TO: University Senate

FROM: Dr. Dennis N. Assanis, Provost and Senior Vice President for Academic Affairs

DATE: November 3, 2014

REPORT TO THE UNIVERSITY SENATE

KENNETH DILL ELECTED TO AMERICAN ACADEMY OF ARTS AND SCIENCES

Stony Brook University Distinguished Professor, Kenneth A. Dill, was among 164 influential artists, scientists, scholars, authors and institutional leaders who were inducted into the American Academy of Arts and Sciences at a ceremony in Cambridge, Massachusetts, on October 11, 2014. Founded in 1780, the American Academy is one of the nation’s oldest and most prestigious learned societies, and an independent research center that draws from its members’ expertise to conduct studies in science and technology policy, global security, the humanities and culture, social policy, and education.

Dill, a SUNY Distinguished Professor of Physics, Chemistry and Biophysics, is the Louis and Beatrice Laufer Professor of Physical and Quantitative Biology and also Director of the Laufer Center for Physical and Quantitative Biology at Stony Brook University. Dill is best known for his research on folding pathways of proteins. He earned a SB and SM in Mechanical Engineering at MIT and a PhD from the University of California, San Diego. Dill did his post-doctoral training in chemistry at Stanford University and conducted research at the University of California, San Francisco, before coming to Stony Brook. He is now Director of The Laufer Center, a hub for research in physical and quantitative biology that aims to advance biology and medicine through discoveries in physics, mathematics and computational science. Dill was elected to the National Academy of Sciences in 2008.

STELLA TSIRKA APPOINTED VICE PROVOST FOR FACULTY AFFAIRS

I am pleased to announce that Dr. Stella Tsirka has been appointed as the Vice Provost for Faculty Affairs (VPFA), effective October 15, 2014, to provide a focal point for matters pertaining to faculty hiring and retention, developing faculty careers, enhancing faculty productivity, cultivating academic leadership and service, and recognizing faculty excellence.

In her role as the VPFA, Dr. Tsirka will work closely with our senior leadership team and me on faculty hiring and retention. She will develop and coordinate faculty career development initiatives, including new faculty orientation and mentoring and training programs, with emphasis on the large number of recently hired junior faculty. The VPFA will also work closely with me to provide oversight to interdisciplinary centers and institutes reporting to the Provost. In collaboration with the Deans and the OVPR, the VPFA will nurture interdisciplinary faculty clusters, the FAHSS program, and collaborations of west campus faculty with the Health Sciences, BNL and CSHL.
The VPFA will coordinate the promotion and tenure evaluation processes across all schools and colleges, and work with the Senates to improve the promotion and tenure guidelines for interdisciplinary areas. The VPFA will collaborate with the Deans in developing appropriate faculty workload standards and policies, as well as in analyzing, recognizing and enhancing faculty productivity. She will enhance administrative processes and procedures for faculty matters, and advise Deans and Chairs on faculty policies, rights and responsibilities. The VPFA will steward programs to recognize faculty excellence, and cultivate academic leadership and service.

Dr. Tsirka has had long-standing and dedicated University service. She is committed to graduate education, serving for eleven years as Director for the Molecular and Cellular Pharmacology Graduate program and its associated NIH T32 training grant. She is also co-directing the newly established Scholars in Bio-Medical Sciences program. She has served on mentoring committees, the School of Medicine Dean’s Leadership Advisory Group, and as Chair of the Institutional Animal Care and Use Committee (IACUC). She has participated in many faculty and administrative searches both in the School of Medicine and at the institutional level, and most recently chaired the Dean of the Graduate School Search Committee. She has been a member of NIH and American Heart Association study sections and a board member of national foundations and international organizations. She has been instrumental in the fundraising efforts for establishing the SBU Center for Hellenic Studies and chaired the interdisciplinary search for the two endowed faculty positions.

Dr. Tsirka received her B.S. in Chemistry and her Ph.D. in Biochemistry from the Aristotle University of Thessaloniki, Greece. She then pursued postdoctoral studies at the University of California, San Francisco and SBU. She was appointed Research Assistant Professor in the Department of Psychiatry at SBU in 1998, until joining in 2000 the Pharmacology Department, where she currently is a Professor. Dr. Tsirka’s scholarly work focuses on studying the interactions between the nervous and the immune systems in chronic and acute neurodegenerative diseases such as multiple sclerosis, spinal cord injury and stroke. She was part of the team combining Geosciences, Pharmacology, Chemistry, Physics, Marine Sciences and Medicine that brought to SBU its first NSF IGERT to examine how environmental factors impact health. Evolving from that effort, she is now collaborating on the NASA-funded RIS4E program initiated by the Department of Geosciences.

STONY BROOK ONLINE LEARNING DEVELOPMENT INITIATIVE (S-BOLD)

In support of the continuing evolution of educational excellence for our students and the world, President Samuel L. Stanley and Provost Dennis N. Assanis recently announced that we have established the Stony Brook Online Learning Development Initiative (S-BOLD), funded initially for four years at a level of $250,000 per year. The goals of the initiative are to:

- Leverage online channels and technology to enhance and support SBU’s educational mission;
- Improve the quality, flexibility and accessibility of SBU education to better serve the needs of residential, commuter and non-traditional students;
- Emerge as a leader in pedagogical innovation to enhance teaching and learning outcomes;
- Enhance SBU’s brand and global reach.
This initiative seeks new and innovative proposals to develop both online and blended-learning courses and tools that offer special opportunities for learners at Stony Brook University and beyond. A successful proposal must have significant curricular impact and advance understanding of effective practices for online learning. In 2014-2015, the initiative will give preference to proposals that address time-to-graduation and graduation rates and will be in place by fall 2015, spring 2016, or summer 2016. Foundational courses that lead to degree completion and efforts that increase timely success in such courses are particularly sought.

