

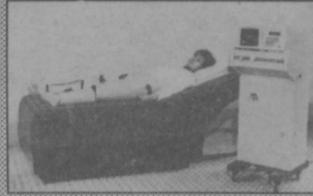
## TUITION PLAN

### Time Option Payment Plan

JUNE 1	1 <sup>st</sup> PAYMENT
JULY 1	2 <sup>nd</sup> PAYMENT
AUGUST 1	3 <sup>rd</sup> PAYMENT
SEPTEMBER 1	4 <sup>th</sup> PAYMENT
OCTOBER 1	5 <sup>th</sup> PAYMENT

New Time Option Payment Plan will allow parents to spread out tuition payments to ease the bite. See page 3.

## RESEARCH BRIEFS



Alternative to bypass surgery, ozone depletion study and more. See page 4.

## STALLER CENTER



International Theatre Festival offers light, lively fare for summer. See page 28.

# UNIVERSITY AT STONY BROOK • SUNY • CURRENTS

MAY 1992

VOLUME 10 NUMBER 4

## FOCUS: THE BUDGET CRISIS

# Defining the Shape of Things to Come

### *Stony Brook Discusses Future in Face of Deepening Cuts in Budget*

**W**ith jobs and programs at stake, the campus community is starting to take a long, hard look at the best way Stony Brook can cope with declining state support over the next three years and beyond.

In late February and early March, President John H. Marburger threw open the discussion by seeking feedback on drafts of a revised Mission Statement, a Vision Statement and a series of campus Goals and Objectives (See pages 9-10). A fourth document, exploring how the university should handle administrative and support services, was expected to be put on the table in late April.

"These are living discussion documents," explains Deputy to the President Stan Altman, who is shepherding the strategic planning effort. Altman thinks it will take several months to a year or more before all pieces fit together. But fit together they must, he warns, if the university is to adequately prepare for the future. "It's hard to know how to get there if you don't know where you're going," he says.

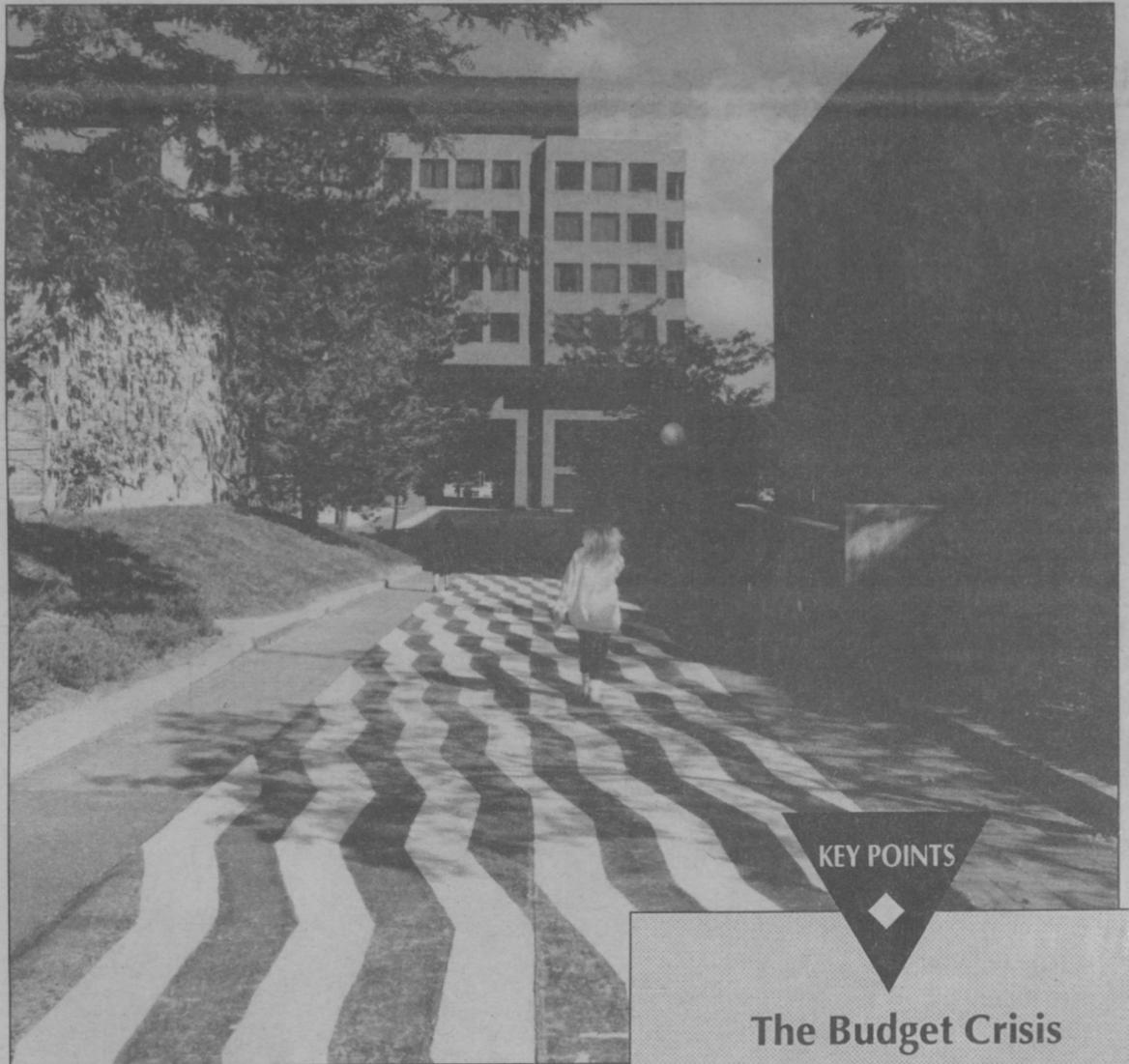
That same theme was echoed in March by Provost Tilden Edelstein, when he issued a draft academic plan and a less widely circulated document that made specific suggestions on where cuts and consolidations could be made over the next three years. "We must be a university that is not afraid to change, reallocate resources, institute new programs and reduce some programs while expanding others," he wrote.

#### Long-term View, Short-term Reality

And while it is taking a long-range view, the university is also grappling with an anticipated \$7.2 million hit in State funding for 1992-93, a reduction that could translate into the elimination of as many as 170 positions, says Vice President for Finance Glenn Watts. The impact of that cut will be felt in all areas of the campus, the largest percentage of reductions continuing to be assigned to non-academic areas.

In fact, in the past two years, the largest percentage of reductions in state allocations have been taken by the offices of finance and management, the president and in campus services (16.34 percent, 12.17 percent and 10.22 percent, respectively). The provostial area, by comparison, has taken a 6.16 percent reduction in the same time period.

In a recent open letter to the campus community (see page 8), Marburger noted that "every campus constituency



#### KEY POINTS

### The Budget Crisis

- Stony Brook confronts a \$7.2 million cut in state funding in 1992-93
- 170 positions may have to be eliminated
- Marburger: "Every campus constituency will feel the impact of this budget."

will feel the impact of this budget." Students, he said, face paying about \$500 more a year for tuition, classes will be larger, and, as their numbers dwindle, support staff throughout the university will be taking on additional responsibilities with no additional compensation.

Statewide, SUNY campuses face a \$143 million reduction in support in 1992-93, of which \$60 million is to be met from the \$500 per year tuition increase. The cut in state support is expected to produce a loss of 1,500 faculty and staff positions, the elimination of 1,000 class sections and 30 academic programs at a third of the campuses. Also part

*Continued on page 19*

1 **Defining the Shape of Things to Come**  
Stony Brook Discusses Future in Face of Continuing Cuts in Budget

4 **Research Briefs**

- Non-invasive Option to Bypass Surgery
- Cancer Center Investigating Breast Cancer Markers
- Arctic Ozone Depletion Proves Less Severe than Antarctic
- Victims of Child Abuse Often Misdiagnosed as Mentally Ill Adults

5 **Events**

- Commencement
- Dental School Dedication
- Crafts Center Summer Courses
- American Pluralism Conference

6 **Health Sciences News**

**Focus: THE BUDGET CRISIS**

7 **How the Budget Process Works**  
High Stakes Game with Many Players

8 **A Letter from President John H. Marburger**

9 **Proposed Vision Statement**

**Proposed Mission Statement**

10 **Proposed Goals and Objectives**

12 **West Campus Academic Plan**

**President Marburger Responds to the Ad Hoc Advisory Committee**

13 **Ad Hoc Advisory Committee Report**

19 **Speaking Out: Special Senate Meetings**  
Tuition Can't Offset Loss of State Support

**Departments**

20 **People**

22 **On Campus**

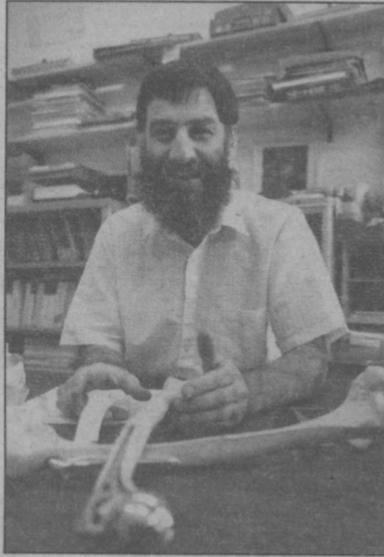
23 **Training**

24 **Calendar**

28 **In the Arts**

**Berndt Receives R & D Award**

The Board of Directors of the New York State Science and Technology Foundation has announced that Christopher C. Berndt, associate professor of materials science and engineering, is recipient of a Research and Development grant to study "Protection of Reinforced Concrete Against Erosion."



MAXINE HICKS

The project will be carried out in collaboration with Flame-Spray Industries of Port Washington.

Berndt's project, selected from 121 proposals, is one of 10 receiving partial funding through the New York State Science and Technology Foundation Grants Program. All proposals funded under this program involve collaborations between university laboratories and industry. The amount of the award is \$42,000.

**Futuyma Granted Guggenheim Award**

Douglas J. Futuyma, professor of ecology and evolution, has been selected for a John Simon Guggenheim Memorial Foundation Fellowship Award. He has been a member of the university faculty since 1970.



Futuyma was one of 149 scientists, artists and scholars in the U.S. and Canada, chosen from 3,162 applicants, to receive the award. The Foundation appoints fellows based on past achievement and promise for future accomplishment.

Futuyma will use the one-year, \$26,000 award to organize all the information currently available on the evolutionary relationships between insects and the plants they eat.

"Insects are very specific in terms of what plants they consume, and there's an enormous amount of literature accumulated on that," he says. "I want to organize it all into a data base, then analyze the information for patterns to shed light on how and what insects eat."

The project, Futuyma says, could have implications for agriculture and other sciences. "Every terrestrial ecosystem is dominated by insects and plants," he says.

**Fleagle Named Editor of New Journal**

John Fleagle, professor of anatomical sciences and winner of a 1988 John T. and Catherine D. MacArthur Foundation Fellowship (the so-called "genius grant"), has been selected to edit a new journal, *Evolutionary Anthropology*.

The journal, published bimonthly by Wiley-Liss, Inc., focuses on issues of current interest in biological anthropology, paleoanthropology, archaeology, functional morphology, social biology and bone biology, as well as human behavior, genetics and ecology. It publishes illustrated articles reviewing contemporary research efforts and general news of developments in the scientific, social or political arenas. Reviews of new books are also included, as well as letters to the editor and listings of various conferences or career opportunities.

Among the articles in the first issue is one by Patricia Wright, associate professor of anthropology and 1989 MacArthur award winner, about her organizing a multimillion dollar national park in Madagascar.

Fred Grine, associate professor of anthropology, is one of six associate editors of the journal.



WILLIAM MERCER

Coming in June

**FOCUS: BOOKS AND AUTHORS**

**Faculty Harvest:**

Publications on history, poetry, criticism, languages, philosophy, psychology, sociology, engineering and more

Also:  
Commencement Roundup  
Budget Crisis Update



All that Glittered...  
The history of Times Square, explored by William Taylor.



Playing with Nature:  
Lev Ginzburg's new book explores the environmental risks of biotechnology.

*Currents*, serving the extended community of the University at Stony Brook, is published monthly by the periodicals unit of the Office of University Affairs, 144 Administration, University at Stony Brook, Stony Brook, NY 11794-0605. Phone: (516) 632-6318.

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# Roth Regatta

The fourth annual Roth Quad Regatta drew over 1,000 people, who came to cheer the 36 handmade cardboard boats.

"Scorpion," by Michael Davidov and Neev Nissan of Engineering, won in the Yacht category, and "Galatea I," by Nachman Zimet of Mechanical Engineering, won among the Speedsters.



"Old Cardboardsides," an alumni entry, won Best Overall, for appearance and presentation. It was crewed by Curtis Epstein, Stuart Weinberg and John Rickerman, founders of the regatta. In drydock, the boat had three masts and multiple sails.



Physics graduate student Bastiaan Peeters walks the water in his regatta entry, "Tachyon."

## State Nod Will Signal Start of Cogeneration Plant Construction

Final state approval is expected soon on a contract signed with a developer to design, build and operate a 40-megawatt cogeneration plant at Stony Brook. The plant will be able to provide electric power as well as heating and cooling needs for the entire campus.

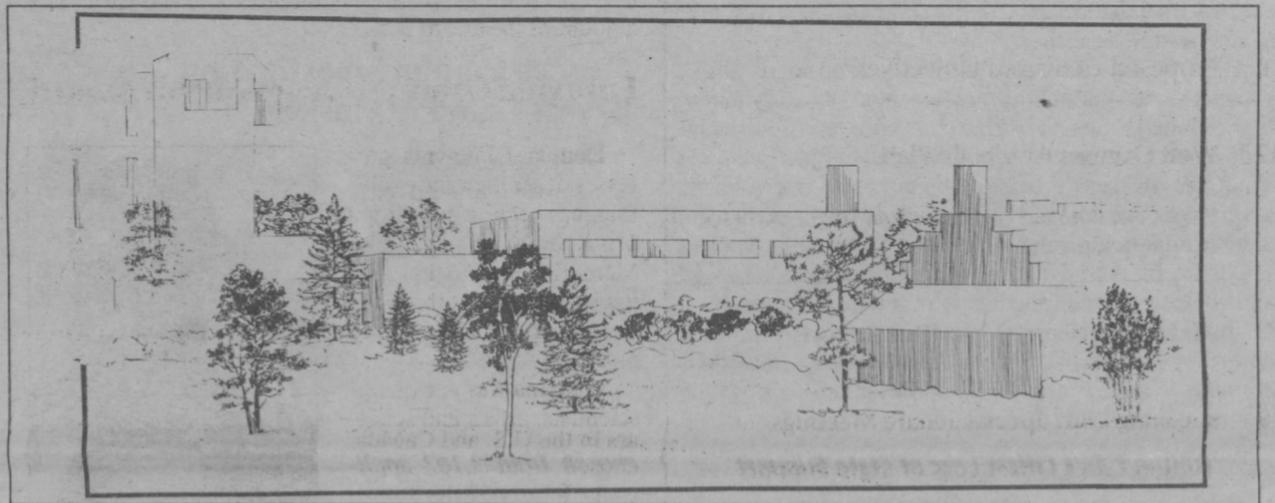
Cogeneration captures the heat that results when electricity is produced by gas-fired turbines, and uses it to generate steam and high-temperature hot water for heating. The developer — Gas Energy Cogeneration, Inc., a wholly owned subsidiary of Brooklyn Union Gas, and CEA USA, Inc., a wholly owned affiliate of Public Service Electric and Gas of New Jersey — will be responsible for financing the project. The campus will purchase both electricity and power at discounted rates that are less than what its projected utility costs would have been without the plant. The facility will be the first of its kind in the state university system constructed under these "privatized" financing arrangements. Gas Energy Cogeneration, Inc., is working on an agreement with LILCO to buy back the excess electricity that will be produced by the plant.

With more than 100 buildings and a daily population approaching 30,000, Stony Brook has big energy bills, averaging up to \$2.5 million a month. The campus averages an electric power demand of 23 megawatts, with peaks of 31 megawatts.

With the need to heat and provide electricity for a large number of buildings concentrated in a relatively small area, the university was a natural candidate for a cogeneration system. Stony Brook officials first began considering the possibility of cogeneration in the mid-1970s; however, cogeneration only became an economically attractive option in recent years, explains Carl Hanes, deputy to the president, who is coordinating the campus side of the project.

