



Self-Study Evaluation Team Report

Effective Date: February 1, 2021

**STONY BROOK UNIVERSITY
Self-Study Evaluation Team Visit: April 7-10, 2024**

Section A: Institutional Representatives

Provide a list of the following institutional representatives at the time of the visit:

President

Maurie McInnis, PhD, President

Chief Academic Officer

Carl Lejuez, PhD, Executive Vice President for Academic Affairs and Provost

Chief Financial Officer

Jed Shivers, MBA, Senior Vice President for Finance and Administration

Chair of the SUNY Board of Trustees

Merryl H. Tisch, EdD, Chairman

Section B: Institutional Context

Stony Brook University is one of two flagship campuses in the State University of New York, a statewide system that includes doctoral-granting universities, comprehensive colleges, technical colleges, and community colleges. The university has taken a standards-based approach to its self-study and emphasized four institutional priorities: financial sustainability; student success; diversity, equity, and inclusion; and research and innovation.

Stony Brook's main campus is in Stony Brook, New York, on Long Island. Stony Brook, offers academic programs across a range of disciplines. The West Campus under the academic leadership of the Executive Vice President and Provost houses the College of Arts & Sciences, the College of Business, the School of Communications and Journalism, the College of Engineering and Applied Sciences, the School of Marine and atmospheric Sciences, the School of Professional Development, and the Graduate school. The East Campus, under the academic leadership of the Executive Vice President of Health Sciences, includes the Schools of Medicine, Dental Medicine, Nursing, Health Professions, and Social Welfare.

Stony Brook University Southampton is at the eastern end of Long Island, providing programs in the arts, marine and atmospheric sciences, and the health professions. SUNY Korea, a joint institution operated by Stony Brook and the Fashion Institute of Technology, is in Incheon, Korea. Programs focus on applied mathematics, statistics, computer science, electrical and computer engineering, mechanical engineering, business management, and technology and society. The Evaluation Team Chair visited Stony Brook Southampton and the Evaluation Team Vice-Chair visited SUNY Korea in Incheon.

Stony Brook notes in its Self-Study that the university navigated an environment of fiscal austerity from 2007 to 2023. The university also reports a historical and transformational \$500 million gift from the Simons Foundation – the largest ever unrestricted endowment gift to a U.S. higher education institution.

Stony Brook has an enrollment of nearly 26,000 students and more than 16,000 faculty and staff. The university offers more than 60 undergraduate majors and 130 graduate programs, including doctoral and professional programs. Over the past decade, Stony Brook has focused on improving student success, raising the four-year graduation rate from 47 to 64 percent.

In 2020, USA Today ranked Stony Brook #9 in the country for campus diversity. The university's Self-Study notes that Stony Brook is “one of the rare institutions among the AAU” in which equity gaps in student completion are closed. At Stony Brook, students with Pell grants graduate at the same rate as more affluent students; students who identify as Black or Latinx graduate at the same rate as white students, and students who are the first in their families to attend college graduate at the same rate as others.

A member of the Association of American Universities, Stony Brook conducts \$325 million of research annually, with strengths in physics, energy research, marine and atmospheric sciences, and medical fields including research on cancer, aging, and children's health. Since 1998, Stony Brook has co-managed the U.S. Department of Energy's Brookhaven National Laboratory. The University maintains 100 joint faculty appointments with BNL. Faculty in Stony Brook's Physics and Astronomy Department conduct over \$25 million in research annually, in part due to access to BNL resources. In 2023, Stony Brook was selected to serve as the anchor institution for the New York Climate Exchange. The Climate Exchange will convene experts on climate science, environmental justice, and policy to engage in the development of responses to global climate change.

Stony Brook's Renaissance School of Medicine and four other health sciences schools operate in collaboration with Stony Brook Medicine, the university's academic healthcare system. The system includes a four-hospital network across Suffolk County, 216 ambulatory care locations, a 350-bed skilled nursing facility for veterans, a cancer center, a heart institute, a neurosciences institute, and a trauma center. The system employs more than 1400 physicians in nearly 150 specialties. The system provides care to 2.8 million residents on Long Island and beyond. Stony Brook Medicine is home to more than 100 research laboratories and is engaged in nearly 100 clinical trials.

Section C: Requirements of Affiliation

In the team's judgment, the institution appears to meet all of the requirements of affiliation.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Section D: Standards for Accreditation

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Stony Brook University (SBU) is the rare institution founded as a normal school (in 1957) that has evolved to become a leading research university without a leading school of education at its core. SBU is now a leading global research university and one of the two flagships of the SUNY system. The institution's mission is shaped and influenced by New York State Education Law (§ 351), which states that the mission of SUNY is to provide the people of the State of New York educational services of the highest quality, with the broadest possible access to a student population fully representative of all segments of the population. The educational services include a complete range of academic, professional and vocational postsecondary programs.

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

The first four objectives of SBU's mission statement are longstanding, while the fifth – focused on diversity, equity and inclusion - was added and confirmed in 2004 as part of Mission Review II (2005-2010) and has been reaffirmed since, including in 2010 and, most recently, during its strategic planning process in 2022. Each of the five mission goals are contextualized and clearly defined as follows:

- Education: The university accomplishes its academic mission through detailed curricular planning in a wide array of disciplines, employing faculty and staff who are leaders in their respective fields, and nurturing students from all backgrounds to achieve their educational goals and excel in their futures.
- Research: The university conducts world-class research that is integral to Stony Brook's mission and identity. Stony Brook is a member of the AAU and its Carnegie Classification as "Doctoral, Very High Research" (R1) institution. The University has \$300M in research expenditures annually and has 15 units with \$5M or more in sponsored funding, reflecting the comprehensiveness of its scholarly mission. Additionally, its partnership with Brookhaven National Laboratory contributes to its research mission and to opportunities provided to students.
- Economic growth: The institution's education, research, and health care enterprise creates significant economic impact for Long Island and the region amounting to about 55,000 jobs and over \$8.9 billion in economic output (about 3% of Long Island's GDP). A recent audit of the University's economic impact determined that the University adds \$16 to economic output for every \$1 of state investment in the University.
- Innovative health care: As a major health system on Long Island, Stony Brook Medicine treats more than 38,000 inpatients, nearly 1.5 million outpatients and more than 130,000 emergency room patients annually through the promotion of caring and cutting-edge health care. In particular, Stony Brook Medicine provides access to ambulatory care and health care for members of the Shinnecock Tribe through its Southampton campus and is the first Long Island Hospital and one of only eight U.S. hospitals to earn Health Care Equity Certification from The Joint Commission.
- Diversity: The institution views its diversity as a perennial strength. Three out of five students at Stony Brook identify as Asian, Black or African American, Latinx, Native American, or Pacific Islander. Half of undergraduates are either first generation students or receive Pell grants. Growing enrollment of Pell-eligible students has been a priority for President McInnis and the fact that these students have the same graduation rate as non-Pell students is unusual and worthy of note.

The mission is referenced regularly and reviewed during major planning activities. The Office of Institutional Research, Planning & Effectiveness (IRPE) provides information to the public and to internal constituencies about the extent to which the mission and goals of the University are accomplished. The Office of the President publishes the University mission statement on its website and likewise hosts materials for the institution's strategic plan. The mission appears in

strategic planning documents and major initiatives including the Strategic Budget Initiative (SBI), which deliberately aligns strategic goals with pillars of the mission.

SBI provided a foundation for further planning and visioning. Immediately subsequent to SBI, in 2022, Stony Brook engaged in a two-part strategic planning process that included an initial phase called Project REACH in which a select "Visioning Committee" of 20 Stony Brook faculty, staff, and students was charged with mission review and identifying and vetting a small set of values and strategic themes. These values and themes were then utilized for the second part of this strategic planning process – led by the provost – which incorporated a set of town halls and community events and produced the University's 2024-2028 strategic plan, "Our Moment."

Collegial Advice

- Better define and link the university's mission and strategic plan with the activities of its SUNY Korea campus.
- Continue to engage faculty and staff frequently and transparently in the construction of the university's new budget model.
- Identify strategies to improve the diversity of the university's senior administrative and academic leadership team, consistent with the fifth element of Stony Brook's mission.

Team Recommendations: None

Requirements: None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- President McInnis and her leadership team have succeeded in engaging the faculty and staff on Stony Brook's campus in each of the strategic planning phases conducted thus far. Faculty and staff expressed great optimism about the university's mission and its leadership during our visit. President McInnis and her team are to be commended for this very important accomplishment.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Stony Brook University is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully.

Stony Brook has policies and procedures in place to ensure academic freedom, freedom of expression, and respect for intellectual property rights. The institution makes these policies readily available via its website. Many of these regulations come from the State University of New York (SUNY) Board of Trustees. Article 9 in the Agreement between the State of New York and United University Professions addresses Academic Freedom.

Faculty have indicated academic freedom as one of the best aspects of working at Stony Brook. The emphasis on Freedom of Expression is recognized by students with over 75% agreeing that the university community is open to the opinions of others. During the first year, students complete seminar courses designed to introduce them to university life and build a sense of community and appreciation for diverse perspectives across campus.

Stony Brook strives to promote and ensure a climate of respect among students, faculty, and staff. This commitment is captured not just in the University's mission, but also in the Stony Brook Statement of Community, the Community Pledge, an Equal Opportunity/Affirmative Action Policy, and a Chosen or Preferred Name Policy. Students recognize Stony Brook's efforts: 4 out of 5 students are satisfied or very satisfied with the acceptance of individual differences on campus. The university supports inclusivity programs and initiatives and has for several years.

Stony Brook makes grievance processes readily available through its website. Students have multiple means for filing academic and non-academic grievances. Employees are represented through 7 different labor unions each with well-defined and formal grievance processes.

Stony Brook seeks to avoid conflicts of interest through policies and procedures operating at numerous levels within the institution. Faculty and staff must comply with the State University of New York's Conflict of Interest Policy, which reflects pertinent State and Federal laws and regulations. Anyone conducting transactions on behalf of Stony Brook discloses pertinent information through the Required Annual Disclosure Certification. Additional requirements for research are described in the Disclosure of External Interests and Commitments Policy.

Stony Brook's hiring practices, overseen by the Office of Equity and Access, align with federal and state laws as well as SUNY's Equal Opportunity Policy. All faculty hiring search committees include a diversity liaison and everyone serving on the committee must complete diversity training. The institution promotes the perception amongst hiring committees that the process can be transformational and elevate the university. Evaluation procedures and promotion policies for faculty align with the Policies of the Board of Trustees of the State University of New York. The institution reviews staff and professional employees at regular intervals.

Discipline and separation for Stony Brook are handled through procedures outlined in the collective bargaining agreements.

In 2023, Stony Brook launched the HR Now Initiative. This Initiative's goals include creating a new approach to how Human Resources support is delivered, providing strategic services and programs, and improving leadership in this area. To this end, the institution hired a new Assistant Vice President for People, Culture, and Engagement. Employee retention rates are comparable by race and by gender, though recruitment has not diversified faculty and staff to a desirable level.

Stony Brook demonstrates honesty and truthfulness on promotional materials in myriad ways. The process for public relations announcements, guided by The Office of Marketing and Communication, has multiple levels of review to ensure recruiting materials are accurate. The Office of Institutional Research, Planning, and Effectiveness reviews any statements involving official statistics to ensure the accuracy of the data shared.

