

News & Views

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The Report on Stony Brook:

Accreditors give State U. a nudge

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The State University at Stony Brook is a good school facing big difficulties trying to become a great one, according to the report of accrediting agency officials who visited the campus last spring.

The report, by the Middle States Association of Colleges and Schools, warned that unless Stony Brook officials make major improvements - particularly better undergraduate teaching and repair of crumbling buildings - that it won't achieve its goal.

The 15-page study, based on an inspection visit to campus last April, was released Friday by Stony Brook's new president, Shirley Strum Kenny.

The report said university officials have finally realized the need to improve undergraduate teaching, but so far have not spent nearly enough money doing so. And it said virtually every building is plagued by leaks and other physical woes and the cost of bringing the campus into minimally acceptable shape would be \$45 million. The findings echoed problems cited in a Newsday series two years ago that found Stony Brook was giving undergraduate education short shrift and that many campus buildings were crumbling from lack of maintenance.

But the study also praised Stony Brook as a leading center of graduate research. It call the school: "a work in progress. It is a

good university with ample reason to be proud of its achievements, an institution on the way to becoming a great university."

Kenny, who took over Sept. 1, called the study, "a positive report. I think it really did speak to the strengths of this institution."

A. W. Godfrey, president of the faculty union, said the report also correctly pointed out the weaknesses. He said improvements in undergraduate study are "just barely stirring. I'm encouraged that the new president, at least, seems to say that that's her new emphasis - undergraduate education ... We need it."

Angela Mori, an editor on The Statesman, the student paper, also agreed with problems cited in the report. Mori, a freshman from Nesconset, said the newspaper office had "three or four leaks." She said:

"We hope the new president will focus on undergraduate education, but she's just starting."

Stony Brook officials will send a formal reply to the association in the next few days, Kenny said. A Middle States spokesman, Sy Schwartz, said the group will consider those answers, as well as its own inspection report before making a decision on accreditation, by December.

College and universities seldom fail to win re-accreditation. But the association often grants renewals for fewer than the usual five years if it finds major problems.

In its report, the group said Stony Brook "clearly now belongs among the top fifty or so research universities." But it added: "Unfortunately, however, [Stony Brook] finds itself today in a state of confusion and disarray, resulting from its (somewhat be-

lated) realization" that research alone will not make a university great.

Examiners noted that the university already knows this. They noted that, after years of neglecting undergraduate education, campus officials have finally realized that the school's main effort "must be the undergraduate experience."

The report said: "to use Professor Higgins' words [from the musical, 'My Fair Lady'] 'She's got it! She's finally got it!'"

But the 12-member inspection team noted that understanding the problem is only a start, and Kenny and her staff still have a long way to go - and many millions of dollars to spend - to make needed improvements.

The study called the faculty "outstanding in many fields." But it added, "something seems not quite right," about campus life for most students at the 17,600-student university.

For years, the report said, most undergraduates have "found themselves in an indifferent and unsupportive environment, left to negotiate on their own a curriculum ill-suited to their goals and abilities."

It said that campus officials identified the problem of "the two Stony Brooks" 20 years ago. Since then, there have been several efforts to remedy the problem, including an "undergraduate project," begun nearly two years ago by John Marburger, who stepped down as president two months ago.

The report said: "To their credit, Stony Brook leaders have responded."

But it calls that response, so far: "rather fragmentary, and ... not clearly focused on what appears to be the central concern of undergraduate disaffection, the fact that the university is not 'user friendly' for the average undergraduate student." It stated that Stony Brook must devote more money to improving teaching.

Over the past two decades, students - particularly in science and math courses - have often complained about foreign teachers whose English was sometimes barely intelligible.

The report said a recent campus effort to correct the problem - a one-time allocation of \$25,000 for training teaching assistants - "is not ... much of a commitment to improving undergraduates' classroom experiences."

Kenny agreed that more needs to be done. She said that, before the end of the month, she will appoint a committee to plan how undergraduate education can best be done at a research university. She said its report will be due in late 1995.

But the accreditation report said Stony Brook's problems go beyond academic programs. It said: "The physical facilities ... are in extremely poor condition. Virtually every building that was visited had leaks, floors in need of repair..."

It is estimated the \$45 million is needed for "minimally renovating buildings," and that a complete campus fix-up would cost \$400 million. It said: "This is an unattainable sum, but denotes the incredible problem facing the campus."

Kenny said Stony Brook might be able to come up with \$45 million, but certainly not the larger sum.

GSO Town Meeting:

On December 5, the GSO is holding a Town Meeting, from 7 to 9pm in the Graduate Student Lounge, the "Spot". The topic is "The Changing Role of Graduate Students at Stony Brook: Opportunity or Exploitation?". We have invited Dr. Shirley Strum Kenny, President, and Dr. Lawrence Martin, Vice Provost for Graduate Studies, to speak, and invitations to other faculty, staff and administrators have been sent. The GSO Senators, the Student Polity Association Executive Board and the members of the GSEU Steering committee are also invited. More specifically, we are also inviting the entire graduate student body.

The Town Meeting will enable our speakers to address the issue, and talk about the roles they envision graduate students playing at Stony Brook - in the classroom, in laboratories, and as part of the campus community in general - as the University prepares to enter the next century. Additionally, it will allow for the administration to hear from graduate students and get feedback on their plans.

We envision this gathering not as inflammatory, rather as informative - for all components of the University community. We hope that you join us for what is guaranteed to be an enjoyable and educational evening.

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.....and more.

News

Tax Alert: Student FICA Exemption in Jeopardy

Written by Gina Pearson, Legislative and Employment Concerns Coordinator, National Association of Graduate and Professional Students (NAGPS)

Several IRS audits at major universities across the country have raised the question of institutional compliance with student FICA (Federal Insurance Contributions Act) withholding. Multi-million dollar penalties have already been levied against schools such as the University of Wisconsin for failure to withhold FICA from graduate research and teaching assistant stipends and tuition remission. Student employees are exempt by federal law from FICA withholding provided that their employment is incident to the pursuit of a degree. In order to prevent future audits and heavy penalties for back taxes, colleges and universities across the country are beginning to deny the FICA exemption to all their graduate assistants, regardless of their enrollment or employment status.

The Internal Revenue Service Tax Code places obligations on employees to pay FICA taxes (social security, medicare and unemployment) on, and withhold FICA from, wages from employment paid to employees. The Tax Code (Sec. 3121 9b)(10)) provides an exemption from FICA to students employed at colleges and universities "...if such service is performed by a student who is enrolled and regularly attending classes..." Note that to be exempted from FICA, students must be employed by the institution as an incident to and for the purpose of pursuing a course of study. No mention is made of full-time or part-time status, merely the requirement of being a student enrolled for courses.

