Stony Brook University

From its beginnings a half-century ago,
Stony Brook University has been characterized
by innovation, energy, and progress -
Transforming the lives of people who learn, earn degrees,
work, and make groundbreaking discoveries here.
A dramatic trajectory of growth has turned
what was once a small teacher preparation college into an
internationally recognized research institution that is changing the world.

Institutional Self-Study

Presented to the
Middle States Commission on Higher Education
March 2014

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EXECUTIVE SUMMARY

Stony Brook University (SBU) has achieved remarkable success during its relatively short 57-year history. In the period since our last accreditation visit, we have experienced significant changes in University leadership, student demographics, financial resources, and the external environment. In order to best understand the collective impact of these changes, we elected to conduct a comprehensive University-wide self-study. This self-study, as detailed in the report that follows, explores the past and present of SBU, and in concert with the University Strategic Plan and the Strategic Plan for Academic Affairs, provides a carefully crafted vision and strategic plan for the future.

SBU's Middle States Accreditation team consists of two co-chairs, a coordinator and a data analyst. A 12-member Steering Committee, with broad representation from across the University, was convened to oversee the development of our Design Plan. Once this was approved, we moved into a self-study process that was designed to be inclusive and transparent while examining broadly all aspects of the University. Over 100 faculty, students and staff have been directly engaged throughout the two-year process as members of the working groups. We examined all of our practices and policies through the lens of the 14 Standards in the MSCHE document entitled Characteristics of Excellence. To ensure that the campus community was fully informed of our work and preparations, a web site was created and linked to the University homepage, as well as to the websites of the Office of the President and the Office of the Provost. A draft version of the document was made available online to the entire University community of faculty, staff, students, and administrators. All of their comments have been acknowledged and most have been incorporated into this final draft. In addition, approximately 90 presentations have been made to a variety of faculty, staff and student groups and we convened two open town hall meetings. An additional round of presentations and town hall meetings is scheduled for March 2014.

Findings and Recommendations: Our compliance with the 14 Standards is documented and supported by data throughout this self-study.
- Chapter 1 "Reimaging Stony Brook" provides an overview of SBU, describes the self-study process, and gives a brief overview of recent developments and key initiatives that have shaped the University and provided opportunities for the coming years.
- Chapter 2 "Stony Brook: A University with a Mission" documents compliance with Standard 1 and makes recommendations regarding the ongoing and open review of our mission and goals.
- Chapter 3 "Stony Brook Students: Talented and on a Trajectory to Success" documents compliance with Standards 8 and 9. It describes our student body and some of the steps being taken to enhance their learning experience and their prospects for success. We describe quantitative goals for improved advising and seamless transfer, while improving recruitment competitiveness, graduation rates, retention, and diversity.
- Chapter 4 "Stony Brook Faculty: Distinguished and Growing in Distinction" documents compliance with Standard 10. We address the strength of our faculty and the unprecedented period of faculty growth that we have now entered. We outline goals and recommendations

to increase the number, diversity, and strength of the faculty community, while supporting their efforts in pursuit of the University's teaching and research missions.

- Chapter 5 "Stony Brook Education: Strong and Constantly Improving" documents compliance with Standards 11, 12, 13 & 14. It documents SBU's broad range of undergraduate and graduate academic offerings, including a myriad of special programs and our innovative new general education program. It makes recommendations for responsibly developing our online academic offerings, nurturing our growing culture of academic assessment, and expanding upon our tradition of integrating research and creative activities into the undergraduate experience.
- Chapter 6 "Stony Brook as an Institution: Great Beyond Its Years" documents compliance with Standards 2, 3 & 7. We outline SBU's processes of budgeting and planning, and the steps taken to weather a period of fiscal challenges and move toward our current state of growth and opportunity. We include recommendations aimed toward enhanced effectiveness in planning and the efficient use of resources to address our goals.
- Chapter 7 "Stony Brook Governance: Guiding our World-Class University" documents compliance with Standards 4, 5 & 6. It describes the structure of governance and administration in our highly complex institution, with recommendations for enhancing communications and ensuring adherence to the highest ethical standards.

The development of this self-study has been a highly iterative process, adjusting in scope and focus as we examined the workings of the University. Captured here is the extraordinary story SBU has to tell. We are proud of this self-study document, of the institution it illuminates, and are convinced that this text and its supporting documentation will demonstrate to you the growth and progress we have made, while maintaining full compliance with the 14 Standards and fidelity to the University's five-part mission.

Our final chapter is entitled "Maintaining a Trajectory of Success." SBU is committed to using the self-study to help guide the University. We have charted a course that includes a new general education program built on learning outcomes; at the same time, we have redoubled our efforts to promote a culture of assessment at the department, course and student level. We will continue the focus on student success and have committed to significant goals in increasing our four-year graduation rate (including retention and persistence), increasing diversity through a variety of pipeline initiatives, enhancing graduate education and research output. The self-study process, in conjunction with the creation of the strategic plan mentioned above, has given us a clearer vision of our path forward, our goals, and the milestones we will reach along the way.

Certification Statement:
Compliance with Federal Title IV Requirements
(For SUNY State-Operated Institutions)
Effective October 19, 2012

STONY BROOK UNIVERSITY
_____
(Name of Institution)

is seeking *(Check one):* ___ Initial Accreditation

X Reaffirmation of Accreditation through Self-Study

___ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and correspondence education, transfer of credit, the assignment of credit hours, and Title IV cohort default rate.

This signed statement should be attached to the executive summary of the institution's self-study or periodic review report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and correspondence education, transfer of credit, the assignment of credit hours, and Title IV cohort default rate. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

___ Exceptions are noted in the attached memorandum *(Check if applicable)*

_____   1-29-14
Samuel L. Stanley Jr., M.D.   _____
(Campus President)   (Date)

Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
(For SUNY State-Operated Institutions Effective October 1, 2009)
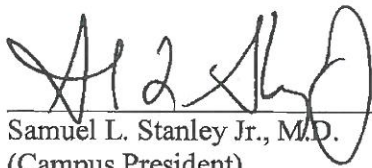
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE requirements of affiliation and "Related Entities" policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

Stony Brook University

_____

(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE standards and requirements of affiliation.

_____

Samuel L. Stanley Jr., M.D.
(Campus President)

1-29-14

(Date)

H. Carl McCall
Digitally signed by H. Carl McCall
DN: cn=H. Carl McCall, o=SUNY, ou,
email=dulce.kontak@suny.edu, c=US
Date: 2014.01.29 17:15:42 -05'00'

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H. Carl McCall
(Chair, SUNY Board of Trustees)

(Date)

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CHAPTER 1: REIMAGINING STONY BROOK

Introduction

SBU: An Overview

During the short 57 years of its history, SBU has grown from a modest teachers college to a member of the elite Association of American Universities (AAU). We have grown from 14 faculty educating 148 students to a faculty body of over 2,770 (1,850 FTE) and a student enrollment of over 24,200 (22,300 FTE) outstanding undergraduate and graduate students. We have become the seventh most selective public AAU University in the United States, with more than 30,000 applicants for a freshman class of 2,700. Along the way, we have become an institution that matters—to our region, our state, our nation, and the world. We are educating tomorrow's leaders from an extraordinarily diverse student body that includes more than 6,200 Pell Grant-eligible students, the highest rate of any AAU institution in the Northeast. Our students, faculty, and staff explore the origins of the universe, the origins of mankind, how to power our world while preserving our environment, how the brain works, how to maintain and enhance our health, the impact of class on society, and the origins of ethics and morality. Our economic impact is significant—we are the largest single-site employer on Long Island—and our research discoveries have led to new technologies, drugs, and companies that have changed the world. We enrich our campus and our neighbors, near and far, with outstanding athletic programs, state-of-the-art healthcare, and a vibrant arts community.

Our campus is unbounded. We educate and study in facilities in Kenya, Korea, Madagascar, Manhattan, Southampton, and Stony Brook. We manage and perform joint research with Brookhaven National Laboratory, the only Department of Energy Laboratory in the Northeast. We also have a shared doctoral program with Cold Spring Harbor Laboratory, the premier molecular biology institute. We are a global force, ranked in the top one percent of the world's higher education institutions by the *Times Higher Education World University Rankings*, and ranked one of the top 100 universities, and one of the top 35 public universities, in the nation by *U.S. News & World Report*.

Key Facts
Situated on 1,040 acres on the north shore of Long Island in Suffolk County, New York, SBU enrolls more than 24,000 students, more than 16,000 undergraduates and more than 8,200 graduate students. It offers 94 Bachelor's programs, 126 Master's programs, 56 Doctoral programs, and 44 Graduate Certificate programs. The largest undergraduate majors include: Psychology, Biology, Business Management, Health Science, Economics, Sociology, Political Science, History, Biochemistry, Computer Science, and English. There are large and growing graduate programs in the physical sciences, social sciences, life sciences, and engineering. SBU has 28 residence halls and 23 apartment-style buildings, which house 9,445 residents (8,230 undergraduate and 1,215 graduate students), with approximately 86 percent of freshmen living on campus.

SBU has a highly selective student body; the average freshmen SAT scores have risen 100 points in the past decade to over 1,200. Indicators of graduate student excellence are also very strong and rising; the average entering GRE score was 1,212 (quantitative plus verbal) in fall 2009, rising to 1,242 in fall 2012. Past graduates have distinguished themselves by becoming leaders in business, the arts, and in academia. SBU was ranked 23rd of the 434 state schools in the *Payscale.com* 2013–2014 survey of mid-career salaries. At the same time, we have the second highest proportion of economically disadvantaged students in the AAU. These two facts are evidence of the great economic mobility that SBU offers its students.

SBU has one of the most diverse student populations of any university in the country. Admissions records for entering freshmen in the fall of 2013 showed 28 percent were Asian; 32 percent were white; nine percent were Hispanic; 12 percent had other international origins; and six percent were black. The remaining percentages include students of two or more ethnicities or unknown ethnicity. The fastest growing segment of the graduate student population, now approaching 40 percent, has been international students. Recent IPEDS data show SBU to have significantly higher percentages of domestic Asian (19 percent), African American (six percent), and Hispanic (nine percent) students than our comparison group of research universities.

On the extracurricular front, SBU is home to more than 300 student clubs and organizations. In sports, the Department of Athletics supports 20 Division I varsity intercollegiate athletic programs that compete at the highest level within the NCAA. All of SBU's men's and women's athletic programs offer scholarships.

SBU boasts faculty who have won numerous prestigious awards, including three Nobel Prizes, one Pulitzer Prize, three MacArthur Foundation Prizes, the Fields Medal in Mathematics, the Abel Prize, and three Grammy Awards. There are 23 SBU faculty who are members of the National Academy of Sciences, five in the National Academy of Engineering, five in the Institute of Medicine, 22 in the American Academy of Arts and Sciences, and 57 who are Fellows of the American Association for the Advancement of Sciences. The endowed Simons Center for Geometry and Physics is a national resource at the interface between mathematics and physics, bringing scores of the world's leading researchers to SBU each year. SBU had $200 million in externally-sponsored research in 2010.

The hub for innovation on Long Island, SBU is also home to two officially-designated State Centers of Excellence—The Center of Excellence in Wireless and Information Technology and the recently designated Center of Excellence for Advanced Energy Research and Technology. A major economic driver for the Long Island region, SBU is the region's largest single-site employer with more than 14,000 full- and part-time employees, who hail from more than 100 countries and all 50 states. Some 98 percent of instructional faculty hold doctoral degrees or the highest degrees in their fields, and they are responsible for more than 1,500 inventions and more than 450 patents. Accounting for nearly four percent of all economic activity in Suffolk and Nassau counties, SBU generates more than $4.6 billion annually in regional economic impact.

Recent Developments

A new era in SBU's history began on July 1, 2009 with the arrival of the University's fifth President, Samuel L. Stanley Jr., MD. Prior to his appointment at SBU, Dr. Stanley served as Vice Chancellor for Research at Washington University in St. Louis, MO and as a Professor in the Department of Molecular Microbiology in the Washington University School of Medicine. At the center of President Stanley's vision is his quest to propel SBU into the ranks of the top 20 public research universities in the country.

Economic Challenges

Among the greatest challenges the University has faced over the past several years have been changes in economic conditions, statewide and nationally. Enduring one of the most economically difficult periods in its history, SBU has found new and innovative ways to work more efficiently and effectively, enhance its academic programs and services, develop new revenue streams, and direct more resources to its core mission of teaching and research. Over the past four years, we have initiated or been a critical part of a number of new initiatives that help SBU fulfill its vital mission and achieve the President's vision of becoming a preeminent research university. Chief among these are Project 50 Forward, NYSUNY 2020, and Start-Up NY.

Project 50 Forward

Project 50 Forward arose from SBU's commitment to academic greatness, to operational excellence, and to build for the future. A major goal is to improve efficiency and effectiveness in all of our administrative and support services, investing savings into the academic mission. Over the past two years, we have achieved approximately $23.1 million in savings and enhanced performance in key administrative areas, including human resources, procurement, and facilities. We have worked with SUNY and the State University Construction Fund to create an ambitious ten-year master plan for the campus, one that is designed to enhance and improve the existing infrastructure, while building for the vital new programs and the growth in faculty we are experiencing under the NYSUNY 2020 initiative. The Project 50 Forward initiative is explained in greater detail in Chapter 6: Standard 2.

NYSUNY 2020

In June 2011, the New York State Legislature passed NYSUNY 2020, a bill which authorized Governor Cuomo's NYSUNY 2020 Challenge Grant Program Act. The act outlined a predictable tuition plan, an opportunity for SBU and the other three SUNY University Centers (Albany, Binghamton and Buffalo) to implement a ten percent tuition increase for out-of-state students, and to generate additional revenue through an academic excellence fee for a period of five years. In December 2011, Governor Cuomo and SUNY Chancellor Nancy Zimpher announced the approval of SBU's comprehensive response to the act. The increased revenue from NYSUNY 2020 is being utilized to enhance student learning, by adding 250 new faculty over the next five years, thus reducing our student-to-faculty ratio, decreasing class sizes, and adding more class sections to improve time-to-degree. A portion of the revenue raised from tuition and fees will fund merit-

based scholarships and needs-based aid to ensure continued access for undergraduate students. Funds are also being added to improve graduate student teaching and to supplement student tutoring and advising services. This investment in human capital is critical to help us achieve academic and research excellence, improve student access and outcomes, economic growth, and state-of-the-art health care for the citizens of Long Island and New York State. As part of its challenge grant plan, SBU is also building a Medical and Research Translation (MART) facility on our Health Sciences campus, supported, in part, by an infusion of $35 million of state funds for capital construction.

Simons Gift and Enhanced Fundraising Efforts
Complementing NYSUNY 2020 has been our success in attracting philanthropic investments to SBU. Led by the extraordinary generosity of Jim and Marilyn Simons and the Simons Foundation, we recently raised more than $200 million for scholarships, endowed professorships, new research projects, faculty recruitment, and retention packages. We are fortunate and grateful that New York State continues to provide significant support to SUNY and SBU, but philanthropy is critical, as it provides the extra resources that allow us to attract the best and the brightest faculty, students, and leaders to this great institution.

Start-Up NY
The third initiative is Start-Up NY, a groundbreaking program that promises to transform our efforts in economic development, research and experiential learning. Start-Up NY turns SBU's main campus, its Southampton location and the Calverton Business Incubator into tax-free zones, where selected industries can locate and establish research or manufacturing enterprises without state or local tax liability (including corporate, property and personal income taxes). This program is designed to attract companies from out-of-state and to help start-up companies thrive in New York. The potential benefits to SBU and the Long Island region are enormous. This initiative will result in new internship, research, and career opportunities for our students, state-of-the-art space, new interdisciplinary collaborations for our faculty, and an influx of high technology jobs for our region.

These three transformative initiatives, augmented by major gifts, will serve as building blocks in our effort to propel SBU into the top 20 public research institutions in the United States. With an outstanding faculty, student body and staff, strong support from SUNY, the state, our alumni and friends, pioneering initiatives, and a new sense of purpose and optimism, we will move SBU to the next level.

Vision for the Future

Our goal is to expand the scope and scale of our extraordinarily successful programs for educating economically disadvantaged students and underrepresented minorities to benefit more students, becoming a national resource for college attainment. We will be innovators in education, using technology and outcomes analyses to develop new ways to teach that match how our students learn, allowing them to maximize their academic experience while still receiving the critical

experiential, social, and cultural opportunities that come from being educated at this amazing University. We will grow research, scholarship, and discovery, moving knowledge forward and improving the quality of people's lives. We will be at the forefront of efforts to improve human health on Long Island, in our state, and around the world. We will continue to be an economic engine, partnering with other great Long Island institutions to create an innovation economy that can rival any in the world.

SELF-STUDY DESIGN

Nature and Scope of the Self-Study

Early in the process, SBU decided that the comprehensive self-study model was most useful to the institution with respect to addressing current needs and priorities. The University had chosen a special topics model for the previous decennial review in 2004 so a comprehensive self-study offered opportunities for a fresh look, especially as the University has undergone changes in leadership, budgetary challenges, and exciting new initiatives since 2004. Leadership changes include the appointment of President Samuel L. Stanley, Jr. in 2009, Provost and Senior Vice President for Academic Affairs, Dennis Assanis in 2011, and Senior Vice President for the Health Sciences and Dean of the School of Medicine, Ken Kaushansky in 2010. Other recent appointees include Vice Presidents for Advancement, External Relations, and Research; a Finance and Chief Budget Officer; and a Chief Information Officer.

This self-study has had a significant role in identifying and better understanding our institution's strengths, weaknesses, and opportunities for improvement. For example, during the previous decennial review by Middle States, concern was raised about the degree to which the University focused on undergraduate education. We are pleased to report that great strides have been made in this area, including the dramatic increase in retention for all students who begin as full-time first-time at SBU, as well as increasing the four-year and six-year graduation rates for all students, particularly those from traditionally underrepresented groups. This will be explored in more detail under Standard 8.

The Self-Study Process

In 2011, incoming Provost Assanis appointed Charles Robbins, Vice Provost for Undergraduate Education, to serve as co-chair of the self-study process. In early 2012, Daniel Davis, Professor in the Department of Geosciences was appointed as the other co-chair. In spring 2012, a Planning Committee comprised of representatives from a diverse group of students, faculty, and administrators was convened. By early 2013, the institution appointed both a Middle States coordinator and data analyst to provide support for the self-study process. After reviewing the 14 Middle States standards and how they relate to SBU, the Planning Committee designed six

Table 1.1	
Working Group	MSCHE Standards
1	1
2	2, 3, 7
3	4, 5, 6
4	8 and 9
5	10
6	11, 12, 13, 14

working groups (see Table 1.1); developed a self-study timetable; outlined a communication strategy; developed self-study research questions; and made recommendations for working group co-chairs. In addition, the Planning Committee constituted the membership for Working Group 1 which addressed Standard 1: Mission and Goals.

In fall 2012, a full [Steering Committee](#) was convened, which has since met on a regular basis. The membership of the Steering Committee includes the Planning Committee members and the two co-chairs of each of the six working groups.

Each working group had approximately a dozen members, including faculty, staff, and at least one undergraduate and one graduate student representative. Additionally, each working group had assigned Planning Committee members who served as liaisons. These Planning Committee liaisons attended working group meetings to answer members' questions regarding the self-study process. The working groups met throughout the 2012-2013 academic year, collected data, conducted interviews, and submitted draft reports in spring/summer 2013.

The self-study co-chairs provided regular updates on the process to the University community by making presentations to the SBU Council, University Senate, at town hall meetings, and through a [website](#). In January 2014, a draft of the self-study report was shared with the campus community on the website and through e-mail communication. Members of the community were encouraged to provide feedback, either through an electronic feedback form or directly to the self-study co-chairs. The feedback was considered and often incorporated into the final self-study report.

The presentation of the Standards in the following self-study flow from Stony Brook's mission and focus on providing a quality educational experience for our students. The majority of our evidence is provided in electronic links located in the text and also appears in our electronic evidence room.

CHAPTER 2: STONY BROOK – A UNIVERSITY WITH A MISSION

Everything we do is, and must continue to be, driven by SBU's core mission and the key goals that are derived from it. For that reason, we start our self-study with Middle States Standard 1: *Mission and Goals*.

Standard 1: Mission and Goals

MISSION DEVELOPMENT AND REVIEW

Development of mission and goals at SBU is intertwined with the laws enacted by the New York State legislature, initiatives spearheaded by the Chancellor of SUNY, as well as the interests of many local stakeholders. SBU's current mission statement, which has been in place throughout the ten-year self-study evaluation period, is rooted in a set of core expectations from SUNY:

- to advance student learning by offering a high-quality, academically rigorous program of instruction;
- to support an outstanding faculty in their instruction and scholarship; and
- to provide public service to the citizens of New York State.

These expectations are supported by the SUNY Mission Statement (New York State Education Law § 351). Since the ultimate authority for mission development and approval rests with the SUNY Board of Trustees, SBU has traditionally relied upon SUNY policy for its process of mission development and review. Mission review for SUNY institutions was formally launched in the spring of 1998 under the leadership of Chancellor Robert L. King. The review process was designed to help the changing SUNY System better understand the mission and strategic direction of each of its unique institutions and to determine how those missions contributed to advancing the overall mission and strategic goals of SUNY. The result of the 1998 mission review process was the development of a 2000 Memorandum of Understanding (MOU). This MOU summarized "institutional goals, milestones of progress, and planned changes" for each campus. Each institution executed an MOU that was signed by the Chancellor and each campus President. These MOUs charted the course for a second round of mission review.

Led by a new Chancellor, John R. Ryan, the second mission review cycle in 2006 occurred during SBU's most recent Middle States self-study evaluation period. The second review cycle continues the theme of academic quality. It also placed greater focus on the "physical facilities, resources, and infrastructure implications of academic plans" on each campus, along with efforts to enhance and measure student outcomes in connection with each institution's mission and goals. The December 2006 MOU acknowledged SUNY's acceptance of SBU's growing mission as a leading research university, and incorporated several new changes that significantly impacted SBU's reach and operations since the first mission review. Such changes included the establishment of the College of Business and an additional location in Manhattan; the addition of six thematic

undergraduate colleges; and the signing of an MOU with Long Island University, which allowed SBU to acquire the Southampton location.

The SBU mission statement is made up of the following five parts, which encompass the MSCHE expectations for institutions of higher education, while being sensitive to the regional needs of a public university.

SBU Mission 1: *To provide comprehensive undergraduate, graduate, and professional education of the highest quality*

The primary mission of each of SBU's colleges is to provide comprehensive education to all of its students. In many colleges, programs are accredited by professional organizations, thereby providing an independent standard of high quality. The colleges are also committed to providing an academic life for students outside the classroom that is of the highest quality. For example, the professional colleges emphasize combining disciplinary education with training in the best practices of patient care. Research, internships, and other experiential learning opportunities provide core educational experiences. Finally, the colleges have focused on innovative new curricula and improving established instructional practices, including online learning opportunities that broaden the University's reach. SBU is committed to providing students a robust learning community that uses peer and collaborative learning, experiential learning, and high-quality online education, extending SBU education to non-traditional students. These facets of a high-quality education distinguish the educational mission of a leading research university.

SBU Mission 2: *To carry out research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance*

Research is a major component of the workload of all tenure-track faculty, as well as most clinical and affiliated faculty. The College of Arts and Sciences (CAS) comprises research and scholarship in fine arts, humanities, social sciences, life sciences, and physical sciences. The Schools of Medicine, Health Technology and Management, Dental Medicine, Social Welfare, and Nursing all link research in their fields of health care with improving the health of the region's people and the effectiveness of regional health delivery organizations. A significant component of the School of Medicine's Strategic Plan is translating research and transforming medicine into practice. The other schools in SBU Medicine all link research in their fields of health care. The College of Engineering and Applied Sciences (CEAS) is particularly focused on industrial outreach and research collaborations. The School of Marine and Atmospheric Sciences' (SoMAS) mission includes working with governmental officials and non-governmental organizations to study the impact of climate change on the coastal environment. Our partnership with Battelle in managing the Brookhaven National Laboratory (BNL) has provided cooperative initiatives with SBU in a wide range of basic and applied research areas.

SBU Mission 3: *To provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region*

SBU is vital to Long Island's economic future. It attracts and produces well-educated workers who want outstanding educational and cultural opportunities, and top-notch medical care. With respect to workforce-relevant programs, under the SUNY Empire Innovation Program, SBU has been awarded competitive grants to recruit world-class faculty in: coastal zone engineering, cancer treatment, complex materials, computational science, and photon science. Under Governor Cuomo's High Needs Program SBU received $2.45M to support advanced manufacturing design, civil engineering, electrical engineering (in partnership with SUNY Binghamton and Buffalo), computer systems, clinical laboratory science, physical therapy, nursing, and quantitative biology.

SBU arts and humanities have a major impact on regional culture and the national scene. Through conferences, distinguished lecturer series, faculty and student seminars, exhibitions, film series, and performances, the [Humanities Institute](#) is a leader in cultural contributions to the University. Stony Brook Southampton's [Creative Writing Program](#) provides a valuable academic connection for the thriving artistic community on Long Island's east end. The annual summer writers conference provides intensive workshop sessions led by distinguished authors and a rich schedule of readings, lectures, panels, and discussions given by world-class novelists, essayists, editors, poets, and children's book authors.

SBU Mission 4: *To provide state-of-the-art innovative health care, while serving as a resource to a regional health care network and to the traditionally underserved*

SBU Medicine encompasses five schools (School of Medicine, School of Dental Medicine, School of Nursing, School of Social Welfare, and School of Health Technology and Management) and the [Long Island State Veterans Home](#). Its mission is to strive for excellence as a world-class institution, recognized for outstanding, compassionate patient care, biomedical research, and healthcare education, as well to serve as an academic medical center that attracts educators and students with the desire and ability to provide and receive the highest quality, innovative education. In addressing its mission, SBU Medicine and its over 1,000 physicians serve more than 225,000 outpatients, 32,000 inpatients (excluding newborns), 96,000 emergency room patients, and conduct over 283,000 imaging studies each year. Our Veterans Home is one of the few "teaching nursing homes" in the United States. In achieving its mission to train the next generation of physicians, nurses, therapists, dieticians, social workers, and health care providers in the care of the elderly population, they provide a wide range of [services](#) in geriatric care of our veterans. All of the SBU Medicine schools have programs to reach traditionally underserved populations, led by the [School of Social Welfare](#), whose mission is to improve all aspects of the lives of people in these populations. As another example, the [School of Dental Medicine](#) has a clinic focused on the treatment of underserved populations, including indigent seniors and people with special needs. In an effort to expand its local reach, the University recently signed a non-binding letter of intent to join Southampton Hospital with the SBU Medicine health care system.

SBU Mission 5: *To fulfill these objectives while celebrating diversity and positioning the University in the global community*

SBU has one of the most diverse populations of any major university, with only 42 percent white, non-Hispanic students. University-wide programs to promote diversity, such as minority scholarship and support programs, work in close collaboration with efforts of the individual colleges. In addition, the research accomplishments of faculty in the different colleges give SBU a major international presence in the academic world. Several departments in the College of Arts and Sciences and College of Business have study abroad programs focused on their discipline. The Office of International Academic Programs provides opportunities to undergraduate students to participate in study abroad and international exchange programs in more than 100 countries around the globe. Several departments in the College of Engineering and Applied Sciences have degree programs at the growing SUNY Korea location, where future degree programs in Business and Arts and Sciences are also anticipated.

Development of Goals

While the institution's mission statement may be timeless, development of institutional goals, and the mission and goals of its academic units, are driven by leadership changes, economic factors, and changes stipulated by external accreditation boards. Since the last MSCHE visit in 2004, there have been two major articulations of institutional goals, coinciding with the last two administrations.

Goal Development (2004-2009): The Kenny Administration
Under the administration of President Shirley Strum Kenny, SBU goal development was linked to SUNY strategic goals and objectives, as well as to strategic priorities that had been identified by SBU stakeholders through the campus five-year planning process. The plans and goals were the result of the work of six distinct campus task forces, which included representation from across the University. The work of these task forces focused on: (1) programmatic directions; (2) academic organizational structure; (3) graduate education; (4) student experience; (5) multi-campus development; and (6) image, spirit, and pride. Each goal within the plan was accompanied by a list of "actions" that would guide the achievement of the goal, as well as resources needed to achieve that goal. The ideas presented by these task forces were synthesized and compiled into a document which was distributed to the entire University community for feedback. The last Five-Year Plan presented under the Kenny administration is dated 2008-2013 and listed 12 principal goals with measureable outcomes and delineated administrative responsibilities. Until the retirement of President Kenny in 2009, progress related to the above goals was systematically monitored by the appropriate task forces and administrators, and regular reports related to progress toward these goals were provided to the University community. For example, the 2008-2009 Accomplishments Report highlights the University's progress in achieving these and other goals, including the expansion of research programs with the opening of the first building in the Research and Development Park, strengthened collaboration with Brookhaven National Laboratory and Cold Spring Harbor Laboratory, and ongoing enhancement

of undergraduate education, campus life, and health care services. Additionally, the 2009 Periodic Review Report submitted to MSCHE provides evidence pertaining to the attainment of the institutional goals during 2004-2009.

Goal Development (2009-Present): The Stanley Administration
In June of 2009, Dr. Nancy Zimpher took charge of the SUNY System as its Chancellor, and in July, SBU welcomed its fifth President, Dr. Samuel L. Stanley, Jr. Though these appointments came on the heels of a major nationwide economic downturn in 2008, the Chancellor and President set out ambitious goals to establish one of the premier public higher education systems in the U.S., with SBU becoming one of the top 20 public research universities nationally. To realize this strategic vision, President Stanley recruited a strong senior administrative team that included Dr. Dennis N. Assanis as Provost and Sr. Vice President for Academic Affairs, Dr. Kenneth Kaushansky, Sr. Vice President for the Health Sciences and Dean of the Medical School, and Barbara Chernow as Sr. Vice President for Administration. Other key administrative appointments included new Vice Presidents in Advancement, External Relations, Human Resources, Information Technology, and Strategic Initiatives, areas where significant improvements were needed for the enhanced operations and reputation of the institution. Under the President's leadership, the Senior Vice Presidents and the Deans developed strategic plans for all schools, colleges, and key administrative areas which formed the foundation for the University Strategic Plan. The President's strategic vision for SBU includes six general goals, which were established through broad input and participation from all stakeholder groups. These goals are highlighted below with a brief description of how they are being attained.

Goal 1: *SBU will implement innovative strategies to enhance undergraduate and graduate education to develop world-renowned academic programs that foster student productivity and success.*

SBU is committed to innovation in education. We have been a leader in the integration of research into the undergraduate experience, have had extraordinary success in developing programs to help economically disadvantaged and under-represented minority students succeed, and are developing new approaches to STEM education. SBU is one of six recipients of a $5 million grant from NSF's Transforming Undergraduate Education in STEM program to develop tools that will change the way STEM students are assessed. This five-year grant, which will help catalyze the national movement to improve testing and evaluation of the knowledge, abilities, performance, and competence of STEM students, is one of the largest science education grants ever awarded. Under the grant SBU researchers will expand the development of innovative assessment tools for large undergraduate STEM classes. On the post-baccalaureate level, the Alliance for Graduate Education and the Professoriate is a national initiative funded by NSF to increase enrollment and degree production of under-represented minority students in STEM disciplines and to assist them in advancing into faculty careers.

SBU was one of the first research universities to establish an office for the purpose of promoting research and creative activity. The Undergraduate Research & Creative Activities (URECA)

program provides undergraduates an introduction to the world of research through introductory research-oriented courses, encourages students to participate in independent supervised research projects, and offers advice on writing abstracts, giving presentations, and finding research mentors. URECA's Celebration of Undergraduate Research & Creativity is an annual event that showcases undergraduate research in an all-day poster session where students present their work. Approximately 450 students participate in the event each spring.

Increasing graduate student support remains a key element in the Graduate School's plan to attract the best students to SBU. In 2013, as a result of NYSUNY 2020 funding, the Graduate School has increased the minimum TA/GA/RA yearly stipends by $2,000 and will increase them by an additional $3,000 over the next three years. The current increase takes our minimum stipend to $17,145 and brings SBU closer to the average for AAU public universities (~$20K). An additional 55 TA lines have been allocated to graduate programs, with a commitment to further increases in teaching assistantships over the next five years. Together with the stipend increases, this growth in TA lines will transform the competitiveness of doctoral education at SBU.

In May of 2009, the University Committee on General Education was formed by the Provost and the Chair of the Undergraduate Council, as a subcommittee of the Undergraduate Council. The charge of this committee was to assess and reconsider the SBU General Education Curriculum (commonly known as DEC—The Diversified Education Curriculum). The general education committee concluded that the essence of a college general education should be organized into four structural components: Acquire and Practice Foundational Skills, Synthesize Knowledge into Understanding, Develop and Exercise Civic Responsibility, and Apply Knowledge and Skills Beyond the Classroom. Since 2009, Provost-appointed policy development committees, as well as implementation, advisory, and certification committees, regularly met to develop a plan to roll out the new General Education Curriculum. The new SBU curriculum, scheduled to begin in fall 2014, has been designed to provide more integrative courses of relevance to today's student as a member of an evolving society.

SBU is growing our faculty to improve the instructional faculty/student ratio, to expand the number of classes and sections available to support timely graduation, and to provide more opportunities for experiential learning and research. As a result of the NYSUNY 2020 plan, SBU will hire 250 new faculty over five years to build on academic excellence and enhance undergraduate and graduate education, address critical needs of certain programs, and pursue strategic initiatives including interdisciplinary faculty clusters. In 2012 and 2013, we hired 113 new faculty across the university (55 percent are in the College of Arts and Sciences, 28 percent in the College of Engineering and Applied Sciences, 10 percent in the College of Business, 5 percent in the School of Marine and Atmospheric Sciences, and 2 percent in other units).

SBU's interdisciplinary faculty cluster hiring initiative is an exciting initiative launched by President Stanley and Provost Assanis in 2012 as part of SBU's NYSUNY 2020 plan. It will, in effect, rejuvenate the intellectual capital of SBU and expand teaching and research in emerging fields of study that cut across traditional boundaries of academic disciplines. The interdisciplinary

faculty cluster   hires are aimed at addressing society's most vexing challenges through the collaboration of natural,   life, and social sciences; technology; medicine; humanities; policy; business; and the arts. The goals of this initiative are to strategically place SBU on the emerging frontiers of research and knowledge and to enhance our ability to shape new fields of discovery, learning,   and engagement. In two years, approximately 52 proposals were submitted and reviewed. Of these, ten were identified for immediate funding, adding 50 new faculty to SBU.

To address overall undergraduate student success, SBU formed an Academic Success Team. This team addresses scheduling, course availability, maximizing the use of existing classroom space, and works together to ensure that entering students have access to gateway courses critical for major progress, particularly in the science, engineering, and health science fields.

A joint Provostial/Senate taskforce of faculty, students, and staff issued a report addressing expanding our efforts in online learning and MOOCs. The taskforce considered the broad spectrum of issues related to MOOCs and technology, requisite investment, quality assurance, branding, credentialing, policy, and impact on current academic offerings. It provided actionable recommendations to formulate a long-term institutional strategy, as well as some specific short-term pursuits. In fall 2013, an Associate Provost for Online Education was appointed to further SBU's online initiatives.

The University's Faculty Center provides resources to faculty in an effort to enhance student success by providing consultation on all aspects of teaching, learning, and assessment. In addition to individual consultation, the Faculty Center offers workshops for faculty and teaching assistants on pedagogy, assessment, curriculum, and the use of technology.

Goal 2: *We will renew our commitment to excellence in research and scholarship throughout the academic enterprise and find new and innovative ways to support and reward faculty and students for research and creative activity.*

With over 1,700 active sponsored projects led by 700 principal investigators and growing investments in research & development, SBU continues to pursue opportunities to collaborate and participate in public/private partnerships that innovate in all fields of research and scholarly activity. In a highly competitive research and scholarship environment, we must leverage the intellectual capital of our faculty and students, as well as provide a more robust administrative support structure for the research enterprise. The hiring of 250 net new faculty members by 2017, including those in the newly established interdisciplinary clusters, coupled with an increase in the number of fully-supported doctoral students and enhanced post-doc opportunities, will do much to assist with our research goals. Furthermore, the focus will be on acquiring more large grants and fellowships/support from foundations through our investments in new research centers and institutes that create synergies between researchers from different disciplines and that address issues at the forefront of science and society.

SBU supports faculty research by providing internal seed grant programs including: Brookhaven National Laboratory seed grants; School of Medicine targeted research opportunities; Presidential awards and mini grants; faculty in the arts, humanities, and social sciences (FAHSS) Research and Interdisciplinary Initiatives Fund; and seed grants for survey research.

URECA recognizes student research annually at the Celebration of Undergraduate Research & Creativity conference. The URECA Office also offers specific research programs, such as the Research Experiences for Undergraduates (REU) site programs, Howard Hughes Medical Institute Undergraduate Research Programs, and the URECA Summer Research and Small Grant/Travel Grant Programs.

The Graduate School recognizes the excellence and productivity of graduate students in a variety of ways, including an annual *Graduate Achievements* publication, a competitive Provost Graduate Student Lecture Series, prestigious fellowship programs, and annual awards for research and teaching accomplishments. For example, since 2006, 41 students have been granted our highest graduate research honor, the President's Award to Distinguished Doctoral Students.

Despite a funding climate dominated by significant pullbacks in federal, state, and industry support, we have begun growing our sponsored research expenditures through the addition of new faculty, multidisciplinary approaches to critical research problems, new industry collaborations through Start-Up New York (which has created a tax-free zone across NY State for new and expanding businesses), new models for philanthropic support of research, increased support for graduate students, new incentives for faculty, and strategic investments in key enabling disciplines and infrastructure.

Goal 3: *We will increase access to SBU, including the number of undergraduate students from underrepresented minority groups, while enhancing student quality and implementing strategies to improve retention and graduation rates.*

SBU is committed to providing access to a quality education. We have had extraordinary success in helping economically disadvantaged and underrepresented minority students succeed in attaining their college degrees. Our nationally-recognized Educational Opportunity Program (EOP) offers access, academic support, and financial aid for economically disadvantaged students whose high school record falls short of the SBU norms, and these students graduate at a higher rate than non-EOP students. In a recent report, the Education Trust recognized SBU for significantly improving the graduation rates for Hispanic students, one of the most rapidly growing segments of undergraduates. We have been cited as an outlier for having students from traditionally underrepresented ethnicities graduate at a higher rate than the student body as a whole. The Turner fellowship program provides support for outstanding graduate students from historically underrepresented backgrounds, and has helped SBU produce more minority doctorates than any other SUNY institution.

In an effort to enhance the educational experience for all of our students, SBU is also proud of its

commitment to serve students from diverse economic backgrounds. Our percentage of Pell-eligible students (39 percent) is the fourth highest percentage of students among the 62 AAU institutions and the highest in the Northeast. SBU is the only SUNY institution that provides all students from families making under $75,000/year funds to meet the gap between New York's Tuition Assistance Program (TAP) and our tuition. In addition, the University's needs-based financial aid program holds harmless from the NYSUNY2020 $300 annual tuition increase all TAP-eligible students from families with adjusted gross incomes (AGIs) of $75,000 or less. TAP-eligible students from families with an AGI of more than $75,000 are entitled to the statutory TAP credit and may also be eligible for the merit-based financial aid program, which provides a $250 annual award to in-state students who maintain at least a 3.0 GPA and whose families have AGIs between $75,000 and $100,000 per year. Under the two SBU financial aid programs, SBU will spend an estimated 67 percent more in financial aid than is required in the NYSUNY 2020 statute.

The Academic Success Team has been charged with developing recommendations for enhancing retention and graduation rates, and for developing metrics for measuring student success. SBU has been recognized for its record on continued growth in the graduation rates of its Hispanic and African-American student populations. Between 2004 and 2010, these respective populations increased by 16 and 11.5 percent. In addition, SBU's EOP was featured in a 2010 PBS NewsHour program. The Office of Undergraduate Admissions is applying a wide range of outreach and recruitment strategies, described in detail under Standard 8, to increase enrollment of the highest-caliber students.

SBU is strongly committed to supporting the White House's College Pipeline Initiative and has pledged to increase our four-year graduation rate to 60% by 2018. The President and Provost have jointly appointed a taskforce to help build on SBU's existing efforts and steer our collective institutional actions towards accomplishing our overriding goal. As part of this commitment, SBU will invest $5 million over the next five years in additional academic support, advising, and tutoring for undergraduates. We will: expand experiential learning, internship, STEM education, and research opportunities, and increase the annual number of research placements by 400 students by 2019; maximize the impact of SBU's EOP/AIM program, which graduates students at a significantly higher rate than the general student population, by investing an additional $1 million over the next four years; hold low-income students harmless from future tuition increases by investing more than $2.2 million in financial aid over the next two years to ensure that students can afford the high quality of a SBU education; rebuild and expand the Office of Institutional Research, Planning, and Effectiveness to focus on data analysis to support student success; and invest $600,000 over the next five years in the Education Advisory Board's tracking software for early intervention.

In 2012, Associate Provost for Diversity and Inclusion David Ferguson was appointed to work closely with the Provost on matters pertaining to the recruitment, retention and development of underrepresented faculty, staff and students, as well as on ensuring that diversity and inclusion are cross-cutting intellectual threads in all of SBU's academic efforts.

Goal 4: *SBU will have a global impact through focused and well-resourced engagements with select international partners in critical areas of education and research and by increasing the number of students who engage in international programs.*

SBU is a global university, with a footprint that extends from Manhattan to Madagascar, and students from more than 100 countries on our home campus. We recruit internationally, engage with many international partners for study abroad programs, and strongly support individual faculty as they engage in collaborative research programs around the world. We have a number of strong exchange programs with universities around the world, and were one of the first universities to host a Confucius Institute. We provide a variety of opportunities for students seeking to enhance their undergraduate experience both as study abroad/short-term programs and international exchange/long-term programs. Approximately 500-600 students study abroad each year. SBU has also seen increased enrollment by international students in the past several years. In 2010, SBU had 2,986 international students from 111 countries; in fall 2012 the number was 3,611 students from 110 countries.

We have focused our institutional resources on three unique and exciting initiatives. The first initiative is the establishment of SUNY Korea at the Songdo Global University campus in South Korea. SBU is the founding institution on this campus, becoming the only American university accredited in Korea. The Songdo location is an innovative, truly collaborative international university, where multiple institutions will present their best programs, attracting students from all over the world. SBU has a growing reputation in Korea, a number of distinguished Korean alumni, and we believe developing excellent undergraduate and graduate programs in Korea will provide new study-abroad opportunities for our students, will increase the number of outstanding international students receiving an SBU education, and will lead to new research and industry collaborations with Korean partners. The second initiative, the Turkana Basin Institute based in Africa and founded by SBU faculty member Richard Leakey, is the world's preeminent field site for studies of human origins. With state-of-the-art facilities on each side of Lake Turkana in Kenya, researchers from around the world can study human evolution in the cradle of mankind. This site affords SBU students the opportunity to learn about human origins, archaeology, geology, entomology, as well as critical environmental and social issues at Turkana Basin's world-renowned field school. The third initiative is in Madagascar, one of the most important areas in the world for the study of biodiversity. SBU faculty member Patricia Wright, an expert on lemurs, helped found the Ranomafana National Park in Madagascar, preserving a vast tract of rain forest and hundreds of unique species. The park is home to the Centre Val Bio, a new state-of-the-art laboratory and educational center that supports researchers and students from around the globe studying biodiversity. The new SBU Global Health Institute will utilize Centre Val Bio in its mission of developing innovative new approaches to critical public health issues in Madagascar, coupling basic and applied research with state-of-the-art clinical care.

Goal 5: *Build and maintain a state-of-the-art energy efficient campus, an IT infrastructure, and an advancement effort that meets the programmatic, physical, aesthetic and cultural needs of our students, faculty and staff.*

The transformation of the SBU campus over the past three decades has been remarkable. In every aspect—classrooms, research buildings, grounds, athletic and recreational facilities, dormitories, and dining halls—the campus has truly grown to exemplify the outstanding faculty and students that call SBU home. A draft facilities master plan was recently completed as part of the Project 50 Forward initiative, covering a ten-year period beginning in 2013. The plan provides a physical framework for supporting the academic mission, enrollment projections, and environmental stewardship principles.

