DRAFT REPORT
AND
ACTION PLAN
OF THE
PRESIDENT'S TASK FORCE ON
CAMPUS CLIMATE

October 2006

The campus community is invited to read the draft report and submit comments and suggestions during the months of October and November 2006 at the following website:
www.stonybrook.edu/sb/climate.shtml

STONY BROOK
STATE UNIVERSITY OF NEW YORK

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CONFIDENTIAL DRAFT
(as of October 16, 2006)

CAMPUS CLIMATE TASK FORCE
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"The process of maturing intellectually within an environment of people from diverse backgrounds, values, and perspectives on the world is an essential aspect of education."
(AAU, July 6, 2006)

A GUIDE TO THIS REPORT

WHAT IS CAMPUS CLIMATE?

In 2005, AAC&U's publication "Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions" stated, "…educational excellence cannot be envisioned, discussed, or enacted without close attention being paid to inclusion."

In her invitation to members of the campus community to serve on the Campus Climate Task Force Steering Committee, President Kenny spoke of campus climate as "…the pervasive backdrop that motivates and inspires our work at Stony Brook, and key to creating an inclusive community characterized by a "can do" spirit and positive morale." The Task Force has used this definition, and expanded it to include "… both policy and practice that refer to behaviors within a workplace or learning environment that can influence whether an individual feels safe, listened to, and treated fairly and with respect. It also refers to an organization's structures, policies, and practices; the diversity of its faculty, staff and students; the attitudes and values of its members and leaders; and the quality of personal interactions and communication."

HOW IS THIS REPORT AND ACTION PLAN DIFFERENT FROM OTHERS?

The Report and Action Plan of the President's Task Force on Campus Climate has the ambitious goal of bringing about a lasting change in the campus culture. Therefore, the integration of the recommendations into campus life must follow a process different from the familiar standard operating procedures. This process will effectuate a cultural change with regard to all practices and all policies. Indeed, the success of the Action Plan depends on the implementation and integration of a communication process, outlined under the report's section on "mapping," that underpins all the recommendations.

Unless this different approach to communication and decision making becomes pervasive, the implementation of the Task Force's recommendations will at best prove superficial and fleeting. In its deliberations over the past six months, the Task Force attempted to model this process, characterized by Cornell University as "360 degree communication"; and it now urges the campus community to do the same. For the past six months, posters around campus have proclaimed Stony Brook's goal "…to become the most inclusive campus community in America." To this end, the Task Force subcommittees invited participation of the entire campus via town hall meetings, interviews, focus groups, and dedicated web site correspondence, and maintained a high level of visibility for the project across the entire campus. Subcommittees shared their proceedings with one another, progress reports were given to the campus community, and feedback was sought and acted upon frequently. The reader may

speculate about the impetus for approaching the implementation of the Task Force's Action Plan differently than in the past, and the origins of the sense of urgency that characterizes this report.

WHY THIS REPORT?

For over two decades faculty, staff, and students have participated in committees and task forces focusing on how best to address the inevitable academic and social challenges associated with our dynamic and ever-changing campus environment. Typically, these groups produced institutional reports and recommendations that identified a range of issues from access to success of students, to brick and mortar, and from course content to addressing social life on the campus. These reports have resulted in successful diversity efforts that focused largely on the student body. We have been less successful in our efforts to bring more diversity to the faculty and staff. Put bluntly, our success has been within specific segments of the campus, but we have been less successful in providing university-wide attention to our diversity efforts. We believe that diversity and inclusion are not simply additions to the traditional mission of teaching, research, and service, but a prerequisite for its effective implementation.

Previous campus reports reveal a consistent pattern of recommendations that focus on a real need for the University to realistically address issues of diversity and inclusion in our policies and practices throughout all sectors of our campus community (see Appendix A). Whether by employment policies and practices that hinder diversity, attitudes bent on discouraging diversity and inclusion, or ignorance or indifference; these issues appear to remain largely ignored, unattended, or not fully addressed. The Campus Climate report documents a perception that institutional racism, homophobia, sexism and other forms of discrimination persist despite a common belief that we have made substantial progress in eliminating it.

No previous campus survey or report at Stony Brook University has focused solely on the perceptions of faculty and staff related to the overall climate on the campus. The Campus Climate Survey was an important step towards moving beyond simply identifying issues in an isolated fashion. We focus on the relationship of issues to one another and on taking a more holistic approach to developing a more effective change process. The data presented in the Campus Climate Survey will help change institutional behavior by identifying the existence or absence of diversity and inclusion while also documenting the experiences of faculty and staff throughout the campus. The survey also allows us to examine and dismantle assumptions or misconceptions that prove counter to our institution's diversity goals. By examining data derived from within the campus, we are able to frame specific issues and seek solutions through a continuous process that allows us to identify areas for improvement and assess our effectiveness.

What is needed now is not just acknowledgement of what is wrong, but also an institutional commitment to do things differently. Precisely because the Campus Climate Report documents significant insights and individual experiences of faculty and staff on the campus, we are able to examine attitudes and behaviors that either enable or hinder our diversity efforts. More importantly, we are able to speak to a wider range of issues on how best to incorporate diversity and inclusion in both policies and practices. The task is difficult, but not impossible. In the future, the general test of our university will lie in our ability to align its policies and

practices with its stated mission for diversity and inclusion—it is simply a matter of commitment and institutional will.

Gleaned from the results of the 2004 Campus Climate Survey, the 2004 Middle States Self-Study Report, the 2005 Graduate Student Survey, and statistics on the Stony Brook Workforce Ethnic Distribution, the following realities reflect the lived experience of people who work and learn at Stony Brook (for references to the full reports, see the "references" section of this document):

- Approximately 1/3 of employees do not feel like part of the family or team at Stony Brook. (2004 Campus Climate Survey)
- 3/5 do not believe that people of color always or mostly have a fair representation on policy or decision-making groups. (2004 Campus Climate Survey)
- ¾ do not believe that people with disabilities always or mostly have a fair representation on policy or decision-making groups. (2004 Campus Climate Survey)
- Almost 30% had observed harassment on the basis of foreign accent over the previous two years. (2004 Campus Climate Survey)
- Almost ¼ had observed harassment on the basis of gender over the previous two years. (2004 Campus Climate Survey)
- Almost ¼ had observed sexual harassment over the previous two years. (2004 Campus Climate Survey)
- About ¼ of women report that they have observed both gender based and sexual harassment over the previous two years. (2004 Campus Climate Survey)
- 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. (2004 Campus Climate Survey)
- 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. (2004 Campus Climate Survey)
- 32% of Asians/Pacific Islanders report experiencing harassment based on foreign accent by faculty/staff over the previous two years. (2004 Campus Climate Survey)
- 22% of Blacks report experiencing racist harassment by faculty/staff over the previous two years. (2004 Campus Climate Survey)
- 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. (2004 Campus Climate Survey)
- 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. (2004 Campus Climate Survey)

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- 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. (2004 Campus Climate Survey)
- 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. (2004 Campus Climate Survey)
- 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. (2004 Campus Climate Survey)
- Almost ¼ of People with Disabilities report that they have observed harassment based on disability by faculty/staff over the previous two years. (2004 Campus Climate Survey)
- Nearly half (49.5%) of LGBT people are not "out" in their departments. (2004 Campus Climate Survey)
- Nearly one quarter (24.1%) of employees at Stony Brook agreed with the statement "compared to men, women are appointed to less important committees and task forces." (2004 Campus Climate Survey)
- 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. (2004 Campus Climate Survey)
- 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. 15% answered yes, and 7% said they were not entirely sure. (2005 Graduate Student Survey)
- As part of the 2002-2004 Self Study for the Middle States Accreditation, it was found that only 48% of faculty could agree with the statement that Stony Brook has a somewhat or strong sense of community (p. 81)
- The percent of tenured faculty who were Black at Stony Brook rose from 2.4% in 1995-6 to 3.1 in 2005-6 an increase of 7/10 of a percent in ten years. (Stony Brook Workforce Ethnic Distribution)
- The percent of executive/management employees at Stony Brook who were Hispanic decreased from 4% in 1995-6 to 3.8% in 2005-6. (Stony Brook Workforce Ethnic Distribution)
- The percent of executive/management employees at Stony Brook who were Black decreased from 9.6% in 1995-6 to 4.8% in 2005-6. (Stony Brook Workforce Ethnic Distribution)
- The percent of employees on both State and RF payroll at Stony Brook who were Native American remained static at .1% from 1995-6 to 2005-6. (Stony Brook Workforce Ethnic Distribution)

WHAT ARE THE EXTERNAL BENCHMARKS?

Seeking to benefit from the experience of others who have studied these issues and implemented an institutional culture change, the Task Force looked to the best practices of leading educational institutions and corporations for insight.

The Netter Principles

The 1999 Cornell University Netter Seminar brought together organizational leaders, workplace practitioners and trainer/educators from public, private, and non-profit organizations as well as academia to explore the question: *What will an inclusive organization look like when it's achieved? There was agreement on twelve qualities or attributes that describe workplace inclusion. In no priority order, they are as follows:*

The Twelve Attributes of Inclusive Organizations

- Demonstrated Commitment to Diversity;
- Holistic View of the Employees and the Organization;
- Access to Opportunity; Accommodation for Diverse Physical & Developmental Abilities;
- Equitable Systems for Recognition, Acknowledgement & Reward;
- Shared Accountability and Responsibility;
- 360 Degree Communication and Information Sharing;
- Demonstrated Commitment to Continuous Learning;
- Participatory Work Organization and Work Process;
- Recognition of Organizational Culture and Process;
- Collaborative Conflict Resolution Processes;
- Demonstrated Commitment to Community Relationships.

The Case for Inclusion from the Corporate Perspective

While the business of a University is typically not seen as that of a corporate setting, it can be argued that the goals of an efficient, productive and "customer" responsive workforce are clearly parallel. Corporate culture has, over the last thirty years, faced the necessity to address issues related to diversity and inclusion, at first in response to regulatory pressures, but increasingly in response to pressures from changing demographics of the workforce, the marketplace and the customer base. Indeed, beyond the issue of good will, the University faces the same pressures as those in the corporate realm to incorporate inclusion and diversity management as central elements of its mission and practice.

Diversity management has been described as looking at:

1. the mind set of an organization;
2. the climate of an organization; and
3. the different perspectives people bring to an organization due to race, workplace styles, disabilities, and other differences.

Reichenberg, Neil E. 2001. "Best Practices in Diversity Management"
United Nations Expert Group Meeting on Managing Diversity in the Civil Service
United Nations Headquarters, New York, 3 - 4 May 2001.

There are several angles from which to assess the "business case" for diversity. These include:

1. The changing demographics of the workforce;
2. The demographics of the "customer" (student, patient, client) base;
3. The cost of neglecting issues of equal opportunity;
4. Changes in productivity by employees;
5. The cost of employee turnover;
6. Benchmarks established by successful corporations;
7. The correlation between employee and customer satisfaction;
8. The correlation between employee satisfaction and employee commitment to the company;
9. The correlation between employee commitment and returns to shareholders, i.e. profit;
10. The correlation between corporate embracing of diversity and returns on investment.

