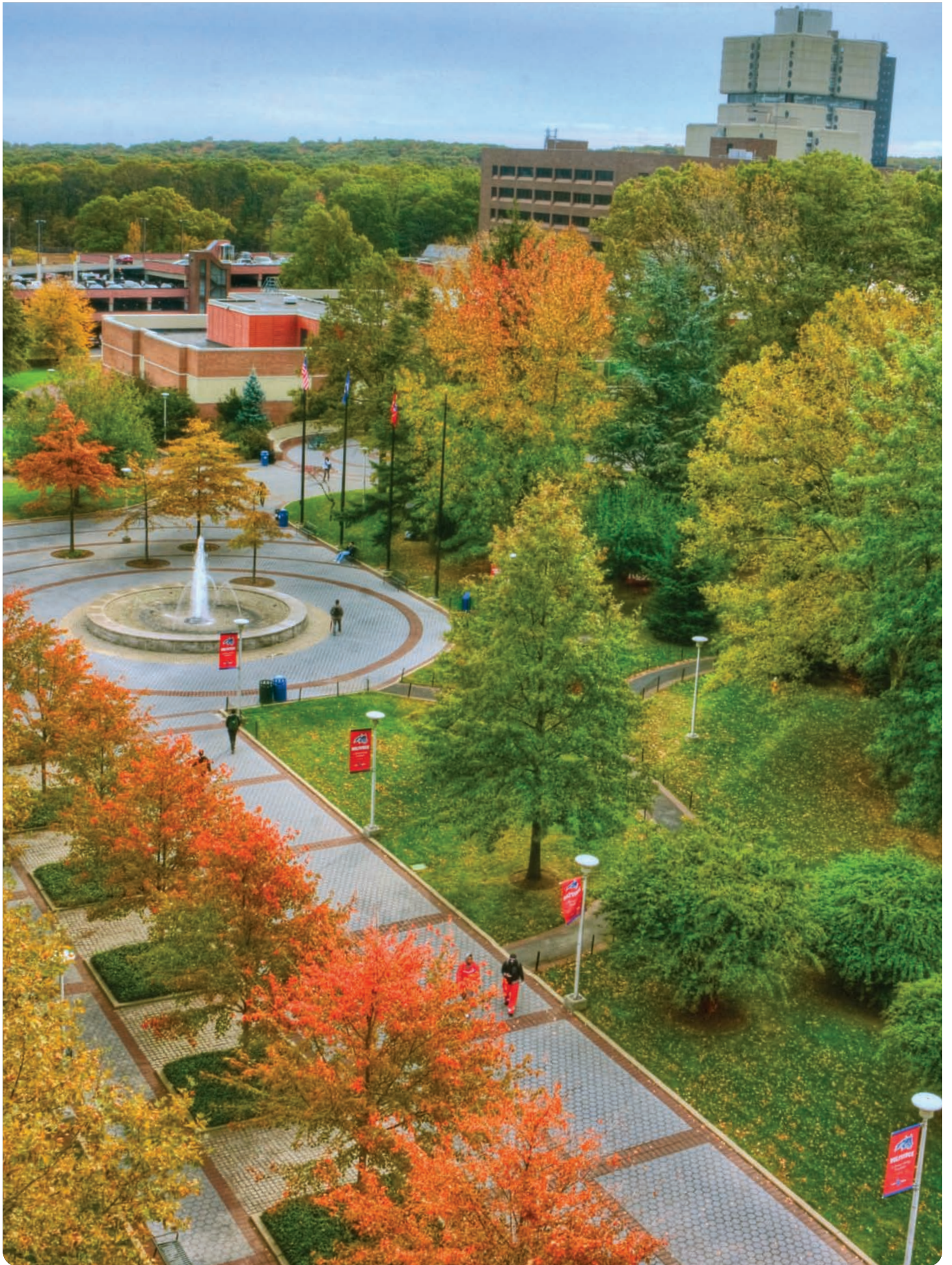


Division of
Student Affairs
Briefing Book
2011-2012



Stony Brook
University







Introduction	4
Divisional Mission, Values, and Goals	5
Campus Residences	7
Residential Financial Services	8
Residential Operations	10
Residential Programs	12
Residential Risk Management	14
Dean of Students	17
Office of the Dean of Students	18
Athletic Bands	20
Counseling and Psychological Services/ Center for Prevention and Outreach	22
Facilities Reservations and Operations	24
Multicultural Affairs	26
Student Health Services	28
Student Risk and Threat Assessment	30
Student Life	32
Commuter Student Services	34
Campus Recreation	36
Student Activities	38
Student Leadership Development	40
Office of the Vice President of Student Affairs	43
Career Center	44
Disability Student Services	46
University Community Standards	48
Veteran's Affairs	50
Appendix A: Organizational Chart	53
Appendix B: Staff Professional Leadership	54
Appendix C: Award & Acknowledgements	58



Each year we devote time to reflect on the previous year in order to consider our accomplishments and to acknowledge the achievements of our talented staff and leaders. Their dedication to their professions is unparalleled. However, we also realize that we should never remain totally satisfied and always strive for improvement in our endeavors. This year, we are pleased to present the third edition of the *Student Affairs Briefing Book*.

Our achievements come at a time of continuing financial challenge from which the University is not immune. We pride ourselves in the fact that we are guided by our solid and enduring values, as well as our sound principles. We commit to remaining imaginative and adhere to the notion that students, faculty and staff members will, and should, contribute to our thriving community.

The Briefing Book will give you a sense of the Division's work and wide array of available services and programs. We recognize, full well, that our students are our primary constituency and reason for being but we also provide programs and support directed at all members of the Stony Brook community. We offer support and guidance in the areas of housing, health care, activities, recreation and counsel to all students, both at the undergraduate, professional and graduate levels. We support every one's activities and event planning and also serve summer constituencies. We continue to address and honor issues of race, gender, religion and sexual orientation. It is our belief that our priorities and goals will remain strong and impressive. Our ambitions are not lofty, simply realistic.

Many wonderful changes are happening at Stony Brook and our focus is, first and foremost, a safe and secure learning environment that nurtures student success.

Sincerely,

A handwritten signature in black ink that reads "Peter M. Baigent". The signature is written in a cursive, flowing style.

Peter M. Baigent

Vice President of Student Affairs



VISION

The Division of Student Affairs and Enrollment and Retention Management commits itself to transforming lives and communities.

MISSION

The Division of Student Affairs and Enrollment & Retention Management is committed to the success of each student. In partnership with others, the Division advocates for and provides leadership to cultivate the educational success and personal development of our students by offering services, activities, and learning opportunities.

We prepare and empower students to engage fully as active learners, responsible leaders, and contributing members of a diverse and dynamic campus community and global society.

CORE VALUES

CENTRAL TO ACHIEVING OUR MISSION ARE:

Care and Respect: Foster a positive and supportive environment that promotes respect, compassion, and pride.

Opportunity, Access, and Inclusiveness: Promote an inclusive and safe campus community that encourages students to explore and value diverse ideas and perspectives.

Collaboration and Partnerships: Provide opportunities for students, faculty, and staff to collaborate and strengthen learning in the classroom and beyond.

Personal and Community Responsibility: Develop students as healthy, successful lifelong learners and civic-minded citizens who are socially and environmentally responsible.

Quality and Excellence

Pursue excellence with fortitude, creativity, and the courage to adapt to changing needs and conditions, and move beyond the status quo through continuous assessment.

DIVISIONAL GOALS

1. Optimize organizations, programs, and services .
2. Support student learning, personal development, and academic success.
3. Develop the next generation of leaders by creating opportunities for student involvement, leadership, community service, and internships.
4. Promote a vibrant, inclusive community.
5. Cultivate safe environments that promote personal responsibility and healthy lifestyle choices.







Dr. Dallas Bauman

Assistant Vice President for
Campus Residences

**LIVING ON CAMPUS SERVES
AS AN INTEGRAL PART
OF STUDENTS' EDUCATION
BY FOSTERING
THE DEVELOPMENT
OF THE INDIVIDUAL AND
ENRICHING HIS/HER
ACADEMIC EXPERIENCE.**

The Division of Campus Residences is a complex organization the purpose of which is to meet the wide range of needs represented within a diverse student population in the context of residential life.

In order to accomplish this mission, it is essential that the Division provide facilities which are clean, safe, comfortable and affordable, and which are managed effectively and efficiently. This requires integration of new technologies, keeping abreast of current trends, and development of strategies for responding to changing student needs.

Guiding the efforts to enhance the development of the individual resident are the principles of preparing the individual to make a positive contribution to the campus and in society. By challenging residents to examine their value systems, and by teaching and modeling such characteristics of citizenship as interdependence, acceptance of difference, and pride in and responsibility for one's community, the Division contributes to the educational mission of the University.

Personal attention in a caring environment should characterize the quality of the residential experience, and should shape the direction and efforts of the Division of Campus Residences.

RESIDENTIAL FINANCIAL SERVICES

Mission

The Department of Residential Financial Services is committed to the development, refinement and management of resources, processes and procedures which are cost effective, efficient and organizationally consistent to meet the needs of a diverse residential population.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Cost Savings

- Continued to minimize costs to students by maximizing resources while maintaining an emphasis on providing quality facilities and services to residents. Despite an increase in support to other areas on campus, Campus Residences has continued to keep direct operating costs to a minimum.

Financial Data

- Developed plans to improve the financial tools provided to the Directors of Campus Residences. These upgrades will help Residence Directors manage accounts more efficiently to maintain appropriate funding levels.

Procurement

- Successfully migrated from the current procurement system to a new web-based procurement system called SciQuest. The Department has ensured that all appropriate users received the proper training they needed to succeed. System will generate cost savings for the University both by streamlining the entire procurement process and capturing detailed purchasing data that will help the University to negotiate better pricing with vendors.

Professional Development

- Increased opportunities in staff development and training to enhance professional growth.



Points of Pride

Capital Funding: Continued to effectively secure the necessary capital funding that is available for extensive residential construction and renovation projects, ensuring they are adequately subsidized and supported.

SciQuest Procurement System: Effectively piloted the new campus-wide procurement software program within Campus Residences to ensure all users are properly trained for the integration of the system. Worked closely with Campus Procurement personnel to rectify any issues that surfaced during transition.

Additional Mail Services: Successfully assumed the responsibility for, and functions of, the USPS mail operation that was once located in the SAC. This service was provided with no additional staff.

Strategic Priorities 2012-2013

Capital Funding: Continue to secure the necessary capital funding that is available to facilitate extensive residential construction and renovation projects and ensure they are adequately subsidized and supported.

Cost Savings: Campus Residences will continue to minimize costs to students by maximizing our resources while maintaining an emphasis on providing quality facilities and services to our residents. Despite possible increases in support to other areas on campus, Campus Residences will continue to keep direct operating costs to a minimum.

Mail Room Services: Ensure all Mail Room employees are given sufficient opportunities in staff development and training to enhance their customer service skills.

Financial Data: Implement additional plans to improve the financial tools provided to the Directors of Campus Residences, to better assist them in managing their accounts to maintain appropriate funding levels.



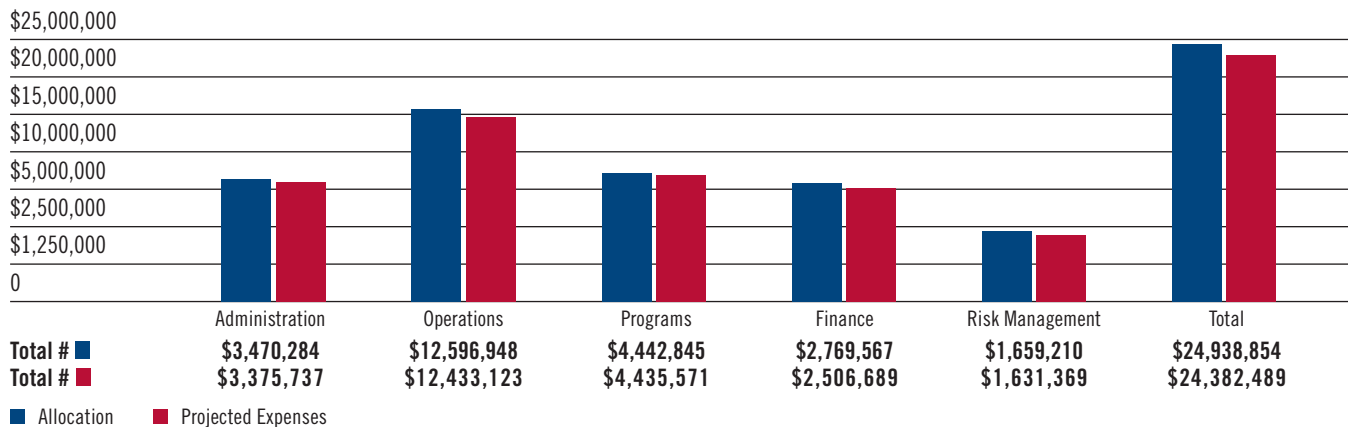
Room Rates 2007-2013

Years	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Residence Hall: Standard Double/Semester	\$2,764	\$2,902	\$3,056	\$3,221	\$3,374	\$3,484
West Apartments: Standard Single/Semester	\$3,425	\$3,596	\$3,776	\$3,946	\$4,133	\$4,339
Chapin Apartments: Standard Single/Month	\$523	\$523	\$549	\$573	\$595	\$629
Schomburg Apartments: Standard Single/Month	\$599	\$629	\$660	\$690	\$719	\$755
Standard Double Percent Increase	36%*	5.0%	5.3%	5.4%	4.8%	3.25%

*2007-2008 DIFR Interest Utilized Reduced Magnitude of Rate Increases

OTPS Allocation and Expenditure Levels by Area (projected year-end expenditures for 2011-2012)

of Sanctions

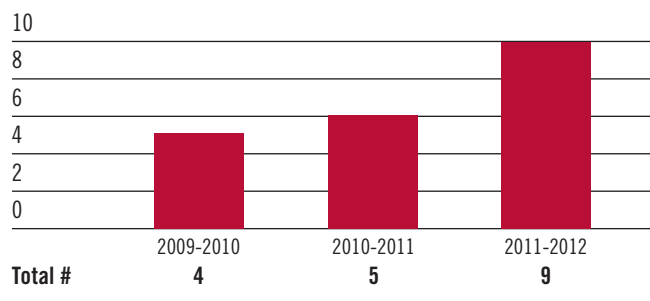


FTE Staff per Bed Ratio among University Centers 2011

Campus Residences Continues to Maintain the Highest Beds per FTE Staff Ratio of all SUNY University Centers

University Center	Beds per FTE Staff
Stony Brook	45.05
Binghamton	26.23
Albany	29.51
Buffalo	31.41

Number of Training Sessions Staff Attended 2009-2012



Mission

The Department of Residential Operations in the Division of Campus Residences is committed to providing residential facilities that are clean, safe and comfortable. This includes the management of personnel and available financial resources to provide maintenance, repair, construction and renovation services to meet the needs of a diverse residential population. We will continue to exploit new technologies and strategies to provide services in an economical and timely manner. It is our goal to make the living environment of our residents a positive contribution to their growth and development.

Strategic Priorities 2011-2012

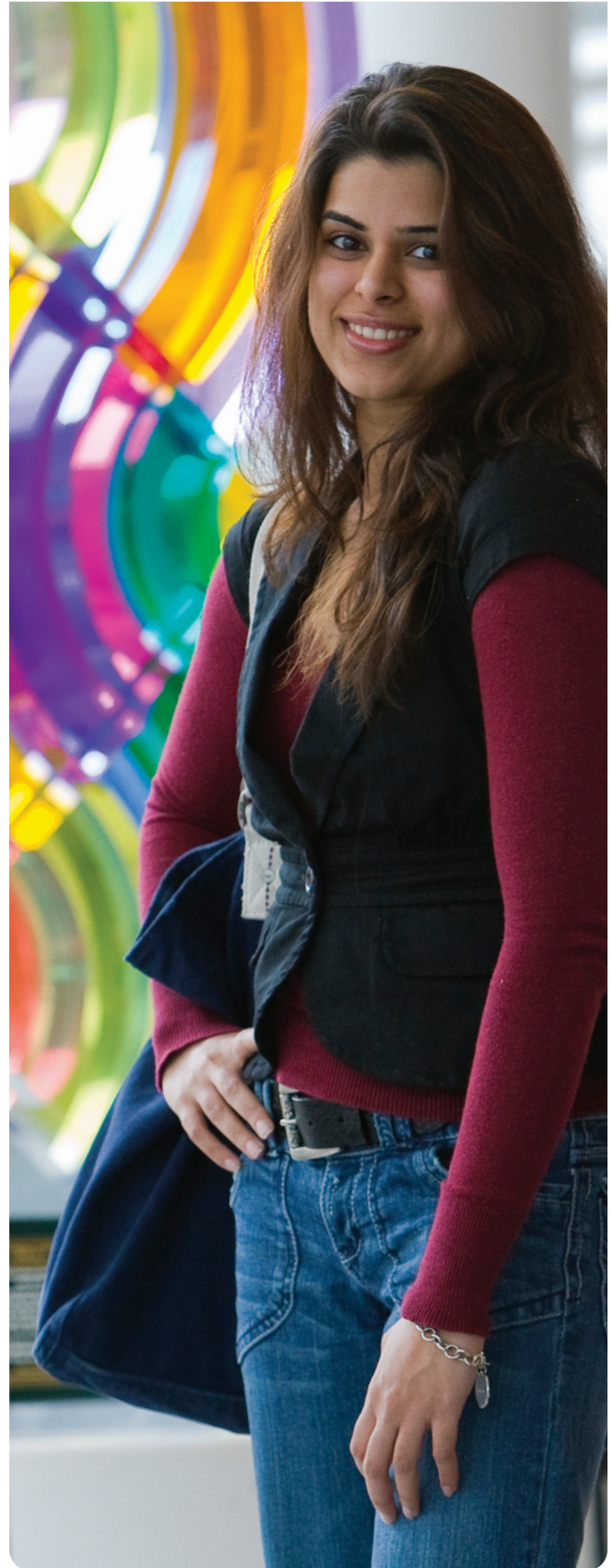
Goals > Major Accomplishment or Activity

Financial – Reduce Overtime Expense

- Reduced overtime labor expense by shifting existing labor resources and establishing clear internal overtime authorization policy and procedures.

Internal Processes – Improve Operational Work Flow

- Our goal is to continually improve response efficiency to work orders. We are currently maintaining an average response of seven days; our target response time is five days. In addition, a low percentage of emergency work orders facilitate an effective preventative maintenance program. Our goal is to maintain an average percentage of 20 percent or fewer emergency work orders; we are currently at an average of 30 percent.





Overtime Trend Chart 2006-2012

Years	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total #	\$601,348	\$765,067	\$845,442	\$836,154	\$517,175	\$425,173

Points of Pride

PROJECT MANAGEMENT

Through exhaustive planning and on-site project management we have successfully completed.

- Renovation of Roth Quad, Whitman, Mount and Gershwin Colleges
- Renovation of 60 apartments between West Phase I, Schomburg and Chapin
- Structural rehabilitation of Chapin I building
- Mechanical rehabilitation of the Chapin E building
- Renovation of 40 additional showers in Kelly Quad
- Achieved LEED Gold Certification at Nobel Halls
- Initial programming and design process for two new residence complexes; 759-bed Toll Drive Dining and Residence Hall, and 400-bed Graduate and Professional Student Apartments.
- The large scope and incredible magnitude of work accomplished in FY11/12 is unprecedented and was only possible with a team of dedicated and knowledgeable professionals within Residential Operations.

Process Management: Collaborated with various campus entities to choose and implement a replacement CMMS system. The new system will enhance all aspects of the campus's physical plant operation, including the ability to collect credible data for report productiveness, service levels and the financial effectiveness of the Department.

Financial Resource Management: Residential Operations shifted existing labor resources to cover the peak service times. This shift of resources resulted in a substantial reduction in overtime. The combination of internal procedural changes and the shift of labor resources helped us realize a more than \$400,000 reduction in overtime expense compared to FY10/11.

Strategic Priorities 2012-2013

Project Planning: Future physical plant needs, enrollment projections and future housing needs outlined by the University Master Plan have prompted Residential Operations and Campus Planning Design and Construction to start the programming and design process for two new residence halls: 759-bed Toll Drive Dining and Residence Hall and 400-bed Graduate and Professional Housing. Funding for design available. Funding for construction pending SUNY borrowing authorization.

Enhance Emergency Preparedness and Upgrade Utility Infrastructure: Residential Operations purchased nine 200-kw mobile generators with the capacity to take on the full load of all residential buildings that do not have generator back-up power. Each generator is capable of sustaining power to these buildings for an extended period of time if and when we experience a catastrophic power failure.

Internal – Implement New CMMS to Enhance Operational Work Flow: Residential Operations will complete the implementation of the new Computer Maintenance Management Software system.

RESIDENTIAL PROGRAMS

Mission

The Department of Residential Programs asserts that education is a collaborative process involving students, faculty and staff who are committed to designing a residential experience that enhances student learning. As educators, creating an ethos of learning is our most fundamental purpose. The keystone of the Department's philosophy is to explore the wide variety of educational opportunities as a means to better understand and appreciate the unique qualities that all members of this community have to offer. Our purpose is to create a stimulating environment that continually challenges and supports students pursuing academic excellence. The Department offers many opportunities that enhance the educational experience of the whole person. These experiences contribute to a person's intellectual, interpersonal life planning, spiritual, physical and identity development, and will help the individual understand and fulfill his/her responsibility to the community at large.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Maintain or Increase Housing Occupancy Rates

- The number of returning undergraduate and graduate students increased from the prior academic year. The number of returning Graduate Students increased by 64 residents over the prior year, while the number of continuing Undergraduate Students increased by 19 over the prior year.
- The number of New Graduate students increased by 101 between Fall 2010 and Fall 2011. The number of New Undergraduates decreased by 277 between Fall 2011 and Fall 2010.

Increase Percentage of Students Reporting that RA Creates a Welcoming and Inclusive Environment on the Floor

- Increased from 75.38 percent to 78.8 percent: Fall 2010 to Fall 2011.
- Increased from 73.75 percent to 74.71 percent: Spring 2011 to Spring 2012.

Increase Percentage of Students Reporting that Building and Quad Activities are Helpful in Getting to Know Other Residents

- Increased from 63.73 percent to 64.98 percent: Fall 2010 to Fall 2011.
- Decreased from 61.59 percent to 61.01 percent: Spring 2011 to Spring 2012.

Increase Percentage of Fall Semester First-Year Students Attending a First-Year Success Meeting with RHD During First Six Weeks of School

- Increased from 84.24 percent to 99.17 percent: Fall 2010 to Fall 2011.