SBU is in the midst of, or has just completed, many construction projects. These projects include the opening of the Simons Center for Geometry and Physics, the completion of the Campus Recreation Center, the renovation of Frey Hall (formally known as Old Chemistry), a new Marine Sciences Center at the Southampton location, a new building for the Computer Science department, additions to Kelly Dining Hall, and the renovation and expansion of the SBU Arena. Significant improvements have also been made to campus roadways, walkways, and bicycle paths. Thanks to support from NYSUNY 2020 and philanthropy, we will build one of the largest projects ever undertaken at SBU—the new Medical and Research Translation (MART) building and a new Hospital Bed Tower addition, designed to support the extraordinary activities of SBU Medicine. Campus-wide initiatives in sustainability include energy conservation, reduction in greenhouse gas emissions, recycling programs, transportation demand management, and planting programs. In addition to its environmental impact, this effort has led to substantial energy cost savings. SBU's computer network infrastructure is currently being upgraded to increase its overall speed, capacity, and reliability. A three-year plan has been established to replace network switches, expand wireless coverage, upgrade the internal wiring of buildings, and run single-mode fiber to more buildings. In an effort to update and upgrade SBU's IT infrastructure to address contemporary IT needs for students, faculty, and staff, the University began implementation of a system changeover to Google Apps for Education beginning in July 2012. The changeover was recommended by the Operational Excellence Steering Committee as a result of surveys of the campus community.

Established in 1965, the SBU Foundation (SBF) is a privately governed, nonprofit corporation whose mission is to raise and manage private funds on behalf of SBU. Over the last five years, the SBF's total net assets went from $203 million to $383 million. During the past four years, we raised $318 million, compared with $236 million for the highest previous four-year period. In 2012, Drs. Jim and Marilyn Simons and the Simons Foundation gifted a historic $150 million. The gift had three major priorities, including (1) research excellence in the School of Medicine – encouraging scientists and physicians to work side-by-side to address the most critical health care challenges of our time; (2) faculty hires and retention through new endowed professorships; and (3) recruitment of top-level graduate and undergraduate students. It is the largest gift ever given to SBU and among the top ten gifts given to any public college or university in the United States. Other recent philanthropic support includes the establishment of the Laufer Center for Physical

and Quantitative Biology, the Institute for Advanced Computational Science, and the Dubin Family Athletic Performance Center.

Goal 6: *Make SBU the region's undisputed leader in improving economic growth, health, and quality of life as it becomes one of the Top 20 Public Universities in North America.*

SBU is committed to improving quality of life through research, technological innovation, economic growth, and health care. Providing leadership to the region is part of the mission of all SBU schools and colleges. The existing incubators, advanced technology centers, Strategic Partnership for Industrial Resurgence, Empire Innovation Program, and High Needs Program continue to play critical roles in this effort. The new Start-Up NY program turns the SBU campuses, including the Research and Development Park, into tax-free zones, where selected industries can locate and establish research or manufacturing enterprises without any state or local tax liability (including corporate, property and personal income taxes). This program is designed to attract companies from out-of-state and to help start-up companies thrive in New York. The potential benefits to SBU and the Long Island region are enormous. Students will benefit from new internship, research, and career opportunities, faculty from new research space and new collaborations, and the region from an influx of high technology jobs. Start-Up New York will fundamentally change how we partner with industry and greatly benefit the local economy.

SBU's Professional Education Program provides teacher education and educational leadership programs and has approximately 200 graduates annually at the undergraduate, graduate, five-year accelerated bachelor's/master's, and post-graduate levels. Governor Cuomo recently named SBU the regional hub for the New York State Master Teacher Program, which provides an opportunity for middle and high school mathematics and science teachers to enrich their professional practice and strengthen their leadership skills through professional development and enrichment. Beginning in spring 2014, selected Master Teacher Fellows will serve as professional mentors and content experts and work closely with pre-service and early career fellows to foster a supportive environment for the next generation of STEM teachers. This initiative supports the preparation of teachers in STEM fields and in all of our teacher and leadership preparation programs, pre-service, and in-service teachers in the Long Island region.

SBU Medicine improves the lives of their patients, families, and communities, educates skilled healthcare professionals, and conducts research that expands clinical knowledge. Over 1,000 physicians, 1,600 nurses, and other healthcare providers care for patients of all ages by providing a full range of high-quality medical services, from primary care to advanced specialty care.

SBU is also a destination for the fine arts and entertainment on Long Island. In addition to the Staller Center for the Arts, the Humanities Institute, and the Southampton creative writing program, SBU hosts a number of other culture-oriented centers including the Charles B. Wang Center (a destination for students, faculty and the community, celebrating Asian and Asian-American culture, with exciting new programming every year), the Center for Italian Studies, Center for India Studies, The Japan Center, The Confucius Institute, the Center for Dance, Movement and Somatic Learning and the Center for the Study of Men and Masculinities.

In athletics, our teams represent not only SBU, but Long Island, entertaining students, faculty, staff, and members of the community at LaValle Stadium, Joe Nathan Field, and the newly renovated SBU Arena. The Athletics Department has 20 NCAA Division I varsity teams, including men's lacrosse, baseball, and football, women's softball and volleyball, and men's and women's soccer, basketball, cross country, swimming, tennis, and both indoor and outdoor track and field. The Intercollegiate Athletics Program is a source of pride for participants, alumni, the University, and for the broader communities of which the program is a part.

Academic Affairs Five Strategic Pillars

Consistent with the University's mission and goals, the Strategic Plan for Academic Affairs provides a framework for guiding the continual development of the Strategic Plans of schools/colleges to strengthen each of the five Strategic Pillars below.

1: *Faculty*: recruit and retain a growing world-class faculty.
2: *Undergraduate education*: recruit, educate, and graduate a diverse and highly-qualified student population in innovative programs that are relevant in the 21st century.
3: *Graduate education*: increase the number, quality, and diversity of our graduate students within excellent research and workforce relevant graduate programs.
4: *Research and scholarship*: engage in discovery, creativity and artistic endeavors of the highest international standards that advance knowledge and address society's most vexing challenges.
5: *Engagement*: To fulfill these objectives while celebrating diversity and positioning the University in the global community.

Getting the Word Out

The primary vehicle for communication of mission statements, visions, and goals at all levels of the institution is through the University's website and webpages of the respective units. The SBU mission statement is prominently displayed on the Office of the President's webpage, which also includes progress of ongoing institutional initiatives. SBU Presidents have used a variety of publications and forums to share the institution's mission and goals, as well as progress made towards carrying out and achieving these ideals. President Stanley gives his annual University Convocation and State of the University Address to share SBU's progress with students, faculty, staff, alumni, the community, and the world. In addition, email messages from the President are sent and posted on the President's webpage. Additionally, President Stanley maintains a very active speaking schedule, which allows him to share the institution's mission and goals with a broad range of stakeholders on a global platform. Currently, his "Infinite Possibilities" tour across the country has been a primary mechanism for sharing information about the institution's mission and goals with alumni and friends. The President also meets on a regular basis with important internal and external groups such as the University Senate, the SBU Council, the SBU Foundation Board, the SBU Alumni Association Board, the University Council, the Long Island Regional Advisory Council on Higher Education (LIRACHE), and the Long Island Regional Economic Development Council. Other modes for communicating with, and seeking feedback from, all constituents include faculty meetings and retreats, receptions for new faculty and students, industry

advisory board meetings, targeted focus groups, and town hall meetings. A record of all such meetings is documented in the external reports that have been produced by each of the academic units. In 2012, SBU announced the development of a new branding initiative. A new shield logo was unveiled with the intent to provide an overarching identity for SBU and SBU Medicine.

CONCLUSIONS AND RECOMMENDATIONS

We will:
- Continue to review the University's mission and goals on an ongoing basis, in order to evaluate their appropriateness for our evolving university; and
- In order to ensure broad visibility, the statement of mission and goals should be readily available through the University's homepage and be included in the Undergraduate and Graduate Bulletins.

CHAPTER 3: STONY BROOK STUDENTS – TALENTED AND ON A TRAJECTORY TO SUCCESS

The first and foremost of the five parts of SBU's mission, is *"To provide comprehensive undergraduate, graduate, and professional education of the highest quality."* Our students are at the core of what we are as a university, and why we do what we do. We therefore start the core of this self-study report with two key, linked Middle States Standards, Standard 8: *Student Admissions and Retention*, and Standard 9: *Student Support Services*.

Standard 8: Student Admissions and Retention

STUDENT ADMISSIONS

The University uses a multidimensional effort to promote its vast array of programs: information sessions, academic advising, printed brochures, e-mails, social media, and websites. Academic program information is streamed into our mobile-friendly admissions websites through XML technology directly from our undergraduate bulletin, to ensure that we are always offering prospective students the most up-to-date list of academic offerings and degree requirements. All applicants and inquirers regarding admissions are mailed a copy of our *Viewbook,* which describes the University's majors, minors, and other courses of study. Inquirers and applicants interested in the sciences are mailed a copy of *The Sciences at SBU*, which describes the available majors, minors, and research opportunities. We offer live chat programs both before and after offers of admission. In the fall, we offer a virtual open house, as well as on-campus programs focused on specific academic programs. In the spring we provide admitted students with opportunities to meet with faculty at our Admitted Student Days, and each freshman admitted into a specific major receives a letter from the department's chairperson or director of undergraduate studies. After gaining acceptance into a specific major (or as "undecided"), we revisit the student's area of interest through both formal processes (an Advising Planning Form in SOLAR) and through one-on-one meetings with academic advisors at orientation.

The websites Undergraduate Admissions and the Graduate School contain the admissions standards for admission to our 13 colleges and schools. Each of the academic operating units maintains a website containing the current policies regarding criteria for admission, transfer, and degree completion. Policies for admission and enrollment within each individual unit are periodically reviewed and updated. Each academic unit has designated individuals who are responsible for reviewing policies and content on the websites. Information is reviewed as often as each semester by undergraduate and graduate admissions, and periodically within the health science schools and the School of Professional Development. Information may be reviewed more frequently if there are changes in state or federal regulations. Admissions requirements and policies of the colleges, schools, and programs are provided online.

Trends in Undergraduate Admission and Enrollment

SBU has dramatically transformed the experience and success of its undergraduate students from recruitment through completion. Our mean SAT score continues to rise – this year 1244, up 16 points from last year. Our mean high school Grading Scale for full time first time (FTFT) students is 92.6. Our freshman retention rate has increased to 92.7 percent. Recognizing our mission of access for those from economically deprived backgrounds, 32.5 percent of our students are Pell Grant eligible. Our four- and six-year graduation rates continue to increase each year but what is particularly noteworthy and has received national attention is that our Black non-Hispanic and Hispanic students graduate at a rate higher than the overall student population. The totality of this gives us a source of immense pride. We realize that there is still much work to do. We have introduced a discussion of academic success throughout the campus. Through the work of our Academic Success Team we are moving forward, while still increasing our work with freshman, systematically working to significantly improve our support of continuing students moving through their second year and between the second and third year, as well as of all transfer students. These steps include increased use of data in predicting academic success and risk, ensuring appropriate course availability so students can satisfy degree requirements in a timely manner, coordinated and proactive advising services, and assisting students to identify appropriate majors and minors. We have recently joined the Education Advisory Board's Student Success Collaborative, thus increasing the analytic tools available to us to take focused actions driven by data to achieve student success.

SBU's mission recognizes the need to have a student body that represents a broad range of geographic, economic, gender, and ethnic diversity. Over time, SBU has garnered both a national and international reputation as a University that offers substantial value, not only for the intellectual rigor of its degree programs but also for its cost of attendance relative to similarly matched schools. One consequence is that admission to SBU has become more competitive, as reflected in the increase in admitted undergraduate students' high school GPA and SAT scores, as well as the increasing DAT, GMAT, GRE, and MCAT scores for admitted graduate students. SBU has also seen an increase in the numbers of out-of-state and international students, as well as changes in gender and ethnic diversity. Decadal data for 2002-2012 show that undergraduate enrollment has increased by approximately 14.2 percent. The largest statistically significant gains in student enrollment are represented by non-resident aliens (+293 percent), Hispanics of any race (+42.5 percent), Caucasians (+20.5 percent), and Asians (+16.6 percent). The greatest loss in diversity has been with Black/African American students (-31.2 percent). Over the past four years, the University's African American applicant pool has fluctuated between roughly 4,000 and 4,500 while the overall applicant pool has steadily grown. The result has been that African Americans have constituted a decreasing fraction of the applicant pool (from 16.2 percent in 2010 to 13.6 percent in 2013). Meanwhile, the application success rate among African Americans increased by one sixth (12.6 percent to 14.8 percent), leading to a small increase in the number of admitted African American students (from 567 to 608), despite a drop in yield rate. Over the last decade, female admission has increased by 11 percent and male admission has increased by 17 percent. This has resulted in a modest change in the gender split of the freshman student body since 2002:

in 2002 females comprised 48.4 percent of the enrolled freshmen, but by 2012 that percentage had dropped to 47 percent. The geographic diversity of the undergraduate student body has blossomed over the past decade, with enrollment by foreign students increasing by 315 percent and that of domestic out-of-state students increasing by 283 percent. As a percentage of overall enrollment, total out-of-state students (domestic and foreign) currently represent 18 percent of the enrolled undergraduate students, substantially higher than the 2002 value of 6.3 percent.

Office of Undergraduate Admissions

The mission of the Office of Undergraduate Admissions is to recruit, admit, and enroll a student body that is academically accomplished, distinguished in leadership and service, and diverse on many levels. Its goal is to provide competent, respectful, and efficient professional service that assists and educates prospective students and their families as they navigate the application process and explore the learning opportunities within higher education, while advancing racial, ethnic, geographic, and economic diversity. The vision of the Office of Admissions is to position SBU to become a global destination for high-ability undergraduate students. Each year the Office of Undergraduate Admissions, utilizing national, regional, and institutional data, assesses progress in achieving its goals, and develops an annual plan that incorporates strategies to meet institutional enrollment goals based on the University's NYSUNY 2020 plan for growth at the undergraduate level. The Office of Admissions sets yearly goals, as outlined in the document Undergraduate Admissions Year in Review 2012-13. Highlights include indicators of the quality of the incoming class, such as an increase in SAT scores by 16 points and a 0.8 point increase in mean GPA over the previous year. There were over 30,000 applicants and we successfully met our enrollment target of 2,700 full-time first-time students. This was achieved in part through increased efforts in recruiting, both on-site and using social media.

SBU's undergraduate admissions policies and information about academic programs are available

Table 3.1
Selectivity of Public AAU Universities

AAU School	Admit Rate
University of California, Berkeley	18.03%
University of California, Los Angeles	21.98%
The University of North Carolina	27.59%
University of Virginia	29.55%
University of Michigan	36.55%
University of California, San Diego	37.76%
Stony Brook University	**40.06%**
University of California, Irvine	42.39%
University of California, Santa Barbara	44.04%
University of Florida	44.10%
University of California, Davis	46.65%
The University of Texas at Austin	46.75%
University of Maryland, College Park	46.82%
University of Minnesota, Twin Cities	49.51%
The Pennsylvania State University	54.20%
The University of Wisconsin	54.56%
Georgia Institute of Technology	54.93%
University of Pittsburgh	56.13%
University at Buffalo	56.91%
Rutgers	57.52%
University of Washington	59.15%
University of Illinois	63.34%
The Ohio State University	64.00%
Texas A&M University	67.14%
Michigan State University	70.56%
University of Oregon	74.17%
Indiana University	74.41%
The University of Arizona	76.92%
The University of Iowa	78.44%
University of Missouri-Columbia	81.46%
Purdue University	82.14%
Iowa State University	82.52%
University of Colorado Boulder	83.57%
The University of Kansas	92.28%

source: Us News & World Report - Fall 2012

to prospective students in our online Undergraduate Bulletin and the Undergraduate Admissions website. Prospective students apply through the applySUNY or the Common Application and may choose a major at the time of application. There are 14 majors with additional admission requirements; for these, admission to the university does not guarantee admission to the major.

SBU is a highly selective institution, the 7th most selective of the 34 AAU public universities (Table 3.1), seeking to enroll those students who demonstrate the intellectual curiosity and academic ability to succeed. Applicants are evaluated on an individual basis; there is no automatic cutoff in the admission process, either in grade point average, rank, or test scores. The Admissions Committee seeks to enroll the strongest and most diverse class possible, while taking into account the capacity within individual majors.

Successful freshman applicants will typically have a strong high school preparation with a Regents diploma preferred for NY residents. This typically includes 4 units each of English and social studies/history, 3 units each of mathematics and science (4 units required for engineering, applied sciences, and pharmacology), and 2 or 3 units of a foreign language. They also are expected to have standardized test scores that indicate the promise of success in a rigorous undergraduate course of study. Students who show evidence of leadership, special talents or interests, extracurricular activities, volunteer work, and other personal characteristics will receive additional consideration.

Successful transfer applicants will typically have performed well in a strong academic program, having completed at least 24 credits with a GPA of 3.0 or higher by the time they submit their application. Those who have earned fewer than 24 credits at the time of application are required to submit high school transcripts and SAT scores (only students with strong secondary school credentials will be considered for admission). Special consideration is given to qualified graduates of university-parallel programs (i.e., A.A. and A.S. degree recipients from colleges within the SUNY and City University of New York systems).

There are four health sciences majors to which freshman applicants may apply: Athletic Training, Clinical Laboratory Sciences, Health Science, and Respiratory Care. There are seven health science majors (Athletic Training, Clinical Laboratory Sciences, Health Science, Occupational Therapy, Nursing, Respiratory Care, and Social Work) to which transfer applicants may apply through the Health Sciences Office of Student Services upon completion of 57 college credits and specific courses/grade prerequisites.

The Undergraduate Admissions website provides prospective students with a wealth of information presented in an easy-to-navigate format that works well on computers, tablets, and smart phones. Applications procedures, deadlines, and criteria for freshmen, transfers, international students, and second-degree students are designed to be easy to navigate. When students have questions, they can receive an immediate answer in most instances with our Answer feature. For personalized answers, students can email enroll@stonybrook.edu and receive a response within 24 hours. Information about undergraduate academic programs, including majors,

minors, and combined-degree programs, is prominent. The University also offers a variety of unique opportunities for academically talented students, which are highlighted on our [Honors Programs](), [Research](), and [Study Abroad]() webpages. We are proud of our ranking by *Kiplinger* as a "Best Value" and our website also provides information about the [value]() of a SBU degree, our [costs](), [financial aid](), [scholarships](), and [job opportunities](). Our [virtual tour]() and [campus visit program]() are both key to providing prospective students with a glimpse of academic and student life at SBU, as are our social media pages on [Facebook](), [Twitter](), [Instagram](), and [Tumblr](). Our [Undergraduate Admissions publications]() also provide students, their families, and the guidance community with a wealth of information about the undergraduate experience at SBU, as well as an [overview]() of the University and its undergraduate programs.

The Undergraduate Bulletin states that completed course evaluations (evaluation of course equivalencies) must be received for all transfer courses that are to be used to meet requirements for the major. In regard to graduate transfer credit policy, a maximum of 12 credits may be transferred to a Master's program and a maximum of 6 credits may be transferred to a certificate program at SBU.

Graduate Admissions

Enrollment in graduate programs has increased significantly over the past several years as a function of (1) increasing awareness of the excellence of SBU graduate programs, especially in areas of national growth and work-relevance; (2) a strategic plan to increase Master's enrollments in our historically doctoral-centric research university; and (3) affordable graduate tuition, especially in comparison to our research university peers. Graduate recruitment at SBU has historically been conducted by departmental graduate programs. However, the Graduate School increasingly conducts centralized recruitment activities in service of three primary goals: to increase the visibility of the institution, shape the applicant pool, and help programs attract their best applicants.

To raise SBU's profile with potential applicants, the Graduate School has remodeled its [website](), produced a [general recruitment video](), participated in national diversity conferences, and conducted popular faculty interview visits to China. The number and quality of applicants from China has skyrocketed in recent years, in part due to the fact that SBU is the only American research university to conduct extensive in-person interviews at multiple sites in China. Each year, our team of faculty personally interviews over 400 applicants in China, a process that helps identify the strongest applicants with the best communication skills and the best fit to our graduate programs. To shape the applicant pool, the Graduate School has developed relationships with feeder institutions and supported faculty, student, and alumni interactions with these undergraduate schools (e.g., California State University, Fullerton; SUNY College at Old Westbury; and CUNY). We also actively leverage existing research-based or diversity networks to attract high impact applicants (e.g., the Interdisciplinary Consortium for Research and Educational Access in Science and Engineering (INCREASE), the consortium of Historically Black Colleges and Minority Serving Institutions). The most successful interventions involve collaboration between the

Graduate School and program faculty. In 2014, the Alan Alda Center for Communicating Science is producing a recruiting brochure that STEM graduate programs can use to attract interested students to the unique opportunities for developing communication skills at SBU.

The most important Graduate School activities to help programs attract top applicants involve our financial support packages. We offer teaching assistantship (TA) and graduate assistantship (GA) lines, facilitate research assistantship (RA) opportunities, provide fellowships for excellent and diverse applicants, provide tuition scholarships, and promote external fellowship opportunities. The Graduate School returns 25 percent of application fee revenue to department graduate programs to support recruitment activities, applicant visits and interviews, as well as faculty visits and mailings. In 2012, the Graduate School began a community building initiative that provides funding directly to programs for events that contribute to the development of scholarly and social communities across our graduate students; these events also often support recruitment. This year, we began a new communication and outreach initiative that will help graduate programs make effective use of websites, blogs, and social media to attract new students.

The Graduate School records and admissions staff process graduate admissions files, including all checks of admission requirements (GRE, TOEFL, GPA, letters, etc.). The process is entirely electronic, using Apply Yourself to collect online applications and manage the interactions between the department graduate programs and Graduate School staff throughout the process. Graduate programs (excluding those of the professional schools) receive over 9,000 applications per year, about half of which are to PhD programs. We make about 3,000 offers each year with about a 50 percent acceptance rate. In 2012, our staff accepted and matriculated 1,500 new graduate students by the start of classes. Periodic reports through the admission season are provided to programs and campus leaders to assist in enrollment planning.

Financial Information

The Office of Financial Aid and Scholarship Services webpage provides comprehensive detail about the financial aid programs that the university administers. Each section details the eligibility requirements, the award limits, and the application process. Decisions for awarding general merit-based university scholarships are made by evaluating students' SAT, ACT, and high school transcripts. Named scholarships are awarded based on criteria established in consultation with the donor. Federal Title IV financial aid is awarded based on student need as established by the student FAFSA record. Limited need-based aid is awarded to those students with the highest need on a funds available basis.

Nearly all doctoral students receive a stipend and tuition support for at least four years. We currently provide 713 TA lines, 210 GA lines, and 709 RA lines, with planned increases in the numbers of TA lines over a five-year period. By the 2014-15 academic year, we will have completely reversed the more than 10 percent drop in TA lines that had been experienced during the recent time of fiscal stress; by the 2017-18 academic year the total number of TAs will be 200 higher than in the 2009-11 (Figure 3.1) period. TA/GA/RA lines are subject to a minimum

academic year stipend of $17,145 and carry an AY in-state tuition value of $9,870 ($18,350 out-of-state). Many programs supplement these minimum stipends; the average stipend for TA/GA/RAs in STEM disciplines is about $25,000/academic year. We offer five-year funding to top applicants through the highly-competitive Graduate Council Fellowships (about 60 currently funded) and Turner Fellowships (about 80 currently funded). Both fellowships are open to all graduate programs, while the Turner Fellowships target outstanding underrepresented and minority graduate students. The Turner program is supported by the SUNY Office of Diversity, Equity, and Inclusion and is administered by the Center for Inclusive Education within the Graduate School.

Figure 3.1 — Historical and Projected Allocations of TA Lines
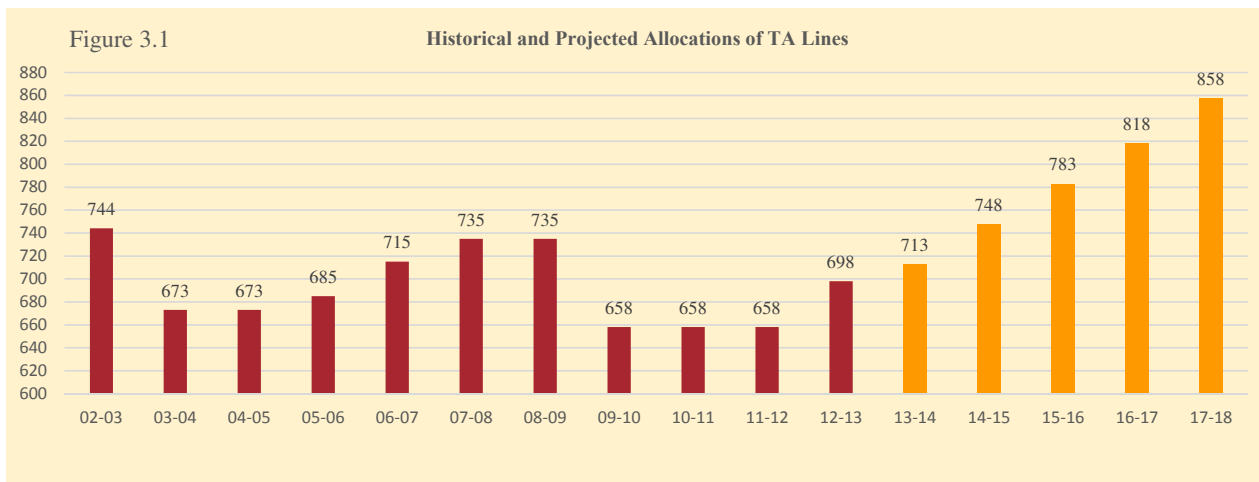
Transfer Credit Policies

The University has explicit policies to determine how academic credit transfers from other academic institutions. In addition, our online transfer credit database is a tool to help students see how their courses will transfer. Transfer course information is provided for our key feeder community colleges: Suffolk County Community College, Nassau Community College, Queensborough Community College, Rockland Community College, Fashion Institute of Technology, Queens College, and Farmingdale State College. All programs have published the following pertaining to transfer credit in the Undergraduate Bulletin: "completed course evaluations must be received for all transfer courses that are to be used to meet requirements for the major." In addition, students are expected to follow the University's transfer credit policies. As for extra-institutional college level learning, students are strongly encouraged to participate in off-campus internship and research opportunities. However it is up to the individual department to determine if they will allow either of these opportunities to satisfy a major requirement or award college credit for the experience. In regard to graduate transfer credit policy, a maximum of 12 credits may be transferred to a Master's program and a maximum of 6 credits may be transferred to a certificate program at SBU, with the approval of the program and the Graduate School provided that they have not been used toward the satisfaction of any degree or certificate requirements at SBU or at another institution. A candidate for the doctoral degree may transfer those graduate credits that are allowed by the appropriate departmental or program committee. SBU Medicine's graduate transfer credit policy gives each school the responsibility of deciding

on the applicability of credits to the specific program. Normally, transfer credits are limited to no more than six credits.

RETENTION

Academic Success Team

Academic success is the critical issue in higher education today. SBU is committed to ensuring the academic success of all its students. Building upon the higher education literature as well as the work of the Education Trust, the Academic Success Team was convened in June 2012. The team has met weekly since that time. [Membership](#) of the team was strategically designed to represent individuals and offices that are knowledgeable about student performance and in the position to change policy and practice. This team reviews issues such as scheduling and course availability as part of its focus, and has worked collaboratively with the dean's offices, registrar's office, and advising units to track student demand and respond appropriately with additional seat capacity in key classes. The University recognizes the need to continue to analyze data, maximize the use of existing classroom space, and work together to ensure that entering students have access to gateway courses critical for major progress, particularly in the science, engineering, and health science fields. To ensure that our understanding of the specific issues we are addressing is correct, all of the team's efforts are data based. We utilize a Plan, Do, Study, Act quality improvement change model to ensure a fast-paced model of analysis and change. Some of the issues that we have, and continue to focus on, include improving the four-year graduation rate; increasing persistence rates; increasing retention rates (for FTFT and transfer students); improving the process for designating students' major and minors; identifying courses with the highest failure rates; issues related to course availability, advising, orientation, course retake policies; understanding issues related to male students lack of persistence/completion; and focusing on transfer and international students.

While SBU's [four-year graduation rate](#) (which has ranged from 43.1 percent to 47.2 percent in recent years) is notably above the national average for first-time students enrolled in Bachelor's degree programs, an additional 22 percent of students complete their degrees in five or six years, and another 1.5 to 2 percent are typically still enrolled after six years (without having completed their degree). As a qualitative method of identifying issues that cause students to continue study towards a Bachelor's degree at the University beyond four years, several staff members piloted a small focus group and survey in April 2013 with students then enrolled at SBU who entered as FTFT in fall 2007 or fall 2008. The report of their small pilot study indicates the need for further research into several issues. For example, in December 2012, the Academic Success Team asked upper-division students to confirm their intended areas of study as recorded on their SOLAR page; a significant percentage of students indicated that their declared plans in the PeopleSoft database were incorrect. Responses from our focus group and survey suggest that some students change their intended majors/concentrations solely to gain access to courses. Further investigation is warranted here, as this issue may impact a student's persistence and financial aid availability, and may also skew attempts by administrative units to determine course demand. This pilot suggests

that students enter SBU with various expectations and levels of preparation for study, although nearly all study participants entered the University with the expectation of graduating in eight semesters. Issues raised include concerns about making students' transition from undergraduate college advising in freshman year to general/departmental advising in sophomore year as seamless as possible. Responding to the work of the Academic Success Team, the Office of the Provost has allocated funds permitting SBU to join the Education Advisory Board's Student Success Collaborative for a five-year period beginning January 2014.

Center for Inclusive Education

[The Center for Inclusive Education](#) (CIE) was established in 2002 by SBU to provide services and support to underrepresented minority (URM) students pursuing graduate education. In 2012, the CIE's purview expanded to include URM postdoctoral researchers. CIE's programs include Alliance for Graduate Education and the Professoriate –Transformation (AGEP-T), Frontiers for Research and Academic Models of Excellence (FRAME), Louis Stokes Alliance for Minority Participation (LSAMP), Bridge to the Doctorate (BD), GEM Fellowship, Institutional Research and Academic Career Development Awards (IRACDA), New York Consortium for the Advancement of Postdoctoral Scholars (NY-CAPS), Nanotechnology for Health, Energy and the Environment Research Experience for Undergraduates (REU), and the Dr. W. Burghardt Turner Fellowship (a New York State funded Graduate Diversity Fellowship Program). For students and postdocs, the CIE offers a range of services and activities (80+ annually), including professional development seminars, community building events, advocacy, and financial awards. For academic departments, the center offers assistance with underrepresented minority recruitment, special events, conversion and retention issues, the planning of strategies and tools for building diversity and nurturing student environments, and components related to diversity within proposals and external site visits. The center has built a wide resource library and has collected comprehensive data on student experiences, which has enabled the center to put into a broader context our URM student admissions, attrition, and career placement outcomes. The center leadership is visibly engaged in the national conversations of diversity in higher education and in STEM, ensuring a meaningful engagement of SBU in this arena.

Student African American Brotherhood

Chartered in April 2007, the SBU chapter of the [Student African American Brotherhood](#) (SAAB) is the first in the U.S. Northeast. SAAB is an organization created specifically to assist its participants to excel academically, socially, culturally, professionally, and in the community. With over 200 chapters at colleges and high schools throughout the U.S., this national organization is the only comprehensive effort to increase the enrollment, retention, and graduation of males of color in education. SAAB provides study sessions, developmental seminars for students, business meetings, social and religious activities, and works with various non-profit service agencies (i.e., Habitat for Humanity, Big Brothers Big Sisters, Boys Club organizations).

PROGRAMS FOR AT-RISK STUDENTS

Educational Opportunity Program/Achievement on Individual Merit (EOP/AIM)

EOP/AIM Academic Year Program
The Educational Opportunity Program (EOP) at SBU was started in 1968 and given the local name of AIM, which is an acronym for "advancement on individual merit". The Educational Opportunity Program at SBU is referred to as the EOP/AIM program. The purpose of EOP/AIM is to fulfill New York State's commitment to provide access to higher education for economically disadvantaged students who possess the potential to succeed in college, but whose academic preparation in high school has not fully prepared them to pursue college education successfully. The primary mission of EOP/AIM is to facilitate the recruitment, enrollment, retention, and graduation of these students. This is accomplished by providing its students with an array of educationally related support services including the Pre-Freshman Summer Academy, tutorial services, personal counseling and academic advising, workshops and conferences, and access to the Computer Based Instruction and Tutorial Laboratory.

EOP/AIM Pre-Freshman Summer Academy
Students admitted to EOP/AIM are required to attend a pre-freshman summer academic skills enhancement program that sharpens students' academic skills and intellectual development and prepares them for the rigors of full-time college enrollment. This five-week summer program, which models an academic semester of intense academics, is an integral part of the EOP/AIM program at SBU. The summer "academy" also familiarizes students with our campus and assists them in the transition from high school to college. All EOP/AIM students are expected to earn a minimum cumulative grade point average of 2.0 during the summer program. Among the courses the students are required to complete in the summer is mathematics. The students are placed in one of five levels of mathematics based on their performance on the University's mathematics placement examination. The mathematics courses, Fundamentals of Arithmetic and Algebra, Proficiency Algebra, Pre-Calculus, Introduction to Calculus, and Calculus correspond to the Mathematics department courses MAP 101, MAP 103, MAT 118, MAT 123, and MAT 125. While developmental in nature, and not offered for college credit, the curricula for these summer mathematics courses are designed to improve students' mathematics skills and, where possible, replace developmental work that would otherwise be necessary for program students in their first matriculated semester. The instructional methodology for each of these classes includes supplemental instruction, computerized tutorials, and one-on-one tutorials.

In summer 2013, the program enrolled 153 students. Scores on the mathematics placement exam ranged from level 1 to level 7, with a mean score of 2.93. Forty-nine (30.7 percent) of the students scored level 1 or 2 on the initial placement examination. Students scoring on this level are required to enroll in the remedial course, MAP 103. Another 24 students (15.7 percent) scored level 2.5 on the placement exam. While students scoring on this level are permitted to enroll in a basic, credit-bearing mathematics course if they plan to enroll in one of a limited number of majors, most students choose majors that require calculus and, therefore, must enroll in the remedial MAP 103

course before pursuing the mathematics courses required for their intended major. After four weeks of instruction in the pre-freshman summer academy, 152 students took the placement exam for the second time, with the goal of moving up at least one level on the placement examination. The range of scores on the post-test was from level 2 to level 8, with a mean score of 3.73. Only seven (4.6 percent) of the students scored level 2 on the placement exam and no students scored level 1. Consequently, 95.4 percent of entering EOP/AIM students were eligible to enroll in credit-bearing mathematics courses in their first semester. Nine (5.9 percent) additional students tested into level 2.5 on the placement examination. Ninety-four (61.8 percent) of students who took the post-test moved up at least one level of the placement examination, with 15 (9.9 percent) of the students moving up two or more levels. All 24 (100 percent) of the students who scored level 2.5 on the pre-test moved to level 3 or higher on the post-test.

Other Academic Programs for At-Risk Students

Various schools and colleges have specially tailored programs to address the needs of students perceived to have impediments to achieving their academic goals. For example, in CEAS, the Area of Interest (AOI) program is designed to meet the needs of students who have indicated their desire to pursue a CEAS major, but have not satisfied the academic requirements for direct admission to those majors. The AOI program promotes academic excellence by providing support services for its participants. Support covers three broad categories: academic advising, psycho-social support, and academic support beyond the classroom. Students (freshman and transfer) are required to attend mandatory advising appointments once per semester. They are strongly encouraged to enroll in CEAS designated sections of Undergraduate College 101 and ADV 101. In addition, many of the students in the program participate in the tutoring and mentoring services outlined above. An AOI advisor tracks the AOI student population and encourages students to declare majors in CEAS or STEM fields as soon as possible. Other important CEAS initiatives designed to encourage student success include the CEAS Peer Mentor Program, designed to nurture positive relations with faculty, staff, and fellow students, and the CEAS Tutoring Program, which provides free, one-on-one or group tutoring for key introductory courses.

The STEM Smart programs, housed in the Department of Technology and Society in CEAS, serve under-represented minority and economically disadvantaged students who are majoring in STEM disciplines and those who also intend to enter a New York State (NYS) licensed profession.

Student-athletes considered "at-risk" not to graduate in four years are identified at the point of recruitment, even before application to the University. The interim director of athletics, the assistant athletic director for student-athlete development, the head coach, the sport supervisor, and the academic advisor for the student-athlete meet to discuss whether an at-risk recruit can be successful at SBU, given his or her academic, social, and personal background (high school attended, high school grades, core course GPA, work ethic, family support, etc.). An academic plan consisting of study hall, tutoring, Disability Support Services access, course and major selection, and remedial work is created and implemented immediately upon the student's arrival at SBU. This plan changes each semester, based on the performance of each student. This at-risk

academic plan is not universal, but tailored to each student's individual learning needs. Such students deemed at-risk have interaction with an academic advisor 5-7 days per week. Every at-risk student-athlete's progress towards degree is calculated after the fall and spring terms. Summer and winter course selection is similarly based on the student's progress towards degree and the timeline benchmarks set by both the University and the NCAA. There are several forms of ongoing formalized assessment of athletics programs, including the work of a compliance team and monitoring of academic performance rate (APR) and graduation success rate (GSR). In the 2012-13 academic year, the University's student-athletes achieved an overall grade point average of 3.08. More than 40 percent of the student-athletes on campus earned grade point averages of 3.0 or higher, placing them on the America East Honor Roll.

CONCLUSIONS AND RECOMMENDATIONS

In order to maintain and build upon momentum, we will:
- Continue to expand upon proactive advising and other initiatives with the goal of increasing our four-year graduation rate to 60 percent within five years;
- Continue to recruit an excellent and diverse freshmen cohort every year, increasing the levels of Black Non-Hispanic and Hispanic undergraduate students, while increasing the underrepresented minority graduate population by 20 percent; and
- Increase the minimum TA/GA/RA annual stipends by $5,000 and increase the number of TA lines by 200 over the 2012-2017 period and also develop institutional initiatives to increase the number of students receiving national fellowships.

Standard 9: Student Support Services

ACADEMIC SUPPORT

Orientation

In recent years, we made tremendous strides in facilitating the transition of new students to the University. An example is the enhancement of orientation services. Restructuring of the undergraduate orientation sessions to take full advantage of the undergraduate colleges has strengthened the overall effectiveness of the orientation program. In addition, a major restructuring of the transfer orientation program in 2008 now allows for more individual attention and one-on-one advising for transfer students to address the wide range of past experiences that transfer students have and results in improved evaluation data from new transfer students. Through the new student orientation programs, undergraduate students are introduced to both academic and social life at the institution. Whether students are transitioning from high school, another college or university, or another country, the office of Student Orientation and Family Programs tailors orientation programs to meet the needs of students and their families. In response to student evaluation data, there has been an increased emphasis on activities and involvement. Specifically, a new orientation session on student life was added, an effort was made to increase exposure to

clubs and organizations at orientation, and student life staff were invited to conduct informal individual conversations with students about involvement. These efforts have had a positive impact on student engagement. First year student knowledge of activities and involvement on campus has seen a steady increase, from 63 percent in fall 2008 to 79 percent in fall 2013.

Transfer student evaluation data led to an overhaul of the transfer orientation program in 2008. Qualitative data in 2006 and 2007 indicated that students were unhappy with the group advising process at orientation and wanted more individual attention from advisors that addressed their individual needs. Based on this feedback, the advising model was changed to utilize one-on-one advising discussions between transfer students and an advisor, the orientation day was shortened, and more effort was made to recognize the varied needs and academic backgrounds of transfer students. This change resulted in an improved advising and registration experience for transfer students as captured by orientation evaluations. Specifically, there was an increase in students' understanding of their transfer credit evaluation, from 67 percent in 2007 to 85 percent in 2012, as well as understanding of the SOLAR online registration system, from 87 percent in 2007 to 93 percent in 2012.

In 2008, the office of Student Orientation and Family Programs began stricter enforcement of summer orientation attendance requirements and implemented a makeup orientation program resulting in an increase in student attendance at opening weekend orientation events, from 63 percent in fall 2008 to 86 percent in fall 2013. Those students who do not attend summer orientation are required to attend makeup programs during the fall semester ensuring all new students receive the orientation materials and information. In 2012, attention was placed on nontraditional students (defined as 25 or older, a parent, or a veteran) by including a special orientation session for them. Student response to this program has been very favorable. Nearly all of the SBU nontraditional students are transfer students and the individually focused transfer orientation model noted above lends itself to this population's needs. Student Orientation and Family Programs assumed responsibility for international student orientation in 2010-2011. The staff effectively collaborated with the office of International Undergraduate Admissions for programs and outcomes. This change allowed international students to receive a comprehensive four- to five-day orientation experience planned and implemented by a single office. Efforts have been made in the last few years to centralize communication to new international undergraduate students before their arrival. In addition, there has been an expansion of services to assist students upon their arrival at the airport and during their first week on campus.

On the graduate and professional level, orientation sessions range from a very detailed, online podcast developed by the Graduate School, to a week-long orientation, including a white coat ceremony for new medical students. All graduate and professional programs provide supplemental orientation sessions for their new students, with topics ranging from program-specific requirements, resources, and policies to teaching responsibilities and research opportunities within the department. All new doctoral students and supported Master's students participate in TA orientation workshops, broken down by disciplinary group. In addition, new graduate students entering laboratory sciences attend a mandatory introduction to research ethics and safety provided

by the Graduate School. More detailed training regarding laboratory safety, research ethics, and sexual harassment is mandated by the University and handled at the department level to maximize relevance to student and program needs. A mandatory online Graduate Student Immigration Orientation is provided to international graduate students through Blackboard, and is followed by a Graduate Welcome Reception jointly organized by the Graduate Student Organization and the Graduate School. Social media have made it possible for entering students to connect with the University, their departments, and their entering cohorts early and often, and provide a practical means of facilitating student transition.

Academic Advising

Academic advising has seen dramatic improvements over the last decade, both in the quality of advising and reduced student-to-advisor ratios for freshmen and some of the four-year subgroups noted below. The University supports a parallel advising structure by which faculty and advisors in academic departments provide major-specific advising, and professional advising units provide general academic advising. This allows advisors to best serve students based upon their area of expertise. The University's focus on the coordination and quality of academic advising services to students has resulted in more proactive policies and student tracking of academic progress. Improvements include revising the academic standing policy in 2012 that now assigns advisors to students on conditional reinstatement to more carefully track academic progress, implementing a course retake policy in 2010 that requires students who wish to retake a class to seek advisor approval, and distributing a bi-weekly "Please Be Advised" e-mail to all undergraduates that includes relevant academic policies, programs, and deadlines, and creating an Advising Planning Form. The comprehensive nature of the institution requires that the University provide academic advising to its students through a wide range of departments and programs. Students are advised by both faculty advisors and professional academic advisors, and are encouraged to seek a blend of the two in order to maximize their academic experience, get the most from the University's offerings, and pursue an academic path based upon an individual student's strengths, interests and goals.

First-year students are advised primarily by professional advisors in one of the six undergraduate colleges, each of which is organized around a theme and the general interest of the students. More details about this program are noted in the section that follows. All transfer and continuing students in CAS, CoB, School of Journalism (SoJ), and SoMAS are strongly encouraged to utilize the professional advising services available to them through Academic and Transfer Advising Services. Undergraduate students in CEAS, as well as those interested in majoring in its programs, are advised by professional staff in the CEAS Undergraduate Student Office. The office conducts an annual graduation survey to determine level of satisfaction with advising services. Students admitted to the University through such specialized programs as Honors College, Women in Science and Engineering (WISE), University Scholars, and EOP/AIM receive specialized advising from those programs, in addition to the advising from their home colleges.

