



FIVE YEAR PLAN: 1995-2000

TO THE CAMPUS COMMUNITY

The Five Year Plan is the work of many people: the original nine Task Forces, the Coordinating Committee, and the students, faculty, and staff who attended public sessions to discuss the preliminary draft.

Coordinating Chair James Glimm and Administrator Emily Thomas deserve particular praise, for theirs was an arduous task.

Quite simply, this Plan brings together shared goals of the State University at Stony Brook in a single document that will be the blueprint for the University until the year 2000. The Plan is ambitious—some have worried that it is too ambitious—but I believe the University will achieve even more than has been stated in its pages. We certainly will not be limited by this agenda or feel complacent when we have achieved it. More importantly, we will commit to guarantee that all the goals are achieved. And everyone, all of the campus community, the surrounding community, and our state and national publics, will know where we are heading.

Stony Brook is a great university, and I am optimistic for its future. As we prepare to celebrate our Fortieth Anniversary, we can also be ready to build, strengthen, and grow in the years to come.

I look forward to achieving the goals of this Plan with you.

Shirley Strum Kenny
President



CONTENTS

PREFACE	5
FIVE YEAR PLAN COORDINATING COMMITTEE	6
EXECUTIVE SUMMARY	7
1. UNDERGRADUATE EDUCATION	8
1.1 Provide excellent classroom instruction	8
1.2 Ensure students' smooth progress through the curriculum	8
1.3 Develop programs that expand student experience	8
1.4 Extend the use of instructional technology	9
1.5 Develop an integrated freshman program	9
1.6 Develop a comprehensive advising program	10
1.7 Develop career services	10
1.8 Enhance student recruitment and retention	10
2. RESEARCH AND GRADUATE EDUCATION	11
2.1 Ensure excellence in research, scholarship, and creative activity	11
2.2 Develop graduate programs	11
2.3 Recruit and support excellent graduate students	12
2.4 Increase interdisciplinary research and instruction	12
2.5 Improve campus libraries	12
3. ECONOMIC DEVELOPMENT	13
3.1 Help to lead revitalization of the regional economic base and the creation of new forces for economic growth	13
3.2 Provide leadership in technology transfer and technology industry development	13
3.3 Strengthen campus resources for economic development	14
4. HEALTH CARE	14
4.1 Establish Stony Brook as the center of the Suffolk County health-care delivery system	14
4.2 Ensure the economic success of the health-care mission	14
4.3 Increase the number of medical students and residents in primary-care disciplines	15
4.4 Establish the rationalization and regionalization of residency programs ...	15
4.5 Continue to support the health-care delivery system through research and education programs	15
5. COMMUNITY PROGRAMS	15
5.1 Increase the number of campus events for community residents	16
5.2 Increase entrepreneurial activities including summer programs, short courses, and off-campus instruction	16
5.3 Increase the participation of retired citizens in the University	16



FIVE YEAR PLAN: 1995-2000

6. CAMPUS LIFE	16
6.1 Complete the modernization of all residence halls and cafeterias	17
6.2 Continue to improve facilities for campus life	17
6.3 Develop athletics	17
6.4 Increase the number of concerts, programs, and cultural events	18
6.5 Increase the participation of students in on-campus work	18
6.6 Make the campus more user-friendly	18
6.7 Build community	19
6.8 Improve on-campus communication	19
6.9 Increase the role of alumni in the Stony Brook community	19
7. IMAGE, PUBLIC RELATIONS, AND DEVELOPMENT	20
7.1 Develop an internal and external identity campaign	20
7.2 Develop and implement a public-relations program	20
7.3 Make campus resources more accessible to the public	21
7.4 Increase fundraising	21
8. HUMAN RESOURCES AND SUPPORT SERVICES	21
8.1 Increase the diversity of the faculty and staff	21
8.2 Develop information technology and infrastructure services to support teaching, research, and communications	21
8.3 Improve administrative services	22
9. FACILITIES	22
9.1 Renovate academic buildings	22
9.2 Create indoor and outdoor gathering places	22
9.3 Develop and implement a landscaping plan	23
9.4 Improve parking and roads	23
FIVE YEAR PLAN TASK FORCE MEMBERS	24



PREFACE

This Five Year Plan is the result of a campuswide effort to establish a shared vision of Stony Brook's future and identify specific actions that can be taken to make progress toward campus goals. It is the principal campus planning document and an important consideration in the development of the budget. The vision articulated in the Five Year Plan integrates into a comprehensive guide to action plans for specific sectors such as the Provost's Academic Plan, *Stony Brook: A Student-Centered Research University*.

President Shirley Strum Kenny initiated the development of a Five Year Plan for Stony Brook by establishing a planning process that would incorporate the perspectives of the whole university community. Nine task forces were appointed to make recommendations in areas important to Stony Brook's future: Teaching and Learning; Recruitment and Retention of Students; Research, Scholarship, and Creative Activity; Public Service and Community Relations; Campus Life; Celebrating Diversity and Building Commonalities; Building Community; Facilities; and Special Uses of the Campus. Almost 200 students, faculty, staff, alumni and community representatives worked together on the task forces to develop the recommendations released in August 1995 as the *Five Year Plan Task Force Reports: 1995-2000*.

To synthesize these recommendations into an action plan, President Kenny convened a Coordinating Committee that included the nine task force chairs, additional faculty, students, staff, and alumni and community representatives. The Committee prepared a Draft Plan for campus review. The Draft was widely circulated, and comments were obtained from students, faculty, and staff at two public hearings and in writing. This final Plan was informed by their recommendations.

To complete the Five Year Plan process, implementation reports will be prepared every spring. These reports will keep the campus community up to date on an annual basis on the completion of the projects to which the Five Year Plan commits Stony Brook.



FIVE YEAR PLAN: 1995-2000

FIVE YEAR PLAN COORDINATING COMMITTEE

James Glimm, Chair
Distinguished Professor and Chair
Department of Applied Mathematics
and Statistics

Erika Abel
Undergraduate student

Marie Britton
Undergraduate student

William Dawes
Undergraduate Director
Department of Economics

Román de la Campa
Associate Professor
Departments of Hispanic Languages
and Literatures and of Comparative Studies

Thomas Galgano
President, Alumni Association

Annette Hicks
President, Student Polity Association

Eric Knappenberger
President, Graduate Student Organization

Richard Laskowski
Dean
Physical Education and Athletics

Robert Liebermann
Distinguished Service Professor
Department of Earth and Space Sciences

Manuel London
Professor and Director, Center for
Human Resources Management
Harriman School for Management and
Policy

Michael Maffetone
Chief Executive Officer, University
Hospital and Vice President
for Hospital Affairs

Gary Matthews
Assistant Vice President for
Facilities and Services

Anne Mayer
Graduate student

Dusa McDuff
Professor
Department of Mathematics

Susan O'Leary
Professor
Department of Psychology

Valeri Parisi
Professor and Chair
Department of Obstetrics, Gynecology
and Reproductive Medicine

Gloria Rocchio
President
Stony Brook Community Fund

James Rubin
Professor and Chair
Department of Art

Yacov Shamash
Dean
College of Engineering and
Applied Sciences

Alan Tucker
Distinguished Teaching Professor
Department of Applied Mathematics
and Statistics

Carmen Vazquez
Dean of Students and Director,
Student Union and Activities

Emily Thomas, Staff
Director of Planning and
Institutional Research



EXECUTIVE SUMMARY

Stony Brook provides the citizens of New York State the benefits of research and instruction that meet the highest international standards. It is recognized as one of the premier research institutions in the nation. Stony Brook offers an outstanding educational experience and a solid foundation for the personal and professional lives of its graduates. At the same time, it serves as an engine of regional economic growth, health care, and cultural activities.

The mission of Stony Brook is:

- 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.

The actions identified in this Plan provide a new vision for carrying out this mission. They will ensure that Stony Brook builds upon its traditional strengths and, more importantly, moves forward through innovation in areas of strategic opportunity, despite the current climate of budget constraints.

