APPENDICES

Matrix - "Attributes Of Inclusive Organizations" – Cornell University and Corresponding Themes gleaned from past reports of Stony Brook University

1. DEMONSTRATED COMMITMENT TO DIVERSITY					
	Campus Climate Survey 2004	Graduate Student Organization Survey, 2005	Women's Faculty Issues Committee May 2000	Year of Community Initiative/Affirming Community Statement, 1999	FYP Committee on Diversity and Internationalization, 2000-2005
Commitments/Initiatives/Recommendations		• Suggestions to improve faculty-student relations: 1. Mandate sexual harassment training for faculty; 2. Mandate sensitivity training for faculty, towards non-native speakers of English, students who are challenged, racial minorities etc. Page 19	• Establish a pool of money for redressing current salary inequities. Establish a special fund for increasing the number of women faculty in areas in which they are significantly under-represented. Allow options for partners/spouses to share faculty positions and institute an option for half-time positions. Page 2. • Ensure gender equity in start-up funds, offices and laboratory space. Monitor the distribution of travel and computer funding to make sure thee resources are equally available to men and women faculty, particularly in the Humanities, Fine Arts and Social Sciences were such funds are often crucial for research and career advancement. Promote more women to high administrative positions (chairs and above). Perhaps the single most important objective is to increase the number of women faculty in the University. Page 3. • A longstanding and vexing problem of the discordance between the calendars of the University academic year and those of surrounding public schools districts. This places additional burdens on our faculty and especially on the women faculty. We urge the University to re-examine its academic calendar with objective of reducing or eliminating, insofar as possible, these discordances. Page 4.	• "In committing ourselves to study and work at Stony Brook, we agree to promote equality, civility, caring, responsibility, accountability, and respect. We also recognize the importance of understanding and appreciating our differences and similarities." Pages 1 -2 • We recognize that freedom of expression and opinion entails an obligation to listen to and understand the beliefs and opinions of others, and to treat others fairly." Page 2.	• Recognize and make all Schools and Departments aware that living among diversity is not the same as learning about diversity. Develop mechanisms to address diversity in intellectual arenas such as: classes, university-wide forums, conferences both on and off campus, activities to draw together both international and "local" faculty and students in a discussion format, publications, and University-sponsored extracurricular activities. Page 1 • Examine the 8-simester limit on campus residency to ascertain the extent to which it is discriminatory to all students (since universally a significant percentage of students complete their degrees in 9 or more semesters) but may have a particularly negative effect on students of color or from low-income backgrounds, since the local housing market is expensive and public transportation is limited. Pages 1-2 • Diversify the faculty to increase by at least 5% the numbers of faculty from underrepresented groups from the African American, Caribbean American, and Hispanic American/Latino. Page 2. • Diversify and internationalize the academic process to give voice to the historical experiences and intellectual contributions and achievements of underrepresented members of our university community whose contributions must be valued as an integral part of the intellectual like at Stony Brook. Page 2 • Enhance current multicultural academic units such as Africana Studies, Latin and Caribbean Studies, Women's Studies, and Italian American Studies. Page 3. • Initiate the establishment, within one year, of a Center for Diversity Education and Culturally Competent Counseling, and appoint a free-standing advisory board, which reports directly to the President and consists of members of the campus community with established expertise in these areas, to set up the appropriate infrastructure and interface with relevant existing units (e.g. International Services, the University Counseling Center, Disabled /students Services) as well as community-based organizations. Just as sexual harassment awareness training is now mandatory for all employees on responding appropriately to diverse populations. It would also develop a policy to discourage acts of intolerance and discrimination. Page 3 • Developing a Sense of Community on the Campus: Volunteer service opportunities which are cross cultural; Consider requiring that volunteer service be with mixed groups; Create fairs and celebrations that are cross cultural. One of these might be part of orientation; Develop workshops on diversity; Foster student and faculty interaction on a social level; Forums on diversity, including sexual orientation; A film series, using outstanding movies that speak to racial and other differences, at low cost and listed in the monthly diversity calendar; A "welcome wagon" dimension to staff and faculty recruitment; Build on existing programs and create events that serve families; A "hot line" for new staff/faculty and their families; Sports events that are intercultural; and encourage "green team" cooperative work. Pages 4-5 • Invite the communities to the proposed intercultural fair; A series of events for the business community, using speakers and panels that demonstrate the wisdom and practicality of an inclusive society; Small links with area business, with welcome student events; Work for greater employment opportunities for students in area businesses; Offer multicultural programs to area schools; Expand bus routes to enable people from campus to shop in area stores; Encourage the farmers' market and craft fairs; Address parking for campus events, making it easier for the surrounding communities participate in campus events. Page 5 • Establish an International House with a common area for interaction among visitors and hosts. Page 7

Matrix - "Attributes Of Inclusive Organizations" – Cornell University and Corresponding Themes gleaned from past reports of Stony Brook University

1. DEMONSTRATED COMMITMENT TO DIVERSITY				
	Campus Climate Survey 2004	Graduate Student Organization Survey, 2005	Women's Faculty Issues Committee May 2000	Year of Community Initiative/Affirming Community Statement, 1999	FYP Committee on Diversity and Internationalization, 2000-2005

Commitments/Initiatives/Recommendations					
		•	•	•	• **Action:** Further analysis of this issue is required to determine in which fields women are underrepresented. Make steps to insure that women are made to feel welcome and supported during their stays in the United state and that they are prepared for some of the difficult challenges they will face as part of a highly educated minority of women in developing countries. Page 11 • **Goal:** Gender equity among international students in all fields, not just those fields (such as education) traditionally populated by women. Page 12 • How can we identify international expertise of faculty, staff and students for use in achieving internationalization goals? Page 16 • A centralized location to learn about international resources on campus; research and education facilitated through new initiatives based on the development and coordination of available campus resources and; new initiatives to cure deficiencies to be prioritized through strategic planning. Page 16 • Provide diversity training for all faculty and staff to more effectively serve our diverse student population. This training should be made available to all levels of staff, particularly to "front-lines" staff who are often in the best position to set a welcoming tone for the university. Page 18 • Give prominence and support to the Host Family Program through a coordinated effort involving the Community Relations Office, Student Services and International Services. Increase family and student participation in the program. Page 18 • Continue to provide bus pick-up from JFK Airport for arriving international students. Page 18 • Hire an additional International Student Adviser to focus on the needs of undergraduate international students and to provide enhances outreach. Page 18 • Improve academic advising with a focus on cross-cultural issues faced by students adjusting to the "culture" of Stony Brook. Page 18 • Improve communication about all the international initiatives on campus to undergraduates. The quality of teaching can benefit from effective administrative and pedagogical interactions between the academic departments (along with Asian studies, Indian studies, Latin American studies, Middle East studies, global studies in sociology etc.) and the international studies minor. Page 19 • Buddy System with American born students, (possibly a project via student groups), coordinated through International Services; More clustered housing with a focus on culture sharing, similar to the International Living Learning Center; Receptions at least one time per semester in intimate groupings (by college?) with Q & As regarding assimilation/acculturation and cross-cultural communication; Socials/dances hosted by clubs or organizations specifically inviting international students, i.e. swing dancing. Should be held within first month on campus; Email group list of international students distributed throughout campus for event invitations. Page 21 • Encourage faculty to reach out and offer words of encouragement and support to international students encountering the U.S. system of education for the first time. Page 21 • Get international students more involved in the wider community beyond Stony Brook. Offer opportunities for them to speak to and get involved with school groups, Rotary Club, Stony Brook Childcare, Community and University Diversity Celebrations, Ward Melville Heritage Organization mentoring, Garden Clubs etc. Students can speak about their holidays, crafts, family traditions, language, foods, customs, etc. Page 21 • **Fact Finding:** How could the website and university materials provide greater appeal and critical information to those unfamiliar with the U.S. and the U.S. system of education? • **Action:** Redesign and organize the website in a way to stress things that appeal to those from other countries making it less parochial and emphasizing proximity to New York City, diversity and quality of the faculty and air it at the international undergraduates we hope to attract. • **Goal:** Increase international/intercultural admissions particularly at the undergraduate level by providing clear explanations that will be understandable by those unfamiliar with the U.S. and the U.S. system of education. • **Timeframe:** Revise website and continue to enhance and improve it over the course of the 5 year plan. Page 22

1. DEMONSTRATED COMMITMENT TO DIVERSITY				
Campus Climate Survey 2004	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Affirming Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**
	•	•	•	• There should be a new Presidential Mini-Grant to departments to encourage the internationalization of the curriculum and departmental research; The University should continue to reward curriculum development that addresses the issue of student retention, both domestically and internationally, through academic reform. To set us a Presidential Advisory Board for a Center for Diversity Education and Culturally Competent Counseling consisting of members from the campus community who have established expertise in these areas. Page 29 • The Center should have an appropriate budge, staff, and facilities. The Center should hire appropriate personnel for mandatory training (e.g., on the model of the Sexual Harassment Training) for faculty, staff, researchers, and administrators. The Center should be established within one year and be evaluated in three years. Page 30

1. DEMONSTRATED COMMITMENT TO DIVERSITY				
Campus Climate Survey 2004	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Affirming Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**

Findings/Stats/Perceptions

Campus Climate Survey 2004:
- "Approximately 1/3 do not feel like part of the family or team at Stony Brook. Page 1
- 2/5 believe that people of color always or mostly have a fair representation on policy or decision-making groups. Page 1
- ¼ believe that people with disabilities always or mostly have a fair representation on policy or decision-making groups. Page 1
- Almost 30% had observed harassment on the basis of foreign accent over the previous two years. Page 1
- Almost ¼ had observed harassment on the basis of gender over the previous two years. Page 1
- Almost ¼ had observed sexual harassment over the previous two years. Page 1
- About ¼ of women report that they have observed both gender based and sexual harassment over the previous two years. Page 1
- While 9% of Whites agree with the statement that making fun of people based on their ethnicity is acceptable in their department, 27% of Asian/Pacific Islanders agree with this statement. Page 1
- About 20% of Blacks, Hispanics/Latino, Asians/Pacific Islanders and Native American/Alaskans report experiencing harassment based on ethnicity by faculty/staff over the previous two years. Page 1
- 32% of Asians/Pacific Islanders report experiencing harassment based on foreign accent by faculty/staff over the previous two years. Page 1
- 22% of Blacks report experiencing racist harassment by faculty/staff over the previous two year. Page 1
- While about 30% of Blacks, Hispanics/Latinos and Asians/Pacific Islanders report observing harassment on the basis of ethnicity by faculty/staff over the previous two year, 16% of Whites report similar observations. Page 1
- While about 10% of Christians report that they have observed religious harassment by faculty/staff over the previous two years, over 30% of Muslim/Islamic and over 20% of Hindu respondents report that they have observed religious harassment by faculty/staff over the previous two years. Page 2
- Over 40% of Lesbian, Gay, Bisexual or Transgendered respondents report that they have observed harassment based on sexual orientation by faculty/staff over the previous two years. Page 2
- Over 15% fewer Lesbian, Gay, Bisexual or Transgendered respondents than Heterosexual respondents report that LGBT are always or mostly treated with respect by every occupational level of administration, faculty, immediate supervisor, professional and clerical staff, support staff and coworkers. Page 2
- While 15% of People without Disabilities said they would not choose to work at Stony Brook again, 24% of People with Disabilities say they would not choose to work at Stony Brook again. Page 2
- Almost ¼ of People with Disabilities report that they have observed harassment based on disability by faculty/staff over the previous two years. Page 2

Graduate Student Organization Survey, 2005:
- 22% believe they have seen faculty denigrate students. Students were asked whether they have observed faculty members denigrating students, i.e. insults, name calling, derogatory remarks with regard to race, religion, gender, sexual orientation, age country of origin, etc. an appalling 15% answered yes, and 7% said they were not entirely sure (Total of 90 students). Page 6.
- 36% do not believe faculty treat all students equally regardless of race, religion, gender and national origin. 36% either answered no or not sure. Page 8.
- 80% of the students do not feel sufficiently protected against retaliation if they choose to file complaints: 100% of the students in Neurosciences, Anatomy and Mechanical Engineering do not feel sufficiently protected against retaliation. It is interesting to note that these are also the departments where 100% of the students have said that they do not know of any procedures to file a complaint or a grievance. The lack of proper procedures in place might lead to the fear of retaliation. Page 15.

