2024 University Senate Survey

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 spring 2024 "Survey of Faculty and Professional Staff" regarding Stony Brook Administrators and Services. This document contains a discussion of the results. Most survey respondents are employed full-time (91%) at Stony Brook University, with the remaining responses primarily part-time and on sabbatical. The respondents are primarily faculty (39%) and staff (45%) with the remaining either classified as research or not reporting.

This survey presents quantitative data and histograms of assessments of academic administrators and support services. The ratings of top administrators are significantly better than previous surveys. These data are accompanied by qualitative summaries of comments, including illustrative quotes. These chosen quotes give a sampling of the very diverse viewpoints of respondents. In some cases, the quotes have been modified to protect the identity of the responder.

This survey report is most notable for what is missing.
  A. Most Deans are not included in this report, either because they have served less than one calendar year in office, stepped down from office during or shortly after the survey was conducted, or their unit is relatively small and did not reach the threshold of 30 respondents that Senate surveys have historically used as a minimum number to preserve the privacy of respondents in that unit.
  B. Many services that have consistently been evaluated quite well in past Senate surveys were omitted in this survey (e.g., childcare services have consistently received a good rating). Some services that have received poor ratings in the past (e.g., building maintenance) have been re-evaluated in this survey.

Below is a summary of the results in which we designated positive notable results with a thumbs up emoji and notable negative results with thumbs down emoji. To receive a thumbs up, a question needed to have a 2.5 ratio of positive to negative responses and to receive thumbs down emoji a question needed to have a .65 ratio of positive to negative responses. Some of the questions in previous surveys were also asked in the current survey.

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q2.1: How would you rate the quality of the maintenance of the elevators on campus?	49	51	.94
😤	Q2.2: How would you rate the quality of the maintenance of the air conditioning and heating in your building?	39	61	.65
	Q2.3: How would you rate the quality of the maintenance (e.g., waste removal, periodic cleaning) of the office in which you spend most of your on-campus time?	59	41	1.46
	Q2.4: How would you rate the quality of the maintenance (e.g., frequency and cleanliness) of the bathrooms in your building?	63	37	1.70
	Q2.5: How would you rate the quality of the physical aspects (e.g., faucets) of the bathrooms in your building?	53	47	1.12
	Q2.6: How would you rate the quality of the maintenance of classrooms?	62	38	1.61
	Q2.7: How would you rate the speed and quality of response to building and office repair and rehabilitation requests?	55	45	1.22
😉👍	Q3.2: Do you find Brightspace user friendly?	84	16	5.13
	Q3.3: How would you rate the quality of classroom hardware (e.g., projectors, lectern computers, laptop connection cables, etc.)?	66	34	1.94
😤	Q4.1: How would you rate the availability of free parking on campus?	39	61	.64
	Q4.2: How would you rate the availability of paid parking on campus?	51	49	1.03
	Q4.3: How would you rate the maintenance of campus parking facilities?	51	49	1.04
	Q4.4: Do you find the campus parking maps helpful?	71	29	2.50
😤	Q4.5: The university is considering removing the distinction between student and free faculty/staff parking. Do you support this possible change to the parking policy?	23 (Yes)	77 (No)	.30
	Q4.6: Would you use faculty/staff parking at the campus side of the LIRR station, if available?	21 (Yes)	79 (No)	NA

Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q5.2: To what extent do you agree with the University Administration enforcement of University policies in response to the protests?	71	29	2.41
😉👍	Q6.1: It is important for the President of the University to communicate his/her vision for the University. How would you rate the University President (Maurie McInnis) on her vision for the future of Stony Brook?	72	28	2.58
	Q6.2: How would you rate the University President (Maurie McInnis) on leadership?	69	31	2.21
	Q6.3: How would you rate the University President (Maurie McInnis) on the quality of administrative appointments?	57	43	1.35
	Q6.4: How would you rate the Office of the University President on administrative management, including accessibility, responsiveness, and budgetary decisions?	56	44	1.28
😉👍	Q6.5: How would you rate the University President (Maurie McInnis) on her representation of Stony Brook's needs to Albany and the outside community?	74	26	2.82
	Q6.6: To what extent does the University President (Maurie McInnis) involve faculty and staff through the governance structure in decisions that affect policy?	54	46	1.19
😤	Q7.1: To what extent do you understand the role that the Provost (Carl Lejuez) is playing in the academic programs of your East Campus school? Question for only Health Sciences.	37	63	.58
😉👍	Q7.2: To what extent do you understand the role played by the Office of the Executive Vice President of the Health Sciences (William Wertheim) in the governance of your East Campus school?	73	27	2.69
😉👍	Q7.3: How would you rate the Provost (Carl Lejuez) on his vision concerning the academic future of Stony Brook?	78	22	3.59
😉👍	Q7.4: How would you rate the Provost (Carl Lejuez) on leadership?	77	23	3.27

| Notable	Question	Positive Response (%)	Negative Response (%)	Ratio
	Q7.5: How would you rate the Provost (Carl Lejuez) on the quality of administrative appointments?	70	30	2.31
😜👍	Q7.6: To what extent does the Provost (Carl Lejuez) involve faculty and staff through the governance structure in decisions that affect policy?	72	28	2.63
	Q7.7: How would you rate the Office of the Provost on administrative management, including accessibility, responsiveness, and budgetary decisions?	66	34	1.94
	Q8.3: How would you rate the Office of the Vice President for Research on administrative management, including accessibility, responsiveness, and budgetary decisions?	64	36	1.74
	Q8.4: How would you rate the Office of the Vice President for Research on development and support of new research initiatives?	67	33	2.00
😜👍	Q8.5: How effective is the Office of Sponsored Programs in terms of the speed and quality with which they process and submit grant proposals?	84	16	5.12
	Q8.6: How effective is the Office of the Vice President for Research in the management of grants once they have been awarded?	72	28	2.57
	Q8.7: How would you rate the services of iLab?	54	46	1.15

Maintenance

Responses to the maintenance questions (along with comments) reflect the multi-tier status of campus buildings. Positive scores are associated with the newer or refurbished buildings on campus, while the negative scores are generally associated with the older or temporary buildings. The comments, some of which are shown below, indicate great dissatisfaction with the condition of selected buildings. The survey did not request responders to identify the building they worked in, but many comments referred to specific buildings. For any such comments we organized them by building. For those comments that did not identify a specific building, we included them in general categories (AC/HEAT, Bathrooms, etc.)

General themes include the conditions in the elevators, the bathrooms, classrooms (maintenance and cleaning only) and the individual offices of faculty and staff,

Q2.1: How would you rate the quality of the maintenance of the elevators on campus?

Of the 1,099 respondents who rated the quality of elevator maintenance, 48.5% rated it Excellent or Good while 51.5.3% rated it as Fair or Poor. The positive/negative ratio was 533:566 (.94:1).
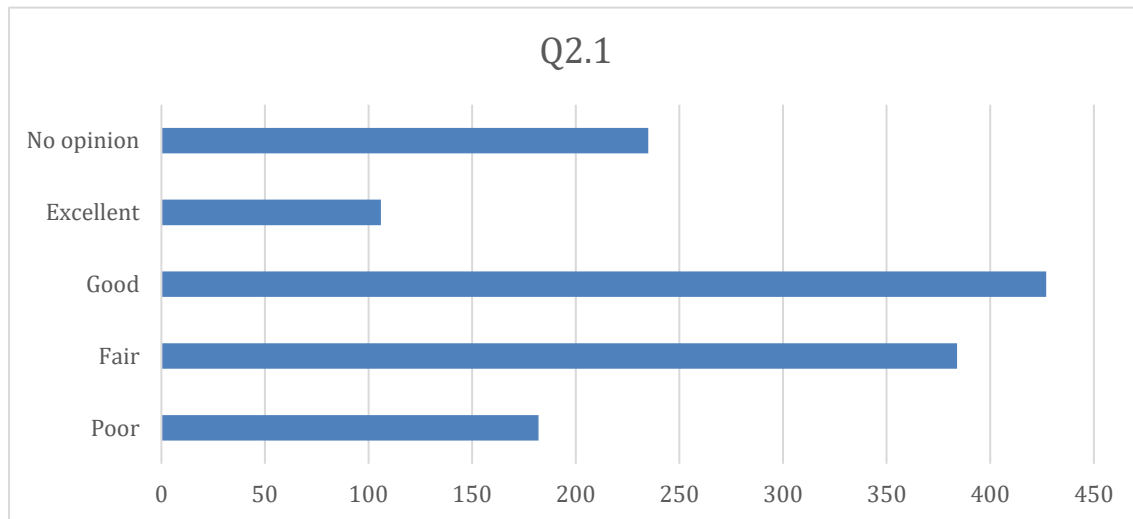
Q2.2: How would you rate the quality of the maintenance of the air conditioning and heating in your building?

Of 1,285 respondents who rated the quality of AC maintenance, 39.3% rated it as Excellent or Good while 60.7% rated it as Fair or Poor. The positive/negative ratio was 505:780 (.65:1)
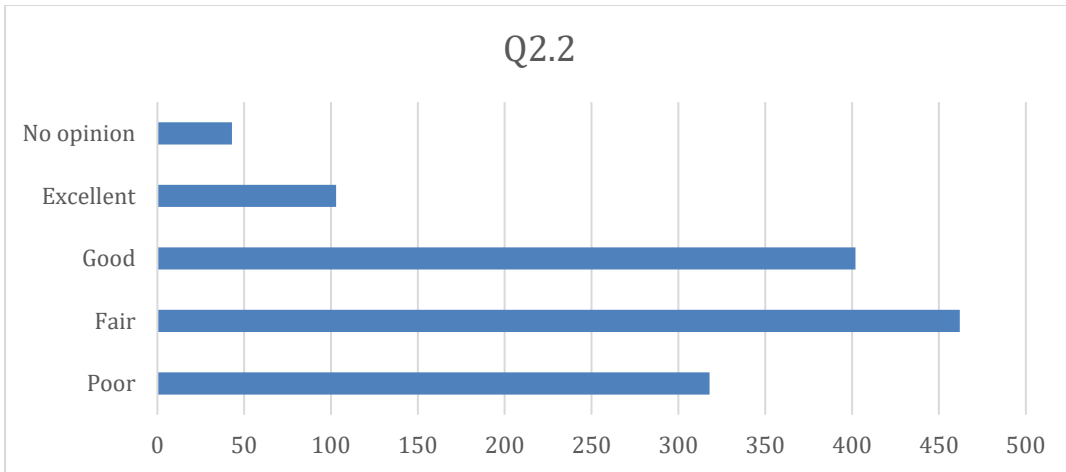
Q2.3: How would you rate the quality of the maintenance (e.g., waste removal, periodic cleaning) of the office in which you spend most of your on-campus time?

Of 1,289 respondents who rated the quality of office maintenance, 59.3% rated it as Excellent or Good, and 40.7% rated it as Fair or Poor. The positive/negative ratio was 765:524 (1.46:1).

Q2.4: How would you rate the quality of the maintenance (e.g., frequency and cleanliness) of the bathrooms in your building?

Of 1,303 respondents, 63.0% rated the quality of bathroom maintenance as Excellent or Good, and 37.0% as Fair or Poor. The positive/negative ratio was 821:482 (1.70:1).
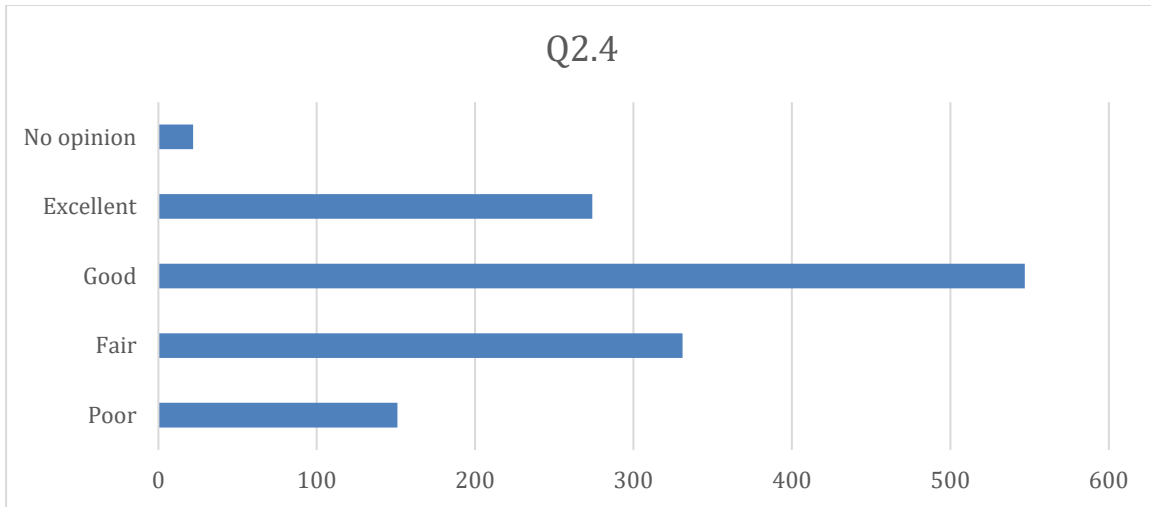
Q2.4

Q2.5: How would you rate the quality of the physical aspects (e.g., faucets) of the bathrooms in your building?