"The technology for gas-fired turbines improved dramatically at the same time Long Island energy costs were increasing," Hanes notes. A feasibility study on building a cogeneration plant at Stony Brook was conducted by Parsons Brinkerhoff in 1989, and a competitive bidding process resulted in selection of Gas Energy Cogeneration, Inc. for the \$75 million project.

The contract calls for construction of a gas-fired turbine



plant adjacent to the site of the present west campus power plant, using a newly developed state-of-the-art General Electric turbine system with oil-fired back-up. Gas Energy Cogeneration, Inc. will operate the plant for a 20-year period with renewal options. In addition, the contract requires the developer to interconnect the two power plants on the east and west sides of the campus with a steam tunnel, replacing a quarter of a mile of leaky 30-year-old steam pipes. The tunnel will also house an oil pipeline, eliminating the need to replace oil storage tanks on the West Campus at a cost saving of \$1 million.

If all the required permits and financing are obtained by early summer, construction could begin later this summer, with completion late in 1993 and full operation early in 1994.

In addition to the significant cost savings, the cogeneration project will provide major environmental and operational benefits. Natural gas burns cleaner than the No. 6 heating oil currently used in campus heating plants, and even the oil-fired back-up systems will burn No. 2 oil, resulting in a more environmentally beneficial operation.

LILCO will still be available as a back-up for electricity, giving the campus a level of redundancy for this crucial

resource that it has never had before. This is particularly important for University Hospital, the campus' hundreds of research laboratories and other activities that regularly operate on a 24-hour-a-day, seven-day-a-week basis.

"Major energy savings often require initial investments in new technology," Hanes points out. "The university will be sharing in the savings that result from the operation of the new facility." Some savings are expected to be earmarked for energy conservation and facility improvements as well as to deferred maintenance projects.

The university instituted a vigorous energy conservation program three years ago, which has resulted in energy savings of \$8.5 million, says Harry Snoreck, vice president for campus operations.

"The energy conservation program has focused on changing a number of procedures and educating the campus community," he explains. "Significant savings can be realized even by such simple actions as making sure the campus' thousands of lights are turned off when classrooms are vacated and its hundreds of outside doors are completely closed as staff and students move from building to building in the course of a day."

## New Time Option Payment Plan Expected To Help Ease Tuition Hike

Stony Brook students will be able to spread 1992-93 tuition payments out over a 10-month period starting this June. The new Time Option Payment Plan (TOPP) is expected to help ease dealing with a \$500 increase in tuition.

On April 22, the SUNY Board of Trustees took initial action on tuition hikes at all state campuses. The increase is expected to be finalized this summer, after a period set aside for public comment.

Under the plan, tuition for state residents would increase \$500 a year at the undergraduate level, for an annual cost of \$2,650. An \$800 increase at the graduate level, will bring the annual fee to \$4,000. Out-of-state undergraduates would pay \$6,660 a year and graduate students, \$7,316, an increase of \$800 for both groups.

Tuition increases proposed for other post-graduate programs include a \$1,350 hike for medical, dental school

students. For state residents attending Stony Brook's medical or dental school, the new tuition would be \$8,450. Non-residents in each program will pay \$17,100 a year. The SUNY trustees plan a similar hike for institutions that offer post-graduate programs in optometry. In addition, students attending SUNY institutions where post-graduate programs are offered in law and pharmacology face an \$800 per year increase.

The SUNY board also proposed new per credit hour tuition rates for part-time students in all programs. That means the per-credit rate for undergraduate state residents will rise from \$90 to \$105 and from \$240 to \$274 for non-state residents. At the graduate level, per-credit tuition will step up to \$168 from \$134 for state residents and from \$274 to \$308 for graduate students from out-of-state.

Per credit costs will also rise for post-graduate courses in medicine, dental medicine and optometry (from \$296 to

\$348 per credit for state residents and from \$565 to \$708), for law (from \$175.50 to \$209 for residents and from \$369 to \$403 for non-residents) and in pharmacology (from \$167 to \$201 for residents and from \$354 to \$388 per credit for non-residents).

"These are unstable economic times," noted Glenn Watts, vice-president for finance who devised the TOPP plan. "The TOPP program recognizes the need for alternative ways to help people cope with the increasing costs of higher education."

By opting for TOPP, students can avoid having to make a lump sum payment prior to the start of each semester. Instead, they will be making 10 monthly payments beginning on June 1. Since TOPP is not a loan, there is no interest charge, but there is a \$30 annual processing fee to help defray the costs of administering the program.

## Non-invasive Option to Cardiac Bypass Surgery

A Stony Brook study has found promising results in the treatment of chest pain using a non-invasive procedure that pumps blood from the extremities to the heart. The procedure may provide a non-invasive alternative to bypass surgery and balloon angioplasty.

Results of the study were presented April 13 at the American College of Cardiology meeting in Dallas, Texas.

The procedure, called enhanced external counterpulsation, forces blood from the lower extremities, including the calf, thigh and buttocks, to the heart. The technique has been used successfully in China on nearly 20,000 patients since 1986. University Hospital, the only facility in the United States to use external counterpulsation, has been treating patients with the device for the past two years.

Of the 18 heart disease patients who underwent the seven-week treatment, 12 showed no sign of blocked arteries after treatment, and two had partial improvement. Following the therapy, all 18 were pain free, and some were able to decrease their medications and exercise level.

John Hui, assistant professor of surgery, says the procedure may open up collateral blood vessels that don't normally feed the heart. The pumping action — using three sets of air-filled cuffs wrapped around the patient's extremities — forces blood from the extremities to the heart when the heart is relaxed and more receptive to receiving extra blood. Of the patients studied, 17 were men and one was a woman, ranging in age from 44 to 74. Eight patients had had prior bypass surgery or angioplasty and seven had had heart attacks.

"Coronary artery disease is a progressive, disabling condition," says Dr. William Lawson, associate professor of clinical medicine. "Ten years after bypass surgery, only half of the vein grafts in patients are still working. And with people living longer, more and more are coming back with recurrent heart disease symptoms. Furthermore, six months after successful angioplasty, a blockage returns in one-third of the patients."

Lawson adds that the counterpulsation treatment appears to be a safe and effective therapy for selected patients with chronic angina (chest pain), including those who don't improve with standard medical therapy.

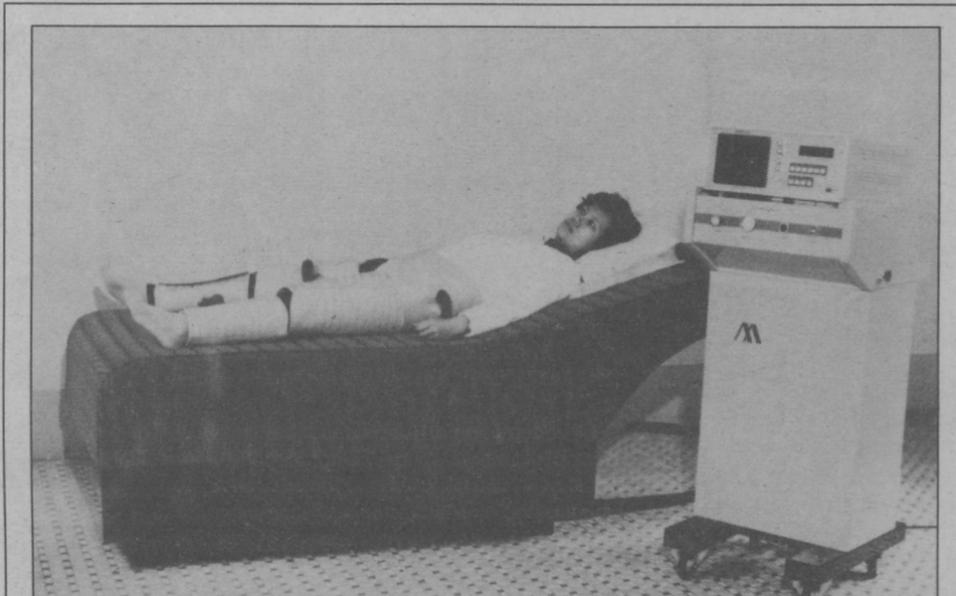
Cardiovascular disease is the No. 1 killer in the U.S., claiming nearly 1 million lives. Over 69 million Americans — more than one in four — suffered some form of heart or blood vessel disease in 1989, the most recent year for which statistics are available, according to the American Heart Association.

Nearly 400,000 bypass surgeries were done in 1990 at a cost of about \$30,000 each; 285,000 angioplasty procedures were performed in 1990 at a cost of about \$14,000. Hui estimates that enhanced external counterpulsation treatment costs about \$5,000. The treatment is given five days a week, one hour a day, for seven weeks.

Dr. Harry Soroff, professor of surgery, says there are no side effects to this non-invasive procedure. The only major, potential complication is blood clots being forced to the lung. So far, this has not happened in any of the Stony Brook patients. He adds that the best candidates are those with one or two blocked arteries.

The doctors already have begun a year-and-a-half follow-up study of the long-term effectiveness of the treatment and have begun another study to determine whether the procedure can prevent arteries from becoming re-blocked after angioplasty.

In addition to Hui, Lawson and Soroff, additional authors of the study are Zhen Sheng Zheng, David Kayden, Harold Atkins and Peter Cohn, and Dawn Sasvary, all of the departments of surgery and medicine (Division of Cardiology).



Jian-hua Duan, a patient from China, undergoing treatment with external counterpulsation, an alternative to cardiac bypass surgery and balloon angioplasty.

## Cancer Center Investigating Breast Cancer 'Markers'

What makes breast cancer spread? Should patients routinely receive chemotherapy after surgery, as is now the case? Doctors at University Hospital hope to answer these questions after they complete a three-year study of breast cancer markers in 500 women.

Standard treatment for breast cancer calls for chemotherapy in premenopausal women with tumors of more than two centimeters in size, and hormonal therapy, chemotherapy or both for postmenopausal women.

Dr. Stefan Madajewicz, professor of medicine, is studying markers in breast tissue that are known to express an aggressive tumor. They are estrogen and progesterone receptors, a protein called Cathepsin D and Her-2-neu cancer gene. Doctors don't know what combination of these markers or what levels determine an aggressive tumor.

Madajewicz hopes to test 500 tumor samples from women with breast cancer, with the cooperation of several Long Island hospitals, including Brookhaven Memorial, St. Charles, Mather Memorial and Middle Island hospitals. Researchers will correlate the chemical makeup of the tumors with survival rates and response to chemotherapy.

"We hope that within five years we may gain the knowledge of factors that determine aggressiveness or lack of aggressiveness of breast cancer," he says.

The information may help predict why some tumors spread and others go into remission, and whether chemotherapy should be increased in some patients or be eliminated altogether.

The study is funded by Dianon Laboratories of Stratford, Conn., for \$250,000.

## Arctic Ozone Depletion Proves Less Severe than Antarctic

A Stony Brook researcher who has just returned from the Arctic says ozone depletion there is significantly lower than in Antarctica, even during the same season at a similar latitude.

Robert deZafra, professor of physics, leads a team of USB researchers that verifies information gathered by the National Aeronautics and Space Administration's Upper Atmospheric Research Satellite (UARS). The project is being done in collaboration with scientists from nine European countries, who are pursuing a comprehensive ozone depletion study (called European Arctic Stratospheric Ozone Experiment).



Stefan Madajewicz

The USB team spent two months in Thule, Greenland, 800 miles from the North Pole, measuring amounts of chlorine monoxide. Chlorine monoxide, a compound found 20 kilometers above the Earth's surface, is the primary indicator of ozone depletion that is caused by manmade chemicals known as chlorofluorocarbons, or CFCs. The ground-based data — collected with an instrument built at Stony Brook — will be compared with NASA's satellite measurements for the same period. The comparison between satellite data and measurements taken from the ground is necessary to ensure that instruments aboard the recently launched UARS are correctly calibrated and functioning properly, says deZafra.

Though deZafra has just begun to analyze the data, he says preliminary results show that the amount of chlorine monoxide in the stratosphere at the Arctic location was much less than at an Antarctic site 800 miles away from the South Pole. The measurements in Thule were taken during the early Arctic spring, and compared with early spring information collected in Antarctica by deZafra and other researchers.

Earlier this year, scientists were concerned by UARS data that revealed a large cloud of chlorine monoxide over much of northern Europe. "Our measurements contribute an understanding and an indirect proof that ozone depletion in that region has not been as severe as it looked like it might be," says deZafra. "The massive ozone thinning we feared might occur has not taken place."

However, he cautions, "Even with stringent regulations on CFC compounds, we will see increasingly severe episodes of ozone loss in the Arctic and Antarctic over the next 20 to 30 years."

deZafra will travel to Antarctica later this year to set up the first ground-based instrument located directly at the South Pole. In 1986 he and USB professor of astronomy Philip Solomon found the first evidence that the Antarctic "ozone hole" was caused by chlorine from CFCs.

## Victims of Child Abuse Often Misdiagnosed as Mentally Ill Adults

Despite growing national awareness of domestic violence, incest and other childhood sexual and physical abuse, many mental health professionals do not recognize the impact of abuse on the mental health of their patients says Stephen Rose, professor of social welfare. As a result, their impact often is misdiagnosed as mental illness.

In a recent study of 89 men and women in an Intensive Case Management Program in Suffolk County, Rose found:

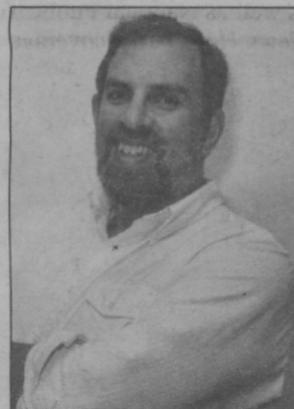
- More than half of the participants grew up in homes where adults had severe alcohol problems.
- Half of the women and one-fifth of the men were sexually abused as children.
- Half were physically abused, most of them as children, in their immediate family.
- Twenty-five percent had experienced multiple types of abuse.

"The undetected, unacknowledged abuse gets disguised as mental illness by health professionals only able to see mental illness," Rose says. "Mental health systems are not routinely inquiring about these abuses. As a result, patients are not being treated for their underlying problems and their symptoms become compounded."

Rose says the men and women were hospitalized hundreds of times and were seen in outpatient mental health clinics. In none of the cases, Rose adds, was the client's abusive background discussed. Three people did initiate discussion, but in no case was it acknowledged or acted upon by the mental health system.

People who come to hospitals for attempted suicide often are the victims of post-traumatic stress disorder, adds Rose. Many of those who cut themselves do so to end flashback experiences of abuse. But, in many cases, these patients are not asked what led them to the self-mutilating behavior.

Parts of the study were published in *Hospital and Community Psychiatry*, *Journal of Community Mental Health*, *Social Work*, and the *Office of Mental Health News*, published by the State Office of Mental Health.



Stephen Rose

# Commencement, 1992 — May 17

In keeping with Stony Brook tradition, the Saffron Kilts and their skirling bagpipes will accompany the gowned procession of faculty and graduating students to the University at Stony Brook's thirty-second Commencement on Sunday, May 17, at 11:00 a.m. Approximately 2,200 undergraduates and 1,500 graduate students will receive degrees during the ceremony in the Indoor Sports Complex. Individual departmental and divisional convocations will be held separately for the distribution of diplomas.

Three honorary degrees will be awarded: a Doctor of Science degree to Dr. Gertrude Elion, a Doctor of Humane Letters to Dr. James Simons, and a Doctor of Letters to Nina Totenberg.

Gertrude Elion is the 1988 winner of the Nobel Prize in Medicine (with Sir James Black and Dr. George Hitchings) for her work in pharmacological therapeutics. Her work involves the development of a series of drugs that block the growth of cancer cells without damaging normal human cells.