Women's Faculty Issues Committee May 2000:
-

Year of Community Initiative/Affirming Community Statement, 1999:
-

FYP Committee on Diversity and Internationalization, 2000-2005:
- We currently have around 300 non-immigrant undergraduate international students enrolled at Stony Brook. Page 9
- Intensive English Center: About one third of our non-immigrant undergraduate international students transferred from the Intensive English Center (IEC) on campus. The IEC's potential growth is currently hampered by the lack of campus bed spaces. The IEC is an income generating operation and provides a much needed facility for intensive English language training for undergraduates as well as Graduate Students with English deficiencies, Spouses of international faculty and scholars, business people, new immigrants and other members of our community. Page 9
- There are 13 countries sending the largest international graduate students. Page 10
- Concern about addressing differences arises from a mistaken notion about the source of bias. It is not differences themselves that cause the problems but how we respond to them. The above objection, for example, assumes that diversity is a negative and that sameness is a positive. The ideal of "colorblindness" arose as a progressive response to racial bigotry. However well intentioned, this approach has had the effect of establishing white make experience as the norm. Denying differences means ignoring the daily experiences of people of different racialized groups, ethnicities, physical abilities, and genders. Studies have repeatedly shown that we teach students to conform to societal norms and biases often without intention or awareness of how we are doing so. Researchers have shown that disabled children and girls have been trained for dependence and passivity through complimenting their appearance and being overly helpful instead of praising them for their accomplishments. Pages 25-26
- Doesn't multiculturalism destroy the core of values that makes America a unified nation? Doesn't identity politics prevent racial and ethnic groups from assimilating to American culture?
- The term multiculturalism has been used to signal a divergence from a mythical national monoculturalism often identified with a monolithic "Western" or "European" culture. As a result, multiculturalism has carried the unwarranted connotations of "special interest" which implies that it works against as assumed "general interest." This, in turn, has fueled a political backlash and has pitted minorities against one another in seeking administrative approval and funding. Multicultural programming needs to be clearly distinguished from multicultural education. Pages 26-27
- Multiculturalism, when used in the aesthetic sense, has been used to talk about minorities without having to mention race. Aesthetic multiculturalism attempts to manage diversity through de-politicized celebrations of costumes, cooking, and culture. Such celebrations can be meaningful, but, in the absence of true multicultural education, can encourage "cultural tourism" that focuses on the "exotic differences" of other nations. It ignores the daily issues of racism and discrimination aced by students of color and their real needs for empowerment and for a significant place in the university curriculum.
- Multiculturalism, when used to argue for a more inclusive curriculum, refers to academic courses and research that uses the lenses of ethnicity, race, gender, disabilities, and other differences to understand how unmarked categories of privilege have played an organizing and controlling role in the production of scholarship and knowledge. Academic multiculturalism does not focus solely on appreciating cultural diversity but at addressing the increasingly urgent issue of anti-bias education. Page 27

2.	DEMONSTRATED COMMITMENT TO DIVERSITY					
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	Recruitment and Retention of Students, FYP 1995-2000	Adhoc Committee on Nature of a Multicultural campus, 1994	Middle States Self Studies 1994 & 2004	Racial/Cultural Sensitivity Group 1987-1988	Task force on Asian American Students, 1987
Commitments/Initiatives/Recommendations	• "President Kenny should issue a detailed mission statement that outlines Stony Brook's diversity program and emphasizes the university's commitment to following it." Sponsor Diversity Workshops for faculty, staff, and students among groups and individuals of different backgrounds and experiences. Page 1 • "Continue President Kenny's Diversity Hiring Programs targeted to all underrepresented groups, which may vary by unit." Page 1 • "Improve strategies for recruiting underrepresented graduate students by (1) developing new brochures, (2) expanding graduate school efforts to recruit and retain local applicants from underrepresented groups, and (3) developing personal relationships with prospective students. Page 1 • "Create a funded Curriculum Transformation Project to help faculty develop their knowledge about the interrelationships between race, gender, ethnicity, class, and national differences and integrate it into existing and new courses. Page 2 • "Define participation in diversity hiring programs or curriculum development as a criterion for allocating faculty, TA and staff lines. Page 2 • "Reduce allocation of resources to units that fail to meet guidelines or fulfill the unit's own Affirmative Action Plan. Page 2 • "Ensure accountability for implementing diversity programs throughout the University at Stony Brook. Page 15 • "Units that file thoughtful proposals and then implement them should be rewarded with resources; those that fail to file reasonable proposals or do not make useful progress should be sanctioned. The university should develop appropriate budgetary mechanisms suited to the various elements in the programs. Page 15 •	• While the term "diversity" often refers to race, culture, and ethnicity (in both their domestic and international contexts) we advocate a broader understanding to include physical disabilities, gender, age, class, religious beliefs, sexual orientation, and even marital status. Page 3 • Communicate diversity as an institutional priority. President Kenny should issue a detailed mission statement that outlines Stony Brook's diversity program and emphasizes the university's commitment to following it. Cost: None Page 3 • Sponsor Diversity Workshops for faculty, Staff, and students among groups and individuals of different backgrounds and experiences. Cost: $15,000 Page 3 • Continue President Kenny's Diversity Hiring Programs targeted to all underrepresented groups, which may vary by unit. Cost: $250,000 Page 3 • Establish a skills bank to identify, train and recruit qualified professional staff; and initiate a targeted recruitment campaign that identifies and trains individuals for classified service. Cost: None Page 3 • Improve strategies for recruiting underrepresented graduate students by (1) developing new brochures, (2) expanding graduate efforts to recruit and retain local applicants from underrepresented groups, and (3) developing personal relationships with prospective students. Cost: Minimal Page 3 • Provide institutional support for Equal Opportunity Program (EOP), Research Careers for Minority Scholars (RCMS), College-Science and Technology Entry Program (C-STEP), and Women in Science and Engineering (WISE) to assure continued and increased flow of underrepresented groups in mathematics, engineering, and sciences. Cost: $700,000. Page 4 • Create a funded Curriculum Transformation Project to help faculty develop their knowledge about the interrelationships between race, gender, ethnicity, class, and national differences and integrate it into existing and new courses. Cost: $25,000 Page 4	• Strong leadership is needed to articulate and drive the effort to recognize and celebrate diversity. Leadership is also needed to ensure that faculty, staff, and students understand the need for diversity and the implications for the intellectual and social responsibilities of the University community. To accomplish this, the faculty and staff bear a special responsibility to ensure that they and the student body reasonably reflect the diversity of the world outside the campus. Page 1 • The exercise of visible leadership on the part of faculty and staff (especially senior administrators) in promoting cultural awareness, respect, and celebration of cultural differences. Leadership involves providing the necessary material and moral support required for such an effort in a clear, public manner. The kind of civility and dialogue among different groups and individuals which are hallmarks of a successful, well-functioning academic community. Page 2 • An academic/professional program, including curriculum, that provides for an understanding of a respect for different cultures. Such a program would encourage and support faculty and staff development of the intellectual and interpersonal skills to take a leadership role in promoting a pluralistic campus. Page 3 • A Formal Policy Statement. The campus needs a formal statement which reflects its commitment to a nurturing pluralistic environment and sets forth civility standards related to its institutional diversity ideals/goals. The following six challenges to higher education excerpted from the National Association of State University and Land Grant Colleges Statement on Diversity: 1. Foster an environment which nurtures the value and the celebration of human differences; 2. Define campus diversity to include all members of the campus community; 3. page 5 • A diverse, pluralistic campus can provide a context for bigotry, prejudice, and discrimination. It takes visible moral leadership, especially from the top University administrators, to reduce the likelihood that the tremendous advantages of a pluralistic campus are not outweighed by the possible difficulties it may engender. Page 7 • University units, such as academic departments, administrative units, governance bodies, faculty and staff unions, and the Office of Public Safety, can and should provide the necessary leadership for campus discussions and engagement with diversity and pluralism. Page 8 • Communications on these issues is important for reducing "pluralistic ignorance"—the lack of understanding of how others see things. Page 8	• By 1999, the University shall increase the number of female faculty by at least 10% of the current figure and the number of underrepresented minority faculty by at least 10% of the current figure. Page 94B • Require each unit of the University to submit a carefully crafted Affirmative Action Plan each year, with ambitious but realistic goals, well developed strategies for achieving those goals, and a statement of progress. Accountability should be stressed. Page 94B • Recreate the Provost's Affirmative Action Recruitment Pool to support a minimum of 10 faculty appointments for an initial three year period. The hiring unit would be required to pick up responsibility for the appointment within three years. Page 94B • Develop support services to enhance hiring and retention of junior faculty and administrators. Areas to be explored include: low interest housing loans; bridge loans; faculty and staff housing on or close to campus; mentoring; pay equity; community tours and acclimation; transportation between the LIRR Ronkonkoma station and the University and local communities. Page 94B • Enhance recruitment of graduate students by developing collaborative alliances with institutions similar in academic scope which have large percentages of students from underrepresented groups. Page 94B	• Establish goal of changing the feeling of campus from mere tolerance of culturally diverse to pride. Page 10 • Make Race Relations a topic for all incoming students at Orientation. Page 10 • Provide mediation (professional) service for "human relations conflicts". The service can receive referrals but also be part of a disciplinary action, i.e. individuals who have racial or cultural conflicts can be "sentences" to this mediation process. Page 10 • Training programs for new minority employees to increase access to promotion retention. Page 10 • Required course taken by all freshmen – to include EEO/AA issues – acts of racism not tolerated – strong sanctions. Page 10 • Evaluation and follow up of University goals and commitment to AA/EEO. Page 10 • Enforce EEO/AA goals for academic departments by using budget allocation process – rewards and sanctions system developed for outcomes. Page 10 • Establish exchange student programs with United Negro College Fund Schools. Page 10 • Establishment of fully funded Institute for Racial and Ethnic Understanding that can train and educate Stony Brook employees. Page 10 • "Sensitivity Training" experiences for all members of campus. Page 11	• Cultural awareness and sensitivity workshops for faculty and staff should be developed. These should be scheduled each academic year, with participation actively encouraged. Page 6 • A policy designed to increase the representation of Asian-Americans and other minorities in the Residence Hall Staff should be adopted. Page 6 • The committee feels that Asian-American students should receive more attention in appropriate Stony Brook publications. Page 8

Matrix - "Attributes Of Inclusive Organizations" – Cornell University and Corresponding Themes gleaned from past reports of Stony Brook University

2. DEMONSTRATED COMMITMENT TO DIVERSITY					
Celebrating Diversity and Building Commonalities, FYP 1995-2000	**Recruitment and Retention of Students, FYP 1995-2000**	**Adhoc Committee on Nature of a Multicultural campus, 1994**	**Middle States Self Studies 1994 & 2004**	**Racial/Cultural Sensitivity Group 1987-1988**	**Task force on Asian American Students, 1987**
• "Responsible administrators should be encouraged and trained to seek outside funding for the various programs developed as part of the Diversity Program. Page 15	• Create a more extensive internship program to place students in attractive settings during summers and during the academic year, and offer guaranteed admission to these programs to highly qualified applicants, particularly those from underrepresented groups. Page 5 • Establish a President's Council of Student Leaders. Cost: None Page 4 • Define participation in diversity hiring programs or curriculum development as a criterion for allocating faculty, TA and staff lines. Cost: None Page 4 • Reduce allocation of resources to units that fail to meet guidelines or fulfill the unit's own Affirmative Action Plan. Cost: None Page 4 • Diversity Hiring Program should be extended to cover all underrepresented groups. As part of its Affirmative Action Plan each year, every department will designate its own pressing needs, subject to approval of the Provost's Office. Once the unit has fulfilled these needs, it will begin targeted recruitment of other underrepresented groups. Page 5 • The Graduate Coordinator of each department or unit should work closely with the Graduate School to identify previously ignored (often non-academic) sources of qualified individuals from which underrepresented groups can be recruited. Page 5 • A visiting Professorship Program should be initiated to allow eminent scholars from underrepresented groups to spend a year at Stony Brook. This will allow programs that cannot immediately attract such scholars to diversify their faculty on a temporary basis and to lay the foundation for attracting permanent faculty. Cost: $150,000 per year Page 5 • Develop a Skills Bank of qualified professionals from groups currently underrepresented at Stony Brook. Cost: None Page 5	• Promote a Diverse Population. The administration must make its efforts to increase the diversity of the faculty both more visible and more successful. There should be a single officer who leads this activity and who should have a rank equivalent to vice president or dean. This person should work in close and continuous cooperation with vice presidents, deans, department heads, and EEO committees to increase the presence of currently underrepresented cultural groups among the faculty as well as the staff. Page 13 • Culmination of the DEC is a specific requirement to study the multicultural nature of American society. However, the range of courses that will satisfy these particular requirements – while possible to see as an advantage to students because of the choices permitted – dilutes the original intention. For example, students are offered a choice of over 50 different courses to satisfy the American pluralism requirement (category K). The actual nature of the United States as a pluralistic or multicultural society (as that DEC category is labeled) is the focus of just a few of the courses that satisfy this requirement. Thus, the focus is primarily on the <u>individual</u> elements of American society – the <u>separate</u> groups that exist in the United States – rather than how these elements are part of and contribute to a pluralistic society. Thus only those courses that actually center around <u>pluralism</u> and <u>diversity</u> in American society should be allowed to satisfy category K in the DEC. Pages 10-11 • Involvement of Faculty and Staff in Cultural Diversity Programs. Faculty and staff (in addition to already actively involved Student Affairs staff) should be encouraged to participate as advisors to the various student groups on campus, especially those designed to explore cultural identify. Consequently, the Office of Student Affairs, working closely with the Provost's Office and appropriate Vice Presidents, should create a comprehensive faculty and staff training program to assist participating individuals in acquiring the necessary knowledge and skills to work with these student groups effectively. Page 14 • A President's Council of Student Leaders to promote pluralistic activities on campus should be established. It would be composed of the officers of student cultural organizations, with the addition of other students who may be appointed at the discretion of the President in recognition of their contributions to positive intercultural relations. Page 15	• Although the above statements are summaries, the differences in the nature and scope of the Affirmative Action Plans submitted by various divisions and departments clearly indicate that, while some units are actively pursuing efforts to increase diversity, others need to be more aggressive in the planning and implementation of strategies to recruit and retain individuals from underrepresented groups. Page 99B • The University's Council on Diversity and Opportunity has set as a goal for 1999 to increase the numbers of women and minority faculty by 10% each over 1993-94 AY levels., The Steering Committee endorses these goals, but believes they should be regarded as a minimum and that our institutional aspirations should be higher. Page 109B		

Matrix - "Attributes Of Inclusive Organizations" – Cornell University and Corresponding Themes gleaned from past reports of Stony Brook University