Question about the FICA exemption have arisen periodically either via pro-

posed legislation or as a result of campus compliance examinations done by IRS field staff. In 1992 an individual campus requested a Technical Advice Memorandum from the IRS in which it asked for a specific minimum semester hour or course load requirement it could impose on student employees to ensure they were exempt from FICA. In the Technical Advice Memorandum (IRS Private Ruling 9332005) that resulted, the IRS national office "recommended" in this case any student who is taking 12 credit hours or more in a regular semester and working fewer than 20 hours a week should be treated as a "student" qualifying for the FICA exemption. Taking fewer than the 12 credit hours "significantly reduces but does not automatically preclude the possibility of achieving this status."

Although the Technical Advice Memorandum clearly states that it cannot be used as a precedent in respect to any other campus, nevertheless it has been cited in several recent audits by IRS field review personnel as the test for student FICA exemption. In other words, students are FICA exempt if they are enrolled for 12 units of more while working 20 hours or less per week. Any such provision works as a hardship on graduate student employees whose full-time academic load is less than 12 units (students in the thesis or dissertation stage, for example).

Setting a rigid minimum credit hour and maximum labor hour threshold also fails to accommodate the fluid nature of academic study and employment, whereby student employees not only add, drop and withdraw from courses throughout the year,

but have the potential to vary their weekly labor hours as well. Additionally, some educational institutions as a matter of policy automatically drop students from courses when tuition payments are not made in time. This practice also has the potential to arbitrarily place student employees below the minimum 12-credit-hour requirement.

Despite the substantial problems with the 12/20 rule, many campuses have now heard of this proposed test through informal channels, and several are moving to adopt it as preventative maintenance to avoid any possible future tax liability and IRS problems. Other institutions, in order to prevent future audits and heavy penalties for back taxes, have begun to deny the FICA exemption to all their graduate assistants, regardless of their enrollment or employment status. A recent survey conducted by the Western Association of Graduate Schools revealed that nine of its 41 member institutions that offered graduate assistantships denied the FICA exemption to all graduate assistants, regardless of their employment or enrollment status. Among these institutions are Idaho State University, the University of Montana, the University of Utah, and the University of California-Santa Barbara.

Ending the FICA exemption would cost students and institutions approximately 15% on every stipend, fellowship, and campus earnings dollar. Proposals to eliminate or modify existing law did surface in the 1980's, but they were not adopted by Congress. With little likelihood that student aid, fellowships, or assistantships could or would be increased by 15% to

make up for this new law, it was the decision of Congress to leave the existing student exemption in place and assume FICA payments would be forthcoming once students entered the workforce. However, it is always possible that the IRS could propose a new regulation or develop a new Revenue Ruling concerning the student FICA exemption.

At this time a group of university business officers, legal advisers, and higher education association representatives are planning a meeting in late October with the IRS National Office to seek clarification on the use of the student FICA exemption. Colleges and universities are concerned about the administrative and financial burdens that compliance with the 12/20 rule places on institutions. Because of the increased costs of teaching and research assistantships associated with the complete elimination of the FICA exemption, educational institutions are likely to reduce the number of assistantships offered. Proper implementation of the 12/20 rule also implies that graduate teaching and research assistants should not be appointed for more than 50 percent of full-time equivalent status (20 hours per week). Any such policy reduces the amount of financial assistance educational institutions are able to offer their graduate students.

NAGPS has never adopted an official position either for or against maintaining the student FICA exemption. Given the current situation, however, it is advisable that we do so as soon as possible so that these matters are not decided entirely without the benefit of input from students.

The Seventh Annual Interdisciplinary Graduate Student Conference

Peter Naccarato
English Department

On Friday and Saturday, October 21 and 22, the Graduate Departments of English, History, and Comparative Studies hosted *AfterWords*, the Seventh Annual Interdisciplinary Graduate Student Conference. Attracting students from around the country, including Syracuse University, the University of Rochester, SUNY Buffalo, the University of Virginia, and Harvard University, the conference upheld its strong tradition of promoting interdisciplinary scholarship.

Students were able to share their own work and engage in discussions in panels which addressed a variety of themes, including "Women, Language, Identity," "Constructions of Modern/Postmodern Identity," "Reconstructing Sexuality After AIDS," and "New Kinds of Knowledge."

On Friday afternoon, Professor Louis Yelin from the Department of English at SUNY Purchase delivered a paper titled "Historicizing the Contemporary: Reading Doris Lessing with Margaret

Thatcher." Exploring the intersections between literature and ideology, Yelin interrogated the social and political implications of Lessing's major works. Bringing together questions of literary criticism and historical analysis, the paper not only underscored the interdisciplinary theme of the conference, it also generated very rich discussion.

On Saturday morning, a panel titled "Cyber-spelunking and Other Virtual Adventures" addressed questions of how new technologies effect the production and distribution of knowledge. With participants meeting in the Electronic Writing Classroom, which is used widely throughout Stony Brook's writing program, the panel explored the implications of computer technology on teaching, writing and thinking in the "post-modern classroom." This panel proved an excellent introduction for the Faculty Round Table Discussion which took place later that day.

"The Postmodern World" provided a forum in which these discussions could continue. Participants included Don Ihde from Philosophy, Ira Livingston from English, Peter Manchester from Comparative

Studies, and Gary Marker from History. All four professors discussed the influence of new technologies on their own work while speculating about the future. While there was disagreement about the extent which computer technology would change the process of intellectual work, all agree that such technologies are incredibly important.

Overall, participants enjoyed their stay at Stony Brook and found the conference stimulating. Everyone agree that the conference provided a great opportunity for students from different departments and universities to meet, discuss their own work, and learn from their colleagues. In programs where most of us become absorbed within our department and, more specifically, or own projects, the conference is a unique opportunity to move outside of these borders. We hope that everyone who participated found the conference equally enjoyable!

The students from English, History, and Comparative Studies who organized the conference would like to thank all of our contributors: Dean Richard Kramer,

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News & Views from the Grad. Student Advocate

Student Accounts to Take Action Against Delinquent Students

By Chuck Wright,
Graduate Student Advocate.

In the next few weeks the office of Student Accounts will be sending out letters to students whose current outstanding balances are greater than \$4000, informing them that if they do not make arrangements within 14 days to pay their balances, the University will deregister them for the semester. The initial candidates for this new collection procedure are a group of 109 students who, all together, owe the University nearly \$600,000. Those among this group who fail to make arrangements for payment during the stipulated period will receive another letter, this time informing them that their registration has been cancelled.

