Memorandum of Understanding

Stony Brook University

and the

State University of New York

December 2006

Table of Contents

1.0 Campus Role and Distinctiveness

The State University of New York at Stony Brook was originally established in 1957 as a college for the preparation of secondary school teachers of mathematics and science. In the early 1960's, Governor Rockefeller and the Chancellor and Trustees of the State University designated Stony Brook University as one of four SUNY University Centers and charged it with pursuing national prominence. Today, it is a leading research university carrying out 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 theoretical knowledge and are of immediate and long-range practical significance; to provide leadership for economic growth, technology, and culture for neighboring communities and the 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.

There have been three significant structural changes since the first Memorandum of Understanding with SUNY System Administration, including the establishment of a branch campus in Manhattan and of the College of Business. In addition, six thematic undergraduate colleges were created, offering great potential for Stony Brook University to access a broader base of students and to enhance its educational offerings and student experiences. Stony Brook University recently acquired portions of the Gyrodyne property, which is adjacent to the campus, and signed a Memorandum of Understanding with Long Island University allowing the University to obtain Southampton College.

2.0 National Context: Peer Institutions

Comparisons to other, similar institutions provide useful benchmarks for campuses, reinforce an institution's confidence in existing practices, and can lead to new ideas for improvement. In Spring 2000, Stony Brook University conducted an analysis of leading public research universities to identify a group of peer institutions. The goal was to identify a sufficiently large group of universities so that a statistically meaningful subset could be found in studies on as many subjects as possible. Twenty-one universities were identified for Stony Brook University's peer group, and to date all comparative studies that the University has reviewed have included at least twelve of these schools, primarily using criteria that AAU employs to evaluate research universities for membership and continuing eligibility. Based on this review, Stony Brook University chose ten current peers and eleven aspirational peers, with comparative data on these institutions presented below in Tables 1a and 1b.

The aspirational peer group challenges the University in all areas, but particularly in terms of undergraduate selectivity and outcomes. This challenge is appropriate as Stony Brook University aspires to raise all areas of activity to the high standards that it has already met for graduate education and research.

Table 1a

Stony Brook University Peer Analysis Table – Current Peers

	Stony Brook University	University of California Irvine	U. California Santa Barbara	University of Colorado at Boulder	Indiana University Bloomington	University of Iowa	University of Maryland College Park	Pennsylvania State University	University of Pittsburgh	University of Texas at Austin	University of Virginia
Total Headcount Enrollment (IPEDS)	22,344	24,273	20,847	32,423	38,589	29,745	35,329	41,795	26,795	51,426	23,077
Full-Time Headcount Enrollment (IPEDS)	17,122	23,032	20,039	26,101	33,852	23,818	29,519	38,743	21,562	46,422	18,857
Percent of Enrollment which is Full-Time (IPEDS)	76.6%	94.9%	96.1%	80.5%	87.7%	80.1%	83.6%	92.7%	80.5%	90.3%	81.7%
Total Degrees and Certificates Awarded (IPEDS)	4,838	5,151	5,539	6,506	8,642	6,257	8,022	12,102	6,936	12,303	5,618
Total Faculty Headcount (IPEDS)	1,842	1,763	1,036	3,609	2,143	2,624	3,715	3,326	4,100	2,859	2,989
% Full-Time Faculty (IPEDS)	70.4%	76.0%	87.5%	67.5%	85.6%	86.2%	79.1%	88.8%	82.4%	92.6%	90.6%
% FT Faculty with Tenure (IPEDS)	50.4%	51.0%	71.0%	31.9%	57.5%	51.1%	40.2%	42.3%	30.6%	55.6%	37.7%
Faculty Rank Distribution											
% Full Professor	35.6%	41.3%	52.8%	17.4%	39.0%	30.7%	25.3%	27.4%	19.9%	41.3%	38.0%
% Associate Professor	23.9%	21.6%	17.2%	12.7%	23.5%	21.4%	17.4%	22.2%	19.3%	18.1%	26.7%
% Assistant Professor	31.6%	27.1%	17.1%	10.8%	21.5%	18.4%	13.9%	25.6%	32.3%	18.3%	27.1%
% Instructor	1.7%	1.8%	0.0%	9.4%	0.1%	0.3%	2.0%	17.2%	5.4%	2.4%	3.5%
% Lecturer/Other	7.2%	8.1%	12.7%	0.4%	14.5%	2.3%	6.4%	4.8%	3.2%	19.9%	4.7%
% No Rank (IPEDS)	0.0%	0.0%	0.2%	49.3%	1.5%	26.8%	35.0%	2.8%	19.9%	0.0%	0.0%
Student/Faculty Ratios and Percent of Adjunct (IPEDS-EAP 2003)											
Student FTE/Total Faculty FTE	12.4	15.4	21.1	5.1	19.8	12.9	5.0	10.7	6.2	19.0	9.5
Student FTE/Tot Faculty Headcount	10.4	13.3	19.6	4.4	18.1	12.0	3.9	10.1	5.6	18.2	8.9
Student FTE/FT Faculty Headcount	14.6	17.5	22.4	5.9	21.4	13.8	6.4	11.3	6.9	19.7	10.1
Student FTE/Tenure Track Faculty	21.0	25.6	25.4	12.1	23.9	16.5	9.9	19.8	15.5	26.2	14.9
Student FTE/GA & TA	18.4	11.5	10.6	14.2	11.2	8.2	7.2	8.9	10.8	8.8	11.4
% Adjunct Faculty	25.4%	23.4%	11.5%	23.5%	15.7%	6.5%	28.1%	10.5%	17.8%	8.0%	11.1%
First-Year Retention (2003 cohort, IPEDS)	87%	93%	91%	84%	88%	83%	93%	92%	89%	93%	96%
% First-Time, Full-Time Students Graduating within Six Years (IPEDS)	55.8%	78.7%	73.5%	67.8%	71.6%	64.5%	70.7%	82.5%	64.9%	70.5%	92.0%
SAT Scores 25'th and 75'th Percentiles (IPEDS)	1070/1280	1090/1300	1070/1300	1070/1260	990/1220	1030/1220	1150/1370	1090/1300	1120/1310	1110/1340	1230/1430
% Freshmen with a High School G.P.A.>3.0 (College Board)	90.0%	100.0%	99.0%	92.0%	NA	92.0%	96.0%	94.0%	NA	NA	99.0%
Freshman Acceptance Rate (IPEDS IC04)	49%	54%	53%	85%	83%	83%	52%	55%	48%	51%	39%
Medical School Profile (U.S.News 2006)											
Applications[1]	2,611	3,633				2,277	3,270	5,555	5,029		3,541
Acceptance Rate (%)	11%	8%				13%	9%	NA	9%		9%
Total Enrollment[2]	445	374				581	604	511	573		551
MCAT	10.3	10.5				10.2	10.1	NA	10.7		10.6
Undergraduate GPA	3.60	3.65				3.72	3.65	NA	3.68		3.70
Instate Tuition	$19,588	$20,900				$19,887	$19,325	NA	$31,244		$26,074
Out-of-State Tuition	$34,288	$33,145				$38,355	$35,143	NA	$37,152		$36,574
Medical School Faculty (AAMC, 2004)											
Total	666	672				867	1,123	624	1,748		901
Basic	112	76				101	200	131	159		162
Clinical	554	596				754	895	488	1,589		712
Other	0	0				12	28	5	0		27
Expenditures per student FTE (IPEDS, FY2003-04)[3]											
Total E&G (including support costs)	$29,245	$35,933	$24,572	$21,337	$19,576	$32,876	$29,496	$45,145	$49,085	$25,372	$39,419
Instructional	$9,639	$14,217	$7,734	$7,671	$7,355	$10,317	$9,326	NA	NA	$8,504	$10,314
Research	$5,572	$7,470	$5,320	$6,102	$2,012	$8,318	$8,506	NA	NA	$6,387	$13,841
Public Service	$515	$457	$265	$92	$1,426	$1,677	$1,874	NA	NA	$876	$995
Faculty Scholarship[4]											
Publications FT Faculty '98-01	3.9	3.9	5.0	1.8	2.9	4.3	2.2	3.1	3.0	3.2	3.7
Publications FT Tenure Faculty '98-01	6.1	5.8	5.8	4.1	3.9	5.7	4.5	5.4	6.9	4.2	5.5
Citations FT Faculty '98-01	15.4	10.5	14.7	5.2	4.2	10.2	4.0	6.0	7.5	5.9	8.9
Citations FT Tenure Track Faculty '98-01	23.8	15.5	16.8	11.6	5.7	13.4	8.0	10.5	17.2	7.8	13.2
Research Expenditures (NSF, 2003)											
Total R & D (in 000s)	$200,330	$234,656	$149,130	$436,761	$337,669	$292,035	$321,899	$533,427	$409,684	$343,854	$206,199
(Rank)	(69)	(60)	(93)	(24)	(33)	(43)	(35)	(11)	(27)	(32)	(67)
Federal R & D (in 000s)	$112,452	$133,873	$88,422	$377,941	$153,625	$197,260	$183,206	$301,094	$345,625	$231,996	$173,442
(Rank)	(65)	(55)	(111)	(10)	(51)	(40)	(43)	(28)	(15)	(28)	(46)
Federal R & D per FT Faculty (in 000s)	$86.8	$99.9	$97.5	$155.1	$83.8	$87.2	$62.3	$102.0	$102.3	$87.6	$64.1

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS-2003-04), the College Board Annual Survey of Colleges(2004-05), U.S. News "America's Best Graduate Schools" (2006), the Association of American Medical Colleges (AAMC), Institute for Scientific Information (ISI), National Science Foundation (NSF), and data files maintained by the State University of New York Office of Institutional Research and Analysis.

AAMC Facts, Applicants and Matriculants by School and Sex, 2004.

[2] Total Medical School Enrollment for Pennsylvania State taken from AAMC Facts, Applicants and Matriculants by School and Sex, 2004.

[3] Instruction, Research, and Public Service Expenditures do not include support costs; Total E&G includes support costs. Pennsylvania State and University of Pittsburgh expenditure data limited to total E&G due to differences in accounting methods (FASB); total E&G for these campuses may not be comparable to other publics using GASB.

[4] Institute for Scientific Information (ISI), Summarized by SUNY Office of Institutional Research and Analysis; publications converted to full article equivalents, note full-time faculty are instructional/research faculty regardless of tenure status.

