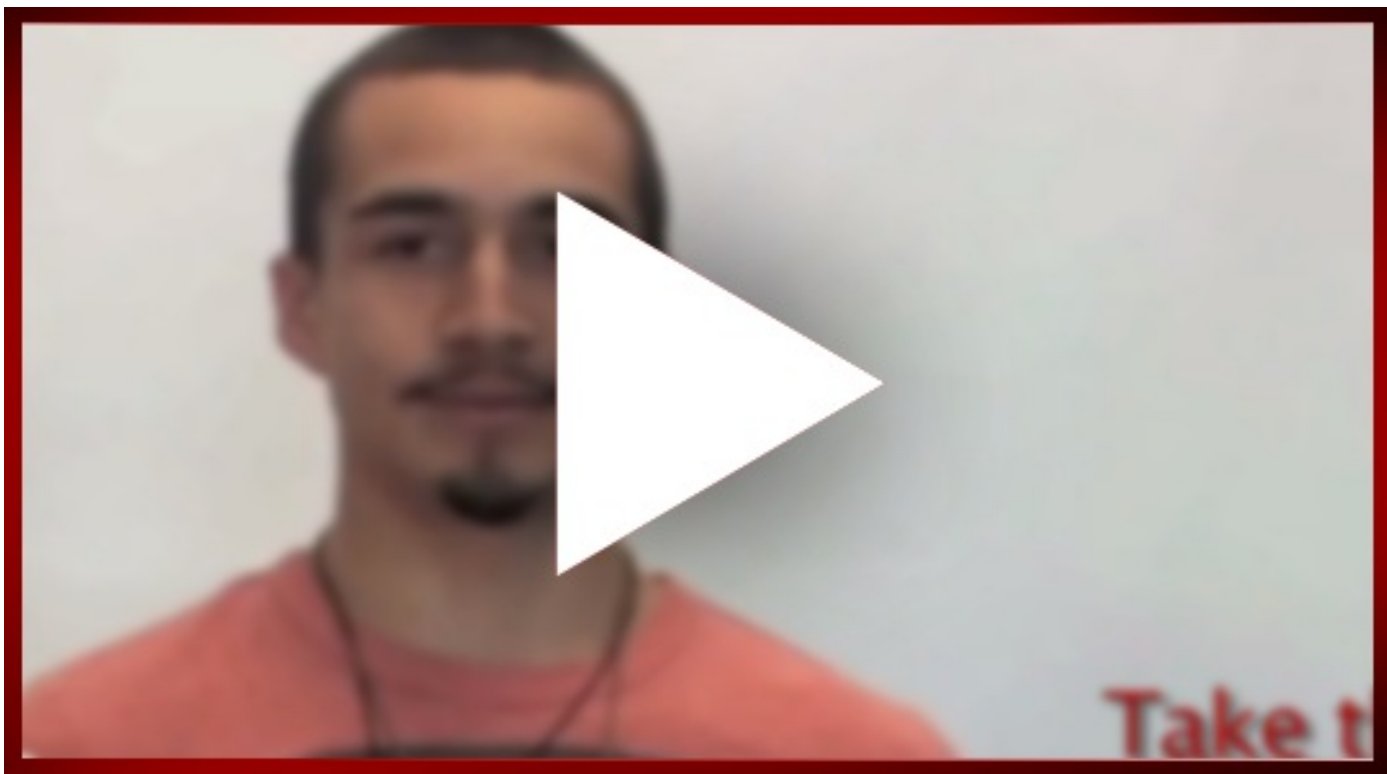


Building a Community of Respect



There are over 24,000 graduate and undergraduate students on Stony Brook's campuses. Each student has been selected for their academic excellence and their unique experiences. Each student comes from a different background and is pursuing different different educational goals.

As a campus community we have a responsibility to respect each student, faculty, and staff member as a human being and an individual so that each one of us can achieve our goals. It is in our personal and academic interests to learn from one another, and this can only be achieved by listening and communicating with each other in respectful ways.

How do we demonstrate that respect? Civility is the language of respect. Civility refers to a set of organizing principles, rules, and societal norms that govern our behavior as members of a community. In a community in which each of us may have different goals, different ways to show respect, and differing societal norms, it is important to build some shared community guidelines. On campus there are layers of these guidelines, including the Code of Conduct, the Terms of Occupancy for Residence Halls, class ground rules, the Community Pledge, as well as unwritten expectations like "appropriate classroom behavior" and "civil discourse."

The following discussion outlines some of these, and they are by no means fixed or comprehensive. These guidelines and expectations will change as we grow as a university and a community. Committees that decide campus guidelines typically have at least one student member, and your actions help define behavioral norms both on and off campus. As you read consider the following discussion questions:

- What does civility mean to you? How does your own conception relate to the guidelines and expectations outlined in this chapter?
- What kinds of civil and uncivil behaviors do you experience on campus? How do the civil behaviors foster community? How are the uncivil behaviors disruptive to others?
- What elements of civil discourse could you incorporate into your daily interactions?

Polite, courteous, and considerate behavior or speech appropriate to community interactions.e.

(adapted from the www.dictionary.com, accessed February 2013)

The 25 Rules of Considerate Conduct

[From Choosing Civility. Copyright © 2002 P. M. Forni. (St. Martin's Press, 2002)]

1. Pay attention
2. Acknowledge others
3. Think the best
4. Listen
5. Be inclusive
6. Speak kindly
7. Don't speak ill
8. Accept and give praise
9. Respect even a subtle "no"
10. Respect others' opinions
11. Mind your body
12. Be agreeable
13. Keep it down (and rediscover silence)
14. Respect other people's time
15. Respect other people's space
16. Apologize earnestly and thoughtfully
17. Assert yourself
18. Avoid personal questions
19. Care for your guests
20. Be a considerate guest
21. Think twice before asking for favors
22. Refrain from idle complaints
23. Give constructive criticism
24. Respect the environment and be gentle to animals
25. Don't shift responsibility and blame

Using Civil Discourse

While communicating your ideas with others, the following are “best practices” to follow to create a civil discourse, or a discussion that is both respectful and productive. These are also great tips in constructing a college-level academic paper, also!

- **Construct an argument that includes both reasoning and evidence.**¹ In other words, be clear about how you are making your assertion and support it with the best facts you can find. Stating both reasoning and evidence furthers the discussion and challenges us to come up with more solid reasoning and better evidence.
- **Separate the person from the problem.**² Focus on the issues and avoid personal attacks. Thoughtful people can come to opposite conclusions.
- **Find common ground.** When working within a group, it may be difficult for all members to agree on one correct method of carrying out an intended goal. Stylistic differences and opposing viewpoints can potentially lead to conflict if not properly managed. The key here is to remain focused on that common goal and work to incorporate different ideas and voices in an effort to get to a “yes” answer from all parties involved.
- **Consider the difference between the intent and impact of what you say and do.** When you communicate with people, the “**intent**” of your words or actions may not be understood as you intended it to be. The “**impact**,” or the way in which what you said was understood, will influence the behavior of the other person. Have you ever experienced a misunderstanding with a friend or classmate over something that you felt you had clearly communicated? Did you ever have an unexpected impact on a person with whom you were communicating and had no idea why? You may have said something that you intended to mean one thing, yet to the person who heard it, it may have had a very different impact.
- **If speaking from your own experience, use “I” statements.** Experience is a great teacher and you have a lot of knowledge from those experiences that can make very valuable contributions in class and out. But it is important to realize that others will have very different experiences that are equally valuable. By using “I” statements that acknowledge your experience, you create statements that avoid making others’ experiences seem less valid.
- **Keep an open mind.** As you persuade others of your point-of-view, allow yourself to carefully consider any opposing ideas. You must recognize that as you are free to express your views in a civil manner, do not encroach upon the right of others to do the same.
- **When you disagree, consider the non-verbal ways of showing respect:**

Do: listen actively, nod, and make eye contact. Express your opinions without personalizing.

Do not: interrupt, shout, raise your voice, stare, glare, roll your eyes, point, or get in someone’s space.

Bias-Free Communication

One way civil discourse can quickly become uncivil is through use of biased language. Bias typically involves predisposition on an issue or built-in stereotypes about a group of people that may make it difficult to be neutral when communicating with others. When bias exists in individual attitudes, it is often reflected in the language and in the way that individuals interact with each other. Many times, we do not intend to exclude or offend others by the words we choose. We may simply lack information about, and sensitivity to, certain words or phrases. Being aware and mindful of our language, both written and oral, can help create a supportive and inclusive climate.

(Michigan State University, Guidelines for Communicating in a Diverse Community, <http://www.inclusion.msu.edu>)

Guidelines for Achieving Bias-Free Communication

- **Be aware of words, images and situations that suggest that all or most members of a group are the same.** Stereotypes often lead to assumptions that are unsupportable and offensive.
- **Avoid qualifiers that reinforce stereotypes.** A qualifier is added information that suggests what is being said is an exception to what is expected.
- **Identify people by identity characteristics only when relevant.** Very few situations require such identification.
- **Be aware of language that, to some people, has questionable racial or ethnic connotations.** While a word or phrase may not be personally offensive to you, it may be to others.
- **Be aware of the possible negative implications of color symbolic words.** Choose language and usage that do not offend people or reinforce bias. In some instances, black and yellow have become associated with the undesirable or negative.
- **Avoid patronizing language and tokenism toward any racial or ethnic group.**
- **Substitute substantive information for ethnic clichés.** Don't let ethnic clichés substitute for in-depth information.
- **Review media to see if all groups are fairly represented.**

(Taken from the Anti-Defamation League, 2007. Originally adapted with permission from Without Bias: A Guidebook for Nondiscriminatory Communication, Second Edition with permission from John Wiley & Sons, Inc. © 1982.)

Civility in our Campus Community

So far, we have addressed general practices and principles of civility and civil discourse. There are also layers of expectations for community behavior specific to the Stony Brook campus.

Stony Brook University's [Community Pledge](#) is a voluntary pledge to create a campus community that promotes diversity and supports every member of the community. The Stony Brook community has come together to affirm that no one should suffer abuse because they are different in any way. The spirit of the pledge is to create a community of respect for everyone on our diverse campus, no matter their race, religion, gender, sexual orientation, level of ability, or any other difference.

As a member of the Stony Brook University community, I agree to promote equality, civility, caring, responsibility, accountability, and respect. I recognize the importance of understanding and appreciating our differences and similarities.

Therefore, I pledge the following:

- I will not encroach on the rights of others, either as individuals or as groups.
- I accept the obligation to listen to and understand the beliefs and opinions of others, and to treat others fairly.
- I am accountable for my own behavior. I accept that I am, in part, responsible for the welfare of the community itself.
- I will stand up for the dignity of every member of this community.
- I will celebrate and express pride in our community's diversity in all its forms: race, gender identity, differing abilities, religion, sexual orientation or any of the dimensions which makes each person uniquely human.

[Click to sign the pledge.](#)

The Conduct Code

Every student who attends Stony Brook University has digitally signed the Conduct Code via SOLAR. The University Student Conduct Code governs the behaviors of any student who has chosen to be a part of the Stony Brook University community. The Code provides an overview of the rules and regulations that are in place. It is designed to protect the rights of the community while respecting the rights of each individual. You should be able to carry on your daily business safely, peacefully, and productively while you are here; these rules and regulations have been designed to accomplish that goal. For all students, the Student Conduct Code supports compliance with the state and federal laws related to drugs, alcohol, weapons, discrimination, sexual assault or abuse, and racial, sexual, or sexual-preference harassment. The University Student Conduct Code is available on the Office of University Community Standards website and can be accessed: <http://www.stonybrook.edu/sb/newstudents/policies.shtml>

(Adapted from the Stony Brook University Student Conduct Code)

Do you know? Some facts to know about the Code of Conduct:

- Even if you are 21 and legally allowed to have alcohol in your room there is a limit how much you can have. No individual student who is 21 or older may possess in their room more than six (6) 12 oz. bottles/cans of beer OR 1/2 gallon of wine OR 0.5 or 1/2 liter of spirits at one time.
- The University defines hazing as endangering the mental or physical health of another for the purpose of affiliation with any organization.
- The code may be applied to off-campus violations when students are participating in University-sanctioned activities, such as sporting events, field trips, conferences, or are exercising privileges granted to Stony Brook students.

- The code explains who hears cases of academic dishonesty.

In the Classroom

Both academic freedom and freedom of speech are foundational principles of academic institutions. Students and professors have the freedom to teach and learn whatever they think is a worthy topic. That freedom is key to academic discovery of all types. If Galileo had not pursued his hypothesis that the earth revolves around the sun against immense societal and religious pressure to believe otherwise, we might still believe that Earth was the center of the universe. Lively debate is not only welcome across campus, but in the context of a small seminar class, students are expected to form their own opinions and share them with the class.

But while no one can take away the freedom to pursue any subject of inquiry, the means and methods have rules of engagement to make sure everyone is treated with respect. In addition to the basic rules outlined in the Conduct Code, each class may have rules of engagement outlined in the syllabus. Instructors and students may also create a set of “ground rules” for class discussion.

What are ground rules?

Ground Rules are a list of rules of engagement that a class or group agrees upon, especially when discussing particularly sensitive topics. The idea of Ground Rules is to create an environment where everyone feels comfortable expressing their opinions, their thoughts and feelings.

Create Ground Rules for your UGC 101 class.

What would make you feel comfortable sharing your thoughts and opinions in class? In creating ground rules, you might consider the following:

1. How will people participate in class discussion? Raised hands? Holding and then passing a hacky sack around? Coming to the front of the room? Can the class members simply shout out the answer?
2. What behaviors do you want to encourage?
3. What behaviors do you want the class to avoid? Shouting? Cell phone use during class? Interrupting?

In the Residence Halls

Living in a residence hall at Stony Brook University can be an exciting and valuable experience. Living on campus can be an integral part of students’ education by fostering the development of the individual and enriching their academic experience. Guiding the efforts to enhance the development of the individual resident are the principles of preparing the individual to make a positive contribution to the campus and in society. The Residence Hall staff challenges residents to examine their value systems, and by teaching and modeling such characteristics of citizenship as interdependence, acceptance of differences, and pride in and responsibility for one’s community (Adapted from the Campus Residences Mission Statement).

Residence Hall Communities

The communities that develop in residence halls and even on individual floors start from the very beginning. Resident Assistants hold floor meetings during the first week of school to discuss their community expectations and for residents to get to know each other. Throughout the year, the Resident Assistants continue to ensure that these expectations are being met, to serve as a resource for residents, and to provide educational and social programs for their community. Campus Residence staff encourage residents to be active in their communities through participating in Hall Council, attending events, holding their peers accountable for their actions, and working with each other to create a welcoming and enjoyable community.

Residential Community Standards

Living in Undergraduate Residence Halls offers resident students a unique opportunity to interact with people from different parts of the country and world. As a resident, you will be living with or near people who are of varying ages and who have varying cultural norms. It is important to the Division of Campus Residences that residents of Campus Housing celebrate these cultural differences, while abiding to the following rules and regulations which have been implemented for the health and safety of all parties. Though your cultural norms may be different from those of your room/apartment/suite mates and/or neighbors, there are still certain rules and regulations by which you must abide in order to live within Campus Housing (*This is from the beginning of the terms of occupancy*).

One of the campus documents that govern the behavior in the residence halls is the [Terms of Occupancy](#) for Undergraduate Residence Halls and West Apartments. This document outlines residence hall policies, occupancy guidelines, financial obligations, standards of living, safety, and security, information about emergency maintenance/custodial situations, and minimum standards for conditions of residential facilities. You agreed to the Terms of Occupancy when going through your room selection, as well as when you signed for the key to your room. You are responsible for knowing and understanding what is in the document. The document can be found on the Campus Residences website and is available: <http://www.studentaffairs.stonybrook.edu/res/rules.shtml>

Did you know that according to the Terms of Occupancy:

- You cannot have a stand-alone microwave.
- You must gain consent in writing from all of your roommates/suitemates and have your RHD sign a guest form before you can have someone stay overnight.
- Each person in a residence hall will be held responsible for any damage beyond normal wear and tear to their assigned room or quarters, the furniture, fixtures (including window fixtures), equipment, and structural components contained therein.
- There are quiet hours Sunday to Thursday from 11pm to 10am, and Friday and Saturday from 2am-10am. There are also courtesy hours in effect 24 hours a day. During these hours you should take measures to not disturb other residents and if a resident asks you to be quiet, you should respect this request.
- You cannot have halogen or spider lamps.

Roommate/Suitemate Agreements

Another document that is available to you is a roommate/suitemate agreement. This document can assist you in having conversations with your roommates about living preferences. While it might seem silly, it is important to talk about who is going to be responsible for the cleaning, what items roommates will share, what your preferences are for studying, sleeping, and having guests, and how you are going to communicate about your differences.

Off-Campus

Living, working, or spending time off-campus also comes with responsibilities to the community at large. Whether you live at home, in an apartment, or in a shared house, whether you go to the mall on the weekends, or take the train to New York City, building a good rapport with your neighbors helps build your own network as well as develops the reputation of the University. Our community service and our positive interactions with the community have already established Stony Brook's excellent reputation in the surrounding area and abroad. This reputation is what makes employers and businesses want to hire Stony Brook students and contribute to the life of the campus community.

Did you know that off-campus violations can have repercussions on-campus too? As discussed earlier, the Code of Conduct allows the University to take judicial action for serious violations that occur off-campus. A party off campus that results in underage drinking can be prosecuted in Suffolk County and result in judicial action on campus, too. Matty Punnett, Director of the Office of University Community Standards, sees these actions as primarily educational. She says, "The most important thing for students to understand is that even if you live off campus, you are still part of the University. We have resources to help you with whatever situation you might encounter: CPO, the Ombuds Office, Disability Support Services, the Dean of Students' Office, and the Counseling Center."