Of 1,303 respondents, 52.9% rated the quality of bathroom physical aspects as Excellent or Good, and 47.1% as Fair or Poor. The positive/negative ratio was 689:614 (1.12:1)
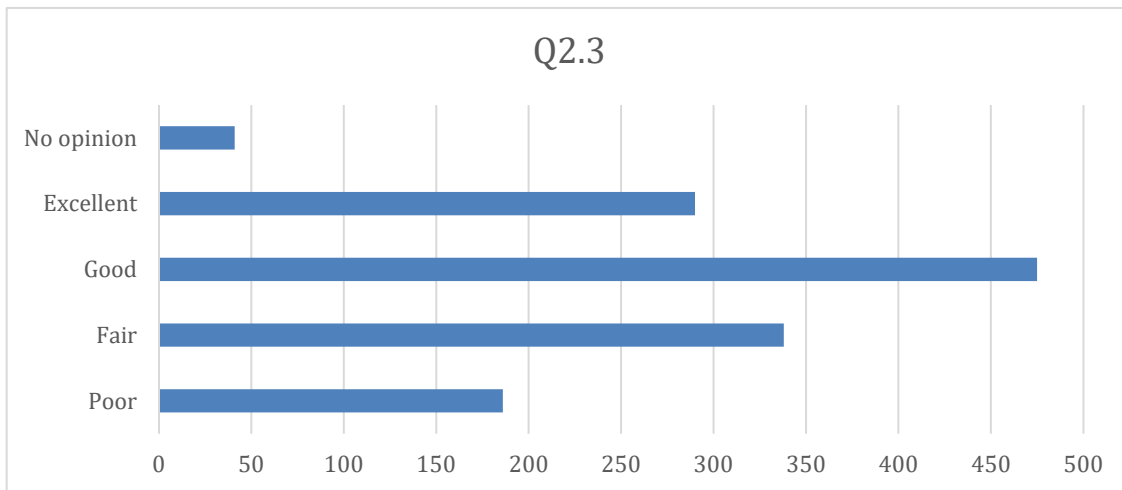

Q2.5
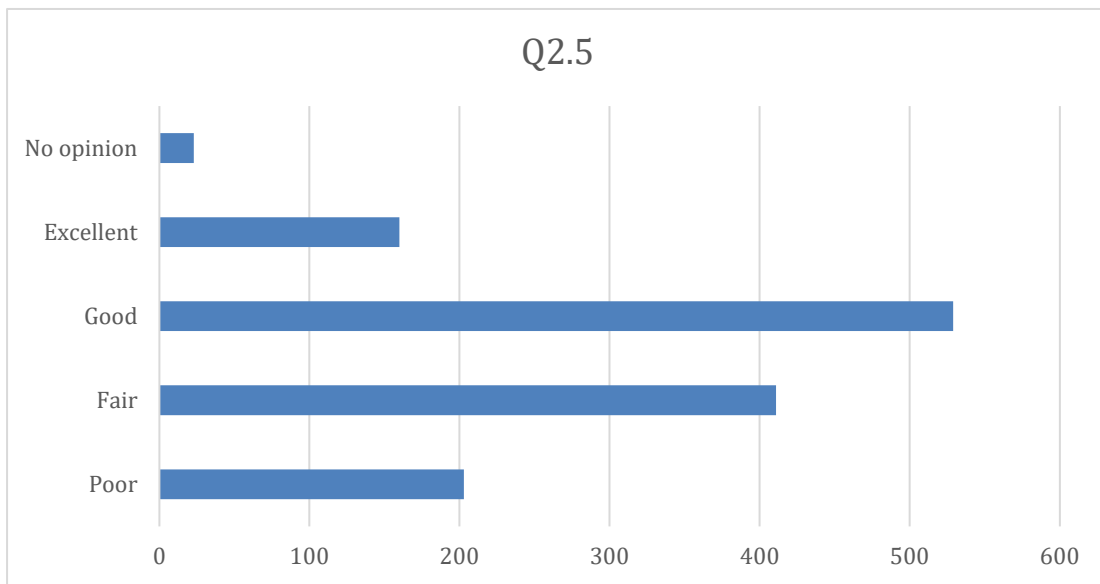
Q2.6: How would you rate the quality of the maintenance of classrooms?

Of 710 respondents, 61.7% rated the quality of classroom maintenance as Excellent or Good, and 38.3% as Fair or Poor. The positive/negative ratio was 438:272 (1.61:1)

Q2.6

Q2.7: How would you rate the speed and quality of response to building and office repair and rehabilitation requests?

Of 1,041 respondents, 55.0% rated the speed and quality of office maintenance responses as Excellent or Good, and 45.0% as Fair or Poor. The positive/negative ratio was 573:468 (1.22:1)
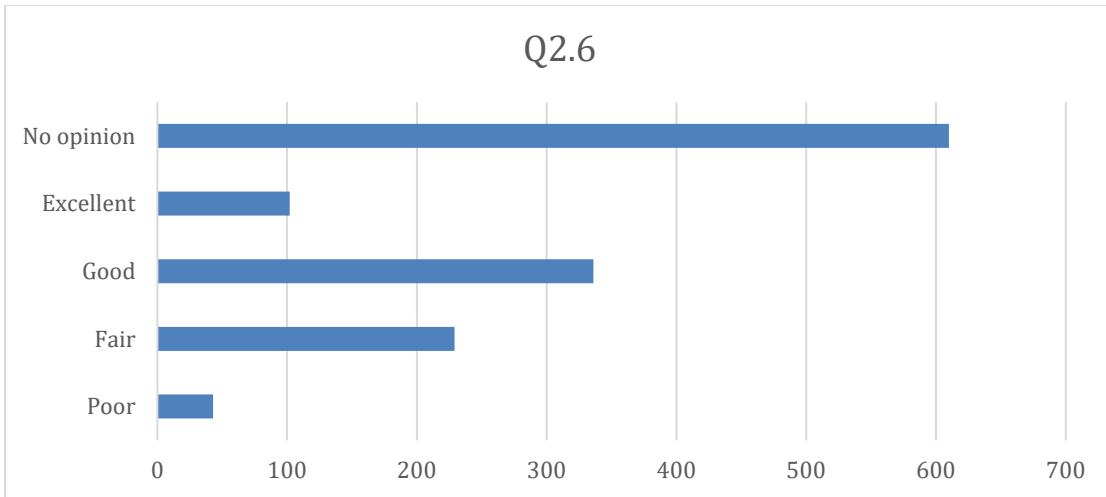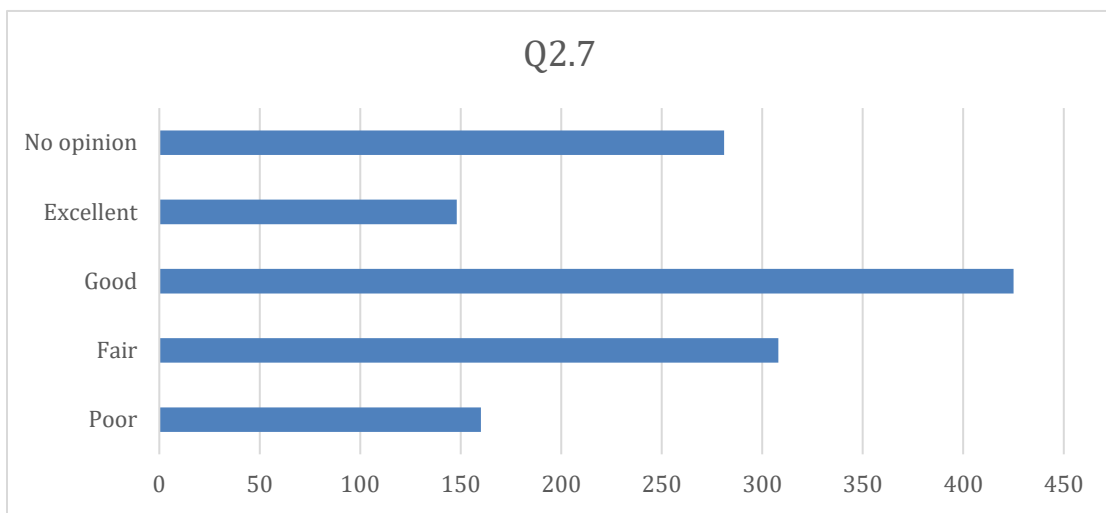

Q2.7

Comments

There were 15 pages of comments about Maintenance on a range of issues. The themes listed here reflect the tenor of most comments; necessarily some specific points are missing. Despite the overall positive quantitative scores, complaints outnumbered compliments.

439 respondents provided comments, virtually all expressing significant displeasure with various aspects of building maintenance. The sheer scope of these comments is overwhelming. All of these comments are provided in a separate report to help guide the administration towards an action plan to rectify the problems. A sample of the comments is provided below. The comments covered the spectrum of building features (e.g., bathrooms, trash, elevators, AC, structure, etc.) and included specific mention of many of the older and larger buildings on campus. Of note is the number of respondents who commented

on the condition of bathrooms. It is clear from the comments that the bathroom cleaning policies of the university are insufficient to maintain cleanliness in many buildings.

The survey did not request responders to identify the building they worked in, but many comments referred to specific buildings. For any such comment, we organized them by building. For those comments that did not identify a specific building, we included them in general categories (AC/HEAT, Bathrooms, etc.)

Summary and Selected Comments

> *The stairwells are always dirty. The university should be more "climate conscious" and encourage greater use of stairs. Making them clean and appealing will encourage greater use. My heat does not always work, it depends on whether my neighbor's heater is on. The bathroom fixtures are old and there are stains around the faucets. On the weekends, bathrooms on SBS 3rd floor should be cleaned because many children and families use them. There are classes held there and students study in the lounge. The pool locker rooms are filthy*

Buildings

Individual building issues will be discussed in a separate document, but the majority of comments concerned the unpredictability and inaccessibility of the elevators, the inconsistency of the HVAC systems, and the cleanliness of the bathrooms and offices.

Elevators

69% of respondents rated the maintenance of elevators as fair to excellent but only 8% rated it as excellent.

> *Elevators in residence halls and other buildings on campus need upgrades.*

Air Conditioning and Heating

73% of respondents rated the maintenance of AC and Heating as fair to excellent but again only 8% rated it as excellent.

> *HVAC systems repair in our building has caused dust and particles to fall onto desks below, when we asked to have the vents covered, they responded that the work would be done in a week.*

Office Cleaning and Maintenance (periodic cleaning and trash removal)

83% of respondents rated the maintenance of their office space as fair to excellent

> *Facility maintenance of the Long Island State Veterans Home is excellent. We have a dedicated team in both physical plant and environmental services that keeps our Home in first class shape for the veterans we are so honored to serve. We routinely receive high marks in customer satisfaction surveys as it relates to our buildings.*

> *Maintenance and cleanliness are first-rate. Facilities are adequate -- we are working well with what we have*

> *Facilities/Maintenance on the Southampton campus is excellent.*

I do not blame the maintenance staff for the poor quality of offices, classrooms, etc. They do the best they can and work hard. They are simply overstretched, and the buildings are old, and have been poorly maintained for decades. Either the state does not provide enough funds, or the administration has not been allocating funds toward maintenance staff, materials, or both.

Since returning from Covid, our offices have been fighting to get basic trash removal.

Only within the past 2 weeks, after years of requests, has our trash removal been restored. As for maintenance requests through the FIXIT system, many of my requests have been ignored.

Usually, when a work order is submitted, it takes about 3-5 months for it to be repaired.

The department budget should not be responsible for building maintenance and repair issues. If there is remediation necessary (for asbestos in the floor/carpet glue) the high cost should not be for the department to cover. Issues such as mold for water intrusion should not fall on the department. There is a sense to "let things go" because the question is "who is going to pay for it?" It is frustrating to keep seeing the same maintenance and repair issues persist because of lack of funds and passing the buck off to the department

Despite several complaints from several people the rugs in our office do not get vacuumed. Also, whatever floor wax or cleaner they are using in our breakroom smells like vomit. The cleaner was only removing garbage in our breakroom and not removing the garbage bag with the garbage. So, for several weeks the kitchen smelled bad from the refuse bin and the floor. They brought in a new cleaner recently and did not seem to provide training. He included removal of all recycling with the garbage in the same bag. Previous cleaners mentioned that there is no training, they just drop you off at the building. The building manager takes no responsibility and lies about the building being vacuumed but if it was vacuumed, the detritus in my office would disappear, yet it doesn't, and I never see or hear anyone vacuuming.

Maintenance is terrible, especially cleaning services. Office floors are never cleaned --- they probably have not been cleaned in 10 years. The removal of trash is very poor. It is inconsistent. There is something stinking at the bottom of my garbage can that has not been cleaned up. The cleaners keep hiding it under garbage bags but never remove it. The state of recycling is a disgrace. I have often seen the cleaning crew simply dump paper recyclables with trash.

Bathrooms

87% of respondents rated the cleaning maintenance of bathrooms in their buildings as fair to excellent. 83% rated the condition of physical components of bathrooms (toilets, sinks, faucets) as fair to excellent.

My assumption is that housekeeping is understaffed and inundated with requests. Our garbage is routinely over filled in 4-186 (EMS) and the bathrooms on (EMS) and the bathrooms on level 4 are universally gross and in poor condition. Most staff leave the area to use a cleaner facility

The restrooms on our floor are clearly not cleaned regularly, and we can go days without soap or towels

Routine housekeeping quality is poor, filthy bathroom, no regular office cleaning and garbage removal. Hallways have not been cleaned for months Bathrooms always seem to be broken, flooded or awful smelling

Classrooms

51% of respondents rated maintenance of classrooms as fair to excellent

Classrooms are usually filthy, with trash and debris on floors, sticky desks and tables.

Building Repair and Rehabilitation Response Requests

66% of respondents rated the response and rehabilitation time to requests as fair to excellent

Everything is clean, but the faucets in the bathroom are always leaking. Elevators are repaired constantly and quickly, although it makes me worry about their general fitness for having to be fixed so often. The AC and heat work fine but seem to switch between heat and AC throughout the week. Grounds look great, always.

FIX IT works well and is usually responsive. Recognizing the perennial budget issues that SBU faces, including its impact on facilities, the maintenance / facilities people on campus with whom I have interacted have been supportive, friendly and easy to work with. This is probably not enough, and they should hear it. They are very much appreciated.