Table 1b

Stony Brook University Peer Analysis Table – Aspirational Peers

	Stony Brook University	University of Arizona	University of California Berkeley	University of California Davis	University of California Los Angeles	University of California San Diego	University of Illinois Urbana-Champaign	University of Michigan at Ann Arbor	University of Minnesota Twin Cities	University of North Carolina at Chapel Hill	University of Washington Seattle	University of Wisconsin Madison
Total Headcount Enrollment (IPEDS)	22,344	37,083	33,065	29,402	37,055	24,105	40,458	39,031	49,474	26,359	39,135	40,879
Full-Time Headcount Enrollment (IPEDS)	17,122	30,149	30,523	26,476	35,556	23,063	36,879	35,888	35,071	21,922	32,789	36,252
Percent of Enrollment which is Full-Time (IPEDS)	76.6%	81.3%	92.3%	90.0%	96.0%	95.7%	91.2%	91.9%	70.9%	83.2%	83.3%	88.7%
Total Degrees and Certificates Awarded (IPEDS)	4,838	7,386	9,575	6,532	10,712	5,398	10,619	10,671	9,516	6,575	10,320	9,432
Total Faculty Headcount (IPEDS)[1]	1,842	2,493	1,901	2,254	3,656	1,804	3,146	4,313	3,259	2,060	4,256	4,023
% Full-Time Faculty (IPEDS)[1]	70.4%	81.9%	78.6%	87.3%	73.2%	71.3%	75.8%	78.3%	85.2%	94.0%	91.1%	75.8%
% FT Faculty with Tenure (IPEDS)[1]	50.4%	55.1%	75.9%	58.0%	53.1%	58.5%	61.7%	49.0%	66.5%	72.1%	36.4%	50.1%
Faculty Rank Distribution (IPEDS)												
% Full Professor	35.6%	38.8%	60.0%	52.2%	48.9%	52.5%	37.6%	30.7%	46.6%	32.7%	34.2%	46.9%
% Associate Professor	23.9%	25.9%	17.6%	15.9%	17.1%	18.7%	24.3%	17.9%	24.5%	18.7%	21.4%	12.6%
% Assistant Professor	31.6%	25.8%	14.4%	22.0%	23.7%	20.9%	27.8%	23.6%	27.3%	15.7%	21.7%	18.6%
% Instructor	1.7%	3.6%	0.1%	0.2%	4.5%	0.0%	1.3%	2.4%	1.5%	0.4%	4.0%	0.0%
% Lecturer Other	7.2%	5.8%	7.4%	9.7%	5.4%	7.8%	4.7%	10.8%	0.0%	2.1%	11.6%	5.1%
% No Rank (IPEDS)	0.0%	0.0%	0.6%	0.1%	0.5%	0.1%	4.2%	14.6%	0.0%	30.3%	7.3%	16.8%
Student/Faculty Ratios and Percent of Adjunct (IPEDS-EAP 2003)												
Student FTE: Total Faculty FTE	12.4	14.5	18.7	13.1	11.6	15.5	14.3	9.7	13.8	13.7	8.8	7.3
Student FTE: Tot Faculty Headcount	10.4	13.0	16.5	12.2	9.9	13.0	12.4	8.6	12.6	13.1	8.3	6.5
Student FTE FT Faculty Headcount	14.6	15.9	21.0	14.0	13.5	18.2	16.4	10.9	14.9	14.1	9.1	8.0
Student FTE Tenure Track Faculty	21.0	20.7	23.4	19.5	21.1	23.2	19.9	14.5	16.5	14.5	20.4	9.8
Student FTE GA &TA	18.4	11.1	6.8	7.9	8.6	8.9	6.5	10.5	6.0	7.3	9.6	6.8
% Adjunct Faculty	25.4%	15.5%	19.9%	11.4%	25.6%	23.3%	24.5%	17.3%	13.1%	5.7%	8.5%	16.4%
First-Year Retention (2003 cohort, IPEDS)	87%	79%	96%	91%	96%	93%	90%	96%	86%	95%	92%	92%
% First-Time, Full-Time Students Graduating within Six Years (IPEDS)	55.8%	54.7%	85.4%	81.1%	86.7%	82.9%	80.7%	85.1%	54.4%	82.9%	71.3%	75.8%
SAT Scores 25'th and 75'th Percentiles (IPEDS)	1070/1280	990/1230	1190/1440	1070/1300	1160/1410	1150/1370	1140/1340	1180/1380	1070/1260	1190/1390	1070/1310	1180/1340
% Freshmen with a High School G.P.A.>3.0 (College Board)[2]	90.0%	82.0%	99.0%	98.0%	99.0%	100.0%	NA	98.0%	NA	94.0%	97.0%	95.0%
Freshman Acceptance Rate (IPEDS IC2004)	49%	83%	24%	57%	24%	37%	63%	62%	74%	37%	71%	70%
Medical School Profile (U.S.News, 2006)												
Applications[3]	2,611	625		3,946	5,351	4,732		4,875	2,130	2,921	3,053	2,232
Acceptance Rate (%)	11%	34%		5%	5%	6%		9%	15%	7%	7%	11%
Total Enrollment[4]	428	439		407	695	508		682	820	647	795	612
MCAT	10.3	9.7		10.3	10.9	10.8		11.4	10.4	10.4	10.4	10.3
Undergraduate GPA	3.60	3.71		3.57	3.72	3.73		3.73	3.67	3.60	3.67	3.73
Instate Tuition	$19,588	$12,844		$21,157	$19,783	$20,172		$21,355	$25,266	$8,877	$13,716	$21,728
Out-of-State Tuition	$34,288	NA		$33,421	$32,028	$32,417		$32,801	$33,647	$34,243	$31,916	$32,802
Medical School Faculty (AAMC, 2004)												
Total	666	475		663	1,837	751		1,623	992	1,239	2,093	902
Basic	112	86		52	126	38		150	206	256	356	171
Clinical	554	387		611	1,711	690		1,446	785	983	1,737	731
Other	0	2		0	0	3		27	1	0	0	0
Expenditures per student FTE (IPEDS, FY2003-04)[5]												
Total E&G (including support costs)	$29,245	$30,639	$43,509	$46,578	$58,641	$55,497	$31,689	$53,245	$43,709	$51,974	$51,182	$42,363
Instructional	$9,639	$9,100	$13,411	$14,990	$21,872	$14,426	$7,248	$16,039	$12,241	$22,593	$16,308	$9,867
Research	$5,572	$9,940	$11,900	$12,636	$15,251	$20,208	$8,661	$13,584	$10,110	$10,935	$15,656	$15,973
Public Service	$515	$1,678	$1,584	$2,071	$1,732	$502	$3,362	$2,405	$3,948	$3,318	$662	$2,901
Faculty Scholarship (ISI)[6]												
Publications FT Faculty '98-01	3.9	4.1	10.1	4.9	6.1	8.4	4.1	4.5	4.6	5.7	3.8	3.1
Publications FT Tenure Track Fac '98-01	6.1	5.6	11.5	7.1	9.7	11.9	5.0	6.5	5.3	5.9	8.5	5.4
Citations FT Faculty '98-01	15.4	8.7	32.1	10.2	16.0	32.9	8.9	11.1	10.5	15.8	12.0	7.9
Citations FT Tenure Track Faculty '98-01	23.8	11.8	36.5	14.6	25.7	46.4	10.8	16.0	12.0	16.4	27.2	13.0
Research Expenditures (NSF, 2003)												
Total R & D (in 000s)	$200,330	$454,941	$507,186	$482,145	$849,357	$646,508	$493,581	$780,054	$508,557	$390,542	$684,814	$721,248
(Rank)	(69)	(22)	(14)	(18)	(2)	(7)	(16)	(3)	(13)	(29)	(5)	(4)
Federal R & D (in 000s)	$112,452	$259,074	$238,206	$208,327	$421,174	$400,100	$266,487	$516,818	$293,266	$280,678	$565,602	$396,231
(Rank)	(65)	(25)	(27)	(32)	(5)	(7)	(24)	(3)	(22)	(23)	(2)	(8)
Federal R & D per FT Faculty (in 000s)	$86.8	$126.9	$159.3	$105.9	$157.4	$310.9	$111.7	$153.1	$105.6	$145.0	$145.9	$129.9

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS-2003-04), the College Board Annual Survey of Colleges(2004-05), U.S. News "America's Best Graduate Schools" (2006), the Association of American Medical Colleges (AAMC), Institute for Scientific Information (ISI), National Science Foundation (NSF), and data files maintained by the State University of New York Office of Institutional Research and Analysis.

[1] Total Faculty Headcount, % Full-Time Faculty, and % FT Faculty with Tenure for University of Wisconsin at Madison taken from the 2004 IPEDS LAP survey (early release).

[2] Percent of Freshman with a H.S. GPA >3.0 for University of Wisconsin-Madison taken from the 2003-04 College Board Annual Survey of Colleges.

[3] AAMC Facts, Applicants and Matriculants by School and Sex, 2004.

[4] Total Medical School Enrollment for the University of Arizona taken from AAMC Facts, Applicants and Matriculants by School and Sex, 2004.

[5] Instruction, Research, and Public service Expenditures do not include support costs; Total E&G includes support costs; Pennsylvania State and University of Pittsburgh expenditure data limited to total E&G due to differences in accounting methods (GASB), total E&G for these campuses may not be comparable to other publics using GASB.

[6] Institute for Scientific Information (ISI), Summarized by SUNY Office of Institutional Research and Analysis; publications converted to full article equivalents; note full-time faculty are instructional, research faculty regardless of tenure status.

3.0 Economic Impact

One of the goals of Mission Review II is to compile an accurate account of SUNY's impact on the New York State economy. To this end, System Administration has standardized employment and fiscal data across the 64-campus system and will use U.S. Bureau of Economic Analysis multipliers to calculate the total regional and state-wide impacts.

As the only major research university serving a bi-county region of 2.8 million people – more than the populations of 19 states – Stony Brook University has developed an "end-to-end" suite of economic development programs serving primarily technology-based enterprises of all sizes and at all stages of growth, addressing business needs from manufacturing and productivity improvement to new product development to technology licensing, collaborative R&D to management counseling and development, and workforce training to new enterprise creation. In 2004-05, these programs worked with 1,321 companies and entrepreneurs in New York State (almost all in Nassau and Suffolk Counties), conducted 206 advanced technology assistance projects with these companies, generated more than $36 million in joint project funding, recorded a projected total in corporate revenue impacts exceeding $130 million, and created or saved a projected total of 1,069 jobs. These outcomes are in addition to the direct and indirect institutional economic impacts resulting from Stony Brook University's role as a regional employer and purchaser of goods and services.

The most recent issue of *The Economic Impact of Stony Brook,* dated Spring 2003, reports that the average full-time student will receive overnight visitors once annually, and that the average student will spend approximately $1,500 annually on services outside the University. The analysis finds that full-time students living on campus will spend an additional $23.8 million annually on these non-budgetary or indirect costs. Full-time students living off-campus will spend an estimated $40.8 million and part-time students will spend $7.2 million. The total economic impact of indirect student expenditures comes to an estimated $71.8 million. Given the Long Island region's average annual wage of approximately $39,500, this impact translates as indirect student spending generating an estimated 1,818 jobs.

The most recent economic impact study shows that the University employs 13,846 people and that its activities lead to another 5,406 people being employed. Direct expenditures amount to $1.26 billion, with additional indirect expenditures amounting to $1.29 billion, accounting for a total economic impact of $2.55 billion (based on U.S. Bureau of Economic Analysis methodology).

4.0 Enrollment and Admissions

4.1 Enrollment growth

Stony Brook University's enrollment is still relatively small for a national public research university with extensive facilities and a comprehensive set of programs. The plan for 2010 is to increase enrollment by 5,000 students above 2005 actual enrollment while continuing to increase selectivity and improve student success. This increase will bring total enrollment to 27,000. Undergraduate enrollment will increase by 3,200, including 2,000 students at Stony Brook Southampton and 1,200 on the Stony Brook University main campus. Graduate enrollment will

increase by 1,800 students: 350 doctoral students, 400 students in the M.B.A. program, and 1,050 other master's and certificate students.

Table 2 below presents Stony Brook University's enrollment projections through 2010.

