Section 1: Campus Alignment with SUNY Excels and SUNY’s overall focus on completion

From its beginnings a half-century ago, Stony Brook University has been characterized by innovation, energy, and progress, transforming the lives of people who learn, earn degrees, work, and make groundbreaking discoveries here. A dramatic trajectory of growth has turned what was once a small teacher preparation college into an internationally recognized research institution that is changing the world. Along the way, we have become an institution that matters—to our region, our state, our nation, and the world. We are educating tomorrow’s leaders from an extraordinarily diverse student body that includes almost 6,000 Pell Grant recipients, the highest rate of any American Association of Universities (AAU) institution in the Northeast. Our students, faculty, and staff explore the origins of the universe, the origins of mankind, how to power our world while preserving our environment, how the brain works, how to maintain and enhance our health, the impact of class on society, and the origins of ethics and morality. Our economic impact is significant—we are the largest single-site employer on Long Island—and our research discoveries have led to new technologies, drugs, and companies that have changed the world. We enrich our campus and our neighbors, near and far, with outstanding athletic programs, state-of-the-art healthcare, and a vibrant arts community.

Our campus is unbounded. We educate and study in facilities in Kenya, Korea, Madagascar, Manhattan, Southampton, and Stony Brook. We manage and perform joint research with Brookhaven National Laboratory, the only Department of Energy Laboratory in the Northeast. We also have a shared doctoral program with Cold Spring Harbor Laboratory, the premier molecular biology institute. Therefore, it is not surprising that, in 2015-16, Stony Brook is ranked #89 by the U.S. News & World Report among national universities, ranked #130 globally, and tied as the #1 ranked SUNY. With over 14,000 faculty and staff, Stony Brook serves over 25,000 students in 173 academic programs at the bachelor’s, master’s, doctoral and certificate levels. Furthermore, addressing the national shortage of students pursuing Science, Technology, Engineering and Math (STEM) education, more than half of completions are in STEM and health-related fields.

Talented students with a drive to succeed represent the core of the institution. Three quarters of Stony Brook’s students are from New York State, with about 45% of undergraduates from Suffolk and Nassau counties on Long Island and 25% of undergraduates from the five boroughs of New York City. Students come from nearly all 50 states and over 150 countries. The average freshman SAT score exceeded 1250 in fall 2015, and Stony Brook’s admission profile places it among the most selective public institutions in the elite AAU, the top 62 research universities in North America. While the academic profile of students has steadily increased, over a third of undergraduates receive Pell grants (#6 out of 60 U.S. universities in the AAU). Among undergraduates, 77% are employed within a year of graduating and 30% are enrolled in graduate school (19% are both enrolled and employed), and the average annual salary ten years after entry is over $55,000. Among master’s and doctoral students, employment rates are 85% and 90% respectively, with 8% in each category pursuing even further education. Our doctoral recipients land faculty appointments at prestigious institutions, such as NYU, Rutgers, Stanford, and Yale, as well as pursue careers in industry or start their own companies.
As a cutting-edge research institution, the creation of new knowledge is a daily quest at Stony Brook. A sample of past successes would reveal amazing breakthroughs, such as the MRI, bar-codes, new medicines and medical treatments, and new art forms, among others. We continue to discover new teaching and learning tools, new ways to communicate science and tell stories, new water treatment methods to protect our water and our land masses, new medicines and cancer treatments, new ways of communicating and interpreting data, and new energy sources and storage methods, to name but a few. Stony Brook’s world-renowned faculty boasts nearly 25,000 published books and articles and almost half a million recent citations. Over a hundred current faculty are members of national academies and societies, and our faculty have received several dozen prestigious awards and fellowships, including Nobel Prizes, Fields Medals, Pulitzer Prizes, and Howard Hughes Medical Institute Investigator Awards. Each year, Stony Brook registers over $210 million in research expenditures, generates over $12 million in revenue from royalties on inventions, executes about 100 licenses, and has about 25 patents issued.

**Mission**

Stony Brook University’s goals are based on the institution’s five-part mission:

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

Among our peers, Stony Brook is regarded as a leader in innovative STEM educational programs, research in biomedical and health disciplines, strong liberal arts programs, experiential education, and research. To remain competitive with our peer institutions, Stony Brook must extend student success by improving graduation rates, increase research activity, and maintain affordable tuition and fees.

