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Welcome Letter from Vice President
Peter Baigent

The Division of Student Affairs is a data-driven organization built on the philosophy of intentional improvement by learning from our history, building on our present, and investing in our future. We are committed to diversity and passionate about creating an inclusive, safe environment that supports and fosters student success nurturing both personal and interpersonal growth by offering essential services and resources that promote physical, psychological, spiritual, and social wellness.

We are dedicated to creating an exceptional student experience and providing opportunities for student development both inside and outside of the classroom. Our programs highlight and celebrate the diversity of our campus and strengthen our students’ sense of engagement and belonging. We cultivate cross-divisional collaborations to enhance the effectiveness of our programs and the resources we provide.

We remain committed to organizational excellence by recruiting highly skilled diverse staff and by supporting professional development across the division. As it is said, “people are our number one asset”, and in this case, that phrase couldn’t be a more accurate description of the Student Affairs team: their dedication is unparalleled and I am truly honored to lead such a team of dedicated professionals.

This year, our newly designed 2015-16 Student Affairs Briefing Book provides an inside look at how we provide high quality services that meet the core needs of our students, and highlights how our critical work supports and empowers student success and contributes to institutional excellence. We are exceptionally proud and grateful for the role we have in inspiring our students to achieve their goals and go on to change the world.

Sincerely,
Vision
The Division of Student Affairs commits itself to transforming lives and communities.

Mission
The Division of Student Affairs 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. Promote and Support Safety, Health, and Wellness
2. Enhance the Quality of Student Life
3. Support Student Success
4. Advance Organizational Excellence
Planning Framework

Vision
The Division of Student Affairs commits itself to transforming lives through creating a safe, inclusive, vibrant learning community.

Purpose
As a division of a research-intensive, global university we strive to:
• Provide access, support and optimal conditions that contribute to the success of all students.
• Develop outstanding graduates and scholars who will have a major impact upon society.

Stakeholders And Partners
Our stakeholders—including our students, their families, faculty, staff, alumni and external sponsors—who expect the division to contribute through:
• Delivery of outstanding learning opportunities.
• Producing graduates who become the leaders of tomorrow.
• Providing a safe and caring environment that supports personal development.
• Providing contributions in the community that enhance quality of life.
• Modeling a vibrant, diverse, global community.
• Sustaining a reputation for competence and professionalism.

Key Themes
Inspire our students to develop their full potential by:
• Delivering an exceptional experience utilizing an array of contemporary student support strategies.
• Translating excellence in research and scholarship into learning opportunities for students.
• Emphasizing experiential learning opportunities.
• Working with public and corporate partners to create social and economic benefits.
• Developing civic-minded students who are socially and environmentally responsible.

Enablers
A sustainable, effective and efficient organization by:
• Providing a sustainable environment with high quality facilities.
• Securing a safe and caring workplace and promoting organizational effectiveness.
• Delivering effective, efficient and contemporary services based on ongoing assessment.
• Achieving divisional goals that reflect changing needs and conditions.

Maintaining financial sustainability by:
• Managing risk, costs and resources.
• Cultivating innovative and entrepreneurial approaches
• Optimizing financial sustainability in all our entities, both long and short term.
•Growing and diversifying sources of income to invest in our future.

Valuing and developing all our staff:
• Enhancing our leadership and management capabilities.
• Engaging all staff in building a culture of evidence, driven by shared vision, mission, and core values.
•Creating a culture of excellence by providing staff the tools and training necessary to lead, plan, and manage responsibilities.

Values
• Care and Respect.
• Opportunity, Access and Inclusiveness.
• Quality and Excellence.
• Personal and Community Responsibility.
• Collaboration and Partnerships.
Promote and Support Safety, Health, and Wellness

We are committed to providing high quality programs, services and facilities that promote and support student safety, health and wellness. In affirming this commitment, we are prioritizing a student’s ability to realize their own personal, academic and career goals.

Goals and Objectives
1. Identify and understand student safety, health and wellness needs.
   a. Complete an annual, comprehensive needs assessment to identify characteristics of populations who are at-risk.
   b. Using local and national data, identify and utilize safety, health and wellness benchmarks respectively.
   c. Address the needs of specific populations among our students, including but not limited to first generation and low income students.

2. Deliver relevant and effective safety, health, and wellness programs, services and facilities that support student success.
   a. Identify and ensure compliance with federal, state, or other standards related to safety, health, and wellness.
   b. Collaborate with others charged with delivering safety, health and wellness programs and services.
   c. Develop and support team-based delivery of health and wellness services.
   d. Enhance the cultural competence of staff, programs and services.

Enhance the Quality of Student Life

We advocate for students and foster campus involvement and civic engagement. We provide an enriching student experience through quality services and programs that provide social, cultural, recreational, academic, and leadership development.

Goals and Objectives
1. Strengthen students’ sense of belonging and engagement.
   a. Gather information to identify student needs as they relate to transition to college, persistence to graduation, inclusivity, and engagement.
   b. Increase the involvement of student voices and feedback in organizational decision-making.
   c. Increase the frequency and quality of positive experiences among under represented students.

2. Foster a safe, vibrant, and inclusive campus community that promotes and celebrates diversity, inclusivity, and respect.
   a. Increase the number of students who engage in positive interactions, meaningful dialogue, and learning with regard to diverse identities and cultures.

3. Strengthen students’ sense of belonging and engagement with the local community and SBU Alumni.
   a. Increase the number of programs and services that reinforce positive experiences and interactions in the local community.
   b. Create opportunities that engage alumni with students.
   c. Collaborate with Advancement and Alumni Relations to foster a culture of engagement and giving between students and young alumni.
Advance Organizational Excellence

We recognize that through a skilled and passionate workforce, as well as a culture of organizational excellence, we are able to provide the highest quality programs and services to our students and peers. We commit to enhance our practices in asset and resource management to ensure we are excellent, cost-effective, and accessible.

Goals and Objectives

1. Enhance management and efficiency of assets and resources.
   a. Integrate the use of CAS higher education functional area standards and ACPA/NASPA Professional Competencies for Student Affairs Practitioners into performance assessment and professional development.
   b. Advance development, fundraising, and revenue generating efforts.
   c. Establish benchmarks for unit and divisional performance to enhance decision-making and resource allocation.
   d. Partner with DoIT to advance technological solutions and system optimization.
   e. Support collaboration with Communications to advance marketing and enhance organizational brand equity.
   f. Increase number and quality of opportunities for supervisory training and staff performance assessment.

2. Recruit and retain a highly skilled and diverse workforce.
   a. Enhance the competitive quality of recruitment efforts.
   b. Increase the percentage of staff engaging in career development opportunities.
   c. Recognize excellent and creative activities across the organization and especially as they relate to national standards.
   d. Identify and develop opportunities for enhancing workforce morale, job satisfaction, and wellness.

Support Student Success

We embrace a vision of SBU students who will embody a personal responsibility to lead their communities and effect change for the betterment of others. We support this by providing programs, services, and facilities that engage students in all forms of development throughout their entire university experience.

Goals and Objectives

1. Support learning and development in and out of the classroom.
   a. Promote programs and services that engage students in academic, creative, civic, and leadership activities.
   b. Provide opportunities for students to develop as agents of positive change.
   c. Increase the percentage of students engaging in documented experiential learning opportunities.
   d. Support the career development and professional growth of students and recent graduates.

2. Work closely with programs and initiatives to support the improvement of four-year graduation rates.
   a. Collaborate with areas and initiatives to implement strategies that increase persistence and student success among first generation, Pell eligible, and military veteran students.
   b. Integrate institutional information on student populations who transfer or do not persist to graduation into student development strategies.
   c. Utilize a consistent student employment program that incorporates learning outcomes assessment and enhances success to graduation.
Mission
We are committed to the development, refinement, and management of resources, processes, and procedures which are cost effective, efficient, and organizationally consistent in order to meet the needs of our diverse residential population.

Strategic Priorities (2015-16)
• Cost effectiveness and efficiency: we continue to minimize costs to students by maximizing resources while providing quality facilities and services to our residents.
• Procurement: Achieve significant savings while maintaining quality facilities and services to our residents. Despite contractual increases and other costs beyond our control, Financial Services will continue to keep direct operating costs to a minimum.
• Minimize year-end encumbrances: earlier addressing of the year-end encumbrances, in the end of the 3rd quarter, allows us to obtain a clearer idea of funding levels earlier on and react appropriately.

Points of Pride
Annual renovation of residence halls and apartments:
• Assisted in the procurement of goods and services in excess of $7.0M that aided extensive renovation in Mendelsohn Quad.
• Major renovation of 18 kitchens in Schomburg apartments and replacement of boiler.

Talent Management System (TMS):
• Successfully navigated and utilized TMS and served as the University’s test department prior to the implementation of this new system university-wide.

Contracts and purchasing:
• Continued to successfully develop sound contracts and procurement of services in accordance with all applicable laws for the benefit of the University.
Residential Operations

Mission
We are committed to providing residential facilities that are clean, safe, and comfortable, including the management of available resources to provide maintenance, renovation and construction services to meet the needs of a diverse residential population, using innovative technologies and strategies to provide services efficiently and effectively.

Strategic Priorities (2015-16)

Improve delivery of services to students:
• The Quality of Life Survey (QLS) and Educational Benchmark Institute Survey (EBI) survey results are used to make informed decisions to improve resident satisfaction.
• The results helped us decide to shift our focus and attention to the tracking and reporting of response rates and work order backlogs through the computerized maintenance management system. These KPI’s are readily available and always current on our CMMS dashboard.
• The percentage of emergency work requests is also a strong facility performance indicator and will gage the effectiveness of our preventative maintenance programs and the overall management of the facility and its assets.

Points of Pride

Maintenance management improvements:
• We are continuing to enhance our business processes through the use of a computerized maintenance management system software (INFOR) which provides support for our work management process flow and warehousing operations.
• We meet with and continually solicit feedback from individual residents requesting service, and from student/resident groups including SARA, CARA, RHA and the USG.
• Improvements have been made to the work order system to show key performance indicators (KPI) and dashboards, providing real time performance levels. We have also expanded reporting to include response time per quad and trade, aging reports and satisfaction feedback trends from residents.

• With the implementation of preventative maintenance programs, vigilant work order backlog log management and proper resource allocation, we have successfully reduced the amount of emergency work order requests from 24% in FY14/15 to 18% in FY15/16. This trend is telling and is indicative of a planned maintenance program, rather than unplanned or reactive.

