

2013 UNIVERSITY SENATE SURVEY RESULTS

ADMINISTRATIVE REVIEW COMMITTEE OF THE UNIVERSITY SENATE
STONY BROOK UNIVERSITY


EXECUTIVE SUMMARY

The University Senate Administrative Review Committee (ARC) has assembled and analyzed the results of the 2013 Survey of Faculty and Professional Staff regarding Stony Brook Administrators and Services. This document contains a discussion of the results.








The survey was conducted at the end of the spring 2013 semester, using a Web-based survey instrument. The survey was announced in various University settings, notably the weekly e-mail Campus Events notice. In the interest of improving the security and on-line performance of the survey, the survey was administered by the Stony Brook Center for Survey Research. The survey was limited to employees deemed eligible for representation by the University Senate. In some cases, the eligibility rules appeared illogical, as when faculty with a 99% faculty allocation and those on sabbatical were not deemed eligible. The overriding concerns of the committee were in preserving the anonymity of the respondents and encouraging a representative set of responses. The survey was anonymous. There was no request for identifying information and comments were carefully screened to eliminate information that could identify the respondent.

Unlike previous Senate surveys, the 2013 survey did not employ a consistent rating system (e.g., A, B, C, D, and F). Each question in the 2013 survey had response categories appropriate to the question. This approach made a comparison of results for question challenging. However, we generally categorized the responses into a positive response (e.g., good or better) and negative (fair or poor). The table below summarizes the responses. The table only considers positive and negative responses, ignoring “no opinion,” “refused,” and “no answer.” We used the ratio of the positive score percentage to the negative score percentage to compare responses. We also included a column for notable results, denoting a notable positive result with a check mark and an area of attention with a pointing finger symbol. Some response categories with a high score were not checked when the response rate was very low.

A ratio score lower than 1.0 is one with more negative responses than positive, and is noted with the pointing finger symbol. Many ratios greater than 1.0 identify responses, while positive, that a sizable number of negative responses. Those response with a ratio score greater than 5.0 contain far fewer negative responses, and were checked in the table below, to indicate a positive to negative ratio of better than five to one. In one case (Child Care), the number of respondents was low, but the score was so high that it was checked anyway.

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q1. To what extent does the Stony Brook administration involve appropriate faculty/staff members in making decisions that affect them?	37.7	53.1	.71

2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q2. How satisfied are you with the degree to which the Stony Brook administration involves faculty/staff in making decisions that affect them?	36.7	54.2	.68
	Q3. How effective are the university's diversity procedures in hiring, retention, and promotion?	53.8	21.4	2.51
	Q4. How would you rate the quality of the maintenance of the buildings, elevators, air conditioning, and heating on campus?	42.8	56.0	.76
	Q5. How would you rate the quality of the maintenance of the campus grounds?	84.2	14.0	6.01
	Q6. How would you rate the quality of the maintenance of classrooms?	42.8	32.5	1.32
	Q7. How would you rate the speed and quality of response to building and office repair and rehabilitation orders?	43.9	44.5	.99
	Q8. How strongly do you support the absence of religious holidays from the Academic calendar?	46.3	34.6	1.34
	Q9. How would you rate the availability, cost, and maintenance of campus parking facilities?	45.5	48.9	.93
	Q10. Do you think the enforcement of handicapped parking spaces, including the frequency with which parking tickets are issued and the process for appeal, is too strict or not strict enough?	10.2 Too strict	20.1 Not strict enough	.51
	Q11. Do you think the campus needs a new dedicated faculty and staff dining space, or are there enough places now for faculty and staff to dine?	32.4 Yes	47.5 No	.68



2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
✓	Q12. How would you rate the quality of Campus Child Care Services? (85 respondents)	85.9	3.6	23.86
	Q13. How would you rate the quality of services offered by the Procurement Office?	67.6	29.9	2.26
✓	Q14. How would you rate the quality of services provided by Central Receiving?	79.9	14.4	5.55
	Q15. How would you rate Wolfmart?	58.2	38.0	1.53
✓	Q16. How would you rate the quality of services provided by the Office of Conference and Special Event Planning?	80.2	13.9	5.77
✓	Q17. How would you rate the quality of services offered by the Environmental Health and Safety Office?	82.6	13.7	6.03
✓	Q18. How would you rate the University Police services?	72.6	12.0	6.05
	Q19. How would you rate the quality of services provided by Human Resources (e.g., Payroll, Benefits, and EEO)?	68.0	25.4	2.68
	Q20. How would you rate the print collection of books and periodicals in the Stony Brook Library System?	37.8	18.7	2.02
✓	Q21. How would you rate the electronic resources available in the Stony Brook Library System?	55.6	9.7	5.73
✓	Q22. How would you rate the quality of services provided by the university libraries?	57.1	6.8	8.40
	Q23. How would you rate the quality of the university libraries' facilities?	49.7	17.2	2.89





2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q24. How would you rate the quality of classroom audio-visual support?	52.1	17.8	2.93
	Q25. How would you rate the effectiveness of the EOP/AIM program (Educational Opportunity Program/Advancement on Individual Merit) which provides access to higher education for economically disadvantaged students?	28.9	3.5	8.26
✓	Q26. How would you rate the quality of campus athletic facilities and programs?	53.6	8.1	6.62
✓	Q27. How would you rate the Office of Undergraduate Academic Affairs under the supervision of Vice-Provost Charles Robbins?	34.2	7.8	4.38
	Q28. How would you rate the Undergraduate Colleges?	39.6	10.7	3.70
	Q29. How would you rate the services provided by Teaching, Learning + Technology (TLT) including teaching workshops, the Faculty Center, and assistance to faculty and students?	50.8	11.2	4.54
✓	Q30. How would you rate Student Computing Services (e.g., SINC sites)?	34.2	6.3	5.43
	Q31. How effective are the student academic advising services offered on campus?	33.4	10.0	3.34
✓	Q32. How would you rate the Career Center?	34.8	4.2	8.29
✓	Q33. How would you rate the Disability Support Services office?	42.0	6.8	6.18
	Q34. How would you rate the International Services Office (including International Academic Programs, Student and Faculty Visas)?	33.5	13.0	2.58




2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q35. How involved are faculty/professional staff in making important decisions within your department?	67.4	27.7	2.43
	Q36. How effective are periodic reviews of academic departments/administrative offices in assessing their strengths and weaknesses?	39.3	39.2	1.00
	Q37. How effective is the University Senate in representing faculty/staff concerns?	31.8	24.8	1.25
	Q38. How effective is the Professional Employees Governing Board?	15.9	18.8	.85
	Q39. How would you rate Blackboard? (West campus & Southampton only)	51.7	15.6	3.31
	Q39. How would you rate Cbase? (East campus only)	20.9	11.9	1.76
	Q40. How would you rate SOLAR?	76.3	21.5	3.55
	Q41. How would you rate the Electronic Mail System?	62.9	27.4	2.30
	Q42. How would you rate the Division of Information Technology (DOIT) or the Stony Brook Medicine Help Desk?	67.5	18.1	3.73
	Q43&Q44. How would you rate University communications?	72.8	14.5	5.02
	Q45. How would you rate the Office of the University President (Samuel Stanley) on its vision for the future of Stony Brook?	56.3	30.0	1.88

2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q46. How would you rate the Office of the University President (Samuel Stanley) on its administrative management, including accessibility, responsiveness, and budgetary Decisions?	37.4	38.7	0.97
	Q47. How would you rate the University President (Samuel Stanley) on its leadership?	51.7	33.0	1.57
	Q48. How would you rate the Office of the University President (Samuel Stanley) on the representation of Stony Brook's needs to Albany and the outside community?	52.4	19.2	2.73
	Q49. How would you rate the Office of the University President (Samuel Stanley) on the quality of its administrative appointments?	39.1	31.7	1.23
	Q50. To what extent does the Office of the University President (Samuel Stanley) involve faculty and staff in decisions that affect policy?	16.5	48.3	0.34
	Q51. Overall, do you approve or disapprove of the job that Samuel Stanley is doing as University President?	50.8	21.4	2.37
	Q52. - How would you rate the Office of the Provost (Dennis Assanis) on vision concerning the academic future of Stony Brook?	37.9	30.5	1.24
	Q53. How would you rate the Office of the Provost (Dennis Assanis) on its leadership?	35.2	33.9	1.04
	Q54. How would you rate the Office of the Provost (Dennis Assanis) on its administrative management, including accessibility, responsiveness, and budgetary decisions?	30.1	35.1	.86

2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q55. How would you rate the Office of the Provost (Dennis Assanis) on the quality of its administrative appointments?	29.0	25.8	1.12
	Q56. To what extent does the Office of the Provost (Dennis Assanis) involve faculty and staff in decisions that affect policy?	19.7	33.6	.59
	Q57. Overall, do you approve or disapprove of the job that Dennis Assanis is doing as Provost?	34.6	20.8	1.66
	Q58. How would you rate the Office of the Senior Vice President of Health Sciences (Kenneth Kaushansky) on its vision concerning the academic future of Stony Brook?	58.1	17.5	3.32
	Q59. How would you rate the Office of the Senior Vice President of Health Sciences (Kenneth Kaushansky) on its leadership?	50.9	29.4	1.73
	Q60. How would you rate the Office of the Senior Vice President of Health Sciences (Kenneth Kaushansky) on its administrative management, including accessibility, responsiveness, and budgetary decisions?	38.9	33.3	1.17
	Q61. How would you rate the Office of the Senior Vice President of Health Sciences (Kenneth Kaushansky) on the quality of administrative appointments?	39.5	27.1	1.46
	Q62. To what extent does the Office of the Senior Vice President of Health Sciences (Kenneth Kaushansky) involve faculty and staff in decisions that affect policy?	33.8	59.9	0.56

2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
✓	Q63. Do you approve or disapprove of the job Kenneth Kaushansky is doing as the Senior Vice President of Health Sciences?	45.2	17.5	2.58
	Q64. Do you have contact with the Office of the Vice President for Economic Development (Yacov Shamash)? (filtering question)	NA	NA	NA
	Q65. [If you have contact] How would you rate the Office of the Vice President for Economic Development (Yacov Shamash) on the quality of its administrative appointments?	66.1	13.9	4.76
	Q66. . [If you have contact] To what extent does the Office of the Vice President for Economic Development (Yacov Shamash) involve faculty and staff in decisions that affect policy?	43.1	26.2	1.65
	Q67. [If you have contact] How would you rate the Office of the Vice President for Economic Development (Yacov Shamash) on its effectiveness in gaining financial support for Stony Brook?	66.2	13.8	4.80
	Q68. Do you have contact with the Office of the Vice President for Finance (Lyle Gomes)? (filtering question)	NA	NA	NA
✓	Q69. [If you have contact] How would you rate the Office of the Vice President for Finance (Lyle Gomes) on the quality of administrative appointments?	81.3	4.9	16.59
	Q70. [If you have contact] To what extent does the Office of the Vice President for Finance (Lyle Gomes) involve faculty and staff in decisions that affect policy?	60.8	13.7	4.44

2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
✓	Q71. [If you have contact] To what extent does the Office of the Vice President for Finance (Lyle Gomes) involve faculty and staff in decisions that affect policy?	72.5	6.9	10.50
	Q72. Do you have contact with the Office of the Senior Vice President for Administration (Barbara Chernow)? (filter question)	NA	NA	NA
	Q73. How would you rate the Office of the Senior Vice President for Administration (Barbara Chernow) on the quality of its administrative appointments?	56%	24%	2.33
	Q74. To what extent does the Office of the Senior Vice President for Administration (Barbara Chernow) involve faculty and staff in decisions that affect policy?	46%	40%	1.15
	Q75. How would you rate the Office of the Senior Vice President for Administration (Barbara Chernow) on its effectiveness in gaining financial support for Stony Brook?	54	14.5	3.65
	Q76. Do you have contact with the Office of the President of the Stony Brook Foundation and Vice President of the Office for Advancement (Dexter A. Bailey)?	NA	NA	NA



2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
✓	Q77. How effective is the Office of the President of the Stony Brook Foundation and Vice President of the Office for Advancement (Dexter A. Bailey) in raising funds for the University?	80.4	8.9	9.03
	Q78. How would you rate the Office of the President of the Stony Brook Foundation and Vice President of the Office for Advancement (Dexter A. Bailey) on administrative management...?	65.8	18.4	3.57
	Q79. Have you had contact with the Office of Student Affairs? (filtering question)	NA	NA	NA
	Q80. How would you rate the Office of the Vice President for Student Affairs (Peter Baigent) on its leadership in improving the quality of student life?	78%	17%	4.59
	Q81. How satisfied are you with the degree to which the Office of the Vice President for Student Affairs (Peter Baigent) involves faculty, staff, and students in policy decisions?	67%	20%	3.35
	Q82. How would you rate the Office of the Vice President for Student Affairs (Peter Baigent) on overall effectiveness in support of the university's academic mission?	75.6	17.9	4.11
	Q83. Have you had contact with the Office of the Vice President for Research? (filtering question)	NA	NA	NA

2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q84 How would you rate the Office of the Vice President for Research (Benjamin Hsiao) on its administrative management, including accessibility, responsiveness, and budgetary decisions?	65.6	22.4	2.93
	Q85. How would you rate the Office of the Vice President for Research (Benjamin Hsiao) on the development of new research initiatives?	47.5	23.5	2.02
	Q86. To what extent does the Office of the Vice President for Research (Benjamin Hsiao) involve faculty, staff, and students in decisions that affect policy?	32.5	29.4	1.11
	Q87. (this question was eliminated from the survey)	NA	NA	NA
✓	Q88. How effective is the Office of Sponsored Programs (in the Office of the Vice President for Research) in processing and submitting grant proposals?	73.4	12.3	5.97
	Q89. How effective is the Office of the Vice President for Research in managing grants once they have been awarded?	72.9	14.7	4.96
	Q90. Do you have contact with the Office of Research Compliance under Associate Vice-President Judith Matuk? (filtering question)	NA	NA	NA
	Q91. How would you rate the Office of Research Compliance?	71.3	25.0	2.85

2013 University Senate Survey

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q92. How effective is the Office of the Vice President for Research in keeping you informed about funding opportunities, target dates, and application deadlines for external funding?	52.8	25.8	2.05
	Q93. What is your opinion of the COEUS system for submitting and tracking grants at Stony Brook University	35.1	44.7	0.79
	Q94. How would you rate the Office of the Interim Chief Information Officer (Chuck Powell) on the development of new IT initiatives?	44.5	10.8	4.12
	Q95. To what extent does the Office of the Interim Chief Information Officer (Chuck Powell) involve faculty and staff in decisions that affect policy?	23.7	15.4	1.54
	Q96. Do you have contact with the Graduate School? (filtering question)	NA	NA	NA
	Q97. [If you have contact] How would you rate the Graduate School on its administrative management, including accessibility, responsiveness, and budgetary decisions?	79.3	14.1	5.62
	Q98. [If you have contact] How would you rate the Graduate School (Chuck Taber) on its leadership in improving the quality of student life?	62.1	16.7	3.72
	Q99. [If you have contact] To what extent does the Graduate School involve faculty, staff, and students in decisions that affect policy?	54.6	17.6	3.10

The survey was somewhat of a departure from previous surveys, with a streamlining of questions to reduce the time required to respond. In addition, questions were updated to reflect changes in the

campus administration and services. The reduction in the number of questions did not allow us to prepare a complete comparison of the responses with those of the previous survey.

In previous surveys, respondents were asked to evaluate the various aspects of Stony Brook's administrators and services on a scale of A=excellent, B=good, C=fair, D=poor, and E=fail. These were then converted to numerical scores of 4 through 0 respectively. In contrast, this survey varied the meaning of the responses, in many cases reducing the options. This made a direct comparisons of the scores of various questions problematical. However, our analysis of the results takes into account the varying scale of questions.

This report is organized along the lines of each question, grouped by the category of questions (e.g., evaluation of the Office of the President). The analysis of each question includes a summary of the numerical scores as well as a summary of the information contained in the comments. We also included selected comments to clarify and amplify the scores.

Unlike most previous University Senate surveys, this survey allowed respondents to write a comment associated with each of the questions. This led to an extraordinary number of comments, as compared with previous surveys. The committee reviewed all the comments, and modified many to remove any potentially identifying information. One difficulty in selecting comments for inclusion in this report is the bias towards comments being associated with a negative score. We were able to evaluate the comments while also reviewing the associated score, and we selected comments that were consistent with the distribution of results. We also reviewed the comments for themes that would better explain the results. These themes are identified in the text following each question and also are reflected in the comments selected.

Some units, especially those in the Schools of the Health Science Center, have few full-time faculty and only full-time faculty were permitted to answer the Dean-specific questions on the survey. As a result, even though a large percentage of eligible faculty responded to the survey, there were fewer than 30 individuals who rated several Deans. For example, one school has 9 eligible full-time faculty and 8 responded to the survey (89%) and another school has 38 eligible full-time faculty and 19 responded (50%). Unfortunately, in a smaller school, a rating of a specific Dean is based on an insufficiently large sample to draw confident conclusions. For example, in a School with 38 full-time faculty, of which 19 responded to the survey, a 50% approval rating for the Dean generates a margin of error of 16%. We can thus say with 95% confidence that approval of the Dean is between 34% and 66%. But this is a very wide margin and the estimate is not especially useful. Our confidence in estimates of other Deans, included in the report, who oversee larger schools or colleges is far greater because they are rated by a larger number of full-time faculty. The analysis of results for Deans in these larger units are contained in a later section of this report.

Overall Themes

The survey results are organized in accordance with the questions. In analyzing results, however, we found that there were a few recurring themes that appeared in the comments associated with some of the questions. It is difficult to quantify these results since the comments may have been left by the

same respondent. We include these themes below, and expect to quantify the issues in the next University Senate survey.

- Favoritism – There were a number of comments in which presumably faculty and staff member in the humanities and “soft sciences” reported feeling left out – as compared with engineering and sciences. These comments were fairly general, but some commented in particular about their limited participation in important committees. There were fewer comments about an east vs. west campus bias (in favor of east campus).
- Cluster hires – There were many comments about the cluster hires, most of these dealing with the process for implementing the process, the lack of involvement of faculty in shaping the initiative, and the potential use of the resources to restore existing departments to budget levels see before the recent budget cuts...
- Staff shortages - Many comments reflect an issue of potential staff shortages in administration services (e.g., Central Receiving) causing service issues. These comments tend to be part of a comment directed towards a particular service area, usually stating that the service area was doing a good job, but the effectiveness of the area was impacted by staff shortages.

Lastly, we note that the survey is a potential source of valuable material in the administration of Stony Brook University. The comments that are published in this report give a flavor of the mood of faculty and staff on campus, but a more detailed view can be determined by a look at a more complete range of comments. If such a request is made for more detailed information, the Administrative Review Committee will first review each comment in a subject area to avoid any possibility of disclosure of the source of the comment.

SUMMARY OF SURVEY RESULTS FOR GENERAL SECTIONS

This section summarizes the results of the general sections of the survey. That is, the results that do not refer to named individuals.

SBU ADMINISTRATION

Q1: TO WHAT EXTENT DOES THE STONY BROOK ADMINISTRATION INVOLVE APPROPRIATE FACULTY/STAFF MEMBERS IN MAKING DECISIONS THAT AFFECT THEM?

This is a “satisfaction” question that asks the extent to which faculty and staff are satisfied with the degree of involvement of faculty/staff in making decision that affect them. Question 2 is a more objective question that asks the extent to which they are involved in such decisions.

A total of 793 respondents (334 faculty, 377 staff, and 82 staff hospital) answered this question. Of that total, 4.7 percent felt that the administration makes a concerted effort to involve faculty and staff in the decision making process; 33.0 percent felt it did it to some extent; 35.2 percent felt it does it a little; 17.9 percent not at all (8.1 percent had no opinion and 1.1 percent did not answer the question). Positive/negative ratio was 37.7/53.1.

Many respondents felt that, for the most part, at the highest level of Stony Brook’s administration, excluding the deans, there has never been an attempt to be inclusive as the top administrators show no interest in consulting with faculty and staff when important decisions that affect the university are being taken. Moreover, others felt that, in the rare times when they seem to include faculty in the decision making process, there exists a clear tendency to reach out to faculty in the sciences. As a result, the Humanities and the Social sciences are left in the dark.

Likewise, although some respondents felt that the situation has improved somewhat, in general, they argued, the top administrators were guarded in sharing information related to important decisions. Faculty and staff commented on understaffing, the lack of interaction with their superiors, the lack of coordination among the various sectors of the university, and changing and creation of without consultation.

Representative Comments

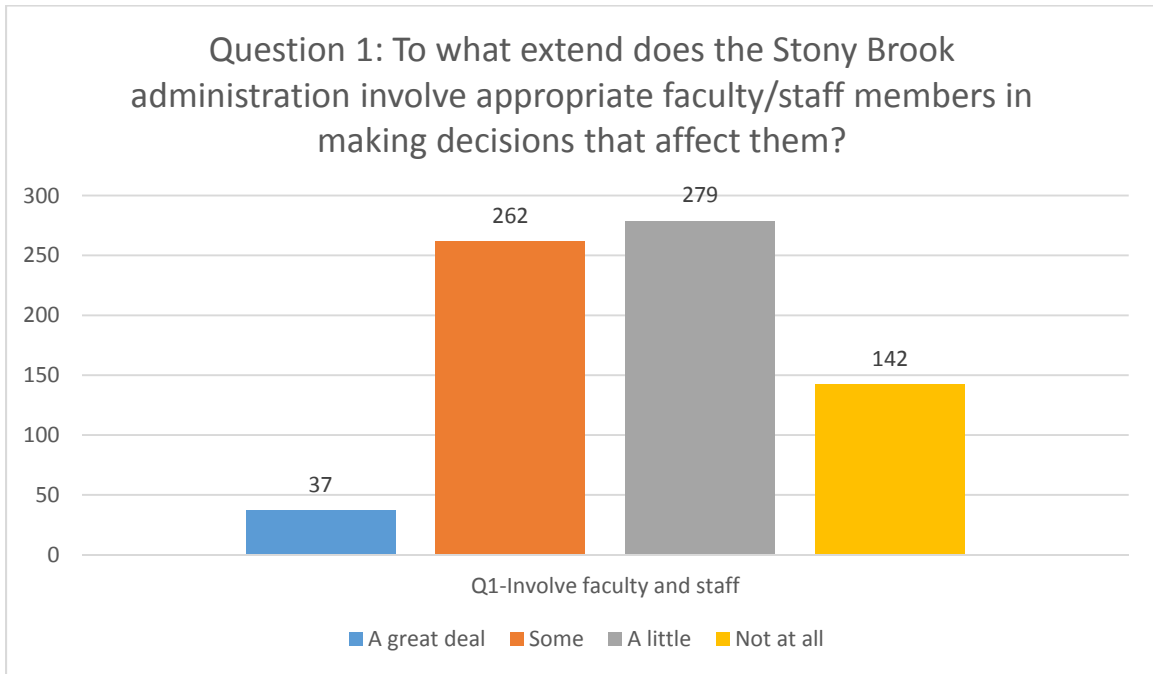
Arts, Humanities, and lettered Social Sciences faculty get left out of important committees the most.

Cluster hire proposals and some other hires have not had enough input from faculty. Also, I do not see any interest on administration on helping with specific faculty problems.

Decisions are made by a select few without consulting the people that do the job.

Decisions are often made at the highest levels of administration without feedback from staff members.

Does a better job with the sciences; but largely excludes the humanities to the point of irrelevance.



Q2: HOW SATISFIED ARE YOU WITH THE DEGREE TO WHICH THE STONY BROOK ADMINISTRATION INVOLVES FACULTY/STAFF IN MAKING DECISIONS THAT AFFECT THEM?

In responding to this question, 3.5 percent expressed that they were very satisfied with the degree to which the Stony Brook administration involves faculty/staff in making decision that affect them; 33.2 percent was somewhat satisfied; 31.8 percent was not very satisfied; 22.4 percent was not at all satisfied; 7.4 percent had no opinion; and 1.6 percent did not answer the question. Positive/negative ratio was 36.7/54.2.

Representative Comments

Consulting staff before making changes seems like more work (and probably is), but would do a whole lot more for morale rather than the dictated policy/procedure changes or decisions that have already been obviously made but presented under the pretense that there's still a willingness to consider options.

I would like to see a lot more interaction between our highest administration officials and faculty. I realize we are a large and complex organization and that faculty input is often not unanimous. But with decisions that affect the lives of specific unit, and where those units can first come democratically to a position on a change the higher admin want, then there should be meetings and discussions with top administrators to see if any middle ground can be found.

Some faculty committees seem somewhat lopsided, especially towards the sciences.

Decisions are made by a select few without consulting the people that do the job.

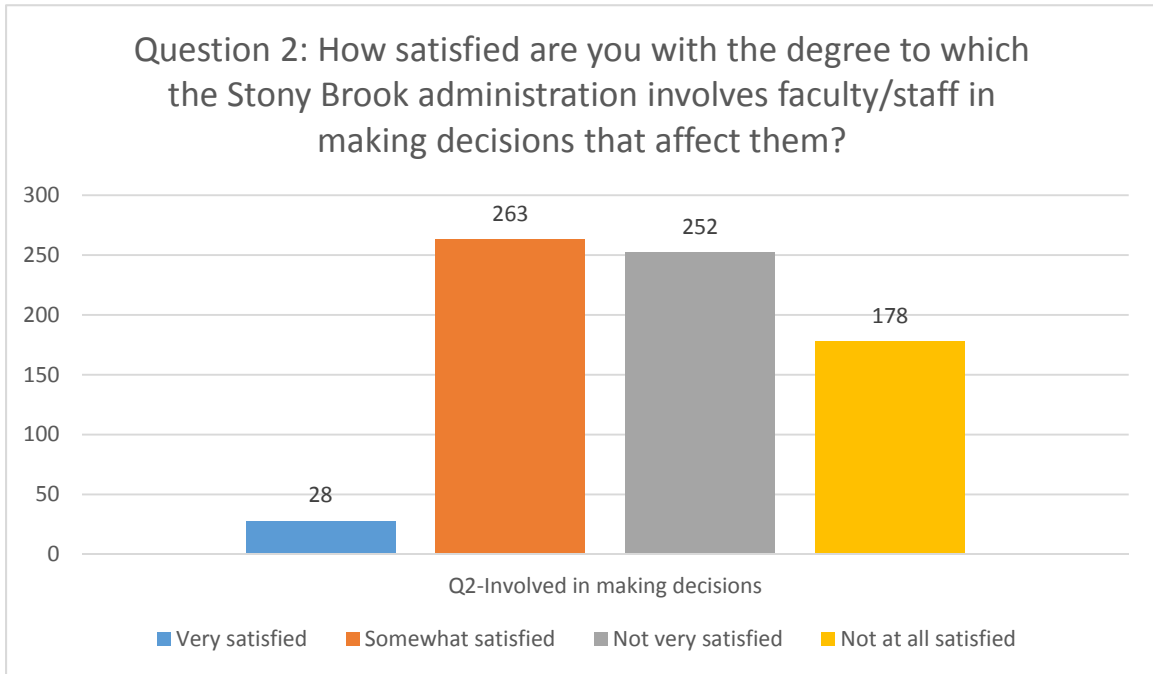
Decisions are often made at the highest levels of administration without feedback from staff members.

Arts, Humanities, and lettered Social Sciences faculty get left out of important committees the most.

Important decisions - e.g. change of university calendar/holiday policy, cluster hiring initiative, shared work centers - have been made with insufficient input from faculty

Although things have improved in recent years, there is still a lack of transparency in making key decisions.

From my interactions, it seems many departments are under-staffed.



Q3: HOW EFFECTIVE ARE THE UNIVERSITY'S DIVERSITY PROCEDURES (RACE, GENDER, DISABILITY, LGBT) IN HIRING, RETENTION, AND PROMOTION?

Of the 793 respondents to this question, 17.9 percent feel that the university is very effective in achieving these goals; 35.9 percent feel that it is somewhat effective; 15.1 feel that it is not very effective; 6.3 feel it is not at all effective; 22.7 percent had no opinion; and 2.0 did no answer the question. Positive/negative ratio was 53.8/21.4.

In general, the respondents feel that while the student body is very diverse, the faculty and the administration are not (58 comments). As they see it, top levels of the administration do not seem to be concerned about such a large disparity, although other respondents felt that legally, the university should not ask applicants to reveal their race, ethnicity, and sexual orientation and that the university should hire the most qualified candidates.

Others disagree (15 comments) by stating that the university does a great job promoting and sustaining diversity and other factors, however, Long Island's relatively high cost of living discourages many successful candidates for jobs to move to the area.

Representative Comments

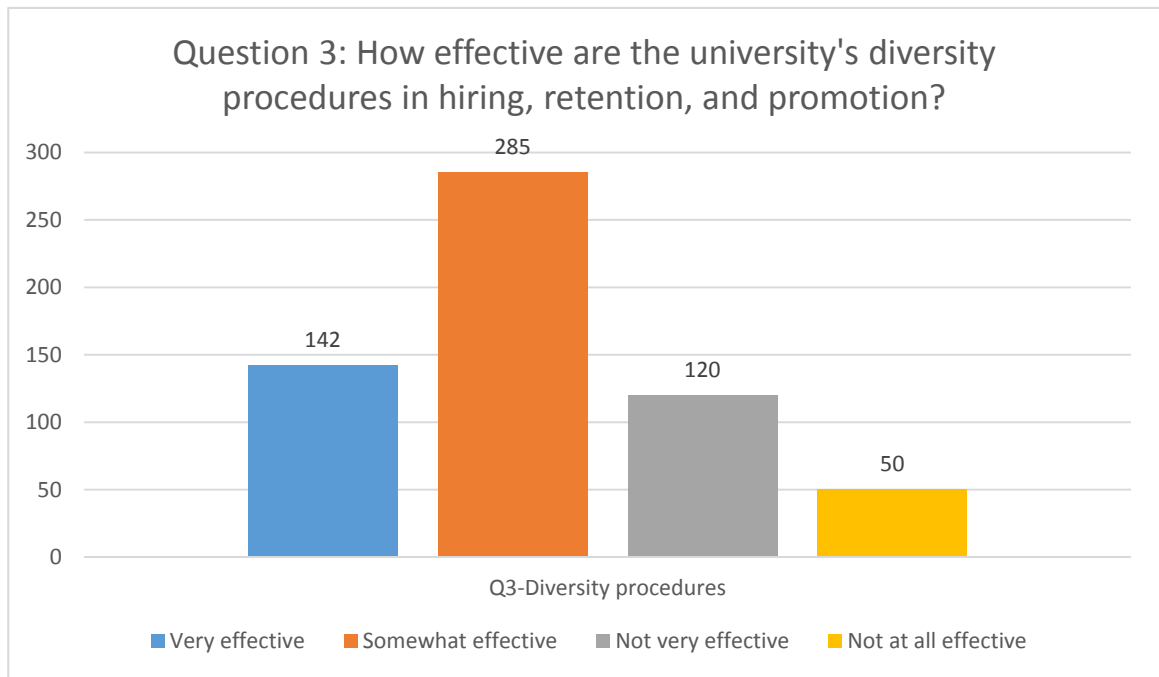
Although I am a Caucasian, I do not see very much diversity at all in the ranks of science faculty. I cannot speak about other divisions.

Diversity among staff has improved impressively. Diversity among faculty is essentially non-existent.

I was told before interviewing with Stony Brook that it has the reputation of not treating women well. I figured it must've outgrown that reputation by now. It has not.

I believe there are many good faith efforts to improve diversity but it is confusing that hiring and recruitment procedures vary depending on the division / VP area.

In the last few years there has been a clear improvement. Still much needs to be done not only to hire and retain these faculty but to "diversify" the attitudes, thinking, and ways of working of the rest of the administration and faculty.



Q4: HOW WOULD YOU RATE THE QUALITY OF THE MAINTENANCE OF THE BUILDINGS, ELEVATORS, AIR CONDITIONING, AND HEATING ON CAMPUS?

Of the 793 respondents, 2.0 percent feel the maintenance of the buildings, elevators, air conditioning, and heating on campus is excellent; 13.4 percent feel that it is very good; 27.4 feel that it is good; 33.3 feel that it is fair; 22.7 percent feel it is poor; 0.5 has no opinion; and 0.8 percent did not answer the question. Positive/negative ratio was 42.8/56.0.

In general, many respondents expressed their dissatisfaction with the ways in which the buildings are maintained and cared for. Many have voiced this displeasure with the fact many of the buildings are left in a desuetude state of disrepair. There were 14 pages of comments (200 comments) concerning the

maintenance of buildings, virtually all of them negative and quite a few with specific comments about significant problems in the buildings in which they regularly work.

Representative Comments

All the years I am working here they cannot get the heating/ac system to regulate even one area at a time. We settle for having cold air so it does not get stuffy and have heaters on in each office.

Although the general maintenance these days is better than before - the areas less populated by students, or the area between the hospital and main campus are often neglected. The back end of the HSC near basic science and the main campus leaves much to be desired and an area where many visitors are brought through since the walk from any other entrance is much too far

Aside from the very new buildings, everything else is poorly maintained. Heating and air conditioning are never set at optimal levels, elevators are ancient and unsafe, and buildings are unsatisfactory.

Escalator constantly being repaired. Roof leaks, wall leaks never get fixed properly. Dirty air, too hot, no local control of temperature.

Q5: HOW WOULD YOU RATE THE QUALITY OF THE MAINTENANCE OF THE CAMPUS GROUNDS?

Of the 793 respondents, 13.4 percent rate the maintenance of the campus ground as excellent; 37.3 rate it as very good; 33.5 declare it good; 11.2 percent declare it fair; 2.8 percent declare it fair; 1.0 percent had no opinion; and 0.8 percent did not answer the question. However, there is generally praise for the maintenance of the grounds and beautification of the campus as a whole. Positive/negative ratio was 84.2/14.0.