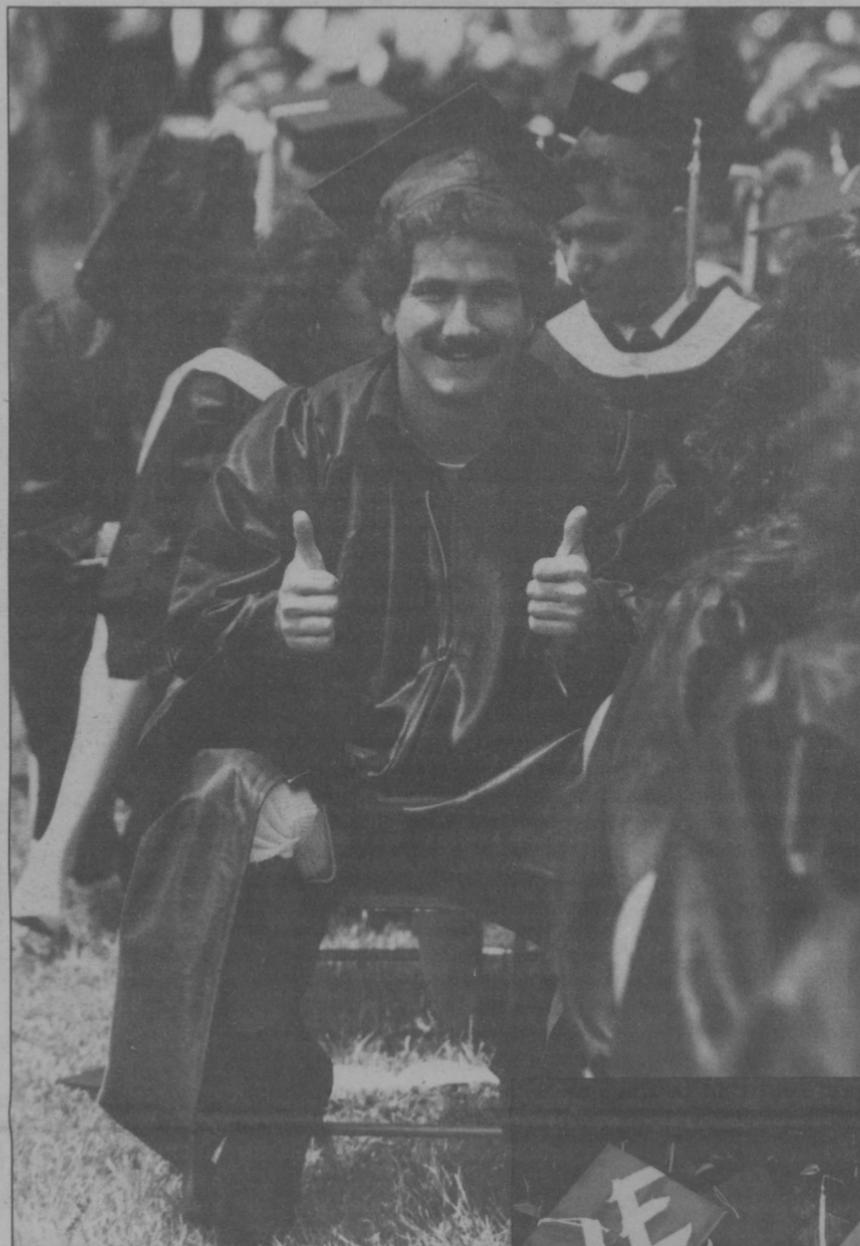
James Simons is a mathematician, educator, business leader and longtime friend of the University at Stony Brook. He joined the faculty in 1968 as professor and chair of the Department of Mathematics. In 1970 he became the first director of the Division of Mathematical Sciences. He left academia for private industry in 1974 and is currently president of Renaissance Technologies Corporation. He has maintained close ties with the university, creating the Simons Scholars program for high achieving high school students, and serving on the board of directors of the Stony Brook Foundation since 1986. Simons has been chair of the Foundation since 1988.

Nina Totenberg is National Public Radio's legal affairs correspondent. Her reports air regularly on "All Things Considered," "Morning Edition" and "Weekend Edition," as well as National Public Television's "McNeil/Lehrer News Hour." Her coverage of the Supreme Court and legal affairs in general have earned her widespread recognition and numerous awards, including the American Bar Association's award for excellence in legal reporting, which she has won six times. Totenberg will give the commencement address.

The Long Island Brass Guild will perform a formal processional as the degree candidates stream into the Sports Complex. University Senate President Richard Porter, professor of chemistry, will open the ceremonies, followed by welcoming words from University President John H. Marburger.

Graduating senior Peta-Ann Webster will deliver the student address. Webster is an English major. Born in Jamaica, the West Indies, she is now a resident of Queens.

Provost Tilden Edelstein and Acting Vice Provost for



PHOTOS BY MAXINE HICKS

Graduate Studies Helen M. Cooper will preside over the hooding ceremony, after which the Masters' and Bachelors' degrees will be conferred by the president.

Commencement ceremonies are expected to conclude at 12:30 p.m.

A University Information Desk will be located in the Stony Brook Union from 7:30 a.m. to 6:00 p.m. on May 17. A Commencement Information Desk will be located on Center Drive, near the Chemistry Building parking lot, from 7:30 a.m. to 1:00 p.m. that day.



"WE DID IT," says it all for these graduating seniors at last year's commencement ceremony.

## COMING SOON

### Dental School Dedication Set for June 11

The University at Stony Brook will mark completion of a \$9.3 million project at the School of Dental Medicine with a dedication ceremony on Wednesday, June 11, at 11:00 a.m.

The project, completed this spring, includes 25,000 square feet of new space and 18,340 square feet of renovations to existing clinical, research, instructional and administrative areas, designed by the Manhattan architectural firm of Rogers, Burgun Shaline and Deschler, Inc. The builder was J.F. O'Healy Construction Corp. of Bayport.

With additional space and renovations, the School of Dental Medicine will be able to raise overall enrollment from 130 to 190 doctoral and post-doctoral students. In addition to the four-year dental degree program, which will be expanded from 27 to 36 students a year, the new facilities will allow the School of Dental Medicine to begin post-graduate specialty programs in

general dentistry, orthodontics and periodontics. The new facilities will also enhance the graduate clinical research program in oral biology and pathology.

Dental treatment spaces — where students provide supervised dental care — will increase from 65 to 114 in nine treatment areas. Each space is furnished with the most modern equipment, allowing for updated infection control procedures. A new suite of 14 individual treatment rooms has been added for special dental care and clinical dental research. The patient reception areas, radiology suite, oral and maxillo-facial surgery clinic and sterilizing areas also have been renovated and re-equipped.

Two large lecture rooms separated by a movable partition were constructed, allowing up to 96 people to attend the same lecture. This will be used by all teaching programs, including the Continuing Professional Education program which is offered by the School of Dental Medicine to dentists, dental hygienists and dental assistants in the broader community.

A new library, with study areas for stu-

dents and reading space for faculty, was also included in the expansion. In addition, 12 new research laboratories have been added, expanding funded research projects including the Living Skin Bank, which supports activities at University Hospital. The new facilities bring the total to 28 research laboratories.

### Crafts Center Offers Array of Summer Courses

The Union Crafts Center in the Stony Brook Union will hold a series of courses this summer for campus and community, including photography, pottery, silkscreen, collage, watercolor, stained glass, weaving and quilting. In addition, leisure courses in bartending, scuba diving, wine appreciation, yoga, self defense and social dancing will also be available.

Classes for children include mixed media and beginning knitting.

For specific information on dates, fees and registration, contact Marcia Wiener at 632-6828.

### Conference on American Pluralism Set for June 5-6

A two-day conference examining American pluralism from a historical perspective will be held at Stony Brook on Friday and Saturday, June 5-6. U.S. Senator Bill Bradley will be the keynote speaker.

The conference, open to educators and graduate students from around the nation, will feature discussions and panels on topics ranging from "Changing Conceptions of Pluralism in American Law and Constitutionalism" to "The Proud and the Selfish Anglo-Saxon: African-American Ideas about White People in the 19th Century." Speakers will include experts from the University of Michigan, Harvard, Yale, Queens College, Carnegie-Mellon, UCLA, SUNY Purchase, CUNY, SUNY-Old Westbury as well as Stony Brook, according to program organizer Wendy Katkin, associate dean, College of Arts and Sciences.

Fee for the program is \$35. For information and registration, contact Alfreda James at 632-7090.

## Conference Explores Chronic Pain and Suffering

Experts gathered at the Health Sciences Center on April 24 for an interdisciplinary discussion on Chronic Pain and Suffering.

The program brought together broad scientific and humanist resources from the fields of bioethics, psychology, anthropology, English, public health, nursing, orthopaedic surgery, anesthesia, sociology, preventive medicine and psychiatry, in response to new guidelines issued by the U.S. Department of Health and Human Services to reduce pain in adults and children. It was also in response to recent discussions about euthanasia and assisted suicide for patients with intractable pain.

"Pain from surgery too often is underestimated and undertreated," says Reverend Robert Smith, director of the Institute for Medicine and Contemporary Society and a member of the 16 member panel that developed the new federal guidelines. Approximately 23 million surgeries are performed annually in the United States, including at least 1.5 million operations on children.

Dr. Rollin Gallagher, director of the Pain Center at Stony Brook and a consultant to the national panel, says that "Inadequate management of acute pain may lead to chronic pain, our single most costly illness that causes terrible suffering for patients and their families."

Presentations focused on women in pain, pharmacological approaches to suffering in cancer pain, public policy and problems in interdisciplinary pain research, the language of suffering, socio-cultural factors in pain research and chronic low back pain as well as ethics with human subjects in pain.

The one-day conference was presented by the Pain Center and the Institute for Medicine in Contemporary Society

## Lyme Disease: Chronic Fatigue, Spinal Fluid, Brain Markers

A team of neurologists has received a three-year, \$774,600 grant from the National Institute of Allergy and Infectious Diseases to study chronic fatigue in Lyme disease patients.

Another group of neurologists is working on the second year of a five-year, \$500,000 grant from the National Institute of Arthritis and Musculoskeletal and Skin Disorders to study neurological markers for the disease and the role of the immune system in children and adults with Lyme.

Drs. Patricia Coyle and Lauren Krupp, both of the Department of Neurology, and Dr. Joseph Schwartz of the Department of Psychiatry and Behavioral Sciences, are studying the Lyme infection as a model for how the immune system might produce chronic fatigue syndrome. It is believed that the syndrome may be triggered in susceptible individuals by a variety of bacterial or viral agents, such as human herpes virus 6. At one time, it was associated exclusively with Epstein-Barr virus, but that link has since been ruled out in most cases.

Coyle, principal investigator and associate professor of neurology, believes that chronic fatigue in Lyme is a post-infectious syndrome that may be a result of an overactive immune system. She estimates that if Lyme is treated early, persistent fatigue results in less than 10 percent of patients; fatigue can occur in as many as 30 percent of patients who receive late treatment.

The study seeks three groups of 25 patients: treated Lyme patients with persistent fatigue (six months or more); treated Lyme patients with thinking and memory



Patricia Coyle

concentration difficulties; and a control group of treated Lyme patients without thinking or memory problems or fatigue. Patients will undergo a battery of tests, including blood tests and spinal taps, as well as psychological and neurological tests, under the supervision of co-investigator Krupp, assistant professor of neurology.

Coyle says the study will examine whether there are predisposing factors to persistent fatigue, such as allergies or depression (both linked to chronic fatigue); whether an activated immune system is involved with immune responses directed against the Lyme bacteria; and whether the immune profile of patients with fatigue alone differs from those with thinking impairment. The study also will investigate whether fatigue- or thinking-impaired patients have persistent Lyme infection. Patients will be followed for a year and a half.

In the second study, Coyle and pediatric neurologist Dr. Anita Belman are attempting to define spinal fluid and brain markers for Lyme. Belman, associate professor of neurology, is examining children using magnetic resonance imaging (MRI). Headache and behavioral problems, such as irritability and loss of interest in school, are the most common symptoms, Belman says, adding there is little knowledge about the disease in children.

Coyle is also examining the spinal fluid of patients in an attempt to determine the cause of the neurological problems: Is it due to persistent infection or an overactive immune system? She is seeking more than a dozen patients per year who have never been treated or those who have been inadequately treated.

## Hormone Replacement Therapy Benefits and Risks

Hormone replacement therapy for postmenopausal women can prevent bone loss and may cut the risk of heart disease in half. But women often don't stay on the daily medication and doctors are not always informing them about its benefits and risks.

So said Dr. Kathleen Droesch, assistant professor of obstetrics and gynecology, at the Women's Health Symposium held at the Health Sciences Center on April 25.

"The recommendations are in flux right now, but the majority of gynecologists believe that most women should be offered hormone replacement therapy," she says. "Doctors should sit down and discuss the pluses and minuses."

Droesch says hormone replacement therapy, including low-dose estrogen and progestin (a synthetic progesterone) is Food and Drug Administration (FDA) approved

for the treatment and prevention of osteoporosis, the bone-thinning disease that mainly affects postmenopausal women and the cause of the majority of hip fractures. It also helps alleviate menopausal symptoms, including hot flashes, anxiety, sleeplessness and vaginal dryness.

Though the therapy is not yet approved for heart disease prevention, preliminary studies suggest it may lower the risk by as much as 50 percent. A large multi-center study is under way to answer this question.

Droesch says the only downside of the therapy is that it may minimally increase the risk of breast cancer. A woman's risk of breast cancer is one in 10 on Long Island. With hormone replacement therapy, it may increase to one in 9.5, but the benefits outweigh the risks for most women. "Women are 10 times more likely to die of heart disease than breast cancer," Droesch says.

The problem is that patients sometimes do not stay on the medication long term. If they report complaints to another doctor, that physician, often not a gynecologist, may take the patient off the medication without consulting the gynecologist. Droesch stresses the importance of staying on the medication: "It's like taking a vitamin," she says. "You can't feel the cold you didn't get."

Other speakers at the conference included: Dr. Ronee Skornick, assistant professor, Dr. Gabriel San Roman, assistant professor, Dr. James Droesch, assistant professor, and Dr. Magdalen Hull, assistant professor. Breast self-examination instruction was given by nurses Mary Ahlers and Gail Colvin.

The conference was sponsored by Wyeth-Ayerst Pharmaceuticals and USB's Department of Obstetrics and Gynecology.

## University Hospital Cancer Center Sets Up Hotline

University Hospital's Cancer Center has established a cancer hotline which will allow experts to answer all questions concerning the causes of cancer and its treatment, both at Stony Brook and elsewhere. The hotline also provides patients with access to numerous support services for patients and their families which will help them deal with the emotional and psychological aspects of the disease.

The hotline is staffed 8:30 a.m. to 5 p.m. weekdays; after hours, callers may leave a message on a recording. The number is 444-7680.

Dr. Michael Viola, director of the Cancer Center and head of the division of Medical Oncology, said the hotline was set up as a community resource to better coordinate patient inquiries about various types and aspects of cancer. Calls include questions about support groups, requests for information on breast cancer and other cancers, inquiries about second opinions, requests for transfer to University Hospital and hospice information.

Calls are taken by administrator Gail Urban and, depending on their nature, are given to USB cancer experts. Urban or a doctor or nurse will return a patient's call.

University Hospital's Cancer Center opened in 1986 and was officially designated as a State Cancer Center by the State Health Department in 1987.

The center has seen a rapid growth in the number of patients over the past few years. Last year, 1,200 new cancer patients were seen compared to 500 in 1987.

The cancer center is associated with six national and international cancer programs, including the National Surgical Adjuvant Breast Project, Eastern Cooperative

Oncology Group, Gynecological Oncology Group, the Radiation Therapy Oncology Group and the Pediatric Oncology Group.

## Physicians: the Cause of "White Coat" Hypertension

As many as 25 percent of people diagnosed with hypertension may have what is known as "white coat" hypertension — high blood pressure in the doctor's office, but normal pressure at home. So says Dr. Richard Friedman, psychologist and director of Behavioral Medicine at the University at Stony Brook.

"People with white coat hypertension are not more anxious than others," says Friedman, associate professor of psychiatry and psychology. "They also don't show a higher blood pressure response than others when physically or emotionally stressed. The only time their blood pressure is unusual is when the doctor measures it in his office."

Interestingly enough, Friedman says it is not the doctor's office that causes the increase in blood pressure, rather the doctor himself. When a nurse takes the readings, they are lower than when a doctor does it, suggesting that the reaction may be due to the patient's perception of the doctor as an authority figure, or to a conditioned response to a traumatic experience in a doctor's office as a child.

Friedman is currently conducting a laboratory conditioning study in collaboration with Cornell University to determine whether humans differ in their ability to be conditioned regarding blood pressure responses. "We know very little about the conditionability of physiological behaviors and the relationship between conditioning and the development of medical symptoms," he says.

He is also evaluating white coat hypertensive patients and others with sustained hypertension (high blood pressure in and out of the doctor's office). So far, he has found that 13 of the 23 white coat hypertensives evaluated reported traumatic, childhood experiences in the doctor's office. None of the 10 sustained hypertensives reported any childhood trauma associated with a physician.

Friedman says white coat hypertension is ignored by physicians, and these patients are getting medicines they don't need. He is developing a treatment program based on relaxation and desensitization techniques that people can practice in their homes before going to the doctor.

In the meantime, he advises patients with high blood pressure to ask their physicians whether white coat hypertension might be a factor in their condition. The World Health Organization defines mild hypertension as a systolic above 140 and a diastolic above 90.