Project planning and management
• Residential Operations plays an active role in evaluating the needs of the residential facilities and in promoting proactive maintenance and capital renewal programs.
• Through exhaustive planning and on-site project management we have successfully completed:
  – Renovation of Residence Halls and Apartments: Kelly Quad (Phase 2), 12 Chapin apartments and 18 bathrooms in Schomburg and planning for renovation of H Quad and Mendelsohn and additional housing facility in West Apartments and expansion/repurposing of existing space to accommodate additional beds in Roosevelt Quad and Benedict College.
  – Co-Manage Toll Drive dining and residential new construction and plan for transition of dining operation from Union Commons to East Side Dining and for occupancy of Phase 1 (Chávez Hall) with 302 beds.
  – Planning and start of construction new mailroom in Gershwin
  – Planning for LGBTQ center and Campus Dining offices in West Side Dining
  – Renovations to existing dining facilities to accommodate new dining program
  – Assist in planning for new radio station location in West Side Dining and bookstore renovations
  – Continuation of way-finding/signage installations throughout residential areas

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Environmental Stewardship

- Residential Operations and Campus Operations and Maintenance collaborate on campus wide energy management initiatives, including the purchase and roll out of new utility monitoring software (LUCID) and new metering installations on utilities to better monitor consumption.
- In accordance with NYS executive order 88, which requires state facility buildings to reduce overall utility consumption by 20 percent by the year 2020, Residential Operations has been working with New York Power Authority and an engineering firm to complete an ASHRAE Level 2 energy audit and identify other energy savings opportunities.

Residential Programs

Mission

We are committed to designing a residential experience that enhances student learning; creating an ethos of learning is our most fundamental purpose. While offering support and assistance in pursuit of the University’s mission, we will foster growth in multiple areas, with an emphasis on identity formation, civic engagement, multiculturalism, personal responsibility and lifelong learning.

Strategic Priorities (2015-16)

Professional Staff Recruitment of Quality Candidates:

- Professional Staff Recruitment Committee led search processes for various staff members and assisted in bringing over 50 candidates to campus for hiring throughout the year.
- Conducted trainings for the professional staff regarding hosting, legal vs. illegal questions and professionalism while at conferences. For the first time, there was an interview team trained to go to The Placement Exchange (TPE) to recruit and interview potential staff for 2016-2017 year. The team diligently interviewed and networked at the social events and marketed the University to the potential candidates.

Academic Standing:

- Enhanced Undergraduate Colleges team collaboration. High priority students (GPA below 2.0 and not registered for classes) were encouraged to connect with UGC Advisors and Residence Hall Directors, and tracked in a shared database which was reviewed at UGC team meetings.

Promote and support safety, health and wellness:

- All Resident Assistants (RAs) were trained in the following areas: Red Watch Band; Safe Space part 1; Title IX—explanation and reporting procedures; CAPS—including services for students and specific resources for RA; CPO—outreach and prevention surrounding alcohol and other drugs and sexual violence; Campus Dining resources including nutritionist and various dining options; diversity and inclusion.
- Health and Safety Inspections were revamped for the 2015-2016 academic year. Notice was revamped from 24 hours to one week. Professional staff were also required to attend one inspection per semester with the RA’s.

Increase Electronic Systems:

- Implemented StarRez Housing database for all cost centers which allowed us to improve our service to the staff and residents by unifying all data under one system.

Professional Staff Training and Development:

- An intentional structure was created to aid professional staff in continuous growth and development. This structure included presentations with a focus on current trends in the Student Affairs profession and an emphasis on the Core Competencies advocated by the American College Personnel Association (ACPA) and the Student Affairs Professionals in Higher Education (NASPA).
Points of Pride

Management of Building Fire:
• The resilience of the staff and students was resounding in that all parties responded to the O’Neill College fire with grace, poise, and forgiveness. The staff responded to the challenge effectively and made sure the affected students’ needs were accommodated during this time.

Resident Assistant Training:
• RAs hired for school year 2015-2016 took a 7 week post-training course starting in September 2015 and 2016-2017 hired RAs went through a 5 week pre-training course. 60 alternates for 2016-2017 also went through an alternate only class. All sections included an intentional diversity training week that was highly rated by all participants.
• Overnight RA retreat in August 2015 incorporated more experiential learning experiences and intentional team building exercises, including more allotted time to both Counseling and Psychological services and intentional diversity training.

Student Requests Accommodated:
• A print station was installed in the Chapin Commons for 24 hour use by students.
• The lounge in the commons is now available to students 24 hours a day, 7 days a week.
• The Chapin Apartment Resident Association (CARA) worked on adding a Zipcar station to the Chapin Community. Since it has been in Chapin it is always in use. As a result, CARA is proposing adding a second car to Chapin for next year.

Academy Certificate Programs
• 51 students were certified in the “Be Well,” “Just/Serve” and “G.O.L.D.” Certificate Programs. There has been an increased investment in the partnership between Residential Programs and the Undergraduate Colleges to continue to develop and measure effective approaches for student success, leadership, and inclusivity.

(continued on page 13)
Michelle Liu ’18
Earns NIRSA’s All Tournament Official Honors

Michelle Liu was recognized as the number one overall official to work the 36-team NIRSA basketball tournament, rising above all other student officials representing various universities including Rutgers, Cornell, Boston College, Boston University and Albany.

Michelle was rewarded for her hard work and expertise by being selected to work the Men’s Championship game between Boston College and Villanova University. The heated game ended with a two point victory by Boston College.

Born in Manhattan and raised in Queens, NY, Michelle is proud to be a first-generation student and accredits much of her success thus far to her brothers for instilling in her an unwavering work ethic. Her hard work also extends off the court as she earned a 3.9 GPA in the fall 2015 semester.

Recently certified as a Suffolk Country Girls Basketball Official, Michelle scored a 98% on her written exam, the highest in her class. Besides her passion for officiating basketball, Michelle is also passionate about healthcare and has aspirations of becoming a physician assistant one day.

As a result of earning All-Tournament Official honors, Michelle earned a bid to officiate at the NIRSA Championship Series National Basketball Tournament hosted by Ohio State University April 22-24. The National Tournament features the best Intramural and Sport Clubs men’s and women’s basketball teams along with the best Intramural officials throughout the country.
Custodial and Maintenance Partnership

- Stronger relationships developed with Facility Managers (FM) and operations staff. QOSM/RHDs maintained open lines of communication to provide a high level of customer service to students.

Residential Risk Management

Mission

We provide a safe and secure living environment within the Residence Halls and create an environment that encourages safety, health, and wellness, personal responsibility, learning and development.

Strategic Priorities (2015-16)

- Expand and optimize Access Control Systems: Continue to expand and optimize access control systems.
- Pedestrian Safety: Expand pedestrian safety education efforts.
- Expand Student Employment and Internship Opportunities: Expand student employment and internship opportunities that enhance personal and professional development. Partnered with the School of Professional Development and the School of Health, Technology and Management to develop credit-bearing internships in Residential Risk Management.
- Emergency management training: Expand professional development opportunities in the area of emergency management.
- Expand RSP & C-CERT involvement in major campus events: Involved in over 25 Campus Wide events and initiatives, i.e. multiple departmental graduation ceremonies, Concerts, Joint Residential/Hospital Mock emergency Drill and Blizzard mobilization to name a few.

Points of Pride

Development of Pedestrian safety initiatives:

- We continue to lead University efforts in the development of campus pedestrian safety initiatives, which include training, marketing strategies, education efforts and risk assessment.
- Distributed over 10,000 reflector vests and increased programming campus wide.
- Pedestrian safety is integrated into all safety presentations and training sessions in Campus Residences.

Continued expansion of student employment and internships:

- 4 credit-bearing graduate internships were created in partnership with the School of Professional Development and the School of Health, Technology and Management.

Expansion and optimization of Access Control Systems

- Expanded 30 additional closed circuit cameras in both internal and external locations in residence halls and 8 additional electronic card access doors

CPR/AED Training

- Certified 5 Instructors, certified 152 Heartsavers, 106 Health Care Providers and taught 4 Red Watch Band classes.

Go Paperless initiative

- Scanned 150,000 documents to reduce paper consumption and storage.
- We reduced our overall paper consumption by 17,000 sheets in the 2015-2016 academic year.
Office of the Dean of Students

Mission

The Office of the Dean of Students works to empower the fullest potential of our individual students and the community on and off campus. We advocate for student needs, provide student support programs, plan co-curricular activities and cultivate and foster community development, wellness, inclusion and student leadership.

Strategic Priorities (2015-16)

Organizational Roles:
• Established new position – Assistant Dean of Students for Multicultural Affairs – to enhance capabilities of Office of Multicultural Affairs.

Student Care and Support:
• Provided high-quality individual advisement to more than 1,300 students in response to their academic, family, personal and psychological crises and concerns to support academic success and personal development.
• Continued a system of student hospital transport follow-up to demonstrate care, support and outreach to enhance case management for student Emergency Department visits. As a result, 140 students received personal outreach.
• Created a student case management tracking system as an interim measure until access to campuswide EAB system becomes available.

Community Development:
• Worked closely with students concerned about police shootings of black men and the justice system aftermath to coordinate a peaceful march on campus and a town-hall style meeting where students could express concerns to President Samuel L. Stanley. This coordination informed the University’s Diversity Plan, released in May of 2016.
• Provided support to student-generated, major community development programs including Camp Kesem (student-run camp for children with a parent who has or has had cancer); Dragon Boat Race in Port Jefferson; Ecuador Earthquake Relief Event; Vigil in the wake of the Pulse nightclub shooting.
• Coordinated Student Giving Campaign with Advancement which resulted in a Senior Class Gift of more than $4,500 donated to Stony Brook Children’s Hospital.
• Continued to build on strong tradition of student Homecoming events including record-breaking attendance at both the Seawolves Showcase and Homecoming Football game.
• Provided leadership in the coordination of events to recognize outstanding student/staff service, leadership, academics and research (Undergraduate Recognition Awards, URECA Student Art Exhibit, Student Life Awards, Frederick Preston Partnership Awards.)

Federal/State Compliance and Advocacy:
• Provided leadership in enhancing, aligning and complying with federal Title IX and SUNY Child Protection policies and Clery Act compliance regulations from a framework of students’ rights, responsibilities and support.
• Two Title IX Deputy Coordinators continued to serve in the Office of the Dean of Students.
• Continued to closely advise and advocate for students as they navigate University Community Standards.
• Worked with Government Relations to include student voice in advocacy efforts related to Pell Grant funding, Federal Work Study, Educational Opportunity Grant funding and SUNY Chancellor student meeting.
• Advance strategic partnerships with administrative units and academic deans that support student advocacy, programming and effect the student experience.
Facilities Management
• Worked with student and university constituents on Student Union decanting and renovation plans.
• Retrofitted restrooms in Student Activities Center to be all-gender restrooms.