Increase Percentage of Fall Semester First-Year Students Able to Name at Least Two Campus Academic Resources upon Completion of First-Year Success Meeting with RHD

- Decreased from 95.01 percent to 94.74 percent: Fall 2010 to Fall 2011. (Because number and percentage of students attending the meetings increased so dramatically, the number of students successfully achieving the learning outcome also increased dramatically from 1,772 to 1,929, but the percentage decreased slightly—one quarter of one per cent).

Points of Pride

'Tis the Season: Raised 50 percent more funds in 2011 than in 2010. Total raised was \$31,318.05.

Pedestrian Safety Campaign: Committee created "The Pedestrian Adventures of Wolfie" poster campaign, which provided tips for the campus community on various topics including bicycling on campus, walking at night, texting while walking and crossing at intersections.

Making it Count: Financial success and literacy workshop for RAs. (Done by Monster.com and Bank of America and sponsored by West Apartments.)

Recyclemania: Nationally, we ranked No. 17 in the "Guerilla" competition, our highest placement to date.

Leadership Summit Field Day: An all-day event, which focused on development of leadership characteristics. Events included team building, experiential learning and activities designed to develop spirit and pride. We had more than 150 participants.

RA Academic Success: Seventy-four percent of RAs had a cumulative GPA of 3.0 or higher.

Housing Database Platform: Integrated Student and Conference Housing systems into one platform, increasing ease and efficiency and resulting in savings of approximately \$10,000 annually after the first year of purchase.

Tunnel of Oppression: Implemented in collaboration with the ODAA office, CPO and the Office of Multicultural Affairs, this program was open to the campus community during the day and to the RAs at night. It was a great form of experiential learning that was highly accepted and enjoyed by more than 450 students and staff.

Strategic Priorities 2012-2013

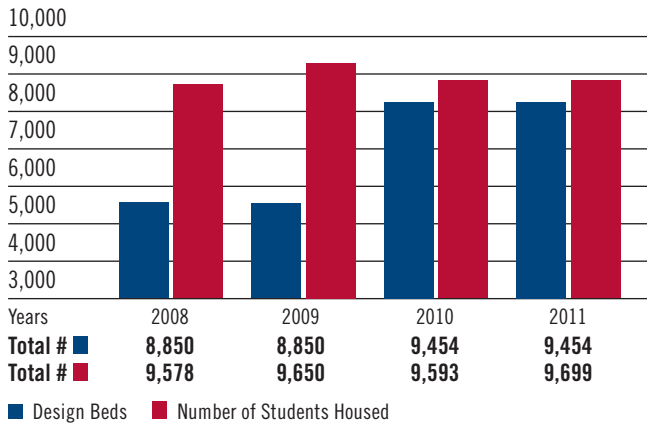
Implement Collaborative Learning Curriculum (CLC)

for RA Programming: CLC provides RAs with a comprehensive programming model based upon the Department's educational priorities of academic success, personal health and safety, civic engagement, self exploration and identity and multiculturalism and diversity, which requires learning outcomes and assessment for all programs.

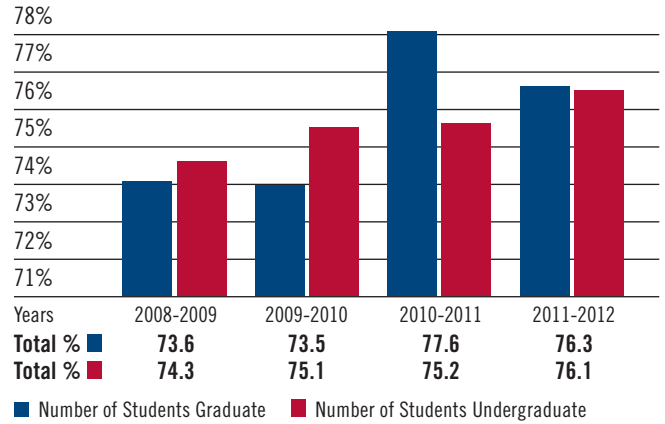
Further Utilize StrengthsQuest to Refine Our Professional

Development Process: Develop a model for assessing professional staff members' level of strength in five talent-theme areas and for developing those talents not yet being utilized to their greatest extent.

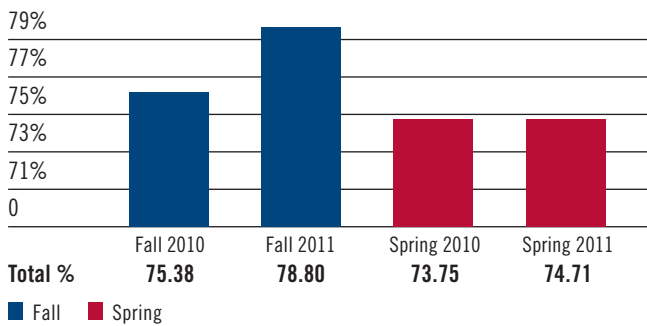
Occupancy 2008-2011



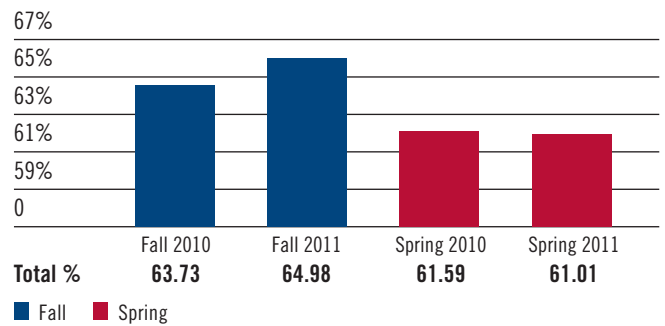
Housing Retention Rates 2008-2012



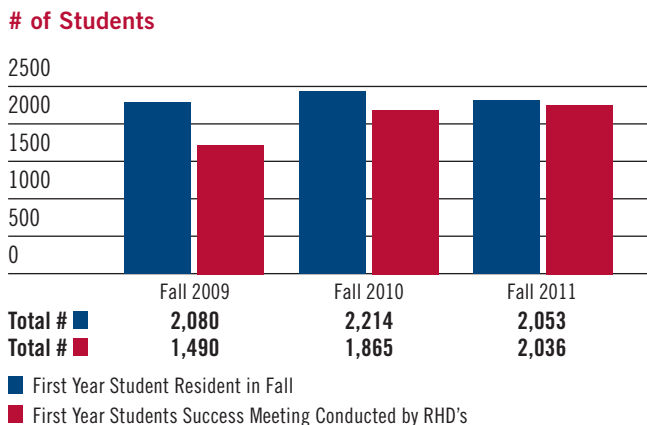
An RA Creates a Welcoming and Inclusive Environment on my Floor 2010-2012



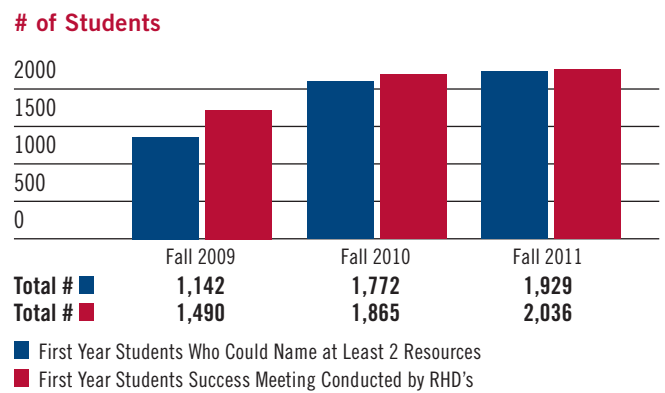
The Activities in my Building and Quad are Helpful in Getting to Know Other Residents 2010-2012



Student Success Data 1
First-Year Attendance at Success Meetings 2009-2011



Student Success Data 2
Learning Outcomes Assessment: Students Who Could Name Two Academic Support Services 2009-2011



Mission

Risk Management in Campus Residences is responsible for the coordination and administration of a range of functions that affect the living environment in the 28 residence halls and 23 apartment buildings. These functions encompass the following areas: safety, security, emergency management, student advocacy, parking, access control and disability services.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Complete Fire Alarm Voice Upgrade

- Completed fire alarm voice upgrade with emergency communication capabilities for all residence halls.

Design Risk Management Website

- Designed Risk Management website to communicate policies, procedures and protocols to internal and external stakeholders.

Implement Student Employee Portal for Residential Safety Program and Residential Fitness

- Utilized the Student Employee Portal to hire and track all Residential Safety Program and Residential Fitness Centers employees.

Educate Students About Personal Property Insurance

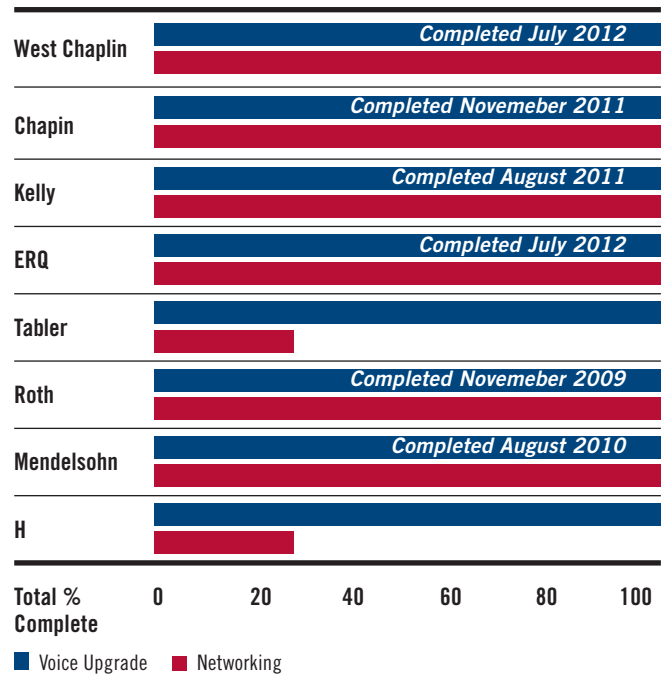
- Coordinated an educational campaign to increase awareness about personal property insurance for undergraduate residential students.

Promote SB Guardian

- Promoted SB Guardian system: Personal mobile application safety system.

Campus Residences Fire Alarm Voice Upgrades

Quad Locations





Points of Pride

Completion of Fire System Voice Upgrade: July 2012 marked the completion of the voice communication upgrade for all Residence Halls and Apartments at Stony Brook University.

Development of Residential Risk Management Website: The Residential Risk Management website was developed to communicate policies and procedures to the campus community.

Student Employment Opportunities: Three hundred and fifteen students working in Residential Risk Management gained valuable work experience and transferable skills, enhancing their profession portfolio.

Emergency Response (Weather Emergencies, Utility Outages and Facility Emergencies): Residential Risk Management successfully managed several major campus emergencies with no loss of life and very limited damage to property.

Strategic Priorities 2012-2013

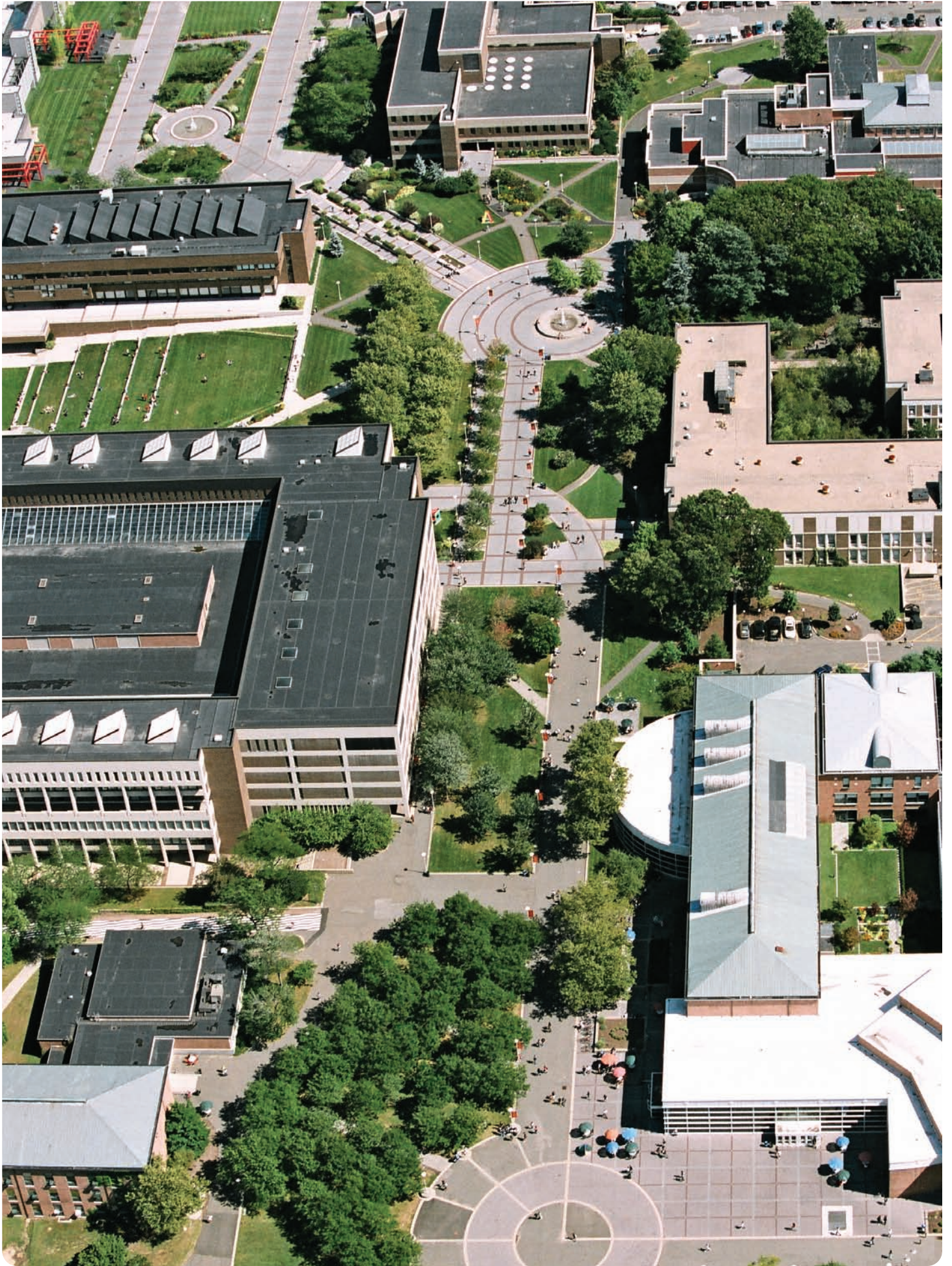
Expand Student Employment and Internship Opportunities: Expand student employment and internship opportunities that enhance personal and professional development.

Develop Learning Outcomes for Safety Training: Develop learning outcomes for all safety presentations.

Procedure and Document Assessment: Review and optimize various business procedures and protocols in Risk Management.

Pedestrian Safety: Expand pedestrian safety education efforts.

Camera Upgrades/Camera Expansion: Convert all existing Residence Hall analog cameras to digital. Install a camera at every exterior door in the Residence Halls.





Dr. Jerrold Stein

Associate Vice President of
Student Affairs and Dean of Students

MISSION

The Offices and Departments that comprise the Division of the Associate Vice President for Student Affairs and Dean of Students advocate for student needs and provide services, support and coordination for co-curricular programs to help cultivate and develop community, individual growth, wellness, inclusion and leadership.

CORE VALUES

Recognizing that much learning occurs beyond the physical boundaries of the classroom, we dedicate ourselves to maximizing the fullest potential of both the individual and the campus community. As such, we have identified these core values which will serve as a foundation for the work we do and the services we provide.

- The mission of the University is supported by an environment which promotes health, wellness, campus pride, celebrates history and cultivates new traditions.
- By providing purposeful experiences, we believe students will become active members of the campus community, lifelong learners, and productive members of society.
- Student development is strengthened by advocating, mentoring, advising, role modeling and providing opportunities for active learning.
- Student academic success and retention is enhanced by involvement, engagement and leadership opportunities as well as by maintaining the mental and physical health of the student.
- An open, just, respectful, diverse and caring campus community helps engender a sense of belonging.
- Collaboration and cooperation are essential to achieving individual and institutional goals.
- The community is best served by open discourse.
- Principles of good management, leadership and motivation are critical in the development of competent and dedicated staff and for ultimately providing efficient and effective services
- Our facilities are primarily provided for the safe, enjoyable and purposeful interaction of our students. Our ability to provide exceptional programs and services is predicated upon having suitable facilities, technology and resources.
- Efforts to assess and evaluate individual and programmatic effectiveness improve and guide practice and service delivery.

GOALS

1. Fostering learning and promoting academic success
2. Advocating for and coordinating outreach to support a diverse student body
3. Encouraging healthy choices and offering quality health and mental health services
4. Creating opportunities for involvement and leadership
5. Enhancing campus life and promoting a sense of community
6. Promoting school spirit and campus pride
7. Promoting cross-cultural competence

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Student Case and Crisis Management

- Provided individual advisement to over 825 students in response to their academic, family, personal, and psychological crises and concerns to support academic success and personal development.
- Managed and resolved high-level student crises, with warmth and leadership in support of a strong sense of campus community.
- Optimized organizational roles and training to focus case management on delivering prompt, compassionate, and effective responses, serving as a key point of contact for students, faculty, staff, family and community members.

Assessment, Metrics and Data Collection

- Implemented new information and data management systems for tracking progress and outcomes of student cases as well as facilitate communication among staff.
- Expanded targeted metrics to deepen assessment of operational effectiveness as it relates to of student case management.
- Established a broadened set of learning outcomes for various elements of unit.

Community Development

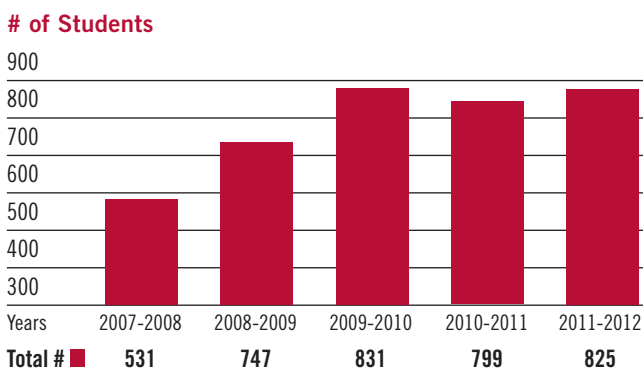
- Increased campus engagement of Community Pledge Campaign initiative as backdrop to conglomerate of efforts which seek to help build a safe and more caring campus community.
- Provided leadership in the coordination of events to recognize outstanding student/staff service, leadership, academics and research (Undergraduate Recognition Awards, Student Art Exhibit, Student Life Awards, Fredrick Preston Partnership Awards).
- Provided leadership in the coordination and advancement of the University Spirit, Pride and Traditions Committee in its efforts to provide opportunities for programming and engagement. Efforts helped advance record attendance of students at NCAA athletic games and supported teams, fans and community in banner year.
- NCAA CHOICES Grant continuation funding for SEAWOLF CHOICES: Follow the Pack initiative that serves to train student athletes on providing student and campus leadership to provide intervention, program and peer education on alcohol and other drugs, hazing, and other critical issues facing college students. Members co-facilitated 26 CPO 101 courses for incoming freshmen and conduct Red Watch Band Training for over 100 new student athletes.
- Successfully coordinated major traditional programs, including Earthstock, Student Giving Campaign, Student Homecoming events

Campus Leadership and Partnerships

- Advanced strategic partnerships with administrative units and academic deans that support student advocacy, programming and affect the student experience.

- Supported coordination, instruction, advising, co-curricular support and leadership of the University Scholars program, which enrolled 275 high achieving first year students.
- Administered and coordinated the Student Ambassador Program in collaboration with Undergraduate Admissions and Alumni Affairs.
- Continued coordination and cultivation of student leadership groups (USG, Red Zone, Alternative Spring Break Outreach, etc.) in support of their contribution to student life.
- Provided administrative and organizational support for Elect Her: Stony Brook Women Win program to train college women to run for campus elected office. Efforts led to engagement and collaboration with a local AAUW chapter and a multidisciplinary committee of faculty and staff, culminating in a well-attended training event.

Student Cases Managed by DOS Office 2007-2012

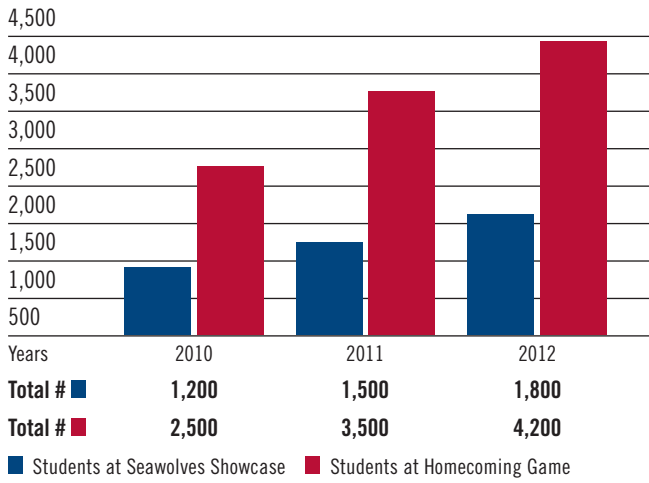


Student Cases by Category 2009-2012

	2009-2010	2010-2011	2011-2012
Academic	131	112	73
Advising/Misc	130	220	200
Death of Student/Alumni	9	7	9
Breavement Support	-	-	9
Family Illness, Crises, Death	59	51	75
Financial	35	19	37
Housing	26	36	14
Judicial	39	30	31
Medical	134	110	135
Missing Student	6	6	8
Psychological	34	15	28
Recommendations/ Nominations	172	132	120
Other	56	61	86
Total # of Student Cases	831	799	825

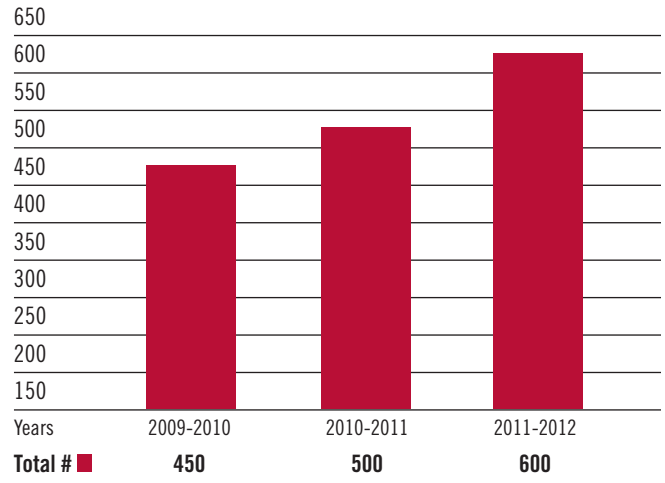
Student Homecoming Participation 2010-2012

of Students



Creative Explosion Participation 2010-2012

of Attendees



Points of Pride

Building a Caring and Supportive Community

- Built upon strong base to expand efforts throughout Student and Academic Affairs initiatives. Founded Community of Awesome which seeks to better communicate the small joys, simple pleasures and everyday kindness of our community.
- *Community Week* helped promote pro-social behavior and recognition of essential, but often overlooked staff.