All students are encouraged to seek advising through advisors in their academic departments regarding their majors and professional development. While members of the faculty often deliver the most relevant advising within their academic discipline, many of the University's larger undergraduate programs, including biology, chemistry, and psychology have proven successful in providing dedicated professional staff advisors to supplement the faculty advising provided to its undergraduate students. Students enrolled in the Graduate School, as well as in SoM, SDM, SoN, SSW, and SHTM are advised primarily by faculty advisors. SoM offers a robust advising program for its students. Core advisors, selected by the program due to their commitment to students, their expertise, and reputation, serve as the primary advisor to students, and seek to meet with students quarterly. Secondary advisors also assist students in deciding their career paths, but are available to students on a much more limited basis due to clinical and research commitments. Supplemental support advising is provided to medical students through the department chair, the residency program director, and the clerkship director.

Recognizing the need for enhanced student-centered communication among advising units and with academic departments, the leadership of the Academic and Transfer Advising Services Center developed the PeopleSoft Advising Tracking System (PATS), now used by the majority of the undergraduate advising units on campus. This has facilitated the tracking of student concerns and reasons for visits through detailed notes that include an indication of progress addressing them as well as monitoring the number of student visits to advising offices.

Undergraduate Colleges

The goals of the undergraduate colleges are to provide foundational experiences for first-year students to help them transition to SBU and persist to graduation by developing appropriate interpersonal and academic success strategies, building community among first-year students, establishing a connection to SBU, and engaging students in an intellectually exciting examination of a thematic topic. The undergraduate colleges support student success for first-year students in five ways: (1) personalized academic advising to students through assigned advisors via office visits, email, phone consultation, orientation, and advisor-led visits to every section of SBU 101 during the registration period in the fall semester; (2) educational and social co-curricular programs throughout the first year to develop community and explore the intellectual themes of the colleges, including a series of activities during New Student Orientation and opening weekend to build community and establish standards for student responsibility; (3) coordinated 101 seminars to strengthen academic skills, connect students to University resources, explore the intellectual themes of the colleges, and develop responsible and appropriate behavior in an academic community; (4) coordinated 102 seminars to improve critical thinking, enhance group communication skills and develop intellectual curiosity among students through interaction with senior faculty; and (5) rising sophomores as mentors and teaching assistants for incoming freshmen through the Undergraduate College Fellows program. They also establish and nurture campus partnerships to engage students with a variety of academic and interpersonal resources and experiences. These include collaborations with the Division of Campus Residences, undergraduate program directors, URECA, the academic judiciary, and the Center for Prevention and Outreach.

Changes to the undergraduate colleges since their inception in 2002 include:

1. During the 2012-2013 academic year, a committee reviewed and changed the way students are assigned to undergraduate colleges. Because community building and exploration of academic themes are essential parts of the program, it was important to assign students to the colleges that best suited their interests. With faculty from CoB, an algorithm was developed to automate placement and maximize students' top choices, as indicated through the New Student Preferences Form. In the fall 2013 semester, 93 percent of students received their first or second choice, and 98 percent of students received one of their top three.

2. In an ongoing attempt to provide support to students who are not performing well academically, the undergraduate colleges have developed an extensive advising program for students on first semester warning. Since 2006, all students on first semester warning were required to meet with their assigned advisor before classes for the next semester began. Beginning in fall 2009, each college offered a mid-semester program where faculty and advisors met with students again. Beginning in spring 2013, students who were on first semester warning were required to complete a self-assessment of their behaviors and motivations, which was used in advising sessions. Students also created a signed agreement with advisors regarding their academic plan for the following semester. These were reviewed during the mid-year program. In those cases where the student is ultimately suspended and conditionally reinstated, the advisor continues working with the student in the sophomore year.

3. By surveying freshmen students in the spring of 2013 regarding their major declaration, it was determined that more than one-third of students were working towards a different major than was recorded in Peoplesoft. In an effort to address this and help students work more efficiently towards degree completion, the undergraduate colleges will hold a required "Commons Day" in the spring where students will participate in discussions about major declaration, depth of study, and career aspirations with faculty.

Living Learning Centers

The Living Learning Center program promotes undergraduate student success through: (1) developing a small academic community within each undergraduate college; (2) collaboration between academic and student affairs that emphasizes holistic student development; (3) small cohorts who are mentored/advised by University faculty; and (4) creation of co-curricular events that support deeper understanding of the theme of the Living Learning Center and complement the affiliated academic minor. Throughout the 2013-2014 academic year, the Vice Provost for Undergraduate Education and Vice President for Student Affairs commissioned a committee to review the current state of affairs of the Living Learning Center programs in order more effectively to align them with the goals of our institution and involved departments. The committee will be reviewing and making recommendations in the following areas: (1) individual and global minor curriculum and requirements; (2) co-curricular programming and membership; (3) organizational

structure and seamless integration into the undergraduate college programs; (4) resource allocation and support; and (5) communication and marketing.

Tutorial Support

In the fall of 2013, a new [Academic Success and Tutoring Center](#) opened, with a mandate to improve student academic support. The center has a director and assistant director, as well as 40 trained student tutors. The University's academic success team (described in detail under Standard 8) has been instrumental in developing this new initiative. The center's goal is to supplement and coordinate existing tutoring services (Writing Center, Mathematics Learning Center, Physics Help Room, [and Residential Tutoring Centers](#)), particularly in subjects and courses with the highest student demand. An advisory council is responsible for reviewing the number of students using existing centers to determine the subjects in which additional tutoring is needed. The center is charged with the task of working with the Division of Information Technology to incorporate technology into tutoring, possibly setting up online tutoring sessions. One example of this collaboration is the plan to develop a mobile application so students can quickly see which tutoring sessions are available. The center will also offer programs addressing such issues as study habits, time management, and how to interact with faculty.

Recent Innovations in Pedagogy through Technology

SBU is committed to supporting and instituting newer pedagogies and educational technologies. All of these are designed to enhance our students' learning and achievement of learning outcomes. These practices, which are spread throughout our colleges, schools, and programs, include the following:

- 'Flipping the classroom' – students are expected to prepare prior to class by completing readings and reviewing lecture notes so that in-class time can be used to engage students in problem solving and discussion;
- Active learning spaces – we have increased the number of rooms specifically designed for active learning. Students engage with each other and with faculty, who move throughout the room rather than being on a stage or podium. Students and faculty have responded very positively to this innovation as evidenced by the high demand for reservations of these spaces;
- Lecture capture – all lecture halls and many of the larger classrooms are equipped with recording technology so students can review whole lectures or specific material they found particularly challenging on their own time utilizing any online device;
- Clickers – clickers are used in a large percentage of our lecture courses to engage students, give quizzes and extra credit assignments;
- Online course delivery – there has been an increase in the number of pure online courses, as well as hybrid models, in which portions of the course are delivered online and the balance in person;

- Freshman seminars – all fall and spring freshman seminars are now capped at a maximum enrollment of 19 to ensure that all freshman/first-year students have the experience of interacting with faculty in a small seminar class; and,
- E-portfolios – each semester, we have seen a dramatic increase in the use of e-portfolios. Such portfolios permit faculty to determine how well students are integrating the material presented in class and encourage students to engage in their learning (both within and across classes).

Recent Innovations in Pedagogy: Examples in CAS

All large state universities are faced with high demand in their key freshman service courses. Given SBU's strengths in the sciences, this level of demand is most keenly felt in the introductory courses in physics, chemistry, biology, and mathematics. The effective delivery of large lecture courses is a universal challenge; the two largest at SBU are our introductory courses in chemistry and biology. We present below the work done in these as exemplars of utilizing assessment to change both content and delivery in such courses.

Innovations in Teaching Chemistry

Each fall, about 2,000 students begin a one-year course in general chemistry. About 1,100 of these students move on in the sophomore year to the two-semester, upper-division sequence of organic chemistry.

In the two-semester organic chemistry course sequence, students meet three times a week in two 550-student lectures. The Department of Chemistry has studied student outcomes and concluded that the traditional lecture format was not as successful in achieving student learning as they would have hoped, regardless of the quality of the lecture. To address this reality, they have moved to a problem-based lecture format where class begins with a problem, in some cases one that is relatively complex and involves a written answer. The lecture guides the students toward a solution. This process involves active discussions, using four microphones circulating among the students, and lecturing about important aspects about the problem. Ultimately, the problem evolves to a multiple choice or series of multiple choice questions where each student can supply an answer to the questions using their own personal response device (clicker).

Though this approach proved superior to the traditional lecture format, most of the students were not getting the personal contact with teaching staff. A few years ago, it was recognized that students could be given an enhanced learning experience if they met once a week, in small groups under supervision, to solve problems associated with the lecture component of organic chemistry. This resulted in the creation of workshops, staffed by graduate student TAs, where 36 undergraduates are divided into three-person teams. It soon became apparent that the best undergraduates who finish the course the previous year were also very interested in helping the current students solve problems. These advanced students, called undergraduate teaching fellows, receive no monetary compensation. The teaching fellows work closely with the faculty who can assist them with their plans of attending a professional school. For the fall 2012 semester, the Department of Chemistry had 12 graduate teaching assistants and over 70 undergraduate teaching

fellows associated with organic chemistry. These things are not easy to do: there is significant training and organization required to make the workshop component of the course a success. As with our innovations in teaching biology at the undergraduate level, they provide useful best-practices models for ongoing efforts to improve all of our course offerings.

Innovations in Teaching Undergraduate Biology

Inspired by the National Academies Summer Institutes on Undergraduate Education we began overhauling our introductory biology laboratory sequence in 2007. For the past six years, we have developed curricula based on current literature, continuous assessment, multidisciplinary departmental collaborations, feedback from undergraduate and graduate teaching assistants, and our own experience and creativity. The redesign of our introductory laboratory sequence focuses on laboratory skills, reading primary literature, and a capstone experience in which students are required to design their own experiment, statistically analyze data detected, and present their findings in both oral and written formats. Evidence from nationally-recognized assessments including CURE (Classroom Undergraduate Research Experience) and EDAT (Experimental Design Ability Test), as well as course evaluations and student performance on competencies and exams, suggests improved outcomes over past laboratory activities and continues to inform future curriculum changes. Responsibility for teaching our newly designed laboratory curriculum is shouldered by our instructors, most of whom are graduate TA's. These are not only our future faculty but they are the role models for our students. Our success hinges on their professional development, which includes their skills for teaching, facilitating, and communicating science to our undergraduates. In collaboration with the School of Journalism and the Alan Alda Center for Communicating Science, we are utilizing improvisational theatre to improve confidence and communication in the classroom. TA performance is evaluated with beginning and end-of-semester student surveys, classroom observations, video recorded five-minute teaching vignettes, and video recorded one-minute research descriptions. Results suggest that TAs benefit from the improvisation workshop. For example, their course evaluation scores are significantly higher than those of non-participating TAs and on par with historically high adjunct evaluation scores. A vital resource for curriculum development over the past six years has been UGTAs (undergraduate teaching assistants). UGTAs are students who received an A or A- in these introductory laboratories and return to help improve laboratory exercises. UGTAs have developed video podcasts, researched modern techniques, and provided support for incorporating cutting edge technology such as 3D printing, classroom response systems, and online tutorials. This close partnership between faculty and UGTAs has been both productive and inspirational as we continue to improve the introductory biology laboratories at SBU.

Overhauling the introductory biology curriculum at SBU started by separating our introductory laboratory courses from the introductory lecture courses, which allowed us in turn to design a laboratory curriculum not tied to content but instead aimed at teaching students to think like scientists. This new two-semester sequence is designed to develop skills in reading the primary literature, preparing for a laboratory environment, learning strategies for approaching and using new equipment, designing scientific experiments, and collaborating with a network of fellow researchers. Physical as well as conceptual models kick-start inquiry-based exercises that have

students actively involved in hypothesis testing. Capstone experiences require student-driven experimental design. Modern educational technologies, including podcasts, web-based learning tools, and Classroom Response Systems are used to engage the students while also allowing for assessment of this new curriculum on student success. This new introductory laboratory curriculum currently serves a diverse population of more than 1,200 SBU students annually and many of the innovations are readily scalable to both smaller and larger populations. With each modification we have documented and attempted to measure its impact using a broad range of affective and cognitive assessments currently published in the literature to determine student attitudes, skills, competencies, and interest.

Weekly vodcasts (video podcasts) can be effective tools to deliver educational content and demonstrate laboratory procedures. Students view vodcasts before attending lab, which relieves instructors from delivering in-lab lectures and provides more time for inquiry-based activities. We have surveyed student attitudes towards vodcasts and compared quiz grades for laboratories with and without a vodcast. Most students had a positive attitude towards vodcast use; they preferred them to other content delivery formats such as recitation or lecture. In addition, students who had access to a vodcast before lab had higher mean weekly quiz grades than students who were assigned only a reading exercise. We conclude that vodcasts used in introductory biology labs improve the undergraduate lab experience and allow us to efficiently educate students in a large introductory course. Productive group work requires a specific skillset that is critically important in the modern STEM workforce. As our major pedagogical modifications have shifted the demand on students' ability to collaborate in peer networks, we have measured the effect of group size on attitude and work product. By tracking the number of students in a group relative to the performance of the individual students, we have noticed consistent differences relative to academic task. As we have migrated away from "cookbook" labs towards more inquiry-based activities, individuals in larger groups are outperforming those in smaller groups; however, when students are tested for specific laboratory competencies, individuals in smaller groups outperform those from larger ones. Recent technological advances in rapid prototyping provide a unique opportunity for students to gain a deeper understanding of structure-function in our three dimensional living world. We examined the impact of a newly developed introductory biology laboratory in which undergraduates delve into a topic by designing 3D models of related biomolecules. Students use data from primary literature and high-resolution structures from the RCSB Protein Data Bank to digitally modify and print tactile models of six major proteins involved in Lyme disease culminating in a capstone project of a student-authored Proteopedia page. Assessments include direct comparison between this new lab and the concurrent alternative introductory biology lab using CURE (Classroom Undergraduate Research Experience) pre/post survey data, matched exam questions, and success in future coursework in the biological sciences.

The teaching assignments each year for 30-40 first year graduate students from seven programs are completed in introductory laboratory sequence. Graduate TAs are asked to independently teach a 24-student section of sophomores. To help this process, we partnered with the Alan Alda Center for Communicating Science and CESAME (Center of Excellence in Science and Mathematics Education) to improve our methodologies. We also partnered with regional institutions forming a

Scientific Teaching Alliance for Future Faculty including Boston College, Yale University, and University of Connecticut. We expect to develop best practices by analyzing TA development across these diverse academic settings.

The undergraduate biology program was selected as one of eight pilot institutions to participate in the Partnership for Undergraduate Life Sciences Education (PULSE) Vision & Change Certification Program. The pilot certification process will include conducting a self-study, site visited, and departmental self-evolutions using the PULSE rubrics.

Innovations in Hispanic Languages and Literature
In the 2013-14 academic year, the Department of Hispanic Languages and Literature has implemented the "flip" language teaching model, which reverses traditional allocations of times and tasks in the language learning process. This method displaces the introduction of new content to personal-time work in a language lab using MySpanishLab software. This liberates in-classroom time for a series of productive communicative goals that include: interaction in culturally specific situations, listening, speaking, reading, writing, and knowledge of the diversity of Hispanic cultures. As a result students enhance their competency in the language from the earliest stages of instruction, become more independent learners, and develop confidence in their linguistic abilities.

Career Support

Career advising and support is provided to the University's undergraduate, graduate, and professional students through the Career Center. The mission of the center is to educate students about the career development process and industry options, prepare students for experiential learning, and connect hiring organizations with the University's diverse student talent. Offerings include career fairs, an internship program, two credit-bearing career development courses, over 100 annual workshops and programs, and ZebraNet, a job listing and recruitment system that was launched in 2007. ZebraNet is now the centralized hub for students for all types of positions: on- or off-campus jobs, part-time jobs, internships, co-ops, volunteer opportunities, and full-time positions. Sophisticated reporting features have enabled the center to provide data to academic deans and department chairs on corporate and non-profit recruiting trends, and employment outcomes. In the 2012-13 academic year, more than 6,000 positions were posted on ZebraNet, and 12,676 students were actively using the system. The center also coordinates the University's AmeriCorps program, now in its 9th year, through which hundreds of students perform in aggregate thousands of hours of community service annually. Recent Career Center initiatives include piloting a SUNY University Center Virtual fair, an online job fair for students at SBU, Binghamton University, The University at Albany, and the University at Buffalo, and creating a pilot school for the SUNY Works Co-op Initiative. The center partners with a number of organizations like INROADS to improve the pipeline of underrepresented student candidates for internships to BNL and Travelers Insurance.

The center also has a staff position dedicated to serving the career development needs of graduate students and post-docs, and collaborates with AAU institutions who provide similar services to

their graduate student populations, notably, the Virtual Ph.D. Career Fair, open to graduate students at all AAU institutions. In addition, the Graduate School provides career programming through the Center for Inclusive Education and in collaboration with the new Associate Provost for Integration of Research, Education, and Professional Development (IREP). The Graduate Career Association and the Postdoctoral Association provide input from students and postdoctoral researchers into which activities will be most beneficial. Workshops and panel discussions focused on nontraditional career options (e.g., "What You Can Be with a PhD"), professional grant writing, and career internships, featuring both internal and external speakers, provide regular exposure to academic, industry, nonprofit, and public sector career paths. In 2014, IREP and the Graduate School will roll out a campus-wide initiative to have all graduate students and postdoctoral researchers create "individual development plans" (IDPs), describing their short-term and long-term career goals and what actions they will take to achieve those goals.

Clubs and Organizations

The Office of Student Activities strives to help each student develop as a whole person by providing educational and co-curricular advisement, resources, and support. With over [360 registered clubs](#) and campus organizations overseen by the Division of Student Life, the University supports the organization of on-campus events for all students. The process for gaining official campus recognition requires prospective executive board members to submit an application in the SB Life system and a proposed constitution. Upon approval of the constitution, the club is officially recognized on campus. New clubs seeking funding for the Undergraduate Student Government are granted an opportunity to apply for a probationary budget of up to $800 for the first academic year. The clubs' budget allocation for subsequent years is contingent upon submission and approval of budgetary justification. The University provides clubs and organizations with meeting space, faculty and/or staff advisors, and training and development opportunities. Undergraduate Student Government and Graduate Student Organization officers have office hours and are available by appointment for students to discuss funding issues and event planning.

At-Risk/Special Needs

Counseling and Psychological Services and Center for Prevention and Outreach
The Department of Counseling and Psychological Services and the Center for Prevention and Outreach ([CAPS/CPO](#)) offer a wide range of in-person and online services and training to address student mental health concerns and obstacles to flourishing academically and socially, including abuse of alcohol and other substances, relationship problems, sexual violence, depression/suicide, and gender and sexuality issues. CPO utilizes a public health approach to promote student wellness and provide education, outreach, and early intervention services. The emphasis is on prevention and reducing barriers to help seeking through bystander intervention programs designed for students, staff, and faculty. These programs focus on outcomes related to knowledge, attitude, belief, and skill. Students are provided with the knowledge and resources they need to make healthy decisions, as well as to support a community of caring individuals who can effectively

identify and intervene when someone is in distress. CAPS provides confidential psychological and psychiatric services to over 1,700 students annually at West and East/HSC campus locations. Each student who contacts CAPS speaks to a trained counselor on the day of the request for service, allowing for a detailed and attuned response for those in immediate distress or crisis. Additional services include brief counseling for individuals, couples, and groups; psychiatry consultation and medication management; mindfulness meditation; consultation to students, faculty, staff, friends, and parents about students of concern; and assistance with referrals to community resources.

Disability Support Services
Disability Support Services (DSS) advises students with consideration to their disability needs in order to ensure participation and federal compliance in the areas of on-campus housing, academic curriculum, and University facilities and requirements. As scheduling allows, the counselors may provide supportive advisement to their students with a focus on study skills, time management, and anxiety reduction through relaxation techniques. DSS also works with faculty and the students to address any testing and classroom accommodations that are necessitated by the student's disability. In 2011-12, DSS proctored over 2,800 exams to protect the integrity of exams and to assist the University in providing the accommodations required under law. Services include: (1) accessibility and mobility, in which staff assist in identifying and removing physical or programmatic barriers that impede the progress of individuals with disabilities related to transportation and housing; (2) support services, including academic advisement, counseling, priority registration, and Students Taking Aim at Challenges, a polity-funded club which aims to increase accessibility and promote awareness of issues faced by individuals with disabilities; and (3) academic accommodations, including providing note takers, tutors and test modification, and proctoring. Within DSS, the Americans with Disabilities Act (ADA) coordinator and the assistant to the ADA coordinator are responsible for ensuring reasonable accommodations for employees and consistent standards of compliance with the ADA legislative guidelines. As an integrative approach, they have conducted ADA training and technical assistance workshops for University staff and faculty, worked closely with the President's ADA Advisory Committee, and educated the campus community on disability issues. Each spring, the office surveys its students to rate their ability to request and receive services from DSS, their professors, and the campus community. This assessment is used to determine the satisfaction of students and to tailor programs to reflect their needs. The most recent assessment in 2012-2013 indicates that 74 percent of students found the ability of DSS to provide helpful accommodations to be excellent.

Office of the Dean of Students
Outreach from the Office of the Dean of Students to at-risk and special needs groups includes Red Watch Band. This peer intervention program is coordinated by the office for Alcohol & Other Drug Prevention and Outreach in the Center for Prevention and Outreach and aims to provide campus community members with the knowledge, awareness, and skills to prevent student toxic drinking deaths and to promote a student culture of kindness, responsibility, compassion, and respect. Nearly 1,500 students have been trained in the program. The office coordinated outreach to more than 3,000 students affected by Superstorm Sandy in 2012 and the large blizzard Nemo in 2013. Students in economic distress can receive funds, including emergency loans in some

instances, from the campus Hardship Fund. The office case management team provides support to students with situations including hospitalization due to illness or the death of a loved one or classmate. The office works closely with DSS to provide a safety net for students with disabilities.

Safety/Security of Records

SBU adheres to all of the requirements of the [Family Educational Rights and Privacy Act (FERPA),](#) which sets forth requirements designed to protect the confidentiality of student educational records. FERPA affords students certain [rights](#) with respect to their educational records.

Public Safety Policies and Procedures

With respect to overall campus safety, significant revisions to policies and procedures have been designed to promote and ensure a safe environment for learning and living. System-wide procedure enhancements have focused on emergency management, continuity-of-operations planning, conduct code referral processes, and communications between campus law enforcement, the Office of the Vice President for Student Affairs, and the Office of the Provost. These plans were tested and refined during last academic year, with the impact of Superstorm Sandy in fall 2012. Each year, the Office of the President is required to submit to the office of the SUNY's chancellor a [Campus Safety Advisory Report](#) from the Presidential Campus Safety Advisory Committee. The work of the committee is to examine campus policies regarding safety and security and give, where necessary, recommendations to update old policies and revise current policies. In addition to the work of the committee, each fall, the University Police Department produces the [Clery Annual Security Report,](#) which covers statistics regarding campus crime during the preceding year.

Conduct Code

The University Conduct Code has undergone several revisions to reflect recent changes such as updated Title IX regulations, as well as clarifications to the Alcohol and Other Drug Policy, and policies related to student threat assessment. The University's expectation of ethical conduct as well as personal and community responsibility is communicated to students, especially in three key windows: (1) when students become new members of the campus community, (2) when students are leaders within the campus community, and (3) when students become employees of the Division of Student Affairs.

In 2012, the Alcohol and Other Drugs (AOD) Assessment Committee was formed. The committee's objectives are to:
- inform students about better decision-making regarding the use of alcohol and other drugs;
- intervene with students who have been involved in matters where alcohol or other drugs have been involved to address concerns that may potentially affect students' academic success;

- provide students that may be at risk where matters of alcohol and other drugs are involved with resources that can provide assistance; and
- identify potential problems before they escalate to issues of abuse, dependence or to levels that interfere with students' potential for academic success.

The committee meets weekly to review all incidents where alcohol or other drugs have been identified as a part of the incident. The committee recommends follow-up courses of action, as appropriate, consistent with the goals and objectives of the initiative and with the University's broad strategic planning in alcohol and other drug prevention. The National College Health Improvement Program (NYCHIP) and Red Watch Band program are significant programs that focus on providing a healthy and safe campus community. These programs are addressed in further detail in Standard 7.

The Behavior Assessment Committee (BAC)
BAC is a multi-disciplinary team that is committed to enhancing individual safety, the safety of the SBU campus community, and improving the overall learning environment through early identification of behavioral indicators of student distress and disruption. The BAC functions to address behaviors that may pose a threat to the health and safety of any student or member of the campus community, or that are otherwise disruptive of University activity. The BAC responds to reports of behaviors of concern through a coordinated, consistent, and thoughtful process that is intended to gather relevant information regarding persons of concern and address those concerns through assessment and intervention. All reported behaviors of concern are triaged at the time of report to determine urgency, with BAC formally meeting weekly to review all incidents reported and propose case management recommendations to the Vice President of Student Affairs. In fiscal year 2011-12, the majority of cases, 66 percent, assessed through the BAC process were referred due to suicidal behavior, including a direct threat of harm to self or actual harm to self, or expression either verbally, behaviorally, through social media, or written that is construed as suicidal in nature. In fiscal year 2011-12, the BAC reviewed approximately 85 cases with outcomes indicating, that, of the students mandated for an assessment, 74 percent of students remained enrolled, 11 percent voluntarily medically withdrew, most with the goal of seeking more intensive services to manage the underlying factors that led to the behavior which brought them to the attention of BAC, 11 percent were either voluntarily not enrolled at the University or still pending outcome, and 4 percent required an administrative withdrawal. The BAC process has undergone significant revision over the last three years. Procedures have been refined and national best practices in student threat assessment and case management have been implemented.

CONCLUSIONS AND RECOMMENDATIONS

Over the past decade, SBU has enhanced the undergraduate colleges and has made enormous strides in a wide range of student support services. Combined, these efforts are responsible for much of the improvement in student retention over that time.

We will:

- enhance orientation services with a particular focus on transfer, out-of-state, and international students to improve persistence and completion rates;
- develop and implement new procedures to encourage students' timely identification of their declared majors and insure better alignment with their course planning;
- through the use of PATS and other tools, enhance advising services and make them more proactive;
- promote, support and assess innovative pedagogy, including the use of social media and technology;
- assess the impact of the new Academic Support and Tutoring Center to help develop a highly successful program;
- continue to improve retention rates from freshmen to sophomore year to 94 percent while focusing on the transition from sophomore to junior year;
- develop IDPs for graduate students to reduce time to degree and completion rates; and,
- assess the institution's Living Learning Center and implement the appropriate resulting recommendations to enhance their academic rigor and benefits to students.

CHAPTER 4: STONY BROOK FACULTY – DISTINGUISHED AND GROWING IN DISTINCTION

Fulfilling each of the five parts of SBU's mission is a task for the entire University community. The quality of our faculty is particularly crucial to SBU's ability to address the first two components of our mission:

1) To provide comprehensive undergraduate, graduate, and professional education of the highest quality.

2) To carry out research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance.

We have examined SBU's talented student body. For a university to achieve great things in both education and research, it needs a correspondingly great body of faculty. For that reason, we continue this self-study report with Standard 10: *Faculty*.

Standard 10: Faculty

OVERVIEW

The academic mission of SBU is fulfilled primarily by a world-class faculty dedicated to excellence in research, scholarship, and educational innovation, supported by the university's staff and other resources.

PROFILE OF FACULTY

Full-time faculty and other qualified professionals support the programs offered by SBU and assure continuity and coherence of these programs. The total number of faculty increased by 455 from 2006-2014. In academic year 2013-14, SBU employed a total of 2,471 faculty, of whom 1,753 were full-time, and 718 were part-time (See Table 4.1). Thirty percent of faculty were tenured, 12 percent were on tenure-track status, and the remainder were not on a tenure track. Faculty holding tenure declined slightly, from 32 to 30 percent between 2011 and 2014, in part, due to retirement incentives offered by the University and New York State. Table F1 presents the total number of SBU faculty by rank. Since the 2006-07 academic year, there has been growth in all categories of faculty. The largest proportional growth has been in non-tenure track faculty. Early effects of a recent upswing in tenure-track faculty hires can be seen in the 27 percent increase (from 199 to 254) in the number of tenure-track (pre-tenure) faculty in the past two years.

Table 4.1 Faculty Head Count										
	FT Faculty	Tenured FT Faculty		Tenure Track FT		Non TT FT Faculty		Part-Time Faculty		Total Faculty
Year	Count	Count	% of FT Faculty	Count	% of FT Faculty	Count	% of FT Faculty	Count	% of Faculty	Count
2006-07	1,403	672	47.90%	189	13.50%	542	38.60%	613	30.40%	2,016
2007-08	1,446	671	46.40%	218	15.10%	557	38.50%	667	31.60%	2,113
2008-09	1,500	664	44.30%	227	15.10%	609	40.60%	673	31.00%	2,173
2009-10	1,547	681	44.00%	208	13.40%	658	42.50%	661	29.90%	2,208
2010-11	1,566	695	44.40%	209	13.30%	662	42.30%	654	29.50%	2,220
2011-12	1,596	701	43.90%	199	12.50%	696	43.60%	689	30.20%	2,285
2012-13	1,671	707	42.30%	222	13.30%	742	44.40%	706	29.70%	2,377
2013-14	1,753	716	40.80%	254	14.50%	783	44.70%	718	29.10%	2,471

End of Period Head Count of Active, Leave of Absence and Leave with Pay Qualified and Tenure track Faculty as of November

SBU embraces diversity as part of its mission and has been committed to the priority of increasing diversity. In academic year 2013-14, 59 percent of SBU faculty were male, 26 percent were from minority groups, and approximately 48 percent were between the ages of 40 and 59 years.

The proportion of female faculty members has trended upward since 2006.

As a result of the NYSUNY 2020 plan, SBU will be able to hire 250 new faculty by 2016-17. This extraordinary surge in faculty hiring comes at a propitious time for SBU. A great university needs to maintain a healthy mix of senior faculty who can serve as mentors and young, junior faculty to lend the institution their innovative vigor. A young university, SBU underwent a period of great growth during the 1970s and early 1980s, and faculty hired during that period are now approaching retirement. As shown in Figure 4.1, in 2006-07, the University's tenured and tenure-track faculty had a symmetric age distribution, with a peak in the 50-59 age range. By 2013-14, the demographic peak was in the 60-69 age range. Thanks to recent hiring, however, the number of junior faculty has increased dramatically, with a 36 percent increase in the number of tenured and tenure-track faculty in the 30-39 age range. The surge in faculty hiring made possible by NYSUNY 2020 will reap benefits for the University for decades to come.

Figure 4.1 — 2006-07 & 2013-14 Age Distribution of Tenured and Tenure-Track Faculty
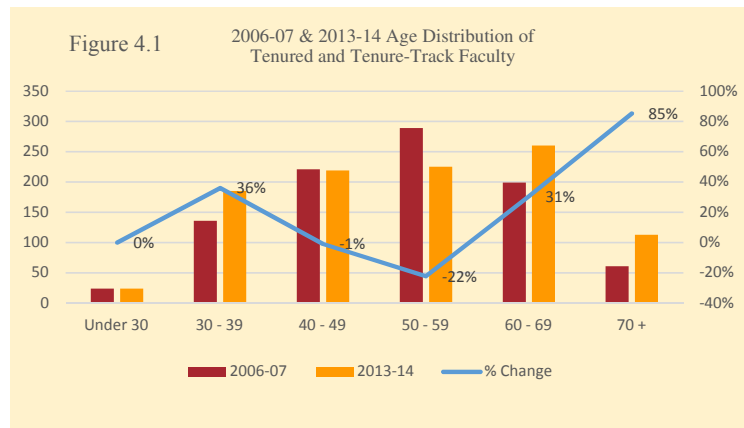
End of Period Head Count of Active, Leave of Absence and Leave with Pay Tenured and Tenure-Track Faculty as of November

A broad range of other qualified professionals support the faculty in the achievement of the university's academic mission. For example, SBU employed 1,703 graduate/teaching assistants in academic year 2013-14. Additionally, qualified professionals such as adjunct faculty and clinical professors help bridge the gap and meet educational program requirements and accreditation standards. Their participation complements the primary responsibilities of the tenured and tenure-track faculty for teaching, scholarship, research, and service. Staff in clerical, technological, and research positions further support and enhance the academic environment and faculty in their creative activity and pedagogy. In academic year 2013-2014, there are 11,033 staff employed, of whom 85 percent are full-time and 15 percent part-time, 70 percent are female and 30 percent

male. With respect to race/ethnic distribution, eight percent of staff are Asian, nine percent Black/African American, ten percent Hispanic/Latino, 67 percent Caucasian, and three percent are reported as undefined. Detailed data on staff characteristics by race, ethnicity, age, and gender reveal numerous significant trends in demographics. One particularly notable trend is the aging of the staff; in 2006-07, 34 percent of the staff were 50 years or older, but by 2013-14, that percentage had increased to 43 percent. SBU also recognizes the importance of our part-time/adjunct faculty. The hiring of part-time faculty is conducted at the departmental level. The evaluation procedures for part-time adjunct faculty are monitored at the school/college level. Part-time faculty with appointments over 50 percent time are represented by UUP, the same bargaining unit as full-time faculty and are therefore provided with similar rights and benefits.

Faculty Performance and Quality

Measures of faculty productivity and scholarly excellence show SBU to be a top tier public university. In 2012-2013, SBU ranked in the top one percent of world universities by the Times Higher Education World University Rankings and ranked 35th among the top public national universities by the *US News & World Report*. Based largely on the quality of our faculty and our graduate programs, SBU has earned membership in the Association of American Universities (AAU).

Faculty Excellence in Research: Awards, Funding, and Scholarly Productivity
SBU faculty have achieved numerous and varied awards and recognitions. Among the most prestigious of these are three Nobel Prizes, one Pulitzer Prize, three MacArthur Foundation Prizes, the Fields Medal in Mathematics, the Abel Prize, and three Grammy Awards. In 2007, four SBU faculty members shared the Nobel Peace Prize for their contributions to the Intergovernmental Panel on Climate Change (not included in the 3 Nobel Prizes listed above). There are 57 SBU faculty who are fellows of the American Association for the Advancement of Science, 23 who are members of the National Academy of Sciences, five in the National Academy of Engineering, five in the Institute of Medicine and 22 who are members of the American Academy of Arts and Sciences. In addition, faculty serve as officers of professional associations, on state and national commissions, as journal editors, on NSF and NIH review panels, on editorial boards, receive research grants, file patents, and receive other distinctions as well. President Stanley has demonstrated his commitment to faculty excellence by creating a faculty wall of honor in the Melville Library that acknowledges our Nobel laureates; Abel Prize winner; all our National Academy members; AAAS, AAA and IOM members; and SUNY Distinguished Professors. In dedicating this wall, he said that "this will serve as an inspiration to all of us and remind everyone of what a special place SBU is" (Stanley, 2012). The humanities and social sciences make myriad contributions to the intellectual and cultural life of the university. The scholarly contributions of faculty in these areas is valued and recognized both nationally and internationally.

One key indicator of productivity at a research university is external funding. In 2012-2013, SBU faculty generated $167 million in research expenditures during a time of particularly tight federal research funding. According to the 2011 American Research Universities report, SBU ranked 76

among all U.S. universities and 50 among public universities in research expenditures. Academic Analytics (AA) data from 2010 provide SBU's percentile rank for a disciplinary grouping as compared to all 269 U.S. universities assessed by AA. Consider, for example, the number of faculty by field which juxtaposes the relative faculty size with the AA summary measure of excellence, the Faculty Scholarly Productivity Index (FSPI). Aggregated in this way, our strongest fields are physical and mathematical sciences. In all fields, SBU faculty rank above or near the top third. Faculty publications by field show the critical productivity measures of journal and book publications, showing very strong rankings across fields. The data on the number of citations by field suggests that SBU faculty as a whole are widely cited. The data on federal grants by field shows that SBU does well in receiving competitive grants from Federal agencies (primarily NIH and NSF), even though total research expenditures lag behind. And finally, the data on national awards shows SBU faculty to be in the top quartile among all universities across all five fields. The Provost's website features profiles that illustrate the broad excellence of our faculty.

Fifteen SBU doctoral programs were cited by the National Research Council as among the top 25 nationally when measured by both the 'R' and 'S' rankings. The R ranking is a statistical measure of the degree to which various measured parameters for a program are similar to those programs across the nation that enjoy the strongest reputations in that field. The S ranking is a measure of a program's quality with respect to measures that academics in that field value most highly as signs of excellence. In addition to the 15 SBU programs that fall within the top 25 in their fields by both the R and S criteria, another five do so by the R measure and yet another five by the S measure. This yields a total of 25 SBU graduate programs that by one or both measures are rated in the top 25 in their fields nationally.

Faculty Excellence in Teaching: Awards and Recognition
Excellence in teaching is recognized and rewarded with the Distinguished Teaching Professor awards and the SUNY Chancellor's Award for Excellence in Teaching. Since 2005, 26 SBU faculty have earned the distinguished teaching recognition and approximately 130 have received the Chancellor's Award. In addition, SUNY has recognized 93 SBU faculty as Distinguished University Professors, and 29 as Distinguished Service Professors. In 2012, eleven lecturers received the recently-established Provost's Outstanding Lecturer Award, which recognizes an individual faculty member's significant contributions to the university, quality of teaching, service, and scholarship.

Faculty Excellence in Service: Activities and Impact
Faculty at SBU are fully engaged in service at levels with departments, schools/colleges, and the University as a whole. Additionally, numerous and varied service activities make valuable contributions to local, regional, and global communities of interest.

Faculty Recruitment and Retention

Faculty Recruitment
In accordance with SBU's NYSUNY 2020 Plan, President Stanley identified the recruitment of faculty as a [major priority]. The NYSUNY 2020 initiative enables SBU to increase the number of tenure-track faculty by 250 over five years. This provides a historic opportunity to reshape and rejuvenate the intellectual capital of SBU. The new faculty members will be hired using a three-pronged approach that includes: (1) implementing the Strategic Plans of our colleges and schools through the annual strategic budgeting process; (2) engaging faculty in a grassroots competitive approach through proposals for interdisciplinary faculty clusters that are approved in a peer-review process; and (3) strategic initiatives conceived at the Presidential and Provostial levels. Cutting across the three different approaches to faculty hiring we focus on these key priorities:

- enhance academic excellence and supporting the core mission of the University as an educational institution;
- foster interdisciplinary research initiatives addressing society's most complex issues;
- pursue strategic initiatives within established and emerging disciplines;
- grow or expand programs that address regional and national workforce needs;
- strengthen collaboration among SBU locations; and,
- strengthen collaboration with BNL and CSHL.

SBU is committed to its diversity mission and is actively involved in planning strategically to expand opportunities for enhancing the recruitment of women, underrepresented minorities, and other underrepresented faculty. SBU's Office of Diversity and Affirmative Action supports the University in its proactive recruitment of faculty. This office is the primary advocate for multiculturalism and diversity at the University, and is aligned with the [SUNY Office of Diversity, Equity and Inclusion] (ODEI). Furthermore, in 2012, SBU's first Associate Provost for Diversity and Inclusion was appointed with the primary responsibility to assure enhanced diversity among faculty, staff, and students.

Hiring Procedures
The [Policies of the Board of Trustees of the State of New York] and [The Agreement between the State of New York and United University Professions] govern SBU's policies and procedures regarding hiring and obligations of faculty. The policies outline the terms of governance and broad definitions while recognizing the need for individualization to account for disciplinary differences at the departmental level. While current policies regarding hiring share larger University goals and objectives, specific schools and departments define procedures suited to their context and specific needs. The [recruitment unit] of Human Resource Services provides a host of recruiting and employment related services to SBU and the Research Foundation.

Appointment, Promotion, and Tenure
The Board of Trustees policies broadly outline the criteria for appointment, reappointment, promotion, and tenure (APT). Each department utilizes the criteria according to the specific context and requirements for respective disciplines. The relevant steps and criteria are elaborated

in the promotion and tenure documents of the various colleges, schools and divisions. For example, CAS provides promotion and tenure procedures that are then adapted by individual units. The other colleges have processes that are tailored to their own context. For example, each school in SBU Medicine has formal procedures for hiring, description of faculty responsibilities, and mentoring and faculty development programs that meet their individualized needs; the SoM APT Committee has a set of policies and procedures that are distinct from those of SHTM, SSW, SoN, and SDM. In addition, the CAS Senate Faculty Rights and Responsibilities Policy Committee established guidelines on extra-departmental administrative assignments. These guidelines apply to full-time tenured faculty who are appointed to an administrative position in a secondary department, program, or interdisciplinary program. SBU maintains an array of policies governing procedures, rights and responsibilities for non-administrative affiliated, joint title, and joint appointments. The Board of Trustees has clearly stated criteria for evaluation and promotion, designed to insure the highest standards in scholarship, teaching and service.

Faculty Responsibilities and Mentorship
Individual departments establish expectations for faculty workload reflecting the requirements of the discipline. Factors affecting the requirements include: formal and informal instruction in the classroom, laboratories or other settings, type and level of instruction and curricular requirements, research, academic advisement, teaching assistant supervision, administrative duties, and service commitments. Faculty are required to provide to the Office of the Provost an annual addendum called the Faculty Profile to document their activities and productivity. Information including classroom and conference responsibilities, course definition and requirements, and professional conduct and interaction with students is circulated by the Provost's Office to faculty at the start of each term. This information is also available in the Undergraduate Bulletin. In lieu of a faculty handbook, SBU maintains a website with links to pertinent information for new faculty and staff.

SBU has instituted faculty mentoring programs to assist all new faculty reach their full potential and to improve retention. Assistant professors in the process of adjusting to their new job are of particular concern. Several units have implemented formal faculty mentorship programs, some of which are highlighted below. CAS recommends mentorship of faculty at two levels: a department mentor and a University mentor. The department mentor is assigned as soon as a new appointment has been made. The mentor works with the new faculty member on a regular basis over an extended period of time concerning all matters relating to the new job, including issues such as faculty rights and responsibilities, teaching obligations, and funding opportunities, as well as reappointment, promotion, and tenure procedures. An appointee may also request the assignment of a University mentor in order to receive guidance concerning broader issues such as university governance. CEAS has a similar formal mentoring program in place for new faculty in which senior faculty of each department voluntarily mentor new junior faculty. Faculty who have the same, or similar, areas of interest are paired appropriately. The senior faculty member helps orient the new faculty to the department, college, and SBU. CEAS department chairs schedule meetings with new and existing junior faculty members to offer guidance and assess their progress. Each year, the CEAS Dean meets with every department chair to discuss the progress of each junior faculty member. Another example of a strong mentoring program exists within the Department of Biochemistry

and Cell Biology. This mentoring program is structured by a committee appointed by the chair of the department and composed of three tenured faculty who provide guidance and assistance to new faculty. Each new faculty member is assigned a three-member committee specifically matched to the new faculty's needs and interests. Roles and responsibilities are outlined for the department chair, committee members and the faculty. In this program, a clear schedule is presented that stipulates time frames and materials required as the faculty member moves toward appointment or promotion.

University Support of Faculty and Faculty Development
In the fall of 2002, the SUNY Provost established an advisory task force to consider faculty development across the SUNY system. The task force was established to consider SUNY "leadership, coordination, and communication of faculty development efforts, especially in the areas of teaching, research and creative activity, and service." The outcomes of this task force have influenced ways of operating across the SUNY system, and changes have resulted for SBU. Improvements have been realized, including increased resources to our Faculty Center, a call for revisions and coordination of appointment, promotion and tenure policies and procedures, and a focus on recognition and rewards of demonstrated excellence. For example, the Office of Faculty Affairs (OFA) in SoM is dedicated to faculty development, vitality, and enrichment. The OFA serves as a resource for the other schools in SBU Medicine as well as affiliated institutions. Similar efforts are being addressed in the Strategic Plan for Academic Affairs.