According to Norma Murphy, the Director of Student Accounts, every effort is being made to ensure that only those persons who simply have not bothered to arrange for payment in any fashion

will receive these notices. Student Accounts staff will check each of the accounts flagged for this mailing to make sure that there is no financial aid pending, that there are no tuition waivers that have been delayed, that there have been no mistakes in identity numbers, that the student has not made other arrangements for payment, and so on. Over the past week, moreover, Student Accounts personnel have been contacting these individuals by telephone to inform them of the new procedure, and to try to make arrangements with them before letters ever get sent out. As a result of these efforts, a number of students have already made arrangements for payment and so are no longer in danger of being deregistered.

Student Accounts takes no pleasure in pursuing such a hard line, according to Ms. Murphy. But, she says, "Stony Brook stands under a fiscal gun." State law mandates that by the end of each fiscal year, June 30, each

SUNY campus must have a total balance receivable - the outstanding balance of tuition and fees owed during an academic year - of no more than 1.5% of its projected revenue for that year. "Projected revenue", of course, means the tuition and fees that students are expected to pay. If the University campus can't get students to pay up, there are serious consequences. For every dollar by which the balance receivable exceeds this 1.5% limit, the campus will lose a dollar in the next year's budget allocation. If, for instance, the projected revenues for Stony Brook are \$10,000,000 for a fiscal year (a purely fictional number), and the balance receivable at the end of that year is \$200,000, then the campus would lose \$50,000 from the following year's budget allocation. Last June 30, Stony Brook failed to meet the 1.5% limit, and as a result lost money from its next budget allocation. (Ms. Murphy was not at liberty to disclose the actual

figure involved.)

This mailing represents a trial balloon for the University, which is trying to improve its rate of collection on outstanding charges for tuition and fees. While the procedure may appear to some students as if the University has suddenly decided to play hard ball, from the perspective of the administration it simply represents another step necessary for the University at Stony Brook to come into compliance with SUNY regulations. In comparison with most other colleges and universities, even within the SUNY system itself, Stony Brook's past collection procedures have been self-defeatingly lax. If this new approach proves more effective than previous efforts, then University administrators will consider making it a more general policy for the future. The eventual target balance subject to such collection proceedings may be \$1000 or less.

The Stony Brook Student Faculty Staff Retreat

By Chuck Wright
Graduate Student Advocate

On the weekend of November 11-12 I had the opportunity to participate in the 10th annual Stony Brook Student Faculty Staff Retreat, which took place at the Harrison Conference Center of Glen Cove. In the past I'd heard of the SFS Retreat and thought it frankly to be a crock. Given the practically endless variety of challenges faced by the University, all of which call for some kind of funding, spending several thousands of dollars to send a pack of people off to a cushy retreat center (and the Harrison Center is cushy if nothing else) to chat away for a day or so about this or that didn't strike me as being a legitimate use of University funds. In darker moods, I thought these retreats were nothing more than a University subsidized weekend schmooze for senior faculty, administrators and a few well-placed students (who were learning or refining their schmooze technique).

This year, however, I received an invitation. As the Graduate Student Advocate, I've been working fairly closely with the Executive Council of the GSO, and the President of the GSO, Anne Mayer, suggested to the organizers of the retreat that I should be

invited along with other members of the Executive Council.

Since only a few graduate students were invited in the first place, and since with such meager representation the loss of any graduate student invitees would have had a proportionally larger effect on whether or not we had anything to say in and about the retreat, I thought that I probably ought to go. I must also confess to being somewhat curious - what was this retreat business all about? But basically I was not very happy about the prospect. I've been around this institution far too long - not least because I allow myself to get involved in time consuming things like graduate student representation, campus politics, committee work, and the like. I am now finally, actually writing my dissertation, and since weekends were made for dissertating (at least on my schedule) devoting two days on a weekend to this retreat meant an annoying, momentum breaking distraction. And since I had real reservations about whether or not the whole affair would just be a charade, the loss of time threatened to become a dead loss - not only would no dissertation get written, nothing else worthwhile would be accomplished.

As a matter of fact, neither Josh (the GSO Vice-President), Anne or myself were happy about going. We entered the retreat center with seriously crappy

attitudes. We felt ourselves to be outsiders, disaffected and inclined toward disruption. (After all, if you suspect that you are walking into a useless, self-indulgent schmooze session masquerading as serious business, what useful role is there to play other than to be a troublemaker?) We left, however, with somewhat different attitudes. Somehow it didn't seem to have been a total waste. All we did was talk with people - we knew that was all we'd be doing from the beginning - yet we left with the feeling that something worthwhile had taken place. It is hard to place a finger on the source of that feeling. It might simply be that we were seduced by the posh surroundings. On the other hand, it might be that it seemed as if the right kinds of questions were being asked.

At a "pre-retreat meeting" that took place in October, participants became familiar with a pair of empirically well established facts about the success of undergraduates in a University setting. The two most significant variables predicting whether or not a student will stay at an institution and complete a degree are (a) the frequency and variety of interaction with peers, and (b) the frequency and variety of interaction with faculty. As a result, a theme that dominated discussions was the problem of increasing faculty-student interaction,

both in academic and non-academic settings.

The problems discussed are best encapsulated, perhaps, in the idea that Stony Brook for many years has had what can be described as a University culture of faculty non-participation. This has meant that the primary commitment of many or most faculty has been to their community of fellow researchers, only a few of whom are actually located on campus. Thus, while in some sense 'members' of the University, their energy, attention and loyalties were directed away from the University community itself. The next institutional collectivity to which faculty might feel themselves committed would be their department - fellow faculty and, to a certain extent, graduate students.

Undergraduate instruction, needless to say, was always a last commitment, and often grudgingly undertaken. And the every idea of taking on additional responsibilities having to do with undergraduates - advising, or participating in some kind of non-academic programming - well, this was strictly optional and mostly just a waste of time. Faculty at a premier research University have more serious things to attend to.

This order of priorities is not news, of course. Undergraduates have cer-

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Views On Recent Movies

Redford's *Quiz Show* Presents Class(ey) Portrayal of Jewish Life

By Barry Joseph,
Guest Columnist

My great-great-uncle Benjamin Goodwin (born Goodman) spent his life running from his name, a perpetual reminder of a heritage and a family marked in his mind with embarrassment and disdain. He figured that assuming the assimilated "Goodwin" would bring with it a similar change in character and, as a lawyer in an America hostile to Jews, he went to Hollywood and soon found his niche. During the '50's, Bernard was casting films for Paramount. "I signed Elizabeth Taylor to her first contract," he'll brag given an ear, "and Bob Hope still sends me a Christmas card each year."

Many Jews fell into this assimilation trap of trying to escape anti-Semitism by denying their Jewish identity, tragically participating in the erasure of Judaism. Although Jews have had the power to portray themselves on the silver screen, forces of assimilation turned the Jewish people into mere caricatures, when represented at all.

