

CONTENTS:

INTRODUCTION

FIVE YEAR PLAN COORDINATING COMMITTEE

FIVE YEAR PLAN: 2000

1. UNDERGRADUATE STUDENTS
2. GRADUATE STUDENTS AND POSTDOCTORAL ASSOCIATES
3. FACULTY
4. ACADEMIC INFRASTRUCTURE, STAFF, AND ADMINISTRATION
5. CAMPUS LIFE
6. CAMPUS FACILITIES
7. TECHNOLOGY TRANSFER, OUTREACH, AND FUNDRAISING
8. FACILITIES MAINTENANCE

FIVE YEAR PLAN TASK FORCE MEMBERS

From the President

Stony Brook's second Five Year Plan is the work of many people: seven Task Forces, the Coordinating Committee, and the many students, faculty, and staff who attended public meetings to discuss the preliminary draft or contributed written comments. Coordinating Committee Chair Dusa McDuff, the Task Force chairs, and project staff Emily Thomas deserve particular praise, for theirs was an arduous task.

The Five Year Plan for 2000-2005 synthesizes the priorities and concerns of the campus community into a set of specific actions that represent progress toward shared goals articulated in the planning process. We will take those actions, as we took those identified in the first Five Year Plan, and I will report their accomplishment to you annually.

I expect our next five years to be as exciting as the past five. We can build on great strength as we refine current programs and develop new initiatives to meet the opportunities and challenges of the 21st century. Achieving the goals of this Plan will be an important part of what we do, and I look forward to working on them with and for you.

Shirley Strum Kenny

INTRODUCTION

The Five Year Plan for 2000-2005 establishes an agenda for continuing Stony Brook's ascent as a national leader among research universities through innovation and the improvement of core programs and services. The agenda is concrete. The Plan does not attempt to anticipate every initiative the campus will undertake in the next five years, but rather identifies specific projects that will move Stony Brook toward further excellence in education, research, and service. Those projects will be completed. The Plan includes a date for each action and the administrators responsible. Annual reports will document progress, as they documented completion of each project included in the Five Year Plan for 1995-2000.

The Plan sets goals in eight areas: Undergraduate Students; Graduate Students and Postdoctoral Associates; Faculty; Academic Infrastructure, Staff, and Administration; Campus Life; Campus Facilities; Technology Transfer, Outreach, and Fundraising; and Facilities Maintenance. The goals focus on providing a campus environment in which Stony Brook's excellent faculty, staff, and students will flourish, and on developing new initiatives that build on current strengths.

This Five Year Plan addresses the priorities and concerns of the campus community. To begin its development, President Kenny convened seven Task Forces that engaged 150 faculty, staff, students, alumni, and friends of the University in developing recommendations in areas important to Stony Brook's future. They addressed Academic Excellence; Research Scholarship and Creative Activity; Students' Experience; Facilities; Diversity and Internationalization; Campus Services; and Outreach and Entrepreneurship. The chairs of these groups then worked as a Coordinating Committee to synthesize the Task Force proposals into a draft Plan, which was widely circulated to ensure that all members of the campus community had an opportunity to contribute their perspectives. This final Plan incorporates extensive comments on the Draft obtained from students, faculty, and staff in two public hearings and in writing. The Task Force reports complement the Five Year Plan by providing detail on its initiatives.

FIVE YEAR PLAN
COORDINATING COMMITTEE

Dusa McDuff,
Chair
Distinguished Professor
Department of Mathematics

Frances Brisbane
Dean
School of Social Welfare

James Davis
Professor and Chair
Department of Neurology

Alan Inkles
Director
Staller Center for the Arts

Craig Lehmann
Dean
School of Health Technology
and Management

Serge Luryi
Professor and Chair
Department of Electrical Engineering

Harold Metcalf
Distinguished Teaching Professor
Department of Physics
and Astronomy

FIVE YEAR PLAN: 2000-2005

1. UNDERGRADUATE STUDENTS

VISION:

Stony Brook will continue to improve undergraduate education and the recruitment and retention of students. In the last five years, the undergraduate program has been enhanced with initiatives ranging from increased mentoring, to special programs that engage undergraduates' interest, through programs that encourage pedagogical experimentation, to the establishment of several exciting interdisciplinary teaching and research units. To continue this development and accommodate the expanding undergraduate student body,

the University will review what has been accomplished thus far to ensure that students' curricular needs are met, and continue carefully planned innovation.

1.1 Support and enhance existing undergraduate programs

GOALS:

Stony Brook will ensure that students' curricular needs are met. Students will progress smoothly through their general education requirements and majors. The undergraduate curriculum will be supplemented with special programs that have proved their worth or have strong potential to enrich the academic atmosphere on campus.

SPECIFIC ACTIONS:

- Ensure that courses required for a major or to satisfy general education requirements are offered regularly with enough sections to permit students to progress with no delays. (2001)
- Continue to support and develop special programs, such as the Honors College, WISE, the Living/Learning Centers, and Learning Communities, and ensure that they carry out their missions effectively and equitably. (2001)
- Ensure through Web postings and departmental handbooks that students have accurate and up-to-date information about courses to be offered over the next two years so they can plan their academic programs. Cancellations should be posted immediately. (2003)

PERSON RESPONSIBLE:

Provost

1.2 Increase student success

GOALS:

Stony Brook will offer new students, both transfers and freshmen, guidance and support to smooth their transition into the University environment. Campus programs will enhance and celebrate student success, and they will increase faculty/student contact and facilitate the formation of mentoring relationships. Student satisfaction and outcomes will be monitored to guide program development.

SPECIFIC ACTIONS:

- Redesign orientation programs so that both the summer one-day placement/orientation program and the opening of school are welcoming, academically meaningful, and enjoyable experiences for new students. (2002)
- Improve the advising program, especially for first-year students. Continue to improve the Advising Center, building strong relationships between Advising and the Center for Excellence in Learning and Teaching, and increasing faculty involvement in advising. Establish procedures within departments for providing majors with systematic academic advice regarding their current and future education and career goals. (2002)

- Strengthen on-campus resources for improving students' basic skills, such as oral communication and writing, mathematics, and computer literacy. Increase students' access to personalized writing assistance. (2003)
- Develop and implement a plan to create more quiet study spaces and student lounges across campus, including the provision of rooms for group study in campus libraries. (2003)
- Develop curriculum-based, new-student seminars as an alternative to the current transition course (USB101). (2004)
- Expand initiatives to develop mentoring relationships between faculty and students. Increase programs in academic departments that foster interactions among undergraduates, graduate students, and faculty. (2004)
- Create a new tradition by dedicating a day in April to the celebration of student achievements. (2004)
- Track and increase the number of undergraduate students who are admitted to professional and graduate schools and/or who receive external scholarships and fellowships. Use these data in academic department reviews. (2004)
- Create a visible program of student surveys to identify academic and quality-of-life issues of concern to undergraduates. Use the results of these surveys to develop action plans and to track the effectiveness of actions taken. (2004)
- Provide supplemental instruction to support students in historically difficult courses and help them master course content while they develop and integrate learning and study strategies. Improve students' performance and reduce the failure rate in these courses. (2005)