Richard Friedman

MAXINE HICKS

*How the Budget Process Works*

# High Stakes Game With Many Players



**B**

udgeting is a high stakes game with simple rules, as long as everyone agrees to follow them.

For the State of New York, that's easier said than done, especially when some of the players don't see eye to eye.

Enmeshed in a larger political battle between the Republican-controlled legislature and the governor, a Democrat, the budget process has in recent years become the

focus of all that is right and wrong with New York State, from the manner in which funds are spent on welfare to the total allocated for secondary and higher education.

Once stripped of its political layers, however, the process itself is easy to follow. It begins in late January when the governor unveils his proposed state budget, delivering it to the legislature in an annual "State of the State" budget message. In the weeks that follow, the legislature debates the governor's spending proposal, conjuring up its version of what the state's fiscal plan should be. It's only when all sides agree, that a budget is put in place.

In recent years, discussions between legislative leaders and the governor have moved well beyond the mandated April 1 cutoff for a new state budget. Last year, for example, a budget wasn't adopted until July, forcing the state, local governments and other agencies to borrow to pay bills, an ultimately costly proposition for state taxpayers. For SUNY, such a long delay meant that individual campuses did not know what their state allocation would be until the fall. As a result, when Stony Brook faculty returned to campus in September, many were shocked to find department budgets cut and services curtailed.

This year, the state budget was late by only one day, but Stony Brook, like other SUNY campuses, was already braced for the fact that there would be less state money to go around in 1992-93 and beyond.

Stony Brook officials, in fact, had made note of the fact that the State of the State message did not focus as much attention on higher education as it had in the past. Nor-

mally the document provides clues to projects, programs and proposals that could bring the campus additional funds.

#### Shaping a Campus Timetable

It was not until late January that SUNY Central offered its view on how the governor's document should be interpreted.

In late February, Stony Brook's Budget Office distributed for review a list of available resources, financial commitments (such as debt service) and a copy of the current budget to two Stony Brook committees directly concerned with the overall budgeting process as well as to a special Ad Hoc Advisory Committee appointed by Provost Tilden Edelstein to help develop a three-year plan that will allow the academic side of campus operations adjust to reduced state support. It is the Ad Hoc Committee's report that has stirred the greatest interest inasmuch as its recommendations may help shape the academic face of the university in years to come. The committee, chaired by philosophy Professor Sidney Gelber, issued its report to the provost on April 2.

The recommendations are the first of a group of proposals that are expected to emerge over the next several weeks and months as the university looks ahead to leaner times. In December, President John H. Marburger announced that a three-year operating plan would be developed to take advantage of long-range financial opportunities such as the planned cogeneration plant, retirements, and payoff of bonded indebtedness for some capital acquisitions such as the Rolm telephone system. In addition, a special study is underway of campus-wide general administrative and general institutional services with a view toward restructuring these services to reduce costs. These longer-term efforts are intertwined with the immediate needs to reduce expenditures.

#### Who's Who in the Process

The two standing committees most intimately involved in the budget process are:

- the Financial Policy Group, which deals with the technical side of the budget and is chaired by Glenn Watts, vice president for finance.
- the Priorities Committee, which weighs the financial consequences of budget decisions, and is chaired by Provost Tilden Edelstein.

The Financial Policy Group consists of vice presidents and vice provosts including Health Sciences Center Vice president Dr. J. Howard Oaks; Provost Tilden Edelstein; Frederick Preston, vice president for Student Affairs; Carole G. Cohen, vice president for University Affairs; Harry Snoreck, vice president for Campus Services; Dr. Jordan Cohen, dean of the School of Medicine; Ron Douglas, vice provost for Undergraduate Studies and Stan Altman, deputy to the president.

The Priorities Committee includes Pam Burris, representing the Professional Employees Governing Board; Al Jordan, associate dean for Student Affairs at the School of Medicine; University Senate President Richard Porter; Senate Committee on Resource Allocations and Budget representative and sociology Professor Andrea Tyree; Senate Long-Range Planning chair and Allied Health Resources Assistant Professor Alan Leiken; Graduate Student Organization representative John Reinfelder; Polity representative Manny Nunez; faculty representatives William van der Kloot, Sidney Gelber, Fred Goldhaber, John Kincaid and Leonard Kleinman. Also serving on the Committee are Watts and Douglas.

By late April, the Financial Planning Group and the Priorities Committee will have had a chance to look over strategic goal and objective statements and comment on other aspects of the coming year's financial plan. Their thoughts are forwarded to Marburger who then confers with his cabinet before establishing broad, financial targets for each vice presidential area.

In the meantime, the vice presidents work up allocations for each division within their area. They next meet with deans to determine how the allocations will be distributed by department. By mid-May, the vice presidents must submit their final plan to the campus budget office.

By early May, SUNY notifies each campus as to how much state money it will get. The figures are distributed to the Financial Planning Group and the Priorities Committee for review, each group making final recommendations to the president. Marburger makes any necessary allocation adjustments based on the reviews of how the budget effects programs. The allocation for each vice-presidential area is finalized by mid-June.

The campus budget office submits final figures to SUNY Central in late June. By July, a printed operating budget is in place.

# President's Letter to the University Community



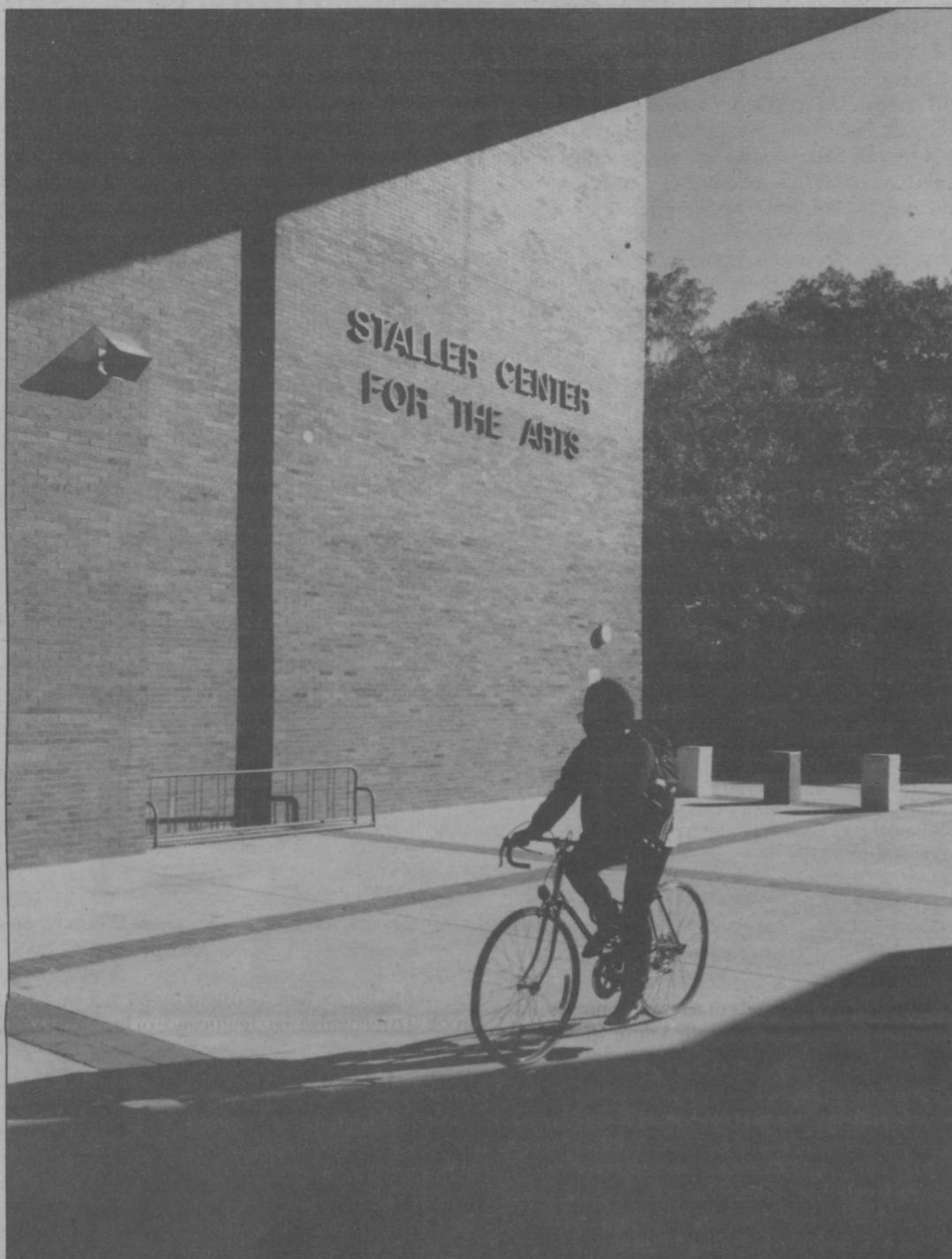
Now that the state budget for 1992-93 is available, we can assess its impact on the Stony Brook campus. The budget is very similar to proposals announced late last year: a tuition increase approximating \$500, reductions in support for SUNY hospitals and a reduction of campus operating budgets by about 4.5 percent. Every campus constituency will feel the impact of

this budget. Students will face higher costs; faculty will find larger classes and the need to spend more time with students; support staff throughout the university will inherit additional responsibilities with no additional compensation. Jobs will be lost, hopefully through attrition, but I am afraid that once again this year some of our colleagues will lose their jobs.

Stony Brook's budget strategy is to absorb reductions, referentially in service departments to the extent possible, and to spread the reduction in the provost's area over three years to minimize layoffs on a scale that would severely disrupt academic programs. As I announced in December, a three-year operating plan is being developed that will permit the campus to take advantage of long-range financial opportunities such as the forthcoming cogeneration facility, retirements and the payoff of bonded indebtedness for certain capital acquisitions such as the telephone system. Despite these measures, the provost has estimated that restructuring of academic programs will be required to meet the expected budget targets. I am insisting that the provost and all vice presidents find ways of reducing costs on a permanent basis so as to relieve budget pressure in subsequent years.

A special study is being performed of campus-wide General Administrative and General Institutional Services (GA/GIS) with a view toward restructuring these services to reduce costs. State support for some services will be reduced significantly or eliminated entirely. On the academic side, the provost's plans call for reductions of approximately \$1 million in funds currently devoted to teaching assistants, \$250,000 of which would be restored for hiring diverse types of instructional personnel, including TAs. Another \$600,000 will come from reductions in clerical support in academic departments. This is only part of what is required, however, for the first year of a proposed three-year reduction schedule. The remainder will have to come from other staff eliminations.

Health Sciences Center reductions will fall most heavily upon the School of Medicine. Unfortunately, the School of Medicine's state budget problems are being compounded by major reductions in third-party reimbursements for health care services provided by University Hospital and by our clinical faculty. Given the fact that the Medical School's salary and operational budget is already overly dependent on research and clinical revenues generated by its faculty, further cuts in state support will place an especially large burden on our East Campus colleagues. As



a result of the current fiscal climate, our plans for completing the development of the school will be seriously affected. Major efforts are underway to increase the school's financial flexibility by expanding clinical space in a proposed ambulatory care facility. Reductions in the University Hospital budget will affect capital plans and will further increase pressure on hospital operations.

The provost has launched a process of proposals and consultations intended to lead to a set of plans for each West Campus division and school that will address the current reduction targets. An outline plan has been submitted for discussion purposes to West Campus deans, the Priorities Committee and a special Ad Hoc Advisory Committee to the provost. It is expected that this plan will not be implemented as is, but will be modified upon subsequent discussions with faculty, students and campus governance groups. The schedule for this consultation has been published and more details are available on the provost's electronic bulletin board. The provost and I hope that such discussion will lead to a practical plan that will be consistent with budget realities, minimize disruption to programs and preserve opportunities for enhancement and regrowth once the budget crisis is past.

At this time, the greatest uncertainty in the 1992-93 budget picture is the effect of retirements. The current budget proposals do not include an early retirement program as far as we can tell, but many faculty and other employees have reached ages at which retirement is an option. Anyone for whom retirement is a possibility should certainly explore this option. Working with the Department of Human Resources, the provost's office has developed a retirement planning program that can be implemented even in the absence of a formal state early retirement package.

Beyond the 1992-93 year, the most significant unde-

ecided issue is how much control SUNY and the campuses will be able to have over tuition revenues. If a portion of tuition revenues were made explicitly available to the campus generating them, we could take advantage of opportunities to increase enrollments in special areas that would lead to significant budget impacts. We are working with SUNY and government officials to encourage legislation favorable to increased flexibility of tuition management.

I apologize for discussing only financial matters in this message. This focus does not adequately represent my concern for our primary missions of teaching, scholarship and health care. But at this critical instant we must concentrate our energies on matching our behavior to our resources lest we weaken our ability in the long run to carry out our work at all.

During these difficult times we can expect pernicious rumors, suspicion, short tempers and loss of morale. The choices we are forced to make are extremely difficult, and whoever is on the receiving end of budget cuts is going to question whether they are really necessary. But Stony Brook is weathering the recession storm better than many other campuses. Despite complaints, there is considerable information available about campus options, and consultation and planning are occurring at a level unprecedented at Stony Brook.

I ask that you assist this difficult process by learning as much as you can about what is happening, by thinking broadly rather than selfishly about the university and by cooperating with efforts to plan and to mitigate the impact of the budget environment on the activities we value most. Our administrators are pressed very hard and need your help. For my own part, I pledge my utmost efforts to preserve not only the best of what we have built at Stony Brook over the years, but actually to continue at least in some areas the momentum we have gathered toward excellence.

## KEY POINTS

- Stony Brook's budget strategy:

Avoid severe disruption of academic programs by spreading reductions in provost's area over three years.

Restructure General Administrative and General Institutional Services to reduce costs.

- Greatest unknowns:

How many faculty and staff members will opt for retirement?

How much control over tuition revenues will SUNY and the campuses achieve?

President Marburger's draft Vision Statement — as well as the Mission Statement on this page and the Goals and Objectives that begin on page 10 — provide a sense of direction for Stony Brook as it develops a three-year operating plan. All three documents are a stepping-off point for discussion at all levels for a campus self-study that will accompany a Middle States evaluation of Stony Brook in 1993. That document will be followed by another, to be produced in 1994, that will articulate Stony Brook's strategy in meeting long-term goals established by the SUNY board of trustees and chancellor as set forth in a 96-page *SUNY 2000* report issued in September, 1991. The *SUNY 2000* report assesses the needs, challenges and opportunities that await the SUNY system as it approaches the 21st century.

## President's Mission Statement:

Stony Brook is a medium size public research university with broad missions in education, research and public service. As the only major research university on Long Island, it promotes the state's and national economic development with a faculty and growing body of graduates who provide intellectual and professional leadership in an economy and society that is increasingly dependent on knowledge and technical expertise.

Stony Brook maintains a faculty of outstanding scholars in a broad array of disciplines while promoting unique centers of excellence responsive to the needs of our constituencies and the vision of our faculty. Our programs focus on the most sophisticated and demanding aspects of each discipline in which we provide training and undertake research. The faculty excel in their fields and participate in the world-wide community of scholarship.

Stony Brook brings the assets of a research university to bear on undergraduate education through curricula and special programs that prepare graduates who can compete successfully with those from any other institution in the world. The curriculum is academically demanding and addresses issues at the forefront of scholarly effort while accommodating the diverse student body, including both honors level students and those who need to improve their basic skills.

As the State University center serving downstate New York, Stony Brook offers the opportunities of an undergraduate university education to students with a broad range of backgrounds from the New York City metropolitan area. We aim to meet their needs, while at the same time drawing talented students from a wide geographic area. The diverse student body drawn to Stony Brook places us at the forefront of efforts to meet the educational needs of a multicultural society. Because a significant fraction of the student population resides on the campus, we aim to provide a supportive and stimulating environment for living as well as studying.

Stony Brook's doctoral and professional programs are among the best in the world. They draw excellent students from throughout the United States and many other countries. Degree recipients take a variety of jobs including tenured faculty positions in leading research universities.

Master's level and nondegree programs also draw on the special expertise and resources of a research faculty to train and retrain students for professional accomplishment. Stony Brook provides Long Island and New York City with professionals in a variety of fields in high demand.

As a public research university, Stony Brook is committed to the application of theoretical knowledge to the social and technical problems of society. The Health Sciences Center is the regional health care referral center for Suffolk County. The university plays a dominant role in technology-based economic development on Long Island by training personnel for the regional workforce and contributing to the generation and diffusion of knowledge and expertise. Stony Brook also promotes the preservation and development of Long Island's natural, social and economic resources and brings a variety of cultural and athletic events to the region.