Robert Redford's *Quiz Shows* presents a welcome change in that it realistically portrays Jewish characters. *Quiz Shows* opens with Richard Goodwin, first in his Harvard class (both academically and perhaps, as well, for his background) and currently employed at a dead-end congressional job, shopping for a new Chrysler. "What do you

think, Mr. Goodman," the salesman asks. Unlike my great-great-uncle Benjamin, Richard Goodwin demands his name be known in all its specificity. "GoodWIN," Richard responds with a correcting tone that says it isn't his first time, a tone I recognize as well, having spent years correcting first-day-of-class teachers who insist on reversing my names.

Redford's film has an impressive cast: John Torturro, who gives Ben Kingsley a run for his money as a portrayer of both Jews and Italians alike, plays a Jew less stereotypical than his walking caricature from Spike Lee's *Mo Better Blues*, but no less unnerving. His character, Stempel, a working-class Jew and reigning "21" champion, is irritating, petty, at times pathetic, and, as it turns out, too ethnic for the quiz show's sole advertiser, Geritol, to stomach.

Stempel takes the fall for "the great white hope," in anticipation of a spot on a panel show, as promised in his deal. Ralph Fienes (everybody's favorite Nazi) plays the socialite and teen-idol-to-be Charles Van Doren, a character who seems as pure as milk with a face that doubles the sponsors' sales. Meanwhile, audiences across the country soak up the drama, accepting the construction wholesale.

Everyone, it is disturbing to find, participates in this corruption masked as illusion - from the players who

receive the questions the week before the show, to the show's producers, all the way to the television and advertiser executives.

Rob Morrow, who plays Fleischman on the television show *Northern Exposure*, is transported into film as Richard Goodman, a middle class Jew, out to unmask television's illusion as no more than a lie. The film cynically tackles capitalism's and the media's conspiracy to create a false language of morality which uses euphemisms and doublespeak to turn sins into virtues, poor ethics into pragmatic judgement, and lies into truth.

The most interesting character is the television producer, Friedman. Like my uncle Benjamin, Friedman is the classic example of the self-hating Jew who hides from his anxieties by claiming his piece of the pie, as if economic power could defend from the forces of anti-semitism. Friedman, who had been set-up from the beginning, refused to testify against his superiors at NBC and Geritol. He pathetically argues that if he did, "they'll never let me through that door," the door to power and, more importantly, to security. "I have a feeling they weren't going to let you through anyway," Goodwin responds. Why take the fall for them, he continues, when they're the ones reaping in the profits anyway?

Because that's how anti-Semitism functions. Jews craving safety in a gentile world often agree to trade their heritage for economic power, but rarely move beyond a certain class; instead, the

Jewish masses are trained to become the face of power, as middle-men, between the powerless and their oppressors, while the controlling elite keep their hands clean. When times are bad, Jews become the target of the rage of the oppressed. Social tensions get siphoned off when oppressed groups feud. And the status quo remains.

Eventually, Bernard's son disowned him, a tragedy he came to view as divine retribution resulting from rejecting Judaism and his past. He has since become an active Zionist and an advocate for Middle East peace. *Quiz Show's* concern is the nature of truth perverted. And there can hardly be a more perverted truth than an individual who signs away his or her soul for a contract that is never fulfilled. The only true and lasting liberation that can come for Jews will be won through the fight for social and economic justice, through articulating and realizing a society which affirms the inherent intelligence, beauty and goodness in humanity, and through affirming a Judaism enriched with such spiritual visions.

Unlike my great-great-uncle Benjamin, Richard Goodwin refuses to lose his name and fights to unmask the lies which shield corrupt power. Until all Jews do the same, the Jewish people will always be subject to manipulation and will always be used against others - including themselves.

With the *Pulp* Included

by Wilbur Farley,
GSO Secretary

Guns and violence and sex and drugs and . . . philosophical explorations into human existence? That's the mixture of elements that propels Quentin Tarantino's *Pulp Fiction* -- a sometimes gritty, sometimes funny, always provocative homage to the crime movie genre. This film takes the audience on a rollercoaster ride of interconnecting stories, thoughts, and images spanning from two hitmen (John Travolta and Samuel L. Jackson) talking about what the French call a Quarter Pounder with Cheese (a "Royale with cheesc") moments before a hit, to Uma

Thurman and John Travolta doing a rather crazed and exceptionally bizarre version of the twist on the dance floor of a 50's theme restaurant.

The plot of this movie borrows extensively from the long tradition of Hollywood crime movies: stupid (but lovable) hitman Vincent (Travolta) is ordered to take jealous mobster's (Ving Rhames) wife (Thurman) out and show her a good time; over-the-hill prize-fighter (Bruce Willis) is supposed to take a dive, but ends up doublecrossing the mob; and kooky (but lovable) man and woman (Amanda Plummer and Tim Roth, both sporting annoying accents) hold up a diner and get more than they bargain for. But by the time Tarantino is finished playing with

these cliches (and screwing around with the narrative flow of the movie) it's impossible to imagine that you've ever seen any of this before.

Pulp Fiction unfolds its narrative in much the same manner as *Reservoir Dogs*: stories "loop" throughout the film, so that seemingly inconsequential details suddenly take on surprising importance as the film unfolds.

The visual scope of this film is startling. Tarantino takes film noir and adds an art deco splash of 90's audacity to it which makes this film dark and moody without it ever becoming oppressively heavyhanded. For all the violence, foul language, drug use, and references to the anus, this film maintains a rather light-

hearted and almost amiable world view. The story unfolds in such a way that there always seems to be a "second chance" for its characters to redeem themselves and bring order and meaning to a meaningless existence.

Some people will probably find this film excessive in its violence and profanity, but the story itself is almost enough to make the violence seem rather comfortable -- as if it were a natural part of the world order that Tarantino creates -- perhaps, even a bit too comfortable. One could definitely make the argument, however, that *Life* itself is not a nice place, and perhaps far more violent than it need be. Tarantino's film shows that even violence can have a redemptive element to it.

The Spot

Open: Thursday - Saturday nights. Live Bands on Nov. 22nd, 25th, and 26th
Located in Roosevelt Quad on the second floor of the Fannie Brice Building.
Beer, Food, Espresso, Pool, Darts, Music.

USB President Calls for Volunteers/Nominations

The following article was submitted by USB President Shirley Strum Kenny for publication.

I am pleased to invite volunteers and nominations for the various task forces which will play a key role in producing the Five Year Plan. This plan is an opportunity for us to join together to determine the future of the University at Stony Brook, set a course, and follow it. The Five Year Plan will become the chief campus planning document and will have budgetary implications in the years to come.