Points of Pride
Office of LGBTQ* Services:
• Built on gains from the 2014-2015 move of LGBTQ* Services office to the DOS suite. Increased visibility and student traffic.
• Office hosted a well-attended regional conference bringing hundreds of students to campus in March 2016.

Social Justice League program:
• Funded by a Presidential Mini-Grant for Diversity, this six-week program for students enhanced cultural competency and awareness of social justice issues.

Women’s Leadership Development:
• Hosted our fifth annual Elect Her: Campus Women Win program, featuring keynote speaker Assemblywoman Latoya Joyner, with excellent turnout and wonderful feedback from students and staff attendees.

Support for Student Athletes:
• Accompanied five student athletes to our 8th annual Apple conference, promoting student-athlete health and wellness.
Reach Out and Reconnect (ROAR)

The ROAR committee was created by a group of students from Tabler Quad after their friend’s tragic passing. Since spring 2015, the committee formed by Antonio Xu Liu ‘17, Steven Morel ‘16, Cayla Leung ‘16, Erynn McLeod ‘17 and Derrick Wegner ’18, has been working diligently to bring the campus community a long lasting project that would help break the stigma behind mental health on campus.

With the advice and collaboration from Julian Pessier, Interim Director of Counseling and Psychological Services (CAPS) and University Communications, and support from the Undergraduate Student Government (USG), the ROAR committee created a series of 8-large print posters featuring different student leaders in situations that many students may experience during their time in college without realizing that there is help available. The messages in the posters are poignant and real, bringing attention to important issues such as depression, anxiety, financial struggle and domestic violence.

These posters will be featured in several visible locations throughout campus such as the Student Activities Center lobby, dining locations, among others, for many semesters to come and will tell students the message: You’re not alone.
Commuter Services

Mission
We are committed to offering support services, programming, resources and outreach to members of the campus community who reside off-campus, orienting them to Stony Brook University and the local community, and supplying the tools needed to be successful both on and off campus.

Strategic Priorities

Community Outreach:
• Offered additional support and guidance to students regarding how to build positive relationships with off-campus neighbors and explored new marketing tactics to target landlords with rental permits in the local community to increase awareness of listing services and encourage more legal off-campus housing options for our campus community
• Created new pedestrian safety educational resources and programming
• Incorporated off-campus living education and resources into outside staff and/or instructor trainings
• Increase number of students in non-SOLAR local address reports
• Enhanced Off-Campus Living e-newsletter

Non Traditional Initiative: Developed additional components to Orientation targeted to non-traditional/adult learner population.

International Students: Implemented additional pre-arrival outreach efforts, addressing housing concerns and collaborated with campus partners to identify additional outlets for outreach to, and assessment and support of international student body regarding OCL/H matters

Points of Pride

Address retrieval efforts: Collected over 2800 off-campus addresses, independent from SOLAR reporting processes, from sports club members, fraternity and sorority members, student athletes and international students.

Increased Student Leadership Opportunities: Expanded graduate assistant roles to include direct delegation and/or supervision of undergraduate staff and interns; implemented pilot program of Commuter Assistant Team Leader internship.

Tracking and Follow-Up of Off-Campus Concerns:
• Created tracking system to document weekly off-campus incident reports and any internal actions and developed communication protocol for these incidents
• Built system to track off-campus living circumstances of concern reported by students, referrals made and related updates.

Implemented Pedestrian Safety campaign: Over 750 vests distributed to students, information disseminated to over 1500 students and developed new campus partnerships

Implementing New Marketing Strategies: Sent over 3000 marketing postcards to legal rental permit holders in 11 surrounding towns in a once a semester distribution effort to raise awareness of listing services
Mission
We support 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 through educational and cultural programs, facilities, advocacy, outreach and resource information that promote student success, leadership, engagement and community involvement.

Strategic Priorities (2015-16)
Cultural Student Group Networking Opportunities: Increase the number of networking opportunities geared towards cultural and ethnic interest student organizations to facilitate communication, strengthen relationships, and encourage collaboration.

- Offered three networking opportunities for cultural student groups: Speak Up/Speak Out Networking and Coalition Building, the SAAB Professional Leadership Institute and the 4th Annual SAAB Professional Networking Dinner and Professional Panel.

Strengthen the SAAB Chapter: Enhance student learning outcomes for SAAB Chapter members.

- SAAB membership increased 33% this year.
- All-chapter GPA increased from 2.83 in 2014-15 to 2.96

UNITI Cultural Center (UCC): Establish the UCC at its new location in the Student Activities Center.

Points of Pride
Student African American Brotherhood Chapter (SAAB)

- Sponsored a bus trip for 49 participants to the Million Man March, held on the National Mall, Washington, D.C. in October 2015
- Held the first SAAB Professional Leadership Institute, a 2-day program, featuring collaborative educational sessions designed to enhance the professional and personal skills of African American and Latino/Hispanic American student leaders
- Held the 4th Annual SAAB Professional Networking Dinner and Professional Panel on Race Relations: How It Affects Personal and Professional Lives
- SAAB received the 2016 LICSPA Outstanding Program Award in recognition of the SAAB Chapter Professional Leadership Institute, presented by the Long Island Student Personnel Association.
- SAAB received two awards at the Jerrold L. Stein Campus Life Awards: Educational Program Award and the Most Outstanding Organization Award.
• The SAAB Chapter Closing Ceremony was enhanced to include an increased number of faculty, administrators, and alumni, with special recognition given to SAAB Chapter members and the SAAB Advisors.

Diversity and Inclusion: The office provided advisement and guidance to African American and Latino/Hispanic American students in the following developments:
• A silent protest demonstrating solidarity with the students of the University of Missouri regarding racism and campus climate.
• An Open Forum with President Stanley and senior administrators, which resulted in a series of meetings with the Office of the President.
• Input in the creation of a campus-wide Diversity Plan, resulting from discussions with the Office of the President and administrators.
• Collaborated with the Office of University Advancement and the School of Medicine to present the first networking opportunity for selected Pre-Medical students from diverse backgrounds to meet current medical students and alumni.
• Co-sponsored the first USG Officer’s Transition Workshop, developed in conjunction with the USG Vice President of Clubs & Organizations.
• Provided leadership and direction to Campus Dining, Faculty Students Association, Student Voice, and engaged 12 student leaders from various cultural groups in conceptualizing and introducing Island Soul, a new Caribbean and Southern Food Station in the SB Union.

Campus Traditions: The office continues to provide a broad range of programs that maintain campus traditions that educate, celebrate diversity, and promote inclusion:
• 15th Annual Festival of Lights featured 15 student groups, a 66.6% increase from 2014.
• 2016 Black History Month (BHM), featured 21 programs, a 62% increase from the previous year, and featured social and cultural pioneers, reflecting the theme: Together We Will Rise.

The Opening Ceremony guest speakers were professors and authors Sonia Sanchez, John Bracey, and James Smethurst (University of Amherst).

The Closing Ceremony guest speaker was Yusef Salaam (from the Central Park Five) and honoree Will Tye (NY Giants and Stony Brook alumnus).

The BHM Unity Forum, featured 5 student leaders from the newly-formed Black Students Union, moderated by Jarvis Watson and Professor Zebulon Miletsky (Department of Africana Studies).

New sponsored BHM programs: Barbershop Talk and Black Women’s Career Week
• 11th Annual Journey Around the World: Multicultural Show and Food Tasting, featured 12 student groups
• 18th Annual Diversity Day, featured the participation from 8 student cultural organizations
Campus Recreation

Mission
Enhance the quality of life for students, faculty, and staff with the opportunity to participate in progressive programs, services and facilities, including intramural sports, fitness and wellness programs, club sports, informal open recreation, and special events. We provide infused outcome based opportunities for student development in all aspects of wellness, leadership, professionalism and academic success.

Strategic Priorities (2015-16)

- **Equipment replacement**: This was the first year of our equipment replacement plan whereby we have a detailed ongoing implementation design to replace old and highly utilized equipment in the Water J. Hawrys Center. In Fall 2015, all 36 treadmills were replaced.

- **Student Development**: New student leadership position was created in order to integrate current graduate students and senior level undergraduate students into a new “Senior Coordinator” staff position.

- **Host the National Intramural and Recreational Sports Association (NIRSA) Region 1 Conference**: Conference was successfully hosted November 9th to 15th.

Points of Pride

**Implementation of Pink Gloves Boxing program:**
- Awarded 62 certificates of completion in the fall and 93 in the spring.

**Hosting the second annual Long Island Flag Football Championship:**
- Students and staff from Farmingdale State College, LIU-Post, LIU-Brooklyn, Hofstra University, and Adelphi University participated in a friendly, recreational, and competitive tournament to crown the flag football champion of Long Island. Approximately 60 students and staff participated.

**Hosting the second annual Long Island Basketball Tournament**
- Students from Farmingdale State College, LIU-Post, LIU-Brooklyn, Hofstra University, and The New School competed in a friendly, recreational, and competitive tournament to crown the basketball champion of Long Island. Approximately 60 students participated.

**Campus Recreation Student named All-Tournament Official**
- Michelle Liu, Intramural Sports Coordinator, was named an All-Tournament Official at the National Intramural and Recreational Sports Association (NIRSA) Championship Series Regional Basketball Tournament hosted at Boston University on February 12-14.

**Leadership Staff:**
- 100% of the operations leadership have moved on to prestigious academic, and above entry level professional positions. (i.e. Medical School, Graduate School, Mid-Level Management).

**Hosting the Region 1 National Intramural and Recreational Sports Association (NIRSA) Conference**
- For the first time in Stony Brook’s history, we hosted the NIRSA Region 1 Conference in Riverhead, solidifying us as a leader in Campus Recreation. There were 340 recreation professionals and students in attendance from institutions in the Northeast.
LGBTQ* Services

Mission
We provide individual development and community building opportunities, support, and advocacy for LGBTQ* students and communities at Stony Brook University, and education about LGBTQ* people, communities and related topics to the larger campus community to foster and maintain the most affirming educational environment for our LGBTQ* communities.