The ability to initiate, accept, and communicate innovation is a key element of Stony Brook's quality. Technological innovation, instructional innovation, innovation in service programs, beneficial changes in faculty-student relationships, and growth and change in University-community interaction are all essential to maintaining quality. Innovation is also intrinsic to the advanced knowledge-based enterprises that can lead the continued development of the region.

Stony Brook provides education for the life skills and evolving careers of the future. Such an education is a natural outgrowth of the faculty's advanced research and creative endeavors; fulfilling the goals

established in this Plan will further develop this source of excellence.

Because a university functions best as a truly diverse community in which all members learn from each other, other goals address enhancing the social and working interactions of students, faculty, staff, and alumni and increasing the diversity of the campus community. An improved physical campus as well as an enhanced collegiate experience outside the classroom are urgent near-term goals for Stony Brook.

The region's families and businesses are important stakeholders in the University's future. Outreach to these communities should be consistent with the success and aspirations of Stony Brook in other areas. Stony Brook cannot be a great national university without being a great local university.

The forces transforming the commercial workplace, based upon such ideas as client orientation, cooperation among functional units, and simplification of administration, can be applied beneficially at Stony Brook. They can produce a more efficient and more responsive administration.

To address these themes, the Five Year Plan establishes goals in nine areas: Undergraduate Education; Research and Graduate Education; Economic Development; Health Care; Community Programs; Campus Life; Image, Public Relations and Development; Human Resources and Support Services; and Facilities. The Plan identifies specific actions that will be taken in the next few years to progress toward those goals, the year in which each action will be complete, and the administrators principally responsible for their completion. Action items whose implementation will extend throughout the planning period are listed for 1999-2000.

Implementation of the Five Year Plan will have a cumulative effect much larger than the results of the specific actions, considered individually, and will enable a qualitatively new plane of operations for Stony Brook. This campus-level development is complemented by academic planning initiatives in individual units, such as those laid out in the Provost's Academic Plan, *Stony Brook: A Student-Centered Research University*.



FIVE YEAR PLAN: 1995-2000

1. UNDERGRADUATE EDUCATION

VISION:

Stony Brook will become a national model for undergraduate education at research universities and the first choice for New York students who want the advantages of education in a public research university. Research and learning will be interconnected. The Provost's Academic Plan calls for making Stony Brook a student-centered research university, with increased attention and commitment of the faculty to undergraduates and their instruction, a university where the educational needs of students help define the intellectual focus of the faculty.

1.1 Provide excellent classroom instruction

GOALS:

Continually enhancing instruction is central to providing the best possible education for Stony Brook's undergraduates. This objective includes improving existing modes of instruction and developing new majors and modes of instruction. Better training and mentoring of new teachers—faculty and graduate TAs—and thorough evaluation of teaching by students and peers are also important. Promotion and tenure procedures will reflect greater attention to teaching by requiring high standards and creative efforts in both instruction and research. Stony Brook faculty will come to be seen locally and nationally as leaders in innovative instruction as well as in innovative research.

SPECIFIC ACTIONS:

- Create a Learning and Teaching Center to promote excellence in learning and teaching and support Stony Brook's mission as a student-centered research university. (1997-98)
- Establish university standards for TA training and ensure that all TAs receive training that meets those standards. (1997-98)
- Improve teaching evaluation procedures including peer review. (1998-99)
- Make collaborative learning an increasingly important teaching method. (1998-99)
- Develop externally and internally funded programs to encourage and reward instructional excellence

and innovation. (1998-99)

- Revise appointment, promotion, and tenure procedures, incorporating increased attention to instruction. (1998-99)
- Develop additional mechanisms for student input to make faculty more sensitive to students' academic needs. (1998-99)

PERSON RESPONSIBLE:

Provost

1.2 Ensure students' smooth progress through the curriculum

GOALS:

Deans and department chairs will ensure that there are sufficient sections and seats to meet student demand for popular general-audience courses and required courses in majors. There will be sufficient seats in total, and the classes will be scheduled at times that maximize their accessibility to students.

SPECIFIC ACTIONS:

- Streamline the Diversified Education Curriculum (DEC) to simplify the requirements while ensuring that all DEC courses and course requirements fulfill their intended goals. (1997-98)
- Ensure all students ready access to popular DEC courses and required courses in their majors. (1998-99)
- Guarantee a schedule of course offerings that allows a four-year degree to incoming freshmen. (1998-99)
- Develop and implement an early-alert intervention system to identify and assist students at risk. (1997-98)
- Streamline class scheduling and related services to facilitate student access to day and evening classes, including the coordination of bus schedules and parking policies with the class schedule. (1998-99)

PERSON RESPONSIBLE:

Provost

1.3 Develop programs that expand student experience

GOALS:

Stony Brook will be a leader in undergraduate



FIVE YEAR PLAN: 1995-2000

research, scholarship, and creative activity. A major expansion in undergraduate research experience will include individual and small-group projects as well as participation in teams consisting of senior and junior faculty, post-docs, and graduate and undergraduate students.

SPECIFIC ACTIONS:

- Offer a baccalaureate degree with “Distinction in Research, Scholarship or Creative Activity” for students achieving excellence. (1998-1999)
- Increase the number of students who have worked with faculty on an independent research or scholarly project by the time they graduate. (1999-2000)
- Enhance existing professional programs and create new ones. (1999-2000)
- Expand the Honors College, departmental honors programs and other special academic programs, and create innovative and challenging new ones. (1999-2000)
- Develop more interdisciplinary programs. (1999-2000)
- Expand international programs for students on and off campus. (1999-2000)

PERSONS RESPONSIBLE:

Provost, Vice President Health Sciences Center

1.4 Extend the use of instructional technology

GOALS:

Modern technology that is widely accessible has become a critical part of a high-quality education, both for the enhancement of learning that educational technology can provide and as preparation for success in our increasingly computer-based society. The University will create a dozen multimedia classrooms, the software to exploit them, and support services for faculty and students to use them. It will extend high-speed computer connections to all residence hall rooms.

SPECIFIC ACTIONS:

- Initiate a faculty development program to encourage the use of instructional technology. (1998-99)
- Establish residence-hall room network access. Connect 30% of the rooms by Fall 1998. Increase the access to 100% by 2000. Include network ports in

study areas of all residence halls connected to the network. (1998-1999, 1999-2000)

- Equip two classrooms a year for instructor-based multimedia instruction. (1999-2000)
- Ensure that every full-time faculty member has easy access to a networked desktop computer by the year 2000. (1999-2000)
- Develop a comprehensive and viable plan for Stony Brook’s role in distance learning. (1999-2000)

PERSONS RESPONSIBLE:

Provost, Chief Information Officer

1.5 Develop an integrated freshman program

GOALS:

The University will take a coordinated, proactive approach to ensuring students’ first-year experiences at Stony Brook engage them in the intellectual excitement and opportunities of a research university, while also supporting them in the academic and personal stresses that come with entrance to a university. The design of the integrated freshman program will involve curricular, co-curricular, and social components, as well as activities that link the components such as the formation of study groups.

SPECIFIC ACTIONS:

- Develop a “Conversations with Notable Alumni, the President, and the Provost” series for first-year students to promote a sense of community. (1997-98)
- Assign the best teachers to freshman courses. (1998-99)
- Expand the block-scheduling initiative to create cohesive student cohorts across freshmen courses, and integrate the faculty teaching those courses into freshman advising. (1998-99)
- Expand freshman seminars to 50% of all programs. These seminars should introduce students to the discipline and engage them in the intellectual life of a research university. (1999-2000)
- Ensure that freshmen take at least two small classes. (1999-2000)

PERSON RESPONSIBLE:

Provost



1.6 Develop a comprehensive advising program

GOALS:

The University will implement a first-rate program for advising students. Along with friendly, well-informed faculty and staff advisors, there will be state-of-the-art technical support for students and their advisors.

