Stony Brook University

ACCREDITATION REAFFIRMATION SELF-STUDY DESIGN DOCUMENT

Submitted to
The Middle States Commission on
Higher Education

MAY 25, 2022

Stony Brook University Self-Study Design Document

This self-study design document outlines the plan for Stony Brook University to pursue the self-study process for the Middle States Commission on Higher Education (MSCHE) to reaffirm the University's regional accreditation. The structure of this design document follows a template published by MSCHE. The document has been prepared collaboratively by the accreditation reaffirmation Steering Committee, and it has been reviewed by multiple senior administrators.

Institutional Profile

As one of America's leading research universities, Stony Brook University delivers world-class educational programs, carries out cutting-edge research and intellectual endeavors, and provides state-of-the-art innovative health care. Stony Brook University is a flagship of the State University of New York (SUNY), providing leadership for economic growth, technology, and culture for neighboring communities on Long Island and the wider geographic region. The University celebrates diversity in all its forms, seeking to elevate traditionally underserved populations and position the University in the global community.

Situated on over 1,400 acres on the north shore of Long Island in Suffolk County, New York, Stony Brook University has a fall headcount enrollment of over 26,000 students, with 18,000 undergraduates and more than 8,500 graduate students. In addition to the main campus in Stony Brook, New York, Stony Brook University maintains additional locations in Southampton and Manhattan, and manages the SUNY Korea Global Campus in South Korea. The University includes 12 Schools and Colleges: the College of Arts and Sciences, the College of Business, the College of Engineering and Applied Sciences, the Graduate School, the School of Communication and Journalism, the School of Dental Medicine, the School of Health Professions, the School of Marine and Atmospheric Sciences, the School of Nursing, the School of Professional Development, the School of Social Welfare, and the Renaissance School of Medicine.

The University offers 79 bachelor's degree programs, 91 master's degree programs, 63 doctoral degree programs, and 58 graduate certificate programs. More than three out of five Stony Brook University graduates earn a degree in STEM (41%) or health (21%) fields. The largest undergraduate majors include: biology, psychology, business management, health science, computer science, economics, applied mathematics & statistics, biochemistry, mathematics, and political science. The largest master's programs include nursing, social work, computer science, human resource management, and higher education. The largest research doctoral programs include computer science, physics, chemistry, and applied mathematics & statistics; and the largest professional practice doctoral programs include medicine, physical therapy, and dentistry. In a typical year, 10,500 students live on campus, including more than half (53%) of undergraduates and more than four out of five (80%) new freshmen.

Stony Brook University is among the most diverse institutions in the country. In fall 2021, just under a third (32%) of Stony Brook University's students reported their race as white, and just under a quarter (24%) were Asian. About one out of five (20%) were from underrepresented minority groups (13% Hispanic, 6% Black or African American, 1% others), and 13% were international students. One out of twelve (8%) chose not to report a race or ethnicity. Four out of

five (81%) of students were residents of New York State. just over a third (37%) of undergraduates received Pell grants during the 2021-22 academic year, and a third of undergraduates were first generation students.

Over the past decade, Stony Brook University has placed significant emphasis on improving undergraduate student success. As a result, four-year graduation rates have increased just over 20 percentage points from 45.1% for the freshman class entering in fall 2007 and graduating by 2011 to 65.7% for the freshman class entering in 2017-18 and graduating by August 2021. Six-year graduation rates have increased from 65.9% to 77.7% over the same period. Four-year graduation rates for students entering as full-time transfer students have similarly increased from 57.8% for those entering in 2007-08 to 71.2% for those entering in 2017-18. As a result, undergraduate average time-to-degree is now 3.99 years for undergraduates completing bachelor's degrees in 2020-21. Further, Stony Brook University has largely closed equity gaps, with Pell recipients graduating at higher rates than non-Pell recipients, and Black and Hispanic students graduating at about the same rate as white students. These gains were achieved through a multi-pronged approach, orchestrated by an academic success team, and included expanded analytics, a Finish in 4 program, policy and procedure reform, expanded advising and academic support, and attention to special populations. Graduation rates for graduate students have also increased over this period, albeit less dramatically, with the 3-year graduation rate for master's students increasing from 74.0% for those entering in 2007-08 to 82.2% for those entering in 2017-18, and the 8-year PhD completion rate increasing from 58% for those entering in 2005-06 to 65.2% for those entering in 2012-13.

Fall Headcount Enrollment

	2013	2021	Change
Total	24,143	26,608	2,465
Undergraduate	15,992	17,999	2,007
Pell grant recipients	33%	37%	4%
First generation students	34%	35%	1%
Graduate	8,151	8,609	458
Master's	46%	54%	8%
PhD	26%	24%	-2%
Other doctoral	6%	5%	-1%
MD & DDS	8%	8%	--
Certificate & Nondegree	17%	12%	-5%
Gender			
Men	51%	47%	-4%
Women	49%	53%	4%
Race/ethnicity			
American Indian	<1%	<1%	----
Asian	19%	25%	6%
Black or African American	6%	6%	----
Hispanic or Latino	9%	13%	4%
Native Hawaiian/Pac. Isl.	<1%	<1%	----
White	38%	33%	-5%
Two or more races	2%	3%	1%
U.S. Nonresident	16%	13%	-3%
Unknown	11%	8%	-3%

Stony Brook University's research output of over a quarter of a billion dollars annually places it among the top research institutions in the world. Research expenditures have increased from $210 million in 2010-11 to $275 million in 2020-21. Almost two-thirds (60%) of this research activity is sponsored by the federal government, with over $80 million coming from the Department of Health and Human Services and over $40 million coming from the National Science Foundation. Stony Brook University's faculty have held over 750 patents and produced over 2,500 inventions. Students are heavily involved in the research enterprise, with over 4,500

distinct students enrolled in directed research courses each year. Over half of all individuals supported on research grants are students. Since 2001, Stony Brook University in collaboration with Battelle has co-managed Brookhaven National Laboratory, one of only 17 U.S. Department of Energy National Laboratories.

Over 15,000 faculty and staff work at Stony Brook University, including over 2,800 faculty, almost 4,500 university staff, over 7,000 staff in the University Hospital, over 500 staff for the Long Island State Veterans Home, and 500 other staff. Following New York State's historic SUNY 2020 initiative to institute planned modest tuition increases while growing campus faculty and staff, Stony Brook University realized an increase among tenured and tenure-track faculty from 923 in 2011 to 1065 in 2014. But with the suspension of tuition increases in 2015 and a change in the state's interpretation of maintenance of effort provisions, the number of tenured and tenure track faculty has eased back to 986 in 2021, and student faculty ratios are now slightly less favorable than they were prior to the passage of the SUNY 2020 legislation.

Stony Brook University's annual budget exceeds $3.5 billion, with $1.2 billion of that directed at the academic and research enterprise and the remainder directed toward the hospital and health system. The University's economic impact exceeds $7.2 billion of increased output annually, contributing to over 54,000 jobs and $2.39 billion in earnings. As the region's preeminent research university, Stony Brook University serves as the region's hub for innovation and industry partnerships. The University has performed more than 4,000 economic development projects in the past decade that helped almost a thousand Long Island companies create nearly 20,000 jobs and generate more than a billion dollars in business activity.