Table 2

Stony Brook University Planned Enrollment – Fall Headcounts and Annual Average FTE

Student Group	Fall 2005 (Actual)[1]	Fall 2006 (Approved)[2]	Fall 2006 (Planned)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Undergraduate							
First-time FT	2,499	2,709	2,700	2,900	3,100	3,300	3,500
Transfer FT	1,621	1,552	1,550	1,450	1,450	1,450	1,450
Continuing/Returning	9,060	9,450	9,440	9,960	10,330	10,830	11,375
Total FT Undergraduate	13,180	13,711	13,690	14,310	14,880	15,580	16,325
Total PT Undergraduate	1,107	1,005	1,005	1,030	1,130	1,130	1,135
Total Undergraduate	14,287	14,716	14,695	15,340	16,010	16,710	17,460
Graduate							
New Graduate FT	1,427	1,354	1,330	1,570	1,670	1,820	1,925
Continuing/Returning	2,022	2,962	3,045	3,215	3,327	3,470	3,750
Total FT Graduate	3,449	4,316	4,375	4,785	4,997	5,290	5,675
Total PT Graduate	4,275	3,550	3,330	3,575	3,693	3,800	3,865
Total Graduate	7,724	7,866	7,705	8,360	8,690	9,090	9,540
Total Headcount	22,011	22,582	22,400	23,700	24,700	25,800	27,000
AAFTE	18,814	19,381	19,718	20,895	21,762	22,788	23,932

Data maintained by the State University of New York Office of Institutional Research and Analysis
[1] 2005-06 AAFTE is estimated
[2] Approved funded enrollment. Fiscal Year 2006-07 budget

Enrollment goals are affected by external factors such as changing economic conditions, demographic shifts, and fiscal constraints. Official enrollment targets that are the basis for the University's budget model are set annually through dialogue between campuses and System Administration, and may differ somewhat from the projections shown in Table 2.

4.2 Enrollment mix

SUNY's 2004-08 Master Plan reaffirms the State University's commitment as a public university to ensuring access to the full range of populations served, and therefore emphasizes student diversity as a priority goal for Mission Review II. At Stony Brook University, the student body is highly diverse, and the University maintains a commitment to diversity and quality while increasing enrollments and recruiting out-of-state students.

Overall, Stony Brook University plans to continue its current mix of students, with the exception of exerting strong effort toward increasing students' geographic diversity. At present, the University primarily serves the New York metropolitan area, with 87% of its undergraduate students in Fall 2003 coming from Long Island or New York City. By contrast, 6% came from elsewhere in New York State, 3% from other states, and 4% from other countries. By increasing representation of students from outside Long Island and New York City, the campus would achieve greater cultural and experiential diversity, perhaps the enrollment of a larger number of high-achieving students, and additional income from non-resident tuition. Just as important, the ability to draw students from a wider geographic area will serve to enhance Stony Brook University's academic reputation and place it more definitively among the ranks of highly regarded public research universities.

With respect to student ethnicity, in Fall 2005 Stony Brook University drew 18% (9% African-American, 9% Hispanic) of its student body from traditionally underrepresented populations, and remains committed to the recruitment and retention of students from these groups. In addition, the University has a great number of students who are the first in their families to attend college or who come from low-income homes. Specific strategies for this purpose include collaborative outreach with the Educational Opportunity Program and Alliance for Minority Participation to New York high schools with significant underrepresented student populations; early awareness initiatives for high school juniors and sophomores through the Collegiate Science Entry Program, which conducts weekend and summer enrichment programs for underrepresented students; participation in training workshops for counselors in urban schools and community college advisors; and workshops for community college students participating in the Minority Access to Research Careers and Hughes Medical Institute to support matriculation at Stony Brook University.

As specific commitments related to enrollment mix over the next five years, the University will:

> ➢ increase the proportion of out-of-state students to 20% and the proportion of international students to 10% of the total undergraduate population, and

> ➢ continue its efforts to recruit and retain students from underserved populations.

4.3 Enrollment management plans

In its efforts to increase the proportion of out-of-state and international students, in 2003 Stony Brook University hired four recruiters and established a recruitment plan for this purpose. During 2004, the first official year of the plan, results showed increases in applications, deposits, and enrollments from outside New York. From 2004 to 2005, out-of-state applications increased by 25%, admits by 35%, and enrollments by 54%, and for Fall 2005, 8% of freshmen deposits were from outside the State. Specific activities contributing to these results included conducting off-campus interviews of prospective students, in New England as well as California; integrating alumni into college fairs and off-campus interviews; participating in the SUNY reception for New Jersey prospective students and their families; and participating in a variety of events featuring guidance counselors from various states, including Colorado, Pennsylvania, Connecticut, Massachusetts, and New Jersey.

During the same time period, international applications from first-year students increased by 27%, admits by 20% and deposits by almost 30%. Recruitment efforts to attract international undergraduate students are focused on India, China, and Southeast Asia, and specific strategies include direct mailings to schools, agencies, and exchange programs, as well as expanding advertisement through Hobson's International Web site directory and print publications. In addition, a faculty advisory group has been formed to support the recruitment and retention of students from China.

4.4 Selectivity

Stony Brook University falls within the highly selective or Group 2 level of SUNY's undergraduate admissions selectivity matrix, and fully intends to become a Group 1 institution. The University's aspiration is to become a national model for undergraduate education in a research university setting, emphasizing strong connections between faculty scholarship and student learning as well as increased attention and commitment on the part of faculty to undergraduates and their instruction. To this end, Stony Brook University will continue and expand recruitment initiatives and yield strategies targeting superior, independent students who can best take advantage of a research university environment.

As the only public research university in the New York City area, Stony Brook University is also committed to providing access to first generation and immigrant students. The Educational Opportunity Program/Advancement on Individual Merit, the English Enhancement Program, and opportunities for consideration through special talent admission are critical to supporting this access and student diversity. The Admissions Office projects that the percentage of students enrolled in the Special Admit category will remain fairly constant. Still, the University projects slight increases in the athlete student group in this category as it progresses in Division I, and an increase in the English Enhancement Program, reflecting demographic trends in the downstate market. Overall, Stony Brook University seeks to maintain EOP enrollments at about 6% of the entering class.

Table 3 presents the University's selectivity projections through 2010.

Table 3

Distribution of First-Time Full-Time Regular Admit Students by Selectivity Group

Selectivity Group	Fall 2005 (Actual)	Fall 2006 (Planned)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Group 1	49.6%	51.0%	53.0%	55.0%	57.0%	60.0%
Group 2	48.7%	49.0%	46.0%	44.0%	42.0%	39.0%
Group 3	1.7%	0%	1.0%	1.0%	1.0%	1.0%
Group 4	0%	0%	0%	0%	0%	0%
Group 5	0%	0%	0%	0%	0%	0%
Not Classifiable	8.1%	10.0%	9.0%	9.5%	10.0%	10.0%
Special Admits (EOP or Other Risk)	15.1%	16.5%	15.0%	15.0%	15.0%	15.0%

Stony Brook University makes the following commitments related to student selectivity:

> ➢ to become a most selective or Group 1 institution by 2010, and

> ➢ to maximize access and opportunity for underserved populations through admission to the Special Admit category, while increasing overall student quality.

5.0 Faculty

5.1 Faculty profile

Stony Brook University's faculty totaled 1,962 in October 2005 including 1,398 full-time and 564 part-time faculty. Of this number 879 were tenure track faculty, 754 were off-track faculty – mostly clinicians – and 329 were adjunct faculty, defined as part-time lecturers and instructors included in the instructional faculty. In addition to faculty native to the United States, more than 300 scholars from 40 countries pursue research and teach at Stony Brook University throughout the year. Nearly all of the full-time faculty members hold doctoral degrees or the highest degree in their field, and more than 90% are engaged in active research leading to publication and development of new knowledge.

Stony Brook University's distinguished faculty also includes seventeen members of the National Academy of Sciences, four members of the National Academy of Engineering, and two members of the Institute of Medicine; a Nobel Laureate in Physics (and former faculty in Chemistry and Economics, whose Nobel work was done on campus); fourteen members of the American Academy of Arts and Sciences; three MacArthur Fellows; four fellows of the Royal Society; a Fields Medal winner; two winners of the United States Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring; six Grammy award winners; two Pulitzer prize winners; and four recipients of the national Medals of Science and Technology and the Benjamin Franklin Medal. Members of Stony Brook University's faculty have also won 58 J. William Fulbright Fellowships or Awards and 75 John Simon Guggenheim Fellowships among numerous other awards. Further, the University's faculty are dedicated teachers, and include over 100 recipients of the Chancellor's Award for Excellence in Teaching.

The number of tenured or tenure track faculty in specific programs has decreased over recent years because of tight budgets, the ancillary costs of start-ups, or the need to redirect monies to new or expanding programs. Approximately 20% of FTE instruction is conducted by non-tenure track faculty, with percentages varying across programs. For example, in Writing and Rhetoric most instruction is provided by full-time lecturers, while in the Public Policy M.A. and Business programs, more instruction is offered by adjuncts because of their specific expertise.

The University proposes to grow the faculty by 375 of which 124 would be hired under the umbrella of the SUNY Empire Innovation Program. The following academic programs were advanced for early consideration for Empire Innovation Program funding and remain excellent examples of investments that would generate research activity and encourage economic development: Center of Excellence in Wireless and Information Technology; Center for Infectious Diseases (Avian Influenza/Pandemic Flu); Computational Science Using Large-Scale

Parallel Computers; Consortium for Environmental Science, Education and Research (CESER); Diabetes and Endocrinology Research Center at Stony Brook; Drug Discovery and Delivery; and Neuroscience. In addition the University expects 12 lines to come from the High Needs Program initiative, nine each for CEWIT and the Energy Research Center and seven for Computational Neuroscience.

The University estimates that 200 of the proposed 375 additional full-time faculty will be in disciplinary fields that have the capacity to attract high levels of federal research support; roughly half will be located on the East Campus and half on the West Campus, which is proportional to current research expenditures. Currently, Stony Brook University's federal research expenditures per full-time, tenure track faculty member are $134,031 annually as compared to a peer average of $185,953. These new faculty are expected to produce $400,000 in federal research expenditures per year raising the University's federal research expenditures by $80 million per year with a per capita average equal to that of peer institutions.

As specific commitments related to faculty through 2010:

> the University will add 375 full-time, tenure track faculty in order to compete successfully with the nation's top 20 public research universities (325 to the main campus and 50 to the School of Medicine), funding these faculty hires through a variety of new, local, and SUNY-wide initiatives such as the Empire Innovation Program and the High Needs Initiative;

> the University will reduce the student faculty ratio to the average at its peer schools, 22.12 to 1 (excluding Medical Schools);

> the proportion of instruction that is done by full-time, tenure track faculty will increase to the AAU public university average of 65%;

> the research capability in the Schools of Nursing and Health, Technology, and Management will be enhanced by the addition of two faculty members who are experts in clinical research and two who are expert in empirical research;

> the School of Dental Medicine will rebuild both research and clinical endeavors by hiring faculty in Oral Biology and clinical departments;

> the Schools of Nursing and Social Work will add faculty as they develop Ph.D. programs in their respective areas;

> the University will develop a strategic plan to recruit and retain highly talented faculty from traditionally underrepresented populations; and

> System Administration will work with Stony Brook University to reinstate a program like the Graduate Research Initiative, which was very successful in the past in promoting the expansion of the campus' research efforts.