2. DEMONSTRATED COMMITMENT TO DIVERSITY					
Celebrating Diversity and Building Commonalities, FYP 1995-2000	Recruitment and Retention of Students, FYP 1995-2000	Adhoc Committee on Nature of a Multicultural campus, 1994	Middle States Self Studies 1994 & 2004	Racial/Cultural Sensitivity Group 1987-1988	Task force on Asian American Students, 1987
•	• Carefully review all postings to insure that job descriptions do not specify unnecessarily narrow areas of expertise. In addition, special attention should be given to developing broad qualifications for posted positions, since specifying very narrow expertise as a requirement for hiring may reduce the possibility of attracting qualified members of underrepresented groups. Cost: None Page 5 • More systematic attention to creating peer mentoring systems that will guarantee that new students from underrepresented groups meet older students who share their background and interests •	• Facilitate campus learning experiences which capture the connectedness and interdependence of all people in a pluralistic society; 4. Educate students to understand the added significance of social responsibility in an increasingly diverse society; 5. Maintain an open learning community where the free exchange of difference points of view, diverse society; 5. Maintain an open learning community where the free exchange of difference points of view, inquiry, dialogue and debate are encouraged; 6. Foster professional practice which emphasizes ethical conduct by all members of the campus community. Page 15 • University Diversity Center. Establish a university Diversity Center, reporting to the Provost. This Center should consolidate and publish information about diversity programs, and have appropriate funding for the activities. Page 16 • Town Meetings. Hold "town meetings" or forums on appreciating diversity. Semester Reports: There should be a report given each semester at a University Senate meeting – and, printed in the various campus media – on the demographic composition of the faculty, staff and students. Page 17 • Designate a professional to work with cultural groups for joint multicultural programming. This "coordinator" should be not only the administrator for such programs but also will advise students, faculty/staff, or community groups. Page 17 • Behavior Code. A behavior code –using perhaps, as a model the "Carolinian Creed" of the University of South Carolina or the elements of a "Just Community" of SUNY/Albany (see Appendix C) – should be established to define and commit campus members to a positive standard of civil behavior. Page 18 • A New USB Course. We should initiate a new 1-credit voluntary course, modeled on USB 101, called The Conditions of the Human Being. It will cover the range of topics that are included in the scoped of this committee's report, including cultural lifestyle and gender diversity issues. Page 18 • A Living/Learning Center for Pluralism. The Office of Student Affairs and the Office of Undergraduate Studies should establish a "living/learning center" around the issue of pluralism. Page 19			

2. DEMONSTRATED COMMITMENT TO DIVERSITY						
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	Recruitment and Retention of Students, FYP 1995-2000	Adhoc Committee on Nature of a Multicultural campus, 1994	Middle States Self Studies 1994 & 2004	Racial/Cultural Sensitivity Group 1987-1988	Task force on Asian American Students, 1987
	•	•	• Graduate Student. All graduate students should be offered the counsel and support of more advanced fellow students and faculty members who are not their supervisors. Consequently, the number of graduates from underrepresented groups could be dramatically increased, and then within five or ten years the pool of well-trained candidates for faculty positions would be much broader than it is now. Page 20 • Mentoring, and not necessarily only by people in the same immediate academic area, should be provided to all junior faculty members, but, as the graduate students, those from underrepresented groups might benefit the most. Page 20 • Total-Imersion Language and Culture Institutes. We should create short-term program in which faculty, staff and students can learn some of the main languages and cultures represented at Stony Brook. Page 20			
Findings/Stats/Perceptions	•	•	•	• After a series of questions on their activity level, involvement, and sense of connection, students and faculty were simply asked how strong a sense of community they feel exists on the Stony Brook campus. Among the respondents, 55% felt a very or somewhat strong sense of community, 40% reported a not very strong or no sense of community at all. The breakdown had faculty at 48%, graduate students at 52% and undergraduates very or somewhat strong at 60%. Page 81A • Five factors significantly influenced 74% of the students' positive sense of community. They were as follows: (1) being well informed of campus events and activities (0.25); (2) interaction with students who were of a different ethnicity, race, or held different political beliefs. Page 82 A •	•	•

1. HOLISTIC VIEW OF THE EMPLOYEES AND THE ORGANIZATION					
	Campus Climate Survey 2004	Senate Survey of Administrative Areas, 2004	Graduate Student Organization Survey, 2005	Women's Faculty Issues Committee May 2000	Year of Community Initiative/Community Statement, 1999	FYP Committee on Diversity and Internationalization, 2000-2005

| Commitments/Initiatives/Recommendations | • | • | • Mandate sexual harassment training for faculty
 • Mandate training about how to be a good advisor
 • Mandate sensitivity training for faculty, toward non-native speakers of English, students who are challenged, racial minorities, etc.
 • Include questions about fair treatment, denigration, receptiveness to problems in student filled faculty assessment that will be given out to all graduate students at the end of every semester.
 • Establish an official institution besides the ombuds office, where students can bring their complaints and problems without fear of retaliation and with the assurance that something will be done to resolve the problem.
 • Publicize the services that the ombuds office and the graduate student advocate offer graduate students
 • Mandate every department has a grievance cell constituting faculty, some staff and graduate students.
 • Make students aware of what rights are afforded to them by the university
 • Prepare and institute a faculty code of conduct (all p 19) | • Establish a variety of leave options for care-givers.
 • Allow junior faculty to suspend the tenure clock for care-giving responsibility.
 • Introduce flexible options for pt positions and for tenured and tenure track faculty.
 • Increase the availability of high-quality and affordable child care.
 • Support from University to the childcare centers be increased to allow for additional infant care, either within the new center or by keeping an existing infant center in operation while maintaining the excellent quality and sliding fee scale.
 • A related issue is the long standing and vexing problem of the discordance between the calendars of the University academic year and those of surrounding public school districts. This places additional burdens on our faculty and especially on the women faculty. We urge the university to re-examine its academic calendar with the objective of reducing or eliminating, insofar as possible, these discordances. | • As members of Stony Brook University, we acknowledge that the primary purpose of this community is education, including academic achievement, social development, and personal growth. In committing ourselves to study and work at Stony Brook, we agree to promote equality, civility, caring, responsibility, accountability, and respect. We also recognize the importance of understanding and appreciating our differences and similarities. As members of a respectful community, we will not encroach on the rights of others, either as individuals or as groups. We recognize that freedom or expression and opinions of others, and to treat others fairly. We strive to be a responsible community. We are accountable individually for our personal behavior and development, and collectively for the welfare of the community itself. We encourage all Stony Brook community members to celebrate and express pride in our community's academic, athletic, and social achievements, and to involve themselves in the surrounding local and global communities. In affirming this statement, we commit ourselves to becoming dedicated, active, and full members of Stony Brook University in each and every role we assume. | • 'Recognize and make all Schools and Departments aware that living among diversity is not the same as learning about diversity. Develop mechanisms to address diversity in intellectual arenas such as: classes, university wide forums, conferences both on and off campus, activities to draw both international and 'local' faculty and students in a discussion format, publications, and University sponsored extra curricular activities.' p. 1
 • Just as sexual harassment awareness training is now mandatory for all employees, the center would provide similar training or workshops to all employees on responding appropriately to diverse populations. It would also develop a policy to discourage acts of intolerance and discrimination. p.3
 • Create within one year, an infrastructure whose primary responsibility is to develop and implement a strategic plan for internationalization. Evaluate the effectiveness of the plan within three years, recognizing and the internationalization is a process of incorporating an international dimensions to all aspects of the academic and social life of the university. P. 3 |

Matrix - "Attributes Of Inclusive Organizations" – Cornell University and Corresponding Themes gleaned from past reports of Stony Brook University

	1. HOLISTIC VIEW OF THE EMPLOYEES AND THE ORGANIZATION					
	Campus Climate Survey 2004	**Senate Survey of Administrative Areas, 2004**	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**

Findings/Stats/Perceptions	• 'Although the majority of all survey respondents reported that they agreed with the inclusion items, when we examined responses from members of non-majority groups, we found variation in their sense of 'feeling like part of the family/team' p. 20
	• 'noteworthy disparity between the experiences of blacks and all others with regard to 'feeling like part of the team' (white 65.1%, black 55.4%) p. 20
	• Between 25.2 and 28.1% of respondents reported that they don't know if committees have a fair representation of women, people of color and different ethnic groups. P 22
	• Half 49.5% of the LGTB people at sB reported that they are not work units 'out in their departments/work units. P 22
	• SB does in fact have a policy prohibiting discrimination based on sexual orientation and the majority of respondents 70.5% said that they were aware of it. However it is noteworthy that 28.6% said that they do not know if SB has such a policy.
	• 34.7% said they don't know whether SB's effort to improve relations and understanding between people of different racial/ethnic groups is too little, too much, or about right.
	• 23.9% agreed with the statement 'anyone who would publicly raise an issue about feeling discriminated against would be committing 'career suicide' in my department. P 29
	• 'only 8.3% agreed - anyone who came out as LGB to colleagues in my department' p 30
	• '11% agreed 'anyone who came out as a transgendered person to colleagues in my department would be committing 'career suicide' p 30
	• Rating importance of training p 32:
	    Communicating across cultures 87.5%
	    Managing a diverse workforce 87.3%
	    Understanding and addressing stereotypes 85%
	    Intergroup conflict resolution 85%
	    Valuing/appreciating diversity 84.7%
	    Cultural diversity 82.3%
	    Dealing with the 'isms' 79.2%
	    Religious diversity 71.8%
	    Gender identity 64.1%
	    Sexual orientation 58.4% p 32.
	• Whites were more likely than blacks to agree with the statement that policy or decision making committees have a fair representation of people of color and people of different ethnic groups.
	• Fully 33.3% of blacks said that people of color 'hardly ever/never' have a fair representation on policy or decision making committees.
	• Just over ½ of whites (51.4%), Hispanic/Latinos (52.7%) and Asian/pacific islanders (51.3%) agree with the statement 'there is lots of opportunity to affect policies that are developed in my dept.' There was slightly less agreement for blacks (47.2%) and Native Americans (40.5%)
		•	• 58.7% believe that faculty are either always or frequently receptive when they discuss professional or personal problems with them. P. 4
			• 22% believe they have seen faculty denigrate students p6
			• Anonymous calls have been made to the sexual abuse cell at the university but do not believe that anything was done. Students do not want to complain further or come out in the open with the complaint for the fear of jeopardizing their career. P 6
			• Students were asked whether they believed that faculty members treated all students equally regardless of race, religion, gender and national origin. 36% either answered no or not sure. P8
			• Only 25% report they are encouraged by their department to file complaints. Over 60% of the students in AMS, computer science, physiology and biophysics, molecular & cellular bio and sociology if they have a complaint or grievance, are not encouraged by their departments to report it. The departments without the problem is anatomy, followed by pharmacology. P 13
			• 88% of the students are unaware of the procedures to file complaints. P 13
				• 'important that the university have established policies…so that treatment of a specific individual, does not depend on a particular relationship with a chair or on circumstances within a department.'
				•
					•	• 'Universities have been the focus of what has become known as 'political correctness' debates, it is, therefore, important to address common misunderstandings concerning key terms of these debates. 1 – won't pointing out differences make things worse? We should emphasize what's positive (how we are all the same) rather than the negative (how we are different)?' Concern about addressing differences arises from a mistaken notion about the source of bias. It is not differences themselves that cause the problems but how we respond to them. The above objection, for example assumes that diversity is a negative and that sameness is a positive. …Denying differences means ignoring the daily experiences of people of different racialized groups, ethnicities, physical abilities and genders.

3. HOLISTIC VIEW OF THE EMPLOYEES AND THE ORGANIZATION						
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	**Recruitment and Retention of Students, FYP 1995-2000**	**Adhoc Committee on Nature of a Multicultural campus, 1994**	**Middle States Self Studies 1994 & 2004**	**Racial/Cultural Sensitivity Group 1987-1988**	**Task force on Asian American Students, 1987**
Commitments/Initiatives/Recommendations	•	•	• 'appoint a special committee to draft a 'standards of community' statement specific to the pluralistic aspirations of the SB campus' p 15 • A behavior code – using perhaps as a model the 'Carolinian creed' of the University of South Carolina or the elements of a "just community" of SUNY Albany should be established to define and commit campus members to a positive standard of civil behavior. A system should be established by which incidents of incivility, harassment, and overt discrimination can be remedied. P 18 • In orientation for new faculty and staff, the program should highlight the diversity and changing composition of the student body. Included in the programs should be implications of this diversity for the various responsibilities of faculty and staff. P 20	•	• '20. The university's position to racism and ethnocentricity must be widely publicized in Statesman, Blackworld and other other university publications.' • '21. sanctions for racial/ethnic/cultural harassment must be swift and severe.' • '23. articulate the university's position against racial/ethnic prejudice clearly to new students during orientation' • '25. include ethnic art work in decorating offices and conference rooms throughout the campus.' • 'paint over/wash off all racial/ethnic slurs defacing bathroom walls and other places, immediately.' •	• Cultural awareness and sensitivity workshops for faculty and staff should be developed. These should be scheduled each academic year, with participation actively encouraged. The workshops should emphasize the appreciation of cultural differences and provide concrete and practical suggestions for relating with students whose first language is not English. P 6
Findings/Stats/Perceptions	•	•	•	•	• 'Anecdotal examples, some very personal provided evidence both of the depth and breadth of individual perceptions. The consensus reached, was therefore broad regarding the scope of the problem. However, it is clear that 'racism/ethnocentrism' exists on multiple levels and in complex dimensions. We see Stony Brook as a microcosm of American Society, and believe that the racism/ethnocentrism we have described in the report is found here as well.' •	•