Strategic Priorities (2015-16)
• Support Student Success: Provide opportunities for students to develop as leaders and agents of change through the planning and implementation of the Northeast LGBT College Conference
• Advance Organizational Excellence: Partner with DoIT and the Registrar to create a seamless preferred name integration into existing and future information systems
• Promote and Support Safety, Health and Wellness: Partner with Student Health Services and CAPS to ensure staff is prepared to provide services to LGBTQ* students and ensure students are receiving culturally competent care on campus.
• Enhance the Quality of Student Life: Partner with admissions to create a way to collect sexual orientation and gender identity information to provide valuable information and resources to incoming students as well as guide future directions of LGBTQ* Services

Points of Pride

21 Annual Northeast LGBT Conference
• The 3-day conference hosted over 460 students, faculty and staff from 38 colleges and universities from 9 states in the Northeast region. It was a weekend of workshops, speakers, performances, networking and celebration.

Continuation and Expansion of LGBTQ* Campus Traditions
• 2nd Annual Lavender Graduation, now a formally recognized University Commencement ceremony, honored LGBTQ* graduating students and their contributions to the University community. This year it included the presentation of Advocacy Awards.
• Transgender Day Of Remembrance: Interactive memorial service created and lead by Trans Alliance, LGBT A, and the Graduate Queer Alliance, as a memorial of the individuals who lost their lives in 2015 due to hatred and violence toward trans* and gender nonconforming people.
• 3rd Annual Rainbow Fall Feast celebrates the loving community and chosen families created at Stony Brook University.

Weekly Programming
• LGBTQ* Services continued and refocused two weekly program series, LGBTQ* [Campus] Life, and Study Jam.
• LGBTQ* [Campus] Life included small group discussions, guest workshops, and creative activities covering identity development, career development, self-care, toxic drinking, financial literacy, and others.
• Study Jam creates intentional, affirming study space throughout the semester that aims to encourage students to prioritize their own academic success every Saturday.
• Extensive Interdepartmental and Student Organization Collaboration
• Zumba for Change: fundraiser event co-sponsored by Campus Recreation
• Rec-ing Rainbows: created to get more LGBTQ* students into Campus Recreation programs by providing a designated time first Monday of the month
• Screening and discussion of documentary film Out in the Night during Black History Month
Student Activities

Mission
To foster an active and vibrant campus community by developing a comprehensive co-curricular experience which complements Stony Brook’s academic curriculum and enhances the overall collegiate experience. Through activities, workshops and advising, we provide intentional opportunities for growth while contributing to the development of lifelong learners and engaged citizens.

Strategic Priorities (2015-16)

Student Club, Organization Training and Development:
• Processed nearly 4,000 student organization meetings, programs and events.
• Enhanced customer support to student leaders and organizations, including having significantly decreased response time to students’ programming and space requests to 5 days or less.
• Changed format of Student Involvement Fair to yield greater number of club participation over two day period.
• Provided training for registered clubs and organizations in the areas of risk management, Title IX, Campus Security Authority and organizational maintenance; 100% of student organization leadership completed sexual violence prevention training.

Student Outreach, Support and Intervention: Made strides to strategically bind and strengthen outreach efforts that support students’ health, safety and sense of belonging.
• Established “Know Before you Go Campaign” to bolster by-intervention and prevention and provide safe programming alternatives for students during high risk times.
• Launched strategic plan to target sexual prevention programming to student organizations that data indicate are at highest risk for secretive problems.
• Established Team Awesome to help identify and highlight good works, random acts of kindness and the simple joys of Stony Brook.
• Worked with campus partners to help relaunch the Community Pledge campaign
• Supported the Undergraduate Student Government It’s About Us campaign
• Integrated stress-relief programming to provide outlets to students during finals (Relax and Rejuvenate) and throughout the semester (i.e., Animal Assisted Therapy).

Creative & Media Arts Programming:
• Re-envisioned Craft Center and SAC Art Gallery programming to address the temporary and long-term closure of physical spaces, while still accommodating student need and opportunity for artistic expression.
• Created WUSB 90.1 fm Advisory to help develop student-centered radio station for the 21st century.
• Identified space and develop plans to support the physical relocation of the radio station and developed plans and work with student media clubs to relocate organizations to new media wing in the Student Activity Center.

Weekend and Major Programs: Weekend Life programming continued to thrive and support student programming needs, opportunities and interests.
• Experienced a 35% increase in overall student attendance compared with last year; 20% increase in the total number of programs and five-fold increase in the number of student volunteers
• Expanded Winterfest into a vibrant weekend of 15 events taking place over the course of 3 days involving over 1,200 participants.
• Provided comprehensive, professional and developmental support and advisement to the Student Activity Board (S.A.B.) which coordinated 2 major student concerts, featured comedian, a prolific keynote speaker collaboration with GSO and the annual Roth Pond Regatta.
• Major campus programing traditions, such as Homecoming and Earthstock, fostered community development on the large scale and reinforced sense of pride and tradition.
Points of Pride

Alternative Spring Break Outreach:
• 78 Stony Brook students participated in the Alternative Spring Break program and volunteered in Nashville, Tennessee, to help in community gardens, local food banks, and farms and community education projects.
• In one week, these students served with 12 different programs and contributed a total of 1,574 hours of service to the Nashville community.

Leadership Institute
• Re-envisioned the LEADSTRONG Conference and developed the Leadership Institute to meet leadership goals of current students and to increase focus on skills that will help students emerge as leaders in their next phase of life, through the lens of social justice.

Student-centered arts programming
• Held 26 craft events, 17 non-credit bearing classes, 2 art gallery exhibitions, and 4 art crawls for 3,542 majority-student participants.
• Generated over $42,000 of revenue from non-credit bearing classes to support student programs.

Red Watch Band Challenge:
• Twenty five student groups requested training, 17 student clubs were trained including 7 Fraternities and Sororities as part of the Fraternal Futures program.

Healing Arts:
• Piloted new program on the Healing Arts in collaboration with CPO. The expressive arts are a powerful tool for self-care and supporting stress relief, resilience, flexible thinking, academic success, and contributes to recovery from trauma.
Athletic Bands

Mission
We help promote a vibrant, spirited, and prideful Stony Brook University community through the establishment and entrenchment of deeply seeded campus traditions as performed at athletic events, major campus events and university celebrations. We recognize and value, too, the unique and important role we play in connecting with the local and regional community and, as such, are committed to establishing partnerships and outreach efforts that promote and advance service to the community.

Strategic Priorities 2015-16

Student development, safety and belonging:
- Provided important training on Title IX, bystander intervention, cultural competency, bullying, social media awareness and hazing prevention to support students’ learning, health and to support compliance efforts.
- Expanded upon regular programming and educational efforts to support students’ educational, social and emotional learning (i.e., Band Alumni Panel, Student Mentoring Program).

Operational effectiveness:
- Finalized plans for Union relocation and Office of Athletic Bands temporary relocation plan
- Conducted assessment of long term field space needs

High Profile Performances:
- Performed with the rock group Walk The Moon and at the Men’s Basketball NCAA Tournament.
- The band’s Halloween performance became viral in social media
- Continued to further develop professional relationships with Long Island and New York City event planning companies to help yield high profile and revenue or gift generating performances
- Participated for the first time in the NYC Pride Parade as part of SUNY’s contingent

Music and Performance Quality:
- Performed five halftime shows in the 2015-16 academic year, an all-time high for the program
- Created new designed system of marching fundamentals and teaching methods to focus on technique and precision
- Continued to focus on musical fundamentals or proper playing techniques and proper instrument care.

Points of Pride

- Half-Time show performance: the program was able to rehearse and successfully complete five different halftime shows.
- Social media: the band became “insta-famous” overnight for their Halloween halftime show performance featuring music and choreography of the song “Thriller” by Michael Jackson. The Instagram video went viral with over 35,000 views in less than 24 hours.
- Walk the Moon: the band performed with popular rock band Walk The Moon at this year’s Back to the Brook concert. The performance went viral on social media and even WALK THE MOON posted about it on their Instagram, Twitter and Facebook channels. The Wall Street Journal also produced a video project with WALK THE MOON in which the performance was featured alongside other marching bands and pep bands covering the song.
- The “Big Dance:” The program was able to travel to the NCAA tournament to support the Men’s Basketball team for the first time in the program’s history.

Athletic Bands Enrollment 2006-2015
Facilities Operations SAC and SB Union

Mission
We provide access to two prominent student centers: the Student Activities Center (SAC) and Stony Brook Union (SB Union), which present opportunities for learning and socializing that foster a red hot school spirit. Our energetic staff creates a student-centric, nurturing and safe environment which serves as a vibrant nexus for our campus community.

Strategic Priorities (2015-16)
- **Reputation of Excellence**: The student centers continue to execute very complex, nuanced events and customer satisfaction levels continued to climb to a record 96% of users being satisfied with their day-of-experience.
- **Communications Delivery**: Student interns studied social media marketing strategies and targeted three channels for use: Twitter, Facebook, and Instagram. Interns developed collaborative relationships with other campus social media efforts and highlighted accomplishments of department staff, students, and events.
- **SB Union Rehab**: Scale decanting of SB Union by Fall 2016 renovation.
- **Sustainable Funding Model**: Received increased allocations, shifted existing cost centers, and closely managed student payroll to create a sustainable student employment structure.

Points of Pride
- **Event Level Satisfaction**: The SAC and SB Union held 10,450 events and welcomed 618,717 people. 96% of guests were satisfied by their event-day experience, a new record for the department.
- **Mobile Event Satisfaction Surveys**: Beginning August 2015, Event Managers began distributing post-event guest satisfaction surveys for all shifts they worked. These surveys collect both qualitative and quantitative responses, and yielded a total of 92 responses for all surveys for the year, marking a 44% increase in the number of survey responses over the 2014-2015 year.
- **Commencement Activities**: Since 2011 we have seen an increase of 18% in commencement related ceremonies and receptions. In May 2016 we held 20 commencement-related events including ceremonies and receptions.
- **Media Wing**: Designed and delivered a media wing with less square footage than the existing SB Union footprint, yet met the core needs of existing tenants. Students were actively engaged in the process and very pleased with the outcome.
- **Undergraduate Leadership Development**: Created responsibilities for our Lead Operations Assistants (LOA) that would clearly define the hierarchy over the Operations Assistants (OA). Such as having leads officially lead bi-weekly OA meetings, in which they guided the OA's how to better do their jobs, teaching them how to adhere to the policies and regulations within the department, professional development workshops and more. Through the staff appreciation forms, the LOA's would evaluate OAs and decide who gets the staff of the month award and ultimately decide who gets promoted to LOA when it comes time for promotions. LOA's also supervised a couple of OA training sessions. These responsibilities helped our student staff grow as leaders amongst their peers.