1. The changing demographics of the workforce

- According to Workforce 2000, minorities, women, and immigrants accounted for 85 percent of the growth in the American work force between 1985 and 2000. The highest rate of increase was experienced by Asian Americans and Hispanics.

  Lopez-Campillo, (n.d.) Cultural Differences in the Workplace: Stereotypes vs. Sensitivity
  http://www.laborlawyers.com/CM/Seminar%20Materials/seminar%20materiala548.asp

- The Hudson Institute's "Workforce 2020: Work and Workers in the 21st Century," predicts increasing ethnic diversity and the aging of the available workforce as having an impact on the economy. The aging population in upper management will place a strain on government agencies as they begin to retire. In the private sector, organizations realize the importance of human capital to profitability and obtaining a competitive advantage, and are more willing to invest revenue to respond to the challenges of a diverse workforce

  Joann, Charles, (2003) Diversity Management: An Exploratory Assessment of Minority Group Representation in State Government *Public Personnel Management,* Winter. p.2.

2. The demographics of the "customer" (student, patient, client) base

- Women today purchase 70 to 80 percent of all products; African-Americans spend nearly $500 billion each year on goods and services; and Hispanics comprise one of the fastest-growing consumer groups in the country. A reputation for fair treatment is one of the primary reasons women and minority consumers say they remain loyal to a company.

  "Reaping the Bottom Line Benefits of Diversity" *Executive Update Feature. ASAE & The Center for Association Leadership* July 2000.
  http://www.asaecenter.org/PublicationsResources/articledetail.cfm?ItemNumber=13096

- By the end of this year (2000), it is estimated that ethnic markets will comprise more than 30% of the total U.S. market. Also, women are the primary investors in more than half of U.S. households.

  Lopez-Campillo, (n.d.) Cultural Differences in the Workplace: Stereotypes vs. Sensitivity
  http://www.laborlawyers.com/CM/Seminar%20Materials/seminar%20materiala548.asp

3. The cost of neglecting issues of equal opportunity

- In 2002, the Equal Employment Opportunity Commission (EEOC) resolved over 95,000 cases and awarded monetary benefits of $310.5 billion

  Peter Skalak(2004) – "Diversity boosts business success" *Peopleclick Research Institute.*
  http://www.peopleclick.com/knowledge/pdf/skalak.pdf#search=%22diversity%20%22success%22%20business%22

- Turning to the micro level, Ashenfelter and Pencavel's 1976 study of AT&T estimated that by eliminating discrimination based on gender alone, the company could realize cost savings of nearly 4%. In their study on the costs of occupational sex discrimination Dunnette and Motowidlo (1982) estimated that over a ten year period, the net loss to the organization (unnamed) due to excluding women was $7,200 for each person hired (p.16).

  Bates, Michael and David Este. (2000). Creating Workplace Environments That Reflect Human Rights Values: Human Rights and Corporate Productivity" *Cultural Diversity Institute as a joint educational initiative of the federal, provincial and territorial human rights commissions May 2000.*
  http://www.albertahumanrights.ab.ca/publications/CreatingWorkplaceEnv/Pub_creatingworkplaceenviro.asp#III%20HUMAN%20RIGHTS%20AND%20CORPORATE%20PRODUCTIVITY

4. Changes in productivity by employees

- Employee commitment is associated with job performance. Employees who are committed to an organization work harder and are more productive in their jobs than employees with weak commitment, as measured by sales figures (Bashaw and Grant, 1994), control of operational costs (DeCotiis and Summers, 1987), and supervisors' ratings of overall work performance (Moorman, Niehoff, and Organ, 1993).

WFD Consulting (2005) "The Business Case"
http://www.wfd.com/news/bus_case.html#Stats

5. The cost of employee turnover

- A recent study by Merck & Company, Hewlett Packard, KPMG and Fortune concludes that the costs associated with the turnover of one employee can run as high as 1.5 times the employee's salary (p16).

  Bates, Michael and David Este May (2000). *Creating Workplace Environments that Reflect Human Rights Values. Cultural Diversity Institute at the University of Calgary..*
  http://www.albertahumanrights.ab.ca/publications/CreatingWorkplaceEnv/Pub_CreatingWPEnv.pdf

- According to Poole (1997) an initiative of Deloitte and Touche, a large accounting, tax and consulting firm, to address gender equity resulted in a 3.5% decrease in the turnover of managers and an 8.6% reduction in the loss of senior managers.

  Poole, P.J. (1997). Diversity Success Stories. In P.J. Poole Ed. Diversity: A Business Advantage. Altona Manitoba.

- In a study by Johnsrud et al. (2000), the researchers found a strong relationship between morale and midlevel administrators' intent to leave a job.

  Johnsrud, Linda K., Heck, Ronald H. and Vicki J Srosser. "Morale Matters: Midlevel Administrators and their intent to leave. *The Journal of Higher Education*, 17(1) Jan-Feb 2000, 34-59.
  http://links.jstor.org/sici?sici=0022-1546%;28200001%2F02%2971%3A1%3C34%3AMMMA.AT%3E2.0.CO%3B2-K

6. Benchmarks established by successful corporations

- 75% of Fortune 500 companies had programs promoting diversity. By definition, Fortune 500 companies are highly productive.

  Bates, Michael and David Este. (2000). Creating Workplace Environments That Reflect Human Rights Values: Human Rights and Corporate Productivity" *Cultural Diversity Institute as a joint educational initiative of the federal, provincial and territorial human rights commissions May 2000*
  http://www.albertahumanrights.ab.ca/publications/CreatingWorkplaceEnv/Pub_creatingworkplaceenviro.asp#III%20HUMAN%20RIGHTS%20AND%20CORPORATE%20PRODUCTIVITY

7. The correlation between employee and customer satisfaction

- Employee attitudes drive both customer satisfaction and revenue. A study at Sears found that every 5 percent improvement in employee attitudes drives a 1.3 percent improvement in customer satisfaction and a .5 percent growth in store revenues (Rucci, Kirn, and Quinn, 1998). In another study, Xerox used a management and measurement system that enabled the company to track relationships between employee attitudes and behaviors, customer satisfaction, and profitability. The company found a tight link between employee satisfaction measures and customer results (Barr, 1998).

WFD Consulting (2005) "The Business Case"
http://www.wfd.com/news/bus_case.html#Stats

- Employee retention is a key driver of customer retention, which in turn is a key driver of company growth and profits. Research at MBNA's credit card business showed that a 5 percent increase in employee retention translates into a 125 percent increase in per-customer profits (Reichheld, 1996). Another study showed that a 7 percent decrease in employee turnover led to increases of more than $27,000 in sales per employee and almost $4,000 in profits per employee (Huselid and Becker, 1995).

WFD Consulting (2005) "The Business Case"
http://www.wfd.com/news/bus_case.html#Stats

8. The correlation between employee satisfaction and employee commitment to the company

- Employees who have supportive work environments (including some flexibility and control over their work, fair and respectful supervisors, and a culture that accepts people as they are and that values differences) report greater job satisfaction and more commitment to helping their companies succeed (1997 National Study of the Changing Workforce, Families and Work Institute).

WFD Consulting (2005) "The Business Case"
http://www.wfd.com/news/bus_case.html#References

9. The correlation between employee commitment and returns to shareholders, i.e., profit

- Companies with highly committed employees had a 112 percent return to shareholders over three years, compared to 90 percent for companies with average commitment, and 76 percent for companies with low commitment (2000 Study by).

Watson Wyatt Worldwide.(2006). WorkUSA 2000 - Employee Commitment and the Bottom Line
http://www.watsonwyatt.com/research/resrender.asp?id=W-304&page=1

10. The correlation between corporate embracing of diversity and returns on investment

- …private companies with the highest rating on equal employment opportunities have performed better in the stock market than companies with poor performances in areas related to hiring and advancing women and nonwhites. According to research conducted by Covenant Investment Management, the earnings of these highly ranked companies were two and a half times higher on average.

Diversity Return on Investment. (n.d.). *Making the Business Case for Diversity.*
http://www.equalitymagazines.com/droi.html

- Richard (2000) of Louisiana Tech University conducted a study that demonstrates that "in association with growth, racial diversity enhances productivity, and this relationship intensifies as strategic growth increases" (p.171).

  Richard, Orlando C. "Racial Diversity, Business Strategy, and Firm Performance: A Resource-Based View." *Academy of Management Journal*, Vol. 43, No. 2, (pp.164-1).

The Case for Inclusion from the Higher Education Perspective

"The process of maturing intellectually within an environment of people from diverse backgrounds, values, and perspectives on the world is an essential aspect of education."
(AAU, July 6, 2006)

Diverse institutions need to be inclusive. The data in this report demonstrate the university's efforts to increase diversity within the faculty, staff, and students. Yet, the Campus Climate Survey outcomes suggest a need to recognize the role of inclusion and its impact on campus climate. We believe that engaging diversity within a dynamic ever-changing campus environment must consider multiple facets and a practiced belief that diversity and inclusion are always a work in progress.

The terms compliance, diversity, and inclusion are often used interchangeably, suggesting that there is little or no difference in these terms. For the purposes of this report we define these terms as:

- **Compliance** brings people into an organization.
- **Diversity** demonstrates an appreciation for their differences.
- **Inclusion** creates an environment in which people want to stay.

Most would agree that a well educated populace is a desirable goal and benefits society. A number of reports point out the positive returns to education generally demonstrating the correlation of education with financial and social returns to the individual and society at large. Among the benefits cited are increased tax revenues, higher salaries and benefits, reduced crime, and improved quality of life (IHEP, 1998; Baum and Payea, 2004; Weiss). Other research has linked the importance of high quality education to economic growth (Carnavale and Desrochers, 2001). However, our society has less agreement on how that desired goal can be achieved with both diversity and inclusion among students, faculty and staff.

Diversity and inclusion are matters of both form and substance. Jeffery Milem and his colleagues (Milem, 2005) identify three types of diversity strategies for college campuses: **compositional diversity**, which is the numerical and proportional representation of students, faculty, and staff from different racial and ethnic backgrounds in a student body; **diversity of interactions**, through which people gain exposure to alternative views and ideas by interacting with people different from themselves; and **institutional diversity-related initiatives**, which are activities and events that address issues of diversity, such as ethnic studies courses, structure dialogues, workshops, etc.

Similarly, Gurin (1999) focuses on three types of diversity: **structural diversity**: The extent to which a campus has a diverse student body; **classroom diversity**: The extent to which classes address knowledge about diverse groups and issues of diversity as part of the curriculum; **informal interactional diversity**: The extent to which the campus provides opportunities for informal interaction across diverse groups. She found that structural diversity was necessary, but not sufficient enough to produce benefits. While each of these strategies is sometimes defined and implemented as a singular goal and ends within themselves, this report supports a multidimensional approach that recognizes the impact of each upon the other.

Recent research provides empirical support for the value of diversity in the academic and social development of college students. These studies show that students who graduate from campuses having a more diverse setting are better prepared for participation in a democratic society. (Milem, et. al, 2005 (ACE and AAUP). These studies have also shown that the educational benefits are greater when students are in a sustained and coordinated diversity effort rather than simply settings emphasizing numerical diversity only (Chang, M.J., Witt, D., Jones, J., & Hakuta, K. 2003).

