

SUNY Mandated Presidential

CAMPUS SAFETY ADVISORY COMMITTEE

REPORT TO PRESIDENT KENNY

JUNE 15, 2008

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I. EXECUTIVE SUMMARY

The SUNY-mandated Presidential Campus Safety Advisory Committee was created in late February 2008. Each year a committee is charged by Stony Brook University President Kenny to produce a report on campus safety. President Kenny charged this year's committee on March 25, 2008 to submit a report on our findings by June 15, 2008. The report must be sent to the President, to The State University of New York, and the campus community. The report may be requested by student applicants to the University and potential employees. The committee consists of 12 members appointed by the President comprising an equal number of faculty, staff and students.

The President stated that the report should contain a review of:

1. Security policies and procedures, and recommendations for their improvement.
2. How we educate the campus community about sexual assault.
3. How we report sexual assault and how we deal with victims when we investigate.
4. How we handle referrals of sexual assault-related complaints to appropriate University authorities.
5. How we counsel victims of sexual assault-related incidents and respond to inquiries from concerned persons.

The President stated that she is also interested in the committee's observations about any other safety-related programs and initiatives, even though these additional findings are not officially a part of the mission of this committee.

The committee's first meeting coincided with an alleged incident of a person with a gun on campus. Though the President was unable to attend the meeting and officially charge the committee due to this crisis, the incident prompted the committee to begin its work. This crisis served as an opportunity to test campus emergency preparedness systems and to determine where improvement was needed. The committee advised the President to send out a follow-up broadcast e-mail to the campus community to inform members of the improvements made to the emergency management plan. Her initial e-mail solicited feedback and suggestions from the campus community.

Committee members made it a priority to review campus policies and procedures related to Emergency Management. Colleagues with expertise and responsibility for emergency management, communication and safety were interviewed during

our April 23 meeting. In addition, the committee interviewed colleagues in Human Resource Services, Training and Organizational Development and University Police on May 8 about the New York State mandates to create and implement policies on Workplace Violence and Domestic Violence.

The committee then returned to its charge as stated in items 1 through 5 above. Committee members interviewed colleagues who provide education, training, counseling, and investigation of complaints and inquiries related to sexual assault. They also reviewed 17 campus policies and procedures related to safety. The committee also reviewed 5 programs or initiatives related to both personal and general safety. The 5 programs or initiatives are:

1. Emergency Management Plan Policies and Procedures

- Mental Health Disaster Response Teams
- National Incident Management System (NIMS)
- Disability Support Services Safety Policy and Procedures
- Residential Safety Program
- Stony Brook Child Care Center Emergency Plan
- SUNY Chancellor's Taskforce on Critical Incident Management

2. Safe Zones Program

3. New York State Executive Order 19 Domestic Violence Policy

4. Disruptive Behavior Policies and Programs for Students

Stony Brook University (Students)

- Behavior Assessment Committee
- Responding to Disruptions on Campus
- Responding to Disruptions in the Classroom

School of Medicine (Faculty, Fellows, Residents)

- Disruptive Resident Behavior
- Code of Ethics
- Faculty Assistance Committee – Faculty Senate

5. Future Legislation related to Safety in the Workplace

The committee recognizes that individuals within our community often function within multiple roles as employees and students, and in different locations and campuses. This complexity may pose challenges with both coordination and communication of information, programs and resources.

Additionally, the committee recognizes that Stony Brook University is a geographically large and complex organization. The Stony Brook University system comprises the Stony Brook campus, the University Medical Center (UMC), the Long Island State Veterans Home (LISVH), off-site offices in Long Island and two relatively new campuses in Manhattan and Southampton. The committee focused its review and recommendations on the Stony Brook campus.

1. There is an overwhelming, and frequently confusing, amount of information that exists related to policies, procedures and programs concerning sexual assault, personal safety and general safety.
2. There are programs in place that effectively addresses sexual assault and the personal safety of our faculty, staff and students. However, awareness of the *policies and procedures* related to sexual assault, as well as training for the campus community, must be increased. Efforts are underway to increase awareness via brochures, posters, the Web and training.
3. A lack of coordination exists between the campus, University Medical Center, Long Island State Veterans Home and off-site offices with regard to an emergency management plan. With the recent hire of the Director of Emergency Management, the committee recognizes that coordination will greatly improve. There is also no coordination of the Disaster Mental Health Response Teams. Only the UMC Disaster Mental Health Response Team is in place, while the West Campus Team is being developed.
4. There is a lack of consistency in communication and in the method of communication between different groups during an emergency, such as fire wardens (East Campus), safety wardens (West campus & HSC) building managers, Quad Directors, Residence Hall Directors (RHD), Resident Assistants (RA) and Residential Safety Program (RSP) volunteers. As of 1/16/08 there are 59 out of 60 building managers listed. Out of the 59 there are 18 buildings without an alternate building manager.
5. There does not appear to be a centralized campus office responsible for reviewing, approving and updating campus policies, or authorized to find out the status of the policy e.g. proposed or under review, the contact person or committee working on the policy, etc. Instead a staff person is assigned part time to coordinate the updating of policies and to reflect

updates on the Web. This works well with simple updates, but falls short when policies clearly require a major review by experts on the issue. A policy committee does not exist to assist faculty and staff on policy issues. The Stony Brook University Policy Manual is difficult to find on the Web. Policies have links to related documents, but procedures are not listed. Out of the 17 policies reviewed: 7 have not been updated since the 1990's, 1 was last updated in 2001, another 2 in 2005, and 7 were updated in 2008. The committee reviewed 13 out of the 17 policies and identified an additional 4 policies that will need to be reviewed.

6. There are policies, procedures and programs in place to address the issue of disruptive students such as undergraduate, graduate and medical residents and fellows, but there is no such policy to address disruptive behavior of the general faculty and staff. There is one exception: the Code of Ethics of the School of Medicine's Faculty Senate addresses disruptive behavior. This disruptive behavior is often referred to as "bullying."
7. There is no current comprehensive, campus-wide policy and procedures that provides awareness and training regarding Controlled Substances and Substance Abuse. The Substance Abuse Policy was revised in 1993 and the Controlled Substances Policy was revised in 1991.
8. The current method for trouble-shooting or reporting safety-related problems is organized departmentally, rather than by problem. This navigational method creates unnecessary roadblocks to resolution.

II. SEXUAL ASSAULT: CURRENT PROGRAMS, POLICY AND PROCEDURES

Review

Per the charge of the committee, the following areas below were addressed:

1. How we educate the campus community about sexual assault
2. How we report sexual assault and how we work with victims during investigations
3. How we handle referrals of sexual assault complaints to appropriate University authorities
4. How we counsel victims of sexual assault and respond to inquiries from concerned persons

Committee members reviewed the Web site below:

- Sexual Assault Website by Wo/Men's Gender and Resource Center (WGRC)
(<http://studentaffairs.stonybrook.edu/dev/sexualassaultinfo/index.jsp>)

Committee members completed interviews with the individuals listed below:

- Giuditta Esposito from University Counseling Center
- Smita Majumdar Das from Wo/Men's Gender and Resource Center
- Donna L. Buehler, Employee Assistance Program (EAP)
- Suzanne Benedetto, University Police
- Megan Bowald, Undergraduate Student

Findings

Education, Prevention, and Outreach:

- The WGRC Sexual Assault Website has excellent information for students on the resources available to them (also wallet cards and pamphlets). See the Sexual Assault Website page in appendix for Education and Prevention Resources at Stony Brook University.
- Seminars, programs, and events are aimed at education (i.e. “Take back the night”, “Take a Stand Walk with Me”).
- The Center for Prevention and Outreach (CPO) for students educates campus leaders (at Resident Assistant training). The CPO also educates new students (in 160+ FYS 101 courses) on sexual assault, along with alcohol and other drugs, suicide, and depression.
- The Stony Brook community needs to come together to help and support the victim.

Treatment and Counseling:

- Medical attention is very important for the victim, in addition to counseling.
- Counseling offered on campus or through referrals is confidential and complies with federal standards.

- For faculty, staff and students:
 - Mather Hospital has a Sexual Assault Nurse Examiner/SANE Center who will meet with the victim. Victims will also be assigned an Emergency Room Companion (ERC).
 - Victims Information Bureau of Suffolk (VIBS) has a hotline for reporting incidents of sexual assault, and through which the victim can obtain an ERC.
 - Suffolk County Coalition against Domestic Violence is another resource for victims and their families and also has a hotline.

- For students:
 - Students who have been sexually assaulted can contact the University Student Health Services staff and meet with nursing staff and a social worker.
 - The WGRC specializes in sexual assault education and counseling. “Counselor can walk victim through the options

they have to seek help, to report, and to press charges (if they choose to do so) so that the victim can make an informed decision about how they want to move forward and get the support they need” – from Sexual Assault Web site. http://studentaffairs.stonybrook.edu/cpo/wgrc_index.shtml

- Counseling is also available at the University Counseling Center. <http://studentaffairs.stonybrook.edu/counsel/>.