## President's Vision Statement for the University

During the past four years I have reiterated an important theme for the University at Stony Brook: we are fulfilling our mandate to become a public research university competing with the finest in the nation. In a remarkably short time we have created a foundation of facilities, faculty and programs of exceptional quality. While more remains to be built, we are beyond the point where our continued success is threatened by our incompleteness. Indeed the most urgent needs now are so closely related to our existing programs that in 1990 I declared the forthcoming years to be Stony Brook's "Decade of Refinement." During this period our campus must raise the quality of every operation to the high standard that has already been attained in a few areas. I am not referring only to academic programs, including instruction as well as scholarship, but also to health care, to our physical facilities, to systems of accounting and control, and to the quality of service we provide to all our constituencies.

The challenge during the 90s is to carry out these improvements with reduced state funding. In the language of formal planning, we must carefully define our goals, select priorities consistent with them, and articulate specific objectives that will carry us to our envisioned state of refinement. In practice our progress will not be as steady as this language might suggest. We will advance toward our objectives only as the opportunity arises to do so. That does not mean that we will seize any opportunity that comes along, but only those that advance us toward our goals. Pursuing any opportunity exacts institutional costs, and we must conserve and concentrate our strength for maximum effect.

Stony Brook has certain characteristics that suggest which activities we should treasure and encourage. I identified these in my 1991 Convocation address. In addition to *excellence*, I cited *sophistication*, *national competitiveness*, *diversity*, and *sense of public mission* as guiding characteristics. I also emphasized the importance of University Hospital and advanced health care as a paradigm for all that we do at Stony Brook. To recognize the significance of health care for Stony Brook, I have urged that it be ranked as our third principal mission, after teaching and research.

During the next ten years, we will continue to strengthen our undergraduate programs, preserve and selectively strengthen our excellent graduate and research programs, provide access to a broad spectrum of students, and do more to address regional social and economic needs. These goals are broadly consistent with those of the State University of New York as set forth in its "SUNY 2000" plan. We must also reinvest in our physical plant and improve campus services, both essential to any programmatic improvements.

One goal toward which we have taken great strides is the improvement of undergraduate education. We must continue this effort and explore new ways to provide all undergraduates the full benefits of education at a research university. As part of this effort we must do a better job of providing a campus environment that supports personal growth as well as academic achievement and insures that commuting students have the opportunity to participate fully in university life.

We must be vigilant to identify opportunities that will help us achieve our academic goals. In the next decade Stony Brook will add centers and institutes to support major research programs and address issues of regional and national importance. As an interdisciplinary overlay to strong disciplinary departments, they will give us flexibility and support innovation. New doctoral programs will be modeled on the Ph.D. in genetics, which is offered by faculty in several departments.

In the difficult national and regional environments we expect during the coming decade, programs that support economic and social development will grow more rapidly than the traditional arts and sciences. This trend will include the expansion of professional programs which, with the exception of health care, are less well developed at Stony Brook than at other public research universities. There are significant opportunities in engineering, marine and environmental sciences, and management. As we develop these programs, we will not merely respond to market pressures but rather raise professional standards and expand the horizons of regional institutions and organizations.

Our role in health care will continue to expand as the Health Sciences Center becomes the hub of Suffolk County's health care system. New facilities for ambulatory care will promote vigorous growth later in the decade. With health

care as a model, we must increase Stony Brook's social and cultural impact. Stony Brook can help fill the national vacuum of leadership on social issues by developing a greater regional presence. Regional social and cultural development is a university mission as important as regional economic development.

To convert these visions into reality, Stony Brook must develop new sources of financial support. State support is unlikely to return to historical levels in the foreseeable future. In the long run, the most important revenue source will be fees for service — including tuition — and we must take maximum advantage of the opportunities already available to retain revenue from summer sessions and continuing education. We must also approach fundraising systematically and seize opportunities for private financing as they arise.

In an era of scarcity, we must also conserve resources. Construction of our own plant to generate electricity and steam in 1995 will be an important step toward enhancing revenue by conserving energy. We can also increase our effective resource pool through better use of human resources. We must take advantage of information technology and changes in administrative structure that can increase the effectiveness and reduce the complexity of many routine tasks at Stony Brook.

Stony Brook must also invest in its physical plant. Like many other fine universities, our physical structures have suffered neglect. Unlike most of our peers, we also have physical problems that stem from the initial design of the campus and the failure to complete it as designed. Thus Stony Brook will have to address its deferred maintenance problems even as it continues to create the functional campus envisioned in the 1989 facilities master plan.

The remaining years of the twentieth century will not be easy ones for Stony Brook, or indeed for higher education. But I am convinced that Stony Brook can continue to grow stronger during these years. We are not starting from a position of weakness. Our academic excellence is acknowledged throughout the world. The challenge now is to proceed cleverly and selectively and not to neglect the infrastructure upon which the entire edifice rests. We will meet this challenge only by increasing our self-awareness through explicit planning, and by choosing carefully among the opportunities that present themselves. I look forward to working with every campus constituency to make these critical choices together. With care and cooperation we will preserve the character of Stony Brook and cultivate it in our several missions through carefully selected new initiatives.

### KEY POINTS

- We will continue to strengthen undergraduate programs.
- We must do a better job of providing a campus environment that supports personal growth as well as academic achievement.
- New interdisciplinary centers will support research programs and address regional and national issues.
- Programs that support economic and social development will grow more rapidly than traditional arts and sciences. This trend will include the expansion of professional programs.
- In an era of scarcity, we must:
  - Develop new sources of financial support
  - Conserve resources
  - Make better use of human resources
  - Take advantage of information technology.

# Proposed Goals and Objectives

The University at Stony Brook seeks to fulfill its missions by achieving excellence in seven areas: undergraduate education, graduate education, research and scholarship, campus life, health care, regional economic development, and regional cultural and social development. This document sets campus goals in each of these areas and objectives that specify what the goals mean at Stony Brook. To promote stability in a period of fiscal austerity, the campus also has three infrastructure goals: preserving resources, maintaining and improving campus facilities, and strengthening campus management.

These goals and objectives provide a framework to guide Stony Brook's development in the next decade. Their elaboration into detailed program plans will guide the work of all campus units. The three-year operating plan for 1992-95 will operationalize these goals in the context of current budget constraints.

## I. UNDERGRADUATE EDUCATION

*Stony Brook will offer a diverse student body access to undergraduate education that is recognized for excellence within and outside New York State.*

### OBJECTIVES

(1) *Increase the undergraduate student body by 2000 students.* Stony Brook is small compared to other public research universities and was originally designed for a larger student body. Demand for public higher education in New York State is strong, and growth in the undergraduate enrollment will support programmatic diversity.

(2) *Develop programs — including summer sessions, short courses, and evening programs — that take advantage of existing resources to supplement traditional degree programs.* If the State University offers campuses greater opportunity to retain tuition revenue from programs that supplement traditional degree programs, it will offer them a potentially important new revenue source. Stony Brook is well-placed to take advantage of this opportunity while meeting the local demand for summer education, sharply focused programs addressing the educational needs of specific professional groups, and programs that increase access to education for students who combine study with work and family obligations.

(3) *Improve recruitment of high-achieving, highly motivated undergraduates from a broad geographic area and expand programs for these students.* Stony Brook's faculty of leading scholars has a great deal to offer top students. To enhance this interaction, Stony Brook will expand the Honors Colleges and further develop special programs including living/learning communities, URECA, the Freshman Scholars Program, summer research programs, opportunities for study abroad and internships. A strategic recruitment plan commissioned by the Stony Brook Foundation will guide the development of recruitment efforts.

(4) *Insure that Stony Brook provides access to educational opportunities to a diverse student body.* This effort will include identifying and recruiting students who can excel at Stony Brook and in subsequent careers even though they do not have the strongest credentials on standard admission criteria. It will also include further development of evening and part-time degree programs to accommodate students with job or family responsibilities.

(5) *Continue to develop the undergraduate curriculum and improve the quality of teaching.* Stony Brook will continue to develop both strong disciplinary education and interdisciplinary programs addressing topical issues. This effort will also include improving the training, deployment and supervision of teaching assistants.

(6) *Increase faculty/student interaction outside the classroom.* This effort includes both increased research opportunities for undergraduates and structures that encourage informal faculty/student contact. Research opportunities include URECA and summer research programs. Informal interaction will be enhanced by increased faculty involve-

ment in residence life, the faculty/student lunch program, and the commuter student college coffee with faculty series.

(7) *Continue to upgrade administrative services for students, especially in the areas of financial aid, student records services and job placement.* Stony Brook will take advantage of contemporary information technology to improve the efficiency and convenience of student registration and student account functions. Improved job placement services will help students maximize the benefits of a Stony Brook education and promote recognition of the strength of the undergraduate program.

(8) *Upgrade the quality and breadth of programs that promote students' personal development and academic success, especially academic advising and student health and wellness programs.* In addition to individual advising for all students, these activities will include the continued development of SBU 101, mentor programs, and targeted programs such as pre-professional advising. Drug and alcohol counselling will be a priority for health and wellness initiatives.

## II. GRADUATE EDUCATION

*Stony Brook's doctoral and professional programs will be recognized as among the best in the world, and the campus will offer master's and certificate programs that promote economic development by supplying the regional labor market with highly skilled personnel.*

### OBJECTIVES

(9) *Maintain the high quality of doctoral and professional education at Stony Brook.* Stony Brook will continue to offer a broad array of doctoral programs. New doctoral programs will be modeled on the Ph.D. in genetics which is offered by faculty in several departments.

(10) *Restructure graduate student financial support.* Financial support to graduate students will be reorganized to enhance its use in support of doctoral education and insure that the graduate students who teach undergraduates are effective in that role.

(11) *Expand professional certificate and master's degree programs.* Master's degree programs can make an important contribution to economic development by supporting the development of the regional workforce, and technological development is expanding the demand for skill-oriented graduate education. Since Stony Brook currently has an exceptionally low proportion of graduate students in master's programs, there is opportunity for substantial growth. These programs will include interdisciplinary efforts that draw on existing faculty and courses to meet specific needs. They will be created, adjusted and/or discontinued in response to demand by students and employers.

(12) *Increase the recruitment and retention of first-rate graduate students.* The strength of Stony Brook's graduate programs is not well recognized, in part because there has been no systematic effort to recruit students.

## III. RESEARCH AND SCHOLARSHIP

*Stony Brook will have a faculty of nationally and internationally recognized scholars, including a substantial number who are the top leaders of their fields.*

### OBJECTIVES

(13) *Preserve and increase the quality and diversity of academic programs at Stony Brook.* To remain the peer of other public research universities, Stony Brook must maintain a broad array of scholarly and professional programs. When budget reductions force downsizing, the campus



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will selectively reduce the resources allocated to weak program components rather than eliminating major programs.

(14) *Develop and support centers of excellence in research and scholarship.* Stony Brook has a number of research groups that are among the best in the world, but no university can have strength in every field. Stony Brook will protect and selectively enhance existing programs with demonstrated reputations for quality, help selected programs achieve or maintain national and international stature, and offset this growth with carefully planned reductions in other areas.

(15) *Create interdisciplinary centers to address major research areas and issues of regional or national significance.* Bringing together experts in a variety of fields can stimulate basic and applied research, increase the university's contribution to policy development, and facilitate the procurement of external funding. Centers will be created with minimal additional resources by bringing together faculty already appointed in core departments.

(16) *Promote faculty development and diversity.* This effort will include providing faculty more assistance in procuring external funding, offering programs to improve their teaching skills, and publicizing faculty achievements. It will also include a review of the process by which promotion and tenure decisions are made. These and other activities will support the recruitment and retention of women and members of ethnic minority groups.

(17) *Insure adequate academic support services, including library resources and computing and laboratory animal facilities.* To recruit and retain faculty, students and staff who can fulfill Stony Brook's missions, the campus must support scholarship. Planning for these support services as an integral part of program development will insure their adequacy to support that development.

(18) *Insure that Stony Brook's infrastructure supports research.* To attract and retain productive scholars, Stony Brook must provide a supportive environment and incentives that encourage research productivity. This will include insuring an efficient interaction with the Research Foundation and the effective use of indirect cost funds.

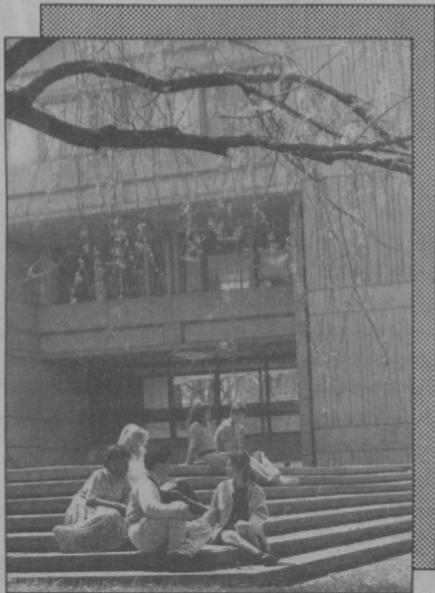
## IV. CAMPUS LIFE

*The Stony Brook campus will be a community that supports and stimulates personal growth as well as academic achievement.*

### OBJECTIVES

(19) *Promote the personal and career development of women, members of ethnic minorities and persons with disabilities as Stony Brook students, faculty and staff.* Stony Brook is committed to affirmative action in the recruitment of students, faculty and staff and to a multicultural curriculum and campus environment. This effort includes developing a broad appreciation of ethnic and cultural diversity among students, faculty and staff.

(20) *Increase the participation of students, staff and faculty in weekend activities.* Stony Brook must increase weekend activities to develop the active campus life that contributes to the culture of major research universities.



Students will have a richer educational experience if a broader range of social and recreational activities links them more closely to the campus. Faculty and staff will also benefit from the development of the campus as a community.

(21) *Construct and rehabilitate student facilities that expand opportunities for recreation, social interaction and access to essential student services.* Building the student center included in the 1988 master plan will be central to this effort. It will also include creating distinct student centers and services for graduate students and commuter students.

(22) *Develop the intercollegiate athletics program.* Stony Brook has several strong athletic programs, but it is not generally recognized as an athletic competitor. The continued development of these programs and greater publicity for sports events will enhance their value to students, faculty, staff and community residents.

(23) *Insure that the campus is safe for students, faculty and staff.* This effort will focus on changing attitudes and behaviors that provoke bias-related crime, insuring effective interaction between the Department of Public Safety and students, and enhancing the perception that the campus is safe.

## V. HEALTH CARE

*Stony Brook will be a national center for education and research in health care and the center of Suffolk County's health care delivery system.*

### OBJECTIVES

(24) *Complete the medical school.* The School of Medicine was the major unit to be established and still it needs to add faculty in certain areas in order to provide a full range of clinical programs comparable to peer institutions. The school must have adequate facilities for ambulatory care to support its educational programs as well as patient-care responsibilities.

(25) *Develop the role of the Health Sciences Center as the hub of the regional health care system.* To fulfill its mission as an academic health center, Stony Brook must expand its role in diagnosing and caring for Suffolk County's sickest patients and contributing to the coordination of services throughout the region and maintenance of their quality. To meet the demand for tertiary-level medical care, University Hospital should expand during the next decade. Financial and administrative independence from state government will facilitate the hospital's development.

(26) *Create adequate facilities for clinical practice.* The Health Sciences Center urgently needs an ambulatory care center to support its educational programs as well as its patient-care responsibilities.

## VI. REGIONAL CULTURAL AND SOCIAL DEVELOPMENT

*Stony Brook will address the social needs of Long Island and New York State, and it will offer cultural and recreational opportunities to community residents.*

### OBJECTIVES

(27) *Develop programs that support public education (K-12) on Long Island.* This effort includes school partnerships and other programs that bring university faculty to local schools as well as on-campus programs for high-school students. The possibility of developing additional master's programs for teachers will be explored.

(28) *Increase interaction between Stony Brook faculty and local health and social service agencies in the planning, provision and evaluation of services.* The national

and regional problems in health care and social services make these areas in which experts on Stony Brook's faculty and staff can make an important contribution on Long Island and across New York State.

(29) *Attract an increasing number of community residents to the Stony Brook campus for recreational and cultural events and increase the number and variety of those events.* Historically, Stony Brook was unusually isolated from its surrounding community. Continued development of the performing arts and athletic programs will provide expanding opportunities to make the campus a community resource.