Civility On-line

- **Remember the human being at the other end of the post.** Don't post anything you wouldn't say to someone's face.
- **Take responsibility for your own content.** Make sure you cite all content on your page that is not yours.
- **Take responsibility for other people's comments on your pages.** No matter whether you have started a blog or you just have a Facebook page, set the level of discourse high and take down comments that are inappropriate. Follow copyright rules and do not defame or threaten other people.
- **Stay positive. Be constructive.** Online forums often tend towards the negative, and it is easy to get sucked into

engaging with negative discussion. Your negative responses are unlikely to move other contributors and will serve to make you look bad.

- **Remain professional.** Follow the guidelines in your posts for civil discourse discussed earlier in this chapter. Before you click “share” think about whether you would want a potential employer to see your post. Comments linger. Uncivil or inappropriate comments, photos, and videos can remain attached to your name even after you have deleted them. Some human resources departments find ways around facebook restrictions and can reconstitute old posts that you think you have deleted.

Civility in Cyberspace (Cyber Ethics)

The explosion of social networking and the ubiquitous sharing and posting of so much information online has changed the way we communicate. We must ensure that users understand their responsibilities for conducting themselves online. An important component of that is Cyber Ethics. Cyber Ethics refers to the code of responsible behavior on the Internet.

We should all employ the basic tenets of Cyber Ethics to be good “cyber citizens.” In the same way that each culture teaches its citizens the ethics of business, education, government, etc., those who use the Internet must be taught ethical practices in every aspect of its use. The power of the Internet means that anyone can communicate at any time, with anyone, anywhere. While this has undeniable benefits, there can also be negative consequences. Anonymous posting to blogs, websites and social media can encourage bad behavior by eliminating the need to stand behind the words used. A significant issue of increasing concern is cyber bullying. What were once comments confined to the school yard or hallways are now magnified by the power and anonymity of the Internet. Developments in electronic media offer new forums for bullies, and the actions can range in severity from cruel or embarrassing rumors to threats, harassment, or stalking. The effects can be far-reaching and long-lasting.

What Are The Rules Of Ethical Cyber Activity?

The basic rule is do not do something in cyberspace that you would consider wrong or illegal in everyday life. When determining responsible behaviors, consider the following:

- Do not use rude or offensive language.
- Do not be a bully on the Internet. Do not call people names, lie about them, send embarrassing pictures of them, or do anything else to try to hurt them.
- Do not copy information from the Internet and claim it as yours.
- Adhere to copyright restrictions when downloading material, including software, games, movies, or music from the Internet.
- Do not break into someone else’s computer.
- Do not use someone else’s password.
- Do not attempt to infect or in any way try to make someone else’s computer unusable.

We were taught the rules of “right and wrong” growing up. We just need to apply the same rules to cyber space!

Resources For More Information

Computer Crime & Intellectual Property Section -- United States Department of Justice

<http://www.justice.gov/criminal/cybercrime/>

Microsoft Safety & Security Center

<http://www.microsoft.com/security/online-privacy/cyberethics-practice.aspx>

Cyber Bullying Prevention Lessons- NCSA and CyberSmart!

<http://cybersmartcurriculum.org/cyberbullying/ncsa/>

Teaching your children acceptable behavior on the Internet

http://us.norton.com/library/familyresource/article.jsp?aid=pr_cyberethics

Cyber Citizen Partnership

<http://www.cybercitizenship.org/>

Division of the Center for Internet Security, MS- ISAC

www.msisac.org/awareness/news/

"The chief object of education is not to learn things but to unlearn things."

GILBERT CHESTERTON

As a member of the entering class of Stony Brook University, you are likely to be among the majority of people today who believe that all people should be treated with respect and dignity regardless of their skin color, sexual orientation, religion, national origin, etc.



What is Diversity?



Diversity can be defined in different ways. It refers to, at its most basic level, the myriad of differences that exist among peoples and groups in our society and in the world.

Beyond that, when we discuss the concept of diversity at Stony Brook University we are referring to the positive value of both exploring our differences and discovering our common humanity. To do so, we commit to creating an educational working atmosphere that honors and respects all individuals regardless of race, sex, gender identity, sexual orientation, disability, socioeconomic

status, religious beliefs, national origin, culture, or age. We acknowledge that because of our history, exploring diversity requires openness, awareness, and willingness to learn about various groups' experiences, struggles and achievements. We seek to participate in society as fully valued members of the community.

Why Does Diversity Matter?

At the beginning of this chapter, the quote by Gilbert Chesterton suggests that education's purpose is primarily to "unlearn things" as opposed to "learning things." Though you might think this is an extreme position, if you consider what we've discussed so far in this chapter, in some ways, education must play a significant role in giving all of the members of society an opportunity to evaluate what's been handed down as assumptions; to determine the truth, and consider the nature of the world that we now want to live in. As you continue your higher education, you will have the chance to stop and become aware of the many preconceptions that we've incorporated into our personal viewpoints without even our awareness. College gives us the opportunity to explore and discover the broader and richer reality of the world.

As you begin your higher education, you will have the chance to become aware of the many preconceptions that we've incorporated into personal viewpoints without our awareness. Your college experience provides the opportunity to explore and discover the broader and richer realities of the world. Regardless of which field(s) you go into after graduating, you are likely to find yourself working and interacting with people from various countries, cultures and backgrounds.

- In a study conducted by Kochan et al (2003), it was found that "racial diversity had a positive impact on business portfolio growth in financial services".

Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Levine, D., & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management*, 42, 3-21.

- "Far from being just another feel-good initiative, diversity in the workforce has become a competitive advantage for manufacturers."

Selko, A. (2008) The Business Case for Diversity. *Industry Week*.

Why is Diversity Important at Stony Brook University?

Since its founding, Stony Brook University has been a leader in bringing together a wonderfully diverse group of students. Recognizing the critical role that students play in enriching the learning experiences of their peers, the University seeks to ensure that the campus provides a realistic learning environment which reflects the "real world" that graduates will experience in their careers.

Students, staff, faculty, and administration strive to fulfill the University's Mission:

- to provide comprehensive undergraduate, graduate, and professional education of the highest quality;
- to carry out research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance;
- to provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region;
- to provide state-of-the-art innovative health care while serving as a resource both to a regional health care network and to the traditionally underserved;
- to fulfill these objectives while celebrating diversity and positioning the University in the global community.

College Prowler rates Stony Brook University as an "A" in the area of diversity. This rating reflects "the presence and acceptance of students of different ethnicities, native countries, economic backgrounds, religious beliefs, and sexual orientation. Grades are based on student ratings of the diversity of the student body as well as their personal circle of friends in the following areas: economic status, ethnic heritage, national origin, political affiliation, religious background, and sexual orientation. Student reviews of the acceptance of the campus community to different groups of

minorities are also factored in. Statistics that represent how diverse the student body is in regards to race, national origin, and state of residency are also a contributing factor.”

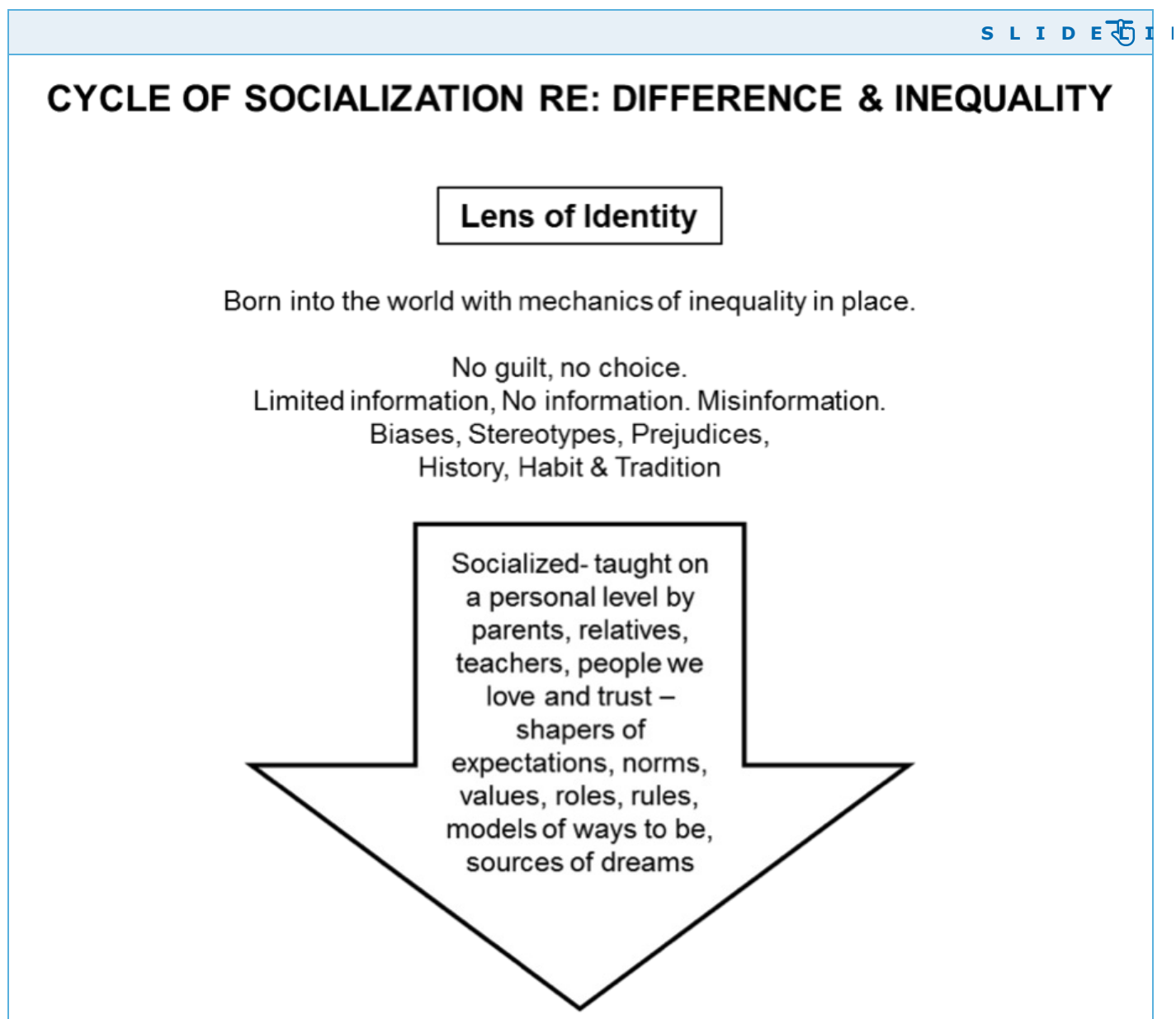
What Role Can You Play?

Get to know your peers! As a first year college student in a new environment, you have an opportunity to get to know more about the lives and stories of your fellow students who may have very different backgrounds from you. These interactions will not only help you form lasting friendships, but can help you understand more about how members who identify as part of different groups experience the world. This can serve as the first step in “unlearning” assumptions about people of different races, religions, sexual orientations, ability levels, and other characteristics. It can also help you recognize privileges you may never realized you have. Conversations with your roommates and classmates after class, late at night, at programs, and in the dining halls can be remarkably constructive as long as you challenge yourself to get to know people from different backgrounds. Consider joining clubs that will give you even broader experiences in areas you are interested in. **This is your education.** Share your experiences and background, and take this opportunity to learn, increase your awareness, ask questions, and seek to expand your horizons.

The Cycle of Socialization

Research has shown that we all have been socialized into a world of inequality. The world that you and others around you were born into was already constructed. As you know from your studies, society is a result of a long, complicated, and often traumatic history of people belonging to different groups seeking to find their ways in the world. But often, they did so through efforts to dominate other groups. For example, the Romans sought to dominate the known world in Europe and the Middle East. The Catholics sought to dominate the Muslims through the Crusades. The Incas dominated a huge area of what is now South America, while Muslims, Manchus, and Russians, among countless others, dominated certain groups different from theirs.

The Cycle of Socialization Re: Difference & Inequality details the ways that we first inherit this socially constructed inequality, the impact that it has on us, and once we are made aware of this, the choices we have of whether to continue or challenge this underlying inequality. Think critically about this theory and its possible supporting evidence of past societies.



How have you been impacted and what choices do you currently make to either continue or challenge this model?

Your Diversity Education

As part of this current generation of supportive and accepting community members, you are likely to be open to learning more about diversity and further exploring its benefits to your undergraduate college career and future professional working environment. Here are some of the many ways you can educate yourself on this important topic:

Take Advantage of Learning Opportunities on Campus

Learning about other groups and cultures is built into the Stony Brook Curriculum (SBC). Achieving these outcomes can increase your understanding of those different from you by exposing you to people, cultures and ideas different from those you've experienced before. There are courses in many different categories that will help you begin your exploration and challenge you to see the world from new perspectives. Some of these courses are listed below.



Stony Brook Curriculum (SBC) Courses

AFS 101, 102 - Themes in the Black Experience I and II (CER)(SBS)(USA)
AAS 211 - Asian and Asian American Studies Topics in the Social Sciences (GLO)
AAS 212 - Asian and Asian American Studies Topics in the Humanities (HUM)
ANT 102 - Introduction to Cultural Anthropology (SBS)
AMR 102 - Making American Identities (USA)(SBS)
DAN 102 - Introduction to World Dance Cultures (ARTS)
MUS 105 - Music Cultures of the World (HUM)
RLS 102 - Eastern Religions (GLO)(HUM)
WST 102 - Introduction to Women's Studies in the Social Sciences (SBS)
WST 103 - Women, Culture, and Difference (HUM)
WST 112 - Introduction to Queer Studies in the Social Sciences (SBS)

All students are required to satisfy learning outcomes in (GLO) "Engage Global Issues" and (USA) "Understand the Political, Social, and Cultural History of the United States." Challenge yourself to select courses that will help you learn more about people and cultures different from your own.

Courses certified to satisfy **(GLO)** outcomes provide the opportunity to increase your understanding of a nation, region, or culture that is significantly different from the United States and Europe.

Possible courses to consider:

AAS 280 - Islam
ANT 203 - Native Peoples of North America*
CLT 394 - Asian Comparative Literature*
LAC 200 - Introduction to Latin American and Caribbean Studies*
POL 338 - Contemporary India: History, Politics, and Diplomacy**
AFS 239 - Introduction to the Caribbean Experience

Courses certified to satisfy **(USA)** outcomes enable you to build upon your knowledge of diverse traditions in order to examine in detail the role of these traditions in forming American society. Some (USA) courses explore our nation's diversity of ethnic, religious, gender, and intellectual traditions through a multicultural perspective. Others explore the relationship of a specific ethnic, religious, or gender group to American society as a whole.

Possible courses to consider:

AFS 277 - The Modern Color Line*
AMR 102- Making American Identities
HIS 104 - United States Since 1877
HIS 268 - Recent U.S. History, 1919 - Present
LIN 200 - Language in the United States*
POL 102 - Introduction to American Government
WST 237 - Images of Italian-American Women*

*Courses listed with * may have prerequisites but may be taken by those with U1 and or U2 standing. Courses listed with ** require extensive prerequisites and or U3 or U4 standing.*

A complete listing of all of the courses available for your consideration can be found in the [Undergraduate Bulletin](#) .

Attend Student Club & Organization Meetings

Stony Brook University has nearly 350 recognized clubs and organizations providing scholastic, recreational, intellectual, and cultural enrichment. Some clubs and organizations of interest for students looking to expand their cultural awareness may include the Hindu Students Council, the Afghan Student Community, the African Students Union, the Asian Student Alliance, Brothers and Sisters in Christ (BASIC), and the LGBTQ, among many others. A directory of all campus clubs and organizations and their meeting times can be found on the SB Life page of the Student Activities website. Challenge yourself to go to a club meeting that you've never been to before. For example, you do not need to be Asian to become a member of the Asian Student Alliance, nor do you need to be Afghan to be part of Afghan Student Community.

Seek out Programs, Events, Lectures, and Training Sessions

- **Wang Center Events** The Wang Center hosts films, art shows, musical and theater performances by Asian and Asian American artists and that provide insight into Asian and Asian American culture. Performances and films are often free of charge. Recent programs have included avant-garde Japanese dancing, a film screening about hate crimes against Asian Americans, and the comedian Aziz Ansari.

- **Festival of Lights** The annual Festival of Lights in December celebrates the rich traditions of people of different cultural backgrounds, faiths, and religious beliefs during the holiday season in December. This intercultural program highlights the most widely observed holidays such as Christmas, Hanukah, Ramadan/Eid-ul Fitr/Eid-Adha, Diwali, and Kwanzaa through performances, crafts, music, and traditional holiday foods.

- **Black History Month** For national Black History Month in February, Stony Brook organizes a series of events that highlight African American political, cultural and social events. In 2011, the event series featured programs such as the Stony Brook Gospel Choir, a regional conference on race (ERASE Racism), a prayer service for the victims of the earthquake in Haiti, and a banquet celebrating Bob Marley.

- **Diversity Day** During Strawberry Fest (late April/early May), many different groups from across campus get together to celebrate different cultures through music and dance performances, creative arts, and cultural trivia. Diversity Day is a festival to celebrate culture, religion, age, sexual orientation, nationality, and lifestyle every Spring semester. Through performances, poetry, arts, music, and educational booths, students learn about diversity and its



Sheetal Gandhi in Bahu-Beti-Biwi
One of many dance performances at Wang (March 2013)

positive impact here at Stony Brook University.

- **Journey Around the World: Multicultural Show and Food Tasting**



This event is an evening of performances and food presented by more than 20 cultural student groups.

- **Department-sponsored Lectures** The Women's and Gender Studies Department, Hispanic Languages Department, Africana Studies Department, and the Humanities Institute sponsor lectures that tackle issues of race, religion, gender, disability, and sexual orientation. Watch for posters around campus, in the corresponding departments, and on departmental webpages.