Stony Brook University through its health care system is Long Island's preeminent provider of state-of-the-art innovative health care, while serving as a resource to a regional health care network and to the traditionally underserved. The system is anchored by Stony Brook University Hospital, with over 600 beds, and has been ranked by Healthgrades as one of America's Best Hospitals 2019-2022. Also, in the network are Stony Brook Southampton Hospital, Stony Brook Eastern Long Island Hospital, Stony Brook Children's Hospital and more than 200 community-based healthcare settings throughout Suffolk County. This teaching and research health care enterprise is organically connected to the five health sciences schools.

In 2020, Dr. Maurie McInnis was named as the sixth president of Stony Brook University. President McInnis has brought to Stony Brook University her humanist values as a renowned cultural historian of the 19th century American South, among them her conviction that institutes of higher learning should use their expertise and influence to address major societal problems. To help ensure a successful future for the university during a time of extraordinary economic challenges, President McInnis called upon the collaborative spirit of Stony Brook University and initiated a university-wide Strategic Budget Initiative (SBI) shortly after taking office. The work of SBI has been focused on exploring new revenue streams, increasing productivity, building and strengthening academic and research programs, and notably, working collaboratively and effectively together as one unified campus. In 2022, President McInnis launched a strategic

planning process dubbed Project REACH (Reimagine…Accelerate Change) to develop a vision for the next decade with a plan to achieve that vision.

Institutional Priorities

Institutional priorities for Stony Brook University's self-study follow directly from the University's mission, the Strategic Budget Initiative (2020-21), and Project REACH (2022) -- the University's recently launched strategic planning process. These priorities have been collaboratively identified through collaborative processes in each of these initiatives

Mission

Stony Brook University has a five-part mission:

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

Senior leadership and various campus constituencies have reaffirmed the basic pillars of Stony Brook University's mission (education, research, regional leadership, health care, and diversity). These core areas remain the foundation of Stony Brook University's purpose and activity. The specific wording and focus of each area are a topic for review within Project REACH as multiple groups explore possibilities for strategic direction.

Strategic Budget Initiative

In response to external funding challenges in calendar year 2020, we launched the Strategic Budget Initiative (SBI) in an effort to operate as efficiently as possible and to find alternative revenue sources. SBI has been a collaborative, strategic undertaking to identify both short-term operational and longer-term opportunities to improve our financial position. Five task forces and sixteen working groups powered this work with responsibilities for idea generation, analysis, validation, and recommendations in distinct subject areas: Academic portfolio, Operations alignment, Optimizing campus resources, Research and innovation, and Stony Brook Medicine.
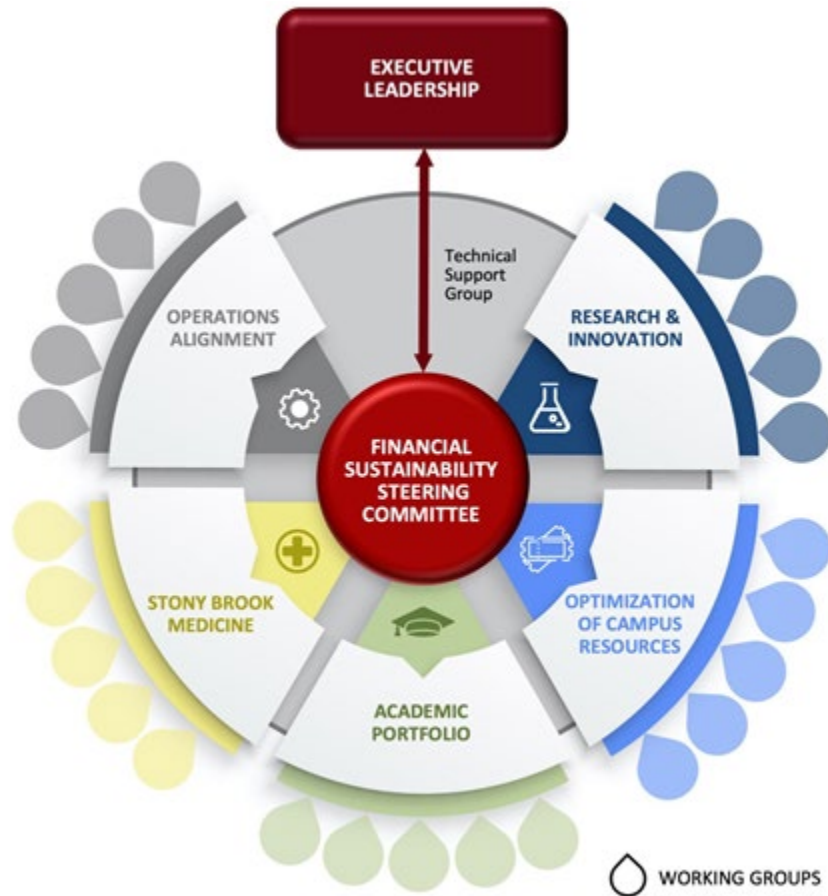
The Academic Portfolio Task Force initiated discussions with academic units on how to optimize the size, capacity, and scope of their undergraduate, graduate, professional, and non-degree granting programs. It made recommendations about the resources academic units require to strengthen existing programs, launch new initiatives, forge interdisciplinary connections, and develop creative new streams of revenue.

The Operations Alignment Task Force identified ways to operate and provide seamless support as one campus – by eliminating unnecessary duplication of services and expenses as well as creating opportunities for better alignment and best-in-class support.

The Optimizing Campus Cultural, Athletic and Facilities Resources Task Force identified opportunities for revenue enhancement through more effective use of the broad array of facilities and activities available on all Stony Brook properties including the main campus and our Southampton campus.

The Research and Innovation Task Force identified new opportunities and areas of growth, more effective alignment of resources, infrastructure and new ways to encourage interdisciplinary collaboration and innovation.

The Stony Brook Medicine Task Force was initiated following an initial review and assessment to be led by the Academic Advisory Council (AAC) focused on improving coordination within and among the Health Sciences Schools to enhance our teaching and research missions.

Over 300 faculty and staff have engaged directly in the SBI with thousands more participating in surveys, meetings and campus conversations. Overall hundreds of ideas were generated, researched, evaluated, and prioritized with 23 initiatives ultimately presented to a broad leadership team—including all Deans—with the potential to save or generate millions of dollars.

Project REACH (Reimagine…Accelerate Change)
Built upon prior initiatives such as Accelerating Research and the Strategic Budget Initiative, Project REACH, short for Reimagine Accelerate Change, is a collaborative undertaking designed to engage every corner of our community to create a shared vision for the future of our great university, and to chart our path forward. The strength and the success of Project REACH will be in its diversity of thought, perspective and experience. We encourage and will actively seek out faculty, staff, and students from every corner of campus to serve on various committees, groups, and teams. Our charge will be to "look up and out," beyond what is immediately apparent or what we may have discussed in the past to truly creative ideas and innovative solutions powered by our collaboration.

A Campus-wide Approach:
- **A layered and integrated approach** that engages the campus simultaneously
- **Breaks free from the traditional silos** of faculty, students, staff and alumni points of view
- **Engages faculty and staff** through the submission of ideas around innovations around our mission
- **Creates shared experiences through reading groups** focused on understanding the challenges facing higher education and Stony Brook University

Five organizing principles anchor the success of Project REACH:

- Providing the highest-quality educational experience to foster success and achievement for every student
- Pioneering breakthroughs in research and medicine
- Forging new pathways to social and economic equity
- Bringing accessible, innovative, and state-of-the-art healthcare to our community; and
- Creating inclusive economic development through the power of partnership

The explorer group nodes in the Project REACH graphic reflect the primary areas of focus in our mission. Explorer groups will help to establish the priorities that will form the foundation of our strategic plan to be developed during 2022-23. Moonshots are ideas (one-page white papers) submitted by our faculty, staff and students with strategic ideas to be investigated by our explorer groups.