While most faculty believe in and recognize the importance of diversity, they often have ambivalent feelings about how best to achieve it. Recent data indicate that 90 percent of the 55,000 Research-I university faculty respondents surveyed by the Higher Education Research Institute at UCLA agreed that "a racially/ethnically diverse student body enhances the educational experience of all students. Almost 60 percent thought that undergraduate education should enhance students knowledge of and appreciation for other ethnic/racial groups. At the same time, however, almost 30 percent agreed that "promoting diversity leads to the admission of too many underprepared students" in the name of diversity.

These studies open fresh opportunities for faculty and staff to examine the extent to which they have internalized the diversity values of the university and practice inclusion. The studies challenge them to capitalize on the campus' diversity efforts within the departments, classrooms, and work units. If faculty and staff members view diversity as either unimportant or irrelevant to teaching, learning, or a positive campus climate they will likely ignore it in their classrooms and work units. The result will be that institutions as a whole will be likely to derive little, if any, benefit from diversity. Without courage, action, and accountability most efforts to increase diversity will not go beyond lip service and slogans.

Any serious discussion about creating a campus climate must take into account a need to emphasize diversity and inclusion through all policies and all practices. The recommendations within this report recognize a need for specific structural and behavior changes aimed at maximizing the benefits of diversity. A commitment to the hiring of diverse faculty and students, encouragement and fostering of interracial contact, provision of safe cultural spaces, rewards and support for pedagogical practices to achieve diversity, and an assessment of diversity efforts lead a long list of necessary ingredients for a positive campus climate. We believe that diversity and inclusion are not simply additions to the mission of the university, but prerequisites to its effective implementation (Milem, J.F., Chang, M.J., Antonio, A.L. 2005).

WHAT ARE THE INTERNAL BENCHMARKS?

Stony Brook's Mission Statement and Statement of Community

In addition to the Netter Principles, Stony Brook's five-fold mission and its statement of community comprised the basis and context for the work of the Campus Climate Task Force, and continue to provide the guiding purpose for the work of every individual and group of the campus community.

Stony Brook University has a Five Part Mission:

- to provide comprehensive undergraduate, graduate, and professional education of the highest quality;
- to carry out research and intellectual endeavors of the highest international standards that advance theoretical knowledge and are of immediate and long-range practical significance;
- to provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region;
- to provide state-of-the-art innovative health care, while serving as a resource to a regional health care network and to the traditionally underserved;
- to fulfill these objectives while celebrating diversity and positioning the University in the global community.

In 1999-2000, the campus community approved the "Statement of Community," in which the members of the campus asserted …

Statement of Community

"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 of expression and opinion entails an obligation to listen to and understand the beliefs 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 accomplishments, 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."

The Campus Climate Task Force accomplished its work while mindful that these two guiding documents must be the inspiration for all its efforts, and that the process by which recommendations were devised had to model adherence to the principles contained in both documents, and in Cornell's "Attributes of Inclusive Organizations" (The Netter Principles).

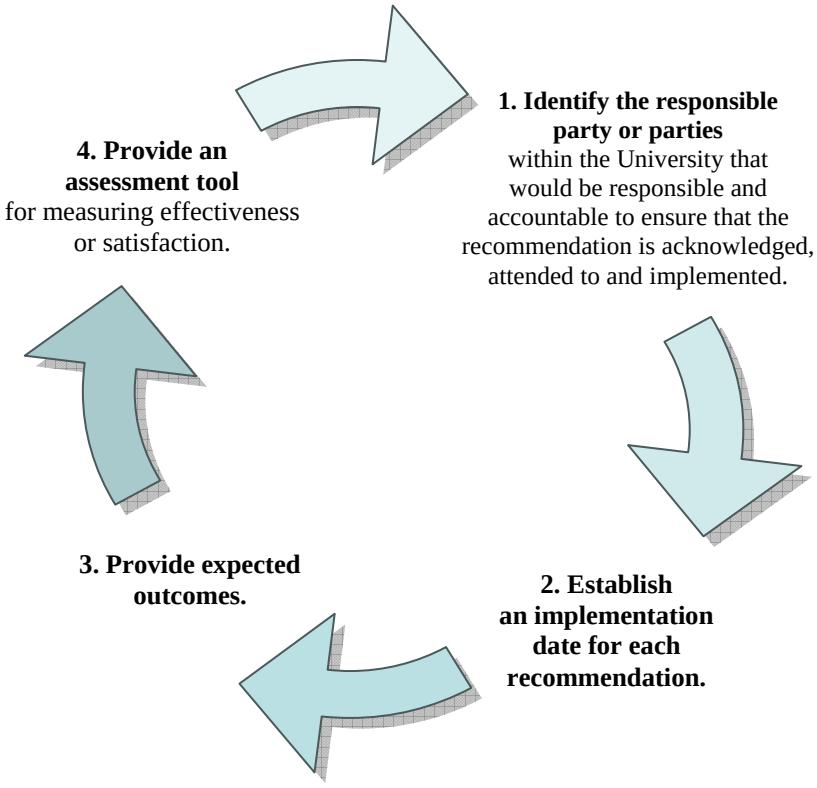
HOW DO WE BEGIN?

Associated Communication and Mapping Process for the Action Plan

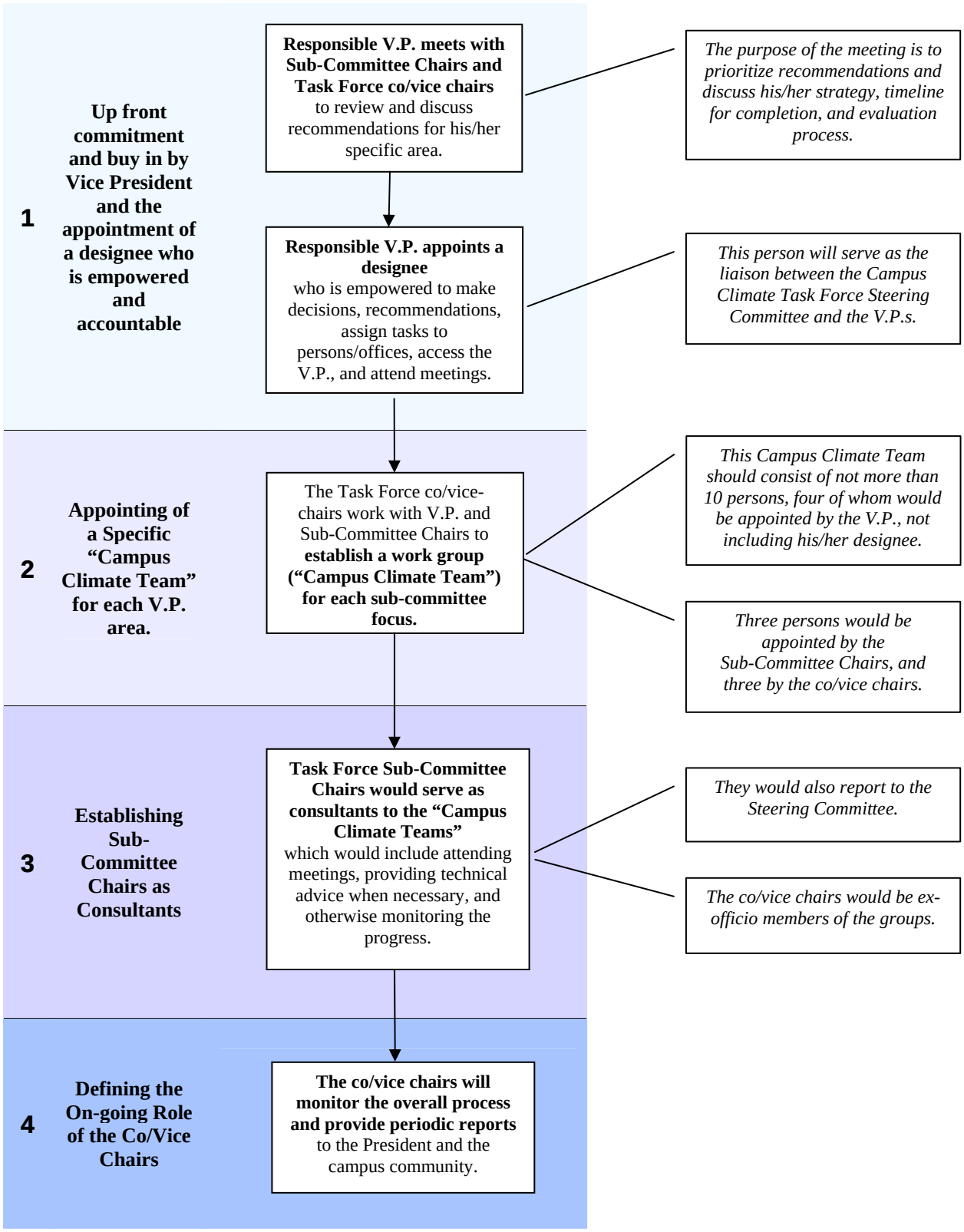
The Action Plan of the Campus Climate Task Force is intended to institutionalize a cultural change on campus characterized by respect, communication, and inclusion. The Task Force notes the need to change entrenched patterns of poor communication where they exist, and the systemic exclusion of stakeholders, particularly those who are ethnically or culturally not of the majority group. Although many of the specific recommendations of the subcommittees addressed specific actions to address these issues, the process for implementing those actions and for ensuring an ongoing positive climate must itself model the "attributes of inclusive organizations." It must engage the vice presidents who are charged with the ultimate responsibility for implementation and their constituents within their respective divisions in an ongoing dialogue the outcome of which is a cultural change that is felt. In some instances, this dialogue needs to take place across traditional divisional lines as well.

Therefore, to assist in this process and to encourage on-going institutionalization of the action items contained in the Task Force report, the following is given as the communication process of "mapping" for the implementation of the Task Force action items.