Stony Brook prides itself for being one of the most successful universities in the country in promoting access and affordability. Over a third of the undergraduates receive Pell grants, and one out of every two is a first-generation student or a Pell grant recipient. Financial Aid provides in-person consultation and online resources to assist students and their families on the funding sources and options available to reduce costs. There are no equity gaps between Pell grant recipients and other students, and no gaps between first generation students and students from families with more educational capital. Additionally, the retention rates among URM faculty rival or exceed those of White faculty.

The President holds responsibility for compliance with all federal and state regulations, SUNY policies, and the policies for other bodies (e.g., MSCHE, NCAA). The president delegates these responsibilities to knowledgeable cabinet members. Stony Brook University is in compliance with all accreditation-relevant federal regulations.

Regular assessment of ethics and integrity occurs through federal and state compliance reports. In December 2022, Stony Brook revised its Policy on Policies to refine the process for developing, maintaining, and publishing University-wide policies. All policies are reviewed at least every 3 years. The institution uses multiple surveys to assess campus climate - including the SUNY Student Opinion Survey, the COACHE Faculty Job Satisfaction Survey, the NSSE, the SUNY Sexual Violence Prevention Survey, and the HEDS Diversity and Equity Campus Climate Survey. IRPE processes the data and ensures it is distributed to the appropriate constituents.

Collegial Advice: None

Team Recommendations: None

Requirements: None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- Several times during our visit, members of the campus community highlighted the ways their work is noticed and valued. In particular, the staff appear to appreciate the Stony Awards and the Gratitude Grams.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Stony Brook offers a wide range of academic programs spanning undergraduate majors and minors, graduate programs, and professional doctoral programs that are designed to allow students to pursue their academic interest while ensuring a coherent and enriching educational experience. Stony Brook University stands as the top public university in New York, driving the social mobility of its student body by consistently moving students from lower-income brackets to high levels of economic/professional success. Stony Brook's curricula are governed by the New York State Education Department's State and System Standards and Review Procedures; in addition, around 1/3 of the curricula are accredited by disciplinary accreditors.

Graduate and professional programs at Stony Brook are recognized for their excellence, offering rigorous coursework, research opportunities, and career development support. Stony Brook offers several graduate enrichment opportunities, including a required one semester graduate teaching assistantship for doctoral students as well as graduate career development opportunities offered by the graduate schools.

The Stony Brook Curriculum (SBC) -- Stony Brook's General Education program -- ensures that undergraduate students acquire a breadth and depth of knowledge, preparing them for future endeavors while inviting explorations into different disciplines. Alignment of the SBC with SUNY's new general education framework is ongoing, overseen by the newly created General Education Advisory Committee.

Stony Brook has two University Senate Committees (Undergraduate Council and Graduate Council) led by full-time faculty who are charged with reviewing and recommending policies governing all aspects of academic programs. Individual schools/colleges have their own curricula committees charged with overseeing and reviewing degree program curricula and courses, including review of new course proposals and assurance of quality standards. The Undergraduate Council and the General Education Advisory Committee together oversee the Stony Brook Curriculum. The Arts and Sciences Undergraduate Curriculum Committee provides clear guidelines for curriculum and course proposals and utilizes a comprehensive review check list for new proposals that outlines credit hour expectations to ensure compliance with the Credit Hour Policy. Course and curriculum proposals are currently not routed, organized, or archived through a central curriculum management software solution.

Faculty members, distinguished by their national and international awards, play a crucial role in delivering high-quality instruction and advising students in their academic journey. Stony Brook's emphasis on personalized mentorship and small student-faculty ratios further enhances the rigor and coherence of learning experiences, regardless of instructional modality. Tenure/tenure track faculty comprise roughly 1/3 of the overall faculty and hold on average a four-course teaching load. 98% of the institution's tenure/tenure track faculty hold doctoral/terminal degrees, and 53% of the non-tenure track faculty hold terminal degrees; all others hold graduate/master's degrees.

The university understands that student-faculty ratios are important to ensuring high-quality education. The current ratio of 32.2 students for each non-medical tenure/tenure track faculty member makes the institution's ratio slightly higher than the AAU median of 29.1. The university has established promotion and tenure policies and has published them in the collective bargaining agreement with United University Professionals. In addition, the university offers mentoring opportunities for junior faculty and educational/pedagogical support to ensure faculty success.

Despite its strengths, the university faces challenges in recruiting and retaining faculty from diverse backgrounds. Efforts to increase diversity among faculty could enhance the institution's ability to provide diverse perspectives and support the needs of its diverse student body. Based on a self-assessment, the university has found that time to promotion and tenure is longer for faculty who are women and those who identify as underrepresented minorities. It is reviewing its promotion and tenure guidelines for all schools, in part to address identified challenges in attracting more faculty with diverse backgrounds and to ensure faculty retention/promotion rates remain high.

The university's commitment to promoting student success is evidenced by its enterprise-wide, self-service system, SOLAR, and tools like Degree Works and the Navigate mobile app, which facilitate student engagement, course planning, and academic progress tracking. Students, faculty, and staff highlighted the value of Degree Works to help students navigate degree

requirements, particularly SBC requirements. Degree programs are outlined clearly on the universities undergraduate and graduate bulletins.

The university demonstrates notable strengths in providing students with learning experiences characterized by rigor and coherence across all program levels and instructional modalities. Emphasizing experiential learning, Stony Brook provides diverse opportunities for students to engage in research, internships, practica, clinical placements, and study abroad experiences. The University Scholars program, Undergraduate Research and Creative Activities (URECA) program, and other initiatives enrich the learning experience, fostering innovation and global engagement. In general, the university offers a wide range of course offerings throughout the academic year with opportunities to accelerate degree completion in winter/summer terms. Recently increased library spaces and easily accessible library resources and support services are offered in hybrid and online formats to support student progress.

