From its beginnings a half-century ago,

Stony Brook University has been characterized

by innovation, energy, and progress —
transforming the lives of people who 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.

Self-Study Design Plan

Presented to the

Middle States Commission on Higher Education

June 5, 2012
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I. STONY BROOK UNIVERSITY: AN OVERVIEW

As one of four University Centers in the State University of New York (SUNY) system, Stony Brook University was founded in 1957 as a college for the preparation of secondary school teachers of mathematics and science. Created to serve the growing population of New York City suburbs, especially on Long Island, its initial mandate from the State Board of Regents was to aim for academic excellence--to become a University that would “stand with the finest in the country.” By the early 1960s, the institution’s future as a graduate center and as a location for a medical school and health science programs was solidified. Stony Brook quickly attracted a talented faculty and student body and developed into what is widely perceived as the most successful new public University, outside California, created in the second half of the twentieth century. This development reached a plateau over the past 30 years, but new resources and new leadership are re-igniting the creative energy and excitement that characterized Stony Brook’s growth in its first years.

Having occupied its first buildings only 50 years ago (1962), Stony Brook University now has more than 120 buildings on its main campus, which includes a comprehensive medical center that is undergoing major expansion. The University also includes locations to its east in Southampton and to its west in Manhattan. In spring 2012, SBU expanded its academic offerings to include programs at the Songdo Global University Campus, in Incheon, South Korea under the banner of SUNY Korea. This campus offers degree programs in Computer Science (M.S. and Ph.D.); Technology Systems Management (M.S.); and Technology, Policy and Innovation (Ph.D.). The University also manages nearby Brookhaven National Laboratory for the U.S. Department of Energy and has close ties with Cold Spring Harbor Laboratory.

SBU operates under the leadership of an institutional president who reports directly to the Chancellor of the SUNY system. SUNY is governed by an 18-member Board of Trustees, 15 of whom are appointed by the Governor, with the consent of the New York State Senate. The Board sets priorities for the System and works with the Chancellor to ensure that the appropriate policies and procedures are in place for effective and efficient institutional operations.

Mission

As one of 64 institutions in the SUNY System, Stony Brook University has a five-part mission:

- to provide comprehensive undergraduate, graduate, and professional education of the highest quality;
- to carry out research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance;
to provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region;

➢ 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

➢ to fulfill these objectives while celebrating diversity and positioning the University in the global community.

The President’s strategic vision for Stony Brook University includes 12 general goals. With the recent implementation of SUNY’s strategic plan (The Power of SUNY 2010 & Beyond), the approval of the NYSUNY 2020 legislation, and the ongoing development of Stony Brook’s Project 50 Forward Initiative, the institution’s leadership continues to develop specific objectives and strategies in support of these goals and appropriate outcome measures to ensure accountability:

Goal 1: Implement innovative strategies for the overall enhancement of undergraduate and graduate education in a manner which results in world-renowned academic programs that foster student productivity and success;

Goal 2: 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;

Goal 3: Increase the number of Stony Brook faculty in areas of anticipated growth, with a focus on increasing the percentage of faculty from underrepresented minority groups and reducing the student/faculty ratio to be consistent with other AAU institutions;

Goal 4: Increase student enrollment, including the number of undergraduate students from underrepresented minority groups, while enhancing student quality and implementing strategies to enhance retention and graduation;

Goal 5: Invest resources and implement programs to help ensure access to a Stony Brook education to qualified students of diverse backgrounds;

Goal 6: Increase the institution’s investment in advancement and philanthropic activity in support of Stony Brook’s mission and vision;

Goal 7: Increase the percentage of students who engage in academic study abroad programs, and capitalize on Stony Brook’s academic strengths to broaden its status as a global university;

Goal 8: Implement a series of building, renovation and enhancement projects, as part of a formal facilities master plan, which support the overall fulfillment of the SBU Strategic Plan (This will include supporting and promoting green initiatives and sustainability efforts throughout the campus);

Goal 9: Provide fiscal and administrative support for residential and research/hospital developments, which are not part of the facilities master plan but are fundamental to addressing the University’s strategic mission;

Goal 10: Develop an effective plan for enhanced budgeting and administrative operations;
Goal 11: Develop a plan for enhancing the university’s technology infrastructure to ensure adequate technology support for teaching, learning, research and general university operations; and

Goal 12: Secure SBU’s position as Long Island’s undisputed leader in economic, social, cultural, healthcare and quality of life development.

**Key Facts**

Situated on 1,040 acres on the north shore of Long Island in Suffolk County, New York, Stony Brook University enrolls more than 24,000 students, including nearly 16,000 undergraduates and more than 8,100 graduate students, and offers 94 Bachelor’s programs, 126 Master’s programs, 56 doctoral programs, and 44 graduate certificate programs. The largest majors include: Psychology, Biology, Business Management, Health Science, Economics, Sociology, Political Science, History, Biochemistry, and English. SBU has 28 residence halls and 23 apartment-style buildings, which house 9,475 residents (8,260 undergraduate and 1,215 graduate students), with, approximately, 83% of freshmen living on campus.

Stony Brook started with a small, very selective student body. As it grew, the selectivity decreased but, in recent years, it has increased again. The average freshmen SAT scores have risen 100 points in the past decade to over 1,200 (note that this average is depressed by the large number of non-native speakers with weak verbal SAT scores). Past graduates have distinguished themselves by becoming business leaders, e.g., the president of IMAX; leaders in the arts, e.g., a Pulitzer Prize winner; and leaders in academia through research and University administration, e.g., the President of Stanford University. Stony Brook was recently ranked by PayScale.com among the top 40 public universities nationally for producing graduates working in best-paid professions. At the same time, we have the second highest proportion of economically disadvantaged students in the AAU. The preceding two facts are evidence of the great economic mobility that Stony Brook gives to its students.

Stony Brook also has one of the most diverse student populations of any University. Admissions records for entering freshmen in the fall of 2012 showed 32% of freshmen as being Asian, which equals our population of white students; 9% percent as Hispanic; 9% of other international origin; and 5% black. The remaining percentages include students of two or more ethnicities or are unknown. On the extracurricular front, Stony Brook is home to more than 300 student clubs and organizations, and the University’s Department of Athletics supports 20 Division I varsity intercollegiate athletic programs that compete at the highest level within the NCAA. All of Stony Brook’s men’s and women’s programs offer athletic scholarships.

A member of the Association of American Universities (AAU), the leading 61 research institutions in the United States and Canada, SBU has three National Medal of Science winners in mathematics, more than any other University in the country. And the endowed Simons Center
for Geometry and Physics is a national resource in the interface between mathematics and physics, bringing scores of the world’s leading mathematicians and physicists to Stony Brook each year. Nuclear magnetic resonance imaging was invented by Stony Brook professor Paul Lauterbur, who subsequently received the Nobel Prize in Chemistry. Campus-wide, Stony Brook had $200,000,000 in externally sponsored research in 2010. About half of this funding was in biomedicine and the life sciences and a quarter in the physical sciences in engineering.

The hub for innovation for Long Island, Stony Brook 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, 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% 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, Stony Brook University 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. In his inaugural address, he spoke passionately about how he viewed the University, its future, and its impact on the surrounding community:

We are young and vibrant, and we stand for all that is best about public universities — we are a home for research and innovation, a center for learning and scholarship, a champion of the arts, a center for outstanding and compassionate health care, and an engine for economic development and the creator of a pathway for upward mobility for the best and brightest and most diverse students.

At the center of the President’s vision is his quest to propel Stony Brook into the ranks of the top 20 public research universities in the country.

Economic Challenges

Among the most challenging developments that have impacted the University over the past five years have been changes in economic conditions, statewide and nationally. Since the last self-
study cycle, Stony Brook has endured one of the most economically difficult periods in its history, having faced more than $82 million dollars in cuts over the past four years. What resulted, however, was a unique opportunity for the University community to find 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.

The following other recent developments, much more positive in nature, serve as foundational evidence that, in spite of recent challenges, SBU is well on its way to achieving its lofty vision:

**Recent Appointments**

Shortly after his arrival, President Stanley attracted Dr. Kenneth Kaushansky, who was appointed Sr. Vice President for the Health Sciences and Dean of the Medical School, and Dr. Dennis Assanis as Provost & Sr. Vice President for Academic Affairs and Vice President for Brookhaven Affairs. Before joining SBU, Dr. Kaushansky served as Professor and Chair of the Department of Medicine at the University of California San Diego, and Dr. Assanis served as the Jon R. and Beverly S. Holt Professor of Engineering at the University of Michigan and Director of the Michigan Memorial Phoenix Energy Institute.

Other recent significant appointments have included the promotion of Mrs. Barbara Chernow as Sr. Vice President for Administration, and the appointment of new executive administrators in Advancement, Research, External Relations, Human Resources, and Information Technology, areas where significant improvements were needed for the enhanced operations and reputation of the institution.

