

## **BUILDING INTERNAL COMMUNITY SUBCOMMITTEE**

The Meta-analysis of SBU studies and reports since 1987 reflects certain critical and ongoing concerns that were most recently borne out in the 2004 SBU Campus Climate Survey. Thematically, two related fundamental concerns that emerge include a lack of a unifying sense of community at SBU, and a lack of inclusion and even safety for non-majority groups. (See Appendix A: “SBU Campus Climate Meta-analysis Matrix” and Appendix B: “SBU Campus Climate Survey – Noteworthy Findings”)

Certainly, SBU is not unique in acknowledging the loss of community in the midst of extraordinary institutional growth. Modern institutionalization and the tendency towards bureaucratization has been the focus of studies and theorists, perhaps the most famous of whom was (Weber, 1998). (Tonnie's 1887,2002; Sennett, 1998) Inherent in this process, too often, is the concurrent growth of dehumanization. Dehumanization can be considered an extreme concept, not happily associated with SBU and its operation. However, when operationalized, it takes the form of workers and administrators engaged in role-related behaviors that do not foster a sense of belonging and welcoming among students, patients, staff, and faculty. Concern for individual growth, participation, equitable representation and safety anchored in a sense of connection to SBU as a community is too often lost to the presumed focus on the “bottom line”, the sense of being “out of the loop” and the disengagement that results.

While clearly not universal or chronic at SBU, the Campus Climate Taskforce Sub-committees “Building Internal Community” and “Participation and Empowerment” considered the continued explicit reflections of alienation and diminished non-majority safety. The committees also examined those programs and events where community and the importance of connection and relationship are successful across SBU. For example, celebrations such as Diversity Day, Homecoming and Roth Regatta, and programs such as the Undergraduate College Program, AIM/EOP, and Honors College offer an opportunity for people representing different groups and departments to share a common purpose, space and experience and to identify both as part of the group and as part of one university. However, many of these programs and events attract mostly students.

The “Building Internal Community” and “Participation and Empowerment” Sub-committees identified several consistent and critically important themes in their proposed recommendations. These were:

1. leadership;
2. the creation of shared, safe and purposeful community space;
3. the establishment of regular and ongoing communication opportunities; and
4. the establishment of across-the-board representative advisory groups for all administrators.

In addition, the importance of organizational leadership that demonstrates strong buy-in to the success of any systemic or culture change initiative is well established among organizational theorists (Gummer & McCallion, 1995, Kotter, 1996).

<b>RECOMMENDATION 1</b>	
<i>Appoint a Senior Community and Inclusion Administrator with Responsibility for overseeing, coordinating and integrating the University's Community and Inclusion Initiatives</i>	
<b>Responsible Party</b>	President
<b>Implementation Date</b>	May 2007
<b>Expected outcomes</b>	Improved coordination and implementation of all the recommendations set forth by the Campus Climate Task Force.
<b>Assessment</b>	President's Office to monitor Administrator's progress. Biannual Campus Climate Survey measuring progress towards goals for the University.
<b>Assessment Date</b>	

<b>RECOMMENDATION 2</b>	
<i>Build a Campus Community Center ("the Commons") to serve all members of the community on both east and west campuses, to provide meeting rooms, restaurants, and facilities that would serve various parts of the community. The Community Center would house a Multicultural Community Center. This initiative would provide a powerful and vivid symbol of the University's commitment to diversity and the inclusion of underrepresented religious, ethnic and racial groups, as well as LGBTQ members, women, people with disabilities and their associated campus organizations/centers. Located centrally, it would be accessible to and serve both sides of the campus, fostering a more unified sense of the University. The Community Center would serve undergraduates, graduate students, staff, faculty, and alumni. With meeting rooms, resource materials and adept and committed staff, the Community Center would provide the framework for faculty-staff-student exchanges, social support, education, community service, promotion of equity and diversity, and leadership</i>	
<b>Responsible Party</b>	President, Vice President for Administration
<b>Implementation Date</b>	Planning, design, and identification of source of funds January 2007 – January 2008; construction begins June 2008
<b>Expected outcomes</b>	Serve as a means to bring diverse groups together in one place and to broadcast a message that Stony Brook University is committed to educational equity. The Center will also serve as a hub of building community between diverse groups and between east and west campus. By bringing together in one place the various community-building activities on campus, the University would have a hub, which will foster both planned and incidental interactions.
<b>Assessment</b>	Progress will be monitored by the President's Office. Annual analysis of utilization of space and survey of groups and inter-group activities. Subsequent data in future Campus Climate Surveys will evaluate improvement in perceptions of University administrative support for non-majority groups and a sense of belonging and concern experienced by staff and faculty.
<b>Assessment Date</b>	