Institutional Priorities
From the University's mission, the Strategic Budget Initiative, and Project REACH, four major institutional priorities have emerged: 1) the success of students in all of Stony Brook University's undergraduate and graduate programs, with the notion that a principal measure of program quality should be the success of the students who participate in it; 2) research and innovation

stemming from support of increased faculty research activity, 3) <u>financial sustainability</u> to address longer term challenges in declining state support, unfunded contractual obligations, and decline in net tuition revenue from a change in student mix; and 4) <u>diversity, equity & inclusion</u>, which includes social mobility and aspects of diversity that extend beyond race and gender, as a principal component of the University's mission.

Matrix of mission and institutional priorities

Mission area	Student success	Research & innovation	Financial Sustainability	Diversity, Equity & Inclusion
comprehensive undergraduate, graduate, and professional education of the highest quality	X			X
research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance	X	X		
leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region		X	X	
state-of-the-art innovative health care, while serving as a resource to a regional health care network and to the traditionally underserved			X	X
celebrating diversity and positioning the University in the global community	X			X

Matrix of Middle States standards and institutional priorities

Middle States Standard	Student success	Research & innovation	Financial Sustainability	Diversity, Equity & Inclusion
1. Mission & goals	X	X		
2. Ethics & integrity		X		X
3. Design of student learning experience	X			X
4. Support of student learning experience	X			X
5. Educational effectiveness assessment	X			X
6. Planning, resources & institutional improvement		X	X	
7. Governance, Leadership & Administration		X	X	

Intended Outcomes of Self-Study

Stony Brook University will engage in a rigorous self-study process in which the University community will collaborate to review policies, processes, and evidence of student success outcomes. Ultimately, the University will identify, gather, and interpret evidence demonstrating compliance with all Middle States Standards and Requirements for Affiliation. Moreover, this data will be interpreted in light of our institutional priorities, as enunciated by our five-point mission and strategic budget and planning processes. The Report will afford the community an opportunity to explore, evaluate, and better understand the institution, and to generate goals and recommendations for future growth.

As required by the Commission, Stony Brook University's Self Study process will:
- demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation;
- focus on continuous improvement in the attainment of the institution's mission and priorities; and
- engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.

In addition to these required areas, the process will:
- enhance the University's efficiency through identification of structural and process improvements that align with the emerging strategic plan; and
- inform ongoing efforts to refine the University's mission and strategic goals for the future.

Self-Study Approach

Stony Brook University has opted to pursue a standards-based approach to the self-study process. The University's size and scope, in addition to current activities around strategic planning, lend themselves to this approach. As described later in this document, a Working Group has been assigned to address each Standard through the lens of focused lines of inquiry.

Organizational Structure of Steering Committee and Working Groups

Stony Brook University designated Braden Hosch, Associate Vice President for the Office of Institutional Research, Planning, and Effectiveness as Accreditation Liaison Officer (ALO). The University then added Laszlo Mihaly, Professor of Physics & Astronomy, and Dominick Fortugno, Director of Health Sciences Academic Support, as Steering Committee Co-Chairs. This core leadership group brings to the Committee a wealth of information on assessment best practices, the institution, and its faculty. They also provide clarion voices within the Office of the President, Office of the Provost, and University Senate.

In Fall 2021, the Steering Committee leadership briefed the university President, Provost, and deans in a series of meetings. After obtaining approval from executive leadership, the core team convened fourteen Working Group co-chairs (two for each Middle States Standard) based on nominations and recommendations from deans, faculty, and administration. The Steering Committee also includes seven additional individuals from key areas across the university.

The Steering Committee has responsibilities to:
- Oversee preparation of the Self-Study Design document
- Oversee preparation of the Self-Study Report
- Develop and ensure implementation of Working Group charges
- Ensure timely implementation of the Self-Study timelines
- Facilitate communication among Working Groups
- Design and implement the university's Communication Plan
- Identify and communicate about gaps in compliance
- Meet with the Self-Study team during site visit
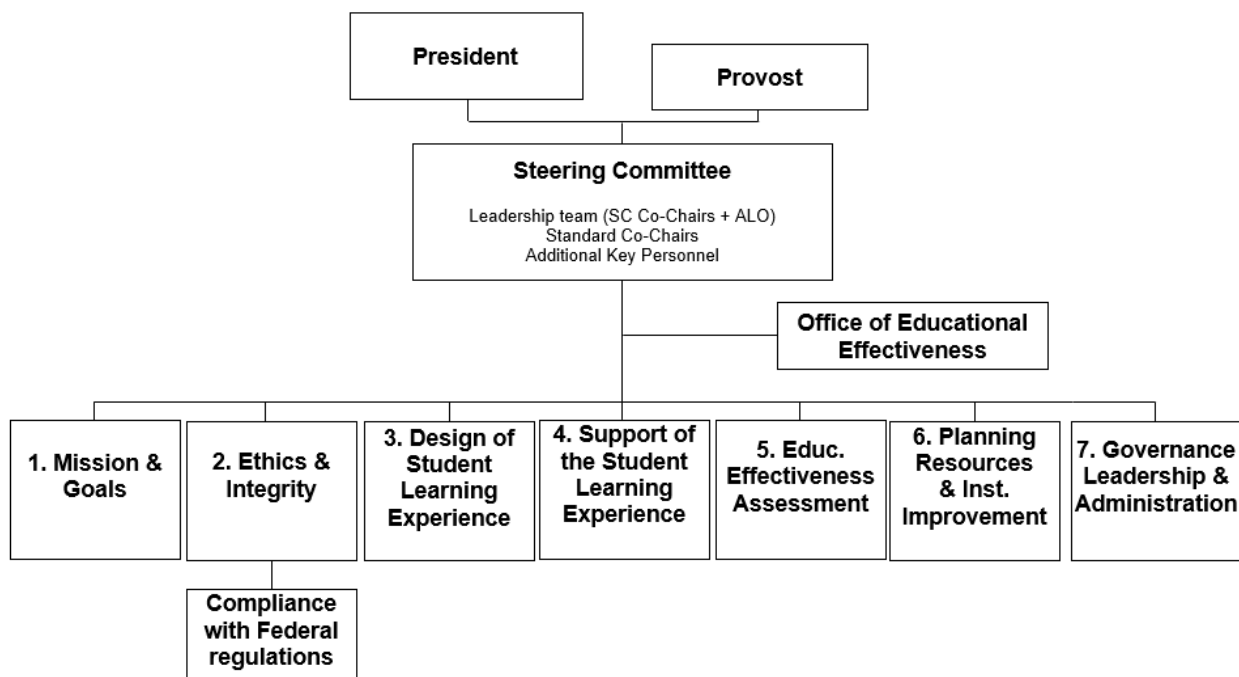
Working groups have been broadly charged to explore lines of inquiry assigned to them, and to identify and collect evidence demonstrating the extent to which Standards for Accreditation and Requirements for Affiliation are met. To this end, working groups have responsibilities to:
- Identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self Study
- Identify relevant institutional processes and procedures to be reviewed, summarized and used to support conclusions of the Self Study
- Determine to what extent the institution meets Standard, Requirements for Affiliation, and applicable federal regulatory requirements for Verification of Compliance
- Identify the institution's strengths, challenges, and opportunities for improvement for Standard, recommend strategies for improvement, and implement strategies where feasible
- Develop draft reports and incorporate feedback into a final report for Standard according to established timelines.
- Meet with Middle States evaluation team members and actively participate in the site visit process