- For faculty and staff:
 - Assessment, referral and supportive follow-up are available at the EAP. See link below. <http://naples.cc.sunysb.edu/Pres/eap.nsf>.

- The CPO applied for a grant in 2008 from the Department of Justice to provide a 24/7 sexual assault crisis hotline and referral to the Stony Brook University Medical Center Emergency Department. This also compliments plans for development of a SANE program like the one at Mather Hospital. Funding is approved through the UMC and plans are underway.

Reporting to Authorities:

- It is not necessary for the victim to report the incident to the authorities in order to receive counseling or other resources.
- The victim has control over whether he or she will take judicial or legal action.
- The victim can report an incident of sexual assault to University Police or other campus programs.
- If the victim chooses, the perpetrator can be prosecuted by University Police or at the Suffolk County Police Department 6th Precinct (community level action).

Recommendations

1. Continue to educate the campus community on sexual assault, in order to reduce the stigma associated with the underreporting of this crime.
2. Support SBUMC's funding and plans for a SANE Center to serve faculty, staff, students and the local community.
3. Focus on education, prevention, and outreach (i.e. Continue poster campaigns, Campus Wide Sexual Assault Awareness Week). Add EAP to the list of resources on the posters.
4. Include a sexual assault component in the Workplace Violence and Domestic Violence Training.
5. Increase focus on reducing stigma of sexual assault on campus.

III. LIST OF CURRENT CAMPUS SAFETY- RELATED POLICIES AND PROCEDURES

The policies below have been reviewed by the committee. Detailed findings and recommendations are in the third section of this report.

Last Revised Name of Policy

June 2008	P106 Sexual Harassment
April 1992	P107 Public Assembly
June 1993	P108 Substance Abuse
May 2008	P112 Smoke-Free University
May 1991	P206 Controlled Substances
May 2008	P517 Use of Campus Facilities
April 2008	P519 Workplace Violence
January 1996	P600 Guns on Campus
January 1996	P601 Guests/Visitors: Use of Facilities & Programs
August 2005	P606 Skateboarding and Roller Skating
February 1991	P608 Temporary Visitor Restriction
April 2008	P610 Extended Parking Privileges
March 1997	P611 Keys, Locks and Other Security Devices

The policies below have had a cursory review by the committee and will be later explored in greater detail due to their relevance to campus safety.

Last Revised Name of Policy

December 2005	P109 Responsible use of Information Technology
May 2008	P110 Employee Training and Development
March 2008	P208 Personal and/or Business Relationships between Instructors and Students
May 2001	P609 Environmental and Occupational Safety

IV. LIST OF CURRENT SAFETY- RELATED PROGRAMS & INITIATIVES

Emergency Management Plan Policies and Procedures

- Mental Health Disaster Response Teams
- National Incident Management System
- Disability Support Services Policy and Procedures
- Residential Safety Program
- Stony Brook Child Care Center Emergency Plan
- SUNY Chancellor's Taskforce on Critical Incident Management

Safe Zones Program

New York State Executive Order 19 Domestic Violence Policy

Disruptive Behavior Policies and Programs

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Future Legislation related to Safety in the Workplace

V. SUMMARY OF COMMITTEE RECOMMENDATIONS

1. Develop a Campus Policy Office and Committee to review, approve and update policies. Coordinate this group with the UMC Policy Committee and LISVH. Compare and contrast policies for consistency campus-wide. When appropriate, the Policy Committee charges a subcommittee of campus constituents with the expertise to establish, review and update policies.
2. Create a central intake call system for reporting personal and general safety problems on campus, or any other type of concerns. If Web-based, it should be organized by problem rather than department, much like the Environment of Care (EOC) Cards at the hospital and the “Fix-It” feature on the Environmental Health and Safety (EH&S) Web site. Send out reminders of this system to the campus community by e-mail, postcards and wallet cards.

This recommendation is consistent with the President’s Task Force on Campus Climate Report and Action Plan, February, 2008. Under the report Section II Fostering Internal and External Communication, Goal 7 recommendation is to “create a central reference information center that could serve as a Stony Brook employee “concierge” – perhaps a Web-based FAQ (similar to that of the Social Security Office) and a phone-based info line that anyone could call to get information and referrals about anything at Stony Brook.”

3. Train all faculty, staff and students in the basic National Incident Management System (NIMS) ICS-100 course, or an abbreviated version. Inform them about the campus emergency plan, the Incident Command Centers and methods of communication during an emergency. Reinforce the importance of signing up for the SB Alert in the SOLAR system and referring to the Campus Safety section of the Web and any other pertinent resources. Include this information in New Employee Orientation, Student Orientation and in training for existing faculty, staff and students.
4. Continue to refine the Campus Emergency Management Plan, with improved communication between different geographic areas of campus and between entities responsible for the safety of faculty, staff, students, patients and visitors. Review currently used signage with regard to emergency management planning, communication about the emergency to people en route to campus, and communication at campus entry points, including the railroad station entrance. To ensure a safe campus community, faculty, staff and students should wear their ID badges at all times as is practiced at UMC.

5. Support plans for the development of a Sexual Assault Nurse Examiner (SANE) Program at Stony Brook University Medical Center Emergency Department. The creation of a SANE Center at Stony Brook would allow students, faculty and staff who have been sexually assaulted to be treated locally, rather than requiring them to travel to Mather Hospital's SANE Center, the only current option.
6. Develop a current campus-wide, comprehensive alcohol and other drug policy and procedures for faculty, staff and students. Include awareness, training, campus resources and guidelines for appropriate intervention with impaired faculty, staff and students. The current policies are significantly outdated by 15 and 17 years respectively: Substance Abuse P 108R Revised, June, 1993, and Use of Controlled Substances in Research and Instructional Activities P206, Approved, 1991.
7. Support the development of coordinated mental health disaster response teams for East and West campuses. Continue developing the West Campus team.
 - Consult with Connie Cincotta-Kraft of the UMC Emergency Management Team
 - Design and implement Table Top exercises and a Disaster Drill on West Campus
 - Encourage additional staff to be certified in the NIMS training
8. Create awareness and implement training on Safe Zones, as supported by the President's Task Force on Campus Climate Report and Action Plan, February, 2008.
9. Provide follow-up to returning students who have previously been assessed by the Behavioral Assessment Committee, and have been deemed able to continue in, or return to, their studies.
10. Establish a policy and procedures to address disruptive behavior of faculty and staff. Some of this behavior is referred to as "workplace bullying." It is a form of workplace violence. Refer to the New York Healthy Workplace Bill.
11. Expand and support the Building Managers Program.
12. Educate the campus community about the importance of Disaster Planning.

Provide resources on the Web about developing:

- A Guide to Individual/Family Preparedness (Link New York State Emergency Management Office's brochure)
- Develop a Guide for Departmental Preparedness, which includes having flashlights that are battery-charged, whistles, emergency first aid kit, water etc. (Link the guide to the Web)

VI. REVIEW OF CURRENT CAMPUS SAFETY - RELATED POLICIES AND PROCEDURES

P106 SEXUAL HARASSMENT

Issued by: Office of the President

Replaces: P7, September, 1979

Approved: January, 1990

Revised: March, 1994

Updated: June, 2008

Findings

- This SBU policy and the RF companion policy (7/06) clearly states, that faculty, staff and students have a right to be free from discrimination based upon gender, commonly known as “sexual harassment.”
- Education and training opportunities for faculty, staff, and students, particularly those in a supervisory role, are not indicated in the policy.
- Sexual harassment training is ongoing and required of all campus faculty, staff and students, with a special module for supervisors. For faculty and staff, sexual harassment training is provided in the new employee orientation in 2 phases: an on-line phase, followed by a two hour live training. Both phases include post-training quizzes. The on-line course is also used for “refresher training”.

Recommendations

1. Update the (SBU/RF) policy to refer to the brochure on Sexual Harassment. Add the policy to the Office of Diversity and Affirmative Action (ODAA) Web site.
2. Update the (SBU/RF) policy to indicate that all campus faculty, staff and students are required to attend sexual harassment training (include the frequency required, e.g. at hire, periodically thereafter, as applicable, etc.)
3. Update the SBU policy to refer specifically to the “complaint procedure for review of allegations of unlawful discrimination/harassment” published by the Office of Diversity and Affirmative Action, 2004, for allegations involving State faculty and staff. Update the RF policy to refer to the “procedure for resolving allegations of workplace discrimination.” These could be hyperlinked on the ODAA website. Also, include that alleged

incidents should be reported within a period of 90 days from the alleged event for internal complaints; 180 days for external complaints to the EEOC, 365 days for external complaints to the State Division of Human Rights, in order for the institution to be in compliance with the law.

4. Update the Complaint Procedure webpage: rename the “Intake Form only” link in the table to “Complaint Intake Form” to clarify and reflect complete name of document.