PERSONS RESPONSIBLE:

President, Provost, Vice President for Administration

1.3 Develop the curriculum and encourage innovative pedagogy

GOALS:

Stony Brook will strengthen the undergraduate program based on examination of whether it fits students' academic needs and career interests, offers sufficient opportunity for disciplinary research and creative activity, and adequately supports the development of students' oral and written communication and their computer skills. Innovative pedagogy will be further developed, the number of students involved in research and creative activity will increase, and internationalism and diversity will be addressed throughout the curricula. Intersession activities will be developed to complement semester offerings.

SPECIFIC ACTIONS:

- Designate a campus coordinator of undergraduate research and creative activities and an HSC liaison, and convene a faculty advisory committee. (2001)
- Integrate the programs of the Center for Excellence in Learning and Teaching, the Academy of Teacher-Scholars, and Presidential Mini-Grants for Excellence in Teaching. (2001)

- Re-evaluate the current objectives and practices of college and departmental curriculum committees and the interactions among them. (2001)
- Ensure that teaching evaluation procedures support efforts to improve teaching. Consider changing the current procedures to make the evaluations more useful and make changes as appropriate. (2002)
- Develop a strategic plan for internationalization. (2002)
- Implement the strategic plan for internationalization and evaluate its effectiveness. (2004)
- Increase the number of students who study abroad. Identify and reduce impediments to participation. (2004)
- Increase the use of interactive teaching and innovative teaching techniques and technologies in classes of all sizes. (2005)
- Expand participation in undergraduate research activities, further publicize these activities, increase funding, and develop mechanisms to recognize faculty who consistently contribute. (2005)
- Significantly increase the number of faculty involved in initiatives of the Center for Excellence in Learning and Teaching. (2005)
- Recognize and reward curricular and classroom models that exemplify the inclusion of diversity and internationalization. (2005)
- Develop a rich variety of winter intersession course offerings, both credit and non-credit. Explore the potential for faculty and staff to offer courses outside their disciplines. (2005)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center

1.4 Recruit a student body that is increasingly high-achieving, as well as diverse

GOALS:

Faculty, alumni, and current students will be engaged in an aggressive recruitment effort to attract and retain an undergraduate student population that is increasingly high-achieving, as well as diverse.

SPECIFIC ACTIONS:

- Continue to develop materials to recruit a diverse student population of international, New York State, and other U.S. students. These materials should take advantage of the international recognition of the names “Stony Brook” and “State University of New York at Stony Brook.” (2001)
- Develop a policy and mechanism to recruit in the early grades the children of faculty and staff in all job categories as prospective Stony Brook students. (2002)
- Provide free parking to prospective students. (2003)
- Increase every year the number of externally funded undergraduate fellowships and scholarships. These should target a variety of undergraduate students, such as those with high ability, special talents in music, athletics, or other areas, demonstrated financial need, and non-traditional backgrounds. (2005)
- Increase the average SAT scores of incoming freshmen by five points each year. (2005)

PERSONS RESPONSIBLE:

Provost, Vice President for Advancement

1.5 Significantly improve student services

GOALS:

Stony Brook students will use efficient, user-friendly procedures to register for classes and conduct other administrative business. They will receive strong support from services such as the Career Center and Student Health Service. The eventual goal for administrative services is a “one-stop” student service center with procedures organized around an integrated student database. Immediate improvements will be directed toward this goal.

SPECIFIC ACTIONS:

- Provide consistent service hours for all student service departments and ensure that staff is available to conduct administrative business for evening students. (2002)
- Ensure that students have ready access to administrative forms in both paper and electronic formats. Create a forms area in the Administration Building lobby that provides important forms and posted prototypes for completing them. (2002)
- Establish an integrated student information database to provide online application processing, self-service facilities for routine administrative tasks, better management information for faculty and staff, and better communications to students. (2003)
- Streamline administrative procedures, especially for new students. Ensure that students have readily accessible, well-publicized opportunities for getting help, both on the Web and in person. (2003)
- Offer a toll-free telephone number for all student services, especially for Admissions, Bursar/Student Accounts, and Financial Aid. (2003)
- Ensure that the Career Center has the capacity to meet student demand for its services. (2003)
- Ensure that all administrative services, as well as relevant academic support services such as help with writing, are readily available to Health Sciences students. (2004)
- Develop a plan to establish mandatory health insurance for all undergraduates. (2004)

PERSONS RESPONSIBLE:

Provost, Vice President for Student Affairs, Vice President for Administration, Chief Information Officer

2. GRADUATE STUDENTS
AND POSTDOCTORAL ASSOCIATES

VISION:

Stony Brook will provide excellent graduate education and postdoctoral programs in a supportive environment. Many graduate students and postgraduates come to Stony Brook from elsewhere and find it difficult to integrate into University life. In order to attract and retain people of the highest quality, the University will provide first-rate academic

programs, competitive stipends, and good working and living conditions. Strong orientation and training programs will improve graduate students' experience and increase their success.

2.1 Increase graduate student support

GOALS:

Stony Brook will increase TA stipends, develop more external funding for graduate students, and attract more sponsored students.

SPECIFIC ACTIONS:

- Convene a committee of faculty, students, and staff to create a strategic plan to increase graduate student stipends to be competitive with other research universities and suitable for living on Long Island. (2002)
- Implement the plan to increase graduate student stipends. (2005)
- Develop programs to support sponsored students, such as those on Fulbright and USAID scholarships, and to increase their number. (2004)
- Increase by 20% the number of graduate fellowships funded from federal and foundation sources. (2005)
- Increase the number of graduate fellowships funded by endowments and other private contributions. Explore the possibility of coupling some of these fellowships with internship opportunities at local businesses, arts centers, and government agencies. (2005)

PERSONS RESPONSIBLE:

Provost, Dean of the Graduate School, Vice President for Advancement

2.2 Improve the graduate curriculum and its delivery

GOALS:

Stony Brook's graduate students will receive excellent instruction and support services that facilitate their success during and after their graduate training. Graduate programs on both the East and West Campus will be examined to determine whether students develop adequate communication, teaching and computer skills, and whether their future careers could be enhanced by internship opportunities or new certificate programs.