DEAN OF STUDENTS
Counseling & Psychological Services (CAPS)

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

Strategic Priorities (2015-16)

Launch of CAPS After Hours
• Summer of 2015 was spent populating Protocall’s database with CAPS and Stony Brook University policies and procedures. The implementation took place in Fall 2015.

Expansion of community based interventions
• Expand programs i.e. Let’s Talk, Animal-Assisted Interactions, Mindfulness Meditation and Crafting with CAPS, collaboration with Undergraduate Colleges.

Overhaul of psychiatry referral process
• An intentional and uniform consultation process was put in place for admitting clients for psychiatry services

Revision of CAPS website and marketing materials update
• To provide current information about programs, events, staff bios and contact information and update the look and feel of the site to reflect the SBU brand.

Successful implementation and promotion of CAPS After Hours program
• Provided a needed reassurance to community stakeholders that there was an after-hours supplement support to the Comprehensive Psychiatric Emergency Program.
• Officially launched in December and promoted through postcards, posters and e-mail announcements to the campus community.

Comprehensive expansion and enhancement of community-based interventions: A variety of programs served the campus along the “continuum of care” that characterizes best practices for providing college mental health services such as:
• Animal-Assisted interaction programs, collaboration with Undergraduate colleges leading to innovative new programs such as “Crafting with CAPS,” advancing the “Let’s Talk” and Campus Residences liaison program, stress management workshops, expansion of mindfulness meditation programming.
• The redesigned CAPS website and marketing materials played a vital role in promoting the new CAPS programs.

Piloting of student placement/training opportunities across a range of disciplines and departments
• CAPS hosted student internships from a variety of departments and disciplines: Psychiatry residents, Undergraduate Social Work intern, Master in Psychology student, Mental Health counseling and Nurse Practitioner in Psychiatry. All these student internships made unique and appropriate contributions to CAPS.

Significant increase in opportunities for staff to engage in team-based consultations
• Multiple venues created to discuss, give and receive support around systems changes such as more adherence to session limits and more efficient utilization of psychiatry resources: Clinical services groups, Psychiatry consultation and referral, group and outreach consultation, training committee meetings.

Points of Pride

Renewed APA-accreditation for psychology internship and stabilization of training program:
• Dr. Bethany Riddle oversaw APA-reaccreditation process culminating in reward of full 7-year accreditation.
• Dr. Riddle became Assistant Director for Training at CAPS. Justin Michener and Marissa Clements oversaw development of the Post-doctoral psychology fellowship and externship programs, respectively.
Student Health Services (SHS)

Mission
We are responsible for the delivery of accessible, high quality, cost effective primary health care to a diverse student population. We are committed to preventative health and comprehensive wellness, integrating accessible primary care with other student needs inherent in a healthy lifestyle.

Strategic Priorities (2015-16)

Maintain Patient Visits:
• There was a decrease of 2,100 SHS visits compared to last year due to winter weather, mild flu seasons and a late spring allergy season. The laboratory also saw a decrease in tests ordered.
• The pharmacy saw an increase of about 1,000 more prescriptions filled this year due to pricing restructuring and expansion of prescription coverage.

Smoking Cessation Discussion Documented Benchmark SUNYHC: Assessment of clinician discussion and documentation of encouraging smoking cessation in individuals with a history of smoking was done on 25 random charts.
• We met and exceeded performance in goals 1 (a threshold of 90% of all visits will document smoking history) and 2 (a threshold of 90% of those with smoking history will have discussed tobacco cessation with clinician), but did not meet goal 3 (assessment of readiness to quit) which will be included in future vital sign template.

Vaccine Offer to High Risk Groups: Electronic Medical Records will be evaluated for high risk patient groups with asthma or diabetes diagnosis to determine if flu vaccine was offered. 100% of patients with asthma and diabetes should have a documented offer.

Points of Pride

Patient Satisfaction: 100% of students would recommend SHS to another student. Overall satisfaction with the SHS was rated at excellent, very good or good by 98% of the students. Laboratory Services satisfaction was 100% at excellent, very good or good and the pharmacy service was rated a 100% excellent and very good.

Patient Visits to Clinics, Lab and Pharmacy:
• The NY Chiropractic College students under the supervision of their faculty clinician offered adjustments to 2,129 patients. More time and space was given to the Chiropractic students allowing for 350 more visits.
• The Point of Care testing, done in the clinics, was the only area of increased testing with an increase of 50 more urine pregnancy test and 20 more urinalysis.
• The cost of prescription medications became more affordable for all students regardless of insurance causing an 11% increase in actual prescriptions processed compared to last year. The inventory was updated and brought online allowing a live true cost inventory available at all times. The pharmacy also saw an increase of almost 600 items in the over the counter medications given out.

Student Health Advisory Committee (SHAC): SHAC was active this year with multiple campus-wide events which included:
• The 6th "Vigil of Hope," a Candlelight Vigil to support those who have been bullied
• Tobacco Action included the Great American Smoke Out and “Kick Butts” campaign
• World AIDS Day celebration and HIV testing for over 800 students
• Distribution of over 100,000 HIV prevention items, 7,000 Bring Your Own Condom, 1000 Flu Prevention kits, and 850 Resident Assistant Program Plan/Safer Sex packets for 50 programs
Center for Prevention and Outreach (CPO)

Mission
We provide prevention, education, and bystander intervention training services about sexual violence and alcohol and other drugs. CPO also provides limited early intervention support for survivors of sexual violence in the form of the Confidential Complainant Navigator’s services and the Coping and Connection drop-in group.

Strategic Priorities (2015-16)

**Strengthen survivor advocacy**
- Strongly promoted the services of the Complainant Navigator through brochures, presentations, feature stories and articles, etc.

**Implement campus bystander intervention training program**
- 167 total students trained
- Majority of participants (90%) reported finding the training either very useful or extremely useful.

**Increase curricular integration of sexual violence and alcohol and other drugs messages.**
- New “Seawolves Step Up” bystander intervention presentation
- New CPO Parent/Family presentation for Transfer Orientation
- Development of the VIP (Violence Intervention and Prevention) Active Bystander Certificate Program with PPH, implemented in partnership with Undergraduate Colleges

**Expand trauma-informed prevention and outreach programs and services**
- Complainant Navigator as support for students victim of sexual violence
- Survivor events and programs were highly rated by participants.

Points of Pride

**Successful first year of Green Dot implementation:**
- 167 total students trained: 153 undergraduates, 14 graduate.
- Participants include student leaders who impact other students.
- Curricular integration: 4000+ students reached by overview speeches and Green Dot content/activities integrated into multiple aspects of student and academic life through partnership and collaboration with other departments
- Hosted SUNY wide Green dot train-the-trainer workshops: Trained 15 campus staff and external attendees

**Expansion of trauma-informed activities, programs and services in coordination with other OSA departments:**
- Survivor focused activities such as Monument Quilt; “Coping and Connection” drop-in group, Hope and Healing group, Sexual Assault Awareness Month programing reaching approximately 1500 students.

**Confidential Complainant Navigator:**
- Enabled CPO to provide brief crisis management and seamless reporting and support services to survivors of sexual violence. Assisted 56 students in various capacities.

**Providing multi-step/multi-method sexual violence education to first year students**
- Partnered with Undergraduate Colleges to introduce Haven, sexual violence prevention online training program
- Sexual violence prevention training session (“Seawolves Step Up”) during Opening Weekend to groups of 300-500 students
- Swallow This! orientation performance using Green Dot strategies
Alcohol and Drug Services

Mission
We provide comprehensive services in a non-judgmental supportive environment to allow students to achieve their full potential as members of the campus community and beyond. We educate the campus community on harms associated with substance use, increasing awareness of this complex issue thereby reducing or eliminating high risk use and harms associated with it.

Strategic Priorities (2015-16)
• Marijuana prevention/awareness program: Complete marijuana initiative. Provide all residence halls with pre-made bulletin boards with information regarding facts and info and resources about marijuana use.
• Increase messaging around AOD related harms, social norms and options for healthy lifestyle choices to students:
  – Development of monthly newsletter and find effective distribution model. Disseminate information and messaging strategically to campus community with an emphasis on marijuana, and prescription drug abuse.
• Engage risk groups: Engage with IFSC community to provide targeted programming and information around alcohol and other drugs issues.

Points of Pride
• National Institute on Alcohol Abuse and Alcoholism (NIAAA) partnership: We were selected to be the first school to partner with the NIAAA to present the newly released College Aim Matrix, a new resource to help schools address harmful and underage student drinking.
• Red Watch Band Care Team Challenge: The Red Watch Band Care Team initiated a challenge to get clubs and organizations trained which resulted in the largest number of students trained in one semester since the inception of the program.
• NASPA Strategies Conference Mini-Institute: We were proud to be selected to present Red Watch Band: A Bystander Intervention Approach to Reduce High Risk Drinking and Death Prevention as a Mini-Institute for the 2016 NASPA Strategies Conferences: Alcohol and Other Drug Abuse Prevention, Mental Health and Violence Prevention.
• Swallow This! 20th Anniversary: Swallow This! Prevention through the Arts is a peer education program in partnership with the Department of Theater Arts that uses the performance arts as a way to educate on the consequences of substance abuse, sexual violence and other number of issues that college students might face.

Red Watch Band

EDUCATE:
register for a training session to learn how to recognize the signs of toxic drinking

COMMIT:
to protecting yourself and other members in the community

INTERVENE:
one intervention can save a friend’s life

20,000 students are Red Watch Band trained nationally
3206 students have been trained at Stony Brook since the establishment of the program
1825 students die from alcohol-related injuries each year
1 in 4 students have engaged in high-risk drinking

30+ student organizations have partaken on the Red Watch Band Challenge
75% of students at Stony Brook DO NOT engage in high-risk drinking
Caring for Her Community: Kerri Mahoney

Kerri stands out among her peers in the Program in Public Health for her excellence, compassion, friendship, leadership, and resilience. Soon to be a two-time alumna, Kerri has contributed over her undergraduate and graduate academic careers to the Stony Brook community in so many ways, both big and small. During her undergraduate career, Kerri served her community as the Undergraduate Student Government’s Vice President of Clubs and Organizations. Aside from an outstanding performance in her USG role, Kerri went above and beyond to lead the first ever ‘Kick Out Cancer’ kickball tournament in Fall 2013, raising an impressive number of donations for the SBU Cancer Center. In fact, her work was so impressive that it was recognized for the Most Innovative Programming Award by the Long Island Colleges and Universities Student Affairs Council.