P107 PUBLIC ASSEMBLY

Approved May 1990,
Revised April 1992

Findings

This policy sets forth the rules and regulations for Public Assembly

Recommendations

All references to Department of Public Safety throughout this policy should be changed to University Police Department

P108 SUBSTANCE ABUSE

Issued by: Office of the President

Approved: February, 1991

Revised: June, 1993

Review

The policy is outdated by 15 years, as of June 2008.

The policy pertains to faculty, staff and students.

The policy refers to an Alcohol and Drug Advisory Panel, comprised of faculty, staff and students jointly appointed by the President and the University Senate. This panel researches and develops policies and procedures, and regularly distributes information related to substance abuse, including campus and legal sanctions, possible health risks, and referral services and assistance programs to all students and employees. This panel also promotes the development of educational programs on alcohol awareness and substance abuse for the campus community.

Findings

- The Alcohol and Drug Advisory Panel has not been in existence for many years.
- There is no regular or consistent, campus-wide education or training on alcohol and other drugs except for the Center for Prevention and Outreach which educates students about alcohol and other drugs.
- The “Requests/Inquiries” section of the policy needs updating. Most of the contact information is incorrect, and a new department was developed in May 2007 as a resource for students with alcohol and substance abuse problems – the Center for Prevention and Outreach (CPO).
- This policy is not clear regarding procedures of how to intervene and refer a person for assistance with an alcohol and/or other drug-related issue.
- The policy does not address impaired workers who are licensed healthcare professionals, nor does it indicate statewide professional programs for referrals.
- This policy needs to be updated. It should reference the Substance Abuse P206.
- There is a separate policy for Counseling and Support for Impairment/Substance Abuse – Graduate Medical Education – University Medical Center. This is more comprehensive than P108. There should be a section of this policy that is customized to licensed healthcare professionals in terms of patient safety issues and drug diversion.

Education, Prevention & Outreach for Faculty and Staff

Human Resources Services (HRS)

- Annual letter distributed to all faculty and staff about the Drug-Free Workplace Act of 1988 from HRS Directors
- New Employee Orientation includes copy of Drug-Free Workplace Policy (HSC & West).

Employee Assistance Program (EAP)

- Provides supervisory training and management consultation
 - Provides individual consultation, information and resources
 - Provides workshops on alcohol and substance abuse
 - Distributes educational pamphlets at campus fairs
 - Assesses, refers and follows up with employees and family members presenting with alcohol and other drug problems
- All consultation and training is voluntary and confidential.

Education, Prevention & Outreach for Students

Health Education Office

CHILL Peer Health Educators

These peer health educators provide outreach to new students, residential students, commuter students, and disenfranchised students. CHILL peer health educators help students recognize signs of depression/suicide, other mental problems, alcohol and other drug abuse, abusive relationships, compulsive behaviors, and grief/loss. These students are available to offer direct interaction with students by speaking in classes, speaking to student groups, doing individual depression screenings, and designing fliers/posters to support their mission. For more information, contact Kathleen Valerio (Student Health Center, Room 213B)

kvalerio@notes.cc.sunysb.edu

(631) 632-9338

CHOICE (Choosing Healthy Options in the College Environment) Peer Health Educators

The peer educators of this group offer health education programs for students. Programs can be held in residential halls, classes, or in any other format. The CHOICE peer health educators present workshops and answer questions for a variety of student groups. They are available to staff health information tables throughout campus and at special events. The goal is to create and implement health-related awareness campaigns on campus. For more information, contact Kathleen Flynn-Bisson (Student

Health Service Health Education Center, Rooms 211-217)
kflynnbisson@notes.cc.sunysb.edu (631) 632-6682

Swallow This!

A performance created and performed by Stony Brook students. The program addresses alcohol, other drug, and sex education scenarios based on true stories submitted by Stony Brook students. This program is a way to reach out to students in need of help and to offer a prevention strategy through the use of the arts. For more information, contact Kathleen Flynn-Bisson (Student Health Service Health Education Center, Rooms 211-217) kflynnbisson@notes.cc.sunysb.edu

Center for Prevention & Outreach

- Provides wallet cards with campus resources re: Alcohol/Drugs, etc.
- Provides counseling for students affected by alcohol and other drugs

Assessment, Treatment, Counseling and Referral

- Behavioral Assessment Committee (BAC) for students
- University Counseling Center for students
- WO/MEN'S Gender & Resource Center for students
- Faculty Assistance Committee for Medical Faculty
- Employee Assistance Program for faculty and staff
- UMC Employee Health Services
- Student Health Services

Reporting to Authorities

- Employee/Labor Relations
- Academic Judiciary

Recommendations

1. There needs to be an updated, campus-wide, comprehensive Alcohol and Other Drugs Policy which includes specific procedures and guidelines to promote awareness, provide supervisory training, and discuss counseling resources and referrals for faculty, staff and students.

2. The Alcohol and Drug Abuse Advisory Panel needs to be reactivated, though its name should be updated as “Alcohol and other Drug Abuse Advisory Panel,” and its members can work on developing a more comprehensive alcohol and other drug policy.

P112 SMOKE FREE UNIVERSITY

Findings

Issued by: Office of the President

Approved: November 20, 1997

Updated: May 2008

Substitute Motion on Smoking Policy Executive Committee of the University Senate

The Executive Committee of the University Senate recommends the adoption of the following substitute motion on “smoking policy”:

Effective Fall 2008, smoking will be prohibited within 50 feet of all building entrances throughout the University. In accordance with SUNY policy, smoking is prohibited in all indoor areas, including all residence halls and apartment complexes throughout the University, with the exception of the Long Island State Veterans Home. This policy will be reviewed after a one-year period to assess the impact and effectiveness of the new rules. The Campus Environment Committee is requested to determine a methodology by means of which the impact and effectiveness of the new policy will be appropriately assessed. Smoking cessation assistance is available through the New York State Smokers Quitline by calling 1-(866)-697-8487 or online at www.nysmokefree.com.

The Executive Committee also recommends the adoption of the Draft Policy Statement, Smoke-Free University P112, attached to the report of the Campus Environment Committee, with all references to a distance of 20-feet from building entrances within which smoking is prohibited, and appropriate signs to that effect, be changed to a distance of 50 feet .

Recommendations

None. Implement policy when formally adopted.

P206 CONTROLLED SUBSTANCES

Issued by: Office of the Provost

Replaces: P24, May 1997

Approved: May, 1991

Review

- The policy has not been updated in 17 years.
- The policy pertains to the use of “controlled substances” in research and in patient care activities.

Findings

- Related documents are the Administrative Policies and Procedures Manual (University Hospital) and Policies and Procedures of the Student Health Services, Pharmacy Department Policy and Procedures (University Hospital): 11-13, 15, 20, 21 and the Nursing Policy and Procedure (University Hospital): VI-04, 05.
- The above documents are outdated. There is no reference to the LISVH, as it was opened in October 1991 after this policy was written.
- This policy is unclear regarding drug diversion, methods of intervention with an impaired worker, etc.
- There is no ongoing awareness and training for faculty, staff and their supervisors on the Substance Abuse Policy P108 and the Controlled Substance Policy P206 at UMC, LISVH, West Campus and HSC.
- UMC Employee Health Services will assess and refer employees to EAP who are impaired at work
- UMC conducted training for nursing leadership in recent years:
 - Drug Diversion Awareness presented by the Director of Regulatory Compliance from Cardinal Health, February 2005.
 - Department of Clinical Education: In-service Program on Drug Diversion: Part I, September 21, 2005.
 - Drug Diversion and the Chemically Dependant Nurse by Statewide Peer Assistance for Nurses (SPAN), April 2006.

Recommendations

1. This policy needs to be updated. It should reference Substance Abuse P108R.
2. An Alcohol and Other Drug Abuse Advisory Panel should be reactivated and form a committee to develop a comprehensive policy and procedures.

3. There needs to be regular, standardized education and training for the campus community (faculty, staff and students) on an alcohol and other drug abuse policy and procedures at the UMC, LISVH, Tech Park, West Campus and HSC.

Policy P517 USE OF CAMPUS FACILITIES

Updated May 2008

Issued by: Office of the Vice President for Finance & Administration

Review

This policy addresses the use of campus facilities. This policy was revised in May 2008.

Recommendations

None

P519 WORKPLACE VIOLENCE

Review

This law was enacted into legislation on June 7, 2006, creating a new Section 27- b that requires public employers in New York State to perform a workplace evaluation or risk evaluation at each worksite, and to develop and implement programs to prevent and minimize workplace violence caused by assaults and homicides. There is an extension to be in compliance with this law by August 1, 2008.

Findings

The Workplace Violence Procedures do not:

- Indicate that the faculty or staff member can be referred, if appropriate, for an assessment and counseling to EAP.
- Pertain to students, nor refer to the Student Conduct Code, Behavioral Assessment Committee or Judicial Affairs should a faculty or staff member feel concerned about a student's behavior or feel threatened by a student.
- Refer supervisors to the EAP to consult on behavior that may be escalating, but not at the level of being violent or threatening.