AAUW Elect Her Campaign: One of thirteen universities in the nation chosen by the American Association of University Women (AAUW) and the nonprofit Running Start to host Elect Her: Stony Brook Women Win to train college women for campus elective office.

Emergency and Crises Intervention: Partnered with academic, demonstrative, student and interfaith programs to provide academic and personal support following high level community crises.

Grant Funding: Awarded the *Newman's Own Campus Community Service Challenge Grant* (\$5,000) to support and Stony Brook's Alternative Spring Break Outreach efforts which, through these funds, were able to be expanded in the number of students able to be accommodated and the number of sites the organizations serves.

Educational Programming Recognition: The Office of the Dean of Students received the Long Island Student Personnel Association (LISPA) *Outstanding Educational Programming Award* in recognition of Community of Awesome.

Strategic Priorities 2012-2013

Organizational Roles and Training

- Align staff assistant roles and responsibilities with personnel strengths and organizational needs
- Enhance staff capacity and training commensurate with new roles as well as to broaden the knowledge base of procurement, human resource, space allocation systems and protocols.

Assessment, Metrics and Data Collection

- Implement the assessment plan for gauging student learning outcomes related to student case management
- Integrate departmental traffic data collection and analysis into expanding assessment profile
- Expand assessment plan to include enrollment outcomes of student cases.
- Institute satisfaction survey for students who come to our office with variety of concerns, issues, and questions.

Capital Planning

- Investigate, support and advocate for space needs in capital planning projects as they relate to sustaining counseling, student health, student organizations, athletic bands, recreational and programming needs of student body and campus.

External Relations and Communications

- Support and balance academic and classroom facility needs while preserving space to support the needs of students and student groups
- Enhance efforts to share our students' stories, achievements and successes through a bolstered external relations campaign, making use of electronic and multi-media.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Marketing and Brand Development

- Expanded social media marketing efforts through Facebook (increasing the total number “fans” to 2,400 – a large fanbase for a marching band), and initiated a Twitter outreach marketing initiative and plan.
- Translated newsletter into Constant Contact digital newsletter delivered to over monthly band news and announcements to over 1700, students, alumni, faculty/staff, Long Island music educators, friends and community members. Newsletters always feature a Student Spotlight, Parent Spotlight and Staff Spotlight.
- Have made creative use of video to share our students’ stories, the strong sense of community within the band and provide an insider’s glimpse of student and program activities to an external audience. This has served the ancillary purpose of helping to reinforce the strong band community itself.

Partnerships, Families, Fundraising and Outreach

- Offered Summer Band Academy through Summer Camps Program. Supports educational outreach mission and helps establish new revenue base.
- Created and implemented broad-based fundraising plan to provide support to a program that has increased its membership by 400% in six years with little commensurate increase in state funding. Plan includes support from families of band members, local business partnerships/ sponsorships, a growing base of band alumni, and faculty/staff donations.
- Hosted first annual Athletic Bands Tailgate for family and friends of band members as way to build community, involve families and raise funds.

- Hosted a monthly fundraiser with local dining establishments through their giving back to community programs which helps raise funds.
- Alumni Board increased giving rates and have funded two student monetary awards as well provided support to for band travel and operations.
- Established important professional music educator partnerships through the Long Island public school and college/university marching band communities.
- Created mechanisms to support and include students’ parents and families in events and initiatives, including the Annual Banquet, Tailgate, high profile sporting events.

Recruitment and Retention

- Increased Fall to Spring band student enrollment retention to 92% from 75% in the previous year.
- Enhanced coordination with Admissions to support recruitment and yield of incoming students (data mining, information sharing, systems development, outreach).
- Hosted third annual High School Band Day to enhance educational pipeline and develop partnerships with local schools (over 150 HS students participated)
- Strengthened in-state student recruitment with print material in all Nassau, Suffolk County, and NYC high schools.
- Initiated recruitment to targeted Out-of-State (NJ, CT, MA, TX, FL) using out-of-state current band members contact.

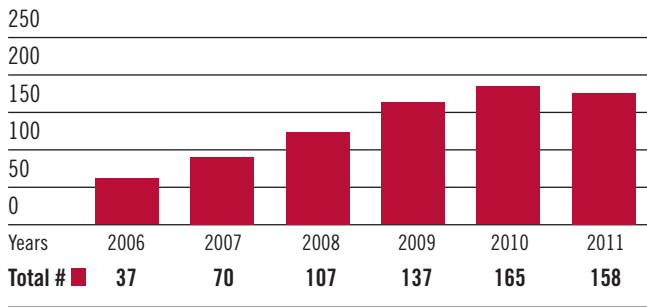
Facilities and Capital Planning

- Completed third phase of three-phase renovation plan for current band storage facility.
- Began working with campus planners and architects to design future, enhanced Band Storage & Community Facility connected to the larger Stony Brook Union Renovation project expected to begin in the next few years.



Athletic Bands Enrollment 2006-2011

of Students



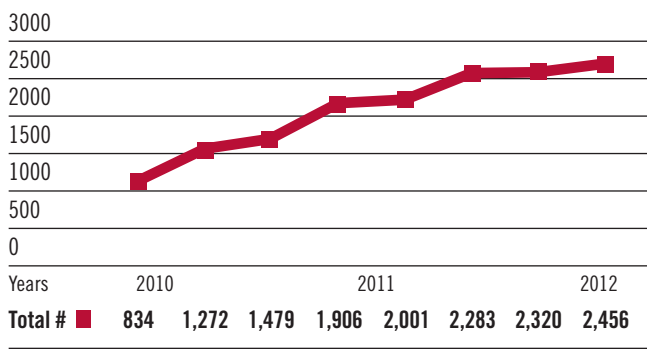
Fundraising Activity 2008-2011

of Dollars Raised



Total Number of Facebook "Likes" 2010-2012

of "Likes"



Points of Pride

Columbus Day Parade: Participated in the 68th Annual NYC Columbus Day Parade up Fifth Avenue to great acclaim and fanfare. Our participation resulted in a \$20,000 scholarship from the Columbus Citizens Foundation to be provided to an incoming Stony Brook student.

New York Lottery Commercial: Our program was invited to play a leading in a New York powerball Jackpot Commercial this spring. The 30 second commercial has aired to millions of viewers throughout the Tri-State area, as well as throughout all of New York State, during such feature television programs as season finale of American Idol, series finale of House, and regular airings of NY Yankees and Mets games.

Summer Band Academy: In collaboration with the Stony Brook Summer Camps program, established Summer Band Academy to support the educational outreach mission and to help establish new revenue base.

Retention Rate: More than ever before, students enrolled in band in Fall continued to remain enrolled in Spring. This year's Fall to Spring band member retention was 92%.

Band Alumni: Several former band students have gone on to successful careers and elevated levels of education. The Band alumni have remain unwavering in their support of the program, having established a Band Alumni Board, which serves the entire Band Alumni population, and fully funding multiple students monetary awards as well as supporting band travel and operations. Our gratitude to them is unending.

Strategic Priorities 2012-2013

Staffing: Grow professional staffing and involve local talented educators in unique ways to support a growing program with increased requests for performances, outreach and challenges toward excellence.

Fundraising and Revenue Generation: Continue to build on previous year's establishment of multiple fundraising streams. Establish a regular revenue stream based on paid performances. Connect fundraising efforts with larger university initiatives such as the university Parent Fund and the Faculty Staff "It's about Us" campaign

Student Retention in Band: Increase upper-class student band membership retention. Continue to establish member traditions. Create mechanisms for enhancing student participation in governance and decision-making. Increase efforts to support outstanding academic and musical performance through scholarships.

Community Outreach: Increase number of community performances, including high profile regional/national events.

Mission

To provide college mental health services of the highest quality in the areas of prevention, early intervention, crisis intervention and treatment that are tailored to the individual needs of students and strengthen the mental health and wellness of the campus community.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

National College Health Improvement Project

- Targeted specific areas of improvement to reduce high-risk drinking using evidence-based best practices. Made incremental changes using a “Plan, Do, Study, Act” (PDSA) model designed to capture innovation/change at the point of delivery.

Spanning Treatment-Prevention Continuum

- Provided an even distribution of programs and services to reach students, in a variety of methods including CPO101, Depression Screens, Battle of the Bands, Post-A-Secret, Vagina Monologues, and HIV Testing Day.

Generation of External Revenue

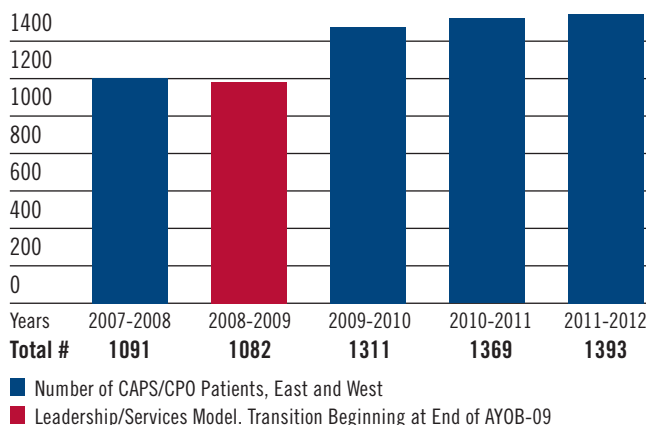
- Secured soft funding that helped further the work and projects currently in place and enabled new partnerships with departments on and off campus.



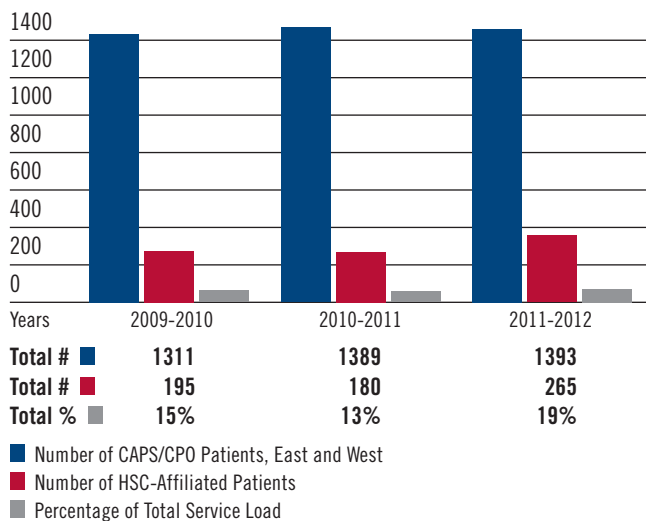
Clinical Services Improvements 2009-2012

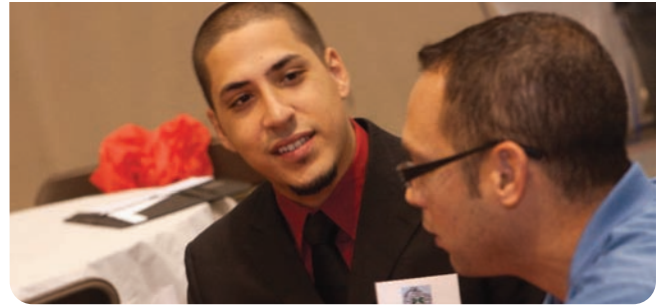
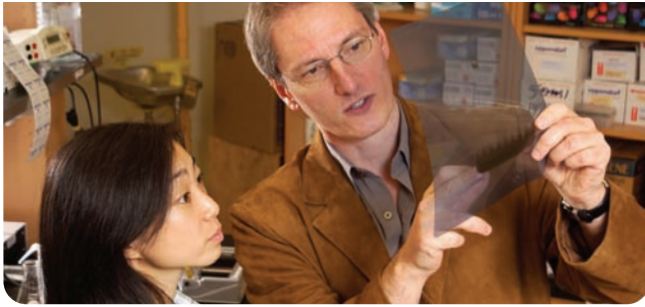
	2009-2010	2010-2011	2011-2012
Number of Clients	1,311	1,369	1,393
Number of Sessions	6,137	7,306	8,730
Mean Number of Sessions	5.69	6.28	7.29
Median Number of Sessions	3	4	4
Percentage of Group Program Participation	12%	12%	14%

Number of CAPS/CPO Patients, East and West 2007-2012



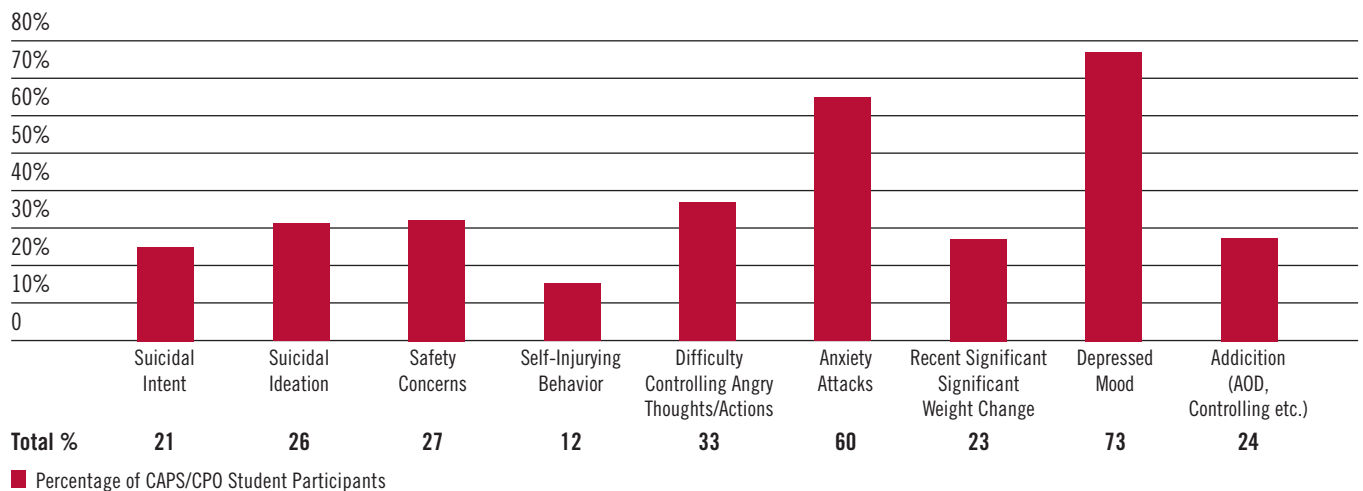
HSC-Affiliated Student Utilization of CAPS/CPO Clinical Services 2009-2012





K-CAT Standardized Assessment Risk Factor Present at Triage/Intake 2011-2012

% of CAPS/CPO Student Participants



Points of Pride

National College Health Improvement Project (NCHIP):

CAPS/CPO led the campus improvement team (CIT) from Stony Brook in collaboration with 31 other colleges and universities to target the health issue of high-risk drinking.

Clinical Services Improvements:

In AY2011-2012, CAPS/CPO clinicians attained key benchmarks with the median number of sessions for the Center overall per patient at 4, average number of sessions at 7.3 and percentage of patients utilizing group programs at 14 percent (up from 12 percent the previous two years). These measures are indicators of increased consistent engagement of all students seeking services. Furthermore, client surveys indicate greater focus on helping students identify treatment goals. (Fig. 1-4)

Think Again Media Campaign:

CAPS/CPO launched a social norms campaign in Spring 2012 that engages students as ambassadors for health and wellness to the student community. It also makes heavy use of Google analytics, which allow for data-driven decision making about placement of messages, impact and need for updated content.

Strategic Priorities 2012-2013

Creation of a Formalized Program of Assessment:

Tie together data from CAPS clinical outcomes measures, NCHIP, Red Watch Band, and POLARIS, as well as data from IR related to persistence and graduation rates so that effort in any single area contributes to other projects.

Implementation of a Formal Student Engagement Paradigm:

Re-evaluate current peer education programs, internships, student skills training and awareness building programs and organize these programs to fit three levels of engagement that model AAC&Us LEAP rubric of Benchmark, Milestones, and Capstone. Our goal is to identify a baseline or “benchmark” level of knowledge and skills for the student population, to provide avenues for increasing their engagement and expertise in a particular health/wellness topic grounded in a public health foundation.

Generation of External Revenue:

Continue pursuing funding opportunities that can further initiatives for students on campus, as well as increase knowledge/scholarship on the mental health treatment and wellness of college students.

Mission

The Department of Facilities Operations provides access to two prominent student centers. The Student Activities Center and Stony Brook Union present opportunities for learning and socializing which foster a red hot school spirit. Our energetic staff creates a student-centric, nurturing, safe environment which serves as a vibrant nexus for our campus community. It is our pleasure to welcome everyone to enjoy our facilities.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Reputation of Excellence

- 72% of student respondents said they loved their experience with the SAC and SB Union and an additional 14% were satisfied (86% total satisfaction). This is a **thirty-four point increase** from the prior year and reflects the intentional efforts the department has made to train and empower staff of all levels to provide a service-oriented, student-driven facility.

Vibrant Student Centers

- The Student Activities Center and Stony Brook Union executed 18,735 events which represented a 3% increase from the prior year. More student events were held by the SAC and SB Union than any other type of event, which demonstrates the student-centric nature of these facilities.

Support Student Learning

- Piloted a revised implementation of the Student Employee Learning Outcome which gauged student self-assessment in areas such as Problem Solving at the beginning of the year and again at the end of the year. We expected to see a marked progression as students engaged in learning opportunities through employment. Instead, we found that the students re-defined their understanding of the different categories (Beginner/Developing/Accomplished) making the entire exercise a much more transformative experience for these students.

A/V Event Execution

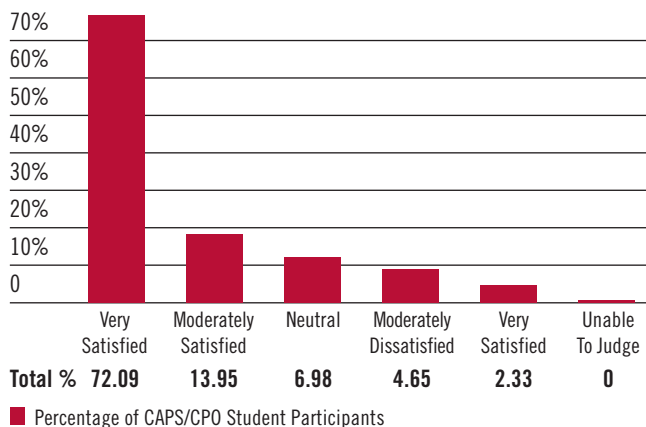
- Event organizers are generally very happy with the audio/visual services of the department (91% total satisfaction). Department and External events cited an 82.62% “very satisfied/excellent” rating which is a 2% increase from the prior year. Further analysis shows that the majority of these events are run by student technicians which further reflects the gains in training and developing the student workforce.

Maintenance and Custodial Quality Assurance Program

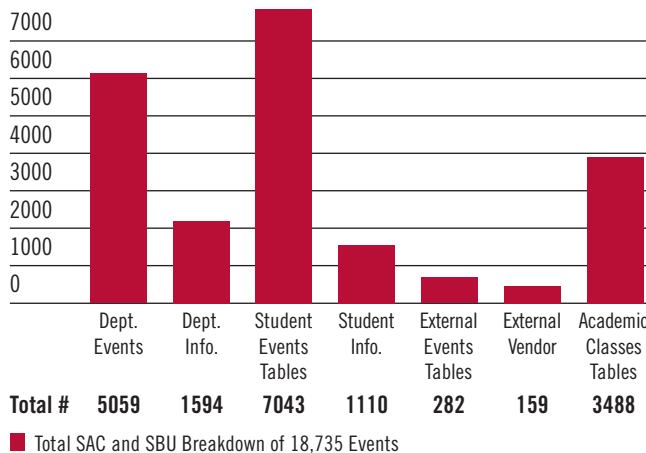
- The department has always been very proud of how the student centers are maintained but decided to implement a more intentional quality assurance program. As a result, work orders year-to-year increased by 78%, representing the efforts of both professional and student staff.

Student Event Satisfaction with SAC and SB Union Facilities 2011-2012

Q 35. Overall, how satisfied were you with the following? – SAC/Union Facilities

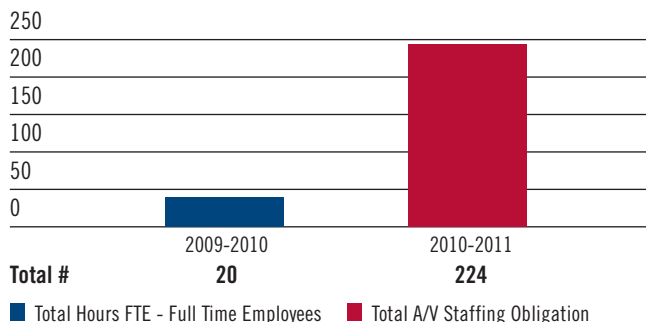


Total Breakdown of SAC and SB Union Events 2011-2012 18,735 Events

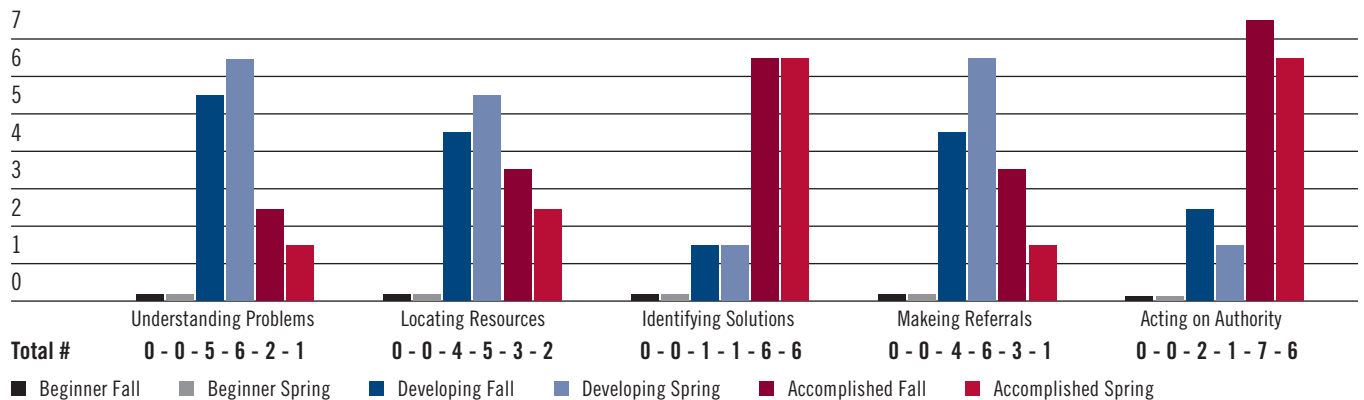


Professional Staff Coverage Relative to Total A/V Staffing Obligation 2009-2011

of Hours



SELO: Intellectual and Practical Skills Problem Solving and Student Self Assessment (Fall 2011 vs. Spring 2012)



Note: Student staff assessed different aspects of their “intellectual and practical skills” and rated themselves as beginner-level, developing-level, or accomplished-level, once in fall and once in spring. Results unexpectedly indicate initially rating themselves high in fall, but lower in spring. This lower self assessment may actually indicate higher levels of learning and openness to one’s own development.

