I. Approval of tentative agenda
II. Approval of Minutes from October 9, 2006
III. President's Report (S. Kenny)
IV. Provost's Report (R. McGrath)
V. Turkana Basin Institute (J. Fleagle)
VI. Report on Campus Climate (G. Meyer and A. Jordan)
VII. Report on 144th Plenary Meeting in Buffalo (T. Smalling)
VIII. Senate President's Report and Motion to support the proposed "Assessment of General Education Strengthened Campus-based Assessment Plan" (B. Lane)
IX. Old Business
X. New Business

University Senate Minutes
October 9, 2006

Meeting was called to order at 3:30 p.m. by Bill Godfrey
I. Approval of tentative agenda: approved

II. Approval of minutes from September 11, 2006. Approved with minor spelling corrections.

III. Provost's Report (R. McGrath):

The Provost announced a new initiative in Computational Sciences. The initiative will strengthen computation science at Stony Brook and will also enhance ties with BNL. BNL Director Sam Aronson and Provost McGrath will serve as interim co-directors of what they call the New York Center for Computation Science. They have devised a draft plan for building up the Center.

The Empire Innovation Program, supported by new funds from New York State, will recruit outstanding new tenure track faculty to SUNY in disciplines with potential to attract federal research funding.

Stony Brook University's new College of Journalism has been granted $1.7 million from the Knight Foundation to begin a freshman program in News Literacy. The Official announcement of the award and program will be announced later this fall.

The Provost introduced Graham Glynn, Executive Director of Teaching, Learning and Technology:

Dr. Glynn started out as a faculty member in pharmacy and got interested in teaching and how technology can help improve the communication between students and faculty. He had the task of being the first person to put the School of Pharmacy at the University of Nebraska in Omaha on-line. He has a lot of experience with business education as well as technology and in hiring instructional designers to support general pedagogy not just technology. He believes that both are complimentary, i.e., the use of technology and the use of teaching methodology to help the whole teaching/learning process. There is a tendency for people to think about the organization as technologically focused but he is going to shift towards supporting general teaching needs as well. Dr. Glynn would like to hear from faculty, departments and student organizations who are interested in this area.

IV. President's Report (S. Kenny):

The homecoming weekend was a big success. The marching band was a big hit.

On October 14th there will be a celebration for the community at the new Stony Brook Southampton facility.

We have a premium budget this year and we plan to build significantly on hiring new faculty. The state is helping to pay the utilities on campus which will help us tremendously.   Last week we opened the Goldstein family Academic Center for the Athletics program which is 6,000 sq. ft. academic center for athletes. This was a gift from alum, Stu Goldstein, who was our first ever all-American squash player and number one in the world.

Norman Goodman wanted to know if there was any contemplation for Phase III of SAC? The line to get into to the cafeteria snakes all the way around the halls.

President Kenny agrees we need a Phase III of SAC but the academic buildings need to be worked on first. We are replacing the old cafeteria in the Roth Quad with a new one. The Graduate Chemistry Building is the next big project that is being planned. There are a lot of fix-it projects.

V. Report on the State of the Library (C. Filstrup):

The mission of the Library is to bring people and information together. Unlike the other colleges (CAS, CEAS, etc.), when we acquire materials we do not generate dollars and as a consequence the cost of licensing and acquiring information for free access to the public is quite expensive. This campus has six branch libraries as well as the Main Library. The Library website is the second most active website on campus (230 hits every hour, all year long). Space in the Library is heavily used. Reading rooms are quite busy and open until 2:00 a.m. The reading room computers, which are used by the students and the public, are crowded so we are investing in more computers. The size of the collections has grown to 2 million volumes. We store low-use materials in Dutchess County. We would like to free up stacks space for more reading/study areas. We pay a company to move the material off-site to Dutchess County. Articles can be scanned to you from off campus. When you need it, we will get it for you. We have a healthy number of electronic journals.

The budget: About 48% is for personnel, 51% for collections and access and 1% for running the computers and supplies. When we receive our budget, it first protects serials. Serials are not a fixed cost, but close to a fixed cost. We could change the serials budget but it would take a year because we do intensive interactions with faculty on what serials we should be acquiring.

Norman Goodman wanted to know if we could expand the serials collection (journals are more science oriented while monographs are more humanities/social sciences oriented and there are more journals than monographs).

Dr. Filstrup said that it is a money issue. There is a request in for funds for book money to the Provost's Office to bring up the collection budget.

Provost McGrath was at an AAU meeting and inquired about other Libraries and they are all struggling. Libraries are being held up by the publishers, university presses are struggling.

VI. Report on Assessment of General Education (M. London):

Dr. London is meeting with the Senate for two reasons: 1) to give an overview of the plan to strengthen campus based assessment of general education and 2) to get the approval for this plan from the governance body. We began formulating a plan on how we were going to assess 12 areas of general education. It primarily focused on a course by course approach where we identified 4 areas of general education each year and tackled those 4 areas. We went to faculty and departments asking them to participate in the process. It is a very much individualized/customized to the particular discipline that was being reviewed at the time.

The initial plan called for assessing all general education DEC courses. Now we pick 4 areas and we identify courses within those areas and then we are supposed to be assessing 20% of the students taking the course during any given semester in that particular discipline. Sometimes we've met that goal, sometimes exceeded it, other times not quite met it.

The plan for strengthening campus based assessment is a requirement we have to meet that focuses on three areas: Critical Thinking, Mathematics, and Writing. The general education committee and SUNY determined that in the three areas we should have either a normative test that allows us to compare our results to national results. In Math, students will take either the Mathematics Placement Exam (MPE) or by taking MAP 103. For Critical Thinking, we will use the SUNY approved ACT Collegiate Assessment of Academic Proficiency Critical Thinking test. Pat Belanoff of the English Department chaired the SUNY committee to develop a rubric—a set of performance dimensions that could be used to evaluate student essays in writing (WRT 102).

We would like formal approval of this plan to strengthen campus based assessment, not quite sure how to go about it.

Norman Goodman suggested that this be discussed by the Executive Committee and then presented to the Senate at it's next regular meeting.

Old Business: None.

New Business: Bill Godfrey brought up the 1.7 million grant for the School of Journalism to teach 10,000 students (over 5 years) in media literacy. Aimee De Chambeau corrected this to News (not media) literacy.

Meeting adjourned at 4:50 p.m.

Submitted by:
Laurie Theobalt
Secretary
University Senate