Many building managers do not check for maintenance issues in their buildings, most a/c and heating systems are antiquated and the maintenance department only has money to put band-aids on the problems and the plumbing, electrical, carpentry, and grounds departments have the same problems .Many of the larger projects are done by outside contractors with no warranties on work done and often there are building issues within months of project completion costing the maintenance departments 100s of thousands to repair (e.g. Javits, student union, new computer science, Chavez and Tubman)among the most prominent problems. Poor planning starts at the top and no one is held responsible for these issues, The information system is antiquated man hours are wasted going to work orders that are either done already or unable to be accessed because the Building Manager. is not around or does not exist in that building. These are just some of the issues in the academic and residence buildings.

Janitorial service feels non-existent. Everywhere I go, including my office, conference rooms, classrooms is filthy. I think this is the result of two variables. First, a change in the structure of janitorial services in mid 2010s. Before that, we had janitors assigned to buildings, and they had a sense of ownership over their space. We had cleanliness. Now, janitors are assigned wherever needed or across buildings. Secondly…smaller staffing. The reduction in service has gone on so long that it almost feels like the accumulated dirt is to the point of toxic and/or dangerous in some locations. Just one example: After the flood, the floors in some buildings have become very sandy. Day after day, you feel very unsteady if your shoes have a smooth sole. At one point during the semester, the sand on the high gloss floors of the union was very dangerous. That seems to have been addressed, but other buildings have not…

Something about the current system doesn't appear to be working for either management or the janitors doing the work.

3.1. Technology Support

Q3.2: Do you find Brightspace user friendly?

Of 366 respondents who had an opinion, 83.7% found Brightspace user friendly while 16.3% did not find it user friendly. The positive/negative ratio was 306:60 (5.1:1). If we look at the results for just west campus faculty, we see that 233 of the 288 (81%) responding faculty use Brightspace and only 36 of those (15%) reported it as not user friendly.
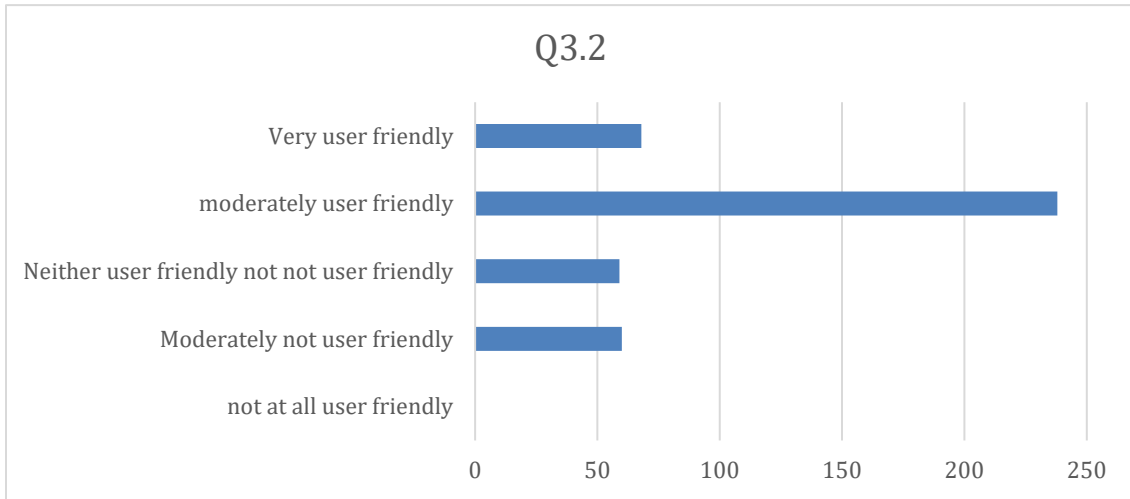
Q3.3: How would you rate the quality of classroom hardware (e.g., projectors, lectern computers, laptop connection cables, etc.)?

Of 420 respondents who had an opinion, 66.0% expressed a positive view of classroom hardware while 34.0% did not. The positive/negative ratio was 277:143 (1.9:1).
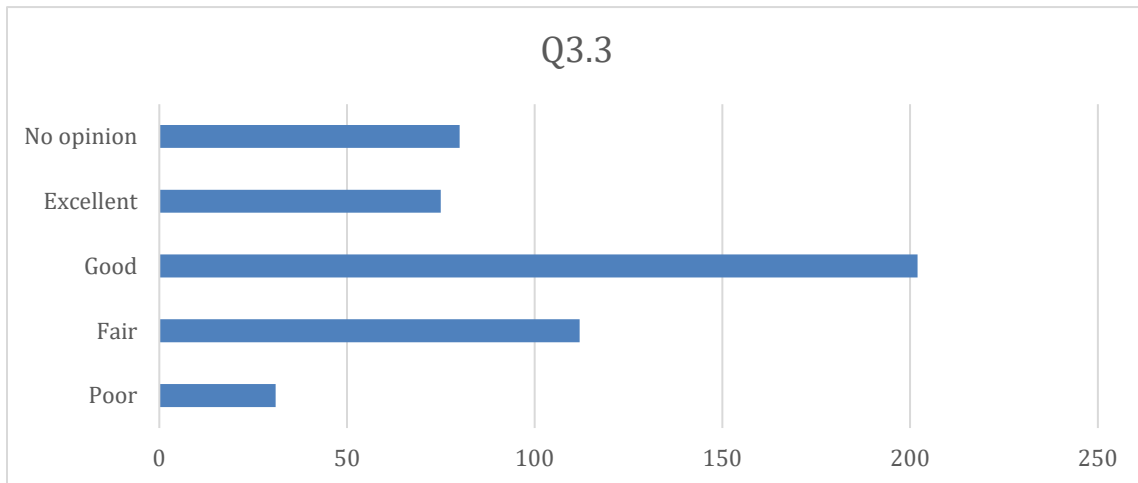
Selected Comments

A majority (70%) of the 1288 respondents do not use Brightspace, and of those who do and expressed either a positive or negative opinion, only 16% find it not user-friendly. As noted above, a similar

percentage is found when only west campus faculty are analyzed. However, a substantial number of comments were negative about the facility of using Brightspace. Oddly, many of the negative comments were provided by respondents who did not express a negative rating of Brightspace.

The majority (55%) of respondents were generally positive about the availability and condition of classroom hardware with generally negative comments being about the set-ups in some of the classrooms and the absence of cables for computers and/or MAC compatibility. There were some concerns about internet connections being unstable (Life Sciences) and it appears that the newer the building, the better the technology. There were concerns expressed about the inability of hearing-impaired and visually-impaired students to function in several of the classrooms due to lack of technologies that provide accommodations.

Brightspace:

Brightspace is not an upgrade from Blackboard, more of a lateral move. Slightly harder to use if anything and still slow and cumbersome.

Good for announcements to students.

I am quite familiar with Brightspace now. However, the system was difficult to learn. So far, I have not seen any comprehensive manuals or good training videos.

I hated Blackboard so much I was happy to see it go. But I might hate Brightspace more. Certain functions simply don't work. Things that should be easy (1 or 2 steps) are much too complicated (5-6 steps). The mass email function is unreliable (sometimes takes hours for the message to go out). The way it creates daily/weekly modules is not intuitive for students.

The organization of Brightspace is poor, hard to find items; very difficult to change course organization from year to year, direct upgrade from prior years does not help.

Brightspace is a challenge to organize material, impossible to copy material from.

Brightspace is difficult to manage. I spend an inordinate amount of time trying to navigate through it. The same comment applies to classroom hardware.

I wish there was a walk in help site for Brightspace, issues come up frequently as I use it more and it is time consuming to try to get help. I do not like the quiz / test tools, they are cumbersome and too time consuming to use, I have had issues with the attendance aspect not keeping information that I know was entered and have not found a solution for these issues

Technology - hardware:

it would be good to have management of all seminar room AV by the same group that does the AV for classrooms. I love the new wireless broadcasting system to screens.

The wireless conversion that DoIT has done to many of the classrooms is wonderful. It's such a treat not to have to shlep a laptop and plug in a zillion cables.

The large lecture halls in Javits are great except for the whiteboard having a metal bar that runs down the middle- making it difficult to draw diagrams

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... Some classrooms have an awkward set up so that your back is facing the students when you are working at the computer.... ideally, all classrooms with a wireless keyboard and no monitor would have a keyboard with a separate mouse -- the track pad keyboard is often very challenging to use.

Please don't locate hardware and podia in ways that limit blackboard or whiteboard use. The boards are essential for a lot of important SBU teaching.

inconsistency in classroom hardware - some buildings have adequate setups and others require so many different pieces to teach a basic class (e.g., SBS rooms are terrible; Harriman has limited to no classroom hardware.)

Our physical accommodations are not equal to our academic excellence. Please fix this place.

The wireless conversion that DoIT has done to many of the classrooms is wonderful. It's such a treat not to have to shlep a laptop and plug in a zillion cables.

The large lecture halls in Javits are great except for the whiteboard having a metal bar that runs down the middle- making it difficult to draw diagrams

Parking

Parking has been an ongoing negative issue in the past surveys. Whether it is the price, availability, or conditions, the consensus is that the university is not doing well by the students nor the faculty. Accessible and available free parking is located far from several buildings on campus, and many professors feel that they will be late to class if they make any stops. The west campus parking garage is in disrepair and parking is often only available on the top levels. In addition, if parked in Handicapped spaces on the 2nd level, one cannot access them after 7 PM due to the closing of the Administration building. East campus parking is even worse than west campus parking according to survey comments, with the main garage in a constant state of repair, poor signage, and lack of a sufficient number of parking spaces.

Q4.1: How would you rate the availability of free parking on campus?

Of 1,059 respondents who had an opinion on the availability of free parking on campus, 38.9% had a positive opinion and 61.1% had a negative opinion. The positive/negative ratio was 412:647 (.64:1).

Q4.1
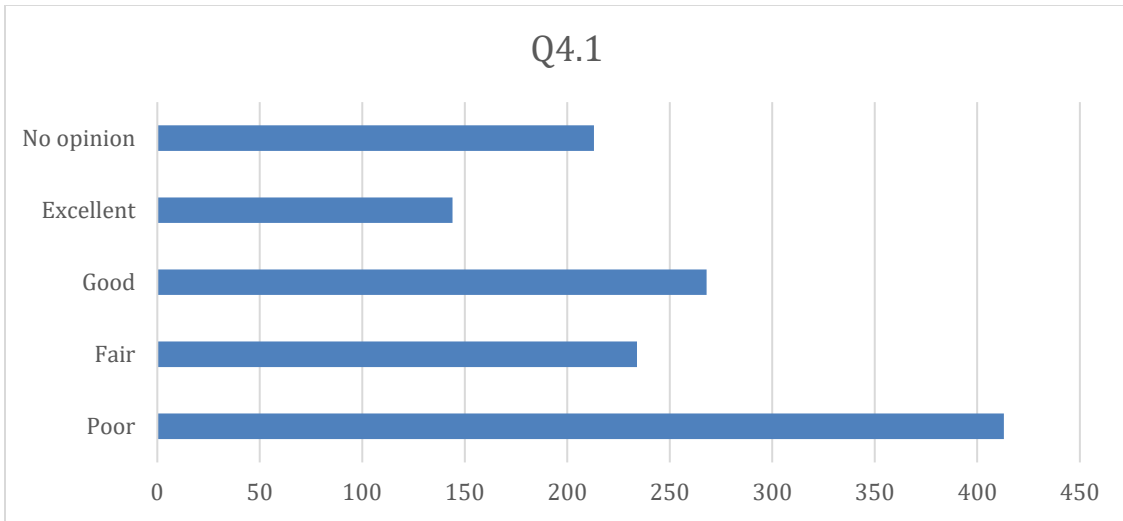
Q4.2: How would you rate the availability of paid parking on campus?

Of 928 respondents who had an opinion on the availability of paid parking on campus, 50.6% had a positive opinion and 49.4% had a negative opinion. The positive/negative ratio was 470:458 (1.03:1).

Q4.2
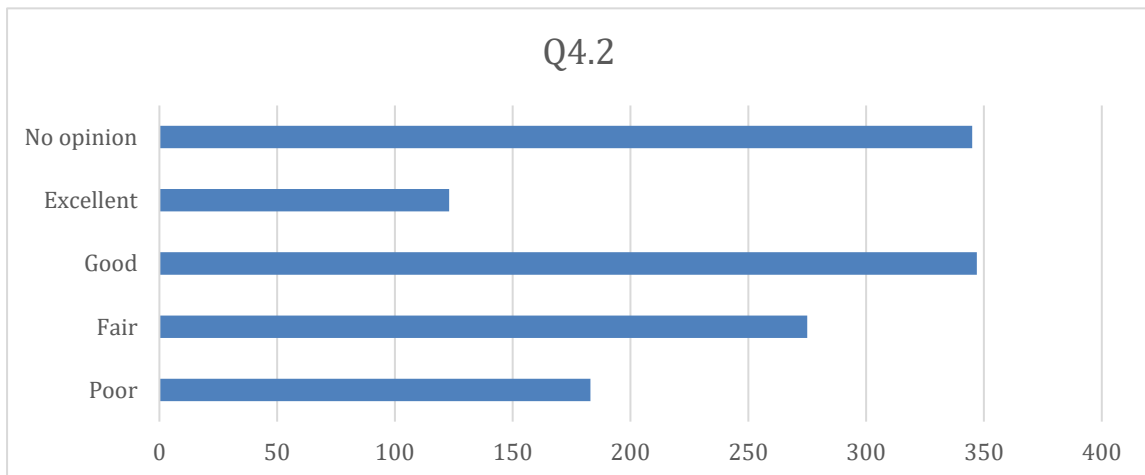
Q4.3: How would you rate the maintenance of campus parking facilities?