Elsewhere on this page of the paper, you will find an annotated listing of the nine task forces which will comprise of faculty, staff, students, and administrators. There is also a volunteer/nomination form which you must return to my office by November 23 in order to be eligible for selection.

The task forces will evaluate specific areas and make concrete recommendations for improvement. The task force reports will be submitted to a Central Coordinating Committee, which will have the responsibility of eliciting from those reports a cogent Five Year Plan of goals to be met and a timetable for meeting them. For five years following the publication of the report, we will measure our progress, and each year we will publish a score card on how we have done on that year's goals.

Person's selected for the task force should realize that membership will mean commitment, time, energy, and yes, even fun. Each task force will comprise not only those whose jobs make them responsible for the task force's focal theme, but particularly "consumers", whose lives are affected by that task force's area of campus life. Only those interested in looking at the University across all existing administrative and departmental lines from the perspective of "one University" should apply.

At this time, I need your help -faculty, staff, students- to make this a true community effort. After reviewing the information on this page, please complete the volunteer/nomination form and return it to my office by November 23. In forming the groups, I look forward to selecting from among many highly interested and qualified members of the campus community. Task forces will convene in December, and reports will be due during the spring semester.

Thank you for giving this opportunity your careful consideration. I believe you will find it quite rewarding to play such a crucial role in shaping the future of this great institution.

UNIVERSITY AT STONY BROOK FIVE YEAR PLAN FOR 1995-2000

TASK FORCES AND TENTATIVE AGENDA ITEMS

The Five Year Plan will be based on the work of task forces composed of students, faculty, administrators and staff that will identify priorities in nine areas. The groups and tentative agenda items are listed below.

(1) Teaching and learning: Issues include undergraduate/graduate/research linkages, roles of TAs and RAs, matching student demand and curricular offerings, first-year teaching and curriculum, meeting the needs of transfer students, multidisciplinary teaching, teaching quality, faculty development, assessment, advising, internships, career counseling and placement, and support services including library resources, instructional technology and computer access.

(2) Recruitment and retention of students: Issues include external communications, high-school outreach, attracting high-achieving students, financial aid and scholarships, meeting the academic and personal needs of all students, serving a diverse student body, on-campus employment, accommodating adult students, and roles of the faculty in recruitment and retention.

(3) Research, scholarship and creative activity: Issues include increasing multidisciplinary research and teaching, research transfer issues, undergraduate/graduate/research linkages, integration of major research initiatives/opportunities in academic planning, library technology, and other information-technology needs.

(4) Public service and community relations: Issues include community perceptions of (i) current and (ii) desired public service programs/initiatives/contributions, communications and government relations, unrealized opportunities, connections among current programs, professional education, part-time graduate studies, industrial development and business relations, USB as a resource for social services, USB as a cultural resource, faculty and staff as a community resource, campus facilities as a community resource, and USB as a platform for community/regional access to electronic information and communication systems.

(5) Campus Life: Issues include creating a user-friendly campus, student services, safety, the first-year experience, residential life for undergraduate and graduate students, commuter life, faculty and staff life, creating cohesive student cohorts, creating community facilities such as a Women's Center and student lounges, accommodating the disabled, wellness, athletics, and having fun.

(6) Celebrating diversity and building commonalities: Issues include co-curricular activities, events, internationalization and diversification of the curriculum, and exchange programs.

(7) Building community: Issues include defining the USB community, building community for students, faculty, staff and alumni, integrating multiple communities, internal communications, structures to promote and maintain work toward common goals, symbols/rituals/traditions, East Campus/West Campus linkages, safety, and facilities issues.

(8) Facilities: making the campus attractive, comfortable, convenient, and conducive to community: Issues include creating humane spaces, safety, access for the disabled, residence halls, classrooms (providing a sufficient number in appropriate sizes with appropriate technologies), study space and student lounges, dining facilities, commercial development, faculty club or equivalent to facilitate faculty interaction, parking, grounds, and roads.

(9) Special uses of the campus, especially during the summer but also including evening/weekend programs: Issues include more aggressive development of conferences and special events, academic summer session, sports camps, programs for high school students, other opportunities, parking, safety, and facilities issues.

UNIVERSITY AT STONY BROOK FIVE YEAR PLAN FOR 1995-2000 VOLUNTEERS AND NOMINATIONS

(Please complete a separate form for each person.)

_____ I volunteer to serve on a task force.

_____ I nominate the following person to serve on a task force.

name _____

mailing address _____

e-mail address _____

telephone _____

position or student data* _____

nominated by _____

* Students: please identify (1) undergraduate or graduate status, (2) resident or commuter, (3) major, and (4) year.

TASK FORCE PREFERENCES: (Please indicate first, second and third choice.)

_____ Teaching and learning

_____ Recruitment and retention of students

_____ Research, scholarship and creative activity

_____ Public service and community relations

_____ Campus life

_____ Celebrating diversity and building commonalities

_____ Building community

_____ Facilities

_____ Special uses of the campus

Please return this form by **NOVEMBER 23** to Emily Thomas, Office of the President, 310 Administration, z=0701.

Viewpoint

New York's Elections Disaster:

A Call to Action For Lesbian, Gay and Bisexual Supporters

Andrew J. Peters,
Guest Columnist

Every SUNY campus across New York has an Office of Affirmative Action which upholds a strong policy of non-discrimination inclusive of the rights of lesbian, gay, and bisexual persons. We owe this progressive policy in large measure to Governor Mario Cuomo, who, in 1983, issued Executive Order 28 prohibiting discrimination on the basis of sexual orientation in State employment and the provision of services by the state of New York.

Unfortunately, lesbians and gays in New York State outside of the SUNY community do not enjoy this legal protection. And further, with the gubernatorial election of arch-conservative George Patacki, lesbian and gay rights are gravely at stake in New York.

With ties to Pat Robertson's Christian Coalition and a stated promise to exclude gays and lesbians from government office, Patacki presents a clear threat to the rights of gays, lesbians, and bisexuals. Similarly, Patacki's cohort Attorney General-elect Dennis Vacco shows a blatant bias against lesbians and gays, with his thinly disguised homophobic campaign-

ing against Attorney General contender Karen Burstein. Vacco pledged to refrain from making Burstein's sexuality a campaign issue, yet repeatedly warned voters of Burstein's "gay agenda."

The election of Patacki and Vacco represents a call to action for gay and lesbian rights supporters in New York State. We need to redouble efforts to pass a state-wide non-discrimination bill (previously defeated in the senate in past years), and assert our political voice like never before.

And, in response to the slander of conservative politicians, we must clarify what a "gay agenda" truly means.