SPECIFIC ACTIONS:

- Establish mechanisms to make it easier for students to do interdisciplinary research and receive interdisciplinary degrees. (2002)
- Establish campus-wide procedures for evaluating instructors in graduate classes and use the results in activities and programs that ensure teaching quality. (2004)
- Establish department-based professional development programs for graduate students and postdoctoral associates to facilitate their success in achieving professional goals. These programs should include discussion of career options both in and outside the academy, and they should address such issues as improving oral and written communication skills, computer skills, and job interview skills. (2004)

- Investigate the potential for enhancing graduate degrees through new certificate programs and internships including initiatives offering advanced training and experience in pedagogy. (2004)
- Establish mechanisms to monitor and smooth students' progress through graduate degree programs. Increase student advising and provide remediation where needed to facilitate student success. (2005)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center; Dean of the Graduate School

2.3 Improve TA orientation and training

GOALS:

Stony Brook will prepare all teaching assistants to teach effectively. The mandatory summer orientation for graduate students will be redesigned to better meet new students' needs, with input from graduate students about the most effective use of this important opportunity.

SPECIFIC ACTIONS:

- Involve graduate and undergraduate directors, graduate students, the Center for Excellence in Learning and Teaching, and the Graduate School in a review of current TA training programs. Develop and implement a plan for their improvement. (2002)
- Add to the mandatory summer TA training program for new graduate students a more extensive orientation program that incorporates social events and programs to help students deal with housing and other basic needs. (2003)
- Improve programs for teaching assistants with weak English language skills. (2003)
- Develop a program to reward teaching assistants who are consistently successful teachers. (2004)

PERSONS RESPONSIBLE:

Provost, Dean of the Graduate School

2.4 Improve the living and working environment for graduate students and postdoctoral associates

GOALS:

Stony Brook will offer excellent working conditions for graduate students and postdoctoral associates and ensure that services such as housing and visa processing are responsive to their needs.

SPECIFIC ACTIONS:

- Identify the facilities and services most important to graduate students and establish performance standards and an ongoing review process to ensure these services meet their needs. Important areas include housing, office space, food services, and visa processing. (2001)

- Assess housing conditions for graduate students, including a review of whether administrative procedures in University apartments are responsive to their special needs. Develop a plan for improvements, including the possibility of using housing at Brookhaven National Laboratory. (2001)
- Provide at least two “on-call” rooms—each with a telephone, two desks, and two beds—in the Health Sciences Center or University Hospital for use by medical students on call at night. (2001)
- Provide opportunities for postdoctoral associates to meet each other and offer them training in obtaining sponsored research funding. (2002)
- Provide all graduate students and postdoctoral associates with 24-hour access to up-to-date computers with Internet connections and the software needed for their research. (2003)
- Ensure that every full-time Ph.D. student has a private desk in an appropriate office or laboratory to the extent that this is feasible within departmental space constraints. Identify areas that lack sufficient space. (2003)
- Improve telephone access for graduate students and postdoctoral associates. Wherever possible, there should be a local phone in each office. (2003)
- Review the need for additional on-campus apartment-style housing and the financial feasibility of building additional units that, depending on demand, could accommodate undergraduate or graduate students, postdoctoral associates, other junior staff, and/or visiting faculty. (2003)

PERSONS RESPONSIBLE:

Dean of the Graduate School; Vice President for Research; Vice President, Health Sciences Center; Vice President for Student Affairs; Vice President for Administration; Chief Information Officer

3. FACULTY

VISION:

Stony Brook will support and strengthen its excellent faculty. Success is dependent on the imagination and energy of the faculty, and it is essential to encourage, recognize, and reward their work. The University will create a family-friendly culture and a community in which faculty feel fairly treated and adequately supported in all their many endeavors. The faculty will be further diversified to more fully reflect the composition of the student body. An initiative to develop the arts at Stony Brook will make the campus a more exciting place for everyone, as well as invigorating the arts and humanities departments.

3.1 Improve the faculty reward structure

GOALS:

Stony Brook will offer salaries that attract and retain outstanding faculty. The salary structure will be equitable, provide competitive salaries for junior faculty, and reward the faculty who contribute most to the University, whether through teaching, service, research, or outreach activities.

SPECIFIC ACTIONS:

- Ensure that the policies and procedures governing tenure and promotion value faculty contributions to undergraduate and graduate education, and that they are followed. (2001)
- Create a strategic plan addressing faculty salary issues and other means of rewarding excellence. (2002)
- Implement the plan for addressing faculty salary issues and other means of rewarding excellence. (2003)
- Create rewards that recognize faculty who undertake significant service jobs, such as undergraduate or graduate program directorships and special initiatives. (2002)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center

3.2 Improve the faculty working environment

GOALS:

Stony Brook will be a family-friendly university. All faculty, including part-time employees and lecturers, will receive equitable treatment.

SPECIFIC ACTIONS:

- Establish a University-wide committee to examine the status of part-time faculty and lecturers on campus, analyze their utilization, and make recommendations about how to foster their inclusion in the academic community. This review should consider incentive programs, support for professional development, and other opportunities—such as office space and e-mail accounts—to integrate part-time faculty and lecturers into campus life. (2004)
- Expand University child care facilities for the children of faculty, staff, and students to decrease the waiting list to a maximum of six months. (2004)
- Establish a volunteer group to welcome new faculty and staff to Stony Brook and orient them in the community. This group could, for example, provide information on local schools, religious organizations, health care services, and recreational facilities. (2004)

PERSONS RESPONSIBLE:

President; Provost; Vice President, Health Sciences Center

3.3 Support a diverse faculty

GOAL:

Stony Brook's faculty will become increasingly representative of all the groups that make up the U.S. population.

SPECIFIC ACTIONS:

- Develop an initiative to increase the number of women faculty in fields where they are significantly underrepresented. (2001)
- Assess the salaries and resource allocation experienced by women faculty to identify inequities and develop a plan for addressing them. (2001)
- Implement the plan to redress inequities experienced by women faculty. (2003)
- Establish a University-wide committee to examine the status of faculty of color on campus and to make recommendations with particular relevance to recruitment and retention, including such issues as salary equity, equity in resources, teaching load, student support, promotion and tenure, and quality of life. (2002)
- Implement the recommendations of the committee on the status of faculty of color. (2004)
- Identify ways that enhanced faculty diversity can serve as a recruitment strategy for American students from diverse cultural backgrounds. (2005)
- Increase the number of tenure-track faculty from underrepresented groups, to increase by 50% over 1999 figures. (2005)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center

3.4 Provide effective support for research

GOALS:

Stony Brook will encourage excellence in faculty research and facilitate entrepreneurship. Faculty will be relieved from routine duties by additional secretarial and clerical help.