Points of Pride

Maintained and Expanded Hours of Operation:

The department maintained all posted hours of operation despite vacancies – even during Hurricane Irene which occurred over opening weekend. In addition, the department partnered with the Faculty Student Association and Campus Dining Service to extend hours of operation for the Stony Brook Union until 3AM daily in an effort to provide students with late-night dining options near the center of campus.

Letters of Accolade: We received a total of 74 letters of accolade from student, department, and external event organizers allowing us to recognize student and professional staff performance 183 times (multiple staff members are often associated with each letter).

A/V Equipment Renovation and Rehab: The Office of the Vice President for Student Affairs invested more than \$110,000 in the refurbishment and repair of audio/visual equipment throughout the Student Activities Center. A multi-media station was installed in one conference room, older technology was replaced by high-definition data projectors in the two largest programming venues, software/hardware control systems were updated, and the auditorium stage lights were relocated and replaced with newer, more energy efficient models.

SAC Upper Dining Room – SB Concert Series: The upper dining room of the Student Activities Center was repainted and decorated in honor of the Stony Brook Concert Series – a tradition of student government booking “A-List” concerts on-campus since 1967.

Graduate Facility Manager Training Program: Created an 80-hour training and certification program for all Graduate Facilities Managers consisting of three parts: training, testing knowledge retention, and passing a practical skills exam (“train the trainer”).

Strategic Priorities 2012-2013

Revenue Generation and Internship

- Alleviate the stress of decreased campus allocation for the student centers by increasing external business.
- Develop a formalized marketing strategy designed to bring new, off-campus clients to SAC and SB Union.
- Rely on student interns to execute marketing strategy and billing.

SAC Custodial Support

- The current custodial vendor will no longer be providing custodial services to the Student Activities Center. Care will need to be taken to develop a contract that addresses the high volume of traffic within the building while keeping the cost of services within budgeted projections. Building Managers will need to work closely with the new vendor to minimize the transition hurdles.

Meeting Room Multi-Media Stations

- Complete a scope of work analysis to install data projector, speaker, VGA/audio port in all SAC third floor meeting rooms.
- Prioritize room installations based on demand and usage.

Student Employee Learning Outcome Expansion

- Expand current SELO initiative in the department to address all four learning domains consisting of student Fall/Spring self-assessment, supervisor Fall/Spring assessment and intentional dialogue.

Mission

The Office of Multicultural Affairs supports Stony Brook University's commitment to maintain an all-inclusive campus community where human diversity is valued, appreciated and celebrated. The Office assists in fostering a campus climate that is welcoming, nurturing and supportive for all members of the University. The Office provides educational and cultural programs, facilities, advocacy, outreach and resource information that promote student success, leadership, engagement and community involvement. In addition, the Office of Multicultural Affairs provides oversight of the UNITI Cultural Center and serves as a resource to the University community on matters related to diversity.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Enhance Assessment Efforts and Strategic Planning

- Continuously assessed the Stony Brook Chapter of the Student African American Brotherhood National Organization (SAAB) to inform future strategic planning for student success.

Increase Opportunities for Experiential Learning

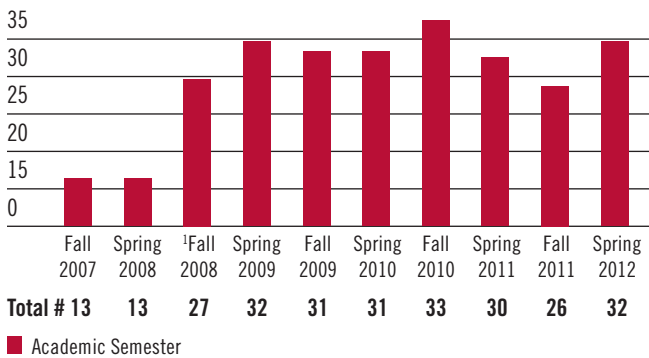
- Strengthened and expanded student engagement in cultural programming, internships, community service and with the Stony Brook Alumni Association.

Expand the Role of the UNITI Cultural Center (UCC)

- Continued to increase awareness about the UCC facility as a multicultural resource center. Introduced new programs, resulting in an increase in visibility and student involvement.

SAAB Chapter Membership Over Time 2007-2012

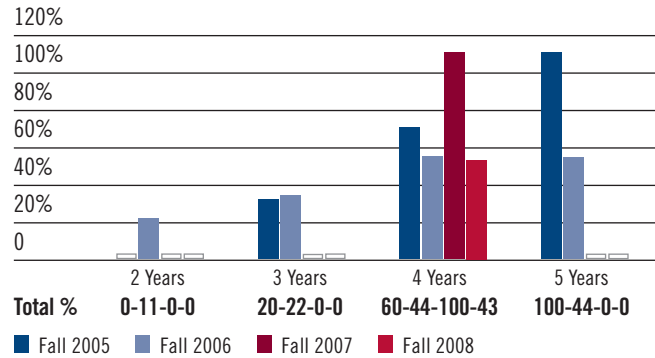
of Students



¹In 2007-2008, chapter membership only consisted of students who participated in a year-long chapter officer training program. In Fall 2008, participation in SAAB was expanded to include general chapter members (non-officers).

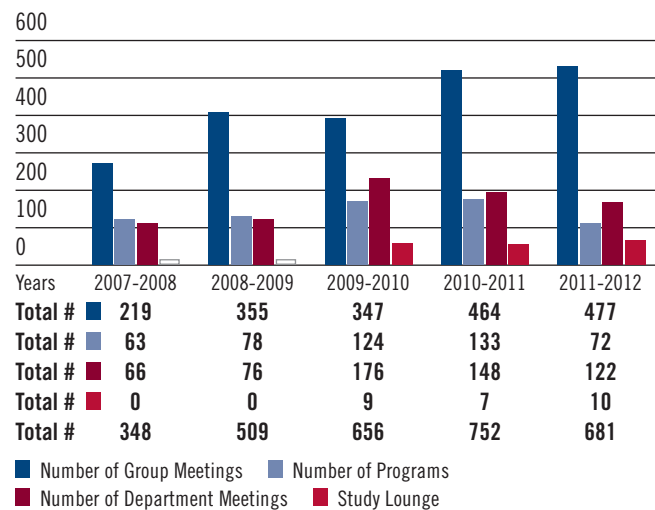
Graduation Rates of SAAB Chapter Members from the Freshman Cohorts (Entering Classes from 2005-2008)

% Rate



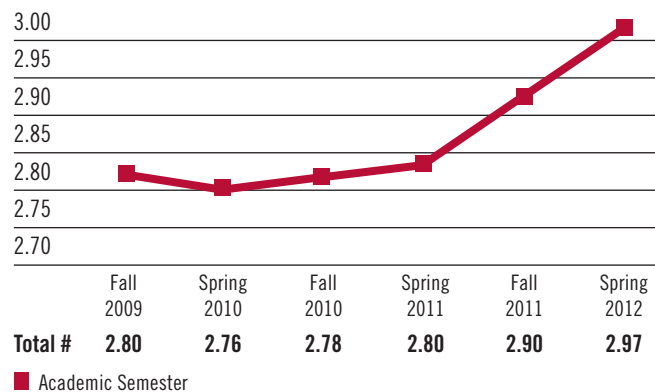
UNITI Cultural Center Facility Reservation Comparisons by Type 2007-2012

of Reservations



SAAB Chapter All-Chapter Cumulative Grade Point Averages 2009-2012

Cumulative GPA



Points of Pride

CAMPUS TRADITIONS THAT PROMOTE DIVERSITY AWARENESS AND MULTICULTURAL LEARNING

Third Annual "Culture Captured" Photography Contest:

Photography contest for student, faculty and staff contestants to share their understanding and individual expressions of human diversity. The selected winning photographs are displayed in the UNITI Cultural Center. Attended by 125 people.

11th Annual Festival of Lights Program: Holiday celebration and reception featuring the Interfaith Center Chaplains and cultural performances by ten student groups. Attendance exceeded 300.

Black History Month 2012: Annual campus-wide diversity-themed program series, featuring Opening Ceremony; educational, cultural and social activities; and a culminating Closing event. Co-sponsored with 21 student groups and 15 departments.

Journey Around the World: Eighth Annual Multicultural Show and Food Tasting - Educational program that highlights Stony Brook's diverse campus community, featuring cultural performances and ethnic cuisine. Co-sponsored with 18 student groups. Attendance exceeded 350.

14th Annual Diversity Day Program: As part of Stony Brook's Strawberry Festival, this year's indoor event featured cultural performances by nine student groups that provided an educational component. Attendance exceeded 300.

UNITI CULTURAL CENTER

In addition to annual activities held at the UNITI Cultural Center, two new diversity awareness programs were presented to the student community:

Music Around the World: Exploration of contemporary musical expressions.

"Trending Topics": Constructive dialogues about current issues involving diversity (e.g., Trayvon Martin case, Miss Universe 2012 Pageant, etc.). Fifteen people attended.

STUDENT AFRICAN AMERICAN BROTHERHOOD CHAPTER (SAAB)

Further established SAAB as a strong peer community that promotes academic and personal success for African American and Latino/Hispanic American male students (32 chapter members). Highlights:

Membership recruitment outcomes: 18 students joined SAAB as new members.

- Achieved a 2.97 All-Chapter cumulative grade point average, a 6 percent increase over the previous year's cumulative grade point average of 2.80.
- After joining SAAB, 56 percent of the students (14) had a net gain in their cumulative grade point average.

- Each student completed a written Personal Development Plan to identify individual academic, career, leadership and personal development goals.
- Offered eight developmental programs on understanding college culture, public speaking, personal ethics and character building, personal money management, basic financial investments, community-based societal issues, and wellness living.
- A Peer Mentoring Program component was implemented, with 12 participants (new).
- Nine SAAB Chapter leaders attended the SAAB National Conference. Cheryl Chambers and Joseph Robinson (SAAB Advisors) presented a conference session about the Stony Brook SAAB Chapter as a best practice. SBU SAAB received the SAAB National Organization's Stellar Award for outstanding chapter.
- Hired one Graduate Assistant for Student Retention to assist with managing the SAAB Program (new).

MULTICULTURAL WOMEN'S ALLIANCE (MWA)

The Multicultural Women's Alliance also had a successful year. Highlights:

Fall 2011 MWA Welcome Event: United Through Diversity, guest speaker: Dr. Tonjanita Johnson, Office of the President, Stony Brook University. Ninety-five attended.

Spring 2012 MWA International Women's Day Program: Connecting Girls, Inspiring Futures!, guest speaker: Darlene Aiken 2007, lecturer and author. Sixty-five attended.

- Presented two Multicultural Café events (student dialogues) on female student leadership (Fall 2011); women and power (Spring 2012). Fifteen and 22 attended, respectively.

Strategic Priorities 2012-2013

Enhance Opportunities for Experiential Learning

- Implement mentoring component for the Multicultural Women's Alliance so that female students can receive mentoring from women faculty/staff.
- Increase diversity awareness for student leaders of the SAAB Chapter and the Multicultural Women's Alliance.

Increase fundraising: Increase current donations to the SAAB Chapter by at least 5.

Mission

It is the mission of the Student Health Service of the State University of New York at Stony Brook University to be responsible for the delivery of accessible, high-quality, cost-effective primary health care to a diverse student population. The Student Health Service will be committed to preventative health and comprehensive wellness, integrating accessible primary care with other student needs inherent in a healthy lifestyle. The Student Health Service will serve in partnership with students and the campus community. It is dedicated to protecting patient interests. This facility will pursue its vision of continuing education by integrating learning experiences for staff and students, and providing services that support and nurture the maximization of general wellness.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Decrease Antibiotic Usage for Viral Upper Respiratory Infections through Educational Efforts

- An education/learning experience was provided regarding appropriate antibiotic use before a visit for an upper respiratory illness. The students did a three-question pre-visit survey, followed by educational information on the over-usage of antibiotics, followed by a three-question post-visit survey after their visit with the health care provider.

Provide Better Management/Control in Type 2 Diabetic patients

- To help increase Diabetic Control and to avoid complications affecting eyes, kidneys and nerves every Diabetic should have been offered a Hemoglobin A1C blood test to assess control over the past three months and urine protein for more immediate assessment at least once during the year. Hemoglobin A1C and urine protein could then be used as guides to manage/change medications as needed.

Influenza Prevention in Health Care Providers

- To follow the influenza vaccine recommendation of immunizing all health care providers by the CDC and the DOH, all the health care providers of the SHS were offered free influenza vaccine during the 2011-2012 influenza season.

Maintain SHS Patients Visits

- The services offered to the students at the SHS decreased this year. There was no influenza outbreak and less illness overall due to the mild winter. Visits in massage therapy were eliminated this year after the retirement of the provider. During the past five years the number of visits has been relatively steady, between 23,000 and 25,000. (Chart 1)

Points of Pride

AAAHC (Accreditation Association for Ambulatory Health Care):

The Student Health Service received a three-year accreditation from the AAAHC in December 2011, having met the high standards set by the organization.

Volunteer Efforts

- 123 cholesterol and 132 blood pressure screenings were done in conjunction with the Wellness Center.
- Two Red Watch Band courses in CPR were taught by two registered nurses. Monthly CPR classes were given through Human Resources to staff.
- 1,851 chiropractic visits at SHS were made available by students from N.Y. School of Chiropractic Medicine.
- 350 massage therapy visits at SHS were made available by the former head nurse of the SHS.
- 32 family medicine residents, medical students, nurse practitioner students, nursing students and athletic training students were supervised for their Ambulatory Medicine Rotations at SHS.
- 120 SHAC members supported four HIV prevention testing events (235 students were tested on campus).
- Participated in such activities as National Cancer Survivors Day with Stony Brook Medicine, Health Education grant with the Stony Brook Children's Hospital, "Walk for Beauty" with Cancer Center, Soar for a Cure, and the 2012 Stony Brook Emergency Management mock disaster drill.

Patient Satisfaction: Ninety-eight percent of the students would recommend the SHS to another student and overall satisfaction rated as good, very good or excellent was at 97 percent. Patient satisfaction with waiting time was 98 percent.

Patient Visits and Laboratory Visits: A decrease of almost 2,300 visits to the clinics occurred this year with the warm weather and no influenza outbreak. In particular, there were 650 fewer visits to our Medical clinic, 300 fewer visits to Gynecology, 200 fewer visits to Dermatology and 1,200 fewer Administrative visits. The only increase was 400 additional visits to our self-care clinic where students can obtain over-the-counter drugs. The Laboratory also had a decrease of more than 200 in-house tests, 200 fewer in-house cultures, 200 fewer in-clinic tests and 230 fewer tests sent out.

Pharmacy and Over-the-Counter Visits: The over-the-counter medications usage went down by 300 items, dispensed mostly for free. Part of this decrease was due to students picking up medication to donate to overseas disasters and third-world countries in the past. Better methods of contribution were found for the students and changes were made to the self-care clinic to correct this issue this year. The number of regular prescriptions filled decreased by 1,000 due to the mild winter and less illness as well as an educational program aimed at decreasing antibiotic usage for upper respiratory infections. Between the over-the-counter medications and regular prescriptions, overall pharmacy usage decreased by 1,000 items and pharmacy income fell by \$82,000.

Strategic Priorities 2012-2013

Cost of Care – Urine Susceptibility: Decrease costs by investigating care savings through elimination of testing for antibiotics on susceptibility culture plates not used on Urinary tract infection organisms.

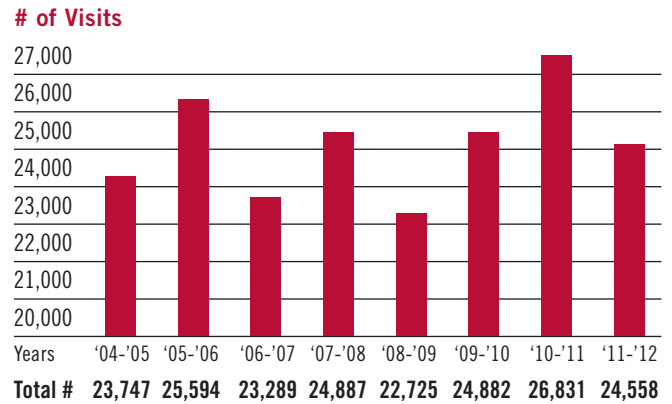
Cost of Care – Special Pharmacy Orders: Determine if the pharmacy should continue to special-order prescription medication or adhere to formulary items only. Tally special-order medication with respect to quantity, cost, reimbursement, profit, return to stock, failure to refill and alternatives available on the formulary.

Asthma Care: Evaluate practitioners’ history taking and if they are in compliance with the 2007 NAEP Guidelines for the Diagnosis and Management of Asthma. Medical records will be evaluated for patient visits with the diagnosis of asthma to evaluate practitioners’ documentation on the frequency of patients’ short acting beta-agonist use.

Learning Outcome – Mononucleosis: Assess student/patient knowledge regarding mononucleosis, provide education regarding mononucleosis and assess learning outcome. A three-question pre-visit survey will be performed, education about mononucleosis will be provided, and a three-question post-survey done.

Maintain SHS Patient Visits: Continue to provide the same quality and level of services and improve when possible.

Student Health Service Visits 2004-2012



Student Health Center Patient Visits by Type 2004-2012

Academic Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Medical	14,796	16,186	16,233	16,540	16,897	17,188	16,760	16,092
GYN	4,108	4,635	4,318	3,800	1,926	3,027	3,233	2,944
Administrative	2,265	2,232	3,186	2,626	2,314	328	2,869	1,623
Dermatology I	358	248	312	287	155	361	321	124
Dermatology II	235	226	291	166	28	62	206	179
Therapeutic Massage	718	801	755	702	683	606	131	0
Nutritionist	157	196	209	213	216	35	151	152
Influenza Vaccine Clinic	0	0	0	0	0	397	51	5
Social Worker	661	732	688	553	506	261	218	148
CAC Counselor	449	388	297	0	0	0	0	0
Self Care Clinic	0	0	0	0	0	2,617	2,891	3,291
Total # of SHS Visits	23,747	25,644	23,289	24,887	22,725	24,882	26,831	24,558

Mission

The Coordinator of Student Assessment facilitates the Mandated Assessment (MA) process and serves as a liaison between the Behavioral Assessment Committee (BAC), University Community Standards (UCS), and Counseling and Psychological Services (CAPS). Students are mandated for a psychological assessment in cases in which their behavior has crossed a threshold of concern due to potential harm to self, harm to others, or significantly disruptive behavior. The assessment process is designed to address factors that contributed to the incident of concern to identify solutions to mitigate these risk factors.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Continue to Incorporate Best Practices/Refinement of Policies and Procedures

- Of the 70 assessments conducted, 46 (66 percent) involved concern about suicide risk. In such cases, the assessment model followed a close approximation of the Illinois model, an empirically supported approach to reducing college student suicide.
- In cases involving other concerning behavior, students participated in a thorough assessment process including collection and consideration of collateral data, in step with recommendations by national experts on campus threat assessment.
- Developed and implemented revisions to the Mandated Assessment template.
- Developed and implemented policies and procedures regarding disposition of cases (e.g., consideration of appropriateness of CAPS as treatment provider, consideration of outside referrals).

Collaborate with Other Departments

- Relationships with other departments were strengthened through frequent communication with departments involved with student of concern; individualized approach to cases was developed.

Expand the Pool of Mandated Assessors

- While the goal for this year was to increase the number of mandated assessors, at this time the number of mandated assessors remains roughly equal to the previous year, with the Coordinator for Student Assessment completing the majority of assessments.

Points of Pride

Provided an Individualized and Thorough Assessment Process Aimed at Mitigating Risk and Supporting Retention/Graduation:

Following nationally recognized guidelines for assessment, the Assessment process provided to students is highly individualized. At minimum, each student who is required to have a Mandated Assessment receives a thorough and individualized assessment. In many cases, we collaborate with treatment providers, area hospitals, parents and others. Mutable risk factors are identified so we can address/reduce them. Connection with mental health services and registration with Disability Support Services (DSS) is facilitated when deemed appropriate. The goal of the process whenever possible is to mitigate risk and identify coping resources so that students can continue with their education and progress towards graduation.

Honed Privacy/Disclosure Issues: This year, we gained ongoing clarity regarding legal issues (e.g., disclosure of student records and accessing student health records during the Mandated Assessment process).

Provided Training Opportunities: All pre-doctoral interns gained exposure to the BAC/MA process and national standards in threat assessment through seminars. One intern participated in a more in-depth training experience, which included attendance at BAC meetings, review of relevant written resources and observation and completion of assessments with students who were mandated.

Strategic Priorities 2012-2013

Refine Assessment Approach: Plan to incorporate another empirically supported approach (DBT) into the Assessment process.

Clarify Legal/Privacy Issues: Clarify legal issues regarding HIPAA/FERPA, PHI, information sharing, and storage of documents.

Facilitate Communication Between Campus Departments: Priority for this year will be to continue having the Coordinator for Student Assessment maintain interdepartmental contact (Counseling and Psychological Services, University Community Standards, Disability Support Services, Campus Residences, University Police Department, Academic Advising, and other departments as needed) as the need arises. Contact may take the form of individual contact with members of department to discuss a specific student, meetings with campus departments and other forms of contact as needed.

Additional Clinicians to Complete Mandated Assessments: As this goal was not achieved last year, we plan to address ongoing staffing challenges faced by CAPS.

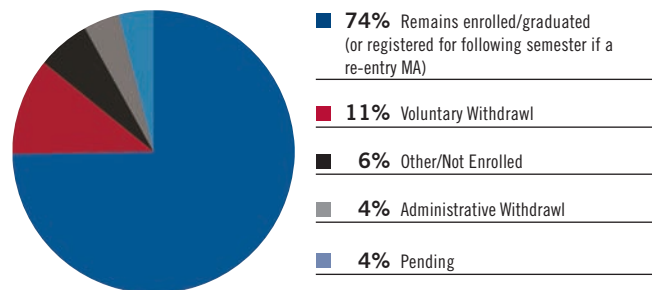
Refine Policies/Procedures with Regard to CAPS: Continue to refine policies and procedures regarding communication of information and disposition of cases following a Mandated Assessment.