Guest Panel Interviews at Campus Safety Advisory Committee meeting on May 8, 2008

- Lynn Johnson, Director, HR Services
- Rick Sadetsky, Assistant Director, HR Services
- Annemarie Scherer, TH Staff Associate, Corporate Education & Training
- Ed Moretti, Director of Human Resources, LI State Veterans Home
- Scott Law, Director, Hospital Public Safety

Related Programs and Initiatives (see in another section of document)

- Presidential Task Force on Campus Climate Sub-Committee
 - Safe Zones – creating safe zones on campus and training the trainer to educate the campus community about the LGBTQ community and maintaining a safe, respectful community that values diversity
- School of Medicine
 - Code of Ethics
 - Faculty Assistance Committee
- Responding to Student Disruptions on Campus
- Responding to Student Disruptions in the Classroom
- Residential Safety Program

Related Policies (see in another section of document)

- Domestic Violence Policy
- Disruptive Resident Behavior – Graduate Medical Education

Future Legislation related to Safety in the Workplace - Workplace Bullying & Healthy Workplace Legislation

Education, Awareness and Programs

Brochures from University Police – also accessible on the Web

- *Bias Crimes – This Community Belongs to Us All*
- *Sexual Assault Protocol and Prevention*
- *Personal Safety*
- *Fire Safety*
- Brochures from the Office of the Provost, Office of VP for Student Affairs and Human Resource Services
 - *Responding to Student Disruptions on Campus – A Guide for Staff Members*

- *Responding to Disruptions in the Classroom – A Guide for Classroom Instructors*
- Brochures and Wallet Cards from the Center for Prevention and Outreach
 - *Prevention and Safety Resources – For Stony Brook Students*
 - Wallet Card for students called *Campus Resources: Creating a Safe Environment for Learning*
- Posters
 - Campus Safety Posters – downloadable on Web
- Programs
 - Residential Safety
 - Professional and student-managed organization that promotes safety on campus. Implemented a Walk Service Program and provides Building Monitors.
 - University Police
 - Personal Safety Ride
 - University Police Mountain Bike Unit
 - University Police Motor Scooter Patrol Unit
 - Community Affairs Unit

Assessment, Treatment, Counseling and Referral

- Behavioral Assessment Committee (BAC) for students
- University Counseling Center for students
- CPO for students
- EAP for faculty and staff

Reporting to Authorities

- Academic Judiciary for students
- Employee/Labor Relations for faculty and staff
- University Police for faculty, staff, students and visitors

Training

- West Campus & HSC (training to be implemented)
- Long Island State Veteran's Home (training to be implemented)

- UMC Satellite Offices (UMC trains off-site departments)
- University Medical Center (UMC) – See current calendar below.

Workplace Violence Prevention training (UMC)

Workplace Violence Prevention

Instructor: University Police

Offered: New Employee Orientation (26 sessions per calendar year)

Audience: All Hospital Staff

Attendance: Initial appointment

Time: 15 - 25 minutes

Objectives:

- Workplace violence prevention policy
- Risk factors that cause or contribute to assaults
- Early recognition of escalating behavior or warning signs
- Ways to prevent volatile situations
- Standard response action plan for violent situations
- Location and operation of safety devices
- Recordkeeping

Materials:

- “Workplace Violence Prevention” PowerPoint presentation
- NIOSH / CDC Publication- Violence: Occupational Hazards in Hospitals ***Patient Safety Interventions***

Instructor(s): Maureen Cataldo, CNS, Cheranne Morse, RN, Psychiatry

Offered: Nursing Orientation (12 sessions per calendar year)

Audience: Nursing Staff (RNs, CAs, NAs)

Attendance: Initial hire

Time: (information to be updated by M. Cataldo)

Objectives:

- (information to be updated by M. Cataldo)

Materials:

- (information to be updated by M. Cataldo)

Workplace Violence Prevention RN Recert

Instructor(s): Maureen Cataldo, CNS, Cheranne Morse, RN, Psychiatry

Offered: Nursing Skills Day (Recertification) (18 sessions per calendar year)

Audience: RNs

Attendance: Annual (once per calendar year)

Time: (information to be updated by M. Cataldo)

Objectives:

- (information to be updated by M. Cataldo)

Materials:

- PowerPoint Presentation “Workplace Violence Prevention RN Recert.R.3.11.08.ppt”

Workplace Violence Prevention

Clinical Support Recertification

Instructor(s): Jaclyn McBride, RN, Department of Clinical Education

Offered: Clinical Support Recertification

Audience: Clinical Support Staff in the Division of Nursing (NSCs, NAs, MHTA, TeleTechs, PCTs)

Attendance: Annual (once per calendar year)

Time: 30 minutes.

Objectives:

- Participant will describe the N.Y.S. “Workplace Violence Prevention Act” requirements
- Participant will define “Workplace Violence”
- Participant will discuss the types of violence that may occur in the workplace.
- Participant will describe acts that are considered violent in the workplace
- Participant will identify related crime statistics
- Participant will identify high-risk employment situations
- Participant will identify methods of self-protection.
- Participant will identify sources of post incident crisis counseling.

Materials:

- Lecture
- Demonstration
- Handouts
- DVD Presentation

Workplace Violence Prevention

Instructor(s): Cindy Brodsky, Annemarie Scherer
Department of Corporate Education and Training

Offered: Laboratory Recertification (12 sessions per calendar year)

Audience: All Division of Laboratories staff

Attendance: Annual (once per calendar year)

Time: 30 minutes

Objectives:

- Workplace violence prevention policy
- Risk factors that cause or contribute to assaults
- Early recognition of escalating behavior or warning signs
- Ways to prevent volatile situations
- Standard response action plan for violent situations
- Location and operation of safety devices
- Recordkeeping

Materials:

- “Workplace Violence Prevention” PowerPoint presentation
- NIOSH / CDC Publication- Violence: Occupational Hazards in Hospitals

Workplace Violence Prevention

Instructor: Scott Law, Director Hospital Public Safety University Police

Offered: General Recertification (25 sessions per calendar year)

Audience: All Hospital Staff (who do not attend Laboratory Recertification, Recertification offered by the Division of Nursing, or Recertification offered by the Medical Staff office)

Attendance: Annual (once per calendar year)

Time: 15 - 25 minutes

Objectives:

- Workplace violence prevention policy
- Risk factors that cause or contribute to assaults
- Early recognition of escalating behavior or warning signs
- Ways to prevent volatile situations
- Standard response action plan for violent situations
- Location and operation of safety devices
- Recordkeeping

Materials:

- “Workplace Violence Prevention” PowerPoint presentation
- NIOSH / CDC Publication- Violence: Occupational Hazards in Hospitals

Recommendations

1. Perform a workplace evaluation or risk evaluation at each worksite starting with high-risk areas. This is in process at the hospital.
2. Implement the Workplace Violence Prevention Law education and training to faculty and staff employed in HSC, West Campus and LISVH.
3. Continue implementing education and training at UMC and hospital off-site offices. Include the policy and its overview in New Employee Orientation.
4. Stony Brook University is allocating \$225,000 for the FY 08/09 budget by contracting with a private security firm. This firm will act as an extension to the Residential Safety Program by patrolling during the hours where student employment may not be practical. There will be one guard per quad who will patrol from 12:00 a.m. to 8:00 a.m. on weekdays and all throughout the weekend.
5. Reference relevant campus programs, policies and initiatives in the Workplace Violence Policy so that it is inclusive of the campus community.
6. Include campus resources in the policy for consultation and referral: EAP, ODAA, and Ombuds Office.

P600 GUNS ON CAMPUS

Approved: October 1988

Updated: January 1996

Review

This policy addresses guns on campus. It has not been changed or updated since 1996.

Recommendations

In a post-Virginia Tech environment, this policy should be expanded to include other weapons. Weapons commonly confiscated by police on university campuses, though often prohibited by law and/or under the Student Conduct Code, are not specifically covered under this policy as so simply stated. Examples of such weapons that are not covered under the current policy include, but are not limited to, chuka sticks, Kung Fu Stars, swords, cutting instruments and brass knuckles.

- Language contained in the policy referencing the Department of Public Safety should be changed to the University Police Department
- All references to Penal Code of New York State should be changed to New York State Penal Law.
- Broaden the policy to include deadly and dangerous weapons and armor piercing ammunition, as defined in sections 10.00, 265.00, 265.01, 265.02, 265.03, 265.04, 265.05 of the New York State Penal Law. [The most appropriate statutes should be determined by university counsel. Appropriate legal language may not require specific statutes to be quoted in their entirety within the policy as detailed below]
- Specifically include section 265.01 of the New York State Penal Law, Criminal Possession of a Weapon in the Fourth Degree, as it has a subsection that pertains specifically to universities.