**Project 50 Forward**

Over the past two years, the University has also seen the implementation of Project 50-Forward, a University-wide initiative dedicated to operational excellence, academic greatness, and building for the University’s future. Thanks to a generous gift by the Stony Brook Foundation, this initiative began with a comprehensive organizational and operational assessment by Bain & Company, a global consulting firm with significant experience and expertise in operational optimization and cost containment at major research universities. Ultimately, it is hoped that Project 50 Forward will result in enhancing the fundamental teaching, research, and service mission of Stony Brook University, while building a platform to support the future growth of the University and strengthen the institution’s role in the economic renewal of New York State.

The impact of Project 50 Forward has already been significant with the reorganization of several University departments and the development and/or implementation of new processes for operational excellence in a number of areas such as procurement, hiring, budgeting, IT infrastructure, enrollment management, just to name a few. Additionally, with the assistance of the SUNY Construction Fund and architecture firm Cooper, Robertson & Partners, the
University completed the development of a $1.7 billion Facilities Master Plan, which covers a ten-year period from 2013 to 2023 as part of the Initiative’s Building for the Future component. Designed to accommodate Stony Brook’s continued and evolving growth and prominence, the plan supports the University’s 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 Stony Brook University campuses—Main Campus, the Medical Center, the Research and Development Park, and Southampton.

NYSUNY2020
Since the previous self-study cycle, a considerable amount of the administration’s focus has been on advocating for increased State support for Stony Brook as a growing research institution, first with the Public Higher Education Empowerment and Innovation Act (PHEEIA) and more recently with NYSUNY 2020. In June 2011, the New York State Legislature passed NYSUNY 2020, a bill introduced by Governor Andrew Cuomo, which outlined a predictable tuition plan and an opportunity for Stony Brook and the other three SUNY University Centers (Albany, Binghamton and Buffalo) to implement a 10 percent increase for out-of-state students and generate additional revenue through an academic excellence fee for a period of five years as part of the NYSUNY 2020 Challenge Grant. In December 2011, Governor Cuomo and SUNY Chancellor Nancy Zimpher announced the approval of Stony Brook’s $35 million Challenge Grant application, which recognizes its unique needs as a research institution and provides an infusion of $35 million for capital construction. As part of its Challenge Grant plan, Stony Brook will also build a Medical and Research Translation (MART) building on the Health Sciences campus and hire hundreds of additional faculty and staff. In addition, a portion of the revenue raised from tuition and fees, will also fund merit-based scholarships and needs-based aid to ensure continued access for undergraduate students.

Simons Gift and Enhanced Fundraising Efforts
On the same day as the NYSUNY 2020 announcement, Stony Brook also announced a transformational $150 million gift from Jim and Marilyn Simons and the Simons Foundation. The Simons gift is the largest gift ever to Stony Brook University and to public higher education in the State of New York and ranks among the top 10 gifts to any public college or University in America. This gift, which comes in addition to a previous $60 million gift from the Simons Foundation to construct the Simons Center for Geometry and Physics, will be used to fund three major priorities, including: research excellence in the School of Medicine, faculty hires through new endowed professorships, and the recruitment of top-level graduate and undergraduate students. An additional component of the Simons gift is a matching fund in which first-time alumni gifts will be matched under a $1 million program designed to encourage graduates to give back to their alma mater and increase Stony Brook’s overall alumni giving. Thanks to this recent gift, the University is now experiencing its most productive fundraising year in its history.
Vision for the Future

With the recent developments outlined above, the University’s leadership feels that it is not only well on its way to significantly enhancing its existing living and learning environment and its overall reputation as a top-tier research University, but also its ability to be an even more vital part of the economic development of the Long Island Region and New York State. Recognizing that Stony Brook’s reputation extends far beyond its regional boundaries, the University will continue to work toward attracting the greatest minds in the world to the campus. It is widely believed that attracting faculty, staff and students from other countries and cultures not adds significantly to the economic vitality of Long Island and New York State but also contributes to the overall cultural richness of our University community. With a commitment to helping build the Long Island economy, SBU will continue to support entrepreneurship and energy innovation and sustainability as part of its vision for the future. Having promoted the launch of more than 40 companies through its high-technology incubators, Stony Brook has a remarkable record of fruitful collaboration with private enterprise.

NYSUNY2020 and the Simons gift bring the anticipated hiring of some 250 new faculty and 400 additional staff. The resulting construction of the Medical and Research Translation (MART) building will bring a new focus on research and care for the top health issues of our time, including cancer, infectious disease, and neurological disease and disorders, as well as advanced medical imaging. The 250,000-square-foot facility, which will house a newly established Neurosciences Institute and a Center for Biological Imaging, among other programs, will create several hundred new specialized research jobs and an estimated 1,200 direct and indirect construction jobs. The State Legislature has recently demonstrated its understanding of Stony Brook’s potential impact in this regard to the region and the State by repurposing $53 million associated with other Stony Brook University projects for use in the development of the MART and the Stony Brook Children’s Hospital.

II. NATURE AND SCOPE OF THE SELF-STUDY

Stony Brook University has decided to use a comprehensive self-study model because this approach would be more useful to the institution with respect to addressing its needs and priorities. Specifically, a comprehensive model was chosen for the following reasons:

Stony Brook University has recently experienced leadership changes in many crucial areas of the University. The University’s President is in his third year, with a new Provost only in his seventh month with the University. Stony Brook recently appointed a new Senior Vice President for the Health Sciences and Dean of the School of Medicine, Vice President for Advancement, Vice President for External Relations, and Chief Information Officer. Additionally, in April 2012,
Stony Brook selected a new Vice President for Research and the search for a Vice President for Finance and Chief Budget Officer is ongoing.

Furthermore, since 2008, Stony Brook University has sustained budgetary cuts totaling $82 million. Using a targeted gift from the Stony Brook Foundation, the University enlisted the services of Bain & Company, one of the world's leading global business consulting firms. Bain brought expertise in large-scale transformational work in higher education, organizational design and developing high-performance cultures. As discussed earlier in “Recent Developments” in the Stony Brook University Overview section, this process was called Project 50 Forward, in recognition of the beginning of Stony Brook’s next 50 years.

In recent months, in response to the significant reductions in State support, the University implemented a number of initiatives and programs designed to enhance operational effectiveness and efficiency, enhance academic operations and programs, and ensure that the University has the proper infrastructure to support its growing needs. The University has implemented a local hiring freeze, offered retirement incentives, eliminated the of rehabilitation and repair funds, and terminated the lease on one half of the Stony Brook Manhattan property. The University is still exploring new ways to cut administrative costs and spare our academic mission. Finally, expenditure reductions garner most of the attention in difficult budget times, but we are keenly aware that new or expanded revenue generation has an equally beneficial effect on our financial well-being. For example, our enhanced Master's programs have brought $6 million in new tuition revenue to specific departments to date. Stony Brook is resilient, and has an extraordinary faculty, staff, and student body that will continue to excel, even in these tough times.

III. Intended Outcomes of the Self-Study

Through its relatively brief history, Stony Brook University has achieved a remarkable record of success, with significant accomplishments in the areas of academics, research and service. We are committed to maintaining and enhancing this positive trajectory. The process of working on the self-study and the completed document itself will serve as an important blueprint in our continued growth and progress.

When faced with significant budgetary challenges, the University responded with the implementation of new processes and procedures to enhance efficiency and effectiveness. Without a doubt, Stony Brook is poised to be in a much stronger financial position in the years ahead and is working toward sustainable solutions that allow us to direct more resources to teaching and research.

As Stony Brook University seeks to secure its position among the top public research institutions in the country, it is critical that we regularly assess the effectiveness of our teaching, learning, research and service commitments to Long Island, New York State, the nation and the world.
This includes the effectiveness and efficiency of the academic support and administrative aspects of the University. This ongoing assessment structure will be an important component of our self-study process.

Considering the current status of New York State support for higher education, it is also necessary for Stony Brook to assess the viability and sustainability of its academic programs, which will address questions about the level of student demand for each program and the degree to which resources (e.g. faculty, student support services, information and technology resources, facilities, administration/staff, financial resources, etc.) are allocated appropriately and are sufficient in amount to maintain program quality.

We are confident that this self-study will play a significant role in helping our campus community to identify and better understand our institution’s strengths, weaknesses, and opportunities for improvement. Findings from this self-study will serve as a foundation for building an evidence-based plan for strengthening the University and enhancing our ability to achieve our stated goals and objectives.