These are the few essential elements of each recommendation geared to ensure consistent implementation:



For all Sub-Committee recommendations, "mapping" is defined by the following:

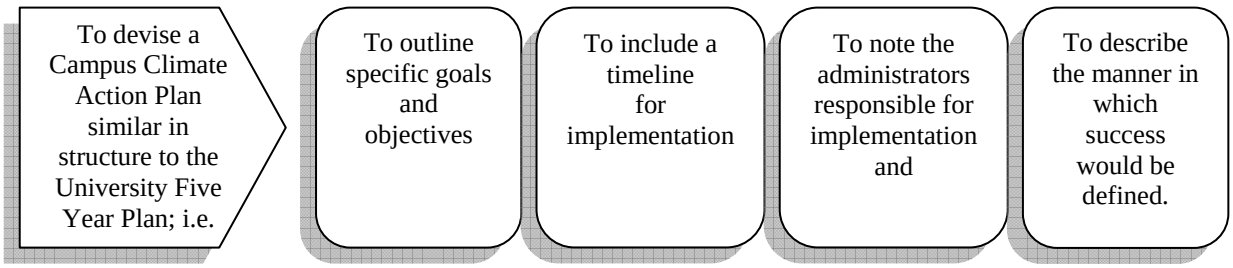


Specific Responsibilities:

Vice Presidents	Vice President Appointed Designee	Task Force Co and Vice Co-chairs	Campus Climate Steering Committee
• Meet with Sub-Committee Chairs and the co/vice chairs to review, discuss, and prioritize sub-committee recommendations. • Appoint a specific designee who will be both empowered and responsible for completion of agreed upon recommendations. • Appoint four persons to the Campus Climate Team. • Issue reports to the President's Cabinet in conjunction with the co/vice chairs. • Insure that the recommendations are implemented and, where necessary, enforced. • Attend periodic meetings with Campus Climate Steering Committee. • Attend scheduled campus Town meetings.	• Serve as responsible party to ensure that agreed upon recommendations are discussed, prioritized, implemented, monitored and evaluated. • Serve as liaison between the Campus Climate Team and the Campus Climate Steering Committee. • Make periodic reports to the Campus Climate Steering Committee. • Arrange meetings of the Campus Climate Team. • Work closely with Campus Climate Team and Sub-Committee Chairs (Consultants). • Attend scheduled campus Town Meetings.	• Monitor overall progress of the Campus Climate Task Force. • Provide periodic reports to the President and the campus community. • Appoint 3 members to the Campus Climate Team. • Meet with the President to discuss progress. • Meet with V.P.'s and specific Sub-Committee Chairs. • Arrange Town Meetings, Steering Committee meetings, and other meetings as needed. • Attend scheduled campus Town Meetings.	• Attend periodic meetings as called by the co/vice chairs. • Assist in monitoring progress and guiding the process. • Provide input and ongoing assistance to the overall process. • Assist in disseminating information about the implementation of the Plan. • Attend scheduled campus Town Meetings.

Task Force Objectives

President Shirley Strum Kenny convened the Steering Committee of the Task Force for its first meeting on November 29, 2005, charging the group with several objectives:



In addition, the Task Force wanted to ensure that the process of devising the draft action plan modeled many of the 12 attributes of inclusive organizations. A complete description of the rationale for the Campus Climate Survey, the decisions and processes that preceded and followed the appointment of the Steering Committee, a listing of the membership of the Steering and Subcommittees, a description of the process that will follow the release of this draft report to the campus community, and an emphasis on the important overriding role of accountability, please refer to page 56.

THE REPORTS OF THE SUBCOMMITTEES

SELECT HIGH IMPACT, LOW RESOURCE RECOMMENDATIONS FOR IMMEDIATE IMPLEMENTATION

We recommend that a few items from various subcommittees, which appear to require minimum institutional resources and are urgent, be implemented as early as the fall 2006 semester with the approval of the President. Only the actual recommendations are listed here. For more complete information, including the identification of the parties responsible for implementation, the implementation date, the expected outcomes, and the means of assessing each, see the full reports of the subcommittees that follow the bulleted items below. The urgent and high impact, low resource recommendations are:

BUILDING INTERNAL COMMUNITY

- Create LGBTQ Resource Center. Establish a new line within the Wo/men and Gender Resource Center to serve as a Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) counselor and programmer.
- Enhance the UNITI Cultural Center. Establish a new line within the UNITI Cultural Center to provide support, and serve as coordinator and programmer.
- Implement a Two-Stage Safe Zone program; with stage one focused on the LGBTQ community, and stage two focused on other marginalized groups.[*]
- Implement and institutionalize an ongoing series of town hall meetings - organized around pertinent themes and simulcast to other parts of campus as well as Stony Brook Manhattan, and Southampton.
- Establish an institutional mechanism for formally acknowledging and officially recognizing faculty and staff groups such as Union Universitaria Latinoamericana (UUL), Black Faculty and Staff Association (BFSA), Asian American Faculty and Staff Association, and the LGBT Faculty and Staff Network (Pride @ SBU) and provide these organizations space on the University's web site.[†]

PARTICIPATION AND EMPOWERMENT

- Establish broadly based advisory groups for administrators (Deans, Vice Presidents, Provost).
- Establish regularly scheduled VP Town Hall meetings.

HIRING AND EMPLOYMENT

- Accelerate the hiring process. Implement the recommendations made in 2005 by the Presidential Search and Selection Task Force.
- Simplify the checklist of requirements and engage greater support of Human Resources and the Office of Diversity and Affirmative Action from the onset.
- Reduce the mandatory position posting time from 30 days to 15 days.
- Hold Vice Presidents and high-level managers accountable for concrete and evidence-based plans and actions aimed at diversifying the workforce.
- Enforce compliance with performance evaluations and include an evaluation of the steps taken to diversify the department, and implement a campus policy that will require all performance evaluations to be conducted annually in the same date range.
- Establish mechanisms for employees within units to provide ongoing feedback on favorable and unfavorable aspects of the work environment, perhaps a hotline and an on-line suggestion box.

BUILDING EXTERNAL COMMUNITY

- Create an administrative structure for directing and overall coordination of all community outreach.
- Utilize fields in PeopleSoft software to capture information regarding community activities that employees are performing individually or as representatives of the University.
- Add a reference about the importance of the external community to the University's mission statement.

MANDATORY EMPLOYEE EDUCATION

- Expand the Diversity Fellows program by creating a train-the-trainer track for Fellows who have the aptitude to facilitate training sessions. Include criteria for certification, evaluation and feedback; use the program for students' diversity peer education; establish a recognition program for Fellows and include participation as a fellow in career development plans.
- Include the University's commitment to diversity and inclusion in all orientations and annual recertification days.
- Emphasize diversity themes throughout the University's activities.

[*] *With the Participation and Empowerment subcommittee*
[†] *With the Building External Community subcommittee*

COMPLETE SUBCOMMITTEE REPORTS

BUILDING INTERNAL COMMUNITY SUBCOMMITTEE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOMMENDATION 8
Officially recognize and support existing faculty/staff groups that promote inclusion and diversity on campus, including providing a place for them on the University's website. Establish institutional mechanism for formally acknowledging and officially recognizing faculty and staff groups such as:
• ***Union Universitaria Latinoamericana (UUL)***

- ***Black Faculty and Staff Association (BFSA)***
- ***Asian American Faculty and Staff Association(AAFSA)***
- ***LGBT Faculty and Staff Network (Pride @ SBU)***

Providing access to official SBU web pages and email accounts for faculty staff organizations will send an implicit message of inclusion. New and potential faculty and staff will have a simple way through the SBU home page to learn about those support structures that already are in place. Adequate support for such groups would also lay the foundation for the more universal symbol of recognition and support of our diversity. We recommend that the President charge the Office of Diversity and Affirmative Action to organize a task force, made up of stakeholders from the various organizations, to develop guidelines for recognizing and supporting these groups

Responsible Party	New Senior Community and Inclusion Administrator
Implementation Date	December 2006
Expected outcomes	Flourishing employee groups, an increased sense of community. Increased enrollment in existing groups on campus; increased understanding, acceptance, and valuing of differences, and recognition of similarities within the campus community; promotion of a culture of safety and inclusion. Presentation to the President of a set of guidelines for the recognition and support of existing (and future) campus organizations that promote diversity and inclusion.
Assessment	Survey perceptions of the affiliate organizations in fall 2008. Annual report of membership and activities to newly hired Senior Administrator. Subsequent data in future Campus Climate Surveys will evaluate improvement in perceptions of University administrative support for non-majority groups.
Assessment Date	

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

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

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

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

BUILDING INTERNAL COMMUNITY

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

Pam Burris,
Physics and Astronomy

Jose Carranza,
Graduate School, International Programs

Samuel Darguin,
Undergraduate Student Government

Maria Jackson,
Human Resource Services

Robbye Kinkade,
School of Health, Technology & Management

Sr. Margaret Ann Landry,
Catholic Campus Ministries

Joanne Morici,
Communications

Jean Peden,
Undergraduate Colleges

Charles Robbins
School of Social Welfare

Sabina Sebastian,
Student

Deborah Zelizer,
School of Health Technology and Management

Dini Zimmerman,
Audio Visual Services

PARTICIPATION AND EMPOWERMENT SUBCOMMITTEE

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

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

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

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

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

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

RECOMMENDATION 4
Build a Campus Community Center ("the Commons") to serve all members of the community on both east and west campuses, to provide meeting rooms, restaurants, and facilities that would serve various parts of the community The Community Center would house a Multicultural Community Center.This initiative would provide a powerful and vivid symbol of the University's commitment to diversity and the inclusion of underrepresented religious, ethnic and racial groups, as well as LGBTQ members, women, people with disabilities and their associated campus organizations/centers. Located centrally, it would be accessible to and serve both sides of the campus, fostering a more unified sense of the University. The Community Center would serve undergraduates, graduate students, staff, faculty, and alumni. With meeting rooms, resource materials and adept and committed staff, the Community Center would provide the framework for faculty-staff-student exchanges, social support, education, community service, promotion of equity and

diversity, and leadership	
Responsible Party	President, Vice President for Administration
Implementation Date	Planning, design, and identification of source of funds January 2007 – January 2008; construction begins June 2008
Expected outcomes	Serve as a means to bring diverse groups together in one place and to broadcast a message that Stony Brook University is committed to educational equity. The Center will also serve as a hub of building community between diverse groups and between east and west campus. By bringing together in one place the various community-building activities on campus, the University would have a hub, which will foster both planned and incidental interactions.
Assessment	Progress will be monitored by the President's Office. Annual analysis of utilization of space and survey of groups and inter-group activities. Subsequent data in future Campus Climate Surveys will evaluate improvement in perceptions of University administrative support for non-majority groups and a sense of belonging and concern experienced by staff and faculty.
Assessment Date	

RECOMMENDATION 5	
Implementation of a Two Stage Safe Zone program (See same recommendation submitted by Building Internal Community Subcommittee) ***Stage One: Safe Zone focused on the LGBTQ community*** ***Stage Two: Safe Zone focused on other marginalized groups.***	
Responsible Party	President, Vice President for Student Affairs and Director of Wo/Men and Gender Resource Center.
Implementation Date	December 2006 - start training. Jan 2007 - start the program for LGBTQ, Jan. 2007 establish committee charged with designing a comparable program to be relevant for other groups. Jan. 2008 start program for other groups.
Expected outcomes	Increased empowerment and sense of safety and reduction in fear experienced by members of the LGBTQ community and members of other non-majority groups.
Assessment	The Advisory Board of the Wo/Men and Gender Resource Center and the Campus Climate Steering group will monitor progress. Success will be measured if data reflected in subsequent Campus Climate Surveys shows a marked improvement for these groups in sense of safety, a decrease in both observed and experienced harassment and increased sense of support by University administration, and faculty and staff.
Assessment Date	

PARTICIPATION & EMPOWERMENT

Co-Chairs: Edward Drummond –United University Professions/East Campus
Nancy Squires – Psychology

Andrei Antonenko,
Graduate School Organization

Ora Bouey,
School of Nursing

Robert Holland,
Civil Service Employees Association

Judi Segall
Ombud's Office

Olufemi Vaughn,
Africana Studies, Graduate School,
Provost's Office

Winston Wakefield,
East Campus Physical Plant

Charles McAteer,
Facilities Engineering

Aryeh Grossman,
Graduate School

Jedan Phillips,
Faculty/Family Medicine

Gina Vanacore,
Residential Programs

Jenny Wang,
Student

Teng-fong Wong,
Geosciences

HIRING AND EMPLOYMENT SUBCOMMITTEE

We have previously cited evidence to suggest that there are positive outcomes derived from an organization that emphasizes diversity and inclusion within its faculty and workforce as part of its design and actions. Most cite the fact that diversity initiatives are most successful when they are strategically planned, managed, nurtured, monitored, and evaluated. Further, diversity initiatives must be consistent and part of the overall mission of the institution rather than simply a special program that is limited and requires little or no accountability.