Specific actions:

- Make more small grants available to support summer research and fund departmental colloquia, especially in the humanities, fine arts, and social sciences. (2002)
- Support junior faculty with orientation services, mentoring, start-up packages, and travel funding. Establish and publicize a competitive small-grants program for assistant professors in their first three years. (2003)
- Establish an ongoing process to optimize the provision of sufficient, capable assistance to faculty applying for grant support and managing funded grants. (2003)
- Assess the provision of secretarial and clerical support in academic departments and increase it where needed. (2003)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center; Vice President for Research

3.5 Enhance support for interdisciplinary programs and build research partnerships

GOALS:

Stony Brook will provide adequate administrative and fiscal support for its interdisciplinary units and interdepartmental graduate programs and increase their visibility. Structures will be established to foster interdisciplinary research and to build research partnerships with institutions such as Brookhaven National Laboratory and Cold

Spring Harbor Laboratory that will facilitate resource sharing and expand the partners' capabilities.

SPECIFIC ACTIONS:

- Designate a coordinator for student programs at Brookhaven National Laboratory and Cold Spring Harbor Laboratory. (2001)
- Identify Brookhaven National Laboratory and Cold Spring Harbor Laboratory as components of the education program in all appropriate graduate and undergraduate flyers. (2002)
- Ensure that interdepartmental graduate programs and interdisciplinary programs have adequate resources to fulfill their teaching and research responsibilities. Possible actions include setting aside faculty positions for interdepartmental programs, channeling indirect cost return funds to them, and rewarding departments that contribute to them. (2003)
- Identify specific areas of mutual interest with neighboring facilities, such as medical imaging, neurosciences, and environmental science with Brookhaven National Laboratory, and molecular genetics with Cold Spring Harbor Laboratory. Establish joint seminar series, joint programs for graduate and undergraduate students, and jointly funded postdoctoral programs. (2003)
- Create academic memoranda of understanding with clinical affiliates that emphasize School of Medicine missions and promote interaction between students and faculty at both institutions. Establish programs to develop the teaching skills of all clinical faculty. (2003)
- Provide shuttle services to and from Brookhaven National Laboratory for special events, and evaluate the demand for and feasibility of regularly scheduled shuttle services. (2003)
- Enhance multicultural academic units such as Africana Studies, Latin American and Caribbean Studies, Women's Studies, and Italian American Studies, and consider initiating a program in Asian and Asian-American Studies. Develop partnerships between these programs and community-based organizations, and establish international exchange programs. (2004)
- Provide interdisciplinary teams adequate access to facilities for teleconferencing and videoconferencing. (2004)
- Increase joint appointments with School of Medicine-affiliated institutions and expand integration with community hospitals and organizations in areas of mutual interest. (2004)
- Establish joint appointments between Brookhaven National Laboratory and Stony Brook where the salary is shared between Brookhaven and Stony Brook. Joint appointments should have a reduced teaching load and committee obligations to permit greater research activity at Brookhaven. (2005)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center; Vice President for Research; Vice President for Administration; Chief Information Officer

3.6 Develop the arts at Stony Brook

GOALS:

Stony Brook will take advantage of its proximity to New York City to develop an arts program that can serve as a model for research universities. This initiative will enrich campus life as well as strengthen academic programs in the arts. The Staller Center for the Arts will continue to expand its contribution to the campus community and the community at large.

SPECIFIC ACTIONS:

- Establish an active board of artists/educators/advocates to promote the arts and develop strategies for advancing the arts at Stony Brook and in the community at large. (2002)
- Provide faculty in the arts and humanities with assistance in fundraising, proposal writing, obtaining corporate sponsorship, publicity, and marketing. Appoint a development officer responsible for targeting outside funding opportunities in the humanities and fine arts and for encouraging and assisting faculty with the submission of grant proposals. (2002)
- Assess the adequacy of arts facilities and the need for new ones. (2004)
- Strengthen the academic program of arts and creative activities for the campus community and the community at large by organizing and promoting the concerts, performances, and exhibitions of student artists to create well-attended series. (2004)
- Facilitate learning and teaching in the arts by developing faculty/staff/student workshops for cross-disciplinary studies and by creating an arts mentoring board facilitating student work in the arts. (2005)
- Develop new programs in the arts, such as a performance institute or a summer arts festival. (2005)

PERSONS RESPONSIBLE:

Provost, Vice President for Advancement, Vice President for Administration

**4. ACADEMIC INFRASTRUCTURE, STAFF,
AND ADMINISTRATION**

VISION:

Stony Brook will have a strong infrastructure to support teaching and research. The campus will have excellent libraries and first-rate information systems. Administrative structures and processes will be efficient and effective, and working conditions will attract and retain a strong professional and support staff.

4.1 Make significant improvements in the library

GOALS:

Stony Brook's library collections and staffing will achieve parity with peer institutions. Library services will be improved, particularly for students.

SPECIFIC ACTIONS:

- Develop a plan to significantly improve collections and staffing in University libraries. (2002)
- Implement the plan for improving the collections and staffing in University libraries. (2005)
- Upgrade hardware and software for library catalog searches. (2003)
- Extend opening hours of campus libraries, particularly in the evening and on weekends when students like to work. (2003)
- Improve library services by providing students with automatic notification of book due dates, upgrading the electronic catalog, establishing remote drop boxes for returning library materials, and enhancing copy facilities, for example, by providing more coin changers in Melville Library. Consider extending the book checkout period for graduate students. (2004)

PERSONS RESPONSIBLE:

Provost; Dean of Libraries; Director, Health Sciences Center Library

4.2 Enhance the campus computing network

GOALS:

Campus computing systems will provide efficient and effective support to all computer users, including client support services. High-speed connections will be installed to better meet the computational needs of the Health Sciences Center.

Specific actions:

- Assess the feasibility of realizing efficiencies through the centralization of institutional site licenses for software and volume discounts for hardware. Develop a plan for increased centralization where it is efficient. (2001)
- Develop a flexible, University-wide strategy to provide cost-effective client support to all computer users, including routine services and emergency assistance. The plan should support both units that rely on centralized systems and those that have developed their own computing networks to meet specialized needs. (2002)
- Provide adequate and reliable staffing in SINC sites and other public computer facilities to increase their hours of operation. (2002)
- Install or upgrade high-speed networked data and voice communication systems in all residence halls and graduate housing. Upgrade or install fiber and/or rewire academic buildings that have old, outdated systems. (2004)
- Fit some study spaces, both existing and new, with high-bandwidth Ethernet connections and printers to accommodate students who bring their laptops to school. (2004)
- Ensure that the computational needs of all Health Sciences schools and programs are met. Create a computer learning laboratory and library at the Dental School, and add computer clusters in the School of Medicine. (2005)

PERSONS RESPONSIBLE:

Chief Information Officer; Vice President, Health Sciences Center

4.3 Develop use of the Web

GOALS:

Stony Brook will realize more fully the potential of the Web for on- and off-campus communication. On-campus communication will also be enhanced through an e-mail system, or systems, that allow users to communicate seamlessly.