## VII. REGIONAL ECONOMIC DEVELOPMENT

*Stony Brook will be recognized as an essential contributor to maintaining and strengthening economic development in New York State, especially on Long Island.*

### OBJECTIVES

(30) *Continue to develop academic programs — with educational, research and public service components — in areas of regional importance.* Areas for development include biotechnology, information technology, electronics, environmental sciences and management. The development of master's degree and certificate programs will be central to this effort.

(31) *Develop university-related high technology enterprises.* Completing the Long Island High Technology Incubator will be an important step toward fulfilling this objective, but the expansion of applied research on campus and university-related activity in local industrial parks will supplement the incubator program.

(32) *Increase interaction between Stony Brook faculty and management and local industry that promotes research on topics of regional importance and technology transfer.* The work of faculty in consultation and research for local industry can make a substantial contribution to regional economic development. This type of interaction will be encouraged by reducing bureaucratic impediments to industry/university partnerships and rewarding faculty who work with industry. Strengthening the university-interface by increasing the participation of representatives of local industry on university boards and committees will also support the university's public service mission.

## VIII. INSTITUTIONAL ADVANCEMENT

*Stony Brook will strengthen its financial resources.*

### OBJECTIVES

(33) *Increase state, federal and corporate support for research and education programs.* Stony Brook currently receives a significant portion of its budget from sources other than the state university budget. Reduced public financing for research will make increasing this contribution more difficult, but there is untapped potential at Stony Brook. Successful competition for grants and contracts will require the ability to form cohesive research teams. Graduate students as well as faculty will be encouraged and assisted to seek external funding. The campus will also pursue opportunities to supplement state funding for education programs. Not only grants but also member's bills and corporate contracts will be developed as funding sources.

(34) *Increase private financial support for Stony Brook, especially through a capital campaign.* Donations from private individuals and corporations have become increasingly important to public universities as public support has leveled off. Stony Brook will expand systematic fund raising efforts from alumni, business leaders and other key groups.

(35) *Improve the management of scarce resources including fuel and water.* In 1991, the Project Prometheus task force issued recommendations for reducing the consumption on the campus. Many have been implemented, but opportunities remain.

## IX. FACILITIES

*Stony Brook will improve and maintain campus buildings and property to the standards of other public universities.*

### OBJECTIVES

(36) *Correct deficiencies in Stony Brook's physical plant and expand maintenance programs.* Stony Brook's physical plant — including buildings, building systems, roads and property — has suffered from the deferral of building maintenance work and equipment replacement. Renewed efforts are essential to insuring the future viability and desirability of the campus as a place to work and study.

(37) *Implement strategies identified in the 1989 facilities master plan to make the campus more functional.* The master plan focuses on developing a more attractive, convenient and functional campus. Projects will be selected for implementation that have maximum effect for the level of investment possible given current financial constraints.

(38) *Improve campus facilities for undergraduate instruction and student life, with special attention to key public areas.* Recruitment, retention and students' satisfaction with their education is significantly influenced by their perception of the campus as a place to study and live. Efforts to improve the facilities undergraduates use most will focus on classrooms, residence halls, the Stony Brook Union, and adjacent spaces. It will include correcting deficiencies in Stony Brook's lecture halls, classrooms, instructional laboratories and equipment. Special attention will be devoted to the facilities requirements of the ongoing expansion of summer and continuing education programs.

(39) *Maintain and expand facilities for research.* To support strong research programs Stony Brook must provide its researchers well-maintained space and building systems. A molecular biology building adjacent to the Life Sciences Building is the top priority for new construction.

(40) *Build facilities that enhance campus life, including a new student center and conference center.* Building the student center included in the 1988 master plan will be central to this effort. The Stony Brook campus also needs a conference center that includes faculty-dining facilities, a commercial center, an art gallery and additional housing for graduate students, faculty and staff. Construction of adequate outdoor spectator facilities—especially a sports stadium—will support the expansion of intercollegiate athletics.

## X. MANAGEMENT AND HUMAN RESOURCES

*Stony Brook will improve the efficiency and effectiveness of its academic programs, administrative functions, and support services.*

### OBJECTIVES

(41) *Use a comprehensive, integrated process of strategic planning, budgeting and evaluation to allocate resources and guide program development.* In an environment of economic scarcity and social uncertainty about the roles of higher education, the campus will establish and act on institutional priorities in order to fulfill its missions.

(42) *Create integrated management structures and systems that improve communication and interaction between campus units.* Specific initiatives will include integrating state and Research Foundation business functions, establishing an all-funds accounting and reporting system, program budgeting, and improved space management.

(43) *Develop strategies for functional reorganization to increase efficiency.* Identifying opportunities to streamline operations and increase managerial effectiveness through changes in organizational structure will contribute to meeting budget-reduction requirements while improving Stony Brook's academic programs and support services.

(44) *Modernize administrative systems to take advantage of the efficiencies of contemporary information technology.* The introduction of new technologies provides opportunities to realize substantial savings, improve efficiency and obtain superior management information to support program planning and evaluation. This modernization will require restructuring data systems to insure that financial data and operating data are organized by organizational unit regardless of funding source, establishing consistent data definitions, reorganizing data-processing staff, and increasing the use of local-area-network systems.

(45) *Expand staff development and training efforts.* Ongoing training efforts will support the increased efficiency and career development of campus support staff. Extensive training programs will be essential to successful innovation in organization structure and technology. The possibility of a total quality management initiative will be considered.

(46) *Increase the integration of the Health Sciences Center and the west campus.* The Health Sciences Center at Stony Brook is an unusually integral part of the campus, but further opportunities for coordination and cooperation remain.

(47) *Accelerate the decentralization of administrative activity and authority from the State University Central Administration to the campus.* Providing on-campus, SUNY-sanctioned legal services will be one important development in this area.

# Provost's West Campus Academic Plan

## KEY POINTS

- A committee will be appointed to study the academic, administrative and financial impact of creating a single Dean of the College of Arts and Sciences.
- Move the faculty of the Department of Technology and Society to the Department of Applied Mathematics.
- Increase the teaching load of faculty no longer engaged in other scholarly pursuits.
- Toughen standards for reappointment and tenure.
- Restructure CED, working it into the mission of individual departments.
- Downsize the Office of Undergraduate Studies by five percent over the next three years.
- Cut state support for the Division of Physical Education and Athletics by five percent over the next three years.
- Reduce \$100,000 in state support for research shops.
- Raise the clerical support staff to faculty ratio to 7:1.
- Encourage early retirements among senior faculty.

*Facing dramatic reductions in funding for academic programs, in March, Provost Tilden Edelstein proposed major cuts, consolidations and policy changes to bridge the budget gap. The West Campus Academic plan provides both a broad view of how reductions can be made over the next three years and some specific recommendations on what steps need to be taken now. His final proposals were scheduled to be presented to President Marburger on May 6.*



The problem this plan addresses is as serious as any the university has faced since 1974. The Gelber Committee, some of whose members lived through that earlier crisis, found that "the very future of Stony Brook, as a public university of academic vitality and intellectual distinction, is threatened." I agree: the size of the required budget reduction means that we cannot maintain all of our current activities at their current size. This is a severe problem.

But it is not an insoluble one. Problems of like, or greater, magnitude are being faced by other universities, and indeed other social institutions, all across the country.

Like them, we cannot do in the future all the things we are doing now — at least in the same way. I need your help to select and implement actions that will achieve the necessary reductions and won't permanently damage the academic program. Some of these actions are readily accomplished; others will require your strong commitment and your willing participation, especially where they require changing patterns formed in times of plenty. These longer-range issues are addressed more fully in the sections below on reorganization and on workload.

With one exception, the plan does not envision any academic program restructuring next year. There is insufficient time to think through major reorganization with sufficient clarity and comprehension.

For next year, the plan proposes both a combination of temporary actions and selected changes in some operations that are intended to be permanent, to compensate for a \$5.5 million reduction in state support. These actions include the differential allocation of percentage reductions to both

administrative and academic units, targeted operational reductions, and resource strategies, as well as rolling over a portion of the reduction. The plan, I emphasize, is subject to comment and, potentially, to further revision.

However, we are not where we were on March 16. At that time I presented a draft to prompt discussion, anticipating — and experiencing — vigorous debate. That process has substantially influenced my thinking, as should be evident in the plan that follows. I expect more searching debate now. I am still prepared to make major changes, but to displace any of the elements in the plan presented here, I would need to see convincing alternatives.

The plan is a multi-year plan, and the achievement of the reductions for 1993-95 will require coming to closure on issues of reorganization and reconfiguration. The fundamental issue over this longer timeframe is not devising stratagems for budget reduction, but contemplating the downsizing and reshaping of the academic sector, and its implications for the future of the university's mission. I will welcome your wisdom and your vision.

## Overview:

### The Size of the Problem

The operating budget allocation for the West Campus academic area in 1991-92 was \$74 million. The original planning allocation for 1992-93 was \$67 million and the estimated allocation for 1994-95 reflects a further reduction to \$65 million. In addition to these future reductions, the governor imposed a mid-year cut during the 1991-92 fiscal year, reflecting the failure of State revenues to meet targets, and the West Campus academic sector received a share of the Stony Brook allocation of this cut.

The plan described here addresses the combined impact of the remainder of the 1991-92 mid-year cut as well as the new reduction for 1992-93, and also includes the repayment of "loans" that the president made to me as part of the 1991-92 allocation, amounting to a total reduction of \$7.3 million, or 11 percent of my total budget.

The president has provided some relief for 1992-93 by forgiving the 1991-92 mid-year cash reduction of \$1.4 million. He has accomplished this through the use of one-time university-wide managed savings, primarily from energy

*Continued on page 14*

## President's Response to Ad Hoc Committee

*Distribution of the Ad Hoc Advisory Committee report provided President Marburger with an opportunity to comment on its findings and recommendations well in advance of a final campus fiscal plan being put into place. The committee report, he noted, identified critical issues and offered much in the way of sound advice. But a cautionary note was sounded: a further look is needed to get an accurate picture of the problems facing Stony Brook, particularly as they relate to staffing.*

**W**hen I met with the provost's Ad Hoc Advisory Committee last month, I was impressed with the intensity of concern expressed by committee members regarding two critical issues: the magnitude of the budget reductions proposed for the provost's area and the possibility that there has been a pattern of differential funding

throughout the past decade unfavorable to academic programs as opposed to administrative superstructure.

I said during the meeting that I would respond to these issues, and I am sorry that the necessary pace of your deliberations precluded a consideration by your committee of the data that I am now able to present. I have written the following report myself based upon available data, reports and personal experience with the administration of the campus during the past 12 years.

Let me begin by thanking you and the committee for producing a report that identifies so many critical issues and offers so much sagacious advice with a sensitivity that

encourages serious reflection and response. I know that the Provost will respond to the academic issues either directly or through a more detailed three-year plan. In this memorandum I wish to address the broad administrative issues you have raised.

### 1. Ten-Year Staffing Trends at Stony Brook

The Ad Hoc Committee Report (hereafter referred to as "the Report") presents data on employee trends from 1981 to 1991 and compares them with trends in enrollments. Although the conclusions based on these data were stated very diplomatically, the data as presented in the Report tell the following story: an enrollment shift occurred during the decade from undergraduate to graduate levels with total FTE's remaining about the same. At the same time, there was a nine percent growth in faculty but much larger growths in most service areas averaging about 51 percent including a 154 percent increase in Campus Services.

These data would suggest a differential growth in administrative staffing compared with academic staffing, supporting the recommendation that "given the problems and cumulative burdens of that part of the university concerned with its primary mission it might be appropriate to recast the budget reduction over the next three years in favor of easing the burden in the academic sector and an abatement of the dimensions of the crisis."

Unfortunately, the data in the Report are incomplete. I am attaching a more detailed analysis prepared at my request following our meeting. The main points to be kept in mind are:

- During the decade in question, sponsored research volume and employees more than doubled.
- University Hospital opened and added operations now budgeted at more than \$200 million per year.
- Shifts in administrative responsibilities occurred between the East and West campuses, such as the transfer of the Student Health Service from Health Sciences Center to Student Affairs.
- West Campus administrative units provide substantial state-funded services for the hospital and the research community on both campuses.

While it is true that FTE student enrollments remained practically constant throughout the decade, nearly every other measure of campus activity increased explosively during this period including research, health care, cultural events and performances, student food service, athletic events, and other student- and community-oriented activities.

With very few exceptions, faculty with whom I have spoken have indicated that these "non-academic" activities have been responsible for a significant improvement in the quality of the educational experience at Stony Brook. Most have suggested that the campus environment prior to these developments was seriously deficient and not consistent with the type of university Stony Brook claims to be.

Even today the level of activity in these "non-academic areas" at Stony Brook falls short of that at research universities with comparable facilities and faculty quality.

Contrary to the data in the Report, these changes in levels and types of campus activity have been achieved without substantial increases in West Campus service staffing funded from the West Campus state operating budget.

# Ad Hoc Advisory Committee Report

## KEY POINTS

The Ad Hoc Advisory Committee was appointed by Provost Tilden Edelstein to study his proposals for dealing with the budget crisis. The committee (whose members are listed on page 17) provided insight, interpretations and recommendations on ways to deal with the university's fiscal problems now and in the future. Some of its recommendations have already been incorporated into the Provost's West Campus Academic Plan.

### Introduction

The past decade has been a paradoxical one for higher education. The demands and requirements for advanced education have never been greater. Indeed, the character and quality of our survival as a democracy fostering excellence in human achievement is tied intimately to the spread of education at all levels of our society. However, the material and fiscal resources for its sustenance and growth

have been eroded as part of widening economic crises, particularly over the past decade. One could attribute much of this decline in a somewhat fatalistic manner, to forces beyond our control. But we cannot ignore the facts of human failings and shortcomings.

In the absence of political wisdom, and of careful planning concerning the priorities for our society, we are left with few, if any, paradigms in meeting crises—particularly of a cumulative character.

The recent past for Stony Brook has intensified the crisis through a series of major reductions of resources basic to the conduct of the university's missions. The current situation confronting us—and the concern of this report—etches most sharply the dimensions of this crisis.

The members of this committee sadly share the conviction that the very future of Stony Brook, as a public university of academic vitality and intellectual distinction, is threatened. It may well be the case that we have passed beyond tactical responses in meeting another budget year's reduction and must now focus on the strategic, consequential implications of how we meet the current demands for cutbacks.

Perhaps, there has never been a time in this institution's career when the articulation of priorities and the forceful reiteration of our goals have been so urgently required. The issue is not simply the extensive reduction of dollars required; for somehow, one way or other, that can always be managed. Rather, it is the issue of what elements of the fabric or the integrity of the university will remain after this latest budgetary incursion.

Our judgments concerning this crisis are shared by various colleagues throughout the administration, staff and faculty of this university. Our meetings with them, as part of our process of query and analysis reflect their deepest concerns. In fact, it should be noted that it was your decision to create this committee as reflecting concern how these drastic cuts, required of the academic sector, could be met while preserving the quality and intellectual strengths of the university "including excellence, sophistication, national competitiveness, diversity and sense of public mission."

Your own documents relating to this crisis have acted as catalysts for continued and intensive discussions on the campus, and further extending the process of consultation after our report is submitted to you. We wish to commend you for fostering and sustaining this opportunity for open dialogue about issues vital to the future of this university.

### II. Plans and Proposals on Reorganization and Reconfiguration

It is clear from the budget documents that the magnitude and the severity of the cut assigned to Stony Brook by the chancellor, and the reductions allocated, in turn, by the president to the provost, Health Sciences Center and all the vice presidents necessitated requests to the deans for plans, incorporating administrative reorganization and academic configuration in their areas. In addition, they were asked to provide plans for two percent and five percent reductions in their respective divisions.

Furthermore, the provost documented a variety of possible reductions ranging from graduate students' stipends to temporary curtailments of programs as well as reorganizations, both academic and administrative.

#### A. Administrative Restructuring

The committee has reviewed a variety of plans for  
*Continued on page 16*

- Postpone restructuring the university's academic operations until all aspects of such a step are fully explored.

- Expand evening programs.
- Merge the Center for Science, Math and Technology with the Center for Excellence and Innovation In Education.

- Retain the departments of astronomy and ecology and evolution and keep linguistics in its present division.

- Assign someone to work full time on retirements.

- Make cuts quickly rather than dragging them out.

- Phase out centralized computing.

- Cut administrative costs by 10 percent over the next two years.

- Cut operations of the office of Undergraduate Studies by five percent.

- Cut funding for the department of physical education by five percent each year for the next two years.

- Expand the summer school.

