

Stony Brook University Diversity Plan
RESPONSES TO FALL 2017 TOWN HALL QUESTIONS

1. Were the international student statistics presented at the state of the university address falsified or underreported?

No statistics presented at the State of the University Address were falsified or underreported.

At the State of the University Address on September 27, 2017, President Stanley showed a slide about international students that illustrated the increase in fall headcount among **entering first-year students** over time (line chart), juxtaposed with the increase in the share of students at the undergraduate and graduate levels paying out-of-state tuition rates (pie charts). The statistics, showed on a line chart, on the slide includes only entering first-year students not the entire student population. The President focused on the recent downturn in international students in the first-year class because these statistics foreshadow how the student body may change in the future.

For reference, statistics for all international students are below, with entering first-year students broken out, as is a screen capture from his talk. More detail on enrollment statistics can be access via the [Stony Brook University Fact Book](#).

Fall Headcount Enrollment of International Students, Fall 2008 and Fall 2017

	Fall 2008	Fall 2017
Undergraduate	1,155	2,574
Entering first-year (class of 2012 and class of 2021)	154	437
All other undergraduates	1,001	2,137
Graduate	1,523	2,111

Source: [Stony Brook University Fact Book](#)
Slide from State of University

Response provided by the Office of Institutional Research, Planning & Effectiveness

2. Statistics show that there has been an increase in students who register with DSS since 2012. Will you be increasing the size of the DSS staff accordingly?

Since 2012, we have indeed increased our staff at [Disability Support Services \(DSS\)](#) with the addition of a full time licensed social worker. Plans are in the making to post another position shortly. It is also important to note that when adding staff, we look at other factors that reflect operations - such as the number of students who register for accommodations - rather than solely enrollment numbers. Efficiency of how business is conducted is assessed, ensuring the tasks assigned are assigned to the right people in an effort to leverage expertise.

DSS serves both the undergraduate and the graduate student populations at Stony Brook, on both East and West campuses.

Response provided by the office of Disability Support Services

3. I have noticed several buttons of automatic doors do not work. Who checks to see if each door works, and if someone notices that the automatic door does not work, who is the person to give that information to so it is fixed?

While there is no singular person tasked with regularly checking doors, there is a process through which faculty/staff can inform [Environmental Health & Safety](#) of non-working doors so they can be repaired. Accordingly, students and community members are encouraged to inform a faculty/staff member of any non-working automatic doors, so a proper work order can be issued

Response provided by Disability Support Services

4. Why is there a lack of diversity within the School of Dental Medicine? What do you plan to do create a more diverse and inclusive environment at the School of Dental Medicine?

We strive to embrace diversity, equity and promote an inclusive educational environment at the [School of Dental Medicine \(SDM\)](#). Equity, diversity and inclusion at the SDM are part of the building blocks of the 2017-2018 SDM Strategic Planning, which is getting underway now with a target completion of June 2018.

Our **predoctoral students** diversity profile reflects the diversity profile of US dental schools in general (see graphic below), however, there remains room for improvement. Programs in place to enhance recruitment of a diverse predoctoral student class are:

- Discover Dental School Scholars Program linked with the Academic Success and Tutoring Center
- Pre-Dental Society
- HOPE (Health Occupations Partnership for Excellence) Program
- Clara Barton High School Visit and Tour
- Roosevelt High School Visit and Tour
- National ADEA GoDental Recruitment Fair

Our **postdoctoral students / residents / graduate students / dental assisting students** are diverse in ethnicity, national origin, color, religion, socioeconomic status, and sexual orientation.

Hiring and pending recruitments follow the [University's Office of Institutional Diversity and Equity \(OIDE\)](#) and Affirmative Action/Equal Employment Opportunity (AA/EEO) guidelines to ensure diversity in ethnicity, national origin, color, religion, socioeconomic status, and sexual orientation.

Recent faculty and administrative staff hires / promotions and pending recruitments follow the University's Office of Institutional Diversity and Equity (OIDE) and Affirmative Action/Equal Employment Opportunity (AA/EEO) guidelines to ensure diversity in ethnicity, national origin, color, religion, socioeconomic status, and sexual orientation.