Steering Committee Members

<u>Steering Committee Leadership Team</u>

Fortugno, Dominick	(Co-Chair) Director of Health Sciences Academic Support
Mihaly, Laszlo	(Co-Chair) Professor of Physics & Astronomy
Hosch, Braden	(ALO) Assoc. Vice President, Office of Institutional Research, Planning & Effectiveness

<u>Working Group Co-Chairs</u>

Ballan, Michelle	(Standard 1) Professor of Family, Population, & Preventative Medicine and Assoc. Dean, School of Social Welfare
Savoca, Marianna	(Standard 1) Asst. Vice President for Career Development & Experiential Education
Cohen, David	(Standard 2) Clinical Assoc. Professor of Emergency Medicine & Assoc. Dean for Student Affairs, Renaissance School of Medicine
Kukta, Robert	(Standard 2) Assoc. Professor of Mechanical Engineering and Senior Assoc. Dean for Education & Innovation, College of Engineering & Applied Science
Sharma, Shyam	(Standard 3) Assoc. Professor of Writing & Rhetoric and Graduate Program Director
Tirotta-Esposito, Rose	(Standard 3) Director, Center for Excellence in Learning & Teaching
Gergen, Peter	(Standard 4) Distinguished Service Professor of Biochemistry & Cell Biology and Director of Undergraduate Biology
Germana, Shelley	(Standard 4) Assoc. Provost for Undergraduate Education & Academic Success
Gropack, Stacy	(Standard 5) Dean and Professor, School of Health Professions
Teaney, Derek	(Standard 5) Professor of Physics & Astronomy
Finkelstein, Stacey	(Standard 6) Assoc. Professor of Marketing
Gonzalez, Carmen	(Standard 6) Asst. Vice President, Procurement
Marshik, Celia	(Standard 7) Professor of English
Greiman, Judith	(Standard 7) Chief Deputy to the President and Senior Vice President of Government & Community Relations

<u>Additional Steering Committee Members</u>

Belazi, Ahmed	Director of Strategic Analytics & Technologies, Student Affairs
Law, Kevin	Chairman, Stony Brook Council
Lobosco, Devin	Undergraduate Student Representative
Nagaraj, A.J.	Asst. Vice President for Advancement Strategy & Administration
Saldanha, Joanne	Graduate Student Representative
Scott, Catherine	Director, Office of Educational Effectiveness
Tumminello, Donna	Assoc. Director, Intellectual Property Partners
Wertheim, Bill	Interim Dean, Renaissance School of Medicine

Working Group 1 - Mission & Goals

Working Group 1 will be responsible for understanding how the university complies with Standard 1 "The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission." The group will also be responsible for demonstrating compliance with Requirement of Affiliation 7 "The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education."

Lines of inquiry through which to examine all criteria in the standard:
- How is student success defined for undergraduate, graduate, and professional students? What does it mean to provide comprehensive education at each degree level? To what extent do the mission and goals of the University support student success? How do we know that we are fulfilling our mission related to student success?
- What counts as "research" and how do we know our research and intellectual endeavors meet international standards? To what extent do the mission and goals of the University support research and innovation? How do we know that we are fulfilling our mission related to research and innovation?
- To what extent are the institutional mission and goals informed by strategic planning *Reimagining Stony Brook: A Strategic Vision for 2013-2018*, the Strategic Budget Initiative, Project REACH, or other processes?

While celebrating diversity and global positioning are a part of the university mission, these goals will be addressed by Working Groups 2 through 5 as part of their assigned standards.

<u>Working Group 1 Members</u>

Ballan, Michelle	(Co-Chair) Professor of Family, Population, & Preventative Medicine and Associate Dean, School of Social Welfare
Savoca, Marianna	(Co-Chair) Assistant Vice President for Career Development & Experiential Education
Coffin, Dale	Clinical Associate Professor and Chairperson, Occupational Therapy
Ellison, Brooke	Associate Professor of Health & Rehabilitation Sciences
Inkles, Alan	Director, Staller Center for the Arts
Jain, Shubham	Assistant Professor of Computer Science
Jiang, Danling	Professor of Finance
Marchese, Jeremy	Director, University Scholars
McClendon, Riccardo	Dean of Students, Student Affairs
Nagan, Maria	Associate Dean for Curriculum, College of Arts & Sciences
Perna, Rosalba	Professor of Physics & Astronomy
Saragossi, Jamie	Head of Health Sciences Library

Working Group 2 - Ethics & Integrity

Working Group 2 will be responsible for understanding how the university complies with Standard 2 "Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. in all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully." The group will also be responsible for demonstrating compliance with Requirement of Affiliation 5 "The institution complies with all applicable government (usually Federal and state) laws and regulations," Requirement of Affiliation 6 "The institution complies with applicable Commission, interregional, and inter-institutional policies" as well as Requirement of Affiliation 14 "The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information … required by the Commission to carry out its accrediting responsibilities."

Lines of inquiry through which to examine all criteria in the standard:
- To what extent do Stony Brook University's structures and policies on ethics and integrity support the institution's priority to promote research and innovation? Consider the academic freedom, protection of human subjects, conflict of interest policies, etc.
- To what extent do Stony Brook University's structures and policies on ethics and integrity promote diversity, equity, and inclusion across all populations (prospective students, students, faculty and staff, alumni)? Are there aspects of diversity, equity, and inclusion where policies and procedures may deserve additional development?
- To what extent are policies and procedures for grievances and advancing ethical conduct effectively promoting an environment in which students, faculty, and staff can thrive? To what extent is the effectiveness of these policies assessed?

Working Group 2 Members

Cohen, David	(Co-Chair) Associate Dean for Student Affairs and Clinical Associate Professor of Emergency Medicine
Kukta, Robert	(Co-Chair) Assoc Professor of Mechanical Engineering and Sr Assoc Dean for Education & Innovation, College of Engineering & Applied Sci.
Bello, Diane	Registrar
Buehler, Donna	Ombuds
Dejong, Debbie	Senior Associate Athletic Director and Deputy Title IX Coordinator
Fertmann, Adam	Director, Student Conduct & Community Standards
Giglio, Leo	Lecturer of Human Resources Management
Haas, Tracy	Labor Relations Manager
Kinkade, Robbye	Clinical Associate Professor of Health Sciences
Leonard, Marjolie	Assistant Vice President, Office of Equity & Accessibility
Moore, Wanda	Academic Integrity Officer, Division of Undergraduate Education
Panico, Doug	Assistant Vice President, Audit & Management Advisory Services
Wong, Stanislaus	Distinguished Professor of Chemistry

Working Group 3 - Design of the Student Learning Experience

Working Group 3 will be responsible for understanding how the University complies with Standard 3 "An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations." The group will also be responsible for demonstrating compliance with a portion of Requirement of Affiliation 9 "The institution's student learning programs and opportunities are characterized by rigor, [and] coherence … throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality" [the assessment portion of this requirement will be covered by Working Group 5]. Working Group 3 will also demonstrate compliance with Requirement of Affiliation 15 "The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs."