- **Safe Space Foundations Training**



is an introductory workshop open to all who would like to learn more about the LGBTQ community and resources on and off campus for LGBTQ and allies.

- **UNITI Cultural Center**



is a multicultural community center that provides a home for the many cultural clubs and organizations on the Stony Brook campus. The UNITI Cultural Center Student Organization offers numerous cultural programs that reflect the rich ethnic and social diversity represented at Stony Brook. The UCC continues to grow as the campus community evolves.



Study Abroad

Another way to increase your awareness and knowledge of others is to immerse yourself in a place where you can converse and come to understand the unique experiences and cultures of those different from yourself. The **Office of International Academic Programs (IAP)**



at Stony Brook provides a variety of exciting opportunities for students seeking to enhance their undergraduate experience. These programs are not just for juniors and seniors. Many freshmen choose to go on short-term summer or winter programs to complete SBC requirements while learning about other cultures, and some sophomores may opt to participate in a semester-long study abroad program.

Participate in National Student Exchange

Think of the adventure, the diversity of people, culture, and the geography afforded to you as you chose one of nearly 200 U.S. and Canadian colleges and universities. Consider the impact on your personal and academic growth, the implications for your future, and the satisfaction of achievement. This is the **National Student Exchange**.



Be an Ally

As discussed earlier, you are likely to be among the majority of people today who believe that others should be treated with respect and dignity regardless of the numerous dimensions of diversity that make up individuals. As a Stony Brook student, you have the unique opportunity to become an ally for members of our campus community who are not treated with respect.

An *ally* is broadly defined as a member of a dominant group who works to end oppression in his or her personal and professional life as an advocate for the oppressed population. It is important to note that an ally to any oppressed group or individual aims to serve as an open-minded friend and listener. However, an ally is not a spokesperson for the entire oppressed group. An ally is not a counselor, nor are they trained to deal with crisis situations. Rather, they connect individuals who are members of oppressed groups with support and help further their interests as they are able. An ally advocates with peers, leaders and even people in authority for fair and equitable treatment for all groups when faced with instances of injustice.

How to Become an Ally

There are four key things you can focus on to better prepare yourself to become an ally for any member of an oppressed group:

Awareness: It is important to become more aware of your identity and of the differences and similarities you share with members of the oppressed group.

Strategies to do this include:

1. Conversations with members of the oppressed community
2. Attending awareness building workshops
3. Reading about the history, lives, and cultures of the oppressed group
4. Self-examination and exploration

Knowledge/Education: You must begin to acquire knowledge about the oppressed group, such as what their individual experience is in our society/community and on campus.



Communication is an essential life skill. Students often confuse communication skills with public speaking skills. While public speaking is a valuable skill, good communication requires a variety of other tools.

Communication skills include speaking, listening, reading, and writing. Successful college students will learn and be comfortable using multiple communication skills and methods with a variety of constituents, including faculty, administration, parents, employers, and their peers. This chapter will help you get started on communicating in a healthy way especially when it comes to conflict mediation. Specifically, we will discuss:

Communication Skills

- Active Listening
- Verbal Communication
- Written Communication
- Working in Teams

Communication Methods

- Written
- Email
- Face to Face
- Social Media

Communication with Various Constituents

- Communication with University Administration
- Communication with Parents
- Communication with Faculty
- Communication with Employers and the Community
- Communication with Other Students

Communication Skills

Active Listening

As mentioned earlier, many people equate “communication” with “speaking”, but communication actually begins with listening. Active listening is a way of attending, or paying attention, to the verbal and non-verbal aspects of a message in order to fully grasp the sender’s meaning before responding. Active listening is also referred to as reflective listening because the person receiving the message paraphrases the message and repeats (or reflects) it back to the sender for their verification or clarification.

Active listening involves verbal and non-verbal feedback. The person receiving the message should ask questions to be sure they understand the message, but should also demonstrate through their body language (facing toward the speaker, keeping posture open) and facial expressions (making eye-contact, smiling, nodding) that they are engaged with and focused on the sender and the message in a non-judgmental way. Do a self-check on your active listening skills: if you are planning your response while the other person is still speaking, you are not listening actively!

Verbal Communication

Basic speaking skills are essential for success in college. Students must be able to express themselves clearly when asking questions or presenting their ideas and opinions, and must be able to relate to others socially and academically. Verbal communication includes not only the words you say, but how you say them. Your tone of voice, formality or informality, and the speed and directness of your speech all impact the effectiveness of your verbal communication.

Strong verbal skills are invaluable not only to your success as a student, but also are integral to making the most of your education after you graduate. Successful internship and job candidates demonstrate verbal communication through the interview process, and the Stony Brook University Career Center is a great resource for practice and improvement with these skills.

Written Communication

Written communication consists of your written and/or typed work, including correspondence with University faculty and professionals, potential employers, internship supervisors, and peers, as well as your assignments (tests, term-papers, homework, etc.).

Clarity is a key element in written communication – you are not there to clarify or provide feedback to the reader, so your work must speak for itself. You will participate in activities and assignments that will contribute to an ongoing improvement of your writing skills throughout your undergraduate career, so focus on the basics from the beginning:

- Use appropriate grammar and sentence style, and always check for errors in structure and spelling.
- Clearly state your purpose questions, concepts, ideas and opinions. Be sure to provide appropriate details.
- Do not use abbreviations or “texting spell.” The recipient of your written communication may not know what the abbreviation means or they may form unintended opinions of you by the spellings you use.

Here are a few examples of how written communication skills may impact effective communication between students and University professionals:

- A student sends an email to a professor that says, “I don’t understand the assignment.” They don’t include their name, class, or SBU ID. The professor does not respond.
- A student sends an advisor an email request for a letter of recommendation. The student includes their name and Stony Brook ID number, but they do not provide details on the opportunity they are applying for, or what qualities (personal, academic, etc.) they hope the advisor can describe. The advisor responds to the student with a request for additional information, but by the time the student answers back the deadline has passed and the student has missed the opportunity.

Working in Teams

Working in teams brings all of the communication skills and attributes we've discussed (active listening, verbal and written communication) into play. Students must navigate between different roles (group leader or member, etc.) and different responsibilities: oral presentation, writing or organizing components of assignment, conveying details to other members.

As with the other aspects of communication we've explored, clarity in communication between team members is absolutely essential for a successful group project and experience. When participating in a team assignment, it is important for students to clarify the instructions, as well as the details on how members will be graded by their instructor or supervisor. Team members need to communicate with each other to define goals and to determine who will be responsible for various aspects of the assignment. Here are some examples of how work done in teams can be impacted by communication issues:

- An instructor gives a group assignment to his class, and assigns students to specific teams. The students on team A decide among themselves that three of the four members will do individual sections of the project, and the fourth member will be responsible for organizing and submitting the assignment. At the end of the semester, one of the students meets with their academic advisor to discuss the grade of F they received for the class; the student relates that although he did his part, the person responsible for submitting the project did not do so, and as a result all team members failed the assignment.
- A student is placed on a team for a group assignment; she quickly falls into the role of leader, and the other members seem comfortable following her instructions. After the project is submitted, the team members are surprised to find out that their rating of other group members' participation on the team, including willingness to collaborate and individual initiative, will factor into their final grades for the project.

Communication issues can contribute to conflicts within group work. We'll explore ways to use communication to avoid and resolve conflicts later in the chapter.

Communication Methods

College students today have many choices when it comes to communication – not only the use of face-to-face, telephone, and written communication, but also email, text messages, instant messaging, and social networks. Students often fail to use the appropriate communication method in the correct circumstance. While there may not be specific guidelines for certain communication methods, students may encounter difficulties by selecting an inappropriate method. For example:

- A student is directed to attend a face-to-face judicial hearing (the message includes deadlines and procedures that pertain to this hearing). The student misses the hearing and calls two weeks later to reschedule. They are told that the case is closed, and they are past the deadline to appeal.
- A student leader on campus is given a staff member's mobile phone to be used in case of emergency. Instead of calling the office, the student sends a text to the supervisor and says that they won't be in to work because they are sick. The staff member counts their absence as a no-show.

It is important to recognize that not all communication styles are appropriate in all situations. As a general rule, **written** communication – typewritten or printed on a computer, not handwritten – is appropriate for almost all academic assignments and papers.

Email is most appropriate for friends and family, but may also be appropriate for communication with faculty and university administrators, depending on the circumstances and the content of the message.

Face-to-Face communication includes making an appointment or walking into an office to see an individual. This method is usually best for conflict resolution, asking questions to clarify or ease confusion, and debating differing viewpoints, although some offices have specific policies and practices about dispute resolution that need to be followed.

Social Media, such as text messaging and instant messaging, are best used for social or “non-official” business. Students should not expect faculty or administration to use social networks for critical information. As an exception, the University uses the SB Alert system to send text messages to students in the event of an emergency.

Communication with Various Constituents

Communication with University Administration

Stony Brook University uses many ways for communicating with students; however, almost all communication that the university sends to students is “paperless,” meaning that it will be sent via e-mail, SOLAR or Blackboard. You are responsible for checking your accounts on a regular basis. If you live in the residence halls, you may also receive information on bulletin boards, in your mailbox, and from your RA/RHD. Stony Brook University also requires students to use their Stony Brook email addresses as their primary email address. If you choose to use a different email address, you must arrange to have messages forwarded from your school address. Students who fail to check and respond to these items by the designated deadline can have severe consequences, including increased tuition bills, loss of financial aid, deregistration from classes, loss of health insurance coverage, or loss of campus housing. Below are some examples of problems students have had when they fail to respond to notices from University administration:

The screenshot displays the SOLAR SYSTEM interface. At the top, there is a navigation bar with links for Home, Add to Favorites, and Sign out. Below this, a sidebar on the left contains sections for Action Center (Holds, To Do List) and Message Center (New Messages). The main content area on the right is titled 'Home Page' and lists various services and alerts, including Security and Personal Data, SB Alert Emergency Information, Elections, Student Records & Registration, Campus Financial Services, Campus Housing, and Student Employment Service.

SOLAR SYSTEM

Home | Add to Favorites | Sign out

Favorites | Main Menu

Action Center

Holds

No Holds.

To Do List

FA Award Response 2012-2013
Complete Health Waiver by 9/15

[view details ►](#)

Message Center

[new message\(s\)](#) [read message\(s\)](#)

New Messages

Online Room Selection Reminder
Graded/Pass/No Credit and Withdrawal
Option Friday, April 5 @ 4 p.m. Deadline
Registrar's Academic Google Calendar!
Google Apps for Education
Student Health Insurance Waiver Deadline
Reminder - September 15

[view details ►](#)

Home Page

Security and Personal Data

[Change My Solar Password](#), [NetID Maintenance](#), [Whom to contact if I'm missing](#), [User Preferences](#), [Addresses](#), [Ethnicity](#), [Veteran Status](#), [Names](#), [Phone Numbers](#), [Email Addresses](#), [2 More...](#)

SB Alert Emergency Information

[SB Alert - Registration](#)

Elections

[Student Elections](#)

Student Records & Registration

[Academic Planning](#), [Enrollment](#), [Academic Records](#), [Degree Progress/Graduation](#)

Campus Financial Services

[Account Information/Payment](#), [Financial Aid](#), [Required Health Insurance/Waiver](#), [Set Billing Notification Email](#)

Campus Housing

[Continuing Room Deposit](#), [Room Selection](#), [Graduate / Family Apt. Deposit](#), [Summer Room Payment](#)

Student Employment Service

[Enter Timesheet](#), [Timesheet Paid](#), [View Paycheck](#), [Federal Work Study Balance](#), [Payroll Periods](#), [Student Employment Handbook](#)

SOLAR: A view of the interface and common reminders for students.

- A student does not follow through with his/her To-Do items in SOLAR and loses a financial aid award.
- A student ignores SOLAR messages about the Time Option Payment Plan and incurs late fees. They are not allowed to register for classes next semester because they have a balance due.
- A student does not respond to an email from his/her Academic Advisor alerting them that they are only registered for 11 credits on the final day of the add/drop period. The deadline then passes and the student is no longer considered to be a full-time student and can lose his or her financial aid, housing, and/or health insurance.
- A student who lives in the residence halls ignores posters and notices about the housing lottery. They miss the deadline to participate in the housing lottery and are denied housing for the following year.
- A student who already has health insurance fails to waive their required Health Insurance and receives an additional charge on his/her tuition bill.

Here are some things you can do to make sure you develop strong communication with University administration:

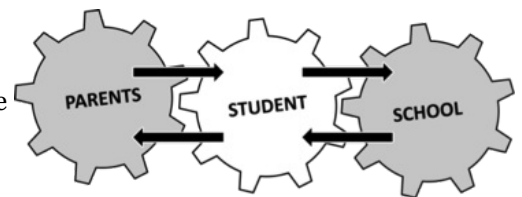
- Thoroughly read all SOLAR Messages, Holds and To-Do items. You should check SOLAR at least once per week.
- Thoroughly read all emails or letters that come from the University. Remember when you receive a mass email, there is likely information that is important to all students, such as academic deadlines or policies. It is recommended that you check your email once a day.
- Be aware of and respond by all dates and deadlines. Most deadlines on this campus are “non-petitionable,” which means that if you miss the deadline, you cannot request an extension/exemption from the deadline.
- If any information that you receive is not clear, contact the office via phone, email or in person and politely request help or ask for clarification before the deadline.
- Always be professional in your communication with University administration. Sign your full name and include your SBU ID number in any email correspondence and have this information ready if you call or walk into an office.

Stony Brook is a large university and you may have to visit multiple offices to resolve a problem or a question on campus. Staff members are here to help you and treat you with respect, although it is expected that you will also be respectful of them and the policies they are required to enforce. If you are not sure where to go to resolve a problem, your Undergraduate College Advisor is usually a good place to start.

Communication with Parents/Guardians

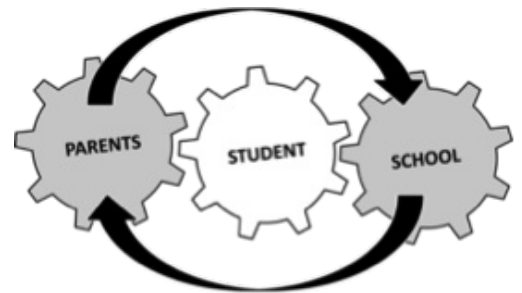
Communication dynamics between students and their parents, guardians, or other involved family members change significantly during the college experience. As a college student, you are ultimately responsible for your own college career, and the responsibility to communicate with others and advocate for yourself to achieve academic success lies with you - the student, not with parents or other individuals such as teachers or administrators.

This means that the university may give information to the student, and the student has the responsibility to pass that information on to the parent. Parents may provide information to students that should be passed on to the administration. Parents and university administrators rarely communicate directly with one another. The student is the center of the communication model and communication flows through the student.



There are rare circumstances where parent/administration communication **may bypass the student**; however, this only occurs in emergency situations or after student-centered communication has failed.

Although your parents may have helped you apply to college, complete your Free Application for Federal Student Aid (FAFSA), and pay your college expenses, your college education is your responsibility. Parents do not have access to SOLAR, Blackboard or your email unless you have given them access to your account. It is your responsibility to make sure they are aware of items and deadlines such as bills or health insurance information when relevant.



Some students feel that giving their parents access to their accounts is “easier”; however, this philosophy has three potential problems:

1. By giving parents access to records/email, they also have access to grades, messages from faculty, and notices about disciplinary actions with which you may be involved.
2. Your parents may not regularly monitor your accounts – after all, they are not Stony Brook students; you are.
3. Giving your parents access to your accounts does NOT waive your responsibility as a Stony Brook student; you are still ultimately responsible for your college experience. Taking responsibility now will prepare you for responsibilities later in life, such as graduate school applications and tuition, job searches and negotiations, apartment leases, and paying rent.

Most disciplinary records at the college level are not shared with parents. Depending on the severity of the incident and the risk to the student or others, parents may be notified at the discretion of university officials.

Despite the fact that parents are not notified, Stony Brook encourages open communication between students and parents. Many parents are “investing” in their student’s college education and deserve to know how this investment is helping their child to grow and develop. Parents often express shock and dismay that they are only informed of issues that their student is having after it is too late to help. Parents generally want to help and support their children. Communicating with parents provides them the opportunity to offer support, yet also allows students to exercise independence and practice responsibility while alleviating some fear and stress that can often be associated with these new situations.

Students who fail to communicate regularly with parents may face circumstances that will likely need to be explained to them eventually, including:

- A student on academic first semester warning decides not to tell his/her parents. The following semester, the student is academically suspended and cannot return to Stony Brook.
- A student gets written up multiple times in the residence halls for policy violations. After his/her final warning, they are required to move out of campus housing.
- A student gets treatment/medication for a medical condition but does not tell his/her parents. During an emergency over winter break, parents and medical staff are unaware that the student has this condition or that they are on medication.

Here are some things you can do to make sure that you develop strong communication skills with your parents during college:

- **Talk to your parents** and keep them informed of how things are going. Use a communication style that works for everyone. Try discussing expectations about frequency and method of communication and remember, two-way communication is the key.
- **Take responsibility** for both communicating with them and informing them of academic and social issues you are dealing with. They won’t always know what questions to ask, so you will have to offer information about how things are going – both good and bad.
- **Ask for help** when you are faced with a problem or issue that you can’t resolve, but do not wait until it is too late for anyone to help you.

Remember that your education is your responsibility, but parents can help to support, encourage, and direct you throughout the experience. If you communicate early and often with your parents, they can work on solutions with you before problems get out of hand.

Communication with Faculty

One of the greatest differences from high school that students will experience in college is communication with University faculty. As you read in the Academic Success chapter, it is your responsibility to communicate with faculty both in and out of class. This may be intimidating at first in a large lecture classes, but faculty and teaching assistants are available to help you as long as you communicate with them appropriately and in a timely manner.