SPECIFIC ACTIONS:

- Develop and implement a comprehensive advising plan that integrates faculty advising before and after students declare a major, career advising, peer advising, advising by alumni and retiree volunteers, and the services of the Center for Academic Advising (1999-2000)
- Provide all students a faculty advisor in their major. (1998-99)
- Develop the use of information technology to supplement the advising program. (1996-97)
- Upgrade computer systems to provide all academic advisors access to student records. (1997-98)
- Complete the computerized evaluation of transfer credits and the integration of transfer credits into student records to facilitate effective transfer advising; improve credit evaluation for foreign transfer students. (1997-98)
- Provide more personalized advising during orientation and the first week of classes for transfer students, to ensure that they are taking an appropriate set of courses in their first semester at Stony Brook. (1998-99)

PERSON RESPONSIBLE:

Provost

1.7 Develop career services

GOALS:

From the day students begin thinking of attending a university or college, they are concerned about their careers upon graduation. In response to this concern, the University will develop a comprehensive career service program to prepare students for rewarding careers, to help them obtain employment upon graduation, and to track their careers after graduation.

SPECIFIC ACTIONS:

- Develop a career tracking system for Stony Brook graduates. (1996-97)
- Develop job-placement services. (1997-98)
- Develop a University internship program. (1998-99)

PERSON RESPONSIBLE:

Vice President Student Affairs

1.8 Enhance student recruitment and retention

GOALS:

Stony Brook will expand undergraduate enrollment and become the first choice of talented New York residents seeking public higher education. Staff, faculty, students, and alumni will be mobilized to publicize our educational opportunities and recruit students to come to Stony Brook. The University will also marshal staff, faculty, and students to raise the campus retention and six-year graduation rates.

SPECIFIC ACTIONS:

- Increase the undergraduate student body to 13,000 by Fall 2000 by increasing the number of first-year and transfer students and the number of students who remain at Stony Brook until graduation. (1999-2000)
- Increase the average freshman SAT score by 10 points a year for three years beginning in Fall 1998. (1998-99, 1999-2000)
- Develop a comprehensive plan to increase undergraduate retention and graduation rates in 1996-97 and meet the goals established in that plan in the following years. (1996-97, 1999-2000)
- Increase the number of scholarships for students of excellence in a wide variety of fields. (1997-98)
- Expand programs that increase the integration of commuter students into campus life to improve their academic experience and increase retention. (1998-99)

PERSONS RESPONSIBLE:

Provost, Vice President University Affairs, Vice President Student Affairs



2. RESEARCH AND GRADUATE EDUCATION

VISION:

Research, scholarship and creative activity form the heart of a university's educational enterprise, never more so than in the present time of rapid social, cultural, material, and technological change. Stony Brook is one of the premier research institutions in the nation. It must assume a leading role in defining excellence in research and graduate education for the coming years. The University will not only improve its strengths; even more importantly, it will move into promising newly developing areas. Infrastructure and fiscal support will be provided to enable the faculty to achieve these goals.

2.1 Ensure excellence in research, scholarship, and creative activity

GOALS:

Stony Brook's strength and reputation rest on its academic excellence in research and teaching. Achieving continued excellence in every academic endeavor, in both the creation and communication of new knowledge, is a key goal of the University.

SPECIFIC ACTIONS:

- Establish and enforce standards of research and teaching excellence. Review all academic departments and research centers/institutes on a regular five-year cycle. (1996-97)
- Establish strong leadership at all levels of the University, starting with the departments. Appoint chairs and deans for their leadership skills and evaluate them regularly. (1999-2000)
- Retain outstanding faculty as sound academic and fiscal strategy. (1996-2000)
- Build excellence by hiring outstanding faculty. (1996-2000)
- Hire, retain and promote faculty based on their demonstrated excellence in research, scholarship, creative activity, teaching performance, and service contributions. (1996-2000)
- Support and enable all faculty to seek new and enhanced sources of external funding to support their research, scholarship, creative activity, and educational innovation, with the goal of increasing

external funding in all academic areas by 5% per year. (1996-2000)

- Establish a program to mentor and encourage all newly hired junior faculty at the department level to help them become established in their scholarly careers including, for example, assistance with writing grant applications and obtaining professional recognition. (1998-99)
- Provide sufficient matching funds to support the growth of sponsored research activity. (1996-2000)
- Increase the number of departments ranked in the top quartile of their discipline. Increase the quality of highly-ranked departments, strengthen departments approaching national recognition, and develop strong interdisciplinary clusters. (1999-2000)
- Increase campus internationalism and Stony Brook's international reputation by developing faculty exchange programs. (1999-2000)

PERSONS RESPONSIBLE:

Provost, Vice President Health Sciences Center, Vice President Research

2.2 Develop graduate programs

GOALS:

Graduate students play a vital role at Stony Brook in both its research and teaching missions. Their contributions must be acknowledged and their interests protected in this time of change. It is vital for the health of our graduate programs that links to relevant employment opportunities be developed. Local industries should be made aware of the great pool of talent and expertise that our graduate students offer them.

SPECIFIC ACTIONS:

- Develop graduate curricula to make Stony Brook a leader in preparing students for careers in the twenty-first century. Ensure that graduate students are prepared for non-academic as well as academic jobs and for teaching as well as research. (1999-2000)



FIVE YEAR PLAN: 1995-2000

- Develop Master's programs in areas that show sufficient demand for such graduates. (1999-2000)
- Establish a Turner Postdoctoral Teaching Fellowship program. (1998-99)
- Develop graduate career placement services. (1999-2000)

PERSONS RESPONSIBLE:

Provost, Dean Graduate School

2.3 Recruit and support excellent graduate students

GOALS:

Stony Brook will recruit an excellent and diverse graduate student body and increase the financial support available to graduate students.

SPECIFIC ACTIONS:

- Develop WWW pages, brochures, CD-ROMs and other departmentally based recruitment strategies for graduate students. (1998-99)
- Develop advising, orientation and other services for part-time graduate students and improve campus life for them. (1998-99)
- Increase the percentage of traditionally underrepresented groups in graduate programs. (1999-2000)
- Establish endowed graduate fellowships. (1999-2000)
- Increase the number of externally funded graduate fellowships from federal and foundation sources. (1999-2000)

PERSONS RESPONSIBLE:

Dean Graduate School, Vice President University Affairs

2.4 Increase interdisciplinary research and instruction

GOALS:

Many interdisciplinary opportunities are potentially available for our students and faculty. To take advantage of them will require a supportive institutional culture, as well as prioritization based on an assessment of available resources and existing strengths. A recent successful example is provided by the Biomedical Engineering program, which has

passed peer review and attracted external funding.

SPECIFIC ACTIONS:

- Create focus group committees in emerging areas of interdisciplinary activity. Charge these groups to identify promising areas and to develop short-term and long-term plans for academic and fiscal needs in order to encourage efforts in each specific area. (1996-97)
- Increase the number of research and scholarly activities that involve multidisciplinary collaboration; increase the amount of external support for these activities (1999-2000)
- Increase the number of cross-listed courses and interdepartmental programs that focus on interdisciplinary work as a way of increasing efficiency, expanding the horizons of particular disciplines or departments, and benefiting from the diversity of the University community. (1999-2000)
- Align basic and clinical/applied research in the Medical Center. Expand the many promising areas for combining the strengths of the Health Sciences Center with the other schools and colleges at Stony Brook. (1999-2000)

PERSONS RESPONSIBLE:

Provost, Vice President Research, Vice President Health Sciences Center

2.5 Improve campus libraries

GOALS:

Campus libraries will meet or exceed national standards. External funds will bring new resources to the library area.

SPECIFIC ACTIONS:

- Develop a strategic plan for libraries. (1996-97)
- Establish programs to provide training, and support efforts on campus and in the community to enhance information literacy and the use of information technology in teaching and research. (1996-97)
- Reorganize library administration, technical services, and public services in Melville Library to better distribute leadership, create more team efforts, redi-



FIVE YEAR PLAN: 1995-2000

rect staffing resources, and consolidate and strengthen operations. (1997-98)

- Begin a development program for the Library, including fundraising and grants. (1997-98)
- Redesign the use of library space in Melville Library to improve functionality, security, and appearance. (1998-99)
- Increase investment and efforts in digital information systems. Expand access to networked information sources: indexes, current awareness services, full-text. (1999-2000)
- Revitalize existing collections. (1999-2000)

PERSONS RESPONSIBLE:

Dean of University Libraries, Director HSC Library

3. ECONOMIC DEVELOPMENT

VISION:

Stony Brook will continue to expand its contribution to Long Island and New York State as a leader in industrial development, health care, and the arts. The University will promote the growth of a globally competitive regional economy on Long Island, especially through the continued development of its engineering school and programs that stimulate the transfer of research to the marketplace, such as the Long Island High Technology Incubator and Center for Advanced Technology. University economic development activities will contribute to fulfilling the goals of the regional strategic plan for economic development, Project Long Island.