Valuing diversity is what institutions and members of a community do to acknowledge the benefits of their differences and similarities. They intentionally work to build sustainable relationships among people and institutions with diverse membership. A community that values diversity ensures that institutions provide equal treatment and access to resources and decisions for all community members regardless of race, gender, ethnicity, sexual orientation, national origin, color, age, disability, and religion.

In order to value diversity, a community must strengthen its ability to:

- Continuously and effectively address racism, sexism, homophobia, and other forms of oppression;
- Develop and implement strategies that publicly recognize the cultural traditions and practices of every major group;
- Support processes that allow each group to address their own priorities, while at the same time, help the different groups find common ground to address shared concerns;
- Understand the dynamics between a group's characteristics and issues related to power, privilege, and oppression and know how to integrate this knowledge into its valuing diversity strategies (ERASE Racism, 2004)

Stony Brook University is the largest single-site employer in Suffolk County. Yet, we continue to struggle with the recruitment and retention issues that impact our diversity as a campus. Numerous reports have cited the need for a more diverse workforce, especially among faculty and within higher paying positions on the campus. **(**see Appendix A and E**)** A number of external issues have been cited as contributing to the problem including a limited pool of available persons within specific academic disciplines, a lack of affordable housing in the immediate area, and persons of color receiving "better" offers at competing schools.

While much discussion has focused on external issues, the internal issues related to university policies, procedures, and mechanisms designed to recruit, retain, and monitor the hiring activities continue to remain problematic. In addition, other factors such as biased attitudes, environments that are not welcoming or supportive of the cultural diversity within the workplace, or simply ignoring or bypassing policies and procedures continue to prevail within many workplace units at SBU. Segments of the university's infrastructure that are crucial to creating diversity in the workplace continue to function in a manner that minimizes rather than facilitates resolving issues revealed with the Campus Climate Survey.

The Sub-Committee on Hiring and Employment submits the following recommendations to address internal policies, procedures, mechanisms and, to some extent, attitudes that inhibit the recruitment and retention of a diverse workforce. The subcommittee has identified four broad areas that need immediate attention:

1. Improve the recruitment and hiring process.
2. Improve the climate within units.
3. Improve employee retention.
4. Provide support for and demand accountability from managers.

The challenge for the university is to align its diversity goals with that of the university mission through strategically planned, managed, and monitored actions that emphasize both accountability and results. Moreover, it is critically important that every unit be engaged in the process.

Hiring and employment are the gateways to career opportunities within the University. Fairness in hiring and employment is probably one of the most discussed topics and among the most challenging. The hiring process requires that we align our policies, procedures, and attitudes to insure that the university has both a high caliber workforce and one that is diverse. Along with this issues of retention and promotion are key ingredients to meeting a goal of increasing culturally diversity amongst the faculty and staff within the University. As recently as 2001, the Presidential Search and Selection Task Force (Appendix E) made recommendations aimed at streamlining the search process, recruiting diverse candidates, and insuring that Affirmative Action principles, policies and procedures were part of all search committees. The 28 recommendations contained in this section build upon the Search and Selection Task Force Report and further refine and address long standing issues that impact the hiring and employment process.

I. IMPROVE THE RECRUITMENT AND HIRING PROCESS

RECOMMENDATION 1	
Ensure that job descriptions throughout the campus are current, and that requirements for each position reflect skills necessary for success in today's work environment, which may include amendments to Civil Service Regulations. This will require buy-in form SUNY administration, GOER, Stony Brook Human Resources, and various bargaining units.	
Responsible Party	Directors of Human Resources, Labor Relations and Government Relations
Implementation Date	December 2008
Expected outcomes	Better match between job descriptions and actual job responsibilities, and better job satisfaction.
Assessment	Tracking of new rules/regulations and employee satisfaction with changes.
Assessment Date	

RECOMMENDATION 2	
Accelerate the hiring process. Implement recommendations made in 2005 by the Presidential Search and Selection Task Force (see Appendix E).	
Responsible Party	Directors of Human Resources and Office of Diversity and Affirmative Action
Implementation Date	Summer 2007
Expected outcomes	Decrease in time from initiation of search to hiring.
Assessment	Tracking of time from initiation of search to hiring, and gathering/ processing feedback from hiring managers.
Assessment Date	

RECOMMENDATION 3	
Simplify Classification and Compensation process to shorten the time needed for Human Resources to respond to units.	
Responsible Party	Directors of Human Resources, Vice President for Administration
Implementation Date	June 2007
Expected outcomes	Decrease time from hiring managers' submission of requests to HR and HR approval of requests.
Assessment	Tracking of turn-around time, and gathering/processing of feedback from hiring managers.
Assessment Date	

RECOMMENDATION 4	
Simplify the checklist of requirements and engage greater support of Human Resources and the Office of Diversity and Affirmative Action from the beginning.	
Responsible Party	Directors of Human Resources, Office of Diversity and Affirmative Action
Implementation Date	June 2007
Expected outcomes	Make the EEO process more effective and more efficient.
Assessment	Tracking of time from hiring managers' submission of requests to Human Resources and EEO approvals, and gathering/processing of feedback from hiring managers.
Assessment Date	

RECOMMENDATION 5	
Reduce the mandatory post time from 30 days to 15 days.	
Responsible Party	Directors of Human Resources and Labor Relations
Implementation Date	June 2007
Expected outcomes	Fewer candidates decline; units are better staffed.
Assessment	Track number of declines, and gather/process feedback from hiring managers; also, monitor effect on goals of diversifying staff and faculty.
Assessment Date	

RECOMMENDATION 6	
Expand support for units to help diversify the applicant pool by allocating resources for advertising in major news and community-based media outlets and support for proven programs such as the Diversity Fellows and the EARN Programs.	
Responsible Party	Vice President for Administration, Chief Operating Officer University Medical Center.
Implementation Date	June 2007
Expected outcomes	Improved visibility of SBU openings in communities with high minority populations.
Assessment	Track number of applications from members of minority groups, and the sources of information that led to their inquiries.
Assessment Date	

RECOMMENDATION 7	
Recruit from our own diverse student population and market ourselves to graduates. Create a program to aggressively recruit student-graduates into entry-level positions with a chance for advancement.	
Responsible Party	Directors of Human Resources, with help from AVP for Communications and Director of Career Center
Implementation Date	June 2007.
Expected outcomes	Increased number of SBU graduates who apply for and attain entry-level positions.
Assessment	Track changes in applications and hires from SBU graduates
Assessment Date	

RECOMMENDATION 8	
Expand and strengthen the Trainee Program for recent graduates coordinated by the Human Resources and the Office of Diversity and Affirmative Action.	
Responsible Party	Vice President for Administration/Chief Operating Officer University Medical Center
Implementation Date	Summer, 2007

Expected outcomes	SBU hires more recent SBU graduates.
Assessment	Track number of recent SBU graduates hired at SBU.
Assessment Date	

RECOMMENDATION 9	
Create professional administrative temporary ("floater") positions. Candidates could be deployed to step in and assist departments temporarily while a search is being conducted.	
Responsible Party	Vice President for Administration, Chief Operating Officer University Medical Center
Implementation Date	December 2007
Expected outcomes	More effective operation of units while searches are in progress.
Assessment	Feedback from hiring managers and unit employees regarding work effectiveness and climate in units while searches are in progress.
Assessment Date	

RECOMMENDATION 10	
Establish an internal standing committee aimed at addressing the inadequacy of salaries and benefits (UUP and CSEA), similar to the process that was implemented for teaching faculty in 1999-2000, and promote legislation aimed at improving the SUNY downstate location differential in meeting the needs of Stony Brook employees, therefore making SBU a more competitive employer.	
Responsible Party	Directors of Labor Relations and Government Relations
Implementation Date	December 2007
Expected outcomes	More competitive salaries.
Assessment	Determine whether salaries are competitive. Survey hiring committees for reasons why hiring offers were declined.
Assessment Date	

RECOMMENDATION 11	
Allocate funds to increase recruitment and retention of faculty and staff, such as mortgage loan programs that address the needs of faculty and professional staff, increased subsidies for childcare, housing allowance program, and creation of faculty/staff housing.	
Responsible Party	President, Provost
Implementation Date	December 2007
Expected outcomes	SBU becomes more competitive in hiring professional staff and faculty
Assessment	Tracking of success in hiring desired candidates and feedback from hiring managers. Survey hiring committees for reasons why hiring offers were declined.
Assessment Date	

RECOMMENDATION 12	
Establish an affirmative procedure for assisting in spousal and domestic partner hires to attrac*t *faculty (such procedures must be consistent with plans to diversify the workforce).	
Responsible Party	President, Provost
Implementation Date	December 2007
Expected outcomes	SBU becomes more competitive in hiring faculty.
Assessment	Tracking of success in hiring faculty and feedback from hiring managers through surveys.
Assessment Date	

RECOMMENDATION 13	
Advocate for improved public transportation with town, county and state agencies to ensure access to west, east and south campuses from buses and trains.	
Responsible Party	Directors of Government Relations, Vice President for Administration
Implementation Date	December 2008
Expected outcomes	SBU hires and retains more diverse staff.
Assessment	Tracking of new hires and satisfaction of employees from diverse Long Island communities. Measurement of changes in public transportation utilization by staff and faculty.
Assessment Date	

RECOMMENDATION 14	
Hold vice presidents and high level managers accountable for concrete and evidence-based Affirmative Action plans that outline actions aimed at diversifying the workforce.	
Responsible Party	President, Provost, Vice Presidents, Deans, Directors of Human Resources, Director of Office of Diversity and Affirmative Action
Implementation Date	June 2007
Expected outcomes	More aggressive efforts to hire and retain a diverse faculty and staff.
Assessment	Tracking of applicant pool and other aspects of search and selection, and measurement of changes in workforce diversity.
Assessment Date	

II. IMPROVE THE CLIMATE WITHIN UNITS

RECOMMENDATION 15
Enforce compliance with performance evaluations and include an evaluation of the steps taken to diversify the department, and implement a campus policy that will require all performance evaluations to be conducted annually in the same date range.