First and foremost, be sure to read your syllabus. If you are going to see your professor, make sure to visit them during the office hours they have provided. It is also a good idea to let your professor know ahead of time that you are planning to stop by and what it is specifically you need help with. This will allow them to prepare ahead of time when possible.

Make sure to address your professor by the appropriate title. The syllabus will indicate if they have their PhD, M.D., EdD, PsyD, etc. If they do have one of these degrees, you should address them as Doctor, but when in doubt use the title Professor.

Be honest with your professor; they get frustrated when students are not being truthful. Professors may be more empathetic if you admit that you forgot the assignment at home and will be sure to send it to them as soon as possible.

If you have to miss class, make sure to discuss this with your professor ahead of time. If you are sick, be sure to email the professor and bring any necessary documentation such as a doctor’s note to the next class session. Remember, you are responsible for making up any work you missed so be sure to follow up to get the assignment.

Important Notes about Sending Emails to Professors

- When sending an email to a professor make sure to keep it professional and to always include your full name, student ID number, as well as the course subject and number. Make sure to proofread and spell check.
- Keep it short and concise. If you are finding it difficult to explain your situation/concern, it might be better to approach your professor in person.
- Don't use all capital letters when trying to get a point across since it can sometimes be perceived as rude.
- Humor and jokes don't always translate well over email so remain serious in your writing.
- Consider what your e-mail address is. For example `likestoparty@yahoo.com` might not give someone a very good impression of who you are.

Communication with Employers and the Community

The National Association of Colleges and Employers (NACE) conducted a survey of over 450 employers in 2002 and asked them the most important things they are looking for in perspective employees (Coplin, 2003). The most important skill cited by employers was Communication Skills (verbal and written). Among the top five were (1) communication skills, (2) honesty/integrity, (3) teamwork (works well with others), (4) interpersonal skills (relates well to others), and (5) strong work ethic (Coplin, 2003). Teamwork and interpersonal skills also strongly relate to one's communication skills.

Do you want to know how important GPA was to employers? It ranked #17 (Coplin, 2003). This is not to state that your GPA is not important; it certainly is, especially if you plan on attending graduate school after Stony Brook. However, your communication skills may prove to be more valuable in the workplace, as well as during internships and volunteer work and in leadership roles you assume throughout your life.

It is usually fairly simple for students to understand how poor communication skills may cause difficulties with employers:

- A student makes multiple typos or grammatical errors on a resume/cover letter and is not offered an interview for the position.
- A student does not make eye contact during a job interview and fails to get a job offer.
- A recent graduate sends an inappropriate email to a co-worker, which is rerouted to a supervisor, resulting in a sexual harassment charge and probation.

Communication with Other Students

College is a time for students to make new friends and acquaintances. Learning to communicate openly with new friends and classmates will help to facilitate better understanding of differences, as well as form new relationships based on mutual understanding.

College is a new environment, and students are likely to encounter a much more diverse group of peers in college than they did in high school. Students come from different ethnic, religious, cultural, and geographic backgrounds, many of which have communication norms and styles with which students may not be familiar. Students should be sensitive to differences when communicating with peers.

Students may (adventently or inadvertently) cause harm to others or themselves by not carefully considering their communication. For example:

- In high school, a student regularly used a derogatory saying (i.e. "that's gay" or "that's retarded") around his peers. Upon using the same saying in college, he is told by a new friend that they find the saying insulting, hurtful, and bigoted.
- In working with a classmate on a project, a student uses profanity via e-mail to voice her frustration with the

assignment. The classmate forwards the email to the professor, stating that they find the student's behavior inappropriate and disrespectful.

- A student has a new roommate who is disrespectful of the student's space and possessions. In high school, the student never spoke up for themselves when someone bothered them because they felt it wasn't worth it. The roommate's behavior is getting worse and the student is becoming unhappy living at college. People have different ways of approaching and responding to conflict, which was learned from examples around them while growing up. Communication is improved when both parties have the ability to speak and be heard. Ineffective or unhealthy communication can contribute to conflict. Criticism, defensiveness, and disrespect are aspects of unhealthy communication, and conflict becomes personal and destructive. Conflict is a natural part of life, and when dealt with constructively, can contribute to growth. When communication is healthy and effective, it is positive and respectful, and conflict is resolved with compromise and humor. *Conflict resolution skills* are communication strategies that can help avoid or de-escalate conflict between students.

Here are some basic ways of approaching conflict constructively:

- Stay calm
- Clearly express feelings or concerns (Using "I" statements: "I'm upset because...")
- Be specific; deal with one issue at a time
- No personal attacks or accusations
- No generalizations or exaggerations
- Don't withdraw or deliver 'the silent treatment'
- No violence, or threats of violence

If conflict or interpersonal violence is an issue in your life, support is available. Contact CAPS (Counseling and Psychological Services) for help, located on the 2nd floor of Student Health Services or via phone (631) 632 – 6720.

Students may find that they need to change their communication style in college in order to be successful. For example, a student who was shy in high school might have to be more outgoing in their residence hall or in classes. A student who was very talkative in high school might have to start listening more in order to form good friendships.

Students can take positive steps to improve their communication with peers by remembering the following:

- Look for opportunities to **learn about diversity and differences on our campus**. You may learn about new ways to communicate, new cultures, and new traditions. Your understanding of these differences will help you communicate with diverse audiences on campus and beyond.
- **Be aware of your online presence**. Many students are far too liberal with the information and photos that they post on Facebook, Twitter, Tumblr, and other social media websites. Remember that you are judged by your online presence, as well as your in-person presence. Your words and actions should be consistent in both arenas. Hurting or insulting someone online is the same as doing so in person. Online communication lasts forever, and is open to the whole world to see (regardless of how strong you think your privacy settings are); make sure you are sending a positive message.

In summary, remember that your communication skills will make a **lasting impression** on the people you meet. Leave them with a positive impression of you.



It is never too early or late to develop the skills needed for Academic Success. In your experience at Stony Brook, you may find the skills you developed in high school may or may not work. Some of you may have excelled in high school with little or no effort, while many of you may have put in hours of studying just to achieve B's & C's. No matter what your experience was in high school, all of you will be challenged when it comes to goal setting, study skills, note taking, and most importantly, time management.

Goal Setting

Why did you come to Stony Brook University? Millions of students go to college every year and their reasons for going are as diverse as their backgrounds. It is important for you to think about why you came to college and start to set goals. By setting goals, you are programming yourself for success.

What are your own goals for your academic and personal life? Utilize your 101 instructor, your TA, other chapters in this book, or your peers to make sure you are including all important aspects of college student life when answering these questions. Take some time to write out your goals and put them in a place where you will see them on a daily basis.

- What are your **academic** goals that you would like to meet by the **end of this week**?
- What are your **personal** goals that you would like to meet by the **end of this week**?
- What are your **academic** goals that you would like to meet by the **end of this semester**?
- What are your **personal** goals that you would like to meet by the **end of this semester**?
- What do you want your **GPA** to be by the **end of this year**?

Read your Course Syllabus

Your syllabus provides you with a lot of important information that you will need to know for your course. You should read each of them over very carefully so you'll know exactly what to expect for the semester. Here are some important things to look for:

1. Your professor's information and how they prefer to be contacted if you have a question.
2. The expectations the professor has for the class. For example, some professors do not want students to bring laptops to class to take notes, some have strict policies regarding cell phones and MP3 players, and some have rules about

eating in class. It is important to read these over carefully.

3. Days that the class will be meeting in a different location so you do not end up being late those days by going to the wrong place.

4. The dates of exams and due dates for homework assignments. Many college professors do not remind you that tests and/or assignments are coming up since they expect you to be reading the syllabus.

5. Grading policies such as how much each test/quiz/assignment/project is worth so you'll know exactly where to focus your attention. Additionally, look to see if there are any extra credit opportunities, what the policy is for attendance and class participation, if the lowest test grade is dropped, and what the penalties are for turning in assignments late.

Note-Taking

Note-taking skills are critical to being successful at Stony Brook. Since a majority of your first-year classes will be lectures taking place in large lecture halls, good note-taking skills can be the difference between failing and passing a course. You will need to be prepared, ready to listen, aware of what methods work for you, and willing to review all of your notes to not only survive college, but to do well. Keep in mind that you may need to try a variety of methods before finding out what works best for you.

Be Prepared

- Use a binder instead of spiral notebook.
- Try to have one binder per class.
- Bring multi-color pencils and highlighters to class.
- Read the assigned material before class.
- Start each lecture on a new page (always date and note topic).
- Leave blank spaces for notes recorded later.

Ready to Listen

- Have a clear mind.
- Eat before class.
- Get enough sleep.
- Pay attention (this may take some conscious effort).
- Sit as close to the instructor as possible.
- Put all distractions away (iPods, cell phones, etc.).
- Listen for details, facts, explanations, and definitions (these are usually test answers).

Use a Variety of Methods

- Use a highlighter.
- Using a laptop may allow you to type fast and not worry about deciphering later.
- Use short-hand or abbreviation.
- Draw diagrams or pictures that help you understand.

Use Abbreviations

Abbreviations can assist you in taking notes faster so that you can jot down more information during class lectures. Some examples are below. You may know several more, or you may even create your own!

- w/o = without
- b/c = because
- e.g. = example
- esp. = especially
- w/ = with
- vs. = versus
- etc. = etcetera
- ch = chapter

Review and Edit Notes

- Review your notes sooner rather than later (the longer you take, the more you will forget).
- Fill in your shorthand or abbreviations.
- Circle or highlight things you don't understand so that you can clarify with your professor or classmates.
- Rewriting your notes may help you memorize them.

To improve your note-taking, reflect on the following questions and talk about your answers to your 101 instructor, T.A., advisor, or a student who has taken the same class.

- How do I take notes currently?
- Does how I take notes differ depending on what class I'm in? If so, how?
- What are some ways I have seen students take notes differently?
- How can I improve my note-taking to make it more effective for me?

Study Skills

Studying is very important in college. Your study hours may vary, but it is best to set a schedule. Once you set your class schedule, look for gaps throughout your day. It is during these gaps that you should avoid going back to your room to watch TV, hang out with friends, or take a nap. Instead, head to your favorite study spot. This will allow you more social time after your classes are finished for the day. In college the amount of time you study usually directly correlates with what your grades become. Here are a few more differences when it comes to studying in college instead of high school:

STUDYING IN HIGH SCHOOL	STUDYING IN COLLEGE
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You often need to read or hear presentations only once to learn what you need to know.	You need to review class notes and test material regularly.
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
Guiding principle: You will usually be told in class what you needed to learn from assigned readings.	Guiding principle: It's up to you to read and understand the assigned material, as lectures and assignments proceed from the assumption that you've already done so.

Here Are Some Great Study Tips for Stony Brook Classes:

When to Study:

- Plan 2–3 hours of study time for every hour you spend in class.
- Study your most challenging or least favorite subjects first.
- Avoid scheduling marathon study sessions (cramming is not effective).
- Be aware of your best time of day to focus.
- Be productive during time gaps between classes.


Handling the Rest of the World:

- Pay attention to your studies.
- Come to an agreement with roommates about times for visitors, times you'd prefer to study without distractions, times you'd like to sleep without disruption, etc.
- Avoid noise distractions.
- Notice how others misuse their time and don't make the same mistakes.

Where to Study:

- Decide on a regular study area where you can be productive.
- Don't get too comfortable (it is NOT effective to study in your room)!
- Use designated study spots or lounges on campus.
- Avoid sitting in front of a computer (Facebook can be too tempting).

Know Your Resources:

- Your peers, fellow students
- Your professor, instructor and/or TA
- Your College Advisor <http://ucolleges.stonybrook.edu/advising> 

- Residence Hall Director/Resident Assistant—they can help you find quiet places in the building to study or help to control noise on your floor if it's too loud to concentrate.
- Commuter Assistants— they can help you identify strategies for effective studying given the challenges of commute time (i.e. study on public transportation, schedule gaps in between classes, utilize commuter student lounges, etc.).

Good Places to Study on Campus

- Atrium in the Humanities Building
- Library North Reading Room, Central Reading Room
- Music Library
- 3rd and 4th floor of the Main Library Stacks
- 6th and 7th floor lounges of the Social and Behavioral Science Building
- SAC 3rd floor lounge
- Commuter lounges in the SAC and Library
- Residential Quad Lounges

Study Habits Assessment

Directions: Please answer the following questions to help you evaluate your study habits. Then reflect on your answers with your 101 instructor, TA, College Advisor, Residence Hall Director, or someone whom you trust to give critical feedback.

1. To do well this semester, I think I should study

- a) less than I did in high school
- b) the same amount of time I spent studying in high school
- c) much more often than I did in high school
- d) I have not thought about it

2. In high school I studied

- a) only if I had an upcoming test
- b) I did not study; I just did homework
- c) often (during school and at home)
- d) usually just during study hall

3. I study best when

4. For me, the barriers to studying successfully have been

5. What are some strategies I can employ to improve my study habits?

Building a Relationship with Professors and Instructors

Students usually talk to their professors when they have questions or need assistance with an assignment. Although talking to your college professors can sometimes be intimidating, it is important to remember that they are here to contribute to your college education. In order to learn as much as you can, you need to ask questions when you do not understand something. Additionally, it is beneficial to have a positive rapport with your professors/instructors when you need to request academic references.

When interacting with your professor, keep the following things in mind:

1. Sit in the front of the classroom or lecture hall. In addition to enhancing your learning by being more attentive, this will enable you to ask questions more easily in class. By being more engaged in class you will have more to talk about with your professor inside and outside of class.
2. Know a little about your professor. Does he/she have a specific passion for this topic of study, or is this an introductory course that he/she is teaching as a department requirement? Is he/she known for research, teaching, or service to the University community? Much of this information may be found on each department's website.
3. Professors are happy to meet with motivated students and are impressed by students who ask questions and strive to excel in that class. In fact, if you express a strong personal interest in studying this subject, you may even be considered for departmental research opportunities, scholarships, mentoring, and teaching assistant positions.
4. Do not let peers interfere with your personal and academic goals. You may have chosen to sit near friends or in the back of the classroom in high school, but in college it is important to prioritize very carefully. The reality is that many students realize too late how important it can be to have built a rapport with professors. At Stony Brook you are likely to take one or more classes taught by a preeminent scholar in their field. It's up to you to take advantage of that excellent educational opportunity.

In the Communication Chapter, specific practices and etiquette rules for communicating with University faculty are addressed. This chapter includes important tips for how to interact in a respectful and appropriate manner in this formal setting.

Time Management

Your first year at college can be an exciting and overwhelming time. During your freshman year at Stony Brook, you will be juggling classes, sleeping, eating, socializing, and family obligations. Effective time management involves establishing a ROUTINE. You most likely had a weekly and daily routine while in high school. At Stony Brook you will have to establish your own balanced schedule and routine within the new freedoms of the college environment.

Self-Reflection

Before classes start, you should sit down and evaluate your time management skills from high school. Keep in mind, you no longer have someone (parent, teacher, sibling) looking over your shoulder and reminding you to do your homework and or study. No one is going to reprimand you if you don't study, attend class, or complete homework assignments. However, this will be reflected in your grades. No one is here to remind you to go to sleep early or get up for class. There will be no one to make sure you eat something before you start your day. All of this is your responsibility. Be aware of your current self-discipline and time management skills; make any changes necessary to maintain your overall wellness and achieve academic success.

Avoid Procrastination and Time Wasters

Students often procrastinate unintentionally due to environmental distractions or time wasters that prevent them from staying on track. Distractions such as Facebook, cell phones, TV, and video games are some examples of avoidable distractions that tend to lead to procrastination. You can plan time for both studying and socializing, with the priority being your studies.

Kicking the procrastination habit in college may prove to be very difficult due to the many ways in which college differs from high school. Deadlines for research papers might be half of a semester away, assignments might be open-ended and vaguely defined rather than structured and clearly outlined, and the midterms for your courses may all be held within the same week. Essentially, you will be responsible for structuring your own time, and might be juggling multiple commitments, such as a part-time job, sports, or clubs.

Make Time to be Present and Attentive in Class

Students often waste time in class by going on the internet, texting, talking, sleeping, and engaging in other unproductive activities. Because attendance is not always taken, students may be tempted to skip class altogether. These activities are not only disrespectful to the professor or instructor and decrease learning, but as outlined below they waste money too.

Sample Cost of Attendance


Student Status	A. Tuition (full year)	B. Fees (full year)	C. \$ per credit (/15)	D. \$ per course (*3)	E. \$ per class (/14wk/2.5)
NYS Resident	\$5,570	\$1,990	\$252	\$756	\$21.60
Out-of-State	\$16,190	\$1,990	\$606	\$1,818	\$51.94
International	\$16,190	\$3,525	\$657.16	\$1,971.48	\$56.33

**Estimated yearly tuition and fees for full-time undergraduates. Effective 3/1/2013. All charges are subject to change following regulations from the state of New York, the State University of New York, and Stony Brook University.*

Columns A and B show Stony Brook University tuition and fees during the 2013-2014 academic year based on student status. If the average student takes 15 credits in the fall and 15 credits in the spring, they paid the amount in column C per credit. If each class is an average of 3 credits, they paid the amount in column D per course. If the semester is 14 weeks long and classes meet on average 2-3 times per week, the amount in column E is what each class costs.

Put another way, students waste the amount in column E each time they skip a class or engage in wasteful activities

during a class. Very few college students would actually throw \$21-\$56 in the trash, but this is essentially what you are doing when you fail to engage in class activities. This amount increases when you factor in the additional cost of books, transportation expenses, room, and meal plan.

For current information regarding the total cost of tuition and fees at Stony Brook University, visit:
<http://www.stonybrook.edu/bursar/tuition/ug.shtml> 

Planners Are Helpful – When You Use Them!