3.1 Help to lead revitalization of the regional economic base and the creation of new forces for economic growth

GOALS:

Stony Brook, Long Island's only major research university, has a singular role as the principal intellectual resource for the economic future of this region, in transition from a defense base to a diversified technology- and knowledge-driven base. Although university-industry ties grew by evolution in other high-technology regions, in our era of global economic competition Stony Brook will explicitly focus programs and demonstrate long-term commitment to economic

development goals. Effort will be directed to nurturing new ventures and emerging technology sectors as well as to strengthening established enterprises and areas, through innovative education, training, technical assistance, and technology transfer.

SPECIFIC ACTIONS:

- Expand technical assistance programs for established industries. (1996-97)
- Lead in supporting growth of new technology industries through the coordinated efforts of the Strategic Partnership for Industrial Resurgence (SPIR), Center for Advanced Technology in Biotechnology, Long Island High Technology Incubator, and Long Island Research Institute. Promote technology leadership. (1999-2000)
- Develop innovative educational programs and formats such as EngiNet. (1998-99)
- Develop internship programs in growing industries. (1998-99)

PERSONS RESPONSIBLE:

Provost, Dean College of Engineering and Applied Sciences, Vice President Health Sciences Center, Vice President Research

3.2 Provide leadership in technology transfer and technology industry development

GOALS:

Stony Brook will promote joint regional leadership ventures for technology transfer and technology industry development. The advanced engineering, technology, and science infrastructure of a major research university provides an unparalleled resource base and platform for enhancing technology-literate leadership in the private and public sectors.

SPECIFIC ACTIONS:

- Provide departmental workshops on technology licensing and industrial relations. (1996-97)
- Develop partnerships with regional research/industrial parks to enhance Long Island's position as a desirable technology location. (1997-98)
- Help lead the region's exploitation of the "information superhighway" for economic growth and enhance-



ment of the quality of life. (1998-99)

- Develop programs to promote understanding of technology issues. (1998-99)
- Foster accessibility of University-developed technology to increase technology transfer. (1999-2000)
- Participate in marketing Long Island as a technology region; improve regional understanding of the University's resources and its role. (1999-2000)

PERSONS RESPONSIBLE:

Provost, Dean College of Engineering and Applied Sciences, Chief Information Officer, Vice President Research

3.3 Strengthen campus resources for economic development

GOALS:

The critical foundation of the University's economic development mission is the excellence of academic and research programs, which will be sustained and enhanced. The Office of Economic Development will be administratively positioned and supported to optimize program coordination and effectiveness.

SPECIFIC ACTIONS:

- Expand the Office of Economic Development to facilitate coordination of campus activity and program expansion and innovation. (1997-98)
- Fulfill the goals of *Engineering 2000*. (1999-2000)
- Construct and equip the Center for Molecular Medicine. (1999-2000)

PERSONS RESPONSIBLE:

Dean College of Engineering and Applied Sciences, Vice President Research

4. HEALTH CARE

VISION:

The Health Sciences Center serves the Long Island region as a leader in health care. It accomplishes this mission through the provision of health care for the Long Island region, the training of health professionals, and the conduct of basic and applied research. In the volatile environment of contemporary health care, it

must reorganize its academic and administrative structure to enhance the fulfillment of these missions.

4.1 Establish Stony Brook as the center of the Suffolk County health-care delivery system

GOALS:

The Medical Center has a unique function in Suffolk County as a referral center and a resource for services not available elsewhere. Thus our academic and public missions require development of a meaningful Suffolk County health-care delivery system in collaboration with both the private and public sectors, as well as the evaluation of the system's role in even broader-based health-care provider networks.

SPECIFIC ACTIONS:

- Complete a formal evaluation to determine the most desirable health-care network structure and partners for Stony Brook. (1996-97)
- Implement the health-care network structure strategy developed in 1996-97. (1999-2000)

PERSONS RESPONSIBLE:

Vice President Health Sciences Center, CEO University Hospital/Vice President Hospital Affairs

4.2 Ensure the economic success of the health-care mission

GOALS:

The Health Sciences Center depends substantially on clinically generated income to support its educational and academic enterprise. The health-care market is changing rapidly, and it is now accepted nationwide that a sufficient clinical base for an academic center must encompass a broad-based clinical delivery system.

SPECIFIC ACTIONS:

- Implement the reorganization plan for University Hospital. (1996-97)
- Implement a network manager model for managed care in Suffolk County. (1996-97)
- Institute a process for formal evaluation of opportunities for joining comprehensive health-care delivery networks on Long Island. (1996-97)



FIVE YEAR PLAN: 1995-2000

- Work to ensure optimal management flexibility in health-care delivery. (1996-97)
- Reorganize the Clinical Practice Management Plan so it can function as a multidisciplinary group practice. (1997-98)
- Initiate the identification and development of selected centers of excellence. (1997-98)
- Complete the development of selected centers of excellence. Initiate the development of a regional Cancer Center with the goal of NIH recognition as a Comprehensive Cancer Center. (1999-2000)

PERSONS RESPONSIBLE:

Vice President Health Sciences Center, CEO
University Hospital/Vice President Hospital Affairs

4.3 Increase the number of medical students and residents in primary-care disciplines

GOALS:

The largest societal need in regard to medical personnel is for primary-care providers. The Medical Center must focus on the training of students and residents for this purpose.

SPECIFIC ACTIONS:

- Evaluate the medical curriculum to ensure that optimal primary and ambulatory care are represented. (1997-98)
- Implement a new ambulatory-based curriculum. (1998-99)

PERSON RESPONSIBLE:

Vice President Health Sciences Center

4.4 Establish the rationalization and regionalization of residency programs

GOALS:

Reimbursement for graduate medical education is at great risk. In addition, societal needs are changing with regard to the specialty mix required. A plan is needed to rightsize and reconfigure residency programs.

SPECIFIC ACTIONS:

- Convene a graduate medical education committee. Establish and implement a plan for rightsizing. (1997-98)
- Develop a regional graduate medical education consortium. (1999-2000)

PERSON RESPONSIBLE:

Vice President Health Sciences Center

4.5 Continue to support the health-care delivery system through research and education programs

GOALS:

Training health professionals for Long Island and New York State is one of the missions of the Health Sciences Center at Stony Brook, which currently fulfills this mission by continuing existing programs and developing new ones to meet labor market demands. If education and market demands justify and funding is available, there will be further expansion in the Schools of Nursing and Health Technology and Management during the next five years. Promoting interdisciplinary educational and research programs among the schools of the HSC is a Centerwide goal.

SPECIFIC ACTION:

- Create an office of interdisciplinary programs in the Health Sciences Center to develop research programs such as health services research on an HSC cooperative basis. In addition, the office will develop plans for cooperative education in the health sciences for endorsement by the various faculties. (1996-97)

PERSON RESPONSIBLE:

Vice President Health Sciences Center

5. COMMUNITY PROGRAMS

VISION:

The educational programs, cultural events and athletic facilities of the University should be a source of enrichment to community members. There are a variety of opportunities for the University to develop additional activities to serve the community.



5.1 Increase the number of campus events for community residents

GOALS:

The University will plan more activities with community residents in mind. In addition to opening existing lecture series and cultural events to the community, new events designed explicitly for the community will be initiated.