Responsible Party	Directors of Human Resources, Unit Managers, Director of Labor Relations
Implementation Date	June 2007
Expected outcomes	Better communication between managers and employees regarding total office functions and the role of individual employees in those functions. Greater satisfaction for managers and employees.
Assessment	Tracking of completion of performance programs and evaluations. Feedback from managers and employees regarding the performance evaluation process solicited through surveys.
Assessment Date	

RECOMMENDATION 16	
Establish mechanisms for employees within units or divisions to provide ongoing feedback on favorable and unfavorable aspects of the work environment, such as a hotline or on-line suggestion box.	
Responsible Party	Directors of Human Resources, Office of Diversity and Affirmative Action, and Employee Assistance Program
Implementation Date	June 2007
Expected outcomes	Greater engagement between manager and employees in promoting favorable aspects and resolving unfavorable aspects of the work environment.
Assessment	Tracking of feedback from managers and employees regarding the effectiveness of the process solicited through surveys.
Assessment Date	

RECOMMENDATION 17	
Without compromising confidentiality, make summaries available of current themes of employee concerns from EAP, Ombuds, ODAA and Union offices. Hold managers accountable for addressing the issues raised.	
Responsible Party	Directors of Office of Diversity and Affirmative Action, Employee Assistance Program, and Labor Relations; Union Presidents, Unit Managers.
Implementation Date	June 2007
Expected outcomes	Greater resolution of employee concerns.
Assessment	Gather and process feedback from employees regarding the resolution of concerns.
Assessment Date	

RECOMMENDATION 18	
Establish a standard process for all areas of campus for exit interviews (including transfers), and provide aggregate information to Campus Climate Task Force Co-chairs and to units in such a manner as to protect confidentiality but identify problem areas. Require results on how this information is being used to improve the work environment.	
Responsible Party	Directors of Human Resources and Office of Diversity and Affirmative Action.

Implementation Date	June 2007
Expected outcomes	Decrease in the number of employees who leave for unfavorable reasons.
Assessment	Summary of exit interviews; data published on the number of employees who elect to leave for unfavorable reasons.
Assessment Date	

RECOMMENDATION 19	
Establish regular informal Labor/Management meetings to encourage positive and proactive dialogue between union leaders and areas such as Human Resources, Labor Relations, Office of Diversity and Affirmative Action, Employee Assistance Program, the Unions, and the Ombuds Office.	
Responsible Party	President
Implementation Date	June 2007
Expected outcomes	Address potential issues before they become significant problems, and better serve the needs of employees.
Assessment	Feedback on issues addressed through the dialogue. Annual report to Campus Climate Co-chairs regarding issues raised and attendance at meetings as measured by surveying managers and employees regarding newly instituted positive practices.
Assessment Date	

RECOMMENDATION 20	
Establish incentives program to reward managers and units for effective practices improving the climate for employees.	
Responsible Party	President, Provost, Vice Presidents, Deans.
Implementation Date	December 2007
Expected outcomes	Better integration of campus climate issues into the reward system.
Assessment	Evidence of effective practices and rewards for those practices.
Assessment Date	

III. IMPROVE EMPLOYEE RETENTION

RECOMMENDATION 21	
Identify, examine, and address the problems and issues that are barriers to retaining members of underrepresented groups within units / divisions.	
Responsible Party	Directors of Human Resources, Office of Diversity and Affirmative Action, Managers of Units.
Implementation Date	June 2007
Expected outcomes	greater retention of underrepresented groups.
Assessment	Maintain within units / divisions annual data on retention of underrepresented groups.
Assessment Date	

RECOMMENDATION 22	
Expand opportunities for promotions (both within unions and between unions – e.g., CSEA to UUP) and make employees aware of such opportunities. Utilize previous committee's work on career ladders, and reconvene the committee.	
Responsible Party	Directors of Human Resources, Presidents of United University Professions and Civil Service Employees Association
Implementation Date	June 2007
Expected outcomes	Employees are more pleased with career growth.
Assessment	Gather and process feedback from employees on career growth.
Assessment Date	

RECOMMENDATION 23	
Develop new incentives for rewarding employees for excellent performance.	
Responsible Party	Directors of Human Resources
Implementation Date	December 2007
Expected outcomes	Employees feel that their work is valued.
Assessment	Gather and process feedback from employees regarding incentives/rewards.
Assessment Date	

RECOMMENDATION 24	
Conduct analysis of salaries in the context of the high cost of living on Long Island to ensure that Stony Brook is competitive on a national and regional basis.	
Responsible Party	Directors of Human Resources, Deans, Vice Presidents
Implementation Date	December 2007
Expected outcomes	More successful recruitment and retention of faculty and staff.
Assessment	Retention data and processing of exit interviews to be published and available to the campus.
Assessment Date	

RECOMMENDATION 25	
Create a central reference information center that could serve as a Stony Brook employee "concierge," – perhaps web-based FAQ (similar to the Social Security Office) - and a phone-based info line that anyone could call to get information and referrals about anything at SBU.	
Responsible Party	Directors of Human Resources, AVP for Communications, Chief Information Officers
Implementation Date	December 2007
Expected outcomes	Employees who are more informed about resources at SBU.
Assessment	Feedback from employees on the effectiveness of communication as it relates to resources at SBU.
Assessment Date	

IV. PROVIDE SUPPORT FOR AND DEMAND ACCOUNTABILITY FROM MANAGERS

RECOMMENDATION 26	
Human Resources and the Office of Diversity and Affirmative Action should regularly solicit information from managers regarding their needs and respond to such needs.	
Responsible Party	Directors of Human Resources and Office of Diversity and Affirmative Action.
Implementation Date	June 2007
Expected outcomes	Managers provide more effective leadership on hiring and employment. Ineffective practices are addressed.
Assessment	Feedback from managers regarding support from Human Resources and Office for Diversity and Affirmative Action. Feedback from employees regarding managers' handling of the work environment.
Assessment Date	

RECOMMENDATION 27	
Make efforts and results in diversifying the workforce a critical part of the evaluation of managers.	
Responsible Party	Primary Oversight -- President, Provost; Secondary Oversight -- Vice Presidents, Deans, Directors of Human Resources and Office of Diversity and Affirmative Action; Managers of Units.
Implementation Date	June 2007
Expected outcomes	Greater diversity in the SBU workforce.
Assessment	Maintain and publish data on diversity in applicant pool, diversity in hires, and diversity in who is retained.
Assessment Date	

RECOMMENDATION 28	
Reward managers and units that are making substantial progress in enhancing the diversity of the work environment.	
Responsible Party	Primary Oversight -- President, Provost; Secondary Oversight -- Deans, Managers of Units.
Implementation Date	June 2007
Expected outcomes	Greater diversity in the SBU workforce.
Assessment	Feedback regarding the level of engagement of managers on diversity efforts. Publish data on diversity in the SBU workplace.
Assessment Date	

HIRING & EMPLOYMENT

Co-Chairs: David Ferguson - Engineering
Marianna Savoca – Career Center

Maureen Burns,
Dental School

Mary Catalano,
Hospital Operating Room

Russell Day,
Long Island State Veterans Home

Ellen Driscoll,
Student Health Services

Robert Haig,
Central Services

Joanna Harris,
Disability Support Services

Hector Jimenez,
Marine Sciences Research Center

Elizabeth McCoy,
Labor Relations

John Schmidt,
United University Professions/West Campus

Fred Sganga,
Long Island State Veterans Home

Estella Shivers,
Hospital Public Relations/Media Relations

Carlos Speight,
Civil Services Employees Association

Pamela Thompson,
College of Arts & Sciences

BUILDING EXTERNAL COMMUNITY SUBCOMMITTEE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOMMENDATION 11	
Officially recognize and support existing faculty/staff groups that promote inclusion and diversity on campus, including providing a place for them on the University's website. Establish institutional mechanism for formally acknowledging and officially recognizing faculty and staff groups such as: • ***Union Universitaria Latinoamericana (UUL)*** • ***Black Faculty and Staff Association (BFSA)*** • ***Asian American Faculty and Staff Association(AAFSA)*** • ***LGBT Faculty and Staff Network (Pride @ SBU)*** ***Providing access to official SBU web pages and email accounts for faculty staff organizations will send an implicit message of inclusion. New and potential faculty and staff will have a simple way through the SBU home page to learn about those support structures that already are in place. Adequate support for such groups would also lay the foundation for the more universal symbol of recognition and support of our diversity. We recommend that the President charge the Office of Diversity and Affirmative Action to organize a task force, made up of stakeholders from the various organizations, to develop guidelines for recognizing and supporting these groups***	
Responsible Party	New Senior Community and Inclusion Administrator
Implementation Date	December 2006
Expected outcomes	Flourishing employee groups, an increased sense of community. Increased enrollment in existing groups on campus; increased understanding, acceptance, and valuing of differences, and recognition of similarities

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

RECOMMENDATION 12	
Develop recruitment and retention programs to diversify the faculty and staff at all levels. Recommended strategies include the following: ▪ ***Hold deans, chairs and directors accountable for their hiring decisions.*** ▪ ***Support strategic faculty hires in selected departments over the next five years to increase diversity and equity, especially in departments where there are currently no faculty of color or women faculty.*** ▪ ***Collaborate with the county and state to increase affordable housing opportunities, create relocation assistance, and mortgage relief programs for faculty and staff.*** ▪ ***Develop peer networks and other retention strategies to maintain a diverse faculty and workforce.*** ▪ ***With their permission, publish a list of employees' community involvements to showcase those involved in the eternal community and the organizations with which they are involved.***	
Responsible Party	Vice President for Administration, Provost, Directors of Human Resources and Office for Diversity and Affirmative Action
Implementation Date	September 2007
Expected outcomes	Increased diversity among applicant pools and workforce, showing progress over six-month periods.
Assessment	Statistical analysis of racial and ethnic composition of newly hired faculty and staff each six months, and of the total workforce.
Assessment Date	

BUILDING EXTERNAL COMMUNITY

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

Helen Carrano,
Community Affairs

Patricia Cruso,
Public Affairs

Douglas Little,
University Police

Sr. Sanaa Nadim,
Interfaith Center

Harry Wallace,
Poospatuck Reservation

Bessie Ortega,
Hospital Community Relations

Edwin Perez,
Suffolk County Minority Affairs

Robert Pertusati,
Enrollment & Retention

Janice Rohlf,
Governmental Relations

Hector Sepulveda,
Allied Health

Meena Sridhar,
Center for India Studies/Linguistics

Stephanie Tarantino,
Alumni Relations

Theresa Tiso,
Physical Therapy

Rabbi Joseph Topek,
Interfaith Center

MANDATED EMPLOYEE EDUCATION SUB-COMMITTEE

Most would agree that a skilled and educated workforce is critical for maintaining a campus environment that is productive, efficient, welcoming, and user-friendly. Along with this, few would argue against the value of providing education and training for employees. Indeed, there are incentives that provide, among other things, financial incentives for individuals to advance their job-related education. Given the range of skills, behaviors, and attitudes among the workforce, how do we approach this goal on a wider scale that is more inclusive and incorporate learning opportunities that focus on themes such as diversity, cultural competence, as well as undoing behaviors and attitudes that contribute to racism, homophobia, sexism, and other issues raised within the Campus Climate Survey?

There is a subtle yet important distinction between education and training. This distinction need not be viewed as elitist. Rather, there is a need to make such distinctions to assist us in examining the form, substance, and implementation of any learning programs or activities designed for campus-wide impact. In general, the purpose of training is primarily to gain a skill. It is usually short-term, focused, and concerns itself with upgrading employee performance within his/her workplace. Training is easily incorporated into the work day of employees and in some cases "mandated" as part of that employee's job performance, salary incentives, and other issues related to qualifications for employment. Precisely because there is a focus on performance and specific and verifiable goals and objectives, training is widely accepted as serving some useful purposes and contributing to the "good of the university." Job skills training may or may not incorporate issues beyond the immediate skill set for performing the tasks.