The university participates in SUNY Online+ and offers graduate degrees and certificates fully online. It completed an online readiness assessment in 2021 that prompted improvements in the consistency of course design standards and extensions of online support services for learners. Among the changes was a switch to a new learning management system. The university's Digital Accessibility Policy governs accessibility. During the site visit it was verified that online students have access to all important student resources including student services, career services, and health and wellbeing support. Quality and learning outcomes in online programs are closely monitored by the individual departments and schools and are equivalent to on-campus outcomes. Faculty have access to training and individualized support in designing and delivering online courses.

While the university has made strides improving course availability and reducing waitlists by increasing instructional staff and collaborations between schools, close monitoring and continuous efforts will be needed to ensure that students have timely access to the courses they need to progress in their academic programs.

The university maintains external partnerships to extend educational opportunities including international academic partnerships, additional locations like SUNY Korea, and dual enrollment programs with local high schools. Study abroad opportunities are either faculty led or through direct university to university partnerships. The university does not use third-party providers for study abroad to ensure program affordability. Financial aid is available to study abroad and around one third of students who studied abroad received a Pell Grant during their time of undergraduate studies.

The university does not use third party providers for the design of credit-bearing curriculum for online delivery or the online delivery of programs leading to a degree or certificate recognized by the State of New York. All online programs and instruction are designed and delivered by the faculty of the University. The Center for Excellence in Learning and Teaching (CELT) provides

numerous services to faculty and curriculum committees that ensure quality and compliance with ADA standards and best pedagogical practices.

Stony Brook's recent commitment to program review and assessment of student learning underscores its dedication to maintaining the rigor and coherence of all learning experiences. Student evaluations of teaching can be customized to measure course/format specific experiences; evaluations are available to students to inform their course selection.

Collegial Advice

- Consider implementing a curriculum management software system to streamline curriculum approval processes and serve as a central repository for curricula.
- Consider expanding the IDEA Fellowship program and/or looking for additional ways to diversify faculty and increase faculty retention.
- Develop a process to closely monitor course demands and availabilities, which could include utilization of Degree Works data, to further reduce waitlists.
- Consider adding information on resources regarding sexual and relationship violence and mental health and wellness to the syllabus template.

Team Recommendations: None

Requirements: None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- For developing the curriculum review checklist by the Arts and Sciences Undergraduate Curriculum Committee. Other schools and colleges could consider adopting this.
- For establishing the Center for Excellence in Learning and Teaching.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The University has clearly articulated admission standards for each academic program and is committed to increasing the social mobility of its students. The Division of Enrollment and Retention Management utilizes tools to identify students most likely to succeed at the university and adheres to the Guide to Ethical Practice in College Admissions from the National Association of College Admissions Counseling. The student body is diverse, and the university takes pride in its success eliminating equity gaps among Black, Latine, first-generation, and Pell-grant recipients all of whom graduate at the same rates as their respective peers. Students who demonstrate through placement testing that they may not have the academic skills to be successful in college-level mathematics or writing courses are offered developmental courses to build their skills in these disciplines. In addition, the university offers programs for economically disadvantaged students who do not meet regular admission standards and students who do not meet English proficiency requirements to boost their success at the university. The university has experienced significant growth in undergraduate applications and enrollment in the past two decades and has a clearly defined enrollment strategy focused on increasing enrollment of out-of-state students both domestic and international.

The university clearly details information on the Financial Aid and Scholarships website regarding the full cost of attendance for both undergraduate and graduate students, as well as available financial aid resources including a comprehensive Financial Aid Guide and helpful tools to promote financial literacy. Scholarship Universe is a technology tool providing scholarship information on targeted student populations, merit awards, graduate scholarships, athletic scholarships, departmental scholarships, New York State scholarships, and more.

A comprehensive orientation and transition program is offered to new first-year and transfer undergraduate students and their families that focuses on belonging, skill development, and mentoring. Targeted orientation programs are offered to transfer students, student athletes, and international students. Graduate students are oriented through a series of online modules that highlight policies and procedures, student resources, and an introduction to graduate student life. The University requires a two-semester seminar course for all first-year students that supports transition to university life and involves students in dialogue about social responsibility and inclusion; a similar seminar is offered to transfer students.

Undergraduate academic advising is decentralized and provided by both faculty and professional advisors with specialized advising for transfer students, athletes, University Scholars, Honors students, Women in Science and Engineering, academically suspended students, international students, and students in the EOP\AIM programs. First-year advising is especially strong and students with whom the team met expressed a desire for similar intrusive advising sophomore through senior years. The decentralized nature of advising has created variability in the quality and availability of advising. The university is focused on improving academic advising and has invested in 14 additional advising positions in the past academic year. Students are given a voice

in advising improvements and advising experiences are assessed through surveys and focus groups. Many academic support resources are available to support student learning including course-based and skill-based tutoring, supplemental instruction, and a dozen discipline-based tutoring and learning centers. Technology tools such as EAB Navigate and Degree Works support advising and tutoring. Better integration and development of advising technology tools will improve the advising experience and give students agency in choosing courses and majors.

The Student Success Team takes a strategic approach to improving student persistence and retention and is employing creative approaches to improve the first-year retention rate and four-year graduation rate such as the Finish in Four initiative. The University boasts a 17% increase in the four-year graduation rate and attributes this increase to better coordination among leaders responsible for student success, data-informed decision making including predictive analytics, removing administrative barriers to course registration and graduation, and a shift in culture in which Academic Affairs, Student Affairs and Enrollment Management teams are all focused on student success. The team has analyzed factors contributing to student attrition and is exploring scholarships and other initiatives to retain these students.