- At the SDM, the following **programs support an inclusive environment** for all students, faculty and staff - Annual student and resident training programs
- Administration, faculty, and staff participation in [R.E.D.I \(Responding to Equity, Diversity and Inclusion\) Program](#)
- Monthly Staff Forum
- Student organizations such as the [Hispanic Student Dental Association](#), [ASDA](#), and ADEA programming
- ADEA student leadership and participation in 2017 LGBTQ Conference at Hunter College
- ADEA Diversity Workshop Series
- Active participation in SBU Plan for Equity, Inclusion and Diversity Working Groups/Committees
- Staff representation at the Black, Faculty and Staff Association (BFSA)
- [Title IX Officer](#) on site

Response provided by the School of Dental Medicine

5. **How can we attract a more diverse student population into our graduate science departments, especially when some of these departments are very lacking in their**

diversity? What can we do to make our institution more appealing to the student populations that we are hoping to attract?

The [Center for Inclusive Education](#), as an interdisciplinary community of diverse graduate scholars that coordinates programming and funding to support underrepresented (UR) and underrepresented minority (URM) graduate scholar success has done a lot in the past 15 years to work towards this long term goal. The Center runs a variety of programs and activities to promote the success of our graduate scholars in the areas of academic and professional preparation, access to mentoring and advising and the support of an interdisciplinary community of underrepresented researchers. We were an early member of the National Science Foundation's Alliances for Graduate Education and the Professoriate ([NSF-AGEP](#)) efforts, and the [Turner Fellowship](#) has a 30 year history of supporting UR and URM graduate scholars. In some ways, Stony Brook has been ahead of our "competitors" in building diverse scholar recruitment and retention programming. We also cannot ignore the issue of cost. Stony Brook's STEM programs have worked diligently to remain competitive with our AAU counterparts in funding packages for PhD applicants, but the cost of living on Long Island is one of the highest in the nation. For example, when offered a \$28,000 funding package from Stony Brook or the same \$ value package from research comparable institutions in more affordable cities in Michigan, Illinois or Texas, how far a funding package dollar goes can also be a detractor.

Response provided by the Center for Inclusive Education

- 7. Many students have raised the concern that there are no all-gender restrooms on the east campus. Students who require an all-gender restroom on east campus are forced to wait to use a restroom for 12+ hours until they get home. What can you do to ensure we will have all-gender facilities on the east campus?**

Every floor in the Basic Science Tower has an all gender restroom, with the exception of level 2. The Health Science Tower has all gender restrooms on each floor, except (currently) level 4 due to construction - the facility will return to an all gender restroom when construction is completed.

We will be working to make sure all facilities are well-marked and easy to locate through signage, as well as potential updates to both the Health Sciences and Hospital websites to ensure information about the location of these facilities can be found.

Response provided by the Health Science Center

- 8. What is the male to female ratio of senior level administrators (above Director level)? What is the plan to increase the number of women in leadership roles on campus (e.g. AVP/VP level)?**

According to Stony Brook University's Office of Institutional Research, Planning, and Effectiveness, about 36% of senior level administrators are females.

We are always looking for opportunities to bring women into leadership positions and have made that commitment via the HeForShe initiative. We have increased the number of women in these roles in the last couple of years and will continue to seek out female candidates whenever there are vacancies for these positions. We have also been taking care to ensure that women and underrepresented minorities are asked to serve on our various campus committees and to represent the University in external committees. This will add to their leadership skills and knowledge of the institution.