Behaviors of Concern 2011

Suicidal Behavior (includes direct threat to harm self; expressed material which could be construed as suicidal; exhibited behavior which could be construed as suicidal, such as overdose, cutting; disclosure of suicide attempt)	66%
Odd/bizarre Behavior (includes illogical, nonsensical behavior, or severely regressed behavior; verbal expression that is difficult to follow; behavior which is notably inappropriate to circumstances)	14%
Concern about Harm to Other (includes aggressive or harassing behavior, stalking, committed recent assault, threat to others, and/or others articulate concerns for own safety)	17%
Concern about Altered Mental State (includes overwhelming and/or concerning affect, concerns about paranoia)	17%
Re-entry (Student withdrew following a serious behavioral concern during a previous semester before attending mandated assessment and is seeking re-entry)	9%
Known to have Access to Weapon or Making Attempt to Gain Access to Weapon	3%
Concern about Eating Disorder	1%

Note: Percentages do not total 100 percent as some cases exhibit multiple concerning behaviors

Outcome/Retention 2011-2012



Resources Utilized and Departments/Individuals Engaged by BAC Members 2011

On-Campus

Campus Residences	49%
University Police Department	47%
Counseling and Psychological Services	41%
Disability Support Services	20%
Academic Advising	20%
Faculty	20%
Other Students	6%
Catholic Campus Ministry, EOP/AIM, Financial Aid Office, Human Resources, International Student Office, Student Health Services, Office of Diversity and Affirmative Action, Office of the President, Office of the Provost	<3%

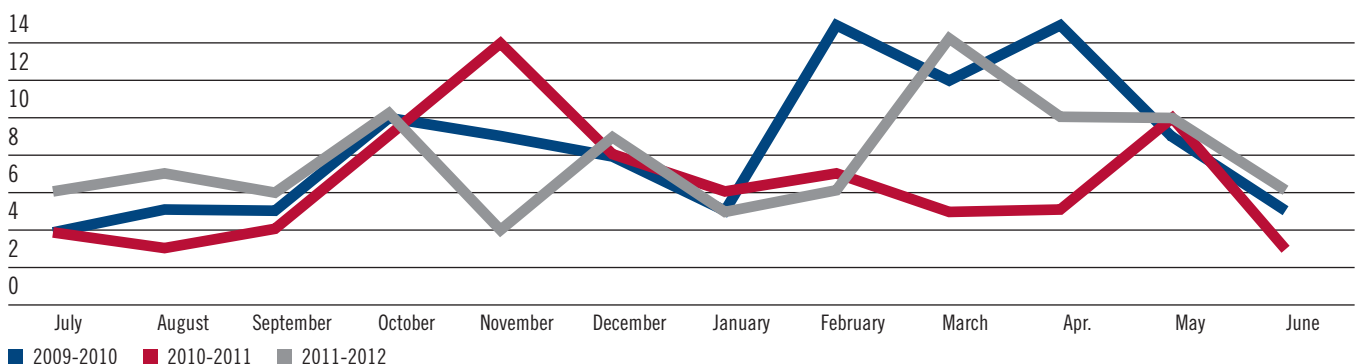
Off-Campus

Family	36%
Outside Treatment Providers (Psychiatric/Psychological and Medical)	27%
Hospitals	14%
Outside Institution (Other University), Outside Police Department, Unrelated Concerned Other	<3%

Note: Percentages do not total 100 percent as some cases exhibit multiple concerning behaviors

Comparison Table 2009-2012

of Mandated Assessments Conducted Over A Three-Year Period



Mission

The Division of Student Life at Stony Brook University advocates for students while fostering campus involvement, civic engagement and student success. The Departments within the Division of Student Life offer quality services and programs that provide social, cultural, recreational, academic and leadership development.

The Division of Student Life is comprised of the following units: Campus Recreation, Commuter Student Services, Student Leadership and Student Activities. The core values the Division strives to achieve are: advocacy, empowerment, collaboration, inclusiveness, wellness and fun.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Marketing and Promotion

- Subscribe to Constant Contact Inc., an online marketing company offering email marketing, social media marketing, online survey and event marketing tools, primarily to small businesses, nonprofit organizations and membership associations. This product supplies us with data regarding our marketing of student programs and events.

Student Development

- Developing the next generation of leaders by creating opportunities for student involvement, leadership, community service and internships. The Division of Student Life creates opportunities for student employment in offices and programs, volunteer opportunities through Commuter Student Assistants and leadership, and internships.

Project Planning and Management

- The new Campus Recreation Center is scheduled to open Fall 2012. Approval of the Broad Base fee of \$75.00/semester for undergraduate students to commence Fall 2012.

Points of Pride

Constant Contact – Student Life Listserv

- Constant Contact Inc. is an online marketing company offering email marketing, social media marketing, online survey and event marketing tools, primarily to small businesses, nonprofit organizations and membership associations.
- This product supplies us with the following information regarding our marketing: Total number of e-mails sent, total number of e-mail bounces, spam reports, participants who opted out, number of clicks and number of forwards, and links with social media.

License Event Notification Service (LENS) for All Student Club/Organization Travel: Second year that policy is in place for Student Club Travel. Each student that drove a rented or personal vehicle to an event or recognized club event was required to provide current driver's license information for verification of license status and driving history. The Division

of Student Life utilizes the New York State Department of Motor Vehicles License Event Notification Service (LENS) program. Students were not permitted to drive if they had an expired or suspended license and/or six or more points.

July 2011-June 2012

- 88 drivers applied to drive
- 9 drivers had six or more points on license
- 3 drivers had expired license
- 9 drivers had suspended license

As a result of this new program, the Division of Student Life prevented 21 unsafe or unlicensed drivers from transporting Stony Brook students to events.

Internships: Offered 53 internship opportunities to support administrative functions and student learning.

LICSPA Creative Program Award: Overall Creative Programming Award for Stony Brook Secrets presented by the Long Island Council for Student Personnel Administrators. Stony Brook Secrets is an art project based on the Post Secret Art Project started by Frank Warren. The simple concept of the project was that completely anonymous people decorate a postcard and portray a secret they had never previously revealed. No restrictions are made on the content of the secret; only that it must be completely truthful. Entries range from admissions of sexual misconduct and criminal activity to confessions of secret desires, embarrassing habits, hopes and dreams. This program was a collaborative program with student Edrees Arzomand, Center for Prevention and Outreach, Undergraduate Student Government, Student Life and the Student Activities Art Gallery.

Student Development: The Division of Student Life increased student development opportunities by 10 percent by offering student employment, internships, volunteer and community service opportunities for students.

Strategic Priorities 2012-2013

Project Planning and Management: Successful transition to the Campus Recreation Center in the Fall 2012.

Marketing: Enhance the use of Constant Contact for promoting Student Life Events by developing newsletters that are more appealing to students in regards to look and content. Use data collected this past year to identify what events/topics students are interested in hearing more about.

Student Development: Continue to offer student development opportunities throughout the Division of Student Life – internships, employment and community service opportunities.

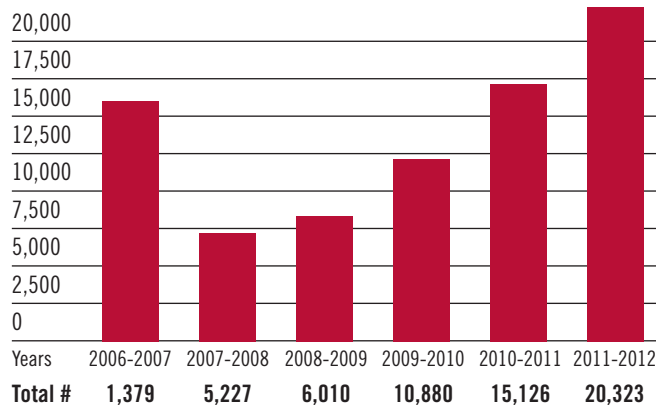
Technology and Building a Formalized Program of Assessment: Implementation of Collegiate Link in the Division of Student Life will enhance Club registration process, promotion of clubs and assist with management of events, calendars and websites.

Student Life Listserve Statistics 2011-2012

Constant Contact Total # of	Most Popular Newsletters	Percentage of Opens	Target Groups
Listserve Members 20,323	Senior BBQ	48%	Targeted seniors only
Newsletters Designed 76	Summer Programs	38%	Targeted Summer Session students
Emails Sent 1,083,553	Senior Events	36%	Targeted seniors only
Opens 238,427 (22.1%)	Summer Senate	35%	Targeted Summer Session students
	Student-Faculty-Staff Retreat	32%	All Members
	Scholarships	31%	All Members
	Get Your Foot in The Door Program	28%	All Members
	Chillfest	27%	All Members
	Tarkana Study Abroad	25%	All Members
	Weekly Announcements	21%	All Members
	Weekend Life Newsletters	20%	All Members

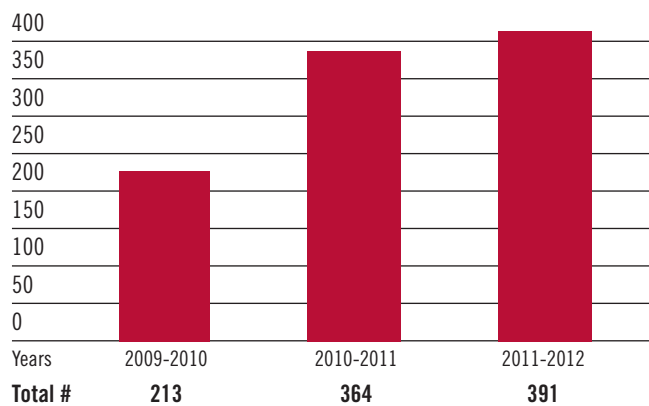
Student Life Listserve Members

of Members



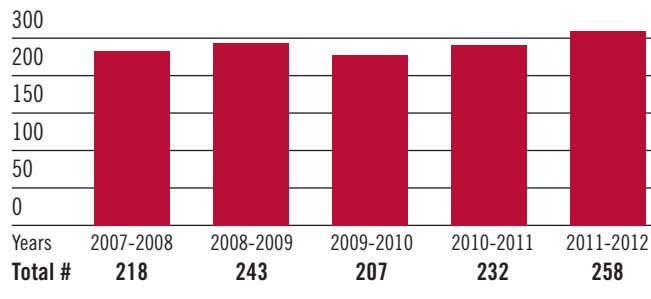
Submit Event Form Utilization 2009-2012

of Forms Submitted



Student Employment 2007-2012

of Students Hired



Mission

The Office of Commuter Student Services contributes directly and indirectly to the enhancement of the educational experience of all undergraduate commuter students at Stony Brook University. We seek to help commuter students become an active participant in campus life so that their experience at Stony Brook is truly satisfying and enriching. We accomplish this by providing services, programs, advocacy, research and outreach on their behalf.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Target New Groups of Commuter Students

- Connected with former residential students who have become commuter students via “New to Commuting” mailing listserv and “Changing Lanes Week”, which gave students the opportunity to learn about the office and receive a small welcome gift.
- Organized four “Changing Lanes” workshops during spring semester, held in diverse locations across campus. Program addressed items relevant to residents who were either considering or required to move off campus for 2012-2013 academic year.

Increase Collaborative Efforts with Academic Affairs

- Held collaborative Academic Achievement Banquet with Campus Residences in Fall 2011 and Spring 2012. This collaboration will continue each semester.
- Invited top 20 percent of eligible nontraditional students (final registrar data indicated 88 students, 3.84 or greater GPA) to obtain membership in Alpha Sigma Lambda Honor Society. Held first induction ceremony for the organization and inducted 28 members (32 percent of 88 eligible).
- Connected seven veteran Commuter Assistants with mentors in related career fields as part of the new Commuter Assistant Mentorship Program (CAMP). All seven mentors are new contacts for the CSS office.

Increase Community Service and Civic Engagement

- Reached goal of facilitating at least two service projects for commuter student participation, including a book drive and holiday cards for the troops.
- Held two fundraisers to raise money to ship the collected books. Raised 82 percent of \$350 goal.
- Increased collaborative efforts with the Center for Prevention and Outreach, with increased frequency of Commuter Depression Screenings and executing a successful Love Carefully event (see Points of Pride).

Enhance Outreach and Student Contact

- Increased number of Facebook fans by 71 percent (41 percent above goal).
- Tracked more than 440 student inquiries.
- Increased student participation by 11 percent (6 percent above goal).

Increase Number of Commuter Assistant Applications

- Held second annual Prospective Commuter Assistant Mixer and focused on efficient and widespread marketing campaign.
- Presented at Undergraduate Fellow 101 classes for the first time to promote opportunity to established/up-and-coming student leaders.

Points of Pride

Enhanced Networking Opportunities for Experienced Commuter Assistants: Implemented a professional development mentorship program for seven veteran Commuter Assistants, and developed a guidebook to help participants stay on track with the goals of the piloted initiative.

Introduced New Academic Recognition Opportunity for Adult Learners: Started the University's first chapter (Phi Omega) of Alpha Sigma Lambda National Honor Society, which recognizes high-achieving adult learners (25 years of age or more).

Increased Collaboration with Center for Prevention and Outreach: Co-sponsored monthly Commuter Depression Screenings and an emergency contraception (Plan B) which 96 packets were distributed.

Supported Student Safety Initiative: Assisted with the campus-wide traffic safety initiative, which included distributing more than 100 reflective safety vests to campus community members.

Strategic Priorities 2012-2013

Target New Groups of Commuter Students: Evaluate current outreach method and develop new plans to connect with former residential students who have become commuter students.

Increase Number of Commuter Assistant Applications: Hold third annual Prospective Commuter Assistant Mixer and develop successful marketing campaign.

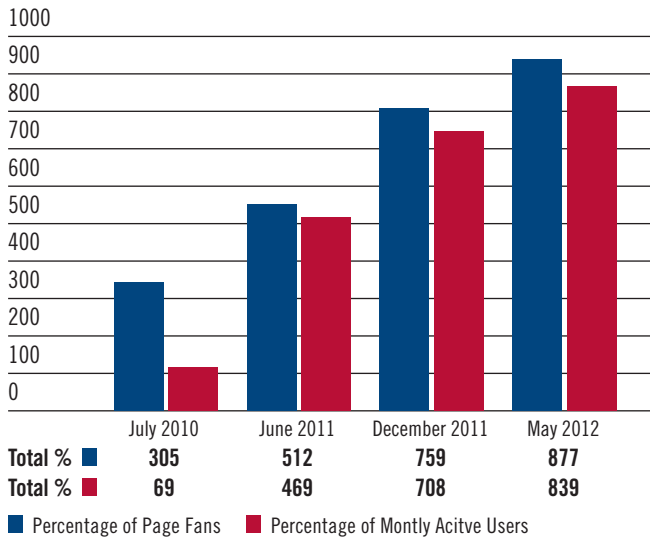
Increase Collaborative Efforts with Academic Affairs: Maintain collaborative efforts with various campus offices and departments.

Increase Community Service and Civic Engagement: Investigate and facilitate service projects for commuter student participation.

Enhance Outreach and Student Contact: Increase both the number of face-to-face contacts with commuter students and the number of commuter students contacted online.

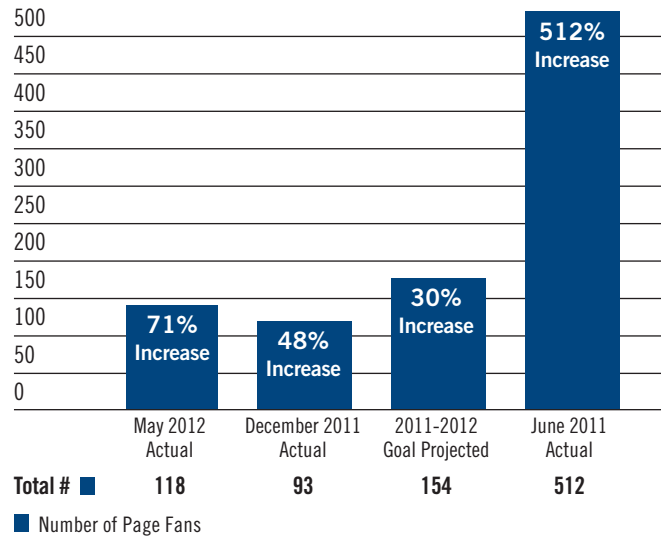
CSS Face Book Activity 2010-2012

% Rate



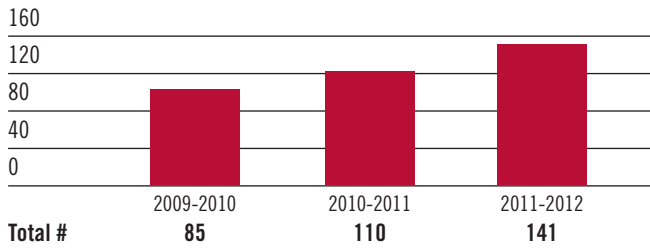
CSS Face Book Activity 2010-2012

of Actual Page Fans



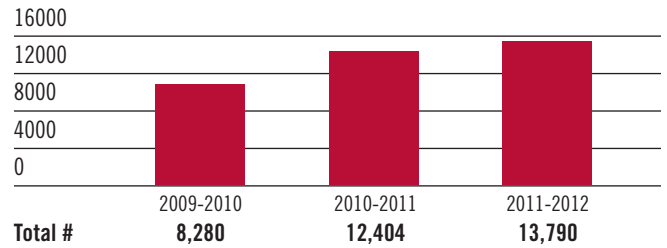
Commuter Student Services Programs 2009-2012

of Programs



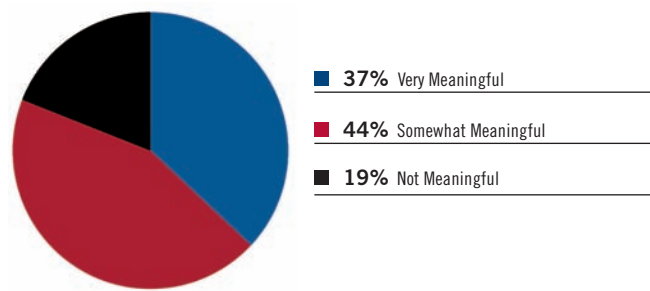
Commuter Student Services Participation 2009-2012

of Participants



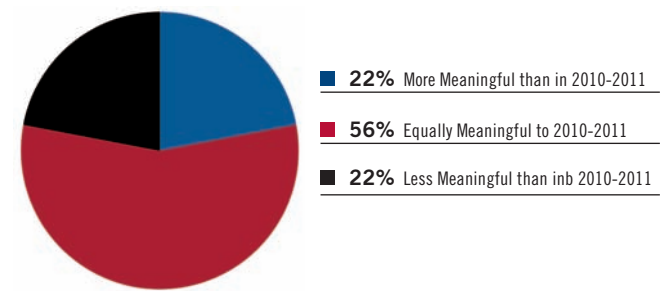
Commuter Assistants 2011-2012

Level of Relationships Built with New Student Partners



Returning Commuter Assistants 2010-2011

Relationships with 2011-2012 New Student Partners Compared to Previous Years



Note: This survey was meant to assess (1) the level of the relationships being built between Commuter Assistants and their new student partners, and (2) how the level of meaningful relationships compared to the relationships built in the past.

Mission

To provide the students, faculty and staff at Stony Brook University with the opportunity to recreate in a safe, positive and friendly environment. Recreation is provided through a wide variety of programs and opportunities, including an extensive intramural sports program, sports clubs, open recreation, fitness activity classes, noncredit instruction, special events and equipment rental.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Campus Recreation Center

- Collaborated with the Career Center in developing a hiring process for student employees for the new Campus Recreation Center.

Weekend Programming

- Offered 18 major weekend programs totaling more than 2,235 participants. Fifteen percent increase in weekend participation from previous year. Co-sponsored Rec-A-Thon totaling more than 500 participants.

Marketing and Promotion

- Enhanced outreach and communication through expanded use of social media and marketing.
Campus Recreation Facebook page: 4,515 members (20 percent increase from previous year).
Campus Recreation YouTube page: 10,464 channel views (68 percent increase from previous year)

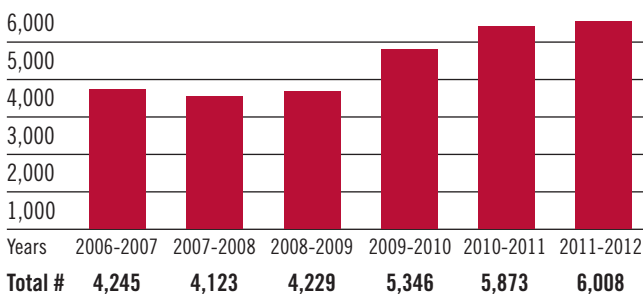
Promote a Vibrant and Inclusive Community

- Offered more than 1,057 fitness classes and 42 intramural and recreational programs last year. Wellness Center was open 3,917 hours during the year. Sport Clubs were given 50 percent additional field space, which enabled Campus Recreation to schedule 75 percent more practice time.