IV. Organization of the Self-Study Process

Beginning in October 2011, incoming Provost Dennis N. Assanis held numerous meetings with Charles Robbins, Vice Provost for Undergraduate Education, and Marsha Pollard, Assistant Provost for Academic Administration, to discuss preparation for Stony Brook University’s 2013-2014 self-study. During early discussions, Dr. Robbins was asked to serve as Co-chair of the self-study planning process, with the expectation that a faculty member would be identified to assist him in leading this important effort. On November 9-10, 2011, Dr. Robbins and Marsha Pollard, one of two associate chairs of the planning committee, attended the Middle States Self-Study Institute in Philadelphia, Pennsylvania. Soon after, Dr. Robbins and Dr. Tonjanita Johnson, Chief Deputy to the President and associate chair of the planning committee, attended the 2011 MSCHE Annual Conference in Washington, D.C. In early spring 2012, Professor Daniel Davis in the Department of Geophysics was named co-chair of the planning process and preparations began to form the Planning Committee (committee membership covered below), made up of a diverse group of students, faculty and administrators. This 12-member group has met or has meetings scheduled for the following dates in the spring 2012 semester: 2/16/12; 3/1/12; 3/16/12; 3/26/12; 4/24/12; 4/30/12; and 5/4/12.

At the initial meeting, members of the Planning Committee were provided with the Middle States Commission on Higher Education publications, Self-Study: Creating a Useful Process and Report and Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation. Planning committee members were also provided with materials that were presented at the aforementioned November and December 2011 MSCHE conferences.
as well as recent samples of self-study design plans in order to familiarize the committee with 
various models and approaches for designing a self-study.

During the several meetings of the Planning Committee, the group discussed the importance of 
peer review and accreditation, the basic tenets and requirements of the MSCHE self-study 
process, the various self-study models and the rationale for choosing a comprehensive self-study 
approach. In addition, the group has extensively discussed each of the 14 standards to ensure an 
understanding of the standards, both generally and as they relate to Stony Brook University. In 
preparation for the development of the official self-study document, which will be supported by 
individuals in several working groups, the Planning Committee divided the standards into six 
groups; developed a proposed self-study timetable; outlined a communication strategy; and 
discussed E-document storage and sharing. Other aspects of planning that were discussed 
included Working Group and Steering Committee membership, staffing and the self-study 
budget; and the delineation of responsibilities for developing the self-study research questions. 
(Note: The Planning Committee was broken down into three groups and each group was 
assigned specific working groups, and their respective standards, for question generation. The 
research questions, along with all other aspects of the design document, have been reviewed by 
the members of the Planning Committee, the University President and the Provost. ) 
Beyond our existing personnel and structures, we are fortunate to bring on additional personnel 
in administrative and data analysis positions to support our self-study process. This is a 
reflection of the institution’s support for and commitment to the assessment and accreditation 
process. We also anticipate having a dedicated budget to be used for consultants to strategically 
support the self-study process, for Middle States conference costs, for information technology 
software/hardware costs, as well as other relevant expenses.

Organizational Structure of Self-Study Planning Committee, Steering Committee and 
Working Groups

Please note that the membership of the Steering Committee and Working Groups has yet to be 
determined. Upon review of, and feedback from, our Middle States Vice President on our self-
study design document, the University will then confirm the membership of these committees. In 
the meantime, it has been discussed that the Steering Committee will be comprised of all 
members of the Planning Committee and the Co-Chairs of the Working Groups.

The following is the membership in Stony Brook University’s Self-Study Planning Committee:

- Co-Chair: Charles Robbins, Vice Provost for Undergraduate Education
- Co-Chair: Daniel Davis, Professor of Geosciences
- Associate Chair: Tonjanita Johnson, Chief Deputy to the President
- Associate Chair: Marsha Pollard, Assistant Provost for Academic Administration
- Member: Alan Tucker, University Senate Representative
- Member: Nancy Squires, Dean of the College of Arts and Sciences
- Member: Charilaos Papadopoulos, Graduate Student Government
- Member: Mark Maloof, Undergraduate Student Government
- Member: Philip Doesschate, Interim Director of the Office of Institutional Research
- Member: Patricia Aceves, Director of Teaching, Learning and Technology
- Member: Latha Chandran, School of Medicine, Professor of Pediatrics
- Member: Harbans Dhadwal, Associate Professor of Electrical and Computer Engineering

**Charge for the Planning Committee and the Steering Committee**

The following is the general charge for the Self-Study Planning Committee and Steering Committee:

- Develop a comprehensive understanding of the Middle States Commission on the Higher Education self-study accreditation process and requirements, particularly with the 14 standards described in *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation*.
- Develop and collect an inventory of support documents for use by the Planning and Steering Committees and the Working Groups
- Work collaboratively with the Working Groups to reformulate self-study research questions as we move forward in the data gathering and analysis processes
- Coordinate communication pertaining to the MSCHE self-study process to internal, as well as appropriate external, constituencies
- Provide leadership to, and coordinate the responsibilities/deliverables of, the Working Groups
- Read and provide timely feedback on Working Group reports
- Assist Working Groups with acquiring access to needed information and resources
- In an ongoing and iterative process, integrate the Working Group reports in a cogent self-study document
- Take on editorial responsibility for the final self-study report
- Engage in thorough assessment of the final self-study report to ensure that all MSCHE requirements, with respect to areas to be covered and evidence related to each, are met

**Charge for the Working Groups**

The following is the general charge for the Working Groups:

- Develop a comprehensive understanding of the Middle States Commission on Higher Education self-study accreditation process and requirements, particularly with the 14 standards described in *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation*. 
- Develop a solid understanding of the “fundamental elements” of each standard for which the Working Group is responsible, both in a general sense and, specifically, with respect to Stony Brook University
- Review, understand and utilize the University’s inventory of support documents to determine their relevancy to the self-study research questions assigned to the Working Group
- Collect additional data/reports relevant to the self-study research questions assigned to the Working Group
- Work collaboratively with the Planning and Steering Committees to reformulate self-study research questions as we move forward in the data gathering and analysis processes
- Review and utilize relevant information and findings from Stony Brook University’s 2009 Periodic Review Report
- Collect and examine evidence that pertains to each standard for which the Working Group is responsible in order to assess how effective the University is in meeting compliance requirements

**Guidelines for Working Group Reports: Style and Format**

The following guidelines apply to all Working Group reports that are submitted to the Steering Committee. Although Working Group reports should include relevant descriptions, the bulk of reports should focus on evaluation, assessment and recommendations/strategies for improvement.

Although a significant amount of information from Working Group reports will be included in the final MSCHE self-study report, the Steering Committee has ultimate editorial control of the final self-study report.

Please make sure that, throughout the report, the standard and research question being addressed is clearly identified. Using the self-study research questions assigned to the Working Group, each report should use clear and concise language, be checked for accuracy in spelling and grammar, be written in complete sentences, and formatted according to APA guidelines. Working Group reports should be submitted as Microsoft 2010 Word documents. All abbreviations and acronyms should be completely spelled out on first reference within the report. All reports should be single-spaced and use Times New Roman, 12-point font.

The following is a proposed outline for the conceptualization of each Working Group’s final report. For each standard:

I. Identify Standard and respective research questions

II. Approach and methods used in the data gathering, analysis and assessment processes
A. Significant Documents
B. Additional Sources of Evidence

III. Research Results

A. Provide key evidence that demonstrates how Stony Brook meets the standard in question.
B. Any challenges that Stony Brook faces with respect to enhancing its strengths in the areas encompassed by the standard.

IV. Discussion

A. The extent to which there is University-wide understanding, communication, collaboration, and assessment with respect to the standard.
B. Discuss any strengths and weaknesses described in section III above.
C. Recommendations/strategies for improvement

V. Conclusion

Self-Study Time Line

- Fall 2011 Semester
  - Marsha Pollard and Charles Robbins attend The Self-Study Institute
  - Discussion held with President and Provost regarding process
  - Charles Robbins and Tonjanita Johnson attend pre-conference workshops and 2011 Annual MSCHE
  - Chairs, co-chairs and members of the Planning Committee selected
- Spring 2012 Semester
  - Planning Committee commences regular meetings
  - Decision made to undertake a Comprehensive Self-Study
  - Agreement on proposal to assign the standards of excellence to six working groups
  - Numerous presentations on Middle States made to stakeholders across the whole campus
  - Development of the Self-Study Design Proposal for submission to Middle States
  - Hiring of Middle States support staff
  - May 24, 2012 visit scheduled by Middle States Vice President to discuss Self-Study Design Proposal and meet with key individuals and groups
  - Approval of Self-Study Design
Summer 2012
- Appointment of Work Group chairpersons and members
- ‘Middle States’ Web Site goes live

Fall 2012 Semester and Spring 2013 Semester
- Steering Committee formed of Planning Committee and the Chairs of the Work Groups
- Work groups conduct research in response to questions and submit reports to the steering committee
- Middle States Commission selects Chair of the evaluation team
- Chair of the evaluation team and University agree upon dates for the team visit and Chair’s preliminary visit.
- Aggressive communication plan continues with combination of face to face meetings, mail communication and posting information on web site.