University Support for Instructional Responsibilities
The SBU Faculty Center was established in 2009, in accordance with SUNY expectations that campus teaching and learning centers should have "respected leadership that specifically supports faculty efforts to deliver excellence in teaching through local programming and through making connections with other institutions" (State University of New York Faculty Development Initiative: A 2006 Implementation Plan). The center's mission is to support the work of faculty in the classroom including creating curricula, syllabi, assessment and evaluation, and using cutting-edge technology to engage students and to deliver content. The center offers consultation on all aspects of teaching, learning, and assessment and provides a range of materials and guides for faculty. In addition, workshops are offered on a regular basis and an annual Teaching & Learning Colloquium is coordinated for faculty and staff.

University Support for Research, Creativity and Service
Recognizing the primary place of research activities of faculty while acknowledging the concomitant responsibilities of teaching and service, CAS addresses the role of the research expectations within the broader context of teaching and service for its tenured faculty in their Faculty Rights and Responsibilities Policy Committee Guidelines. Other colleges have similar guidelines. The Office of the Vice President for Research, which is responsible for advancement of the University's research mission, has created a number of initiatives including The Research Portal, which provides a single gateway to information to facilitate management of research activities at SBU. Research at SBU leads to a significant number of patents. The Office of Technology Licensing and Industry Relations (OTLIR) offers support and information for

researchers in their discovery process to ensure they are aware of the options that will best protect and leverage the commercial potential of the research discovery.

Compensation
The United University Professions (UUP) is "the exclusive representative for collective negotiations with respect to salaries, wages, hours and other terms and conditions of employment of employees serving in positions in the State University Professional Services Negotiating Unit." The UUP agreement (July 2, 2011 – July 1, 2016) exists as the most current agreement.

SBU is approximately 55 miles from New York City. A major challenge to recruiting faculty, both new and tenured, is related to the high cost of living in the area, including housing. Stony Brook is approximately 43 percent more expensive as a place to live than the U.S. average. Faculty wishing to rent in the SBU surrounding communities can expect to spend 14 percent more of their income as compared to the U.S. average, and if they purchase a home in the area, they can expect a cost 17 percent above the U.S. average. This cost, combined with the difficulty of finding positions for potential faculty spouses at a state university, makes recruiting faculty difficult.

CONCLUSIONS AND RECOMMENDATIONS

SBU faculty are well-qualified to engage in teaching, research, and service. They are active participants in all three arenas and are productive, creative, and effectively working in synergy with other constituents to achieve University goals. The NYSUNY 2020 initiatives for hiring faculty will increase the capacity for research, scholarship, and teaching. The creation of a new position of Associate Provost for Diversity and Inclusion is indicative of the University's commitment to expand the diversity of faculty and, specifically, the recruitment of women.

Faculty remain the foundation of our University's success. To strengthen that foundation, we will:
- continue to strategically increase the number of tenure-track faculty and devote five-ten percent of hires to attract well-established faculty;
- work to increase the percentage of faculty from underrepresented groups, including women;
- support faculty in the quest to increase external research funds and, across all disciplines, increase faculty participation in funded research from 60 to 75 percent; and,
- support faculty innovation in pedagogy through enhanced services in the Faculty Center.

CHAPTER 5: THE STONY BROOK EDUCATION – STRONG AND CONSTANTLY IMPROVING

The first component of our mission makes a very demanding promise: *To provide comprehensive undergraduate, graduate, and professional education of the highest quality.*

Keeping that promise is an ongoing and challenging task. We must maintain a broad range of foundational, programmatic, and related educational offerings, and we must constantly assess both the quality of our offerings and the success of student learning. In our study of education at SBU, we are aided and directed by four standards, Standard 11: *Educational Offerings*; Standard 12: *General Education*; Standard 13: *Related Educational Activities*; and Standard 14: *Assessment of Student Learning*.

Standard 11: Educational Offerings

OVERVIEW

The University achieves its educational mission through a combination of foundational and programmatic educational offerings across twelve schools and colleges, each of which is grounded within the University but maintains its own identity, set of programs, and learning goals. Each school and college offers multiple degree options at the Baccalaureate and/or Master's and/or Doctoral/professional levels, as well as additional courses and other learning experiences geared toward both specific programmatic goals and interdisciplinary and experiential learning. New programs continue to be developed and implemented in all colleges and schools, in keeping with changes in societal needs, pressures, and interests. Historically, every program has gone through a rigorous initial proposal process, and periodic internal and external accreditation/reviews in order to ensure quality and rigor for the level of degree offered. Upon his arrival at the University, Provost Assanis restored this review process, which had been suspended previously due to budget considerations, starting with SPD and CAS. In addition, the Graduate School has begun comprehensive reviews of all graduate programs.

The University continues to develop and define a complete set of learning goals and outcomes at the college, programmatic, and course levels. The common elements of the learning goals at each level across schools make it reasonable to separate the undergraduate and graduate learning experiences for discussion here. It must be emphasized, however, that it is the ease by which SBU students can accelerate into high levels of intellectual pursuit (e.g., Special Academic Opportunities) that allows the University to provide its student such extraordinary educational opportunities. These include SBU's exceptional level of undergraduate engagement in research, as well as the implementation of over twenty accelerated Baccalaureate and Master's Degrees in such diverse fields as history, geosciences, electrical engineering, and nursing.

Many of our colleges and schools (CEAS, SDM, SoM, SoN and SSW) enjoy full national and professional accreditation. By virtue of this accreditation, every program has documented appropriate and measurable learning outcomes and engages in ongoing assessment to ensure that these outcomes are achieved. Specific examples are outlined under Standard 14. Within SHTM several degree programs have received external accreditation. At this time, both CoB and SoJ are working toward external accreditation.

UNDERGRADUATE EDUCATION

Stony Brook University strives to provide affordable education of the highest quality to a diverse baccalaureate student population. Currently this involves 16,296 students (15,009 full-time and 1,287 part-time). Transfer students account for about 36 percent of each year's new undergraduates at SBU (in fall 2013, there were 1,527 new transfer students). Our students are enrolled in one or more of the 67 programs leading to the B.S, B.A., or B.E. degrees and the 80 minors offered. In addition to the students who have matriculated or are intending to matriculate, Stony Brook University serves non-matriculated students from the community, including talented high school students through a variety of classroom, research, and mentoring activities. The discussion of undergraduate educational offerings has been subdivided here into discussion of three primary categories: general education-focused courses, service-focused courses, and program-focused courses. Each category has its unique learning goals, linkages between lower- and upper-level courses, and relationship to the University's educational mission.

General Education

General education courses fall into two groups, the Diversified Education Curriculum (D.E.C.), and the SBU Curriculum (to be implemented in fall of 2014). Both have the goal of preparing students to both appreciate and function effectively in an increasingly complex world. In contrast to the depth of learning provided by a discipline-based major, General Education provides the breadth of learning. The new SBU Curriculum has been designed to provide more integrative courses of relevance to today's student as a member of an evolving society. SBU's program of general education is addressed in considerable detail under Standard 12.

Service-Focused Courses

At a large university with a student body with highly diverse backgrounds and interests, foundational courses must be sufficiently varied to accommodate the diverse backgrounds of the students and their programmatic needs. At the core of these foundational courses are those that establish and reinforce basic competencies in areas such as writing, foreign languages, and basic mathematics. Courses in science and mathematics that provide the background skill sets needed for multiple programs are provided primarily by chemistry, physics, mathematics and applied mathematics. For example, to meet the needs of students across the University, the Department of Physics and Astronomy offers an array of two dozen introductory physics courses designed to

meet the requirements of other (extra-departmental) programs and to accommodate varied student backgrounds, interests, career coals, and abilities.

Program-Focused Courses

Details of course offerings and additional requirements are made fully transparent for each program through the appropriate University Bulletin. Departmental website links are provided in the Bulletin for additional transparent access to current information on program goals, advising contacts, non-credit learning opportunities (e.g., seminars), and research opportunities. All departments are expected to collect syllabi containing appropriate learning goals, outcomes, and assessment vehicles for each course taught. Curricular changes driven by changes in technology, pedagogy, and societal pressure are an ongoing priority. One example is Undergraduate Biology, which has worked towards incorporation of the AAAS Principles of Vision and Change and adoption of the PULSE Vision & Change Rubrics that articulate criteria to evaluate the curriculum. The best long-term metric, however, for the continued relevance of programmatic goals and outcomes to societal needs remains the University's continuing success in placing graduates into the job market and graduate/professional schools, en route to professional careers.

Academic Advising

In order to provide the greatest opportunity for successful educational growth for each student in accordance with its mission, Stony Brook University expends considerable effort in advising students toward appropriate educational offerings. Consideration of appropriate course placements begins for freshmen even before Freshman Orientation through completion of placement examinations in mathematics, writing, and a foreign language. Advising and course placement begins at Freshman Orientation and is continued by advisors assigned on the basis of the student's placement in an undergraduate college. This advising emphasizes general education courses and foundational science/mathematics courses at the levels dictated by the placement examinations and the student's areas of interest. Exceptionally well qualified applicants may be admitted to one of several specialized programs (e.g., the Honors College, University Scholars, Women in Science and Engineering), each of which provides its own advising and placement into appropriate courses (and, in some cases, into additional seminars, e.g., the Honors College). Placement of transfer students has been greatly facilitated by implementation of the transfer course articulation for courses taught at the local community colleges. Students who are seeking to transfer credits to a particular degree or certificate program may do so in accordance with the policies established by each college and school. Once an academic major is selected by the student, program-based advising is handled by the appropriate undergraduate program director or other designee. Stony Brook University's academic policies and procedures are detailed in its official publications: the Graduate Bulletin, the Health Sciences Bulletin, the School of Professional Development Bulletin, and the Undergraduate Bulletin.

Additional Educational Experiences

At a research university, exposure to novel ideas, performances, and research/inquiry-based methodologies is provided both inside and outside of the formal classroom. Many departments offer seminar, colloquium, or performance series by professionals from outside of the University that are open to undergraduate attendees. These are posted on departmental or Center websites, with offerings of broadest interest also advertised on the SBU main webpage. In addition, University-wide lecture series and performance events, such as the Provost's Lecture Series, are also open to undergraduate students and announced by flyers in campus buildings, campus-wide email announcements, and selectively placed on the University website. Undergraduates can also pursue minors through Living Learning Centers, which are affiliated with Undergraduate Colleges. These offer programs that are geared towards exposure to specific professional fields. Some are more project-oriented such as the Media Arts program affiliated with the Media Arts Living Learning Center, affiliated with the Undergraduate College of Arts Culture and Humanities. This program offers projects connected to a variety of student media organizations (WUSB-FM, 3TV, Statesman, SBU Press, Blackworld, en Accion, Shelanu, Specula, Society of Professional Journalists). In recognition of the importance of an international experience in understanding the global community, International Academic Programs and Services offer students the opportunity to study abroad through formal classes and internships in short and long-term programs. Programs can be led by SBU faculty (e.g., Study Abroad in Madagascar) or by the hosting institution. Most of the course credits obtained by these experiences count toward general education requirements; some, however, are more specific and may count as an elective course in a major.

Research and Creative Activities
Stony Brook University offers a variety of programs that leverage its strength in research to enhance the undergraduate experience. It was one of the first research universities in the country to establish an office for the specific purpose of promoting undergraduate research and creative activities (URECA), and offers a variety of programs that support these efforts, along with summer stipend support and external funding opportunities. Previous funding opportunities included the Battelle Summer Research Program, the Beckman Scholars Program, and the Howard Hughes Medical Institute (HHMI) Undergraduate Research Programs. Current programs include Research Experiences for Undergraduates (REU) Site Programs, the URECA Summer Research and Small Grant/Travel Grant Programs and the new Explorations in STEM summer pilot program funded by the SUNY RF and the Office of the President. URECA collaborates with the staff of the Center for Science and Mathematics Education/CESAME (formerly Long Island Group Advancing Science Education/LIGASE) which, since 2007, has sponsored the campus-wide research symposium event, the Celebration of Undergraduate Research & Creative Activity. Last year, a record 268 poster projects/exhibits were presented at this symposium. Research opportunities are well advertised, and access for many students is as simple as asking a faculty member for sponsorship. In 2012-13, over 1000 undergraduates were enrolled in a formal research course. Many other students continue working in a laboratory, either as volunteers or for pay, but are no longer registered in a research course. An example of a formalized program for undergraduate

research is the multidisciplinary REU site at SBU, which has a focus on the application of nanotechnology and nanomaterials to societal needs in health, energy and the environment.

Honors College
The Honors College is designed to be a small and elite liberal arts college within a research university. It is a very selective four-year program that provides a small, supportive environment to a group of about 60 incoming freshmen. Admission is based upon a student's high school academic record, with an emphasis upon AP, IB and other advanced courses when they have been available, as well as AP and SAT scores. Because of the seminar-based nature of the four-year Honors College experience, the admission process also seeks the sort of intellectual diversity that will foster stimulating group academic inquiry. The Honors College creates a culture that supports academic excellence, interdisciplinary interests, and lifelong success. Through Honors College seminars, special events, alumni interaction, and access to research opportunities and senior faculty, students are immediately engaged in the intellectual life of Stony Brook University. A four-year, interdisciplinary curriculum of small seminars is offered to help students expand their intellectual breadth and to develop skills in the expression of ideas, criticism, and analysis. The Honors College curriculum culminates in a year-long, faculty mentored senior thesis project. Students in the Honors College were also the recipients of several prestigious awards recently. Thirteen have received the SUNY Chancellor's Award for Student Excellence (seven in 2012 and six in 2013), 14 received Undergraduate Recognition Awards for Academic Excellence in 2013, eight were recipients of the Provost's Award for Academic Excellence, and we had one Churchill scholarship recipient this past year. In addition, our students have earned several special awards, including the First Alumni Award, Outstanding Future Alumni Award, and the Alumni Association Legacy Award.

University Scholars Program
University Scholars is a four-year program at SBU, made up of some of the campus's most active student and community leaders. Students admitted into this program are within the top decile of the incoming class academically, roughly 250 students per cohort. Freshmen residing on-campus have the option of living with other Scholars in their Quad and enroll in a Scholars-only section of their first-year seminar course to help foster a greater sense of community. All Scholars are eligible to attend special symposia and field trips, obtain special academic advising throughout their career at SBU, participate in the Scholars Council and Student Advisory Board, partake in a variety of outreach activities, and obtain priority registration for classes. In addition, new Scholars can also request a Peer Mentor (an upperclassman who has been a member of the Scholars Program) to assist with the transition from high school to college. Students in the Scholars Program are also eligible to receive individual tutoring from other Scholars in subject areas that span SBU's academic curriculum. Students in the University Scholars Program were also the recent recipients of several prestigious awards. Seven have received the SUNY Chancellor's Award for Student Excellence (three in 2012 and four in 2013), 11 received Undergraduate Recognition Awards for Academic Excellence in 2013, four were recipients of the Provost's Award for Academic Excellence, and one student recently received a Goldwater Scholarship. Nine Scholars were

Student Ambassadors for SBU last year, and 41 were inducted into the Phi Beta Kappa Honor Society.

Scholars for Medicine Program
In the Scholars for Medicine Program, students earn a Bachelor's/M.D. degree with four years of undergraduate course work and four years of medical school. All Scholars of Medicine are individually counseled on their careers throughout their participation in the program. Benefits include full or partial scholarship funds, help in finding laboratory placements for undergraduate research projects, regular advising from the Premedical Advisor, opportunities to meet faculty in the School of Medicine, and support and encouragement in the exploration of undergraduate and career opportunities. There are currently 26 undergraduates in the program.

WISE
A central element of SBU's Science and Engineering education is the Women in Science and Engineering (WISE) program. WISE was started in 1993 with a grant from the National Science Foundation. The program has been nationally recognized by the National Science Foundation as a model for its efforts to attract and retain women interested in STEM education and careers. The mission of WISE is to provide a community of like-minded people, with the institutional structures and resources to attract and retain academically talented and motivated women of diverse backgrounds. The program is recognized for its leadership in producing highly skilled women prepared to pursue careers in STEM fields. To date, 930 students have participated in WISE. There are currently 259 students in the program.

Study Abroad & Exchange
An international experience has become a necessity in today's global community. As a result, graduate and professional schools, as well as employers, prefer students who have had international experiences. At SBU, students can take advantage of international opportunities in either of two ways: first, as individual participants in International Exchanges at over one hundred major universities around the globe; second, as participants in over 25 Study Abroad Programs under the supervision of a SBU faculty member. Students participate in programs that span an academic year, a single semester, summer session, or winter session. SBU offers faculty-led programs in various parts of the globe, including China, Costa Rica, Greece, Ireland, Italy, Jamaica, Kenya, Madagascar, Russia, and Tanzania. Currently, approximately four percent of registered undergraduates participate in a study abroad experience, the highest of any SUNY campus. During the 2012-13 academic year, 414 SBU students, 153 other SUNY students, and 173 non-SUNY students participated on SBU study abroad programs, for a total of 740 student participants. These SBU students are more likely to graduate within four years than non-participants. The majority are members of the College of Arts and Sciences, in the humanities and social sciences.

Undergraduate Colleges
SBU's Undergraduate Colleges are small first-year communities that allow students to explore broad academic themes beyond their majors through a series of seminars as well as academic and

social events. Each incoming freshman is assigned to one of six Undergraduate Colleges: Arts, Culture, and Humanities; Global Studies; Human Development; Information and Technology Studies; Leadership and Service; or Science and Society. Each College is led by a faculty director, quad director, and one or more college advisors. The Undergraduate Colleges provide a strong support and an individually assigned academic advising network to help students set academic goals, select classes and succeed both inside and outside the classroom. Beginning at New Student Orientation, students engage in the exploration of their College's academic theme, build community and establish standards for student responsibility through co-curricular programs and two one-credit seminars. Freshman Seminar 101 is designed to strengthen academic skills, connect students to University resources, explore the intellectual themes of the Undergraduate Colleges, and develop responsible and appropriate behavior in an academic community. Freshman Seminar 102 is offered to improve critical thinking, enhance group communication skills and develop intellectual curiosity among students through interaction with senior faculty. Students are provided leadership and networking opportunities, and work closely with faculty and staff to achieve academic success.

GRADUATE AND PROFESSIONAL EDUCATION/TRAINING

Graduate School

The Graduate School is committed to the highest standards of academic excellence, a diverse and productive academic community, and ethical conduct in research and scholarship. The school strives to produce and teach the knowledge that will solve human problems both locally and globally, and thereby become a source of intellectual capital for our community, our state, our nation, and our world. The school's key goals include:

- attracting the brightest students and faculty;
- promoting a fertile diversity of people and ideas;
- supporting academic progress and timely completion;
- encouraging creativity and independent thought;
- preparing leaders within and beyond the academy; and
- disseminating knowledge for the public good.

In its mission to provide support, oversight, and advocacy for graduate education at SBU, the Graduate School currently administers 44 doctoral programs with ~2,300 students and 53 Master's programs with ~1,800 students (This does not include the professional graduate programs not under the Graduate School). The list of these programs, as well as detailed curricular information, can be found at the Graduate School website. One of the most important factors establishing SBU as a top research university is the quality of our doctoral programs and students. Twenty-five of our doctoral programs are ranked within the top 25 for their discipline by the National Research Council *Assessment of Research Doctoral Programs*, based on 2005-06 data. Fifteen of these programs rank in the top 25 for *both* NRC Rankings (Regression and Survey-based). In addition, using the 2010 Academic Analytics Faculty Scholarly Productivity Index (FSPI), twenty SBU doctoral programs rank in either the top 25 or top quartile of their discipline. In order to ensure

continued excellence of our programs, growth of the Graduate School is guided by the Strategic Vision, which outlines the methodologies focused on attracting and supporting talented graduate students and maximizing exposure to professionalization activities, as well as continued development of comprehensive internal and external assessment and review vehicles for every graduate program. Administratively, the Graduate School handles admissions and records as well as financial transactions in support of graduate education at SBU and is making continued progress towards automation and a paperless administration.

The Graduate School is committed to improving diversity, particularly in underrepresented fields. Housed within the Graduate School is the Center for Inclusive Education, established in 2002, which is charged with providing resources and advocacy to students, faculty and staff to further the mission of diversity and inclusion in graduate education and teaching/research careers. This effort includes: (1) enhancing the academic and professional development of our students; (2) organizing activities that promote awareness about diversity issues as well as cross collaboration opportunities in achieving this goal; (3) spotlighting the excellent work of our students and faculty/staff; and (4) increasing the knowledge base on the campus, regional, state and national levels about our efforts and successes and how these fit into the national story. The CIE awards more than $2 million in direct support to underrepresented minority students and postdocs each year.

In fall 2013, a new office for the Integration of Research, Education, and Professional Development (IREP Office) was created. This new position will work closely with the Graduate School, the Career Center and the CIE to provide graduate students across campus with meaningful professional development opportunities. The Alan Alda Center for Communicating Science offers nationally recognized workshops and courses in oral and written communication to general audiences, available to all doctoral and Master's degree students in STEM programs. In addition, the Writing Program on campus has partnered with individual graduate programs to provide courses in writing within the disciplines.

Diversity Initiatives
Stony Brook University is very active in promoting diversity in post-baccalaureate programs. For example, the Alliance for the Graduate Education and the Professoriate (AGEP) is a national initiative funded by the National Science Foundation (NSF) to increase enrollment and degree production of URM students in STEM disciplines and advancing to the Professoriate. SBU is the lead institution in a partnership with BNL that began in September 2013. SBU was previously the lead on a consortium with the three other SUNY Centers (Albany, Binghamton, Buffalo) originally funded from 1999-2012. In this 13-year period, the AGEP program served more than 250 URM STEM graduate students and graduated 70 URM STEM doctorates. We also tripled enrollment of URM graduate students (33 in 1998, 104 in 2011). SBU has graduated more URM STEM doctorates than the other three SUNY Centers combined. One of the evident impacts of AGEP is the reduction in the median time to degree of minority students in STEM programs from 6.12 to 5.57 years. An important long-term goal of AGEP, and a targeted focus of the new AGEP-T FRAME (The Alliance for Graduate Education and the Professorship – Transformation, Frontiers

of Research and Academic Models of Excellence), is to produce faculty who will be role models for the next generation of underrepresented minority college students.

The NSF-funded Louis Stokes Alliance for Minority Participation Bridge to the Doctorate (LSAMP-BD) program is designed to increase the number of underrepresented minority students admitted into STEM graduate programs and to provide support as they complete their Master's degree coursework and transition into doctoral programs. A cohort of 12 students is selected for the Bridge to the Doctorate program from NSF LSAMP or affiliated programs from across the country. Each Bridge to the Doctorate fellow receives a $30,000 annual stipend for two years, a full tuition scholarship, fee coverage, and health insurance. Fellows are given specialized academic support and they are encouraged to attend conferences and participate in community building activities to stimulate their academic and professional development.

The National GEM Consortium is another mechanism for increasing the participation of underrepresented groups at the Master's and doctoral levels in engineering and science. We currently have a community of three GEM fellows. The funding for the MS award is for up to four semesters or six quarters. The funding for the Ph.D. award can extend through the fifth year of the Ph.D. program.

The Dr. W. Burghardt Turner Fellowship program is SBU's prestigious fellowship program for URM and disadvantaged students pursuing graduate and professional degrees. The program seeks to support students pursuing the terminal degree in their field. Doctoral-level Turner fellows receive full tuition scholarships along with a teaching or research assistantship and, on average, an additional $10,000 per year for five years of study. Currently, the Turner program has an on-campus community of 95 fellows and 463 alumni. The fellowship carries the name of the late Professor W. Burghardt Turner, an African American faculty member in the department of History who taught at Stony Brook University for nearly 20 years. The value of this program was reinforced by President Stanley, who announced in the fall of 2013 that he will be contributing $250,000 to fund additional Turner fellowships over the next four years.

Postdoctoral Programs

In recognition of the important role Stony Brook University plays in the training of postdoctoral researchers, the Graduate School has developed the Office of Postdoctoral Affairs, now a part of the IREP Office. The Office's mission aligns with that of the National Postdoctoral Association—to advance the U.S. research enterprise by maximizing the effectiveness of the research community and enhancing the quality of the postdoctoral experience for all participants. The Office of Postdoctoral Affairs provides mentoring and advocacy for postdoctoral researchers on campus, and facilitates interaction among postdoctoral fellows, principal investigators and the University at large. Starting in 2014, the Office of Postdoctoral Affairs will also collect data on postdoctoral researchers at SBU, including job placements after leaving the University. The New York Consortium for the Advancement of Postdoctoral Scholars (NY-CAPS) prepares postdocs with an interest in underserved populations to attain tenure-track positions through research, training, and

mentored teaching. NY-CAPS, funded by a five-year NIH Institutional Research and Academic Career Development (IRACDA) Award supporting 15 scholars, is overseen by the Center for Inclusive Education (CIE).

SBU MEDICINE

SBU Medicine encompasses SBU Hospital, SoM, SDM, SoN, SSW, SHTM, the Program in Public Health, and the Long Island State Veterans Home.

School of Medicine (SoM)

In its 40 years, SoM has established a strong reputation for producing graduates who exemplify the highest qualities of physicians: clinical and scientific knowledge, procedural and interpersonal skills, and the virtues of professionalism—integrity, altruism, dedication, and caring. The primary goals of SoM, described in the SBU School of Medicine Strategic Plan 2011-2015 are to: (1) advance the medical sciences by translating cutting-edge biomedical science into diagnostic, therapeutic and prognostic advances; (2) develop a diverse cadre of caring and skilled physicians and biomedical scientists who are outstanding candidates for graduate and specialty training programs; (3) deliver compassionate clinical care in an efficient, state-of-the-art, safe and cost-conscious fashion; and (4) reach out to multiple communities. The medical school consists of 18 clinical departments, plus seven basic science departments (administered by the Graduate School), that have the responsibility for pre-clinical and clinical instruction of medical students, as well as university-wide responsibility to students in other schools on the campus. In addition to instruction at the medical undergraduate and professional levels, these departments have major responsibility for graduate, postgraduate, and continuing education. The goal of each of the departments is to: (1) promote input from all University disciplines into education and research in the health sciences and its application in clinical care; (2) integrate as rapidly as possible new scientific knowledge and the advances of basic research into the training of every health professional; and (3) ensure that every healthcare professional trained in the school is prepared to provide the highest level of patient care, technically and interpersonally.

These efforts are furthered by collaboration with colleagues at the biology and medical departments of BNL, CSHL, and other research institutions in the vicinity. In the clinical departments, these objectives are enhanced by collaboration with the clinical affiliates of the Nassau University Medical Center, Winthrop University Hospital, the Northport Veterans Affairs Medical Center, and various community clinical facilities integrated under a variety of arrangements.

SoM is fully accredited by the Liaison Committee on Medical Education (LCME), the nationally recognized accrediting authority for medical education programs leading to the M.D. degree. In addition to the M.D. degree, SoM currently offers four combined degree programs: MD/PhD, MD/MPH, MD/MBA, and MD/MA in Compassionate Care and Medical Humanities.

School of Dental Medicine (SDM)

SDM conducts an excellent educational program for its students, contributes to scientific knowledge through its active programs in research, and actively participates in community service through its programs in continuing education and its treatment center, which provides dental care to thousands of community residents each year. The school incorporates the disciplines of prosthodontics, operative dentistry, dental materials, and radiology into a single department of general dentistry. Orthodontics and pediatric dentistry are combined into a department of orthodontics and pediatric dentistry. Other departments in the school include periodontology, oral and maxillofacial surgery, dental medicine, oral biology and pathology, and hospital dentistry and dental anesthesiology. SDM offers the Doctor of Dental Surgery Degree in addition to postdoctoral education in endodontics, orthodontics, pediatric dentistry, periodontics, general practice residency, dental anesthesiology, and care of the developmentally disabled. Graduate Master's of Science and Doctor of Philosophy degrees are offered through the Graduate School and the School's Department of Oral Biology and Pathology. Each program has appropriate explicitly defined learning goals and outcomes that are clear to the student. The Dental School is fully accredited by the Commission on Dental Education and the State Educational Department, and it provides a range of opportunities for integrative educational experiences, including research.

School of Nursing (SoN)

The School of Nursing offers programs leading to the Master of Science (MS) and Doctor of Nursing Practice (DNP) as well as licensure programs at the Bachelor level. At the undergraduate level, the SBU SoN offers an onsite two-year pre-licensure program basic baccalaureate (BBP); an onsite, twelve-month accelerated program (ABP) for students who hold non-nursing Bachelor degrees leading to licensure; a blended (distance education with an onsite component) Registered Nurse to Bachelor's program (RNBP); and, a blended Registered Nurse Bachelor's to Master's program (RNBS/MS). The SoN prepares graduates to practice as baccalaureate generalist nurses. Students attain a B.S. degree with a major in Nursing. At the graduate level, students select from the advanced practice roles of nurse practitioner, clinical nurse specialist, and nurse midwife. Population foci tracks include: adult health, child health, psychiatric/mental health, neonatal health, and perinatal/women's health. The SBU SoN also offers a post-Master's advanced certificate program and an MS completion program. The Master's program builds on the key elements of the SUNY, SBU, and SoN missions to prepare and graduate Advanced Practice Registered Nurses. The clinical Master's programs are offered in a distance education format with an onsite component. The DNP program builds on the key elements of the mission to graduate professional nurses who will practice at the most advanced level of nursing to improve patient and population healthcare outcomes. The two-year, 42-credit program is offered in a blended format. In 2012, SoN received full accreditation by the Commission on Collegiate Nursing Education (CCNE).

School of Social Welfare (SSW)

The School of Social Welfare strives to prepare students for work in professional social work practice in the public and non-profit sectors of health and social welfare, preparing them to work toward a more just society based on equality, human dignity, and social justice. The School stresses a commitment to the values of human and cultural diversity, human dignity, social and economic justice, and individual and group self-determination. The fully accredited undergraduate program leads to a Bachelor of Science degree with a major in social work (BSW). The program is designed to prepare students for the rapidly growing and changing job opportunities in the health and social welfare field. The curriculum provides the foundation for generalist social work practice in entry-level positions in a wide range of health and social welfare organizations. The graduate program, which leads to a Master of Social Work (MSW), prepares students for advanced social work practice. Fully accredited by the Council on Social Work Education, it provides students with the needed theoretical and practice expertise to function with maximum competence at different administrative or policy levels in social welfare fields and/or in the provision of direct services to individuals, families, groups, and communities. The Ph.D. program in SSW is a policy research degree that focuses on social problems/social welfare issues such as poverty, health, violence, and aging. It operates under the auspices of the Graduate School and is committed to SSW's mission of social justice. Taking full advantage of the resources of both the Graduate School and SBU Medicine, as well as affiliated faculty throughout Stony Brook University, the program features small classes, a supportive environment for doctoral students, and a rigorous course of study.

School of Health Technology & Management (SHTM)

SHTM is recognized as a premier professional academic program dedicated to the education and training of highly competent health care professionals who can assume leadership roles in diverse healthcare settings. It offers a wide range of Master's and doctoral degrees in both clinical and non-clinical areas. It also houses the Center for Public Health Education, which is dedicated to advancing education, promoting quality care, and influencing public policy in the fight against HIV/AIDS. There are over 240 students enrolled in the non-credit certificate program and over 480 students enrolled in HTM graduate programs. All clinical programs are nationally approved or accredited by their respective accrediting agency. Moreover, in recognition of the importance of wide-ranging clinical exposure, the school has a global presence around the world, including Madagascar, Tanzania, Kenya, Ecuador, Mexico, Brazil, and Guatemala, thus offering many opportunities for students to develop and demonstrate leadership skills, teamwork skills, and compassion.

Program in Public Health (PPH)

PPH was established to promote improvements in the health of the public through excellence in education, research, and community service locally, nationally, and globally. The program, accredited by the Council on Education for Public Health, offers a curriculum that leads to the

Master of Public Heath (MPH) degree, as well as a variety of combined and concurrent graduate and advanced certificate programs. Students who wish to integrate the knowledge, skills, vision, and values of public health into their careers and provide leadership in the field undergo a challenging, rewarding, and comprehensive educational experience. PPH faculty and students engage in robust research activities in diverse fields and lend their time and expertise to community service initiatives ranging from the local Long Island area to several national and international locations. The program advocates a population health approach to public health. The hallmarks of population health include an ecological understanding of the determinants of heath and a systems approach to solving health problems. Emphasis is placed on proactively stabilizing and improving health among all populations, a commitment to health equity, and the elimination of health disparities. The population health approach requires multi-disciplinary collaboration among scholars in the social, behavioral, clinical, and basic sciences and humanities. Furthermore, it incorporates the development of comprehensive health information systems, and the use of advanced analytic tools to examine health problems and evaluate responses.

SCHOOL OF PROFESSIONAL DEVELOPMENT (SPD)

SPD offers graduate and non-credit programs created at the Master's and post-Master's level intended to meet the educational needs of working adults and provide understanding of current issues in their disciplines. SPD utilizes delivery formats including asynchronous, synchronous, and hybrid education. Many of SPD's programs lead to teacher and administrator certification. Through its collaborations with school districts, Teacher Centers, BOCES (Board of Cooperative Educational Services), and other organizations, SPD serves as a resource for educators across the K-12 educational community. Fourteen hundred and ninety-two matriculated students are currently enrolled in SPD's 24 Master's, post-Master's region. All of SPD's education degrees and advanced graduate certificates articulate with the New York State Education Department's certificate programs, in areas as diverse as teaching, higher education administration, educational leadership, human resource management, liberal studies, and environmental management among others. SPD also handles all non-matriculating graduate students for Stony Brook University, totaling 1,125 students in the spring 2014 semester. To accommodate the demands of working professionals, courses are scheduled in the evenings on campus, after school within school district cohorts, on weekends at Stony Brook's Manhattan location, and asynchronously via its successful SPD Online program.

SPD's graduate licensing regulations
All NYSED-approved programs are grounded in theory and appear in the OCUE (Office of College and University Evaluation) Inventory of Registered Programs. Stony Brook University's Professional Education Program (PEP), which reports to the Provost's Office, assures that all of SPD's relevant offerings are fully accredited by NCATE and applied in practice — an approach that allows students to begin using what they have learned in class to enhance their job performance right away. The curricula are designed to align with the standards set forth by the appropriate professional associations. Our K-12 programs, for example, are fully accredited by NCATE/CAEP and are approved by the American Council on Teaching of Foreign Language (ACTFL), National

Science Teacher Association (NSTA), National Council for Teachers of Mathematics (NCTM), National Council for the Social Studies (NCSS), and Educational Leadership Coordinating Council (ELCC). SPD has been cited as Long Island's largest provider of professional graduate education degree programs, with nearly 17,500 graduates (as reported by *Long Island Business News*, September 17-23, 2010), but its reach extends well beyond the Long Island area. Its student body stretches across the nation to Washington and California on the west coast, Arkansas down south, and across the Atlantic Ocean to Dubai. In 2014, US News and World Report has ranked our online programs in Education #22 in the nation. A complete listing of all SPD graduate programs is available at [The School of Professional Development](#).

The school's career development unit offers an extensive array of non-credit certificate programs in a variety of in-demand fields, including paralegal studies and IT certification. These programs are designed to train individuals who are seeking certification to start their careers. For mid-career professionals, SPD is developing short, asynchronous online educational offerings on "hot topics" or "nuggets." These courses, shorter than a full semester course, but more in depth than a series of webinars, represent the future of professional learning and thus have the potential to attract a worldwide audience. To develop these programs, SPD will partner with other academic departments on campus to identify those academic areas of interest to professionals.

ADDITIONAL LOCATIONS

Stony Brook University also offers courses and special programs at additional locations including:

Stony Brook Manhattan

[Stony Brook Manhattan](#) began as an extension center at 401 Park Avenue South in 2001. In 2008, space at 387 Park Avenue South was added. These facilities were designed to accommodate undergraduate, graduate, and non-credit classes, plus seminars, conferences, internships, and events. Due to financial considerations, the lease on the space at 401 Park Avenue South was not renewed when it expired in 2010. The remaining facility has six large classrooms, a reception hall, a small conference room, offices, and the ability to host more than 125 people for a lecture in a specially designed triple classroom with movable partitions.

Stony Brook Southampton

In 2006, during the Kenny administration, SBU completed its purchase of the former Southampton College of Long Island University, about 50 miles from SBU, for $35M. Originally this was intended to be a true satellite location of SBU, focusing on environmental sciences and sustainability studies. The location opened in August 2007. Due to the cost of supporting the poorly maintained infrastructure, the small number of matriculated students based on the limited programs and start-up nature of the location, in the face of [drastically decreased state budgets,](#) the administration was forced to relocate the undergraduate programs back to the main campus in 2010. This decision, while justifiable when examined fiscally and factually, was unpopular among

students at Southampton and much of the local community. In fact, although many thought the location was closed, that was not accurate. The SoMAS programs and the MFA programs continued to offer graduate classes. Due to a better financial climate, the University is now able to support increased educational offerings at this location.

Each fall semester, SoMAS offers undergraduate courses at Stony Brook Southampton to more than 100 students, including current SBU students and visiting students, taking from a single class to a full load. The students carrying a full-load of 12-15 credits have the option to maintain a residential presence at Southampton. SoMAS faculty are currently exploring adding additional coursework for students who wish to take a full semester at Southampton in the spring semester. The new waterfront Marine Sciences Research Station at Southampton is equipped with state-of-the art water intake and filtration systems allowing for temperature controlled experiments and marine life observation in the lab. The SoMAS program also caters to the local high school population by offering two college level Marine Science courses for high school students interested in Marine Sciences.

Stony Brook Southampton offers a successful M.F.A. in Creative Writing. That program also hosts the Southampton Writers Conference, a 30-year institution on the East End, annually attracting leading authors and artists from across the country. In addition, Stony Brook University relocated its MFA in Theatre to the Southampton campus along with a track in film pending a full proposal for an MFA in Film at Southampton. These programs are broadly defined to foster exploration of artistic expression in fields outside traditional program borders and to promote collaboration between disciplines in the creation of original work.

With a growing need for healthcare professionals in the east end community and NYS, the SBU School of Health Sciences recently expanded its Doctor of Physical Therapy program to add a cohort at Southampton in fall 2013, with new classes of 35 expected each of the next two years for a steady state program of 105 DPT students. Plans and requests for approvals are in process to add programs in the graduate health sciences for fall 2014, including Occupational Therapy and Health Informatics, followed by Speech Language Pathology in 2015. Projections call for up to 455 graduate health sciences students at Southampton within the next five years.

SUNY Korea

In 2012, SUNY Korea, a branch of SBU, became the first American university in the Republic of Korea (South Korea) to offer both undergraduate and graduate degree programs. SUNY Korea started with an invitation from the Korean government, followed by a May 2009 SUNY Board of Trustees resolution authorizing SBU to develop and implement the overseas educational programs and academic degrees. SUNY Korea, LLC, was established in April 2010 with a Board of Managers (BoM) drawn from SBU's senior administration and a designee of the SUNY Chancellor, with the addition of one Korean member, CEAS alumnus Dr. Myung Oh. SUNY Korea submitted its first graduate degree program proposal to the Ministry of Education, Science and Technology (MEST) in December 2010 (the name of that ministry was changed to Ministry

of Education in 2014). The MEST approved the offering of graduate degree programs in 2011 and the Bachelor of Science in Technological System Management degree program in August 2012. The President of SUNY Korea, Dr. Choonho Kim, is in charge of all aspects of campus affairs and operation and reports to the BoM. The [SUNY Korea, LLC](), operates the campus and oversees the academic and administrative operations. Vice President Hongshik Ahn, reporting to President Kim, oversees the Academic Departments, Academic Affairs, and Finance. While the campus builds up its enrollment and capacity gradually, SUNY Korea received a Korean government subsidy of $1 million per year for its first two years, which increased to $2.4 million per year starting on July 1, 2013, to meet the fiscal needs of a new campus. The fiscal resources are sufficient to operate this additional location, and no financial resources from SBU are used to operate this location. In addition to the subsidy from the Korean government and tuition income, SUNY Korea has attracted a large sum of research grants from the Korean government, industry, and international funding agencies.

The first class of graduate students matriculated in spring 2012. The inaugural class of undergraduate students arrived at SUNY Korea in March 2013. SUNY Korea celebrated the first class of M.S. graduates in a commencement ceremony in summer 2013. SUNY Korea is committed to providing high-quality research-oriented education while providing the full American university experience in Korea. In its two years, SUNY Korea has established a team of well-regarded faculty and leadership (department chairs and faculty) and delivers high-quality education programs of CEAS/SBU curricula. Two academic departments currently offer a total of five degree programs: Department of Computer Science M.S. and Ph.D. degrees; and Department of Technology and Society B.S., M.S., and Ph.D. degrees. Additional department and degree programs have been submitted to the Ministry of Education (MoE, formerly MEST) of the Korean government for approval. They are Department of Computer Science B.S. degree programs in CS and ISE; and Department of Mechanical Engineering M.S. and Ph.D. degree programs. All degree programs offered at SUNY Korea must be approved by the appropriate SBU curriculum committee and by a special review committee at SUNY. The primary mandate of these review processes is to ensure that each degree program is controlled by SBU faculty and has identical curriculum to the SBU main campus program. To help new academic programs at SUNY Korea achieve excellence, the SBU Graduate Council has drawn up a set of recommendations for best practices in those programs. SUNY Korea also demonstrates excellence in research and, as of May 2013, SUNY Korea had an annual research expenditure that exceeds $2 million.

ONLINE EDUCATION

SBU has a pioneering history of using online technologies to offer ever more effective educational experiences in ever more diverse ways to serve our students and the world better. In terms of whole courses and curricula, SBU offers a range of distance education options that fall into three broad categories: distance education, online offerings and MOOCs.

An example of a distance education program is the School of Nursing's Distance Education (DE) program, which is tailored to meet the needs of our nursing students who often begin their

education with us as undergraduates and continue through our post-graduate programs. The SoN's custom-designed online application supports the "student life cycle" resulting in a fully integrated seamless educational program for all our nursing students. Along the continuum of the student life cycle, nursing students and nursing alumni are provided with life-time access to the SoN's Learning Management System (LMS) that includes access to current and past curriculum, completed and graded student work, faculty evaluation of that work, and their email account. As the SoN's LMS has matured over the past nineteen years, additional features have been integrated into the core system. Features such as faculty support for advisement and enhanced student collaboration, as well as video presentations of clinical case studies and lecture content, have added richness to the LMS experience for students and faculty. Since 2012, CEAS has been approved to offer an online Bachelor of Science in Electrical Engineering (BSEE) program. The BSEE is the first New York State approved online engineering degree program that can be completed online. The development of a "laboratory in a box" has made possible a full four-year curriculum. Led by SBU, this program includes faculty from Binghamton and Buffalo and students from throughout the system.

A Distance Education Symposium was held in September 2013 to showcase distance learning delivery models, technologies and departments and schools that are currently offering on-line programs. Presentations were made for online programs in SoN, SPD, the Biology online program, Electrical Engineering online program and Physician Assistant Post-Professional Master's Program.

Online course offerings come in three varieties. These include online courses for SBU students who are in enrolled in one of our academic (not distance education) programs, hybrid courses that have traditional classroom time and online components, and Open SUNY, a cooperative program within the SUNY system. SBU's Biology Online offers onsite students online courses and even provides these in a mixed mode. A course in the evolution of human biology, for example, has approximately 560 students in lecture and another 170 online. The continual assessment of the success of these students affords continual improvement of both instructional modes as measured by the results of student surveys and examinations. Hybrid classes are those that engage students at a distance but include some onsite experiences, such as the Children's Literature Fellows program that gathers its students on select occasions to our Southampton campus. Open SUNY has just been launched. SBU is coordinating with Open SUNY to contribute model online programs, foster system-wide collaborations, and help specify support mechanisms that scale for the system as a whole.

The final course category is MOOCs. In order to best position SBU to take advantage of the Massive Open Online Course (MOOC) educational approach, Provost Assanis charged a joint ad-hoc task force to consider the broad spectrum of issues related to MOOC technology, requisite investment, quality assurance, branding, credentialing, policy and impact on current academic offerings and to provide actionable recommendations to formulate our long-term institutional strategy. After the completion of the MOOCs task force report in fall 2013, SBU launched its first MOOC. The course, CDT 208 Introduction to Computational Arts, attracted approximately 5,000

students world-wide including SBU students who are participating in the course as a hybrid model leading to onsite course credit.