Kerri’s undergraduate career would serve well to predict the many accomplishments during her graduate career. As a Master of Public Health student, Kerri set an example as the kind of student who actively integrated her studies with practice and to the benefit of her Seawolf community. She continued to exercise her past community organizing skills, coordinating large-scale events such as the film screening of *He Named Me Malala*, which had over 200 audience members. Kerri also excelled academically, serving as a Teaching Assistant in Epidemiology while studying the complex processes of planning, implementing, and evaluating public health programs. During her studies, Kerri gained experience in qualitative methods; learning how to conduct in-depth interviews with sensitivity and rigor. She was able to bring all of her new skills to her position with the Red Watch Band CARE Team—working with staff and students to develop and study Stony Brook’s innovative peer leadership approach to curb binge drinking on campus. In perhaps one of her most visible accomplishments, Kerri was a key player in the initiative that increased the number of students trained as Red Watch Band members in a semester by over 3.25 fold—in other words, and undoubtedly thanks to Kerri’s tireless work, there were 814 new Red Watch Band members trained in a single semester!

A lesser known fact about Kerri that speaks volumes about her character was foreshadowed by her efforts as an undergraduate student in fighting cancer as an ally. Kerri accomplished the above excellent works (and many more) all while fighting cancer herself, and now as a survivor. Kerri is an energetic, thoughtful person who is passionate about improving public health on this campus and in the greater community. Whether a professor, fellow student, or staff member; anyone who knows Kerri undoubtedly sees her as an excellent example of the fantastic manner in which our students and Stony Brook University proudly go far beyond the expected.
Disability Support Services (DSS)

Mission
Our mission is to advocate for a campus environment that meets the needs of students and employees with disabilities. We are committed to providing accessible facilities and an academic environment that fosters individual growth. We believe the concept of universal design in education, communication, and construction supports the educational and professional development of all individuals.

Strategic Priorities (2015-16)

Improve campus accessibility
• During the 2015-2016 academic year, responsibility for campus accessibility was transferred to the Office of Diversity and Affirmative Action (ODAA) along with the supervision of American with Disabilities Act (ADA) compliance at the university.
• DSS addressed campus accessibility issues as presented by registered students and served as a liaison between these individuals and other parts of the campus infrastructure (e.g. facilities and dining services).

Web accessibility
• DSS staff member Glenn Dausch continues to co-chair the President’s Committee on Electronic Accessibility.
• The committee continues to develop policies and procedures which will serve to guide members of the campus community to ensure the accessibility of all web and electronic resources.

Development of an Improved DSS web presence
• This past year, DSS migrated our static web forms to Google Forms. This transition increased stability and provides increased security by allowing us to place certain forms behind user authentication.
• DSS had planned to create a web mechanism enabling faculty, staff and community members to report accessibility barriers. This project has been moved to the ODAA office.

Points of Pride

Tests Proctored at DSS
• During the Fall 2015-Spring 2016 year DSS proctored 3,278 exams for students. This represents an 8% increase over the previous academic year, and a total of 8,865 hours of proctoring. These tests provided a variety of required accommodations, including extended time, reduced distraction, scribes, audio tests, and accessible seating.

Representation on Diversity Advisory Panel
• DSS has an active role in the development of Stony Brook’s Diversity Plan with staff member Glenn Dausch serving on the advisory panel and the facilities subcommittee.
• We are also proud that one of the students registered with our office serves as a student advisor for the SBU Diversity Plan.

Outreach to University
• DSS provided presentations to six departments on campus detailing academic accommodations, professional accommodations, electronic accommodations, and general disability awareness.

Socialization Group and Stress Management Workshops
• DSS hosted a weekly socialization group for students with disabilities to meet with each other and a DSS counselor. Nicole Bender, a graduate employee of DSS, also presented a number of stress management and final exam preparation workshops for students registered.
Career Center

Mission

We 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; and connect hiring organizations with our diverse student talent.

Strategic Priorities (2015-16)

Transition to new technology platforms, Handshake and Guidebook: Successfully managed transition of employer records and systems set up for full service recruitment system.
• Increased active students in the system by 16% over last year.
• Guidebook was used to manage all eight job fairs.

Guide students toward greater self-awareness and increased knowledge of career options:
• Increased clients from almost every special population we track (first generation, transfer, international, students of color, EOP/AIM, etc.).
• Diversity initiatives: Presidential Mini-Grant for iSAY — international students in the American Workplace; Diversity Professional Leadership Network and Early Career Success Program.
• Collaboration with academic affairs: Six (6) Career Center staff supported the Class of 2018 Advising Initiative. “Don’t Cancel Class” initiative through CAS Deans Office.

Improve student preparedness for the job and experiential search:
• A total of all 1:1 contacts with students was 8,114.
• We increased group activity 32% by offering 408 workshops and presentations with 12,354 attendees, adding job fairs and special career events, the number rises to 20,607 – the largest attendance we’ve ever seen.

Facilitate connections between students and employers:
• Recruited 11 members of the Career Center Partnership Council, raising $64,000 to support student-employer connections.
• Provided leadership to the Corporate Outreach Group—monthly meetings among stakeholders across campus involved in corporate & community relations. The group has already found synergies and will pursue joint visits to corporations of shared interest.

Enhance the Alumni Career Service: We offer 1:1 consultation, group, and targeted programming for alumni job seekers and career changers. Expanded ASK Blog, added webinar series, and increased alumni participation in career development.

Coordinate successful experiential programs:
• JFEW SUNY Scholars Program in International Relations & Global Affairs (20).
• Explorations in STEM Summer Research program sponsored by PSEG (16).
• Diversity Professional Leadership Network (26).
• Early Career Success program (18) and EXT 288 & 488 internships (153).

Develop and deploy a communications strategy to create awareness of Career Center programs and services including website, printed materials, public relations/publicity tracking, promotional marketing, social media, and blogging.
• Additional accomplishments included the conversion of our calendar of events to an innovative, environmentally-friendly new format, the significant expansion of multimedia content on our website, and increases in usage and followership across our social media platforms.

Points of Pride

Transition to new technology platforms: From ZebraNet to Handshake which involved several months of pre work and continuous contact with new vendor to address issues and technical developments. As 1 of the first schools to join, we were on the forefront of innovative change.
• Transitioned 17,895 contacts, 17,092 students, 908 and alumni mentors, and 1,052 jobs, into the system. Set up a shibboleth connection allowing a single sign on and a feed of student data from PeopleSoft with DoIT’s support.
• Designated as “super user,” we have priority access to Handshake decision makers and have been invited to beta test their first phone support system, their First Destination Survey, and Insights Tool.

• Implemented a new mobile job fair app to provide a convenient way to access all job fair information.

Student Employment Initiative: Successfully launched Stony Brook University’s first ever comprehensive student employment program.

• In our first year, we reached 3,064 student employees and 710 supervisors from state payroll system.

• Overall engagement numbers: 20 workshops with 779 students attending and 5 webinars with 708 students attending. Faculty/staff workshops (8 in person + 1 live webinar) drew 308 attendees.

Peace Corps Recruitment Office: We are the very first SUNY campus with a Peace Corps Recruiter on site, 20 hours per week.

• Funded by Peace Corps, we secured this position through a competitive process.

• 30 SBU students and alumni applied, and as of May 2016, 5 had been accepted. These are the highest annual numbers ever achieved for Peace Corps.

• The grant has been renewed for a second year.

Internal Support and Campus Partnerships:

• The Don’t Cancel Class program was created in response to a request by the College of Arts and Sciences (CAS) Dean. We designed a presentation to introduce students in CAS to the relationship between majors and careers and presented to 35 classes and reached 948 students.

• 85% of attendees reported increased understanding of the relationship between academic majors and careers, expanded knowledge of transferable skills, and increased awareness of Career Center services.

• After the presentations, Handshake activity from those students increased by 39%.

• Explorations in STEM Research: We secured a grant from the PSEG Foundation ($299,000 over two years) to increase the number of undergraduates engaged in research over the summer. The program is co-coordinated by URECA and the Career Center with significant involvement of faculty from BIO and CEAS.

– 16 students were placed in labs throughout campus with summer stipends and housing. Each student had a faculty mentor and was part of a team of researchers, including graduate students and in some cases, post doc fellows.

– What distinguished this program were two things: the preference for low-income students who had high potential but low exposure to research, and that as a minimum, 2 hours each week were dedicated to professional and career development.

Diversity Initiatives:

• Diversity Professional Leadership Network enrolled 26 students, 15 of whom reported a paid internship offer with a corporate partner.

• Travelers Early Career Success Program enrolled 18 students. 2 internship offers were made.

• We received a Presidential Mini Grant of $3,000 to support International Students in the American Workplace series.

• A particular point of pride was the successful deployment, in collaboration with University Communications, of a large-scale communications plan (emails at each stage to all on- and off-campus constituents, university and department website content, promotional items, posters and advertisements) that smoothed the transition to Handshake.
Mission
We provide residence support services and foster initiatives that enhance the student experience, promote personal development and academic success on the Stony Brook Southampton (SBSH) campus and at Brookhaven Residential Village (BRV).

Strategic Priorities (2015-16)
Professional Development Series: The staff at BRV conducted a series of programs during the spring semester to increase professionalism in students.

Points of Pride

Formal programming:
• A wide selection of educational and social programs were held at both the SBSH and BRV campuses. These initiatives were very well attended by residential students increasing their sense of belonging and learning outside the classroom.
• Community Standards: Despite sharing space with another institution that has different policies and populations in BRV, community standards on both campuses were upheld well with very low judicial caseloads thanks to staff intervention and presence of varied programming.
University Community Standards (UCS)

Mission
We 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 efforts.

Strategic Priorities (2015-16)

Created a parallel support system for respondents involved in sexual misconduct cases:
• Created a pool of faculty and staff designated as navigators to assist respondents in these cases
• Five navigators were trained, including members from Campus Residences, Dean of Students office and academic areas.

Created a Sexual Misconduct Review Appeals Board
• A panel of 3-5 faculty and staff members, trained in Sexual Misconduct Policy and Procedures and representing various campus areas, serve on this board
• The board meets weekly to further standardize and streamline the appeals process.