Spring and Summer 2013 Semesters
- Draft self-study completed and distributed for final comments to Steering Committee and Key University individuals

Fall 2013 Semester
- Draft self-study posted on web for campus review
- Governance structure reviews draft self-study
- Draft self-study sent to evaluation team chair
- Chair makes preliminary campus site visit
- University prepares Final Self-Study document

Winter 2014 Semester
- Final Self-Study distributed to Evaluation Team and Middle States

Spring 2014
- Evaluation Team visit
- Evaluation Team report
- University Response

June 2014
- Middle States Commission action

V. SELF-STUDY RESEARCH QUESTIONS

WORKING GROUP 1 – STANDARD 1

Working Group 1 is charged with conducting a comprehensive review of the first Middle States standard pertaining to the University’s mission and goals. The University’s mission and goals should be evident in all of its policies and practices. Therefore, this standard should interrelate with all of the other 13 Middle States standards. Given the broad scope of evidence that will be
required to assess the University’s compliance with Standard 1, this standard is the only one assigned to Working Group 1.

The work of Working Group 1 will document how effectively Stony Brook University has functioned and been guided by its stated mission and goals, during the self-study time frame (2004-2014). This is particularly important since the University has experienced significant changes in leadership, significant reductions in state-supported funding, and has embarked on new approaches to planning and resource allocation as a result of these two factors. Furthermore, this Working Group is charged with assessing the challenges that Stony Brook University faces in the current higher education environment, within New York State, nationally and internationally. It will also assess the University’s multiple roles—as a state institution, a SUNY-operated campus, and a Tier 1 research institution.

**Mission and Goals**

*The institution’s mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.*

S1-Q1. How well does the Mission statement encompass the long-term visions of the Provost, President, the Chancellor and the various constituents of Stony Brook University? What entities were involved in its creation?

S1-Q2. What mechanisms are in place for dissemination, collection of feedback and periodic review of the Mission statement? Evaluate the effectiveness of the various vehicles intended for these functions.

S1-Q3. How does Stony Brook University’s mission encompass the ideas and visions expressed by the SUNY Strategic Plan, Project 50 Forward, and NYSUNY2020?

S1-Q4. How does the five-point Mission statement identify verifiable outcomes that are essential to enable the collection of supporting evidence to show that the University is compliant with this standard?

S1-Q5. How well does the existing organizational structure ensure that Mission statements of various individual units, in particular programs with external accreditation, conform to the University Mission and Goals? Are there any overseeing committees?
S1-Q6. What mechanisms are in place for informing new students and institutional employees about the existence of a Mission statement and guidelines for incorporation of these ideals into University life?

S1-Q7. How are the mission statements of the various colleges aligned with the overall mission statement of the University? How closely aligned is SBU’s mission and vision with the SUNY mission/vision?

S1-Q8. What are the stated goals and metrics to measure achievement of mission? What evidence do we have to show that we achieve these?

S1-Q9. What institutional processes are used to develop, communicate, implement and measure achievement of overall goals? How are goals/processes renewed or modified based on results? How participatory has this process been?

S1-Q10. How can the institution promote organizational success? To what extent do we use continuous quality improvement to guide our processes?

S1-Q11. How do the overall institutional goals guide the faculty, staff and administration in determining program and curricular priorities as well as resource allocation?

WORKING GROUP 2 – STANDARDS 2, 3, & 7

How an institution approaches strategic planning, the utilization of its resources, assessing its effectiveness, and preparing for the future are essential to its growth, competitiveness and long-term viability. Standards two, three and seven, which will be addressed by Working Group Two, include the fundamental components of an institution’s operational framework, which must be in place in order for it to achieve its identified mission, goals and objectives.

Through the research questions outlined for this working group, we will gain a better understanding of how the University engages in short-and long-term institutional planning and the impact of these efforts on the campus. We will also collect data on what diverse resources are at the University’s disposal and to what extent we have demonstrated our commitment to being good stewards of these resources. This section will also include an assessment of what processes are in place for evaluating our effectiveness as an institution and how we have used the information that results to improve who we are and what we do. We will also examine what mechanisms are in place to ensure that the University remains viable, relevant and effective as a top-tier research institution, which plays a significant role in the academic and economic landscape in our region, state, nation and the world.
Standard 2: Planning, Resource Allocation and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

S2-Q1. What approach does Stony Brook University take in setting institutional goals and priorities and in allocating resources? How does the University balance short-term needs against long-term goals in its planning and budgeting strategies?

S2-Q2. To what extent is the goal setting and resource allocation processes collaborative and what mechanisms are in place for process improvement?

S2-Q3. What relationship exists between the institution’s strategic plan and the budget planning and development process? How well does the allocation of institutional and college/school resources reflect the strategic priorities of the institution?

S2-Q4. What are the strengths and weaknesses of the University’s current budgeting/resource allocation model? What options are being considered to improve the model?

S2-Q5. How well are institutional planning processes communicated? To what extent are institutional and college/school plans readily accessible to the campus community?

S2-Q6. How does the University incorporate external funding and large purpose-designated gifts into its budgeting and resource allocation plan?

S2-Q7. Stony Brook 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. How are the various components of its regional impact factored into the University's planning and resource allocation process?
Standard 3: Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

S3-Q1. Given the different sources of the University’s current budget, to what extent are the University’s expenses in line with the institution’s mission, goals and operational requirements? How has the breakdown of revenue and expenditures changed over the past decade? What has been the resulting impact of these changes on the University?

S3-Q2. How has the University managed to address successive years of significant drops in State funding for its operations? To what extent does the campus now have the fiscal resources to increase its growth and remain viable and competitive as an institution?

S3-Q3. What are the challenges in the allocation of resources to Stony Brook University from SUNY central? To what extent does the system’s current resource allocation model support Stony Brook’s goals and objectives as a University Center and as a member of the Association of American Universities (AAU)?

S3-Q4. How have the University’s procurement processes and policies related to the acquisition of equipment for educational, research and administrative purposes evolved in recent years?

S3-Q5. The basic structure and form of the campus was established half a century ago and the majority of the buildings are now more than 35 years old. What efforts have been made to update the facilities master plan? What constituencies have been included in that planning process? What problems are endemic to the existing facilities and what plans are in place to address them? What are some of the prime efforts that have been undertaken to address important problems? Are there funds to address critical problems?

S3-Q6. What is being done to ensure the quality of University classrooms, including keeping current with innovative teaching and learning technologies? To what degree does the current inventory of classrooms meet the instructional needs of the University? Are the sizes and configuration of classrooms well matched to the institution’s needs and objectives? Are existing instructional spaces optimally used?

S3-Q7. The University has a large number of laboratories which are deployed to support its research mission. Are these facilities properly designed to meet current environmental regulations appropriate to the research that is being done or will be done in the future? What policies are in place to assign research space? How well do current planning documents incorporate anticipated changes in the institution’s research profile?
S3-Q8. What efforts have or will be made to satisfy the IT demands of Stony Brook’s diverse constituencies? What plans are in place to ensure that fiscal and human resources will be available to meet future IT needs and demands? How does the campus ensure that IT Resources are equitably shared and distributed? Are the funding models for such core services as networking and telephony sufficient enough to provide continued and enhanced support?

S3-Q9. How is Stony Brook developing its donor base and aligning gifts received with the Institution’s mission and goals? What short- and long-term fund-raising goals currently exist and what is the anticipated strategic impact for the University if these goals are achieved?

S3-Q10. What is the policy for indirect cost return to colleges, departments, and investigators? How are these discretionary funds used to enhance research?

S3-Q11. What is the financial and programmatic impact of the recent policy to share the tuition coming from increases in graduate enrollment with the colleges and departments that generate it?

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

S7-Q1. How does institutional assessment inform strategic planning and resource allocation at the University? What changes have been implemented in recent years as evidence of the influence of institutional assessment on these processes?

S7-Q2. What evidence is there that faculty, administration, staff, students, and external constituencies are involved in the institution’s assessment efforts? Is there understanding and acceptance of existing institutional assessment by the Stony Brook University community?

S7-Q3. To what extent has the University demonstrated its commitment to providing adequate support for its institutional assessment structure? What improvements may be needed for increased effectiveness and efficiency?

S7-Q4. What efforts have been undertaken recently to evaluate the institution’s core business functions? How have these efforts resulted in changes in operational procedures and staffing?
S7-Q5. What core assessment measures does the University use to compare itself to peer institutions? How does it compare? Based on recent assessment data, what critical areas might require additional strategic focus in order to position the University to effectively compete and/or compare more favorably with identified institutional peers?

S7-Q6. Individual departments within the University are expected to review and improve their business processes on an ongoing basis. Can the University point to evidence that this culture exists? Can it provide specific examples of recent changes that are the result of departmental review and assessment? To what extent are departments encouraged to do this and recognized when they succeed?

S7-Q7. Departments are expected to comply with the core mission of the University and work to achieve the goals of the institution. How does the institution assess how successful departments are in meeting departmental and institutional goals? (This question applies to both academic and non-academic departments).

S7-Q8. What efforts are being made to ensure that the results of student learning assessments lead to implementable recommendations and to improved practice?

S7-Q10. How are the University’s policies and processes for procurement and equipment acquisition evaluated and revised?