The university offers a plethora of in-person and virtual services to support student success and well-being and works to educate faculty and staff on available resources to aid their work with students. Counseling and primary healthcare services are comprehensive and available 24/7 through the University's telehealth/teletherapy contract with TimelyCare. Assessment of TimelyCare utilization, satisfaction and effectiveness demonstrates that students are able to access care nearly on demand and give the platform high marks for its efficacy. The Counseling and Psychological Services office provides onsite solutions-focused therapy and is updating their delivery model to create more timely access to care. With the help of SUNY mental health funds, the Center has expanded staffing and is taking steps to create a welcoming office environment for students from marginalized communities. The university has programs in place to support basic student needs such as food and housing insecurity. It also provides resources for students to acquire free professional clothing, technology and textbook support, and funds for unexpected emergencies. The university provides appropriate accommodations for students with disabilities and the Student Accessibility Support Center bolsters transition to the university through a summer bridge program and the ACE Mentoring Program. Case management services are provided by the Student Support Team, and student behaviors that pose a threat to the campus community are identified and managed by the CARE Department.

Comprehensive career services are provided by a centralized and comprehensive Career Center team specializing in career coaching, job search support, and experiential learning through seven industry-aligned "communities" as well as a career exploration community. The Center provides a job and internship portal, numerous career development workshops, career courses for credit, recruitment events, and other services. The Center also offers two cohort-based leadership

programs: Diversity Professional Leadership Network and the First-Gen Future Ready program. During the student open forum, undergraduate students expressed great satisfaction with Career Center services and staff and found the Handshake technology tool to be a great resource for campus jobs, internships, and full-time employment. The Graduate School provides professional development support for graduate students and postdoctoral fellows including resources on careers in academia.

The university has a clearly articulated policy on transfer credits that is aligned with SUNY policy and boasts 106,000 articulated courses from more than 1,600 colleges and universities. The database of articulated courses is publicly available to aid students in making informed decisions about transferring and participation in National Student Exchange and Study Abroad programs. Transfer students are provided with a formal articulation of credits when they pay their enrollment deposit. The University may want to provide this articulation earlier in the admission process to aid transfer students in deciding about enrolling. There are clear policies and procedures for the safe and secure maintenance and appropriate release of student information and records overseen by the University's Data Governance Council.

The University offers many athletic, recreational, cultural, identity-based, student life, fraternal, and other co-curricular activities that promote student involvement and create a sense of belonging and pride in the University. These offerings are diverse in nature and provide opportunities that appeal to a wide range of students, both residential and commuter. Many activities are planned by student organizations and funded by the undergraduate and graduate student government associations. Most opportunities are available to all students and policies governing the creation and operation of student organizations are applied equally across organizations. Policies like the Code of Student Responsibility govern all students' behavior. The Student Activities Center and the Stony Brook Union are two student-centric facilities that host student, staff and faculty events and provide support for student programming. Administrative offices supporting the student experience are located in these facilities. Student Government leaders report feeling well-supported by Student Affairs professional staff. Student input on university operations is regularly sought, and students are routinely appointed to major university committees including the University Senate. Students at the Southampton campus can access student services on that campus and may also utilize services on the Stony Brook campus. Student athletes are well-supported by the Athletics Department in partnership with Student Affairs staff and have been recognized by their NCAA Conference for their academic achievement and graduation rate. During the site visit, Southampton students were unaware that they had representation on the Graduate Student Organization. The university is encouraged to inform Southampton students about this relationship and to utilize the Graduate Student Organization to advocate for their needs.

Third-party providers are utilized in the delivery of student support services including the Faculty Student Association which oversees campus dining, campus store, locker rentals, and health insurance; TimelyCare which provides telehealth and teletherapy services; STAR-NY which

provides tutoring services; and Shorelight which assists with the recruitment of international students. Regular assessment of all third-party providers would enable the university to routinely examine the effectiveness of these third-party solutions.

The University deploys surveys to assess student life programs and the overall student experience at the Stony Brook and Korea campuses. The Office of Institutional Research, Planning & Effectiveness collects an annual report from administrative units that includes goals, key performance indicators, accomplishments, and areas for improvement. The Division of Student Affairs has created the Communication, Research, Assessment, Fundraising, and Technology (CRAFT) team to assist Student Affairs units in their assessment efforts. Several units have developed student learning outcomes for their programs and are assessing their effectiveness against them. Student Affairs uses CAS Standards to help develop key performance measures and occasionally uses external reviews to evaluate programs. Student Affairs should develop student learning outcomes for each program and/or unit along with a regular assessment cycle. In addition, Student Affairs units should be more deliberate in tying program improvements to survey findings.

Collegial Advice

- The university should continue its review of undergraduate academic advising to ensure it is consistent across all academic programs. The integration of advising technology tools may improve the advising experience by giving students agency to better plan their coursework.
- Student Affairs could develop student learning outcomes for each program and a regular assessment cycle. In addition, Student Affairs could be more deliberate in tying program improvements to survey findings.
- The institution could create more detailed fee information on the student bill to provide greater transparency to students.
- The institution could develop a cycle to review course articulations to ensure they remain current and accurate. Consider providing transfer students with formal credit articulation earlier in the admission cycle.

Team Recommendations: None

Requirements: None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- For eliminating graduation equity gaps for Black, Latinx, first-generation and Pell recipients.
- For elevating the social mobility of its graduates to a level above national and peer averages.
- For developing an innovative Academic Advising Certificate Program.
- For engaging campus leaders about enrollment strategies and linking these strategies to resource needs across the university.