Lines of inquiry through which to examine all criteria in the standard:
- To what extent does the design and delivery of educational programs, including general education, support institutional priorities for student success both within the program and after graduation?
- To what extent are the numbers and distribution of faculty and staff sufficient to deliver educational programs of the highest quality in which students can be successful? To what extent are faculty and staff proficient in the design and delivery of educational programs that promote student success?
- To what extent does the design and delivery of educational programs, including general education, promote and support diversity, equity, and inclusion?
- To what extent does instructional modality (in-person, hybrid, distance learning) inform instructional and program design, especially post-COVID?
- How is the rigor and coherence of educational programs evaluated and improved? [the assessment portion of this requirement will be covered by Working Group 5]

Working Group 3 Members

Sharma, Shyam	(Co-Chair) Assoc Professor and Graduate Director, Writing & Rhetoric
Tirotta-Esposito, Rose	(Co-Chair) Director, Center for Excellence in Learning & Teaching
Caprariello, Peter	Associate Professor of Marketing
Dellaposta, Jennifer	Senior Assistant Dean and Director of Student Services, College of Engineering & Applied Sciences
Fena, Christine	Undergraduate Success Librarian
Johnson, Lisa	Clinical Associate Professor and Chairperson, Respiratory Care
Lu, Trista	Interim Director, China Center
Newman, Elizabeth	Vice Provost for Curriculum & Undergraduate Education
Ryan, Susan	Assistant Professor, School of Professional Development
Sutherland, Scott	Professor of Mathematics
Velazquez, Suzanne	Clinical Associate Professor and Undergraduate Program Director, School of Social Welfare

Working Group 4 - Support of the Student Experience

Working Group 4 will be responsible for understanding how the University complies with Standard 4 "Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success." Working group 4 is also responsible for a portion of Requirement of Affiliation 8 "The institution systematically evaluates its … other [noneducational] programs and makes public how well and in what ways it is accomplishing its purposes."

Lines of inquiry through which to examine all criteria in the standard:

- What enrollment management and financial aid strategies and processes does Stony Brook University employ to promote the advancement and success of all students?
- How does Stony Brook University support the transition of new students at all levels in order to enhance their academic and social success?
- To what extent do student support services demonstrate a commitment to equity and overall student well-being that promotes student success?
- How does Stony Brook University promote a high quality and inclusive campus life experience through co-curricular activities and services?
- What support does Stony Brook University provide to promote the successful placement of graduates in appropriate careers and/or post-degree academic programs?

<u>Working Group 4 Members</u>

Gergen, Peter	(Co-Chair) Distinguished Service Professor and Director, Biochemistry & Cell Biology
Germana, Shelley	(Co-Chair) Assoc Provost for Undergraduate Educ & Academic Success
Black, David	Associate Professor of Atmospheric & Oceanic Sciences
Chambers, Cheryl	Assistant Dean of Students, Student Affairs
Colognato, Holly	Professor of Pharmacological Sciences
Hemmick, Thomas	Distinguished Teaching Professor of Physics & Astronomy
Matzner, Pamela	Director, Educational Opportunity Prog/Advancement on Individual Merit
Medley, Dawn	Vice Provost of Enrollment Management
Rubenstein, David	Associate Professor of Biomedical Engineering and Associate Dean, Graduate School
Serling, Deborah	Director, Academic & Transfer Advising Services
Stephenson, Carolyn	Associate Director, Student Support Team
Thompson, Roger	Professor of Writing and Associate Dean, Facilities & Operations, College of Arts & Sciences
Wright, Karian	Director, Center for Inclusive Education and Assistant Dean for Diversity & Inclusion, Graduate School
Zannettis, Stacey	Assistant Dean for Academic Engagement, Division of Undergrad Educ

Working Group 5 - Educational Effectiveness Assessment

Working Group 5 will be responsible for understanding how the University complies with Standard 5: "Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education." This group will also demonstrate compliance with a portion of Standard of Affiliation 8 " The institution systematically evaluates its educational … programs and makes public how well and in what ways it is accomplishing its purposes" [noneducational programs will be covered by Working Group 4]. This group will also demonstrate compliance with a portion of Requirement of Affiliation 9 "The institution's student learning programs and opportunities are characterized by … appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality" [the portion of this requirement about the rigor and coherence of academic programs will be covered by Working Group 3].

Lines of inquiry through which to examine all criteria in the standard:
- How are student learning outcomes and other student outcomes assessed and to what extent are results used to make improvements?
- To what extent does success in achieving learning outcomes relate to other measures of success like retention, graduation, and job placement?
- To what extent do assessment processes focus on issues of diversity, equity, and inclusion?
- To what extent are the many assessment efforts across the diverse academic units organized or systematized to encourage effective practices and sustainability?
- What is the best way for higher-level administration to guide the assessment process, while maintaining a spirit of cooperation with the individual academic units?

Working Group 5 Members

Teaney, Derek	(Co-Chair) Professor of Physics & Astronomy
Gropack, Stacy	(Co-Chair) Dean and Professor, School of Health Professions
Anagnostopoulos, Alexis	Associate Professor of Economics
Collins, William	Associate Professor of Neurobiology & Behavior
Hackley, Erica	Assistant Dean for Academic Planning, College of Arts & Sciences
Judex, Stefan	Professor of Biomedical Engineering
Khost, Peter	Associate Professor of Writing
Lochhead, Judith	Professor of Music
Lu, Wei-Hsin	Assistant Professor of Preventive Medicine
Mangione, Robert	Executive Director for Educational Programs and Faculty Director, Higher Education Program
Milligan, Amy	Assistant Dean, College of Business
Scott, Catherine	Director, Office of Educational Effectiveness
Snow, Denise	Clinical Associate Professor of Grad Studies/Adv Nursing Practice
Tucker, Alan	Professor of Applied Mathematics & Statistics
Zelizer, Deborah	Chairperson and Clinical Associate Professor of Health Sciences

Working Group 6 - Planning, Resources, and Institutional Improvement

Working Group 6 will be responsible for understanding how the University complies with Standard 6, "The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges." The group will demonstrate compliance with Requirement of Affiliation 10, "Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments" and Requirement of Affiliation 11, "The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis."

Lines of inquiry through which to examine all criteria in the standard:
- To what extent do policies and procedures for planning, budgeting resources, and institutional improvement support institutional priorities? How are these policies and procedures documented and communicated to constituents?
- Does resource allocation (e.g., staff support, facilities, infrastructure, technology) support institutional priorities? Where resources have been allocated to support institutional priorities, to what extent are there independent measures of changes in output (e.g., external funding for research)
- To what extent are we measuring and assessing the effectiveness of planning, resource allocation, and budgeting processes to ensure efficient utilization and financial sustainability?

<u>Working Group 6 Members</u>

Finkelstein, Stacey	(Co-Chair) Associate Professor of Marketing
Gonzalez, Carmen	(Co-Chair) Assistant Vice President, Procurement
Barone, Dominique	Human Resources & Grants Mgr., School of Marine & Atmospheric Sci.
Caglioti, Carla	Executive Director, Southampton Graduate Arts Campus and Assistant Director, Creative Writing and Literature
Drees, Axel	Professor of Physics & Astronomy
Fischer, Diane	Interim Associate Vice President, Academic Budget & Financial Planning
Itzkowitz, Glen	Assoc Dean, Research Facilities & Op, Renaissance School of Medicine
Kent, John	Director of Real Estate & Property Management
Koshansky, Kathryn	Associate Professor and Chairperson, Athletic Training
Ospitale, Michael	Assistant Vice President of Customer Engagement and Support
Ribando, Cathy	Director for Financial Operations, Budget, Financial Planning, & Analysis
Riley, John	Associate Vice President of Health Sciences and Vice Dean of Admin & Finance, Renaissance School of Medicine
Rubin, Clinton	Distinguished Professor of Biomedical Engineering
Wellinger, Joyce	Assistant Dean for Finance & Administration, College of Business

Working Group 7 - Governance

Working Group 7 will be responsible for understanding how the University complies with Standard 7 "The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy." Working group 7 will also be responsible for addressing Requirement of Affiliation 12 about disclosure of its governance structure and Requirement of Affiliation 13 about preventing conflicts of interest among the governing body.