WORKING GROUP 3 – STANDARDS 4, 5, & 6

Successful colleges and universities are highly dependent upon effective leadership and governance structures, qualified administrators, and a distinct set of core values that govern operational functions and set the tone for the behavior of personnel. These critical components play a vital role in how a University is perceived and in its overall ability to achieve its mission, vision and goals. Standards four, five and six, which are included in the mandate of Working Group Three, work together to address the institution’s organizational structure and core values and explore how the University’s leaders and key constituent groups interact and engage in overall decision-making on behalf of the institution.

Through the research questions outlined for this working group, we hope to better understand how the institution’s leadership is organized, from the system to the local levels, and to what extent this structure is effective in addressing the needs of the University and its students. We also hope to ascertain the extent to which appropriate governance structures exist, how well they are working and their overall impact on the operations and effectiveness of the institution.

Furthermore, we will assess the roles of academic and non-academic administrators and their impact on institutional operations and institutional effectiveness. We will also explore the basic tenants of integrity and related core values to which the institution adheres and governs its operations.
**Standard 4: Leadership and Governance**

The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

S4-Q1. How well does the leadership balance the University’s missions in education, research, community service and economic development?

S4-Q2. Stony Brook University does not have a traditional single governing body. The University leadership reports to the SUNY Chancellor and the SUNY Board of Trustees, which have little direct involvement in governance decisions at individual SUNY campuses. The University also has a formal advisory relationship with the Stony Brook Council, which was established in accordance with New York State Education Law but has limited authority. How clearly defined are the roles and jurisdictions of the governing bodies? To what extent have these bodies been setting the direction of Stony Brook University? How can these bodies best help the University while balancing the diverse interests of the total SUNY system? What processes are in place for communication between the University community and these governing bodies?

S4-Q3. How effective has the leadership of the diverse University governing bodies been in recent years in addressing the needs of their respective constituencies? How accessible are governing body officials to members of their constituencies? What critical institutional and system issues have been the focus of recent advocacy efforts by University governing bodies and how did their advocacy impact decision making?

S4-Q4. How does the system of campus governance define the roles of institutional constituencies in policy development and decision-making?

S4-Q5. The University Senate has representation from staff, undergraduate students, and graduate students as well as faculty. To what extent does the University Senate leadership utilize its broad base in its advocacy and decision making? How well does this governance body balance broad participation and full discussion with the need for timely decision-making? Each University Senate committee is affiliated with a senior administrator to whom it gives advice. How well is this association working?
S4-Q6. Undergraduate and graduate student governments, the professional staff, and academic colleges have their own governance structures that communicate directly with senior administrators as well as working through the University Senate. How well are these other various governance structures working and do they coordinate well with each other and the University Senate?

S4-Q7. Along with the previously mentioned governance structures, there are unions that oversee contractual rights and responsibilities as well as grievance procedures. How well do campus governance and unions work together?

S4-Q8. The University Senate and many college governance structures were established in 1973 when Stony Brook was a much younger University. Is that governance structure appropriate for today’s more complex campus? (For example, Stony Brook Medicine has developed a School-based governance structure that is not consistent with the 1973 governance plan).

S4-Q9. How are early career faculty, instructional staff, and administrators identified for their leadership potential, and how does the institution develop their potential?

S4-Q10. How are diversity issues incorporated in decision-making?

**Standard 5: Administration**

The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

S5-Q1. How well articulated is the President’s administrative role in relation to the SUNY Chancellor, the Board of Trustees, the Stony Brook Council and the University Senate? What channels are used to communicate the roles and expectations of the President to the broader University community as it relates to these bodies?

S5-Q2. To what extent does the President interact with other administrative leaders to facilitate decision making and gain a better understanding of the overall achievements and challenges of the various administrative units of the institution? How effective are these interactions in developing shared vision and expectations for the University?

S5-Q3. Most senior/executive level administrators at Stony Brook have a SUNY counterpart whose role is to coordinate similar functions on behalf of the System. To what degree do these administrators collaborate? What are the strengths and weaknesses of the working relationships that exist between these two groups of administrators? How could they be enhanced to better serve the needs of the institution?
S5-Q4. During the last decade, the University has established new academic sites in Southampton, Manhattan, and Korea. Does evidence exist to suggest that the organizational structure and fiscal and human resources are sufficient to operate these sites effectively?

S5-Q5. Stony Brook University entered into a relationship with Brookhaven National Laboratory about 10 years ago, becoming a co-partner in the running of the labs. Have University administrators effectively leveraged that relationship to optimal mutual benefit? Are there opportunities to further improve the relationship?

S5-Q6. To what degree do University administrators have access to adequate institutional and system-wide information to assist in data-driven decision making? How effective and widely utilized are the University’s data delivery systems for helping administrators make critical decisions related to their identified goals and objectives and their use of fiscal and human resources?

S5-Q7. What University and SUNY structures are in place to evaluate the professional performance of the University President? How are other administrators, both academic and non-academic, evaluated as it relates to their overall performance and their role in providing direct oversight of other institutional personnel and departmental/unit operations?

S5-Q8. What incentives are available to academic and administrative leaders to enhance performance and the overall achievement of strategic goals?

S5-Q9. What recruitment and hiring procedures are in place to ensure the selection of the best possible administrative candidates for vacant positions? What mechanisms are utilized by the University to ensure the appropriate feedback and involvement by various constituencies in the hiring of key institutional leaders, within the academic ranks and within general University administration? To what extent do SBU’s administrative hiring practices support the institution’s strategic plan?

S5-Q10. Are administrative areas adequately staffed to ensure effective institutional and student services? What standards and/or metrics are used to ensure adequate staffing and how often are administrative units assessed to ensure that sufficient personnel are employed for effective and efficient operations?

S5-Q11. How does the University assure that its staff is properly trained on campus policies and procedures? What challenges are particular to Stony Brook University in managing a workforce of its current size and diverse sectors?
S5-Q12. What strategies are utilized by the University’s leadership to ensure two-way communication with institutional stakeholders (faculty, staff, students, alumni, governing boards, etc.) regarding critical issues, decision making, and institutional accomplishments? Which strategies are effective in achieving the desired communication outcomes and where do gaps exist?

**Standard 6: Integrity**

*In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

S6-Q1. How does the University convey its expectations of ethical conduct to the campus community? To what degree are the channels used to convey institutional expectations regarding such conduct effective? In what ways are the members of the campus community expected to acknowledge their acceptance and understanding of the institution’s expectations regarding ethical behavior?

S6-Q2. Does the University have a culture that sets high standards for integrity, respect and fairness in the behavior and actions of supervisory personnel, including group leaders and department chairs? Is the University seen by faculty, staff, and students to be proactive in dealing with potential supervisory problems? How effective are the University’s policies and procedures for dealing with personnel grievances?

S6-Q3. To what extent does the University have sufficient policies and guidelines to regulate the ethical operation of administrative offices and appropriately govern the behavior of University personnel? How are institutional policies periodically reviewed and assessed to ensure that they meet the institution’s standards related to integrity and ethical behavior? To what extent is professional integrity and compliance in job performance tied to employee performance programs and the evaluation process?

S6-Q4. What System and institutional controls and policies are in place to ensure the proper and lawful use of institutional resources? How are they communicated and evaluated, and to what extent are they effective?

S6-Q5. How effective is the institution in demonstrating its support of the fundamental tenants of academic freedom?
S6-Q6. How does the University ensure that researchers are properly trained in federal guidelines for responsible conduct of research? How is possible failure to follow these guidelines monitored?

S6-Q7. How transparent are the student governance units in the administration of their student activity fee funds? How compliant have student governance bodies been with regards to the policies and procedures set by SUNY pertaining to their operation and management of student funds?

S6-Q8. How does the University seek to promote academic honesty in student work? Are standards for disciplining academic dishonesty consistent across departments and colleges? Are students well aware of these standards?

WORKING GROUP 4 – STANDARDS 8 & 9

Students who have been admitted because of their ability to take advantage of Stony Brook’s academic strengths are likely to thrive if they are well supported by a comprehensive range of services. We, therefore, believe that success in student retention is necessarily linked to strong support services for existing students, as well as to admission policies that succeed in attracting the strongest and most diverse student body possible. For these reasons, Working Group 4 has been charged with the task of addressing Standards 8 and 9 as part of a linked set of issues.

Standard 8: Student Admissions and Retention

_The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals._

S8-Q1. Do the University’s admissions policies reflect the University’s missions of comprehensive education, diversity and access?

S8-Q2. Are Stony Brook’s admission policies and criteria consistent across schools and clearly stated to allow prospective students to make informed decisions about applying to, and enrolling in, the University?

S8-Q3. How effective are the processes in yielding a talented and diverse student body prepared to take best advantage of a Stony Brook education and the unique aspects of what Stony Brook has to offer?

S8-Q4. Do the admissions policies and processes enhance the University’s status as an institution of national and international reputation?
S8-Q5. Does Stony Brook review its enrollment management plan for recruitment, admissions, retention, marketing, and advertising to ensure congruence among these efforts?