There were 113 comments concerning the maintenance of the grounds, the vast majority of which were complimentary.

Representative Comments

Campus always looks nice, especially in the Spring/Summer. Snow removal is always good too.

Grounds maintenance on this campus is truly well-done (somewhere between "very good" and "excellent"). The campus is beautiful. The only issue I've noticed lately is more litter/trash on the ground...but I think students are spending more time outside on the grounds and they are getting careless with their garbage.

Different parts of the campus grounds are in dramatically different states of maintenance.

I love the flowers and other plantings around campus. I noticed they even care for areas that only employees would see. I appreciate that.

Grounds closer to the academic mall and the campus entrances are maintained very well, but the quality of maintenance falls off the further you travel from these areas. The planting of

trees that are not native to this part of Long Island is gradually casing some areas of campus to lose their local character.

Q6: HOW WOULD YOU RATE THE QUALITY OF THE MAINTENANCE OF CLASSROOMS?

Of the 793 respondents, 1.8 percent rates the quality of the maintenance of classrooms excellent; 12.9 percent rate as very good; 28.1 percent as good; 23.5 percent as fair; 9.0 percent as poor; 23.5 percent has no opinion—probably staff members; and 1.4 percent provided no response..

In general, however, the same criticisms leveled against the buildings are brought against the classrooms as well

Representative Comments

A lot of the rooms really need to be renovated and modernized.

Audio-Visual equipment in most rooms work well now, but many seats or chairs in rooms of size 50 to 120 are broken or missing.

Bathrooms near classrooms often resemble those at Penn Station.

Carpeted floors are peeling away and frayed. Carpeted walls are also in disrepair, and have "eraser" marks that are never removed. The heating situation in the SHTM is unbearable. There are days when it is difficult to work as the conditions are so cold. Desks are strewn about. Wireless internet often does not work with computers in classrooms. Students use empty classrooms during breaks for lunch and studying, but trash them in the process. Food items are left on desks, floors, etc. Floors are rarely vacuumed; chalkboards are covered in writing and rarely washed clean. Desks are all different colors, sizes, and strewn about.

Most classrooms in the Health Sciences are not "smart" classrooms and many have not been renovated since the building opened. We still have the same carpeted walls in the seminar rooms and lecture halls. Faculty need to wheel in AV carts with equipment to teach in most classrooms on levels 2 and 3.

Q7: HOW WOULD YOU RATE THE SPEED AND QUALITY OF RESPONSE TO BUILDING AND OFFICE REPAIR AND REHABILITATION ORDERS?

Of the 793 respondents, 4.3 percent rate the speed and quality of response to building repair and rehabilitation orders as excellent; 13.4 rate them as very good; 26.2 percent as good; 29.4 percent as fair; 15.1 percent as poor; 10.6 percent provide no opinion; and 1.0 percent fail to answer the question. Positive/negative ratio was 43.9/44.5.

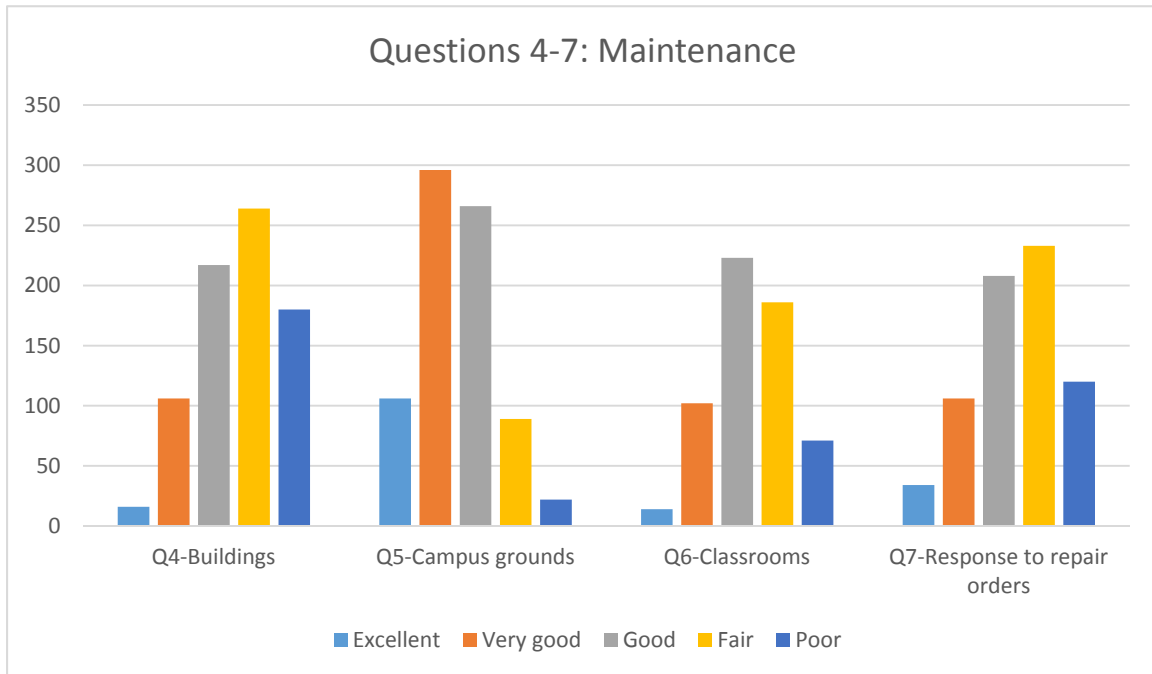
In general, many respondents are very dissatisfied with the slow responses to requests for repairs and cleanings, although some respondents have seen some improvement in the last few years, specifically in the timely response to these requests and the quality of the repairs that are made.

Representative Comments

Every time there is a problem we have to wait forever for responses. The constant excuse is that positions were cut and the remaining staff is overworked.

I have generally found people responsive and eager to help. However, they are often not empowered to do what truly needs to be done.

When emergency repairs are required the response is quick and provides a temporary fix.



Q8: HOW STRONGLY DO YOU SUPPORT OR OPPOSE THE ABSENCE OF RELIGIOUS HOLIDAYS FROM THE ACADEMIC CALENDAR?

Of the 793 respondents, 26.9 percent strongly support the absence of religious holidays from the Academic calendar; 19.4 percent somewhat support it; 15.4 oppose it; 19.2 strongly oppose it; 18.4 has no opinion; 0.8 fail to answer the question. Positive/negative ratio was 46.3/34.6.

There were 130 comments, many of which expressed strong opinions. Many respondents feel that the new academic calendar was not well-thought out. Some see it as an infringement on their first Amendment rights while others applaud it as the right thing to do.

Representative Comments

After a tradition of having the major Jewish holidays represented with days off, it feels more like appeasement for religions that have not been a part of the American mainstream.

By eliminating the observance of religious holidays, the administration is sending a message to people of faith that their religious beliefs are unimportant to the University. Students who still wish to observe a holiday are protected by state education law that requires make-

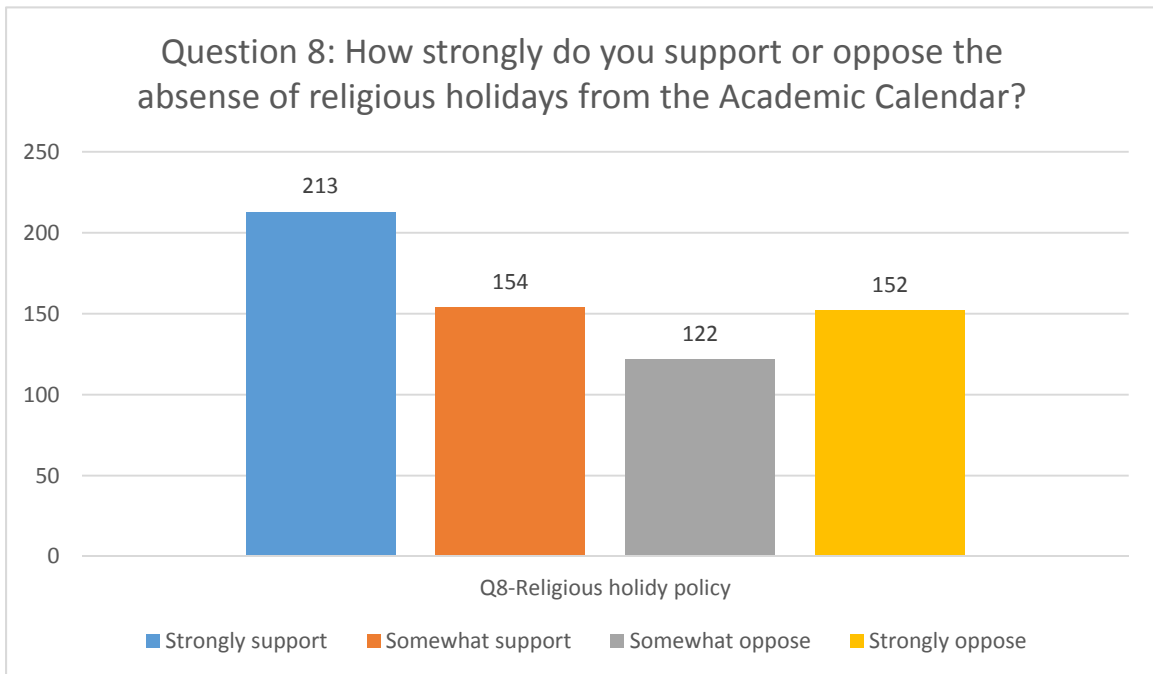
ups. Instructors who wish to observe a holiday are in a more difficult situation, and will need to either ask a colleague to substitute for them, or cancel class on the day in question.

Given that local elementary and secondary schools are closed on many religious holidays, it represents a hardship to faculty and students with children to have classes on those days. For faculty who observe those holidays, it is an additional burden to find others who can cover their teaching.

Hard as a parent, but it is the right thing to do for the students.

I don't believe the university should have religious holidays, but having the spring break in the middle of the semester was difficult for many faculty and employees, especially with children being off the Easter/Passover week.

I strongly feel we should not observe religious holidays. I feel that people who do have a holiday to celebrate should be allowed to be off from work or school in observance of that holiday without prejudice.



Q9: HOW WOULD YOU RATE THE AVAILABILITY, COST AND MAINTENANCE OF CAMPUS PARKING FACILITIES?

Of the 793 respondents, 3.2 percent rate the availability, cost, and maintenance of Campus Parking Facilities as excellent; 13.7 rate them as very good; 28.6 rate them as good; 26.2 rate them as fair; 22.7 rate them as poor; 2.7 express no opinion; and 0.9 fail to answer the question. Positive/negative ratio was 45.5/48.9.

There were 158 comments, many of which included complaints about the cost of parking and the availability of adequate parking spaces.

Representative Comments

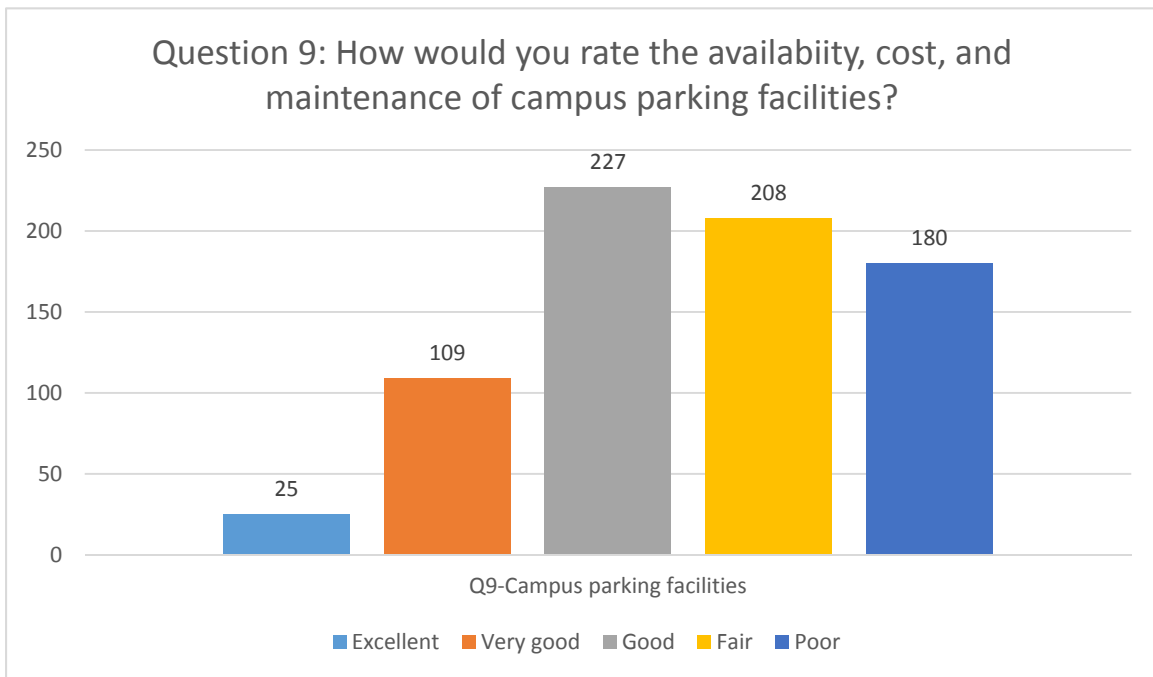
We are the only hospital in the county that makes their employees pay for parking that rarely exists. There is poor lighting and security available. There are buzzers to help at the gates that no one answers. The staffs in the office are rude and nasty.

Availability for staff parking is limited. I have many occasions where I have had to respond to emergencies or requests on campus in which I had time constraints and have not been able to park in proximity to where I needed to be creating a tremendous amount of stress and significant delays.

Employees shouldn't be forced to pay to park.

Faculty parking should be separate from graduate students and staff.

Faculty/Staff are always scrounging for parking. Students often park in Faculty/Staff lots. When new lots get created, or rehabbed, they become metered lots. How about putting gates up with card access to Faculty/Staff lots. Also the definition of Faculty/Staff is a bit dubious when it comes to Graduate/Post Graduate Students.



Q10: DO YOU THINK THAT THE ENFORCEMENT OF HANDICAPPED PARKING SPACES, INCLUDING THE FREQUENCY WITH WHICH PARKING TICKETS ARE ISSUED AND THE PROCESS OF APPEAL, IS TOO STRICT OR NOT STRICT ENOUGH?

Of the 793 respondents, 10.2 percent think that the enforcement of handicapped parking space, including the frequency with which parking tickets are issued and the process of appeal is too strict; 20.1 fell that they are not strict enough; 67.8 percent have no opinion; and 1.9 provide no answer to this question. Positive/negative ratio is 10.2/20.1.

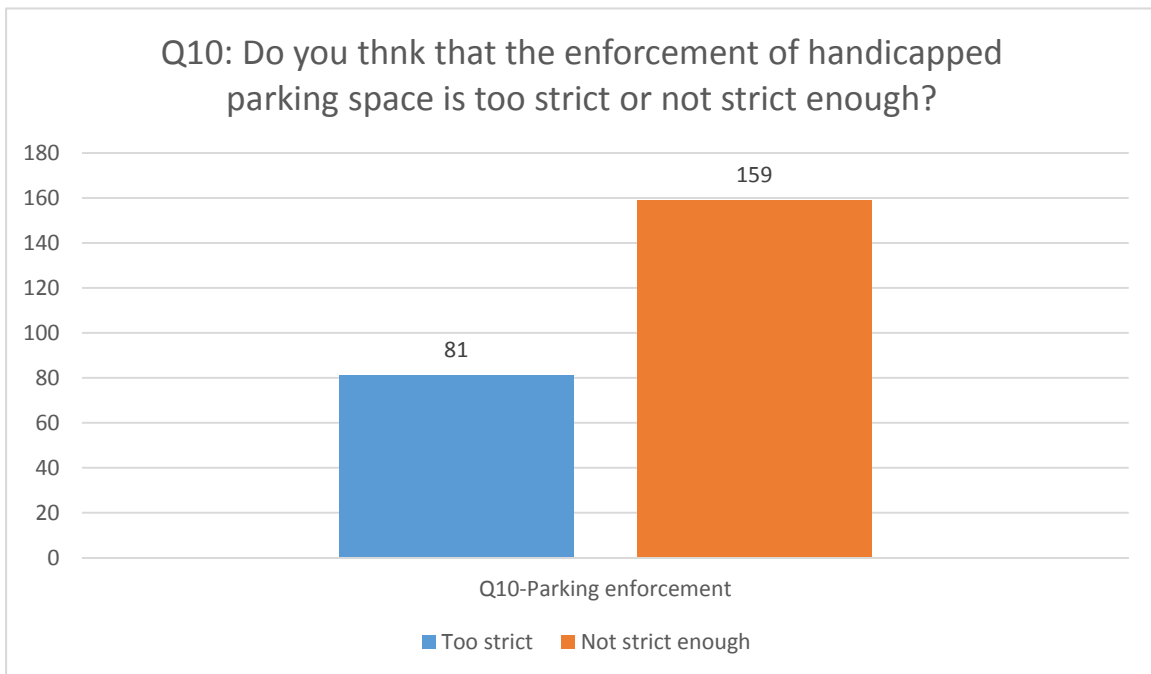
In the comments (more than 100), some respondents feel that the fines that are imparted for illegal parking are fair; others found them to be exorbitant and that the office that is in charge monitoring the parking facilities, of imposing the fines, and of collecting them to be too harsh in their approach.

Representative Comments

Everyone who uses handicap parking should be required to get a SB handicap sticker. They must show that the handicap belongs to THEM and not a family member; too many just abuse the system by using someone else's parking permit.

I feel that there are not enough handicapped parking spaces. At times I believe the frequency with which parking tickets are issued is not appropriate. If construction is being done or bad weather and snow piles are everywhere, people are forced to park in areas that they don't usually park, and then they come around and issue tickets.

I have a handicap permit. Many times spaces are not available. I have seen undergraduates, park in a HC space, leap out of their car, and run to class. Once I asked, is that your grandmother's permit, the response was yes. The enforcement is inadequate, perhaps nonexistent.



Q11: DO YOU THINK THE CAMPUS NEEDS A NEW DEDICATED FACULTY AND STAFF DINING SPACE, OR ARE THERE ENOUGH PLACES NOW FOR FACULTY AND STAFF TO DINE?

Of the 793 respondents, 47.5 percent state that the campus need new dedicated faculty and staff dining space; 32.4 percent state that there are enough places for faculty and staff to dine; 17.8 percent has no opinion; and 2.3 failed to answer the question. With needing a new facility as negative, the positive/negative ratio was 32.4/47.5.

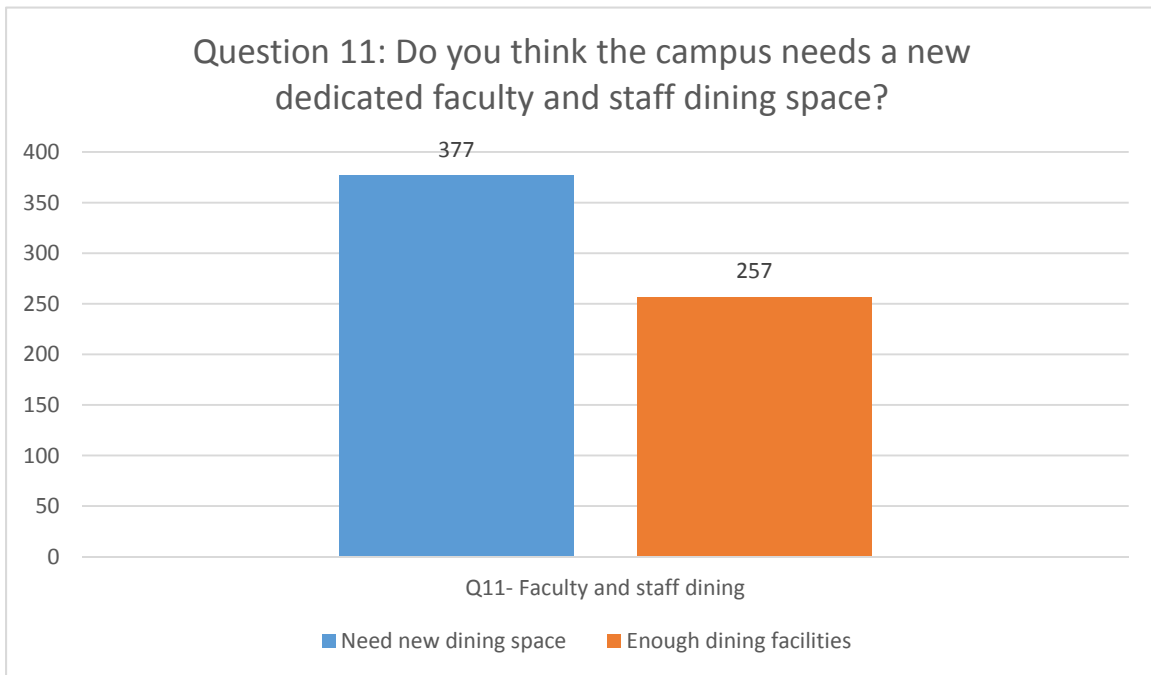
Better pricing all around is needed. Campus dining for staff, faculty and students is too expensive. Not enough food value per dollar. The hospital dining has better deals.

I do not know of any faculty and staff dining places on campus.

I don't necessarily want dining space that's segregated (faculty/staff/students), but I do think the lines to eat anywhere on campus are way too long for anyone to deal with comfortably; seating also seems to be an issue.

I purposely choose not to eat at the SAC because there are too many students, and unless I go off campus, I don't feel there are any places where faculty and staff can go on campus where there aren't a ton of students.

It's not so much that we need a new dedicated space, but we need healthier food options, and better prices. The price gouging that occurs on this campus, for such poor quality food, is untenable.



CAMPUS SERVICES

QUESTION 12A: (IF USED CAMPUS CHILD CARE SERVICES) HOW WOULD YOU RATE THE QUALITY OF CAMPUS CHILD CARE SERVICES?

85 respondents used these services, and provided responses. The overall response were very high, with 60% rating the services as excellent, 23.5% as very good, and 2.4% as good. Only three respondents (3.6%) rated the services are fair or poor. The positive/negative ratio was 85.9/3.6.

Some of the comments were made by faculty and staff who used the services many years ago, but among those who used the services recently, the comments were almost all positive.

Representative Comments

I used campus child care for my 3 children. Their service is outstanding, and I would not have been able to continue my employment here (and bring in the millions of dollars in grants/contracts that I have secured) without them!

This really works. It's a wonderful asset to the university and the lives of faculty, staff, and students.

QUESTION 13A (IF USED THE PROCUREMENT OFFICE) HOW WOULD YOU RATE THE QUALITY OF SERVICES OFFERED BY THE PROCUREMENT OFFICE?

445 respondents used these services, and provided responses. 9.4% rated the services as excellent, while 27.4% rated them as very good and 30.8% as good. 20.2% rated the services as fair and 9.7% rated the services as poor. The positive/negative ratio was 67.6/29.9.

There were 75 comments. Many of the comments concerning the people who work in the office were complimentary, but that was offset by many negative comments concerning the administrative processes and the services they provide. Many comments referred to staffing shortages.

Representative Comments

Staff very willing to help when there is an issue

The procurement process is very slow and tedious. This may be due to understaffing.

The staff is fine but the department's policies and procedures could be more clearly defined. Any problem with staff is mostly because we are not following some policy and procedure. And it is about time to have many of those policies and procedure look at from a more realistic approach to doing business. For example why is it so hard to get a list of current vendors with state contracts?

QUESTION 14A: (IF USED CENTRAL RECEIVING) HOW WOULD YOU RATE THE QUALITY OF SERVICES PROVIDED BY CENTRAL RECEIVING?

327 respondents used these services, and provided responses. The responses were overall favorable, with 10.4% rating the services as excellent, and 35.2% rating as very good and 34.3% rating as good. In the negative category, 11.6% rated the services as fair and 2.8% as poor. The positive/negative ratio was 79.9/14.4.

Representative Comments

There are not enough employees to handle all deliveries in a timely manner. I have often waited for days for merchandise that was delivered and standing around at Central Receiving.

Sometimes difficult to track where things are after UPS delivery to central receiving.

QUESTION 15A: (IF USED WOLFMART) HOW WOULD YOU RATE WOLFMART?

363 respondents used these services, and provided responses. The responses were mixed, with 5.5% rating the services as excellent, 24.0% as very good, and 28.7% as good. In the negative category, 22.0% rated the services as fair and 16.0% as poor. The positive/negative ratio was 58.2/38.0.

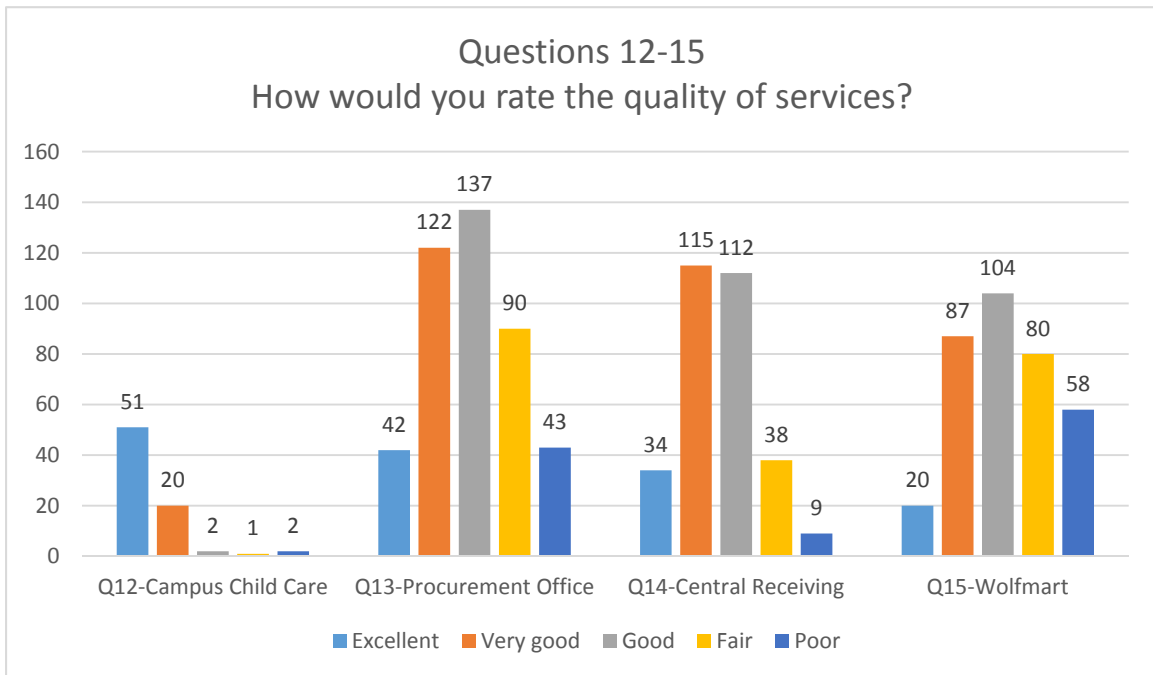
There were 81 comments, mostly negative. Comments frequently cited poor service and high cost.

Representative Comments

Too time consuming, difficult to navigate and then when calling for help it takes the procurement office time to figure out what to do. We use to be able to order product easily and get the items quickly.

System is too cumbersome, but eventually effective.

Once we switched over to Wolfmart, it has taken me a considerably longer amount of time to submit my purchase requisitions.



QUESTION 16A: (IF USED THE OFFICE OF CONFERENCE AND SPECIAL EVENT PLANNING) HOW WOULD YOU RATE THE QUALITY OF SERVICES PROVIDED BY THE OFFICE OF CONFERENCE AND SPECIAL EVENT PLANNING?

337 respondents used these services, and provided responses. The responses were mostly positive, with 20.2 rating the services as excellent, 31.8% as very good, and 28.2% as good. In the negative category, 9.2% rated the services as fair and 4.7% as poor. The positive/negative ratio was 80.2/13.9.

39 respondents provided comments, mostly positive.

Representative Comments

I host a lot of events and find this team helpful and reliable.

We don't use this office for conferences as such, but I have been at many events organized by them, and things are well done, and smoothly run.

QUESTION 17A: (IF USED THE ENVIRONMENTAL HEALTH AND SAFETY OFFICE) HOW WOULD YOU RATE THE QUALITY OF SERVICES OFFERED BY THE ENVIRONMENTAL HEALTH AND SAFETY OFFICE?

351 respondents used these services, and provided responses. The responses were mostly positive, with 16.5% rating the services as excellent, 39.6% as very good, and 26.5% as good. In the negative category, 9.1% rated the services as negative, and 4.6% as poor. The positive/negative ratio was 82.6/13.7.

38 respondents provided comments, mostly positive.

Representative Comments

Environmental Health and Safety do a very good job.

Food permits can take a while to get approved but the staff and office all do a very great job at responding to environmental & fire safety concerns.

In my experience they act purely as gate-keepers, telling you what you can't do, but not helping to find a workable solution to the problem.

QUESTION 18: HOW WOULD YOU RATE THE UNIVERSITY POLICE SERVICES?

793 faculty/staff provided responses. The responses were mostly positive, with 16.1% rating the services as excellent, 30.4% as very good, and 26.1% as good. In the negative category, 8.3% rated the services as fair and 3.7% as poor. The positive/negative ratio was 72.6/12.0.

99 respondents provided comments, evenly mixed between positive and negative. Many negative comments concerned an individual incident with the University Police.

Representative Comments

The Police are always polite and very helpful to us and our guests.

These people are thorough professionals. However, the patrolmen tend to stay locked up in their cars and are thus invisible. There should be more foot patrols and more bike patrols.

Police are poorly informed about sensitivity toward student issue. Drive around at unnecessarily high speeds.

QUESTION 19: HOW WOULD YOU RATE THE QUALITY OF SERVICES PROVIDED BY HUMAN RESOURCES (E.G., PAYROLL, BENEFITS, AND EEO)?

793 faculty/staff provided responses. The responses were mostly positive, with 9.8% rating the services as excellent, 28.2% as very good, and 30.0% as good. In the negative category, 17.8% rated the services as fair and 7.6% as poor. The positive/negative ratio was 68.0/25.4.

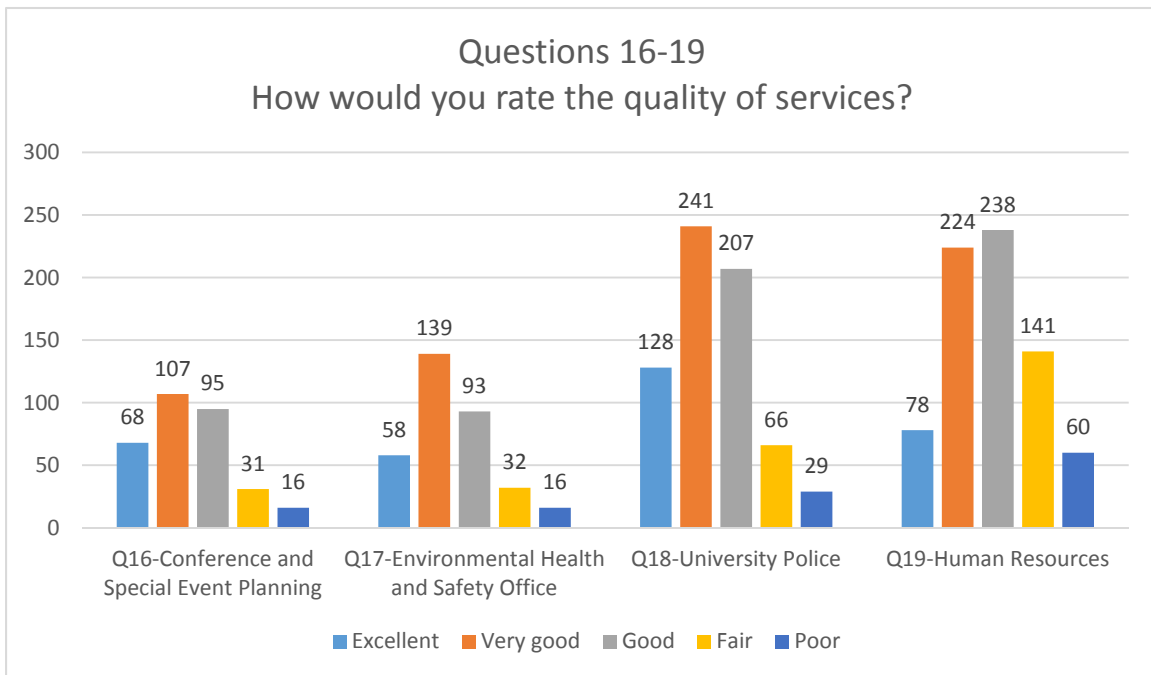
94 respondents provided comments, with mixed amounts of positive and negative comments.

Representative Comments

I must admit over the last few years I have had my questions and requests handled quickly and efficiently and courteously. About five to ten years ago that was not true.

Some people in HR are absolutely wonderful. Some people seem to simply not know how to do their job. We have been given wrong information and had processes slowed down significantly by incompetent employees.

When you call, it is difficult to get information and if you call more than once, you often get different answers from different people. Because of the nature of that office, everything cannot be found on the website so call coverage is a must.



Q20: HOW WOULD YOU RATE THE PRINT COLLECTION OF BOOKS AND PERIODICALS IN THE STONY BROOK LIBRARY SYSTEM?

Of the 793 respondents represented by the University Senate, 5.5% of respondents rated the print collection of books and periodicals in the Stony Brook Library System as “Excellent.” A total of 32.3% rated the print collection as “Very Good” (14.6%) or “Good” (17.7%). 12.1% rated them as “Fair” and

6.6% as "Poor." 42% had "No Opinion." 1.5% did not answer the question. The positive/negative ratio was 37.8/18.7.