This section states that: A person is guilty of criminal possession of a weapon in the fourth degree when: (1) He possesses any firearm, electronic dart gun, electronic stun gun, gravity knife, switchblade knife, pilum ballistic knife, metal knuckle knife, cane sword, billy, blackjack, bludgeon, metal knuckles, chuka stick, sand bag, sand club, wrist-brace type sling-shot or slung shot, shirken or "Kung Fu Star"; or (2) he possesses any dagger, dangerous knife, dirk, razor, stiletto, imitation pistol, or any other dangerous or deadly instrument or weapon with the intent to use the same unlawfully against another; or (3) He knowingly has in his or her possession a rifle, shotgun or firearm in or upon a building or grounds, used for educational purposes, of any school, college university, except the forestry lands, whenever located, owned and maintained by the State University of New York college of environmental science and forestry, or upon a school bus as defined in section one hundred forty-two of the vehicle and traffic law, without the written authorization of such educational institution; (*Eff. 11/01/06*,

Ch. 199,L.2006) (4) He possesses a rifle or shotgun and has been convicted of a felony or serious offense; or (5) He possesses any dangerous or deadly weapon and is not a citizen of the United States; or (6) He is a person who has been certified not suitable to possess a rifle or shotgun, as defined in subdivision sixteen of section 265.00, and refuses to yield possession of such rifle or shotgun upon the demand of a police officer. Whenever a person is certified not suitable to possess a rifle or shotgun, a member of the police department to which such certification is made, or of the state police, shall forthwith seize any rifle or shotgun possessed by such person. A rifle or shotgun seized as herein provided shall not be destroyed, but shall be delivered to the headquarters of such police department, or state police, and there retained until the aforesaid certificate has been rescinded by the director or physician in charge, or other disposition of such rifle or shotgun has been ordered or authorized by a court of competent jurisdiction. (7) He knowingly possesses a bullet containing an explosive substance designed to detonate upon impact. (8) He possesses any armor piercing ammunition with intent to use the same unlawfully against another.

- Specifically include section 265.06 of the New York State Penal Law, as it covers the type of pellet and bb guns most often confiscated by police on campus, and specifically applies to universities.

265.06 Unlawful Possession of a Weapon upon School Grounds. This section states:

It shall be unlawful for any person sixteen or older to knowingly possess any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or co2 cartridge in or upon a building or grounds, used for educational purposes, of any school, college or university, without the written authorization of such educational institution.

P601 GUESTS/VISITORS: USE OF FACILITIES & PROGRAMS

Approved October 1988;
Updated January 19, 1996

Review

This policy addresses the standards of behavior and expectations of all guests and visitors to the university. It establishes the accountability of individuals, groups, departments and organizations for the behavior of their guests and visitors. It gives university officials the authorization to ask individuals to state their purpose for being on campus, as well as the right to request that guests and visitors produce appropriate identification as a condition for entrance to or presence at specific facilities, activities or functions. This policy was last updated in January 1996.

Recommendations

1. All references to Department of Public Safety should be changed to University Police Department.
2. Update the description of the campus media source in paragraph three, e.g. handbooks, to include the Stony Brook University Website, electronic signage, etc.
3. Include the procedure for guests and visitors entering the campus through the main entrance after 11:00 p.m.

[Residence Halls Terms of Occupancy](#) (not reviewed as it is currently under revision by the Office of Campus Residences)

[University Student Conduct Code](#) (not reviewed as it is currently under revision by the Student Affairs Rules Revision Committee)

P606 SKATEBOARDING AND ROLLER SKATING/ROLLERBLADING

Approved: August 1990
Revised: August 2005

Review

This policy addresses the use of skateboards and roller blades on campus and the sanctions for non-compliance with university regulations. This policy was last revised in August 2005.

Recommendations

1. The language in the following paragraph should be expanded to include prohibiting the use of mp3 players, ear phones, ear buds or similar listening devices.

“Wearing radio/cassette headphones, while skateboarding and roller skating/rollerblading is prohibited.”
2. Suggested wording: “Wearing radio/cassette/mp3 players, head phones, ear phones, ear buds or similar listening devices while skateboarding, roller skating/rollerblading is prohibited.”

P608 TEMPORARY VISITOR RESTRICTION

Originally Approved: 1991

Review

This policy addresses the procedure the University Police Department uses to temporarily restrict visitor access to the university for individuals who have been arrested for specific offenses.

Findings

- This policy has not been updated since 1991.
- This policy allows temporary visitor restriction only for those who have been arrested for specific crimes.

Recommendations

In a post-Virginia Tech environment, campuses should have the flexibility to enforce such a policy even when an arrest has not been made, when in the interest of public safety.

1. All references to The Department of Public Safety, the Director of Public Safety, Public Safety Lieutenant, Public Safety Officer, and Public Safety Office must be changed to The University Police Department, Chief of University Police, University Police Lieutenant, University Police Officer, and University Police Department. .
2. All references to New York State Penal Code should be changed to New York State Penal Law.
3. Revise the policy to permit temporary visitor restriction when it is deemed to be in the interest of public safety, even if the visitor has not been arrested for a felony, sex crime, assault with a documented injury or for a weapons offense.
4. Revise second paragraph under Procedure: Advising Offender of Restriction. Recommend the revised sentence read "... recipient is subject to arrest and **may be** charged with criminal trespass should the restriction be violated."

5. Chief of University Police, University Police Department need to replace any and all references to Director, University Public Safety and Public Safety Office in the related form SUSB 0287 (Restriction Letter).
6. Revise the Restriction Letter to allow wording for temporary restriction when it is being imposed in the interest of public safety and not incidental to an arrest.
7. Also revise the Restriction Letter to read, "You are further advised that should you enter upon the premises of the State University of New York at Stony Brook, you will be subject to arrest and **may subsequently be** prosecuted for criminal trespass. You may also be subject to permanent exclusion from the campus upon further notice."

P610 EXTENDED PARKING PRIVILEGES

Approved: April 2008

Extended Parking Privileges **renamed Special Service Permits**

Issued by: Office of the Vice President for Finance & Administration

Approved: April 2008

Findings

This policy addresses the issuance and usage of Special Service Permits. It also details Special Service parking locations. This policy was completely revised, renamed and approved in April 2008.

Includes:

- Emergency response vehicles (Fire marshals, Police, emergency repair)
- Employees who need access to parking spaces/areas which are located near loading zones.
- Item #2 can include first responders who are part of the campus mental health disaster response team.

Recommendations

None

P611 KEYS, LOCKS AND OTHER SECURITY DEVICES

DRAFT OF REVISION - 3/5/97

Replaces: PR-152, April 1976

Approved: July 1, 1993

Revised: September, 1993

Review

Keys, Locks and Other Security Devices **renamed Control of Keys, Locks, Security Devices, Card Access and Closed Circuit Surveillance Systems for Campus Facilities.**

This policy has been issued by the Office of the Vice President for Facilities and Services

Findings

This has been revised in its entirety on **3/5/08 & 5/20/08** and renamed Control of Keys, Locks, Security Devices, Card Access and Closed Circuit Surveillance Systems for Campus Facilities. This policy sets forth procedures for the issuance, installation, maintenance, repair, and replacement for all locks, lock cores, keys, access control hardware and closed circuit surveillance equipment throughout campus. It replaces Policy PR-152, April 1976 and P611R dated 3/5/97

This policy is currently in draft form awaiting final approval.

Recommendations

None

VII. REVIEW OF CURRENT SAFETY- RELATED PROGRAMS AND INITIATIVES

Emergency Management Plan - Policies and Procedures

Mental Health Disaster Response Teams

National Incident Management System

Disability Support Services Safety Policy and Procedures

Residential Safety Program

Stony Brook Child Care Center Emergency Plan

SUNY Chancellor's Taskforce on Critical Incident Management

Safe Zones Program

New York State Executive Order 19 Domestic Violence Policy

Disruptive Behavior Policies and Programs

Stony Brook University

- Behavioral Assessment Committee for Students

School of Medicine

- Disruptive Resident Behavior
- Code of Ethics
- Faculty Assistance Committee – Faculty Senate

Future Legislation related to Safety in the Workplace

EMERGENCY MANAGEMENT PLAN

Establishes the policy, procedures, and organizational structure for responding to, controlling and recovering from emergency situations.

Review

The committee interviewed the following guest panel at the April 23, 2008 Campus Safety Advisory Committee Meeting, to discuss emergency management plan policy and procedures:

- Leo DeBobes, Emergency Management, UHMC
- Connie Cincotta-Kraft, Emergency Management, UHMC
- Scott Law, University Police, UHMC
- Bob Lenahan, Emergency Management, West Campus
- Eric Niegelberg, Emergency Department
- Rich Reeder, Information Technology

Findings

- *Emergency Management Plan - Web site*
 - Does not have a list of building managers, campus residence hall & safety personnel and their contact information.
 - Does not reference the Residential Safety Program under Safety & Security section.
 - Does not have an example of a Family/Personal Disaster Plan
 - Does not have an example of a Departmental Disaster Plan (flashlights, batteries, extra water, cell phone chargers, non-perishable snacks).
 - Does not have a list of safety wardens posted or information on how to become a safety warden, but does have downloadable safety warden brochures.