S8-Q6. Do admission policies serve the needs of New York State?

S8-Q7. How effectively does Stony Brook communicate pertinent information on expected learning outcomes for its prospective students and assessments of its educational offerings across the University’s diverse range of fields of study?

S8-Q8. Given the breadth of academic programs available at Stony Brook, to what degree do students receive sufficient information, via advising or other means, about the broad range of available majors, minors and other courses of study?

S8-Q9. Does the University effectively use placement and diagnostic testing results in guiding student advisement to enhance student success?

S8-Q10. What policies and programs are in effect to improve retention?

S8-Q11. How clearly does the University communicate the policies and procedures that govern transfer? Are there published and implemented policies and procedures regarding transfer credit that describe the criteria established by the institution regarding the transfer of credits earned at another institution? How are Stony Brook’s standards for accepting transfer credit and recognizing degrees earned elsewhere formulated, and are those standards internally consistent?

S8-Q12. Does the University communicate effectively to students and prospective students the range of options available for various forms of financial aid? What are the criteria by which the University makes decisions about offers of scholarships and other forms of financial aid?

**Standard 9: Student Support Services**

The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

S9-Q1. To what extent are academic and non-academic student support services available, and to what extent do students utilize them? How does the University meet the needs of various members of its student population (e.g. commuter students, transfer students, students with disabilities, international students, etc.)?

S9-Q2. How effective is orientation programming in informing students of available academic and support services such as advising for freshmen, freshmen with relatively weak secondary school preparation, and transfer students?
S9-Q3. What support services are available in the sophomore year, including academic support and advising the students in choosing a major?

S9-Q4. How does the University assess the effectiveness of its student support services? How does it determine which services to initiate, enhance, or reduce? Are the methods for coordinating services effective in avoiding duplication or gaps in service? For example, what are the sources of student advising, and are these sources coordinated?

S9-Q5. Are qualified professionals available in sufficient numbers to supervise and provide the academic and non-academic student-support services and programs? How does the University determine the appropriate number of necessary staff?

S9-Q6. What support services does the University offer for students at academic risk? How are these students identified and notified of available services? How effective are these programs in assisting students at academic risk?

S9-Q7. What are the policies and procedures for addressing student complaints or grievances (both academic and non-academic)? Are they effective and known to students?

S9-Q8. How are student grievance policies and procedures created, assessed, updated, and disseminated to students, faculty, and professional staff? How are these records maintained?

S9-Q9. What security mechanisms, policies, and procedures are in place to guarantee appropriate confidentiality of student records?

S9-Q10. Are the University’s public safety policies and procedures accessible and known to students? How effective is the process for notifying students, faculty, and staff of emergency procedures, emergency resources, and emergency situations? How are these policies and procedures evaluated?

S9-Q11. What are the policies and procedures regarding the initiation and continuation of student-run clubs and organizations? How are these evaluated? What resources does the University provide to these clubs and organizations? How do these activities support the mission and goals of the University?

S9-Q12. Are the policies, procedures, and resources available for the initiation and continuation of the University’s athletic programs regularly assessed and modified, as appropriate? How do these activities support the mission and goals of the University?

S9-Q13. What information technology support services are available to the University’s students, and how effective are they at meeting students’ needs?
S9-Q14. In what ways is the University succeeding in fostering a positive environment for student campus life, and where is improvement most needed?

WORKING GROUP 5 – STANDARD 10

Working Group 5 is charged with addressing only Standard 10 because Stony Brook University’s faculty are actively engaged in the University’s instructional, research and service programs. Given the scope of evidence that needs to be gathered, evaluated and assessed in order to ensure that the institution is in compliance with this standard, we have decided to have it be the sole focus of this Working Group.

Faculty

*The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.*

S10-Q1. In his inaugural address, President Stanley made a commitment to hire renowned faculty. What steps has the University taken to hire and retain high-quality faculty in order to carry out its core mission, what are the challenges, and what are the plans for the future?

S10-Q2. Many distinguished faculty who were hired in Stony Brook’s early years and who anchored the University’s rapid rise to excellence have retired in the past 20 years. What efforts has the University made to replace these star faculty, besides nurturing junior faculty hires?

S10-Q3. How does SBU gauge the performance of faculty? Typically, mandatory reviews are in place for tenure-track faculty. What procedures are in place for evaluating permanent faculty?

S10-Q4. How does the University preserve academic freedom and intellectual vitality in cases where deans and department chairs serve for long periods.

S10-Q5. In the fall of 2012, SBU began offering graduate classes at Songdo Global University Campus in the Incheon Free Economic Zone in South Korea. What procedures are in place to ensure that hiring practices and expected credentials for faculty on assignment or hired locally in Korea are consistent for with those of the main campus?
S10-Q6. What do faculty perceive as the current distribution of faculty time between teaching, research and service?

S10-Q7. Do faculty have time and incentives for professional and personal development to design and update educational curricula and programs?

S10-Q8. What procedures are in place for handling faculty concerns about promotion, salary inequities and disparity in workloads? Are promotion and tenure standards and procedures effectively communicated to faculty and are standards consistently followed?

S10-Q9. To what extent is the data from annual addenda used to assess faculty performance, and provide meaningful feedback?

S10-Q10. Consulting is one of the indicators of faculty expertise. To what extent is this encouraged and recognized? Since this may be considered as a self-promoting activity, does the institute provide guidelines for what may be considered acceptable?

S10-Q11. Because it is a public University, the people of the surrounding area have expectations for how Stony Brook should provide services for the local community. How well does the faculty fulfill the needs of the various community groups, such as high school students seeking research internships and teachers seeking relevant workshops, local industry’s need for pro-bono consultants and serving as judges for various science/engineering competitions, and the general population seeking programs for public outreach?

S10-Q12. How does SBU promote faculty collegiality and cross-disciplinary interaction? To what extent has the faculty research interest database been helpful in bringing together faculty from different disciplines to generate multidisciplinary research projects?

S10-Q13. SBU has a strong intellectual property base and there is a culture of entrepreneurial initiatives. How does SBU nurture the entrepreneurial spirit without creating disparities in faculty workload?

S10-Q14. Recently, the institution transitioned to web-based teaching evaluations. How effective has this conversion been and has it improved data collection and increased feedback to faculty and students. Does SBU utilize any other procedures for evaluating effective teaching?

S10-Q15. Stony Brook has been one of the country’s leading universities in nurturing research and creative activities by undergraduates and local high school students. What system of incentives and traditions have fostered the mentoring of these students? Are proactive University policies and resources needed to sustain these efforts?
S10-Q16. Graduate students are routinely used for providing instruction in laboratory and recitation sections. What resources and programs support and encourage effectiveness of graduate student teaching? To what extent are graduate students used in classroom lecturing?

S10-Q17. Post-doctoral fellows are key component of research activity. To what extent are they used in providing training for graduate and undergraduate research?

S10-Q18. Due to the diversity of the faculty, there have been cases when the verbal communication skills of instructors, particular teaching assistants, have been deficient. What does the institute do to identify and assist these individuals?

S10-Q19. How effective is the Teaching and Learning Center in promoting and assisting faculty in incorporating the latest software and technology into classroom instruction? What facilities are available for faculty to develop on-line course material?

S10-Q20. To what extent does Stony Brook have sufficient faculty, in number and quality, to meet the institution’s stated goals and responsibilities and to fully support the educational programs offered?

S10-Q21. How successful have University-wide academic initiatives been in facilitating interdisciplinary collaboration, research, teaching and service by the faculty over the last decade? What metrics have been used to indicate success?

S10-Q22. What institutional strategies and programs are in place to deal with the challenge of recruiting and retaining diverse faculty?

S10-Q23. What proportion of instruction is accounted for by tenure-track faculty? Are institutional practices for appointment, supervision and review of part-time or adjunct faculty appropriate and effective in maintaining academic excellence among students? What types of courses do part-time and adjunct faculty regularly teach, and how is this group of faculty evaluated?

S10-Q24. What information technology support services are available to the University’s faculty, and how effective are they at meeting the faculty’s needs? To what extent do faculty use instructional technology to advance their teaching, curricula and course delivery? What mechanisms exist to encourage them to do so?
WORKING GROUP 6 – STANDARDS 11, 12, 13, & 14

Stony Brook’s mission to provide comprehensive undergraduate, graduate, and professional education of the highest quality requires a correspondingly comprehensive approach to all of its educational offerings. For that reason, any analysis of its educational offerings must be linked to analysis of its program of general education, its related educational offerings, as well as the assessment of student learning. For that reason, Working Group 6 has been charged with the task of addressing Standards 11, 12, 13 and 14 as a linked set.

Standard 11: Educational Offerings

The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

S11-Q1. How well does Stony Brook monitor its broad range of educational offerings to ensure that they are congruent with its core mission and its commitment to a very high level of breadth and rigor?

