

BUILDING EXTERNAL COMMUNITY SUBCOMMITTEE

“Colleges and Universities are open systems, in constant interaction with the external environment in the exchange of finite resources.” (AAC&U, 2005)

The Building External Community Subcommittee undertook an assessment of University programs, services and external community engagement, including the perceptions of the off-campus communities regarding the University. A committee comprising internal and external members of the community with extensive backgrounds in supporting diversity initiatives and programs between the campus and the community were assembled.

The process used by the subcommittee in conducting this review was similar to that utilized by some institutions, and included visits from external community members who were either members of the President’s Multicultural Advisory Board or Community Advocates.

The Committee had extensive discussions regarding the need for environmental change in higher education in response to the ongoing transformations in the political, social, and economic communities. The Committee concluded that the University was at a crossroad as it attempts to expand and shift from a self-referenced environment to an expanded view that includes increased faculty, staff, student, and community interaction.

At present, multiple individuals and departments are responsible for community engagement. We believe that both the University and its community partners would benefit from an integrated approach, especially one that has the promotion of diversity and inclusion as one of its guiding principles. An additional consequence of this process is that communication encompass 360 degrees. For example, the University would advertise Stony Brook programs to diverse communities, while concurrently informing the campus community of external community activities - including the membership of community – based advisory boards and their meeting dates and other community resources - via a “Community Connection” section on the University’s website. The President’s Multicultural Advisory Boards would have a more active advisory role on issues related to the University’s external activities. In this way, the University can give full consideration to the scope of needs presented by the diverse external community when the University makes strategic decisions that will affect these communities.

The recommendations listed in this section are based on the concept of community engagement, which is defined by the Carnegie Foundation for the Advancement of Teaching as “the collaboration between institutions of higher education and their larger communities (local, regional/ state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity,” and on *The Principles Of Community Engagement* developed by the CDC/ATSDR Committee On Community Engagement available on-line at <http://www.cdc.gov/phppo/pce/>.

RECOMMENDATION 1	
<i>Develop an administrative structure for directing and coordinating community outreach. We recommend that the President create this organizational structure, which might take the form of an administrative officer at the VP level, or a structured coalition of divisional heads.</i>	
Responsible Party	President
Implementation Date	May 2007
Expected outcomes	Creation of an administrative entity that is responsible for the coordination of all community outreach, and partnership programs, leading to a more efficient and strategically focused program of community engagement. Greater knowledge of potential links and synergies between different employees' involvement in community activities. Greater awareness of external community-sponsored events among the campus community. Increased participation of Multicultural Advisory Groups in helping the University to accomplish strategic planning, resulting in more inclusive outcomes.
Assessment	Periodic reports to the President and to the campus community regarding progress. Input from the various stakeholders in the process. Providing links to community events on the University's website.
Assessment Date	

RECOMMENDATION 2	
<i>Utilize available employee information fields in PeopleSoft to capture employees' community activities in which they are engaged as individuals, or as representatives of the University.</i>	
Responsible Party	Administrative entity described in recommendation one
Implementation Date	June 2007
Expected outcomes	Improved coordination in initiating outreach activities. More efficient collaborative grant application processes, better response to community requests for speakers and experts.
Assessment	Increase in the number of collaborative community outreach activities. Decreased time needed to assemble human resources for grant-writing projects. Increase in community utilization of faculty and staff expertise.
Assessment Date	

RECOMMENDATION 3	
<i>University Human Resources and Enrollment Management should work with community groups who could assist in the development of strategies and activities geared to attract diverse prospective students and employees.</i>	
Responsible Party	Directors of Human Resources, and Associate Provost for Enrollment Management
Implementation Date	June 2007
Expected outcomes	More inclusive and effective recruitment of potential employees and potential students to applicant pools.
Assessment	Annual report on which newly implemented strategies and activities were the direct results of input received from diverse community groups.
Assessment Date	