Lines of inquiry through which to examine all criteria in the standard:
- To what extent do Stony Brook University's governance, leadership, and administrative policies, procedures and structures promote the University's priority to support financial sustainability?
    - To what extent does the Stony Brook Council and Board of Trustees help to assure strong fiscal management?
    - To what extent does SUNY support Stony Brook University's sustained financial integrity and long-term fiscal viability?
- To what extent do Stony Brook University's governance, leadership, and administrative policies, procedures and structures, including its relationship with the SUNY Research Foundation, promote the University's priority to support research and innovation?
    - To what extent does Stony Brook University's leadership engage with faculty, students, and staff to support research and innovation?
    - To what extent does SUNY encourage and support the development and/or implementation of staffing that supports research and innovation?

Working Group 7 Members

Marshik, Celia	(Co-Chair) Professor of English
Greiman, Judith	(Co-Chair) Chief Deputy to the President and Senior Vice President, Government & Community Relations
Desanna, Kara	Assistant Provost for Learning Outcomes & Operations
Di Pasquale-Alvarez, Paula	Director of Curriculum, College of Arts & Sciences
Dixon, Kimberly	Director of Employer Relations, Career Center
Garcia-Diaz, Miguel	Assoc Professor of Pharmacology and Assoc Dean, Graduate School
Gomes, Lyle	Vice President for Finance and Chief Budget Officer
Kao, Imin	Professor of Mechanical Engineering and Executive Director, SUNY Korea
Larson, Richard	Professor of Linguistics and President, University Senate
Shane, Suzanne	Associate Counsel
Tsirka, Styliani-Anna	Professor of Pharmacology

Guidelines for Reporting

Seven Working Groups, each focused on one Standard for Accreditation, will be responsible for reviewing institutional processes and procedures; identifying and collecting key evidence to determine to what extent Stony Brook University meets their respective Standard and Requirements for Affiliation; developing draft and final reports that incorporate feedback from the Steering Committee and university community; and recommending opportunities for improvement.

In the summer of 2022, the Office of Institutional Research, Planning & Effectiveness in conjunction with the Office of Educational Effectiveness will pre-populate the evidence inventory with existing resources (Strategic Planning materials, the University Fact Book, budget planning documents, etc.). Working Groups will each begin identifying existing sources and gaps in evidence supporting their respective Standard in August of 2022, then develop draft outlines of their chapters the following month. These bulleted outlines of evidence sources and potential gaps will be due to the Steering Committee in October 2022. The Steering Committee will review outlines and provide feedback for Working Groups in November. Later in the Fall 2022 semester, the Working Groups will develop their first drafts of their Self-Study Report chapters, which will be submitted to the Steering Committee in January 2023. Second and final drafts of these chapters will be submitted in March 2023 and May 2023, respectively. May 2023 drafts will adhere to a style guide prepared by the Steering Committee leadership team. The Steering Committee will review and provide feedback on each draft within two weeks of receipt.

Each Working Group is co-chaired by one faculty member and one administrator. Co-Chairs serve on the Reaffirmation Steering Committee, and are responsible for producing periodic progress reports to the Steering Committee. Working Groups will be responsible for setting their own meeting schedules, and will be required to meet a minimum of once per month during the Spring 2022 semester, increasing this frequency to twice per month starting Fall 2022.

The Steering Committee will be composed of Working Group Co-Chairs, as well as representatives from key academic and administrative units across the university, including Student Affairs, Educational Effectiveness, Information Technology, Facilities, Research, and other areas. The Steering Committee will be responsible for guiding the Working Groups and overseeing preparation of self-study by facilitating communication and feedback with the SBU community, reviewing and providing expert feedback on Self-Study draft sections, supervising submission of the final Self-Study Report, and coordinating MSCHE Review Team's site visit. Ultimately, the Steering Committee will ensure each Working Group meets its charge and adheres to all requirements and deadlines throughout the reaffirmation process.

Organization of the Final Self-Study Report

Utilizing a Standards-Based approach, the SBU Self-Study Report will be organized into seven chapters, one for each Standard for Accreditation. Each of these chapters will briefly describe the Standard, as well as relevant Requirements for Affiliation and relations to institutional priorities. Chapters for each standard will reflect upon accomplishments and challenges from the past ten years under both Presidents Stanley and McInnis, discuss the present state of

operations and processes and how these comply with criteria established by MSCHE, and discuss initiatives to advance excellence as well as identify recommendations in areas where excellence has not yet been achieved. The report will be framed by an Executive Summary, Introduction, Conclusions, and Recommendations. A section on Compliance Verification will be included in Chapter 2, and appendices will be included as appropriate.

An outline of the Self-Study Report structure is listed below.

- Executive summary
- Introduction
- Compliance Verification
- Overview of the Self-Study Process
- Standard 1: Mission and Goals
  - Overview
  - Analysis
  - Summary
  - Opportunities for Improvement
- Standard 2: Ethics and Integrity
  - Overview
  - Analysis
  - Summary
  - Opportunities for Improvement
- Standard 3: Design and Delivery of the Student Learning Experience
  - Overview
  - Analysis
  - Summary
  - Opportunities for Improvement
- Standard 4: Support of the Student Experience
  - Overview
  - Analysis
  - Summary
  - Opportunities for Improvement
- Standard 5: Educational Effectiveness Assessment
  - Overview
  - Analysis
  - Summary
  - Opportunities for Improvement
- Standard 6: Planning, Resources, and Institutional Improvement
  - Overview
  - Analysis
  - Summary
  - Opportunities for Improvement
- Standard 7: Governance, Leadership, and Administration
  - Overview
  - Analysis
  - Summary
  - Opportunities for Improvement
- Conclusions
- Recommendations
- Appendices

All chapters will link to documentary evidence in the evidence inventory.

Compliance Verification Strategy

A Compliance Verification Team will work with the Standard 2 (Ethics and Integrity) Working Group to verify institutional compliance with accreditation-relevant federal, state, SUNY, and university regulations in the following areas:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public
6. Standing with State and other accrediting agencies
7. Contractual relationships
8. Assignment of credit hours

The Compliance Verification Team will be responsible for reviewing university policies and procedures, identifying and gathering evidence, drafting a chapter demonstrating compliance in the areas listed above, and integrating feedback to produce a final copy of this chapter. The Compliance Verification Team will be predominantly responsible for demonstrating the university is compliant with Requirements of Affiliation 5, 6, and 14.

Compliance Team Members

Nicholas Prewett	(Chair) Director, Office of Financial Aid
Diane Bello	University Registrar
Matthew Nappi	Chief Information Security Officer
Braden Hosch	AVP for Institutional Research, Planning & Effectiveness
Kristin Hall	Center for Excellence in Learning and Teaching

The Compliance Verification Team will meet regularly with and provide consistent progress reports to the Working Group 2 Co-Chairs.