<b>RECOMMENDATION 3</b>	
<i>Create LGBTQ Resource Center. Establish a new line within the Wo/men and Gender Resource Center to serve as LGBTQ counselor and programmer. (see Appendix C)</i>	
<b>Responsible Party</b>	President, Vice President Student Affairs, Provost
<b>Implementation Date</b>	Begin hiring search - December 2006, Staff hired and Resource Center programming initiated – June 2007
<b>Expected outcomes</b>	Increased sense of belonging and support to groups. Increased access to sources of information and opportunities to engage diverse groups in activities on and off campus.
<b>Assessment</b>	Annual analysis of utilization of space and survey of groups and inter-group activities. Subsequent data in future Campus Climate Surveys will evaluate improvement in perceptions of University administrative support for non-majority groups and fostering of inter-group engagement.
<b>Assessment Date</b>	

<b>RECOMMENDATION 4</b>	
<i>Enhance the UNITI Cultural Center and establish a new line within the UNITI Cultural Center to provide support, and to serve as coordinator and programmer. (see Appendix D)</i>	
<b>Responsible Party</b>	President, Vice President Student Affairs, Provost
<b>Implementation Date</b>	Begin hiring search - December 2006, Staff hired & center programming initiated – June 2007
<b>Expected outcomes</b>	Increased sense of belonging and support to groups. Increased access to sources of information and opportunities to engage diverse groups in activities on and off campus. . Promote awareness and acceptance of differences and help coordinate celebrations across faculty, student, and staff cohorts.
<b>Assessment</b>	Annual analysis of utilization of space and survey of groups and inter-group activities. Subsequent data in future Campus Climate Surveys will evaluate improvement in perceptions of University administrative support for non-majority groups and fostering of inter-group engagement.
<b>Assessment Date</b>	

<b>RECOMMENDATION 5</b>	
<i>Implement a Two Stage Safe Zone program  Stage One: Safe Zone focused on the LGBTQ community  Stage Two: Safe Zone focused on other marginalized groups</i>	
<b>Responsible Party</b>	President, Vice President for Student Affairs, and Director Wo/Men and Gender Resource Center.
<b>Implementation Date</b>	December 2006 - start training. Jan 2007 - start the program for LGBTQ, Jan. 2007 establish committee charged with designing a comparable program to be relevant for other groups. Jan. 2008 – start program for other groups
<b>Expected outcomes</b>	Increased empowerment and sense of safety and reduction in fear

	experienced by members of the LGBTQ community and members of other non-majority groups.
<b>Assessment</b>	The Advisory Board of the Wo/Men and Gender Resource Center and the Campus Climate Steering group will monitor progress. Success will be measured by data reflected in subsequent Campus Climate Surveys showing a marked improvement for these groups in sense of safety, a decrease in both observed and experienced harassment, and increased sense of support by University administration, and faculty and staff.
<b>Assessment Date</b>	

<b>RECOMMENDATION 6</b>	
<i>Implement and institutionalize an ongoing series of Presidential campus-wide town hall meetings - organized around pertinent themes and simulcast to other parts of campus as well as Stony Brook Manhattan, and Southampton.</i>	
<b>Responsible Party</b>	President
<b>Implementation Date</b>	December 2006 - Initiate Town Hall Meeting series
<b>Expected outcomes</b>	360-degree communication. Provide opportunities for campus community members to express concerns, improve communication in the identifying and resolving of problems facing the community, and increase community engagement and community participation.
<b>Assessment</b>	Attendance at town hall meetings. Feedback from community members that these open discussions provide opportunities to offer comment and that those items mentioned are adequately addressed. Data in future campus climate surveys will measure changes in perceptions of responsiveness.
<b>Assessment Date</b>	