SPECIFIC ACTIONS:

- Standardize the e-mail system wherever possible and desirable. Improve access to travelers and set up a central e-mail system that accepts industry standard formats and directs mail with the encoding appropriate to the recipient. (2001)
- Redesign and reorganize the campus Web site to support all aspects of the academic mission. Make the site easily negotiable by all potential users, including prospective students, current students, faculty, staff, and members of the local community. Include “of interest to the community” and “of interest to the business community” links. (2002)
- Create and maintain an up-to-date and informative online events calendar. (2002)
- Maintain online benefits information so that campus employees have Web access to their personal benefits information. (2003)
- Develop an online system for the reservation of public meeting spaces in the Health Sciences Center. (2003)
- Improve access to the campus network from outside. Provide traveling faculty, staff, and students with low-cost access to the campus network from anywhere in the United States and publicize this access. (2003)
- Continue to expand the use of Internet technology to permit widespread dissemination of Stony Brook programs and services to the campus community and beyond, with the particular goal of videoconferencing at remote sites. (2005)

PERSONS RESPONSIBLE:

President; Provost; Vice President, Health Sciences Center; Chief Information Officer; Vice President for Administration; Vice President for Student Affairs

4.4 Rehab classrooms, offices, laboratories, and the Hospital Emergency Department

GOALS:

Stony Brook will have well-maintained, efficiently utilized classrooms, offices, and laboratories, including classrooms and conference rooms with up-to-date instructional technology. The Hospital Emergency Department will be expanded to meet community needs.

SPECIFIC ACTIONS:

- Upgrade faculty offices through the quality-of-life initiative that funds faculty office renovations and office furniture. (2001)
- Complete a comprehensive analysis of space utilization throughout the campus to establish a basis for ensuring the efficient and logical use of currently available space for classrooms, offices, and laboratories. (2003)
- Establish a plan to expand classroom facilities to support enrollment growth and program development in conjunction with the development of the Five Year Capital Plan for 2002-2007. The classroom plan should include equipping classrooms with up-to-date instructional technology. It should also address improved lighting, seating, acoustics, air quality, and aesthetics such as the use of a variety of bright colors. (2003)
- Establish a comprehensive, building-by-building plan for the renovation of laboratory space as part of the Five Year Capital Plan for 2002-2007. (2003)
- Implement the plans for expanding and improving academic facilities, including classrooms and laboratories. (2005)
- Publicize the Five Year Capital Plan and specific plans for the expansion and renovation of academic facilities including classrooms and laboratories. Notify the affected departments and the campus community at large of the specific projects included in these plans and the implementation schedule. (2003)
- Expand and improve Hospital Emergency Department facilities so they adequately meet the needs of the community. (2003)

PERSONS RESPONSIBLE:

President; Provost; Vice President for Administration; Vice President for Research;
Executive Director of University Hospital

4.5 Streamline the administration

GOAL:

Stony Brook will have an efficient administration that avoids wasteful duplication while maintaining quality control and a commitment to employee development.

SPECIFIC ACTIONS:

- In recruitment and in all other initiatives, convey a unified University vision that is embraced by all. Make internationalization and diversity part of the University's mission statement. (2001)
- Review campus administrative procedures to identify inefficiencies. Combine offices with closely related functions when this will lead to efficiencies. (2004)

- Establish means of monitoring the quality of administrative services on an ongoing basis. (2004)
- Enhance administrative services based on ongoing assessment of their quality. (2005)
- Continue to work to reduce restrictions placed on University Hospital by the State of New York. (2005)

PERSONS RESPONSIBLE:

President; Provost; Vice President, Health Sciences Center; Executive Director of University Hospital

4.6 Improve staff working conditions

GOALS:

Stony Brook will staff its academic departments and service units with adequate numbers of people who are trained for and provided with the equipment necessary for their jobs. Initiatives will be developed to enhance staff retention and address the lack of affordable housing near campus.

SPECIFIC ACTIONS:

- Identify areas where there is a lack of staff diversity. (2001)
- Significantly increase staff diversity in areas where it is lacking. (2005)
- Ensure that staff performance programs are current and performance evaluations are timely and effective. Performance programs should be updated to reflect changes in duties and responsibilities, including those resulting from the Five Year Plan. (2002)
- Expand programs that highlight staff excellence and reward outstanding achievement. (2002)
- Interview staff members who leave the University to identify issues that affect staff retention. (2003)
- Expand opportunities for employees to enhance their work skills and personal development. Increase program offerings and encourage supervisors' proactive participation in scheduling staff for training and development activities. (2004)
- Work toward establishing career ladders for professional employees. (2005)
- Keep abreast of ever-changing technology by providing and updating the equipment needed by staff and offering the associated training. (2005)

- Develop short-term housing opportunities for new and visiting faculty, staff, and postdoctoral associates in Shorewood and the Conference Center. Explore the possibility of adding other locations, including the use of housing at Brookhaven National Laboratory. (2005)

PERSONS RESPONSIBLE:

President, Vice President for Administration

5. CAMPUS LIFE

VISION:

Stony Brook will offer students an exciting and supportive campus environment. In the past five years, campus life at Stony Brook has improved very noticeably, due to the opening of the Student Activities Center, entry into Division I athletics, and many new initiatives to build community spirit. Several large construction projects underway or in the planning stage will continue this trend. New centers, such as a Wo/Men's Center and an International Student Center, will further enhance campus life and bring different parts of the University community together in shared activities. Planning will also address the facilities needs of commuter and evening students and the increased space needs of existing services, including the Disabled Student Office and the Career Center.

5.1 Create new centers of campus life

GOALS:

New facilities will be built to further enhance campus life. Current projects will be completed on time, and new ones will be planned to meet additional community needs.

SPECIFIC ACTIONS:

- Establish a Wo/Men's Center. This Center should provide round-the-clock crisis counseling to both women and men on gender-related issues, as well as support groups, outreach programming, and support for internship courses. (2001)
- Complete Phase II of the Student Activities Center, to include a large student lounge, student programming space, and a wellness center. (2002)
- Complete the stadium to support Division I athletics. (2002)
- Explore the potential for providing recreation, exercise, and wellness activities in the Health Sciences Center. (2002)
- Expand campus recreation facilities, for example, by building a Recreation Center. (2004)

- Build a Conference Center/Hotel to house University visitors. Lodging and meals should be priced affordably. (2004)
- Provide a focus on campus for international student services, programs, and support. Re-evaluate the administration of international programs, such as visa services, for the entire campus community. Strengthen and give visibility to the host family program. (2005)
- Plan for a new food facility in the Academic Mall. (2005)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center; Vice President for Administration; Vice President for Student Affairs

5.2 Enliven campus life

GOALS:

Campus life will continue to improve at Stony Brook with more entertainment opportunities, expanded weekend activities, and the further development of campus traditions.