Timeline

Time period	Activity
August 2021	Assigned ALO and Steering Committee core leadership team
October – November 2021	SC leadership team members attend Self-Study Institute
November 2021	SC leadership team brief President, Provost, VP Strategic Initiatives
December 2021	Steering Committee Re-kickoff with charge from University President
December 2021	Steering Committee discuss Self-Study Design
December 2021	SC leadership team engage senior leadership in institutional priority conversations
December 2021	Video conference with liaison from MSCHE
February 2022	Working Group Co-Chairs develop list of members, send invitations
February 2022	Begin drafting Self-Study Design using Design Template
March 2022	SC leadership team briefs University Senate on progress, process
March 2022	Working Group co-chairs finalize membership, submit lines of inquiry for review
March – April 2022	SC reviews Self-Study Design draft with Working Group co-chairs, university executive leadership, and Senate; integrates feedback
April 2022	**ALO submits Self-Study Design draft to Commission staff liaison**
April 2022	**Host Self-Study Preparation Visit by VP liaison**
May 2022	Working Groups convene charge meeting in early May with full membership to provide an overview of tasks and meeting schedule

Time period	Activity
May – June 2022	Steering Committee (SC) integrates VP liaison feedback, finalizes Self-Study Design with Working Group co-chairs, university executive leadership, and Senate
May 2022	ALO submits final Self-Study Design
June – July 2022	Office of Institutional Research, Planning & Effectiveness and Office of Educational Effectiveness front-load essential elements of Self-Study inventory
August – September 2022	Working Groups identify existing and needed evidence that supports Standard, begin developing draft outline of chapter
September 2022	SC engages university stakeholders (executive leadership, Senate, key academic/administrative units) on progress, process
October 2022	**Working Groups submit bulleted outline of all Self-Study Report chapters**
November 2022	SC provides feedback on outlines to Working Groups (Nov. 15); Working Groups begin collecting evidence and developing chapter drafts
January 2023	Commission staff assign a team of peer evaluators in accordance with the Peer Evaluators Policy and Procedures; Team Chair Selection begins
January 2023	**Working Groups submit first drafts of Self-Study Report chapters**
February 2023	SC provides feedback on chapters to Working Groups
March 2023	**Working Groups submit second drafts of Self-Study Report chapters**
April 2023	SC provides feedback on chapters to Working Groups
April 2023	Formally notify all institutional constituencies, including the general public, that the Commission makes available the opportunity to submit Third Party Comments regarding the institution's compliance with standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements in accordance with the Commission's Third-Party Comments Policy.
May 15, 2023	**Working Groups submit final drafts of Self-Study Report chapters**
May – June 2023	SC reviews and integrates all Self-Study Report Chapters, finalizes Self-Study Report with Working Group co-chairs, university executive leadership, and Senate
June 2023	Leadership team revises draft to unify voice and check evidence
July 2023	Leadership finishes revisions to unify draft, addresses any remaining gaps; submits to executive leadership for review
August 2023	Leadership provides feedback on draft (Aug. 15); feedback is incorporated (Aug. 31).
September 2023	Draft Self-Study Report shared with campus community for feedback;
September 2023	ALO submits final draft of the Self-Study Report to the MSCHE Chair in advance of preliminary Visit
October 2023	Collect feedback from campus community Host Chair's Preliminary Visit
November 2023	SC integrates feedback from Chair and community, finalizes Self-Study Report
December 2023	**Upload Self-Study Report and all supporting evidence to secure MSCHE portal** on the due date by close of business at 4:30 PM, no later than six weeks prior to the On-Site Evaluation Visit.

Time period	Activity
January 2024	MSCHE peer evaluators review Self Study Report and all supporting Evidence prior to scheduled On-Site Evaluation Visit; may request additional evidence required to clarify information or verify compliance prior to arriving on-site. If third-party comments were received in accordance with Commission policy and procedures, the Commission forwards to the team for review.
April 2024	**Host On-Site Evaluation Visit**; peer evaluators may request additional evidence while they are on-site as required to clarify information or verify compliance; peer evaluators develop a draft Team Report that summarizes the team's findings, meet with institutional representatives for an oral exit report
May 2024	SC responds to the final Team Report in writing through Institutional Response.
May 2024	Team Chair reviews and considers Institutional Response and prepares Team Chair's Confidential Brief available on the Commission's website
June or Nov 2024	Commission action: Commission will take an accreditation action in accordance with its Accreditation Actions Policy and Procedures.

Communication Plan

The Steering Committee will partner with the University's Office of Marketing and Communications to keep the campus community apprised of our ongoing progress with the MSCHE accreditation renewal process. These efforts will take place over several semesters and include a combination of broadcast updates, opportunities to collect community feedback, and live "town hall" discussions to answer questions and generate a reciprocal dialogue across stakeholder groups.

Communication vehicles will include:

- A dedicated website containing general information, Steering Committee and Working Group member names, messages from the President and Provost, calendars of events, updates as they occur, draft documents, and a comment submission form
- Online Stony Brook University News articles featuring milestones and driving individuals to the website
- Broadcast emails from the Office of the Provost and Office of the President
- Progress reports in our 'Stronger Together' campus-wide email communications
- Live/Virtual forums such as University Senate meetings, University Council meetings, periodic live and virtual Campus Conversations town halls
- Feedback mechanisms such as surveys and focus groups
- Short videos as warranted

The following is a brief timeline of planned communications events.

Time Period	Communication Activity
November 2021	**SC leadership team brief President, Provost, VP Strategic Initiatives**
February 2022	SC leadership team make presentation to University Senate
April 2022	Campus announcement of progress, Working Group membership, and upcoming VP liaison visit, with invitation to join open session
May 2022	Campus announcement of progress and website posting of Self-Study Design
September 2022	SC engages university stakeholder groups (executive leadership, Senate, key academic/administrative units) on progress, process
October 2022	Broadcast announcement to campus community on progress and next steps; invitation to join Campus Conversation in November
November 2022	**Campus Conversation town hall forum to discuss process, progress**
January 2023	Broadcast announcement to campus community on progress and next steps
February 2023	SC determines format and stakeholder groups to collect community feedback on Self-Study Report Chapters
March 2023	Broadcast announcement to campus community on progress and next steps; invitation to join feedback opportunities in April/May
April 2023	Formally notify all institutional constituencies, including the general public, that the Commission makes available the opportunity to submit Third Party Comments regarding the institution's compliance with standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements in accordance with the Commission's Third-Party Comments Policy.
April – May 2023	**Launch web page and conduct focus groups to obtain community feedback on Self-Study Report chapters**
September 2023	**Broadcast announcement to campus community on progress and next steps; share Self-Study Report web page and conduct focus groups to obtain community feedback**
December 2023	Broadcast announcement to campus community on report submission
March 2024	Broadcast announcement to campus community on progress and next steps; invitation to join on-site evaluation open session in April
June or Nov 2024	Commission action: Commission will take an accreditation action in accordance with its Accreditation Actions Policy and Procedures.
September 2024	Broadcast announcement to campus community on progress or MSCHE action, recommendations, and next steps

Evaluation Team Profile

Stony Brook University is one of America's leading research universities. It holds a Carnegie Classification (2021) of Doctoral Universities: Very High Research Activity (R1), is a member of the American Association of Universities, and has been designated as a flagship university in the State of New York and the State of New York University System (SUNY). Stony Brook University has a strong focus on STEM and healthcare education, and the University operates a health care system, including three hospitals and over 100 clinical locations. Stony Brook University's closest peers among those accredited by MSCHE are listed on the following page.