Contrary to the paranoid fantasies of our detractors, a gay agenda seeks only to secure the rights of lesbian, gay and bisexual persons in a society that places us at great risk of harassment and discrimination. Per the National Gay and Lesbian Task Force Report of 1989, forty-one percent of lesbians and gays experience physical violence based on their sexual orientation, fifty-nine percent experience discrimination in either employment, housing, or education. Yet perhaps the clearest indicator of the disadvantaged status of gays is the fact that gay and lesbian youth attempt

suicide at a rate three times that of their non-gay peers (by conservative estimate of the U.S. Department of Health and Human Services, 1989).

Sodomy laws in half of the states render us unlawful. Religious and political leaders freely condemn us in public speeches. That the same politicians who force our personal lives into the public arena criticize gay persons for being too political reflects the untenable position of gays and lesbians in America.

We have no choice about being political. But, from this forced position, comes an opportunity to make a difference. Our ability to come out represents our only political advantage, and we must exercise this power to its full advantage. Coming out to friends, family, co-workers, and classmates effects awareness and sensitivity. Coming out to meetings and demonstrations affects recognition of our political clout. Both activities offer the promise of a new enlightenment in which gays and lesbians are not only acknowledged but also respected. We must do these activities not once or twice but daily if we intend to stand against the rising tide of political conservatism.

Health Science Center students,

faculty and staff have formed the Lesbian, Gay, and Bisexual Caucus in order to increase the visibility of lesbians, gay, and bisexual persons in health related fields, promote sensitivity towards lesbian, gay, and bisexual persons as clients, and provide support for one another in our career endeavors.

As a Co-Chair of the caucus, I am proud to state our/my involvement in an Anti-Defamation campaign and a upcoming speakers series in which we will host lesbian, gay, and bisexual professionals representing the fields of social work, nursing, medicine, and health management.

In addition, we send out this message to all lesbian, gay, and bisexual supporters on campus: We are facing a veritable crisis with the loss of our ally Mario Cuomo and his replacement with George Patacki. But the fight is not over yet. The ACT-UP motto "silence=death" has not rang truer in twelve years in New York State. We urge all students to support the basic rights requested by the University's indigenous gay and lesbian groups (on main campus, the "Lesbian, Gay, and Bisexual Alliance" at the HSC, the Lesbian, Gay, and Bisexual Caucus).

Continued from page 2

Dean Edward Katkin, Deputy Provost Bryce Hool, Vice Provost Lawrence Martin, the Comparative Studies Department, the History Department, the English Department, the Humanities Institute, Women's Studies, the Graduate Student Organization, and the Graduate English Society. Without your financial support this conference would not have been possible. Thank you, also, to all of the volunteers who gave their valuable time and energies. If you are interested in being involved in planning the eighth annual conference, look for signs announcing initial meetings in the Spring.

Continued from page 3

tainly known about it all along. In the past, this attitude has more or less been condoned by the University administration - funding priorities speak more loudly than any fine words about the importance of the University's mission in undergraduate education. At the SFS Retreat, however, it seemed that the culture of faculty non-participation was being treated as a problem.

There have been other rumblings to this effect in the recent past. In 1992 the University commissioned The Barton-Gillet Company, a private educational consulting firm, to examine Stony Brook's position in the market for recruiting undergraduate students. The

company's report, submitted in January 1993, states:

It is true that the deficiencies of undergraduate programs in a research university are not only an issue at Stony Brook...But the problem is especially acute at Stony Brook. As a relatively young university, its priorities have been focused on building a research faculty and developing outstanding graduate programs. As a result, undergraduate education has suffered and its weaknesses stand in sharper relief than those of more established institutions.

The February 1994 University self-study report to the Middle States Association of Colleges and Schools contains a similar statement.

The quality - real and perceived - of Stony Brook's undergraduate experience has troubled the University for at least two decades. Every self-study since 1974 has underscored the character, extent and severity of the problems. There is growing recognition by the University community that our undergraduate enterprise is the limiting factor in the development of Stony Brook as a premier research university.

In the discussions that took place at the SFS Retreat there seemed to be more than the mere 'growing recognition' that the quality of undergraduate education has suffered at Stony Brook. Rather, participants seemed to understand that Stony Brook was in many important respects an environment unfriendly to undergraduates. And as the comments

of many of the undergraduate participants at the conference made clear, all too often the Stony Brook faculty itself struck them as being distant, uninterested, inaccessible and unfriendly.

Perhaps the willingness of the Retreat's participants to ask hard questions about how to get faculty further involved in the undergraduate enterprise is a reflection of a more general process of change taking place. The University has a new President who has made plain her commitment to undergraduate education. To hear her tell the story, the model of the research university in which faculty members remain ensconced in their labs, libraries and offices, and in which graduate students are taught to behave in the same way, is now defunct. At the retreat, the Vice Provost for Graduate Studies, Lawrence Martin, indicated that teaching has become a more important factor in tenure decisions than was previously the case. Where once upon a time a strong record of scholarly production would have been sufficient to ensure promotion to tenure, some candidates for promotion have recently been turned down - despite strong scholarly achievements - because their teaching records were too weak.

I think that Anne, Josh and I left the retreat feeling that something worthwhile had taken place because it seemed that the right questions were being asked, because there seemed to be a general consensus that real improvement

was both possible and necessary, and because some of the people who seemed to share in this consensus were among those who wield power in and control the finances of this institution. The retreat seemed to be a part of a larger process of institutional will-formation, a process that shows signs of heading in the right direction.

There is another shoe, however, and now I'll let it drop. As I said, Graduate students had a very small representative population at the retreat - of the 60+ participants, only 4 were graduate students. The presence of so few graduate students relative to the number of undergraduates is understandable, to a certain extent, since the retreat has always been oriented principally around the needs and issues of undergraduate education and the undergraduate experience, and since these issues have only grown in urgency. What makes such a small graduate student presence at such a retreat a matter of concern, however, is that it gives the impression that the retreat organizers, at least, believe that graduate students just don't have all that important a role in the University's undergraduate mission. Such a suggestion, though, is simply, empirically, incorrect.

We teach in the Writing and Calculus centers, in EGC 101, in introductory classes in many departments, and in recitation sections for large

Continued page 8

Letter to the Editor

Incompetence at ACC

I am annoyed. No, actually, "enraged" would be more like it. Why should you care? Because the reason which I'm angry may well affect you. Here is my problem, because I am a Chapin resident I must use the telephone services provided by ACC. Truthfully, I am beginning to wonder what these services might be since I, along with numerous other Chapin residents, have been unable to place calls between the prime hours of 7 pm - 12 am Monday - Friday. Many other residents have phones which simply do not work at all.