5.2 Faculty development

As a research intensive University Center, Stony Brook University has at the core of its mission the creation of knowledge through research, scholarship, and creative activity. Therefore, these three areas play a central role in faculty life, balanced by contributions to the education and service components of the University's mission, and, in the schools of the Health Sciences Center, clinical practice. Information is collected each year for each faculty member regarding grants, conference papers, and publications, along with data on teaching and service. In addition, the self-study component of the regular review process for departments and centers includes specific questions pertaining to faculty development.

There are a number of faculty development programs in place, including regular seminars organized by the Office of the Vice President for Research on topics related to extramural funding of research. That office also provides assistance in grant writing, especially to new faculty and to faculty organizing large, collaborative projects. In addition, the NYS/UUP Professional Development Program is available to all faculty members. Funding for travel to conferences for the presentation of research is channeled to departments from the deans. While some programs have been suspended for budgetary reasons, there have been many grant and awards programs to support faculty development, including The Academy of Teacher-Scholars and the Presidential Mini-Grants.

5.3 Scholarship and research/Sponsored activity

Stony Brook University is a Carnegie Doctoral/Research University—Extensive institution according to the 2000 classification scheme, placing the institution among the most prestigious research universities in the country. The fact that the University is the host institution for an NSF-sponsored Center for Environmental Molecular Science, one of only six in the nation, is one indication of its research quality. The University's successes in peer-reviewed research competitions have resulted from the priority that SUNY has given over the years to the research mission at Stony Brook University and from the creativity of the highly talented and hard-working faculty supported by the University's administrative priorities. Research excellence continues to be a first priority mission, and because of this excellence there is an environment in which research and scholarly activities of faculty and students flourish.

Stony Brook University's projected sponsored research expenditures through 2010 are shown below in Table 4. These expenditures are predicated on the addition of research faculty numbers called for in Section 5.1 above, and in the separate response sent on September 15, 2006 to the Chancellor's Five Year Campus Needs Request which also specified the associated capital start-up costs required to attract the best and the brightest laboratory research faculty.

Table 4

Sponsored Research Expenditures (Direct + Indirect), 2004-05 Through 2009-10 (in Millions)

2004-05 (Actual)	2005-06 (Actual)	2006-07 (Planned)	2007-08 (Planned)	2008-09 (Planned)	2009-10 (Planned)
$162.5	$159.4	$169.5	$184.6	$204.9	$239.4

2004-05 and 2005-06 figures reported by the SUNY Research Foundation

In addition to $162.5 million expended directly from Research Foundation accounts for fiscal year 2005, another $49.7 million was reported to the National Science Foundation database that came from other accounts. The $49.7 million was made up of $39.9 million of non-reimbursed indirect costs and $9.8 million of R&D funds expended from the Stony Brook Foundation, IFR, IDC, and state budget accounts.

5.4 Faculty review: tenure and promotion

As befits a top-tier research university, Stony Brook University's promotion and tenure procedures are characterized by an insistence upon high standards and rigorous external reviews of candidates' qualifications and scholarship. As part of these processes, Stony Brook University also uses student evaluations of teaching effectiveness.

5.5 Faculty opinion and satisfaction/Faculty governance

Stony Brook University gauges faculty opinion indirectly through issues raised in the development of each Five-Year Plan and a periodic survey of faculty and staff conducted by the University Senate. Progress toward – and achievement of – goals laid out in the Five-Year Plan are documented in the President's annual reports to the campus community.

The faculty governance structure at Stony Brook University is based on three major units: Arts and Sciences (A&S), Engineering and Applied Sciences (EAS), and Health Sciences (HS). Governance is conducted through the University Senate and the senates of two of the three units, the A&S Senate and the EAS Senate. The third unit, HS, does not operate a unit-wide senate but has smaller constituency senates, the largest of which are the Medical Faculty Senate and the Dental School Senate.

The primary distinction between work of the University Senate and the unit Senates is the constitutional assignment of responsibility for personnel policy, curriculum, academic standing and appeals, and academic judiciary to the individual units. Professional employees on campus are represented by their own governance structure, the Professional Employees Governance Board (PEG Board). Undergraduate students are represented by the Undergraduate Student Government (USG), and graduate students by the Graduate Student Organization (GSO). The elected membership of the University Senate consists of faculty from the three major units, professional employees, and student members from USG and GSO.

The University Senate retains responsibility for governance issues that cross the boundaries of the major units, and acts in an advisory role to the President, the Provost, and selected administrative units. The primary mechanism for formulating advice is through the standing committees of the University Senate, and the University Senate President meets individually with the President and Provost on an as-needed basis. The Senate President has a non-voting seat on the Stony Brook Council, and is a member of the Provost's Advisory Group which meets bi-weekly. The University Senate has an Executive Committee to administer standing committee functions and bring policy resolutions from committee to the Senate floor for final Senate decision. The Executive Committee advises the University President and Provost directly and meets with each on a monthly basis during the academic year, providing a secondary mechanism for the input of faculty governance in any area of campus planning.

6.0 Academic Program Directions

6.1 Undergraduate programs

Two new initiatives have been undertaken at a university-wide level that seek to reorganize undergraduate education at Stony Brook University much more broadly. First, the development of multi-award programs permits a student to earn both a bachelor's and master's degree through a single five-year program of study. These programs are primarily in professional areas where a master's degree is an important credential, such as business (M.B.A.), teaching (M.A.T. and M.A.), and certain health professions.

The second initiative is the creation of the six thematic undergraduate colleges. These colleges touch on every aspect of the University's undergraduates' lives, beginning with the recruitment process. These colleges serve as academic and social communities, each the size of a liberal arts college. Every year, between 350 and 400 new first-year students join each college, each of which is named for the distinct theme that drive its academic and social agenda: Arts, Culture, and Humanities; Global Studies; Human Development; Information and Technology Studies; Leadership; and Science and Society. Further, each college is linked to one of the University's six residential quads, and the new first-year residential students in the college live together in the quad associated with the college. For first-year students, the primary academic component of the college is the academic seminar program which brings freshmen together with faculty in courses covering a vast range of topics linked to the various college themes.

Overall, Stony Brook University anticipates that both of these initiatives will have major implications for the undergraduate experience for the foreseeable future. To be specific, these programs and the resources devoted to them speak to a new emphasis on undergraduate education at Stony Brook University which, like its long-standing emphasis on undergraduate research, will take advantage of ever increasing strengths in research and graduate education. During the next five years, the University plans to strengthen the undergraduate colleges and expand their reach beyond the first-time full-time students on whom efforts have been so successfully concentrated to this point, to include all incoming transfer students who technically have either freshman or sophomore standing (< 23 credits and 24 - 56 credits, respectively) as full-fledged college members. Stony Brook University will increase the number of college

advisors and expand their responsibilities to the particular needs of this population, and will also provide undergraduate college seminars designed specifically for these students.

6.2 Majors/programs with national/regional distinction

The most recent *Gourman Report* (10th Edition, 1998) ranks 14 undergraduate programs at Stony Brook University in the top 100 for that discipline: Engineering Science (11), Physics (29), Computer Science (15), Mathematics (34), Geology/Geosciences (19), Biology (35), Psychology (26), Economics (39), Biochemistry (27), History (39), English (28), Mechanical Engineering (52), Nursing (29), and Electrical Engineering (72).

Stony Brook University defines national recognition for excellence at the doctoral level by one of several criteria. Specifically, a program has to have been ranked in the top 25 programs nationally, in the top quartile in the 1995 National Research Council (NRC) study, at the same level by Diamond and Graham (2000), at the same level using faculty scholarly productivity data from the 1995 NRC study (Stony Brook FSP index), or at the same level in the *US News & World Report*. Currently, programs that meet these criteria include Anthropology, Applied Mathematics and Statistics, Astronomy, Biochemistry and Structural Biology, Chemistry, Comparative Literature, Computer Science, Ecology and Evolution, Genetics, Geosciences, Hispanic Languages, History, Linguistics, Marine and Atmospheric Sciences, Mathematics, Mechanical Engineering, Molecular and Cellular Biology, Molecular Genetics and Microbiology, Music, Pharmacology, Physics, Political Science, Psychology, and Sociology.

The NRC has recently begun the process of collecting data for its next assessment of research-doctorate programs that is expected to report late in 2007 or early in 2008. Using the same faculty scholarly productivity metrics developed by Lawrence Martin from data in the 1995 NRC study, Academic Analytics, LLC (a company formed as the result of a technology transfer agreement between the Research Foundation and Educational Directories Unlimited in which the University has a significant financial interest) has compiled data on journal publications and citations in 2003 and 2004 (using the Scopus database from Reed-Elsevier that included 14,000 journals for this period); research grants awarded by NSF (2000-04), NIH (2003-04) and USDA (2000-04); books published by 150 university presses (2000-04); and honors and awards (held in 2000-04 for the same list of organizations as used by the NRC in their 1995 study). The results of the most recent available study relate to faculty who were members of doctoral programs in 2004-05. Based on the results of this analysis, the following programs meet the standard of being ranked in the top 25 programs or the top quartile: Anthropology, Applied Mathematics and Statistics, Astronomy, Biochemistry and Structural Biology, Chemistry, Comparative Literature, Computer Science, Ecology and Evolution, Genetics, Geosciences, Hispanic Languages, History, Marine and Atmospheric Sciences, Mechanical Engineering, Molecular and Cellular Biology, Music, Neuroscience, Pharmacology, Physics, Political Science, Psychology, and Sociology.

6.3 General education

The most distinctive component of Stony Brook University's General Education curriculum is its upper division component. Four of Stony Brook's General Education requirements – those devoted to expanding perspectives and cultural awareness – may not be met by introductory-

level courses. The University's current General Education program was implemented in Fall 1991, and has been revised several times since. As currently configured, the General Education program contains two parts. First, there is a set of four entry skills, at least some of which many students will have met upon entry to the University. Second, there is the Diversified Education Curriculum (DEC), which is designed to help students place the more specialized parts of their undergraduate study – their major and pre-professional training – in a cultural and historical context.

6.4 Graduate and professional programs and support for graduate education

Stony Brook University expects to increase graduate enrollment by about 1,800 students by 2010. This expansion will come about by taking advantage of existing faculty resources in Ph.D. programs where capacity exists and external research support is available; expansion of master's education; and the addition of selected, new programs. Priorities for new programs at the doctoral level are in Chemical Engineering, Civil and Environmental Engineering, Environmental Science, and Nursing. Priorities for new programs at the master's level are the M.B.A. and M.P.H. degrees implemented in Fall 2004, M.A. and M.S. degrees in Environmental Sciences, the M.A. degree in Africana Studies, the M.A. degree in Asian and Asian American Studies, expansion of tracks in the M.S. in Nursing, and a graduate Physician Assistant program. The University anticipates substantial expansion of its five-year combined degree programs as well as concomitant growth in its master's offerings and enrollments.

Stony Brook University will also continue to add to its offerings of M.A.T. degrees. In addition, depending on actions by the professional organizations, the University may consider the development of an advanced master's degree or O.T.D. (Doctor of Occupational Therapy - terminal degree program) and/or a transitional master's degree for occupational therapists by 2010. Considerable opportunities exist to expand doctoral education and research programs as the result of the steadily increasing collaborations between Brookhaven National Laboratory (BNL) and Stony Brook University scientists and the new $85 million Nanoscience Center at BNL, and the NYS STAR Center for Excellence in Wireless Internet and Information Technology.

