



**Amy Cook**

**Vice Provost for Academic Affairs**

**“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

## Policies and Procedure

### Goal:

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

## Promotion and Tenure Process

### Goal:

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

## 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.



# Curricular and Academic Management

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- **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



# CELT: Center for Excellence in Learning & Teaching

- 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





The poster features a background of a glowing green and blue circuit board. Text is overlaid in white and green. The top right corner says 'Generative AI Boot Camp'. The center left says 'GENERATIVE AI IN HIGHER EDUCATION Workshop Series'. Below that, 'Event Details' is written in large white letters. To the right of 'Event Details' is a paragraph of text. Below 'Event Details' is a white box containing 'Date and Time' and 'Session Topics'. To the right of the 'Session Topics' box is a QR code with the text 'Scan Here to Register!' below it.

**Generative AI Boot Camp**

**GENERATIVE AI IN HIGHER EDUCATION**  
Workshop Series

**Event Details**

Join Stony Brook University's Center for Excellence in Learning and Teaching (CELT) for a boot camp focusing on how to use AI to enhance your teaching. 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.

**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

**Scan Here to Register!**

Mar 28, 2024 01:00 PM - [Register here!](#)

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.

Home > Teaching Resources > Self-Paced Resource Guides

## CELТ 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 CELТ at [celt@stonybrook.edu](mailto: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 CELТ 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

## Policies and Procedure

### 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

# TENURE AND PROMOTION TIMELINE

**SEMESTER 10  
SPRING**

**SEMESTER 11  
FALL**

**SEMESTER 12  
SPRING**

**SEMESTER 13  
FALL**

**COLLEGE/DEPARTMENT**  
notified of faculty  
status in HR Report



**DUE TO  
PROVOST  
OFFICE**

**PRESIDENTS  
LETTER TO  
CANDIDATE**

**CELEBRATION**



**DUE TO  
PRESIDENTS  
OFFICE**

# Evaluation Letters

- 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.