Use the Success Book planner that you received at orientation. Make a daily, weekly, and monthly list of every task and refer to these lists every day to keep yourself on track. To help you get started, please fill out the following schedule grid. Don't forget to include time for all classes, club meetings, sports, eating, sleeping, studying, and "just hanging around" time.

Planning your Week Activity

Step 1 - Click the link below to take you to the ***Planning Your Week Activity***.

To download an Excel file: http://bit.ly/planningactivity_SBU

To download as a PDF:

Step 2 - Complete the chart by filling in all of your weekly commitments and responsibilities.

Step 3- Reflect on these questions based on your completed chart:

- Are there categories for which you can or should allot more or less time?
- Are there times in your week when you are not doing anything?
- How can you use that time more effectively?
- Are you allowing for 2-3 hours of study time per credit hour?

Step 4- Revise your chart based on the answers to the above questions.

Step 5- Print out your revised schedule and post it where you can easily see it each day.

Test-Taking

If you manage your time well and avoid procrastination, then you should be well-prepared when exam/midterm time approaches. Before this time comes, you should be reviewing your notes regularly, reading the assigned chapters, and asking your professor any questions as they arise. By doing these things, you will be more prepared on exam day. The more prepared you are, the better you will do on the exam. Keep the following things in mind:

Tips for Overcoming Test Anxiety

- Take a deep breath and stretch your arms and fingers.
- Close your eyes for a second and try to think of something positive.
- Try to stay calm and increase your confidence.


Before The Test:

- Be prepared! Make sure to study regularly before an exam. Do not cram right before.
- Find out what kind of test it will be: multiple choice, essay, combination, etc.
- Stay calm, focused, and confident.
- Make sure you are eating healthy and exercising regularly.
- If the professor offers a review session before the test, make sure to attend this. Your studying can be more focused after reviewing specific areas and discussing test questions. You will likely feel more prepared.
- Make sure to get a minimum of 6 hours of sleep. This will help improve brain function.
- Eat well before your exam so you can remain calm and focused during the test.
- Make sure to bring everything you need: glasses, pen or pencil, eraser, etc.

During the Test:

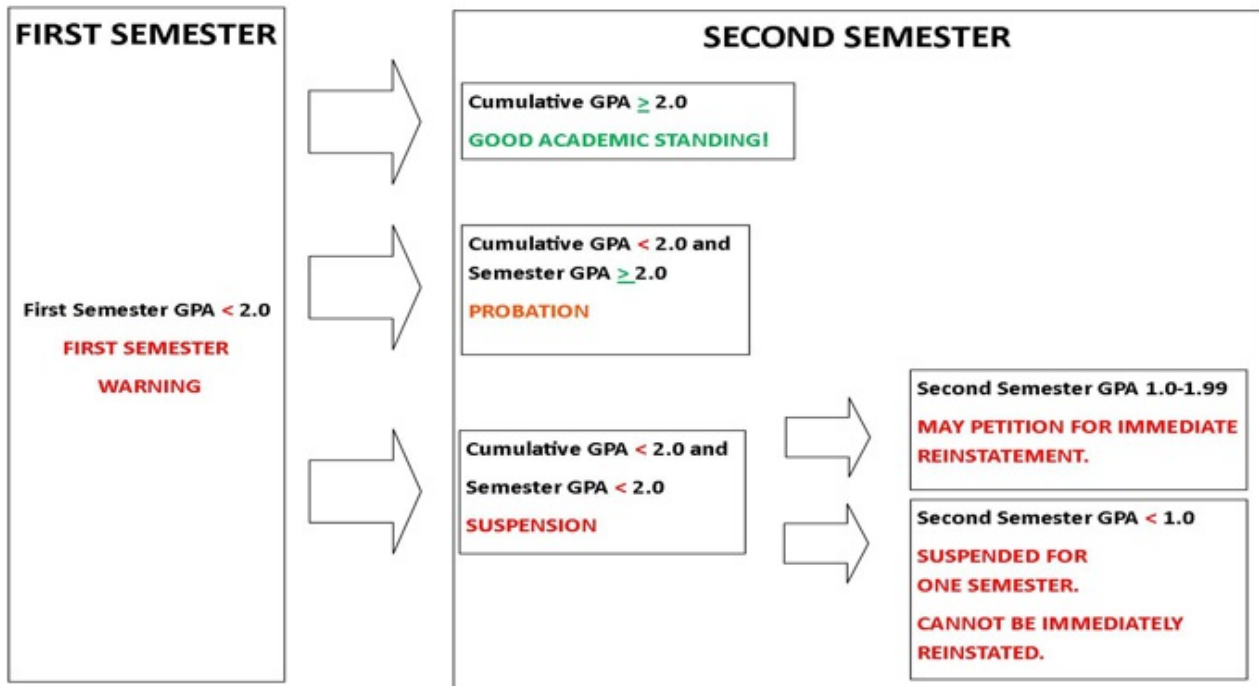
- Skim the test briefly to get an overview.
- Watch the clock and pace yourself. You don't want to rush through it or run out of time.
- Read all directions slowly and carefully.
- Skip questions that you are unsure of and go back to them later (NEVER leave a question blank, unless it will affect your grade. It's always better to make an educated guess than to not even try!).
- Answer easier questions first (this will help boost your confidence)!
- Try to stay relaxed. Dress comfortably.

Academic Standing At Stony Brook

In order to be considered in good academic standing with the University, students must have a cumulative GPA (Grade Point Average) of a 2.0 or higher. Detailed information about academic standing is available on the Undergraduate Academic Affairs website: http://www.stonybrook.edu/commcms/academic_standing 

Students who receive less than a 2.0 GPA in their first semester are placed on First Semester Warning. Below is a chart that illustrates the academic standing levels:

FIRST SEMESTER WARNING



It is also important to note that your GPA and number of credits earned can impact Financial Aid Eligibility. This is called Satisfactory Academic Progress (SAP). For more information on SAP requirements visit the Office of Financial Aid and Scholarship Services website at: <http://www.stonybrook.edu/finaid/receiving/sap.shtml>

Calculating Your GPA

In order to ensure that you are staying on track with your GPA, you can use the GPA calculator to calculate your current or future GPA: http://www.stonybrook.edu/commcms/advising/gpa_calculator.shtml

Grades are assigned point values as follows:

A 4.0	B- 2.67	D+ 1.33
A- 3.67	C+ 2.33	D 1.00
B+ 3.33	C 2.00	F 0.00
B 3.00	C- 1.67	Q 0.00

Deans' List: After each fall and spring semester the dean of each college compiles a Dean's List of undergraduate students who constitute approximately the top 20 percent of their class. Each full-time student must have completed in that semester at least 12 credits for a letter grade (including S) and have no I's, U's, NR's, NC's, F's, R's or Q's. P grades are not considered to be letter grades. Part-time students must have earned at least six credits in a semester of letter-graded work (not including S or P grades). The grade point average cutoffs are as follows: seniors, 3.40; juniors, 3.30; sophomores, 3.20; and freshmen, 3.10.

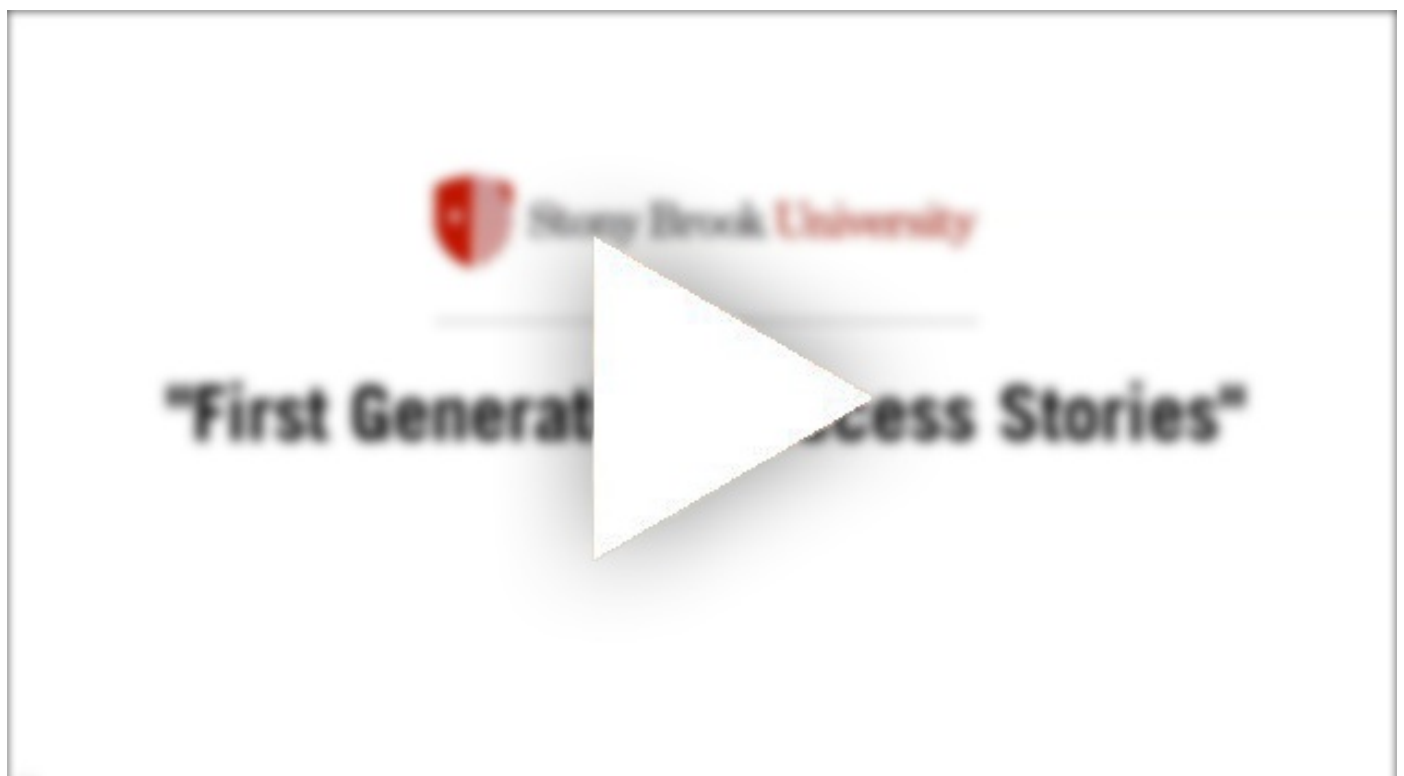
First Generation Students

Stony Brook University is very proud to have a large number of first-generation college students. In fact, incoming students can now voluntarily indicate that they are the first person in their family to go to college. Across the country, the number of first-generation college students is on the rise. First-generation college students account for almost half of the student population in colleges and universities today (Choy, 2001). There are a few different definitions of what constitutes a first-generation college student, but generally can be defined as having no parent or guardian that has graduated from a college or university. Given the fact that no parent or guardian has completed the college process, there are many areas that the parent or guardian cannot aid their student with simply because there is no personal frame of reference or experience, thus creating some barriers and challenges to first-generation students that their peers with parents who went to college might not face.

Research has shown that first-generation college students are more likely to hold part-time jobs, take fewer credits, and have lower cumulative grade point averages than students whose parents graduated from college (Pascarella, Pierson, Wolniak, & Terenzini, 2004). Additionally, first-generation college students have lower graduation rates than students who have had parents/guardians that have graduated from college (Pascarella, et al., 2004). It is not because first-generation students are not as smart or capable as their peers, rather they are most likely unaware of the appropriate resources available to them to aid in their success. For instance, if a student is not properly advised on the classes needed for their major and/or to graduate, it is possible that the student could be a semester or year behind, which could lead to an increase in unforeseen education costs.

Students are more successful in college when they are more involved (Astin, 1993). Whether it be holding a part-time job, commuting to campus, or not knowing where to start, research has indicated that first-generation college students are less involved in extracurricular activities and have less outside of class interactions with peers (Pascarella, Pierson, Wolniak, & Terenzini, 2004). Here at Stony Brook University there are almost 350 recognized student clubs and organizations. Check out SB Life (<https://stonybrook.collegiatelink.net/>) for a full listing. Also, at the beginning of each semester there is an involvement fair where students can interact with all the clubs and organizations on campus to see what they are doing and how students can become involved.

Are you a first-generation college student? Want to know what other first-generation students say about their experience here at Stony Brook? Check out the video below!



References:

Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.

Choy, S. (2001). *Students whose parents did not go to college. Postsecondary access, persistence, and attainment* (NCES Statistical Report 2001-126). Washington, D.C.: U.S. Department of Education, National Center for Educational Statistics.

Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *Journal of Higher Education*, 75(3), 249







Academic Success Checklist









Week	What you should do.	Did It?
1	<ul style="list-style-type: none"> • Check Blackboard before your first class meetings. • Make sure your preferred email address in SOLAR is correct. • Read and print out syllabi, bring to class. • Attend class meetings, ask questions if anything is unclear. • Evaluate your schedule—are you unsure about any classes? • Buy your books. 	<input type="checkbox"/>
2	<ul style="list-style-type: none"> • Speak to an advisor before you make changes to your schedule. • Stay aware of all important academic dates and deadlines. • Start off on the right foot—stay on top of your readings/assignments 	<input type="checkbox"/>
3-5	<ul style="list-style-type: none"> • As you get acclimated to your courses, think about your study habits. • If you are struggling, try one of the following options: <ul style="list-style-type: none"> • Visit your professor, instructor, or TA during office hours. • Go to a tutoring center or the Writing Center 	<input type="checkbox"/>
6-7	<ul style="list-style-type: none"> • Midterms may be happening now or soon—prepare yourself! • Do you know how you are doing in class? If not, contact your professor. • If you are doing poorly, take action and utilize resources right away. • Take a break; make sure you are taking some downtime for yourself. 	<input type="checkbox"/>
8-9	<ul style="list-style-type: none"> • Reflect: Which classes are you doing well in and enjoying? Are these your major classes? If you are struggling in your major classes and not enjoying them, think about other options. • As you get your midterm grades, evaluate how well you did. Is your grade what you expected? If not, think about how you could improve for next time—think about modifying your study habits and/or see a tutor. 	<input type="checkbox"/>









Week 10	What you should do. <ul style="list-style-type: none"> • Speak with your academic advisor and major advisor in preparation for next semester scheduling. • Begin thinking about which classes you want to take for next semester. 	Did It? <input type="checkbox"/>
11-15	<ul style="list-style-type: none"> • Continue your improved study habits and visits to tutoring departments and/or office hours through the final stretch of the semester. • Register for classes for next semester, visit your advisor again or ask your 101 instructor if you need help or have any questions. • Gear up for finals week! 	<input type="checkbox"/>

Academic Success Resources – How to Get Help for Free

Remember, it's never too early or too late to develop the skills needed to be successful at Stony Brook. By defining what Academic Success means to you and setting personal goals you are taking the first steps. You will need to first evaluate your current study skills, note-taking strategies, and time management habits. Don't forget, you don't have to do this alone! Besides your 101 instructor, there are many resources on campus that can help you with this transition. Take advantage of these offices and departments that offer trained staff with proven records to help you improve your academic performance.

SERVICE	COURSES	TYPE OF HELP	LOCATION & HOURS
General Academic Advising and First-Year Transition	First-Year Seminar (FYS) 101	Advising & academic success workshops for first-year students in the Undergraduate Colleges	Undergraduate Colleges  N-3071 Melville Library 632-4378
General Academic Advising (CEAS)	N/A	Advising for students in the College of Engineering and Applied Sciences	CEAS Undergraduate Student Office  127 Engineering 632-8381
General Academic Advising (Beyond Freshman year)	N/A	Advising for sophomores-seniors and transfer students who are undeclared or in CAS, COB, COJ, or SOMAS	Academic & Transfer Advising Services  E-2360 Melville Library 632-7082
Pre-Health and Pre-Law Advising	N/A	Advising for students interested in pre-health and pre-law	Pre-Health Advising  , Pre-Law Advising  E-3310 Melville Library 632-7082
Major Decision/ Career Exploration	CAR 110	Individual consulting, self-assessments, workshops, online	Career Center  W-0550 Melville Library 632-6810

		resources	
Academic Integrity	N/A	Online resources, workshops, Q-Course	Office of Academic Judiciary  E3310 Melville Library 632-7080
Academic Success	Course tutoring and general academic success	Individual Tutors and Peer Coaches	Academic Success and Tutoring Center 
Biology Tutoring	Any BIO course, particularly intro courses	Walk-in questions, learning resources	Biology Learning Center  G10 Biology Learning Labs, Consult posted schedule
Chemistry Tutoring	CHE 129, 131, 132, 321, 322, 326	Walk-in questions and group problem solving sessions	Chemistry Learning Center  312 Chemistry Building Consult syllabus for specific times for your course
Math Tutoring	Any MAP and MAT Course	Walk-in questions, review sessions, learning resources	Mathematics Learning Center  S-240A Math Tower (Basement) See website for hours and courses
Physics Tutoring	Any PHY Course	Walk-in questions	Physics Help Rooms  A129 & A131 Physics Consult posted schedule
General Tutoring	Selected Courses in CHE, MAT, MAP, PHY	Walk-in questions, study groups, individual tutoring, exam review sessions *Not just for residential students*	Residential Tutoring Centers  <i>Center for ITS - Gray College</i> 632-6670 Mon & Wed 8–11pm <i>Center for GLS & HDV- Noble Halls</i> 632-6797 Tues & Thurs 8–11pm <i>Tabler Center</i> 632-6648 Tues & Thurs 8–11pm
Writing Help	Any Writing	Individual consulting	Writing Center  2009 Humanities

	Project		632-7405 Visit http://sunysb.mywconline.com/ to make an appointment.
Spanish Writing Help	Spanish Writing, Projects, Grammar, Usage	Individual consulting	Spanish Writing Center  N-3065 Melville Library
Language Learning Research Center (LLRC)	Language and culture courses	Teaching and learning of language, literature, and culture. Foreign Language Placement exams.	Language Learning Research Center  N-5004 Melville Library 632-7013
Research Assistance	Any scholarly project	Workshops, walk-in questions, email or text a librarian	University Libraries  Frank Melville Jr. Memorial Library 632-7100
Learning Support	All courses	Adaptive equipment, alternative form textbooks, tutoring, note taking assistance	Disability Support Services  632-6748 Email: dss@notes.cc.sunysb.edu
Educational Technologies Support	Blackboard, SOLAR, printing, virtual classroom, adobe connect	Phone support, walk-in and appointments, online assistance, workshops	Division of Information Technology  and Virtual meeting room  for help with Blackboard, printing, email, and more! 632-9800 for help with computer and network issues.
Business Tutoring	Any BUS course	Students should consult with TA about office hours/appt.	Business Learning Center  Harriman Hall Room 312
Applied Math and Statistics	AMS 102, 151, 161, 201, 210	Students should consult with TA about	AMS Help Room  Harriman Hall Room 010

Tutoring		office hours/appt	
----------	--	----------------------	--

It's Everyone's Responsibility

"Always ask if you are unsure about anything. Know the guidelines, and if you don't, clarify them with your professor. The one thing I've learned from my teachers is that they like inquisitive students, even if you are asking them the same questions that they just answered. It is better to be over prepared than under prepared. And finally, always try to be honest to yourself and to your teachers."