**Programs, Centers, and Distinguishing Activities**

Our impressive array of academic offerings feature a full range of programs in STEM, medicine, and other high-demand health fields such as pharmacy, physical therapy, and occupational therapy. In fact, 55% of our graduates complete a program in a STEM or a health-related field. Furthermore, the new Stony Brook Curriculum for general education is designed to foster a strong foundation in the liberal arts and sciences, while being supported by a rigorous and broad spectrum of experiential learning, research and creative activities. Moreover, we offer research programs in new and emerging fields, such as atmospheric and coastal zone studies, cybersecurity, energy, global health, imaging, masculinity studies, and neuroscience, to name a few. Stony Brook boasts 50 doctoral programs, many of which are ranked among the best in the world, and three ranked online graduate programs in nursing, human resource management, and education. We offer 31 academic programs that can be completed entirely online and rank #2 among SUNY institutions in students taking courses entirely online. Stony Brook completed its initial Open SUNY Institutional Readiness Assessment in summer 2015 and is fashioning plans for continuous improvement. Expansion of online programs is planned, especially at the graduate level to meet local and regional industry needs. Additionally, Stony Brook
is a leader in applied and experiential learning, with 92% of undergraduates completing an applied learning experience prior to graduation. We also have an exemplary Educational Opportunity Program (EOP), featured by national media, which boasts participant graduation rates that exceed the overall graduation rate for the University by 3-5 percentage points, on average. Furthermore, Stony Brook is home to over three dozen centers and institutes, houses a regionally-ranked research hospital, maintains a research library ranked by the Association of Research Libraries to be among the top #115 libraries in the country, and serves as a primary economic driver for Long Island as the region’s largest single-site employer. Stony Brook University co-manages Brookhaven National Laboratory.

Post-Graduation Success
Stony Brook deems the outcomes of graduates to be critical markers of success. Recent survey results show that over three-quarters (77%) of Stony Brook’s bachelor’s degree recipients were employed within a year of graduation and almost a third (30%) were in graduate school. Stony Brook has also worked with the SUNY Labor Data Advisory Group, which will lead to new data collection methods and deeper knowledge of post-graduation outcomes. The College Scorecard released by the U.S. Department of Education last month also shows that our undergraduates receiving federal student aid have a median salary of $55,500 ten years after entry, ranking Stony Brook #11 among public institutions in the AAU.

Alumni/Philanthropy
Stony Brook alumni are tremendous advocates for SUNY and our campus, and contribute to our shared goals in many ways. As donors, they fund critical student scholarships, academic centers of excellence, and endowed chairs and professors. They serve as recruiters and volunteer on a wide range of advisory boards. Meaningful alumni engagement is the delta between being good and great. These alumni and friends helped Stony Brook launch its largest ever philanthropic campaign in July 2011, and progress to date includes over 12,000 donors and $400 million in new gifts and pledges committed.

Strategic Plan/Excels Goals
Stony Brook is currently implementing its five-year strategic plan, Reimagining Stony Brook: A Strategic Vision for 2013-18. The plan aligns with the six big ideas of the Power of SUNY, with alignment of the University’s major goals with the goals of SUNY Excels as depicted on the next page. Stony Brook supports the shared agenda of SUNY Excels to improve access, completion, success, inquiry and engagement. To these ends, Stony Brook’s priority areas of focus include: increasing the first-time 4-year graduation rate to 60%, increasing enrollment to over 26,000, increasing the diversity of faculty and staff, increasing annual sponsored research expenditures to $190 million through the Research Foundation, and increasing economic development opportunities for faculty, students and innovators by increasing the number of Start-Up New York companies from the 19 already approved. Through these efforts, we support the development and success of our students, faculty and researchers, ensuring that our campus, our system, and the State of NY benefit from the outcomes.
Reimagining Stony Brook: A Strategic Vision for 2013-2018*

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1. Implement innovated strategies to enhance undergraduate and graduate education to develop world-renowned academic programs that foster student productivity and success

2. Renew commitment to excellence in research and scholarship throughout the academic enterprise and find new and innovative ways to support and reward faculty and students for research and creative activity

3. Increase access to Stony Brook University including the number of undergraduate and graduate students from underrepresented minority groups, while enhancing student quality and implementing strategies to improve retention and graduation rates.

4. Have a global impact through focused and well-resourced engagement with select international partners in critical areas of education and research, and by increasing the number of students who engage in the international programs.

5. Build and maintain a state-of-the-art energy-efficient campus with outstanding facilities, student support services, and IT infrastructure and an advancement effort that meets the programmatic, physical, aesthetic and cultural needs of our students, faculty and staff

6. Make Stony Brook University the region’s undisputed leader in improving economic growth, health and quality of life as it becomes one of the top 20 public research universities in North America

* [http://www.stonybrook.edu/pres/strategic_plan.html](http://www.stonybrook.edu/pres/strategic_plan.html)
Environmental factors

Stony Brook has formulated these plans to advance the mission of the University, but recognizes that there are current challenges to overcome in achieving these goals. For example, as of 2014, demographics in New York show a declining population among every age cohort to age 5, presaging decreases in high school graduates over the next decade. Declining enrollments in community colleges on Long Island will also place downward pressure on transfer enrollments. Furthermore, the expiration of SUNY 2020 has potential to limit the revenue needed to support planned enrollment and completion gains. Moreover, maintenance of effort support from the state that does not cover contractually approved raises will require the increasing use of tuition dollars to fund current services. Significant documented deferred maintenance across the campus also increases risks for costly repairs. The University’s limited capacity with respect to housing, classroom, laboratory, and office space will constrain opportunities for serving more students, as well as attracting top faculty, researchers, and staff. Finally, the federal funding environment for basic research has been stagnant, and while some positive signs have emerged for increased funding from the NIH, research funded through other agencies will remain challenging and increasingly competitive.