- *Emergency Management Plan – Preparedness*
 - Campus Safety section of Stony Brook University Web site is very comprehensive and provides detailed information about preparedness and emergency response.
 - May 2008 – a siren affixed to the Administration Building was tested. However, for the disabled who are severely hearing impaired, the siren will not be helpful. It will be helpful for those who are sight impaired. There is no plan for strobe lighting from the roof of the Administration Building for those who are severely hearing impaired. Programming cell phones to vibrate will assist those who are hearing impaired.

- SOLAR system was placed on Stony Brook University's home page to encourage faculty, staff and students to sign up and indicate the type of communication they prefer during an emergency. One can also add significant others' or parents' contact information for emergency notification.
- Emergency Management Plan – Communication in an emergency

Whether to Communicate?

- It is uncertain as to how the decision is made and what criteria are used to determine if the Stony Brook community will be notified of an event or critical incident.
- There were power outages in May 2008 daytime and nighttime. There is no emergency lighting in some older buildings and in stairwells (3 power outages in May – 1 at night). During the daytime outages the campus community was not made aware of the status of the event, whether to send staff home or to attend classes or to come to campus, etc. If one is going to another building for a class or meeting, one has no knowledge of the status of the outage.
- There appears to be a communication break-down between building managers, safety wardens, Residence Hall Directors and Resident Assistants in terms of informing building occupants and residential students during an emergency. Not everyone who should have a radio has one, and communication was not consistent among groups. Many of the Residence Hall Directors (Tabler, Kelly, Mendelson) either did not receive direction or received very little direction during the “alleged gunman” incident in February 2008.
- Factors to consider regarding communication in an emergency:
 - Seriousness of the emergency
 - Possible impact of the emergency
 - Types of Communication
 - Whom to Communicate to
 - When to Communicate
- Emergency Management Plan – Mental Health Disaster Response Teams & National Incident Management System (NIMS)
 - East Campus Response Team (University Medical Center) is coordinated by Harold Pass, Ph.D.
 - August 2007 - mock drill in the Health Science Center (HSC)
 - April 2008 - table top exercise
 - West Campus Response Team was developed in April 2008

- Fiscal Year 2008 National Incident Management System (NIMS) Compliance Objectives and Metrics for States and Territories (R)
 - NIMS training was completed by Stony Brook University Administrative Officials.
 - Many hospital administrators have participated in NIMS.
 - West Campus Response Team members completed NIMS 100, 200 and 700 training on June 3, 2008.
 - Most of the East Campus Response Team members completed NIMS 100, 200 and 700 training in 2007 and 2008.

Recommendations

1. New and existing employees and supervisors should have a brief orientation about:
 - a. National Incident Management System (NIMS) in order to be aware of the campus emergency response plan and the existence of the Incident Command Centers.
 - b. Safety Warden orientation with brochures.
 - c. Building Managers and their Alternates.
 - d. Personal/Family and Departmental Safety Plans
2. On the SBU Web site under Campus Safety, the section about Emergency and Safety Procedures should also list "If a Power Outage Occurs."
3. Inspect all buildings, particularly older buildings, to evaluate whether there is emergency lighting in stairwells, hallways, offices and classrooms, in order to prevent accidents/injuries, theft, and assaults. Also, inspect all residence halls.
4. List building managers and safety wardens on the Campus Safety section of the Web site and within departmental websites.
5. List Residential Safety Program members on the Campus Safety section of the website.

DISABILITY SUPPORT SERVICES SAFETY POLICY & PROCEDURES

Findings

Disability Support Services works with the campus to plan and maintain emergency evacuation routes for students with disabilities, and to disseminate information about these procedures.

Planning includes:

1. Plan for the Disability Support Services Department.

2. Consultation with hospital on accessibility issues.
3. Prioritization of emergency paths for repair and snow clearance.
4. Working with campus residents in creating a voluntary list of students who may need evacuation in case of emergency, or meals in case of snow storms.
5. Encouraging University Police to purchase an accessible van.

Communication includes:

1. Website.
2. Accessibility map.
3. Encouraging students with disabilities to discuss needs with professors.
4. Availability of individual evacuation consultation planning.
5. A Planning for Emergencies handout available for students.

Recommendations

1. Provide more information to faculty.
2. Create better direct access to website (website information on safety council report was not accurate).
3. Provide signs on campus about routes.
4. Create telephone link.
5. Include broader range of emergencies in meal planning option.
6. Directions are for individuals with “physical disabilities.” Also, offer guides for individuals with hearing deficits and visual disabilities.

RESIDENTIAL SAFETY PROGRAM

Review

In the interest of increased, comprehensive safety within Residence Halls, the department of Campus Residence is in the final stages of contracting a private security firm (Alante Security) to work in conjunction with the RSP. Stony Brook University is allocating \$225,000 for the FY 08/09 budget for contracting with a private security firm.

Findings

Educational Materials

There is a comprehensive brochure titled Residential Safety Program (RSP) - Your Personal Safety in the Residence Halls. It describes RSP personal safety tips, coverage areas, crisis counseling/psychiatric emergency numbers, leadership opportunities and additional contacts.

Staffing

There will be one security guard staffed per quad whose patrols are scheduled to supplement the hours in which student employment may not be practical for the RSP, especially during the hours between midnight and morning.

During an emergency:

1. The Quad Directors of each Residence Hall quad communicate via conference call, working in conjunction with the Associate Director of the Division of Campus Residence. The Associate Director, as the liaison of Campus Residence, works with the Director of Emergency Management to coordinate measures that need to be taken to assure the safety of residents on campus.
2. The Quad Directors then notify the Residence Hall Director of each building to relay critical information about the incident.

Recommendations

1. Because the Residence Hall Director and the Resident Assistants of each building have the most direct interactions with the residents, it is imperative that they are trained and prepared to follow proper protocols in the case of an emergency.
2. The manner in which information is relayed from the Quad office to each individual building should be consistent within the quad. It is recommended that a drill be performed to ensure that all lines of communication are consistent and reliable in case of an actual emergency. It is vital to have a tested and dependable system of protocol in place in the event of an emergency, to ensure maximum safety.
3. In order to promote awareness among the student community in regards to campus safety, it is necessary that students be properly informed of the many departments on campus that coordinate such operations.
4. In order to facilitate the dissemination of such information, incoming students should have the opportunity of attending a safety program during orientation, where students can familiarize themselves with the various departments involved in campus safety.

5. The distribution of a concise resource of essential phone numbers, Web sites, and general safety protocol can further increase the preparedness of the campus populace.

STONY BROOK CHILD CARE SERVICES EMERGENCY POLICY & PROCEDURES

Findings

Stony Brook Child Care Services, Inc. (SBCCSI), the nationally accredited, on-campus child care center, has health, safety and emergency policies and procedures that are approved by their Board.

1. These policies and procedures are in accordance with New York State Day Care Licensing requirements and include:
 - a) Required medical examinations of employees.
 - b) Required finger printing of employees and review by NY State Clearance registry.
 - c) Regular staff training in CPR, first aid, child abuse prevention and identification, and medical administration training.
2. Health, Safety and Emergency Policies and Procedures are communicated to Parents through the Parent Handbook and to Teachers and other staff through the Employee Handbook.
3. Definitions of child illness and procedures for re-entry to the center after illness are developed and reviewed by SBCCSI Board in consultation with a University Hospital pediatrician.
4. Medication and treatment policy are consistent with New York State regulations.
5. Emergency preparedness includes:
 - a) Monthly fire drills; plans for bus drills.
 - b) Maintenance of emergency contact information.
 - c) ID checks when an adult other than a parent picks up a child.
 - d) Work with University Policy.
 - e) Conveying information to parents about communication methods in case of an individual, center-wide or campus-wide emergency.

Recommendations

1. While SBCCSI has made itself available as a back-up resource for medical personnel in times of regional emergencies, there does not

- appear to be a formal memo of understanding in this area. It would be helpful to clarify the nature of expectations in this area.
2. Support of a nurse on-site is recommended.

SUNY CHANCELLOR'S TASKFORCE ON CRITICAL INCIDENT MANAGEMENT

Review

Chancellor's Task Force on Critical Incident Management
Issued on May 11, 2007

This review incorporates communications technology recommendations from the *Chancellor's Task Force on Critical Incident Management*.

The Chancellor's report made 10 specific recommendations (Appendix E, pages 4-5 in document) regarding Communications Technology and delved more deeply and with greater specificity into 5 of the recommendations (pages 6-7 of report in Appendix E). Based upon e-mail communications and a meeting with the Stony Brook Campus Chief Information Officer (CIO), the campus has implemented all of the recommendations. The campus also had the experience of testing the efficacy of the systems during an incident in February 2008. This incident involved the report of a purported gunman on the campus and provided a real-time test of the notification systems; this resulted in identifying weaknesses in the notification systems which subsequently led to-addressing and correcting of these weaknesses.

The 10 recommendations from the Chancellor's report (Appendix E, pages 4-5) and the edited responses of the CIO are below.