—LISA, STONY BROOK STUDENT

COLLEGE AND HIGH SCHOOL: THERE IS A BIG DIFFERENCE



You may first notice it during your new student orientation over the summer; or during the first week of classes; or after your first big exam: college is completely different from high school. Not only are the social and co-curricular opportunities different, but academics at the college level are more comprehensive than those in high school.

Classes in college are often larger, longer, and meet only certain days of the week. It is necessary for you to stay on top of the reading and assignments for each class. Much of the material covered in your classes may not come from the required reading, but from the professional expertise and research interests of your professors. For this reason it is important to attend every class meeting for all of your classes.

College professors do not typically monitor attendance as your teachers did in high school. At the University, it is your responsibility to contact professors if you miss a class session or an assignment, if you are struggling with the material, or if you want to discuss a grade. Papers and projects are assigned well in advance of the due date. It is each student's obligation to be responsible for remembering when the work is due and to address any questions before handing it in. You are encouraged to meet with your professors not only for these reasons, but also when you are doing well in your classes. Professors can offer valuable information and guidance outside the classroom.

The level of learning required in college is also very different. In high school, you may have been primarily tested on facts and details covered in class and the textbooks. Many high school students rely on studying techniques that center on memorization without a deeper understanding of the material. In college, you will be challenged to step beyond this

more superficial level of learning and begin to think analytically. Critical thinking is an important part of the college learning experience. You should be prepared to discuss your ideas and respond to topics covered in class. Active participation is expected in some classes and can be a factor in grading.

As you can see from the examples above, the main distinction between the high school and college experience is that you are held more directly responsible for your progress. While this may seem like a lot of work for you to do on your own, do not mistake this for a lack of interest or concern on the part of your professors and the University staff. You do have the right to a quality education and the faculty and staff are here to help ensure that you receive it. In many ways, your college experience will be what you make of it, and there are plenty of resources available at Stony Brook to insure success; you just need to take the initiative.

Academic Integrity

Now that we have established the responsibility you have for your own education, let us look at an important value at the foundation of a college education: academic integrity.

The concept of academic integrity implies that everyone adheres to a strict moral code regarding academic life on campus. This requires that you pursue your academic goals in an honest way that does not put you at an unfair advantage over your fellow students. You are expected to uphold the University's rules on academic integrity in everything you do: in every paper you write, every assignment you submit, and in every test that you take.

Sometimes students find themselves in situations in which they are tempted to disobey this code. They may have waited until the last minute to do a project, did not study for a test, forgot to do an assignment, or may just feel lazy. Please remember that none of these situations is an excuse to violate the code of academic integrity. You are ultimately the person held responsible for how you manage your academic life.

Of course, there are times when even students with good intentions try to bend academic integrity rules to work in his/her favor. This is a mistake that can end up costing much more than the student had bargained for.

For more information on Stony Brook University's Academic Judiciary policy statement, as well as resources that can assist you in detecting and preventing academic dishonesty, please visit

http://www.stonybrook.edu/commcms/academic_integrity/index.html 

Academic Dishonesty: It's More Than Just Plagiarism

One way that you can be sure to uphold and protect the code of academic integrity is by having a clear understanding of what constitutes academic dishonesty. Up until now, you probably always associated plagiarism with academic dishonesty. Plagiarism is one form of academic dishonesty and constitutes the majority of the academic dishonesty cases brought to the University's attention. However, the scope of academic dishonesty is much broader and includes many areas. Below, you will find an outline of the various categories of academic dishonesty. Categories have been defined for you and examples given. Please note that although there are many examples given, this list is not inclusive of every possible form of dishonesty. It should give you a greater understanding, however, of Stony Brook's policy on academic dishonesty. Most importantly, remember that ignorance is not an excuse when it comes to academic dishonesty. It is your responsibility to know the policies regarding this important topic.

Cheating

Using or attempting to use unauthorized assistance, materials, information or study aids in any academic exercise, or preventing, or attempting to prevent another from using authorized assistance, materials, etc. Examples include:

- Using unauthorized notes, study aids, or information on an examination.
- Altering a graded work after it has been returned—then submitting the work for re-grading.
- Allowing another person to do one's work and submitting that work under one's own name.
- Submitting identical or similar papers for credit in more than one course without prior permission from the instructors.
- Copying answers from someone else.
- Having someone else take an exam for you, or asking him or her for answers to a test.
- Stealing or having in one's possession without permission, any tests, notes, materials or property belonging to or generating from faculty, staff or students.
- Having another person do a lab assignment for you.
- Having loose papers on or around desk area can be mistaken for cheat sheets.
- Switching exams placed on desks by professor.
- Electronic devices must be turned completely off during an exam. Even if a student does not answer a ringing tone, they are still violating University Policy.

Plagiarism

Intentionally or unintentionally knowingly representing the words or ideas of another as one's own in any academic exercise. Examples include:

- Submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.
- Copying from any source without quotation marks and the appropriate documentation.
- Copying from any source, altering a word here or there to avoid exact quotation.
- Rewording an idea found in a source, but then omitting documentation.
- Having someone else write the paper for you.

- Copying a paper, or portion of a paper, that someone else has written.
- Cloning someone else's idea(s) without attribution.
- Submitting the wrong paper by accident.

Fabrication

Intentional and unauthorized falsification or invention of any information or citation in any academic exercise.

Examples include:

- Presenting data that was not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data, and failing to include an accurate account of the method by which the data was gathered or collected.
- Citing nonexistent or irrelevant articles, etc.
- Fudging data to be in accord with what you think the results should be.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another person(s) commit an act of academic dishonesty.

Examples include:

- Working together with others on a take-home exam.
- Providing false information in connection with any inquiry regarding academic integrity.
- Taking a test for another person.
- Doing an assignment for another student.
- Willfully offering to a student, answers or information related to tests and examinations.
- Falsifying attendance records for someone not actually in the class.

Obtaining an Unfair Advantage

Attempting to gain unauthorized advantage over fellow students in any academic exercise. Examples include:

- Gaining or providing unauthorized access to examination materials.
- Interfering with another student's efforts in any academic exercise.
- Lying about the need for an extension for an exam or paper.
- Continuing to write even when time is up during an exam.
- Stealing, destroying, defacing or keeping library materials for one's own use or with the purpose of depriving others of its use.

Falsification of Records and Official Documents

Misrepresenting, falsification or tampering with or attempting to tamper with any portion of an academic transcript, record, etc. for oneself or for another person. This is possible grounds for expulsion even if this is your first offense.

Examples include:

- Tampering with computer records.
- Forging a faculty/staff signature on any University document for any reason.



Unauthorized Access

Unauthorized access to computerized academic or administrative records or systems. Examples include:

- Viewing or altering computer records.
- Modifying computer programs or systems.
- Releasing or dispensing information gained via unauthorized access.
- Interfering with the use or availability of computer systems or information.

How You Can Protect Yourself

There are many steps you can take to protect yourself from being accused of academic dishonesty. Some of them seem obvious, but many of them are things students do not often consider. Take a look at the list below and become familiar with these suggestions.

- Prepare thoroughly for your exams, assignments and projects. This usually requires that you to do much of the work ahead of time and avoid doing work at the last minute.
- Check the syllabus of each of your courses for a section that explains academic dishonesty. There may be requirements specific to each course.
- While group collaboration is encouraged or suggested, when it comes time to submitting the work, your written assignment must be your ideas in your own words, separate from the groups'.
- Make sure to keep your old exams, papers, homework, etc. in a safe place where friends/roommates cannot gain access to them. Also, make sure any assignments that you keep on your computer are in a password protected folder so that people who have access to your computer are unable to see these files.
- Some classes may require a paper that is very similar to one you previously completed, either for another class in college or in high school. Before submitting the same paper, make sure to check with your instructor that this is okay. While some professors may accept this, most will not. You must check first!
- Use a recognized handbook for instruction on citing source materials in a paper. Consult with individual faculty members or academic departments when in doubt. For example, if you are writing a paper for a Psychology course, either ask your professor how he or she wants you to cite sources in your paper, or ask the Psychology department what their preferred way of citing is.
- Use the services offered at the Writing Center for assistance in preparing papers. For more information, visit www.stonybrook.edu/writingcenter .
- Many cases of plagiarism involve students improperly using internet resources. If you quote an internet source, you must cite the URL for that source in your bibliography. Copying (or closely paraphrasing) text or figures from a website without citing it and placing it in quotation marks is plagiarism. It is no different from doing the same thing with a printed source. Professing ignorance of this rule will not be accepted as a legitimate basis for appealing an accusation of academic dishonesty.
- Utilize the resources available through the Stony Brook University Library website to properly cite your sources: <http://guides.library.stonybrook.edu/> .
- Take the initiative to prevent other students from copying exams or assignments, for example, by shielding answers during exams and not lending assignments to other students unless specifically granted permission by the Instructor.
- Avoid looking in the direction of other students' papers during an exam.
- Refuse to assist students who cheat.
- During an exam, do not sit near students with whom you have studied or near roommates or friends.
- Discourage dishonesty among other students.
- Turn off cell phone before entering a class.
- Make sure your desk and surrounding areas are clear of any books or notes.
- Absolutely no talking during exams.
- Do not give your assignments to your friends electronically or by hardcopy.

- Submit all drafts as if it were your final draft; cite all sources and use quotation marks.
- Always ask for help when you need it.
- Follow instructions carefully for all assignments.

By following the suggestions in this list, you should be well on your way to avoiding academic dishonesty. Please always remember, when in doubt, ask!

What Happens If I Am Accused Of Academic Dishonesty?

Hopefully, the information you have received so far in this chapter will ensure that you maintain the highest level of academic honor. However, if you ever find yourself in a situation where you are accused of academic dishonesty, it is important to know your rights and responsibilities as a student at Stony Brook University.

How Will I Know If I Have Been Charged?

The official charge of academic dishonesty will come from either one of two committees—the Academic Judiciary (AJ) or the College of Engineering and Applied Sciences—Committee on Academic Standing and Appeals (CEAS-CASA). The AJC oversees all cases involving courses from the College of Arts and Sciences (CAS), College of Business (COB), and School of Journalism (SOJ), and School of Marine and Atmospheric Sciences (SOMAS). CEAS-CASA oversees all cases involving courses offered through the College of Engineering and Applied Sciences. For all offenses not directly related to a specific course (such as tampering with computer records), the AJ oversees all cases involving students with majors in CAS and COB, SOJ, and SOMAS and CEAS-CASA handles all cases involving students with declared majors within CEAS.

Once an accusation is received, a student is notified by email, SOLAR, or by mail. They will be given a copy of the accusation, the proposed penalty, and the policies and procedures.

What Should I Do Once I Have Been Notified of the Accusation?

Once a student receives notice that s/he has been accused of academic dishonesty, the student has two options. If a student feels that they have been rightfully accused, one option is to plead guilty. If a student feels they have been wrongfully accused, then they may appeal the accusation to the appropriate committee and ask for a hearing. An appeal can be filed from the Academic Judiciary website or by written report to the relevant judiciary office. While the case is pending, the student will receive a grade of “I” in the course and a notation that reads “Academic Judiciary Action Pending” will appear on the student’s transcript.

What Can I Expect If I Request a Hearing?

Students who appeal an accusation and request a hearing will be assigned a date for a hearing. All parties involved in the situation will be invited to attend the hearing and speak on their own behalf. A panel of five individuals from the University community made up of faculty, staff, and students will consider the statements and evidence brought before it by you and your accuser and will make a majority vote, of whether you are guilty or not guilty.

If you request a hearing, it will proceed as follows. The accuser(s) will make his/her/their specific accusation and will present evidence, which you have the right to know of before the hearing. You should come to the hearing prepared to answer the accusation. Bring any relevant documentation that you think will support your case. After the accuser makes an initial statement, you will make a statement. Following this, questions may be asked, by you, your accuser, and members of the hearing board to anyone present. For this purpose, both you and the accuser may bring witnesses who can be asked questions by anyone present.

Please note that if you request a hearing and the hearing board finds that you have provided it with false information concerning your case, you are liable for a second accusation of academic dishonesty. Students found guilty of more than one instance of academic dishonesty are subject to additional penalties, including suspension, expulsion, and permanent marks on their academic record.

Can I Choose to Withdraw or G/P/NC the Class Before or After an Accusation Has Been Made?

Students accused of academic dishonesty cannot withdraw or G/P/NC from the course in question. If you have withdrawn from this course, you will be reinstated into the course until the matter is resolved. If you are found not guilty, then your withdrawal or G/P/NC will be processed. If you are found guilty of academic dishonesty, this decision will nullify any previous withdrawals and G/P/NC options.

What Happens if I Plead Guilty or Am Found Guilty?

A student who pleads guilty or is found guilty of a first offense will typically be given the letter grade Q which signifies that s/he has committed an act of academic dishonesty. The Q is computed in the student's GPA as an F. However, Stony Brook University gives students an opportunity to have the Q as well as the remark of academic dishonesty removed from their academic record entirely. This opportunity comes in the form of a course called the Q course.

There are rare cases, depending on the severity of the accusation, that first offenses may incur permanent remarks, suspension or expulsion.

What Is the Q Course?

The Q course is the University's course on academic integrity. It includes such topics as ethics, effective work habits, and time management skills. This 10-week course is offered in both the fall and spring semester and meets on Wednesdays during Campus Life Time. A student must attend all the sessions and complete all the assignments in order to satisfy the requirements of the course. Upon successful completion of the Q course, the Q is removed from his/her transcript and replaced with the earned grade including any penalty assigned by the committee.

What Happens If I Am Accused of Academic Dishonesty More Than Once in the Same Semester?

If accusations come in close together but are different types of offenses, for example plagiarism and copying off another student, they will be treated as 2 separate offenses and are penalized more severely.

What Do You Think?

Are some of the above behaviors of academic dishonesty more serious than other ones? Which are the most serious and which are the least? How did you make the determination?

(Adapted from Melora A. Sundt based on materials for E. Nuss—"Academic Integrity: Comparing Faculty and Student Attitudes." *Improving College and University Teaching*. 3:32, 1984.)

"My best experiences at Stony Brook are related to my involvement as a Resident Assistant. It is a demanding position, if taken seriously, but it brought me many joys, many friendships, wonderful memories and a thousand opportunities to help the campus community."

—AUDREY, STONY BROOK STUDENT

Introduction



College is not only an opportunity to expand your intellect, but also your skills and experiences. While at Stony Brook, you may expand your academic knowledge, for example in calculus, beyond what you already learned in high school. Or you may acquire a completely new academic experience, perhaps in Art History, that you never experienced in high school. The same is true of your skills and activities. You may wish to continue to develop activities that you did in high school, such as in student government or gospel choir, or you may choose to embark on a completely new arena, such as academic judiciary or ballroom dancing. Regardless, your out-of-class experiences will shape your college experience nearly as much as your in-class experiences. These are opportunities to gain new skills, develop your existing skills, and meet new people. You will learn to work with and motivate others, manage projects, set goals and accomplish objectives. These are the traits of a strong leader.

Leadership is something that anyone can develop. Some students enter college with leadership experiences from their high school, church, or community. Others enter college without leadership experience, but with skills in other areas such as communication, logic, athletics, or the arts. Stony Brook University takes a proactive approach to leadership development on campus. We believe that all students should take the opportunity to assess themselves and get involved in those activities or organizations that interest them. Those who wish to become an effective leader will use this involvement as a stepping stone. The additional steps as well as our University's vision of leadership are outlined in this chapter.

Vision Statement

Stony Brook University aims to provide a wide range of opportunities for students to develop their leadership skills. Leadership is creating a vision, establishing compelling goals, and gaining the commitment of others to help accomplish these goals. It is assessing needs and managing and monitoring tasks, including delegating responsibilities, forming

teams, negotiating, and resolving conflicts.

At Stony Brook, students create their own organizations, serve in elected office, and organize activities and events. They apply what they learn in classes to test their leadership skills in an environment that encourages experimentation, problem solving, and critical thinking. Stony Brook students build professional relationships with faculty, staff, and fellow students in ways to achieve shared goals. Through feedback and reinforcement, they acquire insight about their leadership skills and knowledge, while learning what they do well and what areas need improvement. Students become continuous learners who value and respect the contributions of colleagues from diverse backgrounds and start a long-term process of leadership growth that will prepare them for a successful career no matter what their profession.