75 faculty and staff made written comments on this section. Although the percentages reflect a positive rating, the majority of the comments were negative. The print collections were described as "abysmal," "embarrassing," a "disgrace," and "underfunded." Many respondents stated that they do not use the libraries because the print collections have not been maintained in their areas of scholarship and research. This was ascribed to a lack of administrative support and funding. The interlibrary loan department was touted for their ability to acquire materials from other libraries.

Representative Comments

Inadequate funding has reduced the quality of the print collection, ranking Stony Brook near the bottom of AAU Universities.

112 of 112 in the last ARL statistics for monographs purchased. But it's really not a question of print vs. electronic. It's subscriptions vs. one-time purchases.

Abysmal, embarrassing, third-rate. Community colleges have better print collections.

Do not use them anymore.

SBU is at or close to the bottom of Research I university libraries in the US. It shows. I simply do not use it anymore, except for electronic periodicals. I do all my research elsewhere, including NY Public Library and Columbia. Our library is an embarrassment and it has lost us faculty who did not accept offers because they could not conduct their research here.

Too late I guess, but the library is an embarrassment for a university that claims to be top notch. An especially poor resource for students.

Years of under-budgeted acquisitions of monographs will take years, if ever, to make up.

Q21: HOW WOULD YOU RATE THE ELECTRONIC RESOURCES AVAILABLE IN THE STONY BROOK LIBRARY SYSTEM?

Of the 793 respondents represented by the University Senate, 11.5% rated the electronic resources available in the Stony Brook Library System as “Excellent.” 44.1% rated the print collection as “Very Good” (24%) or “Good” (20.1%). 7.4% rated it as “Fair” and 2.3% as “Poor.” 33.5% had “No Opinion.” 1.3% did not answer the question. The positive/negative ratio was 55.6/37.8.

More than 30 faculty and staff gave written comments on this section. Although the percentages reflect a positive rating, the majority of the comments were negative. Themes include: the lack of a fully integrated catalog for e-resources between the East Campus and West Campus; access to journal back files; the lack of intuitiveness on the website and search engines; and reliance other academic libraries to compensate for gaps in electronic resources.

Representative Comments

At least in my research area, we don't have electronic access to several critical journal back issues.

Confusing separations between East and West Campus systems. Would appreciate single policy and service standards.

Electronic access to journals is critical. The library has done a very good job of continuing this access.

It's becoming ever more expensive to maintain subscriptions to these catalogs but the Libraries have maintained them as much as they can.

The website could use some improvement. Hard to find electronic sources especially databases. Not intuitive.

Too small a collection of electronic journals, and the collection is going downhill every year. It is very poor compared to other public university of our size.

There are many important databases in my field that the library cannot afford to get access to, so I have to try to beg people at other universities to let me use their accounts. There has been some improvement, though, over the last several years.

Q22: HOW WOULD YOU RATE THE QUALITY OF SERVICES PROVIDED BY THE UNIVERSITY LIBRARIES?

Of the 793 respondents represented by the University Senate, 12.4% rated the quality of services provided by the University Libraries as “Excellent.” 44.7% rated the services as “Very Good” (24.8%) or “Good” (19.9%). 5.8% rated it as “Fair” and 1% rated it as “Poor.” 34.8% had “No Opinion.” 1.3% did not answer the question. The positive/negative ratio was 57.1/6.8.

More than 50 faculty and staff gave written comments on this section. Although the percentages reflect a positive rating, the majority of the comments were negative. Inadequate funding and its impact on services was a common thread in the comments, as was understaffing and the lack of librarians. Unevenness in the responsiveness of staff members in public service areas was noted by a few respondents.

Representative Comments

Absolutely outstanding on those occasions I've asked for help!

Considering cutbacks, amazing. How do you rate a "university" that spends millions on "athletics" and nothing on libraries? Intellectually bankrupt.

Interlibrary loan and document delivery are among my favorites.

Poor service = poor management.

Some public service departments (including Library Administration) need better customer service. Inconsistent level of service at various service points, including phone and electronic services. Discrepancy between services between HSL library (poor to non-existent) and Main Campus (good).

They are underfunded. It's not their fault.

They are understaffed but remarkably helpful and friendly--hire some more librarians!

They do the best they can on an obviously inadequate budget.

Q23: HOW WOULD YOU RATE THE QUALITY OF THE UNIVERSITY LIBRARIES' FACILITIES?

Of the 793 respondents represented by the University Senate, only 5.5% rated the quality of the university libraries' facilities as "Excellent." 44.2% percent rated the facilities as "Very Good" (19%) or "Good" (25.2%). 12.1% rated it as "Fair" and 4.8% rated it as "Poor." 31% had "No Opinion." 2% failed to answer the question. The positive/negative ratio was 49.7/17.2.

Nearly 50 faculty and staff gave written comments on this section. Although the percentages reflect a positive rating, the majority of the comments were negative. The condition of library spaces was described as "dark," "dingy," "filthy," "disgraceful," and "shabby." Statements on the lack of reliable wireless access, electrical outlets, and sufficient lighting were consistently expressed, along with issues related to poor HVAC and environmental conditions.

Representative Comments

The President and Provost should spend two minutes walking through the main reading room. The carpet is disgusting. The furniture is old and ugly - looks like it was discarded from other buildings.

As a place to work and study, it is the single worst university library I have ever seen at a major institution. The quality of the space is a disgrace and reflects very poorly on the stature of Stony Brook.

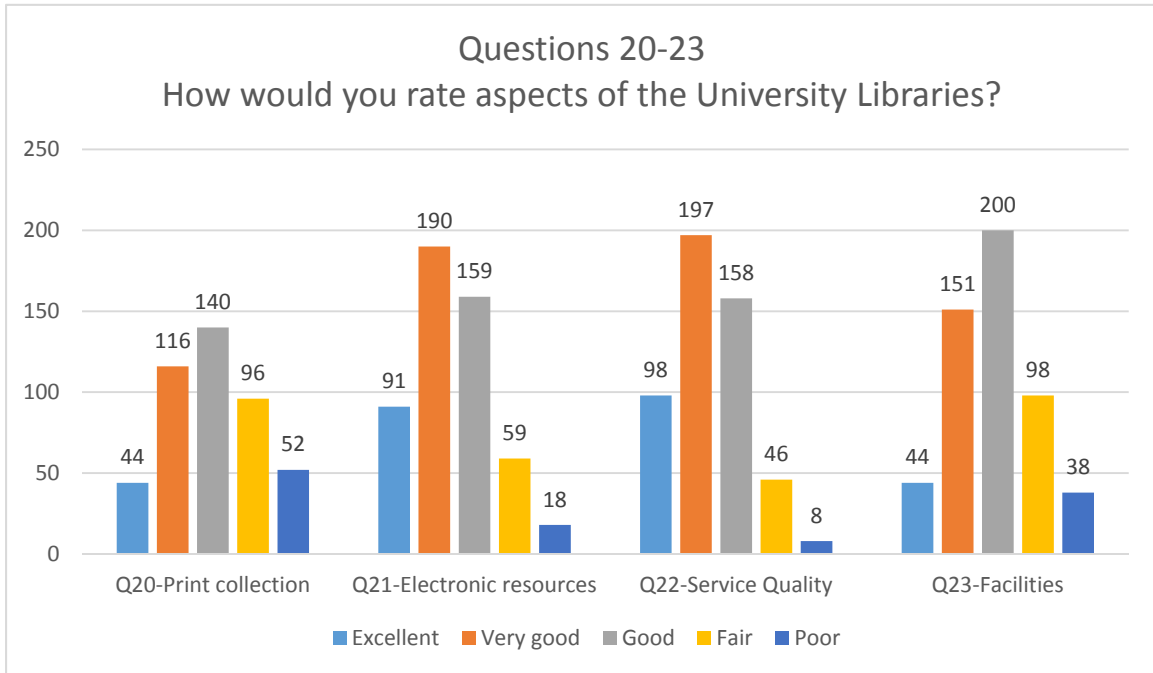
Wireless signal throughout the stacks, improved aesthetics, and ability for wheelchairs to maneuver within the stacks would be appreciated.

Some of the areas like the Central and North Reading Rooms, and the Main Stacks really need to be renovated and modernized. There are ventilation issues and a lack of electronic outlets.

Gray, depressing, unwelcoming.

Many other libraries I use at other institutions have far nicer buildings and are much bigger. There are often banks upon banks of computers to use; many little rooms for small gatherings, etc. I know this is an old library that has not been given major funds for rehab. This SHOULD be a high priority.

The stacks are frightening, dark, musty, and scary.



Q24: HOW WOULD YOU RATE THE QUALITY OF CLASSROOM AUDIO-VISUAL SUPPORT?

Of the 793 respondents represented by the University Senate, 6.8% rated the quality of classroom audio-visual support as “Excellent.” 45.3% rated the quality as “Very Good” (17.7%) or “Good” (27.6%). 12.5% rated it as “Fair” and 5.3% rated it as “Poor.” 29.1% had “No Opinion.” 1% did not answer the question. The positive/negative ratio was 52.1/17.8.

More than 100 faculty and staff gave written comments on this section. Many of the respondents are satisfied with the support in the Javits lecture halls and praise the A/V staff, but are not as confident in other buildings on both campuses. Several commented on unpredictable and inconsistent access to technology in classrooms. There were specific statements with regard to dated equipment, unreliable Wi-Fi access, and network connectivity. An area of frustration: the need to physically transport equipment across the west campus, due to the lack of “smart” classrooms.

Representative Comments

Very uneven quality around campus. Should be more complete smart classrooms, Wi-Fi for projectors. We are behind the curve.

AV Services in Javits does not provide reliable service in my experience. Checking equipment in and out does not constitute tech support. Student workers especially are not knowledgeable or proactive enough.

Classrooms still need some work but they're doing what they can since merging into DoIT. A lot of progress has been made as a result.

I think the staff tries very hard to maintain the equipment they have and are very attentive to faculty requests. However the classrooms are NOT "smart classrooms" and you have to drag a lot of equipment around. Again the equipment is very well maintained but most is quite old. More resources should be dedicated to this area. Excellent on West campus, horrible on East Campus / HSC.

The staff in Javits is very helpful and accommodating. I have never been disappointed by their service. We will need extensive enhancements to equipment and staff to start seriously providing online courses via interactive video.

The WORST!!!! We are still pushing carts with IT equipment on it to our classrooms!!! Many times there is no internet access, and screens are small or broken. Why can we not get into the 21st century like most other colleges?

Q25: HOW WOULD YOU RATE THE EFFECTIVENESS OF THE EOP/AIM PROGRAM (EDUCATIONAL OPPORTUNITY PROGRAM/ADVANCEMENT ON INDIVIDUAL MERIT) WHICH PROVIDES ACCESS TO HIGHER EDUCATION FOR ECONOMICALLY DISADVANTAGED STUDENTS?

Of the 793 respondents represented by the University Senate, 8.6% rated the effectiveness of the EOP/AIM program as “Excellent.” 20.3% percent rated it as “Very Good” (11.9%) or “Good” (8.4%). 2% rated it as “Fair” and 1.5% as “Poor.” 65.4% had “No Opinion.” 2.1% did not answer the question. The positive/negative ratio was 28.9/3.5.

More than 40 faculty and staff gave written comments on this section. There were positive statements commending the goals of the program and the staff. Some feedback was mixed in tone, particularly with regard to assessment, outcomes, and the long-term effectiveness of the program on student success. Several respondents stated that awareness of the program is limited and cited a lack of contact with faculty. Others commented that they were personally not aware of the program.

Representative Comments

Best in the state. Truly wonderful, skilled and caring educators involved with this program.

A point of pride for the university.

Great committed group of people!

Constantly misadvise students and place them in courses which will simply put them in good academic standing; not necessarily courses that will progress them towards graduation or their intended major.

EOP/AIM has the capacity to serve truly qualified students. My concern is whether the unit is diligent and thorough in its evaluation of students who seek the benefits of the program.

They don't interact with faculty at all, so I can't really rate them other than to say that it would be nice if they interacted with faculty more.

Not aware that this program even existed.

One of the best in the country, but it needs to be bigger and given even more resources. We are getting some of our best students through EOP and it should be much larger.

They are a fantastic program, a team that works hard to foster the success of students. EOP needs a larger space and staff members need to be promoted. The students are terrific. And EOP is a needed program on the campus, especially Cheryl Hamilton.

Q26: HOW WOULD YOU RATE THE QUALITY OF CAMPUS ATHLETIC FACILITIES AND PROGRAMS?

Of the 793 respondents represented by the University Senate, 12.1% rated the quality of campus athletic facilities and programs as “Excellent.” 41.5% rated them as “Very Good” (24.7%) or “Good” (16.8%). 6.3% rated facilities and programs as “Fair” and 1.8% as “Poor.” 36.8% had “No Opinion.” 3.7% did not answer the question.

More than 100 faculty and staff gave written comments on this section. While several questioned the university administration's allocation of resources toward this initiative, others stated that even more needs to be done to bring the facilities up to the level of peer institutions. Critical comments questioned the status of the swimming pool (not available) and the cost for staff and faculty to use the new recreational center. Several expressed concern about the balance between funding academics and athletics.

Representative Comments

Athletics runs a well-respected ship.

The increased emphasis on athletics seems to be helping SBU name recognition. As a faculty member, I stopped using campus facilities years ago when they started charging usage fees. Too bad for me and maybe athletics. Their attention to the success of campus athletes in their academic courses is excellent.

Clearly the top priority for this administration. This should not be construed as praise.

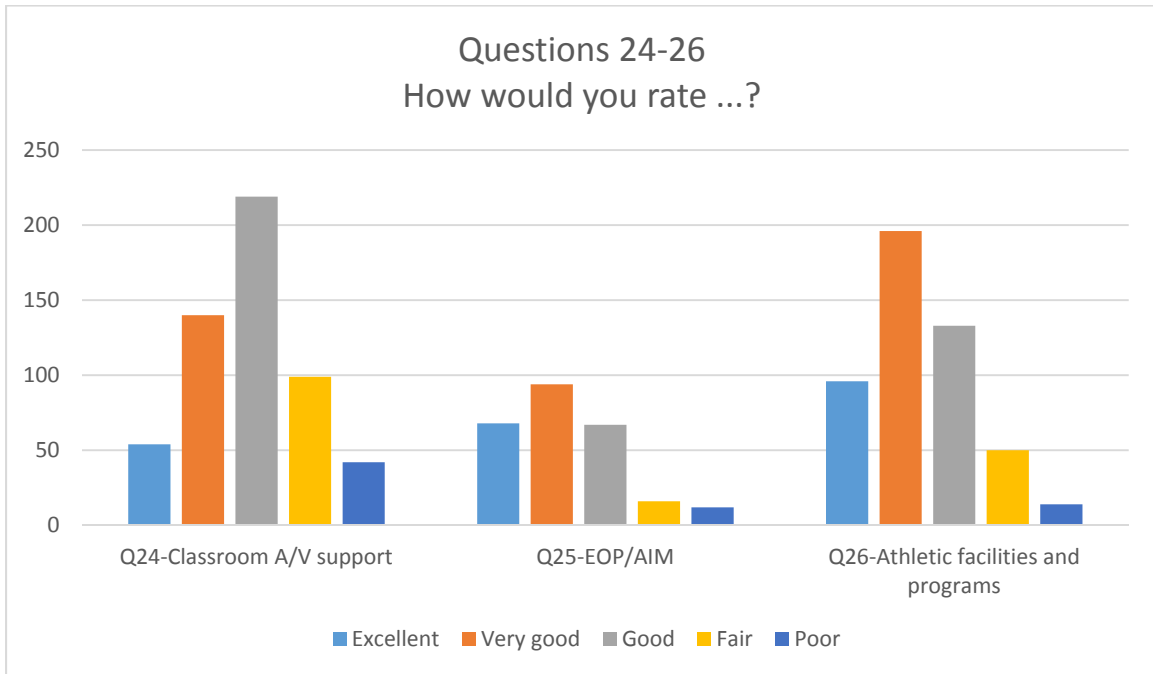
Sadly, this is the highlight of our university. The athletes thrive when they are provided with the funds to give them a space they can be proud of. Imagine what our scholars could do with the same.

Campus open recreational facilities are appropriate for a small college, not for a major university. I'm invariably astounded by what I see when I visit colleagues elsewhere. In addition, they do not have to pay hundreds of dollars per year to use the facilities.

I enjoy using the outdoor track. Why do employees and faculty need to pay to join the Recreation Center? The university should encourage health by making this accessible.

It is a disgrace that the campus pool has been closed this long. It is unfair to students, particularly those who came to SBU to compete in swimming and diving athletics. Funding for repair to the facility should not be diverted to other budgetary issue but applied directly to this issue.

There are no accessible facilities for East Campus use. Expecting us to go to the other side of campus is futile and results in an unhealthy work environment for East Campus faculty and staff.



UNDERGRADUATE AND OTHER STUDENT SERVICES

Q27: HOW WOULD YOU RATE THE OFFICE OF UNDERGRADUATE ACADEMIC AFFAIRS UNDER THE SUPERVISION OF VICE-PROVOST CHARLES ROBBINS?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Twenty four percent rated the Office of Undergraduate Academic Affairs under the supervision of Vice-Provost Charles Robbins as “Excellent” (10.0%) or “Very Good” (14.2%), 10.0% rated the Office of Undergraduate Academic Affairs as “Good” while only 7.8% rated the office under the supervision of Vice-Provost Charles Robbins as “Fair” (5.4%) or “Poor”(2.4%); 56.6% had “No Opinion”.

Thirty eight faculty / staff made written comments pertaining to the Office of Undergraduate Academic Affairs. Most were positive. The consensus is that the staff is helpful and that they are “more attentive to students than ever before.”

Representative Comments:

I found the staff very helpful when I had questions about counseling for students and academic dishonesty.

I have worked with this office on a number of different projects and find them to be well-educated and motivated.

The Undergraduate Academic Affairs office is both professional and supportive. I think Vice-Provost Charles Robbins is an asset to our community. He is kind, approachable and represents the best of Stony Brook.

Much more attentive to students than ever before. This has as much to do with Charlie as it does Rick Gatteau. Lots of opportunities for growth of certain programs and services, but they have my confidence to be able to seize those opportunities. Can, and I think will, be more inclusive of non-academic affairs staff moving forward.

Open and caring...they need more resources...contacting every Mass student after the Boston bombing proved to be one of most generous and thoughtful things done at SBU this year.

QUESTION 28: HOW WOULD YOU RATE THE UNDERGRADUATE COLLEGES?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Twenty two percent rated the Undergraduate Colleges as “Excellent” (6.3%) or “Very Good” (16.1%), 17.2% rated the Undergraduate Colleges as “Good” while 10.7% rated the Undergraduate Colleges as “Fair” (8.6%) or “Poor”(2.1%); 47.9% had “No Opinion”.

Thirty seven faculty / staff made written comments pertaining to the Undergraduate Colleges. The comments relayed concern. The consensus is that the Undergraduate Colleges should encompass “the entire 4-year collegiate experience and not just end after a student's first-year.” There were six completely positive comments not echoing these concerns.

Representative Comments:

I find that the UGC experience has a positive impact on our first year students. I wish that more was done to incorporate that community feeling into their continuing years as well.

Good staff, good programming, fresh ideas. That includes the advising staff and the residential staff. Great cooperation.

They are the best new undergraduate program in the last 20 years. But they should be given more resources and have more events and be better integrated into the curriculum. I am afraid that they will be starved to death and become less able to integrate new freshmen into the university. They need to have the resources to attract faculty to teach in the spring semester seminars. Faculty should get one course off for teaching two of these, so that they can really give their time and energy to relating to the students. These connections are among the most useful to students and a great vehicle for faculty to have real contact that allows them to reach their students in all their courses.

QUESTION 29: HOW WOULD YOU RATE THE SERVICES PROVIDED BY TEACHING, LEARNING + TECHNOLOGY (TLT) INCLUDING TEACHING WORKSHOPS, THE FACULTY CENTER, AND ASSISTANCE TO FACULTY AND STUDENTS?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Thirty one percent rated the services provided by Teaching, Learning + Technology (TLT) as “Excellent” (9.6%) or “Very Good” (20.9%), 20.3% rated the Undergraduate Colleges as “Good” while 11.2% rated the Undergraduate Colleges as “Fair” (8.7%) or “Poor”(2.5%); 36.1% had “No Opinion”.

Sixty five faculty / staff made written comments pertaining to TLT. The comments were split between positive and negative feedback. On the positive comments, TLT staff is “very knowledgeable, helpful and enthusiastic.” The repeated concern relayed through the comments is that TLT is understaffed. “More work needs to be done helping faculty and students.”

Representative Comments:

Any assistance I have asked for in using Blackboard, for example, has always been prompt and helpful.

I can't speak for service to students, but the service to faculty is outstanding and, I suspect, under-utilized. I've gotten help with software, assessment, pedagogy, graphics, video, Echo360, and more. Good team with excellent understanding of its mission.

I have worked closely with TLT for years. The members of this department are always available, helpful, and very respectful in their interactions with everyone. They are an incredible resource to the community.

The teaching workshops are very good. The staff is very knowledgeable, helpful and enthusiastic.

They are quite helpful and attentive. I have started a new online program and could not have done it without them!

QUESTION 30: HOW WOULD YOU RATE STUDENT COMPUTING SERVICES (E.G., SINC SITES)?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Thirty four percent rated the services provided by Student Computing Services (e.g., SINC sites) as “Excellent” (4.0%) or “Very Good” (15.0%), 15.1% rated the Undergraduate Colleges as “Good” while 6.3% rated Student Computing Services as “Fair” (5.2%) or “Poor”(1.1%); 57.8% had “No Opinion”.

Thirty nine faculty / staff made written comments pertaining to Computing Services (e.g. SINC sites). There were several comments relaying the need to increase the hours of operation of SINC sites and to open additional locations. Additional Macs are stated to be needed as well.

Representative Comments:

Doing a lot with limited resources in a time of rapidly changing technologies.

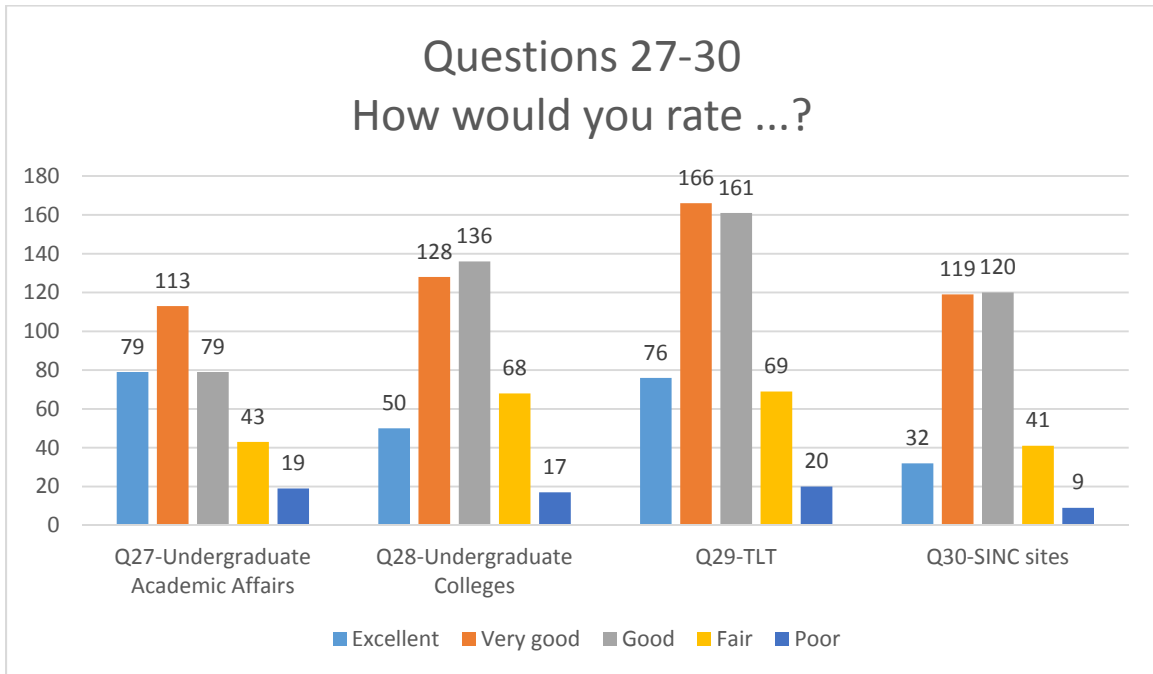
Helpful for faculty!

I like the virtual SINC site.

Very accessible.

Virtual SINC works quite well!

We could use more of them, including Mac labs, but otherwise they're quite good.



QUESTION 31: HOW EFFECTIVE ARE THE STUDENT ACADEMIC ADVISING SERVICES OFFERED ON CAMPUS?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Thirty three percent rated the effectiveness of student academic advising services offered on campus as “Very Effective” (9.8%) or “Somewhat Effective” (23.6%), 10.0% rated student academic advising services as “Not Very Effective” (7.6%) or “Not At All Effective”(2.4%); 54.7% had “No Opinion”.

Sixty three faculty / staff made written comments pertaining to the effectiveness of the student academic advising services offered on campus. Although the comments convey that the services provided to students are effective, they also express concerns that the Academic Advising services provided are understaffed. In addition to more advising staff, recommendations made include making it mandatory for all students to add an advisor or for “all advising should be housed in one place” and not separate out general advising vs. advising for the major.

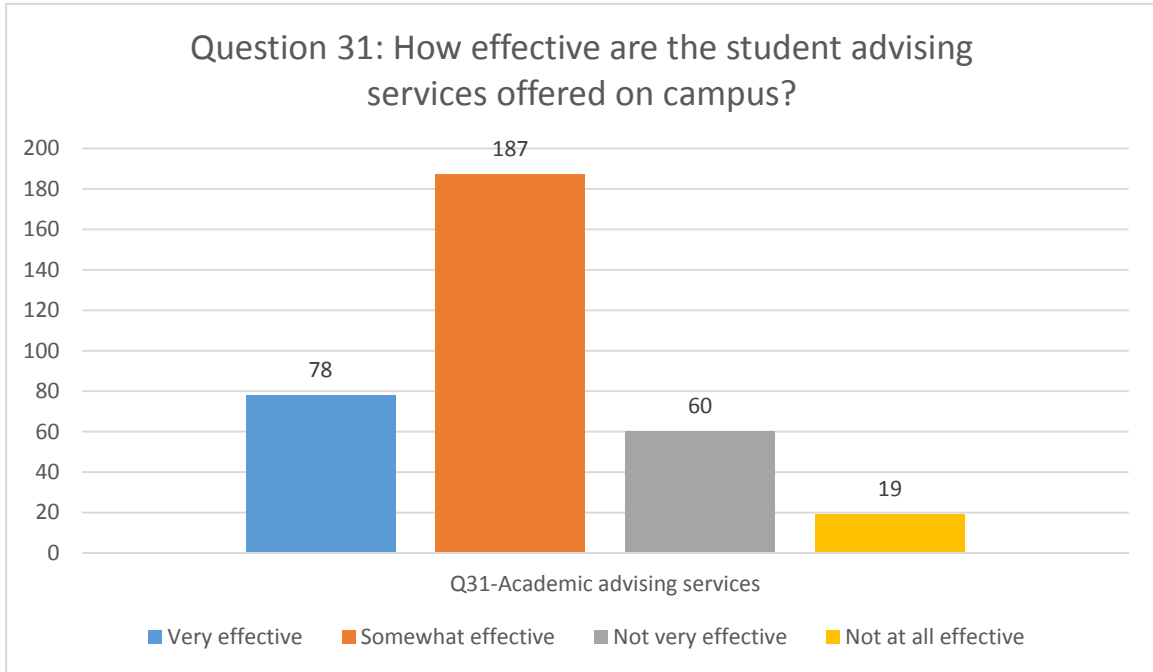
Representative Comments:

I find that students who meet with an academic advisor are well versed in their academic program and receive any assistance that they may need. I often encounter students who are unsure of what department should be advising them and would love to see an easier way for students to understand what advisor/department to talk to about their needs.

I believe that the services provided are excellent, but many students seem intent on either avoiding advising or charting their own course.

These folks are all overworked and need more help--glad to see the freshman advisers are being integrated with the other advisers. The split was silly.

They are very effective with general advising...but it's frustrating that you have to go somewhere else for major advising....not all faculty make good advisors....I think that they should be given proper resources to offer major advising as well.



QUESTION 32: HOW WOULD YOU RATE THE CAREER CENTER?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Twenty four percent rated the Career Center as “Excellent” (10.1%) or “Very Good” (13.7%), 11.0% rated the Undergraduate Colleges as “Good” while 4.2% rated the Career Center as “Fair” (3.3%) or “Poor”(0.9%); 59.4% had “No Opinion”.

Thirty one faculty / staff made written comments pertaining to the Career Center. Overall, the respondents express that the Career Center is comprised of “an amazing team of professionals” and are proactive. The comments reflect that the Career Center is a great resource for our students.

Representative Comments:

For such a small staff they work wonders! This is a very professional and proactive staff and excellent director. We could not do our work without their programs and cooperation. They could use additional financial support.

The career center has evolved into a dynamic entity on campus. I work closely with everyone in that department. They visit classes and are a resource to students.

The Career Center is an amazing team of professionals.

The Career Center, with its staff acting as experts in various career fields supports students in many ways. They are always willing to support student initiatives by holding workshops and

attending evening events. The Career Center also regularly evaluates its services, and is constantly growing their network of companies.

They're one of the best offices on campus.

Wish you had an option for excellent++

QUESTION 33: HOW WOULD YOU RATE THE DISABILITY SUPPORT SERVICES OFFICE?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Twenty six percent rated the Disability Support Services Office as “Excellent” (9.1%) or “Very Good” (16.8%), 16.1% rated Disability Support Services as “Good” while 6.8% rated Disability Support Services as “Fair” (5.5%) or “Poor”(1.3%); 48.8% had “No Opinion”.

Fifty one faculty / staff made written comments regarding the Disability Support Services Office. The majority of the comments made reflect the positive rating given to DSS. The comments also point out that DSS needs more resources and additional staff.

Representative Comments:

Donna Molloy is a great student advocate.

I've used them to administer tests; easy to use, very helpful and efficient.

Staff in this office are very helpful to both students and instructors, and very professional.

They are a very kind staff. They are good in providing extended time on testing. They are grossly underfunded. With additional funds, they could support more of the needed services that students with needs have.

They try very hard to support students who need it. I have used their services when needed for guidance and they have always been great about it. They need more resources.

QUESTION 34: HOW WOULD YOU RATE THE INTERNATIONAL SERVICES OFFICE (INCLUDING INTERNATIONAL ACADEMIC PROGRAMS, STUDENT AND FACULTY VISAS)?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Twenty one percent rated the International Services Office (including International Academic Programs, Student and Faculty Visas) as “Excellent” (6.9%) or “Very Good” (13.9%), 12.7% rated the International Services Office as “Good” while 13.0% rated the International Services Office as “Fair” (8.8%) or “Poor”(4.2%); 51.7% had “No Opinion”.

Sixty five faculty / staff made written comments pertaining to the International Services Office. Staff is stated to “work extremely hard and are dedicated in their profession.” The comments relay concern that Visa & Immigration Services is understaffed. The comments also show concern related to the leadership of the International Services Office.

Representative Comments:

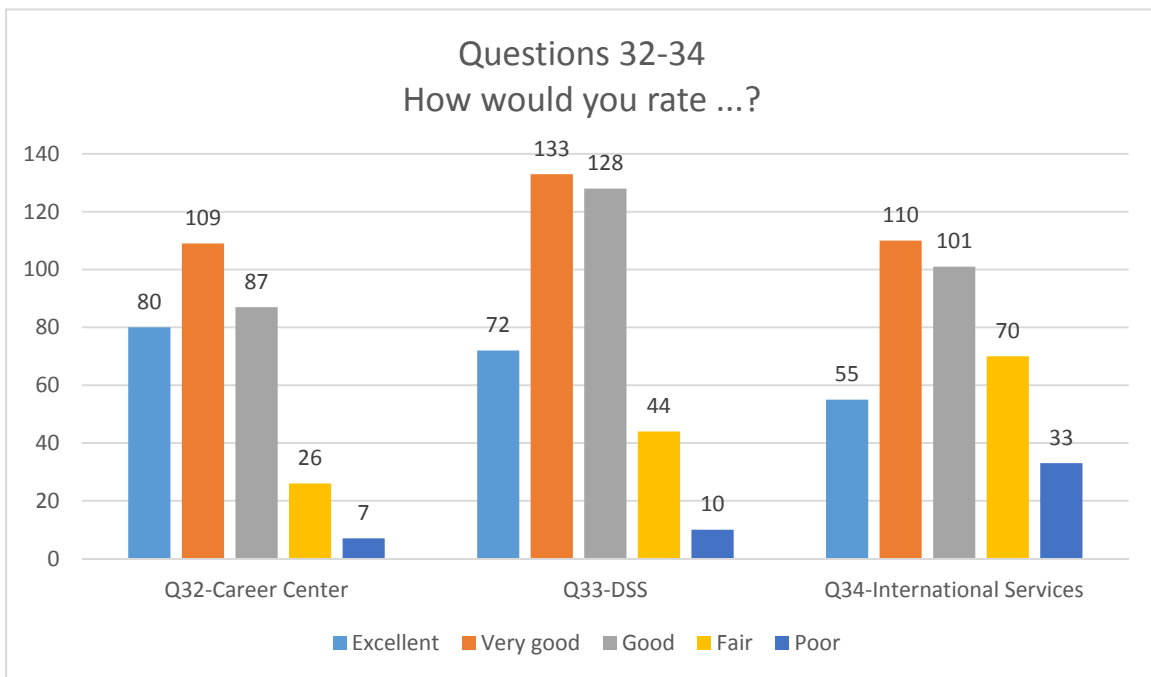
Another group who do a lot and always are helpful when we need them.