- For creating a culture of inclusion and belonging across all areas of the university.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The institution's commitment to its mission is furthered by delivering comprehensive undergraduate, graduate, and professional education of the highest quality.

Following a Middle States site visit in 2014, the University initiated a systematic assessment program from 2017 to 2021. Upon evaluating the effectiveness of this pilot initiative in 2021, the university established an Office of Educational Effectiveness (OEE) in 2022. The university's current program ensuring student learning has been operational for just over a year.

Enhancements to this program include a substantial increase in staff support, with personnel growing from 2.0 to 5.0 FTE and having direct reporting lines to both the President and Provost. These changes reflect the institution's efforts to tackle identified challenges regarding scale and participation. In the academic year 2022-2023, 95% (198 in total) of the eligible programs submitted their assessments, a notable increase from the previous two-year period (2018-2020) when only 14 programs participated in the pilot programmatic assessment. Furthermore, the university established a faculty-led Assessment Council to furnish consultation and support.

The institution furthers its mission, in part, through the provision of comprehensive undergraduate, graduate, and professional education renowned for its excellence. Each degree and major program is accompanied by clearly defined program learning outcomes and curriculum maps.

At the undergraduate level, the Stony Brook Curriculum (SBC) delineates a unified set of general education goals applicable to all degrees and major programs. Graduate and professional degrees, on the other hand, feature outcomes tailored to their specific disciplines. Furthermore, the Graduate School and other schools housing graduate and professional programs have established overarching outcomes related to ethical inquiry and research. SUNY Korea programs participate in student learning outcomes assessment in the same way as those on the main campus, and a comparison of student performance indicates SUNY Korea students reach the same levels of academic performance as do students who complete all their studies at Stony Brook.

Faculty within degree and certificate programs develop learning outcomes alongside plans for evaluation and curriculum maps, all in adherence to the Assessment Policy adopted in May 2023. These outcomes and evaluation strategies undergo regular review to ensure their efficacy. The resulting assessment findings serve as invaluable tools for enhancing student learning experiences, guiding pedagogical delivery, bolstering academic support services, and facilitating strategic expansions in faculty and staff.

The OEE assists all programs with assessment of student learning activities. Programs find guidance in the Assessment Policy and published procedures for assessment of student learning in three areas: general education, programs without specialized accreditation, and streamlined requirements for programs with specialized accreditation.

Faculty teaching courses within the SBC are responsible for the assurance of student learning. The OEE collected assessment data on all 20 SBC outcomes in 2023 and shared results with deans and other groups. The Assessment Council and General Education Advisory Committee are actively exploring various methods to sustain the assessment of the SBC.

Each degree program has an assessment coordinator (typically undergraduate or graduate coordinator) responsible for their assessment program, submitting annual report of assessment activities, demonstrating their progress towards completing full assessment cycle. Programs with external accrediting bodies follow the accreditation process set forth by their accrediting bodies and do not use the template that programs without external accrediting bodies use.

Of the 198 annual assessment reports submitted in 2023, 85% reported making programmatic changes based on their assessment of student learning. These include:

- Writing and Rhetoric faculty participated in norming sessions to evaluate 4000 portfolios and will make changes to improve clarity and delivery of modes of argumentation.
- Addition of a business communications course when faculty in business ethics course reported that 20% of students did not meet benchmark levels.
- 300-level History courses requiring hard copies of reading materials as students demonstrated limited ability to evaluate critically when reading online materials.
- The BA in Economics program used benchmark data to illustrate the program would better support students by adding courses in data science, machine learning, and empirical approaches to industrial organization.
- Indirect assessments of Geoscience led to an in-department peer-mentoring program to increase sense of belonging.

In addition, budget and resource allocation decisions were made including:

- enhanced faculty professional development activities,
- prioritized scheduling in active learning spaces.
- allocated budget for additional lecture, and
- increased staffing at OEE and OIRPE.

Moreover, the use of IRPE data helped identify equity gaps in traditionally high DFW rate courses.

The current program review process that governs this cyclic assessment was implemented in 2023 as the Assessment Council was formed and input was sought from over 100 faculty members. Over 100 faculty participated in the creation of a program review policy which contributes to the sense of ownership and the buy-in at all levels.

Collegial Advice

- The institution could benefit from a staggered plan for reviewing the 20 outcomes of Stony Brook's Curriculum. This will help maintain and sustain the new culture of assessment.
- The institution's assessment program could benefit from a reporting and improvement platform. This will facilitate streamlined access, analysis, and management of assessment and planning.

Team Recommendations: None

Requirements: None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- For the creation of the Office of Educational Effectiveness and for its development of a robust assessment regime for the entire institution.
- For remaining committed to its continuous improvement process during leadership transitions.
- For standardizing programmatic assessment and data collection which has provided meaningful analysis of educational effectiveness.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Stony Brook University communicates strong financial accomplishments in their self-study report. The university has been named one of two flagship campuses in SUNY and is the top-

ranked public university in New York. Stony Brook has been selected to lead the New York Climate Exchange on Governors Island and received the largest unrestricted donation to a public university. Stony Brook raised enrollment and graduation rates and expanded research by allocating resources to address institutional plans and priorities along with the strategic plan. More importantly, the institution reached these goals in a time of challenges such as COVID-19, reduced state tax support, frozen tuition rates, and unfunded contractual salary increases. The university focuses on financial stewardship while striving to meet its mission and continued improvement (See: Standard VI).

Stony Brook demonstrates clearly stated institutional objectives across the university which are assessed by the respective vice president, Office of Institutional Research Planning and Effectiveness, and the Office of Educational Effectiveness. (See: Admin Unit Annual Reports, Our Moment.) Stony Brook is strategic on hiring and demonstrates their strategic hiring plan through templates. (See: Unit Plans and Strategic Hiring.) The university has developed dashboards that facilitate the use of data to navigate decisions and planning. (See: Data and Monitoring.) The self-study report indicates that spending on core functional areas is comparable to that of other public AAU institutions.