In response to a national and local shortage of physicians, Stony Brook University School of Medicine intends to increase its class by as much as 25% over the next three years. The class entering in 2006 will have 108 matriculants. The School will maintain its high standards for admission (mean science GPA – 3.6, mean MCAT total-32). In addition, the School is determined to maintain a very diverse student body representative of the populace of New York State. The School also continues to make efforts toward increasing out-of-state enrollment, which should contribute to Stony Brook University's national exposure. The University is now ranked in the nation's top 50 U.S. medical schools, according to the 2006 *U.S. News and World Report.*

In considering selectivity as it relates to the graduate student population, the University's Graduate School intends to maintain the already high credentials of enrolled students. For Fall 2006 the Graduate School received 4,045 applications to doctoral programs and made offers of admission to 1,085, of which 373 have been accepted to date. The Graduate School received

2,071 applications to master's programs and made offers to 838, of which 446 have been accepted to date. As a specific example, the Ph.D. program in the School of Social Welfare usually has about twenty applicants for half a dozen slots.

Stony Brook University operates a decentralized admissions system with the selection of students to be admitted entirely in the hands of the admissions committee for each program. Competition for the best students is intense and it is an enormous challenge for the campus to offer competitive stipends. A standard TA/GA line carries a stipend of slightly more than $12,000. Analysis of stipends for TA's at AAU public institutions adjusted for cost-of-living suggests that the University must increase the value of a TA stipend by $4,000 just to get to the median, requiring an investment of more than $3 million. For the School of Social Welfare, the University offers one-half of a graduate assistantship and one-half of a tuition waver, for a total of about $9,000 in assistance. To be competitive with its peers nationally, this amount would have to be increased by 50% to 75%.

The University has invested campus dollars to improve the stipends that are offered to the top applicants in all programs by providing Presidential and University fellowships that supplement the standard TA/GA line by $3,000 (approximately 300 per year). In addition, the University operates two fellowship programs that supplement either a half TA/GA/RA line (or a full line at the discretion of the program and applicant) by $10,000 for five years. The value of the total award to students offered these fellowships is typically about $16,000. The yield on these is low and many students report that they receive full fellowship support at levels from $18,000 to $25,000 guaranteed for five years. In programs with external research funding, academic year stipends are supplemented with guaranteed summer research support and with IDC and IFR funds available to the program. In the biomedical science programs the standard stipend offered for Fall 2006 was $25,000 (with only $15,000 deriving from institutional funds).

The steep decline in the number of tuition scholarships available to the campus has presented severe challenges. When graduate tuition rates increased with no concomitant increase in the allocation of tuition scholarship funds the cost to the campus was $2.4 million to honor existing commitments. A second increase in tuition rates for out-of-state students raised this cost to $2.75 million. An additional challenge is that the funds available for tuition scholarships have not increased during a period in which graduate school enrollments grew by almost 40%. Competitive doctoral programs recruit students who will receive a full tuition scholarship and a full stipend package for most, and usually all, of their doctoral student career. The University in partnership with System Administration must enhance financial support for graduate students through continued stipend improvement and new fellowships initiatives.

For the 2005-06 academic year the total cost of graduate student support (i.e., $44.6 million) was broken down as follows: TA/GA stipends ($11.5 million); RA stipends ($16 million); fellowships ($3.7 million); and tuition scholarships ($13.4 million). Of this total, only $8.3 million came from the SUNY GA/TA tuition waiver pool. Average stipend levels in 2005 were as follows: Humanities and Fine Arts ($12,000); Social Sciences ($12,000); Physical Sciences ($16,000); Engineering and Computer Science ($18,000); and Biomedical Science and Biomedical Engineering ($25,000).

As specific commitments related to graduate programs:

> ➤ 22-24 doctoral programs will be ranked in the top quartile by 2010; and

> ➤ System Administration will work collaboratively with Stony Brook University as well as the other SUNY Medical Schools to develop a rationale tuition policy for Medicine.

6.5 Clinical enterprise

The Health Science Center's clinical and academic enterprises are seamlessly integrated, which allows for multiple, mutually beneficial interactions and outcomes. One fundamental benefit resulting from the Hospital and the faculty clinical practices is the provision of both a site and facility to enable the educational process. Students in the five Health Science Center schools train at University Hospital and affiliated institutions, with University Hospital staff frequently serving as clinical instructors to these students.

The University Hospital also plays an important role in facilitating the clinical research mission, serving as the site for many Health Science Center-wide clinical research protocols and housing a federally funded General Clinical Research Center. These facilities and resources are critical to Stony Brook University's rapidly growing clinical research programs, which benefit the Hospital by elevating the visibility and prestige of the institution, thereby helping to ensure the success of its healthcare mission. Overall, the five schools of the Health Science Center have approximately 1,200 active affiliation agreements with sites that provide students with required clinical training and experience. Students continue to enhance their clinical experience and fulfill their academic requirements by spending time at national and international affiliation sites.

The Matt and Debra Cody Center for Autism and Developmental Disabilities was founded in 2001 and is the culmination of many years of planning that utilize the extensive clinical, educational, and training experience in this field among the Stony Brook University faculty. The mission is to promote excellence in clinical treatment, research, community service, and education for those with Autism Spectrum Disorders and related developmental disabilities. The Cody Center is a unique resource combining in one center the capacity for multi-disciplinary clinical services; consultation and training services for school districts and community organizations; development of best practices both in educational and in family support services; training for clinicians in medical, mental health, and associated healthcare fields to recognize and treat the primary deficits as well as the associated social, physical, and emotional problems of those with developmental disabilities; and clinical, basic, and translational research into the causes and treatment of autism, both on the university campus as well as in collaboration with local research institutions, such as Cold Spring Harbor and Brookhaven National Laboratories.

The Outcomes Project of the Graduate Medical Education Program requires that all residency training programs develop measurable goals and objectives to assess competence of the residents. These competencies include Patient Care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health; Medical Knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care; Practice-Based

Learning and Improvement that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care; Interpersonal and Communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals; Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population; and Systems-Based Practice as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

For the past five years, University Hospital has consistently recruited approximately 60% of the incoming residents from USMLE schools. The Hospital continues to host a diverse group of residents with 30% being recruited from international medical schools. The departments of Orthopedics, Anesthesia, Emergency Medicine, OB/Gyn, Otolaryngology, Pediatrics, Surgery, and Radiology show a higher percentage of USMLE graduates than foreign medical graduates. The departments of Family Medicine, Pathology, and Psychiatry have a trend of recruiting more foreign medical graduates which is consistent with national trends. Additionally, University Hospital has consistently recruited 20% of its own medical students.

As a specific commitment related to the clinical enterprise:

> System Administration will work with the leadership of Stony Brook University and the other SUNY Medical Schools to help reshape the perception in governmental circles that SUNY Academic Medical Centers are primarily hospitals, thereby bringing more acknowledgement of these institutions' academic programs and other services.

6.6 Teacher education

Stony Brook University and the Professional Education Program (PEP) – the University's unit for Teacher Education and Educational Leadership programs – are committed to excellence in teacher education. PEP has integrated the SUNY New Vision in Teacher Education into its programs, and has implemented the document's primary driving objectives: ensuring excellent preparation of teachers; addressing the State's need for excellent teachers; and ensuring continuous assessment and improvement of the University's Teacher Education programs. Stony Brook University has articulated with both Nassau and Suffolk County community colleges in areas of admissions and transferability of courses and programs as well as advisement for admission to Teacher Education programs. In addition, the University has reviewed community college courses in the area of Educational Foundations and has accepted them as meeting Stony Brook University equivalents of Educational Theory and Practice as well as Human Growth and Development. The University's transfer guide aligns all two-year college courses with their Stony Brook University equivalents.

6.7 International programs

In recognition of the increased importance of an international experience as a component of a contemporary undergraduate education, a Dean of International Academic Programs (IAP) was

appointed in 2003. The IAP office received increased support staff, including two counselors and a senior staff assistant. In addition to overseeing the Intensive English Center and Fulbright activities on campus, this office has responsibility for Study Abroad programs directed by Stony Brook University faculty. These activities include previously existing programs in England (at Oxford University), France, Italy, Madagascar, Russia, Spain, and Tanzania. An additional program in India was initiated in the summer of 2004, and other study abroad experiences were initiated for the Caribbean and Ghana in 2005 and 2006. This office also continues to monitor active International Exchanges with approximately fifty overseas institutions of higher learning on every continent and directs students to other SUNY campus programs whenever possible. In 2005-06 these opportunities provided close to 350 Stony Brook University students with an international experience.

With regard to internationalizing the campus, IAP recently negotiated a dual degree program with Ajou University, Korea, which was successfully inaugurated in January 2005. IAP is exploring further similar programs with universities in Israel, Japan, and Turkey. The program in Turkey is undertaken in cooperation with System Administration's Office of International Programs and in conjunction with other SUNY units. Negotiations are also underway with Waseda University in Tokyo to provide up to thirty places annually for their students to complete their junior year at Stony Brook University.

As specific commitments in the area of international education, Stony Brook University will:

> provide all undergraduate Business Administration and M.B.A. students with an international experience as an integral feature of their training, particularly in the Middle East and developing world areas; and

> establish an advisory board to facilitate the establishment of new unilateral collaborations with research universities abroad that align with the University's academic strengths.

6.8 Collaborative academic programming

Stony Brook University has numerous articulation agreements, notably its joint admissions agreements with Suffolk County Community College and Nassau Community College. These agreements stipulate that upon admission into specific programs at either community college, students are guaranteed admission into the College of Arts and Sciences at Stony Brook University provided they have completed their A.A. or A.S. degree. There are similar guarantees for Engineering majors, Computer Science majors, and Business majors. In addition, Long Island students who are denied enrollment when they apply as seniors in high school are sent a brochure entitled *An Alternative Path to Enrolling*, which provides information about the joint admissions programs.

Further, the University is a member of the eight-institution Inter-University Doctoral Consortium which also includes Columbia, CUNY Graduate Center, Fordham, New School, New York University, Princeton, Rutgers, and Columbia (Teachers College). This membership is important in that graduate students from any of the institutions may enroll for advanced and specialized courses at any of the others for the home campus tuition, clearly enhancing the educational

experience by giving students access to special topics that may not be available at their home institution.

6.9 Technology-enhanced learning environments

Stony Brook University is developing Blackboard as its primary technological foundation for learning. All students receive Blackboard accounts, and over 15,000 students, faculty, and staff use this system for learning and instruction. For Fall 2005, 1,066 courses enrolling 17,382 students, or 79% of the total population, used Blackboard for courses that were completely online, hybrid, or supplemental. For Spring 2006 there were 1,131 classes with a total of 16,434 students. In each semester, 71 of the classes were completely online. Additional online courses are taught in the Health Science Center through an independent system.

As specific commitments related to technology-enhanced learning environments through 2010:

> Stony Brook University will develop a direct link between the PeopleSoft Student Administration system and Blackboard, enabling automatic creation of courses and assignment of students to courses during the registration process and facilitating the transfer of grades and other information between the two systems;

> the University will develop a pilot program to utilize Blackboard as a centralized electronic reserves file for class assignments, making it easy for faculty to place materials on electronic reserve and providing continuous access to these files to students through the Internet;

> 90% of courses and 95% of students will participate in Blackboard-enhanced teaching and learning;

> the School of Professional Development will increase its online offerings from the current 70 courses with 900 students to 100 courses with 1,200 students;

> all reserve articles and other short texts which fall within fair use guidelines will be online, either on individual course Blackboard pages or in the Library's centralized file; and

> all students will create and maintain online portfolios.