Of 1,133 respondents who had an opinion on the maintenance of campus parking facilities, 50.9% had a positive opinion and 49.1% had a negative opinion. The positive/negative ratio was 577:556 (1.04:1).
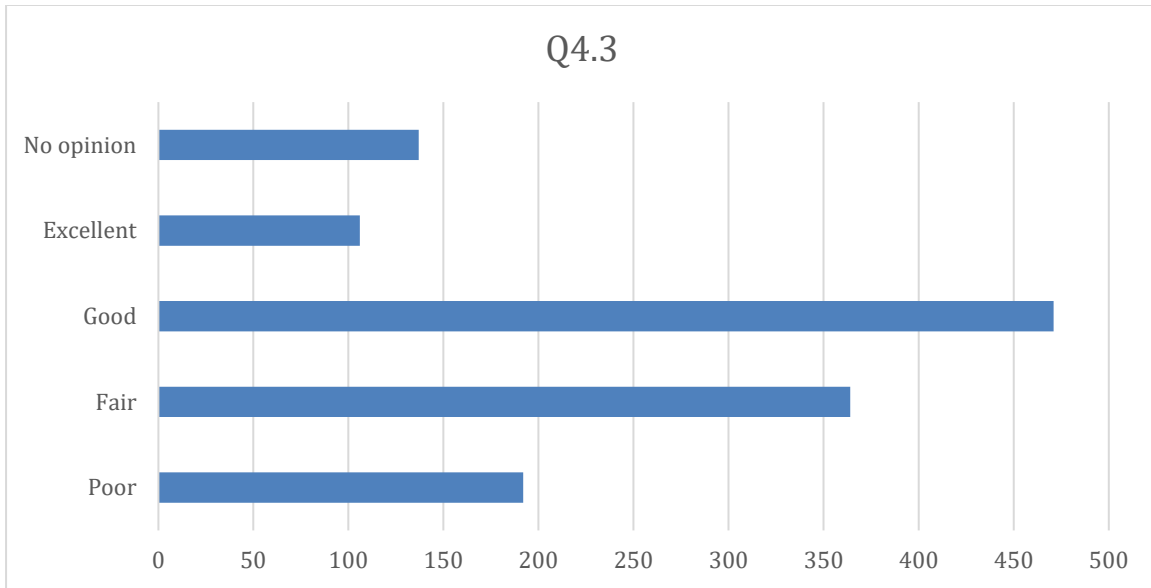
Q4.4: Do you find the campus parking maps helpful?

Of 892 respondents who had an opinion on the helpfulness of campus parking maps, 71.4% had a positive opinion and 28.6% had a negative opinion. The positive/negative ratio was 637:255 (2.50:1).
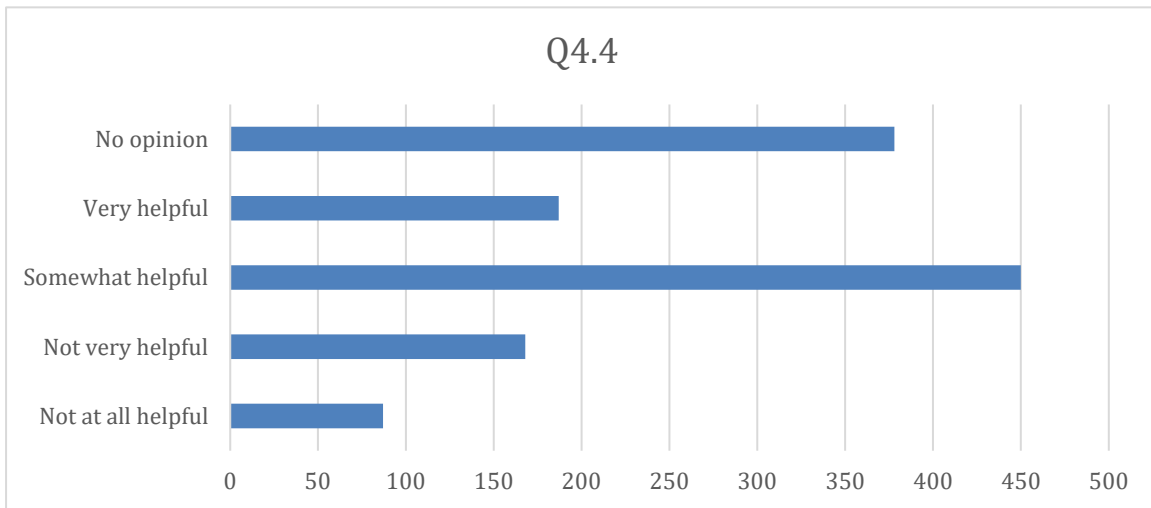

Q4.5: The university is considering removing the distinction between student and free faculty/staff parking. Do you support this possible change to the parking policy?

Of 1,234 respondents who responded to the question concerning the proposed changes to parking policy, 23.2% had a positive opinion and 76.8% had a negative opinion. The positive/negative ratio was 286/948 (.30:1).

Q4.5
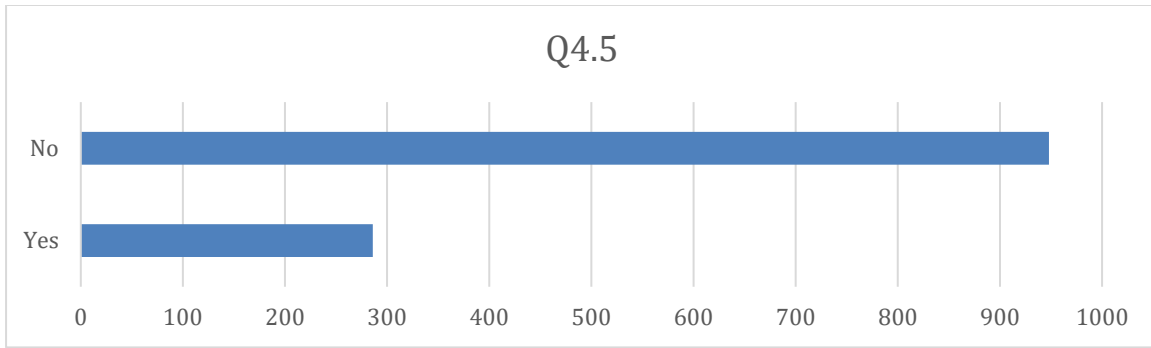
Q4.6: Would you use faculty/staff parking at the campus side of the LIRR station, if available?

Of 1,251 respondents who responded to the question concerning LIRR parking, 21.1% stated they would use faculty parking at the LIRR station and 78.9% stated they would not.

Q4.6
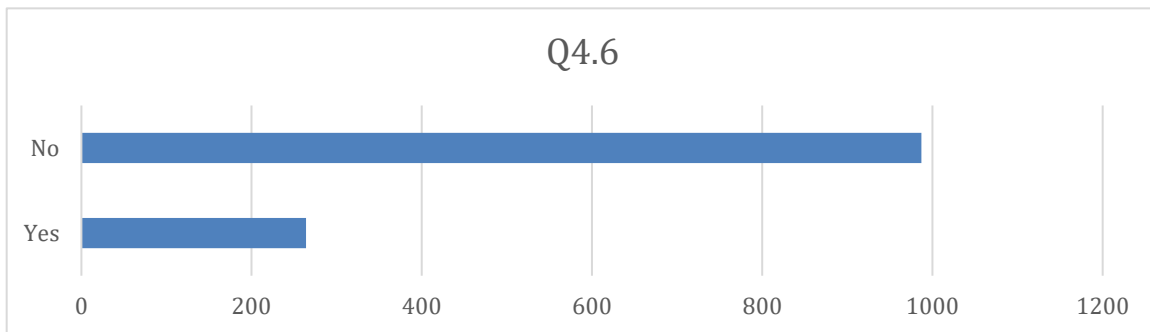
Selected Comments

There were numerous comments concerning parking. The themes of these comments are listed below, along with comments that amplify the themes.

Parking availability

We should not be required to pay for parking because there is literally NO reasonable public transportation options. Arguments that other campuses charge for parking are irrelevant if they also have public transportation options.

There is no free parking on East Campus and overall, parking is limited. Though the HSC garage has been repaired, it is not cleaned, and the epoxy coating began to peel shortly after it was completed. I don't understand how the University can justify an increase in parking costs with these conditions in place. This is a financial burden for employees who have no alternatives. I know many business owners and they never charge their employees to park at work.

Parking maintenance

I pay to use the parking garage only because there isn't enough parking, and I would never be on time otherwise. The garage is a mess. There are so many cracks and holes in the pavement that I have had issues tripping more than once. Also, the parking spots seem to have shrunk and gotten narrower (perhaps to add more spots). No one parks correctly

and spots are wasted either because you can't fit in them, or you have to be concerned about damage to your vehicle.

I park in the HSC parking garage, which I find convenient and reasonably priced (now). However, the general upkeep of the garage is poor, with dirt and litter accumulating on the decks, and the stairwells are filthy.

**Distinction between student and faculty parking**

I do not want to compete with my students for parking when I need to teach. Students and faculty are likely to miss classes, and this will pose significant challenges to the educational mission of the university. This is a terrible proposal and must be discarded immediately.

Campus protests (Rob Kelly)

A detailed summary of the results for the Campus Protests section of the survey, including comments, is available in a PowerPoint presentation available at the ARC section of the Senate web site. Note that the presentation was completed in May 2024 with all the data available at the time, but the survey had still a few more days to run. Consequently, the results shown in this report are slightly different from the May presentation. However, the overall findings are basically the same in that a large majority of the respondents reported agreement with the University actions. However, the presentation breaks down the responses in more detail, showing that a significant percentage of CAS faculty members opposed the University actions.

Q5.2: To what extent do you agree with the University Administration enforcement of University policies in response to the protests?

Of 420 respondents who were aware of the University policies concerning the campus protests and expressed an opinion, 70.7% expressed agreement with University Administration enforcement of University policies while 29.3% did not. The positive/negative ratio was 456:189 (2.41:1).

Q5.2
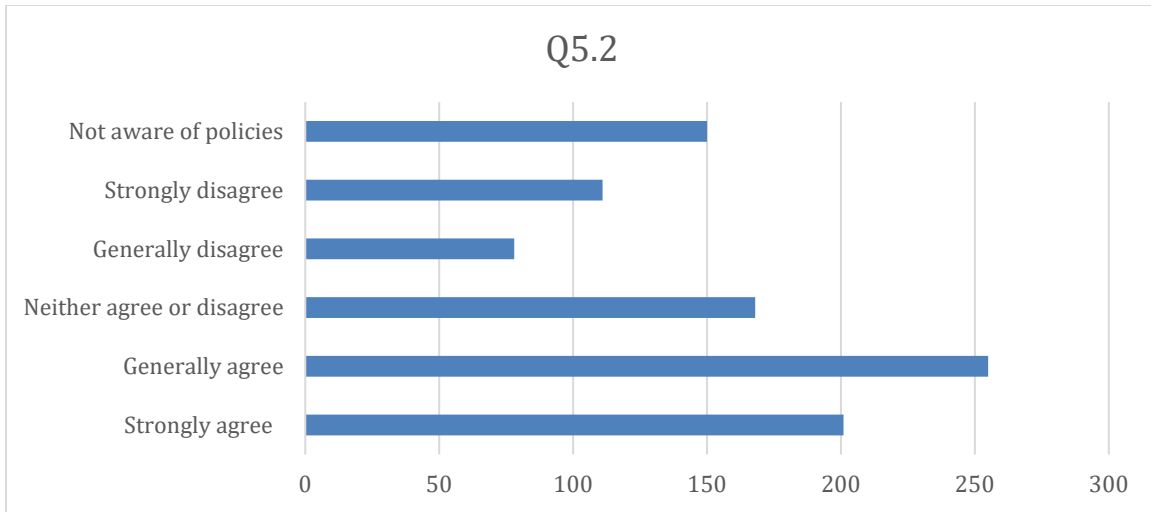
Office of the University President

Q6.1: It is important for the President of the University to communicate his/her vision for the University. How would you rate the University President (Maurie McInnis) on her vision for the future of Stony Brook?

Of 1,045 respondents who rated the President's communication skills, 72.1% rated it positive, while 27.9% rated it negative. The positive/negative ratio was 753:292 (2.58:1).

Q6.1
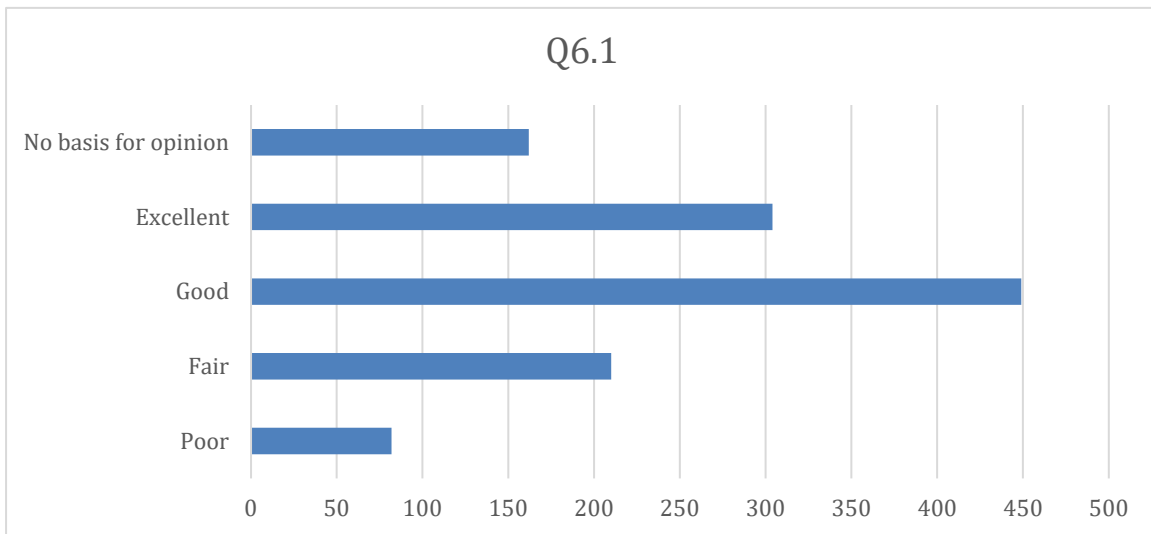
Q6.2: How would you rate the University President (Maurie McInnis) on leadership?