## KEY POINTS

The problem with the Report data is that they include people reporting to West Campus administrators who are actually funded on East Campus (HSC and Hospital) accounts. When these are excluded, the sum of all employees (not just professional employees) reporting to West Campus administrators other than the provost (president and vice presidents for student affairs, university affairs, campus services, finance and management) has grown by only 1.3 percent over the decade in question. Moreover, faculty plus librarians comprise essentially the same fraction of comparable West Campus employees in 1991 as they did in 1981. This small change is nowhere near the increase in business that these offices have accommodated during the 10-year period.

There is a trend toward more professional employees and fewer classified employees in West Campus functions, which is consistent with a trend toward increased work responsibility per employee, greater reliance on technology, increased functions requiring professional training and improved supervision. Although this trend will continue in the future, it may not be as evident in the data because of recent improvements in the classification system for classified employees and other changes that may make it more natural to use the higher civil service grades for employees doing more sophisticated work.

The report from the staff group that I asked to study these issues uses data from the same sources that you used for your Report. Therefore, it is possible to reconcile the two sets of data and come to an understanding of the difference between the committee's perceptions and mine on this issue.

The main points of difference are that the Report data included large numbers of West Campus employees who are paid on East Campus (HSC) accounts and excluded the classified employees whose numbers diminished substantially during the 1980s. While I do not wish to claim that administrative personnel are all employed as effectively as possible, there is nothing in these data that leads me to believe that the service areas are overstaffed or that the academic mission has been slighted relative to support services during the past decade.

#### 2. Aspects of Mission/Service Management during the 1980s

Following the building decade of the 1970s, Stony Brook found itself with a configuration of services that was not well adapted to a functioning university center. Campus Services employees were focused on getting new buildings and systems to work, not on maintenance or completion of landscaping or other architectural and service features of a normal campus; Student Affairs was wrestling with a dysfunctional food delivery system in the dormitories and a primitive student life program; financial and business offices were not prepared for the extraordinary expansion of health care and sponsored research that was about to occur; computer services for the academic sector were extremely poor and those for administration were antiquated or non-existent; the University Affairs function was essentially non-existent.

In response to budget requests and other approaches for additional funding in service areas, SUNY

*Continued on page 18*

- Overall management and productivity in many service areas and services have improved, in most cases with the same staffing levels as 10 years ago.

- Only about 30 percent of the university's budget is covered by the \$174 million state operating budget.

- Changes in technology and work organization should lead to savings in general administrative and general institutional services.

- The campus is making the transition from a year-by-year approach to budgeting to a multi-year footing. Such long-term fiscal planning has had the greatest impact on the west campus academic budget because of its traditional reliance on one-time funding mechanisms.

- Service areas will take a greater portion of base budget cuts than their share of the state operating budget.

# Provost's West Campus Academic Plan

Continued from page 12

additional \$1 million-plus by deferring its implementation until the following year, and plan to make additional reductions of approximately \$1.5 million in 1993-94 and in 1994-95.

The positive result of the president's actions is to defer the need to implement organizational restructuring to the years following next year, allowing time for proper reflection and evaluation, as the Gelber Committee has suggested. The president has indicated he will try to provide additional one-time relief, if possible, to ease these transitions.

## Overview:

### *The Issue of Reorganization and Reconfiguration*

My consultations have underscored the damage that could result from insufficiently considered reconfiguration of academic programs or administrative units, damage that would likely outlive the fiscal situation prompting the change. I therefore will not recommend restructuring any academic units at this time. There is one exception, involving a small unit on which there is agreement by those involved. However, the magnitude of the reduction I must accomplish over the next three years compels me to ask you to join in a careful and comprehensive examination of the academic program, to determine whether there are convincing intellectual justifications for reconfiguration in some areas.

We have to be prepared to take steps that make good academic sense and good fiscal sense. In administration, I anticipate making a number of changes as a result of planning processes already under way and initiatives that I intend to pursue.

### **Administrative Restructuring**

I want to make changes in academic administration where economies can be achieved without losing effectiveness. Planning activities under way in the library and in

Computing and Communications will identify possibilities in those areas. In addition, I believe there are important opportunities in:

- *College of Arts and Sciences.* From time to time in its history, Stony Brook has considered whether to adopt a unitary decanal structure. Many other universities provide precedents for such a structure. The fiscal incentive is strong: creation of a single dean of the College of Arts and Sciences could realize cost savings of \$300,000 to \$400,000. I see persuasive justifications for such a departure. I propose to appoint a committee to examine the academic, administrative and fiscal implications of changing the decanal structure, consulting with the Arts and Sciences Senate, and reporting to me by December 31, 1992. Conversations have taken place involving the responsible deans and chairs regarding the possibility of transferring departments in the Division of Biological Sciences to the School of Medicine. That issue should be addressed in this process, giving due weight to the strong recommendation of the Gelber Committee against such a move.

- *International Programs.* The Dean has suggested that a number of functions could be moved to other administrative units with staff savings and increases in efficiency. The visa certification and processing activities for foreign graduate students could be moved to the Graduate School and thus be integrated into the formal admission process. The undergraduate visa function is already housed in the Admissions Office. Faculty and staff visa processing could become the responsibility of the affected individuals who would have to use the services of private experts. The Intensive English activity could be transferred to Undergraduate Studies, as could the Study Abroad program; both programs focus primarily on the undergraduate student, and could thus be managed more effectively and with fewer staff. The dean of International Programs would continue to be responsible for all international faculty exchanges and would assist the vice provost for Undergraduate Studies with foreign student exchanges. The primary focus of the dean would become the initiation and development of programs rather than their ongoing management. *Reduction: \$85,000.*

### **Academic Reconfiguration**

The Gelber Committee report points out the need to show the "compelling intellectual value" of any significant change in academic organization. The scale of the reductions that must be achieved, especially after next year, requires a searching exploration of areas where the evolution of scholarship may present such occasions for change. The Division of Humanities and Fine Arts has been discussing these issues and currently has a committee addressing this question. I look forward to its report, and expect other areas to probe themselves as intensely. I am proposing a reorganization affecting a small unit in the College of Engineering and Applied Sciences. I would like to raise the question whether any change in the relationship of Continuing Education and the Graduate School might be productive.

- *Department of Technology and Society.* After consulting with the chairs and the dean (including the incoming dean), I propose to administratively move the faculty of the Department of Technology and Society to the Department of Applied Mathematics and Statistics. In addition, some of those faculty would also become part of the Center for Science, Mathematics and Technology Education (CSMTE), thereby increasing the effectiveness of interaction between both units. CSMTE is part of the Center for Excellence and Innovation in Education, reporting in all matters to the Director of that Center.

- *Relationship between the School of Continuing Education and the Graduate School.* I will ask the dean of the School of Continuing Education and the vice provost for Graduate Studies to enter into

discussions to determine whether any changes in the relationship between these two units are desirable to improve the university's ability to serve persons seeking advanced degrees while also providing administrative cost savings.

## Overview:

### *The Issue of Workload*

We must sustain the academic program — maintain current offerings to permit students to make appropriate progress toward their degrees. We wish to increase offerings in some areas, to reflect the development of the disciplines and to serve our regional constituents, for example, by expanding offerings in the evening and at the master's level for part-time students — actions that would also have the potential to increase our revenues. Over the next three years, limited hiring, the non-replacement of retirements, and the application of the highest standards for reappointment and tenuring will reduce the total number of faculty.

Supporting a continuing or expanded academic program with fewer faculty means that we will need to ensure all are making an equal contribution, although the distribution of individual effort may vary substantially among different functions. For example, those whose scholarly productivity has declined will be expected to make a greater contribution to the teaching and service missions.

Some departments have already introduced differential teaching loads as a means of recognizing the diversity of faculty contributions to the fulfillment of the university's teaching, research and service missions. I applaud these initiatives, and will be working with the deans and chairs to pursue this approach and to develop other strategies to achieve this goal. I propose to implement two such strategies in the coming year.

- *CED Incentive Program.* The School of Continuing Education currently depends significantly on "buying" services from academic departments to construct its academic program, which serves a largely part-time, regional constituency. To strengthen the alignment between these program offerings and the originating departments in this period of increasing regional need for a highly educated and versatile workforce, I propose to phase down this incentive program, incorporating CED instructional and workload needs into the mission of the departments. The dean of CED will develop the curriculum with the collaboration of the deans of the other units, which would be expected to meet the curriculum requirements of the CED program as part of their academic program obligations. The initial phase of the reduction, to be implemented in the coming year, will amount to \$100,000.

- *Very Small Classes.* The university should be distributing its course offerings to properly accommodate the numbers of students wishing to take them, and should expand offerings in high demand areas. I intend to instruct the deans that, as of September 1992, courses with enrollments of fewer than five students not be credited to the faculty member's workload. While no cash savings would be realized by this action, it offers a means to sustain and enhance the academic program in a period of declining resources.

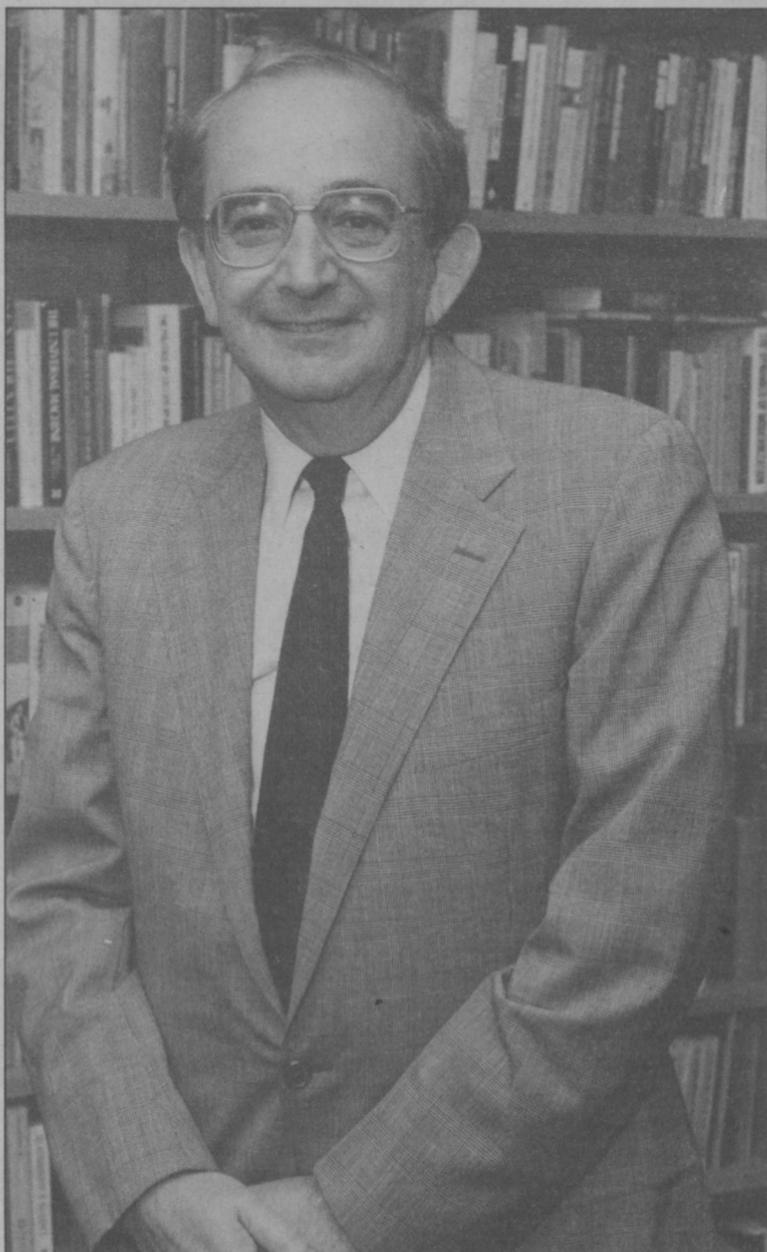
## 1992-93:

### *Reducing by \$4.5 Million and Rolling Over \$1 Million*

#### **Academic Administration and Support: Five-Ten Percent Reductions**

- *Graduate School.* Deans were advised on February 20 that their allocations of state stipends for TA/GA lines for 1992-93 would be reduced by a total of \$1 million in 1992-93. This step was taken with the greatest reluctance and awareness of the importance of this resource. The action was timed to precede departmental offers of admission to prospective students.

State stipends may not be provided to entering graduate students by departments that do not offer doctoral programs, except for those programs offering a terminal master's degree for professional credentialing. Tuition scholarship funds continue to be available to support entering graduate students in departments that do not offer doctoral programs, and departments able to support graduate students on research grants were encouraged to do so. A portion of these savings is being allocated to the vice provost for Undergraduate Studies to provide needed instructional resources. *Reduction: \$700,000*



Provost Tilden G. Edelstein

HSC MEDICAL PHOTOGRAPHY

For the longer term, the Vice Provost for Graduate Studies will be asked to work with the Graduate Council to examine the resource implications of the unusually high proportion in which Stony Brook's graduate students are supported on state funds. This effort reflects the findings of the Jennings Report as well as our SUNY colleagues, and the views of the former vice provost for Graduate Studies. In the future, TAs/GAs will continue to be allocated by the vice provost in consultation with me, the other vice provosts and the deans.

• *Office of Undergraduate Studies.* The Office of Undergraduate Studies and the programs that operate under its aegis are important to university plans for improving the undergraduate program, enlarging the student body, and increasing the number of high-achieving students at Stony Brook. Choices will nonetheless have to be made in this area; a five percent cut will be levied over the three years. One third of the reduction will be achieved through a careful downsizing of certain areas, one third by transferring certain responsibilities to faculty, and one third through the elimination of other programs. Some additional responsibilities such as the Undergraduate Study Abroad program can be assumed by Undergraduate Studies by increasing the efficiency of the operation. Critical continued improvement in the undergraduate program will depend increasingly on faculty efforts assisted by Undergraduate Studies staff. *Reduction:* \$89,000 over three years.

• *Library.* The quality of the university is critically dependent on the quality of the library. This unit has been especially hard hit by the significant budget reductions in recent years. The acquisitions budget has hardly kept up with the high rate of inflation in the cost of books and journals. It is unlikely that major savings could be realized without a drastic impact on library function, which is crucial to all academic departments. The library is engaged in a strategic planning process with the assistance of the Association of Research Libraries and that process should suggest strategies for reducing state-funded costs.

• *Computing.* The anticipated migration of academic users away from mainframe computing in favor of distributed systems creates opportunities for reducing costs. Indeed, the present data network, the development of campus-wide electronic mail support, and the creation of instructional computing support were funded by internal reallocation of funds earlier targeted for mainframe computing. The Gelber Committee identified this area as having potential for cost reduction. However, reductions cannot be accomplished at the level the Committee would have preferred, since the transition to distributed processing is itself not without cost. It should also be noted that the effective base budget in Computing and Communications has already been cut by over \$750,000 in the last two years. An amount of \$300,000 is a realistic projection for savings in this area in 1992-93 and I am instructing the vice provost for Computing and Communications to plan for that reduction. A multi-year plan is being developed for future resource allocations in this area. *Reduction:* \$300,000.

• *Physical Education and Athletics.* Physical education and athletics provide an essential adjunct to the academic program for our students. They also represent an important vehicle for fostering public identity and thereby generating regional support for the university as an institution. Because of this valuable long-term potential, the commitment to move to Division I in intercollegiate athletics remains firm, and a vigorous effort is being mounted to develop external support for this initiative. The Division of Physical Education and Athletics is being asked to develop a plan for a five percent reduction in state support over the next three years. *Reduction:* \$75,000 over three years.

#### Targeted Operational Reductions

• *Shops.* Efforts are proceeding to document the support of the research enterprise and accurately allocate the costs of doing research. The elimination of some state-funded positions would reduce the amount of state support allo-

**"We have to be prepared to take steps that make good academic sense and good fiscal sense."**

\$400,000.

#### Reducing the Impact of the Reduction: One-time and Permanent Resources

In 1992-93 we will be able to achieve a portion of the reduction by identifying non-state allocated funds to cover some needs. These resources include:

• *Indirect Cost Return.* The return to the institution of indirect costs, the overhead costs that research sponsors pay to help the university cover the cost of maintaining a research environment, has to be factored into this situation. Resources will be obtained from this source in 1992-93, on a one-time basis, consisting of: The carry-over of an excess in the campus' budgeted indirect cost revenue for 1991-92, some \$500,000; a significant reduction I have made, in view of the severity of the situation, in the share of indirect costs that would otherwise be returned to me, plus reductions in administrative support areas funded by indirect costs; these latter two items total \$700,000. All commitments for these funds in 1992-93 will be met, including the full amount committed for the inauguration of a return to originating units, as recommended by the Jennings Report. *Resources:* \$1.2 million.