SPECIFIC ACTIONS:

- Publicize general campus lectures, such as the President's and Provost's Lecture Series, to community residents. (1997-98)
- Create a series of faculty lectures for community residents. (1997-98)
- Create an annual Open House for community residents, including tours of laboratories. (1997-98)
- In collaboration with business and civic leaders, create a comprehensive plan for developing Stony Brook's role as a resource to the local community. (1997-98)
- Expand the use of the Stony Brook campus by Long Island schools and civic groups for regional activities such as sports competitions and clinics, artistic competitions and events, and conventions. (1997-98)
- Increase interactions with local school districts and high-school guidance counselors. (1997-98)

PERSONS RESPONSIBLE:

Vice President University Affairs, Provost

5.2 Increase entrepreneurial activities including summer programs, short courses, and off-campus instruction

GOALS:

The University will expand its self-supporting programs for the Long Island community.

SPECIFIC ACTIONS:

- Complete a marketing plan for self-supporting academic and non-academic programs. (1997-98)
- Expand, improve and rationalize summer programs for children and adults to provide an array of activi-

ties that serve community needs and attract a broad spectrum of community residents. (1998-99)

PERSON RESPONSIBLE:

Provost

5.3 Increase the participation of retired citizens in the University

GOALS:

The University has much to offer retired citizens in this age of lifelong learning. Conversely, retirees can provide mutually rewarding volunteer services in many sectors of the University.

SPECIFIC ACTIONS:

- Expand programs that serve the intellectual, cultural, and recreational needs of retired citizens. (1998-99)
- Involve retirees as volunteers in campus programs including tutoring. (1998-99)

PERSONS RESPONSIBLE:

Vice President University Affairs, Provost

6. CAMPUS LIFE

VISION:

The recruitment and retention of students is significantly affected by the quality of campus life at the University. When choosing a college or university, students and their parents consider the attractiveness and cleanliness of the facilities, the livability of the residence halls, the quality of the food served on campus, the success of the athletic teams, user-friendliness, the number and quality of weekend activities, and the opportunities for employment during school and after graduation, in addition to the reputation of the academic programs. Stony Brook will meet or exceed the standards of its peers in all these areas. A special effort will be made to better integrate commuter students into the life of the University, for employment and recreation as well as for their studies.



6.1 Complete the modernization of all residence halls and cafeterias

GOALS:

The appearance of the campus affects every member of the University community by influencing perceptions of the quality of campus life. Acceleration of the residence-hall modernization project will greatly enhance the quality of student life and help promote a sense of responsibility and membership in the campus community among students. By Fall 2000 all 26 residence halls will be renovated.

SPECIFIC ACTIONS:

- Complete the renovation of Roosevelt Quad and Kelly Quad. (1996-97)
- Complete the renovation of Tabler Quad. (1997-98)
- Complete the renovation of Mendelsohn Quad and H Quad. (1999-2000)
- Develop a comprehensive campus food-service plan and renovate residence-hall cafeterias to implement that plan. (1999-2000)
- Complete the bathroom renovation program in all residence halls. (1996-97)
- Convert three-bedroom apartments in Chapin to more desirable units, beginning with the conversion of seven three-bedroom apartments to single occupancy units in 1996-97. (1996-97)

PERSONS RESPONSIBLE:

President, Vice President Student Affairs

6.2 Continue to improve facilities for campus life

GOALS:

The completion of facility projects that focus on improvement of student life programs and individual well-being and safety will foster a greater sense of community among students and offer improved resources for the development and promotion of commuter student life.

SPECIFIC ACTIONS:

- Complete construction of Phase I of the Student Activity Center, which will include new dining

facilities and a commuter student services center. (1996-97)

- Complete the design of Phase II of the Student Activity Center to ensure timely progress. Begin the effort to obtain funding for the construction of Phase II. (1996-97)
- Renovate the University Career Placement Center to improve its accessibility and visibility. (1998-99)
- Develop a Campus Village including retail shops and gathering places for students, faculty and staff. (1999-2000)

PERSONS RESPONSIBLE:

Vice President Student Affairs, President

6.3 Develop athletics

GOALS:

Stony Brook will continue progress toward Division I by improving the quality of existing athletic facilities and constructing a new multi-sport outdoor stadium. Upgrading the athletics program should generate a significant increase in student, alumni, and community attendance at sports events, particularly on the weekends and during Homecoming, thus enhancing the quality of student life, which in turn will generate increased school spirit in the Stony Brook community.

SPECIFIC ACTIONS:

- Develop a plan to raise \$750,000 yearly by the year 2002 to finance athletic scholarships. (1997-98)
- Refurbish Pritchard Gymnasium and locker rooms when funding is provided in the SUNY Capital Budget. (1998-99)
- Upgrade the baseball, football, lacrosse, soccer, and softball fields. (1998-99)
- Build an athletics stadium. (1999-2000)

PERSONS RESPONSIBLE:

President, Dean Physical Education and Athletics, Assistant Vice President Facilities



6.4 Increase the number of concerts, programs, and cultural events

GOALS:

Increasing the variety and number of concerts, programs, and cultural events, particularly those offered on weekends, will help develop and strengthen traditions that bond students, staff, and alumni and provide a set of common experiences for members of the campus community. A wide diversity of programming, including programs that promote harmony within an ethnically and socially diverse student population, will bring together student groups and other members of the campus and local community.

SPECIFIC ACTIONS:

- Establish a campus-wide Concerts Advisory Committee. (1996-97)
- Establish a University-funded campus challenge-grant program to promote diversity programming by student clubs and organizations. (1996-97)
- Establish a Student Life Council to promote and sustain campus-wide community building initiatives. (1996-97)
- Offer two large-scale programs per year marketed to the entire University. (1997-98)
- Develop and implement a program plan for the Staller Center that integrates the Center more fully into campus and community life. (1997-98)
- Increase the number of weekend activities especially but not exclusively for students. (1998-99)
- Create a student master calendar committee—subsuming the Campus Activities Advisory Group (CAAG)—to coordinate planning, establish scheduling priorities for major campus events, and facilitate development of programming. The calendar will be available on the World Wide Web. (1998-99)

PERSONS RESPONSIBLE:

Vice President Student Affairs, Provost

6.5 Increase the participation of students in on-campus work

GOALS:

Student participation in community service initiatives

and campus employment opportunities will be expanded. Volunteer and course-related placements in University departments and programs will allow students to share service learning experiences that foster academic explorations and a sense of responsible citizenship.

SPECIFIC ACTIONS:

- Increase the number of paid on-campus jobs for students. (1997-98)
- Increase the participation of students, faculty, and staff in Pride Patrol and the Green Team project. (1997-98)

PERSONS RESPONSIBLE:

Vice President Administration, President, Vice President University Affairs

6.6 Make the campus more user-friendly

GOALS:

The campus environment will be welcoming and “user-friendly” for all who encounter it. The delivery of services and development of programs and products will be responsive to the lifestyle needs and interests of students.

SPECIFIC ACTIONS:

- Provide ongoing customer-service training for all staff who serve students. (1997-98)
- Initiate employee training programs to ensure that visitors to the campus get a courteous and friendly reception. (1998-99)
- Increase accessibility to and hours of operations for activities facilities. (1996-97)
- Install new record-keeping and appointment-scheduling processes for the Student Health Service. (1997-98)
- Make student-friendly publications describing programs and degree offerings available in every department and on the World Wide Web. (1997-98)
- Take advantage of new information technology to make student processes (*e.g.*, registration, advisement) more user-friendly and responsive. (1997-98)
- Develop electronic/interactive applications for the Student Handbook. (1997-98)



FIVE YEAR PLAN: 1995-2000

PERSONS RESPONSIBLE:

Vice President Administration, Vice President Student Affairs, Provost

6.7 Build community

GOALS:

The University will provide a set of interactive learning experiences that are shared by people across a variety of smaller campus sub-communities and encourage personal investments in the development and sustenance of a pluralistic campus community. Community members will thus have opportunities to learn about and celebrate each others' cultures as well as to appreciate the macro campus culture that results from the synergy of all its microcultures.