SBU recognizes that online education is not simply a matter of course formats and delivery. SBU pioneered, and continues to pioneer, the use of ePortfolios both in writing instruction and in motivating students to reflect and integrate for themselves their own educational experiences. There are now 14,000 voluntarily maintained ePortfolios among SBU's 25,000 students, and the proportion is growing yearly, with a concomitant improvement in writing quality and educational satisfaction, a service to the students that also serves, because these ePortfolios are lifetime online showcases, as a powerful tool for employers and for SBU graduates as they enter into and move within the workforce. Individual faculty have created superb online programs, such as Professor Joseph Lauher's OSCER system for fostering constructivist chemistry learning in our newly designed "active learning lab," allowing 180 students at a time to work collaboratively in small groups, all under the guidance of a single instructor, to discover what it means to practice science. In keeping with the recommendations of the MOOCs task force report, SBU has recruited its first Associate Provost for Online Education, who is involved in a number of initiatives. Among these are a refocusing of attention on our existing activities, such as our Teaching, Learning & Technology unit; fostering the development of new MOOC-course hybrids, such as one from the CoB on High-Tech Start-Up Entrepreneurship; developing intra-SUNY collaborations; and creating an Online Learning Laboratory to focus on design, development, and research in all aspects of online education from single learning modules for a traditional course to MOOCs to serve the world.

UNIVERSITY LIBRARIES

The mission of the Stony Brook University Libraries (Melville Memorial Library and Health Sciences Center Library) is to serve the research and learning needs of the SBU community. Across its branches, the Libraries contain two million bound volumes, over 300,000 e-books, four million publications in microforms, and 450 databases. With the migration from a predominantly print to a predominantly digital model of library collections a new range of services was emphasized to support the evolving needs of undergraduate students, graduate students, and faculty who depend on the library. Also, the increase of interdisciplinary research necessitated the consolidation of the Medicine and Main Campus libraries into a single cohesive system. Increased technology deployments have allowed for opportunities for collaboration and integration between course content and course management systems, including piloting the integration of electronic textbooks into undergraduate courses and the use of video-teleconferencing within the Medical and Nursing schools, and the video recording of lectures to support remote and virtual classroom learning.

The Libraries provide state-of-the-art information services and resources for research and curricula, serving students, faculty, and the surrounding community. Services include information literacy instruction, research skills workshops, research assistance and consultation, subject guides, course reserves, interlibrary loan, and a variety of study spaces. The Library's Instructional Program works actively to help academic departments meet their student learning objectives in

critical thinking and research skills. Library instruction includes working with course instructors to provide information literacy skills instruction for accomplishing course-related research papers or projects; creating research guides for academic disciplines and courses at the undergraduate and graduate levels; and providing stand-alone workshops on research tools and skills. While information literacy is not a formal requirement of the undergraduate curriculum, the new general education curriculum, called SBU Curriculum (effective fall, 2014) will have an information literacy component. There are many ways that our libraries have impacted or collaborated with teaching faculty and curriculum in incorporating information literacy, ranging from course-integrated instruction and online workshops to programs geared toward helping undergraduates, graduate students and faculty in their academic pursuits.

There is no single assessment tool that is systematically applied to library instruction sessions or courses. However, the Libraries and University have conducted user surveys in 2009, 2010, 2011, and 2013, with varying degrees of specificity to educational services. For example, in 2013, of 2,367 respondents, 73 percent answered that they were "very satisfied" or "satisfied" with librarian class presentations. Eighty percent felt they "usually" or "most of the time" got the results they needed from the Libraries website, and the majority of the respondents felt they only "sometimes," "rarely," or "never" need library assistance. In a qualitative survey of students and faculty directly receiving information literacy instruction in 2012, there was a high degree of satisfaction expressed by the students and a call for information literacy across the undergraduate and graduate curricula by the students as well as faculty.

CONCLUSIONS AND RECOMMENDATIONS

The University faces the challenge of growing without deviating from the high standards of a SBU Education. In order to do this, we will:
- Continue to build strength in graduate programs, with new offerings in rising interdisciplinary areas fueled by the faculty cluster hires;
- Act to maintain SBU's position as a leader in the integration of research and creative activities into the undergraduate experience, leveraging SBU's strengths in research to the advantage of our undergraduates, as well as graduate students;
- Develop, deploy, and assess new technologies to enhance learning throughout the University whether in onsite, online, or hybrid courses or in non-course learning, research, and creative environments;
- Enhance quality control in online course offerings, so that they enhance the University's global impact while never compromising on its high standards;
- Support the SBU libraries as they continue to evolve in response to the opportunities presented by new information technologies;
- Work to enhance the student experiences in the Undergraduate Colleges, Living Learning Centers, and in programs such as the Honors College, University Scholars and WISE;
- Build upon the success of diversity programs within the Graduate School's CIE including the Turner, AGEP and Stokes programs; and,

- Develop, deploy, and assess new technologies to enhance learning throughout the University whether in onsite, online, or hybrid courses or in non-course learning, research, and creative environments.

Standard 12: General Education

UNDERGRADUATE EDUCATION

As a large, public, Research I institution, SBU offers many undergraduate programs of study. Since its inception in 1957, the University has evolved into a vibrant educational community whose academic programs have achieved regional, national, and international prominence. Today, 67 majors and 80 minors are offered at the University across its schools and colleges. The diversity of course and program offerings is reflective of the diversity in cultures, ideas, backgrounds, and interests of our students, as well as a broad range of contemporary academic disciplines, as one would expect at a 21st century research university. SBU expects each undergraduate student to complete an academic major and general education requirements. Major requirements provide students with depth in a particular academic discipline, while general education requirements aim to develop students' breadth of knowledge across multiple disciplines. The University's general education requirements underwent a review in the late 1980s, which resulted in the formulation and implementation of the Diversified Education Curriculum (DEC – pronounced "deck") in 1991. The resulting coursework spanned key areas, including writing, math, arts, humanities, natural sciences, social sciences, and global issues, and also aligned with the SUNY general education requirements in effect at that time.

Assessment of General Education at the Course Level
In 2003, the University's Assessment of General Education Committee proposed a multi-stage plan for the assessment of general education. In a series of annual reports, the University assessed the effectiveness of the courses in its program of general education (DEC).

General Education Review and Guiding Principles
While SBU had successfully assessed general education at the course level from 2003-2009, little attention was given to an overall assessment of the general education curriculum during the 20-year period of DEC. As a result, in 2009, the Provost charged a committee to conduct a comprehensive review of general education. This committee, comprised of a wide representation of campus stakeholders, first identified and adopted a mission statement: "Our purpose is to assess and reconsider the SBU General Education curriculum to provide our students with a diverse educational foundation that will facilitate lifelong active and adaptive learning and inspire engaged global citizenship." In 2013 the final report of the Committee was released. In supporting this goal, the committee held town hall meetings and a 2-day retreat that included faculty, staff, students, and alumni. There was a collective view that certain aspects of the DEC were outdated, particularly given how much the world had changed in areas of science and technology over the last two decades. As part of the Committee on General Education's work, the group conducted research on the general education requirements of peer institutions. Committee members gathered information

to identify best practices, particularly among institutions that had recently changed their general education requirements. Skype sessions were held with a few institutions that had recently implemented a new general education curriculum; this proved very helpful in guiding the committee's future work.

In considering the design of a new general education curriculum, the committee identified four guiding principles:

1. Clarity of purpose: Make it clear to students, faculty, and staff why students take general education courses. Additionally, in response to emerging models of assessment, ensure that all courses have learning outcomes as well as clear and expected measures.
2. Experience beyond the classroom: Encourage students to apply their learning beyond the classroom. Many traditional and new opportunities exist in the experiential learning realm, including "research and scholarly activity, service learning, study abroad, performance and creative activity, internship, fieldwork, leadership, and teaching and training assistantships" (Report of the Committee on General Education, 2012, p. 3).
3. Unifying themes: Identify a collection of courses that satisfy multiple general education categories and foster interdisciplinary connections. Similar to the goal of having students pursue a major that reflects their interest and talent, a general education theme may also be appealing to students and provide opportunities for greater interdisciplinary teaching and learning.
4. Simplicity, flexibility, and accessibility: Identify requirements that are simply understood, applied broadly, and ensure timely progress towards graduation.

General Education Structural Components

Utilizing these guiding principles, the committee proposed replacing DEC with "The Stony Brook Curriculum." The new curriculum organizes general education into four structural components:

1. Acquire and practice foundational skills: Write effectively in English; communicate in a language other than English; develop quantitative problem-solving; speak effectively before an audience; evaluate and synthesize researched information; and communicate effectively within one's discipline.
2. Synthesize knowledge into understanding: Study the natural world; appreciate the fine and performing arts; address problems using critical analysis; understand, observe, and analyze human behavior and the structures and functions of society; and understand links between technology and the arts, and between science and society.
3. Develop and exercise civic responsibility: Practice and respect critical and ethical reasoning; understand the political, economic, social, and cultural history of the United States; and engage global issues.
4. Apply knowledge and skills beyond the classroom: Create integrated and applied learning opportunities that enable students to apply in-class learning to real-world settings.

General Education Learning Goals

Following two years of work developing the guidelines, principles, and structural components of the new framework of general education, an implementation committee was formed to further develop a set of clear requirements and learning goals, as they will ultimately appear in the University's Undergraduate Bulletin. Each learning goal noted below will apply to undergraduates in all programs and majors, with one exception: the foreign language requirement (1c below) will not apply to students in the CEAS. The concept is therefore, that all SBU graduates will achieve a common set of general learning outcomes, regardless of degree program. In total, achieving the learning goals encompasses completion of approximately 45 credits. Some students may be able to reduce the total credits of general education courses through AP courses or other placement tests. However, at a minimum, students must complete at least 30 credits of general education.

With a planned implementation date of fall 2014, full-time freshmen entering the University will be expected to:
1. Demonstrate versatility in each of ten fundamental areas of learning
2. Explore interconnectedness
3. Pursue advanced knowledge
4. Prepare for life-long learning

These general education requirements align with SUNY general education requirements, and, in fact, go beyond the required minimum.

Additional General Education Requirements

In addition to the learning goals and associated coursework noted above, each student is required to complete the following in order to earn a SBU undergraduate degree:
1. Major (and minor required for students in CoB)
2. Minimum 2.0 cumulative grade point average
3. 120-128 total credits, depending upon program and degree
4. 39 upper division credits (coursework at the 300-level and above)
5. Completion of at least 36 credits at SBU after reaching junior standing (57 credits).

Curricular Oversight

All undergraduate coursework is approved and reviewed by Stony Brook University's Curriculum Committees, each of which has appropriate faculty and staff from the area. Following review by the appropriate Curriculum Committee, the course is evaluated by the General Education Certification Committee, which has the responsibility to review each course for applicability and certification. Courses are being certified on the basis of defined learning outcomes and standards as noted in the course syllabus and Undergraduate Bulletin course description. These outcomes and standards will also guide course assessments and evaluations. Courses will need to be re-certified every four years, with faculty providing assessment data on how the course helps students

achieve designated learning outcomes and how those data have been effectively used to modify and improve the course. The Office of Teaching Learning and Technology (TLT) has been instrumental in supporting assessment efforts and will continue to play a pivotal role in educating current and new faculty.

Below is an example which highlights expected learning outcomes and standards of course proposals:

Study of the Natural World (SNW):

Learning outcomes:
1. Understand the natural world and the major principles and concepts that form the basis of knowledge in natural sciences.
2. Understand the methods scientists use to explore natural phenomena including observation, hypothesis development, measurement and data collection, experimentation, and evaluation of evidence.
3. Assess scientific information and understand the application of scientific data, concepts, and models in the natural sciences.
4. Make informed decisions on contemporary issues involving scientific information.

Standards:
1. Certified natural science courses shall fulfill outcome 2 as noted above, and at least two of the remaining three outcomes, and have a broad content in a specific area of the natural world.
2. Certified follow-up courses must have an introductory pre-requisite and must require students to use the skills they have acquired to fulfill that requirement.

Assessment of General Education

As part of the certification of the new SBU Curriculum courses to replace the DEC, the following are requirements with regard to student learning assessment:
- The learning outcome(s) that would be satisfied by the course.
- The outcome(s) or skill(s) that would be reinforced by the course.
- A copy of the syllabus that clearly identifies:
  - The learning outcome(s) that would be satisfied by the course;
  - A brief description of the opportunities this course would provide for students to acquire the knowledge or skills necessary to achieve the learning outcome(s);
  - A brief description of the graded assignments that the instructor(s) will use to evaluate the students' achievement of the outcome(s).

SBU Curriculum courses will be subject to recertification. The initial set of certified courses will be divided into four groups, with different groups coming up for recertification after three, four, five and six years. Subsequently, four years after a course has been certified or recertified, the certification committee will submit a Recertification Request Form to the hosting department or unit that will ask if it wishes to seek recertification for the course and to identify:

- What assessment data have revealed about how the course helps students achieve the designated learning outcome(s);
- How those data have been used to modify the course;
- Any other changes in the course since certification was obtained.

In its review of requests for recertification, the SBU Curriculum Certification Committee will use such criteria as:
- Does the course clearly address the learning outcome(s) identified?
- Does the course provide students with opportunities to develop the skills or areas of knowledge necessary for successful achievement of the learning outcome(s)?
- Does the course provide students with opportunities to demonstrate achievement of the learning outcome(s)?
- Has the hosting department or unit used assessment data to improve the course?
- Have the hosting department or unit and the instructor(s) followed through with their responsibilities as outlined in the Course Certification Request Form?

Advising and Communication of General Education

All Stony Brook University degree requirements, including general education requirements, are noted in detail in the online Undergraduate Bulletin. The online Bulletin is published twice annually to coincide with advanced registration for the following fall and spring semesters. Upon entering SBU, new students receive transfer credit evaluations of any prior college-level coursework as applicable to degree requirements. All 2,700 new first year students are enrolled in a small enrollment (maximum of 19 students) SBU 101-course, taught weekly by an academic advisor or staff professional, to ensure student success and understanding of degree requirements. An increasing number of transfer students, currently 58 percent, take a corresponding ADV 101 course. Throughout their undergraduate studies, students meet regularly with general and departmental advisors to map out coursework and ensure degree requirements are met in a timely manner. Additionally, all freshmen enroll in an additional one-credit, small enrollment seminar in the spring semester, taught by experienced faculty. 102 seminars are introductory in the sense that little prior background knowledge is expected, yet they are inquiries into the methods, components, and substance of a particular subject.

Learning Outcomes for Freshman Seminar 102
1. Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
2. Enhance group communication skills through discussions, small-group work, presentations or debates.
3. Develop intellectual curiosity and better understand the role of a student in an academic community.

Students and advisors also have access to a comprehensive degree audit which shows completed, in-progress, and outstanding general education requirements. Stony Brook University embarked on a new initiative in January 2012 to add all majors and minors to the degree audit as well as

articulate on a 1:1 basis every transfer credit for entering students. The investment in this important project will allow students and advisors to have a comprehensive and accurate view of each student's completed and outstanding coursework, and serve as a useful tool to increase retention and graduation rates. To date, about 90 percent of the majors and minors have been added to audits for all undergraduates and about 65 percent of all transfer credits are now articulated on all new students' audits. Full implementation is expected by fall 2015.

CONCLUSIONS AND RECOMMENDATIONS

To ensure that SBU's program of general education is truly education for the 21st century we will:

- Continue implementation of the new SBU Curriculum in a manner designed to strengthen the undergraduate academic experience and maintain our traditionally high standards – and do this even during the upcoming transition period from the DEC including the certification of courses based on learning outcomes;
- Work with our leading feeder schools to ensure a seamless experience for transfer students; and,
- Assess the SBU Curriculum on an ongoing basis to insure that the anticipated outcomes are being achieved.

Standard 13: Related Educational Activities

ENTRY SKILLS

All students in CAS, CoB, SoMAS, and SoJ are expected to demonstrate basic competence in mathematics, writing, a foreign language, and American history. Students directly admitted to the majors in CEAS must demonstrate basic competence in mathematics and writing. In cases where basic competency in mathematics, writing, elementary foreign language proficiency, and American history is not satisfied at entry there are several courses that satisfy the skills prior to graduation. The Undergraduate Bulletin provides information on how skills are satisfied upon entry and options to students on completing the skills. For example, if entering students have not demonstrated mathematics competence they can satisfy the requirement by:

1. Scoring at placement level 3 on the mathematics placement examination
2. Earning a grade of C or higher in the developmental class MAP 103 or a transfer course equivalent to MAP 103.
3. Passing a SBU course that meets the mathematics requirement of the Diversified Education Curriculum (DEC).
4. Receive credit for a transfer course evaluated as satisfying the mathematics requirement of the DEC.
5. Passing with a grade of C or higher, while enrolled in a degree program at any two-or four-year college, any other mathematics course of at least three credits toward graduation.
6. Obtaining Challenge credit for any MAT or AMS course.

The criteria for completing the online [Writing Placement Essay](#) or enrolling in the developmental WRT 101 course is as follows:

1. Those earning a score less than 1050 on the combined SAT Verbal and Written score.
2. Those earning a score between 1050 and 1210 on the combined SAT Verbal and Written score. In this case, students are encouraged, but not required to complete the Writing Placement Essay. Students who do not do so must enroll in WRT 101 but students who complete the essay may be placed in either WRT 101 or WRT 102.
3. Those earning a score of 1220 or greater on the combined SAT Verbal and Written score do not need to complete the Writing Placement Essay. They simply enroll in WRT 102.
4. Those earning a 3 or 4 on the AP English Literature/Composition or the AP English Language/Composition examination. In this case students do not complete the Writing Placement essay and enroll in WRT 102.
5. Those earning a score of 5 on the AP English Language/Comp or AP English Literature/Comp examination have an option to complete the Writing Placement Essay. If they don't complete the essay they enroll in WRT 102.
6. Students do not complete the Writing Placement Essay if they passed with a C or higher, a college-level composition course judged to be equivalent of WRT 102.

Admission to the Graduate School requires that the applicant have the preparation and ability that — in the judgment of the program and the Graduate School — are sufficient to enable satisfactory progress in the degree program. A U.S. Bachelor's degree or the equivalent is required (for example, a four-year/120 credit hour accredited program) with a minimum overall grade point average of 3.0 on a 4.0 scale. The student must present evidence that such a degree will be awarded by the time graduate work is to begin. With few exceptions, applicants to Graduate Programs must provide a current GRE score (though there is no minimum score requirement for admission). In addition, applicants who are not native speakers of English must satisfy English proficiency requirements as specified in the [Graduate Bulletin](#).

CERTIFICATE PROGRAMS

SPD's Division of Graduate Studies is dedicated to meeting the needs of the working professional. By providing courses in the evening and online, SPD makes it possible to pursue part-time graduate study at SBU. SPD offers ten Master's degrees, eight advanced graduate certificates, and three post-graduate certificate programs. Five of these Master's degree programs lead directly to New York State certification and licensure as a teacher. The three post-graduate certificate programs prepare leaders for careers in educational administration. Descriptions of these programs are located on the SPD [website](#). In 1996, SPD began offering online courses and today schedule more than 100 online courses per term, which can be used in the following seven fully online degree programs: Master of Arts in Higher Education Administration, Master of Arts in Liberal Studies, Master of Science in Human Resource Management, Post-Master's Advanced Graduate Certificate in Educational Leadership, Advanced Graduate Certificate in Coaching, Advanced Certificate in Higher Education Administration, and Advanced Certificate in Human Resource Management.

The online education program was recently [rated #22](#) out of 166 programs in the 2014 *U.S. News and World Report* Top 100 Best Online Programs rankings.

NON-CREDIT OFFERINGS

SPD also offers an extensive array of non-credit, career development programs as well as outreach programs for teachers, administrators, and lifelong learners. The Division of Career Development offers courses in business and professional skills training in a variety of formats including on-line and on-site. Courses and certificates include [Career & Personal Development](#), [Computer IT Training and Certification](#), [Exam preparation](#). Lifelong learning programs include the [Osher Lifelong Learning Institute](#) that is open to all retired and semi-retired individuals who are interested in expanding their intellectual horizons in a university setting. The mostly peer-taught workshops are designed to offer an informal exchange of ideas between all participants within a framework of accomplishing the workshops' objectives. SPD also offers a [Senior Auditing Program](#) that for a nominal fee provides seniors with the opportunity to audit most New York State-funded, credit-bearing courses offered at SBU during the fall and spring terms.

EXPERIENTIAL LEARNING

SBU's formal experiential offerings include research, clinicals, teaching practica, fieldwork, study abroad, community service, and service learning, as well as internships and co-ops. With the exception of study abroad programs, experiential education is decentralized at SBU. The Career Center serves in a centralized support role for several of these types of experiences, but teaching and clinical practica, fieldwork, and campus-based research opportunities are managed by individual academic departments, with support from the Office of Undergraduate Research and Creative Activities (URECA Office), as described above in Standard 11.

The Career Center has developed flourishing community service programs, including the grant-funded AmeriCorps Education Award Program, providing close to $700,000 in scholarships for students who participate in community service. In addition, the Career Center helps students find placement in formal and independent internship programs or general employment with on- and off-campus employers, as well as a new co-op program funded through a SUNY Works grant. A new partnership with the URECA Office provides career development support for low-income students in STEM disciplines who participate in summer research programs.

Internship Programs

Students may [participate in internships](#) with or without academic credit. Under the Stony Brook University's Internship Program a student may spend a semester or summer working for academic credit under the supervision of both faculty and professional staff at a cooperating agency or organization. Up to six credits may be earned for semester internships during the academic year, and up to six credits for each summer term. Students may receive maximum of 12 internship credits

from any course or courses. Grading is Satisfactory/Unsatisfactory. Students may register for only one internship course per semester.

Academic requirements for individual internship experiences may differ slightly but typically include submission of learning goals, regular journaling, reading assignments selected by faculty, mid-term and final self-evaluations, written feedback from site supervisors, and other career-related assignments. The Career Center staff is working with the Associate Provost for IREP to develop an online reporting structure in ZebraNet to make academic expectations evident to students and faculty advisors for both departmental and Career Center-sponsored internships. The goal is to ensure the quality of internship experiences while reducing the barriers for faculty to supervise these internships, so that the overall number of participating students can increase.

OTHER INSTRUCTIONAL SITES

Please see Standard 11 for information on the Stony Brook Manhattan, Stony Brook Southampton, and the SUNY Korea additional locations.

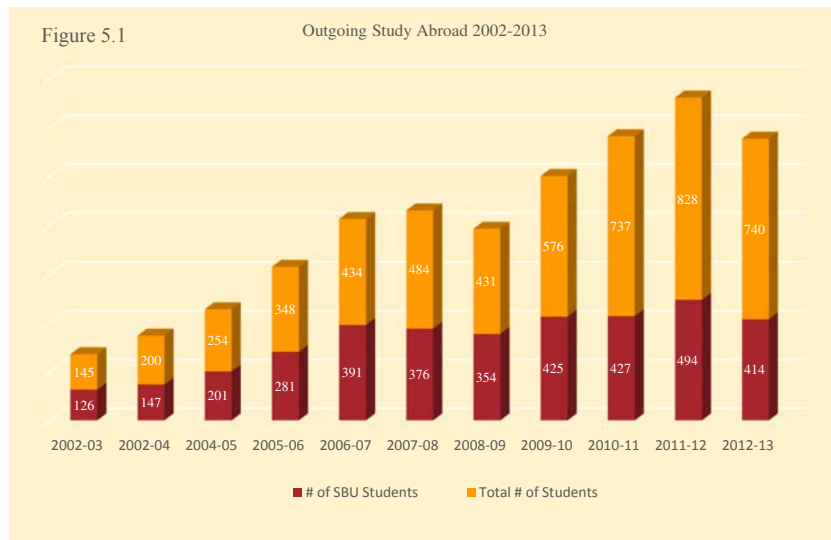## INTERNATIONAL ACADEMIC PROGRAMS

The Office of Global Affairs houses the Intensive English Center, Visa and Immigration Services, and the Study Abroad and Exchange programs. The office has been working to develop international programs and relations with institutions that best match and can oversee adherence to SBU's mission and vision for teaching. Since 2003 there has been a steady increase in the number of students who enroll in the Intensive English Center and then matriculate into a SBU academic program. There has also been a 40 percent caseload (students, scholars, and staff) increase over the past five years in Visa and Immigration Services.

Study Abroad and Exchange

SBU has 110 exchange partners, the largest number in the SUNY System. Our exchange partners agree to work with Stony Brook University to promote activities in regards to exchange of students, faculty, academic staff, and instructional and cultural programs. SBU students may study at one of our partner universities for either one semester or an entire academic year. They are directly enrolled at one of SBU's partner universities, which are located in 21 countries around the world (Australia, China, Denmark, England, France, Germany, Greece, India, Italy, Japan, Kenya, Korea, New Zealand, Norway, Russia, Scotland, Singapore, Spain, Sweden, Taiwan, the Netherlands).

There are 25 short-term study abroad programs. In 2012-13, 414 SBU students participated in a Study Abroad program (Figure 5.1). As seen in the table below, over the past ten years there has been an increase in the number of SBU students participating in the study abroad programs.

Study Abroad Programs may include a foreign language component, but are otherwise conducted in English. They are typically scheduled either during the summer (in China, Denmark, England, France, Germany, Greece, Italy, Korea, Japan, Madagascar, Norway, Russia, Spain, Tanzania) or during SBU's winter session (in Australia, Costa Rica, Ireland, Italy, Jamaica). The largest single

Figure 5.1 — Outgoing Study Abroad 2002-2013

Year	# of SBU Students	Total # of Students
2002-03	126	145
2002-04	147	200
2004-05	201	254
2005-06	281	348
2006-07	391	434
2007-08	376	484
2008-09	354	431
2009-10	425	576
2010-11	427	737
2011-12	494	828
2012-13	414	740

site is Florence University of the Arts (FUA), where an average of 20 SBU students matriculate each semester in a program that affords them extraordinary access to the artistic and cultural richness of Europe. Each semester participants in the FUA program create a community project documenting their experience.

These programs, led by SBU faculty, include field study in Madagascar and Kenya. SBU's undergraduate Study Abroad program in Madagascar is led by SBU faculty member and MacArthur Fellow Dr. Patricia Wright. Student participants may enroll in up to four courses and earn up to 15 credits. Courses are offered by resident and visiting scholars of Ornithology, Entomology, Ichthyology, Limnology, Botany, Anthropology, Zoology, and Primatology. Students study and conduct research alongside Malagasy and other international students at the research station with guidance from field course instructors. Along with SUNY Korea, the Turkana Basin Institute and the Madagascar Study Abroad Programs are parts of SBU's system of Strategic Global Sites. The field school in archaeology and geology at SBU's Turkana Basin Institute in Kenya is offered during both the fall and spring semesters. It is designed for undergraduates who have an interest in prehistoric sciences seeking comprehensive field training. The Turkana Basin region, made famous over the past five decades through the work of Louise Leakey and SBU faculty members Richard and Maeve Leakey, has produced much of the world's most important fossil evidence for human evolution. The field school includes five modules and provides 15 credits of 300-level coursework in archaeology and geology.

CONTRACTUAL RELATIONSHIPS AND AFFILIATED PROVIDERS

Brookhaven National Laboratory (BNL)

BNL is a multipurpose research laboratory housing large, state-of-the-art facilities such as RHIC (Relativistic Heavy Ion Collider), NSLS (National Synchotron Light Source), NSLS-II (under construction), the NASA Space Radiation Laboratory, and the Center for Functional Nanomaterials. SBU is a partner in Brookhaven Science Associates LLC, managing the

Laboratory for the Department of Energy. Located 22 miles from campus, BNL provides many opportunities for collaborative research efforts. It is described in much greater detail under Standard 5.

Corporate Education and Training

Corporate Education and Training is the professional workforce development division of SBU located within the Office of the Vice President for Economic Development. It is housed on the state-of-the-art training facilities in the SBU Research and Development Park. Created to help Long Island businesses and professionals, CET plays a pivotal role in educating the current and emerging workforce while revitalizing underutilized and dislocated workers. Through collaboration with a network of Long Island employers, organizations and economic experts, SBU CET offers relevant, timely and globally recognized training programs. Faculty and instructors deliver SBU's most prestigious programs in a variety of formats suited to busy professionals' schedules. Credit, non-credit, graduate certificate programs, workshops, Seminars, customized professional development, and distance learning programs are all offered at the center or on-site. Specific certificate instruction includes the Business Analysis Certificate, Building Performance Institute Certificate, Certified Green Professional, Lean/Six Sigma Certificate, and Project Management Certificate.

High School Programs

Our faculty's success at mentoring and engaging high school students is demonstrated by the large numbers of high school competition winners each year—including 398 Intel semifinalists and 47 finalists since 1998 and the 2012 Intel winner; as well as the 2010 Grand Prize individual and 2008 Grand Prize team winners in the Siemens Competition in Math, Science & Technology. SBU faculty typically mentor about 10% of the Intel semifinalists across the nation (in 2013, 35 of 300). The University hosts nationally known programs such as the Garcia MRSEC Program on Polymers at Engineered Interfaces Program, which involves ~60 high school students per year and provides mentoring experience for 19 REU undergraduate students and about 4 high school teachers (RET); and the Simons Program, which involves ~35 students per year who are placed in individual faculty research groups/laboratories throughout the campus, both of which culminate in end-of-program research symposia. The Center for Science and Mathematics Education (CESAME) is a major interdisciplinary STEM education center on the campus and has established a wide range of academic year and summer activities for faculty, graduate students, undergraduates, and K-12 students and teachers. CESAME has relationships with most of the 125 regional school districts and community colleges on Long Island. The Center for Science and Mathematics Education (CESAME) is a locus of middle-school and high school training programs, including Engineering, Mathematics, and Physics summer programs, some of which are aimed to promote science education in underrepresented populations. SBU offers an exciting variety of opportunities for high school students, ranging from genuine hands-on research to credited summer courses. Some of these programs include: the Simons Summer Research Program, SBU Accelerated College

Education Program, Young Scholars Program, WISE High School Program, Step, and the North American Computational Linguistics Olympiad.

CONCLUSIONS AND RECOMMENDATIONS

SBU commits to:

- Increase opportunities for students to participate in global academic experiences that are appropriately aligned with their major and minor academic programs and enhance interdisciplinary activities at the Turkana Basin Institute in Kenya, Centre ValBio in Madagascar and SUNY Korea;
- Continue to explore opportunities in corporate executive education, continuing education and professional development;
- Under the leadership of the new Associate Provost for Online Education, develop a comprehensive approach to online education in all its varieties including hybrid courses, fully online for-credit courses and MOOCs; and,
- Continue to encourage students to participate in experiential education relevant to their academic and career goals.

Standard 14: Assessment of Student Learning

OVERVIEW

The diverse aims of SBU's five-part mission statement have led to an organizationally decentralized model of 13 undergraduate, graduate, and professional schools and colleges. While they share some common educational themes and though undergraduate education is bound by a common general education curriculum, each approaches these overarching goals in unique ways. Moreover, each independently oversees academic programs offered by departments under its jurisdiction. As a result, there exists within individual units a spirit of academic autonomy and culture of independence that has made it more challenging to explicitly link learning goals between academic units and with the co-curriculum. SBU is comprised of schools and colleges with profound differences in size and scope, with a total of 190 degree programs at the undergraduate, graduate, and professional levels. This complexity of offerings results in a variety of active assessment programs, as a single model would not be appropriate in all schools, colleges, and programs. The majority of our colleges and schools enjoy external accreditation, requiring evidence of student learning assessment. Schools and colleges not governed by external accrediting bodies are making great strides in developing and implementing appropriate models of student learning assessment within each program.

STUDENT LEARNING OUTCOMES AT SBU

SBU Curriculum

In 2007, a faculty led University & Quality Enhancement Committee was established for the purposes of providing oversight and assistance in the process of assessing the DEC courses (the University's general education program). In 2009, the committee was renamed the [Education Assessment and Enhancement Committee](#) and was expanded to enhance learning and teaching by providing support for education program and course assessment. Designing a General Education curriculum that maintains its clarity of purpose over the long term requires careful use of language. Simply put, it means describing each requirement not by the subject area, but by the learning outcomes to be achieved. This shift of priorities in the description of the system has multiple benefits.

Learning outcomes are not uniquely associated with specific departments that provide them. The subject-driven model effectively stereotypes the education provided by our departments, thereby overlooking and forbidding unique and interesting ways for students to achieve the desired learning outcomes. In a learning-outcome-based General Education model, the judgment of experts in their own disciplines is relied upon to generate an appealing curriculum with a complete description of the opportunities available to students. When the learning outcomes that the course should provide are contained within the title, the purpose behind taking a course becomes clearer. A move beyond subject lists also allows for natural inclusion of multi-disciplinary courses in the General Education curriculum, because each course is evaluated based upon its value to the student's education instead of simply upon the department(s) that offer it. A learning-outcome-driven General Education fits extremely well into emerging models of assessment. The principal goal of assessment is to measure the effectiveness of any given course in meeting its General Education at SBU educational goals. Courses in the new General Education system, by virtue of the learning-outcome-defined categories, will have clear and expected measures.

When a department applies for certification for a course in the General Education system, it not only must specify how the course meets the learning outcomes of a category, but also how its effectiveness will be assessed. We also believe that faculty involvement in the development and use of the assessment process will lead to continuing course improvement. See Chapter 4 for more information on certification. Logically, we rely upon the expertise of our faculty in their own fields. No one can judge the quality of a history paper as well as a history professor, and no one can judge the quality of student performance on a physics exam as well as a physics professor. Therefore, we envision a simple mechanism by which faculty expertise can be brought into the assessment cycle through the Undergraduate Program Directors. Departments must apply for recertification of General Education courses every four years, and the collected assessment material will be included as part of the recertification process.

Academic Assessment Taskforce

In spring 2013, the Provost charged a Task Force with reviewing current assessment practice at SBU and developing a plan to create a university-wide culture of academic assessment. The Task Force divided itself into sub-groups charged with collecting information about assessment practices, investigating appropriate metrics and rubrics, identifying a structure for sustainable assessment at the college, school, and program levels, and developing a communication strategy to enhance assessment across the university. Building on that work, the Task Force made the following recommendations to the Provost in its Final Report regarding supporting and facilitating a culture of assessment at SBU:

1. Establish a permanent Office of Academic Assessment at Stony Brook University;
2. Appoint Assessment Coordinators in each academic unit;
3. Establish a university-wide committee for the purpose of ongoing communication and policy making regarding assessment;
4. Establish a university-wide assessment recognition program;
5. Conduct a survey of current practices at SBU;
6. When the assessment policy is announced to the University community, it must be simple, flexible, and under the control of each program's faculty; and,
7. Be very clear on a timeline of activities and provide the necessary resources for timely progression.

In support of the Task Force's recommendations, in fall 2013, Provost Assanis requested that each School and College identify and appoint assessment coordinators for each of their academic programs (degree or certificate) by the start of the fall semester. The assessment coordinator's role includes working with program faculty to develop a program assessment plan during the fall 2013 term, and, during the spring 2014 term, developing course level assessments and documentation of how data can be used to modify programs to improve student learning. This process is now underway.

External Accreditation

In addition to being accredited by MSCHE, the University maintains specialized accreditation of its programs from the following organizations:

- Accreditation Council for Graduate Medical Education (ACGME)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- Accreditation Review Committee on Education for the Physician Assistant, Inc. (ARC-PA)
- Accrediting Board for Engineering and Technology (ABET)
- American College of Nurse-Midwives (ACNM)
- American Society for Phlebotomy Technicians (ASPT)
- Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE)
- Commission on Accreditation, American Psychological Association (APA)

- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Accreditation for Dietetic Education, American Dietetic Association (CADE)
- Commission on Collegiate Nursing Education (CCNE)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Dental Accreditation, Division of Accreditation, American Dental Association (ADA)
- Committee on Accreditation for Respiratory Care (Coerce)
- Council on Education for Public Health
- Council on Social Work Education (CSWE)
- The Joint Commission Hospital Accreditation
- Liaison Committee on Medical Education (LCME) of the American Medical Association (AMA) and
- Association of American Medical Colleges (AAMC)
- National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS)
- National Council for the Accreditation of Teacher Education (NCATE)
- Psychological Clinical Science Accreditation System (PCSAS)

The CoB is currently preparing for accreditation from the Association to Advance Collegiate Schools of Business (AACSB) and SoJ is in the process of pursuing accreditation from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

Examples of direct and indirect assessment data from programs w/ external accreditation

School of Nursing (SoN)
As evidenced in the 2012 self-study report for the Commission on Collegiate Nursing (CCNE), SoN uses a variety of sources to collect assessment data including graduation rates, employment rates, *NCLEX-RN* pass rates, Alumni and Employer Satisfaction surveys, and EBI Exit Surveys.

The EBI Nursing Exit Assessment Surveys are distributed within six weeks to students who have graduated from both undergraduate and graduate programs. EBI data are reviewed and discussed by the SoN Evaluation and Outcomes

Table 5.1 NCLEX-RN Performance Rates for Years 2008-2011				
	N of students taking *NCLEX-RN®* for 1st time	(%) SUNY SB Aggregate Pass Rate	(%) New York State	(%) United States
2008	110	88.8	78.8	87.8
2009	96	91	82.8	89.5
2010	119	92.5	84.8	88.7
2011	109	88	76	85

Committee and if needed recommendations for program improvements are made. For example, in 2010 the undergraduate EBI data indicated a deficiency in infection control content. The undergraduate faculty as a result of this finding conducted a curriculum review and designed case studies that would enrich and enhance curricula content on infection control. The *NCLEX-RN* certification pass rates are consistently averaging above both the national and state averages (Table 5.1).

College of Engineering and Applied Sciences Programs
CEAS has seven programs accredited by the Accreditation Board for Engineering and Technology (ABET) and all programs have documented student learning outcomes. The Engineering Science Program (ESG) is the oldest program in the college and it has been continually accredited since 1965. An example of an assessment the program uses to track student outcomes is a Mock Fundamentals of Engineering (FE) exam that is administered each fall through ESG 375 (a required 1-credit prep course). The exam is used to assess the following student outcomes: (a) an ability to apply knowledge of mathematics, science and engineering; (e) an ability to identify, formulate, and solve engineering problems; and (f) an understanding of professional and ethical responsibility. The Mock FE exam results from FY07-FY09 demonstrated that almost all areas show significant improvement. Analysis of low scores in some areas (especially in computer science, dynamics and fluid mechanics) has resulted in a number of proposed program changes. Among the actions taken in 2010 were the removal of the ESM 336 Electronic Materials course and the introduction of a technical elective option to provide educational materials more relevant to the FE exam and the program's student learning outcomes.

Table 5.2 **2010-2011 New York State** Teacher Certification Examinations - NYSTCE	
	SBU Pass Rate
Test Field/Category	
Professional Knowledge/Pedagogy	
Secondary ATS-W	100%
Other Content Areas	
LAST	100%
Academic Content Areas	
Biology CST	97%
Earth Science CST	100%
English Language Arts CST	96%
Math CST	100%
Social Studies CST	97%
Spanish CST	100%
Teaching Special Populations	
TESOL CST	100%

Professional Education Program/NCATE
SBU's NCATE accredited teacher education programs are widely distributed across the academic departments of CAS. SBU does not have a school of education. Therefore, all of these programs are coordinated by the Professional Education Program (PEP), the director of which reports to the Vice Provost for Undergraduate Education. PEP is focused on insuring the integration of professional preparation with rigorous training in the academic discipline, in keeping with the recommendations of the Boyer Commission Report regarding undergraduate programs at Category I Research Universities. A key objective is to keep arts and sciences faculty closely involved in the education of future secondary school educators.

As indicated in Table 5.2, data from pass rates on the New York State Teacher Certification Examinations shows that the candidates have sufficient professional and content knowledge. New York State requires all teacher candidates applying for initial certification to pass three standardized tests to qualify for initial certification: LAST- Liberal Arts and\ Sciences Test; ATS/W Assessment of Teaching Skills/Written and CST-Content Specialty Test. SBU students in all but one of the CST exams surpass the statewide pass rate indicating that the distributed model is effective at preparing our students for careers as teachers.

School of Medicine

The School of Medicine was reaccredited by the Liaison Committee on Medical Education (LCME) in 2011. As demonstrated in their self-study report the School of Medicine educational program is assessed by examining the results of various outcome measures. The comparative results from these outcome measures (e.g., USMLE Step I, Step II CK and CS, and/or Step III results) provide assurance of the adequacy of the SBU SOM curriculum in meeting national standards. An example of a national comparison used to modify curriculum, a few years ago the SOM students scored significantly below the national mean in genetics. In order to remedy this deficiency and to keep the curriculum state-of-the-art for the medical topics covered, the Molecular Foundations of Medicine (i.e., biochemistry) course was significantly enhanced by the course directors through incorporation of a new unit focused on medical genetics. Subsequently, the student achievements on national exams and student evaluations for this course have improved. Required course evaluations by the students in combination with end-of-year focus groups identify to what extent the program objectives are achieved from the learners' perspective.

Whenever possible, the School of Medicine compares their student performance with national norms. Evidence that students are gaining mastery of educational program objectives (in the domains of knowledge, skills, behaviors and attitudes) is demonstrated in multiple ways, including: (1) pass rates for individual courses; (2) academic progression rates from year-to-year; (3) pass rates at end-of-year assessments; and (4) pass rates and mean scores on standardized examinations. The pass rate for all courses and/or clerkships is over 97 percent. In 2009-2010, no students were required to repeat the first year, but two students repeated the second year. Very few students repeat the third year in its entirety. USMLE Step 1 scores provide an external measure of knowledge acquisition, when at the end of the second year, all students are required to take Step 1 to demonstrate mastery of basic science content. For the class graduating in 2011, 97 percent of students passed the exam with a mean of 225 versus a national average of 93 percent with a mean of 221. In addition, all students are required to pass USMLE Step 2 CK and CS by graduation. As with Step I, this provides an external measure of their knowledge of the clinical sciences. Step 2 is taken by all students after the third year. Ninety-nine percent of SBU SOM students in the class of 2010 passed the Step II CK exam with a mean score of 237 versus a national mean of 97 percent passing with a mean score of 230. Ninety nine percent of these students passed the Step CS versus 97 percent nationally.

College of Arts and Sciences

Undergraduate Biology

As discussed in Standard 11, inspired by the [National Academies Summer Institute](), in 2007 the Undergraduate Biology program began overhauling its introductory biology curriculum. The curriculum redesign began by separating introductory laboratory courses from the introductory lecture courses, which allowed for the design of a laboratory curriculum not tied to content but instead aimed at teaching students to think like scientists. The new two-semester sequence is designed to develop skills in reading the primary literature, preparing for a laboratory environment, learning strategies for approaching and using new equipment, designing scientific experiments,

and collaborating with a network of fellow researchers. Modern educational technologies, including podcasts, web-based learning tools, and Classroom Response Systems are used to engage the students while also allowing for assessment of this new curriculum on student success. This new introductory laboratory curriculum currently serves a diverse population of more than 1,200 SBU students annually and many of the innovations are readily scalable to both smaller and larger populations.

With each curriculum modification the program documents and attempts to measure its impact on students using a broad range of affective and cognitive assessments currently published in the literature to determine student attitudes, skills, competencies, and interest. Several of the outcomes include:

- [Vodcasts for lab preparation](#)
- [Primary Scientific Literature](#)
- [Group learning](#)
- [3D modeling](#)

Doctoral Program in Clinical Psychology
An example of a graduate program in the College of Arts and Sciences that is using data to assess outcomes is the Doctoral Program in Clinical Psychology, which received accreditation by the Psychological Clinical Science Accreditation System (PCSAS) in 2010. The primary goal of the program is to train behavioral scientists who will advance the science and practice of clinical psychology by assuming active roles in academic and research settings, or by applying and disseminating scientifically-based practice in applied settings. The program faculty reviewed [ten years of job placement data](#) and achievements of their graduates to assess whether the above outcomes had been met. The faculty found the following based on the 64 students who had completed the program 2001-2010: 62 of the 64 (96.9 percent) graduates who completed the program since 2001 are currently employed as psychologists or in related positions. In addition, of the 64 graduates, 59 (92.4 percent) have published at least one journal article or book chapter and 38 have published five or more papers and chapters (59.4 percent). As a result of the outcome data, the program faculty felt satisfied that they had been successful in training behavioral scientists who are advancing the science and practice of clinical psychology.