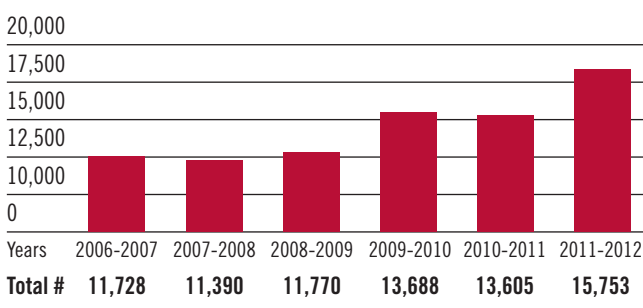
Intramural Participation

of Intramural Participation



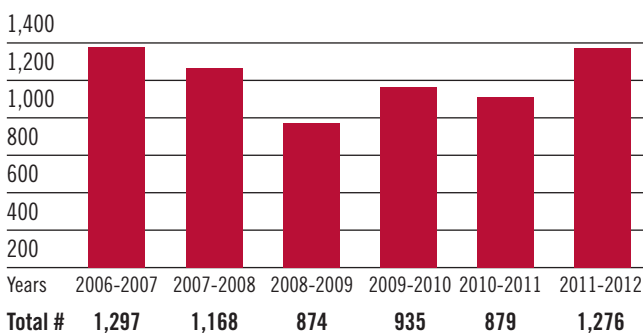
Fitness Class Participation

of Fitness Class Participation



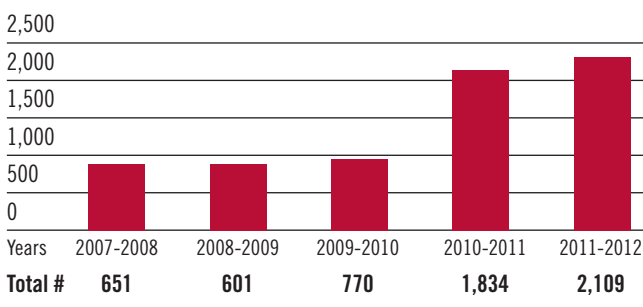
Sport Club Participation

of Sport Club Participation



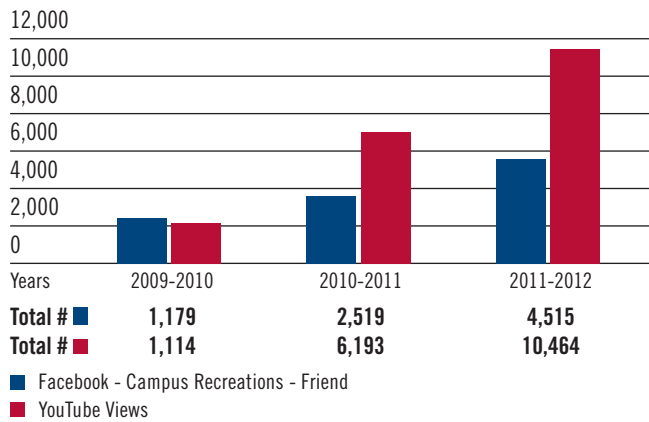
Weekend Programming

of Weekend Programming Participation



Social Media and Marketing 2009-2012

of Comparison



Points of Pride

Weekend Programming: Increased weekend programming by 15 percent. Co-sponsored the Rec-A-Thon with Campus Residences and had more than 500 participants. The Department of Campus Recreation teamed up with the Undergraduate Colleges and co-sponsored the “Battle of the Undergraduate Colleges” and organized a variety of programming for this event. New weekend events included Islander and Devil games, Six Flag trips, bowling trip and Red Bulls Soccer Match.

Collaboration: We continue to enhance our collaboration with on-campus and off-campus partners. These collaborations have afforded us the ability to offer more programs, use fewer resources and save money while increasing student participation.

Fundraising: The Department of Campus Recreation raised \$3,000 through fundraising. Three events that were organized this year were the SBU Turkey Trot 5k Run/Walk, Campus Recreation Annual Golf Tournament and Debbie Whittemore 5k Run. All monies raised were donated to the following SBU charitable foundations: Rich Reeder Endowment Fund and Debbie Whittemore Endowment Fund.

Campus Recreation Center: Completed hiring process for 80 Campus Recreation student staff. Purchased and ordered all cardio and strength equipment worth more than \$850,000. Implemented Innosoft Fusion Software system that will run center.

Strategic Priorities 2012-2013

Project Planning and Management

- Successful opening and transition to the Campus Recreation Center during Fall 2012.
- Investigate, support and advocate for additional outdoor recreational field space for sport clubs and maintenance of Campus Recreation Field Complex.

Program Retention and Revenue Generation

- Establish a marketing plan for the Campus Recreation Center to encourage use by undergraduate and graduate students and faculty/staff.

Technology and Building a Formalized Program of Assessment

- Complete the implementation of the Innosoft Fusion Software system for the Campus Recreation Center. Enhanced reporting features will allow us the opportunity to examine large amounts of data to assess the operation and drive decision making for the Campus Recreation Center.
- Implementation of Collegiate Link in the Division of Student Life will enhance Sport Club registration process, promotion of clubs and assist with management of events, calendars and websites.

Risk Management

- Develop and implement a risk management plan for Campus Recreation Center and Field Complexes.
- Develop a risk management plan for Sport Club Program.

STUDENT ACTIVITIES

Mission

The Office of Student Activities strives to develop the whole person by providing education, advisement, resources and support to enhance our students' co-curricular and experiential opportunities.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Image and Branding

- Redesigned website in August 2011 to optimize ease of navigation, incorporated social media into promotion and marketing, and introduced the updated mission statement and CORE values to the University community.

Technology

- Coordinated presentations and webinars with three companies to identify a new club registration database to improve efficiency and quality of services for clubs and organizations.

Professional Development

- Developed and implemented a monthly student staff development series, highlighting both performance-based training and transferable skills.

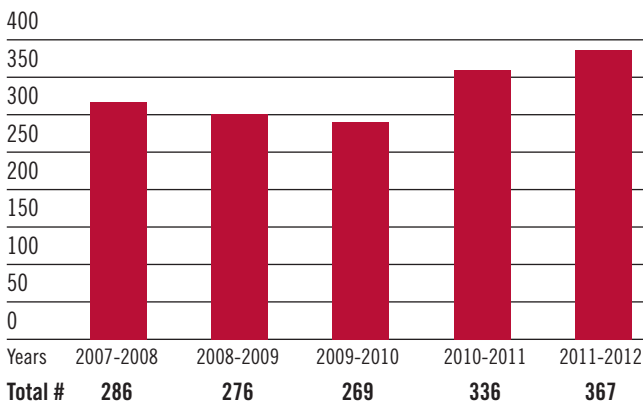
Assessment

- Utilized Student Voice to conduct satisfaction surveys for program advising, Involvement Fair participation and new club workshops.

Art Gallery Attendance 2011-2012

Show	Attendance
September: Environmental Art	492
October: Undergraduate Commons Exhibition	1,500
November: Eclectic Aesthetics	671
February: Encountering Data	500
March: Stony Brook Secrets	1,887
April: URECA Exhibition	850
Total # of Attendees	5,900

Registered Clubs

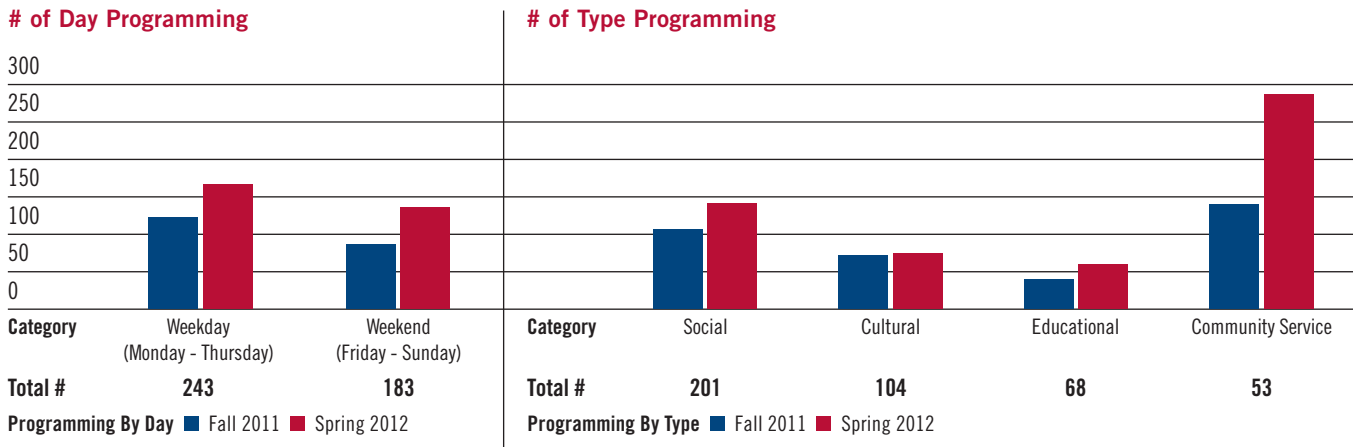


Clubs by Category 2011-2012

Category	Number
Academic	28
Advocacy	29
Civic Engagement	13
Cultural	22
Fraternity and Sorority	31
Governing Body	7
Honor Society	7
Performance	20
Pre-Professional	14
Residential	27
Recreational	19
Media	13
Spiritual	19
Sports Club	30
Graduate	17
New Club/Unclassified	71
Total # of Clubs	367



Day and Type Programming Fall 2011-Spring 2012



Points of Pride

Fraternity and Sorority Life Five Star Standards and Red Watch Band Challenge: In its first year of implementation, the Five Star Standards program proved to be successful. We saw a return rate of 90 percent and approximately 75 percent of the registered organizations met or exceeded expectations. The fraternity and sorority community received a challenge (in March 2012) to increase the number of Red Watch Band trained individuals from approximately 3 percent to 10 percent. By the end of the spring semester, 14 percent of the overall community had participated in training.

Departmental Weekend Programming: The number of Departmental weekend programs increased by 53 percent from 16 programs (Red Hot After Hours) during the 2010-2011 academic year to 30 during the 2011-2012 academic year.

Craft Center Programming and Art Gallery: Student participation in noncredit courses offered by the Craft Center increased by 37 percent and the number of gallery exhibitions increased 300 percent during the 2011-2012 academic year. Gallery attendance was recorded for the first time with 5,900 visits over six shows.

Student Media: WUSB celebrated its 35th anniversary this year, surpassed the Radiothon pledge goal by 13 percent

and produced more than 250 shows, including national and international Stony Brook sports broadcasts, political affairs interviews and music/entertainment shows. Additionally, media students received awards from the College Media Association, the Buskin Award for College Journalism Intercollegiate Broadcasting System, Associated Press, Newsday and Radio Television Digital News Association.

Strategic Priorities 2012-2013

Five-Year Plan: Assess and develop long-term Departmental goals, objectives and services.

Large-Scale Programming: Increase the number, types and student satisfaction of large-scale programs planned at the Departmental level.

Student Group Development Series: Develop and implement an educational workshop series in conjunction with the Undergraduate Student Government and student clubs and organizations to enhance group functionality and programming.

Technology: Implement the Collegiate Link database and utilization of Baseline to assess services and provide dataset for future use/evaluation.

STUDENT LEADERSHIP DEVELOPMENT

Mission

Stony Brook University is committed to the concept that leadership development is integral to a student's college experience and overall educational process. We aim to provide a wide range of opportunities for students to develop their leadership knowledge and skills through both academic and co-curricular offerings.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Program Development

- Increased percentage of students who registered and attended the LEADSTRONG Conference.
- Developed and piloted the “Getting Your Foot in the Door” (GYFITD) program to assist students with becoming engaged in campus life and leadership development opportunities.
- Expanded the “Practicing Engaging Presentations” (PEP) program by training two new instructors and offering two sections in the Spring 2012 semester.

Assessment

- In the Fall semester, used newly developed student learning outcomes to assess current leadership development programs and develop a draft leadership program matrix.
- In the Spring semester, developed a comprehensive, research-based leadership development assessment model.

Marketing and Outreach

- Developed and piloted the GYFITD program to assist students with becoming engaged in campus life and leadership development opportunities.
- Increased the number of Blackboard group users.
- Updated resource links on the Leadership Nexus website.

Created Opportunities for Greater Student Involvement in the Development of Programs

- Hosted one Fall semester and three Spring semester undergraduate student internship positions, advised the Campus Involvement Project and its student coordinator, advised eight honor societies with events planning and service project coordination, and acted as an Alternative Spring Break Outreach Trip Advisor.





**Practicing Engaging Presentations Participation
Fall 2010 - Spring 2012**

	Certificate of Completion	With Honors	Waitlisted
Fall 2010	11	4	35
Spring 2011	10	3	32
Fall 2011	13	12	21
Spring 2012	26	15	19
Total # of Participation	60	34	0

Points of Pride

LEADSTRONG Student Leadership Conference:

The redesigned 2011 LEADSTRONG Student Leadership Conference was awarded the NRHH Best Educational Program of the Year (awarded in Fall 2011).

Strategic Priorities 2012-2013

Assessment

- Establish working committee to further develop leadership development assessment model.
- Implement a pilot program to test assessment model.

Program Development

- Continue to develop the GYFITD program.
- Maintain the PEP program.

Marketing and Outreach

- Create marketing plan to better promote the use of the Leadership Nexus website.



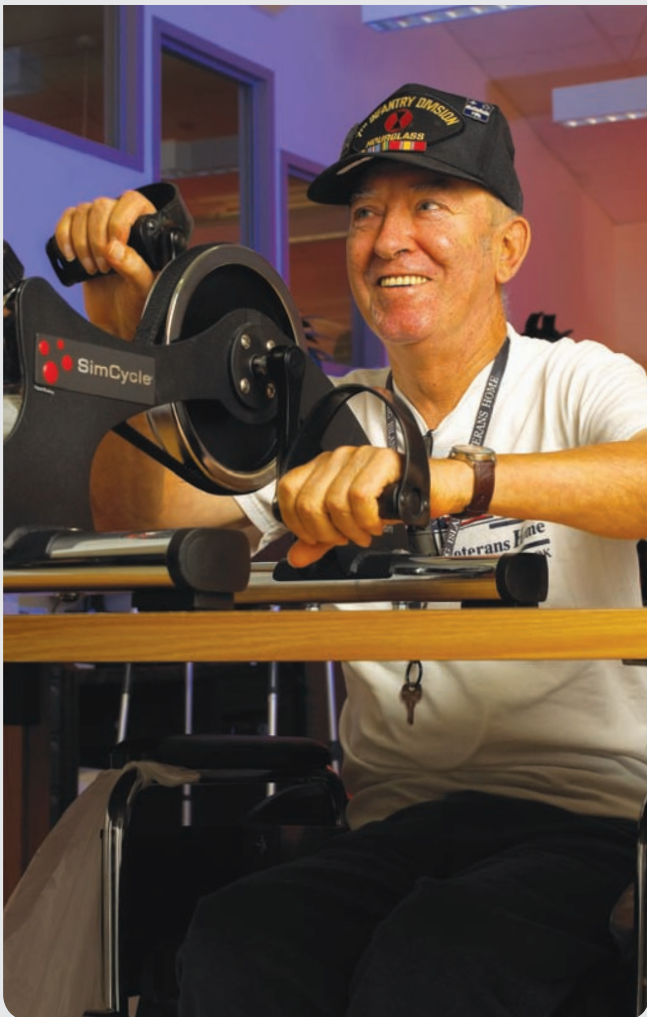


**A SUBSET OF THE
DIVISION OF STUDENT AFFAIRS,
THE OFFICE OF THE VICE PRESIDENT
OF STUDENT AFFAIRS
CONSISTS OF FOUR UNITS,
EACH OF WHICH
SUPPORTS STUDENTS'
ACADEMIC AND CAREER SUCCESS
IN A VARIETY OF WAYS.**

From systems enhancements and information management, to collaborative programming and services for special populations of students with unique needs, Units within the Office of the Vice President of Student Affairs provide opportunities for students to set and achieve academic and career goals, while promoting individual and civic responsibility.

**“The Office of the Vice President of Student Affairs”
is comprised of the following departments:**

1. Career Center
2. Disability Support Services
3. Office of Community Standards
4. Veterans' Affairs



Mission

The Career Center at Stony Brook University exists to:

- EDUCATE students about the career development process and industry options, empowering them to make informed career decisions.
- PREPARE students for experiential learning (i.e. internships and community service), employment and further education.
- CONNECT hiring organizations with our diverse student talent.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Guide Students Toward Greater Self-awareness and Increased Knowledge of Career Options

- Provided 1:1 & group career counseling to students and alumni; hosted career workshops for skill development, learning about occupations, and networking.
- Managed successful Diversity Professional Leadership Network, providing intensive career support to students of color.
- Hosted successful alumni networking mixer.
- Partnered with Academic Advising to provide customized support for transfer students through ADV 101.
- Created new programs for students interested in Graduate School; collaborated with Academic Advising to develop new website content for this population.
- Hosted collaborative activities with academic departments, like SOC, PSY, and CEAS.
- Developed strategic partnership with CAS to support overlapping clients.

Improve Student Preparedness for the Job Search

- Added sections of CAR 210 for more access to credit-bearing career planning.
- Collaborated with College of Business Honors Program and other departments on service initiatives.
- Managed the AmeriCorps Education Award program: recruited and placed 70 students into appropriate community service positions.
- Executed successful Job Locator Development (JLD) program for part time off campus jobs, ensuring compliance with Federal guidelines and detailed reporting of wages earned.
- Offered specialized services for graduate students and post-docs relative to industry-related job search support.
- Created a graduate level internship in the office in collaboration with the Department of Psychology.
- Managed and oversaw JFEW /SUNY Scholars program in International Relations and Global Affairs.

Facilitate Connections Between Students and Employers

- Recruited 8 employer members of the Career Center Partnership Council, raising funds for employer related career programming.

- Aggressively pursued new employer prospects and increase the number of companies recruiting on campus.
- Executed Employer-Call-A-Thon during summer 2011 to connect with employers who had not posted positions within the last 3 years.
- Host 4 Job Fairs open to students, alumni and SUNY students.
- Offer two Virtual Job Fairs for Seasonal Hiring (Summer and Holiday).
- Coordinate On-Campus Recruitment program, involving scheduling of employer campus interviews, preparing students, and coordinating all aspects of company visits to campus.
- Pair students with community agencies for volunteer internships and one-time service projects.

Improve Placement Tracking

- Execute new plan to track experiential learning from students and employers and establish a baseline from which to proceed over time. Work with Registrar to deploy a service indicator for all students enrolled in internship courses. Report results.

Research and Assessment

- Conduct program assessment of ZebraCAN, and assess learning outcomes of participants. Assess experiences of both alumni mentor and student participants through survey and focus groups.
- Continue Career-Related Research project
 - Conduct basic analysis of data from Phase I of project, seeking opportunities to present results and publish.
 - Execute Phase II qualitative interviews.
 - Consider policy implications of results and plan accordingly.

Points of Pride

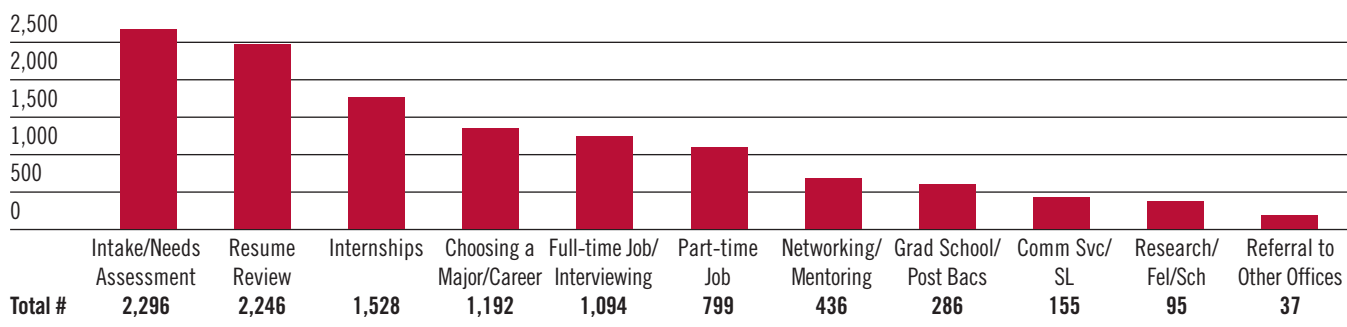
Meeting Client Demand: Met increasing demand from students and alumni despite staffing challenges and limitations (minus three full time positions since 2009). Quality of student interns has been exceptional and helped meet demand.

Empirical Research: Investigating Parental Influence: Initiated in the study seeks to understand parents' and students' career beliefs and behaviors and how they change over time in relation to parental expectations and familial cultural values.

SUNY Career Development Organization (CDO) Conference: Career Center staff planned, organized and coordinating first SUNY CDO conference to be held on Long Island in 35 years. Conference evaluations and commentary from attendees were extremely positive.

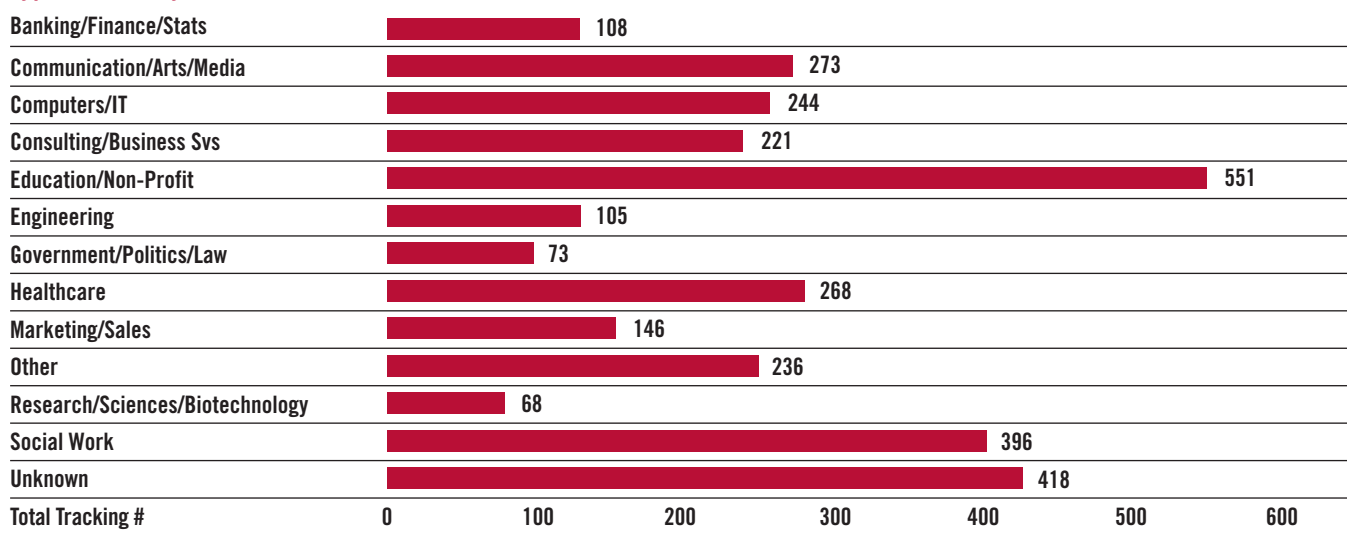
Reasons for Student Visits 2012

of Visits



Tracking of Experiential Learning by Industry 2012

Type of Industry



Strategic Priorities 2012-2013

SUNY Works Co-Op Program: Implement pilot co-op program as part of SUNY Works.

Facilitate Connections Between Students and Employers:

- Aggressively pursue new employer prospects, increasing both the number of experiential opportunities for students on and off campus, as well as the number of companies recruiting on campus.
- Maintain positive relationships with current employers and continue to engage partners in career education and development activities for students.

Continue Career Center Research Project: Publish studies in peer reviewed journal and conduct analysis of qualitative interviews. Pursue new plans for Parent Orientation resulting from results of quantitative portion. Work with faculty partner to plan for phase III survey of students. Consider additional policy implications data may have and plan initiatives accordingly.