SPECIFIC ACTIONS:

- Expand by 50% discipline-centered student organizations that foster community. (1997-98)
- Have the Student Affairs newsletter, *The Advocate*, available on the Internet, accessible through the Student Affairs homepage. (1997-98)
- Create a new program series during Campus Life Time, with faculty participation, specifically designed to attract commuter students. (1997-98)
- Establish a registry system for faculty advisors of student organizations. (1997-98)
- Create a University-funded grants program promoting community building and faculty interaction. (1998-99)
- Create additional events that attract a broad spectrum of students, faculty, alumni, and staff. (1998-99)
- Develop a University-sponsored Parents' Day program in the mid fall. (1998-99)

PERSONS RESPONSIBLE:

Vice President Student Affairs, President, Provost

6.8 Improve on-campus communication

GOALS:

We will build a sense of community among the University's many diverse segments. Communications will help us better understand and appreciate one another. They will ensure that the many opportunities

available at Stony Brook are brought to the attention of those interested, and they will serve to call attention to our strengths.

SPECIFIC ACTIONS:

- Establish a billboard system in strategic campus locations that will effectively publicize major campus events. (1998-99)
- Enhance the use of the World Wide Web for the exchange of community information. (1998-99)
- Improve on-campus communication via print media, including more information on research activities and development. (1999-2000)

PERSONS RESPONSIBLE:

Vice President University Affairs, Chief Information Officer

6.9 Increase the role of alumni in the Stony Brook community

GOALS:

The Stony Brook alumni are integral to the future development of the University, and they are a resource that has been underutilized. The University will involve alumni more effectively in the "life of the University" in all its phases, including recruitment and retention of students, participation in the selection of key University personnel, and the establishment of a secure financial base for the institution.

The growth in membership of the Alumni Association will be closely linked to the emphasis the University places upon the active engagement of its graduates in major decisions affecting the future of the institution. Working with the structure of the Alumni Association (now over 30 years old), the University can assist the Association in accomplishing the following:

SPECIFIC ACTIONS:

- Establish alumni presence at key moments ("turning points") in the life of the Stony Brook student population (*e.g.*, recruitment, notification of admission, orientation, exam week, commencement, entering the job market). (1996-97)



FIVE YEAR PLAN: 1995-2000

- Secure alumni representation on search committees and task forces affecting alumni affairs. (1996-97)
- Encourage alumni participation in the University Senate. (1996-97)
- Engage the Alumni Association as a partner in on-going Stony Brook advocacy. (1996-97)
- Communicate with Stony Brook alumni on a regular basis through an alumni newsletter and the University magazine. (1998-99)
- Increase the membership of the Alumni Association by at least 10% each year. (1999-2000)
- Secure a stable financial base for the on-going activities of the Alumni Association. (1999-2000)
- Streamline membership record-keeping for more effective, faster communication with alumni. (1999-2000)

PERSON RESPONSIBLE:
Vice President University Affairs

7. IMAGE, PUBLIC RELATIONS, AND DEVELOPMENT

VISION:

The many new developments occurring at Stony Brook, as detailed in this Plan, will be brought to the attention of a wide audience, including current, potential, and former students, and community and business leaders. Stony Brook is a leading public research university that aims to become a leader in undergraduate education while offering its students rewarding recreation and social life. The University also aims to further develop its role as a regional leader in economic development, health care, and culture. These are the basic facts upon which a new image for Stony Brook will be built. Increased outreach to the University's various communities will be balanced by a renewed effort to enlist the support these communities have always been willing to offer Stony Brook.

7.1 Develop an internal and external identity campaign

GOALS:

Stony Brook has earned a far more positive image than it currently enjoys, based on its long history of

excellence and the many positive steps now being taken and currently planned. Our strategic goal is to raise the image of Stony Brook.

SPECIFIC ACTIONS:

- Let the world know that Stony Brook has continued its rise in the ranks of American institutions. (1999-2000)
- Present a coherent identity in campus-produced materials and establish the new logo. (1997-98)
- Improve Stony Brook's external image through new student recruitment strategies, the work of University Affairs staff in establishing community relations, and outreach to alumni and businesses. (1998-99)

PERSONS RESPONSIBLE:
President, Vice President University Affairs

7.2 Develop and implement a public-relations program

GOALS:

We will communicate Stony Brook's many areas of excellence. Externally focused publications and timely news releases concerning research, honors, and student activities are called for, as well as the development of strong ties with local and national media to facilitate placement of stories. A number of the faculty can help in this endeavor by learning to communicate more effectively with the public. Internal publications will also enhance the ability of Stony Brook to project the kind of positive image it deserves.

SPECIFIC ACTIONS:

- Establish an effective public-relations strategy. (1997-98)
- Strengthen governmental relations at the local, state, and national levels. (1999-2000)

PERSONS RESPONSIBLE:
President, Vice President University Affairs



7.3 Make campus resources more accessible to the public

GOALS:

Stony Brook will be a visitor-friendly campus. Every visitor, whether in person, in print, or via the World Wide Web is a guest of Stony Brook, and will be treated as such.

SPECIFIC ACTIONS:

- Create an integrated Campus Assistance Program that makes campus resources more accessible to the public by means of signage, information services, calendars, directories, and other aids. (1997-98)
- Create a Campus Resources Directory accessible in print, on the World Wide Web, and by telephone. (1997-98)
- Create a Speakers Resources Directory that identifies faculty, staff, and alumni who are engaging and willing speakers. (1997-98)

PERSON RESPONSIBLE:

Vice President University Affairs

7.4 Increase fundraising

GOALS:

Stony Brook will dramatically increase its fundraising. Fundraising and public-relations goals will be coordinated and tied to a choice of strategic directions for Stony Brook and the interests of potential donors. In a resource-constrained environment, only goals of the greatest importance and promise for success will be attempted. Cooperation between the staff fundraising function and the faculty and administrative units, including the Office of Alumni Affairs, will increase fundraising success.

SPECIFIC ACTIONS:

- Raise \$50 million during the five year period. (1999-2000)
- Begin a capital campaign. (1999-2000)

PERSON RESPONSIBLE:

Vice President University Affairs

8. HUMAN RESOURCES AND SUPPORT SERVICES

VISION:

Stony Brook will have a diverse faculty and staff, up-to-date information technology resources, and an efficient administration.

8.1 Increase the diversity of the faculty and staff

GOALS:

In bringing people to Stony Brook who are excellent in their fields, recruitment strategies will increase the diversity of the faculty and staff.

SPECIFIC ACTIONS:

- Accelerate the diversification of the faculty and staff. (1999-2000)
- Develop a skills bank/resource tracking program to facilitate the recruitment of members of underrepresented groups to campus jobs. (1996-97)

PERSONS RESPONSIBLE:

President, Vice President Administration

8.2 Develop information technology and infrastructure services to support teaching, research, and communications

GOALS:

Stony Brook will have information technology and support services that meet or exceed peer standards.

SPECIFIC ACTIONS:

- Provide at least 10MB connectivity to the Internet. (1996-97)
- Provide electronic grant application processing. (1997-98)
- Develop a comprehensive computer and network replacement program to ensure that each faculty and staff member has access to information necessary to perform his/her job. (1998-99)
- Upgrade the campus network to provide at least a 10MB workstation connection to every building and at least 1000MB core network infrastructure. (1998-99)



- Provide at least 200 PPP remote access ports to the campus. (1998-1999)
- Implement a comprehensive information technology training and certification/re-certification program for the staff. (1998-99)
- Deploy 500 new public computer stations for student use. (1999-2000)
- Implement a new client/server-based administrative system for student data, finance, and human resources. (1999-2000)

PERSONS RESPONSIBLE:

Chief Information Officer, Vice President Administration, Vice President Research

8.3 Improve administrative services

GOALS:

Administrative services at Stony Brook will be customer-oriented and efficient. They will respond to the needs of students, patients, employees and members of the public, and they will be flexible in the face of changing demands and changing technology. Administrative costs will decrease as a result of increased efficiency.

SPECIFIC ACTIONS:

- Improve campus services while decreasing administrative costs. (1999-2000)
- Establish academic and administrative management training programs including programs to support change management. (1996-97)
- Review all administrative departments on a regular seven-year cycle. (1997-98)

PERSONS RESPONSIBLE:

President, Vice President Administration

9. FACILITIES

VISION:

The Stony Brook campus will be a source of pride. Long-standing facilities deficiencies will be corrected.