Planning and improvement processes are clearly documented on the Stony Brook campus. The president, chief financial officer and executive committee communications are informative and transparent. (See: CFO Communications to Senate, Executive Communications, Presidential Communications.) In addition to email communications, it is evident numerous presentations, town halls, retreats, meetings, and community events are held on the topics of budget, strategic planning, and the university's financial status to involve constituent participations. The site visit reaffirms the extensive communication and transparency.

Stony Brook has a robust and transparent budget process both internally and externally through the SUNY System. (See: SUNY Budget Handbook, Budget Process, Budget Oversight Groups, All-Funds Budgeting.) Processes are fully documented and guided by seven principles and the five-pillar framework for decision making. The Stony Brook Budget Office also sets goals to consider the university's planning and priorities. The Budget Office website clearly outlines the budget process in a visual timeline and flow charts to navigate the budget process. Resources for guidance, training, and YouTube training videos are also noted. There are four campus committees that guide, review and make decisions on the annual Stony Brook budget which are the SBET, SET, BPC and the CORA.

Stony Brook operates in a fiscally responsible manner for expenses not to exceed revenue. Multi-year budget planning is done to forecast and ensure resources will be available for future expenses and priorities. Fiscal, human, physical and technical infrastructure are adequate or above to support the University's operations. Stony Brook has excelled at managing budget operations and should be commended for increasing enrollments and therefore revenues while

state funding has decreased per FTE and tuition was held flat per SUNY policy for undergraduate in-state students. Assessment in the process for tuition revenue sharing is apparent as it has been revised three times since the late 2010s. Constantly evolving, the University is examining ways to explore how to create incentives to generate additional revenue and achieve outcomes of the strategic plan related to its mission. (See: Deferred Maintenance, Economic, Framework, Employee Trends, HelioCampus Comparisons, HR Now, New Facilities, New Systems and Processes, Physical Plant, Revenues, Staffing Ratios, Sustainability, Technology Resources, and Tuition Share.)

Well-defined decision-making processes are apparent at Stony Brook and mainly outlined in section 6.3. Responsibility and accountability are demonstrated in the Controls document. (See: Audit and Management Advisory Services.)

Comprehensive planning for facilities, infrastructure, and technology that considers sustainability and deferred maintenance is apparent and links to the strategic and financial plan. (See: Facilities Master Plan and Information Technology Plan.)

Financial viability is confirmed at Stony Brook along with independent audit evidence. The SUNY Board of Trustees annually engages an independent accounting firm to conduct an external audit of the system-wide financial statements. These are reviewed by the Audit Committee of the Board of Trustees. The university is also subject to random topical audits conducted by the Office of the State Comptroller, the SUNY Office of the University Auditor and other external entities. In addition to external audits, Stony Brook has an internal Office of Audit and Management Services. (See: Other Audis and Chart of Accounts and SUNY Audit and SBU Financial Reports)

Stony Brook has a strong financial position with strategies to measure and assess the adequacy and efficient utilization of resources to support the goals and mission of the University. Data analytics and benchmarking tools are available for decision-making and planning. The internal audit office, reporting directly to the President's Office, independently explores processes and recommends improvements to department managers.

Periodic assessment is taking place at Stony Brook University in planning, resource allocation, institutional renewal processes and resource availability. (See: Process Assessment)

Collegial Advice

- The university may benefit from developing or procuring a software system to collect and house university academic and administrative assessment reports with direct linkage to the strategic plan and resource allocation. This will support the tremendous progress in developing and implementing a culture and practice of assessment.
- Stony Brook could continue to build and utilize internal financial statements to better inform its finance and budget departments and to analyze the university's financial health.

Team Recommendation: None

Requirements: None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

- Their commitment to prudent financial stewardship, especially during recently challenging times, while striving to meet the spirit of their strategic plan.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with campus constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

Stony Brook has explicitly stated its mission and the educational goals for its associated programs, research and service, all administered and provided through four university centers at Albany, Binghamton, Buffalo and Stony Brook, and the various designated Colleges of Arts and Sciences.

Stony Brook has a clearly articulated and transparent governance structure that outlines its roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.

Corporate Powers are exercised by a board of trustees (18 members, 15 of whom are appointed by the governor and one of whom shall be the president of the student assembly of the state university, ex-officio and voting, one of whom shall be the president of the university faculty senate, ex-officio and non-voting, and one of whom shall be the president of the faculty council of community colleges, ex-officio and non-voting).

State law prescribes Board of Trustees roles, responsibilities, and term-limits along with various protocols for meetings, appointments of officers, formulation and revision of Master Plans,

budget supervision, appropriations, annual report preparation, including determination of compensation for the chancellor, campus presidents and officers.

Evidence supports the presence of a transparent governance structure, with supporting documentation listing the roles and responsibilities of different constituencies covering administration, faculty, staff, and students. These include the President's Cabinet, administrative officers, the University Senate, the University Council, the university's academic organization, and the SUNY Research Foundation.

The governance structure within the Graduate Student Organization and Undergraduate Student Organization are also presented with details regarding eligibility, elections, terms in office, compensation, senate membership rights and responsibilities, organization of standing committees, and the budgetary process.

The SUNY Board of Trustees has sufficient independence and expertise to ensure the institution's integrity with regards to its general management, supervision and control of the campus, and its operations. These operations include the Master Plan for curricula, facilities, admission policies and enrollment projections.