1. Campuses should have at least one means of communicating the existence of an emergency condition to the campus community for each of the following categories of communication:

- **Active Broadcast (e.g., siren, public address system)** A siren system is in place. The siren has been installed and was tested on April 26, 2008 and May 1, 2008. Plans are underway to commence installation of an IP-based (network) intercom system that will be used for two-way communications with classrooms in case of an emergency.
- Subcommittee comment: While this is an admirable goal and will certainly address the concerns of numerous faculty and staff who were in classrooms during the February 25th incident, the current plan includes only those classrooms and lecture halls

on the west side of campus. Committee members understand that if the HSC side of campus were to be included, different budgets and administrators would need to be identified. It should also be noted that consideration was given to the use of a strobe system during an emergency, but it was determined that due to its location on the roof of the Melville Library; the height would diminish its efficacy.

- **Passive Broadcast (e.g., close circuit television, e-mail, and website)** Campus TV has the ability to display a zipper message on one of the campus owned channels. The Director of Instructional Resources has been working with the Director of Emergency Management to make this capability available during an emergency. E-mail facilities already exist to distribute messages. This system can be used to distribute information to the campus. While this methodology works, it does not work for time critical emergencies. E-mail is considered to be used for backup or for additional information about a longer running emergency. The present website has the capability of displaying an emergency message. Further refinements are under consideration. One of them is an alternate page that will be used during an emergency, one that has little or no-graphics, thereby accelerating the page generation.
- **Individual (e.g., cell phone, instant messaging, text messaging)** We have two sources for the distribution of emergency texts and voice messages, MIR3, a private company, and SUNY's NY Alert System. When we complete the rollout of the new emergency page in Solar, both NY Alert and MIR3 can be used.

2. Campuses should implement a mass notification system which can rapidly disseminate an alert via both audible (siren, horn) and visual (message display, strobe light) means. See above

3. A notification service provider should be established for all campuses to send Alert-only notifications to predefined groups of students, faculty and staff by campus location.

- This capability already exists in our present text messaging provider. We can send messages to everyone, all students, all resident students, faculty/staff, SB Manhattan, and SB Southampton. Subcommittee comment: The flexibility of the system allows for notification of only those groups who are likely to be affected by a specific emergency. (i.e., a power outage at the Manhattan campus is not likely to be of great interest to

those on the Southampton campus. However, consideration should be given to the very real likelihood that, because this campus is very mobile, it will be helpful to notify all users if a particular building is in emergency status, to avoid having additional faculty, staff, and students coming to the building in question.)

4. Campuses should utilize Incident Planning and Management software to assist in creating, maintaining and providing easy access to Emergency Response Plans. These software solutions also help to establish and document a clear set of procedures which can then also assist in deploying resources in an emergency.

- We currently do not have any specific software for the preparation of our emergency plan and Incident Response. SUNY was looking at several packages. The campus has not heard anything further from them about this software.

5. Campuses should pursue the capability of intercepting TV providers (cable) signals to allow for the ability to overlay an emergency broadcast message on all campus television stations (message ticker or crawl at the bottom of a broadcast program). And, if required, SUNY should seek assistance from the New York State Legislature to require TV providers to allow this functionality. *This is already being done; please see previous response.*

6. Campuses may also consider the following actions to enhance communication:

- Installation of Carillon Chimes and/or additional manually controlled sirens or horns. A campus siren has been installed and was tested twice. Members of the campus community who were not on-site during the testing were able to access the siren tones through the website.
- Adoption of hand-held communication radios for communication within the campus community and directly with local police and fire departments. Most campus locations reported adoption already. There is a “trunking” system in place whereby building managers are in the loop with the Office of Environmental Health and Safety which serves as the informational clearing house during campus emergencies. One current shortcoming is a lack of staff redundancy in all the buildings on the campus. Some of the buildings have only a building manager and do not have alternate building managers or safety wardens who could act in the event that a building manager is not on-site during an emergency.

- Subcommittee comment: Similarly, it was found that while most buildings on the west side of campus had a building manager, this was not the case on the HSC side of campus. The safety warden program has been most successful on the HSC side, and plans are underway to expand its existence on the west side of campus. The subcommittee did not find any indication that a similar plan exists to establish building managers and the needed staff redundancies on the HSC side.
- Integration of mass notification system recommendation into existing campus emergency alert systems (i.e. Fire systems).

7. Campuses should assess the capability of their technology infrastructures and available staff to support additional emergency services.

- Essential staff have been identified and trained to provide services during a critical incident.

8. Campuses should require students, faculty and staff to provide personal emergency notification information (Cell phone numbers, e-mail, etc.)

- The campus will provide for an opt-in opt-out system for all employees and students. During the “gunman” incident there was considerable anecdotal evidence that many individuals had not signed up for the emergency notification system that was installed on October 22, 2007.

9. Communication systems, especially add-ons, should integrate with existing campus information systems. This is addressed through standard operating procedures.

10. Communication systems should be designed for high availability, such as in the event of a power outage or other emergencies.

- The server farm in the Computer Center and the Office of Educational Computing has installed back-up generators in both locations to maintain power to critical systems in the event of a power outage. The phone system is capable of maintaining service for several hours during a power outage.

The subcommittee of Horgan and Siegel also posed the following questions during their interview with the campus CIO:

- Safety of the disabled in an emergency – we learned that the Director of Disability Support Services has established a “buddy

system” on campus, but how does it work? Do students self identify? Is it voluntary? What if a disabled person does not self identify, and what about the case where someone is temporarily disabled due to surgery or an accident?

- We know that UMC has a “shelter in place” program in the event of an emergency; what about the rest of the campus? And under what circumstances will a “shelter in place” program be warranted and/or instituted? Is it feasible?
- There needs to be some sort of marketing and/or continuing education campaign to educate the campus community about what programs are in place and what to do in case of an emergency that may be building specific or campus wide.

SAFE ZONES PROGRAM

Findings

Goals of Safe Space:

1. To support the campus in its efforts to foster a bias-free learning and working environment for lesbian, gay, bisexual, transgender and questioning persons through providing education and training for the campus community.
2. To expand the network of allies on campus.
3. To build awareness of the issues affecting LGBTQ persons as well as provide training to develop skills for allies.
4. To create more campus spaces where LGBTQ persons feel safe, supported, and valued as members of our university or campus community.
5. To provide resources and appropriate referrals for members of the campus community seeking additional support and information in this area.

Train-the-Trainer Program:

1. A Consultant with experience setting up Safe Zones at other SUNY Schools has been hired.
2. The first Train-the-Trainer session is June 26, 2008, with 30 invited participants.

Recommendations

To support the President’s Task Force on Campus Climate Action Plan:

- Implement a two-stage Safe Zone program
 - Stage One: Safe Zone focused on the LGBTQ community
 - Stage Two: Safe Zone focused on other marginalized groups

EXECUTIVE ORDER 19 DOMESTIC VIOLENCE POLICY

Review

Executive Order 19 Requiring the Adoption of Domestic Violence and the Workplace Policies by August 2008.

The State of New York model Domestic Violence and the Workplace Violence Policy is designed to provide uniform guidance and consistency to state agencies in developing their Domestic Violence and the Workplace Policy. The model policy was developed by OPDV pursuant to Executive Order 575 575 (3) (e) & (9) with input from various state agencies and state labor organizations.

Findings

- Policy
 - Stony Brook University is in the process of creating a Domestic Violence Policy
- Assessment, Treatment, Counseling and Referral
 - CPO for Students
 - University Counseling Center for Students
 - Student Health Services for Students
 - Employee Health Services for Hospital Employees
 - EAP for Faculty and Staff
- Training
 - West Campus & HSC (training to be implemented)
 - LISVH (training to be implemented)
 - UMC Satellite Offices (UHMC trains off-site departments)
 - UMC has begun training

Domestic Violence

Identification and Treatment of Family Violence and the Role of the Mandated Reporter

Instructor: Roy W. Burnham, L-CSW, ACSW

Department of Care Management

Offered: New Employee Orientation (26 sessions per calendar year)

Audience: All Hospital Staff

Attendance: Initial appointment

Time: 25 minutes.

Objectives:

Identification/treatment/reporting of suspected/confirmed cases of family violence is required by law:

- NYCRR Title 10 Section 405.9
- NYS Social Services Law, Article 6, Title 6
- NYS Family Court Act, Section 1012(e)
- JCAHO, 2006 Comprehensive Accreditation Manual for Hospitals, STD PC.3.10
- A caring treatment team provides **total patient care** and should identify, assess and treat those suffering from physical and emotional abuse as well as medical issues.

Materials: PowerPoint presentation.

Recommendations

1. Stony Brook University should formulate and issue a Domestic Violence and the Workplace policy by August 1, 2008.
2. Stony Brook University representatives should participate in the Train-the-Trainer course through NYS for Domestic Violence Policy in summer 2008.
3. Train SBU mental health professionals in the following offices: EAP, University Counseling Program, WGRC, Student Health Services, and Employee Health Services.
4. Implement an awareness and training program for existing employees and their supervisors at HSC, West Campus and LISVH and hospital satellite offices.
5. Include policy and its overview in New Employee Orientation for new employees and supervisors, and in student orientations.