4. ACCESS TO OPPORTUNITY						
	Campus Climate Survey 2004	**Senate Survey of Administrative Areas, 2004**	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**
Commitments/Initiatives/Recommendations	•	•	•	• Reserve women faculty's service for critical committees and recognize and reward such university service. • Offer salary and other incentives to directors of undergraduate and graduate studies; reserve a portion of any new salary funds for this purpose. • Work diligently to promote women to highest ranks of the University in a timely manner inc. promotion to full professor…distinguished professor ranks.' • 'Promote more women to high administrative positions (chairs and above). • Increase faculty lines, funding and space for programs focusing on women in the University. • As part of the recruitment plan, departments should be required to describe efforts to recruit qualified women. The deans should monitor these efforts. • Ensure that all starting salaries and processes for distributing salary increases are fair, whatever the gender or race of the faculty member.	•	• Diversity the faculty to increase by at least 5% the numbers of faculty from underrepresented groups from the African American, Caribbean American, Hispanic American, Latino/a American and Native American communities and to recognize that we are not truly an international university unless we have representatives of all the groups who make up the United States population. Target international faculty recruitment to enhance this diversity. Identify ways that enhanced faculty diversity can serve as a recruitment strategy for American students from diverse cultural backgrounds.
Findings/Stats/Perceptions	• 'nearly ¾ (65.9%) of respondents agreed with the statement that the promotions are given regardless of whether one is a member of minority group in their department and 53.2% agreed that promotions are given regardless of whether one is a member of a minority group at SB as a whole' p 23 • Nearly ¼ of respondents (24.1%) agreed with the statement 'compared to men, women are appointed to less important committees and task forces. P 24 • Overall, 80.5% of respondents agreed with the statement 'SB is accessible to people with disabilities'. P 24 • 50.9% of the women respondents and 45.5% of men reported that they receive support/mentoring from colleagues 'always or mostly' • 41.9% of respondents reported that their chair/supervisor has always or mostly demonstrated regular interest in their professionally related growth toward promotion.	•	•	• 'If all of our recommendations are accepted and put into place, SB would still not be in the vanguard of academia is US with respect to gender equity. • Perhaps the single most important objective is to increase the number of women in the University. • Data from the National Research Council (NRC, 1997) suggest that the percentage of women presently graduating with PhD's in relevant fields is considerably higher than the percentage of female faculty in the corresponding USB depts. Yet in 1998, only History, Theater Arts and MSRC had women faculty ratios approaching the national pool.	•	•

2. ACCESS TO OPPORTUNITY						
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	**Recruitment and Retention of Students, FYP 1995-2000**	**Adhoc Committee on Nature of a Multicultural campus, 1994**	**Middle States Self Studies 1994 & 2004**	**Racial/Cultural Sensitivity Group 1987-1988**	**Task force on Asian American Students, 1987**
Commitments/Initiatives/Recommendations	• "The Human Resources department should incorporate … into its recruitment practices … (the following); develop a skills bank of qualified professionals from groups currently underrepresented at Stony Brook; identify ambitious current non-professional employees who can be trained for professional positions." • Diversify the workforce and the student body • Continue President Kenny's diversity hiring programs targeted to all underrepresented groups which may vary by unit. (cost 250,000 annually) p71 • Establish a skills bank to identify, train and recruit qualified professional staff; and initiate a targeted recruitment campaign that identifies and trains individuals for classified service. Cost none p 71 • Improve strategies for recruiting underrepresented graduate students by 1) developing new brochures 2) expanding graduate school efforts to recruit and retain local applicants from underrepresented groups, and 3) develop personal relationships with prospective groups cost minimal. P 71. • The diversity hiring program should be extended to cover all underrepresented groups. As part of its affirmative action plan each year, every department will designate its own pressing needs, subject to the approval of the provost's office. Once the unit has fulfilled these needs, it will begin targeted recruitment of other underrepresented groups. P74 • The graduate coordinator of each department or unit should work with the graduate school to identify previously ignored often non academic sources of qualified individuals from which underrepresented groups can be recruited. P74 • A visiting professorship program should be initiated to allow eminent scholars from underrepresented groups to spend a year at SB. This will allow programs that can not immediately attract such scholars to diversify their faculty on a temporary basis and to lay the foundation for attracting permanent faculty. Cost $150,000 per year for three positions. P 74	•	• If we are to create a more diverse faculty, we must work in a proactive manner; we can not merely advertise an opening in good faith and wait for suitable candidates to apply. Those responsible for open positions should set specific, concrete and reasonable targets, taking into account the current composition of the academic unit, the projected rate of faculty turnover or growth, the pool of talent available for its diversification, and the future academic role in both teaching and research that the unit and its administrators project for the next three to ten years. Such targets, referring to specific future hires on a one-on-one basis, should be taken into account when units are petitioning deans for permission to search and hire. Those responsible for hiring should seek out excellent candidates who can add to the diversity of our campus, using such resources as networking with colleagues at other institutions and professionals associations outside the campus. P 13 • Funding fellowships (summer salary, reduced teaching/workloads) for 'minority' and women faculty and staff to work on issues of pluralism and multiculturalism for SB. P 16 • Providing travel funds for 'minority' and women faculty and staff to attend conferences and workshops on pluralism, ethnic and gender studies and multiculturalism. P. 17 • All graduate students should be offered the counsel and support of more advanced fellow students and faculty members who are not their supervisors. Even highly qualified students, and especially those from underrepresented groups, sometimes fail to complete their studies; however if they were provided appropriate guidance and encouragement, many could succeed. Consequently the number of graduates from underrepresented groups could be dramatically increased and then within five or ten years the pool of well trained candidates for faculty positions would be much broader than it its now. P20 • The university should also expand the Turner fellowship program to increase the number of minority graduate students who receive such necessary support. P 20	•	•	• A policy designed to increase the representation of Asian Americans and other minorities in the residence hall staff should be adopted. …. This new policy should be directed towards achieving an ethnic representation which reflects the proportion of Asian Americans and other minorities in the resident student body. P 6 • An Asian-American counselor should be added tot eh staff of the University Counseling center. Services offered should be evaluated to see if they are appropriate for meeting the mental health needs for Asian-American students. Outreach programs directed toward Asian -American students should be developed by the center. P7 • The office of career development should offer workshops on interviewing skills and other career related topics specifically designed for the Asian American student. P7

2. ACCESS TO OPPORTUNITY					
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	**Recruitment and Retention of Students, FYP 1995-2000**	**Adhoc Committee on Nature of a Multicultural campus, 1994**	**Middle States Self Studies 1994 & 2004**	**Racial/Cultural Sensitivity Group 1987-1988**	**Task force on Asian American Students, 1987**

Commitments/Initiatives/Recommendations	• The Human resources department should incorporate the following activities into its recruitment practices, in order to achieve increased diversity among the professional staff:
	  Develop a skills bank of qualified professionals from groups currently underrepresented at Stony Brook University.
	  Identify ambitious current non-professional employees who can be trained for professional positions. Training programs should be established to allow these individuals to upgrade their skills. Special care should be taken o recruit underrepresented groups to this program.
	  Targeted advertising should be aimed at finding outside candidates from various underrepresented groups. At the beginning of this program, certain professional positions that require high levels of contact with students and the public should be targeted for focused recruitment.
	  Carefully review all postings to ensure that job descriptions do not specify unnecessarily narrow areas of expertise. In addition, special attention should be given to developing broad qualifications for posted positions, since specifying very narrow expertise as a requirement for hiring may reduce the possibility of attracting qualified members of underrepresented groups. P 74
	• Create orderly ways for units to promote an individual without having to conduct an outside search (the current practice of writing the position description in such a way that the internal candidate is the only qualified candidate is the source of many narrow job definitions, which then become permanent parts of the qualifications. P 74
		•	•	•	•	•

Findings/Stats/Perceptions	•	•	•	•	•	• More than 83% of all Asian American students live on campus. During the spring 1987 semester they made up 16% of all resident students, but yet were represented by only 8% of the staff. P6

3. ACCOMMODATION FOR DIVERSE PHYSICAL AND DEVELOPMENTAL ABILITIES						
	Campus Climate Survey 2004	**Senate Survey of Administrative Areas, 2004**	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**
ents/Initiatives/Recommendati	•	•	•	•	•	•
Findings/Stats/Perceptions	• 25% of all respondents believe that people with disabilities always or mostly have a fair representation on policy or decision-making groups. • When asked if Stony Brook's policy or decision-making committees have a fair representation of people with disabilities, we did not find a statistically significant relationship between disability status and frequency response (p>.05). We found that 29.7% of people with disabilities and 25.1% of people without disabilities said that policy or decision-making committees *always or mostly* have a fair representation of people with disabilities. Interestingly, a large majority of both people with disabilities and people without disabilities said that they don't know if policy or decision making committees have a fair representation of people with disabilities (38.2% compared to 45.9%). • People with disabilities were more likely than people without disabilities to say that they would not choose to work at Stony Brook again. Just under one-quarter of people with disabilities (24.2%) said that they would not as compared to 15.2% of people without disabilities. • Persons with disabilities were more likely than persons without disabilities to say that it is acceptable in their department/work unit to make fun of someone based on disability. 13.8% of people with disabilities reported that it is acceptable as compared to 6.6% of people without disabilities saying that it is acceptable. • Over 25% say that people with disabilities do not believe that people with disabilities are treated with respect "mostly or always" and 17.4% of people in general agree with them. • Almost 20% of all respondents believe that administration do not "always/mostly" respect people with disabilities" • 16.7% of all respondents believe that supervisors do not "always/mostly" respect people with disabilities" • 15.8% of all respondents believe that co-workers do not "always/mostly" respect people with disabilities • 8.9% of respondents reported observing harassment based on disability by *faculty/staff* on campus, past two years • 7.5% of respondents reported observing harassment based on disability by *students/patients/residents* on campus, past two years • Nearly one quarter of people with disabilities (24.3%) and (11.4%) of people without disabilities said that they disagree with the statement that "Overall, Stony Brook is accessible to people with disabilities.". • 53.9% of people with a disability agreed with the statement: "I feel a strong sense of belonging to this University/hospital/nursing home" • 62.9% of people with disabilities agreed with the statement "I believe that I would be supported by a superior if I reported that I had been harassed by a co-worker." In contrast, 77.3% of people without disabilities agreed with this statement. 49.8% agreed with the statement "I believe that I would be supported by a superior if I reported that I had been harassed by a supervisor". In contrast, 64.2% of people without disabilities agreed with this statement.	•	•	•	•	•

Matrix - *"Attributes Of Inclusive Organizations"* – Cornell University and Corresponding Themes gleaned from past reports of Stony Brook University

	Celebrating Diversity and Building Commonalities, FYP 1995-2000	Recruitment and Retention of Students, FYP 1995-2000	Adhoc Committee on Nature of a Multicultural campus, 1994	Middle States Self Studies 1994 & 2004	Racial/Cultural Sensitivity Group 1987-1988	Task force on Asian American Students, 1987
5. ACCOMMODATION FOR DIVERSE PHYSICAL AND DEVELOPMENTAL ABILITIES						
Commitments/Initiatives/Recommendations	•	•	•	•	•	•
Findings/Stats/Perceptions	•	•	•	•	•	•

6. EQUITABLE SYSTEMS FOR RECOGNITION, ACKNOWLEDGEMENT AND REWARD					
Campus Climate Survey 2004	**Senate Survey of Administrative Areas, 2004**	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**
•	•	•	•	•	•
Findings/Stats/Perceptions • "40% do not have a strong sense of belonging in their department." • In response to the question of how fair respondents believe their salary is compared to staff/faculty/administrators of the same rank/experience within their department, nearly 40% of respondents said that their salary is either "somewhat unfair" or "very unfair. • When examining the question of how fair respondents believe their salary is compared to staff/faculty/administrators of the same rank/experience within their department among racial and ethnic groups, we found that there was a statistically significant relationship between race and rating of salary fairness (p<.05). Whites (39.1%) were more likely than Blacks (30.1%), Hispanic/Latino's (30.6%), Asian/Pacific Islander's (38.6%) and Native American/Alaskan's (30.0%) to say that their salary is "fair or better than fair." • When examining the question of how fair respondents believe their salary is compared to staff/faculty/administrators of the same rank/experience within their department among men and women, we found a statistically significant relationship between gender and perception of fairness (p <.001). Just about 1/3 of both women and men reported that their salary is "fair" and nearly ¼ of men and women reported that their salary is "somewhat unfair." Men were more likely than women to report that they believe that their salary is "better than fair" and "fair. • When examining the question of how fair respondents believe their salary is compared to staff/faculty/administrators of the same rank/experience within their department among Christians and non-Christians, we found a statistically significant relationship between religion and perception of fairness (p <.05). Just about 1/3 of both Christians and non-Christians reported that their salary is "fair" and nearly ¼ of Christians and non-Christians reported that their salary is "somewhat unfair." Non-Christians were more likely than Christians to report that they believe that their salary is "better than fair" and "fair." • Nearly two thirds (65.9%) of respondents agreed with the statement that promotions are given regardless of whether one is a member of a minority group in their department. • 53.2% agreed that promotions are given regardless of whether one is a member of a minority group at Stony Brook as a whole. • We asked respondents to rate their level of agreement with the statement that promotions are given regardless of whether the person receiving the promotion is considered a member of a "minority" group (1) in their department, and (2) at Stony Brook. There was a statistically significant relationship between race and the perception of promotion based on minority status (p <.001). Whites were more likely than people of color to agree with the statement. In fact, 68.9% of Whites, 58.2% 61.9 of Native Americans/Alaskans, 58.2% of Hispanics/Latinos, 57.9% of Asians/Pacific Islanders, and 47.6% of Blacks agree with the statement that promotions are given regardless of whether one is a member of a minority group in their department. • Many fewer respondents of each racial/ethnic group agree that promotions are given regardless of whether one is a member of a minority group at Stony Brook as a whole. We again found a statistically significant relationship between race and agreement with this statement (p <.001). Blacks (33.1%) were less likely than any other racial/ethnic group to agree that promotions are given regardless of whether one is a member of a minority group at Stony Brook as a whole • Women were more likely than men to agree with the statement that compared to men, women are appointed to less important committees and taskforces (p<.001). In fact, only 11.4% of men agree, as compared to 29.2% of women. • When asked if Stony Brook's policy or decision-making committees have a fair representation of lesbians, gay men and bisexual people, we found a statistically significant relationship between sexual orientation and response to this item (p<.001). We found that 6.2% of heterosexuals said that policy or decision-making committees hardly ever or never have a fair representation of lesbians, gay men and bisexuals, as compared to 27.8% of LGBT's. Heterosexuals were more likely than LGBT individuals to say that they don't know if policy or decision making committees have a fair representation of lesbians, gay men and bisexual people (65.2% compared to 44.9%). • When asked if Stony Brook's policy or decision-making committees have a fair representation of people with disabilities, we did not find a statistically significant relationship between disability status and frequency response (p>.05). We found that 29.7% of people with disabilities and 25.1% of people without disabilities said that policy or decision-making committees always or mostly have a fair representation of people with disabilities. Interestingly, a large majority of both people with disabilities and people without disabilities said that they don't know if policy or decision making committees have a fair representation of people with disabilities (38.2% compared to 45.9%).	•	•	•	•	•