6.10 Library services and support

At present, the State University invests heavily in science, technology, and medical journals. These journals, now mostly electronic, support scientific research throughout the system. The cost of these journals inflates at a steady 8-10% a year, and the Center campuses bear the brunt of these annual increases. Stony Brook urges System Administration to help the Center campuses manage these expensive but valuable journals by restoring an annual inflation amount to the Center campus budgets.

With the implementation of a common library system, the State University is creating a union catalog of all library holdings. This catalog will be much larger and richer than Stony Brook University's local catalog, and will make it easy for students and faculty to find and order print materials from anywhere in the system. This initiative will take advantage of the existing diverse, non-duplicated book collections across campuses as well as the duplicate materials that are not in circulation. Overall, this single catalog will enhance teaching and learning as long as Stony Brook University and other SUNY libraries have healthy collections budgets. The emergence of a union catalog also raises the possibility of increased coordination of future acquisitions of print monographs and journals.

As a specific commitment in this area, Stony Brook University will:

➢ work with other SUNY campuses to expand library content across the System.

6.11 Assessment of academic programs

In Spring 2003 the Provost established a faculty committee on the assessment of General Education to inculcate a culture of assessment on campus, support faculty and departments in the development of methods to assess General Education learning outcomes, and meet the campus' obligation to SUNY to report assessment results in at least four areas of General Education each year. The committee has responsibility for facilitating and coordinating the assessment of General Education on the campus and submitting reports to the Provost for transmission to System Administration.

In addition, the Provost's guidelines for external reviews that are issued to all departments and programs undergoing review on the West Campus have been rewritten to include questions specifically addressing assessment of the major. These questions include: "What policy and procedures does the department have for the assessment of its majors? How does the department monitor and assess outcomes for its majors such as graduation rates, job placement, performance in admission and licensing tests, and placement in graduate school programs?"

As specific commitments related to assessment, Stony Brook University will:

➢ work toward the implementation of Strengthened Campus-Based Assessment following the timeline established by System Administration as well as the GEAR Group's assessment guidelines, and

➢ use assessment results to make changes in curricular programs as appropriate.

6.12 Responsiveness to state needs

Stony Brook University is extraordinarily responsive to local, state, and regional needs. Several activities in particular set the University apart from most other institutions in this regard, and provide an indirect economic stimulus to the regional economy far beyond that which appears in the University's direct expenditures. Examples include: 1) the University's leading role in state-of-the-art economic development programs; 2) the economic impact of students and their

families from outside of the region; 3) non-operating revenues paid by the State, which would be an expense for any other employer on Long Island; 4) construction spending; 5) the income of University retirees; and 6) the multiplier effect associated with research institutions, which roughly doubles the University's economic impact in terms of jobs and income.

Stony Brook University is also truly unique in the resources it possesses and offers to local businesses in terms of both support and partnerships. Specifically, the University provides technical, financial, strategic, and marketing expertise to new and growing businesses through a number of business development programs, such as the Centers for Advanced Technologies, which include the Center for Biotechnology and the Center for Sensor Systems; the Long Island High Tech Incubator; the Strategic Partnership for Industrial Resurgence; and the Small Business Development Center (SBDC).

Most recently, the Center for Excellence in Wireless and Information Technology will help put Stony Brook University at the forefront of the wireless revolution, and positions New York State as a global leader in this enterprise. Other partnerships have been formed with companies such as Computer Associates, IBM, Symbol, CosmoCom, LIPA, Sotheon, EDO Corporation, Invision, and Anorad. In addition, Brookhaven National Lab and Nassau and Suffolk County community colleges are partners in this center.

7.0 Student Outcomes

7.1 Retention and graduation rates

National benchmark data provided in 2005 by the Consortium for Student Retention Data (CSRDE) show that Stony Brook University's graduation rates are below the norms for the public, highly selective universities that it considers its peers; however, first-year retention is comparable. These lower graduation rates may be partly regional and related to the socio-economic status of many undergraduates. The University's goals are to align itself with the CSRDE norms for highly selective public universities by 2010.

The University's retention and graduation goals through 2010 are shown below in Table 5.

Table 5

Projected Changes in Retention and Graduation Rates

Indicator	Current	2008	2010
First-Year Retention Rate	85.5% (2004)	88.0% (2007)	89.0% (2009)
Six-Year Graduation Rate	57.6% (1998)	61.0% (2002)	63.0% (2004)

Note: Dates in parentheses indicate cohort year

For doctoral students, success is measured by several variables including the median time required to earn a doctoral degree. Currently, Stony Brook University is well below the national averages (shown in parentheses) as follows: Engineering 5.2 (6.8), Humanities 8.5 (8.8), Life Sciences 6.2 (7.0), Physical Sciences 6.2 (6.8), and Social Sciences 7.4 (7.5). Additionally, the placement of graduates also indicates the quality of a program. In recent years, graduates have gone to Berkeley, MIT, Yale, and many other AAU schools as well as to other research and teaching universities.

Further, of the students graduating from the School of Medicine, 70% remain in New York State. Most of these students get the specialty or match they desire, and 85-90% match in their top three choices. Graduates are regularly admitted to prestigious residency programs such as Harvard, Stanford, and Johns Hopkins.

7.2 Transfer success

Monitoring the performance of transfer students and identifying opportunities to increase their success at Stony Brook University is an ongoing effort overseen by the Office of Institutional Research (OIR). In Fall 2002, 1,310 full-time, degree-seeking, new transfer students enrolled on the West Campus. By July 2003, 96% had transfer credits on record at Stony Brook University. These transfer students are the focus of the OIR analysis, which found that new transfers previously attended over 400 different institutions of higher education. Of these, 72.3% transferred credits from only one school, 21% from two schools, and 6.7% from three or more schools. Suffolk County and Nassau community colleges are the University's primary feeder schools (i.e., 248 and 129 students in Fall 2002, respectively).

Overall, Stony Brook University's transfers are fairly evenly split between four-year and two-year schools, with 49.3% of the transfers from four-year schools in the United States, and 47.3% from two-year schools in the United States. By area, 40.6% of the transfers are from schools located in Suffolk County or Nassau County, 19.7% from schools in the New York City five borough area, and 39.7% from schools located elsewhere. Based on the number of credits accepted by Stony Brook University, 10.6% of the new transfers entered as freshmen, 43.6% as sophomores, 37.8% as juniors, and 7.9% as seniors.

Improvement of the retention and graduation rates for students who transfer into the institution is a high priority for Stony Brook University going forward, as seen below in Table 6.

Table 6

Educational Outcomes for Full-time Students Transferring Into the Institution

Indicator	2004	2008	2010
First-Year Retention Rate	80.6% (2003)	82.0% (2007)	83.0% (2009)
Four-Year Graduation Rate	54.5% (2000)	55.0% (2004)	56.0% (2006)

Note: Year in parentheses denotes transfer year.
Note: Graduation rates are calculated four years post transfer.

8.0 Student Support and Student Life

Serving both a large population of undergraduates and graduate students, Stony Brook University provides a full range of student services typically found on major university campuses. The recent focus on utilizing computing and digital technologies in Admissions, Records, and Financial Aid areas has maximized service accessibility to both resident and commuter students. Students can access their record and financial aid information, as well as campus job opportunities, from on or off campus through the SOLAR (Student On Line Access to Records) System. Student support services also include the themes of counseling, advising, health and wellness, spirituality, activities and recreation, computing, and other auxiliary services. Additionally, the University offers a complement of special services in the areas of gender support (Wo/Men's Center), Commuter Student Services, Disability Support Services, International Student Services, and Career Center.

As among the nation's most culturally diverse campuses, one of Stony Brook University's primary goals and challenges is to structure services in terms of accessibility, service modality, and content in order to meet the broad range of needs represented by its pluralistic student community. The University's strategy includes measures taken to diversify staffing and to expand and enhance the training of both staff and students regarding knowledge about various cultures. Of particular note in fostering greater inter-cultural awareness are the Diversity Fellows program, Diversity Calendars, and Community Development and Diversity Challenge Grant Programs. In addition to these university sponsored initiatives, over 50 student clubs and organizations have been formed that respond to the diverse needs of cultural and ethnic groups.

Dating back to the establishment of the campus in the mid 1960's, the Residential College Program, and the Federated Learning Communities, Stony Brook University has had a long-standing reputation as a leader in Living/Learning Center models. Indicative of this reputation and of the peer status of the learning communities on the campus, Stony Brook University has been invited on several occasions to make presentations about its learning community programs to other campuses and at professional conferences in the United States and Europe; most notable is the University's participation in the Oxford University Roundtable. The learning community

models featured at Stony Brook University include the Undergraduate Colleges and the Living/Learning Centers. The Undergraduate Colleges provide customized advising and support, special educational and social programs, and opportunities for close interaction with faculty and fellow students around themes of common interest. The colleges are named for distinct themes around which academic and social life revolve; this system is intended to let students explore a wide range of interests, both within their intended majors and across the academic spectrum.

Utilizing data gathered in the Student Opinion Survey (SOS), Stony Brook University has made a concerted effort to enhance the student's social experience through the expansion of campus programming, particularly on weekends. Since 2003, weekend program offerings have increased approximately 20%, and to date this approach has yielded excellent results. Significant reform of Stony Brook University's student government over the same period has also enhanced collaboration of Student Affairs staff and student leaders in advancing programming to offer a more exciting continuum of activities, including concerts, comedy shows, hypnotists, and fashion shows. A priority related to the restructuring of the Undergraduate Student Government is the focus on and accessibility to leadership development. Further, as a result of a student referendum, plans for the construction of a Campus Recreation Center at Stony Brook University are in process.

Another priority area is student wellness, which resulted in the opening of a small new Wellness Center in the Student Activities Center that provides limited recreational outlets, including classes and workshops as well as some state-of-the-art fitness equipment. A programming highlight is the annual Wellness Expo, attended by thousands of students, faculty, and staff. Like most campuses across the nation, a significant challenge is addressing increased student mental health service needs. The University Counseling Center is meeting this challenge with decentralized services and creative collaborations that maximize staff resources economically. A new satellite counseling center located in the Health Sciences Center provides on-site access for students in medicine, nursing, and other health professions. A Wo/Men's Center located in the Student Union specializes in gender issues for men and women. Liaison counselors working in Stony Brook University's new Undergraduate Colleges provide direct services and consultations to parents of new students.

In addition to the SUNY-wide Student Opinion Survey (SOS), Stony Brook University participates in a number of national benchmark peer surveys including the College Student Survey (CSS) and CIRP conducted by the Higher Education Research Institute (HERI), and the National Survey of Student Engagement (NSSE).

As specific commitments related to student support and student life, the University will:

> continue to administer surveys of student perceptions of the campus, including the NSSE, which will be a part of the SUNY-wide Strengthened Campus-Based Assessment beginning in Spring 2008; and

> design a systematic approach to assess the First Year Experience, focusing on all aspects of student and academic life.

9.0 Technology

Stony Brook University has a planning process in place to support the information technology infrastructure for the instructional area. A comprehensive replacement plan is in place to ensure that there are sufficient public computer sites and machines to support the student population. The plan includes a three- to four-year replacement cycle for client and server hardware, as well as an annual budget for the software licenses needed for the machines. Machines that are rotated out of service are assigned to graduate students for their offices. Plans for improving classroom technology are in place but implementation has been limited due to the lack of sufficient resources. All of the large lecture halls have network connectivity and computer/projection equipment. Smaller classrooms use portable equipment for their computer/projector needs.