RECOMMENDATION 4	
<i>Add a reference about the importance of the external community to the University's mission statement.</i>	
Responsible Party	President
Implementation Date	June 2007
Expected outcomes	The value of building external community will be affirmed as a core value for Stony Brook.
Assessment	A revised University mission statement containing reference to the importance of building community with the world beyond the campus.
Assessment Date	

RECOMMENDATION 5	
<i>Every Vice President should assign a senior administrator in his/her area to serve as the coordinator of that VP area's external relations. In this way, focus is placed on the importance of external relations, and there will be a person who is aware of all the externally-related activities taking place within the respective division. This person will communicate with the person or coalition--described in Recommendation 1 above, helping to coordinate community outreach. When appropriate, he/she will utilize representatives of external community groups to assist the University in making decisions.</i>	
Responsible Party	Vice Presidents
Implementation Date	June 2007
Expected outcomes	Better information sharing about external outreach efforts and an infrastructure that better supports the building of external community. Better-informed decisions on matters that impact the external community.
Assessment	Documented use of external community group representatives to assist in strategic decision making regarding policies and practices within the VP area.
Assessment Date	

RECOMMENDATION 6	
<i>The University should increase its efforts to provide assistance to communities that are in need of research, program evaluation, and assistance on community issues.</i>	
Responsible Party	Vice President for Research, Provost, Executive Dean of the Health Sciences Center
Implementation Date	Implemented by December 2007
Expected outcomes	Add measured change in the perception by external communities comprised primarily of underrepresented groups that Stony Brook has brought its research and expertise to bear on helping them to find solutions to their greatest needs.
Assessment	Documentation of research assistance provided; documentation of program evaluation assistance provided; annual survey of how Stony Brook is perceived by the communities that received this manner of assistance.
Assessment Date	

RECOMMENDATION 7	
<i>External community members should be made aware that the Ombuds Office is available to assist in handling complaints or concerns related to the business, operations or services of the University.</i>	
Responsible Party	President
Implementation Date	June 2007
Expected outcomes	Greater utilization of the Ombuds Office by external community members. Enhanced identification of systemic problems at the University that impact the external community negatively, and improved operational procedures.
Assessment	Ombuds Office annual report statistics. Ombuds Advisory Committee review of Ombuds Office visitor evaluations
Assessment Date	

RECOMMENDATION 8	
<i>The University should provide training to staff representatives on how to be good spokespersons and/or ambassadors for the University.</i>	
Responsible Party	Vice President for Advancement
Implementation Date	May 2007
Expected outcomes	Improved quality of presentations about Stony Brook to the external community by employees in a variety of settings. Presenting a consistent voice regarding the University's image and basic message to the public.
Assessment	Survey of audiences regarding presentations about Stony Brook. Community feedback about speakers.
Assessment Date	

RECOMMENDATION 9	
<i>Create a Community Resource and Advocacy Initiative to provide educational and administrative support to faculty and staff who are engaged in community outreach. The Center would provide training and support to faculty or staff who are engaged in the community, strengthen the processes for acknowledging and rewarding individuals for their contributions to the community, and develop programs that enhance the University's role in the community. Such programs might include the development of 'community think tanks' that use the intellectual property and resources of the University to help in community relations, community health education programs, community friendly websites, etc.</i>	
Responsible Party	Administrative entity described in recommendation one.
Implementation Date	September 2008
Expected outcomes	Faculty and staff oriented and trained in community outreach skills, how to plan coordinate, and implement community-based programs, and increased engagement of the community by the University.
Assessment	Numbers of persons trained; number of persons recognized; evaluation of programs, fall 2008 survey of the community engaged regarding their perceptions.
Assessment Date	