Investment Fund

The University submitted the following proposals in October 2015 for support through the SUNY Expanded Investment and Performance Fund.

SBU Center for Frontiers in Nuclear Science

The Center for Frontiers in Nuclear Science will create a new experimental research group to be stewarded by a renowned nuclear physicist to lead developments in nuclear sciences, capitalizing on the future Electronic Ion Collider. The Center will increase research expenditures, enhance student recruitment, contribute to the number of degrees awarded, and improve and deepen opportunities for experiential learning through research.

IACS - Leadership in Extreme-Scale Computation and Data-Driven Discovery

Aligned with the new national Strategic Computing Initiative and expanding programs at DOE and NSF, this proposal aims to recruit an internationally recognized master innovator in data and computational science to lead a program to accelerate discovery and expand the economic societal and intellectual impact of basic and applied research in extreme scale computing. The project will increase research expenditures, as well as increase research opportunities and applied learning for undergraduate and graduate students, which will translate to improved career outcomes and graduate school placements.

Master Innovator in Atomic, Molecular and Optical (AMO) Physics & Center for Ultra-Fast Spectroscopy and Dynamics

Stony Brook’s proposal to recruit an internationally recognized expert in ultra-fast and high field laser research and instrumentation will launch a Center for Ultra-Fast Spectroscopy and Dynamics. The Center will increase research expenditures, improve economic development including increasing the number of Start-Up New York companies already approved, and will increase opportunities for undergraduate and graduate applied learning through research.

Master Innovator to Build on the Existing SBU Biomedical Imaging Cluster Initiative

This proposal aims to recruit a world-renowned expert in biomedical imaging and cancer research to integrate and enhance Stony Brook’s existing cluster of biomedical imaging resources. Recruitment of this dynamic leader will lead to new undergraduate and graduate certificate programs in highly-
specialized STEM and medical fields, contribute to the number of completions awarded annually, and increase the overall research output of the University.

**OPEN SUNY Loan Program for Stony Brook MBA in Innovation**
With funding through the Open SUNY Loan Program, Stony Brook has proposed to develop six online courses along with a new entrepreneurial game for the online capstone design project of an Online MBA with a concentration in Innovation. The successful launch of this online program will bolster enrollments, completions, and distance learning, as well as increase economic development by fostering a highly-skilled workforce across New York.

**Educational Opportunity Program (EOP)**
This proposal seeks to expand Stony Brook’s exceptionally successful EOP program by an additional 25 students in the 2016-17 cohort for four years, providing them with the technology, financial resources and student support services necessary to improve their academic performance, retention, and graduation rates. In addition to improving these institutional measures, additional funding to this program will increase access for underrepresented students to the University.

**SBU Success and Completion: Student Learning, Success, and Graduation**
This project proposes an integrated four-phase approach to increase the freshman 4-year graduation rate to 60% by developing a culture of completion, high-contact advising, expanded course capacity and availability, and a Finish in Four completion grant program. Achieving the project's goal will increase graduation rates, improve time to degree, and increase completions.

**Data Analytics for Transforming Academics across SUNY**
Led by University at Buffalo (UB) and Stony Brook University (SBU) with partners University at Albany (UA) and Binghamton University (BU), Data Analytics for Transforming Academics across SUNY (DATA SUNY) will implement and deploy a scalable, multi-campus, multi-institutional data analytic and computational framework that will be extended to all SUNY campuses starting with SUNY Oneonta and SUNY Geneseo. The initiative will provide an infrastructure to increase research expenditures as well as data and analytics to improve student retention, reduce time to degree, and optimize enrollment.

**Increasing Access, Completion and Seamless Transfer Success through the Development of Common Student Learning Outcomes, Diagnostic Assessment and Supportive Digital Teaching Resources for High Demand/High Impact Gateway Courses**
In partnership with the other University Centers, Stony Brook has proposed to build common learning outcomes, develop common diagnostic and summative assessments, and leverage open and commercial educational resources to enhance student learning in high demand/high impact gateway undergraduate courses to meet the needs of native and transfer students across all of SUNY. The project will improve metrics for completions, graduation rates for freshmen and transfer students, and increase enrollment.

