

ACADEMIC AND RESEARCH RESPONSIBILITIES OF TENURED FACULTY IN ARTS AND SCIENCES SENATE CONSTITUENCIES AT STONY BROOK UNIVERSITY

STONY BROOK UNIVERSITY ARTS AND SCIENCES SENATE
FACULTY RIGHTS AND RESPONSIBILITIES POLICY COMMITTEE (FRRPC) GUIDELINES
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Among the missions of Stony Brook University, the research activities of its tenured faculty occupy a primary place. These research expectations are also situated within the context of the obligations of tenured and tenure track faculty in the areas of teaching and service. This document addresses the role of the research expectations of its tenured faculty in the broader context of teaching and service. Although research profiles may vary over time, all tenured faculty members are expected to be active in some kind of research as defined below. Tenured faculty should continue to be active in some level of all three: research, teaching, and service.

I. RESEARCH RESPONSIBILITIES OF STONY BROOK TENURED FACULTY

- a. By “research” is meant a wide range of **scientific, scholarly, theoretical, and creative activities** that result in the creation of original, ground-breaking, or new contributions to knowledge and understanding. Research by Stony Brook University faculty is demonstrated through various alternative avenues:
 - conducting federally and privately funded or sponsored research grant and fellowship projects and outcomes;
 - publishing authored, co-authored, edited, or co-edited books, book chapters, articles, editions, translations, or research reports;
 - engaging in editorial publications (such as journal editor, guest editor, book series editor, book reviews editor, bibliographies, etc);
 - delivering invited and contributed lectures and conference papers, panels, and posters;
 - collaborating on international and national research and publication projects;
 - producing artistic (theatre, music, art, cinema) performances, exhibitions, and installations, exhibit catalogues, and conference books;
 - developing medical, scientific, humanities, and arts research projects with public outcomes;
 - organizing, coordinating, and developing international and national professional conferences and societies that enhance, generate, and produce new knowledge or understanding in one or more fields of research;
 - curating, designing, or creating exhibits for museums, galleries, theaters, film archives, etc.
 - reporting, writing, producing, photographing, videographing or editing works of journalism for print, radio, television, online, or mobile platforms.
- b. Both external and internal funding and support of these research activities as well as their outcomes are crucial to the overall research endeavors of the university, but other non-funded research activities are also essential to the mission of the university.

- c. The research activities of the faculty enhance the reputation, visibility, and prestige of the university in the broader academic, intellectual, public, and service contexts.

II. TEACHING RESPONSIBILITIES OF STONY BROOK TENURED FACULTY

- a. **Teaching and mentoring** at the undergraduate, graduate, and post-doctoral levels support not only the research missions of the university but also the broader education, development, and learning of its students.
- b. The advantages of undergraduate and graduate education in the context of a research university are evidence of a valuable and important symbiotic relationship between teaching and research. Advantages include experience participating in research with researchers or observing researchers at work, organizing contexts for presentations and evaluations of scholarly papers, texts, and experiments, development of critical thinking, interpretation, and analysis.
- c. The **teaching contributions of tenured and tenure track faculty** are crucial to the vitality of the university and the effectiveness of the degrees that it confers on its graduates. Teaching includes not only classroom, laboratory, and office hour commitments but also mentoring, advising, supporting, and recommending students at the undergraduate, graduate, and post-doctoral levels. A significant portion of this teaching function may include supervising and directing master's theses and doctoral dissertations.

III. SERVICE RESPONSIBILITIES OF STONY BROOK TENURED FACULTY

- a. Research and teaching faculty are also expected to **contribute actively to their profession and the university in terms of service.**
- b. Professional service that draws upon established and respected expertise in a field and constitutes evidence of impact and scholarly reputation includes:
 - participating in grant panels and evaluative review boards;
 - contributing as editorial advisory board member for journals and book series;
 - serving as an officer or member of an executive committee for professional societies;
 - chairing sessions at professional conferences and associations;
 - consulting on scientific, scholarly, or artistic projects;
 - developing methods or strategies for improvement of teaching or research;
 - designing and developing websites and online presence for professional information, evidence of new research, etc.;
 - advising on the creation of exhibits for museums, galleries, theaters, film archives, etc.;
 - providing advisory roles in government, professional, and service agencies.
- c. University, academic, and community service includes participation in:
 - governance (senate) committees ;
 - departmental, interdepartmental, and program committees;

- new programs or curricular development;
- university administration, department chair, and program director;
- local, national and international community service.