SPECIFIC ACTIONS:

- Keep the Sports Complex open for longer hours to expand recreational use pending opening of a new recreation center. (2001)
- Cluster weekend events, arranging several prominent events on the same weekend, to encourage students to stay on campus. (2003)
- Create more diversified student entertainment. Engage a greater variety of bands and also some popular speakers. (2004)
- Assess outdoor space for use for student activities. Provide amenities such as outside power and water to suitable locations. (2004)
- Identify a new site for The Spot consistent with GSO intent to create a cafe for graduate students. Determine the future use and renovation of its current location, giving consideration to re-establishing the Fanny Brice Theater. (2004)
- Significantly increase the number of “traditional events,” such as an Apple Festival on Homecoming weekend, an outdoor series of performances akin to “Shakespeare in the Park,” and/or large-scale pot-luck dinners and picnics. (2005)

PERSONS RESPONSIBLE:

President, Provost, Vice President for Student Affairs, Vice President for Administration

5.3 Promote cross-cultural activities

GOALS:

Stony Brook will foster positive cross-cultural interactions among the diverse groups present on campus through activities for students, faculty, and staff, in classrooms, residence halls, and workplaces.

SPECIFIC ACTIONS:

- Add more diverse staff to the Counseling Center to facilitate culturally based counseling. (2001)
- Arrange forums and film series, followed by discussions, that address racial and other differences. (2002)
- Set up intercultural social events, fairs, and celebrations. Currently, there are many events organized by separate groups but not much intermingling of cultures. Include the whole community of students, faculty, administrators, staff in every employment category, and people from the surrounding community. (2002)
- Establish mandatory training programs on interacting effectively with diverse populations and responding to acts of intolerance and discrimination. (2005)
- Establish an International House where students from many different cultures, including the United States, can live together and participate in cross-cultural activities. (2005)
- Arrange cross-cultural volunteer and internship opportunities. (2005)

PERSONS RESPONSIBLE:

President, Provost, Vice President for Student Affairs,

Vice President for Administration

5.4 Improve campus living conditions

GOALS:

Stony Brook will continue improving the residence halls. Students' satisfaction with campus food and residential services will increase.

SPECIFIC ACTIONS:

- Complete the renovation of all campus residence halls. (2001)

- Examine the eight-semester limit on campus residency to ascertain the extent to which it has a disproportionately negative effect on students of color or from low-income backgrounds. Repeal it if it does. (2001)
- Enhance residence hall food services and ensure they meet the highest standards of cleanliness and safety. (2001)
- To facilitate private discussions with students, provide all RAs with private rooms or at least access to a private place when needed. (2003)
- Provide additional vending machines that accept the Meal Card. (2003)
- Construct a new residence hall facility to permit growth of the resident student body. (2004)
- Complete the rehabilitation of residence hall cafeterias. (2004)
- Review campus meal plans on a regular basis to ensure that students are satisfied with the options available, including food service acceptable to vegetarians and others with dietary restrictions, such as kosher facilities. Make changes as needed. (2004)
- Air-condition selected residence halls to enhance their use in summer programs. (2004)
- Expand on-campus banking and post office facilities and develop other retail opportunities. Provide Department of Motor Vehicle services in peak demand periods. (2004)

PERSONS RESPONSIBLE:

Vice President for Student Affairs, Vice President for Administration

6. CAMPUS FACILITIES

VISION:

Stony Brook will be an attractive, accessible, and safe campus. Recent landscaping has greatly improved the appearance of the campus, but much remains to be done. It is still difficult to navigate the campus by car and on foot, making improved signage and the redesign of campus entrances high priorities for welcoming visitors. Improved parking and transportation will alleviate annoyance.

6.1 Improve campus safety and accessibility

GOALS:

The Stony Brook campus will be safe and accessible. It will be effectively protected from physical, chemical, and radiation safety hazards.

SPECIFIC ACTIONS:

- Develop a plan to improve the accessibility of all campus academic and recreational facilities for students and staff with disabilities. Address areas, such as the South Campus buildings and Staller Center theatres that are not in compliance with ADA requirements. Improve Disabled Student Services facilities. (2002)
- Implement the plan to improve the accessibility of all campus academic and recreational facilities for students and staff with disabilities. (2005)
- Develop and implement a plan to improve campus safety, including the addition of more “blue light” emergency call boxes, improved lighting, and new security fence gates at the North and South Entrances. The plan should include security systems to control access to campus facilities. (2003)
- Develop and implement a plan for improving the convenience, appearance, and safety of campus walkways. They should follow natural pathways and be adequate for the expected volume of traffic. Two heavily used areas that need special attention are the wooded area between the Engineering and Math-Physics parking lots, and the South Campus. (2004)
- Develop and implement a comprehensive Environmental Health and Safety policy. (2004)
- Inventory potential environmental hazards on campus and significantly reduce identified hazards. (2005)

PERSONS RESPONSIBLE:

Vice President for Administration, Vice President for Student Affairs, Vice President for Research

6.2 Improve campus signs and directions

GOALS:

Stony Brook will have new entrances, signage that is attractive and effective, and a new campus map.

SPECIFIC ACTIONS:

- Design a new campus map that is readable, useful for non-native English speakers, and tested for utility. Personal copies of the map should be readily available in several locations around campus. (2002)
- Develop and implement a comprehensive plan for consistent, “viewer-friendly” campus signage, consulting with the campus community on signage needs. The signage plan should include directional signs on campus access roads, on-campus direction signs, campus roadway signs, parking signs, and building signs. Increased building signage should ensure that all buildings can be easily identified from all approaches. (2003)

- As part of improved signage, provide more information about the campus to passengers arriving at the Long Island Rail Road Station. They should find a highly visible campus sign, a campus map, a bus timetable, and directions to the bus pick-up kiosk and walkways. (2003)
- Improve the principal entrances to the campus to make them more attractive and less confusing. Extend this planning to include important on-campus locations, such as the intersection of North Loop Road and Student Activities Center Road, the intersection near Roosevelt and Kelly quads, and the exit from the Dental Care Center parking lot. (2004)
- Make building entrances more obvious and welcoming, with structures, planting, and/or signage to let people know they are in the right place. Entries should be labeled with directional names (e.g., “West Entrance”), to make it easier to identify building locations. Entrances to the Health Sciences Center are of particular concern. (2005)

PERSONS RESPONSIBLE:

Vice President for Administration

6.3 Implement an effective transportation system and improve parking

GOALS:

Stony Brook will have an effective transportation system and parking facilities that are adequate to meet demand and pleasant to use.

