“The primary goal in this vice provost portfolio will be to ensure clarity, consistency, and equity in key academic processes while also seeking opportunities to support excellence in our academic mission and reduce barriers that hinder the success of Stony Brook faculty and staff.”
### Academic Affairs: Areas of Focus & Goals

<table>
<thead>
<tr>
<th>Policies and Procedure</th>
<th>Promotion and Tenure Process</th>
<th>Curricular and Academic Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td><strong>Goal:</strong></td>
<td><strong>Goal:</strong></td>
</tr>
<tr>
<td>Policies should be rooted in, and demonstrate, the values articulated in our mission and strategic plan.</td>
<td>We aim for a promotion and tenure process that is transparent, equitable, rigorous, &amp; sustainable.</td>
<td>Serve, encourage, and incentivize innovation, active learning, and best practices in course and curriculum design, in part by growing CELT’s capacity to serve the faculty.</td>
</tr>
</tbody>
</table>
Curricular and Academic Management

Goal:
Serve, encourage, and incentivize innovation, active learning, and best practices in course and curriculum design, in part by growing CELT’s capacity to serve the faculty.

- **Kara DeSanna**, Assistant Provost for Academic Program and Curriculum Management
- **Gabrielle Russo**, Associate Professor in the Department of Anthropology & Associate Vice Provost of Curriculum
- **Partnering with other Deans and VPs** to incentivize and support curricular innovation
Dedicated to supporting SBU faculty with their teaching using inclusive, student-centered, and evidence based learning and teaching practices

CELT’s instructional designers and assessment specialists support include course design, integrating educational technology, and much more

Teaching Resources: academic assessment, active learning, course development, inclusive teaching, accessibility
Join Stony Brook University's Center for Excellence in Learning and Teaching (CELT) for a bootcamp on how to use AI to enhance your teaching and courses. The event will demonstrate how ChatGPT, Microsoft Co-Pilot, and other generative AI platforms can support you in crafting learning objectives, writing exam questions, composing rubrics, and designing course content such as lesson plans, in-class activities, and instructional videos.

Register here!

Scan Here to Register!

Date and Time
March 28th, 2024
1:00 pm - 2:00 pm

Session Topics
• Creating Learning Objectives
• Writing Exam Questions
• Creating Rubrics
• Designing Course Content
CULT Self-Paced Resource Guides

Below you will find short self-paced resource guides on various topics in course design and teaching practice. These resource guides are designed to provide information, tips and strategies to assist you as you design your courses, develop your syllabus and refine your teaching practice. Each resource guide will take approximately 15-30 minutes to review.

Have a suggestion for a resource guide? Email CULT at celt@stonybrook.edu.

Creating Learning Objectives
This guide reviews a step by step process in how to create learning objectives.

Syllabus Guide
This guide reviews the CULT syllabus templates and ways to make your syllabus more inclusive.

Digital Accessibility
This guide reviews tips and strategies for making our course content and syllabus more accessible.

Assessing the SBCs
This guide reviews the Stony Brook Curriculum (SBC), assessment and alignment.
Policies and Procedures

Goal:

Policies should be rooted in, and demonstrate, the values articulated in our mission and strategic plan.

- **Policy Inventory and Clean Up:**
  - Creating greater clarity about the differences between policies, procedures, and guidelines.

- **Unit Bylaws Project**
Promotion & Tenure

Promotion and Tenure Process

Goal:
We aim for a promotion and tenure process that is transparent, equitable, rigorous, & sustainable.

Iterative Process of Improvement:
- summer: evaluate, listen, and plan
- fall: meet in small groups, with deans, and with Senates
- winter: change published
- spring: evaluate cases
The Process

- Deans Meeting 8/16/24
- Met with small groups from CEAS (9/5/23), SOMAS & COB (9/12/23), CAS (9/20/23), HS (9/29/23), & with Dean Igarashi and EVPHS Wertheim (1/2/24)
- Senate Exec on 9/25/23
- Senate on 10/2/23 with Doodle Poll for feedback
- Deans Meeting on 10/11/23
- A&S Senate on 10/16/23
- Met with ADs and ATCs from CAS, CEAS, and SOMAS to discuss changes, provided proposed edits to P&T guidelines (proposed minor edits to A&S PTC Guidelines for coherence)
- Interfolio review/training 2/1/24
- Pre-Tenure Workshop March 27 & 28th, with partial Zoom option
2023/2024 Areas of Concern

1. Promotion and Tenure Timeline
2. Evaluation Letters
3. Documentation of Midpoint Review
4. Annual P&T Workshops and Celebration
<table>
<thead>
<tr>
<th>SEMESTER 10</th>
<th>SEMESTER 11</th>
<th>SEMESTER 12</th>
<th>SEMESTER 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING</td>
<td>FALL</td>
<td>SPRING</td>
<td>FALL</td>
</tr>
<tr>
<td>COLLEGE/DEPARTMENT notified of faculty status in HR Report</td>
<td>DUE TO PROVOST OFFICE</td>
<td>PRESIDENTS LETTER TO CANDIDATE</td>
<td>CELEBRATION</td>
</tr>
<tr>
<td></td>
<td>DUE TO PRESIDENTS OFFICE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Concern about “arm’s length”

- This is the rule at our peer institutions–IU, UConn, U of Washington, OSU, Penn State, etc.
- We want to make it clear what constitutes the strongest case.
- We will accept and read letters from close collaborators and mentors in addition to the 6.
- There are clear carve-outs for some relationships, such as:
  - Co-authors on a manuscript with an extremely large number of authors … in which there was negligible contact and/or mentoring between the candidate and the potential referee;
  - Co-presenters in a research symposium, panel, or exhibition;
  - Editor/chapter contributor relationship, series editor/volume editor relationship, or authorship on separate chapters in an edited book (co-editorship would be a conflict);
  - An editor/board member relationship on a journal editorial board;
  - A reviewer/contributor relationship on a creative work
Evaluation letters

● Concern about the academic appointment at an institution that is also a member of the AAU and/or is generally considered a peer or aspirational peer of Stony Brook University in that field of study.
  ○ We agree that there are many important and prestigious institutions that are often much more important than an AAU designation, including universities from abroad, HBCUs, governmental agencies, art and cultural institutions, etc.
  ○ We felt this was an efficient way of indicating that evaluation of the candidate’s file is impacted by the rank, prestige, rigor, etc. of the institutions we are calling on to assess our faculty.
  ○ Justification for these decisions can be brief and in most cases will be obvious to all of us.

● Concern about the number of letters
Internal Letters

- Some of you are not in favor of eliminating internal letters.
  - Chairs may request specific feedback regarding collaborations, teaching, or committee performance.
  - Our goal was and is to avoid asking our community for letters and work that is not likely to make a substantial impact on the outcome of the case. Evidence for excellence in teaching and service can come from other areas—CV, statements, department discussion, the chair’s letter, etc.
  - Student letters on teaching can be included in the teaching evaluation section.
  - We do value service and teaching and seek to find adequate mechanisms by which to measure and evaluate these.
What’s Next?

★ Pre-Tenure Workshop for assistant professors and their chairs next Wednesday and Thursday (27th and 28th).

★ Evaluation of the current process and possible improvements.

★ Newly tenured and promoted faculty celebration on September 30th, hosted by President McInnis, EVPHS Wertheim, and Provost Lejuez.

★ Start conversations with Deans, Senates, and small groups of faculty and staff.