Evidence is also presented regarding the role of Stony Brook Council that oversees local needs, governance and accountability. The Council is responsible for naming of buildings, management of facilities and oversee policies related to student code of conduct and behavior. The Council also oversees the search for a new president and makes recommendations to the BOT regarding the finalists in the search process.

Details regarding the State Code of Ethics and the Code of Conduct for SUNY that govern Trustees (e.g., FERPA, HIPAA, JCOPE, Conflicts of Interest) are also provided.

Evidence is also provided to indicate that the individual members of BOT do not interfere in the day-to-day operations of the university.

Further evidence indicates that the institution has a governing body that oversees financial management, integrity, and reporting.

Evidence is provided regarding the Presidential Appointment Process. Presidents shall be appointed by the Board of Trustees after receipt of recommendations of the campus councils and of the Chancellor, and that the appointee shall serve at the pleasure of the Board of Trustees.

Evidence is also provided to indicate that the chief administrative officer of each college shall be responsible to the Chancellor and the Board of Trustees, shall administer the college for which

he or she serves, and shall promote the institution's development and effectiveness, supervise the members of the professional and non-academic staff and shall appoint or recommend to the Chancellor and the Board of Trustees, persons for appointment as members of the professional staff of the college, and the operations and developmental plans. The CAO is also responsible for the budgetary process, college council, and the appointment of all civil service employees.

Detailed evidence to support the presence of a governing body that supports the Chief Executive Officer in maintaining the autonomy of the institution is provided in the self-study report section, Presidential Responsibilities.

Supporting documents that provide evidence for satisfying are presented in the self-study report, Selected Presidential Support Units. The supporting documents assembled here offer evidence demonstrating that the President's team is composed of qualified administrators to help facilitate effective and efficient operations.

The charters of two key units (Audit and Management Services and Office of Institutional Research, Planning and Effectiveness) along with a campus internal control program manual present the guidelines for support staff entities.

Further, the appointment process and the biography of the chief campus counsel demonstrates the presence of support teams that satisfy the requirements put forth in Standard 7.3(c).

The university has administrative units, each with its specific organizational structure that is documented and clearly defines reporting relationships. Organizational charts detailing internal structures within President's Executive Office, six colleges within the West Campus, five schools in health sciences in the East Campus, and twelve cabinet areas are provided to indicate the reporting protocols and functions.

The university satisfies requirements regarding the CAO's appointment, duties and responsibilities.

The university presents the list of members in the University Council, with specific titles and roles to represent the constituents from all the schools and departments. Members possess appropriate credentials and experience. Search processes are delineated for committee-led and recruiter-led workflows, from the HR department's website.

SUNY Korea is governed by a Board of Managers, which is composed of members from SUNY Stony Brook and FIT. The president of SUNY Korea is selected supervised by the board, and functionally supervised by the board chair who is the Stony Brook Provost.

Since 2018, the university has acted on recommendations from the COACHE Survey on selected items on governance and leadership leading to improved understanding of effective governance.

Collegial Advice:

- The SUNY Board of Trustees should engage in periodic assessment of its effectiveness. In our meeting regarding the governance of the institution we learned that the last time the Board evaluated itself for effectiveness was approximately ten years ago.

Team Recommendations: None**Requirements:** None**Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices:**

- For enhancing the governance structures across the health professions programs.

Section E: Applicable Federal Regulatory Requirements

In the team's judgment, the institution appears to meet all applicable federal regulatory requirements.

This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

Stony Brook provided evidence including links and documents showing compliance with accreditation-relevant federal regulations. Examples include NetID and Duo for verification of identify for distance and online education, multiple examples of complaint process and assessment of the process, a complete list of applicable and required policies and procedures, and a robust consumer information page.

Section F: Review of Student Achievement and Verification of Institutional Data

Section F does not need to be read during the Oral Exit Report.

I. Student Achievement Goals

In the team's judgment, the institution's approach to realizing its student achievement goals appears to be effective, consonant with higher education expectations, and consistent with the institution's mission.

This judgment is based on a review of the institution's student achievement information provided in the self-study report, evidence, interviews with institutional constituencies, and the student achievement URL available on its website.

In addition, in the team's judgment, the institution's student achievement information data that it discloses to the public appear to be reasonably valid and accurate in light of other data and information reviewed by the team.

The University furnished the team with academic program metrics, including 6-year graduation rates, average time to degree, median earnings, and student debt statistics, all in line with higher education standards. Furthermore, Stony Brook's Factbook offers publicly accessible dashboards detailing degree completions, with the ability to delve into data by college, degree level, IPEDs, gender, and major plan.

II. Verification of Institutional Data

In the team's opinion, the institution's processes and procedures that it uses to verify institutional data and the data provided in the self-study report appear to be reasonably valid and effective.

It is apparent through Stony Brook's self-study report, evidence repository, and on-site visit, that the University values institutional data. Stony Brook has a data warehouse to compile data and provide robust reports to departments for decision-making and planning. A data governance committee is active to ensure proper use and procedures related to the data.

Section G: Review of Third-Party Comments

Section G does not need to be read during the Oral Exit Report.

No third-party comments were received.

Section H: List of Additional Evidence

Section H does not need to be read during the Oral Exit Report.

List of all additional information requested by peer evaluators during the visit that was used to verify compliance with Commission standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements.

Additional Syllabus templates

Unit and SLO assessment in Student Affairs at both the main campus and Korea

Collective Bargaining Agreements

Administrative Units Annual reports (additional)

Additional documentation of GE Assessment and plan

Additional Program Level Assessment documents

Rubric used to assess academic assessments

Assessment cycle documents

2022-23 annual financial audits

Internal audit examples

Section I: Self-Study Report and Process Comments

Section I to be read during the Oral Exit Report if completed.

The Evaluation Team appreciated the well-written report and how accommodating the institution was during the visit.