**Digital Long Island Project**
Stony Brook’s proposal to build a digital hub on Long Island features a Digital Transformation Center, Satellite Digital Studies and high-quality online general education curriculum. Partners include Suffolk CCC, Nassau CCC, Old Westbury College, and Farmingdale State College. This multi-campus, collaborative proposal will improve seamless transfer and enhance student completions in critically important STEM areas. The proposal will increase enrollments, completions, and graduation rates for students. As a result, the proposal will increase economic
development through the creation of both construction and high-technology jobs, and ultimately, graduates for careers requiring qualified STEM students who will stay in New York.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture
Despite projected statewide declines in high school graduates over the next decade and declining resources in capital to address growing critical maintenance needs, Stony Brook will grow to over 26,000 students by 2020-21. This growth will come from increased undergraduate retention, modest additional enrollment growth in master’s and doctoral programs, plus significant growth in the School of Professional Development and the addition of high-demand health programs previously noted. This level of enrollment will yield an additional 1,000 completions annually by 2020 (+15%) over 2013-14.

2. NYS Residents Served by SUNY
Over three-quarters (77.5%) of Stony Brook’s student population is from New York State. Among undergraduates, more than four out of five (81.5%) are from New York State, and Stony Brook ranks #11 among the 34 public AAU institutions in the proportion of in-state freshmen who enroll each year. About a quarter of undergraduates are from New York City, and 44% of undergraduates are from Nassau and Suffolk counties on Long Island. Even while the number of high school graduates from the State will decline dramatically over the next decade, Stony Brook commits to maintaining New York residents to over 70% of the student body enrolled for credit. To accomplish this, the University will sustain enrollments from New York City and Nassau and Suffolk Counties, with an emphasis on transfer students and professional students at the graduate level, while continuing to strengthen recruiting efforts in other areas of the State. At the graduate level, the University plans to add about 1,200 graduate students from New York State by 2020-21 and 250 from out-of-state, largely through revitalization of the School of Professional Development and launch of the School of Pharmacy. The University also intends to increase the number of New York State residents we serve in our Accelerated College Education (ACE) program by 33% to more than 2,400 students annually. This program prepares high school students for the rigors of a college education by providing them with Stony Brook-approved credit-bearing courses taught in their high school. Additionally, we plan to increase the number of new EOP students we enroll annually to over 200 and total EOP enrollment to 800 by fall 2020, a more than 25% increase over fall 2014.

3. Diversity
Stony Brook is committed to increasing the diversity (in all forms) of our students, faculty and staff to reflect the changing demographics of the State and the country at-large. Student diversity is central to the mission and educational experience at Stony Brook. *U.S. News & World Report* ranks Stony
Brook #33 among all national universities on the diversity index, the likelihood undergraduates will encounter others from racial or ethnic groups different from their own. The University’s 17% of students from underrepresented minority groups reflects the SUNY doctoral sector average reported in the SUNY diversity brief (2015), and the University increased this percentage while admissions became more selective over the past decade. As an institution, we remain laser-focused on providing and improving opportunities for students from all educational, racial, ethnic and economic backgrounds, at all levels. Stony Brook’s commitment to expand EOP will ensure that socioeconomically disadvantaged students have even greater opportunity to attend and graduate from a world-class, top-ranked research university.

To strengthen diversity among the University’s faculty and staff, Stony Brook is pursuing strategies aimed at recruitment and community-building. Active recruitment of underrepresented faculty will proceed through various mechanisms, including recruitment through professional organizations of underrepresented faculty, job ad placements in publications targeting URM candidates (e.g. The Black Doctoral Network, the Hispanic Outlook in Higher Education magazine, Diversity Jobs), and creation of pipelines of qualified postdoctoral and junior fellows who would be recruitable for faculty positions at SBU. Towards this goal, two successful programs were recently awarded to campus: the NIH-funded IRACDA NY-CAPS (New York Consortium for the Advancement of Postdoctoral Scholars) and the NSF-funded AGEP-T FRAME. The University, in conjunction with the Center for Inclusive Education (CIE), also plans to establish connections with universities that have high percentages of underrepresented doctoral students and postdocs to facilitate the exchange of scholars. In the area of Community-Building, Stony Brook was ranked as one of the “Most Promising Places to Work in Student Affairs” by Diverse Education in August 2015, but the University recognizes that fostering an inclusive and supportive community involves a sustained commitment. The SBU Initiative on Building Diverse Communities focuses on creating welcoming communities, understanding the needs of faculty from diverse backgrounds, and building mentoring structures and networks to promote a sense of belonging. In addition to sponsoring events and developing these relationships and communities, the Initiative will result in recommendations to improve the retention and success of underrepresented faculty at SBU.

### 4. Capacity

Stony Brook is embarking on an extensive capacity study for 2015-16, but recognizes obvious capacity limitations for housing (120 students are already housed at Dowling College), aging dining facilities with insufficient space at meal times, recreational space, faculty office and lab space, course sections in STEM to accommodate an additional 1,200 STEM enrollments since 2011, and parking. Also, while SUNY 2020 provided for faculty increases through 2015 to improve the University’s student-faculty ratio, resources have not yet been identified to maintain this ratio for enrollment increases through 2021.

