

REPORT TO THE UNIVERSITY SENATE

TO: University Senate

FROM: Dennis N. Assanis, Provost and Senior Vice President for Academic Affairs

DATE: August 31, 2015

2015 SUNY High Needs Program Awards

Central to the SUNY Excels performance plan is the State University of New York's commitment to serve as a key engine of revitalization for New York State's economy. One of the many ways in which this commitment is demonstrated is an intentional effort to link SUNY's academic programs, where possible, to specific workforce needs of the state. The High Needs Program has supported these efforts by providing grant support for those professional programs that connect directly to occupations crucial to the economic vitality of New York such as engineering, engineering technology and healthcare. Since 2013, High Needs funding has supported the development of 27 new academic programs, and the expansion of 42 existing programs, at 37 SUNY campuses.

SUNY works with New York State Department of Labor (NYSDOL) to identify future high needs areas in the state. Through this collaboration, SUNY identified occupations within the industries and clusters of industries important to New York as a whole and to specific regional economies. Occupations are considered high need if they are projected to have a large number of total openings, a high growth rate, or a combination of a significant number of total openings and positive growth. The six statewide high needs areas that SUNY supported with the 2015-2016 RFP were: Engineering- Renewable Clean Energy, Healthcare Practitioners and Healthcare Support, Healthcare Technologists/Technicians, Community and Social Service, Information Technology, and Business/Finance. The 2015-2016 High Needs Program funding is limited to one year of support for equipment, personnel, and/or marketing for new program development or program expansion. In line with the Chancellor's commitment to Open SUNY—key to both the access and completion focus areas of SUNY Excels—priority for 2015-2016 grants was given to proposals of programs that were 50% or more online, including moving a successful traditional program to an online environment. Additional priority was given to online programs that promote laddering between and among SUNY campuses, such as 2+2 collaborations between SUNY two- and four-year campuses.

Out of the nine proposals that were submitted by Stony Brook University to SUNY in April 2015 for High Needs funding, the following five proposals were chosen by SUNY for funding:

- A Novel Patient Navigation Certificate Program for Reducing Disparities in Healthcare;
- Enhancement of the Education of Higher Degree Levels of Nursing (Nurse Practitioners): Through the Development of an Advanced Certificate in Self-Management of Chronic Disease;

- Scaling Up the SUNY Online Program in Electrical Engineering for Renewable Clean Energies;
- Online Courses and Seamless Transfer from TYESA two-year Colleges to Engineering Programs; and
- Joint Campus Training and Development of High Needs Courses and Programs in Accounting and Finance.

2016-2017 SUNY Faculty Diversity Program

The Office of Diversity, Equity and Inclusion (ODEI) is pleased to announce the Faculty Diversity Program (FDP) for the 2016-2017 academic year. The program is budgeted to provide partial salary support to SUNY state-operated campuses for a limited number of new assistant professor level appointments. The purpose of this program is to advance diversity and inclusive excellence by encouraging the recruitment, retention and promotion of outstanding scholars from different backgrounds, including individuals from groups who have historically been underrepresented in higher education. Salary support will be provided for three years and distributed annually as follows:

- 2016-2017 – 80% of negotiated salary up to \$80,000 and up to \$5,000 for research & professional development;
- 2017-2018 – 75% of negotiated salary up to \$50,000 and up to \$5,000 for research & professional development; and
- 2018-2019 – 25% of negotiated salary up to \$15,000 and up to \$5,000 for research & professional development.

The Faculty Diversity Program is highly competitive. Only individuals nominated by the Chief Academic Officer are eligible for consideration. SUNY institutions are strongly encouraged to nominate outstanding scholars who: have attained a record of distinction early in their academic careers; exhibit promise for scholarly productivity of the highest quality; and have a demonstrated ability to work in diverse learning environments. Conversely, the review process will also take into consideration the department and/or institution's demonstration of commitment to diversity. A brief statement indicating support of the candidate (i.e. mentoring and/or other institutional markers that indicate a level of commitment to the candidate's success) will be required. A complete dossier will consist of the following documents:

- Curriculum vitae;
- Candidate's statement of interest;
- Published work or writing sample;
- Three reference letters;
- Evidence of candidate's ability to respond effectively to the learning needs of students from diverse backgrounds;
- Home department/academic unit or dean's evaluation of candidate's academic record;
- Chief Academic Officer's recommendation for appointment; and
- Statement on the candidate's contribution to enhancing campus diversity.