Improve Placement Tracking: Improve on pilot project to track experiential learning from students and employers. Work with Registrar to deploy a service indicator for all students enrolled in internship courses. Create reporting plan.

DISABILITY SUPPORT SERVICES

Mission

Disability Support Services is committed to advocate for a campus environment that meets the needs of students and employees who have disabilities. We support universal design in education, communication and construction that fosters the educational and professional development of all individuals with diverse needs.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Purchase and Develop a Database/Tracking and Scheduling Program that will Enhance Assessment Efforts

- Clockwork Database/Student Tracking and Scheduling programs were purchased to manage the various services and documentation files, allowing DSS to eliminate administrative tasks and go paperless. Data and systems were reviewed to refine collection methods through changes to forms and improve metrics to track data along several performance indicators.

Support Services to Strengthen Student Academic Performance

- Campus Accommodations, Student Testing Accommodations,
- IT digital support, training and assistance. DSS student learning outcomes survey.

Classroom Accommodation Letter Requests

- Meet with students to review classroom accommodation needs and send letters of accommodation to faculty. Due to loss of one counselor more accommodations needed to be requested via email rather than student appointment.

Testing Accommodation Requests

- Provide accommodated testing appointments and services for eligible students

Student Connection Queries

- One hundred and twenty-three students completed two Student Connection Queries. Fifty percent feel well connected to the campus community. Students cited difficult classes, jobs and lack of event awareness as reasons for not participating more.

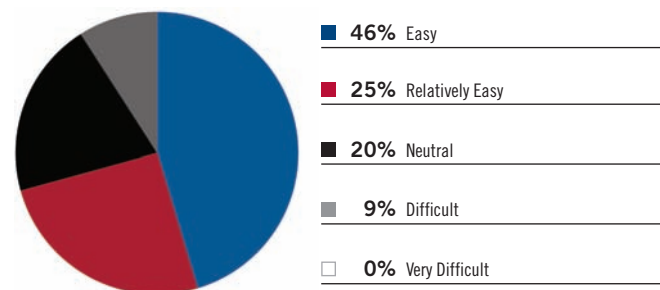
Implement Programs to Strengthen Student Performance and Community Connections

- Psycho-educational workshops and groups, exchanging ideas and knowledge. DSS will continue to promote student self-awareness through the continued use of the MBTI in our life skills groups.
- Due to the loss of the Supported Education Counselor Barter time and MBTI was suspended.

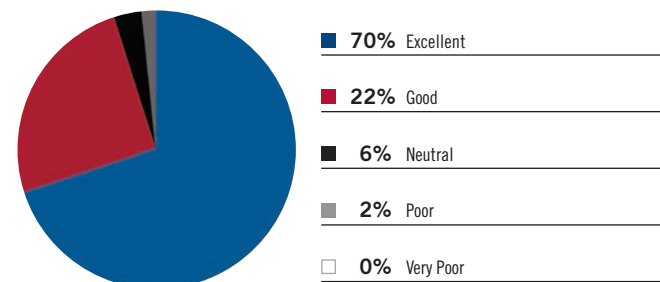
DSS Accommodation Statistics 2011-2012

Number of Students Registered at DSS	800/yr + 75
Number of New Students	380/yr
Student Consultations	1,258/yr
Number of Students w/Temporary Disability	80/yr
Requests for Academic Accommodations Letters	2,500/yr
Requests for Test Proctoring	2,600/yr
Requests for Housing Accommodations	75/yr
Exams Needing Readers, Scribes, Assistive Technology	221/yr
Exams Needing Distraction/Reduced Location / Individual Room	2,480/yr
Sign Language Interpreters,	\$7,404
Proctors	228 paid hours
Note takers	\$6,854/yr
Equipment on Loan - Keys etc.	30/yr
Transportation/Para Transit Requests, Number of Individuals Using	86/yr
Handicap Parking Permits	120/yr
Classroom Access (Furniture)	37/yr
ADA Consult and Complaints	230/yr

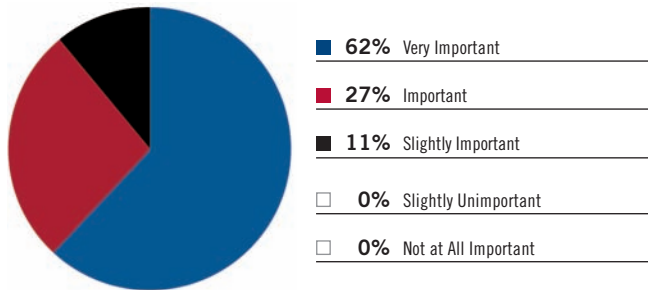
Ability to Discuss Needs with Professor 2011-2012



DSS Ability to Provide Helpful Accommodations 2011-2012

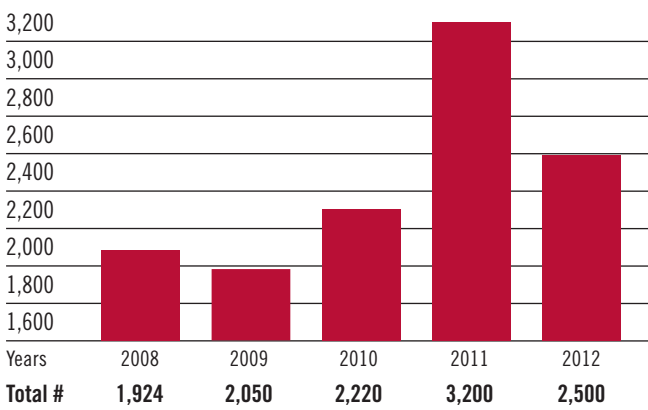


Importance of Accommodations to Success 2011-2012



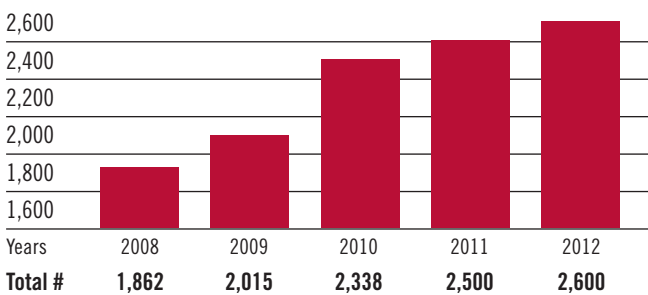
Academic Accommodations 2008-2012

of Letters



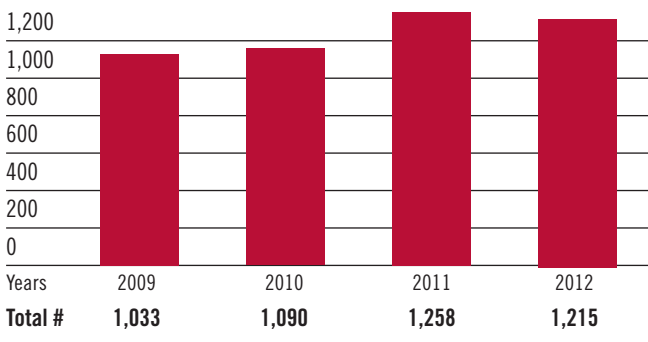
Test Proctoring 2008-2012

of Tests



Student Consultations 2009-2012

of Consultations



Points of Pride

Check-in Early and Check Us Out DSS New Student Orientation:

Full orientation program to address specific issues for students with disabilities. Includes both new students and family members. Residential students are given the option to check into their room earlier than other students. All students have a chance to make themselves at home on campus. This year a hurricane disrupted Experience SB. DSS new students were prepared by David Scarzella, who calmed anxious parents and students at the DSS Orientation.

Increased Number of Testing Services Provided:

Testing services included ABT testing. We facilitated 2,600 student exams.

Increased Number of Accommodations Requested:

DSS responded to more than 6,300 requests for services and accommodations.

Continuation of Excellent Customer Service:

Despite a further staff reduction leaving only one and a half counselors and an increase in requests, DSS managed to provide excellent customer service.

Strategic Priorities 2012-2013

Refine the Custom Design and Launch Database/Tracking and Scheduling Program that will Enhance Assessment Efforts:

Database/student tracking and scheduling programs will be designed to manage the various services and documentation files, allowing DSS to eliminate administrative tasks and go paperless. Continuity of DSS services by allowing counselors access to records, student documentation and files. Data and systems are designed to refine collection methods through changes to forms and improve metrics to track data along several performance indicators.

Classroom Accommodation Letter Requests: Meet with students to review classroom accommodation needs and send letters of accommodation to faculty.

Testing Accommodation Requests: Provide accommodated testing appointments and services for eligible students.

Psycho-educational Workshops

- Expose students to a variety of stress management tools.
- Increase the number of students participating and exchanging ideas and knowledge. New DSS Supported Education Counselor will develop programs to address these needs.

Social Work Intern Program

- Support social work students and the School of Social Welfare by providing training.
- The Supported Education Counselor will train to provide supervision to an intern.

DSS Services to Veterans: Continue to encourage Veterans with disabilities to receive services to enhance student learning, personal development and academic success.

Mission

The mission of the Office of University Community Standards (UCS) is to support the University's educational goals by promoting a just, safe, orderly, civil and positive University climate for learning, both inside and outside the classroom, through behavioral standards, disciplinary processes, training and intervention.

The disciplinary processes contained in the Conduct Code provide students, faculty, staff and visitors with a procedural guide to initiate a complaint against a student, when their rights as members or visitors to the University community have been allegedly violated. Students can apply to become an Administrative Hearing Board volunteer. Once selected, Hearing Board volunteers are trained to hear evidence and render fair and objective decisions on allegations brought to the formal hearing process.

Intervention by the Office of University Community Standards addresses inappropriate conduct and serves to educate students on how their behavior affected themselves, others and the University community.

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Student Case Referrals

- Improved tracking of University Police Department referrals by assigning a UCS staff member as a liaison to the University Police Department Central Records Office.

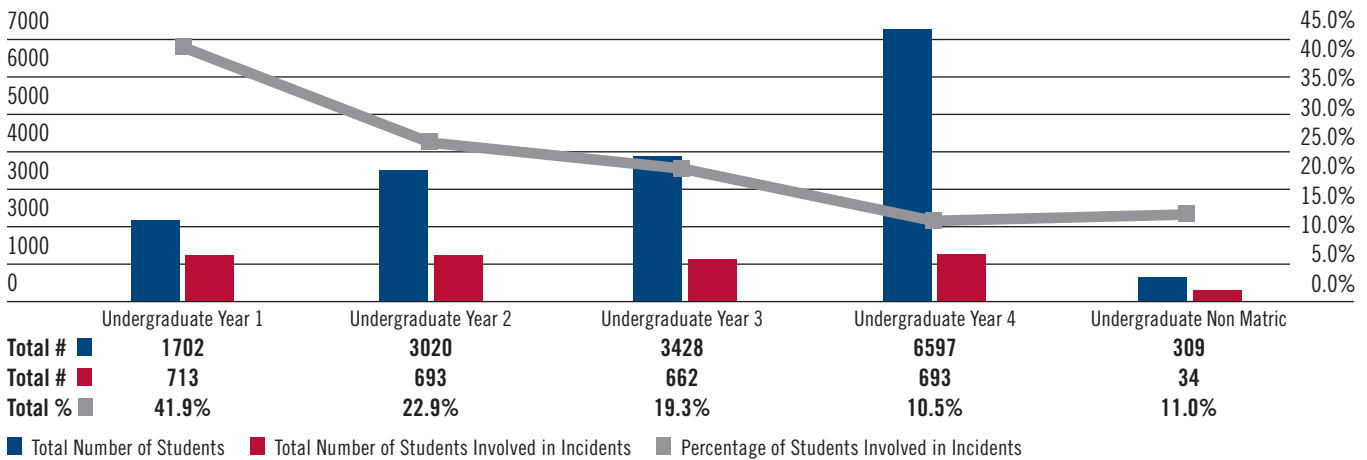
Administrative Hearing Board

- Trained a record number of 52 new Hearing Board members in Fall 2011 - a 26 percent increase from the previous year (43 new Board members).

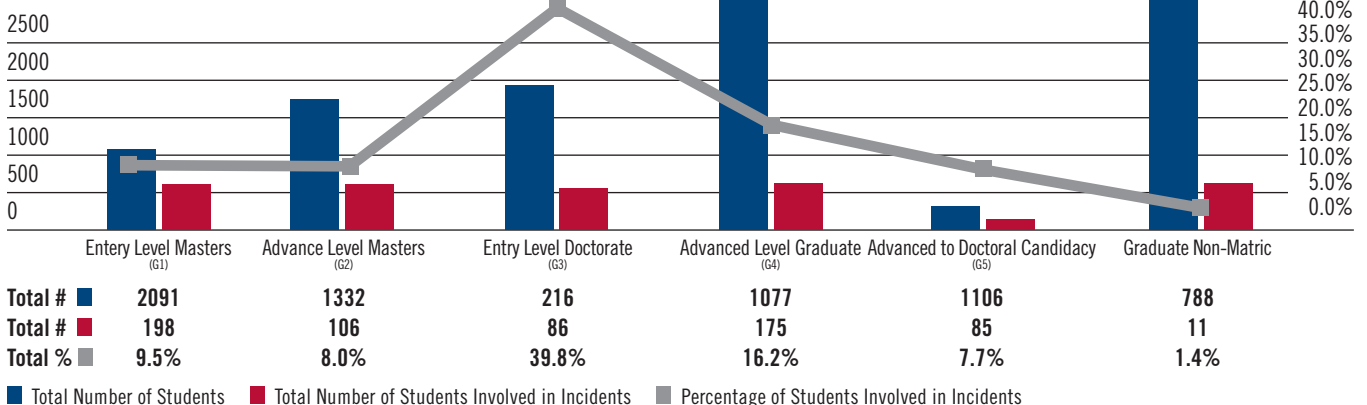
Revision of Materials

- Successfully began to update language in all UCS, Behavioral Assessment Committee, Alcohol and Other Drugs and Division of Campus Residences student correspondence. Updated institutional policies within the University Policy Manual, The Student Handbook, the Administrative Hearing Board manual and the UCS website to assure the language was legally compliant and more student-success focused.

Undergraduate Student Conduct Code Violations 2011-2012



Graduate Student Conduct Code Violations 2011-2012



Sanctions Issued to Students Who Violated the University Student Conduct Code 2011-2012

Category	Total #	Category	Total #
Community Service	17	None	968
Disciplinary Probation	17	Residence Hall/Apartment Probation	10
Educational Projects and Programs	517	Restitution for State Property	30
Expulsion for the Residence Halls/	1	Restriction from Other Campus	8
Fire Safety Class	306	Restriction Residence Halls/	30
Imposed Reassignment	19	Substance Education Class	197
Letter of Warning	643	Suspension from the Residence Halls/	26
Letter of Warning 2	187	Suspension from the University	1
Letter of Warning 3	44	Verbal Warning	689
Loss of Privileges	20	Withdrawal Prior to Hearing	2
N/A	44	Written Warning	43
No Contact	12	Expulsion from the University	0

Points of Pride

University Student Conduct Code: The Stony Brook Council revised and approved the University Student Conduct Code in Fall 2011 and in Spring 2012. These changes further clarified University processes and helped ensure the health and safety of the University community. The changes were results of OCR guidance regarding Title IX, State Fire Marshall and Office of General Counsel recommendations.

Administrative Hearing Board: The Office of University Community Standards recruited and trained 52 Administrative Hearing Board members.

Staffing: During 2011-2012, the Office of University Community Standards continued to operate at a high rate of efficiency, processing a large caseload with a high level of staff turnover.

Rape Crisis Counselor Training: To further assist in addressing Title IX cases and victims of sexual violence, the Director of the Office of University Community Standards completed a 30-hour New York State Rape Crisis Counselor Training with the VIBS Family Violence and Rape Crisis Center.

Collaboration: Collaborated with University Police, Parking Enforcement, Faculty Student Association, Division of Campus Residences, Counseling and Psychological Services and the Office of Diversity and Affirmative Action to increase communications and work more effectively to address student issues that violated the University Student Conduct Code.

Strategic Priorities 2012-2013

Enhance Training: Provide comprehensive training to the faculty, staff and students who serve as Hearing Board members, hearing officers and appeals officers, enabling them to expand their knowledge, enhance their understanding of civic responsibility and assist in providing better developed skills for dealing with sensitive conduct cases.

Support Students Through AOD Process: Develop a new initiative in which the Office of University Community Standards will support and facilitate communication for students involved in the University's Alcohol and Other Drug Assessment (AOD) process. UCS will serve as the main student contact to guide students through the AOD process.

Customer Service: Support student learning, personal development and academic success by providing excellent customer service to students involved in the Student Conduct process.

Focus on Proactive Initiatives:

- Increase collaboration with the University community by communicating the University Student Conduct process and the role of all community members to create a civil, respectful, orderly and safe University environment.
- Provide appropriate resources to the University community to facilitate proper reporting of incidents that involve students.

Technology and Assessment:

- Utilize technology (e.g., Judicial Action, Skype, Google mail) to increase the expediency of our communications with students to make effective use of our time.
- Use Judicial Action database to track data and determine areas that may be deficient and provide necessary remedies to improve Departmental function and University community needs.

Mission

- Provide excellent support to active-duty service members, veterans and their families in the Stony Brook community
- Enhance the registration for and processing of Veterans Educational Benefits – web-based
- Augment the exposure of military service members on campus
- Provide work-study opportunities to our Veteran Students
- Transition students from returning Veteran to Student

Strategic Priorities 2011-2012

Goals > Major Accomplishment or Activity

Collaborate with Internal Departments

- In the event that a Veteran Student requires extra assistance outside of the classroom, we have collaborated with the Center for Prevention and Outreach, Disability Support Services and Academic Advising to provide special assistance.

Encourage Veteran Student Involvement

- Through the planning and attendance of the Veterans Day ceremony and the participation in the Veterans Affairs Work-Study program, Veteran Students are brought together and are actively involved in the campus community.

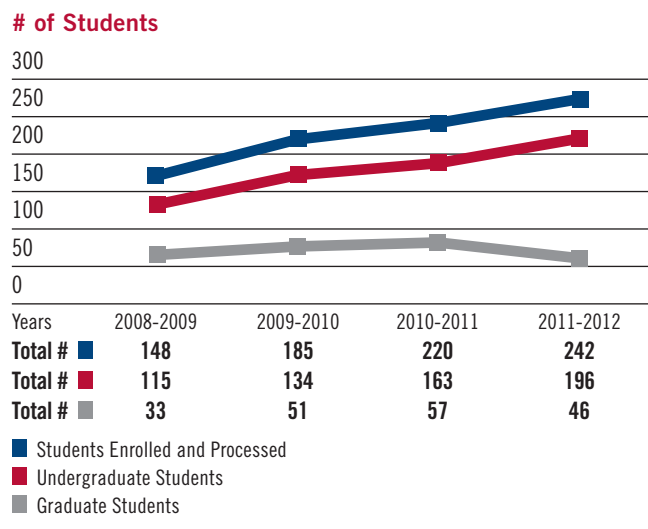
Recruitment and Information Services

- Continuous development of our website has assisted in attracting more Veterans to the University as well as provided students/family members with interactive, accurate, up-to-date information.

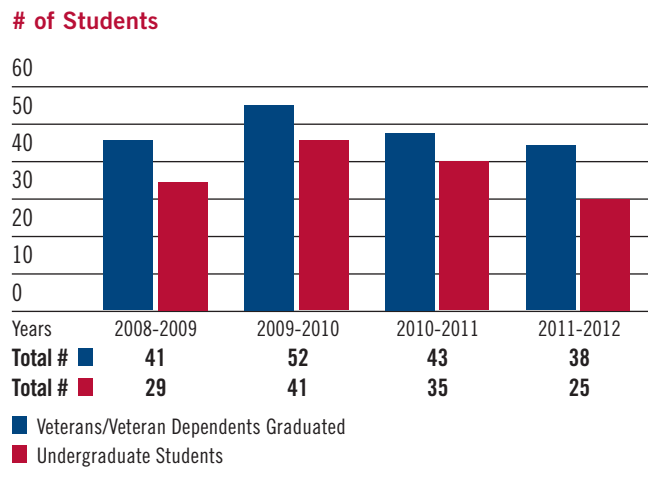
Establish Veterans Task Force

- In his presentation to the Student Life Committee, Ismael Rodriguez requested faculty support to ensure success in the academic careers of Veteran Students. Due to increasing enrollment, prompted in part by the Post 9-11 GI Bill, faculty participation will enhance the growth and success of this student population. They have agreed to support this endeavor and this will be an important goal for 2012-2013.

Total Number of Students Enrolled and Processed 2008-2012

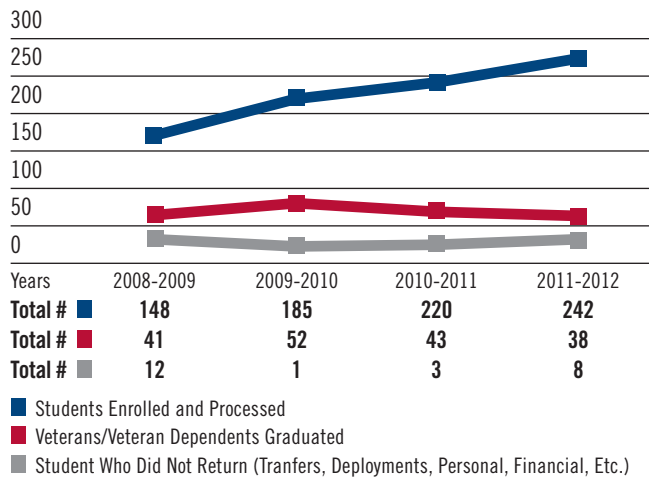


Total Number of Students Who Graduated 2008-2012



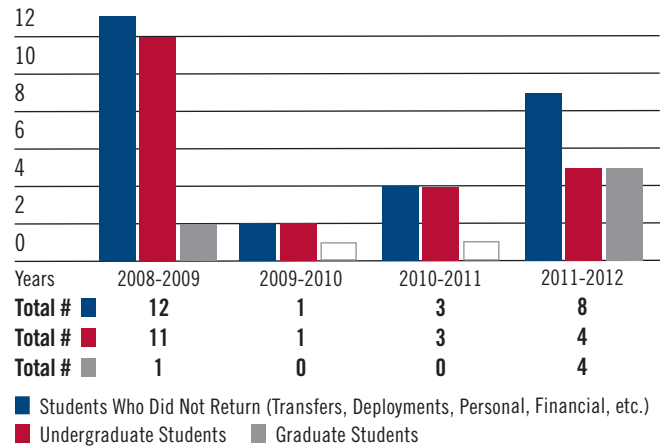
Veterans Students Trends 2008-2012

of Students



Total Number of Students Who Did Not Return (Transfers, Deployments, Personal, Financial, Etc.) 2008-2012

of Students



Points of Pride

Veteran Student Population

- The Veteran Student population at the University continues to increase. Currently, we have more than 200 Veteran students enrolled at Stony Brook University.
- Have re-established the Veterans Student Organization group.