S11-Q2. What are the University’s criteria for determining whether it is meeting its mission to provide education that is comprehensive and of the highest quality: at the undergraduate level; in masters and doctoral graduate programs; and over the broad range of professional programs offered by the University?

S11-Q3. Are Stony Brook’s undergraduate, graduate, and professional programs designed to achieve the goal of fostering a coherent learning experience, and what procedures are in place to ensure attainment of that goal?

S11-Q4. Do programs have clearly stated goals that reflect the needs of their students? Are program goals stated in terms of student learning outcomes? How are those goals formulated and how is their success evaluated?

S11-Q5. Is there evidence for the effectiveness of Stony Brook’s curricular, co-curricular, and extra-curricular experiences, and what procedures are in place for the assessment of that effectiveness?

S11-Q6. To what degree is there assessment of student learning and program outcomes relative to the program objectives?

S11-Q7. To what degree are evaluation results used as a basis for improving student development programs and for enabling students to understand their own educational progress?
S11-Q8. How does the University assess the staff and resources necessary for its libraries and educational support services?

S11-Q9. How well does the University address the need for its students to be trained in information technology, and how well is that training integrated into the broader curriculum? What evidence is there that students make effective use of information technology?

S11-Q10. How does the University ensure that its standards, policies and procedures are followed at its additional locations and via distance education?

S11-Q11. How often are the Undergraduate and Graduate Bulletins revised? What procedures are in place to ensure accuracy of the course offerings? For example, are courses that have not been recently taught been purged from the bulletins?

**Standard 12: General Education**

The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

S12-Q1. To what degree is the content of Stony Brook’s general education program the result of a coherent University-wide plan that is reflective of its mission statement, and to what degree has it developed from the departmental level?

S12-Q2. Is there evidence to assess whether or not Stony Brook’s general education program is of sufficient scope to achieve its goal of developing intellectual breadth?

S12-Q3. What evidence is there for determining how successful the University is in achieving breadth without sacrificing depth in its academic offerings?

S12-Q4. How effective is the University in making sure that students make informed choices in tailoring their own programs of general education?

S12-Q5. What evidence is there that the University’s core graduation requirements actually result in our graduates being appropriately literate, numerate, and capable of critical thinking? How effective is the general education program at fostering the core competencies needed for effective citizenship and a culture of inquiry?

S12-Q6. How does Stony Brook assess the success of its general education program? How is that assessment related to other assessments of student learning? Is there evidence that the University has adapted and improved its general education curricula in response to previous assessments?
Standard 13: Related Educational Activities

The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

S13-Q1. Is the University effective in the timely identification of students in need of remedial help, and once they are identified, what are the strengths and weaknesses of the University’s efforts to provide that help? What pre-collegiate level courses and/or support services are available to these students? How are these services evaluated?

S13-Q2. Are the learning objectives and program goals for certificate and non-credit programs clearly communicated? What support services are available to these students? How are these programs evaluated?

S13-Q3. What opportunities for experiential learning does Stony Brook offer?

S13-Q4. What distance education programs does the University offer, and how are these programs evaluated? How does the University determine which programs are appropriate and suitable for distance delivery? How are workforce needs taken into account when developing educational outreach programs?

S13-Q5. Are the activities at Stony Brook’s new campus in Korea, its additional locations in Manhattan and Southampton, and at Brookhaven National Laboratory in concert with, and supportive of, the overall philosophy and goals of the University?

S13-Q6. What are Stony Brook University’s contractual educational relationships with community entities (e.g. schools, businesses)? What is the general impact of these relationships on the University and the entities involved?

S13-Q7. Do Stony Brook’s related educational activities reflect a consistent vision in concert with its mission to maintain the highest quality of education at all levels and to provide leadership for its local, state, national, and global communities?

S13-Q8. How well does the University leverage its links with non-academic institutions for the benefit of its undergraduates, through meaningful opportunities with internships and other career-advancing extra-curricular and co-curricular experiences?
**Standard 14: Assessment of Student Learning**

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

S14-Q1. In what ways are expected learning outcomes stated at the University level? By department or program? At the level of individual courses? How well are expected learning outcomes integrated across all those levels?

S14-Q2. To what extent does Stony Brook University employ a well-documented, organized, systematic, and sustained assessment process to evaluate and improve student learning? Does the institution use multiple qualitative and/or quantitative measures that maximize the use of existing data and information?

S14-Q3. What evidence is used to assess student learning, and how well do such assessments reflect the enormous breadth of the learning experiences available at Stony Brook?

S14-Q4. To what extent are students, faculty and staff involved in collaborative exercises to develop and assess student learning objectives?

S14-Q5. What evidence is there that assessments of student learning are appropriately disseminated and used to improve the student learning experience?

S14-Q6. What do assessment results indicate about how well students are achieving learning outcome goals in Stony Brook’s courses, academic programs, and across the University?

S14-Q7. How consistently does Stony Brook evaluate the effectiveness of its student learning assessment processes?

S14-Q8. What is Stony Brook’s vision for what is meant by providing a comprehensive education of the highest quality, and how does the University assess its success or failure to do so?

S14-Q9. What are the distinctive aspects of what we want a Stony Brook education to mean?

S14-Q10. What evidence is there for a ‘value added’ analysis of a Stony Brook education, and whether our graduates are prepared to be leaders in their chosen fields of endeavor?

S14-Q11. How does Stony Brook assess student satisfaction with its diverse core of living, learning and support services and extracurricular activities? How does the University use data obtained from these assessment vehicles to improve the quality of life on the campus? Is there any evidence that levels of student satisfaction have improved over the years?
S14-Q12. Does the University regularly survey its alumni to assess the educational and occupational benefits they derived from a Stony Brook education? If so, what has the University learned from this data, and what improvements were made based on this information?

VI. INVENTORY OF SUPPORT DOCUMENTS FOR WORKING GROUPS

The following is a general inventory of documents that will be available to assist the Working Groups in responding to the research questions and in the overall development of the Self-Study document:

Reports/Documents Useful to Multiple Standards or for General Information
- SBU Fact Sheet
- Institutional Maps (East & West Campus/ SBU Research & Development Park/Stony Brook Southampton/Stony Brook Manhattan/SUNY Korea)
- Previous Middle States Self-Study Reports/Follow Up Reports/Periodic Reviews/Substantive Change Proposals
- President’s Annual State of the University Documents
- President’s Task Force on Campus Climate: Report and Action Plan (2008)
- List of Institutional Diversity Programs and Committees (including structure, funding, emphases, coordinating office, etc.)
- Specialized Accreditation/Self-Study Reports
- Institutional Policies and Procedures Documents
- Institutional/Departmental Consultant or External Specialist Reports
- SBU Economic Impact Studies
- Faculty/Staff Recruitment and Hiring Guidelines/Hiring Applications/Disciplinary and Dismissal Procedures
- Public/Media Relations/Institutional Communications Processes
- Departmental/School Reports to Accrediting Agencies
- SBU Academic Calendars
- Education Law of New York State
- Organizational/Informational Documents related to: Brookhaven National Lab, Cold Spring Harbor
- Cooperative Agreements for Inter-institutional Collaboration and Resource Sharing
- Bargaining Unit Backgrounds/Union Contracts/Collective Bargaining Agreements
Standard 1: Mission and Goals
- SBU Mission Statement (Included in catalogs, Website, other documents)
- SBU College/School Missions/Goals/Strategic Plans
- Administrative Unit Annual Reports/Plans (which outline mission and goals)

Standard 2: Planning, Resource Allocation, and Institutional Renewal
- Previous Stony Brook University Five-Year Plan (2008-2013)
- State University of New York Facilities Master Plan (2013-2023) and the existing facilities master plan
- Project 50Forward Planning Documents & Online Reports
- SBU Operating Budget Book/SBU Budget Planning and Process Documents/Organization Structure and Recent Decisions of the Institutional Budget Working Group (BWG)
- Stony Brook University Libraries Strategic Plan/Resource Fact Sheet
- The Power of SUNY Strategic Plan
- Approved NYSUNY 2020 Legislative Document/ SBU NYSUNY 2020 Challenge Grant Application
- Faculty/Staff Hiring Plans
- Institutional Technology Plan
- Institutional Advancement Fundraising Plan and Policies/SBU College and Department Development and Fundraising Plans
- SBU Plans, Policies and Procedures for Adding and Eliminating Academic Programs and Administrative Units

Standard 3: Institutional Resources
- Resource Acquisition, Planning, and Assessment Reports
- Annual Independent Audit Reports (institutional and system-wide)
- SBU Annual Fundraising Reports
- Budget Projection other Resource Forecasting Documents
- SBU Facilities Inventory
- Annual SBU Research/Grants Activities Reports
- Institutional Environmental/Sustainability Reports
- Faculty Staffing Goals and Plans/Existing Personnel Stats Documents
- Financial Statements for affiliated organizations
- Endowment Management/Performance Reports/SBU College and Department Development and Fundraising Reports
Standard 4: Leadership and Governance