IV. RESPONSIBILITIES OF DEPARTMENTS AND INTERDISCIPLINARY PROGRAMS TO STONY BROOK TENURED FACULTY

- a. Departments and interdepartmental programs are evaluated and judged by their effectiveness, productivity, and visibility in terms of research, teaching, and service.
- b. At the same time that individual faculty are expected to fulfill these multiple functions, departments and interdepartmental programs are expected to demonstrate significant contribution in the areas of research activity, teaching effectiveness, and service to the university.
- c. Research commitments and obligations of faculty should be taken into account when assigning teaching responsibilities within departments and programs. Additional teaching obligations should not be allocated at the expense of research productivity.
- d. Departments and interdepartmental programs should recognize the value of *differential* contributions to research, teaching, and service. Each faculty member should therefore be encouraged to play a *significant* role in terms of these three areas in a departmental, interdepartmental, or interdisciplinary arena.

V. RESPONSIBILITIES OF FACULTY FOR THEIR ACADEMIC PROGRAMS

- a. Faculty have a shared responsibility to ensure that their departmental and interdisciplinary programs meet their educational and research objectives.
- b. Faculty in departments and interdisciplinary programs have a shared responsibility for the administration and execution of their programs in terms of research, academic planning, program development, and the teaching of students.
- c. Unlike faculty engaged in long-term projects, some individual tenured faculty may not have any further ongoing research trajectories. Although departments may encourage these faculty members to reassess their commitments so as to increase their effectiveness in new or different research directions, or to develop their active contribution in other areas of university life and support (such as through increased teaching, advising, or mentoring of students and junior faculty, or through additional professional and university governance service), none of these alternative expectations should be unilaterally required of faculty from outside the faculty member's departmental or interdisciplinary program(s).

VI. RESPONSIBILITIES OF THE UNIVERSITY TO STONY BROOK TENURED FACULTY

- a. Since the university has high expectations in terms of the research activities of its faculty, the university can be expected to provide structural and technical assistance as well as encouragement, guidance, and advice to its faculty seeking to fulfill and enhance their research expectations.

- b. The university can and should provide mentoring and support for senior faculty who may be seeking alternative ways to make contributions to the life of the university in terms of teaching, service, administration, or trajectory reassessment in view of new research areas. These support functions might include development of team-taught courses, running departmental or interdepartmental colloquia or seminars, collaborative or supportive work along with highly active research faculty, seeking fellowships or grants to develop alternative or new research skills or areas, etc., writing textbooks for classroom use, mentoring and working with junior faculty to develop their contributions to the university, etc. No single or set formula should be applied in these cases, but through effective counseling and advice and opening up new opportunities for such faculty whose main research area is no longer central to their work, the department, program, and faculty as a whole should see positive benefits and a sense of valuable contribution to the varied activities of the university.
- c. Finally, the university, its various administrative units, and its faculty governance bodies need to find ways to **recognize, announce, and appreciate the multiple contributions of its faculty** in terms of research, teaching, and service. Announcements of current ongoing research, national and international professional activities, service on editorial and scientific advisory boards, participation in conferences, professional societies, and offices held, notable teaching, and ongoing service to the university need to be increased. Newsletters, photo galleries with bios, announcements online should be increased so as to encourage faculty to enhance their contributions but also to recognize the important work they do for the university. These recognitions will help to build a sense of community such that all faculty and students will have access to the current research and vitality of the university. These recognitions will also serve as models for other faculty to emulate and to aspire to as well.

Appendix: Definitions and Scope of Research by Research Active Faculty at Stony Brook University

1. What counts as “Research Active Faculty?” Faculty contributions to scientific, scholarly, theoretical and creative research that result in the development of original, ground-breaking, or new contributions to knowledge and understanding will vary according to area.
2. Research active faculty members enhance the visibility, reputation, and prestige of the university through public dissemination, distribution, and display of their work.
3. The primary mandate of tenured faculty at a research university such as Stony Brook is to conduct research supplemented by quality teaching, professional service, and institutional commitment through governance and departmental or interdepartmental program service.
4. Research activity is multifaceted and varied according to the disciplinary and interdisciplinary areas in which it is conducted. Even within a particular department or program, different faculty will conduct valuable and important research in many different ways with various forms or types of outcome and effect.
5. A full and thorough departmental self-study conducted on a regular basis with external examiners will often provide a way of bringing out the extent and quality of individual and group faculty research. Departmental and program self-studies (typically every seven years) are a valuable way for faculty to demonstrate collectively and individually their best and most significant ongoing research contributions.