4. EQUITABLE SYSTEMS FOR RECOGNITION, ACKNOWLEDGEMENT AND REWARD					
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	**Recruitment and Retention of Students, FYP 1995-2000**	**Adhoc Committee on Nature of a Multicultural campus, 1994**	**Middle States Self Studies 1994 & 2004**	**Racial/Cultural Sensitivity Group 1987-1988**	**Task force on Asian American Students, 1987**
Commitments/Initiatives/Recommendations	•	•	•	• Promote community pride – the focus groups and survey results confirmed the finding of the Boyer report that pride in one's institution or the celebratory aspects of belonging are a vital aspect of the SB community. Undergraduate students in particular seem strongly influenced by celebratory events as a way of demonstrating and instilling pride in SB. (2004, p 9)	•	•
Findings/Stats/Perceptions	•	•	•	•	•	•

Matrix - "Attributes Of Inclusive Organizations" – Cornell University and Corresponding Themes gleaned from past reports of Stony Brook University

	Campus Climate Survey 2004	Senate Survey of Administrative Areas, 2004	Graduate Student Organization Survey, 2005	Women's Faculty Issues Committee May 2000	Year of Community Initiative/Community Statement, 1999	FYP Committee on Diversity and Internationalization, 2000-2005
5. SHARED ACCOUNTABILITY AND RESPONSIBILITY						
Commitments/Initiatives/Recommendations	•	•	•	•	•	•
Findings/Stats/Perceptions	•	•	•	•	•	•

7. SHARED ACCOUNTABILITY AND RESPONSIBILITY					
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	**Recruitment and Retention of Students, FYP 1995-2000**	**Adhoc Committee on Nature of a Multicultural campus, 1994**	**Middle States Self Studies 1994 & 2004**	**Racial/Cultural Sensitivity Group 1987-1988**	**Task force on Asian American Students, 1987**
Commitments/Initiatives/Recommendations	• Ensure accountability for implementing diversity programs p 73 • Define participation in diversity hiring programs or curriculum development as a criterion for allocating faculty, TA and staff lines. Cost none p 73 • Reduce allocation of resources to units that fail to meet guidelines or fulfill the unit's own affirmative action plan. Cost none p 73 • Successful participation in the Diversity Hiring program is an important condition for the return of vacant lines to units. Cost $250,000 per year for five years. P 74	•	•	•	• All new employees and employees promoted to supervisory and/or managerial positions must attend the university's institute for minority understanding before two years have elapsed in their promotion. No additional promotion and/or merit increase can be given to employees until participation in the institute is carried out. • Monies will be provided to those departments that adequately include in their educational mission substantive content relative to promoting racial and ethnic understanding and harmony. • Develop exit interview process for black and Hispanic employees and students whoa re leaving, survey for improvements needed on campus to increase retention. • Serious or consequential sanctions when violations occur; for example, personnel file documentation, non-considerate of meritorious increases. • Offer incentives to increase faculty and graduate student 'minority' recruitment, i.e. additional grad lines or faculty lines.	•
Findings/Stats/Perceptions	•	• "Absence of a Caring Environment -- Undergraduate students perceive that they are not the first order of priority for the campus	•	•	•	•

	Campus Climate Survey 2004	Senate Survey of Administrative Areas, 2004	Graduate Student Organization Survey, 2005	Women's Faculty Issues Committee May 2000	Year of Community Initiative/Community Statement, 1999	FYP Committee on Diversity and Internationalization, 2000-2005
8. 360 DEGREE COMMUNICATION AND INFORMATION SHARING						
Commitments/Initiatives/Recommendations	•	•	•	•	•	•
Findings/Stats/Perceptions	• "Approximately 1/3 of all respondents do not feel like part of the family or team at Stony Brook."	•	•	•	•	•

6. 360 DEGREE COMMUNICATION AND INFORMATION SHARING						
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	**Recruitment and Retention of Students, FYP 1995-2000**	**Adhoc Committee on Nature of a Multicultural campus, 1994**	**Middle States Self Studies 1994 & 2004**	**Racial/Cultural Sensitivity Group 1987-1988**	**Task force on Asian American Students, 1987**
Commitments/Initiatives/Recommendations	•	•	•	•	•	•
Findings/Stats/Perceptions	•	•	•	•	•	•

7. DEMONSTRATED COMMITMENT TO CONTINUOUS LEARNING					
	Campus Climate Survey 2004	Senate Survey of Administrative Areas, 2004	Graduate Student Organization Survey, 2005	Women's Faculty Issues Committee May 2000	Year of Community Initiative/Community Statement, 1999	FYP Committee on Diversity and Internationalization, 2000-2005
Commitments/Initiatives/Recommendations	•	•	•	• Provide increased mentoring for all current faculty, especially women, during their initial years, to help them obtain appropriate internal and external funding, including in the Humanities, Fine Arts, and Social Sciences. Page 3.	•	•
Findings/Stats/Perceptions	•	•	•	•	•	•

9. DEMONSTRATED COMMITMENT TO CONTINUOUS LEARNING						
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	**Recruitment and Retention of Students, FYP 1995-2000**	**Adhoc Committee on Nature of a Multicultural campus, 1994**	**Middle States Self Studies 1994 & 2004**	**Racial/Cultural Sensitivity Group 1987-1988**	**Task force on Asian American Students, 1987**
Commitments/Initiatives/Recommendations	•	• "Identify ambitious current non-professional employees who can be trained for professional positions. Training programs should be established to allow these individuals to upgrade their skills". Page 5 • "Create orderly ways for units to promote an individual without having to conduct an outside search. (The current practice, of writing the position description in such a way that the internal candidate is the only qualified candidate is the source of many narrow job definitions, which then become permanent parts of the qualifications). Page 5	• In orientation sessions for new faculty and staff, the program should highlight the diversity and changing composition of the student body. Included in the program should be the implications of this diversity for the various responsibilities of faculty and staff. Page 21	• "Provide regular timely information on community activities. Stony Brook has a wealth of activities and events, but students, faculty, and staff perceive that it is more difficult than it should be to get information about these, despite the fact that the information is disseminated in a wide array of formats at a considerable cost. A mechanism should be found for disseminating information to both the university and the wider community in a timely and simple fashion." 2004, recommendation for Theme 4: SBU as a Community • "Institute ongoing assessment of the sense of community. The sense of community is created through many factors, all of which have temporal components and reflect the evolving local culture. Mechanisms need to be established for assessing changes. A periodic assessment survey focused on community would enable us to find the specific factors that might improve the sense to community."" 2004, recommendation for Theme 4: SBU as a Community •	•	•
Findings/Stats/Perceptions	•	• This is exacerbated by the absence of a strong service culture among many faculty and staff who interact directly with undergraduates. Page 2 • In general, Stony Brook's employees are not perceived as being helpful to or supportive of the University's customers, its students. From the first contact by telephone, usually a recording, through the enrollment process to the classroom and contact with faculty and academic support services, undergraduate students perceive that they are not the first order of priority for the campus. Page 2 •	• At the present time, civility in relations on campus does not seem to be a major problem. However, there have been incidents that suggest the need to improve the quality and manner of service of some administrative and academic offices in their dealings with students and with each other. Page 9 •	•	•	•

	Campus Climate Survey 2004	Senate Survey of Administrative Areas, 2004	Graduate Student Organization Survey, 2005	Women's Faculty Issues Committee May 2000	Year of Community Initiative/Community Statement, 1999	FYP Committee on Diversity and Internationalization, 2000-2005
Commitments/Initiatives/Recommendations	• 40% do not have a strong sense of belonging in their department	•	• Establish an official institution, besides the Ombuds office, where students can bring their complaints and problems without the fear of retaliation and with the assurance that something will be done to resolve the problem. Publicize the services that the Ombuds office and the Graduate Student Advocate offer graduate students. Page 19	• Work diligently to promote women to highest ranks of the University in a timely manner, including promotion to full Professor and consideration of women for positions at the Distinguished Professor ranks (for scholarship, teaching, or service). Allow junior faculty to suspend the tenure clock for care-giving responsibilities Page 2. • Reserve women faculty's service for critical committees and recognize and reward such university service. Offer salary and other incentives to directors of undergraduate and graduate studies; reserve a portion of any new salary funds for this purpose. Page 3	•	• Develop a policy and mechanism to recruit in the early grades the children of faculty and staff, including custodial and grounds staff and others in similar categories, as prospective Stony Brook students. For instance, full scholarships might be provided to students who maintain a certain average throughout high school. Current Stony Brook students could serve as mentors to each child and his or her family. Develop a comprehensive plan to address deficiencies in the availability of campus housing by examining ways the lack of campus housing inhibits efforts at diversity, retention of economically vulnerable students, and internationalization. Page 1 • Organize a "Strategic Planning and Implementation Team" to develop a strategic plan for internationalization. Begin implementation within the first year. Review for three years. Page 6
Findings/Stats/Perceptions	•	• For the questions that concern the various offices and services on campus, the lowest scores (1.6) or lower), were received for the items: Quality of building maintenance?; Quality of elevator maintenance?; Quality of air conditioning and heating maintenance?; Response to repair and rehabilitation orders?; President's involvement of faculty and staff in decisions that affect policy? Page 3 • "Generally, I feel as if the administration doesn't seem to communicate with the faculty at all, i.e. I only ever hear about potential changes through rumors, rather than through open letters from the administrators involved, which would be much better. I strongly suggest that administrators take the time to write letters to faculty, first, asking for feedback about upcoming decision, and second, informing faculty about what decisions end up being made". Page 9 • The disabled access throughout the campus is in constant disrepair especially the push button doors and ramp areas are often badly flooded rendering them inaccessible as well as not being cleared of snow and ice in a timely manner. The response to the major snowstorm this past winter was very bad. Cleanup should begin during the storm not after it's over when the task is much more difficult.	• 33% have had their support terminated without due notice. The students were asked whether they or a student they know had their graduate employment terminated without due notice. 33% of the students said that they are aware of such an incident. Page 17 •	•	•	•

10. PARTICIPATORY WORK ORGANIZATION AND WORK PROGRESS

8. PARTICIPATORY WORK ORGANIZATION AND WORK PROGRESS					
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	**Recruitment and Retention of Students, FYP 1995-2000**	**Adhoc Committee on Nature of a Multicultural campus, 1994**	**Middle States Self Studies 1994 & 2004**	**Racial/Cultural Sensitivity Group 1987-1988**	**Task force on Asian American Students, 1987**
Commitments/Initiatives/Recommendations	•	•	•	• Stony Brook has been working to establish a sustained strategic planning effort. In its initial stages it has concentrated on involving the University's administrators. If it is to succeed, it must quickly be expanded to involve all of the University's groups of stakeholders. With a new President coming in sometime in mid 1994, the new President will have an unusual opportunity to continue to lead this effort to critically and imaginatively review the missions and meaning of the University and the appropriateness of the present structure to pursue those goals and objectives effectively. This should be an on-going process; one that should lead to action. Page 115B	•	•
Findings/Stats/Perceptions	•	• "The autocratic hassle that students encounter in attempting to transact routine business… is exacerbated by the absence of a strong service culture among many faculty and staff who interact directly with undergraduates."	• The prevailing "culture of isolation" in which University divisions, departments, and programs pursue their own narrow objectives have typically undermined the promotion of a more general, shared campus experience. While the need for independent and viable academic programs is clear, so too is an overarching university "culture of dialogue and interaction" essential for a healthy pluralistic campus. Both academic and nonacademic activities expressing and exploring our diverse social experiences need serious endorsement from University leaders (i.e., senior administrators such as the President; the Provost; Vice Presidents; Deans; and senior faculty such as Department Chairs and officers of the various governance bodies and unions). Pages 7-8	•	•	•