The universities and four-year colleges must employ recruitment policies and practices that are in compliance with federal and New York States laws and regulations and are strongly

encouraged to solicit applications from qualified women and members of underrepresented groups. Only U.S. citizens or permanent residents are eligible for an award. Disbursement of the award is contingent on the faculty member having completed all requirements for the terminal degree in their discipline prior to the commencement of the 2016-2017 academic year.

All applicants must be approved by the area's respective Dean before they can be forwarded to the Office of the Provost for consideration. The deadline for submission of a complete dossier in hard-copy format to Marsha Pollard, Associate Chief Academic Officer, is October 2, 2015. Nominators will be apprised as to whether their nominee will be forwarded to SUNY for further consideration by October 15, 2015. For additional information, please contact Marsha Pollard at 631-632-7009 or marsha.pollard@stonybrook.edu.

Dr. Wolf Shafer Appointed Interim Dean of Stony Brook University's International Academic Programs and Services (IAPS)

Professor Wolf Schäfer has been appointed to serve as Interim Dean for International Academic Programs and Services (IAPS) at Stony Brook University (SBU), effective August 17, 2015, and through December 31, 2015. Prior to his current appointment, Dr. Schäfer served as the Dean of Fellows at the American Academy in Berlin for the 2014-2015 academic year. Wolf also served as the Associate Dean of IAPS from February 2011 to May 2014 and Interim Dean from June to August 2014. In these roles, Wolf has overseen the International Relations and Global Affairs Scholarship Program from the Jewish Foundation for the Education of Women (JFEW), acquired the Brazilian "Science without Borders" program in cooperation with the Institute of International Education (IIE), and worked with the Council on Foreign Relations in New York. He has also forged new contracts with universities in China and Germany, and took Stony Brook undergraduate students to the Free University of Berlin. In addition, he has served SBU in several other functions, including membership on the Fulbright Selection Committee, as well as serving as Chair of the CAS Promotion and Tenure Committee and the IAPS Advisory Board.

Educated at the universities of Marburg, Bonn, and Kings College London, Wolf Schäfer earned his M.A. in History, International Politics, and Philosophy from the University of Munich in 1970. He earned his Ph.D. in the History of Science and Technology, and Social History, from the University of Bremen in 1983. Dr. Schäfer has served the Stony Brook community with distinction since joining our History Department in 1989, where he pioneered global history as an alternative to world history. Wolf created the Center for Global and Local History (which publishes the *Long Island History Journal*), as well as the SBU Institute for Global Studies and its *Globality Studies Journal*, which he founded and serves as editor. Furthermore, Professor Schäfer is the author of over eighty scholarly articles and ten books.

Registrar's Office and HSC Student Services

Stony Brook University's Registrar's Office and HSC Student Services is now reporting to Rodney Morrison, Associate Provost for Enrollment and Retention Management, effective July 1, 2015. This change, which combines Admissions, the Registrar, Financial Aid and HSC Student Services, will lead to improved communication and coordination of students services, further enable Stony Brook University to meet its academic and enrollment objectives, as well as result in enhanced operational efficiencies. The more holistic approach to enrollment and

retention management, and synergistic efforts undertaken by undergraduate academic affairs, will contribute to achieving our goal of timely degree completion and graduation of Stony Brook University students.