University Support for Student Learning Assessment

Academic Assessment at SBU is supported through the Faculty Center in the Department of Teaching Learning and Technology (TLT)**.** Staff members provide expertise in all areas of assessment and measurement, testing, surveys and rubric developments and qualitative methods of collecting formative and summative assessment data. The Faculty Center also hosts an annual Assessment Institute and has developed an Assessment Academy.

Assessment Institute
In March 2013, the [4th annual SBU Assessment Institute](#) (AI) was held and was focused on "Understanding and Using Assessment Results." Linda Suskie facilitated the workshop and spent

a day with 67 faculty, staff and administrators who are involved in conducting program assessment. Prior AI's include:

- In 2009 the focus was on course assessment and the keynote presentation was by Dr. Larry Regan, Pennsylvania State University
- In 2010 Dr. Dan Apple facilitated a workshop on program assessment
- In 2011 the focus was on General Education assessment, facilitated by AAC&U Vice Presidents, Terry Rhodes and Ashley Finley

Assessment Academy

In 2011, a sub-committee of the [Education Assessment and Enhancement Committee](#) drafted a proposal to create a process through which departments could begin the work to develop programmatic assessment plans. The proposal was approved by the Provost's Office and has been established as the Assessment Academy. Goals of the Academy include:

- Further establish faculty, departmental and institutional commitment to student learning, assessing, confirming, and improving student learning
- Develop faculty assessment leaders and mentors
- Test and document effective practices in assessing, confirming and improving student learning
- Interact with diverse departments, building a collaborative network at SBU for ongoing comparison of efforts and results.
- Each department/unit participating in the Academy will complete a program assessment plan of at least one academic program in their area and begin to assess at least one program learning outcome.

The Assessment Academy cohort was selected in summer 2012 and began meeting monthly from October 2012-April 2013. The cohort included a team of faculty from SPD, CoB, School of Health Technology Management, and CAS. The cohort met monthly to review and discuss their progress and challenges in developing an academic program assessment plan. Faculty Center staff guided the process during the monthly meetings on conceptualizing, operationalizing, implementing, and assessing the plans. Between meetings, Faculty Center staff met individually with participants to work through and assist with questions and challenges they were experiencing. In June 2013 a luncheon was held and the Academy participants presented their completed assessment plans, which included program learning outcomes and evidence of assessment of at least one outcome, with plans for closing the loop. In attendance at the luncheon were the Provost, Vice Provost for Undergraduate Education, Deans of each of the schools represented, and the Dean of the Graduate School as well as assessment task force members.

Use of ePortfolios

The Faculty Center also provides support to faculty and students in the creation of ePortfolios. There are 134,000 created ePortfolios in the Digitation educational software system. Around 75% are active and many of these are independent, student initiated ePortfolios for professional academic and career purposes. In 2010 there were less than 500 people on campus with ePortfolio accounts, but by 2013 there were 11,350 students and 250 faculty and staff with accounts.

The total with ePortfolio accounts now exceeds 14,000. In fall 2013, 196 undergraduate and graduate courses utilized ePortfolios. The Career Center, Service Learning, EOP/AIM, GOLD, Long Island Alternative Energy Consortium, and TLT Internships used ePortfolios in their co-curricular programs during fall 2013. In addition, the Honors Business College, Leadership Minor, LDS 101, WRT, and Nanotechnology are also using ePortfolios for programmatic use. The ePortfolios are used to collect indirect evidence for student learning assessment, and thus, provide students with reflection on their own learning. The Faculty Center features a Spotlight on ePortfolios that features the best of SBU's self-directed, integrative and career ePortfolios. These student portfolios demonstrate how ePortfolios promote self-determined learning connections and an appreciation for lifelong learning. Faculty encourage students to include self-directed artifacts (work and experiences) with those that are required for their course or program. We consider these to be "showcase" ePortfolios which combine directed (required) and self-directed (non-required) artifacts that document evidence of the student's academic, co-curricular and professional skills and abilities. As students approach graduation, they can work with Career Center staff to build a career ePortfolio with artifacts that focus on their job searches or admissions to graduate school. Faculty integrate use of ePortfolios in their curricula to demonstrate the learning outcomes in courses and programs and utilize rubrics in the evaluation of student coursework, the reflection component of the portfolio and in some cases, the entire ePortfolio is assessed at the end of a course or program. ePortfolio as a learning tool has been embraced by faculty in CoB, Materials Science Engineering, Electrical Engineering, Biomedical Engineering, Physician Assistants program, Writing and Rhetoric (required use for all first year writing courses) and required in the College of Leadership and Service and encouraged in the other undergraduate colleges.

Co-Curricular Student Learning Outcomes

SELO Toolkit & Roundtables
The Student Employee Learning Outcomes (S.E.L.O.), detailed further in this section, articulates a common set of learning objectives to all of the more than 1,200 student staff members employed in the Division of Student Affairs. To implement this large initiative, staff with student staff supervisory responsibilities were intensively trained on the conceptual framework for understanding student employment as opportunities for learning, assessment practices and processes as well as pedagogical methods that would help advance student learning of expected goals. Monthly roundtables provide a venue for staff to share best pedagogical, training and assessment practices. An online toolkit and recorded videos reinforces training sessions.

CONCLUSION AND RECOMMENDATIONS

Recognizing the centrality of assessment SBU will:
- Establish a permanent Office of Academic Assessment at the University;
- Adopt the recommendation of the Provost's Academic Assessment Task Force to establish a university-wide assessment recognition program;

- Promote an ongoing culture of academic assessment that will improve the quality of teaching and learning in all undergraduate, graduate and professional programs; and,
- Assess the impact of the new SBU Curriculum being rolled out beginning with FTFT students in fall 2014.

CHAPTER 6: STONY BROOK AS AN INSTITUTION – GREAT BEYOND ITS YEARS

The first two components of our Mission call for excellence in education and in research and intellectual endeavors. The remaining three components of our Mission call for us:

3) To provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region
4) To provide state-of-the-art innovative health care, while serving as a resource to a regional health care network and to the traditionally underserved, and
5) To fulfill these objectives while celebrating diversity and positioning the University in the global community

To fulfill its Mission, a university must have adequate resources, and be sufficiently nimble to allocate them prudently in the face of changing circumstances. In our study of the allocation and assessment of institutional resources at SBU we are aided and directed by three Middle States Standards, Standard 2: *Planning, Resource Allocation and Institutional Renewal*; Standard 3: *Institutional Resources*; and Standard 7: *Institutional Assessment*.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

OVERVIEW

SBU is committed to defining and prioritizing actionable targets in relation to the University's mission statement, linking these goals to resource allocation, and assessing our progress in improving institutional quality. As one of the 64 campuses of the State University of New York, SBU's long-standing mission is rooted in SUNY's overall academic mission. This mission statement, outlined under Standard 1, has been in place throughout the ten-year evaluation period, and is tied to the following core set of SUNY expectations: to advance student learning by offering a high quality, academically rigorous program of instruction; to support an outstanding faculty in their instruction and scholarship; and to address local, regional and state needs and goals while providing public service to the citizens of New York State.

Therefore, guided by SUNY's expectations, and in broad consultation with academic and administrative constituents, SBU's leadership has developed five-year strategic plans based on the strategic plans and priorities of the University's schools/colleges and administrative units. These strategic plans have identified mutually agreed upon strategies and deliverables that have allowed us to assess outcomes and determine resource allocation.

The last five years have been eventful for SBU. The University has seen changes in leadership at all levels, while dealing with a series of budget challenges that ensued in that time period. Since the arrival of President Stanley in 2009, we have recruited several new senior administrators including all three Senior Vice Presidents, i.e., Academic Affairs (Provost), Health Sciences, and Administration. In this time of leadership change and economic challenges, planning and efficiency are more important than ever. A series of initiatives begun by President Stanley, including Project 50 Forward, are key components in plans for the future growth of SBU and strengthening the University's role in the economic renewal of New York State. Through these initiatives, the University is poised on a trajectory resulting in a more efficient and effective SBU.

PLANNING

President Kenny (until 2009)
Under the administration of President Kenny, SBU goal development during the period of 2004-2009 was linked to the SUNY strategic goals and objectives, as well as to strategic priorities that had been identified by SBU stakeholders through the campus five-year planning process. Until the retirement of President Kenny in 2009, progress related to the above goals was systematically monitored by the appropriate task forces and administrators, and regular reports related to progress toward these goals were provided to the University community.

In 2005, under the direction of President Kenny, a Campus Climate Task Force consisting of faculty, staff and students assembled to devise an Action Plan based on a survey administered to all 12,500 employees in 2004-05. The resulting 3-year Action Plan outlined 13 goals and 52 recommended means and measurements of success related to building internal community, fostering internal and external communication, and improving campus climate within units. The goals relate to achieving a strong SBU community by fostering diversity and inclusion, increased involvement and transparency of communication, and developing efficiency and equity-enhancing policies and procedures – particularly surrounding recruitment and retention of faculty. For each goal, the plan recommends an action plan and assessment methodology. The 2008-2009 Accomplishments Report highlights the SBU's progress in achieving these and other goals, including the expansion of research programs with the opening of the first building in the Research and Development Park, strengthened collaboration with BNL and CSHL, and ongoing enhancement of undergraduate education, campus life and health care services.

President Stanley (2009-Present)
The appointments in 2009 of Dr. Nancy Zimpher as Chancellor of the System and Dr. Samuel L. Stanley Jr. as SBU's fifth President came on the heels of a major nationwide economic downturn in 2008, which resulted in state budget cuts of $82 million (representing 27% of the state budget) between academic years 2008-09 and 2010-11. In response to this financial crisis, President Stanley formed the Budget Working Group (BWG) to identify opportunities to conserve resources through hiring freezes, attrition, or through increased operational excellence, the latter being one of the cornerstones of SBU's Project 50 Forward initiative. One notable success in

the effort to protect the academic mission was the effort to reduce administrative costs across-the-board by five percent. This undertaking exceeded expectations, and for the period FY   08/09 through FY 11/12, base funding for administrative costs were reduced by an average of 25%, which is significantly higher than the 16% reduction in academic units. Another cost-saving measure includes the relocation of the Sustainability Studies Program from Southampton to West   Campus. Most of the students who relocated with the program graduated and the program itself has grown considerably and provides new opportunities to all students. For example, many Environmental Humanities and Business students are pursuing Sustainability as a minor.

Project 50 Forward

In 2010, a 16-member Project 50 Forward (P50F) Steering Committee was formed with a focus on three critical missions:

- Operational Excellence focuses on University operations such as streamlining procedures, growing revenue streams, and taking advantage of every opportunity to optimize programs and support services for students, faculty, and staff.
- Academic Greatness is directed at propelling the University into the ranks of the Association of American Universities' top 20 public research universities. In support of this goal, P50F has established and launched a Strategic Plan, developed collaboratively with input from the academic community. The Strategic Plan will, in turn, help to guide the University as it seeks to streamline operations, enhance academics, develop new revenue streams, and direct more resources to our core mission of teaching and research.
- Building for the Future involves the development of a Facilities Master Plan (FMP), designed to accommodate SBU's continued and evolving growth and prominence. It is designed to support and augment strategic academic and research goals, enrollment projections, and environmental stewardship principles by formulating a best-use model for new and existing buildings and infrastructure for all SBU campuses: West Campus, East Campus (i.e. SBU Medicine), Research and Development Park, and Southampton.

Project 50 Forward was launched as a comprehensive planning initiative designed to enhance the fundamental teaching, research, and service missions of SBU, while building a platform to support the future growth of the University and strengthen SBU's role in the economic renewal of New York State. Furthermore, as part of SBU's NYSUNY 2020 Challenge Grant proposal, the University made several long-term strategic commitments that were in line with its mission and demonstrates its commitment to academic enrichment at SBU and economic development within the Long Island region and across the State. These included hiring additional faculty and staff; increasing financial assistance for eligible students from low-income families; and plans to build a new translational medical research building.

The University Strategic Plan is a critical component of SBU's Project 50 Forward initiative and will set forth the institution's long- and short-term plans for addressing the three critical pillars of Academic Greatness, Operational Excellence and Building for the Future.   Specifically, the University Strategic Plan will help us to:

- Evaluate our strengths and weaknesses

- Fine-tune and focus our mission
- Inform and guide budget priorities and allocations
- Identify common themes that can support interdisciplinary studies
- Improve the diversity of our faculty and staff
- Develop measures of accountability
- Identify advancement and fundraising opportunities

Strategic Plans and Resource Allocation

The [University Strategic Plan,](University Strategic Plan) the Strategic Plan for Academic Affairs, and those of the colleges and schools are available online. SBU's strategic planning and budget development processes are directly linked at several levels. The Budget Working Group (which consists of the President, Provost, SVP for the Health Sciences, SVP for Administration, VP for Strategic Initiatives, VP for Finance, and AVP for Budget) reviews all hires and major expenditures for consistency with the University Strategic Plan. Furthermore, the Research Committee (the VP for Research, Provost, SVP for the Health Sciences, and the VP for Strategic Initiatives) review all major research initiatives and investments for congruence with the University Strategic Plan. At SBU, the allocation of institutional resources reflect the strategic priorities of the institution. SBU is dedicated to continue to invest in current and future areas of excellence that capitalize on areas where SBU has a competitive advantage, and that are aligned with the University's short- and long-term academic, research and service goals. The Project Management Office (PMO) and BWG aim to enhance administrative efficiency so that we are able to direct more funding to the academic sector in a manner that aligns resources and priorities with strategic initiatives.

Budget Working Group

The Budget Working Group (BWG) is responsible for budget planning and development. The group reviews and approves all significant changes to Vice Presidential funding levels, ensuring that the distribution of university resources is done in a manner consistent with the campus mission and its Strategic Plan. Between academic years 2008-09 and 2010-11, when SBU experienced a reduction of just over $82 million to its State budget, the academic area budgets have been protected as much as possible from the reductions assigned throughout the campus. The current hiring freeze on non-academic positions in a variety of the University's funds has resulted in salary savings which have been utilized to further protect and support the core academic mission (i.e. one of its key strategic priorities) of the University. Since 2009, Vice Presidents, Deans, and the BWG have been making strategic decisions as to which positions may be replaced or added. At the same time, departments have used the opportunity to expand staff job descriptions providing professional growth opportunities while maintaining the same level of service with a reduced workforce.

Effects of NYSUNY 2020

Growing and rejuvenating faculty excellence is one of the primary objectives of SBU. The approved NYSUNY 2020 plan is serving to further enhance excellence in SBU's faculty core, which will significantly increase our research and teaching capacity. Within the last two years, the Provostial area has hired a total of 113 tenure/tenure-track faculty members, 47 who started in

2012-13 and 62 who started in 2013-14. This currently brings the tenure/tenure-track faculty strength on West Campus from 622 FTE to 695 FTE. Of these hires, 62 faculty were hired in the College of Arts and Sciences, split equally across three areas: Arts & Humanities, Social & Behavioral Sciences, and Natural & Life Sciences. In parallel, we hired 32 faculty members in CEAS, five in SoMAS, and eight in CoB, moving the college closer to its goal of AACSB accreditation. Individual hires were also made in SoJ and the C. N. Yang Institute for Theoretical Physics. Through the generous support of our alumni and other philanthropists, we added seven new endowed chairs, nearly doubling the number on west campus. Notably, four of the new chairs are in the arts and humanities. We have also awarded funding to create 10 new interdisciplinary faculty clusters. For more details, please see www.stonybrook.edu/clusterhires. The University is also increasing graduate student stipends to make us more competitive with our AAU peers. Under the NYSUNY 2020 plan, SBU is also devoting resources to our lower-income undergraduate students by holding them harmless with respect to tuition increases. As the only SUNY institution to do this, we are providing access to high-quality students who, otherwise, would not have been able to attend SBU.

BUDGETING AND PLANNING

The University's goal is to plan with a long-term perspective that is flexible enough in approach to allow us to reallocate or find new monies to meet short-term needs. However, before NYSUNY 2020 and the inherent predictable tuition increases and maintenance of effort clause, it was difficult to budget strategically because both tuition revenue and the state allocation were unpredictable, especially during the years of budget cuts. Furthermore, SBU participates in the development of the budget allocation process at the SUNY system level through the SBU Budget Office, as well as through the local governance process with its Committee on Academic Planning and Resource Allocation (CAPRA) of the University Senate, to ensure that both short- and long-term needs are understood, communicated and addressed. The University is currently working on developing the 2014-2019 five-year plan, which will focus on the achievement of long-term goals. Additionally, the SUNY-wide budget allocation process is currently under review by SUNY. SBU's Office of External Relations has enacted a committee to monitor state allocations, as well as legislative issues that may impact current and future budget allocations.

SBU's goal-setting and resource allocation processes are collaborative and there are sufficient mechanisms in place for process improvement. SBU's senior leadership team— the President, Provost, Senior Vice President for the Health Sciences and Senior Vice President for Administration—in consultation with faculty, staff and student constituents, work together to identify the broad goals for the University. These goals are developed so that they are consistent with, and integrate, SUNY's strategic initiatives and system-wide goals. Additionally, there is significant input from the Vice Presidents and Deans throughout this process, namely through their participation in the University Council, The Provost's Advisory Group (PAG), as well as smaller groups, including the Budget Working Group (BWG), the Research Committee and the Project 50 Forward Steering Committee. Furthermore, input in this process is received from faculty and students via CAPRA, the Undergraduate Student Government, and the Graduate

Student Organization. Moreover, members of these groups have direct access to the University's senior leadership team. Additionally, in 2010, a majority of the academic and administrative units completed strategic plans. Project 50 Forward included an external review of various administrative areas which led to initiatives that assisted us in aligning available resources with our strategic priorities. For instance, a resource allocation to the Registrar's Office has improved student services, as well as administrative efficiency, through the implementation of the Degree Audit and Transfer Articulation implementation. Therefore, it is evident that goal-setting and resource allocation are both central and distributed processes.

However, there are strengths and weaknesses associated with the University's current budgeting/resource allocation model. Previously, SBU's budget model was entirely based on a President-directed allocation for all aspects of the institution. Under President Stanley, the University budget model is developing into one that engages SBU's senior leadership team in resource allocation; this new approach, which is more inclusive and interactive, more effectively helps us to support our educational and research missions. The weakness of the current budgeting/resource allocation model is largely due to fluctuations in New York State's economic condition and the resultant SUNY system allocation models, which are dependent upon state allocation. Moreover, federal research dollars are consistently under threat. Additional incentives for departments to increase their productivity and promote excellence in all of their endeavors are also needed. The University is working toward initiating a hybrid Responsibility Center Management (RCM) model that will increase departmental and school involvement in the budgeting process. This model would also provide more incentives to academic units throughout the University to increase productivity and excellence in their academic and research pursuits. We must also ensure that resources are not allocated only on the basis of enrollment, that excellence is incented, and that smaller departments are able to remain viable.

Communication

SBU employs a multi-faceted approach with respect to communications surrounding planning and resource allocation. Institutional planning related to Project 50 Forward is communicated via campus-wide emails and through a dedicated Project 50 Forward web site. Major University initiatives are discussed at the University Council meetings, which includes representatives from administration, the University Deans, the President of the University Senate and the School of Medicine Senate. Furthermore, the President also provides reports related to SBU's institutional planning process to key constituencies, such as the University Senate, the SBU Council, the SBU Foundation Board of Trustees, and the SBU Alumni Board of Directors. President Stanley also provides updates on the institutional planning process to the campus community during the annual University Convocation and State of the University Address, which takes place at the beginning of each new academic year.

Fundraising

External funding and large purpose-designated gifts are also incorporated into the University's budgeting and resource allocation plan. Generally, philanthropic support and external funding are directed by donors/funders to specific areas or for specific purposes. In the instance where donors have not designated an area for support, we strive to build in areas of academic and research strength and to increase student support in the form of need or merit-based scholarships. SBU recently completed a $200 million gift campaign, with a significant amount of this funding earmarked to support research, scholarship, and the hiring of additional faculty.

REGIONAL IMPACT AND LINKS TO THE ACADEMIC MISSION

SBU has a major impact on the region, with its health care, educational outreach, and economic development activities. It is also the largest employer on Long Island, and directly or indirectly contributes $5 billion to the regional economy. The following section discusses how the various components of its regional impact are factored into SBU's planning and resource allocation process. SBU best serves the Long Island region best by continuing to pursue excellence in its educational, economic development and healthcare activities. Economic development is a vital component of our mission, and enters into facility and resource planning, particularly in the Research and Development Park. Furthermore, regional and state workforce needs significantly inform the development of new, or growth of existing, academic programs. An example of this is found in the results of the 2013 SUNY High Needs Program. Central to the *Power of SUNY* strategic plan, is the State University of New York's commitment to serve as a key engine of revitalization for New York State's economy. One of the many ways in which this commitment is demonstrated is an intentional effort to link SUNY's academic programs, where possible, to specific workforce needs of the state. The High Needs Program has supported these efforts by providing grant support for those professional programs that connect directly to occupations crucial to the economic vitality of New York, such as engineering, technology and healthcare. SUNY has committed to fund eight proposals for three years (with second and third year funding contingent upon the achievement of first year milestones and performance targets), enabling SBU to contribute further to the economic growth in the Long Island region and in New York State.

SUNY Empire Innovation Program
The SUNY Empire Innovation Program (EIP) is a state-funded grant program that supports campus efforts to recruit world-class faculty to SUNY. This program provides targeted funding to support campus efforts to attract individuals with an established track record of distinguished scholarly achievement, to support campus efforts to retain outstanding research faculty who are crucial to the institution's research agenda and to serve as a model for program accountability through annual performance reviews and evaluations; and to reinvest in campuses that have demonstrated success. In March 2013, SBU submitted ten proposals for the EIP program in line with our vision to enhance the excellence of our academic programs and to attract world-class

faculty to SBU and to New York. Five of SBU's proposals have been approved, including Coastal Zone Engineering (Civil Engineering), Cancer Center, Complex Materials (Materials Science), Computational Science (Computer Science), and Photon Science (Physics).

CONCLUSIONS AND RECOMMENDATIONS

Assessing progress in activities designed to meet the goals of the Strategic Plans, we will:
- Expand and enhance the work of Project 50 Forward in Operational Excellence, Academic Greatness and Building the Future; and,
- Implement a new modified Responsibility Center Management (RCM) budget model that will increase departmental and school involvement in the budgeting process. This model will provide more incentives to academic units throughout the University to increase productivity and excellence in their academic and research pursuits.

Standard 3: Institutional Resources

OVERVIEW

SBU's total operating revenue is budgeted at $2.246 billion for the FY 12/13. As a state-supported institution, SBU has limited control over the setting of tuition or the amount of NY State appropriation; combined, these represent about 15% of SBU's total operating revenue budget. As a result, the University relies heavily on its robust research, clinical and philanthropic enterprises, which, combined make up the remainder of its budget. Between 2008 and 2011, SBU experienced reductions in State support of over $82 million. During this period, SBU acted early and continuously to address these cuts in a manner that protected both the academic core and student experience while driving efficiencies and cost reductions in administrative and support functions. To constrain spending and to assure that it conforms to the University's core mission, President Stanley established the Budget Working Group. The passage of NYSUNY 2020 legislation, Project 50 Forward (described under Standard 2), and a historic donation of $150 million from Jim and Marilyn Simons greatly enhance the long-term picture.
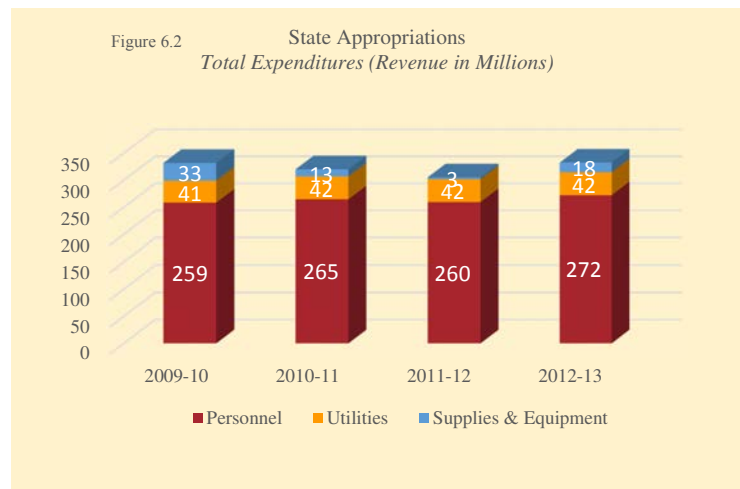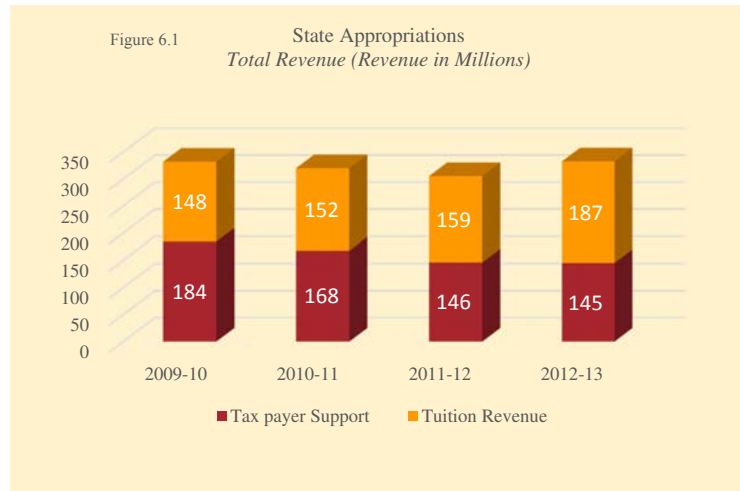
UNIVERSITY WIDE RESOURCES

Project 50 Forward

In FY 2010-11, President Stanley initiated Project 50 Forward, a comprehensive initiative designed to enhance SBU's fundamental teaching, research, and service missions while building a platform to support SBU's future growth and strengthen its role in the economic renewal of New York State. Project 50 Forward (P50F) has three main thrusts: "Operational Excellence", "Academic Greatness" and "Building for the Future". As previously stated in Standard 2, Operational Excellence focuses on University operations, the core of Academic Greatness is the goal of propelling the University into the ranks of the Association of American Universities' top

20 public research universities and Building for the Future involves the development of a Facilities Master Plan, designed to accommodate SBU's continued and evolving growth and prominence.

Operating Budget

The large state budget reductions of the 2009-2010 period forced the campus to reassess – and in some cases adjust - fundamental aspects of how it operates, become more operationally efficient (i.e. through the Project 50 Forward – Operational Excellence initiative), and look into new ways to increase its revenues (i.e. by working with SUNY and governmental leaders to implement the NYSUNY 2020 plan). SBU has worked to maximize the efficiency of how it uses its various resources by utilizing an "all funds" budgeting model which ensures that all revenue streams are budgeted and spent in the most advantageous way possible. In these ways the University has mitigated the impact of past reductions, and it is poised to take best advantage as the situation has improved, in large part due to the NYSUNY 2020 plan.

Figure 6.1 State Appropriations
Total Revenue (Revenue in Millions)

	2009-10	2010-11	2011-12	2012-13
Tuition Revenue	148	152	159	187
Tax payer Support	184	168	146	145

Figure 6.2 State Appropriations
Total Expenditures (Revenue in Millions)

	2009-10	2010-11	2011-12	2012-13
Supplies & Equipment	33	13	3	18
Utilities	41	42	42	42
Personnel	259	265	260	272

The total campus operating budget increased from \$1.174 billion to \$2.246 billion over the past ten years. The primary cause is the growth in the Hospital's share of the total budget. During this period, the state appropriations component (tax payer support plus tuition revenue) has increased at a slower rate; effectively state appropriations have decreased from 20 percent to 15 percent of the total campus budget. As shown in Figure 6.1, the tax payer component of state support has decreased; the student tuition component, which comprised 32 percent of the state appropriation ten years ago, has increased to now represent 56 percent (FY 12/13) of the state appropriation. The only significant change in expenditure of state appropriation over the past ten years has been a decrease in the amount spent on supplies and expenses with the offsetting increase reflected in the amount spent on salaries and wages (Figure 6.2). Since the Hospital spends a significantly smaller share of its budget on salaries its increasing share of the campus total budget has changed the overall expenditure pattern for the entire campus.

In general the campus has become much less dependent on State tax support than it was ten years ago – a changing pattern being experienced throughout higher education. Much more of the campus' budget is now supported with revenues generated from local activities – i.e. student tuition, patient care revenue, sponsored research, etc. As a result of this change the campus now must devote even more of its efforts to ensure that those revenue streams continue to supply it with the resources it needs to support its operating budget.

SBU has addressed successive years of budget reductions by utilizing a number of different strategies which have all served, as much as possible, to protect the core missions of the institution:

(1) Making campus operations more efficient – As part of the Project 50 Forward Operational Excellence initiative the University had a complete review of its administrative operations done with the help of an outside consultant. The results of that study have helped it to significantly reduce costs by implementing a number of new ways of doing business on the campus, such as reducing administrative layers, improving purchasing practices, and implementing shared services agreements wherever appropriate.

(2) Increasing revenues – The campus has looked to increase the resources available to it wherever possible by: working with SUNY and governmental officials to implement the NYSUNY 2020 program which includes provisions to gradually increase tuition rates over a five-year period ($300 per year for undergraduate tuition), increase internal and external overhead rates and fees, generate additional tuition by increasing campus enrollments including new and expanded Master's degree programs, and increasing fund-raising.

(3) Eliminating/reducing programs not considered essential to central campus missions – i.e. reducing the University's leased space in Manhattan and significantly reducing the offerings at its Southampton campus.

(4) Implementing a hiring freeze on administrative positions being paid from a number of the campus' fund sources.

Even though the campus is still feeling the effects of the massive budget reductions of the past, the actions described above have significantly improved its financial condition. The NYSUNY 2020 plan in particular is providing the University with an additional $18-$20 million more in base revenue every year over a five-year period. The combination of increased efficiencies and additional revenues will allow the campus to achieve all of the important goals specified in the NYSUNY 2020 plan: hiring more than 250 additional faculty, decreasing the student:faculty ratios, improving graduation rates, increasing research, and improving healthcare. The plan provides "challenge funding" for new faculty recruitments and centers for excellence development.

The NYSUNY 2020 Plan limits future in-state undergraduate tuition increases to $300 per year for the next five years, allowing current and prospective students and parents to plan for their college expenses. An additional, very important, stipulation of the NYSUNY 2020 Plan is that no corresponding State budget cuts can be assessed against SUNY during this five-year period. This allows the University a much more stable basis for its own budget planning.

There are a number of structural factors that produce financial challenges for SBU:

(1) Because of its strengths in the health and physical sciences, SBU has a higher-cost course mix than any of the other three university centers (i.e. proportionately more students enrolled in high-cost programs like medicine, dentistry, and upper-level graduate programs),
(2) Located in the relatively high-cost southeastern part of the state, SBU's operating costs are relatively high compared to most other SUNY campuses,
(3) SBU has an exceptionally high level of sponsored research activity, and although sponsored research brings in a substantial revenue stream it also comes with costs in terms of infrastructure and faculty teaching loads.
(4) SBU has the largest utility costs in the SUNY system – basically equal to the utility costs of the other three university centers combined.

All of these variables create an environment that is especially challenging to SBU whenever SUNY starts developing new budget models that distribute state tax support to each of the campuses in the system.

Measuring Utilization and Distribution of Resources
Routine assessment and analysis of resource distribution is addressed through various administrative and governance structures within the University. As part of P50F, the University established a Program Management Office (PMO), which facilitates and monitors the progress and outcomes of strategic initiatives designed to optimize the use of current and future resources in numerous administrative and academic arenas of the campus. Further input is provided through the University Senate, specifically the Committee on Academic Planning and Resource Allocation. Larger scale issues related to University resources are also addressed in the administrative structures of the campus, such as the Provost's Advisory Group and the University Council (President's Cabinet).

Auditing
Since SBU is a member institution of the State University of New York, the University does not have individual audited financial statements and management letters. Instead, the State University of New York publishes aggregate SUNY audited financial statements and management letters each year.

Graduate Tuition Sharing Policy

The "Graduate tuition sharing policy" has resulted in significant increases in Master's-level graduate enrollments since its inception four years ago. In FY 12/13, for example, a total of $7.2 million was generated by increasing graduate enrollments (Figure 6.3). The academic areas retain 70% of that increase in tuition revenue over baseline, while the remainder is distributed to other areas to cover other costs associated with those increased enrollments. That policy has helped departments deal with decreases in their state budgets and is generally viewed as a very successful way to assist and encourage colleges and departments in generating their own revenues to help them meet their budgetary challenges.

Figure 6.3   Graduate Tuition Sharing Revenue
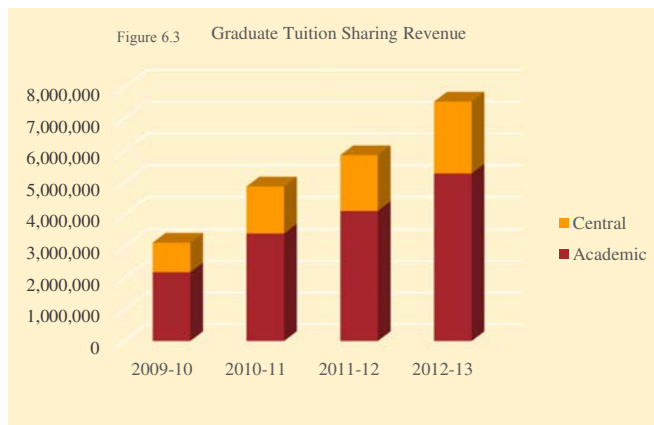
The financial impact of the graduate tuition sharing policy has been positive: tuition has grown each year since 2008/09, yielding over four years a cumulative total of $21 million ("expected" tuition increase, corrected for Board of Trustees tuition rate increases), with 70%, about $15M returned to the academic areas, 30% to support central costs. During years of sustained budget reductions, this revenue enabled departments to grow even during difficult times.

In general the CEAS departments took greater advantage of the program because their Master's programs were already in place; 66% of the total increase was in CEAS, with Computer Science and Applied Math generating the most revenue. Although CAS programs needed time to be developed, the biggest percent increases were in Chemistry and Biochemistry, and science Master's represent the biggest opportunity for future growth. The Provostial area represented 85% of the growth, but Health Sciences also took advantage of tuition sharing with Preventive Medicine and Physical Therapy showing the largest gains.

State Resources

The largest financial contributors to SBU's *instructional* mission are the state resources received from taxpayer support and tuition revenue. Once the state budget process results in a completed budget, SUNY System Administration distributes allocation to the campuses. The University President, working with the Budget Working Group and the President's University Council, applies institutional priorities, consistent with the strategic missions, in developing the university's operating budget. Other university-based budgets, such as the SBU Foundation (SBF) and Clinical Practice Plan Management (CPMP) are done separately. Due to the approved NYSUNY 2020 Plan, SBU is committed to expanding total enrollment by 1.2% each year for the five-year period 2011-2016. Annually, we submit the enrollment plan to SUNY System Administration; once approved, it may become a variable in determining our annual state support level.

SBU Foundation

A key function of the SBU Foundation (SBF) is to review gifts to ensure that they meet the Foundation's guidelines and are in line with the Foundation's mission of raising funds to advance SBU's mission. In 2009, SBU surpassed its goal of $300 million in its first-ever capital campaign. The seven-year campaign named "The Emergence of SBU", the largest ever of any campus of the State University of New York (SUNY) system, received gifts and pledges totaling more than $312 million. Donors to the campaign set several records for SBU and for SUNY. Drs. Jim and Marilyn Simons and the Simons Foundation became the first $100 million dollar donors, with much of their gift used to construct and endow the new Simons Center for Geometry and Physics. In addition to the gift for the Simon Center, the campaign set a record when it accepted and dedicated the Charles B. Wang Center, which celebrates Asian and American cultures. The 120,000-square-foot building was officially presented to the University by Mr. Wang in October 2002. At $52 million, it was the largest single non-cash gift ever received by a SUNY campus.

Many gifts and donations are continuously being received from various donors. In March 2013, SBU announced that it had secured $200 million over the previous 12 month period. This collective gift – involving more than 1,500 donors – is the largest in the University's 57-year history, and is the sixth largest donation ever made to an American public university, according to *The Chronicle of Higher Education*. The catalyst was a $50 million matching challenge as part of the $150 million gift from Drs. Jim and Marilyn Simons. Designed to transform the University's future through a wide range of educational and research endeavors, the Simons Gift has generated a record number of scholarships, fellowships, endowed chairs and professorships, and benefited dozens of strategic initiatives across campus, from the arts to marine sciences, chemistry, medicine, advanced computing, and Hellenic Studies. Looking towards the long-term, the University has recently announced a seven-year comprehensive fundraising campaign. The current phase is the feasibility study, during which we will engage campus leadership about the future of SBU and where private philanthropy is best positioned to help SBU reach its goals over the next 20 years. Increasing alumni giving also remains a long-term priority. During the 2012-13 fiscal year SBU acquired over 1,500 first-time alumni donors, and we anticipate continued growth in alumni giving.

SBU Research Office and Sponsored Programs

A member of the prestigious Association of American Universities (AAU), SBU is a leading public research university in the northeastern United States. With over 1000 researchers, 1600 active sponsored projects and growing investments in R&D, SBU aims to collaborate and participate in public/private partnerships that innovate in all fields of research and scholarly activity. The SBU Research Office (SBRO) partners with The Research Foundation for the State University of New York to provide pre- and post-award fiscal, administrative, and development support to the grant and contract activity on campus. Awards from federal, state, and local governments, businesses, corporations and foundations provide external funds for SBU's research, scholarly and creative activities, and training programs. SBRO on behalf of SBU faculty researchers has secured external grants and contracts averaging more than $180 million in direct and indirect research expenditures over the past five years.

The University returns portions of the Indirect Costs earned from research awards to campus colleges, departments, institutes and centers. Current campus policy provides 4% of the IDC recovery to the Dean and 9% to the department. This resource is used for faculty start-up packages to recruit top-notch faculty, to provide bridge funding, and to support research infrastructure to enhance the ability to receive additional grants. A campus IDC Committee has also been charged with reviewing and recommending changes in the IDC return policy, which may ultimately provide more discretionary funds with which deans, chairs, directors, and investigators can enhance research.

Human Resources
Over the past decade, and particularly over the past several years, SBU has worked to use its resources more effectively. From 2009-12, SBU reduced State FTE employees in core finance and facilities functions by nearly 23%, while reducing State FTE employees for the campus as a whole by less than 7%. The following actions, among others, enabled us to achieve these results:

(1) After assuming the presidency in FY 2009-10, President Stanley initiated an Expenditure Reduction Plan (ERP) that froze hiring on all non-faculty positions and placed additional limitations on equipment purchases, consultant contracts, travel expenditures, temporary salary increases, extra service pay and use of temporary agency personnel. These measures remain in place; exceptions require the approval of the President's Budget Working Group (BWG).

(2) In 2010 and 2011, the University offered local voluntary separation plans and participated in the 2010 State early retirement incentive plan. Two hundred eight SBU employees (162 staff and 46 faculty), with annual salaries of totaling about $17.6 million have separated from the University under these programs. While the reduction in payroll expense achieved is significant, it does not come without a cost – we lost many highly valued and experienced faculty and staff with hundreds of years of combined institutional knowledge.

(3) Since 2009, the University has looked strategically at vacancies created by retirements and other separations from service, such as non-renewals. The BWG carefully examines each vacancy and decides which may be filled. Over this period, the University has elected to delay/suspend filling hundreds of vacant administrative and support positions.

(4) To support the continuous and anticipated hiring of over 200 faculty, a P50F HR initiative is the development and implementation of an Automated Tracking System (ATS) that will redesign and automate the hiring process to improve performance, reduce costs and track hiring, onboarding, job development, certifications and performance evaluations at the University, the Hospital and LISVH. Another P50F HR initiative is Position Tracking, which will automate and centralize creation of organization charts to support analysis of Spans and Layers, track changes and support evaluations of staffing requests.

Physical Plan and Facilities

The basic structure and form of SBU was established over three decades ago. As part of an ongoing effort to adapt to the University's growth in size and stature, a new 10-year 5-phased Facilities Master Plan, known as Building for the Future, has been created for the improvement of the campus.

Facilities Master Plan

The mission of Building for the Future is to anticipate, plan, and build to prepare SBU for academic, infrastructural, and quality-of-life growth that will accommodate future generations of SBU students, faculty, and staff. Building for the Future has been implemented through the development of a Facilities Master Plan (FMP), designed to accommodate SBU's continued and evolving growth and prominence. The focus of the FMP is to (1) give physical form to SBU's future academic and research initiatives; (2) Review, analyze, and optimize all new and existing buildings and infrastructure for all campuses; and (3) Provide the basis for requests for capital expenditures. Overall implementation of the FMP will cover a ten-year period, from 2013 to 2023, and the design was completed on February 1, 2011. The planning was conducted in five phases that culminated in a final document for review and approval by SUNY. The demand for additional classroom space is related to classroom size: often classroom size is the factor that limits the number of seats offered in high demand courses. At this point the University has one classroom with 570 seats, one with 347 and 6 lecture halls in the range 180-250 seats. There is a shortage of available classroom space for room sizes 50 seats upwards. The supply of smaller size classroom has been sufficient to meet demand: they are not used to the same extent as larger classrooms. The University's interest in expanding the availability of smaller classroom spaces is driven by the longer-term desire to support and encourage innovative pedagogical approaches to teaching and learning. There remain some significant challenges in scheduling spaces for examinations as well as teaching spaces. As an important step toward better managing these challenges, the University has now purchased *25 Live* software licenses to maximize space scheduling and utilization. Concerns about finding rooms for large-enrollment classes have been somewhat ameliorated by the opening in August 2013 of a new classroom building, Frey Hall – formally known as Old Chemistry. This adds three 250-student classrooms and several smaller-sized rooms, including an active learning space.

Utilities Cost Containment

In 2011-12, utility costs consumed $42 million (14%) of SBU's annual State operating budget. Despite the University's continuing expansion and rising fuel prices, SBU continues to contain utility costs through many energy efficiency initiatives. For example from FY 2000-01 through 2010-11, while campus gross square footage increased by 21%, actual consumption of fuel/gas/steam *decreased* by 17.6%, and consumption per gross square foot decreased by 31.9%, offsetting the unit price increase of 30.8%. Likewise, during the same period, consumption of electricity per gross square foot decreased by 7.7%, helping to offset the unit price increase of 63.2%. Initiatives to contain the cost of utilities include:

- We continue to derive benefits from energy efficiency improvements completed under an existing energy performance contract. Gross verified energy savings in 2010/11 were $4.529 million. We expect them to exceed $5 million in 2011/12;
- We replaced nearly all direct buried high temperature hot water piping to the West Campus Power Plant. This is reducing water and fuel consumption by addressing leaks that plagued the system; it has also significantly improved the reliability of the system;

- Eighteen other projects in process are expected to reduce electrical consumption by 3% and steam consumption by 3-5%;
- Nine projects being planned are expected to reduce electrical consumption by an additional 2% and steam consumption by an additional 3-5%; and,
- To reduce utility consumption further, we are also working to improve the energy-consciousness of our faculty, staff and students through a variety of initiatives.

Learning Resources

Libraries
A recent administrative merger of the campus Libraries yielded significant operational savings, of which 100% of the cost savings are being reinvested back into the Libraries. In order to ascertain exactly what was needed and identify the most efficient way to accomplish expected goals, the Libraries went through four different rounds of consultation. Reviews were conducted by a group of Deans of university libraries to identify immediate shortcomings. A second group of library middle-management from other institutions were consulted in an effort to identify a new organizational structure. Additional input came from a nationally acclaimed business advisory group that evaluated the Library's operational efficiency and financial sustainability. One-on-one interviews were also conducted with every library staff member on both sides of campus to make sure that all the needs of SBU's various constituencies were being addressed. The result was that the conversation changed from one primarily concerned about budget allocation to a discussion about services and efficiencies. The effort to make services more efficient resulted in further improvements in budget and operations management. This resulted in the creation of a new Libraries Strategic Plan for the period 2011-2016, as the SBU Libraries continue to keep up with the latest technologies. These developments are discussed further under Standard 11.