Six Steps to Becoming a Campus Leader

Take a brief look at each:

- Step 1: Self-Assessment
- Step 2: Getting Involved
- Step 3: Training and Preparation
- Step 4: Taking on a Leadership Role
- Step 5: Giving Back

Step 1: Self-Assessment

With hundreds of leadership opportunities on campus, taking the time to choose your niche is important. Like any decision making process, you should think about what you want to gain and choose opportunities that offer benefits. Knowing your strengths is key to your success. Developing an action plan in order to develop and hone these skills is essential to achieving your goals. Ask yourself the following questions:

- What am I naturally good at?
- What are things I struggle with?
- What type of leader do I want to be?
- What are things that I need more experience with?
- What can I do to develop, practice, or hone these skills?

Take some time to reflect on these questions. Get feedback from those who know you best and write the answers down. Then create a plan on how you will develop these skills and create both long-term and short-term goals. The “Get Your Foot In The Door” program, offered by the Division of Student Life, can help you assess your current skills and help you find your niche.

Step 2: Getting Involved

There are many departments on campus that provide outlets for students to refine their leadership abilities and a place where new leaders are born. Below is a list of a few places to start.

Office of Student Activities

Visit stonybrook.edu/sblife. SBLife is an virtual involvement portal. Here you can join any club/organization on campus, learn about what each group is doing, and learn about all campus wide events. The Office of Student Activities manages a craft center, WUSB (90.1FM), and the SAC Art Gallery. If you are not interested in a club but you love ceramics or you always wanted to DJ a radio station, stop by and visit.

Campus Recreation Center

The Campus Recreation Center offers a variety of sports clubs and open recreation and intramurals. If you are into Fitness and Wellness this is the place to visit. Open recreation is geared for any students that is interested in playing any sport. Grab some friends and put together a pick up volleyball game on Tuesday mornings.

Commuter Student Services

This office is available to all Stony Brook students. If you are interesting in becoming a Commuter Assistant or a Commuter Student Association member, pass by. Here you will meet other commuter students.

Leadership

Are you interested in fine tuning your public speaking abilities? If so you should check out P.E.P. (Practicing Engaging

Presentations). If you have already visited SBLife and you are still unsure of your perfect match, make an appointment with the Get Your Foot In The Door student consultants. Here you will be matched to the right club/organization or campus opportunity.

Undergraduate Colleges (UGC)

Learn more about your Undergraduate College by becoming a fellow. Being a fellow will offer you the opportunity to have peer to peer contact with new students entering Stony Brook University. Fellows also have the opportunity to serve as teaching assistants. Take some time and talk to your UCG advisor.

Undergraduate Student Government (USG)

Order in the Court!!! If you are interested in changing policy, deciding club funding, hosting large scale events and passing resolutions to make change on campus, visit the USG or stop by a Senate meeting.

Residential Programs

Curious about how your Resident Assistant was selected or how you can be an RA, visit your local quad office and learn about the different leadership roles that are offered. Every residence hall is governed by a Hall Council, check out a hall council meeting and meet fellow residents.

You can find leadership opportunities everywhere on campus, Athletics, Academic Department, or Community Standards. Take some time to review different parts of the Stony Brook University website and see all of you at the September Involvement fair.

Step 3: Training/Preparation

When developing your strengths it is important to gather knowledge and hone your skills. This will help you become better a better leader. Participating in various training opportunities such as workshops, training sessions, conferences, classes, and programs can sharpen your leadership skills and build confidence. Stony Brook University offers numerous educational, training, and development opportunities. Programs exist such as leadership workshops, L.E.A.D./G.O.L.D. programs, the LEADSTRONG Conference and Student Life Internships, just to name a few. Information about all of these programs is available at the Leadership Nexus website

Step 4: Taking on a Leadership Role

If you have assessed your own leadership style and strengths, received the training you need and have become involved at the participant level, you are ready to take the next step: taking on a leadership role. Taking on a leadership role does not mean you need to be on the executive board of an organization. Leadership can come in many forms and especially when you are starting out, you may want to start smaller. For instance, you could coordinate a program for a certain organization. Another option is to run for the Hall Council executive board before running for Under Graduate Student Government or applying for a Resident Assistant position. Finally, you could work as an office assistant on campus which may offer an opportunity to become a “leader” or “supervisor” within that office.

All of these opportunities have one thing in common: becoming a leader on campus is beyond “getting involved.” It is articulating a vision for a program, an office, or an organization. Then, it is gathering the people and resources necessary while guiding the group to a successful completion of set goals. Remember always to reflect on the experience while evaluating yourself and others. Consider what went well and what you could do differently in the future in order to enhance the outcome the next time around.

Step 5: Giving Back

Leaders with a sense of civic engagement find it important to give back to the community and help those in need. There are numerous philanthropic and not-for-profit organizations that you can become involved with in order to make a difference in this world. As a leader you can encourage others to give back by volunteering at a local soup kitchen, raising money for a charitable organization, or promoting positive actions such as recycling. How you model this kind of behavior could be the key to getting others involved as well. There are numerous opportunities to participate in community service activities on campus through departmental events such as Take Back the Night or 'Tis the Season. There are also opportunities to serve through a community service-based club or organization. Make sure you visit the Community Service and Learning site for more information on how to get involved.

Step 6: Personal and Professional Development

You may be asking yourself, “What can I do now to continue to become a better leader?” Perfecting your leadership skills is a continuous process and requires time, energy and effort. The opportunities afforded to you are designed to develop your leadership skills, and are varied. Here are a few:

Mentors: A mentor, a trusted counselor or guide who can be invaluable as you work towards achieving your leadership goals. Your mentor might be someone you meet through a structured program or it could be someone you meet on your own. Finding an experienced professional on campus to act as your mentor may be something that you wish to pursue. This may be your advisor, supervisor, hall director, professor, TA, or any one of a host of other professionals on campus.

Choosing a knowledgeable mentor is important in the development of a leader. Sometimes leaders have several mentors. In different situations various people could be of assistance to you. For instance, maybe in your career goals you have one mentor and in your on-campus involvement you have another. Although there are a lot of different tactics to finding a mentor, remember that it is important to feel comfortable with the person and trust that the information they are giving you is truthful and in your best interest.

Programs/Workshops: Short-term programs and one day workshops offer a wealth of information to assist you with your own personal leadership development. At Stony Brook there are a variety of offices offering many such programs and workshops. For instance, there are workshop series that are offered such through L.E.A.D. and G.O.L.D. There are also full day programs offered such as LEADSTRONG, Stony Brook Day in Albany, and other programs which would assist you in gaining leadership skills in a variety of areas.

Classes: Finally, many classes may offer you information and insight about effective leadership strategies, historical leaders, ethical issues confronting leaders and other information critical to a full understanding of leaders in today’s world. For example, Sociology 268 is a class that could offer you development and understanding about leadership. Peer Education classes also offer you a variety of leadership skills such as communication, public speaking, personal skills, motivating and educating others, as well as outreach, to name just a few. There are several Peer Education classes including: AIDS Peer Education, Chill, CHOICE, and Swallow This! Each one of these Peer Education classes is very different in its organization and purpose, but each one offers the opportunity to develop you as a leader.

Leadership Online

There is no doubt that today’s college students utilize computer technology more than any previous generation. There are many positive aspects of online communities for college students, such as keeping in touch with old friends, connecting with current or prospective SBU friends, expressing one’s individuality, or sharing exciting events in one’s life. Those wishing to be, or thinking about becoming a leader on campus should be particularly aware of any online profile information that they choose to display. These students should think carefully before joining any group, posting any pictures, attending any activity, or participating in any action that might appear to be inappropriate for a campus leader. For tips on creating a positive online persona please refer to information provided in Chapter 3 of this book.

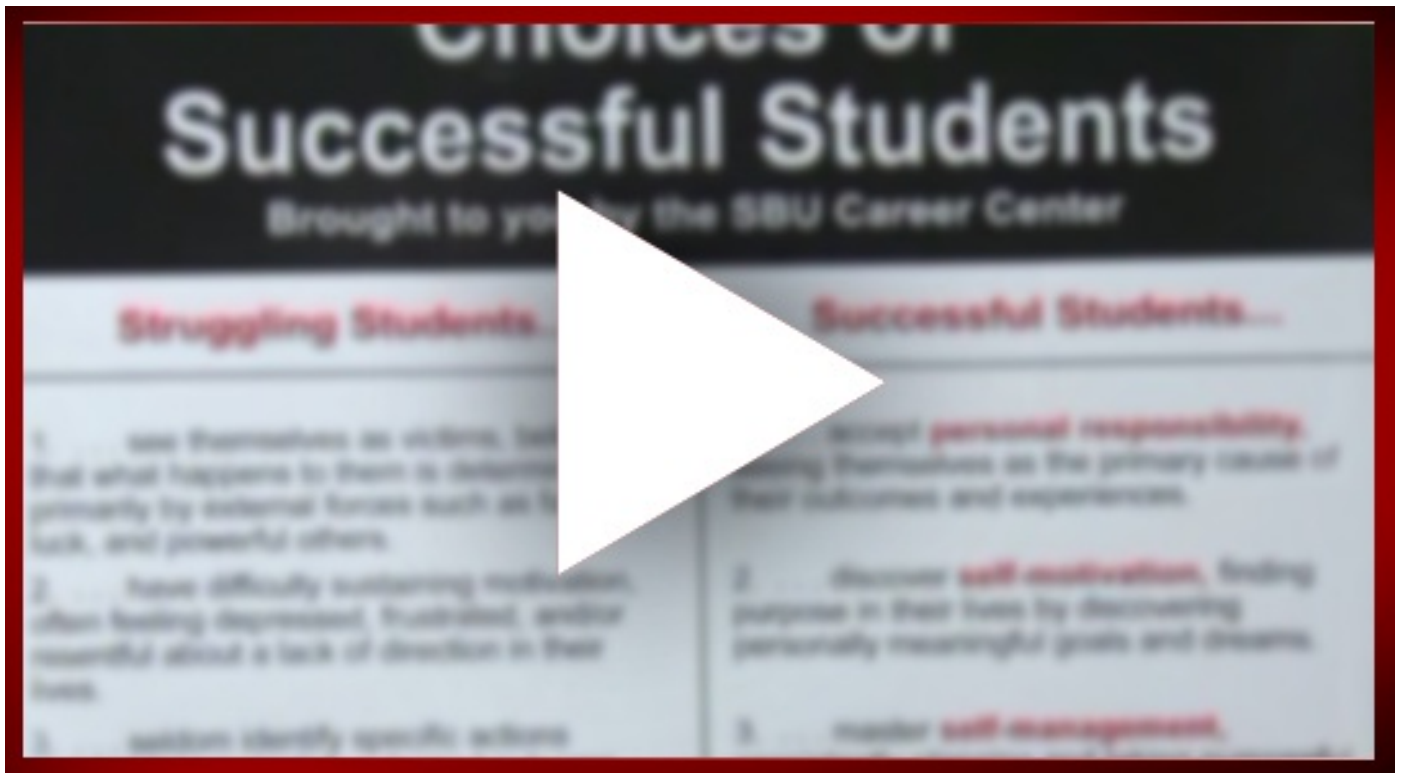
Conclusion

This chapter has provided you with an idea of the actions you can take on Stony Brook University’s campus to expand your leadership skills and involvement. However, as we hope you realize, simply reading this chapter will not help you develop your skills and experiences. Students need to take the time to join a club, contact an organization, and develop their skills. Being involved on campus provides you with invaluable skills that will assist you in your future endeavors, whether it is graduate school or finding a job after graduation. Did you know that medical school applications require students to provide documentation of their volunteer experience and service hours? A leadership role will help you gain skills and experiences, not just the GPA, to achieve your goals in the future.

"From my time at the Career Center, I have learned that it is never too early or too late to start thinking about your future. Extremely valuable experiences can be found here on campus and you have to take initiative to get what you want from them."

—KRISTEN, STONY BROOK STUDENT

Making Career Decisions



You've made many decisions in your life, including choosing to attend Stony Brook University. Making career decisions may sound scary, especially if you expect that a choice now will exclude you from other options in your future. In reality, though, we make decisions all the time. Some are easy; we don't think about them – *"I think I'll leave for school an hour early this morning so I can study for my exam."* *"I'm going to join the debate club to improve my public speaking skills."* Some decisions are more complex, and therefore may seem larger, have greater risk, and require more time and consideration – *"Should I pursue the study abroad option or a summer internship?"*; *"Do I accept the position that pays more, or the one I know I'll love?"*

Before making a career-related decision, which doesn't necessarily mean deciding on your long-term career path but could mean something smaller and more immediate such as choosing a major or identifying internships that interest you, you must first be willing to D.E.C.I.D.E.

We recommend a systematic decision-making approach developed by psychologists Krumboltz and Hamel called "DECIDES."

Define the situation as specifically as possible. Remember that big life decisions should be divided into smaller, manageable mini-decisions. An example of poor problem definition: to choose a satisfying career. Better problem definition: by the end of this semester I will narrow down major and career options that best match my interests, skills and values.

Establish an action plan, with specific deadlines. You may read the Bulletin and specific course descriptions and speak to academic advisors before the registration period begins.

Clarify values. What is really important to you as it relates to work? For example, if you're looking at internships in investment banking, are you willing to adjust your lifestyle to accommodate the long hours? If you want experience in media, are you willing to accept an unpaid position?

Identify alternatives. You may be able to think creatively and brainstorm options on your own. However, this is an opportune time for you to work with a career counselor, who likely has resources to assist you.

Discover probable outcomes. Can you reasonably predict outcomes of each alternative? For example, if you wish to major in computer science, you may not have time to take many elective courses. If you major in health science, you'll be spending most of your senior year on the east campus.

Eliminate alternatives systematically. Compare them with what makes you who you are (values, interests, skills). For example, you may consider a double major in computer science and biochemistry, yet pursuing such a rigorous program would not give you time to also run for USG president and/or have an active social life. Will you sacrifice social life for study time?

Start action! Clearly doing something to pursue your goals is preferable to sitting back and waiting for your career to happen to you. If you are concerned that this approach is too rigid for your taste, remember that these are guidelines – the elements are key, not the order. Let us consider a real life example...

Sofia's Dilemma

Example: Sofia is a freshman. Her strong subjects in high school were math and physics. She is confused about how to choose a major, and whether that also means she should choose a career. She heard that quantitative skills are good for business and that business pays well. What exactly does that mean? What skills? What business? And how well exactly does it pay? Sofia visited the Career Center and found a dazzling array of career opportunities for students of math and physics: actuary, researcher in a national lab, university professor, computer programmer, teacher, Wall Street analyst, veterinarian, and financial advisor. She also discovered a broad range of salaries and years of training required. Sofia was overwhelmed by all this information. When her career counselor asked her if she also had considered applied math and economics, she felt faint. Fortunately she had taken economics in high school and hated it, so she turned that down easily. But applied math? Is it different from plain math and how? To what does it apply? Here are some of the mini-decisions that Sofia made:

1. She ruled out economics on the basis of her previous experience (she disliked it).
2. She read the Applied Math section of the Bulletin, including description of major, classes, and faculty specializations. This sounded intriguing enough for her to decide to take the first statistics course next term.
3. After studying the requirements for the math major, she felt less confident that she could do well in 300-level classes. She decided to give it one more try, and enrolled in a 200-level course.
4. After speaking with the physics advisor, she learned that this major involves many labs. She recalled that she was not fond of this type of hands-on science. She also didn't feel like she blended well with the crowd at the physics department, and decided not to pursue physics.

Epilogue: At the end of the following semester, Sofia learned that she really loved statistics; she felt that formulas came alive when applied to real life problems. Meanwhile, the 200-level math class required a lot of effort and though she did reasonably well, she was not particularly excited about climbing to a higher level. Her mini-decisions allowed her to confidently choose Applied Math & Statistics as her major.

Career Development Process

Career Development Cycle



CAREER DEVELOPMENT CYCLE © 2007 STONY BROOK UNIVERSITY CAREER CENTER

The SBU Career Center would like to welcome you to one of the best experiences of your life. Throughout your Stony Brook University (SBU) experience you will be engaged in an environment where you will thrive and grow to heights you have never imagined. However, in order to get the most out of your time here it is important to utilize the resources surrounding you. Your four-year career development plan involves reaching outside of your comfort zone and getting involved with your campus community by engaging in your interests. It's okay to not know your intended career direction right away. Explore—relate—and discover the possibilities. Three things you should consider as they relate to your career exploration:

- Understanding and Knowing Yourself
- Engaging in Experiential Learning
- Occupation Information Gathering

Understanding Yourself and the Self-Assessment Process

Knowing about yourself is the basis for career decision-making. This process can be an exciting but scary time. But—it does not have to be scary. We challenge you to explore parts of the self-assessment process. Identify your interests by getting involved in a club/organization, part-time job/internship related to your field of interest or trying out a class of interest. Engaging in any one of these experiences will allow you to start to determine what you like and dislike—interests, your strengths and weaknesses—abilities, and what is most important to you—values.

Remember that the purpose of a liberal arts education, like the one you're getting at Stony Brook, is less to give you hard job skills than to teach you how to do things like write well and think critically – transferable skills that are essential in almost any job. Because of this, every major leads to a wide variety of career options. For example, did you know that studio art majors can become doctors (if they complete the requirements for medical school)?

Your major is only ONE part of what your future employer or graduate school will consider when you apply: the key is to combine your academic study with experience that adds to your skills and refines your interests.

Exercise #1: What do I like?

This is an exercise to get you thinking about your interests as they relate to various career fields. Consider it a “preliminary” assessment that will not give you a complete picture, but may offer you some direction.

Rating Scale: Very Interested (4); Interested (3); Somewhat Interested (2); Not Interested (1)

Indicate your level of interest in the following activities. Do not worry about your ability to do it, just whether or not you would find it enjoyable. Don't look at the career field column at the top if that influences your ratings. Just look at the activity.

