

PARTICIPATION AND EMPOWERMENT SUBCOMMITTEE

Organizational theorists have increasingly linked employee empowerment to increased “proactivity.” Proactivity is defined as behavior that “is change-oriented, active, problem-solving behavior. It involves efforts to resolve current problems in the search for improved or new products, services, ideas, procedures or processes”. (Yoon, 2001 p.196) The concept of empowerment within organizations often takes different meanings for different scholars, ranging from a more psychological reference to self-efficacy (Bandura, 1986) to more structural notions of autonomy (Kanter, 1983), delegation of power (Tannebaum 1968), and structurally afforded choice (Lawler, 1992).

In order to enable workers to engage proactively with the organization, the organization must have established structures to facilitate that engagement through solicited input, feedback and participation in both advisory and decision-making contexts. Organizations that do not actively and meaningfully invite these forms of engagement run the risk that they will not “detect and correct errors” (Rodriguez, 2004) which overtime can exacerbate (Argyris & Schon, 1978; Rodriguez, 2004).

Petty, McGee and Cavender’s (1984) meta-analysis of studies that sought to measure the relationship between job satisfaction and performance, found that there was an “impressive” positive correlation between overall job satisfaction and job performance.

RECOMMENDATION 1	
<i>Create a Campus-Climate Response Team to represent all campus constituencies. The committee’s charge is to identify patterns and individual causes of concern and disempowerment; patterns should be reported to the steering committee; Individual causes of concern will be referred to the appropriate party.</i>	
Responsible Party	The initial members of the team can be chosen by the President from members of the Campus-Climate Task Force, but replacements should be chosen by the constituencies (e.g., GSO, University Senate).
Implementation Date	January 2007 - Appoint initial team. November 2006 –Team submits proposed procedures to the Campus Climate Steering Committee.
Expected outcomes	The team will continue the work of the Task Force, by hearing concerns of members of the campus community, and working to solve the problems. An effective team will increase the sense of empowerment in the community and create mechanisms that will prevent future problems.
Assessment	Biannual Campus Climate Survey results noting progress in perceived degree of University concern for employees, and University responsiveness.
Assessment Date	

RECOMMENDATION 2	
<i>Establish broadly-based advisory groups for senior administrators (Deans, VPs, Provost).</i>	
Responsible Party	Each administrator forms his or her own advisory group, which includes individuals from faculty, staff, and both graduate and undergraduate students who can effectively represent their particular group's needs and assets.
Implementation Date	Advisory groups appointed and functioning by December 2006
Expected outcomes	Because these groups are broadly representative, administrators will get direct input on the concerns of the campus community, and feedback about the impact of administrative policies.
Assessment	Biannual Campus Climate Survey with semi-annual reporting noting progress in perceived representation of various groups' voices in University decision-making and University responsiveness. Each administrator's supervisor, based on input from the group members and the administrator with whom they meet, should evaluate the usefulness of these groups.
Assessment Date	

RECOMMENDATION 3	
<i>Establish regularly scheduled VP Town Hall meetings.</i>	
Responsible Party	Vice Presidents
Implementation Date	June 2007
Expected outcomes	The Vice Presidents will develop a better sense of the concerns of their own constituencies.
Assessment	In fall 2007 the President's office will survey each VP about the occurrence, design, and usefulness of his/her town hall meetings. Subsequent Campus Climate Surveys will note progress in perceived representation of various groups' voices in University decision-making and University responsiveness.
Assessment Date	

RECOMMENDATION 4	
<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</i>	

<i>diversity, and leadership</i>	
Responsible Party	President, Vice President for Administration
Implementation Date	Planning, design, and identification of source of funds January 2007 – January 2008; construction begins June 2008
Expected outcomes	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.
Assessment	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.
Assessment Date	

RECOMMENDATION 5	
<p><i>Implementation of a Two Stage Safe Zone program (See same recommendation submitted by Building Internal Community Subcommittee)</i> <i>Stage One: Safe Zone focused on the LGBTQ community</i> <i>Stage Two: Safe Zone focused on other marginalized groups.</i></p>	
Responsible Party	President, Vice President for Student Affairs and Director of Wo/Men and Gender Resource Center.
Implementation Date	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.
Expected outcomes	Increased empowerment and sense of safety and reduction in fear experienced by members of the LGBTQ community and members of other non-majority groups.
Assessment	The Advisory Board of the Wo/Men and Gender Resource Center and the Campus Climate Steering group will monitor progress. Success will be measured if data reflected in subsequent Campus Climate Surveys shows 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.
Assessment Date	

PARTICIPATION & EMPOWERMENT

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