I only know the Study Abroad programs, which are excellent. Rome under the direction of Mario Mignone is a favorite of students. They say he is the best. But Jen Green and the other advisors are helpful, motivating, inspiring to students. And ready to help with all the large and small issues that come with international programming.

It's the best area on Campus

The staff work extremely hard and are dedicated in their profession. It is a great responsibility to the university ensuring that all visas are processed correctly. The staff is very knowledgeable and friendly. I have the utmost respect for Nancy Lannak and Elsy Arieta-Padro. They are doing an exceptional job even though they are short staffed. I am urging the University to consider approval for hiring additional staff to assist them.

The Visa and Immigration office is amazing. They are SO understaffed for the volume of work they have to do, yet they somehow manage to get work done quickly and accurately. I would like to specifically point out Nancy and Elsy in that office. They have far too much work to do, yet they are always able to help us. I do worry about their ability to keep up with the burden currently placed on them and hope that soon at least one more person is hired to help them.



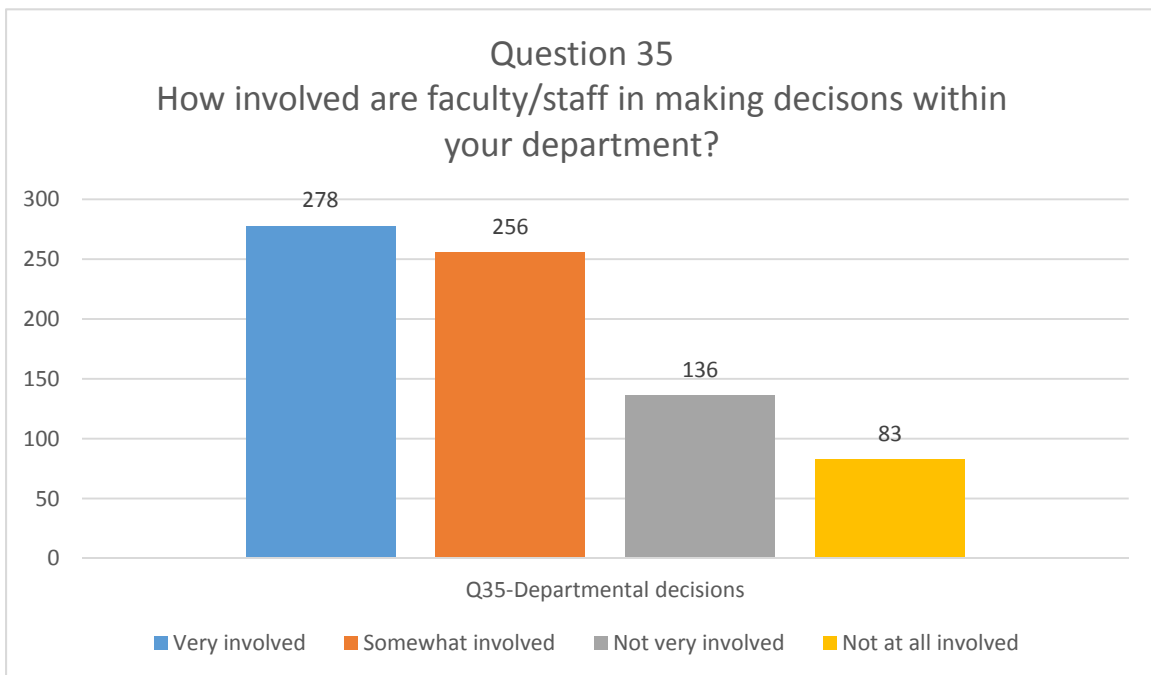
ACADEMIC SERVICES AND DEPARTMENT GOVERNANCE

QUESTION 35: HOW INVOLVED ARE FACULTY/PROFESSIONAL STAFF IN MAKING IMPORTANT DECISIONS WITHIN YOUR DEPARTMENT?

There is no doubt that, overall, respondents felt more positive than negative about the level of involvement in departmental decision-making. Combining “very” and “somewhat” involved, we have 67%

versus only 27% who answered “not very” or “not at all” involved. There were several comments which reflected the feeling that the respondents’ departments are being run with high levels of involvement and transparency. “We are a wonderful community with high morale, trust, professional relationship. Couldn’t ask for a better department to work in. Many more reflected the one-third of respondents who feel that faculty and staff are “somewhat” involved. Many of these comments seem to focus on the notion that certain groups excluded from the decision-making process, with most of these comments mentioning that tenure or tenure-track faculty being the only ones involved in a meaningful way. Several comments also articulated the idea that the level of involvement depends heavily on the specific chairperson’s style and preferences. Some sample comments: “Depends on the actual chairperson.” “Depends on the type of situation” “Depends on what level they are – my level has very little involvement.” “Heavily involved in academic hiring, less involved in other areas.”

As with many questions in this survey, those who felt the most negative were the most likely to offer comments. There were dozens of very negative remarks, with several themes emerging, the most prevalent of which is that non-tenure track faculty and administrative staff have little or no input into important decisions. “As a Lecturer, I am never involved in departmental decisions, even ones which affect me.” “I’m not on the tenure track; more decisions are made tenure-track faculty.” “Involvement has declined since Administration has shown little interest in professional staff and treats them much lower than the faculty even though they are just as essential.” “Non-tenured, tenure-track faculty are minimally involved or not involved.” “Only faculty get to make decisions.” “Junior faculty might just as well not exist.” “Professional staff on this campus are a complete after thought. We have no say in policy and are never asked to provide input for anything.”



QUESTION 36: HOW EFFECTIVE ARE PERIODIC REVIEWS OF ACADEMIC DEPARTMENTS/ADMINISTRATIVE OFFICES IN ASSESSING THEIR STRENGTHS AND WEAKNESSES?

Responses to the question about effectiveness of periodic reviews were really evenly split between those who lean positive and those also lean negative. The combination of “very” and “somewhat” effective represents 39.2% of the responses and those who rate effectiveness as “not very” or “not at all” reaches 39.1%

A vast majority of comments were reflective of the negative ratings with most saying that reviews are not done regularly and/or data is not used to actually implement changes. “Have not had one in years.” “Haven’t had one in a decade or so. Are they coming back?” “Everyone gets excited about going into the future, and then there is no money.”

QUESTION 37: HOW EFFECTIVE IS THE UNIVERSITY SENATE IN REPRESENTING FACULTY/STAFF CONCERNS?

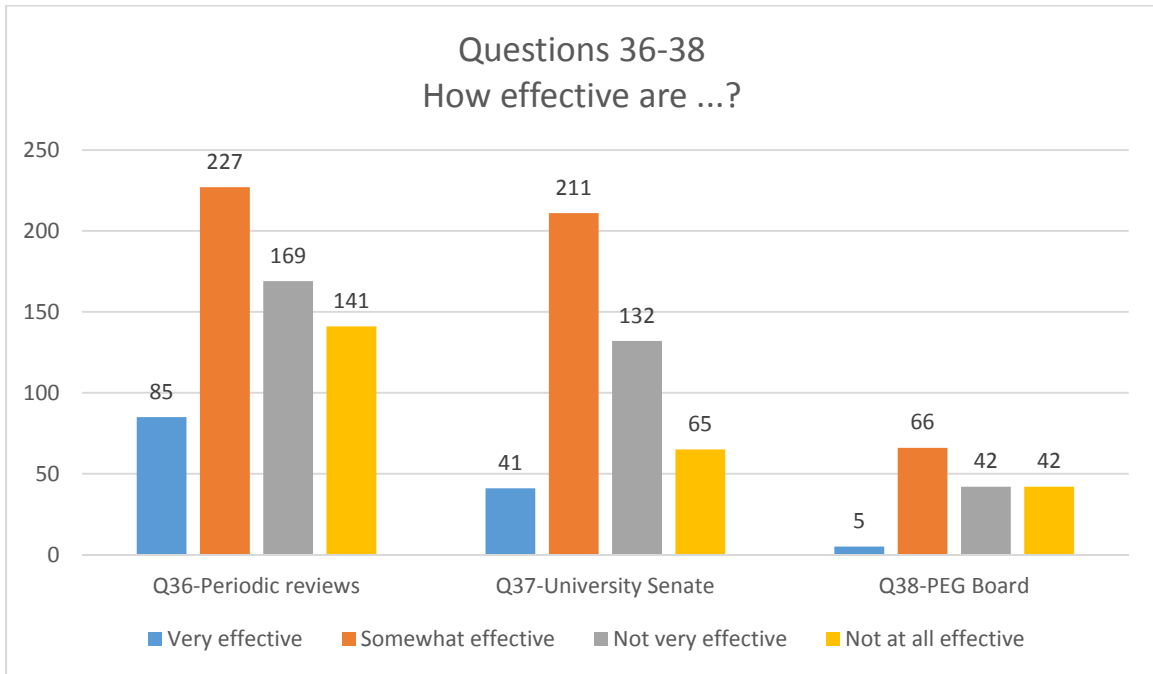
The most striking thing about these ratings was that 41.5% had no opinion of the University Senate. Almost 32% rated the Senate as either “very effective” or “somewhat effective,” while nearly 25% rated the Senate as “not very” or “not at all” effective. The comments were mixed, reflecting a sense that some Senators are effective and/or the Senate as a whole is effective on some topics. “On participation issues, somewhat effective.”; “At least it raised issues of campus concern.” “Doesn’t seem to have policy teeth.”

Quite a number of others thought that the Senate is not sufficiently concerned with issues affecting administrative professionals. “Professional staff are deemed useless and of no value.”; “Focused far too heavily on faculty needs, to the exclusion of staff needs.”; “I don’t believe the university senate is even concerned about staff issues.”

QUESTION 38: HOW EFFECTIVE IS THE PROFESSIONAL EMPLOYEES GOVERNING BOARD?

Similar to the previous question, the most striking aspect of these responses is the lack of response. Of 793 people surveyed 348 chose not to respond and 290 chose to respond “no opinion”. Only 155 offered a rating at all. While the positive/negative ratio is not too imbalanced when collapsing categories (16% “very” or “somewhat” effective vs. 19% of “not very” or “not at all” effective), a deeper look reveals that only 1% rated the PEG Board as highly effective, while over 9% said “not at all” effective.

Of 25 comments, 17 spoke of a complete lack of awareness of the PEG Board’s existence. (“Who?”; “what is that?”) A few comments revealed knowing about the board, but feeling dissatisfied with its ability and/or willingness to take action in meaningful areas. “This is a joke.” “All talk, no action.”



ELECTRONIC SUPPORT

QUESTION 39: HOW WOULD YOU RATE BLACKBOARD? [WEST CAMPUS & SOUTHAMPTON ONLY]

On this question faculty had more to say than staff with almost half the staff expressing no opinion, in contrast with almost 90% of faculty that registered an opinion on Blackboard. Only 7.8% of faculty rated Blackboard as Excellent, but 60% gave it a rating of Very Good and Good. The 20% of faculty that gave a Fair or Poor rating seem to dominate the comments, with specific complaints related to the speed of the system or non-intuitive interface appearing frequently. The positive/negative ratio was 51.7/15.6.

There were 64 comments concerning Blackboard.

Representative Comments

Blackboard is a clumsily organized piece of software that tries to force course information into a one-size fits all model. Unfortunately, one size usually doesn't fit all.

Blackboard seems like a fine solution to me. It works and is decently easy to navigate.

It's VERY, VERY slow these days...

Support staff is great, but the program has a lot of bugs and glitches when students upload papers, and using it for on-line grading is very inefficient. It's so unreliable, that students have learned to use BB outages as an excuse.

Useful, productive but not great. However, much better than other course management systems.

QUESTION 39: HOW WOULD YOU RATE CBASE? [EAST CAMPUS ONLY]

Very few survey takers expressed an opinion on this system, 65.5% of those asked this question gave no opinion and those that did were fairly evenly spread over the possible options. There were no comments. The positive/negative ratio was 20.9/11.9.

QUESTION 40: HOW WOULD YOU RATE SOLAR?

Both faculty and staff expressed general satisfaction with SOLAR, in both cases over 70% of respondents gave it a rating of Good or above (compared with 21.5% at fair or poor). Criticisms in the comments centered on difficulties in entering grades. The bulk of comments complained that it was difficult to navigate, clunky or slow. On the positive side several comments indicated that despite these issues the system was reliable and generally worked well. The positive/negative ratio was 76.3/21.5.

There were 59 comments concerning Solar, with many negative comments provided by respondents who rated the system as good or better.

Representative Comments

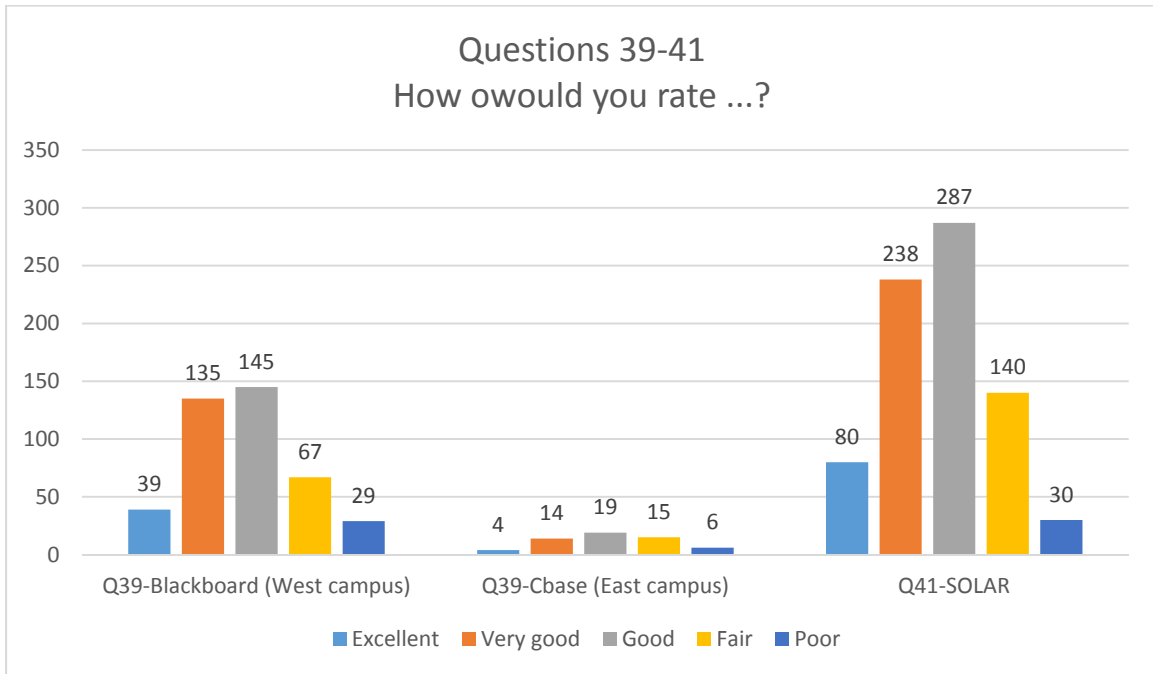
Awfully complicated structure for what it does-- lots and lots of nested screens and finicky clicking (leading to wrong clicks and incorrect saving/submission of time sheets or grades).

It's getting better, i.e. isn't as user-unfriendly as it once was, but there's still room for a LOT of improvement in user-friendliness.

Putting grades in is a bit difficult.

Reasonably stable, but horribly designed interface. Why does "1138" have to be decoded to "Fall 2013?"

Slow and unwieldy, but we are by now used to it.



QUESTION 41: HOW WOULD YOU RATE THE ELECTRONIC MAIL SYSTEM?

The numerical responses to Q41 were slightly more polarized than for questions 39 and 40. 12.6% of respondents gave a rating of Excellent, while 10.5% felt that the mail system was Poor. More than 50% of respondents gave a Very Good or Good rating (62.9% rated it good or better vs. 27.4% at fair or poor). The remainder was made up by 16.9% Fair and 9.1% No Opinion. There was a noticeable difference between faculty and staff, with faculty being somewhat happier about the system than staff. The positive/negative ratio was 62.9/27.4.

The 106 comments were fairly evenly split between those who hate the new Google Mail system and those who love it. Amongst those who hate it, there was a split between those who wanted a return to Lotus Notes, or those who would have preferred a Microsoft Outlook solution.

Representative Comments

Bring Back Lotus Notes!!!!!! Google mail is a very poor mail application.

Good, I'm happy with the switch. Notes was horrendous.

Google has its advantages in electronic organization; however, it is often times slow in processing file attachments and downloads. Google has trouble connecting quite often.

I have both the university Gmail app and my personal Gmail app on my smart phone. The difference in functionality is enormous. The university app is much less flexible and much less useful.

I have very much enjoyed our transition to Google Apps and find it much more user friendly than Lotus Notes. In addition, I have seen a lot more students using their SBU email since the change.

I'm happy about our shift to Google Apps for Education.

QUESTION 42: HOW WOULD YOU RATE THE DIVISION OF INFORMATION TECHNOLOGY (DOIT) OR THE STONY BROOK MEDICINE HELP DESK?

Overall respondents rated these services very highly, with 17.5% giving an excellent rating and an additional 50% giving a very good or good rating (67.5% good or better vs. 18.1% fair or poor). The ratings given by staff were noticeably higher than faculty. The positive/negative ratio was 67.5/18.1.

Most comments were extremely positive, though there were some comments that indicated that on occasion response had been slow.

QUESTIONS 43 & 44: HOW WOULD YOU RATE UNIVERSITY COMMUNICATIONS?

The responses indicated general satisfaction with university communications. 12.0% of respondents rated them Excellent, and 60.8% gave a Very Good or Good rating. 11.5% had no opinion on this subject, leaving only 14.5% who rated communications as Fair or Poor (72.8% good or better vs. 14.5% fair or poor). The positive/negative ratio was 72.8/14.5.

The 47 comments mainly contained criticism of the web page, mostly related to navigation and search. Several respondents also complained of receiving too many emails that they felt were not relevant to them.

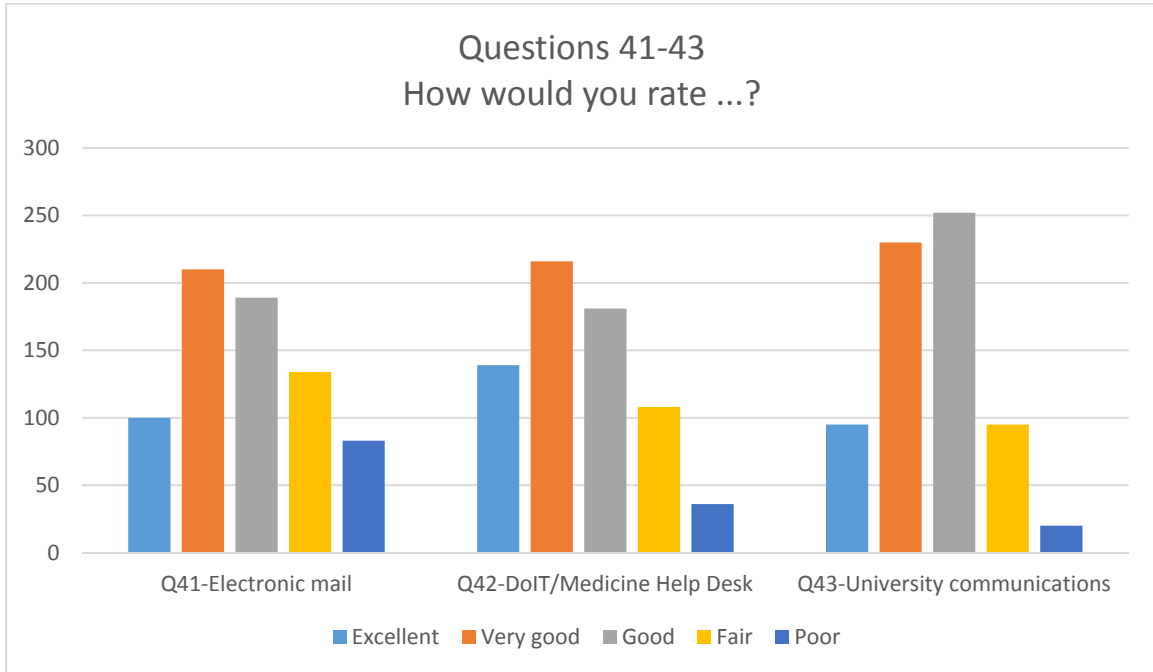
Representative Comments

It's great to get the weekly "Announcements" email, but it would be really nice if someone could proofread it before it's sent off--it's full of distressing typos... The homepage of the University website are good, but many other parts of the site are full of distressing typos and other problems that CAN'T make the university look good.

Much improved, but search feature on the SBU website is still very poor.

Website looks beautiful, very captivating and shows off nice features of the university. But our search engine is still the worst in the western hemisphere.

2013 University Senate Survey



SUMMARY OF SURVEY RESULTS FOR ADMINISTRATIVE OFFICERS

I. PRESIDENT SAMUEL STANLEY

QUESTION 45. HOW WOULD YOU RATE THE OFFICE OF THE UNIVERSITY PRESIDENT (SAMUEL STANLEY) ON ITS VISION FOR THE FUTURE OF STONY BROOK?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. The majority (66.3%) rated the President as “excellent,” “very good,” or “good” (see chart/graph). Approximately 10% rated him as “poor” while approximately 14% had “no opinion” or did not answer this question.

One hundred and eighteen faculty / staff made written comments on the President’s vision for Stony Brook University. Positive comments were mainly over his success at University advancement activities and the physical and educational improvements to the campus that these funds made possible. The President’s vision was criticized for its emphasis on “East Campus,” mainly the Medical School; externally funded biomedical research; and lack of emphasis on the teaching mission of the University, particularly in the Arts and Social sciences. West campus feels it is not included in his vision.

REPRESENTATIVE COMMENTS:

Good if you are in STEM or research. Have no idea what his vision is for the rest of campus.

His fundraising has been great which is positive. His vision is very one sided within the health and science fields. I would like to see more dedication to the social sciences and the arts.

Amazing new things going on! Buildings, programs, actual art on campus, lectures.

QUESTION 46. HOW WOULD YOU RATE THE OFFICE OF THE UNIVERSITY PRESIDENT (SAMUEL STANLEY) ON ITS ADMINISTRATIVE MANAGEMENT, INCLUDING ACCESSIBILITY, RESPONSIVENESS, AND BUDGETARY DECISIONS?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. The approximately equal numbers of faculty / staff rate his administrative management as very good / good (32.6%) as rate it (38.7%) fair / poor. Only 4.8% rated his administrative management as excellent while 23.8% had no opinion.

66 faculty / staff made written comments on the President’s administrative management with the consensus that he is not accessible to the University community or responsive to them and does not include them in budgetary decisions. Overall there is an opinion that the President does not allow “shared governance” at the Stony Brook University.

Representative comments:

Not accessible, not inclusive, and not engaging. Dissent appears to be perceived as disloyalty and responded to in ways seemed to convince people that disagreement is

counterproductive. Dr. Stanley is quite open in his authoritarian manner and approach to governance. It is curious and disappointing that Dr. Stanley publicly extols the expertise and intelligence of the individuals at Stony Brook University while privately declining to appropriately involve those same world-class people in the governance of the campus.

There is no transparency in how hiring/firing decisions are made.

While he is accessible to constituent groups, he frequently bypasses elected University Senate officers and standing committees in decision making. We would be a stronger university if he joined together with the Senate and other constituent groups in "shared governance."

QUESTION 47. HOW WOULD YOU RATE THE OFFICE OF THE UNIVERSITY PRESIDENT (SAMUEL STANLEY) ON ITS LEADERSHIP?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. The approximately equal numbers of faculty / staff rate his leadership as very good (19.9), good (22.2%) or fair (19.3%). Only 9.6% rated his leadership as excellent while 13.7% determined it to be poor. 15.3% had no opinion. (See graph)

There were 66 faculty / staff comments on the President's leadership with the consensus that he is autocratic and uninterested in the opinions of the faculty and staff. However, his leadership was credited as central to his successful fundraising and ability to attract excellent new faculty and staff to the university.

Representative comments:

Dr. Stanley has done a great deal in fund raising and choosing good people in key offices. He has a great sense of vision. These are hallmarks of a great leader.

Absolute dictatorship, not only uninterested in different points of view, but has cronies destroy those expressing them.

Sometimes excellent, sometimes would benefit by more consultation with faculty and stakeholders.

It would be an improvement if there were greater interactions with faculty - President Stanley seems remote sometimes.

QUESTION 48. HOW WOULD YOU RATE THE OFFICE OF THE UNIVERSITY PRESIDENT (SAMUEL STANLEY) ON THE REPRESENTATION OF STONY BROOK'S NEEDS TO ALBANY AND THE OUTSIDE COMMUNITY?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. The approximately equal numbers of faculty / staff rate his representation of Stony Brook's needs to Albany and the outside community as excellent / very good (34%) or good / fair (32.5%). Only 5% rated his representation of Stony Brook's needs to Albany and the outside community as poor. 28.4% had no opinion. (See graph)

Twenty nine faculty / staff made written comments on the President's representation of Stony Brook's needs to Albany and the outside community. Overall, it is thought that he does an excellent job communicating with the government in Albany and being a national spokesperson for higher education. However, he is criticized for not engaging the local community surrounding the campus.

Representative comments:

After some missteps, Sam has been a great representative to the outside world, cultivated the right people and having the bravery to stand up for the university against power holders when necessary.

Albany - very good. Local community - not so good: some seemingly minor areas of friction (student housing, local attitudes) need closer attention.

I have appreciated the President's activism on issues of state funding, sequester, and immigration. That's been great! I wish he had the same engagement on internal issues.

QUESTION 49. HOW WOULD YOU RATE THE OFFICE OF THE UNIVERSITY PRESIDENT (SAMUEL STANLEY) ON THE QUALITY OF ITS ADMINISTRATIVE APPOINTMENTS?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Only 19.3 faculty / staff rated the President's administrative appointments as excellent / very good while 32% rated them as fair or poor. 19.8% rated his appointments as good. 28.9% had no opinion. (See graph)

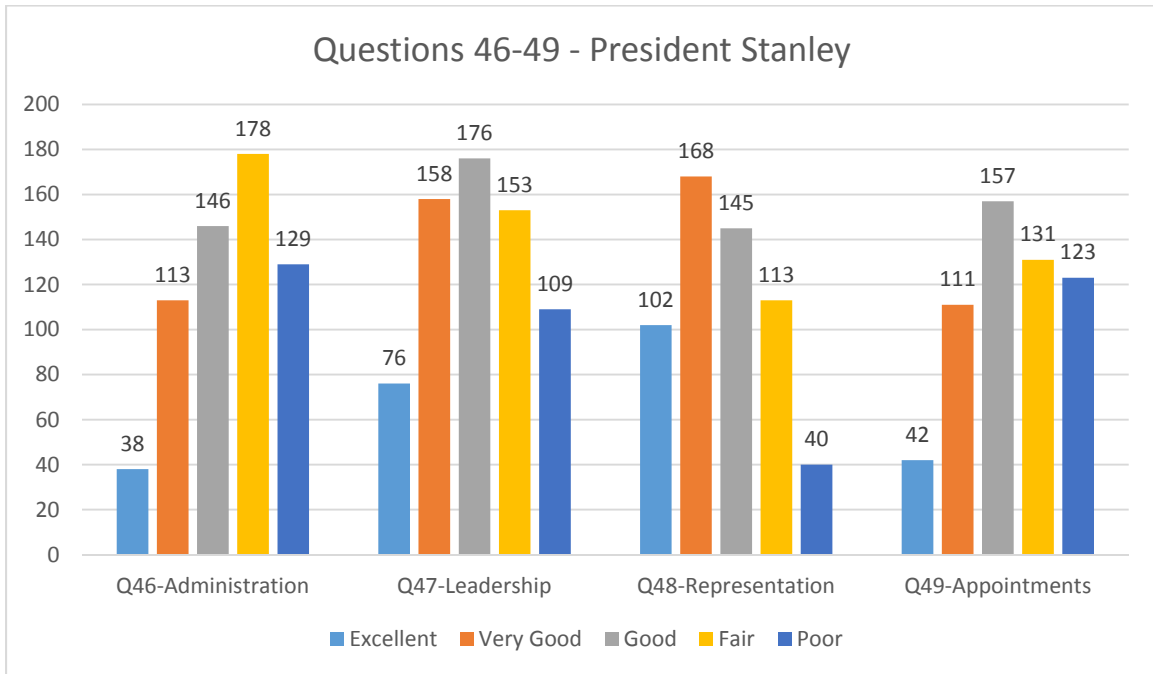
Sixty eight faculty / staff made written comments on the quality of the President's administrative appointments. Overall, the written comments contend that there is a lack of diversity in his administrative appointments and that he created far too many new administrative titles.

Representative comments:

There are way too many upper management jobs sneaking onto the rosters and huge salaries! There is no diversity there!

Too many senior administrative layers being created, which minimize access and create a cocoon-like effect.

Everyone but the President must follow EEO guidelines and conduct full searches. The President appoints and creates new positions without following the same procedures.



QUESTION 50. TO WHAT EXTENT DOES THE OFFICE OF THE UNIVERSITY PRESIDENT (SAMUEL STANLEY) INVOLVE FACULTY AND STAFF IN DECISIONS THAT AFFECT POLICY?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. Only 3.3% of faculty / staff think that the President involves faculty and staff “a great deal” in decisions that affect policy. 13.2%, 25.2% and 23.1% think that he involves the faculty / staff “some”, “a little” or “not at all”, respectively. 35.2% had no opinion. (See graph)

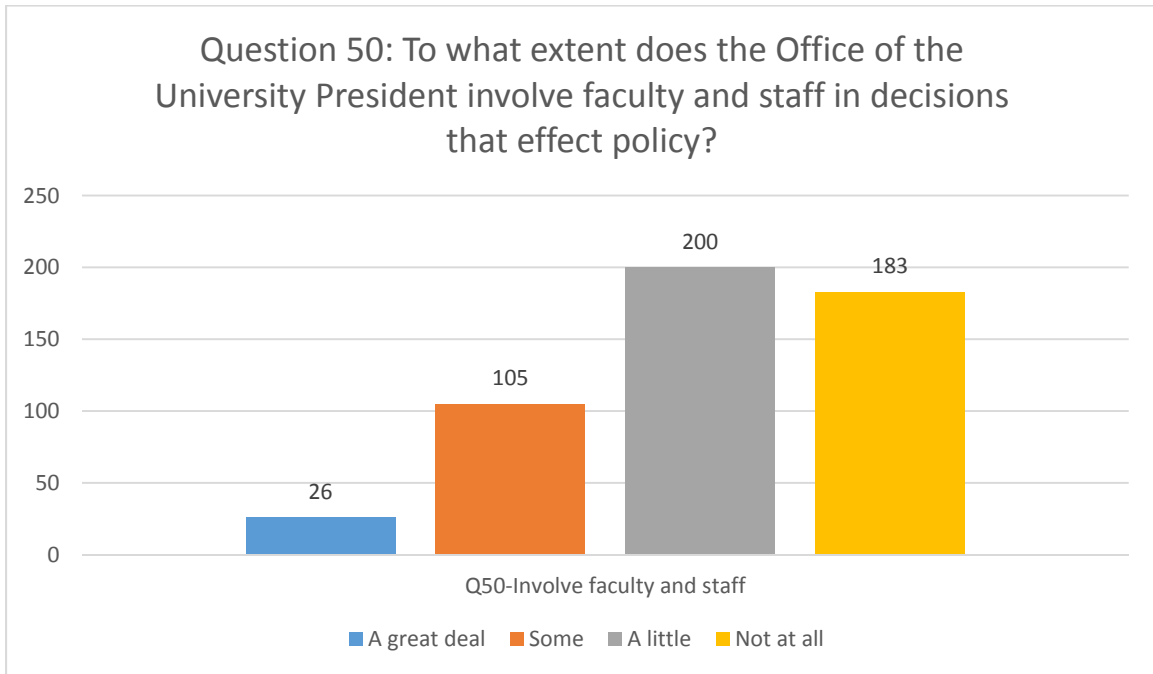
Forty four faculty / staff made written comments on the extent that the President involves faculty and staff in decisions that affect policy. Overall, the written comments overwhelming indicate that there is a perception of very little faculty / staff involvement in decisions that affect policy. Also, there were comments indicating that it is thought that the University Senate is often bypassed in policy decisions.

Representative comments:

Isolated from the Faculty all the President seems to do is go through the motions of consultations. If this, in some cases is not true, the impression created is the result of poor communications.

It's usually apparent that he's made up his mind one way or another even before he (rarely) indicates that he's open to feedback

While he involves faculty and staff, these are often hand-picked and have not been vetted by the University Senate or other constituent groups. He frequently bypasses elected University Senate officers and standing committees in decision making. We would be a stronger university if he joined together with the Senate and other constituent groups in "shared governance."



QUESTION 51. OVERALL, DO YOU APPROVE OR DISAPPROVE OF THE JOB THAT SAMUEL STANLEY IS DOING AS UNIVERSITY PRESIDENT?