### Program Alignment

Stony Brook has pending program proposals in Applied Behavior Analysis (graduate certificate), Civil Engineering (PhD), Chemical and Molecular Engineering (MS and PhD), Contemporary Asian Studies (MA), Geospatial Sciences (graduate certificate), Nursing Educator (graduate certificate), and Pharmacy (PharD). Plans are moving forward to apply for a Master’s program in Speech-Language Pathology and an extension of our Physician Assistant Program. Planned program development and realignment in the School of Professional Studies will attract additional graduate students interested in master’s degrees, certificates, and other credentials, all of which will count towards the completion agenda.
Course Capacity and Student Success

Stony Brook has relied heavily on two groups, the Academic Success Team (AST) and a cross-functional Course Availability Committee, each with representatives from across the University, to improve course availability. Beginning in fall 2015, the Provost’s Executive Task Force will review and approve draft schedules prepared by departments to ensure sufficient seats and course availability prior to opening registration. Additionally, the Stony Brook Online Learning Development (S-BOLD) Initiative is funded for $1 million over the next four years to support new and innovative projects to develop both online and blended-learning courses, especially in areas determined to be bottlenecks for undergraduate degree progress.

Online Expansion

Expansion of online learning features prominently in the University’s plans to address capacity limitations. Through the S-BOLD Initiative and other efforts, Stony Brook will strategically expand online learning opportunities to improve the learning experience of residential students. For example, large lectures with hundreds of students can be replaced with online lectures, allowing faculty to use their time to conduct interactive sections with smaller groups of students. In partnership with Open SUNY, the University will launch new online programs in high-need, high-demand areas, such as business, engineering, the life sciences, and teacher training to prepare the workforce in New York and beyond. This will provide online student services, such as online tutoring and online proctoring by trained residential students as tutors and proctors for online students, thus creating an online community of learners who learn and support each other. In launching these initiatives, the University will create an online education community for faculty, staff and students in major academic units to seamlessly integrate digital tools into teaching and learning at all levels.

2.2 Completion

5. Completions

Stony Brook plans to increase completions of formal awards from just under 6,500 in 2014 to over 7,600 in 2020-21. To achieve this aggressive goal, we will increase the freshman graduation rate to 60% from its historical average of 46% through increased and improved advising, early warning analytics, Degree Works implementation, and by funding a $250,000 Finish in Four grant. Transfer graduation rates will also improve as a result. We expect these efforts to add 450 undergraduate degrees annually by 2020. At the graduate level, we plan to increase enrollment in master’s programs, adding 350 degrees awarded by 2020, and just over 100 first professional degrees through our new School of Pharmacy, School of Medicine and School of Dentistry. We also intend to double our graduate certificate awards to over 450 by 2021.

6. Student Achievement / Success (SAM)

Stony Brook is an inaugural institutional member of SAM and has assisted APLU with piloting this innovative metric. President Stanley signed a recent letter encouraging the U.S. Department of Education to utilize SAM as its framework for college affordability and accountability. In the SAM framework, 87% of Stony Brook’s first-time students and 86% of transfer students graduated in, or were still enrolled after, six years. In improving the University’s four-year graduation rate, we anticipate fewer students will transfer to other institutions or choose to leave higher education.
altogether. We project that the freshman graduation rate will improve about 10 percentage points and the transfer graduation rate will improve 4 points. Students transferring to other institutions or not remaining enrolled in higher education will decrease by these amounts.

7. Graduation Rates

Stony Brook has committed to increase its four-year graduation rate to 60% by 2018. This will drive increases in the six-year rate into the mid-to-upper 70% range. Stony Brook is actively working to implement Degree Works, has implemented EAB’s Student Success Collaborative predictive analytics, and has launched a Provostial Course Availability Task Force. The University is also committed to improve graduation rates of transfer students, supports seamless transfer, and has submitted a cutting-edge proposal for a “Digital Long Island” drawing upon SUNY 2020 Round V funds. This proposal supports alignment between community college preparation and the 4-year university curriculum through digital curricula that will continue to increase the graduation rate of transfer students, a metric which has increased almost 10 percentage points in the past five years.

Stony Brook’s success with URM and economically disadvantaged students is nationally noteworthy, as these students graduate at higher rates than the general student body.