Response provided by the Office of Institutional Research, Planning & Effectiveness and the Office of the President

- 9. What is the percentage of female full-time professors at Stony Brook University? What is the percentage of African American and Hispanic full-time faculty at SBU? Does the university think that any kind of effort should be made to retain female and minority faculty?**

According to data available as of November 2017, 25.6% of full-time faculty are women, 3.3% of full-time faculty identify as black, and 4.0% identify as Hispanic. The University has increased efforts for appropriate mentoring and professional opportunities for faculty, focusing on female and on minority faculty. A mandatory mentoring plan has been instituted by the provost office in all schools and colleges along with mentoring workshops, and the newly initiated leadership workshops will help support and better prepare our faculty for successful outcomes. Moreover within our Diversity Plan, as part of the recommendations from the faculty working group, funds have been allocated for the attendance of relevant discipline- and profession-specifics conferences all aimed to promote the careers of junior faculty with a focus on female and minority faculty. Overall, we are diligent in our efforts to support and nurture our faculty, especially female and minority so that they are successful in their discipline and career.

Response provided by the Office of Institutional Research, Planning & Effectiveness and the Office of the President

- 10. What are your plans for the hiring, mentoring and retention of disabled faculty and staff? Disabled students deserve disabled mentors visible available on campus, what are you doing to develop disabled people as leaders on campus?**

It is a violation of Federal Law to ask whether or not an individual has a disability. From the level of graduate student recruitment on, we are and will be reaching to

organizations and sites that include candidates with disabilities; for example <https://www.disabledinacademia.com/>, or AHEAD, the Association on Higher Education and Disabilities, and networking with national organizations, such as the [Institute for Accessible Science](#), and make presentations at meetings focused on career opportunities for disabled persons, such as the Career/Eco Virtual Graduate School Fair for People Living with Disabilities.

In addition, the University makes every effort to provide accommodations and support for our candidates, students and faculty with disabilities. As with all our faculty, we provide mentoring, and career development opportunities.

Response provided by the Office of the Provost

11. President Stanley has talked for years about advancing Diversity at Stony Brook, and convened various good committees to study the problem. However, where and when is the substantive funding coming to actually implement diversity enhancing programs, particularly in faculty hires, where Stony Brook lags terribly?

The Office of the President has already set aside \$1.5 million in new money to implement many of the initiatives that were sought by the campus community and included in the Plan, while an additional \$654,000 of existing money is funding other components. In the area of faculty recruitment, we have added money, changed our practices, made clear our expectations and will be supporting various pathway programs. Each school and college has been charged with assembling diverse pools of applicants for available faculty positions and we are encouraging faculty who sit on search committees to take the R.E.D.I. training to make sure that hidden bias does not creep into the hiring process.

Response provided by the Office of the President

12. Can you please add neuro-diversity to the language of the plan?

We have begun the conversation to include neuro-diversity in our Diversity Plan. In our efforts, we are researching how other institutions are include neuro-diversity in their diversity initiatives.

According to Psychology Today, "While many with [autism](#) wish to improve their social skills and cope with life in a more effective way, many of those who are not severely impaired see value in their unusual way of looking at the world. The neurodiversity

movement, a controversial one, embraces and celebrates the differences and unique abilities exhibited by people with autism."

Moreover, it was outlined at the Syracuse Neurodiversity Symposium, "Neurodiversity is a concept where neurological differences are to be recognized and respected as any other human variation. These differences can include those labeled with Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others."

Leadership will bring the question to the Advisory Council and Steering Committee to discuss these definitions and the possibility of including this in the University's diversity statement.

Response provided by the Office of the Chief Diversity Officer

13. Why is the only training in diversity at Stony Brook opt in? That is to say, why aren't all students required to go through trainings like sensitivity training, and implicit bias training, etcetera that increase awareness of issues surrounding diversity, bias and representation?

All new undergraduate students, both first time full time and transfer students are required to attend a one-hour diversity workshop during opening weekend that is presented by the Office of Multicultural Affairs. All first time full time students have an additional one-hour diversity lesson as a part of their required First Year Seminar.

We have begun working with various offices (Dean of Students, Office of Multicultural Affairs, Center for Excellence in Learning and Teaching, et al.) to explore some possibilities on how to include student involvement in our Diversity Implementation Plan and we will post them on our [Diversity Website](#) as they materialize.

Response provided by the Office of the Provost and the Office of the Chief Diversity Officer

14. Why doesn't the University involve its students, especially underrepresented minorities, in the hiring process of new administration and faculty? Shouldn't we (as students) have a say in the people who teach us and work for us in the administration?