9.1 Renovate academic buildings

GOALS:

All lecture halls, teaching laboratories, and classrooms will be revitalized on a plan similar to that for the residence halls, and state-of-the-art technology will be installed. The most urgent task is the renovation of the Javits Lecture Center. The University will also ensure the constant availability in all lecture halls of the basics: good chalk, erasers, lighting, blackboards, comfortable seating, and cleanliness.

SPECIFIC ACTIONS:

- Rehabilitate the Javits Lecture Center and install state-of-the-art technology in at least the largest lecture halls. (1996-97)
- Post a name and phone number near the entrance of each building containing lecture rooms of a person responsible for its maintenance. (1996-97)
- Develop and begin implementing a plan to rehabilitate all classrooms, lecture halls, and academic buildings in a timely period. (1999-2000)

PERSON RESPONSIBLE:

Assistant Vice President Facilities

9.2 Create indoor and outdoor gathering places

GOALS:

The Staller Plaza will become a multifunctional space with a welcoming ambiance. Additional small pleasant indoor and outdoor gathering places will be created around campus by building suitable seating. Additional student lounge and study spaces will be provided where they are most needed. Students will participate in planning these improvements.

SPECIFIC ACTIONS:

- Develop a comprehensive plan for informal gathering places. (1998-99)



FIVE YEAR PLAN: 1995-2000

- Create spaces for people to sit at key exterior locations throughout the campus, beginning with the Academic Mall, the Earth and Space Sciences Plaza, the Staller Center Plaza, and the Javits Lecture Center perimeter. (1996-97)
- Create spaces for people to congregate at key interior locations beginning with the Melville Library lobby and HSC level 2. (1996-97)
- Upgrade the mezzanine level of the Javits Lecture Center to provide comfortable study spaces in addition to two small classrooms. (1996-97)

PERSON RESPONSIBLE:

Assistant Vice President Facilities

9.3 Develop and implement a landscaping plan

GOALS:

The Melville Library, Student Activity Center and Academic Mall define the center of the campus. This location should reflect our pride in Stony Brook and be a pleasant gathering, meeting, and resting spot. The revitalized mall will define a sense of place, become a focal point for student life, and provide a safe and welcoming environment for students. A comprehensive plan to improve the appearance of the campus as a whole will be formulated.

SPECIFIC ACTIONS:

- Develop a comprehensive landscaping plan. (1998-99)
- Landscape and enhance the Academic Mall as the center of the campus. (1998-99)

PERSON RESPONSIBLE:

Assistant Vice President Facilities

9.4 Improve parking and roads

GOALS:

The daily tasks and long-range goals of the University will be accomplished more efficiently if faculty, staff, students, and visitors drive on well-maintained, well-marked campus roads and can park with ease. Stony Brook is fortunate in its small-town, open-space ambiance, but such a setting requires driving and parking.

SPECIFIC ACTIONS:

- Upgrade the P-lot bus shelter. (1996-97)
- Pave the special-events lot near the Sports Complex. (1996-97)
- Develop and implement a plan for the optimal use of East Campus parking. (1998-99)
- Create additional parking spaces and repair existing ones. (1999-2000)
- Emphasize safety in roadway improvements. Establish a bicycle path along East Loop Road and around the entire campus perimeter. (1999-2000)

PERSON RESPONSIBLE:

Assistant Vice President Facilities



FIVE YEAR PLAN: 1995-2000

TASK FORCE MEMBERS*

**TASK FORCE ON
TEACHING AND LEARNING**

William Dawes, Chair
Undergraduate Director
Department of Economics

David Bernstein
Alumnus

Cara Brick
Undergraduate student

Joseph Cavanagh
Assistant Director for Systems
Library Director's Office

Wilbur Farley
Graduate student

David Ferguson
Undergraduate Program Director
Technology and Society

Deborah Firestone
Chair
Department of Medical Technology

Richard Gerrig
Associate Professor
Department of Psychology

Ellen Hopkins
Academic Advisor
Center for Academic Advising

Nilufer Isvan
Assistant Professor
Department of Sociology

Eugene Katz
Dean
Biological Sciences

Roy Lacey
Assistant Professor
Department of Chemistry

Philip Lewis
Professor and Chair
Department of Computer Science

James Mackin
Associate Professor
Marine Sciences Research Center

Raymond Maietta
Graduate student

Lawrence Martin
Vice Provost for Graduate Studies
Graduate School

Dusa McDuff
Professor
Department of Mathematics

Laura Pace
Undergraduate student

Mary Rawlinson
Associate Professor
Department of Philosophy

Lori Repetti
Assistant Professor
Department of French and Italian

Kamal Sridhar
Director, English as a Second
Language
Department of Linguistics

**TASK FORCE ON RECRUITMENT AND
RETENTION OF STUDENTS**

Richard Laskowski, Chair
Dean
Physical Education and Athletics

Paul Adams
Professor
Department of Neurobiology
and Behavior

Charles Backfish
Alumnus

Joanne Conlon
Director of College Housing
Campus Residences

Harbans Dhadwal
Associate Professor
Department of Electrical Engineering

Barbara Frank
Assistant Professor
Department of Art

Pedro Gonzalez
Assistant Vice Provost for
Graduate Studies
Graduate School

Linda Greenstein
Secretary, Summer
Session, and Alumna

Martine Hall
Graduate student

Robert Huckfeldt
Professor
Department of Political Science

James Keene
Director
Career Development Office

Theresa LaRocca-Meyer
Dean
Enrollment Planning and
Management

Martin Liebowitz
Professor
Department of Medicine

Robert McCarthy
Director of Undergraduate Programs
Department of Physics

Clifton Mereday
Chair
Department of Physical Therapy

Claudia Solin
Undergraduate student

Matgorzata Stasiak
Undergraduate student

Katoya Winfield
Undergraduate student

**TASK FORCE ON RESEARCH,
SCHOLARSHIP AND CREATIVE ACTIVITY**

James Glimm, Chair
Distinguished Professor and Chair
Applied Mathematics and Statistics

Jasper Brener
Professor
Department of Psychology

* *Titles as of Spring 1995*



FIVE YEAR PLAN: 1995-2000

Ellen Broselow
Associate Professor
Department of Linguistics

Ruby Chen
Graduate student

James K. Cochran
Acting Dean
Marine Sciences Research Center

Helen Cooper
Associate Professor
Department of English

Ainsworth Farrell
Undergraduate student

Howard Fleit
Associate Professor
Department of Pathology

Sarah Fuller
Associate Professor and Chair
Department of Music

Herbert Herman
Leading Professor
Department of Material Sciences

Christopher Hoimes
Undergraduate student

Stephen Kanes
Graduate student

Wendy Katkin
Associate Dean
College of Arts and Sciences

Janos Kirz
Leading Professor
Department of Physics

William Lennarz
Professor and Chair
Department of Biochemistry and
Cell Biology

Robert Liebermann
Professor
Dept. of Earth and Space Sciences

Wanda Lopuch
Chief Executive Officer
Medical Data Management
Corporation

Murty Mandapaka
Graduate student

Spencer Marsh
Director
Health Sciences Center Library

Adrienne Munich
Director
Women's Studies Program

Valerie Parisi
Professor and Chair
Department of Obstetrics and
Gynecology

Nadine Robinson
Undergraduate student

Ann Rotchford
Coordinator of URECA
Undergraduate Studies

Patricia Whitaker-Azmiti
Associate Professor
Department of Psychiatry

TASK FORCE ON PUBLIC SERVICE AND COMMUNITY RELATIONS

Michael Maffetone, Chair
Chief Executive Officer,
University Hospital and Chief
Administrative Officer,
University Medical Center

Patricia Baker
Program Director
School of Professional Development
and Continuing Studies