Numerous initiatives are underway to improve graduation rates and reduce the time-to-degree. These include: the launch of the first Academic Success and Tutoring Center to provide individual and group tutoring; the use of Peer Academic Success Coaches; standing meetings to ensure course availability for degree progress; implementation of 25 Live to more effectively and efficiently schedule available classroom space; an improved degree audit process; implementation of analytics from the Educational Advisory Board’s (EAB) Student Success Collaborative; implementation of a mid-semester alert program; launch of the “Class of 2018 Advising Initiative” that assigns a named advisor to rising sophomores; increased and targeted outreach efforts and programing for specific at-risk groups; and the formation of a group to examine factors that prompt lower success rates among men. Stony Brook has submitted a proposal for funding through the SUNY Expanded Investment and Performance Fund to bolster these efforts.
8. Time to Degree

By fulfilling President Stanley’s commitment to the White House to increase the University’s four-year graduation rates from 46% to 60%, Stony Brook will also reduce the average time-to-degree. In 2014-15, the University implemented a Finish in Four Fund with a quarter of a million dollars to move students across the finish line in four years. These dollars, funded by the President, are directed towards students who have expended available aid and would not otherwise be financially able to complete their degree in four years. The program had a 100% success rate in its pilot year, and the University has submitted an Investment Fund proposal to extend and expand the Finish in Four Fund.

2.3 Success

9. SUNY Advantage

Applied learning is fundamentally woven into Stony Brook’s undergraduate curriculum, including a general education requirement for Experiential Learning (EXP+), aligned with standards set by the National Society for Experiential Education. Among bachelor’s recipients from 2013-14, 97% of first-time students and 87% of transfer students (93% overall) completed an applied learning experience at Stony Brook, following SUNY’s definitions for applied learning. There is no meaningful gap in overall participation in applied learning experiences by race/ethnicity, with 92% of URM students completing at least one applied learning experience, compared to 93% of non-URM students. Minor differences by area are notable, with 4% more URM students completing at least one formal internship but 8% fewer URM students completing a formal research experience. Furthermore, leadership from Stony Brook’s Undergraduate Research and Creative Activities (URECA) program, Career Center, EXP+ committee, and others, continue to advance Stony Brook’s prominence in experiential education. Stony Brook has assisted SUNY in developmental work in the assessment of applied learning outcomes.

10. Financial Literacy

SUNY Excels measures financial literacy solely by means of the cohort default rate. Stony Brook’s 3-year cohort default rate, which is in the 5% range, compares favorably to the national sector average of 8.9% (2011). Moreover, efforts to boost financial literacy have contributed to improving Stony Brook’s 3-year CDR from 5.8% for the 2009 cohort to 2.9% for the 2012 cohort. These improvements predate financial literacy efforts described below, but may be attributable in part to the availability of enhanced in-person exit counseling and outreach to delinquent borrowers. The redesign of the Office of Financial Aid and Scholarship Services website also included a section dedicated to responsible borrowing. Furthermore, a dedicated financial literacy website, Money Smart Seawolves, as well as various social media platforms, disseminate pertinent financial planning information to students. It also contains information on a variety of topics and provides access to the interactive SUNY Smart Track modules. The Money Smart Seawolves program hosts a financial literacy series each semester, which consists of three topic-based seminars each term. This workshop series received the 2014 New York State Financial Aid Administrators Association Best Practices Award. In addition, collaborative efforts with various student groups, faculty and staff have also been developed to promote financial literacy. Through these efforts, lectures are given during group meetings, in classes, and as part of larger organized events (e.g. orientation and student success events).
2.4 Inquiry

11. Total Sponsored Activity
As of the end of FY 2014-15, total campus-wide sponsored research expenditures were up by $8.8 million, or 5.5%, compared with the previous year. The schools and colleges that led the way were the School of Medicine (up by 10.9%) and the College of Engineering and Applied Sciences (up by 8.6%). Given the stagnation of federal support for research in the last few years, an increase of more than 5% is a major accomplishment. What bodes even better for the future is the fact that we submitted a record number of proposals (1,909) in FY 2014-15, an increase of 340, or 22%, over FY 2013-14. Within this total, the number of proposals submitted to the National Institutes of Health (NIH) and the National Science Foundation (NSF) were up by 29% and 15%, respectively, and the number of clinical trial proposals doubled.

To further increase sponsored research activity and meet the University’s goal to exceed $190 million annually, Stony Brook is creating an Office of Proposal Development, staffed with 3 FTE employees, to assist faculty with administrative and logistical support in submitting large, interdisciplinary proposals and to help with proposal preparation for junior faculty to capitalize on the new hires we have made over the last two years. The University is extending its successful initiative to have a faculty member mentor NSF Graduate Research Fellows (NSF GRF) student proposals, which resulted in a banner year in 2014-15, winning 10 NSF GRFs. We also anticipate that some of the companies coming to Stony Brook as a part of Start-Up NY will lead industry research opportunities. Also, the University is actively seeking support for a high-performance computing facility that will lead to increases in research funding if we are successful.