A little investigating revealed the true cause of the problem: It seems the university phone company does not have enough long distance phone lines to serve the campus community. Evidently ACC is advertising a service they can not, or willing to, provide.

The solution should be simply obtained by bringing it to the attention of ACC, right? Not so. A Nov 1st meeting with the ACC office was met with indifference and incompetence instead of a helping hand: The service person informed me, Melanie Nilsson, that no matter how poor ACC's service, it was against University policy to have an outside carrier. I'd love to see this policy!

Hopping mad, I then asked to speak with the representative's supervisor and was told that I could only have his first name, "Andy", because his last name was confidential. Are graduate students so insignificant that the name of an ACC supervisor should be considered privileged information?

The ACC representative was able to give me no idea of when the problem would be fixed. As of writing this, the problem has existed almost two weeks.

What outrages me is that there is a community of literally hundreds of people who are being swindled by the ACC phone company and the University itself; the University allows it to happen.

I have this to say to University administrators, if you see fit to monopolize the phone system at least do so fairly and offer a service which works. To ACC, my warning is, do something (soon) to fix your system or you may create a large petition which requests the University find a new a new contractor. To my fellow students, be aware of your rights and power. Do not be afraid to exercise them. You can rest assured, I'm using all of mine in this situation.

Co-authored by
Melanie Nilsson and Laura Winne

Senate Notes

by Wilbur Farley, GSO Secretary

There were several new faces in attendance at the October 20th senate meeting. Some of the issues discussed at the meeting were:

* Leo Debobes from Environmental Health and Safety addressed the senate on issues his department has been dealing with, such as: asbestos management; outdoor lighting / blue light phone positioning and upkeep; industrial hygiene / lab safety protocols and training; and having Fire Marshals on station during exam week to prevent "gag pulls" of fire alarms. Mr. Debobes also spoke about the need to increase public awareness of what Environmental Health Safety does.

* The proposed expansion of Campus Lifetime

* The allocation of GA/TA lines and waivers

* The condition of Stonybrook's library holdings

* Funding for the Graduate Student Lounge ("The Spot").

The next senate meeting will be held on Thursday, the 8th of December at The Spot (in Schomberg Commons). [Editors note: A senate meeting was held on November 15; minutes were not available when we went to print on this issue]

Ever Wonder when the GSO Exec. Council has office hours?

President, Anne Mayer: Tuesday/Thursday 10am - 11 am

Vice President, Josh Billig: Monday/Wednesday 10am - 11 am

Secretary, Wilbur Farley: Tuesday 12:30 pm - 2:30 pm

Treasurer, Susan Kratina: Friday 10:00 am - 1:00 pm

All of the above office hours take place in the GSO Office, located in the Computer Science Building, Room 2105.

Customer Relations (F/T) Audio visual equipment set-up and operation in busy Long Island hotel. Rapid growth opportunity. Responsibility and motivation required! Salary \$18.5. Call (516) 673-4120 before 2 pm M-F for appointment. Fax resumes to (516) 673-4504.

Student Assistant. The Office of Trademarks and Licensing needs a student to help manage the university's licensing and trademark programs. Responsibilities include meeting with outside retailers to explain the program, designing a publications detailing program, some data entry/clerical work, filling out federal paperwork, site visits and audits. Some computer experience helpful, good communication/public relations skills required. Prefer business major. 8-10 hrs per week. \$7.50 hr. Susanne (516) 632-6459

Part-time Research Project Assistant and Research Aide portions are available in the Center for Behavioral Neuroscience. Student assistants will assist the project director in research projects by performing learning and memory tasks with laboratory animals. M-F 2-3 hours per day needed. No prior experience needed. Contact Dr. Hoard Eichenbaum for more information 632-9482.

Need a "Spot" for to hold your department's holiday party? How about The Spot! Call us 632-6027

House to Share: Are you a male graduate student (or recent grad.) who is tired of living like an undergraduate? If "Yes!", then this is the house for you. 12 minute drive (8 Miles) to USB. Modern, Clean, Eat in Kitchen with Microwave. Wall to Wall Carpet. Cable TV. Nice, quiet Neighborhood. Walk to Lake Ronkonkoma Beach. Close to L.I.E. and L.I.R.R. WE'VE GOT A WASHER/DRYER!!!, Own, bright, big room. Share house with only one housemate, a second year graduate student at Stony Brook. Room available around December 15th! All Utilities (Heat, Electric, Water) included. \$400 a month. Must See! Call Mike 981-5886.

Skilled and Unskilled Volunteers needed to work with Habitat for Humanity at a new house site in Bay Shore on December 3rd. Come join us for a day of work (and fun)! Car Pool leaves 8 AM from Humanities Lobby. Call 632-6563 for more info.

News & Views is looking for an **Investigative Reporter**. As an Investigative Reporter you would work with the

Editor of the *News & Views* to cover campus issues that affect graduate student life. The position requires a willingness to dig out information from administrative sources, and sort through labyrinthine documents on policies, budgets, etc. One substantial (2000 - 2500 word) piece would be required each month. Salary is \$2,000 per year, or \$250 per article. Contact person: Ida Fuchs, Office Manager, Graduate Student Organization, 632-6492, Room 2105 Computer Science Bldg.

Need to sell something?
Need a new housemate?
Are you brave enough to place a personal ad?

If so, call the GSO!
News & Views runs ads from Graduate students for free!

Attention!!

Graduate Students, Juniors and Seniors, & Student Organizations! Advertise your tutoring services through the USB Tutorial Registry.

Do you or your student organization provide academic tutoring?, if so, you are invited to list your tutoring services free of charge with the USB Tutorial Registry. The registry will assist students in locating tutoring services. It will be developed by the new USB Tutoring Center and available this Spring to all students free of charge.

The Center serves as a tutoring development and resource center to assist students organizations, graduate students, undergraduates, and academic departments in their efforts to provide tutoring to students - the Center does not currently provide tutoring to students. To list the tutoring services offered by you or your organization please call or visit the center: 632-7090, Melville Library Rm W-3520. Deadline November 30, 1994.

Calendar of Events

Ongoing Events

A one-of-a-kind, site-specific installation, "**Dora: Big Girls Don't Cry**," by New York City artist Maura Sheehan will be on exhibit at the Staller Center Art Gallery from today until Friday, December 16. Ms. Sheehan uses the Freudian idea of displacement, while commenting on the way advertising manipulates us today.

A "**Simple Matter of Justice**", a political commentary and photographic essay depicting the Lesbian, Gay, and Bisexual March on Washington in April 1993, will be featured in the Union Art Gallery until November 22.