New Computer Science Building Opening

On July 1, 2015, we held the ribbon cutting for Stony Brook University's new 70,000 square foot computer science building. This building demonstrates the State's commitment to the department of Computer Science's (CS) exponential growth in faculty, staff, students and its collaborative high-tech research. Designed to achieve LEED certification, this highly efficient building contains a mix of research and teaching labs, a sound booth, a light dome and motion-capture labs, as well as space for digital media, graphics and computing practice, including:

- 37% of space assigned to research labs and centers;
- 18 computer science research labs and two teaching labs;
- 63 offices for faculty and postdoctoral researchers; and a
- 4,000 square-foot atrium lobby and meeting space.

This building will help the CS Department continue to attract the best and brightest students and faculty to Stony Brook University. As the pre-eminence of the department has grown, so has the student demand and growth, as well as the hiring of additional faculty. For example, between fall 2010 and 2015, undergraduate applications to our CS Department increased 236 percent from 587 and 1972. Over the last decade, our Computer Science Department has experienced a 70% growth in undergraduate students, now exceeding 750, and a 60% growth in graduate students, now exceeding 500. And these students are among the most sought-after in the country with fall 2015 freshman metrics placing the mean undergraduate computer science student at an SAT of 1375 and a mean high school GPA of 94. And the Department's over 8000 alumni can attest to the recent payscale.com ranking placing it among the top ten in the nation for return on investment.

Our excellent students are being taught by 54 internationally renowned faculty members who have made significant contributions to visual computing, computer systems, networking, cybersecurity, algorithms and intelligent computing. These faculty are the reason for the Department's approximately \$10M in research expenditures, and are recipients of prestigious honors and awards, such as: ACM and IEEE Fellowships, Sloan Research Fellowships, a Google Faculty Research Award, an IBM Faculty Award, an NSF Career Award, a Morningside Gold Medal, a SUNY Distinguished Professorship and induction into the Long Island Technology Hall of Fame.

With its significant growth in students, faculty and facilities, the CS Department at Stony Brook University is helping the nation meet the current demand for computer science graduates. According to the U.S. Department of Labor, the level of employment for computer scientists is expected to increase 19 percent between 2012 and 2020, and this increase correlates directly with the demand for college graduates with a degree in this field.

Educational Opportunity Program (EOP)

The EOP at Stony Brook University has been nationally recognized for its success in retaining and graduating academically and economically disadvantaged students. The racial/ethnic breakdown of the EOP students enrolled in fall 2014 at Stony Brook University was as follows: Black/Non-Hispanic - 32.9%; Hispanic - 36.1%; Asian/ Pacific Islander - 21.7%; White/Non-Hispanic - 5.0%; Native American - 1.1%; and Other - 3.2%. Stony Brook University has a tremendously successful EOP program that has graduated more than six hundred students over the past five years, with a five-year average six-year graduation rate of 71.6% vs. 67.2% for non-EOP students at the University.

For the 2015/2016 cohort of EOP students, the University has implemented a new Mobile Digital Now (MDN) initiative which will provide all students with iPads. This initiative is designed to transform the academic experience of students by reinventing physical and virtual learning environments, optimizing wireless access, inspiring instructors to move to digital content, and leveraging mobile access across the student lifecycle. This helps the University make the iPads a more integrated experience for these particular students by keeping them connected to their instructors, advisors, and classmates to better ensure the success of these underrepresented students. Providing iPads to EOP students helps close the digital divide that exists between low income, first generation college students and their more advantaged peers. This increases their access to educational resources and online learning opportunities, allowing students to work more efficiently and effectively toward their academic pursuits. Additionally, providing such access facilitates efforts to strengthen the engagement of this particularly vulnerable student population with the academic community, leading to increased retention and graduation.

Center for Inclusive Education Annual Report 2014-2015

The Center for Inclusive Education at Stony Brook University designs and administers innovative programming and activities to promote the success of our undergraduate, graduate and postdoctoral scholars. These efforts focus on providing our scholars with academic and professional preparation, access to mentoring and advising, and the support of a vibrant community of researchers and academics to ensure that they successfully complete their education and training to become productive members of the academic and scientific workforce. The staff of the CIE in the Graduate School is delighted to present their annual report (please click here: <http://ow.ly/R15rz>), which highlights the comprehensive activities of the CIE and its seven programs covering the period of July 2014 to June 2015. To view other CIE publications, please visit: <http://www.stonybrook.edu/commcms/cie/about/publications.html>.