Seven hundred and ninety three faculty / staff, represented by the Senate, answered this question. 50.8% approve overall of the job the President is doing while only 21.4% disapprove. 27.7% have no opinion (See graph)

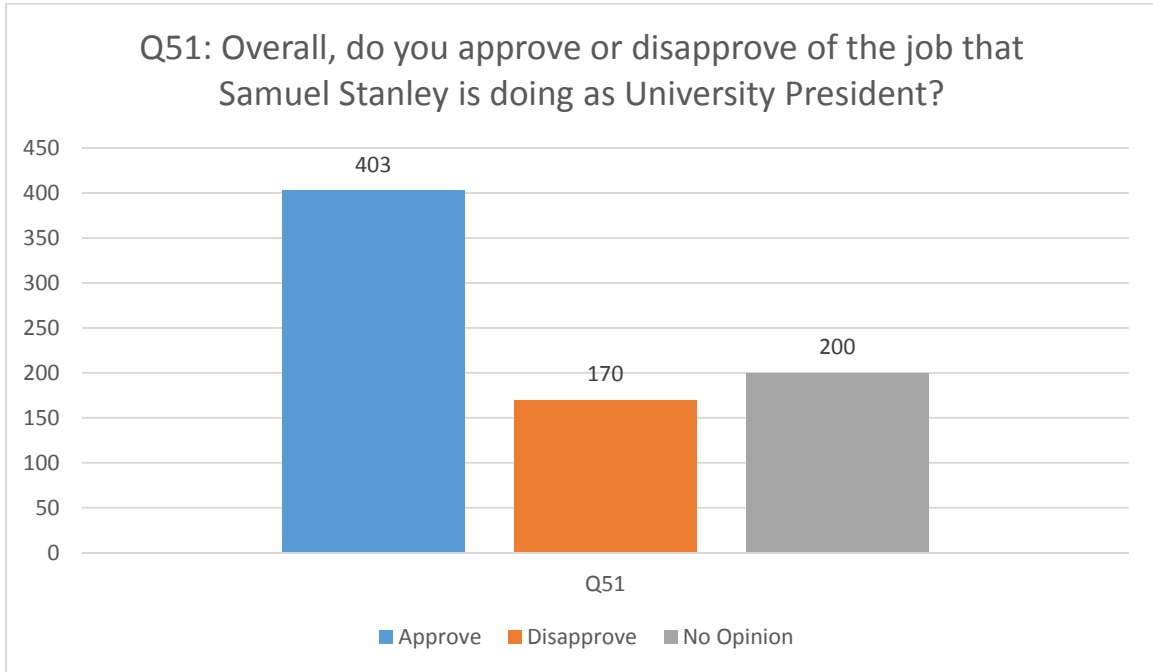
63 faculty / staff made written comments on the question asking if they approve or disapprove of the job the President is doing. Overall, the written comments suggest that they approve of the overall job he is doing but there is room for improvement in certain aspects of his Presidency that were addressed in the other questions of this section of the survey. Also, many feel that it is too early in his administration to approve / disapprove of him.

Representative comments:

Approve because he is doing what he was hired to do. But I wish he was a president and effective leader for all of our SBU community. He could strengthen the academics so much more and still fulfill his mission for SBU East.

I like many of the things he does, and dislike an equal number. His ratio is certainly better than his two predecessors, but a 50% hit rate is still below par. I do have considerable hope that the trajectory is upward. And his tenure is still young.

It's been a wonderful experience seeing the changes Dr. Stanley has instituted. I am proud to be a part of Stony Brook University! Thank you Dr. Stanley!



QUESTION 52 - HOW WOULD YOU RATE THE OFFICE OF THE PROVOST (DENNIS ASSANIS) ON VISION CONCERNING THE ACADEMIC FUTURE OF STONY BROOK?

616 faculty / staff, represented by the Senate, answered this question. 37.9% provided a response of good or better, while 30.5% provided a response of fair or poor. The positive/negative ratio was 37.9/30.5.

43 faculty / staff made written comments on the question. Many of the comments questioned the lack of vision or a failure to communicate a vision. Many comments also referred to his responsiveness, citing delays in decision making. Other comments referred to the cluster hire program, even though that topic was not directly included in the question.

Representative Comments

I see no evidence of vision emanating from that office at the moment.

I don't hear from the Provost regarding the vision of the academic future of SBU.

The vision should be more clearly expressed and explained.

As far as I can tell, his vision is to hire lots of research faculty who will bring in grant money. The cluster hires are a perfect example of this in that there was not an educational need/aspect to many of those proposals.

The cluster hires initiative is high-profile and will bring in talent and money, however, it is not a solid strategy to promote the long-term interests of Stony Brook students (the money came from increased student tuition but is going mainly toward research) and existing programs and departments. I feel that the cluster initiative is more for the Provost's reputation than for the holistic good of the university.

Issues that require a timely response and are not controversial are unnecessarily delayed there. Sometimes there has been a verbal agreement that takes a month to be officially confirmed. This guy is a disaster, but he fits the Stony Brook provost mold pretty well.

Lots of good ideas, but without a well-developed priority list that will allow for efficient implementation. Cluster hire round 1 was not managed well. Many task forces at work - will there be results?

Q53: HOW WOULD YOU RATE THE OFFICE OF THE PROVOST (DENNIS ASSANIS) ON ITS LEADERSHIP? [WEST CAMPUS ONLY]

616 faculty / staff, represented by the Senate, answered this question. 35.2% provided a response of good or better, while 33.9% provided a response of fair or poor. The positive/negative ratio was 35.2/33.9.

A relatively low percentage of the respondents provided comments (39 of the 616 respondents), and a large majority of those who provided comments scored this category as fair or poor. Among the comments were a number citing issues in responsiveness and communications.

Representative Comments

So far, so good. He seems very engaged and serious.

He needs to move faster and be able to say no

The Provost does a superb job consulting with the faculty, but seems to have a hard time making decisions.

Q54: HOW WOULD YOU RATE THE OFFICE OF THE PROVOST (DENNIS ASSANIS) ON ITS ADMINISTRATIVE MANAGEMENT, INCLUDING ACCESSIBILITY, RESPONSIVENESS, AND BUDGETARY DECISIONS? [WEST CAMPUS ONLY]

616 faculty / staff, represented by the Senate, answered this question. 30.1% provided a response of good or better (5.4% excellent, 9.9% very good, and 14.8% good), while 35.1% provided a response of fair or poor (18.2% fair and 16.9% poor). The positive/negative ratio was 30.1/35.1.

Respondents provided 45 comments, most of whom scored this category negative. Among the comments were themes of delays in decision making and problems with the budgetary process.

Representative Comments

Decisions impacting department budgets and release of funds is ridiculously slow. Departments do not know how much they can spend until 4 weeks before they are no longer allowed to spend for that fiscal year.

The new model of resource/budget allocation to the academic units seems to take a forever to implement.

Accessibility is excellent. He includes the faculty in the decision-making processes.

His budgetary decisions have been, at best, capricious. Perhaps their worst was to devote fully 50% of the new lines to clusters, when so many departments need rebuilding after two decades of austerity.

I believe he has integrity. That is the most important thing. I think he is also accessible. He could be a little more responsive.

Too long to get a decision. Resists putting anything in writing.

Q55: HOW WOULD YOU RATE THE OFFICE OF THE PROVOST (DENNIS ASSANIS) ON THE QUALITY OF ITS ADMINISTRATIVE APPOINTMENTS? [WEST CAMPUS ONLY]

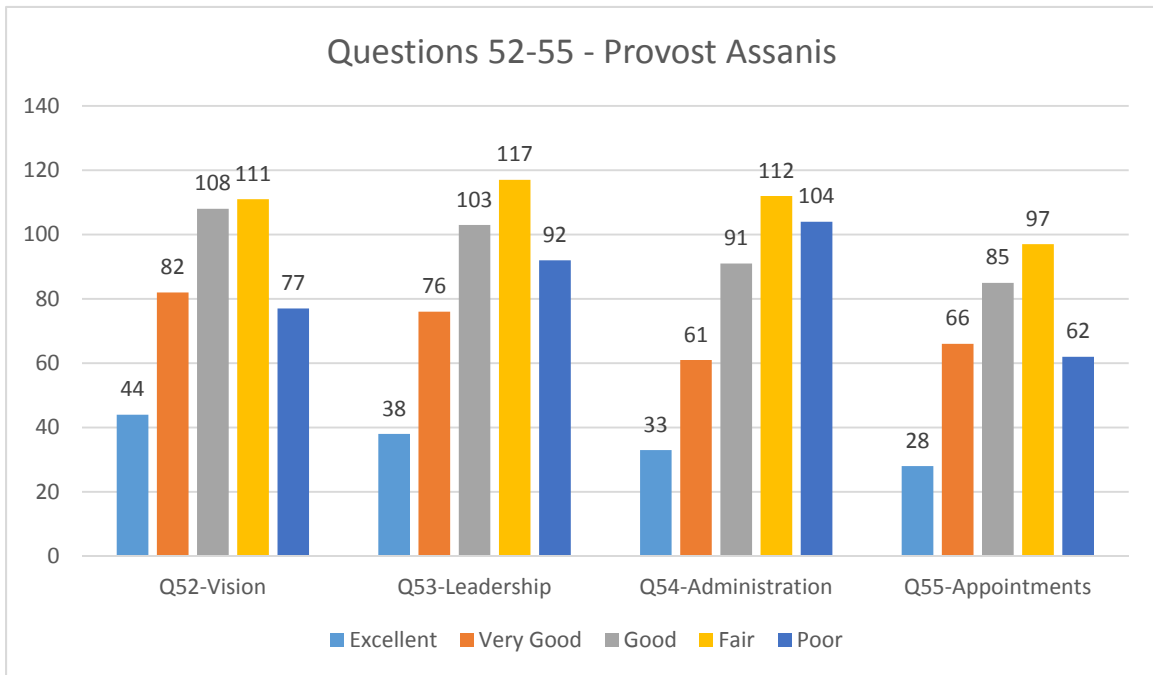
616 faculty / staff, represented by the Senate, answered this question. 29.0% provided a response of good or better (4.5% excellent, 10.7% very good, and 13.8% good), while 25.8% provided a response of fair or poor (15.7% fair and 10.1% poor). The positive/negative ratio was 29.0/25.8.

Only 18 comments were provided. Some were complimentary of appointments (e.g., C. Robbins), while others commented on the lack of diversity in appointments.

Representative Comments

If he selected Vice Provost C. Robbins he is doing an absolutely fantastic job - if not, then "excellent".

His closest advisors should represent all areas of the academic sector better, rather than favoring the sciences and engineering.



Q56: TO WHAT EXTENT DOES THE OFFICE OF THE PROVOST (DENNIS ASSANIS) INVOLVE FACULTY AND STAFF IN DECISIONS THAT AFFECT POLICY? [WEST CAMPUS ONLY]

616 faculty / staff, represented by the Senate, answered this question. 19.7% provided a positive response (5.4% with “a great deal” and 14.3% with “some”), while 33.6% provided a negative response (18.8% with “a little” and 14.8% with “not at all”). The positive/negative ratio was 19.7/33.6.

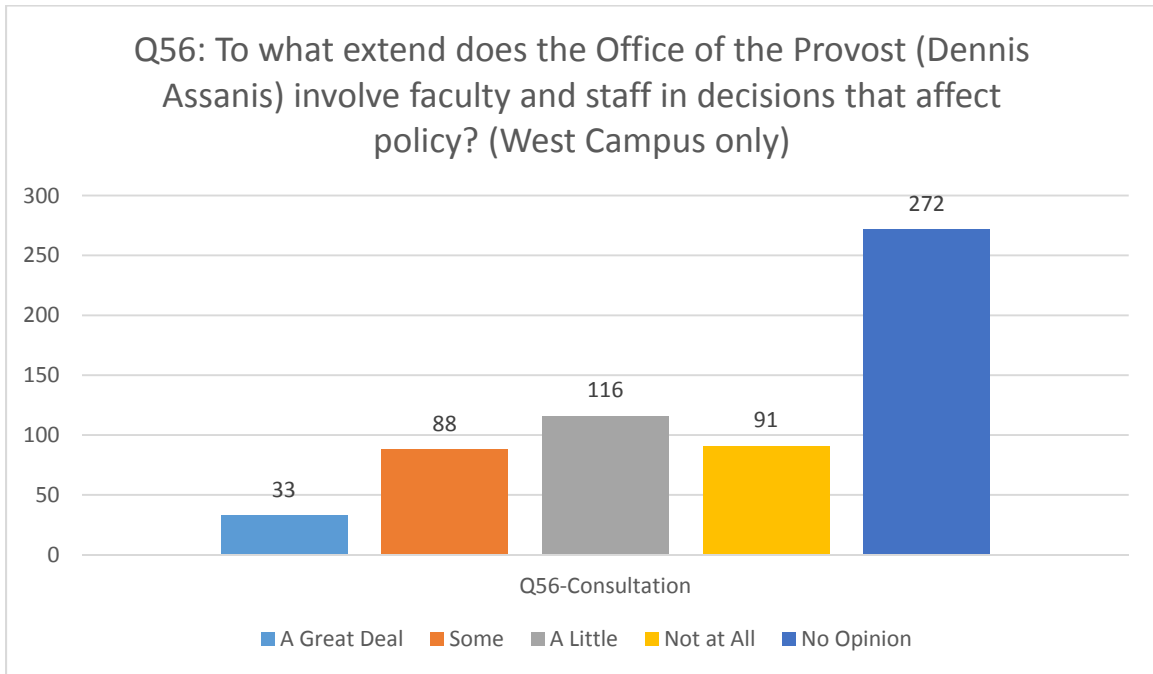
Only 26 comments were provided, primarily from those who scored this question in one of the negative categories.

Representative Comments

He consults well - perhaps too much. He seems to want complete agreement before making tough decisions.

I think there's a veneer of involvement.

I wish he would involve more people from the Humanities.



Q57: OVERALL, DO YOU APPROVE OR DISAPPROVE OF THE JOB THAT DENNIS ASSANIS IS DOING AS PROVOST? [WEST CAMPUS ONLY]

The majority of the 616 respondents approve of the job that Dennis Assanis is doing as Provost with 34.6% responding “approve” and 20.8% responding “disapprove.” The positive/negative ratio was 34.6/20.8.

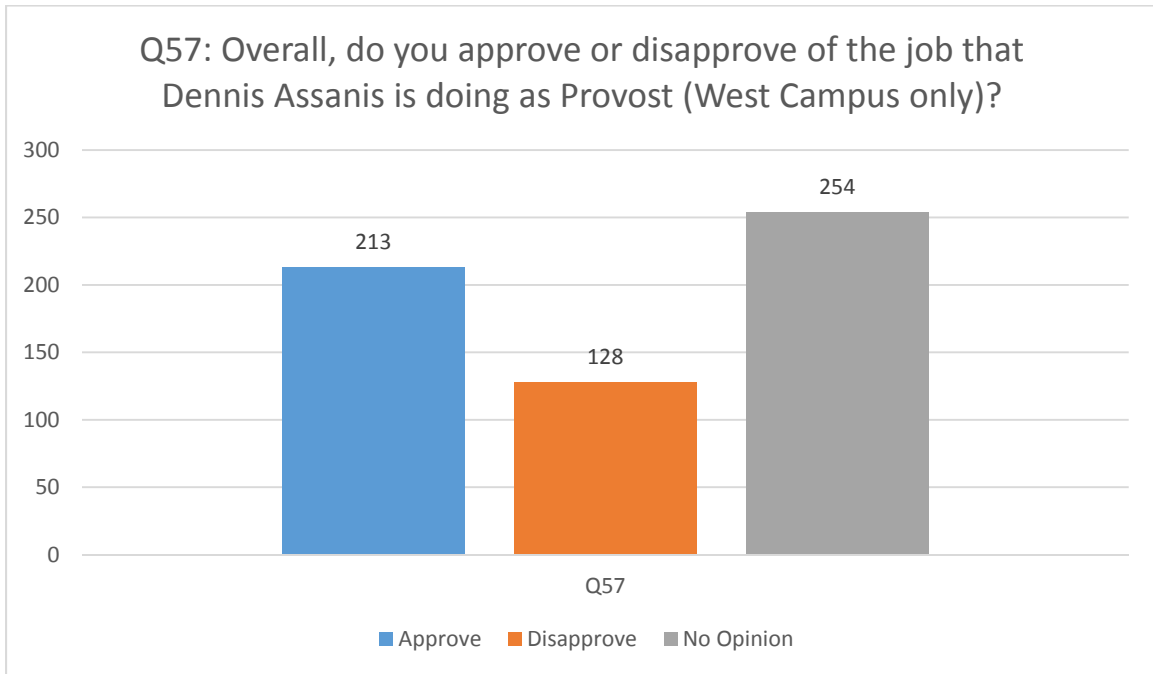
Only 36 respondents provided comments, many of them brief.

Representative Comments

University Libraries has had several meetings with Provost Assanis and I was impressed with his attitude and desire to help solve problems within the library.

We need a Provost whose vision of the university transcends the allure of technical thinking and is able to envision a future for all that a university is.

It is not a glowing endorsement, but on balance I think he has the right compass settings. Lots of improvement is necessary.



SENIOR VICE PRESIDENT FOR THE HEALTH SCIENCES (KENNETH KAUSHANSKY)

Of the approximate 20% of faculty and staff who expressed an opinion, approximately 75% approved of Dr. Kaushansky's overall job as the Senior Vice President for the Health Sciences. However, in certain areas the negative and positive rating were split nearly 50-50. The most negative rating were in the area of administrative management, including accessibility, responsiveness, and budgetary decisions as well as the quality of administrative appointments. A major theme of the nearly all the criticism was that faculty and staff felt neglected and without a voice as did some department and divisions (see specific questions for details). Concerns were voiced over Social Welfare and Dentistry.

Q58: HOW WOULD YOU RATE THE OFFICE OF THE SENIOR VICE PRESIDENT FOR THE HEALTH SCIENCES (KENNETH KAUSHANSKY) ON ITS VISION CONCERNING THE ACADEMIC FUTURE OF STONY BROOK? [EAST CAMPUS ONLY]

Approximately 76% of the faculty and hospital staff respondents offering an opinion were positive regarding Dean Kaushansky vision for the academic future. Only approximately 30% of the potential 616 gave answers. Representative negative comments included "He has grown the medical center with private funding for the MART and letter of intent with Southampton" and "Rebranding as "Stony Brook Medicine" has been good. However, his emphasis on specialty services at the expense of primary care has not been good for the institution or the population of Suffolk County especially with the Affordable Care Act ready to be implemented. It is not inappropriate to identify initiatives for future growth, but views his building of the cancer center and biomedical informatics as the only thing that is important" and "The rest of the HSC can sink into Long Island Sound" and "Capable but has let the School of Social

Welfare floundered on his watch" and "Why are you allowing Provost Assanis to gut the Health Sciences Library in the futile attempt to save the dysfunctional Melville library?."

Q59: HOW WOULD YOU RATE THE OFFICE OF THE SENIOR VICE PRESIDENT FOR THE HEALTH SCIENCES (KENNETH KAUSHANSKY) ON ITS LEADERSHIP? [EAST CAMPUS ONLY]

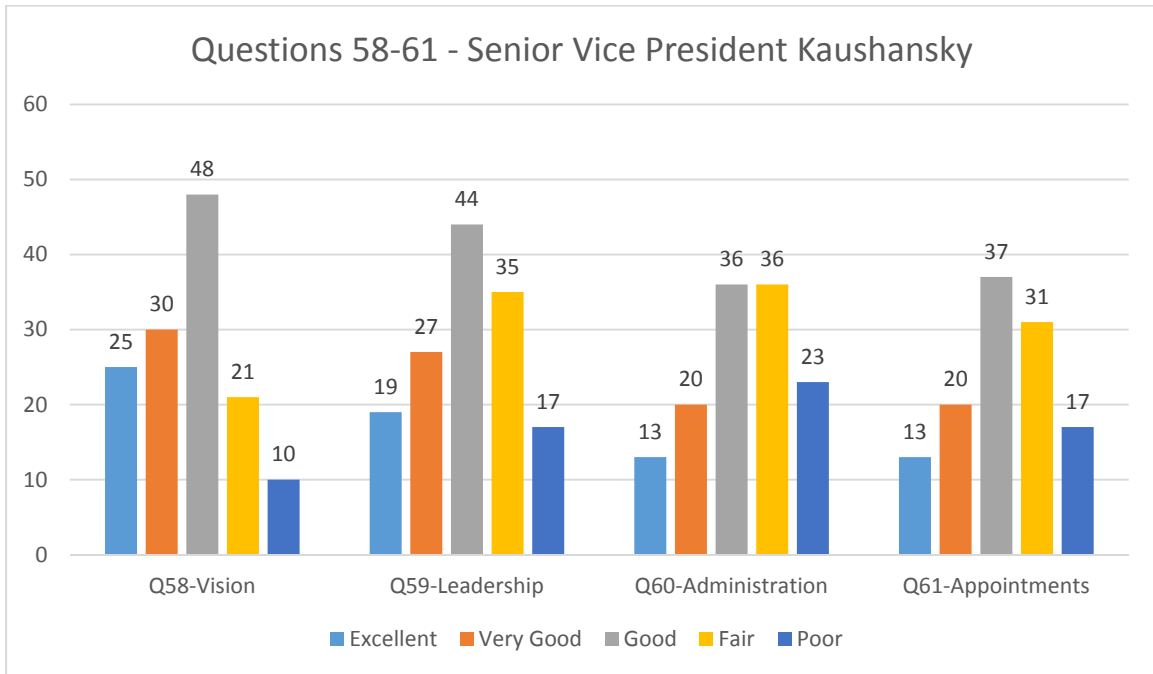
Approximately 63% of the faculty and hospital staff respondents were positive regarding Dean Kaushansky leadership as the VP (the response rate was 30% for the faculty and 5% for the staff). The most common criticism was that there is a lack of involvement and communication between the SVP and the Health Sciences and complaints regarding no leadership regarding Social Welfare and the Dental School. Some comments are that he: "Does not provide leadership outside the SOM." The other most common criticism is that "he does not consult Chair and faculty and his style is autocratic."

Q60: HOW WOULD YOU RATE THE OFFICE OF THE SENIOR VICE PRESIDENT FOR THE HEALTH SCIENCES (KENNETH KAUSHANSKY) ON ITS ADMINISTRATIVE MANAGEMENT, INCLUDING ACCESSIBILITY, RESPONSIVENESS, AND BUDGETARY DECISIONS? [EAST CAMPUS ONLY]

Approximately 54% were positive his administrative management, including accessibility, responsiveness, and budgetary decisions. Again, it was stated that he "he is only concerned with the medical school and the hospital. The rest of the HSC are ignored" and "What good are all the expensive medical electronic resources if there are no medical librarians to support and assist faculty in their research?" Another comment stated "There is an impression in our department that the leadership of the School of Medicine favors the clinical sciences departments in budgetary decisions over the basic sciences departments."

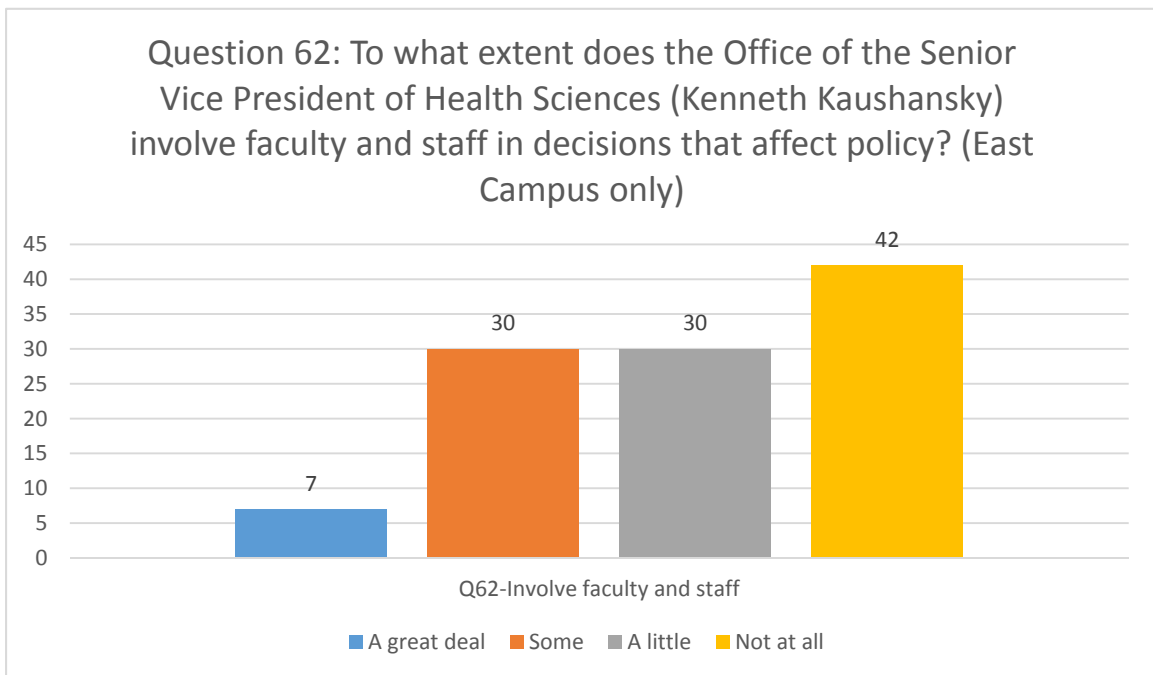
Q61: HOW WOULD YOU RATE THE OFFICE OF THE SENIOR VICE PRESIDENT FOR THE HEALTH SCIENCES (KENNETH KAUSHANSKY) ON THE QUALITY OF ADMINISTRATIVE APPOINTMENTS? [EAST CAMPUS ONLY]

Of those that voiced an opinion, 60% were favorable. The handful of comments were mixed: "Appointment for Interim CIO and CQO were excellent choices" and "New Chair hires have been excellent" and "Seems like any pre-existing administrator is either replaced or will be. Not a great way to build moral among the faculty. Seems to mirror attitude of the President." Another comment stated "The changes he has made seem good. We are all waiting for a change of comparable magnitude to replace" some people.



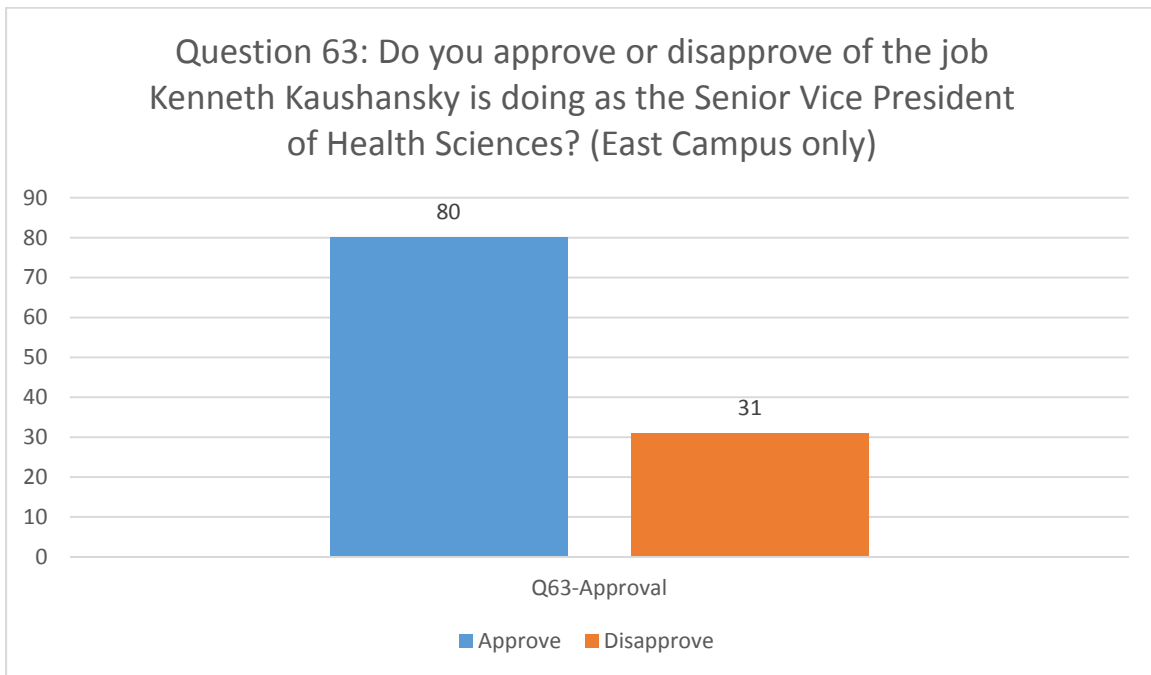
Q62: TO WHAT EXTENT DOES THE OFFICE OF THE SENIOR VICE PRESIDENT FOR THE HEALTH SCIENCES (KENNETH KAUSHANSKY) INVOLVE FACULTY AND STAFF IN DECISIONS THAT AFFECT POLICY? [EAST CAMPUS ONLY]

Approximately 66% felt that he only involved faculty and staff a little or not at all. The few comments were all critical of his lack of involving employees in communications and decision making.



Q63: DO YOU APPROVE OR DISAPPROVE OF THE JOB KENNETH KAUSHANSKY IS DOING AS THE SENIOR VICE PRESIDENT FOR THE HEALTH SCIENCES? [EAST CAMPUS ONLY]

Of those with an opinion, approximately 75% of faculty and staff approved of Dr. Kaushansky's job as the Senior Vice President of Health Sciences. Those with criticisms mentioned that he needed to deal with other schools in health sciences" and also with "his oversight of the Administration of the School of Dental Medicine."



VP FOR DEVELOPMENT

Q64: DO YOU HAVE CONTACT WITH THE OFFICE OF THE VICE PRESIDENT FOR ECONOMIC / DEVELOPMENT (YACOV SHAMASH)?

This was a filtering question for subsequent questions.

Q65: [IF YOU HAVE CONTACT] HOW WOULD YOU RATE THE OFFICE OF THE VICE PRESIDENT FOR ECONOMIC DEVELOPMENT (YACOV SHAMASH) ON THE QUALITY OF ITS ADMINISTRATIVE APPOINTMENTS?

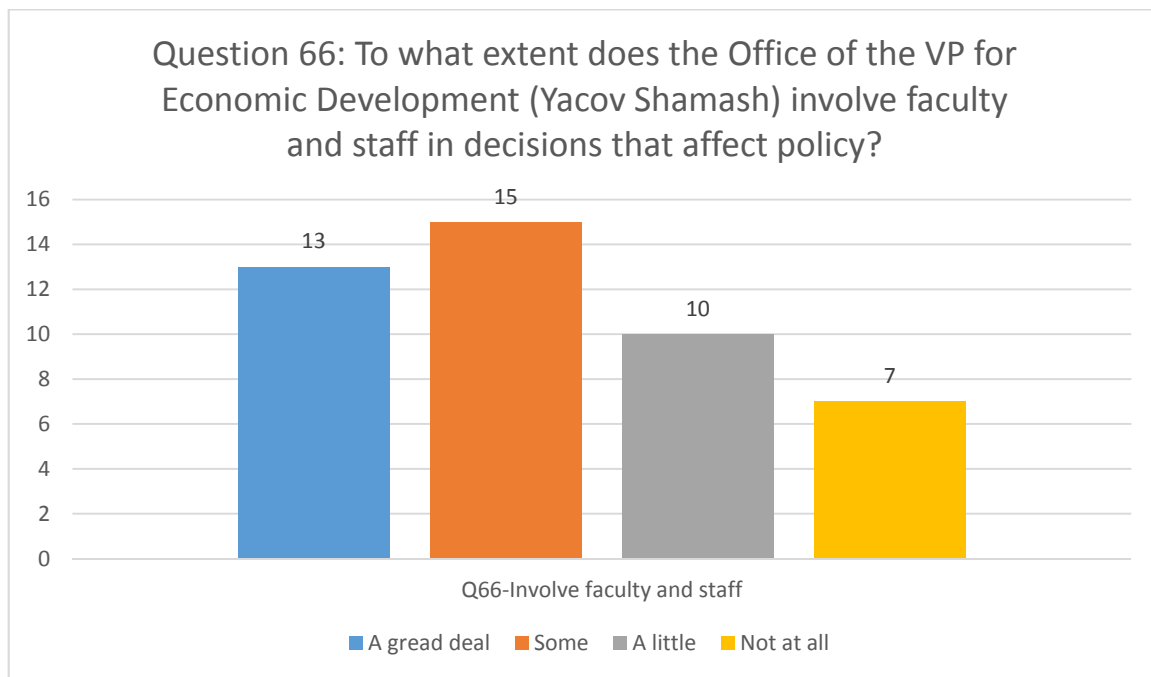
A total of 65 respondents (27 faculty, 36 staff, and 2 staff hospital) answered this question. Of that total, 21.5% rated the appointments as excellent, with 15.4% as very good, and 29.2% as good. 10.8% thought the appointments were fair, while two (3.1%) thought the appointments were poor. The positive/negative ratio was 66.1/13.9.

There were only three comments, none of which were relevant.

Q66: [IF YOU HAVE CONTACT] TO WHAT EXTENT DOES THE OFFICE OF THE VICE PRESIDENT FOR ECONOMIC DEVELOPMENT (YACOV SHAMASH) INVOLVE FACULTY AND STAFF IN DECISIONS THAT AFFECT POLICY?

A total of 65 respondents (27 faculty, 36 staff, and 2 staff hospital) answered this question. Of that total, 43.1 percent felt that the Office of the Vice President for Economic/Development involved faculty and staff that affect policy while 26.2 felt little or no involvement. The positive/negative ratio was 43.1/26.2.

There were no comments for this question.



Q67: [IF YOU HAVE CONTACT] HOW WOULD YOU RATE THE OFFICE OF THE VICE PRESIDENT FOR ECONOMIC DEVELOPMENT (YACOV SHAMASH) ON ITS EFFECTIVENESS IN GAINING FINANCIAL SUPPORT FOR STONY BROOK?