Of 1,013 respondents who rated the President on leadership, 68.8% rated it positive, while 31.2% rated it negative. The positive/negative ratio was 697:316 (2.21:1).
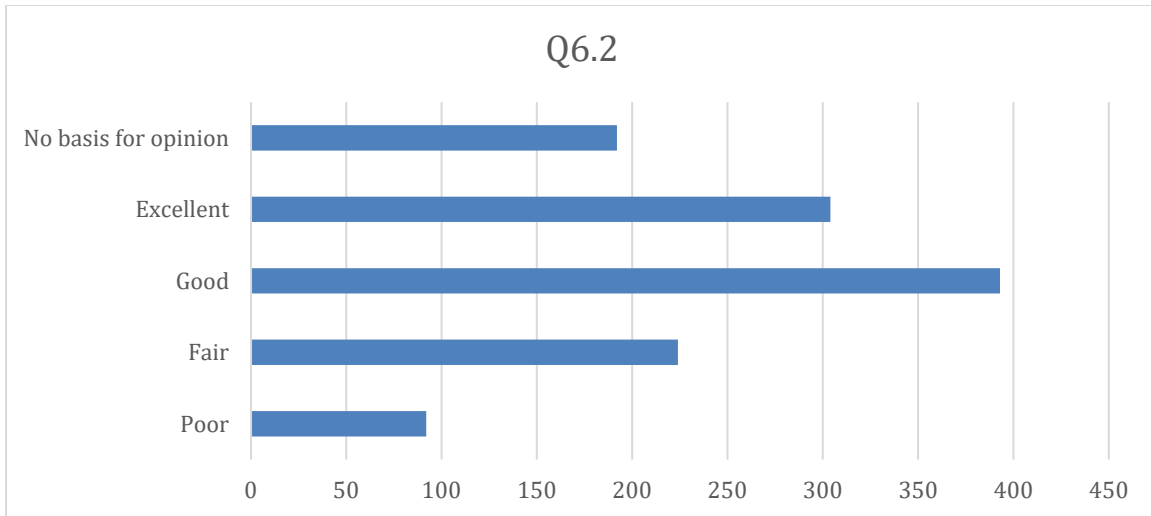
Q6.2

Q6.3: How would you rate the University President (Maurie McInnis) on the quality of administrative appointments?
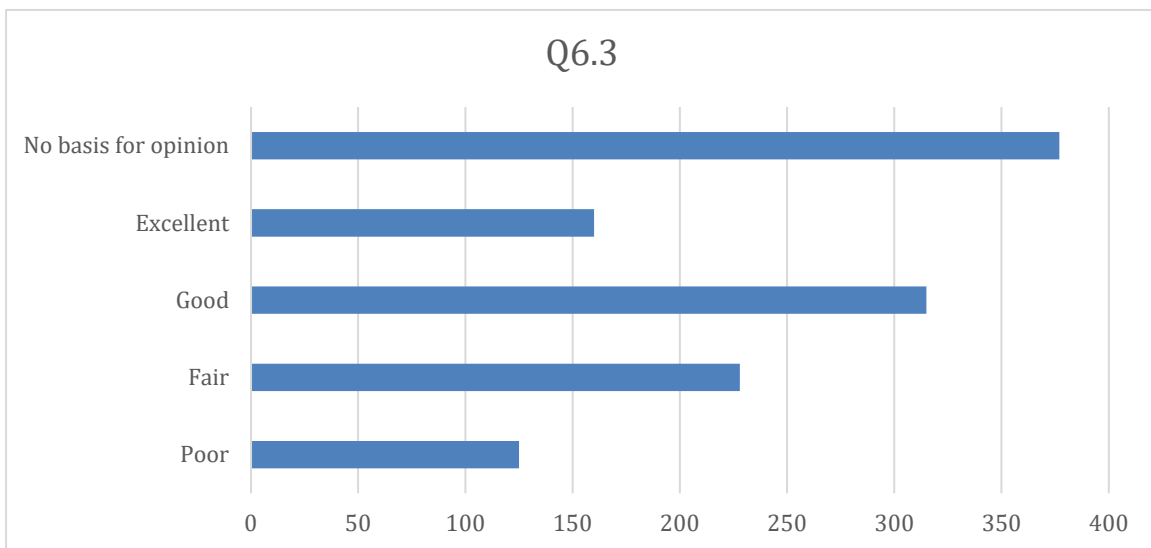
Of 828 respondents who expressed an opinion on the President's administrative appointments, 57.4% rated it positive, and 42.6% rated it negative. The positive/negative ratio was 475:353 (1.35:1).

Q6.3

Q6.4: How would you rate the Office of the University President on administrative management, including accessibility, responsiveness, and budgetary decisions?

Of 819 respondents who rated the Office of the President on administrative management, 56.0% rated it positive, and 44.0% rated it as negative. The positive/negative ratio was 459:360 (1.28:1).
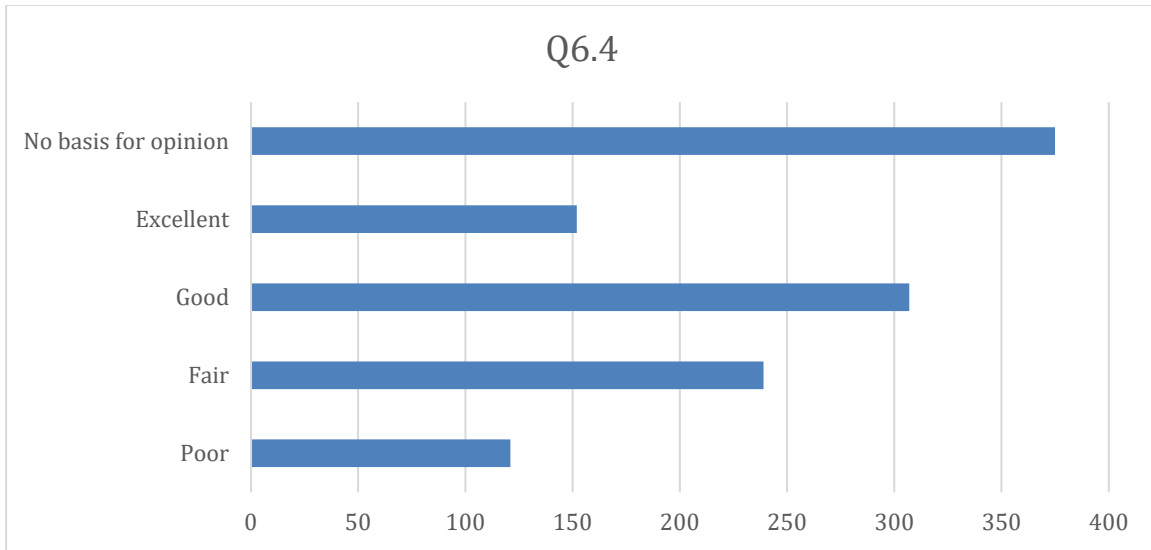
Q6.5: How would you rate the University President (Maurie McInnis) on her representation of Stony Brook's needs to Albany and the outside community?

Of 810 respondents who the President on her representation of the University to the external community, 73.8% rated it as positive, and 26.2% rated it as negative. The positive/negative ratio was 598:212 (2.82:1).
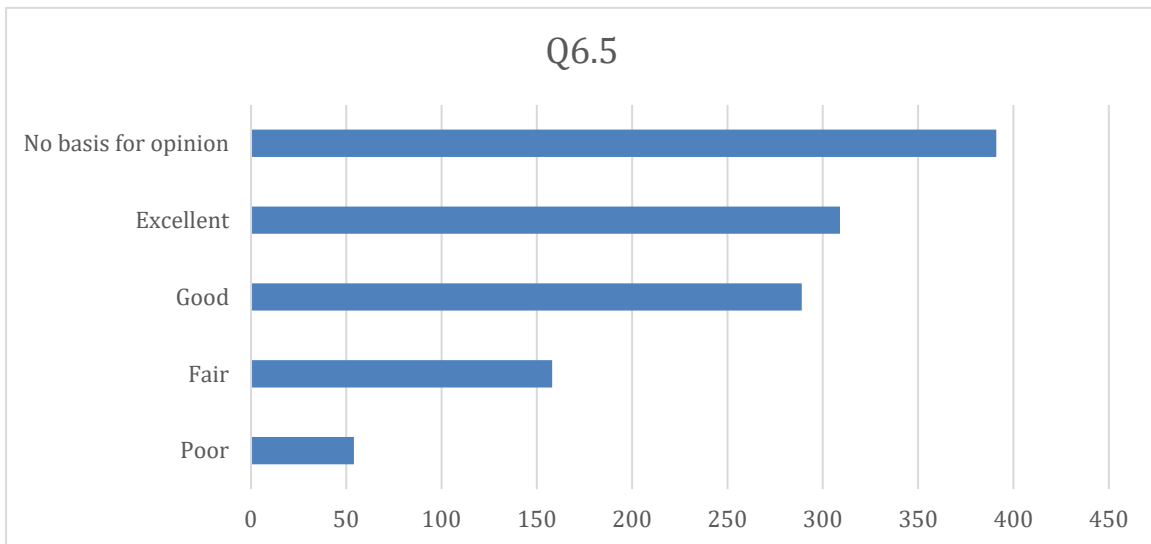
Q6.6: To what extent does the University President (Maurie McInnis) involve faculty and staff through the governance structure in decisions that affect policy?

Of 650 respondents who rated the President on her shared governance, 54.3% rated it as positive, and 45.7% rated it as negative. The positive/negative ratio was 353:297 (1.19:1).

Q6.6

Response	Count (approx.)
No basis for opinion	~555
Not at all	~125
A little	~175
Some	~210
A great deal	~150

(Horizontal bar chart with x-axis from 0 to 600)
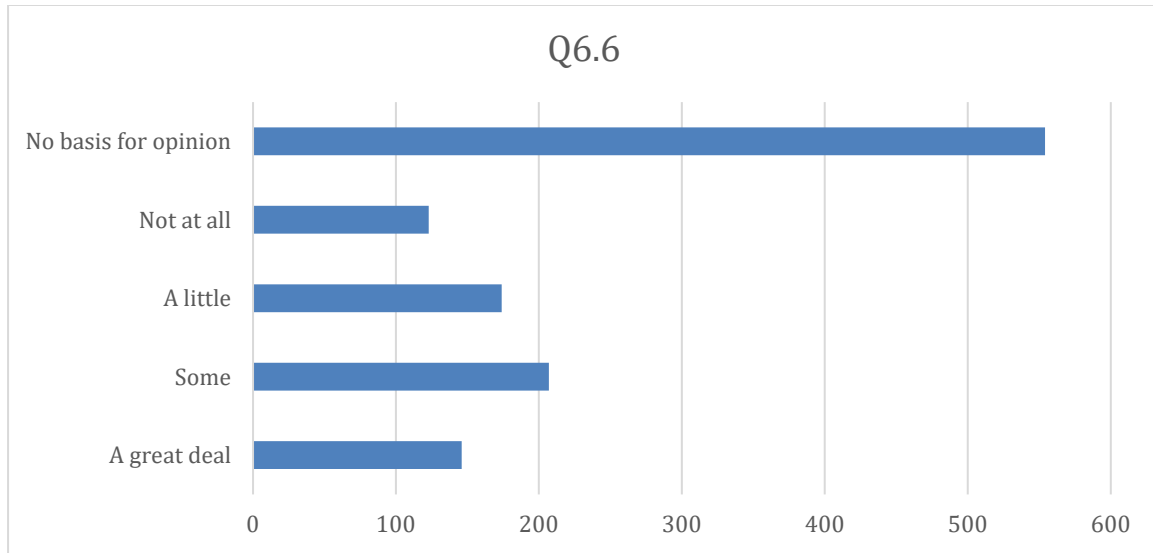
Selected Comments

There were a variety of comments concerning the President's performance. Many respondents chose to comment on the President's response to the campus protests. Most of these comments were strongly negative, indicating that the faculty and staff who opposed the University actions (an overall minority) felt very strongly about the issue. Other themes that emerged from the comments included a communications style that many felt was aloof and stilted. Concerning the President's leadership, many comments showed appreciation for her work in achieving major accomplishments such as the increases to the endowment and improvements in the overall image of the university. However, there were also comments that increases in the number of administrators came at the expense of improvements in academic quality.

Campus protests

I only gave a fair rating because she needs to stand up to these spoiled protesters more. Like the Pomona College president. Sometimes I get the impression she is just going through the motions and being pushed from event to event; being told what to say. I question whether she is coming across as genuine. Although, I have to say she was great at keeping her calm at the Senate meeting. I don't think I could have been so calm.

As University President McInnis should be heard loud and often to Unequivocally condemn Oct 7 as well as any support for terrorist activity and support of terrorist organizations. The Silence is defining and only encourages racist and antisemitic acts and language.

I am highly critical of the approach that President McInnis has taken towards free speech and academic freedom on campus. The university's decision to place our students in handcuffs for peaceful protest is a disgrace. The official administration characterization of these protests as disruptive is false and also misses the point of protest. The approach of this administration towards student protest is one of 'control' of the time, manner and location of each protest. that is a violation of free speech. In my view, this stems in part from the elevation of 'the cops' to a C-Suite role in which the head of police is now a VP with decision making power. By elevating the police to 'enterprise risk management', the president has taken a corporate and therefore anti-academic view of academic freedom.

Our speech and scholarship is now evaluated through the lens of 'risk assessment' to the 'corporation'. How about the risk to our mission that comes from restricting speech on this campus?

