, English

Schedule B

Here is a list of journalists who have agreed to join the Professional Advisory Board.

William Ahearn, executive editor, Bloomberg News, long-time executive for the Associated Press.

Tom Bettag, former executive producer, ABC's *Nightline*, now executive producer for Ted Koppel's *Discovery Channel* productions.

Joye Brown, columnist *Newsday*

Ann Cooper, executive director, the Committee to Protect Journalists, former foreign correspondent.

Pat Dolan, news director, News12/Long Island

Bob Greene, two-time Pulitzer Prize winner, former investigations editor *Newsday*

Richard Hornik, former Time economic correspondent and editor of *Asiaweek*

Jon Landman, deputy managing editor, *New York Times*

Bill Marimow, managing editor, National Public Radio.

Dave Laventhol, former publisher *Newsday*, *LA Times* and *Columbia Journalism Review*

Marcy McGiniss, former president *CBS News*.

Arlene Morgan, Associate Dean Columbia University Graduate School of Journalism, former assistant managing editor at the *Philadelphia Inquirer*

Steve Paulus, general manager, Time-Warner's New York 1 News

Ira Rosen, producer, 60 Minutes, former senior producer for investigations *Prime Time Live*

Daniel Slepian, producer, NBC's *Dateline*. (SBU '92). **Kinsey Wilson**. Executive editor *USA Today* and *USAToday.com*

Motion to add definition of Quorum to Senate By-laws:
3/6/06

II. Definitions

As used in these by-laws, unless otherwise specified, the following terms shall mean:

1. **Constituency:** The following groups in the University community are constituencies represented in the University Senate and on University Senate committees: faculty (sub-divided into major governance units and libraries); professional employees; undergraduate students; and graduate students.

2. **Constitution:** The University Senate Constitution and all its amendments.

3. **Electoral divisions of Arts and Sciences:** Humanities and Fine Arts, Social and Behavioral Sciences, and Natural Sciences.

4. **Faculty:** All full-time members of the staff in positions that carry designation of academic rank including library staff.

5. **Graduate students:** All full-time students enrolled in masters programs, doctoral programs, and post-baccalaureate professional programs.

6. *Policies of the Board of Trustees:* The current edition of the rules governing the State University of New York and the institutions therein as mandated by law.

7. **Professional employees:** All members of the professional staff of the University in positions that carry no designation of academic rank. The following categories are excluded from the professional employee constituency: *ex-officio* members of the Senate, interns, residents, post-doctoral fellows, and students.

8. **Quorum:** The presence of one quarter (25%) of the filled Senator positions shall constitute a quorum at Senate meetings.

9. **SUNY Faculty Senate:** The governance body of the State University of New York representing its Faculty and Professional Employees, as authorized by the *Policies of the Board of Trustees*.

10. **Undergraduate students:** All full-time matriculated students enrolled in baccalaureate programs of any of the academic units.