Enhanced collaboration with satellite campuses:
• Established frequent contact with current staff members at Stony Brook affiliated campuses (Southampton, Brookhaven Residential Village, Manhattan and online) and addressed their concerns.
• These staff members served on the UCS team as appeal officers

Identified new database to enhance productivity and data collection
• In conjunction with IT, Residential Community Standards, CAPS, UPD and Title IX, UCS identified a new database system to meet our collective requirements.
• Created an implementation plan for training and utilization of the database

Points of Pride

Revision of University Student Conduct:
• It was updated to include clarifying language to the Sexual Misconduct Policy and Procedure, new language to reflect the University’s Tobacco Free policy and enhanced the look of the Code to make it more appealing and easier to navigate for students. An interactive version of the Code is also available.

Student Success and Educational Meetings:
• All three UCS staff members conducted over 800 in-person educational meetings with students which provide the opportunity to communicate the importance of the Student Conduct Code in ensuring the safety and well-being of our campus community.

University Service & Educational Projects and Programs and Community Service
• UCS worked in conjunction with the Long Island Veteran’s home in administering, processing and placing students in community service assignments at the on campus location and with a stipulated supervisor.

Implementation of uniform re-entry process:
• UCS implemented a uniform process for students to request re-entry after suspension, facilitating the determination regarding a suspended student’s “readiness to return to campus.”
• This process allows for a thorough review of records and input from many departments before a final determination is made by the Vice President for Student Affairs.

Discipline Checks/Dean Certification for Student Employees and Study Abroad Candidates
• In addition to processing over 500 dean certification letters, UCS completed 474 Study Abroad discipline reviews and worked closely with the Faculty Student Association (FSA) and other departments to ensure University student employees meet minimum standards background qualifications.
Veterans Affairs

Mission

We support active duty service members, veterans and their families in the Stony Brook community. Our priorities are enhancing the registration and process of veteran students’ educational benefits and helping transition students from military to student life. Our office also augments the exposure of military service members on campus through student run events and opportunities for work-study.

Strategic Priorities (2015-16)

• Collaborate with Internal Departments: If a veteran student requires extra assistance outside of the classroom, the Veteran Affairs Office has collaborated with CAPS/CPO, DSS, Academic and Transfer Advising, and Financial Aid to provide special support.

• Encourage Veteran Student Involvement: through various opportunities on campus such as the annual Veterans Day Ceremony and the Veteran Affairs Work-Study Program.

• Recruitment and Information Services: The Veteran Affairs website has assisted in attracting more veterans to the university as well as provided students and family members with accurate, up-to-date and user-friendly information on the services the VA is currently offering.

• Vets-4- Vets Program: mentoring program for veterans that pairs a current veteran or dependent with an incoming veteran student to assist with difficulties they may encounter in their transition into Stony Brook.

Points of Pride

• Veteran Student Population: Every year, the veteran student population at the university continues to increase. Currently, we have processed over 250 students.

• Veterans’ Bachelor of Science Degree in Nursing Program: This program builds on veterans’ combat medical skills and experiences and provides support in the transition from military to academia. It has been flourishing since its establishment in Fall 2013.

• Veteran Student Organization (VESO): VESO has been focusing on building community on and off campus through various events: Meet & Greet held this Spring, an on campus game night fundraiser, collaborations with the Republican student group to provide suits for vets through Suits for Warriors and with the Long Island Intercollegiate Coalition for Veterans.

• Army ROTC: Over the last several years, total participation in the program has increased significantly: 27 full time students are currently part of the program, of which 19 are Stony Brook students and 8 are from sister schools.

• Veteran Service Committee: Consists of staff from Veterans Affairs, Registrar, Financial Aid, Bursar, Student Accounts, Academic and Transfer Advising, and Admissions dedicated to ensuring Stony Brook University policies and procedures enhance the growth and success of veteran students. In conjunction with the new In-state Tuition Legislation for veterans, the various departments have established a continued network for the students.
**Veteran Students at Stony Brook**

**Joe Sparling:**
“Stony Brook just fell into my lap. I grew up in Blue Point, but I never thought about going to Stony Brook when I was in High School. I originally began my career at SUNY Cortland and completed the majority of my general education courses. While I was deployed in the Marine Corps, I decided to apply to Stony Brook University. Towards the end of my deployment I had found out that I was accepted and was extremely excited to get home to start my Stony Brook career.

After a deployment it can be difficult to get back on your feet and find a job or school again. I was very thankful at the time that I did not have to worry about looking for the perfect school for me. I found a university that was an easy commute for me and had a major that complemented my experience in the military. I am close to my family and friends, and on top of that, I am learning and experiencing a profession that I truly enjoy. It is amazing how the decisions that we make mold us. While at Stony Brook, I became the Treasurer and Executive Board Member for the Veteran Students Organization. This is something that I am very proud of. I am able to represent my fellow Veteran population on campus and in the surrounding local area while simultaneously bridging the gap between traditional students on campus and our veteran population.”

**David Rampil:**
“I am a veteran of the United States Marine Corps where I served active duty in the infantry as an anti-tank missile man from 2011 to 2015. I deployed to Afghanistan in 2013 where I conducted countless combat patrols and other forward operation tasks including direct engagements with the Taliban. Again in 2015, I deployed in support of Marine Air Ground Task Force—Crisis Response Africa, and also conducted operations in American interests in West Africa after the events in Benghazi, Libya. I ended my active service as a Corporal while serving as a Platoon Sergeant. I was a member of 2nd Battalion, 8th Marines which was nicknamed “America’s Battalion.”

After my separation at the end of 2015, I was accepted to Stony Brook University where I am currently studying Anthropology. Within one week of beginning the spring semester I was already on the executive board of the Veteran Student Organization where we have overhauled the group and now run it at maximum efficiency.”
We asked some questions to our most recent Doctorate recipients from our Division of Student Affairs about their motivation behind pursuing an advanced degree, what made them choose their focus and the advice they’d give to others considering following their steps.

» Jarvis M. Watson, Ed.D.

What inspired you to pursue an advanced degree?
For as long as I can remember, I wanted to be in a position to make a difference on a large scale. I had a passion for working with young people, and helping them to actualize their goals. In order to do that on a large scale, I needed to earn a doctorate.

What was your focus and why did you choose it?
I was interested in what were the factors that attributed to African American males to achieve, despite obstacles placed before them. As a doctor, I would be able to add new knowledge about the lived experiences of African American males, and inspire other young African American to succeed through their lived experiences.

What kept you going?
This was a choice that I made and I understood that this would be a personal and emotional sacrifice. Spiritually, I realized that I needed to be prayerful and faithful that God would bring me through this process. Second, the students I worked with in EOP/AIM and SAAB were observing me through this process, and I wanted to be a living example of following through with one’s goals and dreams. Finally, my family and friends were very supportive throughout the whole process. They would listen, encourage, and support me through all facets of the process. Also, my father passed away in 2008, and I made a promise to him that I would be the best at whatever I do.

What advice would you give to a colleague considering an advanced degree?
If you begin the process, finish the process, but make sure your reasons for earning the doctorate are genuine. The other piece of advice would be something that one of my professors shared, “It’s rigorous, but doable.”

» Marianna Savoca, PhD

What inspired you to pursue an advanced degree?
I love my work in career services and I’m extraordinarily proud of the amazing team I lead and all of our accomplishments for students and for Stony Brook. However, I was also thinking that it was time to expand myself, to learn something new. Another degree was not on my radar until one of my mentors told me that she believed I could do it.
What was your focus and why did you choose it?
My dissertation focused on two things I’m passionate about—experiential education and first generation college student success. While my dissertation research did not yield the results I was expecting, the process was exhilarating. I have discovered a new interest in research and writing, and with five research methodology courses under my belt, I now know enough to be slightly dangerous!

What kept you going?
You could say I am internally driven. The support of classmates and family absolutely helped.

What advice would you give to a colleague considering an advanced degree?
You need to be organized and disciplined. It’s do-able.

» Steve Jubert, Ed.D

What inspired you to pursue an advanced degree?
My inspiration was a family made up of scientists and craftspeople. The scientists inspired me to follow a career focused on research and the craftspeople inspired me to focus on the people who work so that others can have physical goods.

What was your focus and why did you choose it?
My research focused on the role supervision plays on student affairs new professionals’ persistence in the field, job satisfaction and professional development. I chose to study this topic because I believe the work we do in student affairs is important. New professionals are often the front line personnel to our students. I wanted understand why they were leaving the field at such a high rate which can be connected back to the type supervision or lack thereof they have received among other factors.

What kept you going?
I have always been a determined person with great ambition. I used this determination as motivation. Plus, I wanted to see my joy and happiness this accomplishment would put on my mother and father’s face and spirit.

What advice would you give to a colleague considering an advanced degree?
There will never be the right time to do it. If this is a goal, prioritize and grab the bull by it horn and press forward. There will be days you will wonder what you’ve gotten yourself into. But the reward will be greater in the end. Finally, be sure to have good people around you that believe in you and your dreams.

» Thaddeus Nelson, PhD

What inspired you to pursue an advanced degree?
My inspiration was a family made up of scientists and craftspeople. The scientists inspired me to follow a career focused on research and the craftspeople inspired me to focus on the people who work so that others can have physical goods.

What was your focus and why did you choose it?
My dissertation research was focused on the archaeology of Iron Age (c. 1000-500 BCE) textile production in the Levant. I chose this topic because it is a period of global economic interactions. Although textiles were a central part of the global economy and would have been one of the most numerous trade goods, the lives of the workers have largely been overlooked. My research focused on understanding how these workers produced different qualities of fabric for trade, taxation, and domestic consumption.

What kept you going?
The support of family, loved ones, and the other students in Stony Brook’s Interdepartmental Doctoral Program in Anthropological Science.