Finances

It seems like the president continues to increase the number of upper administrative positions which don't appear to be necessary to the mission of the university.

Administrative structure

Administration has constantly put pressure on enrollment to dig themselves out of their spending problems. Stony Brook has double the amount of Vice Presidents and high level administrators than we did just 15 years ago. High salaries, consultants, and vendors have cost this university for services that are sub-par.

After all these huge monetary donations that Stony Brook has received, it is upsetting that there has been no communication as to how Stony Brook is going to use these funds. We are lacking serious graduate/postdoc housing, and our graduate students are paid peanuts compared to the cost of living in Stony Brook. This truly separates us from the top schools where students make twice the salary of the SUNY students.

Leadership

As a University Senator Member, I have had the opportunity to observe Present McInnis on many occasions. I am impressed by her professional, calm, and understanding approach to campus activities.

As far as I can tell President McInnis is nothing more than a figurehead that reads speeches from a teleprompter. Everything seems rehearsed/performed.

Every address from her seems like an infomercial.   She seems out of touch with what is needed on this campus for academics - which is supposedly our primary purpose. Virtually every week at least one new upper administrator is appointed, but at the same time students cannot register for classes they want and need because of limited seats in too few classes, which is a direct result of cuts in faculty while increasing the student body. At least two faculty could be hired for each new administrator.

I am not in a position where I am working with or directly involved with the Office of the President of the University, but it seems to me from emails and news updates that President Maurie McInnis disseminates periodically that her concern, vision, support and outreach for the University is extremely ambitious, positive, and forward thinking. I believe she is a fair-minded and broad-minded individual, always expressing the need to be mindful of the greater good and mission of the University.

I feel so lucky to work for Stony Brook University with the present leadership. President McInnis is a remarkable leader, incredible fundraiser, strategic thinker, and great communicator. I applaud and support her leadership; at a time when other universities see their fundraising programs suffer staggering failures, ours is seeing record-breaking gains. The Marketing and Communications approach has been deft and tactful. It's an exciting time for Stony Brook University and Stony Brook Medicine.

I think President McInnis is doing an excellent job, and we are fortunate to have such strong leadership with a clear vision of our future.

In general, this is a very good president who has only gotten better. Her one issue was that in the past she had had a hard time getting off the teleprompter, but this has changed for the better. Lately she has been a strong, compassionate, charismatic human presence, particularly (in my view) in her remarks responding to the difficulties 4,000 miles away and with regard to the protests related to these events on campus. She does not get enough credit for how she has handled this, in my opinion. She is fantastic with donors and is student centered. I wish our university had less corporate vibe, however.

Office of the Provost

There was an interesting contrast in the responses to the first two questions in this section of the survey. The respondents to these two question were associated with one of the medical units, and a large majority of those respondents reported an understanding of the role played by the EVP for Health Sciences, but not by the Provost. Note that the first two questions include the designation of "east Campus school," but the responses included those associated with the School of Dental Medicine, even though it is not strictly East Campus.

Q7.1: To what extent do you understand the role that the Provost (Carl Lejuez) is playing in the academic programs of your East Campus school?

This question was only presented to faculty and staff who identified as Health Sciences. Of 194 respondents who stated an opinion on the role that the Provost is playing in the academic programs of the East Campus, 36.6% rated understanding, and 63.4% rated it as not understanding. The positive/negative ratio was 71:123 (.58:1).
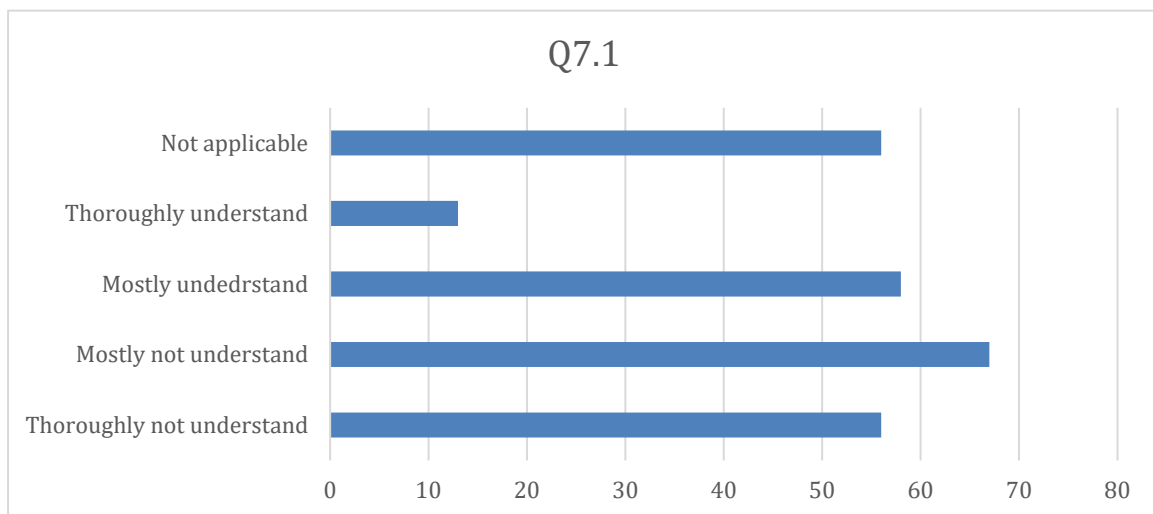
Q7.2: To what extent do you understand the role played by the Office of the Executive Vice President of the Health Sciences (William Wertheim) in the governance of your East Campus school?

Of 225 respondents who stated an opinion on the role of the EVP, HSC in the governance of East Campus, 72.9% stated an understanding, and 27.1% reported that they did not understand it. The positive/negative ratio was 164:61 (2.69:1).
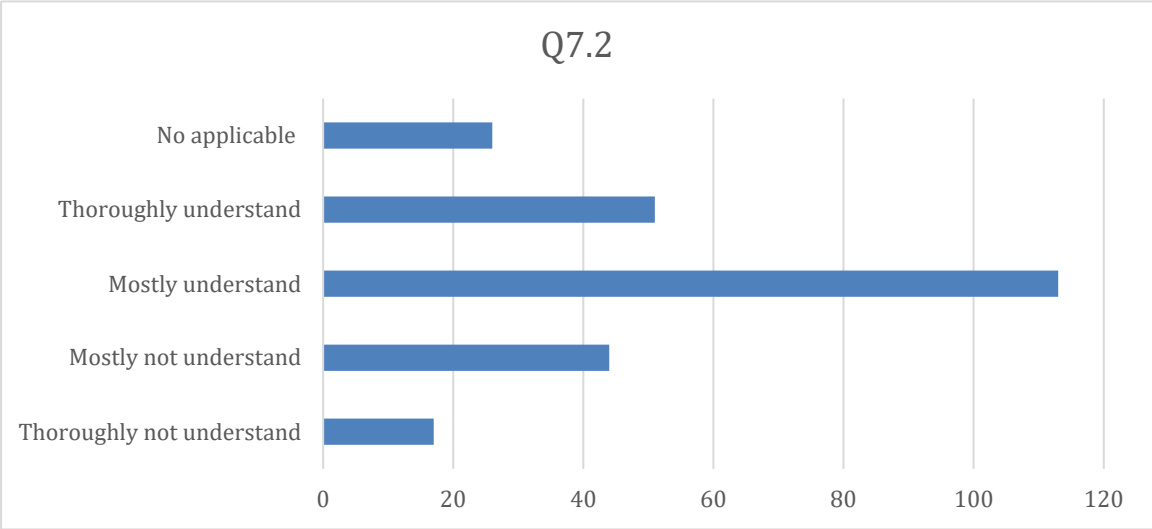
Q7.3: How would you rate the Provost (Carl Lejuez) on his vision concerning the academic future of Stony Brook?

Of 679 respondents who rated the Provost on his academic vision, 78.2% rated it positive, and 21.8% rated it negative. The positive/negative ratio was 531:148 (3.59:1).
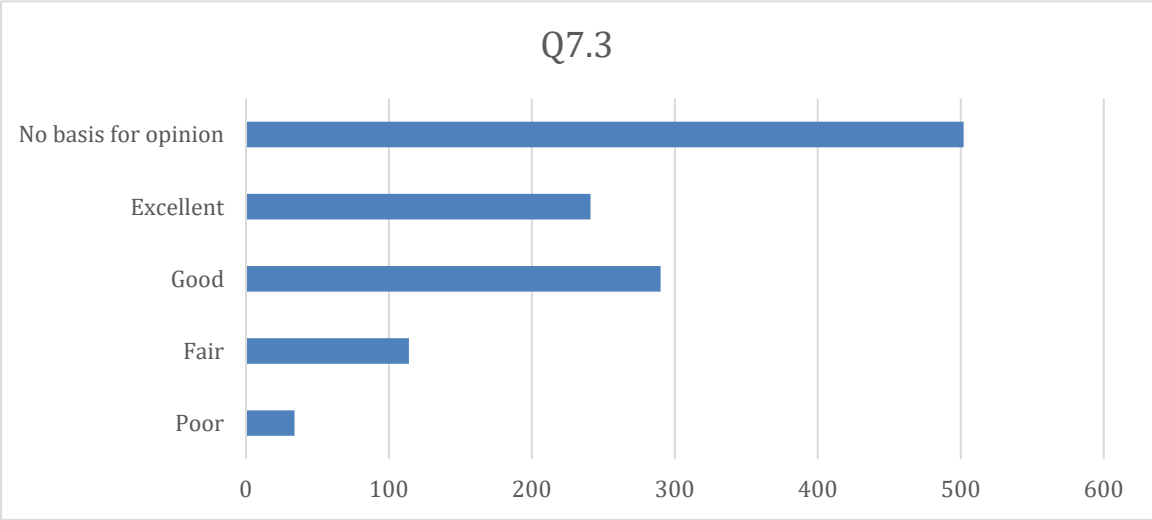
Q7.4: How would you rate the Provost (Carl Lejuez) on leadership?

Of 671 respondents who rated the Provost on his leadership, 76.6% rated it positive, and 23.4% rated it negative. The positive/negative ratio was 514:157 (3.27:1).
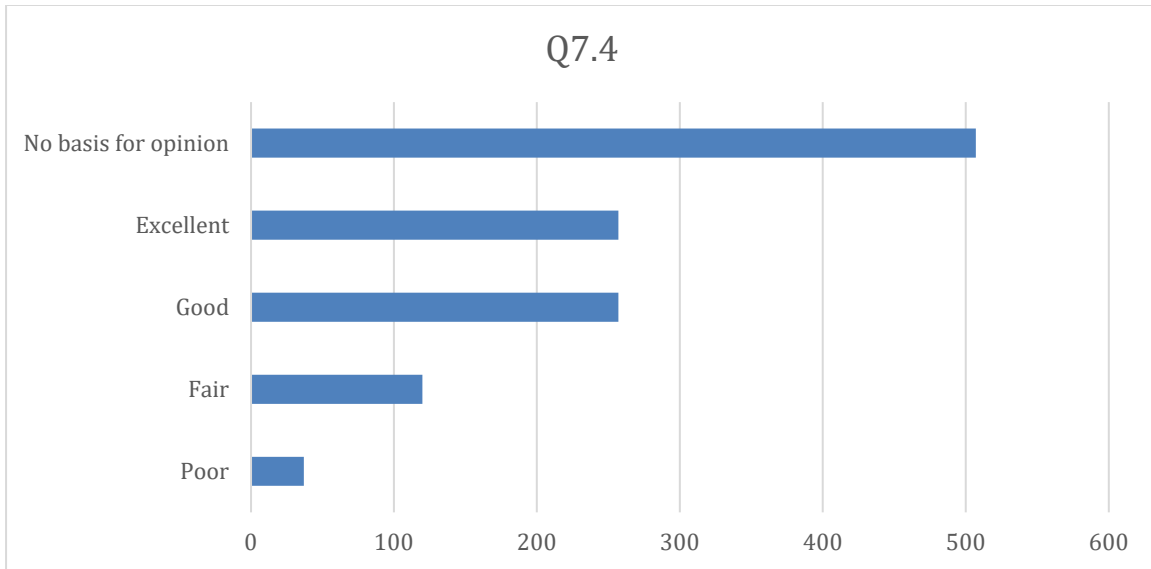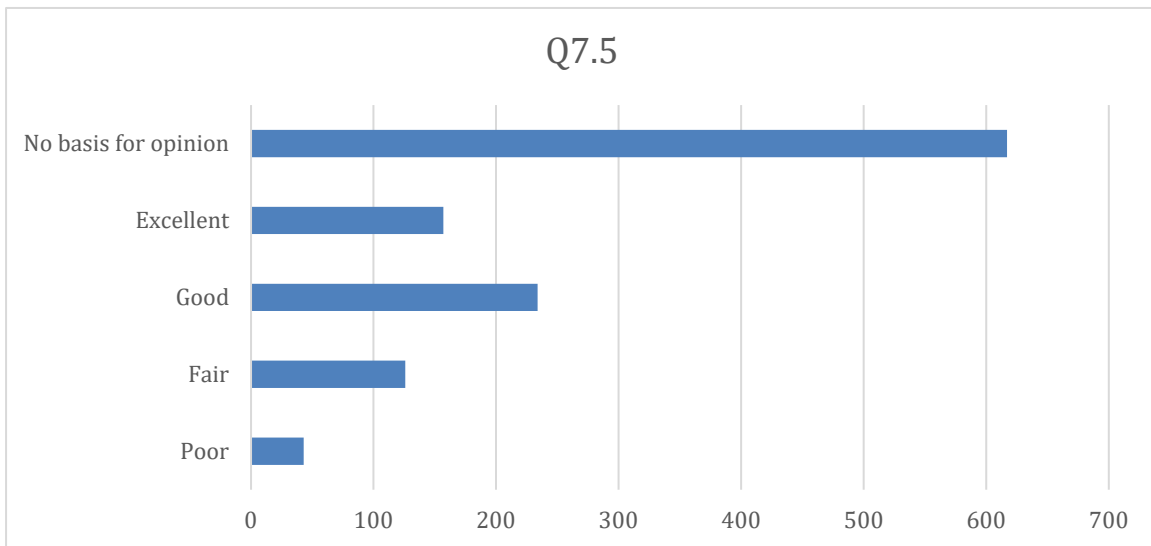
Q7.5: How would you rate the Provost (Carl Lejuez) on the quality of administrative appointments?