SPECIFIC ACTIONS:

- Expand University Hospital’s Emergency Department parking lot. Install a covered walkway between the hospital and its parking garage. (2002)
- Post parking policy in each lot as well as in loading zones or “state vehicles only” spaces. Include information about when regulations are not enforced, so that drivers do not have to guess. (2002)
- Develop a comprehensive plan for improving existing transportation facilities and expanding parking throughout the campus—including those for faculty, staff, students, and union representatives—in the planning process. The plan should include bus service; alternative modes of transportation, such as bicycles and mini-buses; the creation of new parking lots; the operation, maintenance, and financing of existing lots; the enforcement of parking regulations; and the possibility of an automated “Easy-Pass” garage-entry system. Bus service planning should ensure that on-campus bus services meet campus needs, provide bus stops and shelters at all high-demand points, and expand transportation between the campus and neighboring shopping and recreation areas, especially on weekends. Parking facilities and/or procedures should be designed to make it easier for members of the surrounding community to participate in campus events during the day as well as in the evening. (2003)

- In consultation with cyclists, develop a plan to make the campus more bicycle-friendly. (2003)
- Implement the plan for improving existing transportation facilities and expanding parking throughout the campus. (2005)

PERSONS RESPONSIBLE:

Vice President for Administration, Executive Director of University Hospital

6.4 Improve campus appearance

GOALS:

Stony Brook will be an attractive campus with welcoming outdoor spaces for students, faculty, and staff. Landscaping around the co-generation plant and near the railroad station will make University structures less obtrusive to the neighboring community.

SPECIFIC ACTIONS:

- Devise a plan to get trash picked up more regularly. (2001)
- Continue to improve campus appearance. Develop and begin implementing comprehensive plans for creating and maintaining attractive campus landscaping and improving the exteriors of campus buildings to give the campus a more attractive, consistent, and well-maintained appearance. The landscaping plan should include more pleasant, well-defined outdoor venues for use by student and staff groups, and tree planting in key areas such as South P Lot. As these plans are implemented, create and publicize an annual list of top-priority campus appearance improvement projects to be completed within the year. Identify additional ways to involve the campus community in improving campus appearance. (2002)
- Implement the plans for campus landscaping and for maintaining and improving the exteriors of campus buildings. (2005)
- Complete the top-priority campus-appearance improvement projects identified every year. (2005)
- Develop a master plan for the location of additional campus buildings and the development of campus grounds. (2003)
- Begin implementing the master plan for the location of additional campus buildings and the development of campus grounds. (2005)
- Align maintenance and custodial coverage with the use of facility, lecture hall, and public space including weekends and holidays, especially in the Health Sciences Center. (2003)

- Develop and implement a coherent plan to improve the area around the co-generation plant and between the railroad station and the playing fields. Hide unattractive and noise-generating structures by a well-designed barrier of trees. (2005)

PERSONS RESPONSIBLE:

Vice President for Administration

7. TECHNOLOGY TRANSFER, OUTREACH, AND FUNDRAISING

VISION:

Stony Brook will continue to expand its role as a leader in regional industrial development, health care, education, and the arts, and in developing distance-learning and corporate-education programs. Collaboration with business organizations in the metropolitan area will provide opportunities to enhance campus programs and resources. Mechanisms will be developed to coordinate business outreach and provide the community with more “entry points” to campus activities. The University will also develop external fundraising and alumni involvement in University affairs.

7.1 Expand Stony Brook’s role in economic development

GOALS:

Stony Brook will encourage and support entrepreneurial activity. Incubator programs and other economic development initiatives will continue to expand.

SPECIFIC ACTIONS:

- Seek new funding for University economic development and technology transfer activities through the Jobs 2000 (J2K) program. (2001)
- Produce a report summarizing the results of a comprehensive exploration of potential new opportunities for rewarding departments and faculty that engage in successful entrepreneurial activity. (2002)
- Strengthen the Technology Transfer Office to meet campus needs. Provide expert legal assistance in patent development through the retention of additional specialists. (2002)
- Expand Stony Brook’s leadership role in incubator programs and develop campus policies that support and encourage the success of on-campus tenant companies. (2003)

- Continue to expand Stony Brook's role in regional economic development through successful programs, including the Strategic Partnership for Industrial Resurgence (SPIR) and the Small Business Development Center. (2005)
- Develop new ways to benefit from the growth of companies nurtured by University programs. (2005)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center; Vice President for Economic Development; Vice President for Research

7.2 Build connections with local school districts

GOALS:

Faculty, alumni, and current students will strengthen Stony Brook's connections with local high schools. Programs of interest to teachers and students in local schools will be expanded.

SPECIFIC ACTIONS:

- Expand programs that increase the interaction between University faculty and students and local high schools, including an ambassador program in which undergraduates visit high schools. (2003)
- Expand faculty involvement in working with regional high schools in national competitions and summer programs. Provide an organized framework and incentives for faculty involvement, such as money to cover supply costs and expenses. Coordinate this activity with Brookhaven National Laboratory and the Cold Spring Harbor Laboratory and promote the results. Develop support from local businesses and school districts. (2003)
- Form partnerships with other educational institutions, such as high schools and two-year colleges, to share resources and expand the capabilities of the partners. (2004)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center

7.3 Expand educational opportunities with business

GOALS:

Stony Brook will further develop educational programs for businesses.

SPECIFIC ACTIONS:

- Create a professional seminar series and short courses for the business community. Assist employers to retain employees by providing technical and management training. Enhance Stony Brook's role as a regional resource for business and technology development initiatives. (2003)
- Integrate distance learning and teleconferencing across the Health Sciences Center disciplines to reach geographically dispersed populations. (2003)
- Expand the provision of business education programs to industry. (2004)
- Offer more education via the Internet, building on the experience of the School of Nursing. (2005)

PERSONS RESPONSIBLE:

Provost; Vice President, Health Sciences Center; Vice President for Economic Development

7.4 Increase the University's visibility with businesses and the local community

GOALS:

Stony Brook will be friendly and accessible to its surrounding community. Interaction will increase among members of the University community and the surrounding area.