9. **RECOGNITION OF ORGANIZATIONAL CULTURE AND PROCESS**					
Campus Climate Survey 2004	**Senate Survey of Administrative Areas, 2004**	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**
Commitments/Initiatives/Recommendations •	•	•	•	•	•
Findings/Stats/Perceptions • 1/3 do not feel like part of the family or team at SB. • 40% do not have a strong sense of belonging in their dept. • More than 15% of Blacks than Whites feel a strong sense of belonging. • There is a more pronounced sense of ambivalence among some blacks, as evidenced by the 21.1% of blacks (nearly three times as many as whites) who report that they cannot decide whether or not they have a sense of belonging to this University/Hospital/LSVH • blacks were less likely than whites to report a strong sense of belonging (44.7% of blacks compared to 61.2% of whites). • People with disabilities were less likely than people without disabilities to agree that they feel a strong sense of belonging to the university/hospital/nursing home • LGBT individuals were more likely than heterosexuals to disagree that they feel a strong sense of belonging • Over 30% of all respondents believe that policy or decision making groups hardly ever, or never ha have a fair representation of People of Color • Almost 30% of all respondents believe that policy or decision making groups hardly ever, or never ha have a fair representation of people from different ethnic groups • Almost 20% of all respondents believe that policy or decision making groups hardly ever, or never ha have a fair representation of people from who are LGB or T. • Almost 30% of all respondents believe that policy or decision making groups hardly ever, or never ha have a fair representation of people with disabilities • 20% of all respondents believe that policy or decision making groups hardly ever, or never ha have a fair representation of Women • 30% of B, H/L and A/PI report observing harassment on the basis of ethnicity over previous 2 years • 30% report observing harassment on the basis of foreign accent over previous 2 years • Nearly 25% had observed sexual harassment over previous 2 years • 22% of Blacks report experiencing racist harassment over previous 2 years • Over 30% of Muslim/Islamic people report observing religious harassment over previous 2 years • Over 20% of Hindu respondents report observing religious harassment over previous 2 years • Over 40% of Lesbian, Gay Bisexual or Transgendered people report observing harassment based on sexual orientation over previous 2 years • Almost 25% of People with Disabilities report that they have observed harassment based on disability by faculty/staff over the previous 2 years • 15% fewer Peo. w Disabilities than Peo. Without Disabilities believe that they would be supported by a superior if they were harassed by either a co-worker or a supervisor • 27% of Asian/Pacific Islanders and Native American/Alaskans believe that making fun of peo. Based on ethnicity is acceptable in their department. • Over 15% fewer LGBT respondents than Heterosexual respondents. report that LGBT peo. are always or mostly treated with respect by admin, faculty, immediate supervisors, professional , clerical staff and co-workers • About 50% of both LGBT and H peo. Report that peo. In their depts. do not want to know if someone is LGBT • 16.8% agreed with the statement "Concern about diversity is inappropriate in a University/Hospital/nursing home setting." • 34.7% said they "don't know" whether Stony Brook's effort to improve relations and understanding between people of different racial/ethnic groups is too little, too much or about right. • Half (49.5%) of the lesbian, gay, bisexual and transgendered people at Stony Brook reported that they are not "out" in their departments/work units, that is that they are not publicly known to the people in their departments to be gay. • 8.3% of all respondents agreed with the statement "Anyone who came out as a lesbian, gay man or bisexual to colleagues in my department would be committing 'career suicide'"	•	•	•	•	•

9. RECOGNITION OF ORGANIZATIONAL CULTURE AND PROCESS					
Campus Climate Survey 2004	**Senate Survey of Administrative Areas, 2004**	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**
• 11.0% agreed with the statement "Anyone who came out as a transgendered person to colleagues in my department would be committing 'career suicide'" • Respondents were most likely to report that people with disabilities and non-Christians were respected by Administration "always or mostly." Lesbian, gay men and bisexuals were the least likely (71.2%) to be perceived by respondents as "always or mostly" being treated with respect by Administration, closely followed by women at 72.2%. • 82.5% of Non- Christians, 83.3% of People with Disabilities, 74.9% of LGBTs 75.9% of Women and 77.3% of People of Color said that supervisors "always/mostly" respect people from non-majority groups at Stony Brook. • Just over half (50.9%) of the women respondents and 45.5% of men reported that they receive support/mentoring from colleagues "always or mostly." • Overall, 41.9% of respondents reported that their Chair/Supervisor has "always or mostly" demonstrated regular interest in their professionally related growth toward promotion. While only 2/5 of respondents report receiving such support from their Chair/Supervisor, men and women report remarkably similar experiences with regard to mentoring by supervisors or chairs: 42.0% of women and 42.3% of men said that they "always or mostly" experience regular interest in their professional/job-related growth from their Chair/Supervisor. • Most respondents (84.1%) agreed that Stony Brook has a real commitment to diversity. Fewer, but still the majority (72.2%), agreed that there is sufficient attention to diversity issues at Stony Brook. • Although just over three-quarters of whites agreed with the statement that there is sufficient attention to diversity issues at Stony Brook, only 50.0% of black and 50.0% of Native American/Alaskan respondents agree that Stony Brook's attention to diversity is sufficient. • In addition, although 73.3% of heterosexuals agree that there is sufficient attention to diversity issues at Stony Brook, only 63.5% of LGBT respondents agreed with the statement. • Nearly one-quarter of respondents (23.9%) agreed with the statement "Anyone who would publicly raise an issue about feeling discriminated against would be committing "career suicide" in my department." •	•	•	•	•	•

11. RECOGNITION OF ORGANIZATIONAL CULTURE AND PROCESS						
CP	Celebrating Diversity and Building Commonalities, FYP 1995-2000	Recruitment and Retention of Students, FYP 1995-2000	Adhoc Committee on Nature of a Multicultural campus, 1994	Middle States Self Studies 1994 & 2004	Racial/Cultural Sensitivity Group 1987-1988	Task force on Asian American Students, 1987
Commitments/Initiatives/Recommendations	•	•	•	•	•	•
Findings/Stats/Perceptions	•	•	•	•	•	•

12. COLLABORATIVE CONFLICT RESOLUTION PROCESSES					
CVL	**Campus Climate Survey 2004**	**Senate Survey of Administrative Areas, 2004**	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**

| Commitments/Initiatives/Recommendations | • | • | • Establish an official institution besides the ombuds office, where students can bring their complaints and problems without fear of retaliation and with the assurance that something will be done to resolve the problem. • Publicize the services that the ombuds office and the graduate student advocate offer graduate students • Mandate every department has a grievance cell constituting faculty, some staff and graduate students. • Make students aware of what rights are afforded to them by the university • Prepare and institute a faculty code of conduct (all p 19) | • | • | • |
| Findings/Stats/Perceptions | • | • | • | • | • | • |

10. COLLABORATIVE CONFLICT RESOLUTION PROCESSES						
CVL	Celebrating Diversity and Building Commonalities, FYP 1995-2000	Recruitment and Retention of Students, FYP 1995-2000	Adhoc Committee on Nature of a Multicultural campus, 1994	Middle States Self Studies 1994 & 2004	Racial/Cultural Sensitivity Group 1987-1988	Task force on Asian American Students, 1987
Commitments/Initiatives/Recommendations	•	•	•	•	• 'provide mediation (professional) service for 'human relations conflicts.' The service can receive referrals but also be part of a disciplinary action, i.e. individuals who have racial or cultural conflicts can be 'sentenced' to this mediation process. • 'human relations seminar' should be a requirement for all faculty and staff before tenure or permanent appointment can be considered. •	•
Findings/Stats/Perceptions	•	•	•	•	•	•

12. DEMONSTRATED COMMITMENT TO COMMUNITY RELATIONSHIPS					
	Campus Climate Survey 2004	**Senate Survey of Administrative Areas, 2004**	**Graduate Student Organization Survey, 2005**	**Women's Faculty Issues Committee May 2000**	**Year of Community Initiative/Community Statement, 1999**	**FYP Committee on Diversity and Internationalization, 2000-2005**

| Commitments/Initiatives/Recommendations | • | • | • | • | • | • Develop a program or strategy to make the University more friendly and accessible to its surrounding community and to increase interaction between members of the university community and surrounding area. Mechanisms could include: employment opportunities for students in local businesses; events targeted to the area business community; multicultural programs offered to local schools; promotion of campus events and speakers to the local community; addressing parking to make it easier for the surrounding community to participate in campus events. |
| Findings/Stats/Perceptions | • | • | • | • | • | • |

11. DEMONSTRATED COMMITMENT TO COMMUNITY RELATIONSHIPS					
	Celebrating Diversity and Building Commonalities, FYP 1995-2000	Recruitment and Retention of Students, FYP 1995-2000	Adhoc Committee on Nature of a Multicultural campus, 1994	Middle States Self Studies 1994 & 2004	Racial/Cultural Sensitivity Group 1987-1988	Task force on Asian American Students, 1987
Commitments/Initiatives/Recommendations	•	•	•	• Provide regular timely information on community activities (2004, p8) • Encourage student community service. (2004, p8) • Improve the integration of graduate and upper-level undergraduate students into the wider community. (2004, p8) • Institute ongoing assessment of the sense of community (2004, p9) •	•	•
Findings/Stats/Perceptions	•	•	•	• Stony brook is a dynamic and diverse community. This is an undeniable strength that also poses a number of social challenges. Further, its geographic location relatively close to NYC yet situation in a small town has strongly influenced students perceptions of community. • Also see all comments on pages 70 – 75 of the 2004 self study.	•	•

<u>APPENDIX B</u>

CAMPUS CLIMATE SURVEY
NOTEWORTHY FINDINGS

❖ **Reported by all respondents:**

- o **Approximately 1/3** do not feel like part of the family or team at Stony Brook.

- o **40%** do not have a strong sense of belonging in their department.

- o **2/5** believe that **people of color** always or mostly have a fair representation on policy or decision-making groups.

- o **¼** believe that **people with disabilities** always or mostly have a fair representation on policy or decision-making groups.

- o **Almost 30%** had observed **harassment on the basis of foreign accent** over the previous two years.

- o **Almost ¼** had observed **harassment on the basis of gender** over the previous two years.

- o **Almost ¼** had observed **sexual harassment** over the previous two years.

- o **About ¼ of women** report that they have observed both **gender based and sexual harassment** over the previous two years.

❖ **Select Racial/Ethnic comparisons:**

- o **27% <u>fewer</u> Hispanics /Latinos than Whites** believe that Stony Brook is a good place to work if you are a person with **a foreign accent or limited English.**

- o **More than 15% <u>fewer</u> Blacks** feel a strong sense of belonging than all other groups.

- o **26% <u>fewer</u> Blacks than Whites** believe that Stony Brook is a good place to work if you are a **Person of Color.**

- o **29% <u>fewer</u> Blacks than Whites** believe that Stony Brook is a good place to work if you are an **ethnic minority.**

- o **While 9% of Whites** agree with the statement that making fun of people based on their ethnicity is acceptable in their department, **27% of Asian/Pacific Islanders** agree with this statement.

- o **About 20% of Blacks, Hispanics/Latinos, Asians/Pacific Islanders and Native American/Alaskans** report experiencing **harassment based on ethnicity by faculty/staff** over the previous two years.

- o **32% of Asians/Pacific Islanders** report experiencing **harassment based on foreign accent by faculty/staff** over the previous two years.

- o **22% of Blacks** report experiencing **racist harassment by faculty/staff** over the previous two years.

- o **One half of Asians/Pacific Islanders** report observing **harassment on the basis of foreign accent by faculty/staff** over the previous two years.

- o **While about 30% of Blacks, Hispanics/Latinos and Asians/Pacific Islanders** report observing **harassment on the basis of ethnicity by faculty/staff** over the previous two years, **16% of Whites** report similar observations.

❖ **Select Religious comparisons:**

  o **While 14% of Christians** report that they would not choose to work at Stony Brook again, **32% of Muslim/Islamic** respondents report that they would not choose to work at Stony Brook again.

  o **While about 10% of Christians** report that they have observed **religious harassment by faculty/staff** over the previous two years, **over 30% of Muslim/Islamic and over 20% of Hindu respondents** report that they have observed **religious harassment by faculty/staff** over the previous two year.

❖ **Select Sexual Orientation comparisons:**

  o **Over 40% of Lesbian, Gay, Bisexual or Transgendered respondents** report that they have observed **harassment based on sexual orientation by faculty/staff** over the previous two years.

  o **Over 15% <u>fewer</u> Lesbian, Gay, Bisexual or Transgendered respondents** than **Heterosexual** respondents report that LGBT are always or mostly **treated with respect by every occupational level** of administration, faculty, immediate supervisor, professional and clerical staff, support staff and coworkers.

  o **About 50% of both LGBT and Heterosexual respondents** report that people in their departments do not want to know if someone is Lesbian, Gay, Bisexual or Transgendered.

❖ **Select Disability comparisons:**

  o **While 15% of People without Disabilities** said they would not choose to work at Stony Brook again**, 24% of People with Disabilities** say they would not choose to work at Stony Brook again.

  o **Almost ¼ of People with Disabilities** report that they have observed **harassment based on disability by faculty/staff** over the previous two years**.**

  o **15% <u>fewer</u> People with Disabilities than People without Disabilities** report that they **believe that they would be supported** by a superior **if they were harassed** by either a co-worker or a supervisor

<u>APPENDIX C</u>

Proposal for Creating a LGBT Liaison and Outreach Coordinator Position

Jenny A. Hwang, Ph.D.
Director
Wo/Men's and Gender Resource Center

<u>Background</u>

In 2004, Stony Brook completed a Campus Climate Survey of the University's paid employees, which included faculty, staff, administrators, and graduate students. Results of Stony Brook's study show that 39.9% of self-identified lesbian, gay, bisexual and transgender (LGBT) respondents have experienced harassment on campus. Nearly half of these respondents (49.5%) were not out among their co-workers, and 8.3% of total respondents felt that coming out to their co-workers would constitute committing "career suicide." Survey respondents were least likely to agree with the statement that Stony Brook is a good place to work if you are LGBT, and LGBT respondents were more likely than heterosexual respondents to disagree with the statement that they feel a strong sense of belonging to the University.

Although Stony Brook's study did not examine the experiences of undergraduate students, in a recent study of 14 educational institutions across the country representing both public and private universities and colleges, 36% of self-identified undergraduate LGBT students reported having experienced harassment on campus (Rankin, 2003). 51% of students reported concealing their sexual orientation or gender identity to avoid harassment or intimidation, with 20% fearing for their physical safety as a result of their sexual orientation or gender identity. Furthermore, within the institutions surveyed, 73% of faculty and staff members, 74% of students, and 81% of administrators felt that their campuses were homophobic (Rankin, 2005). 41% of self-identified LGBT respondents felt that their institutions did not thoroughly address these issues. These findings demonstrate not only a need for greater support for LGBT students on college and university campuses, but also the prevalence of hostile and unwelcoming environments in which LGBT students, faculty, and staff feel the need to guard their true identities.