Military-Friendly School: Stony Brook is officially recognized as a Military-Friendly School with a ranking in the top 20 percent.

ARMY ROTC: Stony Brook has agreed to establish a partnership with Hofstra University. This partnership enables SB students to remain on campus to take ROTC classes instead of traveling to Hofstra. This partnership is a major accomplishment affording SB the opportunity to attract and create a keen desire for more students to attend SB.

Yellow Ribbon Program: The School of Medicine and the Dental School have been voluntary participants in this program, providing additional funds to students beyond what they receive from their GI Bill. Under the Yellow Ribbon Program, the Veterans Administration matches that amount and issues a check to the School. This year, Stony Brook agreed to contribute additional funding of \$50,000, apart from what the Dental School and School of Medicine already offer. This funding will be dispersed through various academic programs as additional aid for veterans who meet the requirements of the Program.

Strategic Priorities 2012-2013

Process Veterans Benefits: Benefits processing is done in a streamlined, efficient manner with cooperation between the many offices that are involved, including Registrar, Bursar/ Student Accounts and Financial Aid. As a result of continuing changes to the GI Bill, there will be increased communication and development of benefits processing.

Integrate with Internal Departments: In the event that a Veteran Student requires extra assistance outside of the classroom, we have collaborated with CAPS, the Center for Prevention and Outreach, Disability Support Services, and Academic Advising to provide special assistance.

Peer-to-Peer Mentoring: Engaging Veteran Student leaders to mentor new Veteran Students entering Stony Brook University. The students are also able to relate to one another and a communicative relationship is developed resulting in a feeling of community.

Encourage Veterans Student Involvement

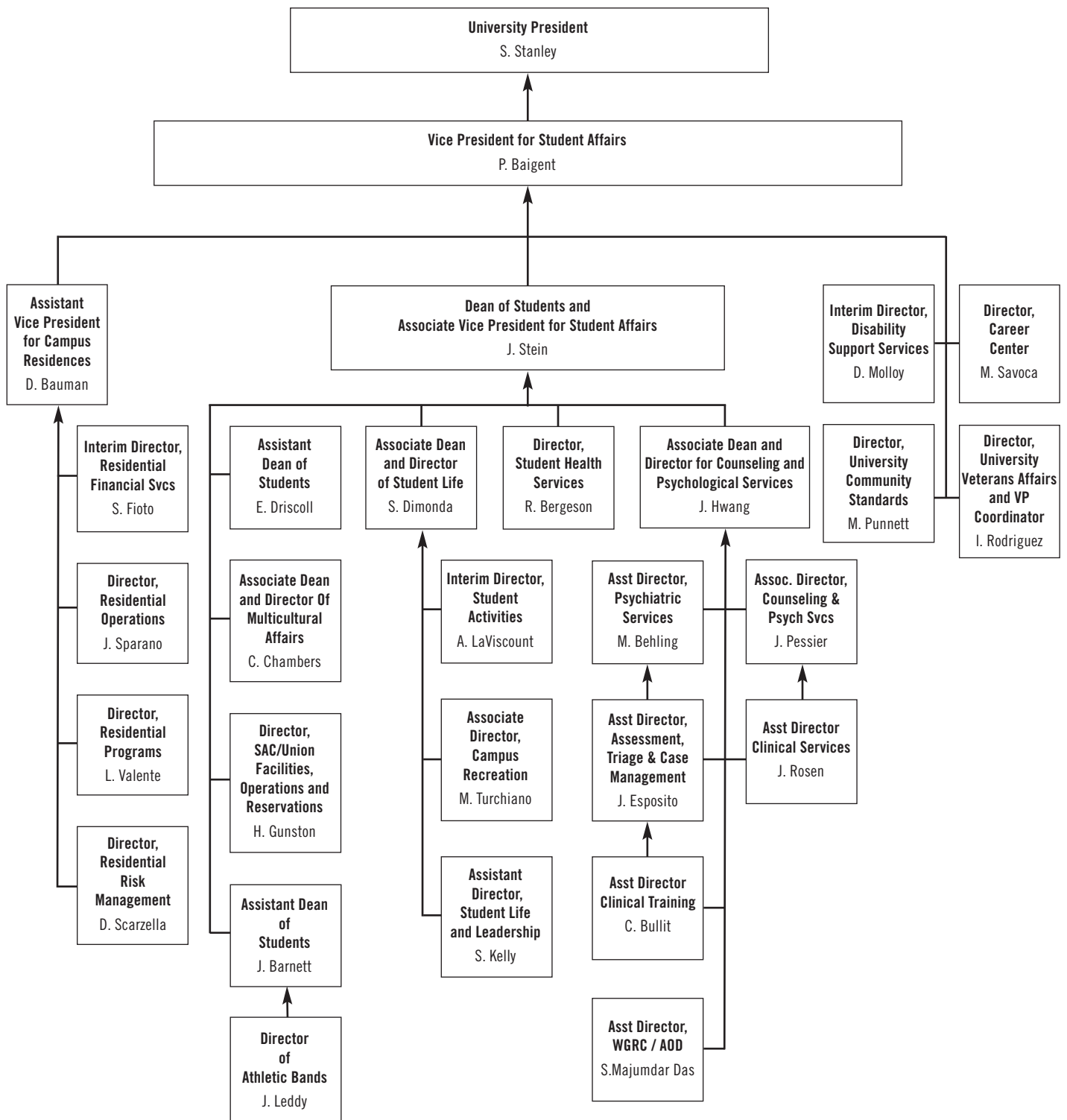
- Through the planning and attendance of the Veterans Day ceremony and the participation in the Veterans Affairs Work-Study program, Veterans are brought together and are actively involved in the campus community.
- Encourage Veteran participation and involvement in VESO to help promote more events and programs geared toward the Veteran Student.

Provide One-on-One Advisement: Staff and VA students will continue to meet with Veteran Students in reference to benefits and related issues.

Recruitment and Information Services: Work with Admissions in outreaching to service members and family as well as maintaining a current VA website.



APPENDIX A: DIVISIONAL ORGANIZATIONAL CHART



APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Nikki Barnett	Career Center	State University of New York (SUNY) Career Development Organization (CDO), Conference co-chair <i>Career Counseling vs. Career Coaching: Similar or Different?</i> , Roundtable discussion leader at the Mid-Atlantic Career Counseling Association (MACCA) Annual Conference in Lancaster, PA
Paige Carbone	Career Center	State University of New York (SUNY) Career Development Organization (CDO) Annual Conference, Co-chair, Entertainment
Kimberly Joy Dixon and Andréa Lipack	Career Center	"Trends in Recruitment and Best Practices" Employer Panel, moderator at the SUNY CDO Conference, Port Jefferson, NY State University of New York (SUNY) Career Development Organization (CDO) Annual Conference, Co-chairs, Recruiter Networking Event, SUNY CDO Annual Conference
Joanna Durso	Career Center	State University of New York (SUNY) Career Development Organization (CDO), Awards Committee member SUNY Career Development Organization (CDO), Board Member (New Member At Large)
Pat Hayes Joyce Guglielmo Marianna Savoca	Career Center	State University of New York (SUNY) Career Development Organization (CDO) Annual Conference, Co-chairs, Registration
Andréa Lipack	Career Center	Metropolitan New York College Career Counselors' Association (MNYCCPOA), President
Elena Polenova and Taryn Kutujian	Career Center	State University of New York (SUNY) Career Development Organization (CDO) Annual Conference, Co-chairs, Program Committee
Elena Polenova	Career Center	<i>Social and Cultural Differences in Career Counseling: American v. German Model</i> , presented at the International Vocational Design Career Counseling Conference in Padua, Italy (with K. Brandl, University of Würzburg) <i>Your Successful Internship</i> , invited presenter for the JFEW SUNY International Relations and Global Affairs program, New York, NY
Marianna Savoca	Career Center	<i>Creating A Quality Internship Program</i> , invited pre-conference speaker for the National Society of Experiential Education (NSEE)'s Experiential Education Academy in Charlotte, NC <i>Becoming a Career Director</i> , panelist at the SUNY Career Development Conference, Port Jefferson, NY
Amie Vedral	Career Center	State University of New York (SUNY) Career Development Organization (CDO), Conference Committee <i>Students' Career Choices in the U.S.: Parents' Influence and Cultural Paradigms</i> , presented at the International Vocational Design Career Counseling Conference in Padua, Italy
Urszula Zalewski	Career Center	National Society for Experiential Education (NSEE), Conference Planning Committee Response of Suffolk County, Board of Directors New York Campus Compact, Board of Directors Career Development, presentation for Habitat for Humanity of Suffolk, Long Island, NY <i>Careers in Service</i> , invited presenter, Hofstra University, Long Island, NY <i>Capacity-Building Grants: Federal and Corporate Funding Opportunities for Experiential Education</i> , invited speaker at the MNYCCPOA Winter Meeting, New York, NY
Lara Hunter	Counseling and Psychological Services/Center for Prevention and Outreach (CAPS/CPO)	<i>Red Watch Band National College Health Improvement Project</i> , Learning Session 2, January 2012, Austin, TX
Jenny Hwang	Counseling and Psychological Services/Center for Prevention and Outreach (CAPS/CPO)	Association for University and College counseling Center Directors (AUCCCD) 2012 Conference Planning Committee, Program Committee Co-Chair
Ahmed Belazi	Counseling and Psychological Services/Center for Prevention and Outreach (CAPS/CPO)	<i>Integrating QR codes and Google Analytics to improve a campus-wide outreach campaign to reduce high-risk drinking on campus</i> , presented at the National Conference on Outreach and Prevention, Chicago, IL, June 2012
Jeffrey A. Barnett	Dean of Students	Teacher's College (TC) Press, Reviewer <i>Aesthetics of Civility on Campus: Building a Caring and Supportive Campus Community</i> presented at the 2012 Teachers College, Columbia University International Winter Roundtable on Cultural Psychology with Jerrold L. Stein <i>Models of Building Staff Capacity for Assessment and Research Practice</i> national webinar presentation for the Campus labs 2012 Professional Development Seminar Series, with David R. Scarzella <i>Let's Talk About Assessing the Housing Experience</i> , presented to the Northeast Association of College and University Housing Officers (NEACUHO), Boston, MA presentation with David R. Scarzella
Jerrold L. Stein	Dean of Students	<i>Aesthetics of Civility on Campus: Building a Caring and Supportive Campus Community</i> presented at the 2012 Teachers College, Columbia University International Winter Roundtable on Cultural Psychology with Jeffrey A. Barnett

APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
David R. Scarzella	Dean of Students/Residential Risk Management	<i>Models of Building Staff Capacity for Assessment and Research Practice</i> national webinar presentation for the Campus labs 2012 Professional Development Seminar Series, with Jeffrey A. Barnett <i>Let's Talk About Assessing the Housing Experience</i> , presented to the Northeast Association of College and University Housing Officers (NEACUHO), Boston, MA presentation with Jeffrey A. Barnett
Ellen F. Driscoll	Dean of Students	New York State Office of Alcoholism and Substance Abuse (OASAS), Steering Committee Member Long Island College Consortium on Alcohol and Substance Awareness (LICCASA), Board Member
Donna Molloy	Disability Support Services	Long Island College Counselors for Students with Disabilities, Senior Member Transition to College Workshop, Long Island College Counselors for Students with Disabilities, Farmingdale, NY
Susan DiMonda	Division of Student Life	Long Island Council of Student Personnel Administrators (LICSPA), President-elect Long Island Council of Student Personnel Administrators (LICSPA), Secretary <i>International Student Services/Traveling Abroad</i> , co-presented at the Long Island Council of Student Personnel Administrators Annual Conference Roundtable Discussion
Howard Gunston	Facilities Operations SAC and SB Union	Student Employee Appreciation Luncheon Keynote, Stony Brook University American Heart Association Teaching Center, Faculty
Cheryl Chambers	Office of Multicultural Affairs	<i>SAAB Chapter in the Spotlight: Best Practices</i> , presented at the SAAB National Conference, Indianapolis, IN <i>Keynote Address for the Health Occupations for Excellence (HOPE) Program Graduation Ceremony</i> , Office of Community Relations, Stony Brook University Hospital
Amjad Abdo	Residential Programs	ACPA, Membership Coordinator; Standing Committee for Multi-Cultural Affairs <i>Today's American DREAM</i> , presented at the American College Personnel Association (ACPA) 2012 National Convention, Louisville, KY
Dillon Beckford	Residential Programs	North East Association of Housing Officers (NEACUHO), Social Issues Committee
Michael Blackman	Residential Programs	<i>Ally and Multicultural Development</i> , presented at the American College Personnel Association (ACPA) 2012 National Convention, Louisville, KY
Joan Collier	Residential Programs	National Student Personnel Association (NASPA), Region II, Undergraduate Fellows Program Advisory Board; New Professional and Graduate National Student Personnel Association (NASPA), Student Knowledge Community Conference Consortium; Multicultural Institute Program American College Personnel Association (ACPA), Commission on Residence Life and Housing Award Reviewer
Kevin Conn	Residential Programs	Broadway Cares, Equity Fights AIDS, College Action Committee Residence Hall Association (RHA), "Of the Month" Regional Review Committee American College Personnel Association (ACPA), Commission for Social Justice and Commission for Student Involvement
Peter Gerace	Residential Operations	International Code Council (ICC), Member
John Sparano	Residential Operations	SUNY Physical Plant Administrators Association (PPAA), Member Eastern Regional Association of Physical Administrator (ERAPA), Member
Judy Jaquez	Residential Programs	American College Personnel Association (ACPA), Committee for Multicultural Affairs, Latino Network Secretary-elect
Miriam Rios	Residential Programs	American College Personnel Association (ACPA), Latino Network, Social Chair
Dan Schwartz	Residential Programs	<i>Put Yourself in their Shoes</i> , presented at the New York University Student Affairs Conference, New York, NY with Rachel Fatto
Rachel Fatto	Residential Programs	<i>Put Yourself in their Shoes</i> , presented at the New York University Student Affairs Conference, New York, NY with Dan Schwartz
Elisbeth Santore	Residential Programs	<i>Stupid Cancer; Helping Students Through the Fight for Their Life</i> , presented at the American College Personnel Association (ACPA) 2012 National Convention, Louisville, KY
Daniel Schwartz	Residential Programs	<i>Training Your Staff to Connect with the Global Campus Community</i> , presented at the NYU Student Affairs Conference American College Personnel Association (ACPA), Commission on Admission, Orientation and First-Year Experience
Samantha Soren	Residential Programs	<i>A Walk in Another's Shoes</i> , presented at the National Association of Student Personnel Administrators Region II Conference
Laura Valente	Residential Programs	<i>Instant Celebrity: Narcissism and Facebook</i> , presented at the American College Personnel Association (ACPA) National Convention, Louisville, KY with Kevin Conn <i>Responding to Student Narcissism</i> , presented at the Association of College and University Housing Officers - International (ACUHO-I) Convention, Anaheim, CA with Kevin Conn

APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Kevin Conn	Residential Programs	<i>Instant Celebrity: Narcissism and Facebook</i> , presented at the American College Personnel Association (ACPA) National Convention, Louisville, KY with Laura Valente <i>Responding to Student Narcissism</i> , presented at the Association of College and University Housing Officers - International (ACUHO-I) Convention, Anaheim, CA with Laura Valente
Gina Vanacore	Residential Programs	<i>Size Does Matter: Persistence Through Community-Based Learning</i> , presented at the NASPA Persistence and Assessment Conference, June 2012 with Meghan Marino
Meghan Marino	Residential Programs	<i>Size Does Matter: Persistence Through Community-Based Learning</i> , presented at the NASPA Persistence and Assessment Conference, June 2012 with Gina Vanacore
Joseph Vece	Residential Programs	National Student Personnel Association (NASPA), Program Reviewer American College Personnel Association (ACPA), Program Reviewer
Ghenet Weldestlassie	Residential Programs	National Student Personnel Association (NASPA), Program Reviewer Association for Institutional Research, Electronic Publications Review Member
Emanuel Gyamfi	Residential Risk Management	Suffolk County Auxiliary Police, Member
David R. Scarzella	Residential Risk Management	<i>New York State Code Enforcement Official Using Rubrics in Assessment</i> , presented at the National Association of Student Personnel Administrators Conference, Phoenix, AZ <i>Let's Talk About Assessing the Housing Experience</i> , presented to the Northeast Association of College and University Housing Officers (NEACUHO), Boston, MA with Jeffrey A. Barnett
Isobel Breheny-Schafer	Student Activities	National College Media Advisors, New Advisors and Public Relations Committee Press Club of Long Island and Society of Professional Journalists, Conference Committee Intercollegiate Broadcasting Seminars, Regional Planning Committee <i>Careers Paths Women in Communications Panel</i> , presented at the Intercollegiate Broadcasting Seminars Regional Conference, New York, NY, March 2012 <i>Student Media Leadership Development: How do I Lead? Creating a Team Workshop Based on Harvard Business School Studies</i> , presented at the Intercollegiate Broadcasting Seminars Regional Conference, New York, NY, March 2012 <i>The Role of Radio Communications During a Disaster Situation</i> , presented at the Intercollegiate Broadcasting Seminars Regional Conference, New York, NY, March 2012 <i>Best Fundraising Practices and Policies for Broadcasting at Noncommercial Stations</i> , presented at the Intercollegiate Broadcasting Seminars Regional Conference, New York, NY, March 2012
Diane Redo	Student Activities	Long Island College Student Personnel Association, Immediate Past President 2010-2012 <i>D.E.L.E.G.A.T.I.O.N.</i> , presented at the National Association for Campus Activities Mid-Atlantic Conference, Buffalo, NY, October 2011 <i>Student Activities and Residence Life Collaboration</i> , presented at the Long Island College Student Personnel Association 30th Annual Conference, Queens, NY, February 2012
Kimberly Stokely	Student Activities	<i>Check Yourself Before You Wreck Yourself</i> , presented at the Northeast Greek Leadership Conference, Hartford, CT, February 2012
Lee Bateman, MD	Student Health Service	Jefferson's Ferry Life Care Community, Medical Director
Rachel Bergeson, MD	Student Health Service	American Academy of Pediatrics Chapter 2, District 2, Adolescent Committee Planned Parenthood of Hudson Peconic Medical, Advisory Committee New York State College Health Association (NYSCHA), Board Member
Linda Hamilton	Student Health Service	American Red Cross, Volunteer
Jason Lazarus	Student Health Service	Port Jefferson Fire Department, Ambulance Chief
John Shackelford	Student Health Service	United University Professional (UUP), Chapter Secretary, United University Professional (UUP), Department Representative, United University Professional (UUP), Delegate
Kulsoom Shah, MD	Student Health Service	Association of Physicians of Pakistani Descent of North America (APPNA), Treasurer
Maureen Pavone, RN	Student Health Service	American Heart Association, Faculty Member



APPENDIX C: STAFF AWARDS AND ACKNOWLEDGEMENTS

Staff Name	Department	Staff Awards and Acknowledgements
Kimberly Joy Dixon	Career Center	Distinguished Service Award in Student Development , Stony Brook Division of Student Affairs New York/New Jersey Educator of the Year Award , INROADS Target Foundation Grant (\$3000) for student diversity initiatives
Urszula Zalewski	Career Center	New York Council for the Humanities Grant (\$1500) for service learning initiatives
Kathleen Valerio	Counseling and Psychological Services/Center for Prevention and Outreach (CAPS/CPO)	AmeriCorps Education Award Program , continuation grant year 2 (\$92,138) of 3 year grant AmeriCorps Education Award Program , continuation grant year 2 (\$92,138) of 3 year grant Creative Programming Award , Long Island College Student Personnel Administrators (LICSPA)
Gerald Shepard	Counseling and Psychological Services/Center for Prevention and Outreach (CAPS/CPO)	Sister Margaret Ann Lifetime Achievement Award , Division of Student Affairs
Jeffrey A. Barnett	Dean of Students	Newman's Own Campus Community Service Challenge Grant (\$5,000) to support Alternative Spring Break Outreach Disaster Relief in Missouri and Alabama
Ellen F. Driscoll	Dean of Students	Shirley Strum Kenny Steel Magnolia Award , Stony Brook University
Edrees Arzomand	Division of Student Life	Overall Creative Programming Award for "Stony Brook Secrets," Long Island Council for Student Personnel Administrators (LICSPA)
Lynne Molloy	Facilities Operations SAC and SB Union	Distinguished Service Award for Systems Innovation , presented by the Division of Student Affairs
Karen Lee	Multicultural Affairs	Distinguished Service Award for Outreach Efforts , presented by the Division of Student Affairs
Student African American Brotherhood (SAAB)	Multicultural Affairs	Stellar Chapter Award , Student African American Brotherhood (SAAB) National Headquarters
Joan Collier	Residential Programs	New Professional of the Year , Long Island College Student Personnel Association (LICSPA)
Campus Community Emergency Response Team (CCERT)	Residential Risk Management	Presidential Volunteer Service Award , United States of America Office of the President
Residential Safety Program	Residential Risk Management	Organization of the Month , National Residence Hall Honorary, for Outstanding Contribution to the Stony Brook Community
Isobel Breheny-Schafer	Student Activities	Woman in Communications/Media Award , Town of Brookhaven, March 2012
Kimberly Stokely	Student Activities	Student Affairs Distinguished Service Award for Outstanding Service , Division of Student Affairs Creative Program Award for Leadership , Long Island College Student Personnel Administrators (LICSPA)
Rachel Bergeson MD	Student Health Service	Clifford B. Reifler Award , New York State College Health Association (NYSCHA)
Colleen Florsz	Student Health Service	Chancellor's Award for Outstanding Service in Classified Service , State University of New York (SUNY)
Kathleen Valerio	Student Health Service	Woman of the Year for Outstanding Community Service 2012 , Town of Brookhaven Office of Women's Services New York State HIV Prevention Grant (\$10,000) for health & HIV prevention materials
Student Health Advisory Committee (SHAC)	Student Health Service	Outstanding Collaboration for "Vigil of Hope" (with C.H.O.I.C.E.) Long Island College Student Personnel Administrators (LICSPA)
Student Health Advisory Committee (SHAC)	Student Health Service	Outstanding Student Group Award for "Vigil of Hope" New York State College Health Association (NYSCHA)



Photos by: Juliana Thomas, John Griffin/Office of Communications, Sam Levitan, Jeanne Neville/Media Services, Photomotions
Graphic Designer: Gail M. Swedberg Stony Brook University/SUNY is an affirmative action, equal opportunity educator and employer.



Stony Brook
University