DISRUPTIVE BEHAVIOR POLICIES AND PROGRAMS

DISRUPTIVE BEHAVIOR POLICES AND PROGRAMS FOR STUDENTS

Findings

Stony Brook University has a policy and procedures for responding to students whose behavior appears to be a threat to their own safety and/or the safety of others.

Policies are supported by an infrastructure created through the cooperation of Campus Residences, Judicial Affairs, Disability Support Services, and the CPO, the division of Student Affairs, the Office of Academic Affairs, the University Counseling Center and the University Police.

Policies:

1. Student Conduct Code permits mandated medical or psychological evaluations and involuntary suspension or withdrawal if a student presents a direct threat to safety.
2. Parental Notification Policy provides guidelines for contacting parents when risks are substantial or when the student requests or agrees that parents can be involved.

Protocols:

1. Are consistent with state and federal laws governing confidentiality of student records, accommodations for individuals with disabilities, and University Parental Notification policy, as well as the regulations of HIPAA, FERPA & ADA.
2. Distinguish between acute situations/emergencies and those that can wait for evaluation until a scheduled meeting of the Student Behavior Assessment Committee, as well as administrative intake/assessment meetings and evaluations which may include information about past treatment and family history.
3. Evaluations may be completed in the hospital or the University Counseling Center. A mandated evaluation protocol has been created.
4. Students who have been administratively suspended or withdrawn from the University may appeal the decisions to the Office of the Vice President for Student Affairs.

Infrastructure: **Student Behavior Assessment Committee (BAC):**

- Collects information from faculty and staff.
- Provides consultation.
- Decides whether mandated evaluation is indicated or recommends support services.
(See Appendix for additional details).

Brochures are widely distributed and are also available through campus websites.

- *Responding to Disruptions in the Classroom*
- *Responding to Student Disruptions on Campus*

Statistics from 2001 -2007 indicate an increased use of the protocol and the student Behavior Assessment Committee.

Recommendations

1. There should be mandated follow-up of students who have returned to the University after suspension or withdrawal through the Student Behavior Assessment Committee process. The first step in this direction would be to develop an appropriate protocol for the follow-up support and review including a timeline for involvement with each student. Records should be maintained.
2. A pocket guide for faculty is recommended with important phone numbers and instructions as to which calls to make under which types of circumstances.
3. The University Web site should include one-stop linkage to help answer faculty and staff questions regarding disruptive behavior.
4. Training workshops should be made available to faculty that includes demonstrations of alternative responses depending on settings i.e. large auditorium class, lab, office etc.
5. Academic programs should be offered guidance in developing ADA compatible guidelines for social and emotional skills suitable for specific educational settings. This may be particularly useful as the range of hands-on learning environments expand.

DISRUPTIVE RESIDENT BEHAVIOR POLICY

Reviewed: October 16, 2006
Revised: November 13, 2006
Revised and Approved: December 18, 2006

Review

This is a Stony Brook University Medical Center policy of Graduate Medical Education

Purpose

To establish an institutional policy regarding disruptive resident behavior.

To ensure residents conduct themselves in a professional, cooperative and appropriate manner while providing services as members of the medical staff.

To encourage the prompt identification and resolution of alleged disruptive behavior by all involved or affected persons through informal, collaborative efforts at counseling and rehabilitation.

To provide a formal process for the further investigation and resolution of disruptive resident behavior that has not been appropriately modified by prior informal efforts.

To provide for the appropriate discipline of residents only after the informal efforts and formal process described in this policy have been unsuccessful in causing the resident to appropriately modify behavior in compliance with this policy.

Findings

The policy clearly describes disruptive behavior, expectations, consequences of behaving in a disruptive manner and referral sources.

Recommendations

Include referral to other campus resources, as appropriate, to address disruptive behavior and/or resolve conflict:

Employee Assistance Program
Office of Diversity and Affirmative Action
Ombuds Office

SCHOOL OF MEDICINE (SOM) CODE OF ETHICS

Review:

Each member of School of Medicine at the State University of New York at Stony Brook is expected to read, understand and comply with the following Code of Ethics. A member of the School of Medicine is defined as anybody who possesses a faculty appointment to the medical school and its students.

The School of Medicine at the State University of New York at Stony Brook is committed to achieving excellence in:

1. Patient care.
2. Education and training of medical students, graduate students, and house officers.
3. Continuing education of staff members.
4. Research.
5. Community service.

To further the goal of excellence, all members of the medical school and its students are expected to adhere to this Code of Ethics in their interactions with patients, colleagues, other health professionals, students, other trainees, other staff, and the public. The Code consists of two complementary sections: obligations and ideals. **Obligations** refer to *necessary* behaviors that are required by the ethical foundation of medical practice, teaching, learning, and research. **Ideals** refer to *desirable* behaviors that health care providers at all levels should attempt to acquire because they enhance excellence.

This Code does not replace or supersede the Policies and Procedures of the State University of New York at Stony Brook.

**Fashioned after the Code of Professional Conduct policy of the Dartmouth-Hitchcock Medical Center, Lebanon, New Hampshire with permission.

Findings

What avenues are available to respond to faculty who behave unprofessionally as defined by the Faculty Code of Ethics outside of clinical settings?

There are a number of avenues available:

1. **Private discussions.** The Code of Ethics itself suggest that someone who observes inappropriate behavior should "discuss" the incident with the perpetrator or, if the discussion doesn't help or the observer is afraid of risks that might accompany doing so, the observer should notify the "appropriate

supervisor, department chair, and/or dean" who is, presumably, expected to follow the procedures specified on the [Counseling and Discipline](#) (see below) pages of the Web site.

2. [Employee Assistance Program](#) Employees who exhibit behavioral problems, or who act in any way that jeopardizes a safe and productive workplace, may be referred to the EAP. Participation in EAP intervention is confidential and voluntary.
3. The [University Ombuds Office](#) is an informal and confidential service available to Stony Brook students, staff, faculty and administrators to resolve complaints of any sort and evaluate options for positive action. Complaints and actions are unofficial, off the record, voluntary and confidential.
4. [Office of Affirmative Action and Equal Employment](#) This organization provides training and consultation to supervisors and staff and conducts investigations of allegations of discriminations and sexual harassment. There are powerful enforcement measures available for this kind of misbehavior.
5. [Counseling and Discipline](#) through the Labor Relations Office. A report to a supervisor regarding any kind of misbehavior by an employee may trigger a counseling session described at this webpage. Malfeasance may result in disciplinary action of various kinds - from a letter in the personnel file to suspension with or without pay pursuant pursuant to Article 19 of the union contract.
6. The [Faculty Assistance Committee of the Faculty Senate](#), like the university wide counterpart, may receive complaints about and review any unprofessional behavior. It has the choice of referring the issue to one of the other procedures specified above or, if after its own review it finds the complaint legitimate, it may forward recommendations to the Dean.

Recommendations:

None

FACULTY ASSISTANCE COMMITTEE

Review

The Faculty Assistance Committee (FAC) was created to assist faculty of the School of Medicine who seek to resolve conflicts concerning the faculty member's relationship with his or her department, the institution or his or her colleagues.

Findings

The FAC does not indicate any referral sources for assistance. United University Professionals (UUP) is listed, but it is more as a hearing body.

Recommendations

It is recommended that the FAC list campus resources to assist a faculty member who is having conflict in the workplace. They are: EAP, Ombuds Office, ODAA, Corporate Education and Training (UMC) and Training and Organizational Development (HSC/West).

FUTURE LEGISLATION RELATED TO SAFETY IN THE WORKPLACE

Review

New York State is proposing Healthy Workplace Legislation

2005 & February 2006 – Study Bills

A04921 Assemblyman Mark J. F. Schroeder

S2715 Senator William T. Stachowski

April 2007 – Healthy Workplace Bill

A07801 Assemblyman Bob Barra

March 2008 – Healthy Workplace Bill

A10291 Assemblyman Steve Engelbright

A10291 – “Establishes a civil cause of action for employee who is subjected to an abusive work environment.”

Findings

Assemblyman Engelbright joined Tom Witt of the New York Healthy Workplace Advocates (NYHWA.ORG) in a presentation at Stony Brook University on April 23, 2008.

The workshop described workplace bullying and gave specific examples. It also cited effects of bullying on health, well-being and the employer in terms of the work climate, worker productivity, and costs to employers in lost time, retention issues and institutional liability.

Recommendations

1. This climate issue demonstrates a need to intervene early with inappropriate behavior by providing support, training and consultation.
2. This issue supports the University establishing a Disruptive Faculty and Staff Policy and Procedures.
3. This issue also supports the University in creating awareness and training for faculty, staff and students in Workplace Violence and Domestic Violence Policy and Procedures.