Fulbright Reception

On May 4, 2015, Stony Brook University held its first reception to celebrate our current and past Fulbright recipients and the strength of international studies at Stony Brook University. Recognized at this event were our four Fulbright awardees from this year and our one DAAD awardee. The Fulbright awardees are:

- Michelle Chiarappa, who is getting her Bachelor's Degree in Linguistics and will be part of the Fulbright English Teaching Assistant program in Turkey;

- Erica Mukherjee, a Ph.D. student in History, who will be traveling to India for her research project on “The Real and Imagined Environments of the Colonial Indian Railways;”
- Allyssa Schoenemann, a Master's student in the Teaching English to Speakers of Other Languages program, who will be a part of the Fulbright English Teaching Assistant program in Germany; and
- Masra Shameem, a Master's student in Public Health, who will be traveling to India for her research project on “Barriers to Cervical Cancer Screening among Women in Mumbai, India.”

The DAAD, which is a German Academic Exchange Service, also gives awards for travel to Germany for advanced research. Our DAAD awardee this year was Carolina Cisternas-Novoa, a Ph.D. student in Marine and Atmospheric Sciences, who will be going to Germany next year.

We are thankful to all of the faculty who have served on the selection and nominating committees for these international awards—the Fulbright, Boren, and DAAD, as well as the faculty mentors who have advised and supported both in-coming and out-going Fulbright students and scholars. Stony Brook University’s Office for the Integration of Research, Education, and Professional Development (IREP) was created in 2013, and took over support of the Fulbright, DAAD, and Boren competitions this past year. With the creation of this IREP Office, we now have a renewed focus on supporting students who are interested in pursuing these opportunities, and in taking advantage of this rich network of scholars in this intellectually vibrant international group.

2015 Summer Online Teaching Initiative

In order to provide more flexible and accessible instruction for our students and encourage our faculty to explore new teaching modes, the Office of the Provost created the 2015 Summer Online Teaching Initiative. This initiative encourages faculty to offer online versions of existing courses, particularly courses that have strong demand, support timely degree completion and can serve a large number of students. In the first phase of this initiative, and after a competitive selection process, five faculty members were chosen to do online conversions of the following courses, with actual enrollment indicated in parentheses: CSE 114-Computer Science I (94); EST 392-Engineering and Managerial Economics (63); two sections of WRT102-Intermediate Writing Workshop A (17,19); and WRT 303-The Personal Essay (20).

Summer 2015 Provost’s Lecture

On July 28, 2015, the Provost’s Lecture Series was pleased to co-host a talk by Dr. David Kingsley entitled “*Fishing for the Secrets of Stickleback and Human Evolution.*” David Kingsley is a Professor of Developmental Biology at the Stanford University School of Medicine and an investigator with the Howard Hughes Medical Institute. His genetic studies of classic mouse skeletal mutations have identified key signaling molecules and membrane transporters used by vertebrates to control skeletal patterning and susceptibility to arthritis. In 1998, he and postdoc Katie Peichel began using genetic mapping strategies to analyze the molecular basis of evolutionary change in natural populations of three-spine sticklebacks. This

work has subsequently revealed detailed genomic mechanisms that underlie evolution of new traits, not only in fish, but also in many other organisms, including humans. Dr. Kingsley has received many awards for his research, including election to the American Academy of Arts and Sciences in 2005, the Conklin Medal for Distinguished Research in Developmental Biology in 2009, and election to the National Academy of Sciences in 2011. This lecture was co-sponsored with the Eighth International Conference on Stickleback Behavior and Evolution; the Howard Hughes Medical Institute; the College of Arts and Sciences; the School of Marine and Atmospheric Sciences; and the Department of Ecology and Evolution.