During the next five years, all of System Administration's Institutional Research Systems will be retired and replaced with new systems that will be more effective in supporting the transfer articulation function in the two-year sector, and will provide campus presidents access to better information for benchmarking. The new systems require that campuses prepare new file extracts for submission to System Administration, and in a few cases, provide information that was not requested in the past, but has a high value for both campuses and System Administration. In order to implement the new Institutional Research Systems,

> ➢ System Administration will provide information and guidance to plan for the transition and assist with training;

> ➢ Stony Brook University will put in place an implementation plan and allocate resources to meet the implementation schedule;

> ➢ Stony Brook University will ensure an uninterrupted flow of information to meet state and federal reporting requirements; and

> ➢ Stony Brook University will establish a robust process to review the accuracy and completeness of information submitted to System Administration.

10.0 Facilities

Capital priorities at Stony Brook University are established by the President based on input from the Provost and vice presidents. Since 1994, the University has grown 14% percent from a total of 7.3 million net square feet (nsf) to 8.4 million nsf, including the West and East Campus, all rental properties, and all off-site properties such as Stony Brook Manhattan and the Stony Brook Incubator in Riverhead.

Sixteen buildings have been added to the West Campus during Dr. Kenny's tenure as President, representing a 16% increase in nsf, from 5.2 million in 1994 to 6.0 million in 2006. Of these new buildings, eight were residence halls, adding 320,000 nsf of student residential space. This change represents an 18% increase from a 1994 base of 1.74 million, to almost 2.1 million nsf.

Hospital space, including new hospital facilities and off-campus clinical and administrative space, also increased by 22% during this period. Hospital space grew by 176,000 nsf, from a base of 802,000 to 979,000. This figure includes the Ambulatory Care Pavilion but excludes the new Major Modernization addition to the Hospital which has started construction but is not yet complete. Overall, at present the main campus holds 150 buildings, with 68 categorized as academic, 53 as residential, and 29 as administrative or for other purposes.

10.1 Campus facilities plan

A building by building Campus Condition Study and a Framework Study were completed by Beyer, Blinder and Belle, identifying needed repairs and renovations and setting out guidelines for future land use. Beyer, Blinder and Belle also developed campus guidelines which dictate building style to unify the campus appearance. A facilities condition study conducted by the State University Construction Fund in 2002 (using Beyer, Blinder and Belle) determined that Stony Brook University would need to spend $300 million to address all of its critical maintenance and plant adaptation needs. This study, which covered each building in the campus, was conducted to help establish priorities for the current (2004–09) Capital Plan. Stony Brook University received $173 million in new Capital Plan funds to address these needs.

In November 2005, Stony Brook University acquired through eminent domain 246 acres adjacent to the campus in order to enhance its active research and development program and continue to fuel the region's economic growth; this acquisition was funded using a combination of campus monies and a Genysis Grant. This site, to be known as the Research and Development Campus, will provide up to 830,000 square feet of new research and development space housed in ten buildings by 2017. The first building scheduled to be completed on the property is the Center for Excellence in Wireless and Information Technology (CEWIT) which will be followed by nine additional research buildings. The CEWIT building will be approximately 100,000 gross square feet. Mitchell Giurgola is the Architect, Empire State Development Corporation is the funding source, and URS Corporation is the Construction Manager. The design was completed in May 2006 and the anticipated date to complete construction is Fall 2008.

While the University plans for and realizes continued growth, the need to maintain green spaces on campus and to harmonize with the surrounding community is also recognized. Stony Brook University will conserve existing forested areas on this densely wooded parcel and create a 300-foot permanent buffer on the perimeter of the project site. In addition, through this acquisition the University will continue to attract quality faculty and research companies that will further support the local and regional economy.

Finally, progress on building a hotel conference facility on the campus has been stalled by litigation. A lawsuit by two local hotel owners and others to block construction of the hotel was denied by the court, but the plaintiffs have appealed and a decision is pending. The developer of the hotel, who does not want to move forward until the legal issues are resolved, holds a valid sublease from Stony Brook Foundation Realty, Inc., which has a ground lease from the State of New York. This impasse should be resolved before the end of the calendar year.

10.2 Educational facilities (including research)

While the current Capital Plan is primarily designed to remediate infrastructure needs, programmatic improvements in classrooms and laboratories must also be addressed. Major renovations to the Graduate Chemistry building and Computer Science building are planned as are improvements to the Health Science Center and Life Science Building. Stony Brook University received special funding through NYSTAR for a Biomedical Engineering wing and from the Center of Excellence Grant Program, which will allow the campus to build the Center for Wireless and Information Technology. Additionally, the State awarded the University a grant of $750,000 to initiate a program for the rehabilitation of the Heavy Engineering building.

As part of the plan for developing the Stony Brook Southampton Campus, the University plans to request $10 million to address the following needs: resolving building code and ADA deficiencies; repair/replacement of non-functioning system components in buildings; halting water infiltration through building envelopes; upgrading lighting on and around campus; designing a centralized sewage treatment plant; repairing campus sidewalks and roadways; and repair/replacement of fire hydrants and plumbing valves. Construction of a new library will also be completed, and $3 million is being requested for renovation of some residence halls.

At present, Stony Brook University's highest facilities priorities are as follows:

1. Renovation of the Old Chemistry Building, to encompass complete rehabilitation and expansion to provide a variety of classrooms and lecture halls in a range of sizes and configurations. Complete renovation of all major systems (e.g., mechanical, elevators, life safety, sprinklers, electrical, plumbing, fire suppression) is also required.

2. Renovation and Upgrading of Utilities, to include replacement of high temperature hot water lines; expansion and replacement of electrical feeders; replacement of plumbing valves; and replacement/repair of chillers.

3. Building Components and Systems Renewal, with needed improvements including campus bathroom floors and ceilings; classroom floors and ceilings; doors and entranceways at campus buildings both to enhance appearance and for ADA compliance; building waterproofing; elevators, air handlers, heat exchangers, and chillers; and humidity control.

10.3 Residence halls

A critical part of the campus budget and planning process focuses on the University's residence halls. Since these facilities are funded through a self-supporting program that must cover staff fringe benefits as well as debt service, it is especially important that the program be fiscally sound and include long-range plans for rehabilitation and repair and new construction.

Stony Brook University completed the construction of an additional 1,200 residential bed spaces in January 2005. The University is currently in a planning process to address its residential needs in the next five years. Immediate plans include construction of another building of apartments, which will expand capacity by 173 beds, scheduled for Fall 2007, with the next

phase to add approximately 450 beds in Roosevelt and Kelly Quads. Further plans will take into account the continuing expansion of the Undergraduate College model, and the University's intent for the Undergraduate College experience to be pervasive throughout the undergraduate years. The annual Quality of Life survey conducted with resident students indicates that nearly three-quarters of resident students "like living in their residence hall." Deliberate programming efforts by the residence staff and through the Undergraduate Colleges are underway to continue to increase this sense of satisfaction and community in the halls.

The second phase of renovation of the 26 residence halls is continuing, following the major renovation that invested in excess of $80 million (more than $10,000 per bed) in updating all these facilities. The current phase of renovations, which will include work in each year and extend through 2011, will expend an additional $20 million. The third phase of renovations of the Chapin Apartments, the first group of apartments built on the campus, is complete. Additional work planned includes the construction of a Community Center, the expansion of parking, and improvements to the heating system. The Schomburg Apartments, opened in 1990-91, are being assessed for their first major renovation, and this project will extend over at least two academic years. Combined reserves in each fiscal year are set at approximately $4 million.

10.4 Hospital and clinical facilities

Stony Brook University Hospital is undertaking a $123-150 million Capital Plan to renovate and expand its facilities. The projects include expansion of the Emergency Room, a new Cardiac Center, an Ambulatory Care Pavilion for imaging and outpatient cancer care, an expansion of Women's and Children's Services, and an upgrading and renewal of hospital systems and equipment.

10.5 Energy planning and management

Because energy costs are rapidly increasing and becoming a larger portion of an institution's budget, energy planning and management is also a critical component of campus planning and is of interest to SUNY System Administration. The utility cost at Stony Brook University for 2004–05 was $47 million, among the highest of all SUNY campuses, with the bulk of those dollars being spent on electricity and steam. In September 2005 the University hired an Energy Manager as part of the plan to address heavy consumptions and identify potential reductions and savings opportunities in utility expenditures.

In addition, the University is engaged in a performance contract that is beginning to show results in the form of reduced consumption. This multifaceted contract with Sempra Energy Systems, funded through a $27 million bond, involves several Energy Conservation Measures (ECM) across many campus buildings. These strategies range from repairing existing mechanical equipment to installation of variable frequency drives on fan motors and pumps allowing them to operate at slower speeds when building and weather conditions dictate. This new system also facilitates the automatic implementation of different occupancy settings so that, for example, HVAC equipment and lighting can be adjusted to reduced settings on weekends, during academic recesses, and other periods when classes are not in session. When the upgrades are complete the guaranteed annual savings will be $2.9 million, with even higher projected savings.

The University is also looking into similar performance-based contracts to upgrade and improve lighting in the three campus parking garages while minimizing the outlay of capital.

11.0 Administrative Structure and Resource Management

One of the key points of "Rethinking SUNY" was to provide additional fiscal autonomy to the state-operated campuses. While the campus is responsible for developing and implementing an all-funds budget that addresses its unique circumstances, System Administration has a critical oversight role to ensure that the campus is a good steward of its resources, whether those resources are provided through state tax dollar support or generated through tuition or other charges. Such oversight may involve ensuring adherence to appropriate SUNY and New York State policies, procedures, statutes, rules and regulations, or determining that the campus has appropriate and sound budget and planning practices in place.

11.1 Administrative structure and effectiveness

Since "Rethinking SUNY" was initiated, Stony Brook University has made a number of changes consistent with streamlining the administration including the following: replacing two vice presidents (finance and facilities) with a single Vice President for Administration; replacing four individual deans with a single Dean of Arts and Sciences; merging the Dean of Medicine and Vice President for Health Sciences positions; and creating a Vice President for Economic Development position and filling it with the Dean of Engineering, who serves in both roles.

As another example, a new College of Business was formed from the Harriman School and the new M.B.A. program, with the school headed up by a newly hired interim dean. Similarly, in a continued effort to be the healthcare leader throughout Long Island, Stony Brook University Medical Center, composed of the School of Medicine and University Hospital, has been brought together under the administrative and operational control of the Dean of the Medical School; this unification aligns their missions to better enhance academic, clinical, and research opportunities. The new structure also allows for the creation of Centers of Excellence and new paradigms for the delivery of healthcare services for future generations. To illustrate, a task force recently completed a study to improve the integration and operation of the eighteen clinical practice corporations in the Medical School, including conversion to a non-profit federated plan, which is being implemented. In addition, the new Biomedical Engineering program was developed as an integrated department drawing on Engineering and Life Sciences faculty. This program has grown rapidly and has received recognition and financial support from external sources, and a new or renovated building is being planned to support it.