As far as faculty are concerned, the departments do indeed involve students in the hiring process, as in most departments the faculty candidates give a seminar on their scholarship (which also reflects their teaching abilities) and then meet with groups of relevant graduate students. The input of the graduate students is valued and taken into consideration as the hiring decisions are made.

Response provided by the Office of the Provost

15. How does Stony Brook University plan to advance diversity among its graduate students when the stipends are at poverty level? This restricts many students from accepting their offer unless they're independently wealthy. Not economically diverse!

We agree that Teaching Assistant/Graduate Assistant/Residence Assistant (TA/GA/RA) stipends are a significant factor in the decision of applicants to come to Stony Brook University and in their ability to be successful once they become students. This is why we have worked hard to increase minimum stipends over the past few years. Keeping in mind that stipends in many fields are significantly above the minimum, our current minimum TA stipend is \$19,360, which is 28% higher than it was in 2012/13. This increase over the past five years has been partly due to contractual increases, but the bulk of the increase came from two voluntary investments by our university in the success of our graduate students. We added \$2,000 to the base stipend in 2013 and \$1,500 more in 2017. These investments were made because we understand how important stipends are for many of our graduate students.

We are committed to increasing TA stipends at Stony Brook University, but it is also important to note that our minimum stipends are not unusually low compared to other public research universities. Our minimum stipend is significantly higher than any of the other SUNY doctoral centers. Our minimum is higher than Berkeley and most of the Big 10 universities, and we are within \$1,000 of Michigan.

In addition, the Center for Inclusive Education in the Graduate School administers seven externally-funded support programs focused on promoting inclusive success. Several of these programs, including the flagship Turner Fellowship Program, provide stipends well above the university minimum.

Response provided by the Graduate School

16. In 2017 when private companies are required to provide some paid maternity leave, why is SBU lagging behind in this initiative? Maternity leave impacts families - but primarily working women. The lack of such support is crippling for families and particularly women.

SBU is part of the SUNY system, and employee benefits are negotiated at a Statewide level (not at the campus level), with respective unions, as applicable.

Currently, there is no requirement for private organizations in New York State to provide paid maternity leave. However, it should be noted that eligible Research Foundation (RF) employees may be able to use the provisions of the New York State Paid Family Leave law, which becomes effective January 1, 2018.

Among the benefits available to eligible SBU employees is the ability to take up to seven months of child care leave after the birth of a child. For those eligible, this is concurrent with leave taken under the Family Medical Leave Act, and permits an employee to use sick leave, or, with supervisor approval, vacation and/or holiday credits, to remain in paid status.

In addition, SUNY offers a wide array of benefits. These can be found at stonybrook.edu/hr/benefits/

For Benefits info contact our Benefits Department at 631.632.6180

For leave information contact:

State employees: 631.632.6181

RF Employees: 631.632.6180

Response provided by Human Resource Services

- 17. We are aware of the budget issue and the impact at various levels, but can you please clarify why it appears that women faculty and faculty of color are being targeted in layoffs and terminations? This seems antithetical to the diversity plan, especially in disciplines that have notable numbers of minority students.**

We have taken a systematic review, and continue to review, quality and impact of all academic programs. No particular units or departments have been targeted. We are eager to make sure that our deployment of resources; i.e., what funds are being put into which departments, aligns with student interests, student needs and student success.

Response provided by the Office of the Provost

- 18. Does the University/SUNY have a plan to investigate gender-based salary inequality and share the results with the community?**

At Stony Brook University, we investigate and address all complaints of salary inequity that we receive, and employees are encouraged to bring any such concerns to our Office of Inclusion, Diversity, and Equity. These complaints about individuals' concerns are created as confidential personnel matters and are not publicized. The University is constantly working to ensure pay equity through the use of external market surveys, as well as internal workforce data. We also comply with federal and state mandates, including those that limit inquiries about salary history in the recruitment process. Our goal is to attract and retain a diverse and qualified workforce that is compensated on a fair and appropriate basis.

Response provided by the Office of General Counsel