Division of Information Technology (DoIT)
DoIT actively uses multiple methods for collecting and aggregating user demand for services as well as measuring satisfaction with current services. Data collection methods include (but are not limited to) large-scale user surveys, focus and advisory groups, point of service surveys, and service usage data (e.g. SINC Site usage, Echo360 recordings watched, etc.). For example, DoIT recently surveyed the entire campus community using the TechQual instrument to be able to draw service conclusions across populations at SBU (e.g. undergraduate versus graduate student perceptions) as well as to compare our data with other higher education institutions. A comparable survey with a subsection focused on technological support for faculty research needs in the Health Sciences was also recently completed. Task Forces have also been formed to evaluate data-center planning and unified communications services. DoIT has a draft Strategic IT plan that is actively under review. This document conveys our goals and objectives as well as how they align with institutional goals and objectives.

TLT (Teaching, Learning and Technology a division of DoIT that also reports to the Office of the Provost) strives to ensure that all General Purpose Classrooms (GPC) are equipped with our technology suite, which includes (at a minimum) an installed computer, data projection and a

control system. Larger classrooms and lecture halls are also increasingly outfitted with lecture capture systems. These classrooms are equipped with media stations, including centralized controls to devices such as data projectors, DVD/VHS players, laptop hookups, a classroom sound system for audio playback, connection for wired Internet access, a SMART Podium, and a computer. Smart classrooms are located throughout the campus including the departments in College of Arts and Sciences as well as the Health Sciences. In newer facilities such as Frey Hall, formally known as Old Chemistry, we have been adding active learning/studio spaces into the classroom mixture. These facilities eschew the traditional tiered auditorium facilities in favor of flat floor designs that are built for group and collaborative activities. Other advancements in technology, especially within the past few years, have included pre-recorded lectures and anytime lecture videos availability to students online on our Blackboard website, as well as video teleconferencing for online meetings.

Continuous efforts have been made to satisfy the IT demands of SBU's diverse constituencies. A P50F initiative is the development of a single Research Portal that will enable researchers to access all required systems and resources to administer their grants. DoIT is in the midst of upgrading the campus computer network infrastructure to increase the overall speed and reliability. A three-year plan, which set into motion during the summer of 2011, has been established to replace network switches, expand wireless coverage, upgrade the internal wiring of buildings, and run single mode fiber to more buildings. This plan is expected to continue through to the fall 2014 semester. In the past, there have also been over 80 different kinds of e-mail systems and now they have been consolidated down to just two; Google Apps for Education e-mail for the majority of students, faculty, and employees, and Microsoft Exchange for those associated with the clinical portion of the university hospital as well as certain subgroups of the schools of medicine, nursing and dentistry.

Faculty Center
The mission of the Faculty Center is to promote the value and practice of teaching excellence to improve student success at SBU through innovation, collaboration and research. The Center conducts workshops, training and individual consultations for instructional faculty and academic departments, in addition to hosting regional colloquia and institutes focused on innovative teaching and learning practices. Our active partnerships with the SUNY Faculty Council on Teaching and Technology (FACT2), the SUNY Council on Assessment, the SUNY Learning Network (SLN) and the SUNY Center for Professional Development provide on-going opportunities for faculty development that span beyond the boundaries of the campus.

Facilities Resources

Research Space/Laboratories
The University has a large number of laboratories that are deployed to support its research mission, all of which must be, and are, maintained to high standards of safety. The growth in the university's research programs is accompanied by the creation of new research space on and off campus in affiliated laboratories to accommodate for new research studies. A new building, The Medical and

Research Translation (MART), which can accommodate 25 cancer biology-oriented laboratories, will be constructed by the spring of 2016. In its new facility, the Laufer Center for Physical and Quantitative Biology also aims to advance its studies in biology and medicine by using discoveries in physics, mathematics and computer sciences. In the School of Medicine, there is a long and ongoing effort to renovate research, office and teaching space, averaging over 15,000 square feet annually. Prioritization of renovations is mission based and well balanced.

Procurement
In June 2012, the University launched a new campus-wide eProcurement system, SciQuest, locally referred to as "WolfMart". The goal of the new system is to make ordering more efficient as well as create a unified portal from which to order using State, IDC, and Research Foundation (RF) funds. SBU's Procurement Systems Initiative system replaces the paper based procurement process, provides end users with the ability to track either orders through both the NYS and RF purchasing cycles, and supports the University's on-going effort to cut costs, support minority and women owned business entities, and be more environmentally friendly. This initiative was a direct result of the Operational Excellence Procurement Systems Team which after conducting a series of focus groups with end users across campus determined the needs to fit the various departments and schools on campus. This automation has allowed for researchers, faculty and staff to utilize an efficient on-line shopping portal to fulfill their needs. The automation of these processes has also provided the added dividend of generating usable data at the most granular level. In the past, the level of detail available from purchasing transactions did not allow for analysis that could support strategic efforts. Real-time detailed information on line item level costs and volumes of purchase allow for negotiation of better prices and services, done in a more timely fashion. This change has made it possible for Procurement staff to reduce their focus on transaction-based regulatory compliance, allowing them to provide greater support for strategic sourcing/category management efforts.

CONCLUSIONS AND RECOMMENDATIONS

Thanks to the fiscal stability and predictability offered by NYSUNY 2020, the extraordinary generosity of donors, and coherent planning based upon assessment of the University's needs and opportunities, it is now in one of the greatest periods of growth and innovation of its short history. In order to maintain and build upon momentum, we will:
- Make the investments necessary in supporting faculty to foster research that will generate external funding, as well as further enhance SBU's national and international reputation;
- Continue to expand SBU's donor base, in part by taking advantage of the fact that this young University has an ever-increasing base of financially successful alumni;
- Maintain and enhance the impressive achievements over recent years in areas such as information technology and efficiency in procurement and energy usage; and,
- Ensure that the Facilities Master Plan is designed to meet the pedagogy needs of the 21st Century.

Standard 7: Institutional Assessment

OVERVIEW

Because SBU is a large and complex institution, and part of the 64-component SUNY system, a broad range of assessment activities is required, at the SUNY, institution, and unit levels, to evaluate how well it is accomplishing its mission and goals. In each case, the objective is to evaluate how well SBU is addressing its mission with regard to comprehensive quality education, commitment to diversity, and leadership as a global force in research and a regional provider of health care and economic stimulus. The assessment in which SBU has been engaged, both at the institutional level and within individual units, has proven to be an essential tool in addressing recent state budget cuts and setting the University on firm ground for future growth. Current initiatives are designed to make unit-level assessment more effective and consistent, and we have identified areas where the assessment process can be improved. Institutional assessment is key to strategic planning and resource allocation. SBU is using external (NRC rankings, Academic Analytics) and internal tools (our Data Warehouse, the SUNY Student Opinion Survey), as well as information provided to the Provost by individual departments, as part of the budgeting process to identify areas meriting investment and those that may be relatively over-funded based on performance and mission.

SUNY LEVEL ASSESSMENT

As part of the State University of New York, SBU is held to a high standard of institutional assessment. New York State and SUNY are formally committed to supporting a system-wide culture of continuous review and improvement. In 2010, a SUNY resolution streamlining the [Board of Trustees' policy on assessment](#) called for each campus to "*enhance quality by developing and implementing plans for the regular assessment of institutional effectiveness, academic programs and general education, such that the campus meets or exceeds the assessment standards set by the New York State Department of Education, the Middle States Commission on Higher Education and, as appropriate, programmatic accreditation bodies.*"

The SUNY System's Strategic Plan *Power of SUNY* was introduced in 2010 to drive New York's economic revitalization and enhanced quality of life. To facilitate comprehensive and transparent measurement of progress towards this goal across the SUNY system, SUNY developed a report card based upon a series of metrics by which SBU's progress is assessed by the SUNY system. These various metrics (outputs, processes, conditions) are tied to SUNY's "[six big ideas](#)". [SBU data on the SUNY Scorecard](#) describing such metrics as graduation rates, retention, student/faculty ratios, research, faculty-productivity, diversity, costs per student, and classroom utilization. In this way, not only can SUNY measure its progress in implementing The Power of SUNY plan, but SBU can also benchmark its progress against the SUNY system in aggregate.

SUNY Student Opinion Survey Data

The SUNY Student Opinion Survey (SOS) assesses student satisfaction across a range of variables. This information is presented to high level planning groups such as the PAG and University Council, for consideration in developing new strategies and tactics for assessment.

INSTITUTIONAL LEVEL ASSESSMENT

Through 2009, strategic planning and budgeting was performed within an integrated, results-informed process directed towards fulfilling the University's mission and goals. Financial requests from each Vice Presidential area were tied into the university's Five-Year Plan and included outcomes of prior funding; these requests were reported to the President's Cabinet and collected into one document for review. This process facilitated the use of assessment results in planning and resource allocation. However, turnover among the university's senior leadership and drastic state budget cuts precipitated a change in the trajectory of SBU's strategic planning process and in the way assessment is incorporated into that process. In addition to the growing range of internally-motivated academic assessment taking place across the university, a large number of departments, programs, and schools have assessment procedures that are driven in part by external accreditation. Examples include periodic assessment required by academic (ABET) and professional accreditation (NCAA) organizations. Additionally the SUNY Student Opinion Survey assesses student satisfaction across a range of variables. That information is presented to high level planning groups such as the PAG and University Council for consideration in developing new strategies and tactics to improve where needed.

In regards to institutional assessment the University is utilizing the following metrics:
- SBU uses the most recent NRC rankings, as well as internal metrics of excellence and data provided by Academic Analytics (AA) to assess departmental/program quality and faculty productivity and compare with relevant peers.
- SBU Data Warehouse provides a view of educational activity, including student evaluations of teaching.
- Administrative staff across the University are charged with the task of conducting regular assessment activity in their areas. Some of the units that have recently completed major rounds of assessment include Admissions, Financial Aid, Student Affairs, and Residential Life.
- The Project Management Office (PMO) is responsible for identifying opportunities to increase efficiency and efficacy in administrative functions.
- Additional metrics examine student quality and success, student financial aid and student debt, student satisfaction, sponsored research activity, patient care and innovative medicine in the University Hospital, and the University's impact on economic development. (start-up companies, patents, disclosures). Examples of key data sources include IPEDs, the National Student Clearinghouse, components of the SUNY Report Card, NRC rankings, AA rankings, SAT scores, 4 and 6 year graduation rates, and the Student Opinion Survey.

Examples of recent decisions made based on such data include:
- expanding faculty numbers and investing in infrastructure based on student enrollments, research productivity and quality;
- refraining from markedly increasing undergraduate student numbers based on a renewed focus on completion rates and the availability of courses necessary for graduation;
- performing outreach to high school sophomores for undergraduate recruiting;
- embarking on a project to build an online transfer articulation and degree audit system;
- investing $600,000 in a new visitor center to improve how we communicate our vision; mission and expectations to prospective students; and,
- Developing a state-of-the-art Center for Prevention and Outreach.

Office of Institutional Research, Planning, and Effectiveness

The Office of Institutional Research, Planning, and Effectiveness is under the direction of the recently appointed Vice President for Strategic Initiatives. That office had been hampered by budget cuts and retirements resulting in a reduction in staff of approximately 50% since 2010, so the office has had to prioritize its activity to provide compliance, regulatory and time sensitive research. Recognizing the need to expand in this area, the University made a commitment to hiring additional personnel to increase its analytic capacity. Two new full-time positions have already been approved for the office, including an Assistant Vice President for Institutional Planning, Research and Effectiveness and an Institutional Research Analyst. The office structure and function is being realigned to focus on using continual assessment to promote continuous improvement. Enrollment and profile data are available to administrators and the public through the SBU website. Additional information is made available to administrative areas through the enrollment research area as well as the SBU reporting function.

Operational Excellence Assessment

The Operational Excellence mission of SBU Project 50 Forward "is to create a more effective and efficient organization to better serve SBU faculty and students in their pursuit of excellence in research, education, and discovery". With the assistance of a consultant, Bain & Company, a University fact base was developed with multiple diagnostic tools: operational and financial analysis, surveys, focus groups and external benchmarks. Over 150 faculty, staff and students participated in design teams, surveys, interviews and focus groups that led to following findings:
- **Procurement:** SBU purchased ~$160M worth of goods and services in 2009. Opportunities were identified to reduce this spending by 6-9% using 4 key strategies: setting campus wide spending policies, monitoring adherence to those policies, proactively controlling spending, and managing the purchase prices. Towards these goals, the University standardized the purchase options in some categories, e.g. office and lab supplies, furniture and computers, and instituted spending policies in other categories, such as travel and cell phones, and implemented an procurement solution to replace the current electronic requisitioning system for State funds and the paper requisitioning process for

Research Foundation (RF) funds. This solution automates and streamlines the procurement process for user departments as well as enable and inform strategic procurement;

- **Organization:** Comparisons with other universities proved that SBU's administrative staff levels are lean, but a practical analysis showed that there is room for further improvement through increasing the number of reports to each manager and asking departments/colleges to share staff. Full implementation of these principles will need to be developed gradually over the next 2-3 years. In the meantime, there is a strict focus to limit hiring as the University fills vacancies internally where possible through a process of redeployment and reassignment providing training and development of staff if needed; and,
- **Process and capabilities:** SBU's hiring process was determined to be lengthy and complicated due to several 'bottlenecks'. The recommendation to purchase and implement an automated tracking system will enable SBU to reduce time and cost to hire by ~40%. The investments in automation that will be required have been documented and they will be addressed going forward.

In addition to potential savings, opportunities exist to enhance revenue by $10-17M through investing in the strategic core across research, advancement and academic offerings. Project 50 Forward initiatives have thus far saved the University $23.1 million. The savings are being reinvested in the teaching, research and service missions of the University. Six Operational Excellence projects have been completed and 15 projects are currently in process. These current projects include:

1. **Budget & Finance Initiatives** to improve efficiency and enable greater strategic focus through comprehensive financial management
2. **Managed Output** initiatives for strategic sourcing and right-sizing of copiers and printers; consolidation of paper contracts and transitioning to recycled paper; and toner recycling and e-waste programs
3. **Policy Administration**, designing systems and processes to identify, develop, approve, maintain, revise, archive and communicate University policies
4. Designing a **Records Management** program that facilitates and oversees compliance with SUNY and NYS records requirements
5. **Space Management** to improve accuracy of and expanding space inventory information, as well as to leverage technology so that the University can accommodate growing student and staff populations within the current space constraints.
6. **Travel Services**, a program to streamline and simplify processes to plan, book, travel and process reimbursements. The system will also improve risk assessments for international travel and mitigate traveler safety concerns.

UNIT-LEVEL ASSESSMENT

Administration

As described above, the [Operational Excellence](#) mission of SBU Project 50 Forward has led to improvements in procurement, human resources and in financial management. In other areas of administration there have also been improvement initiatives. For example, The [Office of Sustainability](#) utilizes partnerships with department across the University on initiatives to identify opportunities for conservation and improvements. Examples of these initiatives include the following: The [Office of Transportation and Parking](#) recently implemented [SBU Smart Transit](#), a student developed passenger information system that was produced with limited expense using on campus technical expertise. The system is a result of student feedback as expressed in focus groups and through the [Transportation Fee Feedback and Advisory Group](#). Developed through a partnership between the Department of Transportation and Parking Operations, the Center of Excellence in Wireless and Information Technology (CEWIT) and the CEAS, SBU Smart Alert is a comprehensive global positioning system (GPS) that provides live vehicle location, utilization information and estimated arrival times to passengers using web and mobile-based applications. The system is also designed to provide passenger utilization reports and allow dispatchers to enhance sustainability by using smaller vehicles at non-peak times. In collaboration with the Office of Sustainability Studies, students in 2012 conducted a Lighting Audit of the Student Activities Center, Earth Space & Sciences, Library and Social & Behavioral Science building to identify opportunities for conservation based on interior, exterior lighting use, fixtures/bulbs used, consumption, controls, potential savings, window treatment use and occupant behavior. The results of the Student Lighting Audit led to the consideration of a University Energy Master Plan and also were used to launch the University's comprehensive lighting project, which potentially involves the installation of new energy efficient light fixtures and controls.

Student Affairs

In the last ten years, the Division of Student Affairs has invested in technology and software to facilitate the assessment of its programs. Since summer of 2008, Student Affairs has contracted with Campus Labs (formerly StudentVoice) and utilized their suite of online assessment products in order to document better the assessment of student affairs activities and programs and to improve coordination among them and related units and programs. Campus Labs has provided a platform for the assessment a wide range of programs related to student affairs, including Campus Recreation National Benchmarking assessment, Alcohol and Other Drugs assessment, Campus Residences Quality of Life Assessment and Resident Assistant Training assessment. With over 170 individual surveys housed on the SBU Campus Labs platform, the Division of Student Affairs has been able to evaluate its own programs. Student Affairs has also invested significant resources in technology to facilitate service provision and assessment practices within the Division. Through use of programs such as Collegiate Link, departments can now track student involvement in university-sponsored activities and organizations, as well as expand assessment of student experiences. Departments have evaluated the utility of these programs as part of the Division's

ongoing assessment of each resource allocation decision and the degree to which the long-term goals of the Division are met. Within the Division of Student Affairs, assessment efforts both of processes and outcomes have [proliferated](). Certain forms of assessment need to be collaborative, such as the joint effort by the Career Center and Counseling and Psychological Services to design a first-year student assessment that gauges student personality type, making connections between emotional maturity and major and/or career decisions.

Campus Residences conducts assessment in-house and in partnership with vendor-based resources such as CampusLabs and Educational Benchmarking Institute (EBI). Two major surveys, the Quality of Life Survey (QLS) and the Resident Assessment offered by the EBI are administered annually. These surveys assess student satisfaction with, and provide data to help drive, ongoing improvement with various aspects of the residential experience. The QLS has been administered since 1986, and has contributed to improvements in policies, services, programming and housing amenities. Various components of housing such as the Residential Safety Program, Residential Tutoring Centers, Computing Centers and Fitness Centers were expanded as a direct result of the findings. The EBI survey, administered since 2008, is a benchmarking tool that allows for comparison against other schools participating in the study. The survey uses a statistical analysis that identifies factors that contribute to overall program effectiveness. The analysis reveals that the housing assignment process, dining experience and the personal interactions that students have with each other are significant contributors to overall program success. Actions to address these high impact items were developed and improvement has been steady since 2006 to the present.

SUNY Student Opinion Survey
In addition to typical demographic information, the SUNY Student Opinion Survey focuses on all aspects of the student experience, from the classroom and quality of faculty, to campus climate, activities, services, and infrastructure. Comparing our results over time allows us to determine whether initiatives for improvement are having the desired effect and if there are chronic issues in need of attention. Through this, we examine the results of efforts for improvement in key areas such as advising, classroom experiences, and campus climate over time.

CIRP Freshmen Survey
SBU has a long history of CIRP Freshmen Survey participation dating back to 1971. From 1971 through 2006 we conducted the survey every fall during freshmen orientation. Now we are administering the survey on a three-year cycle, surveying the entering classes in 2009 and 2012. The survey examines demographic characteristics, high school behaviors, academic preparedness, college expectations, student values and goals, and concerns about college financing. During freshmen orientation sessions the survey instrument is distributed and students are invited to participate. In fall 2012, 1,310 first-time full-time freshmen responded to the survey. Survey analysis is provided by the Higher Education Research Institute (HERI), who also provides a Freshmen Survey Trends Report that allows us to track and compare the results of our 40 years of survey participation. The reports provided by HERI also include high-selectivity public universities as a comparison group, so we can evaluate our profile within the framework of other similar institutions.

National College Health Improvement Program
Through the Division of Student Affairs, the University works closely with the National College Health Improvement Program. As part of this exclusive collaboration of prominent institutions of higher education, SBU has been at the forefront of utilizing assessment and quality improvement methodology in designing, developing, implementing, scaling, and sustaining interventions to address high risk alcohol use among students. As part of this initiative, Student Affairs (in compliance with human subjects research regulations and policies), has been able to take the "pulse" of the student body on a monthly basis, using a 1/12th non-replacement simple randomized sample design and online survey (i.e., surveying 1 out of 12 students in a representative way). The analyses conducted during the project's implementation were used to drive strategic and programmatic decisions. An early objective of the project team was to introduce a social norms campaign targeting heavy-episodic drinking and the consequences thereof. The team implemented a social norms campaign and data derived from the monthly surveying were used to identify the campaigns spread and the overall familiarity with which students identified the campaign. These findings enabled the team to fine tune its strategy in scaling the project outwards by more clearly describing who was not aware of the campaign and therefore represented a target group. An example of this strategy was in that early on, the project team identified first year students were more likely to rate unfamiliarity with the social norms campaign. The team strategized to integrate the campaign with the first year student seminars and first year student outreach. This allowed the team to use existing resources and mechanisms to reach a greater first year student audience.

Currently, the campaign enjoys the most familiarity among the first year student population. Moreover, the team has seen a significant change in the likelihood of students more accurately identifying the consequences of their drinking behavior (a goal of the social norms campaign). Another example of these data being utilized to drive change was associated with the inconsistent ratings students were endorsing of the system by which the University addresses alcohol violations. Upon closer investigation, the team also discovered that approximately 30% of students who were involved in an alcohol violation, had previously been involved in a similar violation. These data suggested the team develop strategies for enhancing the effectiveness and consistency of the alcohol violation referral process. This work led the team to creating a new system with a much finer degree of data management and more tailored referral. Therefore, the current system routes referrals more efficiently, with distinction between first time and repeat policy offenders, as well as a greater amount of data being shared across departments such as Counseling Services, University Police, and University Community Standards.

The Accreditation Association of Ambulatory Health Care (AAAHC) and the International Association of Counseling Services (IACS) accredit Student Health Services and Counseling and Psychological Services/Center for Prevention and Outreach, respectively. Units within Student Affairs have also worked with academic departments and programs in securing Presidential mini grants to further research projects such as the Career Center's project with the Department of Psychology to understand influences on student career identity. The Center for Prevention and Outreach's collaboration with the Department of Psychology to expand LGBTQ training resources

to faculty, CPO's collaboration with Psychology and Preventative Medicine in addressing major health issues impacting college students including substance use, suicidality, relationship violence, and sexual assault, and Counseling and Psychological Services' collaboration with SoN to expand help-seeking behavior by minority nursing students.

Several units within Student Affairs have also secured federal grant money to increase the Division's national visibility and further critical projects. This has included expansion of paid volunteer opportunities through the Career Center's AmeriCorps and VISTA programs ($750,000) and private grants for internships ($92,000). The Center for Prevention and Outreach (CPO) received a SAMHSA suicide prevention grant ($290,000) and sexual violence prevention grant ($600,000). CAPS/CPO has also received money for the creation of a recovery program for students with substance issues ($10,000). Private donations have helped to expand the Red Watch Band program ($100,000) which has spread nationally with 149 colleges, universities, and non-profit organizations participating.

Division of Information Technology

The Information Technology Service Survey was distributed to the campus community in fall 2012 to understand how IT services are perceived and evaluate the perceived results of the University's efforts to improve services. As a result of the survey the following recommendations were made in the May 2013 initial findings report:

1. Accelerating the current three-year network plan and increasing the standards and aspirations inherent in the existing plan.
2. Analyzing the shortfalls in network funding.
3. Documenting and codifying plans for the installation of technology in campus learning and meetings and linking them to current and planned campus space planning efforts.
4. Accelerate current plans to invest in the appropriate IT Service Management tools to allow for better processes, tighter collaboration across the IT organizations on campus which in turn will allow us to be more responsive to user needs.

Several of the most recent investments and initiatives have been the direct result of survey feedback from students. Last year's survey of IT usage highlighted the need for increased support for mobile devices such as BlackBoard Mobile and SOLAR mobile. Additional actions that have been taken after reviewing the 2012 DoIT Student Survey include purchasing additional licenses for VPN so that more students can connect to the Virtual SINC sites and the decision for Teaching Learning and Technology (TLT) to manage equipment in the Campus Residential Computer labs to ensure that the same software and printing services are all to students at all University computer labs.

Undergraduate Admissions

The Undergraduate Admissions (UA) area utilizes a variety of measures to assess its operational effectiveness. In order to evaluate admission programs, services, and student expectations, UA

supplements its rich collection of quantitative reports with a variety of qualitative surveys. These include an Admitted Student Day Survey, a Post-Campus Visit Survey, and an Exit Survey to admits who declined offers of acceptance. Benchmarking against peer institutions is done with data reports such as the Noel-Levitz E-Expectations reports, Zinch and Inigral's Social Admissions Report, and Lipman Hearne's research on the college section process. For retention purposes, UA assists the efforts of the Academic Success Team by coordinating focus groups and surveys focused on enrolled students, which help identify issues that cause students to require more than 4 years to complete a Bachelor's degree. In addition, focus groups are conducted at regional high schools to probe behavior, perceptions and expectations to inform communications. The results of these focus groups, as well as findings of the National Survey of Student Expectations (NSSE) and Cooperative Institutional Research Program (CIRP) Freshman Survey, contributed to the decision to create our new Visitor Center in order to improve our ability to directly message students. Admissions Communications, including website usage, e-mails and social media are assessed monthly to ensure students have access to required information, as well as to information they want and need to make informed decisions throughout each stage of the enrollment process. Information is tweaked based on these responses.

SBU Medicine

SBU School of Medicine had a full Liaison Committee on Medical Education (LCME) accreditation site visit in April 2011. As a part of preparing for this visit, in 2010, we began a detailed and thorough review of all institutional process involving policies, procedures, institutional leadership, resources, educational program, our assessment strategies, the learning environment as well as faculty and student involvement in organizational decision making. We were successful in our LCME visit in 2011 and received full accreditation for the educational program. During this process, we enhanced several assessment techniques used to ensure our transformation to a continually "learning organization" by looking at quality data and establishing benchmarks. A series of new initiatives have been developed as a result of this review. The Office of Undergraduate Medical Education (UGME) has a full time Evaluation Specialist whose duties are primarily to ensure the proper design and implementation of the surveys, focus groups and exit interviews as well as the analysis and reporting of the data. Because of these initiatives, the assessment at the School of Medicine is robust. Our goals are to be above the national mean on all the measured metrics and the trends are clearly positive. There are a number of major "rankings" for medical schools and hospitals that we follow to measure ourselves against aspirational peers. As we consider ourselves a "research-intense" medical school, the NIH rankings of peer-reviewed NIH grant portfolio, adjusted for the size of our faculty, is an important measure of our research impact. In this realm we rank at about the 40th percentile, with about \$120M of sponsored research. We envision this should be improved upon, though investment in critical infrastructure cores, endowed chairs designed to attract faculty with cutting edge research programs, and additional, high quality research space. In the clinical realm, hospitals are ranked for quality, and there are a number of publically available websites that rank hospitals. Perhaps the best known is Leapfrog; for the past two years we have been given an "A" rating, so that is reassuring that our efforts at improving quality have paid dividends. However, the most influential ranking for hospitals in US

News and World Report (USNWR), particularly ranking in the top 50 in the US. In this realm, we have only occasionally been so ranked, in Urology and in Gastroenterology, and only on occasion. While the "formula" for achievement in the USNWR rankings is proprietary, with a major "reputational" score (i.e. surveying of medical thought leaders), the size of a program is a major consideration. Commonly, a mediocre large program is more highly regarded than an excellent small program, so it is likely that we will need to grow our clinical service if we are to achieve significantly greater impact in the USNWR rankings.

Program-Level Accreditation

Many of SBU's programs and/or schools are accredited by professional agencies. As noted, CoB is currently pursuing accreditation with AACSB and SoJ is seeking accreditation from ACEJMC. See Standard 14 for more detailed information.

CONCLUSIONS AND RECOMMENDATIONS

In order to enhance institutional assessment we will:
- continue commitment to expand the efforts of the Assistant Vice President for Institutional Research, Planning, and Effectiveness; and,
- support ongoing assessment of institutional, unit-level and program level outcomes through enhanced availability of predictive and reliable data.

CHAPTER 7: STONY BROOK GOVERNANCE – GUIDING OUR WORLD-CLASS UNIVERSITY

In previous chapters, we have examined SBU's students and faculty, as well as how the University works to manage its human and financial resources in a prudent manner. For all of the parts of such a complex institution to work together efficiently and in accordance with a Mission-based vision, there must be a system of governance and administration to develop and execute that vision with insight, integrity, and clarity. In our study of SBU's self-governance and administration we are aided and directed by three Middle States Standards, Standard 4: *Leadership and Governance*; Standard 5: *Administration*; and Standard 6: *Integrity*.

Standard 4: Leadership and Governance

GOVERNANCE STRUCTURE

External Structure and Governance
The SUNY system is unique in its size and breadth, with 64 campuses including major research universities, health sciences centers, statutory colleges, comprehensive and technology colleges, and community colleges. SUNY's four University centers, Albany, Binghamton, Buffalo, and SBU, the latter two AAU members, all provide outstanding undergraduate education and excellence in research as well as professional and graduate education. The current political leaders of the State of New York have actively supported the ambitious goals of SUNY through several important legislative reforms. In 2011, Governor Andrew M. Cuomo and Chancellor Nancy Zimpher unveiled the NYSUNY 2020 Challenge Grant Program. Phase one of the program combines $80 million in new State bonded capital with $60 million of existing SUNY capital to provide $140 million to the SUNY campuses in Albany, Binghamton, Buffalo, and SBU. NYSUNY 2020 also provides for a rational and predictable 5-year tuition plan to expand SUNY campuses across the State, as well as a Maintenance of Effort component that ensures that annual State support levels for the State-Operated and Statutory colleges will remain at least flat on a year-to-year basis. All four of the NYSUNY 2020 plans have been approved, and projects are underway. The University's President and Chief Administrative Officer, Dr. Samuel L. Stanley, Jr., reports to the Chancellor of the SUNY system, Dr. Nancy L. Zimpher.

State University Board of Trustees
The Board of Trustees is the governing body of the State University of New York. It consists of 18 members, 15 of whom are appointed by the Governor, by and with consent of the New York State Senate. In addition, the President of the Student Assembly serves as student trustee and the Presidents of the University Faculty Senate and Faculty Council of Community Colleges serve as ex-officio trustees.

SBU Council

The SBU Council serves as an oversight and advisory body to the campus and to SBU's President and senior officers. In accordance with New York State Education Law, the Council comprises ten members; nine who are appointed to seven-year terms by the governor of the State of New York, and one student member elected in alternating years from among the campus' undergraduate and graduate students. The current chair of the SBU Council is Kevin Law. A more detailed description of the roles and responsibilities of the Council can be found in New York State Education Law, Section 356. The current members of the Council represent broad constituencies and can be found on the Council's website. As a Public University SBU is responsible for operating in a manner consistent with the New York State Education Law and SUNY Policies and Regulations. The President of the University is responsible for adherence to these regulations and the leadership of all aspects of the University from its mission development and implementation to business practices, educational programs, health care services and community service. The SBU President is advised by campus and community leadership groups as well as the SBU Council.

Internal Governance

The organizational structure of SBU is a fairly standard one for major research universities that include Academic Health Centers. President Samuel L. Stanley, Jr. is the Chief Executive Officer. The Senior Vice Presidents are the Provost and Senior Vice President for Academic Affairs & Vice President of Brookhaven Affairs Dennis N. Assanis, the Senior Vice President for Health Sciences and Dean of the Medical School Kenneth Kaushansky, and the Senior Vice President for Administration, Barbara Chernow. In addition, the administration consists of Vice Presidents and other administrators (see the organizational chart). Qualifications of the senior leadership are discussed in Standard 5.

The faculty of each campus in the SUNY system are required by the Policies of the Board of Trustees) to set up a governance body and prepare by-laws for the same. Shared collegial governance is exerted through the auspices of the SBU Senate. Since its inception in 1973, this organization has not been simply a faculty senate - per its Constitution it includes representation from the professional academic staff, the Graduate Student Organization (GSO), and the Undergraduate Student Government (USG). The principle of shared governance is embedded in Article X.4 of the Policies of the Board of Trustees, which states that "*The faculty of each college shall have the obligation to participate significantly in the initiation, development, and implementation of the educational program.*" Article I Section 1 of the University Senate Constitution states that "*The rules and policies approved by the University Senate shall govern the academic functions of the University consistent with the Policies of the Board of Trustees.*" The University Senate is not an administrative body; all its policies and resolutions are advisory and not binding upon the University administration. The United University Professions (UUP) represents the faculty and academic professional staff; the UUP and University Senate constituencies largely overlap. The UUP is a statewide union affiliated with NYSUT, AFT, NEA, and the AFL-CIO. The UUP does not represent most administrators, including those designated as Management Confidential.

Shared Governance-University Senate

The organizational structure of the University Senate is the overarching structure incorporating the senates of the three major governance units (Arts & Sciences, Engineering and Applied Sciences, and SBU Medicine), sometimes referred to as the academic senates. The University Senate meets regularly with much of the work carried out in the Executive Committee and the 12 Standing Committees. The Senate consists of representatives from the faculty, staff, and students. The University President, Provost, Vice Presidents, Vice Provosts, and Deans are all *ex-officio* non-voting members of the University Senate. All Standing Committees have a cognate administrator who is an *ex-officio* member of the committee and with whom the committee is expected to work closely. The University Senate has a non-voting seat in the SBU Council, and participates in the President's University Council and the Provost's Advisory Group.

Collective Bargaining Agreements (UUP)

The United University Professions is a statewide union representing the faculty and academic staff throughout SUNY. There are 2 distinct UUP locals on campus – one on East Campus and one on West Campus. Each has an elected local President and Executive Committee. Statewide, the UUP negotiates a Collective Bargaining Agreement (CBA) with the Governor's office. This specifies salary, fringe benefits, working conditions, and retirement programs and provides funding for professional growth and development through leaves, awards, conferences and other grant programs. The UUP also lobbies of behalf of its constituencies with state and federal legislators. The CBA specifies that the UUP local President must meet annually with the University President. Locally the UUP works to protect the rights and working conditions of individual union members, and on occasion intercedes on their behalf with Human Resource Services and other parts of the administration adhering to established policies and procedures.

Student Governance

The Undergraduate Student Government (USG) is the main representative body of undergraduate students. The USG has a tripartite structure consisting of an executive board, senators from the major academic units and representatives from each class, and a judiciary. The USG is primarily responsible for regulating and funding student organizations, organizing large-scale events and funding tutoring services, in addition to communicating undergraduate student needs to campus administrative bodies. The USG President is a member of the University Senate Executive Committee, and the USG has a number of Senators and seats on the University Senate's Standing Committees. The Graduate Student Organization (GSO) is the main representative body of graduate students. The GSO is comprised of an executive committee and a senate of student representatives from all graduate departments. The GSO uses a bipartite structure of an executive committee and legislative senate, with numerous subcommittees to ensure accountability. The GSO is primarily responsible for regulating and funding student organizations and acting as advocates to the administration for graduate student concerns. The President of the GSO is a member of the University Senate Executive Committee, and the GSO has a number of Senators and seats on the University Senate's Standing Committees. Representatives of both the USG and GSO were actively involved on the Middle States Steering Committee.

Professional Employees Governance Board (PEG Board)
The PEG Board is the officially recognized representative of professional employees within the University governance system. The PEG Board consists of professional employees defined as "all members of the professional staff of SBU in positions that carry no designation of academic rank" who have been elected as senators to the University Senate, or to one of the academic senates, or who have been elected to standing committees of the University Senate or an academic senate, or to other committees as appropriate. The PEG Board is tasked to act as the responsible, representative voice of the concerns and needs of its constituents and to investigate, discuss, report, and make recommendations on those issues that are of concern to its constituency.

Departmental Governance
The academic units of SBU consist of the following: CAS, CoB, CEAS, the Graduate School, SBU Medicine including its five separate schools (SoM, SDM, SoN, SHTM and SSW), SoJ, SoMAS, and SPD. The colleges and schools are subdivided into departments, programs, centers, and institutes. All tenured and tenure-track faculty are housed in an academic department. Academic departments are given a wide degree of latitude in how they govern themselves, and governance structures are commonly informal and collegial. The faculty members of each department typically choose the department chair, but chairs serve at the pleasure of their dean, typically for a 3-year term. In accordance with departmental culture, chairs operate with varying degrees of authority, but certain decisions, most notably hiring, are always shared. The 2013 Administrative Review Committee (ARC) survey shows that the faculty and staff are happy with their involvement in departmental governance, with 71% of 753 respondents, and 80% of 325 faculty respondents, feeling "somewhat involved" or "very involved" in departmental decision-making.

SBU Medicine
East campus is the home of SBU Medicine, comprising SoM, SSW, SoN, SHTM, Program in Public Health, SBU Hospital and Long Island Veterans Home. Though SDM is physically located on West Campus, the reporting structure reflects a direct reporting relationship to east campus leadership. Dr. Kenneth Kaushansky, Dean of the School of Medicine and Senior Vice President for Health Sciences (SVPHS), is the leader for all of the east campus schools. All appointments for faculty in the SBU Medicine schools are reviewed directly by Dr. Kaushansky and subsequently submitted to President Stanley. All new academic proposals as well as significant changes to existing academic proposals must be reviewed by Provost Assanis prior to submission to SUNY for approval. Drs. Assanis and Kaushansky work together closely to encourage collaboration and shared resources and responsibilities for interdisciplinary multi-departmental work bridging the west and east campuses.

In addition to Dr. Kaushansky's role as SVPHS and Dean of SoM, reporting directly to President Stanley, he is responsible for the strategic direction and operations of SBU Hospital (SBUH) and leads the Cancer Center, Neurosciences Institute and Heart Institute. Reuven Pasternak, the Chief Executive Officer at SBUH, who also serves as VP for Health Systems, reports directly to Dr.

Kaushansky for all hospital matters except the Department of Health matters, as mandated by state regulation. In 1957, the SUNY BOT passed a resolution indicating that campus Presidents are the governing body of one for University Hospitals. By-laws have been enacted to allow for the establishment of a Hospital Governing Body Committee, chaired by the University President, to assist in that responsibility. (See Operation of Hospitals Resolution, December 12, 1957).

There is a synergy between the east campus schools and the hospital that is often considered a "three-legged stool" with key strategic and operational linkages in basic science, translational research and clinical practice between SoM (and the additional four schools located on east campus) and the hospital. These linkages are further extended to west campus and inextricably woven into the fabric of SBU's domain. Throughout its history the east campus has enjoyed two distinct leadership models. There was a period during which there was a Vice President for health sciences who held a faculty appointment in one of the schools but was not also administratively responsible for one school. For much of its history there has been a Vice President who is also Dean of SoM. Prior to the appointment of Dean Kaushansky, Craig Lehmann was the Interim Vice President of Health Sciences and Dean of SHTM.

Policies and Procedures
As a Public University, the New York State Educational Law, the SUNY Board of Trustees Policies, and the current Collective Bargaining Agreements all generally dictate the broad duties and responsibilities of the employees of University. Within that framework, under the leadership of President Stanley, the University maintains authority for all SBU Policies and Procedures. University policies and procedures are maintained and available on the web. The University Senate's Homepage has links to its constitution, By-Laws, and minutes of past meetings. Information regarding the SUNY University Faculty Senate can be found at its website. Other organizations involved in governance include: UUP (West Campus/Southampton), UUP (HSC Chapter), Graduate Student Organization and Undergraduate Student Government.

Conflict of interest policies
The faculty and staff of the State University of New York are subject to the conflict of interest provisions of the New York State Public Officers Law as well as the policy on conflict of commitment in Article XI, Title H, Section 4, of the Policies of the Board of Trustees, Section 335.26 of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York (8 NYCRR Section 335.26). SBU is also subject to campus policy P209: Investigator Conflict of Interest Policy which addresses prudent stewardship of public funds while protecting University research, education and public service from being compromised by private interests.

Effectiveness of Governance Structures

Shared Governance
Shared Governance is a foundational principle embraced by both SUNY and SBU. The academic senates assist the Chief Academic Officer (Provost) through their Curriculum Committees, and

committees for Promotion and Tenure, Personnel Policy, Academic Standing and Appeal, and the Judiciary. Policies originating in these committees, and decisions on promotion and tenure, are ultimately advisory to the Provost and President. As would be expected at any large University, there have been some disagreements, but overall the process has generally proceeded smoothly. The University Senate is represented on the President's University Council, and on the Provost's Advisory Group. Although the Senate is frequently consulted when senior leadership appoint faculty to key positions and committees, the Senate Executive Committee generally seeks a more formalized role in this process. In general the administration takes its responsibilities to include faculty/staff governance in major decisions seriously. The University Senate has been asked to recommend individuals to represent governance on such important committees as the Finance and Budget Committee, the SBU Curriculum Implementation Committee, and the Massive Open Online Course (Provostial-Senate) Task Force, among others. The University Senate also has a seat on the Project 50 Forward Steering Committee.

One recent policy change that received considerable attention, largely from off campus, was a change in the academic calendar, later emulated by similarly diverse SUNY Buffalo and New Paltz, to reflect SBU's enormous diversity and its status as a public university. After consultation, and assent, from the University Council, as well as the undergraduate and graduate student governments, the academic calendar was modified to eliminate its specific focus on Judeo-Christian holidays, as well as the attendant confusing calendar "correction days'. This change, which is accompanied by policies in accordance with NY State education law that require both sensitivity and accommodations to all religious holidays and obligations, is quite popular (The 2013 Senate's Administrative Review Committee survey shows that 57% of 641 respondents, and 64% of 294 faculty, now support the decision to change to the "rational" calendar.) Nonetheless, there was considerable angst over the process, with many people who had not been aware of the consultation process responding with initial surprise and dismay – a clear lesson regarding the need to remain careful about maintaining the best possible communication.

University Senate
The University Senate is an effective partner in shared governance with the Administration. Effectiveness would be enhanced by increased participation by the faculty in the Senate. It is rare when there are contested elections; there are vacant at-large Senate seats. Participation in the annual elections is about 15%. There is sufficient interest in the work of the Standing Committees to keep them staffed, but there is less turnover in membership than desirable. The responsibility of a Departmental Senator is to inform his or her department of Senate business. This happens rarely. In an attempt to address this problem, the Senate Executive Committee has recently initiated a Senate Bulletin, e-mailed monthly to all members of the Senate constituencies. In principle, this serves the purpose of informing the constituencies of the business to be taken up at the next Senate meeting (when it is sent out in time). The monthly Bulletin is merely a reminder, with a link to the Bulletin on the Senate webpage. The Senate Executive Committee feels that increased participation on the part of the faculty would raise the esteem of the Senate as seen by the Administration and strengthen the Senate's hand in shared governance issues.

The Senate's Administrative Review Committee (ARC) [conducted a survey in 2013](#) which investigated areas of concern including involvement of appropriate faculty/staff members in making decisions that affect them, maintenance of buildings, campus parking, faculty/staff dining and the COEUS grant proposal submission system. In the 2013 ARC Survey, 56% of the 449 respondents (about 20% of the total) rated the University Senate as very effective or somewhat effective in representing faculty/staff concerns, 29% rated it is not very effective, while 14% rated it as not at all effective. 344 respondents had no opinion or did not answer. A 60% majority of 243 responding faculty (out of the University total 2,331 faculty) rated the University Senate as very effective or somewhat effective, and less than 10% rated it as not at all effective. A problem with assessing the effectiveness of the University Senate is that much of its most valuable work occurs through its Standing Committees and their ongoing consultations with their cognate administrators. The results of these committee discussions and consultations often affect campus policies and procedures but are not generally visible to either the members of the University Senate or its constituencies.

Student Government
Both the USG and GSO offer their views on a wide range of academic policy issues, delegating their concerns to representatives who sit on the University Senate and its Standing Committees. The University Senate is sensitive to student concerns regarding academic issues. The GSO has also worked to ensure that graduate student representatives sit on search committees for high-level administrative positions with significant bearing on graduate education. Recent examples include searches for the Dean of the Graduate School, Chief Information Officer, and Dean of the Libraries.