When Shirley Strum Kenny came to Stony Brook, she polled members of the campus community as to what improvements they would recommend for the campus. The President translated these ideas into projects to be undertaken by specific administrators with completion and progress reports submitted each year. Nearly all the tasks listed in the first two Five-Year Plans were completed. Stony Brook University is now in the planning stage of its third Five-Year Plan. When the University became a partner in managing Brookhaven National Laboratory (BNL) for the United States Department of Energy in 1998, the position of Vice President for Brookhaven Affairs was created to emphasize the important new responsibility of the University

and also because of the special administrative activities associated with BNL management. At present one person has the duties of Provost and Executive Vice President for Academic Affairs as well as of Vice President for Brookhaven Affairs.

11.2 Institutional research capability

Stony Brook University's Office of Institutional Research is staffed by five professionals with strong data management and analysis skills; three hold research degrees at the doctoral level. The office is responsible for reporting to SUNY and other external agencies, and for the on-campus reporting and analysis of student, personnel, and space data. The staff participates actively in SUNY AIRPO – the director is vice president/president elect – and in national institutional research activities through conference presentations, publications, the Director's membership on the PeopleSoft Higher Education User Group's Product Advisory Group on Reporting, and Stony Brook University's membership in the AAU Data Exchange.

As specific commitments in this area, the University will:

> ➢ comply with all routine System data requests, with particular attention to distance learning, student goals, remedial instruction, and concurrently enrolled high school students; and

> ➢ increase reliance on data for improving planning and making decisions.

11.3 Alignment of resource planning and academic plans

The campus budget cycle at the University begins with a memo to the Provost and vice presidents to initiate planning for the next fiscal year's budget presentations. Multiple cabinet meetings running from early February through March are designated for this purpose. The first meeting is devoted to capital construction plans and how they may affect operating budgets. A tentative schedule of presentations is established. A series of planning assumptions are provided along with guidelines and questions that must be answered as part of each area's budget submission. This is an All-Funds process. Vice presidents are encouraged to use the presentation as the opportunity to request state funds and other centrally managed resources such as Research Indirect Cost Return, Dormitory Income Fund Reimbursable, General IFR allocation, and any other resources. Requests for Hospital Income Fund and Dormitory Income Fund allocations must also be submitted directly to either University Hospital Finance or Residence Life for inclusion in their internal budget processes. A brief written description of each request item is required. The Budget Office staff is made available to assist in the development of presentations as needed.

A list of Five-Year-Plan objectives to be accomplished in the upcoming year is usually included in the material distributed to launch the budget process. Any objectives that cannot be accomplished must be thoroughly discussed as part of the cabinet presentation. The Provost and vice presidents assure, in the development of their requests, that all issues related to academic priorities and plans for enhancing quality are addressed.

As much insight as possible is given regarding the status of SUNY and state-wide issues that could affect Stony Brook University's budget including what SUNY Trustees have requested and the campus' interpretation of economic and political factors that could influence the budget. The latest enrollment projections are discussed as well as their potential impact on the Budget Allocation Process (BAP).

11.4 Institutional development and fundraising

President Kenny regularly consults with the Stony Brook Foundation's Chair and Executive Committee, and the larger Foundation Board is consulted on a regular basis about the campaign as well. Stony Brook University's campaign is primarily dedicated to raising its endowments, most particularly in relation to student scholarship funds, graduate fellowships, and the establishment of faculty chairs in all of the major academic units.

The goal of the Capital Campaign – the first in the University's history – is $300 million. The campaign began in fiscal year 2003 and should reach its goal by the end of fiscal year 2009. As of fiscal year 2005, the University raised $124.4 million, and amounts for the remaining years are projected below in Table 7.

Table 7

Institutional Advancement Revenue Projections, 2005 – 2010 (in Millions)

2005	2006	2007	2008	2009	2010
$124.4	$160.24	$198.8	$246.0	$307.0	$372.9

11.5 Collaborative administrative and financial arrangements

Stony Brook University continues to seek joint agreements with other SUNY campuses, New York State agencies, and other consortiums. The University currently participates in SUNY-wide contracts for commodities and services and has joint purchase authorizations with other university hospitals to purchase consumable supplies and commodities at reduced costs. The University also avails itself of OGS purchasing contracts.

12.0 Community Relations and Service

Stony Brook University provides the greater community with a plethora of academic, cultural, and athletic programs as far-reaching and as diverse as the students, faculty, and staff of the University. From community-wide support events, to Presidential and Provostial lectures to concerts, plays, and films presented by Staller Center and The Charles B. Wang Center, to the University's Division I athletic events and professional and regional sports programs, Stony Brook University literally has, and provides, it all. Each year, over one million visitors are involved in or attend these programs, and the numbers continue to grow as the programming increases.

The University has been extremely active in fostering working partnerships with a large network of educational institutions, economic development agencies, business associations, and businesses. Members of the university community serve in various capacities on various regional task forces examining economic issues facing the region, as well as on a number of regional business and industrial organizations such as the Long Island Association, the Long Island Forum for Technology, the Hauppauge Industrial Association, and the Long Island Software and Technology Network. Stony Brook University represents the Long Island public colleges and universities for the Manufacturing Support Group for the Empire State Development Corporation and participate in the workforce development forums and meetings held at the Long Island Life Sciences Workforce Consortiums, the Town of Oyster Bay, the Town of Hempstead, and Suffolk County Workforce Investment Business partners.

In addition, Stony Brook University has as part of its mission fostered the development of three Incubator Facilities on its campus. The Long Island High Technology Incubator (LIHTI), a private not-for-profit corporation incorporated in September 1989 is a partnership between the Research Foundation and the Stony Brook Foundation, Inc. A 2003 study by the National Business Incubation Association ranked LIHTI as the Number 1 mixed-technology incubator in the country. LIHTI's founding premise was to target the development of new high technology companies in a limited number of overlapping technology growth areas including biotechnology, environmental technologies, electronics, information technologies, and new materials technologies. LIHTI is dedicated to the creation of an environment where new and technologically innovative businesses can develop and grow through interaction with the Long Island research community, thereby fostering economic development and technology transfer as well as enhancing the educational mission of the University.

The second incubator, the Stony Brook Software Incubator, is the result of collaboration between Computer Associates and the University. The University is a recognized leader in responding to the concerns of the region for assistance in manufacturing and software development. Among the resources available to the tenants of the incubators are the SPIR program, the Small Business Development Center, a comprehensive array of specialized resources such as an extensive and robust network of industrial partners and strategic alliances, as well as numerous world class research centers and laboratories. Additionally, Stony Brook University provides learning opportunities to a diversified community. For instance, the Marine Sciences Research Center offers a naturalist who provides interpretive descriptions of West Meadow Creek and Stony Brook Harbor in association with Ward Melville Heritage Organization. The Marine Sciences Research Center also provides an exhibit and educational materials and makes its research vessel, the Seawolf, available for many maritime festivals on the island.

In 2005 the third campus-managed incubator, the Stony Brook Incubator at Calverton, opened on the site of the former Northrop Grumman test flight facility in the Town of Riverhead. The facility has already attracted six tenant companies in a diversity of technologies, including environmental technology (tidal power; environmentally friendly insecticides and fertilizers), aquaculture, and national security.

Further, the acquisition of 245 acres of the adjacent Gyrodyne property in St. James for the Stony Brook Research and Development Campus clears the way for the start of construction on

the New York State Center of Excellence in Wireless and Information Technology, whose embryonic research programs have already generated nearly $70 million in federal and industry support, stimulated the creation of almost 400 jobs on- and off-campus, and produced ten issued U.S. patents and 20 patent applications by Center-affiliated faculty.

Finally, to assure a strong positive relationship with the local community, Stony Brook University Hospital has developed a network of community-based outpatient and primary care centers. The University is continually striving to create programs in response to community needs and requests while sustaining a solid presence in the community. University Hospital is the forerunner in delivering care to all of Long Island, and the Long Island community relies on University Hospital to provide services not found elsewhere in Suffolk County and sometimes not found anywhere else on Long Island. The Health Initiative for Underserved Communities plays a key function in improving access to medical and dental care in localities that have been underserved by health professionals. As the healthcare market becomes increasingly competitive, it is expected that underserved populations will grow. The medical center ensures that low-income populations will continue to receive the care they need, even when private providers deny them care.

13.0 Overall Institutional Reputation

Stony Brook University's goal is to be recognized as one of the top ten public research universities in the nation, as one of the top 25 research universities in the United States, and the best public research university in the eastern United States. In the most recent ranking of universities worldwide by the *Times Higher Education Supplement*, Stony Brook University ranked in the top 50 North American universities, ninth among public universities in the sciences, and 136th in the world. This ranking was based on reputation and objective measures, and is consistent with other objective assessments.
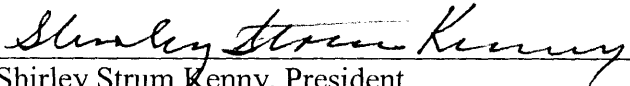
Stony Brook University's admission into AAU was its most important recent national recognition. Within AAU, the University is proud of the results of a recent analysis of faculty productivity using ISI Thomson Scientific citation data for 1998-02. The University ranked 17th out of 62 AAU institutions on a measure of the impact of faculty scholarship – the number of citations per paper, 37th on the number of citations, 19th when citations are adjusted for faculty number, and 47th on the number of papers (20th when adjusted for faculty number). The most recent national study of per capita faculty scholarly productivity (FSP) was provided in 2004 through the compilation and analysis of data on journal citations and publications, book publications, federal research funding, and honors and awards by Academic Analytics, LLC. These data show Stony Brook University ranked in the top half of AAU universities and 9th among peer public universities. In addition, Stony Brook University ranked 117th in the *US News & World Report* list of best national universities in Fall 2003, and expects this ranking to improve in 2004 because of improvements in several ranking variables.
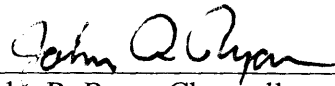
Further, the Princeton Review's *The Best 351 Colleges* (2004 edition) includes Stony Brook University on its top 20 list for its diverse student body, and *Black Issues in Higher Education* (June 2004) listed the University 61st among the top 100 minority baccalaureate degree producers and in many of its discipline and ethnic group specific tables.

The following listings summarize Stony Brook University's overall position in *US News & World Report's "America's Best Graduate Schools."* Nine programs were ranked in the top 50 in 2006 (counting the engineering fields separately), but overall 15 programs are ranked in the top 50 in the 2007 rankings because those rankings include programs analyzed in previous years. Specifically, according to this report, the following programs were ranked in the top 50 in 2006, with rank indicated in parentheses: Physics (22), Mathematics (26), Geology/Earth Science (28), Computer Science (34), Materials Engineering (34), Biomedical Engineering (36), Biological Sciences (40), Computer Engineering (49), and Medical Schools-Research (50). The following six programs were included in the top 50 from prior-year rankings: Clinical Psychology (15), Political Science (29), Sociology (34), Midwifery (35), Physical Therapy (40), and Occupational Therapy (49). In addition, two specialty fields were ranked in the top ten: Nuclear Physics (4) and Geometry (7); and three specialty fields were ranked between 11 and 25: Political Methodology (11), Topology (14), and American Politics (21).

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This Memorandum of Understanding was developed jointly by Stony Brook University and the State University of New York System Administration to provide guidance for planning the campus's future and a framework for gauging the achievement of its goals. Recognizing that individual institutions and the State University as a whole must be able to respond to changing circumstances, both Stony Brook University and System Administration will work together to realize the goals and objectives articulated in this document.

Shirley Strum Kenny, President
Stony Brook University

John R. Ryan, Chancellor
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