This has far-reaching implications that go beyond student development and learning and involve enrollment, retention, and attrition and the broader mission of the University to provide comprehensive undergraduate, graduate, and professional education of the highest quality while celebrating diversity and participating in a global community. In light of Stony Brook's Campus Climate results, Rankin's (2005) study, and an institutional history where very few resources have been directed towards meeting the needs of the LGBT community on campus, there is need to take action and implement efforts that will help to create a more inclusive and welcoming campus for LGBT students, prospective students, faculty, and staff. We are proposing the creation of a new professional position in the Wo/Men's and Gender Resource Center for an LGBT Liaison and Outreach Coordinator whose primary responsibility would be to develop and implement, in collaboration with other University departments and divisions, programming and services to meet the needs of the LGBT community on our campus.

<u>Rationale</u>

Campus Climate

The presence of institutional support of the LGBT community on campus is central in creating a climate where LGBT members can feel safer and more able to engage in the campus community. Institutions of higher education historically have directed resources toward the support of the LGBT community for one of three reasons:

1. Administration's response to incidents of homophobic harassment on campus.

2. Administration's response to requests by faculty/staff/students for outreach/education geared towards LGBT issues and/or a safe space

3. Administration's recognition that an LGBT Center was "an important step toward fostering diversity and providing a welcoming campus climate" (Rankin, Sanlo, & Schoenberg, 2002).

The work of reaching out to the LGBT community on campus cannot be done on a volunteer basis by people who otherwise have a separate set of job responsibilities. The type of outreach needed and demonstration of institutional support requires a more formal effort through the creation of a professional staff position whose primary responsibilities would involve outreach and program development and coordination for LGBT students, faculty, and staff.

The importance of campus climate is not one based solely on the mission to celebrate diversity, but also on an understanding that diversity makes the University stronger and more competitive. Campus climate relates closely to recruitment, retention and attrition, and in this time of growth, Stony Brook has an opportunity to improve and make use of its climate as a competitive tool in recruiting and retaining talented students, faculty, and staff.

Enrollment, Retention and Attrition
Students who enroll at Stony Brook and other higher education institutions come from high school settings where harassment based on sexual orientation or gender expression/gender identity is prevalent. In the Gay, Lesbian, & Straight Education Network's (GLSEN) 2005 National Report on School Climate within high schools, 1,732 LGBT students between 13 and 20 were surveyed. 89.2% reported hearing remarks such as "that's so gay" or "you're so gay" in a context where it is meant to indicate someone is stupid (GLSEN, 2005, p. 4). 64.3% reported feeling unsafe at school due to sexual orientation while 40.7% reported feeling unsafe due to gender expression. 64.1% reported verbal harassment; 41.2% reported experiencing "cyberbullying"; 37.8% experienced physical harassment; 17.6% had been physically assaulted because of their sexual orientation; and 11.8% had been physically assaulted because of their gender expression. Furthermore, family support of these students cannot be assumed. 43.6% reported that their guardian took no action after being informed of the harassment, and 55.1% never reported an incident of harassment to their parents/guardians (GLSEN, 2005, p. 6).

GLSEN (2005) found that the "severity of harassment directly correlates with lower academic achievement," (p. 7) as is evidenced in the difference in average GPA of students who were frequently physically harassed based on sexual orientation and the GPA of other students (2.6 versus 3.1). Furthermore, the pressures of growing up as a sexual minority in a sociocultural context where GLBT communities are marginalized have an effect on personal wellbeing. A study done in Massachusetts of 4,159 9th-12th graders showed that 35.3% LGB youth reported a suicide attempt compared to 9.9% of their heterosexual peers (Garafalo, Wolf, Kessel, Palfrey, & DuRant, 1998). However, despite these sobering numbers, the research is promising and indicates that the provision of support at the institutional level can have positive effects for these students. GLSEN (2005) found that the presence of supportive student personnel and student ally

clubs contributed to students' sense of safety, belonging, and higher incidence of planning to attend college (p. 9).

There have been efforts to increase formal support for LGBT students in high schools, and with a rise in the number of Gay-Straight Alliances in high schools across the country[1], prospective college students will be more inclined to consider campus climate when making decisions about where to go to college. Some institutions have picked up on this trend. For example, Duke University's Center for Lesbian, Gay, Bisexual, and Transgender Life devotes a webpage to prospective students which provides LGBT Liaison contact information, a list of student groups, scholarships, and safe zone programs, and an information piece entitled, "How to Choose an LGBT-Friendly College or University" (http://lgbt.studentaffairs.duke.edu/audiencenav/prospective.html). Research also reflects the importance of campus climate for LGBT students. In a study of 189 colleges and universities and 1,400 LGBT student-respondents, 40 percent of the students stated that their choice of university would be different if they had prior information concerning LGBT support and services on their prospective campuses (Sherrill & Hardesty, 1994).

Students experience significant sexual identity formation during their college years. Once in college, they seek guidance and typically look within the support structures of student affairs for assistance (Bell, Weinberg, & Hammersmith ,1981; Cass, 1979; Chickering & Reisser, 1993; Meyer & Schwitzer, 1999; Sanlo, 1988; Troiden, 1979). When support structures fall short and/or the campus climate is one that is unwelcoming, the learning environment for the LGBT student becomes compromised and thus, affects LGBT student learning and success. In the 1994 study cited above, "31% [of respondents] left school for one semester or longer and 33 percent dropped out or transferred due to coming out issues or harassment prior to coming out" (Sherrill & Hardesty, 1994, p. 269). If Stony Brook is to continue to be competitive, resources will need to be devoted to formal, institutional efforts that will help to secure a safe and rich learning environment for all students, faculty, and staff.

Function of LGBT Liaison/Outreach Coordinator

1. Work with departments and divisions across campus to develop and implement a Safe Zone program for students, faculty and staff. The LGBT liaison will work with the Campus Climate subcommittees and other University offices to develop a Safe Zone implementation plan that will begin with the undergraduate population and expand to cover the entire campus community. The LGBT liaison will also explore with subcommittees and offices the pros and cons of LGBT-specific and open Safe Zone programs and implement the type of program that is determined to be most appropriate for Stony Brook's campus community.
2. Work with current undergraduate and graduate LGBT student groups to ensure the organizational strength through the continuous development of student leaders.
3. Serve as a clearly identified person within the institution whose concern is the wellbeing and safety of LGBT members of the campus community.
4. Provide information, support, and referrals to LGBT students, faculty, and staff.
5. Coordinate and provide education, outreach, and advocacy on LGBT concerns within the campus community.

---

[1] GLSEN reports that in New York State alone, there are 235 registered Gay-Straight Alliances in high schools across the state.

We are proposing the creation of this position in the Wo/Men's and Gender Resource Center because the Center has been an office that has worked to raise awareness about LGBT concerns through staff development trainings, programming, and counseling services, and is a place where LGBT students have come to seek support. In the last two semesters alone, we have reached nearly 400 students, faculty, and staff regarding LGBT concerns. Currently, the Center is involved in the following LGBT related projects:

- Collaborating with the GSO to establish a gay-straight alliance for graduate students
- Working with the undergraduate student group, LGBTA, to organize a welcome barbeque for LGBTQ and ally students for opening events in Fall 2006
- Hosting a student affairs conference on creating inclusive campuses for transgender students
- Serving on a task force to develop gender neutral housing policies for recommendation to the Division of Campus Residences

With the creation of a new position and additional funding, the Wo/Men's and Gender Resource Center could expand its focus on LGBT concerns and contribute to the University's efforts to create a more welcoming and safe environment for all its students, faculty, and staff.

Resource Needs:

Salary for LGBT Liaison/Outreach Coordinator	$55000
Funds to support increase in LGBT outreach efforts including money for supplies, advertising, program Materials, etc.	$7500
Total Funding Requested	$62,500

References:

Bell, A. P., Weinberg, M.S., & Hammersmith, S.K. (1981). Sexual preference: Its development in men and women. Bloomington, IN: Indiana University Press.

Cass, V.C. (1979). "Homosexual identity formation: A theoretical model." *Journal of Homosexuality*, 4: 219-235

Chickering, A.W.; Reisser, L. (1993) Education and identity. Second Edition. San Francisco: Jossey Bass. *The Jossey-Bass Higher and Adult Education Series.*

Garafalo, R., Wolf, R.C., Kessel, S., Palfrey, J,. & DuRant, R.H. (1998) The association between health risk behaviors and sexual orientation among a school-based sample of adolescents. Pediatrics, 101: 895-902.

Gay, Lesbian, & Straight Education Network. (2005) The 2005 National School Climate Survey: Executive Summary of a Report from the Gay, Lesbian, & Straight Education Network. http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/582-2.pdf

Meyer, S. and Schwitzer, A. (1999). Stages of Identity Development Among College Students with Minority Sexual Orientations. *Journal of College Student Psychotherapy* 13(3), 41-65.

Rankin, S. R. (2003). Campus Climate for Gay, Lesbian, Bisexual, and Transgender People: A National Perspective. New York: The National Gay and Lesbian Task Force Policy Institute. www.ngltf.org

Rankin, S. R. (2005). "Campus Climate for Sexual Minorities." In R. Sanlo (ed.), New Directions for Student Services No. 111: Gender Identity and Sexual Orientation – Research, Policy, and Personal Perspectives. San Francisco, California: Wiley Periodicals, Inc.

Rankin, S., Sanlo, R. and Schoenberg, R. (2002). Assessing the Needs and Proposing Solutions. *Our Place on Campus: Lesbian, Gay, Bisexual, Transgender Services and Programs in Higher Education.* Greenwood Press. Westport, CT. 13-24.

Sanlo, R.L. (ed.). (1998). Working with lesbian, gay, bisexual, and transgender college students: A handbook for faculty and administrators. Westport, CT: Greenwood Press.

Troiden, R.R. (1979). Becoming a Homosexual: A Model of Gay Identity Acquisition. *Psychiatry*, v.42, Nov 1979, 362-373.

Stony Brook University Campus Climate Survey: 2004-5. Carolyn G. Peabody, M.S.W. Ph.D., Principal Investigator, School of Social Welfare.
http://stonybrook.edu/diversity/images/documents/Taskforce_files/ccs2004results.pdf

<u>APPENDIX D</u>

A Proposal to
Expand Stony Brook's Multicultural and Gender Centers

Submitted by
Cheryl Chambers
Assistant Dean of Students
Office of the Dean of Student

Introduction

In their report "Does Diversity Make a Difference? Three Research Studies on Diversity in the Classrooms," the American Council on Education and the American Association of University Professors (2003) emphasize that "leaders of all types of institutions hold that student diversity is educationally valuable." Accordingly, as a major public research institution and a world-class leader in higher education, Stony Brook University must fully embrace its diverse nature as a university, which includes but is not limited to race, ethnicity, age, gender, religion, disabilities, sexual orientation, immigrant/international status, and socioeconomic class. Although the Campus Climate Committee's work focuses on diversity issues in the workplace that effect our faculty, staff, and graduate students, providing resources that promote the multicultural education of our diverse student population would a major step towards addressing multiculturalism at the institutional level. This proposal highlights the importance of multicultural education in creating campus climate and the critical role that our multicultural centers can have in promoting cross-cultural learning.

Diversity and Campus Climate

Stony Brook's undergraduate population is more diverse than it has ever been in the university's history. Our current profile of students indicates that of the 14,287 undergraduate students enrolled in Fall 2005, 35% self-identified as White (5,019); 22% as Asian American (3,171), 9% African American (1,349), another 9% Hispanic American, 5% international, and 19% Unknown/Other. Male and female students equally comprise the undergraduate student body. 83% of our undergraduates are from New York City and Long Island (11,874). 57% reside on campus (7,519) and 43% are commuters (5,597).

In addition, students from all over the world come to Stony Brook for our outstanding graduate programs. Ethnic and social diversity also exists within this population. In Fall 2005, of the 7,724 students enrolled in graduate programs, 19% are from other countries (1,473), 55% are White (4,228), 7% are Asian American (544), 6% African American, 4% Hispanic American, and 9% Unknown/Other. More than half (57%) of our graduate students are women (4,413). 76% of Stony Brook's full-time students are commuters (2,500) and 24% live on campus. Although this profile of our current students only scratches the surface, it depicts the broad range of ethnic and geographical diversity, and gender composition of our student community. The enrollment data shows that all Stony Brook students come from diverse backgrounds.

Consequently, they have critical multicultural education needs that the university must respond to if the campus climate is to be improved.

Stony Brook's existing cultural centers (i.e., UNITI Cultural Center and the Wo/Men's Center) need have a central role in teaching students about diversity and providing meaningful learning experiences that enhance their formal education. As multicultural centers, these facilities and the administrators that lead them must be knowledgeable and competent in multicultural education, and equipped to address the unique challenges and opportunities presented by our diverse university, especially in the areas of ethnicity/race, gender, and sexual orientation. An increase in staffing and adequate operating budgets are needed if these centers are to provide the level of programs, services, advocacy, and research necessary to positively impact our students' perceptions about diversity.

Multicultural Education Beyond the Classroom

Studies about racial diversity in higher education reveal the following:
- Socializing across racial lines and participating in discussions about racial issues have both been shown to be associated with widespread beneficial effect's on student's academic and personal development, irrespective of race (Astin 1993; Villalpando 1994). Specifically, socializing with someone of a different racial group or discussing racial issues contributes to the students' academic development, satisfaction with college, level of cultural awareness, and commitment to promoting racial understanding.
- Having a diverse student body is associated with six other attributes of institutional climate: stronger commitment to multiculturalism, greater faculty emphasis on racial and gender issues in their research and in the classroom, and more frequent student involvement in cultural awareness workshops and ethnic studies courses (Chang 1996). Astin (1993) found that these environmental characteristics have also been shown to have positive impacts on student retention, overall college satisfaction, college GPA, intellectual self-confidence, and social-confidence.

Since studies in college student retention also show that students with a strong sense of community in campus communities are more likely to be fully connected or more integrated into the broader campus social system (Berger 1997), institutions need to implement efforts that promote multicultural education and build campus community. Jefferson (2003) affirms this by stating that "a wider, more complex approach requires that we consider multicultural education as a perspective, as a lens through which we see our individual selves, each other, education, and the world."