Of 560 respondents who rated the Provost on the quality of administrative appointments 69.8% rated it positive and 30.2% rated it negative. The positive/negative ratio was 391:169 (2.31:1).

Q7.6: To what extent does the Provost (Carl Lejuez) involve faculty and staff through the governance structure in decisions that affect policy?

Of 526 respondents who rated the Provost on involvement of faculty and staff through the governance structure in decisions that affect policy 72.4% rated it positive and 27.6% rated it negative. The positive/negative ratio was 381:145 (2.63:1).
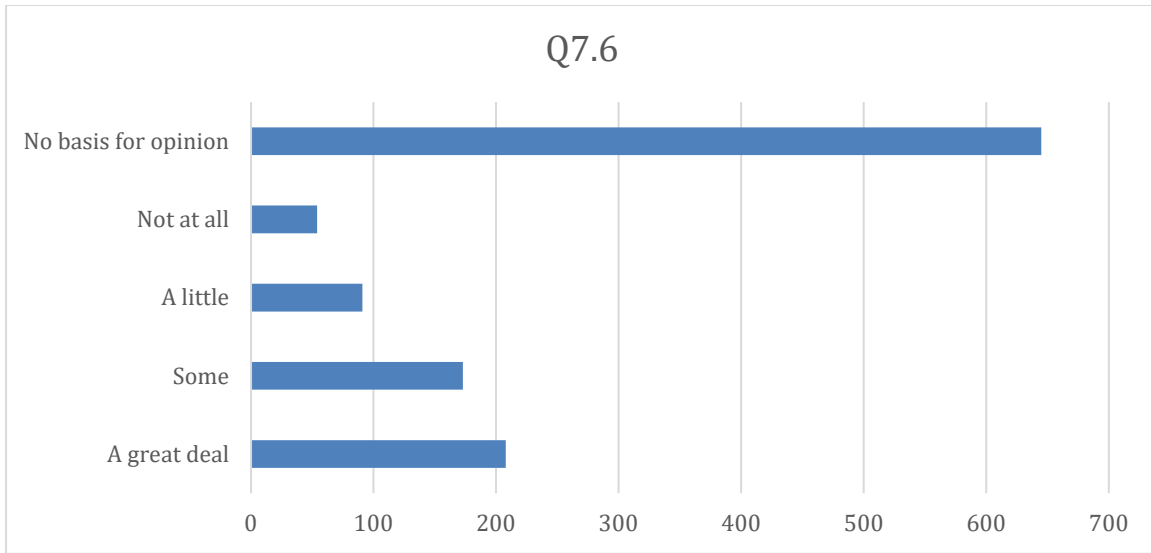
Q7.6

Q7.7: How would you rate the Office of the Provost on administrative management, including accessibility, responsiveness, and budgetary decisions?

Of 562 respondents who rated the Provost on administrative management, including accessibility, responsiveness, and budgetary decisions 66.0% rated it positive and 34.0% rated it negative. The positive/negative ratio was 371:191 (1.94:1).

Selected Comments

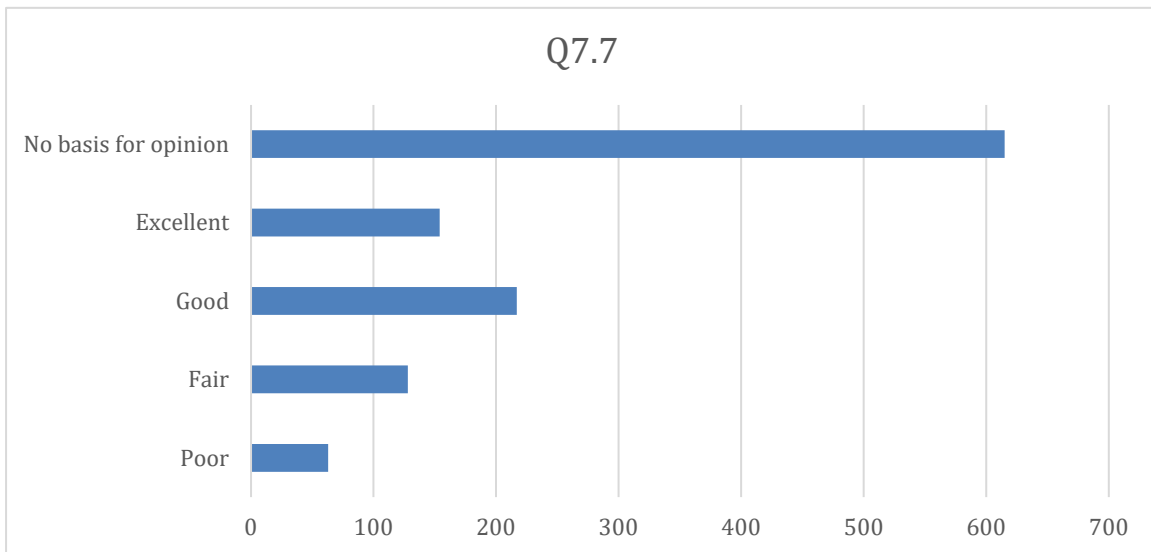The Provost, Carl Lejuez, received high ratings in almost all fields apart from the East Campus's understanding of his role there. However, East Campus respondents did rate the understanding of the EVP, William Wertheim, highly. There were some discrepancies in the opinions about the Provost's effectiveness but he was generally rated as supportive and willing to listen to faculty and staff.

Academic administration

Budget/Finance team, and the VP Coordinator team are terrific: really supportive and responsive. Carl's admin team is likewise super helpful. Please hang on to these SBU stars.

Dr. Lejuez is the best administrator I have seen! He seems to care deeply about the people at this university.

Carl Lejuez is the best Provost that SBU has had in years.

I think the Provost's Office and the Provost have been doing a better job of communication, administration, and resource management than the University President.

Health Sciences

I have no idea why the Provost should be at all involved in activities related to the health sciences. The Provost's office seems to make decisions unilaterally with perhaps some input from the College of Arts and Sciences. We often do not even receive announcements of key information. For example, we were totally uninformed about the hiring of the new CIO, even those of us with substantial computer-related medical informatics job duties. The first we learned of his appointment was an email that the new CIO sent after he'd already been here several months.

Once Dr. Lejuez took over it was unclear what the relationship would be between main campus and east campus academic needs. There were proposed changes prior to his appointment that were rescinded but it is unclear where we are now!

I've never seen the Provost on East campus, nor have I ever been notified that he is planning a visit to East campus.

lack of equipment for the Radiologic Technologies program. There is no energized x-ray equipment for students to practice on. To my knowledge, Stony Brook is the ONLY school of Radiologic Sciences in NY that does not have an energized x-ray room for students to perform practice phantom exposures.

Faculty/Staff

Almost entirely out of touch with the faculty

…. The faculty continue to shrink, the burdens on us increase, and there is no seeming end in our future.

Our department needs to replace departed faculty members and has been prevented in doing so by Provost decisions on hiring and hiring structures.

For the libraries to successfully support the Provost's vision for academic success, we need to be provided an annual budget that can maintain our current subscriptions.

The Provost has shown a connection and an understanding of the faculty and the students that go beyond what I remember in past years at Stony Brook. I believe that Provost Lejuez is an asset to the school.

Faculty HR needs a lot of work. More support in the departments. More centralized HR support and resources.

The best quality is the Provost's accessibility for meeting the faculty. This allows him to listen directly from the faculty, not just from the direct subordinates. This allows faulty members to provide direct input, not filtered through mid-management.

Office of the Vice President for Research

The questions posed in this section were limited to those respondents who were engaged in significant interactions with the Office of the Vice President for Research. Hence the numbers of responses to questions were much fewer than in other sections of this report. The totals were further reduced by eliminating those responses of "no basis for opinion."

Q8.3: How would you rate the Office of the Vice President for Research on administrative management, including accessibility, responsiveness, and budgetary decisions?

Of 260 respondents who rated the OVPR on administrative management, including accessibility, responsiveness, and budgetary decisions, 63.5% rated it positive and 36.5% rated it negative. The positive/negative ratio was 165:95 (1.74:1).
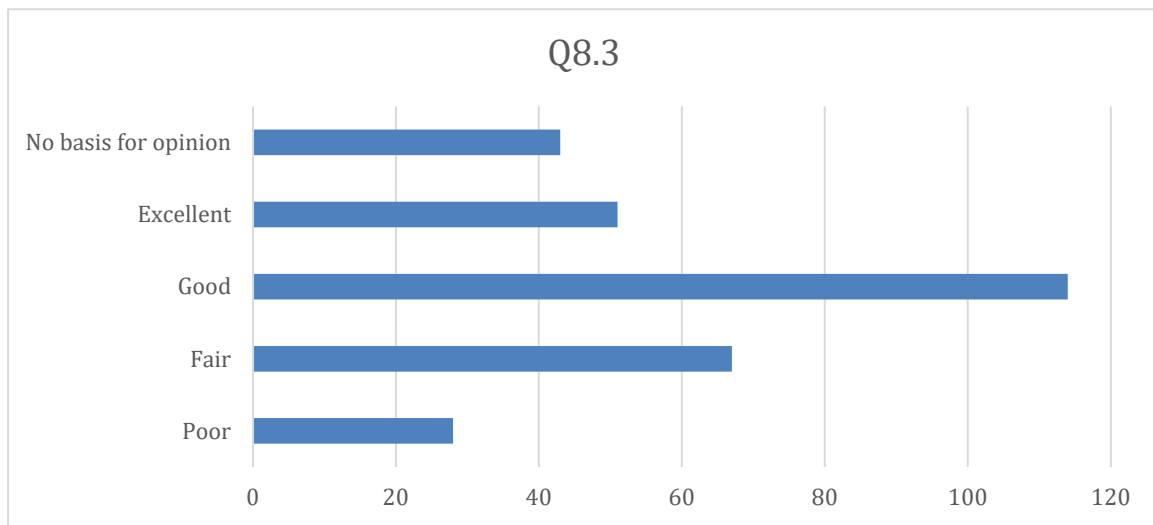
Q8.4: How would you rate the Office of the Vice President for Research on development and support of new research initiatives?

Of 246 respondents who rated the OVPR on development and support of new research initiatives, 66.7% rated it positive and 33.3% rated it negative. The positive/negative ratio was 164:82 (2.0:1).
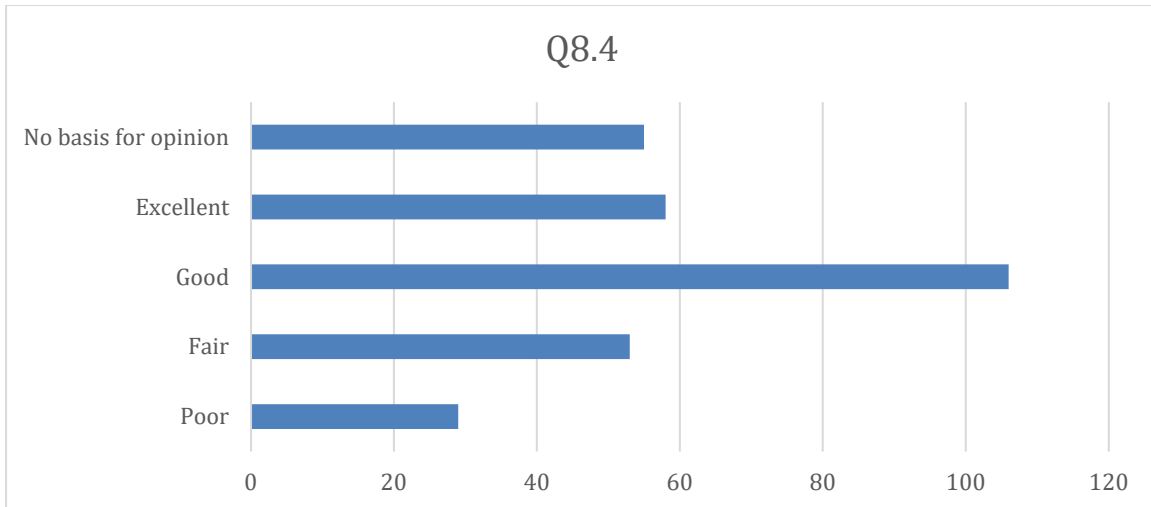
Q8.4

Category	Value
No basis for opinion	~54
Excellent	~58
Good	~106
Fair	~53
Poor	~29

Q8.5: How effective is the Office of Sponsored Programs in terms of the speed and quality with which they process and submit grant proposals?
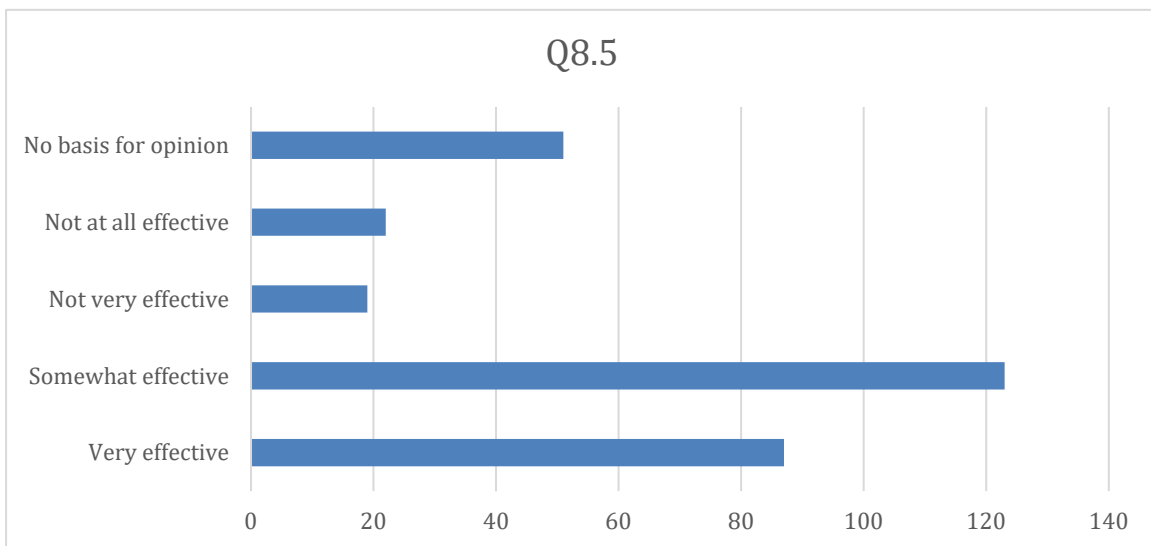
Of 246 respondents who rated the OVPR on the speed and quality with which they process and submit grant proposals, 83.7% rated it positive and 16.3% rated it negative. The positive/negative ratio was 210:41 (5.12:1).