12. Student hands-on research, entrepreneurship, etc.
Please see our response to question number 9 above. To capture quantitative information for all SUNY applied learning categories, a review of courses was coordinated through Deans’ offices to identify courses that meet SUNY applied learning definitions. Counts of courses, enrollments, and faculty are generated from the courses identified in this review. Stony Brook’s Office of Institutional Research, Planning & Effectiveness has worked closely with SUNY in assuring data are collected and reported consistent with definitions and guidelines provided by SUNY.

13. Scholarship, Discovery and Innovation
Faculty productivity is a central component of the promotion and tenure processes. Stony Brook relies heavily on Academic Analytics to measure program quality and productivity at the program level in reference to the most productive research universities, nationally. The AAU also relies on this tool, and it would be reasonably appropriate for its use to measure these dimensions for SUNY doctoral institutions. The SUNY system would likely need to purchase a license to receive data and make comparisons because institutional licenses may not extend to re-disclosure of data to the system. Use of Academic Analytics would also not burden institutions with additional data collection and reporting requirements and would use an accepted industry standard relying on third party data for measurement.
2.5 Engagement

14. START-UP New York and beyond (businesses started / jobs created)

Stony Brook’s engagement with business and industry through funded programs dates to its receipt of one of New York’s first seven Center for Advanced Technology designations in 1983 for the Center for Biotechnology. This has grown to embrace 21 programs, the newest just received on August 26, 2015 with the designation of the Center for Integrated Electric Energy Systems as a New York State Center for Advanced Technology (making Stony Brook the only campus with three CATs), providing “Cradle to Fortune 500” support for companies of any size at any stage of development. These programs exploit not only the exceptional talent of faculty and students, but also the billion-dollar plant of specialized R&D facilities created with support from federal, private and state sources. This plant will be expanded with the construction of a third new building in the University’s Research and Development Park, intended primarily to serve incubator graduates and other growing Start-Up NY companies, for which $62M in state and regional funds have been received, and design of which is under way.

In the most recent year for which comparative data is available, these programs assisted an aggregate total of 135 companies through more than 250 projects, helping them generate some $140M in additional corporate revenues and create or retain a projected total of 1,250 jobs. While contributing to the fulfillment of the University’s public service mission, these programs supported industry R&D collaborations for dozens of faculty members and provided experiential learning opportunities for more than 150 students. Faculty researchers affiliated with these programs contributed significantly to the 112 patent applications filed and 95 invention disclosures reported in FY 2014. In addition to counseling more than 900 entrepreneurs and small business owners through the federally-supported New York State Small Business Development Center, including the 45 participants in its incubator programs, Stony Brook expanded its funding to assist entrepreneurial ventures by winning state awards as a state-designated incubator, an Innovation Hot Spot, as well as the Hot Spot as leader of a first-ever collaboration of all regional incubator programs and partners.

Between September 5, 2014 and September 5, 2015, Start-Up NY has approved 19 early-stage companies into Stony Brook’s incubators as Start-Up NY participants, engaging with the University through its toolbox of economic development programs. Furthermore, ties outside the Start-Up NY program have been generated with some 24 additional companies originally attracted by Start-Up NY. An informal survey of participating companies has indicated that Stony Brook Start-Up NY companies have hired a collective total of 17 student interns in this first year of their occupancy and 3 students have been converted to full-time employees. Three of the 19 companies are commercializing Stony Brook technologies, a 4th is commercializing a Brookhaven Lab technology, and 7 companies are collaborating with University researchers to develop new technologies to advance their businesses, with the rest exploring such collaborations. Data on jobs created by these companies are collected by the Empire State Development Corporation, which has not yet released this information.

15. Alumni / Philanthropic Support

The Campaign for Stony Brook launched in July 2015. This $600 million comprehensive campaign, scheduled to end in June 2018, is a tangible commitment to Stony Brook’s guiding principles: to admit every talented student regardless of their economic circumstances; to provide the funding and resources in support of faculty research; to remain on the vanguard of innovation and discovery in health care delivery; and to play a vital role as Long Island’s largest single site employer in the regional economy. From the groundwork laid in this campaign, Stony Brook expects annual
philanthropy to total $100 million by 2020-21. Over the next four years, the campaign will further establish the University as an educational and research juggernaut. We have already raised $400 million of the $600 million goal from friends, alumni, corporations and foundations in support of the campaign fundraising goals to: compete for today’s top students and faculty; find answers to society’s most challenging problems through scientific discovery and practical innovation; attract the best minds in research and teaching; reinforce our role as a beacon for the best medical practices and breakthrough research; and turbocharge the economic engine of Long Island.