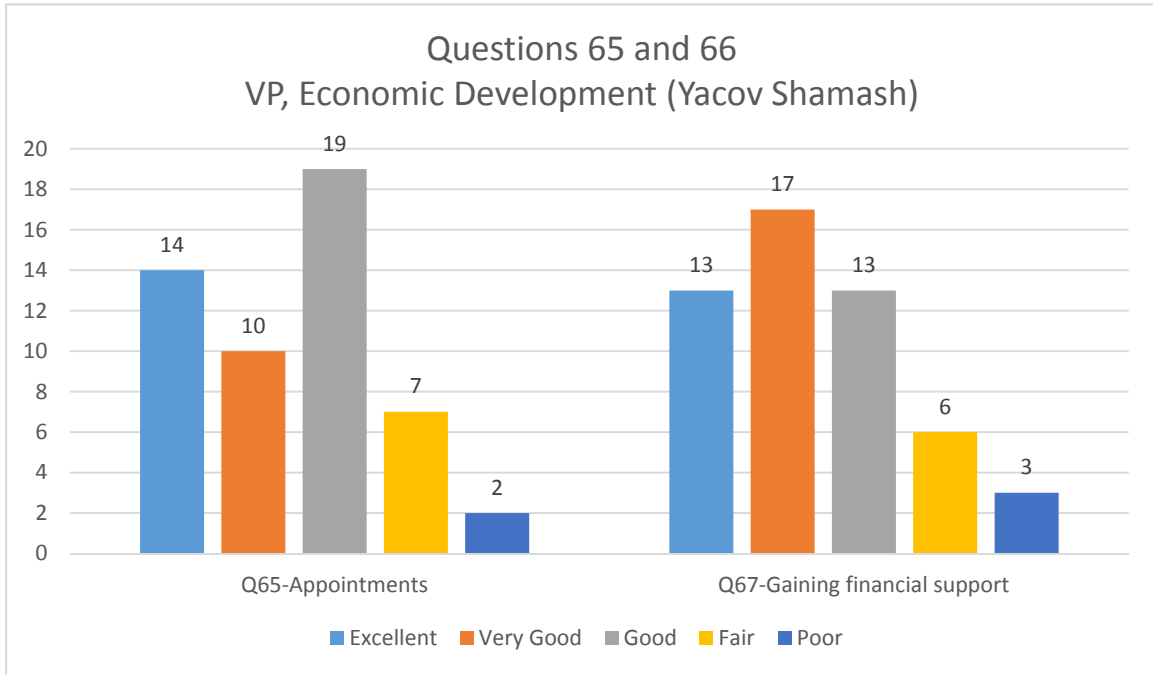
A total of 65 respondents (27 faculty, 36 staff, and 2 staff hospital) answered this question. The effectiveness was rated excellent by 20.0% respondents, with 26.2% rating it as very good, and 20.0% as good. Nine respondents (13.8%) rated the effectiveness as fair or poor. The positive/negative ratio was 66.2/13.8.

Eight comments were received.

Representative Comments

He knows how to get the money.

Two new centers, a new building for CS department.



FINANCE

Q68: DO YOU HAVE CONTACT WITH THE OFFICE OF THE VICE PRESIDENT FOR FINANCE (LYLE GOMES)?

This was a filtering question for subsequent questions.

Q69: [IF YOU HAVE CONTACT] HOW WOULD YOU RATE THE OFFICE OF THE VICE PRESIDENT FOR FINANCE (LYLE GOMES) ON THE QUALITY OF ADMINISTRATIVE APPOINTMENTS?

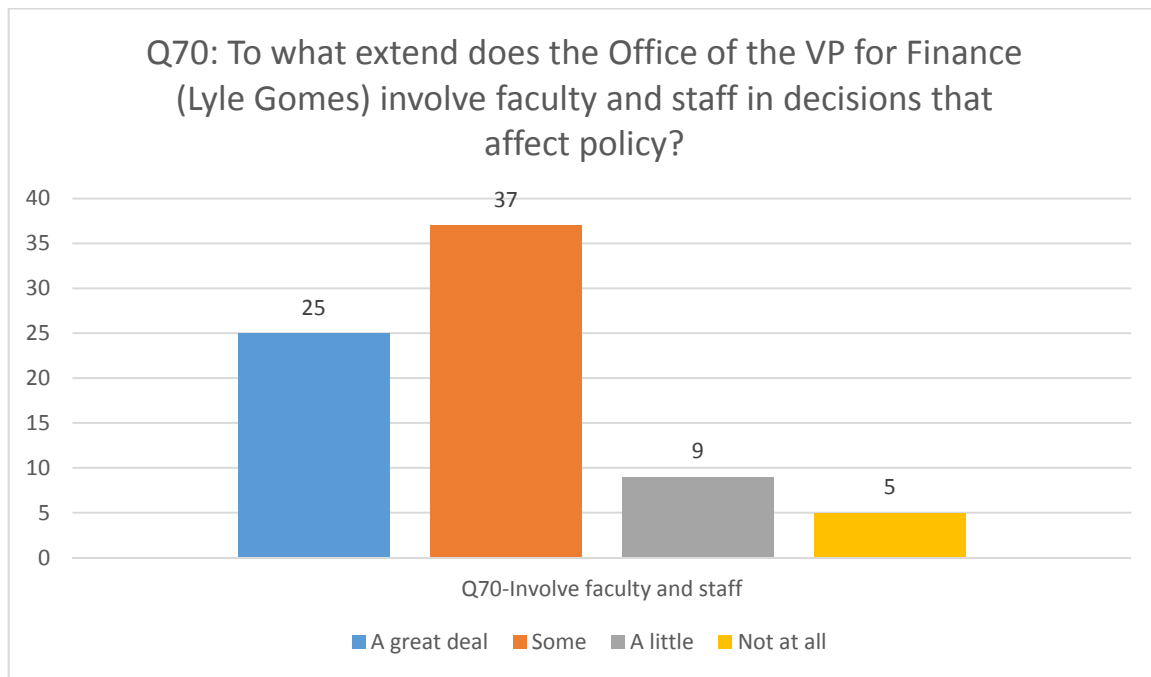
A total of 102 respondents (16 faculty, 82 staff, and 4 staff hospital) answered this question. Of that total, 22.5% rated the appointments as excellent, while 36.3% rated them as very good, and 22.5% as good. Five respondents rated the appointments as fair (3.9%) or poor (1.0%). The positive/negative ratio was 81.3/4.9.

There were no comments.

Q70: [IF YOU HAVE CONTACT] TO WHAT EXTENT DOES THE OFFICE OF THE VICE PRESIDENT FOR FINANCE (LYLE GOMES) INVOLVE FACULTY AND STAFF IN DECISIONS THAT AFFECT POLICY?

A total of 102 respondents (16 faculty, 82 staff, and 4 staff hospital) answered this question. Of that total, 60.8 percent felt that there was involvement (“a great deal” or “some”) in faculty and staff decisions that affect policy with the Office of the Vice President for Finance, while 13.7% rated little (8.8%) or no (4.9%) involvement. The positive/negative ratio was 60.8/13.7.

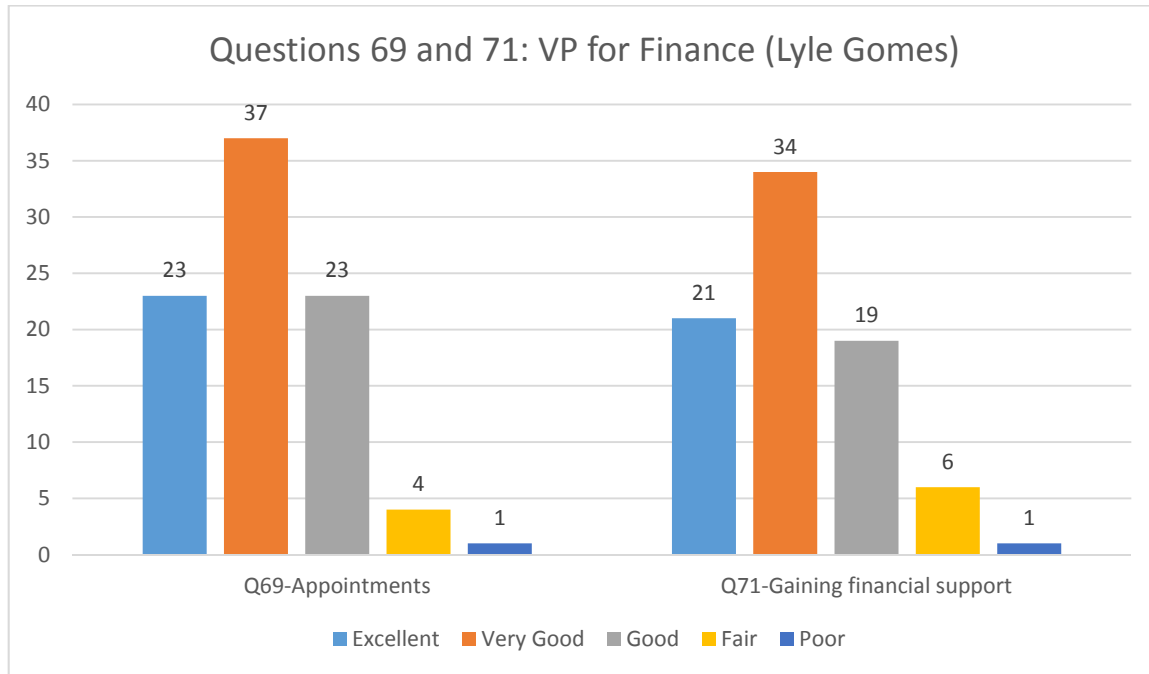
There were only four comments, none of which were consistent with the results.



Q71: [IF YOU HAVE CONTACT] HOW WOULD YOU RATE THE OFFICE OF THE VICE PRESIDENT FOR FINANCE (LYLE GOMES) ON ITS EFFECTIVENESS IN GAINING FINANCIAL SUPPORT FOR STONY BROOK?

A total of 102 respondents (16 faculty, 82 staff, and 4 staff hospital) answered this question. Of that total, 20.6% rated the effectiveness as excellent, while 33.3% rated his effectiveness as very good, and 18.6% as good. 6.9% of the respondents thought the involvement was fair (5.9%) or poor (1.0%). The positive/negative ratio was 72.5/6.9.

There were only three comments, none of which were consistent with the numerical scores.



VP ADMINISTRATION

Question 72 was a filter question, asking respondents if they have contact with the Office of the Senior Vice President for Administration (Barbara Chernow).

Q73: HOW WOULD YOU RATE THE OFFICE OF THE SENIOR VICE PRESIDENT FOR ADMINISTRATION (BARBARA CHERNOW) ON THE QUALITY OF ITS ADMINISTRATIVE APPOINTMENTS?

About 40 per cent of respondents rated the quality of administrative appointments as either very good or excellent. Another 16% chose the middle-of-the-road “good”, with 24% choosing the lesser “fair” and “poor.” Surprisingly, only one comment supported the very favorable ratings, while a large number of comments quite vociferously voiced the displeasure of some respondents. Those that voiced negativity seemed to be directing their displeasure at Campus Operations and Maintenance, rather than some of the other areas which report to VP for Administration.

The one comment which supports those ratings was effusive, but not truly about administrative hiring: “Barbara Chernow is the most effective administrator that I have dealt with on-campus. She is a wonder of efficiency, but in charge of sections of campus facilities that have gotten squeezed extensively in recent budget contractions.”

Other comments, which spoke more directly to the questions at hand - administrative appointments – were far more negative: “Flat out unqualified.” “Lots of ‘yes people’; not all that many skilled in their jobs.” “It’s become a very unhealthy place to work & the good old boys club. The intimidation & bullying is just so uncalled for.” “The unwilling led by the unqualified.”

Q74: TO WHAT EXTENT DOES THE OFFICE OF THE SENIOR VICE PRESIDENT FOR ADMINISTRATION (BARBARA CHERNOW) INVOLVE FACULTY AND STAFF IN DECISIONS THAT AFFECT POLICY?

Less than 20 per cent of respondents said that this office offered a “great deal” of involvement in decision-making but an additional 26% acknowledged “some” involvement. Just over 40% agreed there was only “a little” or “none at all”. A number of comments supported this belief. Those comments which contained specific references, spoke of a perceived complete lack of faculty involvement in major decision making. In fact, some spoke of “hostility” “aggression” and “contempt”. Among those comments:

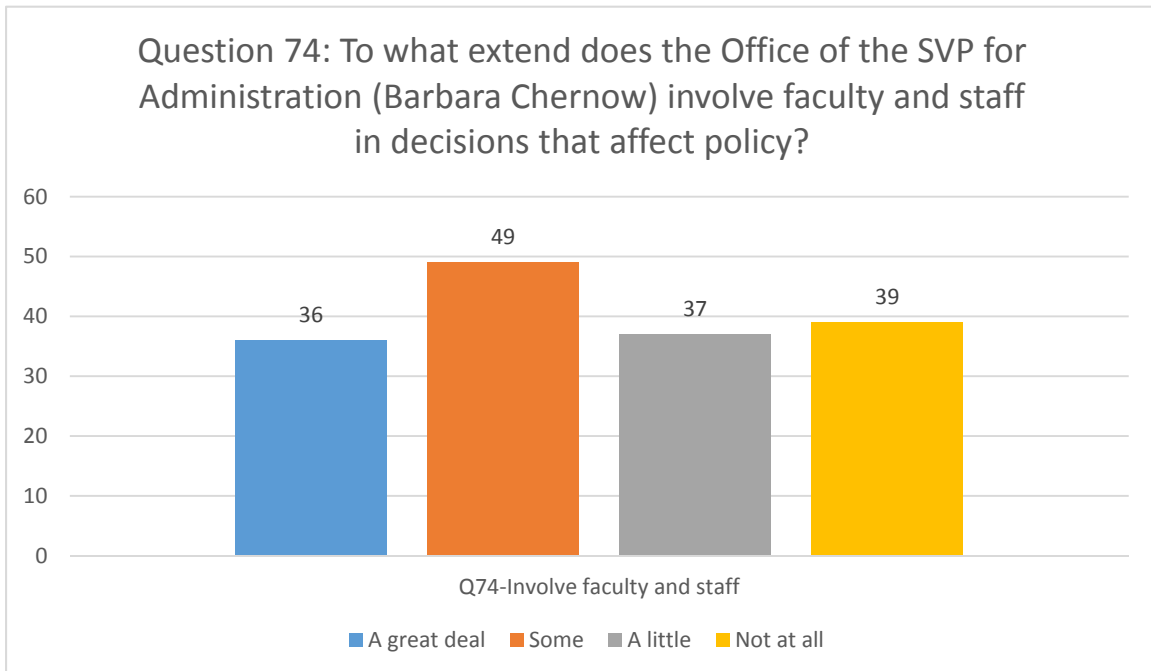
“Seems to manage by decree rather than soliciting input from ground level up. Appears to know what faculty and staff need better than the faculty and staff.”

“No interest whatsoever in faculty input. No interest in understanding the impact of her policies. Has forgotten that the purpose of the administration is to serve those who are fulfilling the mission of the university.”

“She shows contempt for faculty positions and needs.”

“This is a classic case of hiding behind a bunker. She is smart but has no interest in involving anyone outside of the bunker in decisions or input.”

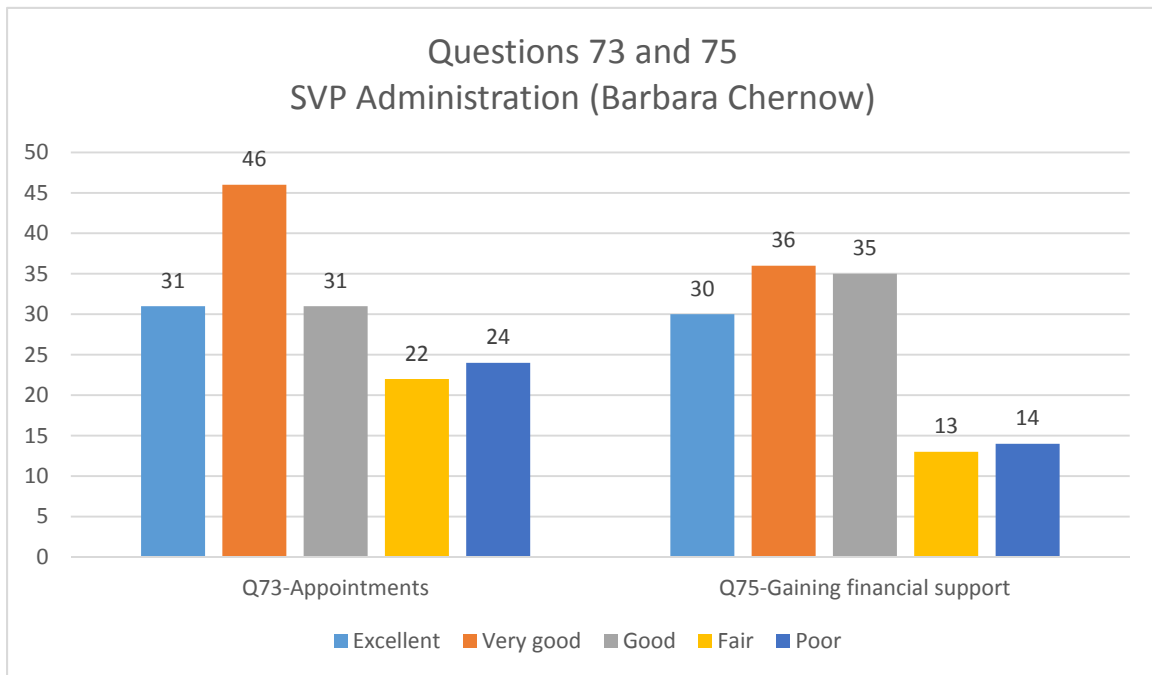
However, there was one person who put a much more positive spin on things: “She is a model of ‘shared governance’ in the development of the 10 year facilities plan and the effectiveness of getting things done. We are lucky to have her!”



Q75: HOW WOULD YOU RATE THE OFFICE OF THE SENIOR VICE PRESIDENT FOR ADMINISTRATION (BARBARA CHERNOW) ON ITS EFFECTIVENESS IN GAINING FINANCIAL SUPPORT FOR STONY BROOK?

Almost a full 30% of respondents (all of who said they have contact with this office) had no opinion on this topic, and a few comments reflected this by expressing surprise that VP Chernow has a role in gaining financial support. “I had no idea she was involved in... gaining financial support for the University.” And “I have no idea what she does.” Of those respondents who did express an opinion, most rated success in this area as “good”, “very good” or “excellent”. One respondent wrote: “Seems like we always get what we need in terms of facilities and especially new initiatives. I wish she had slightly different priorities, because then we might have affordable housing for graduate students and some of the new classroom buildings we desperately need.”

Those expressing negative responses focused on hot-button issues such as the hotel agreement, the “co-gen” plant agreement which prevents the University from obtaining renewable sources of energy such as solar panels even for new buildings, and the closing of the pool. For example, “Really? She signs an agreement with a power company that prohibits us from using any alternative energy for the lifetime of the agreement????????? Every building on this campus should have solar panels on the roof!”



VP FOR ADVANCEMENT

Question 76 was a filter question, asking respondents if they have contact with the Office of the President of the Stony Brook Foundation and Vice President of the Office for Advancement (Dexter A. Bailey).

Q77: HOW EFFECTIVE IS THE OFFICE OF THE PRESIDENT OF THE STONY BROOK FOUNDATION AND VICE PRESIDENT OF THE OFFICE FOR ADVANCEMENT (DEXTER A. BAILEY) IN RAISING FUNDS FOR THE UNIVERSITY?

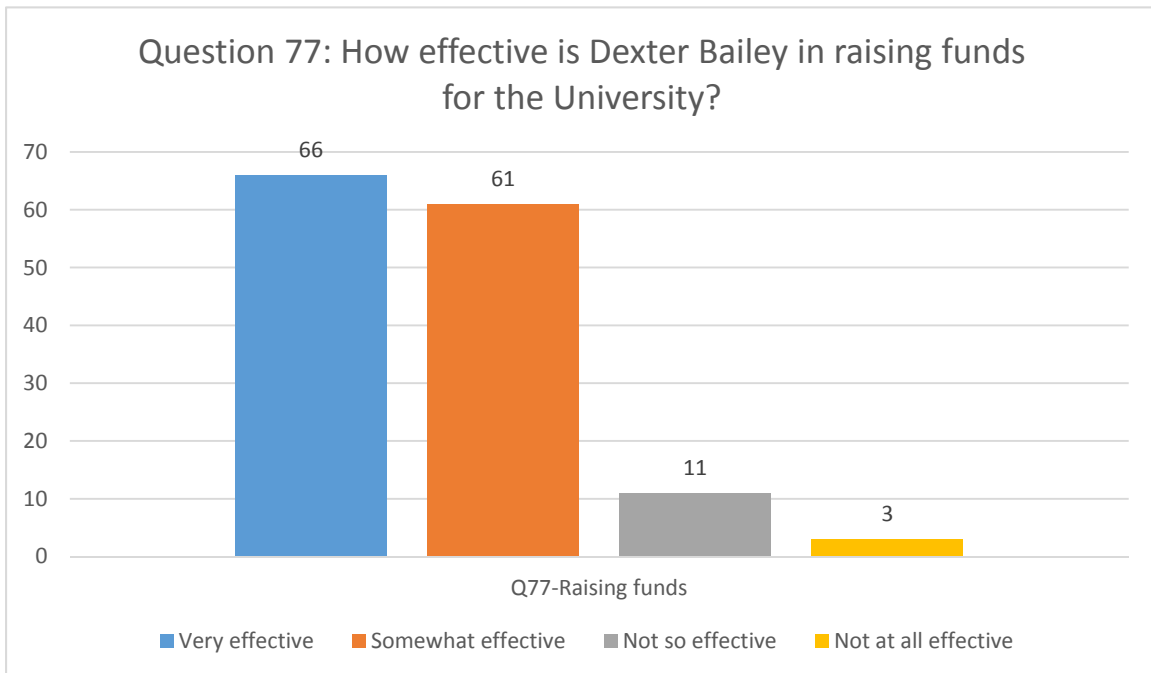
With nearly 80% of respondents answering “Very Effective” or “Somewhat Effective”, there seems to be general agreement that Advancement has been successful, but there the comments show that there is some disagreement as to whether credit should be given to the current administration of the advancement area.

“He was lucky in his arrival in receiving the Simon's gift. Beyond this he has not been tested.”; “Not sure if he engineered the Jim Simons deal but he is associated with that.”; “Pending opinion.”

Not certain what he has initiated since arriving - aware of large contributions pending when he arrived. Past administration had a firm hand in current success. Comments about Dexter Bailey personally were nearly universally glowing.

The negative comments were directed more towards issues surrounding the administration of funds raised directly by faculty and staff through grants, conferences and other programs, rather than on the amount/extent of funds raised by the Advancement Office itself.

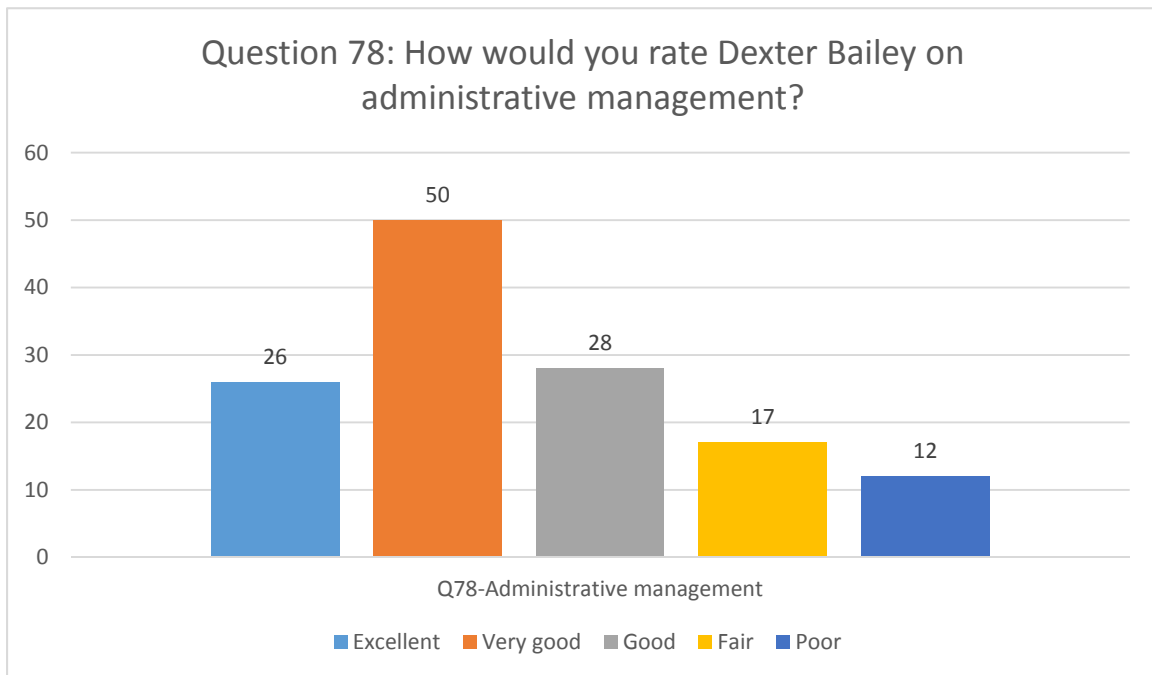
“I've personally raised more than \$1 million in grants and I'm baffled by the percentage we must give up to the Foundation. It's like running a business on mafia turf. They don't help us raise the money, but they grab a huge chunk of all we bring in.”; “The way they are willing to manage funds for conferences and other events is so rigid that you wind up with small snippets of money you can't spend on related functions.”



Q78: HOW WOULD YOU RATE THE OFFICE OF THE PRESIDENT OF THE STONY BROOK FOUNDATION AND VICE PRESIDENT OF THE OFFICE FOR ADVANCEMENT (DEXTER A. BAILEY) ON ADMINISTRATIVE MANAGEMENT...?

About a third of respondents rated effectiveness in this area as fair, poor or had no opinion. The rest rated Advancement quite favorably, with a full two-thirds answering good, very good or excellent. A handful of the comments supported this consensus. (“I really don't know a lot about it, but from the outside, it seems like we finally have a well-functioning and productive advancement team.”)

More of the comments reflected the less-reported negative perception. “Awful. They seem to be quite willing to increase salaries of administrators who are being paid too much by the state already. I don't think good administrators are in short supply, and somehow Stony Brook consistently manages to get people who are poor managers.” ; “I've seen a lot of senior level people leave that department because of Dexter's poor leadership skills and it's a shame that he has not seen and recognized their potential.”



VP FOR STUDENT AFFAIRS

Note that a response for question 79 is not included in this report since that question was only a response filtering question for question 80. That is, question 79 asked respondents if they had contact with the Office of Student Affairs.

Q80: HOW WOULD YOU RATE THE OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS (PETER BAIGENT) ON ITS LEADERSHIP IN IMPROVING THE QUALITY OF STUDENT LIFE?

Respondent were fairly evenly split in their assessment of the leadership shown by Dr. Baigent's office in improving student life on campus. Just over 50% rated the Office as excellent or very good, 28% choosing "good"; and 17% rating the office, "fair" or "poor" Interestingly, several of the comments supporting a positive rating of the success in this area made it clear that the writers were giving credit for the improvement to someone in the Student Affairs' Division other than Dr. Baigent. When a specific person was mentioned, it was Dr. Jerry Stein (multiple mentions.)

Representative Comments

"As a staff member within Student Affairs, I find that Dr. Baigent does a good job hiring staff who have developed a very vibrant student life at Stony Brook University. I do not believe that the credit for this should be given directly to the VPSA's office but rather to the many departments and staff members that work under the VPSA's authority."

"Dean of Students, Jerry Stein, is more highly attributed to any success in this area than the VP. However, the VP is an important supporter and strategic thinker in this regard."

"My rating based on student comments - Jerry Stein seems to be the initiator of many positive activities." A few respondents used this section to characterize Dr. Baigent's leadership and management style, not often putting that in a positive light.

"VP is too smart for his own good. A bit of a scatter brain. Responsive style of leadership as opposed to proactive and principled. "

"Lots of lip service."

"I think more effort and outreach needs to be made to get feedback from the staff and listening to our concerns and advocating on our behalf."

"Very scattered, disorganized, controlling."

Q81: HOW SATISFIED ARE YOU WITH THE DEGREE TO WHICH THE OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS (PETER BAIGENT) INVOLVES FACULTY, STAFF, AND STUDENTS IN POLICY DECISIONS?

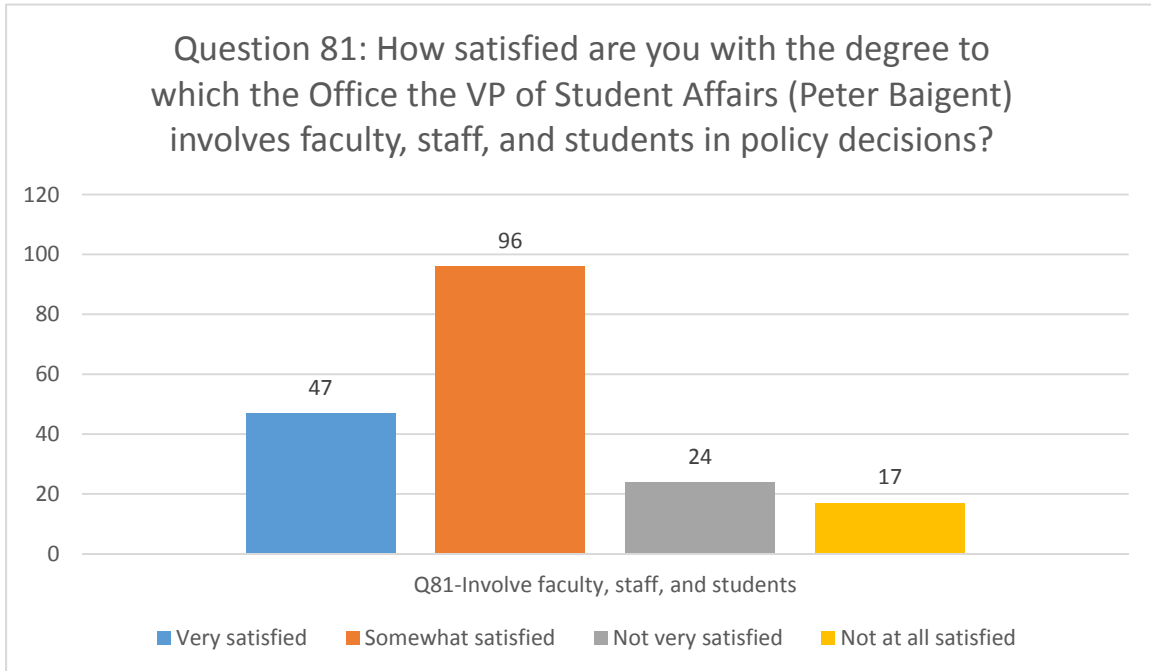
Only 22% of respondent are "very satisfied" with the involvement of faculty, staff and students in decision-making. Just over 45% of respondents reporting being only "somewhat satisfied", with the rest of those choosing a rating were "not very" or "not at all" satisfied (about 20% combined). An additional 13% had no opinion.

The comments offered in this section were indicative of the difference in opinion evidenced by the ratings. There were clearly positive, clearly negative and some that were decidedly mixed. Among the positive: "Dr. Baigent has ALWAYS been great on this. He has also been terrific in bringing together academic and administrative personnel to accomplish what cannot be accomplished." The mixed comments seem to indicate a frustration with the perception that, while some people are included in the decision-

making process, this does not extend wide enough and that after input is gained from staff, political considerations rule the day. “Certain people are involved in decisions and others (who should be) are not.”

“Highly inclusive, but very easily swayed by politics.”

Some comments were blatantly negative, and spoke of a desire for more inclusion at all levels. Two examples: “Top down decision making is rampant.”; “Much of it is patronizing and they use the students to further Peter’s agenda.”



Q82: HOW WOULD YOU RATE THE OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS (PETER BAIGENT) ON OVERALL EFFECTIVENESS IN SUPPORT OF THE UNIVERSITY’S ACADEMIC MISSION?

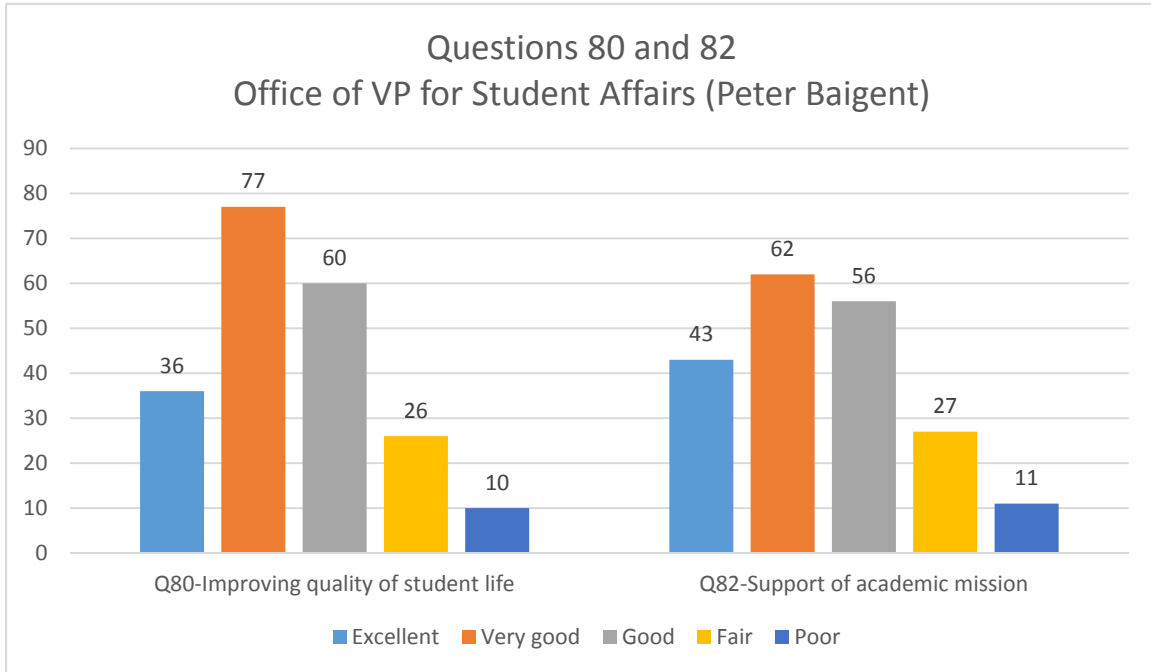
The ratings show a wide level of satisfaction with Dr. Baigent’s effectiveness in supporting the University’s academic mission, with 76% reporting a rating of good, very good or excellent, and only 17% responding fair or poor. The comments offered supported these ratings.