What advice would you give to a colleague considering an advanced degree?
Choose a topic that interests you personally, so that every part of the work is exciting to you.
Division of Student Affairs Conference Presentations by the Numbers:

39 Regional Conferences
15 National Conferences

Conference Topics:

17 Career and Mentoring
14 Diversity
9 Residential Programs
7 Fitness and Recreation
4 Alcohol and Other Drugs
2 Health and Mental Health
1 Sexual Violence

Long Island Closeup

Garden City
Hempstead

San Francisco, CA
Santa Fe, NM
Chicago, IL
Atlanta, GA
Tallahassee, FL
St. Petersburg, FL
Orlando, FL
Miami, FL

Amherst, MA
Providence, RI
New York City, NY
Philadelphia, PA

Buffalo, NY
Albany, NY
Binghamton, NY
Career Center
Marianna Savoca
Chair, Professional Development Committee, National Society for Experiential Education
Campus Liaison, JEWF SUNY Scholars Program in International Relations & Global Affairs
Member, SUNY Provost’s Applied Learning Advisory Council
Member, SUNY CDO Applied Learning Advisory Group

Urszula Zalewski
Member, Professional Development Committee, National Society for Experiential Education
Advisory Board Member, New York Campus Compact
Board of Directors, Response of Suffolk County
Awards Committee, SUNY Career Development Organization (CDO)
Aka Cooper Awards Committee, Metro New York Career Planning Officers Association (MNYPPOA)

Andréa Lipack
National SuperUsers Group, Handshake
Alfreda James
Blogger, Carpe Careers Column, Insidehighered.com
Joanna Durso
Conference Committee & Communications Co-Chair, Northeast LGBT College Conference

Amie Vedra
Awards Committee, SUNY CDO
Megan Smedley
2015 Conference Planning Programming Committee, SUNY CDO
Karen Clemente
Education Committee, Hauppauge Industrial Association

Caterina Reed
Board of Directors, New Member Liaison, SUNY CDO

Campus Recreation
Dean Bowen
Subject Matter Expert/Committee of Exam Writers/Standard Setting Team - NETA (National Exercise Trainers Association)

Durron J. Newman
NIRSA Region I Riverhead Conference Website/Media Chair

Tom St. John
Chair Standards of Competition Work Team, NIRSA Championship Series, NIRSA Region I, Conference Chair, Vendor Expo. Hall

Chris Anguita
Boston University Basketball Officials Committee - 2016 NIRSA Championship Series Regional Basketball Tournament

Jay Souza
NIRSA Region 1 Host Committee 2016-2017 – Sponsor and Expo vendor chair

Campus Residences – Financial Services
Susan Fioto
Board Member of the Stony Brook Child Care Services, Inc., Treasurer

Residential Operations
John Sparano and Michael Sabia
SUNY APPA/ERAPPA Regional Association for Physical Plant Administrators

Peter Gerace R.A.
ICC, International Code Council

Residential Programs
Timothy Chin
ACPA 2016 Annual Conference Program Reviewer, ACPA Next Gen Mentor

Jacqueline Atkins
ACPA Coalition for Graduates and New Professionals – Committee Member

Nekita Whyte
NASPA Region II Conference Program Reviewer

Catherine–Mary Rivera
2016 NASPA Closing the Achievement Gap Conference and NASPA Conference: Program Reviewer

Peter Huu Tran
2015-2016 Volunteer Recruitment and Training Chair for the Northeast Lesbian, Gay, Bisexual, and Transgender College Conference

Committee member for NASPA Professional Development and Advancement Committee of the New Professionals and Graduate Students Knowledge Community

Jenn Islam (Toscanini College)
SUNY JEWF International Relations and Global Affairs Scholar, NASPA Undergraduate Fellow

James Hicks
James Hicks ACPA 2016 Annual Conference Program Reviewer

Savonne (Crews) Proctor
CACUSS 2016 Conference Program Reviewer

Jay Hicks
Jay Hicks NEACURH Sub-Regions Conference Advisor

Residential Risk Management
Manuel A. Cortes Jr.
Member of American Society for Industrial Security

Member of National Fire Protection Association

New York State Code Enforcement Official Recertification

Member of Association of College and University Housing Officers

Daniel Soszynski
Member of American Society for Industrial Security

New York State Code Enforcement Official Recertification

Member of Association of College and University Housing Officers

American Heart Association BLS Instructor

ACPA Commission for Campus Safety and Emergency Preparedness

Facilities Operations
Student Activities Center & Stony Brook Union

Howard Gunston
Faculty, American Heart Association Regional Teaching Center

Student Health Service
Rachel Bergeson MD
Board member of NYSSCA (New York College Health Association) as Liaison to SUNY Health Services Council and Co-Chair of the Clinical Medicine Section;

Adolescent Committee for American Academy of Pediatrics Chapter 2 District 2; Planned Parenthood of Hudson/Peconic Medical Advisory Board

Kulsoom Shah MD
President for APPNA – Association of Pakistani Physicians of North America, New York Chapter Alliance 2015

John Shackleford
UUP Delegate and Department Representative CCPE Committee Member

Maureen Pavone RN
American Heart Association Faculty Member

Lee Bateman MD
Medical Director for Jefferson’s Ferry Life Care Community

Anthony Pesce MD
Reviewer for the Journal of Therapeutic Horticulture

Linda Hamilton NP
American Red Cross Volunteer for Blizzard of 2016

Stephanie Kyle RN
Coordinator of the Keane Kyle Memorial Nursing Scholarship Award

Joann Goetz
Patient Advocacy Representative and member of the Community Oncology Alliance

Karen Dybus PA
Boy Scouts of American Suffolk County Merit Badge Counselor and Reviewer

Annie Ng
Board member for Long Island Community Garden Association Board member of the Long Island Dietetic Association

Kim Henrickson RN
Board of Directors member for SASI (Suffolk County Autism Support and Information Group)

Veterans Affairs
Ismael Rodriguez
National Association of Veterans’ Program Administrators member

President of SUNY Veterans and Service Members Organization

Office of University Community Standards (UGS)
Matty A. Orlich
Association for Student Conduct Administration (ASCA), Member

Association of Title IX Administrators (ATIXA), Member

SUNY Student Conduct Administrators (SUNYSCS), Member

SUNY Title IX Coordinators Association (STIXCA)

Deputy Title IX Coordinator

Sandeep Maung
Association of Title IX Administrators (ATIXA), Member

SUNY Student Conduct Administrators (SUNYSCS), Member

Christine Vairo
Association of Title IX Administrators (ATIXA), Member

Athletic Bands
Shayna Stahl
Suffolk County Music Educators’ Association Band Selection Chairperson

New York State School Music Association Winter Conference Chairperson

Dean of Students
Timothy Ecklund
Board of Directors: National Institute For Native Leadership In Higher Education (NINLHE)

Board of Directors: National Coalition For The Advancement Of Native Higher Education (NCANHE)

Board of Directors: Native American Community Services (NACS) of Erie and Niagara Counties

PROFESSIONAL LEADERSHIP
Awards

Counseling and Psychological Services (CAPS)

Julian Pessier
Friend of Residential Programs Award

Career Center

Urszula Zalewski
Sister Margaret Ann Landry Lifetime Achievement Award for Advising, SBU Dean of Students, May 2016

Media Service Award presented by Office of Student Activities, Division of Student Affairs

Excellence in Programming Award 2015 - SUNY Career Development Organization

“Best of the Best” 2015 - SUNY CDO Capstone Award

Andréa Lipack
Distinguished Service Award for Technology Innovation by the Office of the Vice President for Student Affairs

Joyce Guglielmo
200% Award presented by the Office of the Vice President for Student Affairs

Debbie Fosta
200% Award presented by the Office of the Vice President for Student Affairs

Kimberly Joy Dixon
SUNY Chancellors Award for Excellence in Professional Service

Elena Polenova
Distinguished Service Award for Graduate Student Development, SBU Division of Student Affairs

NCDA Merit Award for Significant Contributions to the field of career development, National Career Development Association

LGBTQ* Services

Chris Tanaka
Office of the Dean of Students, Beyond the Call Award

John Martin
Student Life Awards, Multicultural Leadership Award

Office of Multicultural Affairs

Cheryl Chambers
2015 The Shirley Strum Kenny Steel Magnolia Award, presented at the Jerrold L. Stein Campus Life Awards

25 Years of Service Award, Student African American Brotherhood Chapter (SAAB)

2015-2016 Media Service Award, presented by the Department of Student Activities

2015 Los Padrinos Award, presented by the Hispanic Heritage Month Committee

Ming Yan
SAAB Chapter Graduate Student Appreciation Award, presented by the Student African American Brotherhood Chapter (SAAB)

The Pedro Zapata Award for Outstanding Staff Member of the Year, presented by the Department of Facilities Operations

Campus Recreation

Leigh Mizovsky
Outstanding Service Award, Office of the Vice President for Student Affairs

Durron J. Newman
Outstanding Advisor Award, 2015-2016

NAACP (SBU)/Commitment to Student Development Award, Office of the Dean of Students - 2015-0216

Tom St. John
Office of the Dean of Students, Innovation Award, 2015-2016

Campus Residences – Financial Services

Susan Floto
Recognition for Outstanding Service on Lapsing Funds Committee

Marie Shannon
Assessment Certification Award

Myra Polite
Recognition for Outstanding Service on Lapsing Funds Committee

Residential Programs

Alan deVries
LICSPA Professional Excellence Award

Linda Millet
Campus Residences Outstanding Service Award – Spring 2016

Kimberly Lee
Hall Council Advisor of the Year (RHA)

Joseph Underwood
Goldberger Fellow, Art Departments

Tim Chin
National Residence Hall Honorary for Residence Life Faculty/Staff - August 2015

Jayshee Chestnut
National Residence Hall Honorary Regional Award Winner of Residence Life Faculty/Staff - December 2015

Steven Adelson
Advocacy Leadership Award at the 38th Annual Jerrold L. Stein Student Life Awards

Facilities Operations

Student Activities Center & Stony Brook Union

Sheldon Coleman
Dean of Students Diversity Award

Charlie Beier
LICSPA Professional Service Award

Michael Boerner
Ackerman Excellence in Music Award

Howard Gunston
Ice-Nine Flash Fiction Award, 3rd Place Finish

Center for Prevention and Outreach

Smita Majumdar Das
OSA Distinguished Service Award

Student Health Service

Rachel Bergeson MD
Certificate of Appreciation 2015-2016

Tobacco Action Champion from American Lung Association – Northeast/ Tobacco Action Coalition of Long Island

Karen Dybus PA
Student Affairs Distinguished Service Award 2015 for Outstanding Service

Maureen Pavone RN
Susan B. Shearer Award 2015 from New York College Health Association (NYSCHA)

Kate Valerio MCHES
New York College Health Association Outstanding Student Organization 2015-2016

Certificate of Appreciation 2015-2016

Tobacco Action Coalition of Long Island

Diamond Award from the New York Blood Center 2015 Media Service Award

Dean of Students

Catherine Duffy
2016 Town of Brookhaven Office of Women’s Services Woman of the Year in Education Administration

Media Service Award presented by the Office of Student Activities

Timothy Ecklund
CSPA-NYS Outstanding Contribution to the Profession
Divisional Organizational Chart