RECOMMENDATION 10	
<i>Create a Council for School/Community Partnerships to create and enhance outreach to the K-12 school community, with an emphasis on high need/low resource school districts. Drawing on the expertise of educational leaders on campus and in the community and building on programs like WISE and the School of Medicine High School Program, Project HOPE, the Council would develop initiatives to prepare students from underrepresented groups for successful entry into programs of higher education. The Council will coordinate and record the different programs that exist on campus now, and assist in data collection and marketing the strengths of our commitment to students at all levels. The University should increase mentorship opportunities for K-12 students that would enable cross cultural activities among faculty, staff and students.</i>	
Responsible Party	Administrative entity described in recommendation one, in collaboration with Dean of Admissions and Directors of community Relations
Implementation Date	September 2008
Expected outcomes	Closer partnerships with local school districts, increased numbers of qualified undergraduate student applicants from underrepresented communities.
Assessment	Fall 2009 Program evaluations and reports; application and enrollment statistics for underrepresented communities.
Assessment Date	

RECOMMENDATION 11	
<i>Officially recognize and support existing faculty/staff groups that promote inclusion and diversity on campus, including providing a place for them on the University's website. Establish institutional mechanism for formally acknowledging and officially recognizing faculty and staff groups such as:</i>	
<ul style="list-style-type: none"> • <i>Union Universitaria Latinoamericana (UUL)</i> • <i>Black Faculty and Staff Association (BFSA)</i> • <i>Asian American Faculty and Staff Association(AAFSA)</i> • <i>LGBT Faculty and Staff Network (Pride @ SBU)</i> 	
<i>Providing access to official SBU web pages and email accounts for faculty staff organizations will send an implicit message of inclusion. New and potential faculty and staff will have a simple way through the SBU home page to learn about those support structures that already are in place. Adequate support for such groups would also lay the foundation for the more universal symbol of recognition and support of our diversity. We recommend that the President charge the Office of Diversity and Affirmative Action to organize a task force, made up of stakeholders from the various organizations, to develop guidelines for recognizing and supporting these groups</i>	
Responsible Party	New Senior Community and Inclusion Administrator
Implementation Date	December 2006
Expected outcomes	Flourishing employee groups, an increased sense of community. Increased enrollment in existing groups on campus; increased understanding, acceptance, and valuing of differences, and recognition of similarities

	within the campus community; promotion of a culture of safety and inclusion. Presentation to the President of a set of guidelines for the recognition and support of existing (and future) campus organizations that promote diversity and inclusion.
Assessment	Survey perceptions of the affiliate organizations in fall 2008. Annual report of membership and activities to newly hired Senior Administrator. Subsequent data in future Campus Climate Surveys will evaluate improvement in perceptions of University administrative support for non-majority groups.
Assessment Date	

RECOMMENDATION 12	
<i>Develop recruitment and retention programs to diversify the faculty and staff at all levels. Recommended strategies include the following:</i>	
<ul style="list-style-type: none"> ▪ <i>Hold deans, chairs and directors accountable for their hiring decisions.</i> ▪ <i>Support strategic faculty hires in selected departments over the next five years to increase diversity and equity, especially in departments where there are currently no faculty of color or women faculty.</i> ▪ <i>Collaborate with the county and state to increase affordable housing opportunities, create relocation assistance, and mortgage relief programs for faculty and staff.</i> ▪ <i>Develop peer networks and other retention strategies to maintain a diverse faculty and workforce.</i> ▪ <i>With their permission, publish a list of employees' community involvements to showcase those involved in the eternal community and the organizations with which they are involved.</i> 	
Responsible Party	Vice President for Administration, Provost, Directors of Human Resources and Office for Diversity and Affirmative Action
Implementation Date	September 2007
Expected outcomes	Increased diversity among applicant pools and workforce, showing progress over six-month periods.
Assessment	Statistical analysis of racial and ethnic composition of newly hired faculty and staff each six months, and of the total workforce.
Assessment Date	

BUILDING EXTERNAL COMMUNITY

Co-Chairs: Michael McClain – Hospital/External Affairs
Lynda Perdomo-Ayala - Pharmacology

Helen Carrano,
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Robert Pertusati,
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