Education on the other hand is generally viewed as more conceptual and focuses on understanding of a wider range of concepts, ideas, and expanding the purview beyond simply job training. Education concerns itself not only with skills development, but a focus on attitudes and behaviors as well. The measurement of the education is usually longer term and not readily adaptable to short-term testing or immediate outcomes-based incentives. In addition to on the job educational opportunities, some of the education may take place in other settings beyond the job site where it is necessary to interact beyond the employee's social comfort zones. Additionally, the education may involve themes, programs, and events that focus on issues that some may view as "unnecessary" for job performance. However, such a view typically results from too narrow a view of the role of worker as merely a "task enactor."

Education and training are not mutually exclusive. Stony Brook needs both if it is to overcome many of the issues raised within the Campus Climate Survey. Jobs are not performed in isolation. For example, highly trained technicians in the healthcare setting must also be educated in learning to deal within a multi-cultural setting of colleagues, patients, their families, and other venues beyond their immediate comfort zones. Incorporating cultural competence and multi-cultural themes into the pattern of training for technicians is critical and could be viewed as part of his/her skills set for satisfactory job performance. Too often these issues are incorporated but viewed as "punishment" or mandated for employees who exhibit behaviors and attitudes that have been documented as unproductive, offensive, or even dangerous. A more proactive approach insures that every employee has an opportunity to be involved in learning experiences that assist them in understanding the impact and value of diversity in the workplace.

The challenge to the University is the three-fold. The first is to educate the supervisors themselves about the value of issues such as diversity training and how that impacts on their performance as supervisors. Secondly, we must assist supervisors in identifying existing infrastructures and define new ones that provide for learning opportunities given the range of work schedules throughout the University. Thirdly, our task is to assist supervisors in designing specific themes, programs, and activities that may be incorporated. These learning opportunities will enable employees and their supervisors to learn about and value learning about issues related to diversity in the workplace and incorporate the skills, attitudes, and behaviors to improve the work environment for everyone.

RECOMMENDATION 1	
Develop an infrastructure to support continuous learning through release time to attend mandatory skills and other voluntary diversity themed programs and events. Customize programming in terms of audience, scheduling, content, modality and accessibility to maximize interest, engagement and attendance.	
Responsible Party	The primary responsibility resides with the VP's and other senior leaders and the Campus Climate Committee to insure compliance; however, this responsibility is shared by all staff in supervisory/management positions.
Implementation Date	September 2007
Expected outcomes	Increased participation in voluntary diversity themed programs and events; increased programming within UH and HSC. Increased awareness and sensitivity, thereby increasing perception and sense of inclusion across the University.
Assessment	Develop consistent method of tracking attendance and report on trends annually and over a multi-year period. Future campus climate surveys will measure the importance perceived by staff and faculty attributed to inclusion, cultural awareness, and the value of diversity on the part of the University, its administration and supervisors.
Assessment Date	

RECOMMENDATION 2	
Establish a design team for the mandatory basic educational program for employees that will emphasize cultural competence and develop learning objectives and create a curriculum that recognizes the different audiences and work environments represented on the campus. Utilize an external resource, e.g. Cornell School of Industrial and Labor Relations, to develop initial training curriculum; design team will determine implementation plan.	
Responsible Party	Director of Office of Diversity and Affirmative Action with support from subject matter experts from the Manager of West Campus Training, Director of Hospital Corporate Education and Training, Clinical Education, Associate Dean for Graduate Medical Education, Vice Dean for Medical Education, Director of Employee Assistance Program, Campus Climate Committee, and Coordinator of Stony Brook Adult Literacy Center.
Implementation Date	Curriculum design to be completed September 2007
Expected outcomes	the curriculum will have a consistent message and receptiveness will be increased by customizing the design to suit multiple audiences and

	work environments.
Assessment	Attendance will be tracked; training will be evaluated utilizing a multi-level approach, i.e.; participant reaction, performance evaluation, and institutional improvements as measured by follow-up surveys.
Assessment Date	

RECOMMENDATION 3	
Implement a mandatory basic educational program to provide a consistent level of cultural competence knowledge and skills throughout the campus community.	
Responsible Party	The design team is responsible for the content, delivery systems and scheduling of the program; the VP's and management personnel at every level are responsible for their own attendance and that of their staff.
Implementation Date	September 2007
Expected outcomes	Improved understanding and sensitivity towards issues of diversity, inclusion and cultural competence; increased skill in communicating effectively; employees will have access to training that minimizes impact on work schedules and inconvenience which will increase the positive impact of the training's content and purpose.
Assessment	Attendance will be tracked; training will be evaluated utilizing a multi-level approach, i.e.; participant reaction, performance evaluation, and institutional improvements as measured by follow-up Campus Climate mini-surveys.
Assessment Date	

RECOMMENDATION 4	
Expand the Diversity Fellows program by creating a Train-the-trainer track for Fellows who have the aptitude to facilitate training sessions. Include criteria for certification, evaluation and feedback; use the program for students' diversity peer education; establish recognition program for Fellows and include participation as a fellow in career development plans.	
Responsible Party	The Diversity Training Design Team as described in #'s 2 and 3 above.
Implementation Date	June 2007
Expected outcomes	The University will have a pool of qualified facilitators; continually broadening the numbers of people who are committed to leadership in advancing SBU's diversity strategy.
Assessment	Surveys to evaluate the perception of same as # 2 above.
Assessment Date	

RECOMMENDATION 5	
Performance programs, development plans and other annual reviews will include the employees' responsibility to behave in a manner consistent with the respectful, inclusive workplace that will be described through the training.	
Responsible Party	VP's are ultimately responsible for promoting this practice; however each supervisor/manager shares the responsibility.
Implementation Date	Concurrent with # 2 above
Expected outcomes	Acting in a manner consistent with a respectful, inclusive workplace will be as valued as much as technical knowledge and skill when evaluating performance, and will be considered part of the criteria for promotions and salary increases.
Assessment	Second level review of completed evaluations; review of evaluations of employees recommended for promotion. Mini surveys to assess changes in culture in units and divisions.
Assessment Date	

RECOMMENDATION 6	
Include diversity related information and skills in all supervisory, management and senior leadership development programs.	
Responsible Party	Director of the Office of Diversity and Affirmative Action with support from the Manager of West Campus HR training area, Director of Hospital Corporate Education and Training Department, and Directors of Clinical Education, and Coordinator for Stony Brook Adult Literacy Center.
Implementation Date	September 2007
Expected outcomes	Staff in supervisory/management positions at every level will be required to participate and will understand their responsibility to promote inclusiveness and conduct themselves and their work activities in an appropriate manner; improved employee/supervisor relationships; improved ability to resolve issues at the department level; less diversity - related complaints made to Office for Diversity and Affirmative Action, Ombuds Office, Employee Assistance Program and Labor Relations.
Assessment	Attendance will be tracked; training will be evaluated utilizing a multi-level approach, i.e., participant reaction, performance evaluation, and institutional improvements as measured by follow-up Campus Climate mini-surveys, as well as feedback from the above-listed departments.
Assessment Date	

RECOMMENDATION 7	
Include the University's commitment to diversity and inclusion in all orientations and annual recertification days.	
Responsible Party	All orientation and recertification coordinators
Implementation Date	December 2007
Expected outcomes	New employees will be informed and current employees will be reminded of their responsibility to conduct themselves respectfully; A culture of inclusion will be enhanced. Regulatory requirements will be met. Mini surveys to assess changes in culture in units and divisions.
Assessment	Measure of the importance perceived by staff and faculty attributed to inclusion, cultural awareness and the value of diversity on the part of the University, its administration and supervisors.
Assessment Date	

RECOMMENDATION 8	
Emphasize diversity themes throughout the University's activities.	
Responsible Party	All Vice Presidents; the coordinating committees for special events and activities; President's Diversity Council; Committee to Celebrate Diversity
Implementation Date	January 2007
Expected outcomes	Increased experience by staff and faculty that SBU has a positive, inclusive climate.
Assessment	Feedback from participants; follow-up Campus Climate mini-surveys.
Assessment Date	

RECOMMENDATION 9	
Develop a communication strategy to improve the dissemination of information about training initiatives and existing campus resources.	
Responsible Party	Assistant Vice President for Communications, Chief Information Officers
Implementation Date	September 2007
Expected outcomes	Information will be easily shared among all areas of the campus community. No units or divisions will experience being "out of the loop" in SBU's comprehensive effort to enhance campus climate and inclusion.
Assessment	Follow-up surveys.
Assessment Date	

MANDATED EMPLOYEE EDUCATION

Co-Chairs: Donna Buehler – Employee Assistance Program
Marilyn Haig – Hospital/Training

Jo Arkin
Labor Relations

Walter Backus,
School of Medicine

Elizabeth Barnum,
Graduate School, International Services

Dallas Bauman,
Campus Residences

Margaret Duffy,
Clinical Education/University Hospital

Marvin Glockner,
School of Professional Development

Lynn Johnson,
Human Resource Services

Donna Molloy,
Disability Support Services

Edward Moretti,
University Hospital Human Resources

Frederick Schiavone,
School of Medicine

Kathy Tansey,
Long Island State Veterans Home

PROCESS OVERVIEW

HOW DID WE GET TO THIS POINT?

In November 2005, President Shirley Strum Kenny invited a cross section of the campus community comprising faculty, staff and students, to serve as a Campus Climate Task Force Steering Committee. Prior to appointing the Steering Committee, she had asked Associate Dean Al Jordan and Assistant Vice President and Deputy to the President George Meyer to serve as the Task Force Co-chairs, and they in turn requested that faculty member and Assistant Dean Carolyn Peabody and Christina Vargas Law, Director of the Office for Diversity and Affirmative Action, serve as Vice co-chairs.

The Task Force was initiated by the President with the approval of her cabinet, as a means of devising a plan to address issues identified in the Campus Climate Survey of 2004-2005, which had been administered to all 12,500 employees (at the time) and had yielded a 23% campus-wide response rate.

Context of the Report

Stony Brook has achieved extraordinary levels of growth and excellence since its inception. By many measures, over its first 50 years, Stony Brook has burst forth on the academic, educational, research, health, cultural, national, and even world stages. The University plays an enormous role in the economic life of Long Island and the State, contributing more than $2.5 billion to the local economy. Academically, the University has been ranked in the top two percent of all universities in the world, and we have joined the ranks of the 62 most prestigious research universities in North America by being elected to membership in the American Association of Universities (AAU). Indeed, Stony Brook research-driven patents account for 90% of the royalty income among the 64 campuses in the SUNY system. Our increasingly excellent academic reputation is reflected in the average high school GPA of our entering class, which has topped 90.5, and in their SAT's, which now average 1177. Indeed, we have much of which to be proud.