CONCLUSIONS AND RECOMMENDATIONS

Recognizing the importance of shared governance, SBU will:

- Encourage increased participation representing all constituencies within the University Senate; and,
- Work to ensure communication among the various governing bodies.

Standard 5: Administration

SBU ADMINISTRATION

Administrative Leadership

There has been significant turnover in the university's senior administration since the retirement of University President Kenny in 2009. Although he has been in office for less than 5 years, Dr. Stanley has had the opportunity to oversee the hiring of two of the senior Vice Presidents, and to promote the third to that position.

President
[Dr. Samuel L. Stanley Jr. MD](#), became the fifth President of SBU on July 1, 2009. Previously, he was Vice President for Research at Washington University.

Provost
[Dr. Dennis N. Assanis](#) carries the titles of Senior Vice President for Academic Affairs and Vice President for Brookhaven Affairs. Formerly the Jon R. and Beverly S. Holt Professor of Engineering at the University of Michigan, he is currently the Chief Academic Officer for West Campus and additional locations at Southampton and Manhattan. Dr. Assanis came to SBU in the fall of 2011.

Senior Vice President of the Health Sciences and Dean of School of Medicine
[Dr. Kenneth Kaushansky, MD](#) M.A.C.P. came to SBU in 2010 from the Department of Medicine at University of California, San Diego where he was the Helen M. Ranney Distinguished Professor and Chair. He is the Chief Academic Officer for all East Campus academic programs.

Senior Vice President for Administration
[Ms. Barbara Chernow](#) oversees a consolidated administrative office which includes Facilities and Services, Finance, and Human Resource Services with direct responsibility for all administrative, business and facilities operations, including design and construction activity throughout the University. She was previously Vice President for Facilities and Services at SBU.

Broader Administrative Structure

[*University Council*](#)
The University Council is the President's cabinet. It is comprised of all the Vice Presidents and Deans, the CIO, the Director of Athletics, the Executive Director of the Long Island State Veterans Home, and the Presidents of the University and School of Medicine Senates. The University Council was created by President Stanley to assure that [senior academic leaders](#) and senior administrators communicate and have up-to-date information on key issues facing the University. It serves as a key body in the formation, integration, and implementation of the Strategic Plan.

Assessment of Administrative Effectiveness
The President's performance is assessed annually by the SUNY Chancellor (since 2009, Nancy L. Zimpher). The President is responsible for preparing a detailed summary of outcomes in a number of areas, guided by the SUNY report card, including graduation rates, diversity of students, staff and faculty, sponsored research expenditures, economic development, and fund raising. The President performs annual evaluations of all administrators who report directly to him. The evaluations are based on a list of past year accomplishments as well as goals for the next year. He uses consultation with both direct reports and peers (e.g. other Vice Presidents) to understand how the administrators are viewed and how they interact with others. Every two years, the Administrative Review Committee, a Standing Committee of the University Senate, conducts a

confidential survey regarding the quality of administrators and their offices as viewed by faculty and professional staff. The survey reports ratings as well as comments of how well the administrators and their offices are seen as functioning. The administrators involved include the President, all Vice Presidents, and all Deans. There are also questions on the quality of the leadership of academic departments and programs, and on the quality of facilities. The results of the survey, edited to remove any identifying or inappropriate comments, are provided to the administrators involved and to the members of the University Senate. The most recent survey was concluded in May 2013. It includes responses from 334 members of the faculty and 377 members of the academic staff, a response rate of 30%.

Communication
The hiring in 2011 of a new Vice President for External Relations, Elaine Crosson, JD, was due, in part, to President Stanley's recognition of the need for the University to enhance its effort to better communicate with our internal community, our campus neighbors, the legislature and other public officials as well as the broader state, national and international communities. The University Council serves as an important venue for communicating key University issues to the leadership of the University. President Stanley holds standing meetings (weekly or bi-weekly) with all administrators holding the rank of Vice President (or above), as well as the Athletic Director and the CIO. He has an open door policy to any member of the senior leadership team who needs to discuss a time sensitive issue with him.

SUNY
The typical line of communication of the campus administration to SUNY is from the President to the Chancellor or other significant System administrators (i.e., SUNY Provost and various Vice Chancellors) and the reverse. Also, Campus Presidents, Chief Academic Officers (Provosts), and Chief Financial Officers meet together periodically with the Chancellor and her senior staff. Moreover, each of the senior Vice Presidents is often in communication with his or her counterparts on other campuses and with the relevant SUNY System administrator. President Stanley emphasizes that "*We communicate on a regular basis with SUNY Central Administration across multiple fields*", a communication that SVPHS Kaushansky described as "*excellent*". Representatives of the University Senate communicate with the SUNY Senate.

Stony Brook Council
The Council is required to meet at least four times each year and provide an annual report to the Board of Trustees. It can also report to the Board on any matter it believes requires their attention. The Council is primarily an advisory body. Its key role is to make available to the President the wide variety of individual experiences, expertise, skills and talents of the members as well as the combined wisdom of their collective deliberations, particularly regarding proposed plans and possible responses to pressure on financial or other resources.

Government
The office of the Vice President for External Relations is the primary liaison for state and federal legislative matters.

United University Professionals ([UUP](UUP))
President Stanley wrote *"The relationship between the UUP and the Administration is governed by the CBA, which is strictly observed. There is a strong working relationship between HR and UUP senior leadership for all areas where cooperation is needed."* Nonetheless, SBU experiences many of the tensions commonly found in relations between University administrations and unions. The UUP leadership point out difficulties interacting with Human Resources, citing what they perceive as inconsistencies with information emanating from that office. SVPHS Kaushansky states that *"All required UUP rules and negotiated policies are adhered to within the School of Medicine. The SVPHS and President meet with the leaders of the health sciences UUP each year, to review policies."* Overall, there are formal and frequently productive relationships between UUP and senior administration, though all parties involved, and especially the President and the UUP, would like to continue to nurture those relations on a basis of mutual respect and effective communications on issues that are critical to SBU's growth in stature as a world-class institution.

Senate
The University Senate By-Laws require the EC (Executive Committee) to meet monthly with the President, Provost, and the SVPHS. For practical reasons, meetings are generally less frequent. The President of the Senate has been able to meet with these senior administrators when necessary, often on fairly short notice, with the requests coming from both sides. The Senate EC occasionally invites administrators to their meetings to discuss relevant and timely issues. On no occasion in the past 4 years has any administrator been unwilling to meet with the Senate. Each of the three senior academic administrators provides a written report to the monthly meetings of the University Senate and discusses their report at that time and takes questions. Other administrators (e.g., the Senior Vice President for Administration, the Vice President for Research, the Dean of the Graduate School, the CIO) are invited to meet with the University Senate and discuss issues relevant to their areas of responsibility as the need arises. The President of the University Senate is a member of the University Council and is included in the Provost's Advisory Group. To further enhance communication and collaboration, each of the Standing Committees of the University Senate includes a "cognate administrator" who serves as another line of communication between the Administration and the University Senate. The administrators take this responsibility seriously.

The Senate has made efforts to maintain and expand interactions with a variety of interested parties. In 2010 the University Senate Executive Committee decided to reach out and communicate directly with Senator La Valle on issues related to faculty, staff, and students. Since then, the Senate EC has been meeting 2-3 times each year with the Senator, who has encouraged frequent interactions. The positive working relationship that Senate enjoys with both the GSO and USG is exemplified by progress on issues such as securing soccer field space for clubs. The Senate and the UUP largely share the same constituency and they have maintained a particularly good relationship over the past four years. For the past 3 years the UUP President has had a spot on the agenda at every Senate Meeting. The current Senate President and UUP President are in frequent communication.

Students

In response to a recent questionnaire, members of both the USG (Undergraduate Student Government) and GSO (Graduate Student Organization) generally indicated that relevant administrators take their concerns and comments into consideration and there are good channels of communication. There are weekly meetings between members of the USG executive committee and the Office of the Dean of Students. The GSO board meets monthly with the Dean of the Graduate School, currently Charles Taber, and once a semester with President Stanley. The USG leadership specifically mentioned other administrators with whom they had good relations, including William Arens, Dean of International Academic Programs, Charles Robbins, Vice Provost for Undergraduate Education, and Daniel Kinney, Interim Dean of University Libraries. The GSO additionally cited Dennis N. Assanis, Provost, Barbara Chernow, Senior Vice President for Administration, and Chuck Powell, Assistant Provost for Teaching, Learning Technology, as administrators who have cultivated excellent working relationships with student leadership. The USG works with the Office of the Dean of Students regarding funding of its programming. The GSO has secured commitments from the Office of the President for program funding. The Office of the President, Vice President of Research, and CAS and CEAS all have formal relationships for contributing to the Research Access Project, a program which reimburses graduate students for travel expenses for conference presentations. In addition, members of the GSO sit on advisory boards for various administrative bodies, such as the Department for Information Technology (DoIT) and Transportation Services.

Staff

Asked in the 2013 ARC survey to rate the very broad range of "University communications", 80% of 282 faculty and staff responding rate such communications as good, very good, or excellent. Examples were cited where communication was perceived to be weak and others where it was seen as quite strong.

PEG Board

The PEG (Professional Employees Governance) Board is defined in its constitution as a "recognized part of the University's governance system with authority to make studies, reports and recommendations on all governance matters which have a significant bearing on professional employees," and as such it continues to seek the best possible relations with the administration, and especially with the University President. Members of the PEG Board seek to have their concerns and those of the professional staff taken into consideration. A specifically cited example of concern on their part is the recent change in the academic calendar. The University calendar has always been decoupled from that of the local school district, but some members of the professional staff were dismayed by the removal of two additional religious holidays in the fall from the SBU calendar.

Local Community
Since the University's inception, there have been instances of the typical sets of town-gown tensions with the local community. The University is committed to addressing all issues as they arise.

Decision-Making Processes
President Stanley and his senior leadership team consult with senior staff and area experts when considering any major decision, and rely heavily on assessment data, business plans, etc., in an attempt to understand the risks and benefits of any strategic opportunity or threat (with particular consideration to the fit to our mission) before making any significant institutional commitment. Below are several examples of administrative decisions made over the past several years and their impact on the University community.

Division I Sports
The move from D-III to D-I athletics was begun during the administration of President Marburger and accelerated under President Kenny. They understood the draw of intercollegiate athletics, and how a competitive athletics program would attract interest from the local community, from alumni, and from potential donors, in ways that having strong research programs or great academics do not. Sports provide nationwide visibility. Having championship sports teams in visible programs (e.g., football, basketball, lacrosse, baseball) pays dividends in student recruitment and alumni support. An increase in the visibility of sports goes hand-in-hand with increases in "school spirit", and has been instrumental in helping SBU increase its national footprint. President Stanley has enthusiastically continued this emphasis.

A limiting factor in the growth of the intercollegiate sports programs is the availability of funds from the State for critical maintenance of our aging facilities (this impacts much of campus, not just the athletic facilities). The SBU Arena will reopen in fall 2014 after being closed for reconstruction since 2008 when funds for completion of the project failed to materialize due to state budget deficits. Similarly, the swimming pool is currently unusable for lack of funds for required refurbishments/repairs, putting the future of the swimming and diving teams in doubt.

Oversight of the D-I sports program is provided by the Intercollegiate Athletics Board (IAB) and the Faculty Athletic Representative (FAR). The IAB is composed of a representative of the Administration, a representative appointed by the University Senate, and a number of members of the University community, including faculty, staff, and student representation, appointed by the Office of the President. The IAB meets monthly with the Athletic Director and his senior staff. The IAB reports to the President. The FAR is appointed by and reports to the President. The FAR and the Athletic Director are responsible for maintaining compliance with NCAA rules and regulations. SBU has a strong commitment to the academic development of its student-athletes through the Athletics Office of Academic Support Services. Of 438 student-athletes enrolled in the 2011-12 academic year, 190 achieved a 3.0 or better GPA, and 75 had a GPA of 3.5 or better.

Brookhaven National Lab (BNL)

SBU is in the extraordinarily advantageous position of operating BNL, a major national science facility. As Provost, Dr. Assanis also serves as Vice President for Brookhaven Affairs. In 1997, SBU joined with Battelle Memorial Institute to form Brookhaven Science Associates ([BSA](#)) and mounted a successful bid to operate BNL for the U. S. Department of Energy. One of ten national laboratories overseen and primarily funded by the Office of Science of the U.S. Department of Energy (DOE), BNL conducts research in the physical, biomedical, and environmental sciences, as well as in energy technologies and national security. Brookhaven also builds and operates major scientific facilities available to university, industry, and government researchers. BSA has held the contract to manage and operate BNL for the U.S. Department of Energy since 1998. In April 2013, The Department of Energy [announced](#) that the contract, which expires in January 2015, will be open to recompetition. Both SBU and Battelle are strongly motivated to ensure Brookhaven's continuing success. As Brookhaven's closest University neighbor, SBU is the single largest user of BNL facilities; BNL facilities and its world-class scientific staff are essential to the vitality of the university's intellectual life and to the impact of many of its research programs. There are 600 SBU faculty and students currently [conducting research at BNL](#). In addition, there are 19 [SBU-BNL joint appointments](#) of faculty; salaries (and obligations) for these joint appointments are split between the two institutions, and BNL has been instrumental in providing start-up funds in most cases. This mechanism has proven to be strategically important in recruiting new faculty as well as retaining current faculty (whose research programs are a hybrid of work at BNL and on campus).

One example of the synergies possible from this expanded relationship between BNL and SBU is found in the Department of Geosciences (GEO) and its sister research unit, the Mineral Physics Institute (MPI), in which there are two joint faculty appointments: John Parise in GEO and Lars Ehm in the MPI. Both are actively engaged in new initiatives on campus and at BNL. For example Parise is PI on a SBU/BNL partnership to enhance access to NSLS for battery researchers. This is part of a larger academic (Columbia, Alfred, SBU)-industry partnership led by GE Global Research and funded by NY-BEST (New York Battery & Energy Storage Technology). Several Geo/MPI staff (Richard Reeder, Donald Weidner, Robert Liebermann, Ehm, Parise) were actively involved in planning the scientific case for NSLS-II and its initial suite of beamlines. These same individuals have sat/do sit on the advisory committees that are responsible for endorsing design, construction, commissioning and operation of these new instruments which are central to SBU's aspirations in condensed matter studies.

As the era of NSLS draws to a close, the NSLS-II will be in a building phase: it will remain in a building phase for up to one year, resulting in a gap in operations. Apart from actively pursuing opportunities at the new source, healthy growing research programs will require support during the "dim period". For 3-5 years the high-pressure program currently at NSLS will be ported to APS at Argonne National Lab outside Chicago. Weidner is leading this effort. Starting with the NSF Science and Technology Center for High Pressure Research (CHiPR—headquartered at SBU from 1991-2002 with Weidner as Director) and continuing with the NSF Consortium for Materials Properties Research in Earth Sciences (COMPRES—with Liebermann as President from 2003-2010 and SBU alumnus Jay Bass as President from 2010 to present), the faculty and staff of the

MPI have played key roles in developing and operating facilities at the NSLS of BNL. This has changed the face of high-pressure science at synchrotron facilities in a significant way and thereby gained substantial international visibility for the University. Many of the cluster hire proposals, which are designed to be interdisciplinary, include components at BNL. In 2012 the University and BNL collaborated on the Joint Photon Science Institute, the Center for Extended Lifetime Energy Storage Technologies (CELESTe), the Center for Accelerator Science & Education (CASE), the Institute for Advanced Computational Science and the Center for Scientific Computing, the NY State High-performance Computing Consortium, the Smarter Grid Research, Innovation, Development, Demonstration & Deployment (SGRID3) initiative, the Consortium for Innovative Global Water and Energy Solutions (Cigwes) and beginning in September 2013, the NSF-funded Alliance for Graduate Education and the Professoriate –Transformation (AGEP-T).

Research and Development Park
In 2006, under the Kenny Administration, SBU was authorized to acquire by eminent domain 246 acres of the former Gyrodyne facility on Stony Brook Road and Route 25A for development as a Research Park. Assemblyman Englebright noted that "It was a necessary move as the campus boundary is too small and SBU aspired to become a major economic engine on Long Island." The Research and Development Park has come at considerable cost, but it is a considerable asset for the University. The mission of the SBU Research and Development Park is to foster the growth of regional communities of innovation, helping to nucleate regional industry clusters in the technology sectors that will drive the future economy of Long Island and play a critical role in New York State and in our nation. The two anchors of the Park are the new 100,000-square-foot Center of Excellence in Wireless and Information Technology (CEWIT) and the Advanced Energy Research and Technology Center (AERTC). The University's current conceptual development plan for the Park envisions ten buildings totaling more than 800,000 square feet, potentially accommodating government, not-for-profit and industrial research partners as well as a site for amenities for the Park occupants. The next two buildings planned are the Center for Biomedical Technologies and a large "mezzanine" facility that is being planned to house substantial industry R&D programs as well as tenants of SBU incubators that are growing too rapidly to comfortably remain there but still require close collaboration with SBU researchers. The Start-Up NY program announced by Governor Cuomo on May 22, 2013, which will provide unprecedented tax benefits for companies moving into or expanding jobs in the state, offers an extraordinary new recruiting tool to attract industry occupants to the Park. The Park is served by the campus bus transportation system, facilitating not only R&D collaborations with faculty but also internships and other vehicles for students to exploit the experiential learning opportunities presented by the proximity of these activities.

Stony Brook Southampton
In 2006, during the Kenny administration, SBU acquired the former Southampton College of Long Island University for $35M. Originally this was intended to be a true satellite campus of Stony Brook, focusing on environmental sciences and sustainability studies. The campus opened in August 2007. Upkeep costs on its poorly maintained infrastructure, the small number of matriculating students based on limited program availability and start-up status of the campus, and

drastically decreased state budgets forced the administration to relocate the undergraduate programs to the main campus in 2010. This decision, while justifiable when examined fiscally and factually, was greeted with an angry response from students at Southampton and from the local state legislators and much of the local community. There was a particularly strong negative response to what was perceived by some as a significant failure of communication. The Stanley Administration inherited an untenable situation, with an undercapitalized campus and unsustainable programs. Prior to the decision to relocate the undergraduate programs, then-Provost Kaler did inform the University Senate, through its Committee on Resource Allocation and Planning (CAPRA), of the costs and the inadequacy of the revenues at Southampton. Despite its fiscal inevitability, much of the affected community was unprepared for the program suspension. In retrospect, it is difficult to imagine how this decision, taken in response to the evaluation of harsh fiscal realities, could possibly have been avoided – but the mode of its communication required considerable work after the fact in order to explain its inevitability to the local community. In fact, although many thought the campus was closed, that is not accurate. SoMAS programs and the MFA programs continue to offer graduate classes, and the program offerings have increased.

Please see Standard 11, for information on Stony Brook Manhattan, and SUNY Korea locations.

Project 50 Forward
Project 50 Forward, initiated by President Stanley and spearheaded by the Sr. VP for Administration, Barbara Chernow, is an initiative "*dedicated to operational excellence, academic greatness, and building for our future*." Please see Standard 2 for detailed information on the Project 50 Forward Initiative and Standard 7 for the improvements to *operational excellence* made possible by this plan.

CONCLUSIONS AND RECOMMENDATIONS

Maximizing its leadership potential Stony Brook will:
- work toward ensuring a mutually beneficial working relationship between administration and the University Senate;
- maximize the relationship between the University and BNL especially in joint faculty appointments and increased research opportunities for students;
- enhance the strategic utilization of the University's additional sites including SUNY Korea, Manhattan and Southampton; and
- continue to enhance the University's communication with our internal community, campus neighbors, the legislature and broader state, national and international communities.

Standard 6: Integrity

OVERVIEW

SBU demonstrates a commitment to integrity through all its actions, as clearly articulated through its policies and procedures – and as demonstrated throughout this self-study. All University (state

and research foundation) employees are subject to the code of ethics contained in Section 74 of the New York State Public Officers Law. All members of the campus community are provided written, verbal, and online material containing policies and procedures that are in place *"to convey its expectations of ethical conduct to the campus community."* Responsibilities and expectations for members of the campus community are additionally provided by individual departments and contained on the University's website.

SBU POLICIES

As a higher education institution operating in New York State, we are governed by the conflict of interest policies put forth by the NY State Joint Commission on Public Ethics, and as a SUNY institution we must also abide by the SUNY Conflict of Interest Policy and SUNY's Policy on the Outside Activities of University Policy Makers.

Conflict of Interest

SBU has several policies regarding possible conflicts of interest with respect to University administrators, faculty and staff. The following are examples of these policies. Section 13 of The SBU Foundation Bylaws addresses the issue of conflict of interest with respect to members of its Board of Trustees. SBU has a clearly expressed policy regarding potential investigator conflicts of interest. SBU Policy P208 stipulates guidelines regarding relationships between University staff and students. SoM has its own well-developed conflict of interest policy.

Human Resources

Human Resource Services has developed online resources to assist departments and employees in obtaining information on rules and procedures, tracking systems and self-service offerings**.** These include the SBU Policy Manual, the Policies of the SUNY Board of Trustees, the Electronics Performance Support System, and the Joint Commission on Ethics. SBU adheres to processes identified in the collective bargaining agreements, the Research Foundation Handbook, and those set by law. Terms and conditions of employment, job security, compensation, as well as disciplinary and grievance procedures are the major components of the contractual agreements made between the State of New York and the bargaining units. Employees, except those designated as management confidential and research foundation employees, are represented by one of several bargaining units on campus. Links to the current bargaining unit agreements are maintained by the governor's Office of Employee Relations.

Selection and Retention of Faculty and Staff
It is the policy of SBU to provide equal employment opportunity to all people. The University pursues this policy proactively, through a series of relevant activities. This affirmative action policy is a re-affirmation of the commitment of the University to ensure that all personnel actions such as recruitment, hiring, promotions, training, transfers, compensation, benefits, leaves of absence, reduction in force, reinstatements, restructuring, social and recreational programs will be

administered equally. This policy is applicable to all SBU employees and departments. There are several ongoing practices at SBU that demonstrate commitment to appropriate faculty, student, and staff diversity-related practices. For example, there are SBU policies and procedures for recruitment, entitled "Conducting a SBU search from an EEO Perspective" which focuses on ensuring a diverse workforce. Additionally, all SBU positions are automatically posted on the Campus Job Opportunity website as well as on that of the Higher Education Recruitment Consortium. The mission of the Office of Diversity and Affirmative Action is "to uphold and reaffirm the University's position and commitment to equal employment opportunity, affirmative action, and the creation of an inclusive campus climate". Each college has its own set of policies governing equitable recruitment and appointment of faculty and staff. One typical example is that of CAS.

Research and Scholarship

Faculty and professional employees are expected to fulfill their respective responsibilities for the development and support of the educational mission of the University, adhering to standards of scholarship and conduct appropriate to the dignity of the enterprise. SBU's statement on academic freedom indicates that the University encourages full academic freedom, while also outlining the responsibilities that go with that freedom." President Stanley has defined these rights and responsibilities further with his "Statement of Community: Affirming our Campus Community".

Office of Technology Licensing and Industry Relations: Intellectual Property
SBU is a major source of new technology. Over $170 million in research funding at the University generates substantial numbers of new technology disclosures each year. SBU is among the top universities in the country creating new inventions, discoveries, devices and processes, licensing over 25% of its technologies to industry. SBU has an established *Office of Technology Licensing and Industry Relations: Intellectual Property*, to ensure transparent and effective technology transfer and intellectual property (IP) protection on behalf of SBU as well as its faculty, staff and students. These services include disclosure facilitation, patenting and other forms of protection, help with outreach, and confidentiality agreements. This office also markets such property to the private sector and is a key point of contact for the licensing of intellectual property from the University. Furthermore, SBU's Policy P512 addresses the duplication of material protected by copyright. SBU also provides faculty with the rights and responsibilities as established by the Copyright Act of 1976. SBU's Plan for Compliance with the Higher Education Opportunity Act (HEOA) is available on the web, as are copyright guidelines for faculty placing material on reserve, which are provided by the SBU Libraries.

Conduct of Research and Scholarship
SBU Policy P211, Responsible Conduct of Research and Scholarship (RCRS) dictates that all faculty, staff and students must successfully complete a combination of online and in person training. The RCRS Office is responsible for a range of activities directed toward assuring the highest ethical standards in scholarship and research.

Equity and Diversity

During the 2004-05 academic year, the University administered the Campus Climate Survey to its 12,500 employees. This survey sought to gain insight into the nature of the campus climate and its comfort level with difference in some 16 demographic areas such as gender, age, race, disability, sexual orientation, religion, marital status, education, etc. Ultimately, the Campus Climate Report identified four primary areas for immediate attention - improving the recruitment and retention process; improving the climate within units; improving employee retention; and providing support for and demand accountability from managers. Along with establishing multi-cultural advisory councils to address critical diversity issues, President Stanley developed the SBU Diversity Council to build on and enhance the previous campus climate efforts. The Office of Diversity and Affirmative Action, which reports to the President's Office and has worked with all of these groups, has been actively engaged in supporting efforts to ensure that the University remains diverse in political positions, cultures, ethnicity, sexual orientation and gender. In 2012 the Provost created a new position of Associate Provost for Diversity and Inclusion. The Associate Provost's operative priority is to make progress toward the University's strategic diversity interests. In 2013 President Stanley created a new position of senior director for Title IX and risk management. The incumbent is responsible for serving as the designated agent of the University for implementing and coordinating all aspects of our Title IX compliance efforts and overseeing the Office of Diversity and Affirmative Action. In addition, we have taken a series of steps specifically to address diversity within our faculty.

SBU shows its strengths in diversity by providing resources, services, and programs to departments that promote and foster respect among students, faculty, staff and administration. These include on-line resources dedicated to LGBTQ classrooms (to provide faculty members, instructors, and TAs with information about how to create an LGBTQ-friendly educational experience for students) and the Office of Diversity and Affirmative Action (with a mission to uphold and reaffirm the University's position and commitment to equal employment opportunity, affirmative action, and the creation of an inclusive campus climate).

University Ombuds Office
The University Ombuds Office provides informal dispute and conflict resolution services to all members of the University community: students, faculty, staff, administrators and members of the local community. As a designated neutral, the ombudsperson will listen to all sides of an issue and may advise, refer, mediate, counsel or negotiate. All contacts are considered confidential in accordance with The International Ombudsman Association Standards of Practice. During the two-year period through June 2013, the office handled 668 new cases. A "case" is defined as an issue or concern brought to the attention of the office requiring some form of assistance: information sharing, coaching, referral, exploration of strategies and options, investigation, negotiation, or mediation. While many cases are resolved in a brief period of time (7 days or less), a significant percentage require an extended period of time for resolution strategies or options to be explored, tested and/or initiated. Issues brought to the office involve all aspects of University functioning.

Students

Student Rights and Responsibilities
Our [Statement on Student Rights](#) provides that, beyond requisite academic resources and support services, the University seeks to sustain an environment in which the diverse cultural traditions and ideals represented in both the campus community and the nation at large are valued, nurtured, and promoted. The acknowledged [student rights](#) reflect this mandate within the context of the campus community. With the freedom that these rights afford comes the responsibility to conduct oneself with civility and respect toward the rights of others.

Academic Requirements and Policies
The Registrar's Office implements and enforces the academic requirements and policies for undergraduate students while the Graduate School fulfills this function for graduate students at SBU. These policies are communicated through a variety of media, including, but not limited to the [University Bulletin](#), the [Graduate Bulletin](#), various University websites, the Student Handbook and the [Faculty & Staff webpage](#). These sources of information are available to all students, faculty and staff through links on the University's website. The Registrar's Office also regularly utilizes 'Solar Messages' to communicate with students, using the University's SOLAR system, a self-service system which gives faculty, staff, and students online access to manage personal information. Students use SOLAR to register for classes, print schedules, view and pay bills, and to update personal information, including the ability to designate a preferred name. The [Registrar's Office website](#) updates and keeps current the academic calendars with all deadline dates for the semester and all related policies.

Within Undergraduate Academic Affairs, the [Academic Integrity and the Judiciary Process](#) website includes information on reporting possible academic dishonesty, appealing possible academic dishonesty, and grievances against faculty or staff. The faculty-staff webpage includes information for instructors including honesty and integrity, grading, and course definition and requirements. The [Academic and Transfer Advising Services website](#) has links guiding students to information on academic integrity, petitions and the academic calendar, as well as how to make an appointment to discuss any of these concerns. The Graduate Bulletin, found on the Graduate School website, outlines all academic policies governing graduate education, including policies regulating academic honesty, dispute resolution, dismissal and appeals processes. The [Student Welcome Center](#) website lists resources regarding integrity. All students are given the opportunity to grieve or to request exceptions to academic policies and procedures through petitions, grade changes, and waivers. In fall 2012 we implemented a new graded/pass/no credit (GPNC) option that now allows students to choose a minimum grade threshold for one course each term or receive a pass or no credit grade for the course.

All academic majors have a published 8-semester curriculum that maps out all degree requirements within that established timeframe. These requirements include a mix of major, general education,

and elective coursework. The University has worked hard to offer enough seats in gateway and high demand courses to ensure student degree progress is not negatively impacted. The University has expanded its summer and winter course offerings to provide students with greater access to key courses. In addition, a new course retake policy ensures that students taking courses for the first time have priority for registration.

The Registrar's Office is currently automating processes which will expedite services provided to the student, faculty, and staff. Examples are electronic transcripts, online leave of absence/withdrawals, and changes of majors/minors via SOLAR. The first phase of automating grade changes has already been implemented and we are now looking to implement the second phase, which would allow all grade changes to be processed online through an approved workflow process. Students will be better advised through new projects such as the Departmental Degree Audit, Transfer Articulation, and Degree Works. We are working to create a one page degree audit summary for students. Another recent implementation to better serve our students, faculty, staff and the campus, was the creation of the Academic Deadline Calendar via Google and mobile apps. Student records and academic processes within the Graduate School are now largely automated, from admission procedures through dissertation and thesis submission.

Catalogs

Although SBU no longer publishes a paper catalog, we do publish electronic online bulletins. The Undergraduate Bulletin is electronically published two times each academic year, April 1st and November 1st. Archives of the Undergraduate Bulletin, Graduate Bulletin and Health Sciences Bulletin are available online. In 2012 the Graduate School consolidated all of the documents containing Graduate School policy into the online Graduate Bulletin which is archived twice a year in late December and in the summer. The Health Sciences Bulletin, which includes the curricula of all schools in SBU Medicine, has traditionally been published every two years in a paper format.

Student Grievance Procedure

SBU is committed to creating an environment wholly supportive of students' academic and personal achievements. CAS (grievance procedures for SoMAS, CoB, and So all operate under the same umbrella as for CAS), CEAS, Graduate School, SPD, and schools within SBU Medicine all have processes in place to address student grievances. The CAS Academic Judiciary Committee and the CEAS Committee on Academic Standing and Appeals consider students' complaints of arbitrary, capricious, malicious, or otherwise improper actions related to grading and other evaluations, assignments, examinations, other requirements for credit, and any other undergraduate student academic matters. The Graduate School has separate procedures to address all issues pertaining to graduate students in programs that report to the Graduate School. The health sciences schools have their own academic standards committees.

Academic Integrity

All new incoming students are provided with information during orientation, in the form of a verbal presentation, podcast, and printed material on academic integrity and the judiciary process. All

incoming freshmen receive classroom instruction on academic integrity during the 101 seminars. Transfer students enrolled in ADV 101 courses have a class presentation on academic integrity. Incoming graduate students view a podcast and receive orientation within their programs on academic integrity. Incoming medical students receive verbal and/or printed information on academic integrity. Students are also presented with academic integrity information in the classroom. All classroom instructors are required to include an academic integrity statement on their course syllabus. The guidelines that govern the academic dishonesty for the undergraduate students within CAS, CoB, SoJ, and SoMAS are specified on the academic integrity website. CEAS uses its Committee on Academic Standing and Appeals (CEAS – CASA). The Graduate School, SPD, and SBU Medicine individually address matters of academic dishonesty within their own areas. Undergraduate students who have been found guilty of academic dishonest are required to complete the University's course on academic integrity called the "Q course". This 10-week course addresses topics such as ethics, effective work habits and time management skills. During the past five academic years 870 students were enrolled in the Q course and 89% successfully completed it.

Accountability and Internal Control - The Office of Management Analysis and Audit

Reporting directly to the University President, the Office of Management Analysis and Audit assists University management in the effective discharge of their oversight, management and operating responsibilities. This objective is achieved by providing analysis, advice, appraisals, recommendations and information. The office houses the University's internal audit function and internal control program; both work collaboratively with management to strengthen internal control, while also promoting efficient and effective operations.

The internal audit function independently examines and evaluates the University's ongoing internal control processes, provides counsel and recommendations for their improvement, and follows up on improvements achieved. It also provides extensive advisory services to management as requested. The audit function maintains, monitors and promotes a web-based fraud hotline that encourages individuals to report known or suspected acts of fraud, waste or abuse, but also accepts such reports through any medium. The audit function investigates all such reports, regardless of their source, in coordination with the Office of General Counsel, other appropriate University offices and relevant external agencies.

The University maintains an internal control program to meet the requirements of the New York State Government Accountability, Audit and Internal Control Act. Key responsibilities of the internal control program include: establishing and maintaining a program of internal control review and delivering internal control training to employees. The University's program of internal control review is based on management self-assessment of risks and testing of key controls within their areas of responsibility, closely guided by internal control staff. Action plans are created to improve controls in areas where risks are not adequately addressed; progress is followed up by internal control staff.

The University maintains and continues to develop a multi-tier internal control training program to educate employees about the purpose and importance of internal controls and their own responsibility for internal control. The first tier of this program is an informational brochure, including a "tone at the top" message from the President, distributed to all employees every other year. The brochure is also included in materials distributed at new employee orientation; the orientation materials also include information on key policies employees are expected to be aware of. The second tier is a web-based program that is delivered annually to mid-level professional personnel; the most recent version focused on internal controls, fraud awareness and ethical conduct. The third tier will encompass briefings to executive level personnel on emerging internal control issues and the importance of a strong tone at the top. An additional training program geared towards internal control issues unique to members of the faculty is planned for the future. Web-based training is delivered through the SOLAR system, the University's employee self-service application that manages personnel information and announcements. The completion of all internal control training is tracked using the University's human resources system.

All University employees are subject to the code of ethics contained in [Section 74 of the New York State Public Officers Law](). Upon employment, employees are required to review a copy of relevant sections of the Law and affirm that they will conform to them. In addition, the most recent version of the University's internal control training addressed aspects of ethical conduct. Under Section 73-a of the Law, certain employees are required to file financial disclosure statements with the New York State Joint Commission on Public Ethics. In 2013, each of these
employees received in-depth, person training on the ethics and filing requirements of their positions.

Information Available to Prospective Students

Prospective students are offered a wealth of information and resources on the web about our affordable cost of attendance and the success of our students. Several key statistics, including our first-year retention rate, 4-year graduation rate, and 6-year graduation rate are highlighted on our [Fast Facts]() webpage (available from both the University homepage and the [Undergraduate Admissions]() homepage), on various pages within the Undergraduate Admissions website and on the Office of the Registrar's website. Likewise, our cost of attendance is readily available to prospective students, appearing on the [Bursar's Office]() website, Undergraduate Admissions website, [Financial Aid and Scholarships]() website and Fast Facts webpage. Fulfilling federal regulations, we also offer prospective students the opportunity to get an estimate of how much they will receive from grants, scholarships, and other financial aid through our [net price calculator]() (promoted on both the Undergraduate Admissions and Financial Aid and Scholarships websites).

CONCLUSIONS AND RECOMMENDATIONS

Issues of integrity resonate through everything SBU does in addressing its mission statement. The first element of our mission, *"to provide comprehensive undergraduate, graduate, and professional education of the highest quality,"* implies high quality academic integrity and

intellectual honesty, as well as first-rate instruction. The second element of our mission, "*to carry out research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance*", carries with it an expectation of equally high standards of responsible research and scholarship. The leadership role implied by the third mission element, *"to provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region"*, requires leadership in ethical, as well as intellectual standards. The fourth mission element, *"to provide state-of-the-art innovative health care, while serving as a resource to a regional health care network and to the traditionally underserved"*, carries with it all of the ethical responsibilities inherent in the medical professions. The final mission element, *"to fulfill these objectives while celebrating diversity and positioning the University in the global community"*, sums it all up, placing integrity at the core of everything we do. This is why, just as it was right for this self-study to begin with our mission and proceed directly to our students, we deemed it appropriate to conclude with an analysis of the values of integrity that hold it all together.

Recognizing all that we do to keep integrity at the core of the SBU experience, we will:
- ensure that all faculty, staff and students understand what is expected of them regarding integrity;
- create a culture in which all faculty, staff and students can perform in an environment which embraces their uniqueness and celebrates diversity; and
- ensure consistent information located in the undergraduate, graduate and health science bulletins.

CHAPTER 8: STONY BROOK – MAINTAINING A TRAJECTORY OF EXCELLENCE

SBU has grown over its 57 years from a modest teachers college to a member of AAU, the top 62 research universities in North America. During the past ten years, the University has dealt with leadership changes, economic challenges and new initiatives that are serving as building blocks for the future. This comprehensive self-study provides an opportunity for the University to address current needs and priorities.

The two-year self-study process included campus-wide participation on working groups, leading to a draft report for which faculty, students and staff were asked to provide feedback. This self-study culminated in an extensive review and identification of recommendations that will assist the University in meeting its mission and achieving the goal of becoming one of the top 20 public research universities in North America.

In parallel with the development of this self-study, President Stanley and Provost Assanis produced strategic plans entitled "Reimagining Stony Brook: A Strategic Vision for 2013-18" and "Strategic Plan for Academic Affairs (2013/2014-2017/2018)," respectively. The findings and recommendations in the self-study will serve as a foundation for our evidence-based planning, as well as support the goals and objectives set forth in the institution's strategic plans. All that we do, and must be, is derived from our mission. Therefore, it is imperative that we examine how the plans map onto the mission, as well as how our self-study illuminates where we stand with respect to those plans and in fulfilling our mission.

Our success in meeting the expectations of all 14 Standards then becomes a way of measuring our progress with respect to our own mission and strategic plans. Since this self-study is, ultimately, a blueprint for the University's movement forward, it is most illuminating to conclude by reviewing it in terms of our own strategic plans and mission.

SBU's five-part mission statement is:
1. to provide comprehensive undergraduate, graduate, and professional education of the highest quality;
2. to carry out research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance;
3. to provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region;
4. to provide state-of-the-art innovative health care, while serving as a resource to a regional health care network and to the traditionally underserved;
5. to fulfill these objectives while celebrating diversity and positioning the University in the global community.

SBU's goals and the Strategic Pillars of the Strategic Plan for Academic Affairs are described in Standard 1. Evidence follows for the [alignment](#) between the University's mission, the President's Strategic Plan and the Strategic Plan for Academic Affairs, the Middle States 14 Standards, and our key self-study findings and recommendations:

SBU Goals Related to Standards 4-7

In guiding our world-class University, SBU must aspire to the highest standards of leadership and administration. This requires constant assessment of all that we do, as well as concerted efforts to enhance internal and external communication. All of our endeavors must also be guided by the highest ethical standards. For these reasons, Standards 4, 5, 6, and 7 are central to our success in achieving all of our goals.

Key recommendations from the Middle States Standards related to these goals include:
- continuing to enhance the University's communication with our internal community, campus neighbors, the legislature and broader state, national and international communities;
- creating a culture in which all faculty, staff and students can perform in an environment which embraces their uniqueness and celebrates diversity; and
- supporting the ongoing assessment of institutional, unit-level and program-level outcomes through enhanced availability of predictive and reliable data.

SBU Goals Related to Standards 10-14

Goal 1, which maps to mission statement 1 and Strategic Pillars 1 & 2, relates to Standards 10-14. SBU offers an extraordinary range of academic opportunities for its students, at both the undergraduate and graduate levels and, at the same time, the institution is implementing the Stony Brook Curriculum (SBC) — a 21st century general education program based on learning outcomes. SBU is now going through an exciting period of expansion and innovation, with the development of this new general education curriculum on its main campus accompanied by the creation of new programs in Southampton, Korea and online. Building upon the base of assessment that is mandated for external accreditation of a majority of SBU's educational programs, the University is making significant progress in nurturing a cultural of assessment across all academic fields.

Key recommendation toward Goal 1 include:
- continuing implementation of SBC in a manner designed to strengthen the undergraduate academic experience while maintaining our traditionally high standards;
- increasing opportunities for students to participate in global academic experiences that are appropriately aligned with their major and minor academic programs; and
- establishing a permanent Office of Academic Assessment.

SBU Goals Related to Standard 10

Goal 2, which maps to mission statement 2 and Strategic Pillars 1 & 4, relates to Standard 10. The key to providing a high-quality education, at any level, is high-quality faculty. In addition to our current highly distinguished faculty, we are very pleased to be able to add 250 additional tenured and tenure-track faculty within the next five years.

The key recommendation toward Goal 2 is to continue to strategically increase the number of tenure-track faculty, while working to increase the percentage of faculty from underrepresented groups, and supporting all faculty as they seek to increase external research funding and develop pedagogical innovation.

SBU Goals Related to Standards 8-9

Goal 3, which maps to mission statement 5 and Strategic Pillars 2 & 3, relates to Standards 8 and 9. SBU is committed to the academic success and graduation of its undergraduate students. These efforts are spearheaded by the work of the academic success team, participation in the EAB Student Success Collaborative and the commitments made by President Stanley at the recent White House Conference on Higher Education.

The key recommendation toward Goal 3 is to continue to expand upon proactive advising and other initiatives with the goal of increasing our four-year graduation rates to 60 percent within five years, while pursuing strategies designed to increase the percentage of undergraduate and graduate students from underrepresented backgrounds.

SBU Goals Related to Standard 13

Goal 4, which maps to mission statement 5 and Strategic Pillar 5, relates to Standard 13. SBU's research presence is already global and its academic programs now reach all populated continents. The University is poised to attain a level of global impact commensurate with its emerging status as one of the world's great research universities.

The key recommendation toward Goal 4 is to increase opportunities for students to participate in global academic experiences that are appropriately aligned with their major and minor academic programs.

SBU Goals Related to Standards 2, 3, 9

Goal 5, which maps to all parts of the mission, relates to Standards 2, 3, and 9. SBU is committed to defining and prioritizing actionable targets in relation to the University's mission statement, linking these goals to resource allocation, and assessing our progress in improving institutional quality.

The key recommendation toward Goal 5 is to expand and enhance multiple initiatives, such as the work of Project 50 Forward in operational excellence, academic greatness and building for the future, while working to maintain the stability of state-based funding through the extension of SUNY 2020.

SBU Goals Related to Standard 1

Goal 6, which maps to mission statements 3 and 4 and Strategic Pillar 5, relates to Standard 1. SBU is vital to Long Island's economic future. The University attracts well-educated workers who want outstanding educational and cultural opportunities, as well as top-notch medical care. SBU already houses four incubators, has partnered with more than 220 companies to assist them with more than 1,150 projects, and is currently incubating more than 40 start-up companies. The new Start-Up NY program turns the SBU locations, including the Research and Development Park, into tax-free zones, where selected industries can establish research or manufacturing enterprises without any state or local tax liability.

The key recommendation toward Goal 6 is to improve the quality of people's lives through research, innovation, and discovery. We are the driving engine for employment, innovation and economic growth on Long Island. We want to be at the forefront of work that improves human health—on Long Island, in our state, in the nation, and around the world. We will also continue to be an economic engine, partnering with other great institutions to help create an innovation economy that can rival any in the world.

NEXT STEPS IN MAINTAINING A TRAJECTORY OF EXCELLENCE

SBU's unwavering commitment to excellence in research, education and discovery will make us one of the top public research universities in the world. To that end, we commit ourselves to the following vision.

We will:
- educate students and support faculty who will lead positive changes at home, and around the globe, for generations to come;
- become a first-choice destination for students, researchers, thought leaders and the global community, seeking a supportive environment for teaching, learning, research, scholarship and creative work;
- continue to build a University that welcomes and cultivates diversity, talent, ambition and accomplishments;
- enhance our role as the main engine for regional economic development;
- become one of the top 20 public research universities in the United States; and
- make a positive difference in people's lives.