All educators must recognize that students have pre-conceived notions about people who are not like themselves and that such notions are based on their ethnicity/race, gender, sexual orientation, religion, etc. (Banks 2005, 1993). This has to be addressed if an institution such as Stony Brook University is to commit to the philosophy of multicultural education. Through inter-group activities and multicultural programs, the UNITI Cultural Center and the Wo/Men's Center can help the Stony Brook address prejudice by providing opportunities for students to explore their personal cultural identities and learn about the diverse backgrounds of people who are not like themselves. These centers can be change agents in prejudice/bias reduction and the empowerment of individual students and the campus community. This the first step towards

becoming what Jefferson calls becoming a *multicultural person,* one who is in the process of developing a multicultural perspective, as they become more educated (2003).

Expanding our Multicultural Centers

The UCC and Wo/Men's Center can have a central role in creating a campus environment at Stony Brook that helps our students move along the learning continuum towards becoming multicultural people. Jefferson's four-stage transformational model describes this developmental process that evolves from one's personal cultural identity and cultural immersion experiences (2003). With the appropriate resources, professionals who work at multicultural centers on college campuses are able to collaborate with faculty and other administrators to implement initiatives that foster multiculturalism on both the individual and organizational levels.

Expanding our centers can provide students with a broad range of cross-cultural experiences that augment their formal education. As centers of excellence in multicultural education, they should promote a philosophy that recognizes the strength that human diversity in all of its manifestations brings to the individual, campus community, and society. In addition, each should be vehicles for exploring issues related to individual and community values, leadership, and cultural acceptance.

Staffing for a cultural center typically consists of a senior administrator/director, program coordinator/advisor(s), administrative/clerical support, and graduate and undergraduate students (interns and paid staff). These kinds of positions exist at comparable public institutions of higher education, such as SUNY Albany, University of Massachusetts Amherst, Penn State University, and the 50 member campuses of the California Council of Cultural Centers in Higher Education. The professional staff must be competent in multiculturalism, well trained, and experienced in addressing diversity issues and group dynamics. A starting point for Stony Brook would be to provide a Multicultural Programs Coordinator/Advisor for the UNITI Cultural Center.

Function of the Multicultural Programs Coordinator/Advisor

The seasoned professional in this position will:
1. Work with the Campus Climate Task Force and other university departments to initiate and support programs and services that enrich Stony Brook's efforts to be a multicultural learning community and serve as a support person for our diverse student populations.
2. Collaborate with and coordinate programs with academic departments and Student Affairs/Enrollment Management areas to promote the multicultural education of students, build campus community across cultures, and fosters faculty/student interaction.
3. Coordinate diversity education programs that promote inclusion.
4. Serve as program advisor to Stony Brook's 95+ ethnic/culturally-based student clubs and organizations.
5. Provide student leadership development opportunities that foster multicultural education.
6. Manage the UNITI Cultural Center facilities on a daily basis.
7. Supervise graduate and undergraduate student interns and staff.

Resources Needed

Salary for Multicultural Programs Coordinator/Advisor $40,000 – $50,000

(three to five years of professional experience required)

Funds to support operating and programming efforts $10,000

Total Funding Requested $50,000 - $60,000

Since 1975, the UNITI Cultural Center has sponsored numerous educational and cultural programs that address and celebrate African American and Latino American cultures. In 2004, the UCC student organization expanded its mission to include programs about other aspects of human diversity, including Caribbean and Asian culture as well as gender issues. Although this broadened view was the direct result from increased student awareness about the diverse nature of our campus community, to this day the UNITI Cultural Center remains limited in its efforts to promote multiculturalism because it lacks dedicated professional staff. To empower the UCC to improve our campus climate, staffing and funding are needed. Similarly, additional staff is needed to support the Wo/Men's Center its expanded role in addressing gender identity issues and topics that affect our lesbian, gay, bisexual, and transgender student community.

Conclusion

Today, creating a multicultural campus environment is one of the most important trends in higher education reform. Faced with the challenges and opportunities of its diverse learning community, many higher education institutions are assessing their campus climate. Penn State University "seeking to create an environment characterized by equal access and respected participation for all groups and individuals irrespective of cultural differences and, more importantly, where the multiplicity of characteristics possessed by persons are not simply tolerated but valued (2006)."   Syracuse University and other campuses are conducting campus climate assessments and making bold changes to promote multicultural education both inside and outside of the classroom.

If Stony Brook University is to truly commit to becoming a multicultural university, our ultimate goal must include creating an environment where all members of our campus community can full and active participants in fulfilling Stony Brook's educational mission, which has achieving cultural pluralism as its central goal. As we strive to improve the campus climate, we have a unique opportunity to develop the UNITI Cultural Center and Wo/Men's Center so that this important aspect of the university's mission is further realized.

July 20, 2006

References

ACE-AAUP Report "Does Diversity Make a Difference? Three Research Studies on Diversity in the Classrooms." Executive Summary. American Council on Education/American Association of University Professors. 2000.

Astin, Alexander, "Diversity and Multiculturalism on the Campus: How are Students Affected?" *Change*. In "Who Benefits from Racial Diversity in Higher Education?" *Diversity Digest.* Association of American Colleges and Universities. <http://diversityweb.org/Digest/W97/research.html>

Banks, James A. Multiethnic Education: Issues and Perspectives (5th Edition). John Wiley & Sons. 2005.

Banks, James A. Multicultural Education: Theory and Practice (3rd Edition). Boston: Allyn and Bacon. 1993.

Chang, Mitchell. "Racial Diversity in Higher Education: Does Racially a Mixed Student Population Affect Educational Outcomes," (unpublished doctoral dissertation, University of California – Los Angeles, 1996). In "Who Benefits from Racial Diversity in Higher Education?" *Diversity Digest.* Association of American Colleges and Universities. <http://diversityweb.org/Digest/W97/research.html>

Jefferson, Frederick C. *Training Develops Multicultural Awareness*. In Valuing Diversity on Campus: A Multicultural Approach. Cynthia Woolbright (Ed.). Bloomington, IN: Association of College Unions International. 2003.

McIntosh, Joshua; Nestor, Eric; and Ridzi, Frank. "Diversity: Assessing Campus Climate & Programs." (workshop presented at the 2001 National Assessment Institute). Indiana University-Purdue University Indianapolis. November 2001.

Penn State University. "A Framework to Foster Diversity at Penn State." 2 Mar. 2006. <http://www.equity.psu.edu/Framework/index.html>

Pope, Raechele A.; Reynolds, Amy L.; and Mueller, John A. Multicultural Competence in Student Affairs. San Francisco: Jossey-Bass Publishers, Inc. 2004.

Stony Brook University. "Facts and Figures: Profile of Current Students." 22 Dec 2005. < http://ws.cc.stonybrook.edu/offires/StuChar/students.shtml>

Villalpando, Octavio. "Comparing the Effects of Multiculturalism and Diversity on Minority and White Students' Satisfaction with College," (paper presented at the meeting of the Association for the Student of Higher Education. Tuscon, Arizona, 1994). In "Who Benefits from Racial Diversity in Higher Education?" *Diversity Digest.* Association of American Colleges and Universities. <http://diversityweb.org/Digest/W97/research.html>

APPENDIX E
SEARCH AND SELECTION TASK FORCE

Task force members

- Edward Drummond, UUP East Campus

- Luis DeOnis, University Hospital Human Resources

- Lynn Johnson, Human Resource Services

- Aldustus Jordan, Black Faculty and Staff Association, School of Medicine

- Christina Vargas Law, Office of Diversity and Affirmative Action

- Gary Mar, Asian American Faculty Staff Association, Philosophy

- Elizabeth McCoy, Labor Relations

- Faith Merrick, University Hospital Human Resources

- George Meyer, President's Office

- Joan Miyasaki, Asian American Faculty Staff Association, Undergraduate Biology

- Anne Murphy, Office of Diversity and Affirmative Action

- Lynda Perdomo-Ayala, Union Universitaria Latino Americana, Pharmacology

- John Schmidt, UUP West Campus

- Rebecca West, Human Resource Services

Objectives

The search and selection task force was charged with examining the following issues:

1. How can we improve the timeliness of the search process from job development to hire?

2. Are we effective in recruiting underrepresented candidates?

3. How can we establish best practices in recruitment, equal opportunity, achieving affirmative action goals, and achieving greater diversity that Stony Brook uses as a model?

Benefits of enhancing system

Meeting organizational and departmental needs by:

A. Increasing efficiency

- Decrease length of job development, search and selection, and approval cycle.

- Create a concise and consistent university-wide plan for job development, recruitment and approvals.

- Reduce bureaucracy – "one stop shopping" for job development, recruitment needs. Expert assistance throughout the process.

- Utilize a smaller pool of professional, knowledgeable, central office employees to assist and monitor recruitment activity in lieu of the local AA/EEO committee.

- Provide a consistent, well defined roadmap for department to use in recruitment process and communicate recruitment requirements clearly and directly, with university-wide guidelines, standards and expectations.

- Provide the training and internal and external resources necessary to assist in a successful hire.

- Significantly ease the record keeping burden on departments for capturing required demographic data and reduce time of compiling data for audit purposes.

B. Increasing focus on outcomes

- Utilize comprehensive recruitment strategies to attract qualified applicants to work at Stony Brook University.

- Increase Stony Brook's visibility and reputation as an employer of choice.

- Create new and enhance existing community relationships, especially in untapped diverse communities.

- Better utilize existing applicant pools and begin sourcing of qualified applicants and finalists.

- Enhance Stony Brook University's required good faith efforts to achieve diversity through its Equal Employment and Affirmative Action Programs.

- Communicate with hiring managers in a collaborative manner, to assist, educate, and inform.

- Conduct ongoing and timely analyses of staffing for compliance needs and goal attainment.

- Regularly communicate information and statistics on goals progress and effective good faith efforts throughout the organization.

C. Ensuring greater accountability

- Continue to communicate the message that diversity is a priority within the University's mission – *"to fulfill these objectives while celebrating diversity and positioning the University in the global community."*

- Expect each opportunity to hire to positively demonstrate good faith efforts to attract diverse applicants.

- Explore options for implementing new performance measures in performance programs and evaluations.

- Provide data and feedback to enhance cabinet level accountability presentations to have greater impact and positive change.

- Ensure that best practices related to Equal Employment Opportunity, Affirmative Action and Diversity are implemented consistently for all levels and areas of the University.

Recommendations

A. Centralize Expertise:

- Utilize Human Resources and the Office of Diversity and Affirmative Action to provide assistance and guidance throughout the recruitment process by:
  - Creating and enhancing reference materials related to recruitment and employment.
  - Providing assistance and resources in writing positions for example:
    i. Ensuring that job standards are available electronically.
    ii. Providing access to Campus Job Opportunity database.
  - Developing additional recruitment aids for those conducting hiring for example:
    i. Create a model search timeline with milestones – (perfect search best practices).
    ii. Provide sample recruitment plans for specific titles.
    iii. Provide templates for standard screening devices.
    iv. Assist in development of effective interview questions and strategies for successful interviews.
    v. Provide qualified referrals from job fairs and other outreach sources.
- Develop University-wide, comprehensive recruitment strategy for general EEO outreach and diversity:
  - Ongoing evaluation of effective sources and determining future strategies.
  - Involvement of hiring departments in Job Fairs and other outreach mechanisms.
- Create and enhance training and educational programs:
  - Provide mandatory training in Recruitment, Selection, AA/EEO laws, and Diversity.

B. Introduce Electronic System:

- Access relevant demographic data and utilize data effectively to help departments more effectively manage recruitment.
  - Provide mechanism for evaluating success in recruitment strategies and goal attainment.
  - Reduce time to compile data for management reports.
- Develop and disseminate Annual Affirmative Action Program (AAP) to help area develop attainable and meaningful goals.
- Ensure that goals and areas of under-representation are actively distributed and explained to all hiring managers and supervisors.
- Evaluate success of various outreach initiatives by utilizing timely applicant pool data.
- Advantages of Electronic System:
  - Reduction in search time – Syracuse example:16 weeks to 5.2 weeks.
  - Systematic screening of applicants to ensure meeting minimum qualifications.

- Paperless process and electronic routing.

- Hiring managers have access to search materials and applicant pools 24 hours a day, 7 days a week.

- Transparent process – all application data and materials stored centrally with remote access.

- Improved communications with applicants, electronic acknowledgement letters and correspondence with candidates.

- Continuous candidate sourcing and referrals.

- Eliminate need for search documentation – no paper SUSB 68 form.

- Diversity and affirmative action efforts are evaluated in an ongoing manner.

- Provide reports on a more frequent basis.

- Better manage advertising expenses.

- Explore ability to generate rolling job postings.

Recommended Resources

Startup costs:			
Applicant tracking system	*Implementation fee– year 1*		$8,000
	Subtotal:		**$8,000**

Proposed Annual budget:			
Applicant Tracking system	*Applicant Tracking Annual License fee*		$42,000
	Position Development Annual License fee		$21,000
	Subtotal:		**$63,000**
Personnel	*Human Resource Services*	**1.0 FTE** – recruitment	$45,000
	Office of Diversity and Affirmative Action	**3.0 FTE –** EEO, Affirmative Action and recruitment	$135,000
	Subtotal:		**$180,000**
Recruitment Strategy	*Central budget for advertising and outreach efforts*		$30,000
	Subtotal:		**$30,000**
		GRAND TOTAL:	**$273,000**

Proposed budget – Hospital:			
Personnel	*University Hospital Human Resources*	**2.0 FTE** – recruitment	$90,000
	Subtotal:		**$90,000**
Computer Equipment	*Computers (HR & Nurse Recruiting)*	**4** – to be used by applicants	$7,200
		2 - networked printers	$1,000
	Subtotal:		**$8,200**
		GRAND TOTAL:	**$98,200**