<b>RECOMMENDATION 7</b>	
<i>Create a campus wide calendar similar to that of the Student Success Book for all employees. This would include valuable information from departments, policies, resources, and dates of major events occurring on campus. Discounts with coupons for Staller, Athletics, and the bookstore for SBU apparel should be included. (It could be used as part of the kickoff for the 50<sup>th</sup> year anniversary). Calendar would be made available online.</i>	
<b>Responsible Party</b>	Directors of Human Resources and AVP for Communications
<b>Implementation Date</b>	January 2007
<b>Expected outcomes</b>	Increased sense of community and school pride. More employees will attend events and volunteer to help organize such events. Improved knowledge about Stony Brook.
<b>Assessment</b>	Measure hits online. Increased sense of “being in the loop” as measured by re-administration of Campus Climate Survey. Include a survey card in the book and online for feedback.
<b>Assessment Date</b>	

<b>RECOMMENDATION 8</b>	
<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"> <li>• <i>Union Universitaria Latinoamericana (UUL)</i></li> </ul>	

<ul style="list-style-type: none"> <li>• <i>Black Faculty and Staff Association (BFSA)</i></li> <li>• <i>Asian American Faculty and Staff Association(AAFSA)</i></li> <li>• <i>LGBT Faculty and Staff Network (Pride @ SBU)</i></li> </ul> <p><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></p>	
<b>Responsible Party</b>	New Senior Community and Inclusion Administrator
<b>Implementation Date</b>	December 2006
<b>Expected outcomes</b>	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.
<b>Assessment</b>	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.
<b>Assessment Date</b>	

<b>RECOMMENDATION 9</b>	
<i>Re-establish the University Activities Committee to develop plans for new large-scale campus events that would involve all sectors of the campus. Some suggestions include: summer picnic for employees, trips, concerts, art shows, receptions, get-acquainted activities, sports day, faculty and staff appreciation day.</i>	
<b>Responsible Party</b>	Directors of Human Resources
<b>Implementation Date</b>	May 2007
<b>Expected outcomes</b>	Increased participation of employees at events. An increase in Stony Brook Pride as measured in subsequent campus climate surveys.
<b>Assessment</b>	Attendance at events.
<b>Assessment Date</b>	

<b>RECOMMENDATION 10</b>	
<i>Departmental establishment of employee “campus engagement” release time policy within each VP area, recognizing the variety and range of work schedules. VPs will encourage participation in campus events. Each VP will prepare a written statement specific to their area that explains the policy and encourages participation.</i>	
<b>Responsible Party</b>	Vice Presidents
<b>Implementation Date</b>	December 2006

<b>Expected outcomes</b>	Increased employee participation, engagement, and sense of belonging to campus community.
<b>Assessment</b>	Evaluation by newly hired/appointed senior community and inclusion administrator. Subsequent data in future Campus Climate Surveys will evaluate changes in employee engagement and sense of belonging to campus community.
<b>Assessment Date</b>	

<b>RECOMMENDATION 11</b>	
<i>Establish ongoing orientation advisory group to re-tool the faculty and staff orientation programs in order to make new employees feel connected to the campus community, not only to their departmental units. Advisory Group will be comprised of faculty and staff to ensure ongoing feedback regarding orientation effectiveness.</i>	
<b>Responsible Party</b>	Directors of Human Resources and Employee Assistance Program
<b>Implementation Date</b>	December 2006
<b>Expected outcomes</b>	Employees feel more a part of Stony Brook University.
<b>Assessment</b>	Follow up survey after employees complete orientation.
<b>Assessment Date</b>	

**BUILDING INTERNAL COMMUNITY**

Co-Chairs: Jerrold Stein - Dean of Students  
Marylou Stewart – Health Sciences Center/Photography

Pam Burris,  
Physics and Astronomy

Joanne Morici,  
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Jose Carranza,  
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