

Minutes of UGC meeting Dec 18, 29023

- Acceptance of minutes
- Presentation of **Removal of semester registration indicating SUNY Korea from transcript**

The Provost requested that the UGC consider the request of students in SBU programs in SUNY Korea that the site designation during the years prior to coming on-campus be removed from their transcript.

- **Discussion of Removal of semester registration indicating SUNY Korea from transcript**

The UGC was informed that for each semester it is standard policy to indicate site for tuition assessment purposes.

Pros:

- The students enrolled in the SBU programs at SUNY Korea have been promised that their degree is equivalent to having received it fully at the Stony Brook campus, so that there is no need for a site designation. It is presumed that they believe that this labelling hinders their opportunities prior to degree conferment. For example, on the SUNY Korea website “The diverse program of the AMS major at SUNY Korea that teaches, learns, and conducts interdisciplinary research in Applied Mathematics and Statistics provides the exact same high-quality curricula of Stony Brook University in New York.”
- It is a change that could be easily implemented by using a different designation for tuition difference, one that is less directly interpretable by the transcript reader.

Con:

- The engineering programs do not appear to feel that instruction quality and student background (and/or ability) on-campus at Stony Brook and at SUNY Korea are equivalent due to differences in admission standards, instructor qualifications, class rigor, grading, etc. Therefore, the site designation per semester should stand for each semester.

Summary of UGC Commentary:

- It is clear, based on the SUNY Korea website, that what is promised to students enrolling in SBU programs at SUNY Korea is an equivalent degree to that earned on-site at the SBU Stony Brook campus. We presume that they assume that they get the same education at both sites in these programs. They entered this “contract” in good faith; we cannot punish them if WE have not made the educational programs equivalent.
- Ensuring educational equivalency is important if the quality of the at-home program is not to be compromised by a lower-quality education obtained elsewhere for the same degree.
- Is equivalency possible between highly ranked programs at a tier1 research university, and local instructor led student learning?
  - Student learning on-site at Stony Brook is influenced by exposure to researchers and new ways of thinking. There can never be true equivalence.

- We can document the degree of non-equivalence to see where the greatest discrepancies lie, starting with assessment, using data available on student performance (grades) throughout their program at SUNY Korea, comparing for example, performance in Korea vs performance on site at Stony Brook campus.
- Fixing problem areas will be unlikely without resources for monitoring, training, and continual assessment.
- A fundamental question remains of whether the cost to the Stony Brook home program of faculty time away from research endeavors and instruction of on-site students for the monitoring of such programs can be justified by the benefits of having programs such as those in SUNY Korea.