Representative Comments

Peter is well-qualified and well-meaning, but it is not clear what he has provided in the terms of leadership that moves us up a notch.

One of the strengths on our campus. Strong and motivated staff with good morale and a firm commitment to the University mission. Most effective for the undergraduate population, could be a bit more involved in improving graduate student life.

In a lot of universities, there is a war going on between student services and the academic sector. Largely because of Baigent (and some key people on the academic side, many of whom now been purged) the two sectors are very compatible and work together in productive ways.



VP FOR RESEARCH

Overall, this office was just rated average with specific areas that were not rated well. The most negative rating was in the area of COEUS that is being discontinued. It has been widely perceived as a "nightmare" in terms of support and its function. The other area rated poorly was providing information on funding opportunities, target dates, and application deadlines. The faculty and staff who already had funding said finding granting agencies was so specialized they, of course, knew better than the VP's office. On the other hand, those in areas where funding is scarce said they were poorly served. Nearly 50% of the respondents did not feel that faculty, staff, and students were involved in the decisions that affect policy. Also, almost half of the respondents had reservations about the quality of the service that Sponsored Programs and Grants Management provided to its users with many passionate comments indicating problems and inefficiencies. However, there were positive and extremely complimentary comments for the efforts of certain individuals who work in these offices. Some of the most passionate, unfavorable comments were in Research Compliance indicating high levels of frustration with this office, although there were also some favorable comments. It was noted repeatedly that Benjamin Hsiao was new to the job and the ratings reflected, in part, the office he took over.

Q84: HOW WOULD YOU RATE THE OFFICE OF THE VICE PRESIDENT FOR RESEARCH (BENJAMIN HSIAO) ON ITS ADMINISTRATIVE MANAGEMENT, INCLUDING ACCESSIBILITY, RESPONSIVENESS, AND BUDGETARY DECISIONS?

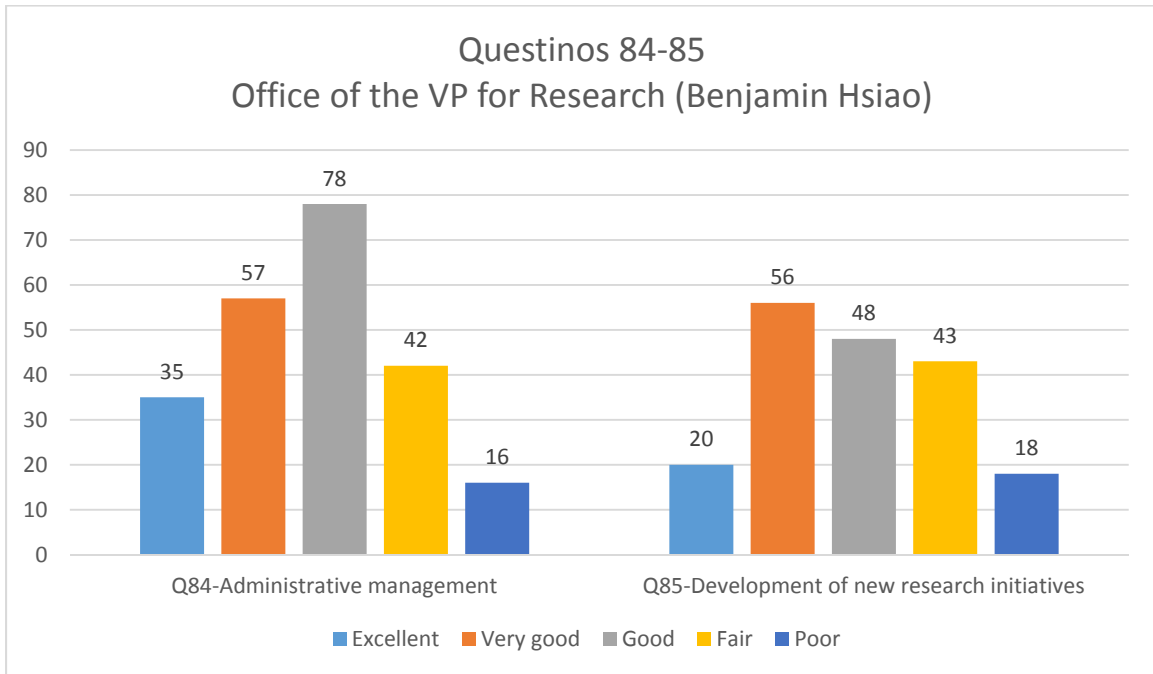
Approximately 75% of the respondents were positive in this rating of the Office of the Vice President for Research. Typical of those positive comments: "Ben has been extremely open to meeting with our unit and helping with funding. John Marburger before him was also accessible and willing to help out."; "He is too new to be "excellent," but all the indications are so far positive." The Research Foundation now has in place excellent new policies seeking input from grant holders and from staff. These are likely to result in more transparency and improvements to faculty morale" and "Responsive and has good vision."

Of the 29 people who made comments, the majority were critical of this office with the following statements representative: " What happened to this VPR, where is the dedicated effort to fostering research and making the performance of research easier for the PIs. It has degraded under his "leadership."; "They were on the right track with Jack Marburger and Nancy Daneau, but since his passing and her departure, there is a real sense of haphazard management. People do not take responsibility for knowing their jobs, and it's not good when the departments they serve know the rules better than the people who are employed to know the rules." and" Staffing for answering IRBNet questions is inadequate."

There were multiple comments recognizing that Benjamin Hsiao had been in this position for only a short time and that their rating was for the department he inherited.

Q85: HOW WOULD YOU RATE THE OFFICE OF THE VICE PRESIDENT FOR RESEARCH (BENJAMIN HSIAO) ON THE DEVELOPMENT OF NEW RESEARCH INITIATIVES?

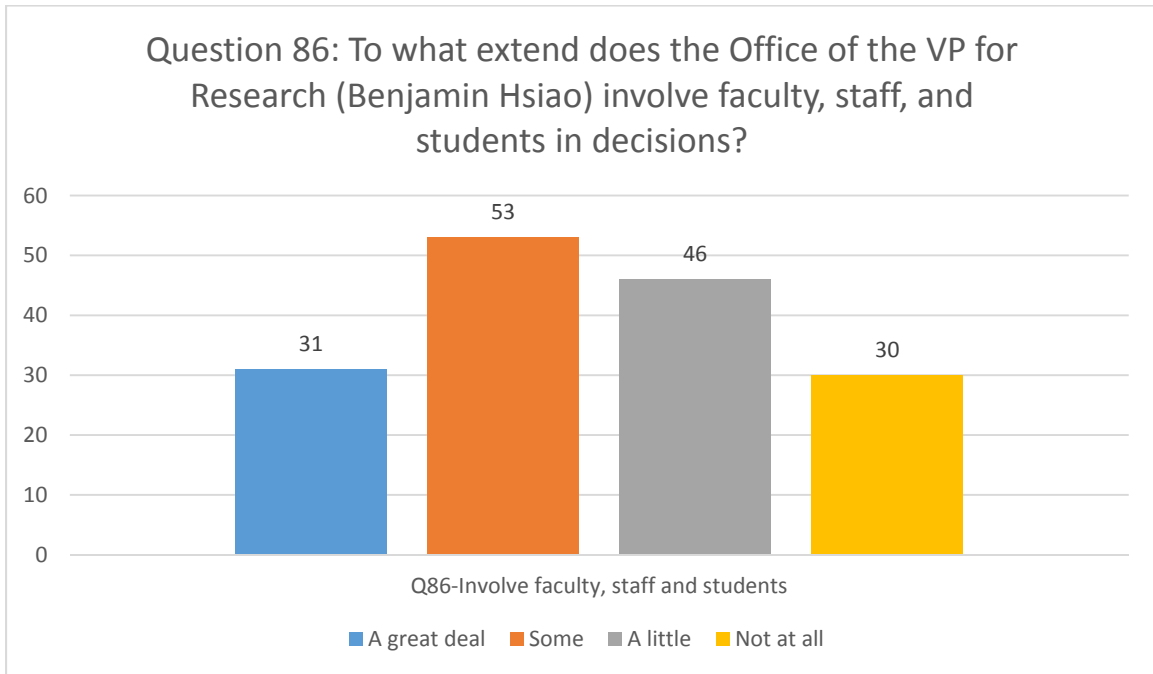
Eighty-five percent of the respondents were overall positive on the development of new research initiatives. The most frequent comment was that Dr. Hsiao "not been in his position long enough to have an impact". Another comment was that "he has started a number of initiatives that I think are very promising, but it is too early to see if they will work out". The most frequent representative critical comments are: " I feel underrepresented as someone in the arts and humanities"; "If don't receive any information on new research initiatives" and "Nothing outside Sciences--this is not the ONLY research at SBU".



Q86: TO WHAT EXTENT DOES THE OFFICE OF THE VICE PRESIDENT FOR RESEARCH (BENJAMIN HSIAO) INVOLVE FACULTY, STAFF, AND STUDENTS IN DECISIONS THAT AFFECT POLICY?

Of the 160 responses that rated this question, approximately 50% said "very little" or "not at all" involvement. On the positive side: "He has very little room to maneuver in utilized the RF funds for creative initiatives or in switching resources (e.g., away from administrative jobs toward encourage new research)--but he has tried to use his small amount of autonomy in creative ways. I have high hopes" and "OVPR staff are trying more to be inclusive (forming new committees with departmental representatives or for new process initiatives, etc.) but they still often implement new rules and then ask "how was that for you?" rather than asking first, "what will tis change mean for you if implemented as is?"

"Typical negative responses are" From my experience, I have not been asked. Also I have not heard of anyone in our department that has been involved"; "I have had millions of dollars in grants and contracts over the years and yet find feedback I try to provide is not accepted".



Q88: HOW EFFECTIVE IS THE OFFICE OF SPONSORED PROGRAMS (IN THE OFFICE OF THE VICE PRESIDENT FOR RESEARCH) IN PROCESSING AND SUBMITTING GRANT PROPOSALS?

Note that Question 87 was eliminated from the survey.

Of the 222 responses to Question 88 with opinions, 43% said very effective with the remaining somewhat effective or less.

There were some general enthusiastic comments:

I've had lots of help from Sponsored Programs in submitting large, complicated proposals. They've done a great job.

Excellent staff, enormously helpful and highly competent.

The process has run smoothly with the Research Foundation staff that I have worked with.

There were also very enthusiastic comments regarding specific employees:

"X is amazing--super knowledgeable, pleasant, professional, and goes above and beyond

X is my go-to person and she is always supportive and able to answer my questions!

Y is very helpful

Y is incredibly effective and helpful. All people I have worked with when trying to submit complex grants - and work my way through the new COEUS system, have been excellent

Y is an excellent administrator, and thanks to her grants are always submitted in time

Y should get a raise. She's terrific.

There were also many critical negative comments. The following are representative of these:

There are numerous gaps in the process, making it more difficult for faculty to development and submit proposals.

Too bureaucratic. Difficult to understand and time consuming.

It depends upon your grant person. They can't help with budgets and do not work very well with compliance. They should combine these people with the grants management people! Integration would help everyone. These offices need to be reorganized. They don't answer phone calls anymore and could cost Stony Brook millions in lost grants.

In my areas, OSP has been an albatross that I have had to drag through the process, while they kept putting up new barriers and told me that they had no resources or responsibility, except to tell me that what I was doing was wrong. I have great hopes that Ben will change at least some of this--he has so far been very responsive to the myriad complaints he has received.

Other than looking over the budgets to check if the correct fringe and IDC rates have been applied, there is little of value provided by OSP at the time of grant proposal submission.

Every two to three years, we need to learn a new system for submitting proposals, and reportedly, soon COEUS will be replaced and we will need to learn another. This is a ridiculous waste of time for faculty. The OSP should find a way to reduce the burden on faculty by providing more staff support for proposal submission.

Q89: HOW EFFECTIVE IS THE OFFICE OF THE VICE PRESIDENT FOR RESEARCH IN MANAGING GRANTS ONCE THEY HAVE BEEN AWARDED?

Of the 227 respondents with opinions, approximately 40% felt this office was very effective while 43% felt they were somewhat effective or were rated worse.

A few respondents made positive comments: "Excellent service and people work hard in that office."; "Some people in grants management are extremely good and I have provided this feedback in writing to their supervisors." and "I have been pleased with the grants management by the research foundation."

There were some specific negative comments about individuals: "X is unpleasant, unprofessional and does not respond to emails concerning awarded grants"; Y is very disorganized and causes frequent mistakes that cost time and frustration. Z is also disorganized and scattered."

The majority of the comments were critically negative outlining the perceived systemic problems:

I pay for my own administrative assistant to do this. Unless I pay for this no one does it. "; "it is so hard for me to figure out how much money is in my grant, when things have been paid or not, when I am trying to spend down a grant how much I have left, etc. It is terrible!

Not very responsive. The office needs new leadership, reorganization and integration.

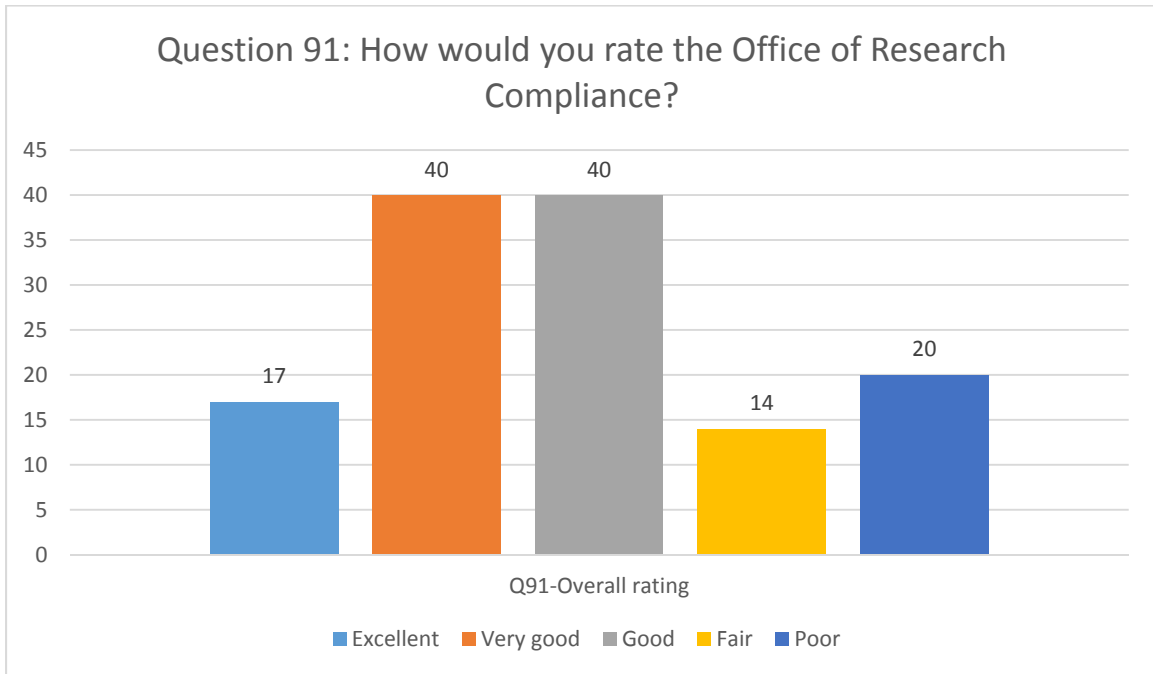
This is another responsibility that has been pushed onto departments and individual investigators and their support staff (if they are lucky enough to have any). We essentially have to keep our own records since the software the university buys is invariably impossible to use.

Note that a response for question 90 is not included in this report since that question was only a response filtering question for question 91. That is, question 90 asked respondents if they had contact with the Office of Research Compliance.

Q91: HOW WOULD YOU RATE THE OFFICE OF RESEARCH COMPLIANCE?

Of the 131 respondents, 74% were overall positive. Of the approximate 25 comments, approximately half were positive such as "This office does an absolutely superb job of supporting the University's research mission, staying ahead of federal regulations, and keeping the whole campus compliant. My only complaint is that sometimes paperwork seems to be delayed (e.g., does not get processed within the promised time window). But this has improved dramatically in the past decade".

The remaining comments were negative: "They take their gatekeeper function to the extreme by offering ritualistic resistance to any initiative" "Compliance as an exemplar. Aside from the act that typographical errors can result in more than a month's delay in gaining approval, there is also the relentless misapplication of requirements for research procedure that are irrelevant or even contradictory to correct methods. Then there is also the judgment by people with no expertise that a research design is inadequate. "; "The office of research compliance is a major source of nuisance. The rules and regulations are excessive"; "Bringing officiousness and red-tape to the point of idolatry, at the expense of the PIs"; "There is a lack of consistency between staff about compliance issues and policies (i.e. you get several different (contradicting) answers from several different people)" and "Terribly officious. Failure to appreciate the pressure on researchers."; "It's a nightmare like Kafka's castle.". The comments regarding the Assistant Vice President for Research Compliance were as follows: "Judith Matuk is excellent and works well with our students."; "replace Judy Matuk, a block to research at Stony Brook." ; " Judy Matuk . . . should not be in charge of any Office. I have personally have had terrible experiences when dealing with her. It is impossible to imagine how she got this position."



Q92: HOW EFFECTIVE IS THE OFFICE OF THE VICE PRESIDENT FOR RESEARCH IN KEEPING YOU INFORMED ABOUT FUNDING OPPORTUNITIES, TARGET DATES, AND APPLICATION DEADLINES FOR EXTERNAL FUNDING?

Of the 204 respondents, approximately 26% thought this office very effective with the remaining rated it as somewhat effective or worse.

The more positive comments stated “Heavily reliant on chairs to forward e-mails that might go into their spam folders. Got to the point where I was in direct contact with Peter Saal in order to make sure I was fully informed of all opportunities, particularly those requiring university nominations.” “Always reminding me of grant deadlines, very good.”; “Andria sends regular emails on deadlines, updates and reminders!”

Some of the more negative comments indicate that the investigators do this function on their own:

Representative Comments

I appreciate the fact that they try, but the funding notices are not too helpful to me.

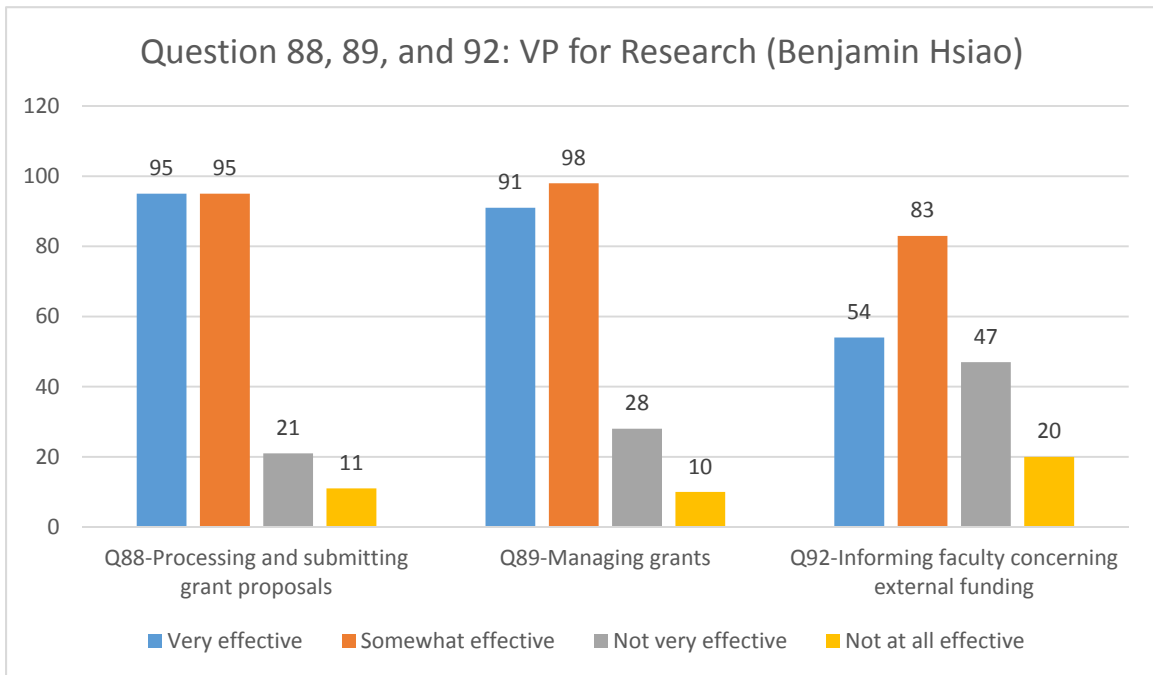
I can do this better myself.

I find the information rather useless. I know where my sources of funding are.

I ignore any and all emails from OVPR regarding funding opportunities. I know where to look for grant money.

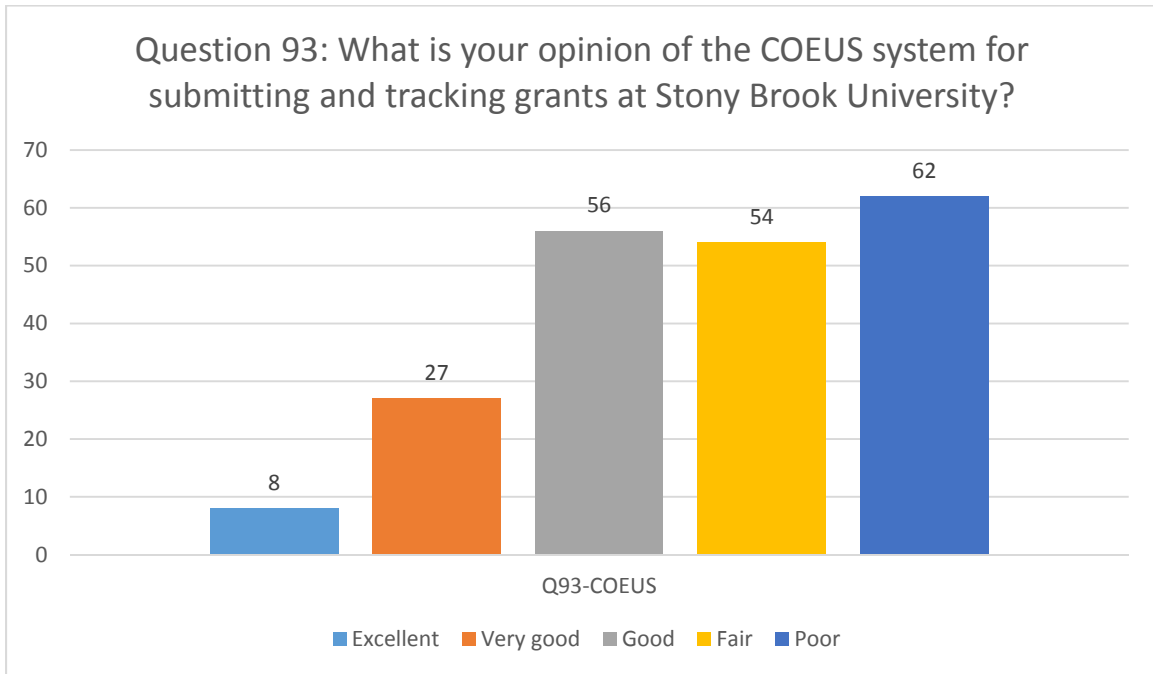
I know there is a lot going on at NSF that affects availability of funds. I don't recall ever getting any information about that. The amount of information on support from the federal government is overwhelming, and that office fails completely to inform people.

I think the investigators know better than anyone in this office. The people are fine but things are very specialized now.



Q93: WHAT IS YOUR OPINION OF THE COEUS SYSTEM FOR SUBMITTING AND TRACKING GRANTS AT STONY BROOK UNIVERSITY?

Of the 207 respondents, only 43% were overall positive. There were very few positive comments and dozens of complaints. This respondent may have summed it up as "Why bother asking if we are dropping it. It is a disaster"



CIO

Q94: HOW WOULD YOU RATE THE OFFICE OF THE INTERIM CHIEF INFORMATION OFFICER (CHUCK POWELL) ON THE DEVELOPMENT OF NEW IT INITIATIVES?

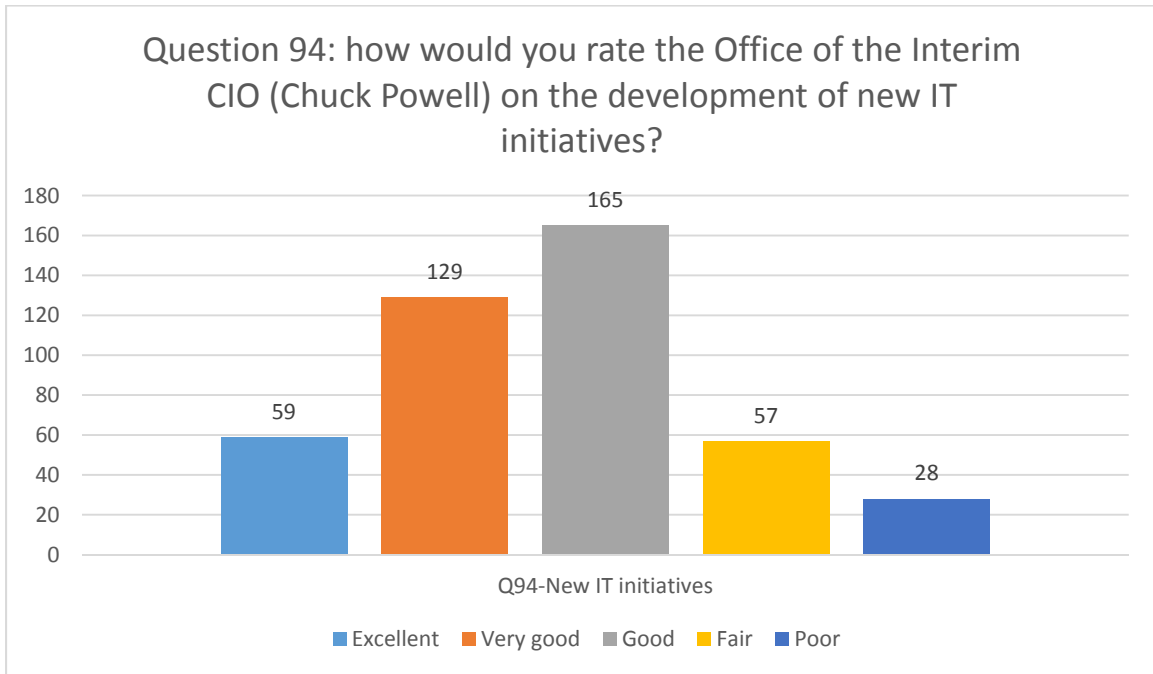
Many respondents had yet to form an opinion on Chuck Powell (42.1%). However those who had an opinion were generally very positive, only 10% of respondents evaluated him as fair or poor. Many comments echoed a lack of knowledge of Chuck’s work or role, but there were many people who did comment on him as personable and effective. Most negative comments were about frustration with Google Apps. The positive/negative ratio was 44.5/10.8.

Representative comments:

He is personable, knowledge, firm but flexible in his opinions and decisions.

I don't know anything about this person or the IT initiatives - wish I did!

If that office is responsible for the switch to Google.....poor; otherwise fine.



Q95: TO WHAT EXTENT DOES THE OFFICE OF THE INTERIM CHIEF INFORMATION OFFICER (CHUCK POWELL) INVOLVE FACULTY AND STAFF IN DECISIONS THAT AFFECT POLICY?

Almost 60% of respondents had no opinion on this question, and it was hard to establish a definitive feeling on this issue from those who did. The positive/negative ratio was 23.7/15.4.

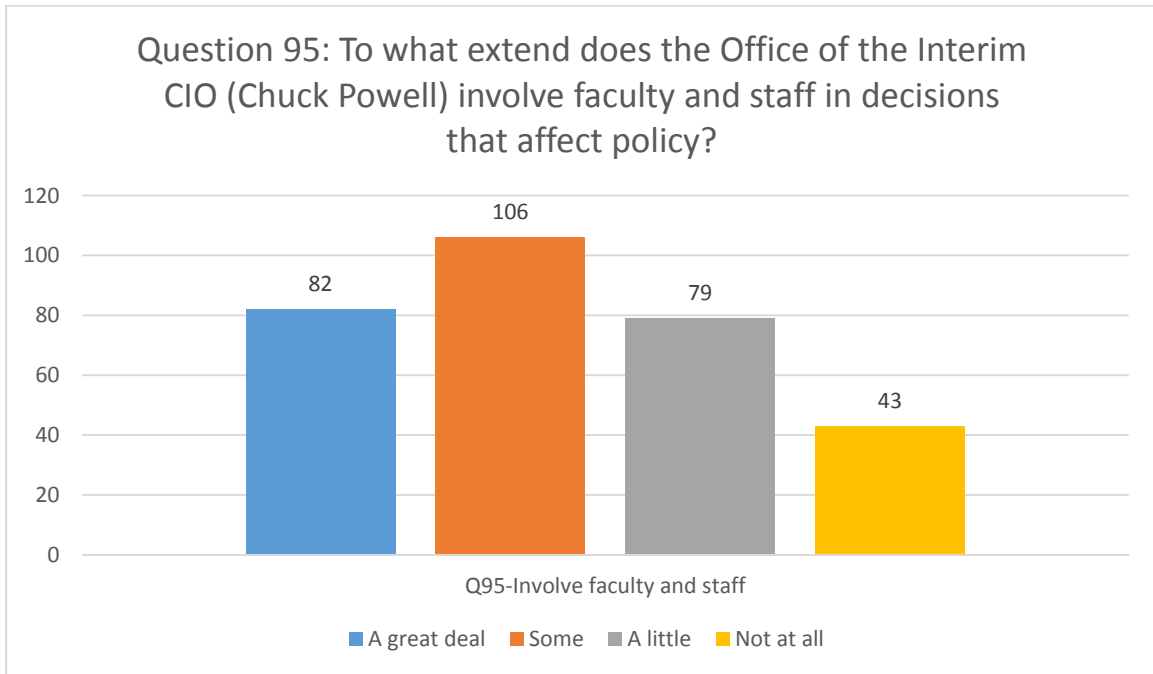
Representative comments:

Extremely responsive, smart, inclusive, well-liked by his staff.

I find the department very willing to hear questions and criticism. They seem to seek many views before making decisions.

I hear talk of involvement but I don't actually see it. I do get the sense that he may have resource issues in his department.

Might be a great deal, but he is still too new.



DEAN OF THE GRADUATE SCHOOL, CHARLES TABER

Note that a response for question 96 is not included in this report since that question was only a response filtering question for subsequent questions. That is, question 96 asked respondents if they had contact with the Graduate School.

Q97: [IF YOU HAVE CONTACT] HOW WOULD YOU RATE THE GRADUATE SCHOOL ON ITS ADMINISTRATIVE MANAGEMENT, INCLUDING ACCESSIBILITY, RESPONSIVENESS, AND BUDGETARY DECISIONS?

Two hundred and twenty seven faculty and staff, represented by the University Senate, answered this question. The majority (50.7%) rated the Graduate School as “excellent” (23.8%) or “Very Good” (26.9%) on its administrative management, including accessibility, responsiveness, and budgetary decisions. Only 14.1% rated the Graduate School as “Fair” (8.3%) or “Poor” (4.8%) on this question while 28.6% gave a rating of “Good” and 6.6% had “No Opinion”.

Seventeen faculty and staff, represented by the University Senate, provided comments with their response. Four comments were negative of the Graduate School on its administrative management while 9 comments were positive and 4 comments did not answer the question being asked. Overall, the responses indicate that there is evidence that the administrative management has improved since Interim Dean Taber was appointed and the outlook for more improvement is optimistic. Some felt that the administrative staff of the Graduate School needs more training on their function.

Representative comments:

Chuck Taber has only just taken over. Really too soon to tell. But from how he has done so far, I am very optimistic.

Dr. Taber has not been around long enough to have made the changes needed to bring Graduate School function up to excellent levels, but EVERY move he has made thus far has very positive. Given his interim status, it is quite amazing that he has done as much as he has done. I have high hopes that he will be made permanent and given enough autonomy to make the multitude of changes needed to bring the Graduate school up to the quality level of our graduate programs.

The mid-level staff are not always able to answer questions. They are often on the rude side.

Q98: [IF YOU HAVE CONTACT] HOW WOULD YOU RATE THE GRADUATE SCHOOL (CHUCK TABER) ON ITS LEADERSHIP IN IMPROVING THE QUALITY OF STUDENT LIFE?