Gregory Barshov
Graduate student

Cynthia Bogard
Graduate student

Ruth Brandwein
Professor
School of Social Welfare

Helen Carrano
Legislative Assistant
to Assemblyman Steven Englebright

Clive Clayton
Associate Dean
College of Engineering and Applied
Sciences

Matthew Crosson
President, Long Island Association

Cornelius Eady
Director, Poetry Center

Fred Ferguson
Professor
Department of Children's Dentistry

Joyce Flynn
Assistant Superintendent
Three Village Central School District

Terry Hamblin
Undergraduate student

Mark Henry
Associate Professor and Chair
Department of Emergency Medicine

Annette Hicks
Undergraduate student

Alan Inkles
Managing Director
Staller Center for the Arts

Sheldon Katz
Counsel
Port Jefferson Chamber of
Commerce

Lee Koppelman
Director
Center for Regional Policy Studies

Douglas Little
Assistant Director for
Community Affairs
Public Safety

Ronald Manning
Director
Health Initiative for Underserved
Communities
University Medical Center

Diane Orens
Alumna



FIVE YEAR PLAN: 1995-2000

Gloria Rocchio
President
Stony Brook Community Fund

Eli Seifman
Professor and Chair
Social Sciences Interdisciplinary

Matthew Sobel
Dean
Harriman School for Management
and Policy

Gwendolyn Stretch
Director, Coram Health Center

TASK FORCE ON CAMPUS LIFE

Carmen Vazquez, Chair
Director, Student Union
and Activities
Student Union and Activities

Steven Alamia
Undergraduate student

Catherine Bardram
Assistant to the Chair
Department of Mechanical
Engineering

Dwight Bartley
Undergraduate student

Carole Blair
Associate Dean
School of Nursing

Paul Chase
Dean of Students
Student Affairs

Sally Flaherty
Assistant Dean
Physical Education

Robert Kerber
Professor
Department of Chemistry

Scott Law
Assistant Director, Residential
Security
Campus Residences

Helen Lemay
Associate Professor
Department of History

Herbert Lewis
Graduate student

Anne Mayer
President
Graduate Student Organization

George Meyer
Assistant Vice President for
Presidential Initiatives
Office of the President

Matthew Moskowitz
Undergraduate student

Miriam Rafailovich
Professor
Department of Materials Sciences

Catherine Rehman
Bursar
Bursar/Cashier

Robert Renneberg
Assistant Director
Parking and Transportation

Monica Roth
Director, Disabled Student Services/
ADA Coordinator
Office of Disabled Student Services

Phylis Scholl
Senior Staff Assistant
Department of Physics

Matthew Seidner
Undergraduate student

Daria Semegen
Associate Professor
Department of Music

Sandra Weeden
Director of Women's Athletics
Physical Education

Nicole Yaron
Undergraduate student

**TASK FORCE ON CELEBRATING
DIVERSITY AND BUILDING
COMMONALITIES**

Yacov Shamash, Chair
Dean, College of Engineering and
Applied Sciences

Judith Berhannan
Senior Associate Director of
Admissions
Office of Admissions

Frances Brisbane
Dean
School of Social Welfare

Anne Byrnes
Director
University Counseling Center

Monica Day
Assistant Director of College
Housing
Campus Residences

Dania de la Campa
Assistant Dean of Students
HSC Student Services

Berhane Ghebrehwet
Professor
Department of Medicine

Robert Goldenberg
Associate Professor
Department of Comparative Studies

Cory Goodman
Undergraduate student

James Gounelas
Undergraduate student

Temma Kaplan
Professor
Women's Studies

Hee Soo Kim
Undergraduate student

Rev. Gregory Leonard, Pastor
African Methodist Episcopal Church
Setauket



FIVE YEAR PLAN: 1995-2000

Renee Nelson
Business Manager
Environmental Health and Safety

Karen Nimmons
Manager, Employee and
Labor Relations
Employee Services

Debra Pettit
Secretary
Financial Aid

Vera Phillip
Graduate student

Tameka Reid
Undergraduate student

Michael Schwartz
Professor
Department of Sociology

Bharathi Scott
Associate Professor
Department of Anesthesiology

David Sheehan
Professor
Department of English

Frank Shih
Associate Director
Center for Academic Advising

S.N. Sridhar
Professor
Department of Linguistics

Linda Tong
Undergraduate student

Richard Young
Director of Campus Public Safety
Public Safety

Dieter Zschock
Professor
Department of Economics

TASK FORCE ON BUILDING COMMUNITY

Susan O'Leary, Chair
Professor
Department of Psychology

Erika Abel
Undergraduate student

Aleksandra Behnarowska
Graduate student

Thomas Bekele Arcuri
Assistant Director
University Apartments

Joshua Billig
Graduate student

Gerard L. Brandenstein
Alumnus

Pamela Burris
Assistant to the Chair
Department of Physics

Paul J. Edelson
Dean, School of Professional
Development and Continuing Studies

Norman Goodman
Dist. Teaching and Service Professor
Department of Sociology

Aldustus Jordan
Associate Dean for Student and
Minority Affairs
School of Medicine

Joan Kenny
Assistant Dean, College of
Engineering and Applied Sciences

Sam Kornhauser
Director of Men's Athletics
Physical Education

Mary Kritzer
Assistant Professor
Department of Neurobiology
and Behavior

Margaret Ann Landry
Chaplain
Interfaith Center

Bernard Maskit
Leading Professor and Chair
Department of Mathematics

Christalla Plati
Undergraduate student

Farley Richmond
Professor and Chair
Department of Theater Arts

Arthur Rosen
Professor
Department of Neurology

Willa Schultz
Elevator Contract Coordinator
Physical Plant, West Campus

Peter Scolaro
Undergraduate student

Donna Vaccaro
Director, Annual Giving
University Affairs

Gael Valentine
TH Medical Instrumentation
Specialist
Respiratory Therapy

Kathy Yunger
Assistant Director
Purchasing, and Alumna

Christine Zebrowski
Undergraduate student

TASK FORCE ON FACILITIES

James Rubin, Chair
Professor and Chair
Department of Art

John Alexander
Professor
Department of Chemistry

Masoom Ali
Director
Physical Plant

Stan Altman
Advisor to the President for
Health Finance
Office of the Vice President, HSC

Peter Baigent
Associate Vice President
Student Affairs



FIVE YEAR PLAN: 1995-2000

Malika Batchie
Undergraduate student

George Beatty
Beatty, Harvey & Associates

Louis Boroson
CEO Round Table

Chris Clausen
Associate Professor
Department of Physiology
and Biophysics

Alfred DiVenuto
Administrative Staff Assistant
Accounts Payable, and Alumnus

David Emmerich
Professor
Department of Psychology

Sylvia Geoghegan
Assistant ADA Coordinator
Office of Disabled Student Services

Barbara Lento
Building Manager
Department of Psychology

Frank Maggiore
Undergraduate student

Daniel Melucci
Associate Vice President
Finance and Management

Rita Nolan
Professor
Department of Philosophy

Ruth Regan
Instructional Support Associate
Bibliographic Access Services

Mark Swerdloff
Associate Professor
Department of Oral and Maxillofacial
Surgery

Frederick Tokash
Director of Residential Operations
Campus Residences

Joseph Topek
Chaplain
Interfaith Center

Janet Youngblood
Assistant to the Chair
Department of Microbiology

TASK FORCE ON SPECIAL USES OF THE CAMPUS

Gary Matthews, Chair
Special Assistant to the President
Affirmative Action

David Bynum
Assistant Dean
Undergraduate Studies

David Conover
Professor
Marine Sciences Research Center

Raymond Dattwyler
Associate Professor of Medicine
Division of Allergy

Carl Hanes
Deputy to the President
Office of the President

Terri Kivelowitz
Associate Dean for Development
School of Medicine

Gigi Lamens
Director of Admissions
Admissions

Thomas Liao
Professor and Chair
Technology and Society

Judith Lochhead
Associate Professor
Department of Music

John Lutterbie
Assistant Professor
Department of Theater Arts

Colin Martindale
Associate Professor
Physical Education

Thomas Masse
Undergraduate student

Lenora McClean
Dean
School of Nursing

Jane O'Brien
Senior Staff Associate
School of Professional Development
and Continuing Studies

Martin Rodriguez
Graduate student

Kalipso Theodoropoulos
Undergraduate student

Edna Zemanian
Senior Staff Assistant
Center for Science, Mathematics and
Technology Education

Richard Zuckerman
Alumnus