Q8.5

Category	Value
No basis for opinion	~50
Not at all effective	~21
Not very effective	~18
Somewhat effective	~123
Very effective	~87

Q8.6: How effective is the Office of the Vice President for Research in the management of grants once they have been awarded?

Of 177 respondents who rated the OVPR on the speed and quality with which they process and submit grant proposals, 72.0% rated it positive and 28.0% rated it negative. The positive/negative ratio was 177:69 (2.57:1).

Q8.6
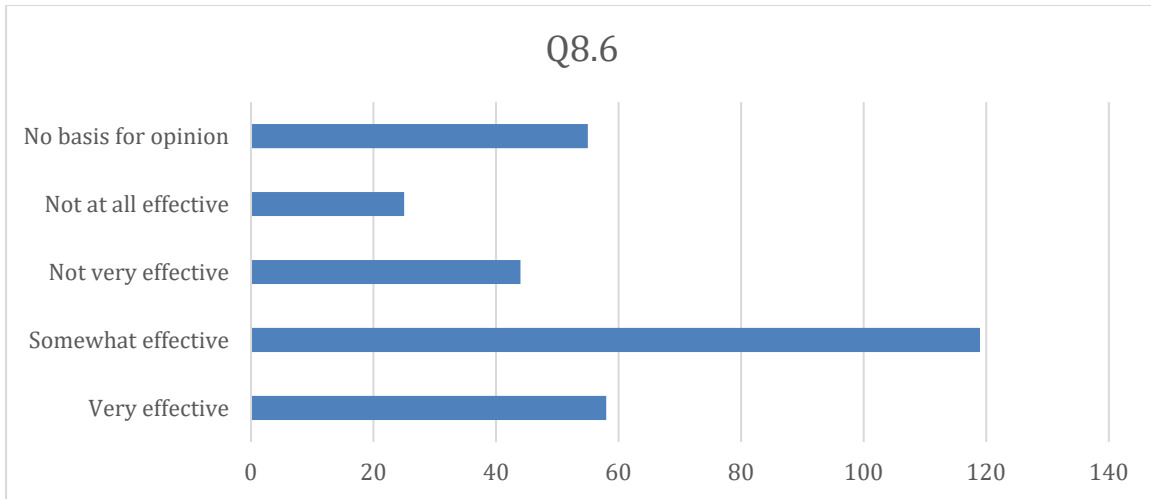
Q8.7: How would you rate the services of iLab?

Of 54 respondents who rated the services of iLab, 53.5% rated it positive and 46.5% rated it negative. The positive/negative ratio was 54:47 (1.15:1).

Q8.7

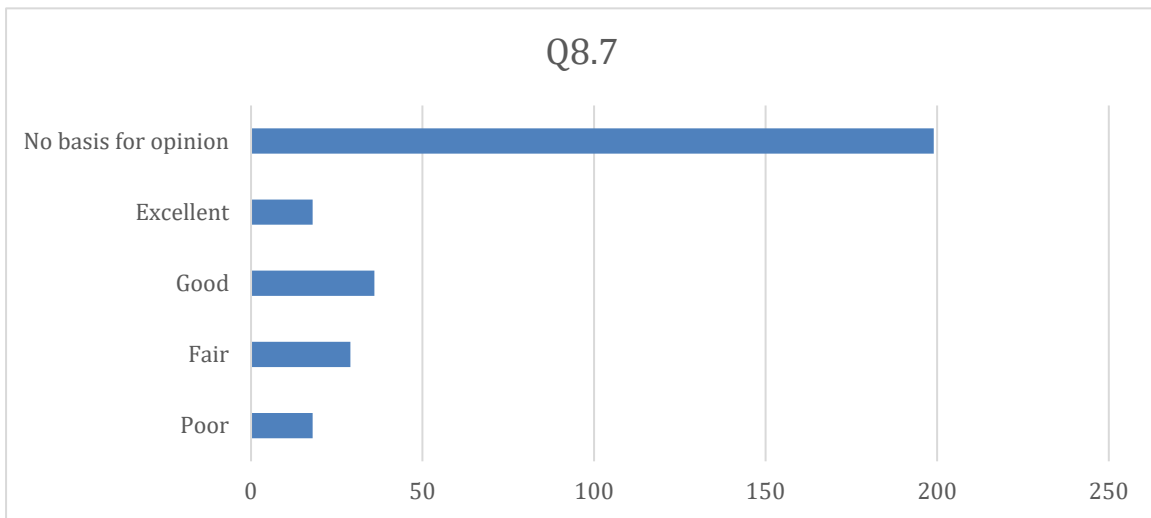### Selected Comments

Although the overall response is positive on the scale of 'very effective' to 'not at all effective', the comments are varied. 80 respondents provided comments, and the general sense is that faculty and staff are happy with OVPR (Rich Reeder at the time, which is Kevin Gardner now), but those comments include many dissatisfying points to make with grant proposal and management.

Office & Staff

Though I'm involved in maintenance of the relationship with a few external organizations that provide 100k+ grants, I am not involved in processing the grants. So, my information is limited. But the range of services and support offered by the OVPR is remarkable, and they are always very helpful from my experience.

I have had excellent experience dealing with the OVPR in terms of grants management.

Excellent office and staff!!!

Grant management

Office of Grants Management staff make grants management one of my least favorite activities and disincentivizes me to seek additional funding.

There needs to be much more post-award support for grant administration, paperwork, and budget monitoring. Pre-award support is better, but I still need help with grant writing, especially for junior investigators.

Too much bureaucracy involved with all the grants.

Challenging to administer and account for award money. Also, Report Center is difficult to navigate.

Administrative errors in charges to awards occur and correcting them is slow.

Grants management remains a tremendous burden for PIs. Some hiring improvements have helped, but the layers of red tape and arcane rules and…

Dean Specific Sections

The survey included questions for unit heads (primarily Deans) that we sort based on respondents' identification of the unit name. Our criteria for reporting on individual Deans are that 1) the Dean is in place for at least one year and 2) the number of responses is greater than 30. The first criterion ensures that there is a sufficient basis for reviewing the Dean. The second criterion ensures the privacy of respondents.

The only two units that satisfied the above criteria are the Dean of Medicine and the Dean of Health Professions (previously named the School of Health Technology & Management). Results for those Deans are given below.

Dean, School of Health Professions (Stacy Jaffee Gropack)

The number of responses to the questions concerning the Dean of the School of Health Professions varied around our minimum threshold of 30 responses. We list below the response information for those questions for which there were 30 or more responses.

Q10.1: How would you rate your Dean on academic leadership?

Of 30 respondents who rated the Dean, School of Health Professions on academic leadership, 83.7% rated it positive and 16.3% rated it negative. The positive/negative ratio was 23:7 (3.29:1).

Q10.2: How would you rate your Dean on administrative management, including accessibility, responsiveness, and budgetary decisions?

Of 30 respondents who rated the Dean, School of Health Professions on administrative management, including accessibility, responsiveness, and budgetary decisions, 66.7% rated it positive and 33.3% rated it negative. The positive/negative ratio was 20:10 (2.00:1).

Q10.3: How would you rate your Dean on the quality of administrative appointments (including associate and assistant deans and chairs)?

Of 30 respondents who rated the Dean, School of Health Professions on the quality of administrative appointments, 63.3% rated it positive and 36.7% rated it negative. The positive/negative ratio was 19:11 (1.73:1).

Selected Comments

The Dean has done an excellent job at asking for faculty and staff to be part of the process. Many faculty and staff choose not to participate. The overall information provided on finances has been open and transparent to the extent possible. As for research, there has been limited support from the HSC VP office to assist with building and sustaining an active research agenda in my school.

The Dean of the School of Health Professions has done an excellent job in bringing our school to the next level. She continually supports and promotes our school. She has wonderful leadership skills and creates an environment that feels like a family.

The school's work unit policy is greatly not supported by faculty or staff. It was first explained that salaries/work obligations have become more equitable because of this policy; however, I have heard many times over that the hard focus on a one size fits all approach has disconnected many faculty and staff from their original research and teaching goals. Dean, Renaissance School of Medicine

Dean, Renaissance School of Medicine (Peter Igarashi)

Q10.1: How would you rate your Dean on academic leadership?

Of 113 respondents who rated the Dean of the Renaissance School of Medicine on academic leadership, 73.5% rated it positive and 26.5% rated it negative. The positive/negative ratio was 83:30 (2.77:1).

Q10.2: How would you rate your Dean on administrative management, including accessibility, responsiveness, and budgetary decisions?

Of 105 respondents who rated the Dean of the Renaissance School of Medicine on administrative management, including accessibility, responsiveness, and budgetary decisions, 63.8% rated it positive and 36.2% rated it negative. The positive/negative ratio was 67:38 (1.53:1).

Q10.3: How would you rate your Dean on the quality of administrative appointments (including associate and assistant deans and chairs)?

Of 101 respondents who rated the Dean of the Renaissance School of Medicine on the quality of administrative appointments, 60.4% rated it positive and 39.6% rated it negative. The positive/negative ratio was 61:40 (1.53:1).

Q10.4: To what extent does your Dean involve faculty, staff, and students through the governance structure in decisions that affect policy?

Of 96 respondents who rated the Dean of the Renaissance School of Medicine on the involvement of faculty, staff, and students through the governance structure in decisions that affect policy, 57.3% rated it positive and 42.7% rated it negative. The positive/negative ratio was 55:41 (1.34:1).

Q10.5: To what extent does your Dean provide the infrastructure and resources to support academic research programs?

Of 106 respondents who rated the Dean of the Renaissance School of Medicine on the provision of infrastructure and resources to support academic research programs, 64.2% rated it positive and 35.8% rated it negative. The positive/negative ratio was 68:38 (1.79:1).

Q10.6: To what extent does your Dean recruit high-level experienced researchers and staff to support academic research programs?

Of 106 respondents who rated the Dean of the Renaissance School of Medicine on the recruitment of high-level experienced researchers and staff to support academic research programs, 65.3% rated it positive and 34.7% rated it negative. The positive/negative ratio was 66:35 (1.89:1).

Q10.7: To what extent is your Dean able to retain high-level experienced researchers and staff to support academic research programs?

Of 95 respondents who rated the Dean of the Renaissance School of Medicine on ability to retain high-level experienced researchers and staff to support academic research programs, 57.9% rated it positive and 42.1% rated it negative. The positive/negative ratio was 55:40 (1.38:1).

Selected Comments

> *Dean Igarashi appears to be engaged in all aspects of the School of Medicine, including education, even though he was primarily hired to enhance the school's research and clinical enterprises. He is open to hearing from faculty, staff and students, and generally values their thoughts, suggestions, and ideas.*

> *Dean Igarashi is an MD, and he thinks MDs are the ones who make basic scientific discoveries, and that PhDs do not bring funding to a research program. He supports MD and MD/PhD researchers, but anything that isn't directly translation he pretty much ignores. He also pressures PIs to get multiple NIH grants while ignoring the tenured faculty that have zero grant money.*

> *In general, my department seems to hire "star" faculty at the expense of existing faculty. The new recruits are promised the moon and the stars, which never pans out and they leave after a few years when they realize this.*

Final Comments

The survey provides a question (9.1) that asked responders for final comments, mostly on issues not addressed previously in the survey. The 185 general comments ranged across virtually every facet of the University's operations. Most (132) could be grouped into four major areas: central administration, staff

and administrative services, faculty, and health sciences/hospital. But again, many concerns in these areas were voiced by only one respondent.

A summary of those responses is given below.

Central Administration- 60 comments
- 24 praised senior administrators- President, Provost, HSC-VP.
- 11 were unhappy about the University's response to Gaza protests and incidents of antisemitism
- 10 complained about too many highly paid administrators being created/hired
- 4 complained about Emergency Risk Management: 2 from police officers about internal management and 2 from faculty about the growing scope of ERM
- 3 complained about frequent 'reinventing'

Staff/Administrative Services-36 comments
- 12 complained about low salaries and financial burdens plus a lack of appreciation
- 6 asked that staff on the front lines be involved in high level decision-making and initiatives
- 5 complained about a lack of training and support for staff, especially with software
- 3 complained unfair promotion decisions

Faculty-19 comments
- 5 complained about the competition for resources among departments
- 3 complained about the selection and review of department chairs

HSC/Hospital- 17 comments
- 3 complained about maintenance of elevators and bathrooms
- 2 complained that the One Campus vision shortchanged HSC professional schools other than Medicine.