Two hundred and twenty seven faculty and staff, represented by the University Senate, answered this question. Forty four percent rated the Graduate School as “excellent” (21.6%) or “Very Good” (23.3%) on its leadership in improving the quality of student life while 30.4% rated the Graduate School as “Good” (17.2%) or “Fair” (13.2%) on this question while only 3.5% gave a rating of “Good”. Twenty one percent had “No Opinion”.

Twelve faculty and staff made written comments on this question. Most of the comments were positive and he was credited for a number of improvements in the quality of student life such as implementing maternity leave for graduate students, organizing the graduate seminar series and that the Interim Dean Taber takes a “student-oriented” approach to issues involving the quality of student life.

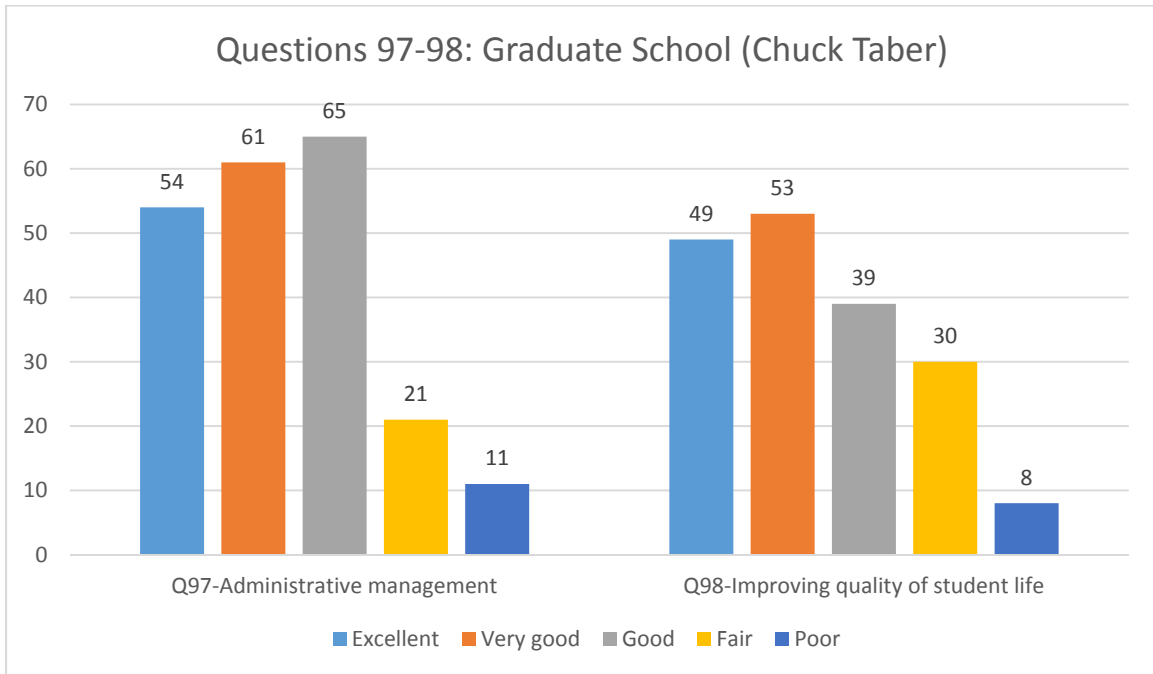
Representative comments:

He takes a student-centered approach; administrative policies are in a manner that is supportive and compassionate to students.

It is too soon to tell. Things have improved since he took the interim Dean position.

Chuck has implemented many things in the Graduate School, including maternity leave for female students.

Improving. Grad stipends are woefully lower than those from Universities in our cohort.



Q99: [IF YOU HAVE CONTACT] TO WHAT EXTENT DOES THE GRADUATE SCHOOL INVOLVE FACULTY, STAFF, AND STUDENTS IN DECISIONS THAT AFFECT POLICY?

Two hundred and twenty seven faculty and staff, represented by the University Senate, answered this question. The majority (54.6%) thought that the Graduate School involves faculty, staff, and students in decisions that affect policy “A great deal” (22.0%) or “Some” (32.6%) while only 17.6% rated the school “A little” (12.3%) or “Not at all” (5.3%) while 27.8% had “No Opinion”.

Seven faculty and staff gave a written comment on this question. Four comments indicated that the Graduate School includes faculty, staff and students in policy decisions but one of these 4 indicated that staff are excluded since they are not represented on the Graduate Council.

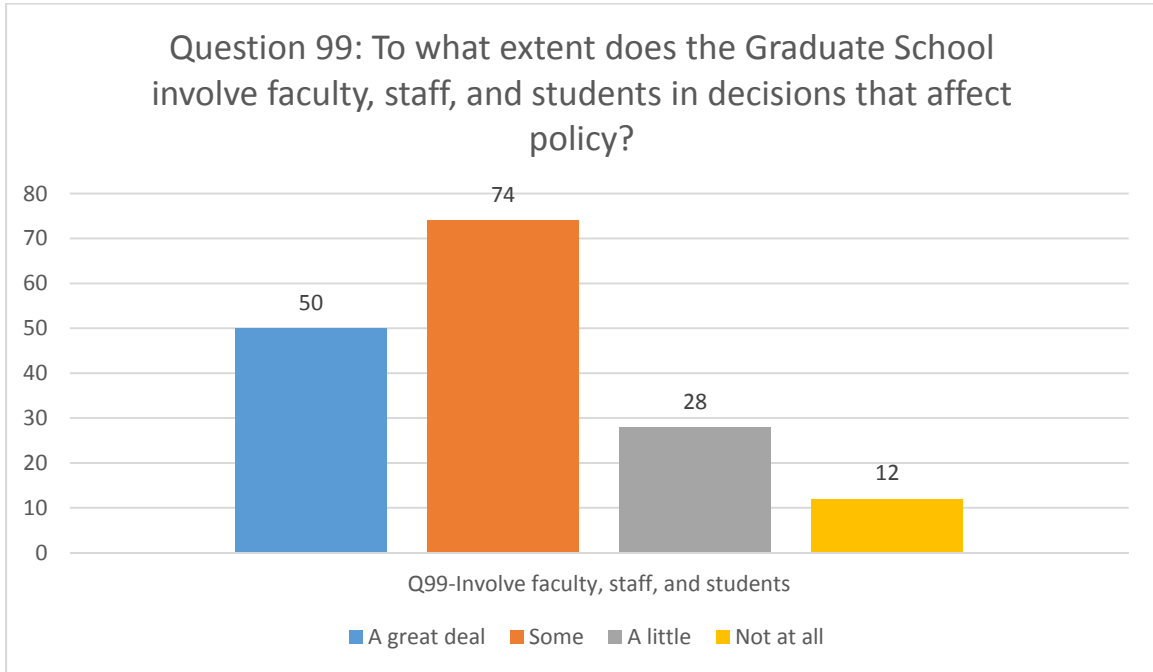
Representative comments:

Students seem to be happy with his inclusion.

Taber is super with this, maybe because he spent so many years as a faculty member trying to influence the Dean’s policies

The Graduate Council provides a mechanism for involving faculty and students in policy decisions. There is less direct involvement of staff (e.g., Graduate Program Coordinators).

The previous dean refused any input; the current dean is much better but more can be done.



SUMMARY OF SURVEY RESULTS FOR DEAN SPECIFIC SECTIONS

Some units, especially those in the Schools of the Health Science Center, have few full-time faculty and only full-time faculty were permitted to answer the Dean-specific questions on the survey. As a result, in some units, even though a large percentage of eligible faculty responded to the survey there were fewer than 30 individuals who rated several Deans. For example, one school has 9 eligible full-time faculty and 8 responded to the survey (89%) and another school has 38 eligible full-time faculty and 19 responded (50%). Unfortunately, in a smaller school a rating of a specific Dean is based on an insufficiently large sample to draw confident conclusions. For example, in a School with 38 full-time faculty, of which 19 responded to the survey, a 50% approval rating for the Dean generates a margin of error of 16%. We can thus say with 95% confidence that approval of the Dean is between 34% and 66%. But this is a very wide margin and the estimate is not especially useful. Our confidence in estimates of other Deans, included in the report, who oversee larger schools or colleges is far greater because they are rated by a larger number of full-time faculty.

The survey response summary in this section is only for the Deans of units with more than 30 respondents.

DEAN, SCHOOL OF MEDICINE

SUMMARY:

Overall nearly 70% of the responding faculty approved of the overall job the Dean of the School of Medicine is doing with 65% approving of his leadership. The most negative rating and written comments were in regard to his involvement of faculty, staff, and students in decisions that affect policy. Approximately 50% of the faculty were positive regarding the Dean's administrative management and 60% regarding his administrative appointments.

Q100: HOW WOULD YOU RATE DEAN KENNETH KAUSHANSKY ON HIS ADMINISTRATIVE MANAGEMENT?

Less than 25% of the faculty responded to this question. Of the 54 respondents, approximately 65% were positive.

Representative comments:

Hired quality chairs and completed searches in a timely manner.

My comments on his performance as senior vice president apply to the job he is doing as dean of the medical school as well. It doesn't seem to me that he has much interest in the academic mission of the medical school, particularly not in its educational mission.

Q101: HOW WOULD YOU RATE DEAN KENNETH KAUSHANSKY ON HIS ADMINISTRATIVE MANAGEMENT?

Approximately 20% of the faculty responded to this question. Approximately half of the responding faculty disapproved of his administrative management. Most written comments were negative.

Representative comments:

Absolutely the wrong priorities. He was hired to help create an academic medical center, instead he is an impediment to its progress.

Clandestine.

He does not care about faculty, has an inner circle without input from faculty

Extremely poor. He has made it very clear that his only priority is pushing forward his own initiatives and he directs all available resources toward that end. Anything else can just fall by the wayside.

The decision to make new hires with 50% lines is an error that will become more apparent with time.

There is no program for 360 degree evaluations of chairs and departmental administrators.

Q102: HOW WOULD YOU RATE DEAN KENNETH KAUSHANSKY ON THE QUALITY OF HIS ADMINISTRATIVE APPOINTMENTS?

Approximately 20% of the faculty responded to this question and approximately 40% of the responding faculty disapproved of his administrative appointments.

Representative comments:

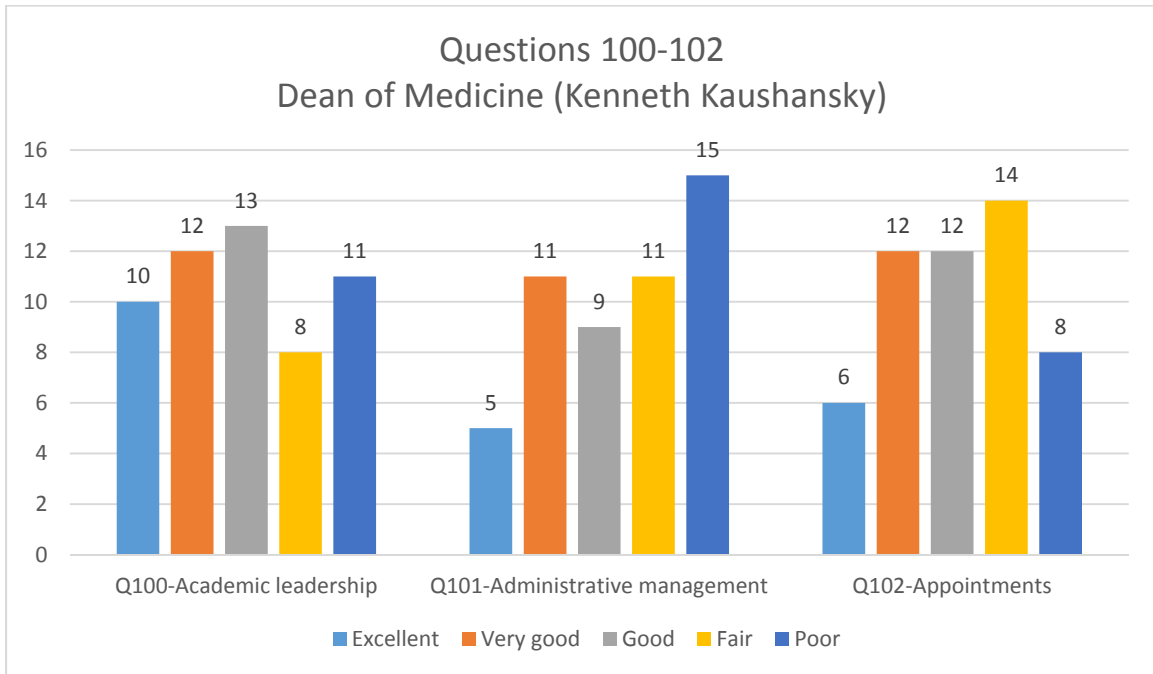
Has delegated most responsibilities for the research and educational missions of the school to a few overworked individuals, who so far are managing to keep things going.

He has eased out quality academic leaders while maintaining Associate Deans who do not have the support of the general faculty.

New hires have never visited my department.

Kept most of the existing associate and assistant Deans when they should have been replaced.

Seems to have selected individuals who carry out his wishes rather than a team with which to develop agendas.



Q103: TO WHAT EXTENT DOES DEAN KENNETH KAUSHANSKY INVOLVE FACULTY, STAFF, AND STUDENTS IN DECISIONS THAT AFFECT POLICY?

Less than 20% of the faculty responded to this question and of the 50 respondents approximately 72% were negative. .

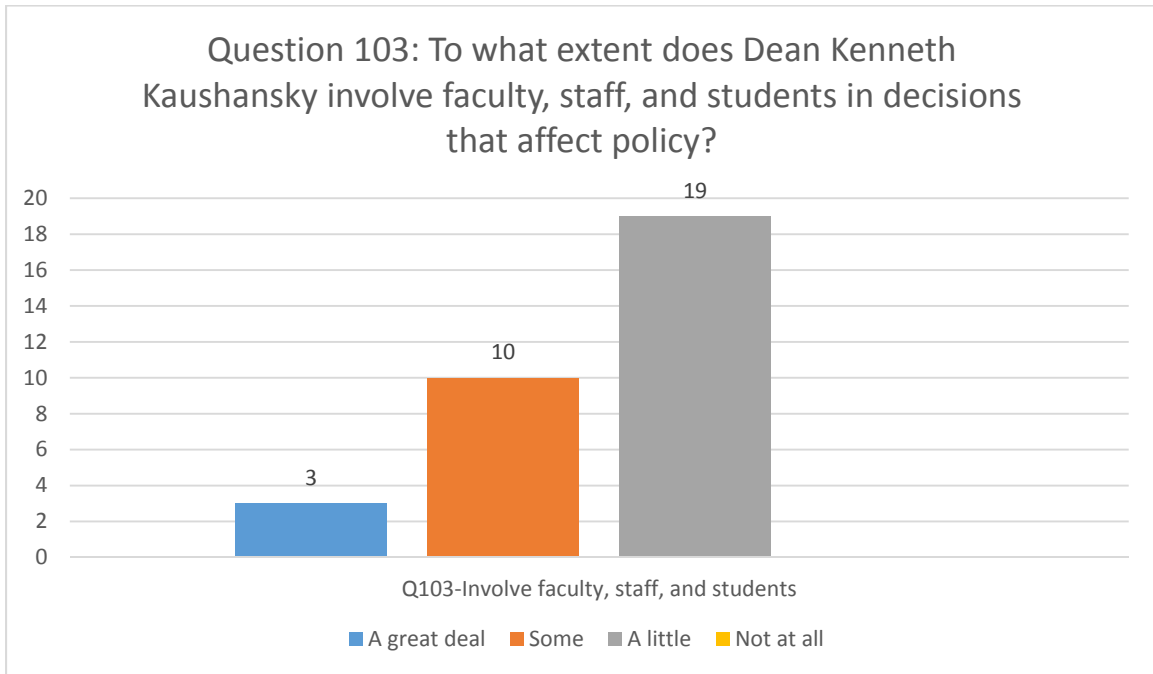
Representative comments:

I don't think he believes anyone's opinion matters but his own.

Fails to consult faculty. [He has a] serious problem with micromanagement. The Dean should not chair the Curriculum committee.

No clear indication of vision, poor people skills, no desire to involve faculty in a joint enterprise.

Seems to have an agenda but not clear what it is. It was not developed with broad SBU faculty involvement despite his visits to the faculty senate.



Q104: OVERALL, DO YOU APPROVE OR DISAPPROVE OF THE JOB THAT KENNETH KAUSHANSKY IS DOING AS DEAN OF THE SCHOOL OF MEDICINE?

Less than 20% of the faculty responded to this question and of the 50 respondents approximately 70% approved of the overall job he is doing as Dean of the School of Medicine.

Representative comments:

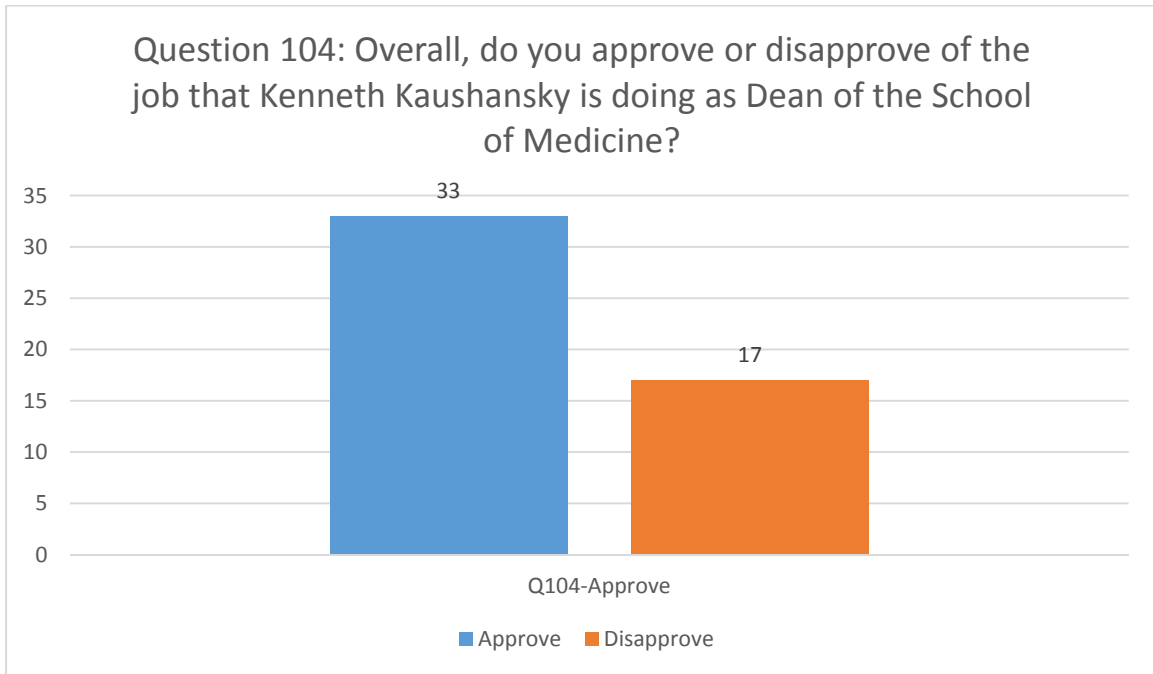
He is a strong leader with vision, but sometimes it seems to be tunnel vision.

I approve, with some caveats.

Micromanagement and failure to consult are serious problems that should be addressed

Overall approve, but would appreciate a more genuine effort to involve faculty in planning and inform faculty about future directions and decisions in a timely fashion.

STRONGLY disapprove. The environment he has created cannot continue if the SOM's goal is to compete with other top tier medical schools.



Summary

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q100. How would you rate Dean Kenneth Kaushansky on his academic leadership?	59.2	32.2	1.84
👉	Q101. How would you rate Dean Kenneth Kaushansky on his administrative management?	42.4	44.0	0.96
	Q102. How would you rate Dean Kenneth Kaushansky on the quality of his administrative appointments?	50.8	37.3	1.36
👉	Q103. To what extent does Dean Kenneth Kaushansky involve faculty, staff, and students in decisions that affect policy?	22.0	62.7	0.35
	Q104. Overall, do you approve or disapprove of the job that Kenneth Kaushansky is doing as Dean of the College of Arts & Sciences?	55.9	28.8	1.94

DEAN, COLLEGE OF ARTS AND SCIENCES

Q100: HOW WOULD YOU RATE DEAN NANCY SQUIRES ON HER ACADEMIC LEADERSHIP?

One hundred and sixty six Faculty, represented by the Senate, answered this question. Fifty six percent rated her academic leaderships as “Excellent” (30.1%) or “Very Good” (25.9%), 18.7% rated her as “Good” while only 18% rated her academic leaderships as “Fair” (11.4%) or “Poor” (6.6%); 7.2% had “No Opinion”.

Twenty four Faculty made written comments on the Dean Arts & Science’s academic leadership. All were positive except one, and the consensus is that she has done an excellent, job considering the financial pressures on the Collage of Arts & Sciences, during her administration.

Representative comments:

Under what have often been difficult circumstances the dean has demonstrated a good command of the college and its faculty, and has articulated a set of priorities that are consistent with the interests of CAS as a whole.

I have served in the domain of scores of academic officers during my time at Stony Brook. During that time there have been three truly great administrators: Andy Policano, Eric Kaler, and Nancy Squires. Nancy is part of that trilogy because she combine incredible technical competence with infinite patience, an incredible appreciate of the issues facing those in her domain, an incredible ability to reconcile contradictory demands, and a genuine commitment to all aspect of the academic mission of CAS (all disciplines, teaching, scholarship, professional service).

She has been an outstanding Dean of A&S. She listens well, she takes intelligent initiatives, and she represents her departments well to the Provost and President.

Q101: HOW WOULD YOU RATE DEAN NANCY SQUIRES ON HER ADMINISTRATIVE MANAGEMENT?

One hundred and sixty six Faculty, represented by the Senate, answered this question. Fifty six percent rated her administrative management as “Excellent” (30.1%) or “Very Good” (25.9%), 16.9% rated her as “Good” while only 18.6% rated her administrative management as “Fair” (11.4%) or “Poor” (7.2%); 7.2% had “No Opinion”.

Twelve Faculty made written comments on the Dean Arts & Science’s administrative management. The comments indicate that she is accessible and responsive to the Faculty but she was criticized on some of her budgetary decisions.

Representative comments:

Unpredictable raids on department & program budgets (or so they are portrayed at department level).

Mostly excellent; does a lot with few resources.

Nancy is always available to meet with faculty and hear their concerns. I think she tried to be fair in making difficult budget decisions.

She discusses issues and guides with wisdom.

Q102: HOW WOULD YOU RATE DEAN NANCY SQUIRES ON THE QUALITY OF HER ADMINISTRATIVE APPOINTMENTS?

One hundred and sixty six Faculty, represented by the Senate, answered this question. Forty seven percent rated her administrative appointments as “Excellent” (24.7%) or “Very Good” (22.3%), 14.5% rated her as “Good” while 15.6% rated her administrative appointments as “Fair” (11.4%) or “Poor” (4.2%); 22.9% had “No Opinion”.

Six Faculty made written comments on the Dean Arts & Science’s administrative appointments. The comments indicate that she has made both good and poor administrative appointments.

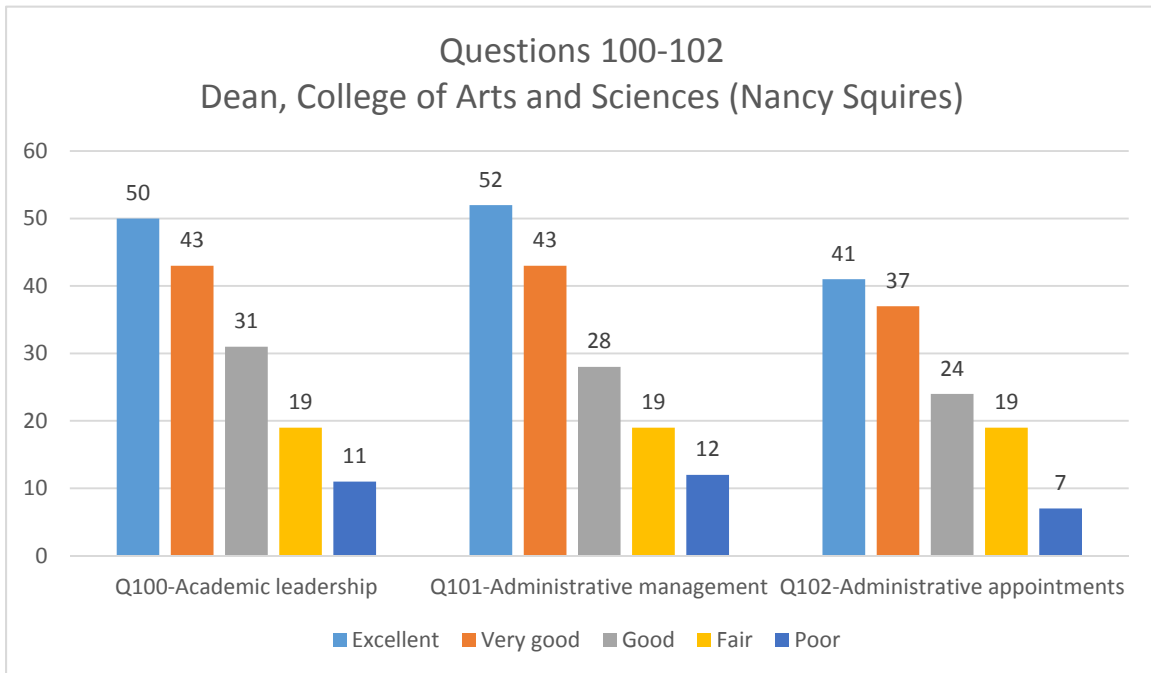
Representative comments:

In think it is impossible to be always right in these appointments and Dr. Squires has made considerable less than her share of mistakes. But -unusual for any administrator--she has actually acknowledged at least some of them.

Mixed, possibly due to difficulty in recruiting strong individuals into important positions.

She seems to let the science departments operate as autonomous old-boy clubs.

The geniality of the office has shot up with Andreas Koenig and Nicole Sampson and Suparna Rajaram.



Q103: TO WHAT EXTENT DOES DEAN NANCY SQUIRES INVOLVE FACULTY, STAFF, AND STUDENTS IN DECISIONS THAT AFFECT POLICY?

One hundred and sixty six Faculty, represented by the Senate, answered this question. Sixty three percent of faculty indicated that she involves faculty, staff and students in decisions that affect policy “A great deal” (38.6%) or “Some” (24.7%). Only 9.6% indicated she involved the CAS community “A little” while 6.0% that she involved them “Not at all”. Twenty one percent had “No Opinion”.

Twelve Faculty made written comments on the degree with which the Dean Arts & Science’s involves the CAS community in decisions that affect policy. The majority of the comments indicated that she consults with faculty, staff and students to an appropriate degree.

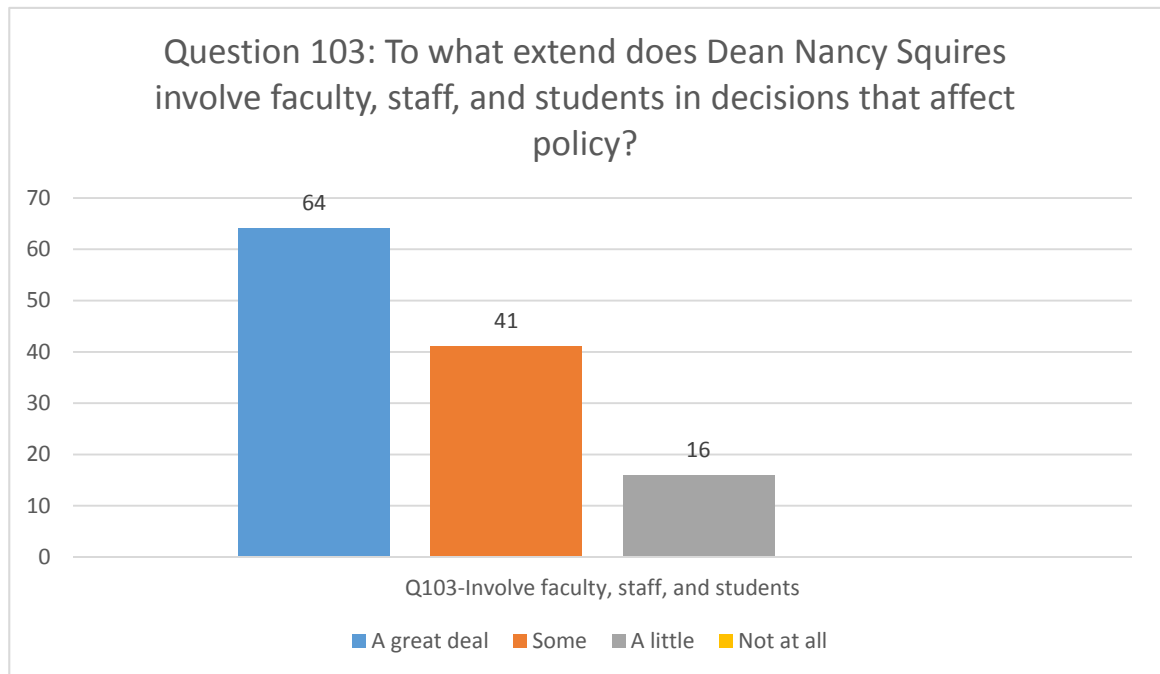
Representative comments:

She seems to have good rapport with the CAS senate.

To the appropriate extent. We wouldn't want a Dean who governed by majority vote.

An appropriate balance between consultation and leadership.

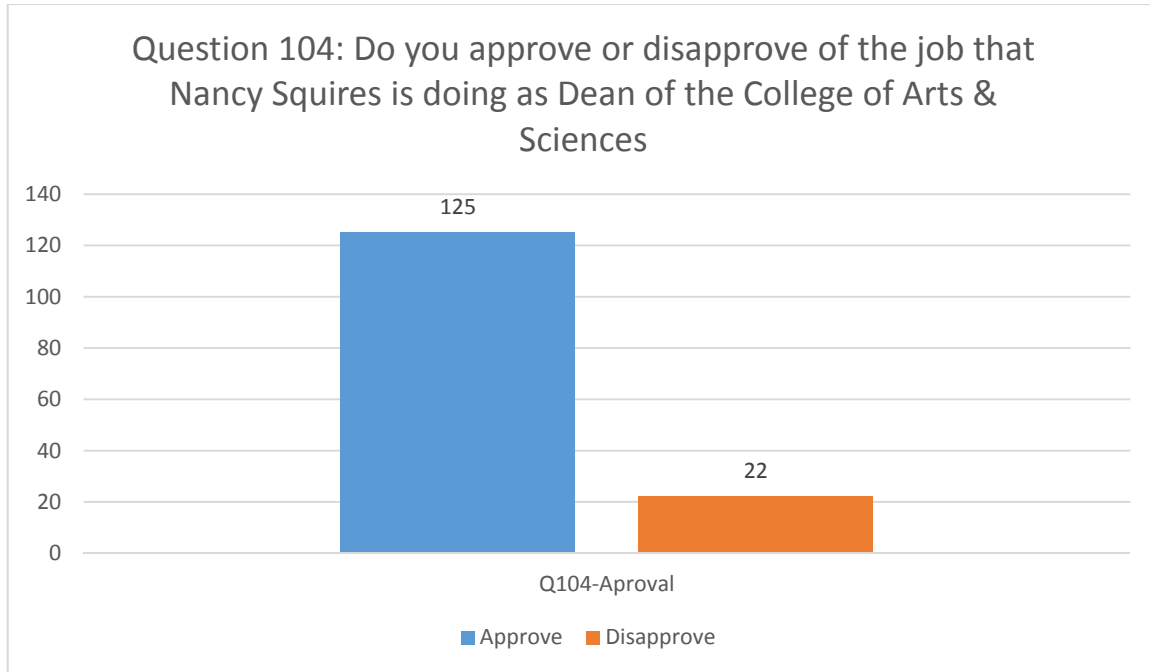
Better than any administrator I have worked under. By far.



Q104: OVERALL, DO YOU APPROVE OR DISAPPROVE OF THE JOB THAT NANCY SQUIRES IS DOING AS DEAN OF THE COLLEGE OF ARTS & SCIENCES?

One hundred and sixty six Faculty, represented by the Senate, answered this question. The vast majority (75.3%) of faculty “Approve” of the job that Dean Squires is doing while only 13.3% “Disapprove” and 11.4% have “No Opinion”.

Fourteen Faculty made written comments about their overall “Approval” or “Disapproval” of the Dean of the College of Arts & Sciences. The consensus is that she has been an effective Dean during a time of limited financial resources.



Representative comments:

Nancy Squires is probably the best dean we've ever had in the position. She is open to input and her actions (whether or not you agree with all of them) are invariably well-reasoned and well-explained.

The Dean could do even better with more resources.

She has been very good, and I hope her appointment is renewed.

Dean Squires has been disempowered by the upper administration. CAS apparently has no money and hence little power.

Notable	Question	Positive Percentage	Negative Percentage	Ratio
	Q100. How would you rate Dean Nancy Squires on her academic leadership?	74.7	18.0	4.15
	Q101. How would you rate Dean Nancy Squires on her administrative management?	74.1	18.6	3.98

2013 University Senate Survey

Notable	Question	Positive Percentage	Negative Percentage	Ratio
	Q102. How would you rate Dean Nancy Squires on the quality of her administrative appointments?	61.5	15.6	3.94
	Q103. To what extent does Dean Nancy Squires involve faculty, staff, and students in decisions that affect policy?	63.3	15.6	4.06
✓	Q104. Overall, do you approve or disapprove of the job that Nancy Squires is doing as Dean of the College of Arts & Sciences?	75.3	13.3	5.66