Career Field: Accounting and Business

Activity	4	3	2	1
Keep accurate financial records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage a business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record and analyze financial information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give stock advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct the activities of other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyze business problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Market and sell a product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview, hire and train new employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mediate a conflict between co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate a contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Communication

Activity	4	3	2	1
Read prepared scripts on the radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce a TV show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put scientific/technical information into easily understandable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write a newspaper article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check writing for grammatical errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare a press release	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and organize special events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write ads for a new product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give a speech or presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate video and sound recording equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give a press conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Education

Activity	4	3	2	1
Teach children or teens in a classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instruction in basic education to adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise college students about their coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give lectures or present seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in a library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help students choose a college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach a sports team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide job search assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach children about the outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work at a day care center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Environment, science, health & technology

Activity	4	3	2	1
Conduct scientific research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve computer problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protect natural resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use laboratory equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treat sick people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design computer software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find a cure for a disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take care of animals/wildlife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Government & law

Activity	4	3	2	1
Represent a client at a criminal or civil trial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campaign for political office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draft legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lobby for a cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research legal cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare reports on political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct public opinion polls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare legal documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate issues in a public forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research domestic and foreign policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate conflicts between people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Museum, theatre, and the arts

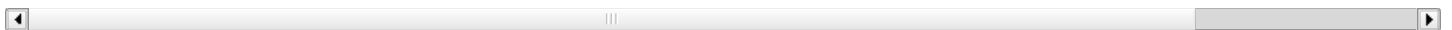
Activity	4	3	2	1
Design a logo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give a museum tour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct a play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate an exhibition in a museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Redecorate a living room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain historical records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketch pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take photographs for a magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catalogue museum items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choreograph a dance performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Psychology and social service

Activity	4	3	2	1
Soothe angry or upset people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care for sick people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpret psychological test data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work at a homeless shelter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counsel victims of domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help teens recover from drug addiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise students on job search strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide support for a grieving widow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raise money to benefit an important cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor a child from a poor community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist a mentally challenged adult with daily routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Religion

Activity	4	3	2	1
Provide spiritual counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead a prayer group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach religious education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct religious ceremonies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend religious services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead a religious youth organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize a church/temple retreat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate music for religious services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct missionary work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read the Torah, Bible, Koran, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliver a sermon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Now look at the career fields and note the top three you can explore further based on your scores above:

1.

2.

3.

List the activities in which you indicated you are “very interested.”



Exercise #2: What am I good at?

Look at the list of skills that follows. Underline the skills you have to some degree. Circle the skills you have and enjoy using. Put a star beside the ones without which your life will not be complete. Don't look at the bolded header if it influences your decision.

Verbal Communication

- Teaching
- Speaking
- Instructing
- Selling
- Persuading
- Promoting

Written Communication

- Reading
- Copying Writing
- Editing
- Translating
- Corresponding
- Proposal Writing

Planning

- Analyzing
- Appraising
- Reviewing
- Deciding
- Evaluating
- Researching
- Troubleshooting
- Obtaining Information

Dealing with Abstracts

- Anticipating
- Conceptualizing
- Estimating
- Predicting
- Theorizing

Organizing

- Arranging
- Categorizing
- Scheduling
- Collecting
- Organizing
- Compiling
- Coordinating
- Preparing
- Planning Events
- Record Keeping
- Committee Working

Presenting/Performing

- Exhibiting
- Explaining
- Making Layouts
- Representing
- Speaking
- Setting Up
- Teaching
- Displaying
- Dramatizing
- Entertaining
- Meeting the Public

Persuasion

- Explaining
- Manipulating
- Negotiating
- Persuading
- Politicking
- Fund Raising
- Confronting
- Motivating Others

Supervisory/Leadership

- Confronting
- Coordinating
- Delegating
- Directing
- Explaining
- Initiating
- Managing
- Mediating
- Organizing
- Risk Taking
- Supervising
- Tolerance
- Motivating Others

Information Management

- Coordinating
- Dispensing
- Interpreting
- Investigating
- Locating
- Managing
- Operating
- Organizing
- Processing
- Programming
- Recording
- Record Keeping
- Rewriting
- Translating

- Updating
- Analyzing

Human Relations

- Advising
- Handling Complaints
- Counseling
- Training
- Group Facilitating
- Listening
- Rehabilitating
- Analyzing
- Interviewing
- Recruiting
- Meeting the Public
- Mediating
- Negotiating
- Expressing Feelings

Finance

- Accounting
- Bookkeeping
- Advising
- Auditing
- Budgeting
- Calculating
- Collecting Estimating
- Fundraising
- Record Keeping
- Working with Precision
- Grant Writing
- Developing Economic Models

Using Hands

- Assembling
- Building
- Caring for Patients
- Constructing
- Fixing
- Showing Dexterity
- Operating Tools/Machinery
- Using Instruments

Artistic

- Setting Up
- Photographing
- Making Layouts
- Sketching

Using Whole Body

- Observing
- Hiking

- Outdoor Activities
- Team Sports
- Camping
- Physical Education
- Individual Sports
- Traveling
- Coaching

Creativity

- Creating
- Imagining
- Inventing
- Designing
- Displaying
- Applying Theory
- Voicing Ideas
- Dealing Creatively with Shapes, Colors, Paints

Now look at the categories that have the most skills circled; these are skills you should try to incorporate into a career. Note the categories with no skills circled. Have you tried to build skills in these areas? Or are you intentionally avoiding them? Understanding the areas you do not want to pursue can be helpful in determining the areas you do. If there are skills that are underlined, keep them in mind with examples of when/how you use them. Although they might not be skills you prefer to use, they may be marketable in combination with skills you do enjoy. The skills with stars beside them need to be incorporated into your professional, social or community life to achieve overall satisfaction.

Categories with the most circles and stars:

1.

2.

3.

4.

5.

Exercise #3: What is important to me?

Understanding your values will help you select occupations that contribute to your career and life satisfaction. Indicate the extent to which the following values must be incorporated into your chosen career:

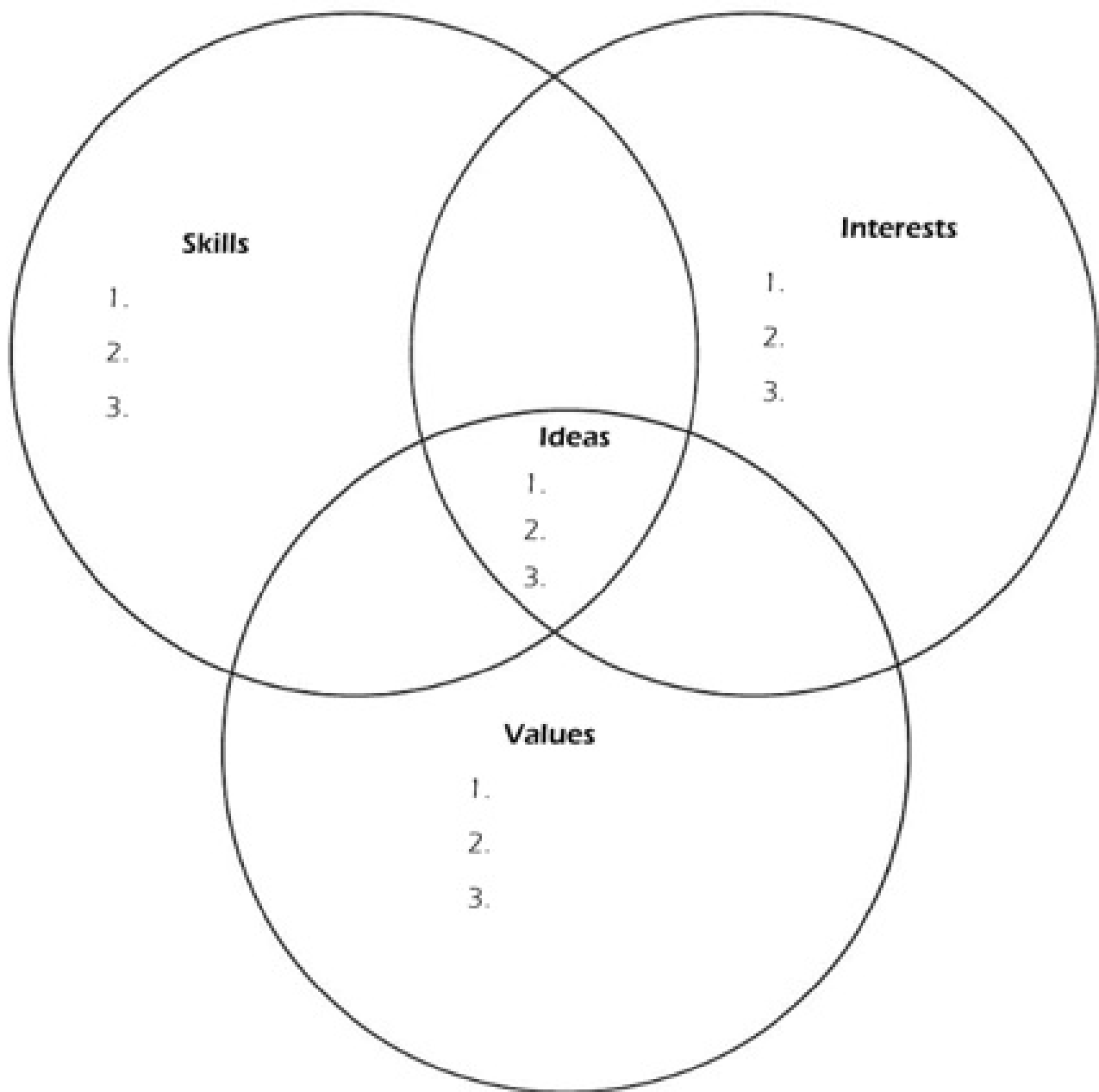
Value	Definition	Must have	Nice to Have	Doesn't Matter
Achievement	Personal/professional feeling of accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advancement	Opportunities for continuing promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adventure	Work that involves risk-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aesthetics	Work that involves the appreciation of beauty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affiliation	Recognition as a member of a particular group/team/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Altruism	Work that emphasizes helping others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomy	Relative independence from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge	Stimulating work that demands the best of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compensation	Being well-paid for your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competition	Work that involves win/lose outcomes			
Creativity	Creating new ideas, programs, or organizational structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision-Making	The power to decide organizational policies and courses of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity	Interacting with people who are different from you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment	Work that is done in a specific type of surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fast-Pace	Work that must be accomplished quickly in order to meet deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility	Establishing your own work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influence	Shaping the attitude or opinion of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Status	Work that acknowledges one's intellectual expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge	Engaging in the pursuit of knowledge, truth and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	understanding			
Personal Fulfillment	Expressing one's personal or cultural values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Challenge	Work that is physically demanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power/ Authority	Controlling the work activities of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Precision	Work in situations where accuracy is crucial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predictability	Work that involves routine daily tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prestige	Work having high status and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Profit	Work that focuses on an organization's or one's own financial gain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Contact	Opportunity for contact with people outside of one's work group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition	Gaining acknowledgement for one's accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships	Work involving pleasant interpersonal interaction with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	Being trusted with important tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security	Job is not likely to be eliminated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Utilization	Work that fully makes use of one's unique abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spirituality	Allowing one to explore the spiritual meaning of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	Collaborative work within a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variety	Frequently changing responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List the Values that you indicated you MUST have in your chosen career, and then rank order their importance to you.

Exercise #4: Put It All Together

In the diagram below, fill in the items that you had starred in the previous three sections (you may have more than three per category). Looking at the lists, complete the overlapping section of the circles with ideas you have for possible majors/career fields. Be as specific as you are able (you could list “something with animals” or “greyhound dog rehabilitator”). Talk to your advisor about your ideas. Having trouble putting it all together? Your advisor can help with that too!



Exercise #5: Conduct Career Research

1. I would like to learn more about:

2. Answer the following questions using resources in The Career Center Library, Melville Library, and the Web:

What are the names of three directories or trade journals you have identified that relate to your field of interest? Where are they found?

1.

2.

3.

3. Describe a current trend in the field that is discussed in one of these journals:

4. Name one professional association related to the field. What address, phone number, or web site would you use to make a first contact with them?

5. List one person on campus who you may be able to contact to learn more about the field:

6. List one person off campus who you may be able to contact as part of your research:

7. Name one print/web resource you will use to learn more about the field:

8. Name one organization/club/job/project you could pursue to test out the field:

9. Name three websites or other resources for identifying job postings for the field:

Information Gathering

Gathering information about careers and professions can be a difficult task. We have provided you with an easy way to organize information about the professions you may be interested in pursuing.

Read

The Career Center has a few [online resources](#) available : Vault, Career Insider, Career InfoNet, Career Zone, Occupational Outlook Handbook and Salary.com, to name a few.

Occupational Outlook Handbook (OOH)

For hundreds of different types of jobs—such as teacher, lawyer, and nurse—the Occupational Outlook Handbook tells you:

- The training and education needed
- Earnings
- Expected job prospects
- What workers do on the job
- Working conditions

Vault Career Insider

Vault Career Insider is one of the most popular online career libraries available to college students. Occupational profiles, industry overviews, in-depth employer profiles, the “electronic water cooler” message boards, employee surveys, salary trends and more. Use your SBU email address to create your free account online.

Career InfoNet

America’s Career InfoNet is a resource for making informed career decisions to support a demand-driven workforce investment system.

Career Zone

A product of the NY State Department of Labor, CareerZone is a free career exploration and planning system designed especially for New York State students.

Salary.com

Salary.com builds on-demand software around a deep domain knowledge in the area of compensation to help customers win the war for talent by simplifying the connections among people, pay and performance. Salary.com’s cutting-edge technology is integrated with actionable data and content, empowering customers to make the best decisions about pay and performance and help them to attract, motivate, reward and retain top performers.

Talk

Take the time to talk with people in the career you are potentially interested in. The information you get from talking with someone doing the job you are interested in is priceless—you can’t find this information in a book. This will help you better understand if a field or career is the right fit for you.

The Career Advising Network Program ([ZebraCAN](#)) is a career matching program. We have many alumni and friends of Stony Brook representing a variety of career fields who are willing and able to help you learn about careers through informational interviewing. Some of these contacts have even volunteered to provide assistance with obtaining internships, employment with their organizations and job shadowing!

You can apply to participate in ZebraCAN through the Events & Job Fairs link on your ZebraNet account. You must submit a resume and cover letter expressing your interest in being matched with a Career Advisor in the network. If accepted you will attend an orientation where you will receive your match and learn how to make your connection a success!

Informational Interviewing

Here’s a startling statistic: One out of every 200 resumes (some studies put the number as high as 1,500 resumes) results

in a job offer. One out of every 12 informational interviews, however, results in a job offer. Read further information on the Career Center website.

Job Shadowing

Through this activity, students will spend up to a day in a work setting to observe and meet professionals. The experience should be planned to accommodate both the student and the mentor's schedule.

Try It Out

Internships, Jobs, and Volunteer positions Engage in an internship, part-time job or volunteer position. For more information, please visit the "Get Experience" section of the following webpage:

<http://career.stonybrook.edu/students/educate> .

Stony Brook Career Center Mission

The Career Center at Stony Brook University exists to:

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

Our VISION for SBU students

Students will view academic & career planning as intertwined, and take responsibility for their success by:

- Acquiring knowledge of self and of career options
- Gaining related experience and establishing professional networks
- Reflecting on experiences to shape their next steps
- Committing to ongoing career development and professional growth

Career Exploration Summary

As you can see, there are many career planning tasks you can be working on during your first year. Remember the three steps of the process:

- Understanding and Knowing Yourself
- Engaging in Experiential Learning
- Occupation Information Gathering



The Career Center Waiting Room



A hands on Chemistry class

Yearly Checklists

Although no single path guarantees success, the following are steps we recommend.

Freshman

_____ Visit us and learn what the **Career Center** has to offer

- **Career Center** is located in the Melville Library (lower level) at the foot of the Zebra Path

_____ Use the Career Center's online student database (**ZebraNet**) to access job listings and receive targeted emails customized to your needs

_____ Learn more about yourself and your career options through self-assessment and research

- Enroll in **CAR 110 – Career Development and Decision Making class** for 2 credits
- Attend a **Career Decision Clinic** for career exploration and choosing your major_____ Get involved in community service and/or get a part-time job
- Attend our **Job Expos** – visit our [website](#) for dates and times
- Access volunteer positions through your [ZebraNet](#) account

_____ Familiarize yourself with all of the resources/departments available to you on campus and get to know faculty and staff

- Utilize your “Freshmen Guidebook” and “Student Handbook”
- Take advantage of your professors’ office hours and introduce yourself

Sophomore

_____ Explore academic majors

_____ Begin learning about occupations and industries of interest and conduct informational interviews

_____ Attend **Career Center** seminars to increase your knowledge in various areas including career exploration, interviewing skills, and job search techniques

_____ Join **campus clubs/organizations** to develop your leadership skills, meet new people, and build your resume

Junior

_____ Investigate work experiences in your area of interest and secure an internship

_____ [Learn how to develop materials you will need to conduct an effective job search](#)

_____ Register for **On-Campus Recruiting** (OCR) for access to internship and job opportunities and attend company presentations to develop contacts and learn more about your industry of interest

_____ Plan ahead now and arrange a practice (mock) interview with a counselor so you are prepared for the interview process

Senior

_____ Obtain additional related work experience to expand your skills and increase your marketability

_____ Perfect your portfolio showcasing evidence of your accomplishments, and reflections of learning experiences you are proud of

_____ Increase your knowledge of the latest job market trends

_____ Target your companies/organizations of interest and start sending out your resume

_____ Apply for graduate programs if you are interested in furthering your education