To meet these goals, we have established a partnership with the academic leadership of the campus to double our investment in Advancement and Alumni Relations over the next three years in the form of new staff members and operational dollars for programs and new initiatives designed to bring value to our alumni and friends. Stony Brook faculty and students are directly involved in our processes. Their levels of involvement range from being primary speakers at various events with alumni around the world, to attending events on- and off-campus to engage alumni personally, and in some cases, to working with the Advancement Office on donor cultivation and solicitation. In addition, we aspire to increase alumni participation in the life of the University. Therefore, we have increased our Alumni Relations staff size from two to six FTE employees, including a social media specialist and a volunteer manager to help facilitate self-initiating alumni networks and regional chapters globally. We have 50 volunteer boards populated by alumni and community leaders who work to advance the mission of all 12 academic departments, Athletics, the Staller Center, and the Biotechnology Center, to give a few examples. Additionally, Stony Brook University's Senior Vice President for Advancement serves on the SUNY Advancement Executive Committee. In this capacity, the SVP has been directly involved in all meetings and discussions with SUNY and the consulting firm CCS during the design and implementation of the system-wide campaign. Moreover, the SVP and many members of the Stony Brook staff have led training and information sessions for other SUNY Advancement colleagues at SUNY’s request.

16. Civic Engagement

To align with SUNY’s efforts to increase applied learning opportunities, Stony Brook uses the system definition for civic engagement, which is “A teaching and learning focus on educating students as citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.” Course offerings that meet this definition were identified through a review of courses by Deans’ offices, Career Services, and Institutional Research, Planning & Effectiveness. Courses were then tagged and enrollments tabulated. For instance, among 2013-14 bachelor’s recipients, 73.6% completed a course at Stony Brook identified as meeting the system definition for civic engagement; 90% of students who entered as freshmen completed a civic engagement class, while 54% of students who entered as transfers completed a civic engagement class. This difference is because many of the civic engagement courses (especially those that focus on American history or political science) are taken in the freshman and sophomore years. In addition, the campus engaged with regional groups sponsored by SUNY in 2014-15 to hone this definition of civic engagement. As soon as these definitions are finalized, the campus will conduct an additional review and then place markers on courses in PeopleSoft for regularized reporting and tracking.

17. Economic Impact

Stony Brook last conducted an economic impact study in 2008 and identified $4.7 billion in economic impact to Long Island alone, including 59,859 jobs. Based on the increase in budget and employees over this period, a proportional estimate for 2014-15 would result in $6.2 billion in economic impact on Long Island and around 70,000 jobs. The University is in the planning stages of
contracting for another such study. The standard approach for measuring economic impact is to account for activity as a function of appropriate multipliers from the Bureau of Labor Statistics’ Regional Input-Output Modeling System (RIMS II). Small changes in assumptions and methods can produce wide variations in outcomes. Similarly, small variations in data availability and data quality, such as transient visitors to campus, event attendance, accurate retiree location data, and indirect expenses (books, transportation, off-campus housing and meals), will also drastically affect the outcomes of an economic impact study. As a result, studies of university economic impact are generally not comparable, longitudinally or cross-sectionally, within the higher education sector.

Section 3: Conclusion and Expected Impact on your Campus

Stony Brook will continue its upward trajectory as a globally recognized research university of the highest quality. In so doing, the University will contribute to the goals of SUNY Excels to increase access to our high-quality programs, position more students to complete these programs, promote the success of our graduates through applied learning, deepen and extend inquiry and research, and further engage with our local and regional partners to strengthen the economic and social fabric of our state and nation.

Over the next five years, Stony Brook will increase headcount enrollment to over 26,000 students, increase completions by about 1,000 per year, and increase research expenditures to over $190 million annually. In achieving these goals, the University will: increase the four-year freshman graduation rate to 60%; extend the diversity of students, faculty and staff while maintaining academic qualifications to remain above the median in our peer group; sustain high enrollments of highly-qualified NY State residents in the face of declining demographics; advance our leadership in distance learning by launching new online programs in business, engineering, life science, and teacher training through Open SUNY; extend the depth and quality of already extensive applied learning opportunities; and increase annual philanthropy to $100 million.

The ambitious targets set forth in this document stand on their own merits as worthy areas for the advancement of Stony Brook’s mission, and they will also improve our standing among the most highly-respected universities in the country and in the world. Meeting goals set for graduation rates and related metrics could improve Stony Brook’s national ranking in the U.S. News & World Report by as much as 10 places. Meeting targets for sponsored research could lift the University’s ranking in the NSF Higher Education Research and Development survey by 10-15 places, and resulting publications and citations emerging from this research will improve Stony Brook’s standing in international rankings. More importantly, the University achieving these goals will have significant demonstrated impacts on the lives of our students and our community. By meeting goals for completions over the five years from 2015-16 to 2020-21, Stony Brook will confer 4,885 more degrees and certificates over 2013-14 levels; this translates to annual earnings of $122.1 million above what these students would have earned at the next lower credential level, and this amount compounds for every year they remain in the workforce.

Stony Brook has set ambitious goals. In doing so, we aim to create a better institution and contribute significantly to goals of the system, while we improve the quality of life of our local, regional, state, and worldwide stakeholders.