- Job description, qualifications, roles and reporting structure for University President and System Chancellor
- SUNY Board of Trustees By-laws/Policies/Trustee Bios/Meeting Minutes
- Stony Brook Council By-laws/ Enabling Legislation/ Membership List/Meeting Agendas and Minutes/Appointment letters/Resolutions
- Stony Brook Foundation Board of Directors/By-laws/Policies/Board Roster and Bios
- University Senate By-laws/Organizational Structure/Current Leadership/Meeting Agendas and Minutes/Surveys/Resolutions
- Undergraduate Student Government By-laws/Meeting Minutes/Current Leadership
- Graduate Student Organization By-laws/Meeting Minutes/Current Leadership
- Governing Body orientation/self-assessment documents (Including documents related to the SUNY Association of Council Members and College Trustees)
- System and Institutional Policy Documents Outlining Governance Structure and Responsibilities
- Listing of Standing University Committees, their role/function, coordinating office, and members (including designated governance group appointments to each)

Standard 5: Administration

- University Organizational Charts (Including Charts of each Vice Presidential Area and the Hospital)
- Stony Brook University New Employee Orientation Packet and SBU Employee Handbook (General and by Bargaining Unit)
- CV/Resume/Bios for Senior Administrators
- Job Descriptions and Qualifications for Senior Academic and Non-academic Administrators (including hospital)
- Human Resource Services Training Series Schedule (Other Administrative Unit/Program/Center Training Schedules)
- Presidential Evaluation Instrument/Board Review Process

Standard 6: Integrity

- Descriptions of New York State, SUNY and SBU policies related to conflict of interest and research ethics
- Electronic and/or hard copy descriptions of SBU employee hiring and review processes, student grievance policies and protocols, academic honesty policies, procedures for progressive discipline and other practices and expectations related to integrity
- Office of Diversity and Affirmative Action/EEO/Title IX Policies and Procedures Documents and Reviews
- Institutional policies related to plagiarism, the use of copyrighted materials, intellectual property and trade secrets
• Institutional statements and policies related to academic freedom
• SBU/SUNY Institutional Review Board Policies and Procedures
• Institutional/System ethics boards and committee/policies/procedures and membership

**Standard 7: Institutional Assessment**

• Institutional IPEDS Reports
• SBU Institutional Effectiveness Plan/Master Schedule/Periodic Reports
• SBU Metrics Committee Documents (Outlined Metrics Requests)
• Results from SBU, SUNY, community and national surveys related to students, faculty, staff, alumni and other external constituencies and institutional offerings and reputation
• Samples of Performance Programs and Evaluation Documents
• Campus-wide Strategic Plans indicating the use of assessment results
• SUNY Report Card Documents (w/ accompanying SBU Report Card Data)
• AAU Reports and Data comparing SBU to peer institutions within the Association

**Standard 8: Student Admissions and Retention**

• Enrollment and Retention Management Reports and Strategic Plans
• SBU Admissions, Retention and Graduation Statistics
• Admissions Statements and Other Printed and Electronic Documents Which Include Admissions Criteria and Policies
• SBU Information and Application Packets for Prospective Students
• Supplemental documents provided to applicants and interested students regarding the admissions process, financial aid, transfer options, admissions requirements, etc.
• New Student Orientation Documents (Graduate/Undergraduate/Transfer/International)
• Diversity Admissions/Enhancement Programs and Related Statistics

**Standard 9: Student Support Services**

• SBU Student Code of Conduct
• SBU Academic Judiciary/Student Grievance Policies and Procedures/Related Committee Listings
• Annual Reports and Strategic Plans for Units with Student Affairs
• Policies Related to Student Records and the Release of Student Information
• Outlined Procedures to Ensure Student Safety and Wellbeing on campus
• SBU and Related NCAA Reports on Athletics and Services for Student-Athletes
• Documents Outlining Academic/Career Counseling and Advising Policies and Procedures
Standard 10: Faculty

- SBU Faculty Roster (full-time and adjunct) with credentials
- Faculty Facts (Including faculty by department, student-teacher ratios, etc.)
- Faculty Handbooks
- Faculty Hiring and Diversity Plans and Related Documents
- Intellectual Property Rights/Protections Policies Document
- Academic Freedom Statement/Policy
- Faculty/Department Accomplishment Documents
- Faculty Evaluation Instruments/Reports
- Faculty Promotion and tenure policies and procedures/Related Statistics and Reports
- Documentation Related to Faculty Orientation
- Institutional/Departmental Plans and Strategies for Faculty Development
- Procedures and Policies Related to Adjunct Faculty
- Results from Course and Teaching Evaluations and Documentation on How this Information is used by the Institution for Enhancement

Standard 11: Educational Offerings

- Undergraduate/Graduate/Health Sciences catalogs & course bulletins outlining course offerings, programs, degree requirements, etc.
- Internal/External Departmental Evaluation/Curriculum and Course Review/Audit Documents
- Samples of Course Syllabi, which Incorporate Expected Learning Outcomes
- Curriculum Committee Meeting Agendas and Reports
- Specialize Accrediting Agency Reports which address Departmental or Institutional Course/Program Offerings
- Articulation Agreements and Printed Credit Transfer Policies

Standard 12: General Education

- General Education Plan/Assessment Documents
- Documents Describing General Education at SBU (inside and outside the major)
- Documented Expectations Regarding General Education Learning Objectives
- Identified Tools for Assessing General Education and Evidence of how the results of any assessments have been used to improve the teaching and learning process.
- Reports/Recommendations from Internal and External Reviews of SBU’s general education program.
Standard 13: Related Educational Activities
- Facts and Plans Related to the Stony Brook Manhattan and Stony Brook Southampton locations (Documents outlining current programs, challenges, successes, etc.)
- SUNY Korea Charter/Organizational Charts/Financial Structure/degree programs
- Documents/contracts related to SBU Affiliated Programs
- Documentation Related to SBU’s Community Service Commitments/Service Learning Programs and Requirements/Fact Related to SBU and Community Engagement
- Documents identifying SBU’s Certificate Programs/Distance Learning Programs/Courses and related policies and student requirements

Standard 14: Assessment of Student Learning
- SBU Student Learning Assessment Plans
- Institutional/Departmental/System Policies and Guidelines for Student Learning
- Documentation Related to Training Programs/Workshops/Conference Offered to Faculty/Administrators on the Assessment of Student Learning
- List of Campus Personnel/Departments with Responsibilities for the Assessment of Student Learning and Evidence of how Efforts are Coordinated
- Statements/Philosophies Outlining expected learning outcomes

VII. OUTLINE FOR THE FINAL SELF-STUDY REPORT
I. Executive Summary

II. Stony Brook University: An Overview

III. Self-Study Methodology
   A. Nature, Scope and Intended Outcomes of the Self-Study
   B. Organization of Standards and their Respective Working Groups
   C. Procedures for Gathering, Evaluating and Assessing Evidence
   D. Final Inventory of Support Documents
   E. Final Self-Study Timeline

IV. Working Group 1
   A. Final Questions and Evidence for Standard 1
   B. Strengths and Weaknesses
   C. Recommendations for Improvement
V. Working Group 2  
A. Final Questions and Evidence for Standards 2, 3, & 7  
B. Strengths and Weaknesses  
C. Recommendations for Improvement  

VI. Working Group 3  
A. Final Questions and Evidence for Standards 4, 5, & 6  
B. Strengths and Weaknesses  
C. Recommendations for Improvement  

VII. Working Group 4  
A. Final Questions and Evidence for Standards 8 & 9  
B. Strengths and Weaknesses  
C. Recommendations for Improvement  

VIII. Working Group 5  
A. Final Questions and Evidence for Standard 10  
B. Strengths and Weaknesses  
C. Recommendations for Improvement  

IX. Working Group 6  
A. Final Questions and Evidence for Standards 11, 12, 13 & 14  
B. Strengths and Weaknesses  
C. Recommendations for Improvement  

X. Conclusion  
A. Summary Comments  
B. What We’ve Learned and How these Findings will be Used  
C. Stony Brook University’s Vision for the Future  

VIII. RECOMMENDATIONS FOR MEMBERS OF THE VISITING TEAM  

Stony Brook University respectfully recommends that the Chair of the Evaluation Team be a President/Chancellor or Provost of a highly-selective AAU research university, and preferably from a state institution that is also a member of a larger university system. We also request that one member of the Evaluation Team serve be a Chief Financial Officer of a state-operated research university that is a member of a university system.
We also request that membership of the Evaluation Team represent expertise in any of the following disciplines, as represented in the Stony Brook University curriculum, below:

- Business;
- Continuing and Professional Education;
- Dental Medicine;
- Engineering;
- Journalism;
- Life Sciences;
- Marine and Atmospheric Sciences;
- Medicine;
- Nursing;
- Physical Sciences;
- Social Sciences;
- Social Welfare; and
- The Humanities.

We also respectfully request that members of the Evaluation Team have experience with universities with a medical center, residential campuses, Division I athletic programs, and manage a national laboratory for the Department of Energy.