Comparable Public Research Universities
- Pennsylvania State University – University Park
- Rutgers University – New Brunswick
- University of Maryland – College Park
- University of Pittsburgh
- Temple University

Comparable Private Research Universities
- Carnegie Mellon University
- George Washington University
- Johns Hopkins University
- Syracuse University
- University of Pennsylvania

An evaluation team composed of leaders from these or similar institutions would be ideal for our Middle States review in 2024.

The University at Buffalo and Cornell University are also peers but both are members of the SUNY system. Stony Brook competes with all of these universities for faculty and staff, but not to the extent of disqualifying an otherwise suitable visiting team member. Stony Brook's top competitors for students are Binghamton University, CUNY Hunter & Baruch Colleges, New York University, Rutgers University, University at Buffalo, Northeastern University, and the University of Connecticut.

Team Chair. A President or Provost from a public research-intensive institution with effective strategies to promote a sense of belonging and strong connection to the institution among students, faculty and staff would be helpful. An individual who has led an institution through major initiatives to promote student success or increase research productivity would be welcome. A team chair with experience in a large institution that includes an academic health system would be ideal.

Peer Evaluators. Evaluators should be from peer institutions that are research-intensive universities with a strong emphasis in STEM and health education. A strong team would also include:
- A senior academic affairs officer with a strong focus on teaching and learning
- A chief financial officer or similar position familiar with the complexities of a medical school and related health system
- A senior student affairs or student life officer
- A senior campus officer responsible for research administration
- A campus leader with deep experience assessing student learning in the culture and context of a very high intensity research university, and
- A senior officer responsible for diversity and inclusion and/or human resource management

<u>Aspirant Universities.</u> On the lists above, the University of Pittsburgh is an aspirational institution. Other aspirants outside of MSCHE include the University of Virginia, the University of California, Irvine, and the University of North Carolina Chapel Hill.

Most enrolled degree programs (fall 2021 enrollments)

Bachelor's programs		Master's programs		Doctoral programs (PhD except where noted)	
Program Name	N	Program Name	N	Program Name	N
Biology	2578	Nursing (various)	685	Medicine (MD)	545
Psychology	2044	Social Work	597	Physical Therapy (DPT)	244
Business Management	1465	Computer Science	327	Computer Science	218
Health Science	1415	HR Management	297	Dentistry (DDS)	178
Computer Science	1203	Higher Ed. Admin.	191	Physics	176
Economics	862	Business Admin.	173	Chemistry	168
Applied Math & Stat	729	Occupational Therapy	165	Music Performance (DMA)	155
Biochemistry	644	Liberal Studies	163	Applied Math & Stat	137
Nursing	586	Applied Math & Stat	159	Electrical Engineering	80
Mathematics	522	Physician Assistant	129	Mathematics	70
Political Science	446	Finance	102	Biomedical Eng.	63
Mechanical Eng.	429	Public Health	100	Molecular & Cell. Bio.	62
Physics	310	Creative Writing	80	Marine & Atmospheric Sci.	59
Sociology	309	Nutrition	78	Materials Sci. & Eng.	57
Chemistry	307	Health Administration	71	Molecular & Cellular Pharm.	54
English	287	Biomedical Sciences	70	Philosophy	46
Computer Eng.	287	Mechanical Eng.	67	Genetics	45
History	284	Computer Eng.	65	Neuroscience	45
Biomedical Eng.	254	Marketing	62	History	45
Journalism	216	Accounting	62	Ecology & Evolution	41

Evidence Inventory Strategy

The evidence inventory will be managed in Google Drive, and include a staging area. Co-chairs will have editing privileges for the staging area and will be responsible for adding and curating material for their standard. Work groups may also designate one additional person on their work group as a staging area editor. All other members of the work group will have read and comment access to their work group area. The Accreditation and Educational Effectiveness Coordinator will move material from the staging area to the evidence inventory to minimize risk of accidental deletion or misplacement as well as to ensure documents are properly inventoried and tagged.

Global editing access to the evidence inventory will be extended to the Steering Committee Leadership Team, the Accreditation and Educational Effectiveness Coordinator, and the Educational Effectiveness Data Manager. Global read and comment access will be extended to all other members of the Steering Committee.

Naming conventions and archiving strategies will be developed and managed by the Accreditation and Educational Effectiveness Coordinator in conjunction with the Educational Effectiveness Data Manager. The Educational Effectiveness Data Manager will train all individuals with editing privileges about relevant storage guidelines.

During Summer 2022, the Office of Institutional Effectiveness, under leadership of the Associate Vice President, will begin to pre-populate the evidence inventory with relevant documents and reports from the past 10 years that may support a response to the Standard. This population process will be undertaken in partnership with the Office of Educational Effectiveness which maintains the archive of evidence prepared to support the 2014 Self Study.

Appendix

Individual and group member responsibilities

Steering committee co-chairs:
- Facilitate transparent and collaborative self-study process and ensure the self-study process meets all milestones on established timeline
- Establish basic structures for self-study (e.g., working group structure, resource repository, evidence inventory, guidelines, and processes
- Organize and lead steering committee meetings and cross-institution coordination and communication about the self-study process and institutional accreditation
- Edit and synthesize working group reports and other documents to create a coherent self-study design and self-study report that authentically represents input from institutional stakeholders
- Lead preparation of self-study design and self-study report documents, including communications with leadership and campus constituencies
- Establish a protocol for the re-accreditation team's visit by supporting the development and implementation of the steering committee's communication plan
- Assist the Steering Committee in producing a response to the Evaluation Team Report
- Serve as liaisons between the steering committee, institutional leaders, stakeholders and representatives of the MSCHE

Working group co-chairs:
- Lead their work groups to carry out the charge to explore lines of inquiry
- Develop and recruit work group members appropriate to explore lines of inquiry
- Ensure exploration of topics is broadly inclusive and thoroughly comprehensive
- Collect and store evidence to document findings
- Draft a section of the self-study report following guidelines from the Steering Committee and revise incorporate recommendations from the Steering Committee and other constituencies
- Communicate relevant information from the Steering Committee to work group members, and report progress and potential challenges back to the Steering Committee
- Conduct effective meetings with an agenda, inclusive discussion, action items, and minutes
- Collaborate with the Accreditation and Educational Effectiveness Coordinator to ensure meetings are scheduled
- Meet deadlines set by the Steering Committee.
- Meet with visiting team members and actively participate in the site visit process

Working group members:

- Identify key sources of relevant documentation to be gathered, reviewed, summarized, and used to support conclusions of the Self Study
- Identify relevant institutional processes and procedures to be reviewed, summarized and used to support conclusions of the Self Study
- Determine to what extent the institution meets Standard, Requirements for Affiliation, and applicable federal regulatory requirements for Verification of Compliance
- Identify the institution's strengths, challenges, and opportunities for improvement for Standard, recommend strategies for improvement, and implement strategies where feasible
- Develop draft reports and incorporate feedback into a final report for Standard according to established timelines.
- Meet with Middle States evaluation team members and actively participate in the site visit process

Summary of Standards of Accreditation and Requirements for Affiliation by Standard

Work Group	Standard of Accreditation	Requirements of Affiliation
Leadership	[Introductory material]	1, 2, 3 (n/a), 4, 6
One	1. Mission & goals	7
Two	2. Ethics & integrity	5, 6, 14
Three	3. Design of student learning experience	9 (rigor & coherence), 15
Four	4. Support of student learning experience	8 (eval of non-educational programs)
Five	5. Educational effectiveness assessment	8 (eval of educational progs) 9 (assessment)
Six	6. Planning, resources & institutional improvement	10, 11
Seven	7. Governance, Leadership & Administration	12, 13