SPECIFIC ACTIONS:

- Review the working relationships between the Office of Public Affairs and Community Relations and the deans and departments, make changes as appropriate. Publicize community-relations activities. (2001)
- Develop the Office of Public Relations and arrange mechanisms for enhanced communication with faculty to ensure that academic achievements and innovations are well publicized. (2002)
- Convene round tables and/or survey specific business groups, civic organizations, educators, and others to identify needs the University can meet. Develop more programs that open the University to the community if unmet needs are identified. Improve community access to University programs, such as wellness lectures and recreational facilities. (2002)
- Develop a comprehensive directory of existing community outreach programs and special events sponsored by the University, colleges, departments, and programs. Place it on the Stony Brook Web site and in-print publications. (2003)

- Sell tickets to the Staller Center and athletics events at such places as Stony Brook Village, University Hospital, the Student Activities Center, and the Three Village Soccer Fields by P Lot. (2003)
- Involve local and regional groups in half-time shows at sporting events. (2003)
- Develop strategies to promote the Asian-American Cultural Center to the media, highlighting it as a community resource and arts venue. (2003)
- Strengthen collaboration with the Long Island Convention and Visitors Bureau to expand offerings to the community. Use other successful outreach programs, such as the Community Resource Center located in the Village of Stony Brook, to educate the community about events at Stony Brook. (2004)
- Improve linkages with community businesses and local Chambers of Commerce to create student employment opportunities in local stores and businesses. Address students' transportation needs. (2004)
- Bring more businesses to campus in connection with student events, such as Home Depot's seminar on float building before Homecoming. (2004)
- Expand the outreach programs offered by the University Hospital and Medical Center, such as prostate screening and the eldercare initiative. (2004)
- Expand internship and service-learning opportunities for Stony Brook students both on and off campus, paying particular attention to involving alumni and a diverse group of students in these activities. Work with local industry to develop stipends and transportation services to support these programs. (2005)
- Encourage student entrepreneurship. Arrange speakers from local businesses and organizations like the Patent Office to talk to students about business opportunities. Publicize the guidelines for operating a student-run business on campus, such as a barbershop, florist, or nail salon. (2005)

PERSONS RESPONSIBLE:

President; Provost; Vice President for Student Affairs;

Vice President, Health Sciences Center; Executive Director of University Hospital

7.5 Increase fundraising

GOALS:

Stony Brook will develop the infrastructure needed to take full advantage of funding from private sources and use this infrastructure to raise significant amounts of external funding for research and scholarship, student scholarships, and campus building projects.

SPECIFIC ACTIONS:

- Engage a consulting firm to complete a comprehensive review of the campus development structure and staffing, and to recommend ways to develop external funding for all Stony Brook functions.

The plan should recommend the degree of centralization/decentralization that is desirable for fundraising. (2001)

- Initiate Stony Brook's first capital campaign. (2002)
- Build strong connections between the Advancement Office and academic departments. Hire fundraisers who are affiliated with local units. (2002)
- Develop detailed and up-to-date databases of fundraising opportunities in the private sector, especially private foundations, corporations, and individuals on Long Island. (2002)

PERSONS RESPONSIBLE:

President; Vice President for Advancement

7.6 Improve outreach to alumni

GOALS:

Stony Brook alumni will play a vital role in campus affairs. Alumni giving will increase substantially.

SPECIFIC ACTIONS:

- Arrange a New York City site for University and alumni activities. (2001)
- Expand alumni fundraising programs. Host more small receptions for local alumni to reacquaint them with the University. (2002)
- Create an effective and visible Alumni Office program to engage alumni in campus affairs. Establish links between the Alumni Office and individual departments to enable departments to keep better track of their graduates. (2003)
- Create an organizational structure to support alumni activities in all the Health Sciences Center schools. (2003)
- Set up a Web page with a chat room for each alumni class, managed jointly by the Alumni Office and the class representative. (2004)
- Increase the number of newsletters and alumni reunions organized by departments, academic programs, and student organizations. (2004)

- Build stronger relationships among the Polity class representatives, the senior class, and the Alumni Board. Alumni services could co-sponsor events such as the Senior Picnic. (2004)

- Involve alumni in setting up internship programs, at both the graduate and undergraduate levels. (2005)

PERSONS RESPONSIBLE:

President; Vice President for Advancement; Vice President for Student Affairs; Vice President, Health Sciences Center

8. FACILITIES MAINTENANCE

VISION:

Stony Brook will have a vigorous facilities rehabilitation program to redress deferred maintenance and improve the campus. State capital funding reflects this priority, with the majority designated for infrastructure repairs and major rehabilitation projects rather than new buildings. Locally funded projects will also protect and improve the facilities infrastructure, ultimately ensuring a better quality of life for the whole campus community.

8.1 Develop and implement the Master Plan for Facilities Infrastructure and Maintenance

GOALS:

Stony Brook will develop and begin implementing the University-wide Facilities Infrastructure and Maintenance Master Plan that accounts for all new and planned construction, as well as for existing buildings. The Plan will specify how the recommended work will be financed and managed.

SPECIFIC ACTIONS:

- To complement the Five Year Capital Plan and establish an annual process for prioritizing locally funded repair and renovation projects. (2001)
- Establish a comprehensive plan for major repair and renovation projects as part of the Five Year Capital Plan for 2002-2007. This plan should be developed in consultation with the campus community and address facilities needs identified in the report of the Five Year Plan Task Force on Facilities. The plan should give priority to repair projects that affect health and safety concerns and the structural integrity of campus facilities. It should include elevator repair and replacement, energy management and HVAC upgrades, roof replacements, plaza deck repairs, renovation and expansion of overcrowded clinical facilities, and roadway maintenance. (2002)
- Publicize the Five Year Capital Plan and other maintenance projects. Post a list of projects on the Web, indicating when each problem addressed in the plan was first

identified, when the work was scheduled to be done, and when the work was completed. (2002)

- Complete projects in the Master Plan for Facilities Infrastructure and Maintenance scheduled for completion in 2001-2005. (2005)

PERSON RESPONSIBLE:

Vice President for Administration

8.2 Improve and decentralize facilities management

GOALS:

Stony Brook will have effective facilities management. Staffing will be adequate. Cost overruns will be minimized. Facilities management will be structured to address the needs and priorities of distinct campus constituencies such as the East Campus.

SPECIFIC ACTIONS:

- Ensure that facilities management addresses the priorities of specific campus areas such as the Health Sciences Center. (2001)
- Complete a comprehensive review of the current facilities management structure and productivity. (2002)
- Hire more maintenance and grounds personnel such as electricians, plumbers, roofers, HVAC specialists, carpenters, and painters. Ensure that they have appropriate supplies and equipment. (2002)
- Improve the management of rehabilitation projects. Minimize cost overruns and develop procedures for addressing funding problems caused by unforeseen difficulties, such as the discovery of asbestos or the absence of drawings showing the “as built” configuration of space. (2002)

PERSONS RESPONSIBLE:

Vice President for Administration; Vice President, Health Sciences Center

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