TLT will conduct a series of 1-hour workshops during the fall semester in support of the S-BOLD submission process. These voluntary, walk-in workshops in the Faculty Center (Melville Library) will provide interested faculty with the opportunity to:

- Understand and engage in discussions about Phase 1 of the submission process;
- Discuss pedagogy and instructional design issues with the professional staff in TLT; and
- Learn what resources and infrastructure already exist at Stony Brook and how they can leverage those resources in support of their submission.

Dates:
- November 4 @ 10:00 AM
- November 5 @ 1:00 PM
- November 6 @ 11:00 AM
- November 10 @ 12:00 PM

We encourage you to reach out directly to faculty who are likely to offer courses that fall within the specific focus of this first S-BOLD Initiative year. Chairs and deans will be required to evaluate the proposals from their unit prior to submission. Letters of Intent are due November 19, 2014, and must be accompanied by letters of endorsement from the respective chair/program director and dean. Full proposals are due February 2, 2015.

All full proposals submitted in response to this Initiative will be reviewed by an ad hoc review panel appointed by the Provost, which will include subject matter faculty experts, chairs/program directors, members of the Online Education Advisory Group and the Joint Advisory Council on Online Learning, and institutional leaders. Recommendations will be submitted to the Provost on March 2, 2015. Upon consideration of these recommendations, the President and Provost will select the proposals to be funded in the first round of this S-BOLD Initiative. Awards will be announced in March 2015. Additional information on this Initiative and its submission guidelines can be found online at: [http://www.stonybrook.edu/s-bold](http://www.stonybrook.edu/s-bold).

2015-2016 SUNY FACULTY DIVERSITY PROGRAM

The Office of Diversity, Equity and Inclusion (ODEI) is pleased to announce the Faculty Diversity Program (FDP) for the 2015-2016 academic year. The program is budgeted to provide partial salary support to SUNY state-operated campuses for a limited number of new assistant professor level appointments. The purpose of this program is to advance diversity and inclusive excellence by encouraging the recruitment, retention and promotion of outstanding scholars from different backgrounds, including individuals from groups who have historically been underrepresented in higher education.

Salary support will be provided for three years and distributed annually as follows:

- 2015-2016 – 80% of negotiated salary up to $80,000 and up to $5,000 for research & professional development
• 2016-2017 – 75% of negotiated salary up to $50,000 and up to $5,000 for research &
  professional development
• 2017-2018 – 25% of negotiated salary up to $15,000 and up to $5,000 for research &
  professional development.

Faculty appointed under this initiative will be required to submit a written three-year spending plan
and itemized budget for an active research program and once approved will be awarded up to
$15,000 to support those efforts. These funds will be disbursed to the campus, and faculty will have
up to three years to expend the research support. The Faculty Diversity Program is highly
competitive. SUNY institutions are strongly encouraged to nominate outstanding scholars who have
attained a record of distinction early in their academic careers, exhibit promise for scholarly
productivity of the highest quality and have a demonstrated ability to work in diverse learning
environments. Only individuals nominated by the Chief Academic Officer are eligible for
consideration. Conversely, the review process will also take into consideration the department
and/or institution’s demonstration of commitment to diversity. A brief statement indicating support
of the candidate (i.e. mentoring and/or other institutional markers that indicate a level of
commitment to the candidate’s success) will be required.

A complete dossier will consist of the following documents:
• Curriculum vitae;
• Candidate’s statement of interest;
• Published work or writing sample;
• Three reference letters;
• Evidence of candidate’s ability to respond effectively to the learning needs of students from
diverse backgrounds;
• Home department/academic unit or dean’s evaluation of candidate’s academic record;
• Chief Academic Officer’s recommendation for appointment; and
• Statement on the candidate’s contribution to enhancing campus diversity.

The deadline for submission of a complete dossier in hard-copy format to Marsha Pollard, Associate
Chief Academic Officer, is February 2, 2015. All submissions will be reviewed by the Chief
Academic Officer, and only individuals nominated by the Chief Academic Officer are eligible for
SUNY consideration. Nominators will be apprised as to whether their nominee will be forwarded to
SUNY for further consideration by February 13, 2015.

SBU PANEL DISCUSSES STRATEGIES THAT SUPPORT UNDERREPRESENTED
MALES TO BECOME DOCTORS, LAWYERS, AND BUSINESS LEADERS

On Friday, October 31, 2014, the Student African American Brotherhood (SAAB) at Stony Brook
University, together with Kingsborough Community College's Black Male Initiative, hosted panel
discussions on how higher education institutions can help underrepresented undergraduate
males excel academically, professionally, and in the community. The panel discussions focused on
professional identity and offered advice for students applying to graduate school. Panelists included
faculty from Stony Brook University, Suffolk County Community College, and Drexel University.
Programs such as this are crucial in order to develop an educational pipeline for African American
and Latino male college students to utilize as they transition into four year institutions, and to
support Stony Brook University’s commitment in its continued support for its underrepresented
students.