Yet even as we revel in the many indications of Stony Brook's success, we must not ignore continued indications that there is another more troubling part of the story at Stony Brook. It is a part of the story that involves many of the very same people who have and continue to help to create Stony Brook's success. As we strive to excel in all the aspects that comprise a great University, we must ensure that we put forth equal efforts at becoming the most inclusive University, one that is characterized by the attributes of inclusive institutions and reflective of its diverse employee and student populations.

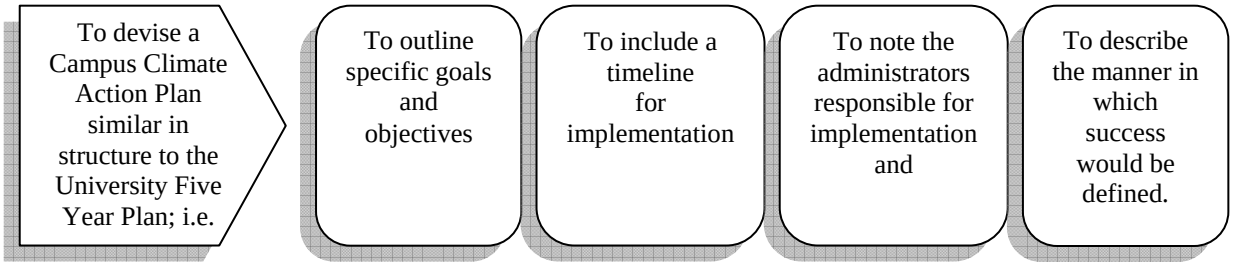
The first order of business for the newly appointed Task Force co-chairs and vice co-chairs was to compare the analysis of the Campus Climate Survey results of 2005 with prior results obtained from campus surveys dating back to 1989 of issues on inclusion, employee morale and satisfaction, and the work life perceptions of members of underrepresented groups. In addition to the 2005 Campus Climate Survey, eleven prior surveys in all were analyzed for evidence of the themes outlined in Cornell University's "Attributes of Inclusive Organizations," and the

results were plotted on a matrix to make cross-comparisons easier and to easily identify the frequency with which all of the twelve (12) Cornell attributes appeared in the twelve (12) reports. (see Appendix A.)

Having performed this comparison and analysis during the fall 2005 semester, prior to the convening of the Task Force, the co-chairs and vice co-chairs of the Task Force had reviewed the work of the many Stony Brook faculty and staff and graduate students who had served on past committees and task forces. In so doing, they enabled the work of the to-be convened Campus Climate Task Force to benefit from the collected wisdom of past efforts, noting recurring themes more easily.

President Shirley Strum Kenny convened the Steering Committee of the Task Force for its first meeting on November 29, 2005, charging the group with several objectives.

Task Force Objectives



The members of the newly convened Task Force were given the opportunity to add members to the suggested lists of Task Force members by subcommittee, ultimately yielding five (5) subcommittees and a steering Committee totaling seventy-nine (79) people. A few individuals from off campus and a few students were invited to join the subcommittees. Student representation was limited since the focus of the Task Force was the University's employees; based on the premise that their perceptions of the University and their overall sense of belonging would ultimately affect the students they served. The Task Force would touch students' lives by affecting the lives of faculty and staff in a positive manner. The Campus community at large was represented, including individuals engaged in a variety of roles on campus, from union representatives to affiliate group coordinators to high-level administrators.

The Steering Committee was given the spring 2006 semester to devise a draft Action Plan, which would be discussed by the campus in the fall 2006 semester through a series of town hall type meetings, briefings and focus groups.

Indeed, the five subcommittees used a variety of techniques to identify issues and solutions within their five (5) subcommittee foci:

Building Internal Community
Building External Community
Hiring and Employment
Mandated Employee Education
Participation and Empowerment

Wanting to ensure that the process of devising the draft action plan modeled many of the twelve (12) attributes of inclusive organizations, the subcommittee co-chairs led their respective committees in open discussions, often inviting other members of the campus community to attend; conducted focus groups and mini town-hall meetings; surveyed relevant data and statistics; interviewed key administrators responsible for the areas under study, and shared their on-going results with other subcommittees and Task Force chairs via a web-based Task Force library, meeting notes, and through verbal reports presented at the Steering Committee meetings during the spring 2006 semester.

In order to insure that the process was well grounded in realistic information and expectations, several of the Vice Presidents and Deans were invited to a discussion of the emerging themes with the Steering Committee. This proved very helpful to the Steering Committee's continued progress, and ensured that those who would ultimately be asked to implement the Action Plan (Vice President's) had contributed to and were familiar with the process that had yielded the recommendations.

Just as the Task Force co-chairs and vice co-chairs had studied the prior surveys and reports of the Stony Brook campus community preceding the work of the Campus Climate Task Force, the Task Force had access to other institutions' current and recent past reports on issues of campus climate, inclusion, civility, and diversity. The Task Force is grateful for the work of their professional colleagues at other major universities who gave valuable time and energy to bringing about change in these areas, and who have published their work in reports and white papers. A partial list follows and the reader is encouraged to access these resources on the web through our Campus Climate web site:

AAC & U – Diversity Web & Making Diversity Work on Campus: A Research-Based Perspective
Pennsylvania State University – A Framework to Foster Diversity at Penn State – 2004 – 2009
University of Kentucky – President's Commission on Diversity 2004-2005 Goals.
University of Missouri – Report of the Task Force for Campus Climate and Training, December 2005
University of Virginia – Voices of Diversity

The co-chairs and vice co-chairs initiated a spring 2006 semester campaign to ensure that the campus community had the opportunity to participate in the work of the Task Force by offering their comments and suggestions through a secure and anonymous website and by attending the town hall meetings provided during the semester.

At semester's end, the Steering Committee and the entire Task Force met with President Kenny to present the emerging issues and discuss its work to date. Subsequently, a Steering Committee retreat was held at Sunwood and several additional Steering Committee meetings focused on refining and summarizing the information into the format prescribed by Dr. Kenny, which is contained in the draft report preceding the appendices.

The campus community is invited to read the draft report and submit comments and suggestions during the months of October and November 2006 via the website, to participate in town hall meetings and briefings for the same purpose.

The Steering Committee will endeavor to include all comments and suggestions as it crafts the final report by the end of the fall 2006 semester, with first implementation scheduled for spring 2007, subsequent to the final Plan's discussion by the cabinet and approval by President Kenny, and after the mapping process outlined by the committee has been implemented by the Vice Presidents.

Once the aspects of the Plan that require more feedback and time are implemented beginning in the spring 2007 semester, the Steering Committee will continue to serve as a resource for those given responsibility for implementation, and will actively monitor progress over the course of the Plan's three year life. The intention is to keep communication lines open with those who devised the Plan and who understand its intent, and to ensure that the responsible parties have the resources and perseverance needed to integrate the objectives into the regular life and culture of the University.

Accountability

As the Vice Presidents and others responsible for implementation of the Action Plan exercise creativity and collegiality in facilitating the desired outcomes, both they and their constituents must be held accountable for achieving the results outlined in the Plan. While every member of the campus community is responsible for affecting campus climate, those who are entrusted with the authority to bring about institutional and systemic changes have a special obligation in this regard.

As mentioned in the previous section on implementation, ongoing progress reports at various levels of the implementation team will provide one means of serving as a reality check. For example, Vice Presidents make reports to the President's Cabinet, Vice President's Campus Climate designees make reports to the Campus Climate Steering Committee, Campus Climate sub-committee chairs make reports to the Steering Committee, and the Campus Climate Task Force co-chairs and vice co-chairs make reports to the President and the campus community. In addition, the conducting of on-going "accountability" town hall meetings with senior administrators will both ensure that they remain in touch with the perceptions of the campus community, and concurrently provide the committee with the opportunity to give feedback while the community gains the perspective of those charged with implementation.

Finally, the President can reward exemplary practices through a variety of means that provide further real motivation, such as allocation of financial resources, regular public

acknowledgement and celebration of success, and keeping the issues impacting campus climate a key focal point of all high level meetings. Tracking progress in a coordinated and longitudinal fashion and 360º communication are essential to assessing whether the institution's culture is undergoing positive change.

Divisions or units who fail to implement the process and/or who fail to achieve the objectives entrusted to them will risk receiving Presidential disincentives as a means of last resort to influence positive progress.

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APPENDICES

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APPENDIX A

SBU Campus Climate Survey Meta Analysis Matrix

See attached pages numbered 1 – 33

The studies reviewed and included in this analysis are:

1987	Report of the Task Force on Asian American Students
1988	Report of the Racial/Cultural Sensitivity Group
1994	Middle States Accreditation Self Study
1994	Executive Summary - Report of the Ad-hoc Committee on the Nature of a Multicultural Campus
1995 – 2000	Five Year Plan - Goals and Objectives; Task force Reports
1999	Year of Community – Statement of Community
2000	Report of the Women's Faculty Issues Committee
2000 – 2005	Five Year Plan - Goals and Objectives; Individual Task Force Reports (Diversity and Internationalization, Student's Experience, Outreach and Entrepreneurship)
2003 – 2004	Summary of Responses to the 10th Senate Survey - Administrative Review Committee of the University
2002 – 2004	Middle States Accreditation Self Study
2004	Campus Climate Survey Report
2005	Graduate Student Organization (GSO) - Faculty Student Relations Survey

Appendix B begins following this section on page 64.

APPENDIX B

CAMPUS CLIMATE SURVEY
NOTEWORTHY FINDINGS

- **Reported by all respondents:**
  - **Approximately 1/3** do not feel like part of the family or team at Stony Brook.
  - **40%** do not have a strong sense of belonging in their department.
  - **2/5** believe that **people of color** always or mostly have a fair representation on policy or decision-making groups.
  - **¼** believe that **people with disabilities** always or mostly have a fair representation on policy or decision-making groups.
  - **Almost 30%** had observed **harassment on the basis of foreign accent** over the previous two years.
  - **Almost ¼** had observed **harassment on the basis of gender** over the previous two years.
  - **Almost ¼** had observed **sexual harassment** over the previous two years.
  - **About ¼ of women** report that they have observed both **gender based and sexual harassment** over the previous two years.
- **Select Racial/Ethnic comparisons:**
  - **27% fewer 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.**
  - **More than 15% fewer Blacks** feel a strong sense of belonging than all other groups.
  - **26% fewer Blacks than Whites** believe that Stony Brook is a good place to work if you are a **Person of Color.**
  - **29% fewer Blacks than Whites** believe that Stony Brook is a good place to work if you are an **ethnic minority.**
  - **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.
  - **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.
  - **32% of Asians/Pacific Islanders** report experiencing **harassment based on foreign accent by faculty/staff** over the previous two years.
  - **22% of Blacks** report experiencing **racist harassment by faculty/staff** over the previous two years.
  - **One half of Asians/Pacific Islanders** report observing **harassment on the basis of foreign accent by faculty/staff** over the previous two years.

- **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:**

- **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.
- **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:**

- **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.
- **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.
- **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:**

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

APPENDIX C

Proposal for Creating a LGBT Liaison and Outreach Coordinator Position

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

Background

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.

Rationale

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[3], 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.

<u>Function of LGBT Liaison/Outreach Coordinator</u>

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.

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

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.

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:

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(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

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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**