6. At no time should departments, programs, colleges, and schools be permitted to limit the definitions of “Research activity” to only one or another formulation (such as external funding or participation in a doctoral program) as a way of asking faculty to increase their alternative contributions to the university.
7. Intensified teaching or service contributions may significantly minimize the ability of tenured university research faculty to carry out their research mandates. This could have the effect of reducing the overall impact of the research mandate of the university altogether.
8. In the absence of significant or notable research activities (as defined here), faculty may be asked to increase their alternative contributions to the university (but these contributions may take a variety of forms and types as described in this document, including teaching, mentoring, professional service, participation in governance, academic program development, etc.).
9. Non-exclusive examples of what counts as “evidence of research activity” according to general disciplinary areas:

Natural and Life Sciences and Mathematics Fields

- Publications: authored, co-authored, edited and co-edited books, book chapters, articles, textbooks, online publications, etc.);
- Editorial activities: journal editor, book series editor, science editor, book reviews editor, guest editor, etc. ;
- Presentations of research: Invitations and acceptances to speak and present research outcomes at national and international conferences, research centers, institutes, and seminars, and public forums;
- Published recognitions of research outcomes: Citations and comment on published research results;
- Impact of research: Impact of research on the improvement of human life, experience, and understanding, discovery of new or alternative ways of improving human, animal, and environmental experience, life, and endeavor, and development of mathematical, statistical, and technical strategies for the betterment of human understanding;
- Awards and achievements: Fellowships, awards, grants, and sponsored funding as indications of national or international recognition of research achievements or promise;

Social and Behavioral Science Fields (particularly quantitative-based research):

- Publications: authored, co-authored, edited and co-edited books, book chapters, articles, textbooks, online publications, etc.);
- Editorial activities: journal editor, book series editor, book reviews editor, guest editor, etc.;
- Presentations of research: Invitations and acceptances to speak and present research outcomes at national and international conferences, research seminars, institutes, and centers, public forums, and as visiting professor or guest lecturer;
- Published recognitions of research outcomes: Citations and comment on published research results;
- Impact of research: Impact of research on the improvement of social, economic, psychological, political, environmental life, experience, and understanding, the development of new or alternative ways of improving human, animal, and environmental experience, and the assessment of these areas through statistical, experimental, and cognitive studies;
- Awards and achievements: Fellowships, awards, grants, and sponsored funding as indications of national or international recognition of research achievements or promise;

Humanities, Theoretical and Historical Arts, Lettered Social Sciences, and Journalism Fields

- Publications: authored, co-authored, edited and co-edited books, book chapters, articles, translations, textbooks, etc.; and, for journalists, newspaper articles, magazine articles, and online journalism.
- Editorial activities: journal editor, book series editor, book reviews editor, guest editor, newspaper editing (by journalists), etc.;

- Presentations of research: Invitations and acceptances to speak and present research outcomes at national and international conferences, research seminars, institutes, and centers, public forums, and as visiting professor or guest lecturer;
- Production for journalists: producing, photographing, videographing, or editing podcasts, radio, audio, news reports, documentaries or other journalistic forms for television, radio, mobile or online platforms.
- Conferences and seminars: Conferences, institutes, and seminars as creative research outcome (where the conference is the research event or project and not just a venue for presenting already completed or ongoing research);
- Published recognitions of research outcomes: Citations and comment on published research results, impact of research on the understanding and appreciation for human life, experience, and histories, and the articulation of new or alternative ways of thinking about social, political, theoretical, critical, and cultural interpretation and endeavor;
- Public events dedicated to faculty research: Special sessions at national and international conferences, workshops, official meetings, seminars, and similar events devoted to the work of the faculty member, such as “current research sessions,” “close encounters with humanities scholars,” or “scholar’s sessions” devoted to the scholar’s or theorist’s corpus), “book sessions,” (devoted to a recently published book), whole conferences or seminars devoted to the scholar’s research and publications;
- Awards and achievements: Fellowships, awards, grants, and endowed support as indications of national or international recognition of research achievements or promise.

Performing, Studio, and Fine Arts

- Performances, exhibitions, events: theater performances, musical concerts, art exhibits in galleries, museums, other public venues, films, digital events, etc.;
- Publications: authored, co-authored, edited and co-edited books, book chapters, articles, translations, textbooks, art catalogues, musical scores, playscripts, screenplays, photography books, etc.;
- Editorial activities: journal editor, book series editor, book reviews editor, guest editor, etc.;
- Presentations of creative activity: Invitations and acceptances to speak and present creative work at national and international conferences, public events, seminars, institutes, centers, public forums, and as visiting professor, guest artist, or guest lecturer;
- Conferences and seminars: Conferences, institutes, and seminars as creative research outcome (where the conference is the research event or project and not just a venue for presenting already completed or ongoing research);
- Published recognitions of research outcomes: Citations and comment on performances, events, and published work, impact of artistic productions on the understanding and appreciation for human life, experience, and histories, and the articulation of new or alternative ways of presenting social, political, and cultural endeavor;
- Public events dedicated to faculty creative activities: Special sessions at national and international conferences, workshops, official meetings, seminars, public lecture series, and similar events devoted to the work of the artist, such as “contemporary artist sessions,” “close encounters with the artist,” gallery or performance events or festivals devoted to the artist’s work, whole conferences or seminars devoted to the artist’ work or performances, radio or TV shows devoted to the artist’ work, etc.;
- Awards and achievements: Fellowships, awards, grants, and endowed support as indications of national or international recognition of artistic achievement or promise.