Sunday, November 20

The **Stony Brook Baroque Players** will perform on period and modern instruments both vocal and instrumental chamber works from the 17th and 18th centuries. This year's ensemble features a soprano, two violins, two violas, two cellos, recorder and harpsichord. 3:00 pm in the Recital Hall of the Staller Center. Donations accepted at door.

Monday, November 21

"**So What if We aren't the Cleavers?**" presents an opportunity for participants to learn about their thoughts and feelings about various lifestyles that exist on campus. Sponsored by Langmuir College and LHD Minor as part of the university's "Diversity of Lifestyles and Relationships" month. 9:30 pm Langmuir Main Lounge.

The **Graduate School and the Undergraduate Initiative** will sponsor an Open Forum on Teaching. Come enjoy a full *free* meal catered Station Pizza and join us in casual conversation about teaching, innovative ideas - frustrating experiences - it's esteem in a university setting - come by and help set the topic for discussion! NOTE: We are looking for graduate students who have or are currently negotiating the job market to come join us for a discussion of their experience. 6:30 - 8:00 pm at The Spot.

Tuesday, November 22

Alternative Cinema will present "**White**". The second film in director Krzysztof Kieslowski's trilogy inspired by the French flag. *White* focuses on equality as seen through the story of a hapless Polish hairdresser who is abandoned by his beautiful wife for not performing his "marital duties." Each movie in the trilogy stands alone, so you need not have seen *Blue* or the upcoming *Red*. Admission \$2. Stony Brook Union Auditorium, 7:00 and 9:30 pm.

The **Stony Brook Contemporary Players** will perform a free concert consisting of a stunning array of the music of our own time, from older classics, to first performances of newly composed music. 8:00 pm Recital Hall of Staller Center. For more information call 632-7330.

The **Spot** will feature a live musical performance by "**Musik Fest**" from 10 pm - 1 am.

The **Music Department** will sponsor a colloquium by Associate Professor Robert Gjerdingen. "**Prinners I Have Known**". 4:30 pm in Music Bldg Room 3317. For more info, 632-7330.

Friday, November 25

The **Spot** will host the band "**Reckoning**" which features the best of the Grateful Dead, Allman Brothers, Eric Clapman and more! 10 pm - 1 am.

Monday, November 28

The **Music Department** will sponsor a **Composer Forum** by two Venezuelan composers, Adina Izarra and Alfredo del Monaco. 1:30 pm in Music Bldg Room 3317. For more info, 632-7330.

Tuesday, November 29

The **University Orchestra** will present its first concert of the season, "**Vidaldi's Concerto Grosso in D minor**," Haydn's *Symphony #95 in C minor*, and Mozart's *Horn Concerto #2*. 8:00 pm on the Main Stage at the Staller Center. Donations accepted at the door.

Holiday Crafts (jewelry, country art, stationary, wood carvings, stain glass objects, clothing and personalized gifts) will be for sale in the Union Fireside Lounge from 10 am to 5 pm today, Wednesday and Thursday.

Thursday, December 1

The **University Jazz Ensemble** will perform its first concert of the '94-'95 season. Featured will be an eclectic array of compositions for Big Band. 8 pm in the Recital Hall of the Staller Center. Donations accepted at the door.

Saturday, December 3

The **Stony Brook Symphony Orchestra** will feature a varied repertory of pieces by Ives, Gotkovsky, Debussy and Ravel. Staller Center, Main Stage. 8:00 pm. For more information and tickets (\$10) call 632-7230.

Monday, December 5

The **GSO** has scheduled a **Town Meeting** entitled "**The Changing Roles of Graduate Students at Stony Brook: Opportunity or Exploitation**". Scheduled speakers include Dr. Lawrence Martin and President Shirley Strum Kinny. 7:00 pm (See story in body of paper for more information).

Tuesday, December 6

The **Faculty Student Association and Department of Student Union Activities** is sponsoring a pottery and plant sale in the Union. The event will take place 10 am - 4 pm through Thursday.

The **Graduate School and the Undergraduate Initiative** will sponsor a teaching workshop entitled "Up for Evaluation: Assignments, Grading, Cheating and Related Issues." Gourmet pizza and non-alcoholic beverages will be served. 6:00 - 8:00 pm at Schomberg Commons.

Wednesday, December 7

The **Music Department** is sponsoring a lecture-recital by Gergely Ittzes on "**The Theory and Practice of Multiphonics and the Aesthetics of New Flute Sounds**." 2:00 pm in Music Bldg room 3317. For more info, 632-7330.

Continued From Page 6

who supervise laboratory sections are not just teaching, but also serving as resource persons and role-models for undergraduates. We play advisory roles, not just as instructors but also as advanced students who are better acquainted with the ins and outs of student life in general, and with this institution in particular. There is even a significant graduate student presence in the University's offices for undergraduate advising.

When undergraduates first come to Stony Brook, a very significant portion (perhaps even most) of their instructional support is going to come from graduate students - in the laboratory, in recitation sections, in office hours, in smaller, more personal classrooms. Only at the cost of self-deception can the University overlook the fact that graduate students already play most of the same roles as members of the faculty: instructor, academic advisor, research advisor, academic and professional role-model. This state of affairs is unlikely to change, so long as the University holds fast to its research mission. Neglecting to take seriously the contributions of this population of the University to the Undergraduate enterprise is simply irresponsible.

On the other hand, many of the kinds of criticisms that are directed toward faculty interaction with undergraduates (and the lack thereof) apply to graduate students as well.

If our faculty advisors and the faculty administrators of our graduate programs have been socialized according to the culture of faculty non-participation, then this is the attitude and orientation that shall be inculcated in us (unless from the time we arrive here we are already seriously committed to the teaching enterprise). Any shortcomings in the quality of undergraduate education and the undergraduate experience at Stony Brook that come about as a result of the culture of faculty non-participation will to some extent be replicated in the relations between undergraduates and their graduate student instructors. For this reason, as well, the relations between graduate and undergraduate students should not be left unthematized.

It would be unfair to claim that the retreat completely neglected this dimension of the undergraduate experience. But the truly minuscule proportion of the graduate student representatives there (especially relative to the size of the population on campus that serves in the undergraduate enterprise) indicates, at least, that a valuable resource for the retreat itself was underutilized. Less optimistically, it might indicate that while the University may finally be beginning to accept its responsibilities to undergraduate education, there may not yet be adequate institutional recognition that graduate students are an integral component of this enterprise.

How to get your News and Views in the next issue of News & Views:

Drop it off in person (preferably on an IBM compatible disk) at the GSO Office; 2105 Computer Science Building.

Fax it to us at 632-8965

Internet it to us at
MFAGAN@ccmail.sunysb.edu

E-Mail it to us using Allin1 to MFAGAN.
Deadline for submissions for the next issue of News & Views is December 10, 1994.