• *Administrative Cost Recovery.* Administrative overhead has not previously been charged to Service and Facilities accounts administered by the Research Foundation. Starting in the new fiscal year, I will ask the president for approval to have these accounts begin to bear their share of the costs the institution incurs to "keep their books." *Resources:* \$150,000.

• *Tuition Income Fund Reimbursable Account (TIFR).* The establishment of an Income Fund Reimbursable account for tuition would enable the campus to retain a portion of the tuition generated by student enrollments in excess of state-sanctioned enrollment and revenue targets. (Currently, tuition is deposited with the state and campuses receive allocations based on their fulfillment of enrollment targets.) Legislative approval is required; draft legislation exists and is expected to be introduced and approved in this session. Selectively increasing course offerings, for example, in the evening and in master's degree programs for which there is high regional demand, would help to generate such enrollments and thereby earn these revenues. *Resources:* \$100,000.

#### Academic Units: Aggregate two percent Reductions

• *Differential Reductions.* The reductions and resources specified total \$3.2 million in 1992-93. I propose to ask the deans to make reductions in their units in amounts that will aggregate to two percent of their current budgets, or \$1.2 million. I will take differences between divisions into account in allocating these reductions. I will seek to roll over the remainder of \$1.1 million required to make up the \$5.5 million reduction for 1992-93, deferring its implementation until the following year. *Reduction:* \$1.2 million.

Savings resulting from retirements are a crucial means to help meet these reductions. In order to reduce the total number of faculty and to allow for selective hiring and retention of junior faculty, it is vital, as the Gelber Committee observed, for faculty whose careers have matured to consider options that benefit them and the institution. Interested faculty are urged to consult Valerie Lustig in the Office of Human Resources and Assistant Vice Provost for Undergraduate Studies William Weisner, as well as their chair and dean, to obtain complete information on the advantages of the various options available. These options may include

cated to the research shops. Fee adjustments could contribute to the maintenance of these staffing levels by assigning these costs to users directly, rather than indirectly. *Reduction:* \$100,000.

• *Clerical Support.* The proportion of clerical support staff to faculty varies widely among academic departments. Resource differences should be minimized with the goal of achieving a higher average ratio, on the order of 7:1. This reduction could be reversed should fiscal conditions ease in the future. *Reduction:*

continued participation in the activities of the department at a reduced level, which would still permit retention of employee benefits. Analysis suggests that approximately \$660,000 could be saved if those who have expressed an interest in retirement were to take advantage of it.

### PROPOSED 1992-93 REDUCTIONS

Administrative and Operational	
International Programs	\$85,000
CED Incentive	100,000
GATA Stipends	700,000
Undergraduate Studies	30,000
Computing	300,000
Physical Education	25,000
Shops	100,000
Clerical Support	400,000
Resources	
One-time Indirect Costs	1,200,000
Admin. cost recovery	150,000
TIFR	100,000
<b>TOTAL</b>	<b>\$3,200,000</b>
Differential 2 percent, Academic Units	1,200,000
<b>GRAND TOTAL</b>	<b>4,400,000</b> (plus \$1.1 million rollover)

#### 1993-94 and 1994-95: Additional Reductions

To achieve the full amount of the projected \$8 million reduction, additional savings of at least \$2.5 million will need to be realized in 1993-94 and 1994-95. The rollover of \$1.1 million from 1992-93 will also have to be implemented during these years. In addition, recommendations will be forthcoming regarding graduate student support that are likely to have significant resource implications. And we would like to be able to increase faculty hiring above the very limited number we can now forecast.

The president has promised that he will give our needs priority consideration should any sources of one-time funding become available, but we cannot even make a planning estimate of such possibilities. Should they materialize, they cannot be expected to match the size of the necessary reductions plus additional resources we would like to have. I will therefore be looking primarily to the possibilities for administrative and academic reorganization for these resources. During this time we must address the whole issue of downsizing the academic sector and its implications for the academic mission of the university.

#### Conclusion

This plan represents the beginning, rather than the end, of a solution. Beyond designing solutions for 1992-93, we must address the larger savings that must be realized in the succeeding two years, and the larger questions they raise about our programs and the fulfillment of our mission.

Although the outlines of that solution are less clear at this point, I am certain of some of the principles that must guide us in developing that solution. Now is not the time to lower our standards of quality; indeed, we must become more tenacious in fulfilling them. Now is not the time to turn away from the promising beginning we have made as an active participant in Long Island's effort to reorient the regional economy.

Stony Brook is young to have traditions, but I have already learned that ambition, pride, and past accomplishments are important elements of our institutional identity. Combined with thoughtfulness, imagination, and courage, I am confident these qualities will enable us not only to survive, but to prevail.

# Ad Hoc Advisory Committee Report

Continued from page 11

We believe that no specific restructuring plan be implemented at this time. The issue of a College of Arts and Sciences should be discussed and reviewed by the Arts and Sciences Senate. More importantly, there is consensus within the committee that the entire matter of administrative organization be carefully reviewed, particularly with respect to the provost's role and authority vis-a-vis the Health Sciences, especially in light of the provost's success in establishing an effective university-wide Committee on Academic Standards.

The clarification of the provost's authority could help to resolve the administrative change to a College of Arts and Sciences and the establishing a vice president for research. In addition, the re-establishment of the role and authority of the dean of the Graduate School and the Graduate Council should be reviewed. It would also be desirable if there were some structure that would allow vice presidents to cooperate more effectively with each other.

## B. Academic Reconfiguration

The recommendation for academic reconfiguration, in various areas, posed the most vexing issues and problems for the members of the committee. There is consensus that new intellectual opportunities for research and education should be encouraged and fostered in all areas and directions of the university. However, interdisciplinary efforts in the past seeking resource support have encountered resistance from the various academic departments and divisions.

New configurations should ideally be reversible if their collaborative relations do not materialize effectively in the new configurations. Furthermore, if such new configurations involve personnel changes, one can expect a period of extended perturbation, with possible serious effects upon students as well as faculty.

Certain configurations may exhibit intellectual value so compelling and distinctive as to warrant their support, outweighing some of the problems and risks. However, no new academic configuration should be initiated in the absence of such compelling intellectual value. The value, consequences and benefits of any proposed configuration should be carefully appraised. In the absence of such evidence, the committee's view is to oppose such plans at this time.

Clearly, these proposals have been generated only recently under the serious pressure of budget reductions, and deserve more time for reflection and evaluation. Obviously, the committee could not exercise the proper review that these proposals would require.

For example, would certain reconfigurations involve new integrated academic programs? If so, what would be State Education Department's position with respect to those graduate programs, already accredited by it, which would be part of the new structure? If there would be no substantive programmatic change as a result of the reconfiguration, then what would be the compelling intellectual reason for its creation? These questions would be particularly relevant for any existent Ph.D. programs.

## C. Consolidation of Departments, Programs, Activities

Certain configurations noted in the documents would appear to possess supportable reasons for their initiation accompanied by necessary budgetary reduction. The committee found that the changed mission for the Continuing Education Division would open new opportunities for evening programs. Also, there was support for the merging of the Center for Science, Math and Technology with the Center for Excellence and Innovation in Education, complementing the talents and experience of both units.

In supporting the recommendations for the reduction of clerical support, we believe it would be one of the immediate consequences of certain consolidations, e.g., foreign languages departments. Other departments located in the same building might also explore pooling staff.

The consolidation of shops is designed to reduce personnel with considerable savings. However, such action should be carefully planned to ensure that shop personnel remain under the direct supervision of the principal groups that they serve. In addition, it is important to recognize that shops are a critical resource for basic experimental research, as well as the education of students in engineering and the sciences. Any precipitous administrative action could severely curtail experimental activity.

We note also that any plans to move state-supported shop personnel to Research Foundation lines must take into

account the additional fringe benefit cost that would accompany such a move.

Another "plan" that came to the committee's attention proposed the movement of two departments in Biological Sciences to Health Sciences Center. With constraints placed upon Ecology & Evolution, this would be tantamount to leaving Arts and Sciences bereft of a crucial dimension of scientific study. The consensus is to oppose this, especially in the absence of any substantive gains — intellectual or fiscal.

## III. Plans and Decisions for Fiscal Reductions Evaluated by the Advisory Committee

A. The president's distribution of the cuts to the provost's area, representing current as well as projected reductions, moves downward the current 1991-92 yearly budget of \$73,845,227 to a 1994 estimated budget of \$65,555,825: a loss of \$8,289,402 or 11.2 percent. Other functions, such as Student Affairs, appear to be allocated the same cut of 11.2 percent. However, the Campus Services reduction is from \$20,605,325 to \$18,680,020, or a cut of 9.3 percent. The committee thought it necessary to gain a proper understanding of the nature of the current cuts vis-a-vis the budgetary difficulties of the recent past. It, therefore, examined the overall changes in students, faculty, and support levels (principally professional personnel) among the various budget functions and vice-presidential areas, over the past ten years.

In terms of professional employees, the provost's area increases by about 27 percent, whereas the other areas on the West Campus show an increase of 51 percent, and Campus Operations shows an increase from 31 to 79 staff, or 150 percent. A pertinent consideration is that over the past decade there is an insignificantly small increase of faculty and students.

Data available to us upon request from the Office of Institutional Studies reflects the following trends over a 10-year period:

### TOTAL FACULTY (Full Time/Part Time)

1981	866
1991	911

### TOTAL STUDENT FTE

Total	Undergraduate	Graduate
1981		
12,488	9,928	2,560
1991		
12,520	9,762	2,758

This shows a total FTE increase of 0.3 of one percent; a 16.7 percent decline in undergraduate and a 7.5 percent increase in graduate students.

During this 10-year period, all of the non-academic sectors of the campus increased sharply in personnel and budgets, except for the Office of the Vice President for Finance and Management which, in effect, has remained static:

Student Affairs:	65 percent increase
Residence Halls:	40 percent increase
Overall Non-academic Areas:	51 percent increase
Campus Operations:	154 percent increase
Provost's Area:	27 percent
	(23 percent without computing Personnel)

We cite these figures principally to accent the concerns that given the problem and cumulative burdens of that part of the university concerned with its primary mission, it might be appropriate to recast the budget reduction over the next three years in favor of easing the burden in the academic sector, and an abatement of the dimensions of the crisis.

If a "downsized" university, in the academic sector, is

"We believe great opportunities await Stony Brook."

conceived as both necessary and appropriate, then the goals and dimensions of this reduction should be articulated together with a proper academic plan; collegial debate should be undertaken as to the change in the university's mission. It should also be noted that cuts which have been made in other vice-presidential areas, particularly in Campus Operations, have frequently been compensated on a one-to-one basis by increased recharges to the academic sector. This has the effect of passing an even larger share of the cuts onto the academic sector. This is compounded by the accumulation of extensive fees from various campus operations, book store, parking fines, etc., where none of it appears to be used to subvent any part of the mission of this university.

The almost \$9 million reduction has been now regarded as likely impossible to accomplish in a limited period of time. A three-year plan has been proposed by the provost and we believe that the way this reduction will be met in this period of time is most crucial to the morale of the various constituencies and their sense of confidence in the future of the university.

B. In order to meet directly and expeditiously the budgetary reduction, graduate student support has been cut by \$1 million. It should not affect current students, and some of the funds can be transferred from IDC sources. For many years, particularly within SUNY, Stony Brook has been criticized for funding "too many" teaching assistants and graduate assistants out of state sources. Stony Brook's decision to do so was an act of foresight and sacrifice — since faculty lines were converted to TA's (at a 4:1 exchange) and staff lines in the academic sector were converted to GA lines. This enabled Stony Brook to act early and decisively in the recruitment for its many nascent Ph.D. programs well ahead of the other University Centers. In addition, it has been long recognized and supported by colleagues in the sciences that support for students, in music, philosophy, comparative literature, etc., could not be relied upon from research monies.

The Committee believes that plans to develop additional Ph.D programs, or to enhance current ones, will most likely require additional resources for the support of graduate students. We support the provost's plan to study a restructuring of graduate student support.

C. As part of this process of necessary reduction of certain resources, the provost's plan calls for curtailment in both Astronomy and Ecology & Evolution. Both of these departments have been served by some of our most distinguished faculty, and have had truly important and decisive influence within their professions. However, the campus would not be well served if either or both of these programs were to become extinct.

We would hope that when the budgeting crisis of the university eases, continued support will be made available for these programs. We support the development of a plan to enhance the excellence of Ecology & Evolution.

With respect to changes proposed for the College of Engineering, it is our judgment with a new dean ready to assume his office this summer, that he be given the opportunities to work out a short- and long-range plan for the college. Our discussion with him indicates a readiness on his part to effect changes and provide new impetus to the college.

The committee is inclined to support the present location of linguistics; we do not believe it should be transferred to another division.

The committee is not convinced that the move of Social and Cultural Anthropology to Sociology represents a significant reduction of resources. It is not clear that narrowing intellectually the horizons of Anthropology would ultimately benefit the Department of Physical Anthropology and Archaeology.

D. As a result of our interviews with the deans, we believe cuts at the level outlined below would not and should not necessitate retrenchments. (*Retrenchment of*

tenured faculty was regarded as a measure of last resort, unless a substantial unit as a whole could be identified as no longer meeting effectively the mission of the university.)

Beyond that level the divisions would experience varying degrees of serious pain. We would not expect the provost to distribute such a cut across-the-board, in order to preserve the areas of established excellence. It should be recognized that these cuts would rely upon energetic pursuit of retirements.

As a matter of fact, it is the committee's judgment that the campus is reaching that point with a pool of a very sizeable number of retireable persons. We believe this is so crucial to the campus — and an alternative to retrenchment — that we propose a person be identified to work full time on retirements — under the aegis of the provost.

We urge that the tailoring of options for different persons be devised. Retirements over the next number of years will also serve as a source for the necessary and constant infusion of new, talented persons into the university. We support flexibilities in retirement options, enabling certain faculty to continue to serve the university in significant ways.

#### IV. Recommendations on Fiscal Reductions

We have examined a variety of alternative budget scenarios and the accompanying table suggests some of the elements central to our recommendation.

The following considerations are important:

##### A. Time Scale for Cuts

Although three years has been devised as the time period to effect an \$8-9 million cut, we are concerned that the anxiety and concerns surrounding this crisis not be extended for too long a period of time. We believe it would be possible and desirable to concentrate more of the cut earlier in the three-year cycle.

##### B. Computer Costs

It is the committee's judgment that the time for centralized university computing centers has passed. There is little academic justification (research or instruction) for continued presence of the IBM 3090, and all the associated support. What the university needs as a shared facility is good communications and network support. Centralized computing should be phased out. We believe that combined annual savings (hardware, utilization, supplies, maintenance, etc.) of well over \$1 million should be achieved after an appropriate transition period to phase out commitments already made.

##### C. Administrative and Support Areas

In this period of crisis it is our view that it would be appropriate and desirable that equity prevail, especially in light of the cumulative burden of the cuts falling on programs and academic activities. We propose that administrative stipends over the summer be reduced over the next two years ranging up to 10 percent per annum. In addition, we are proposing a 5 percent cut in the Office of Undergraduate Studies. This may, in turn, necessitate that certain functions in that office be reassigned to departments and divisions, especially advising functions which might return to departments and programs.

##### D. Other Reductions

The committee proposes a cut of 5 percent per year, for a two-year period in the Department of Physical Education. This is another application of the principle of equity.

Other reductions include the Incentive Program proposed by the provost; and savings that might be achieved through various services and facilities contracts; IDC waivers; readjustment in campus services cut; etc.

The committee recognizes that it may be necessary and desirable to delay certain expectations and plans for academic development and growth. The deferment of some non-binding "commitments" could reduce the severity of the impact of budget cuts upon current programs, and the fulfillment of our academic obligations to our students.

##### E. Sources of New Income

The committee is convinced that more concentrated attention should be given to sources providing income — in order to offset the impact of reductions. One source, and a most promising one, is the expansion of summer school, since Albany's policy is more flexible and generous in

allowing the campus to retain much of the income.

Likewise, an extended and active program in evening classes can generate substantial income. It should be helpful to have it operate out of the provost's area. With the cogeneration in operation in 1994, 60 percent of the savings resulting from it could represent a sum of \$2 million. Another matter that needs aggressive attention is fundraising. The interest generated from an endowment of \$20 million would net about \$1.4 million. To develop these new sources requires immediate planning and political action by both the administration and the faculty.

##### F. Use of Non-State Budgetary Sources

The committee recommends that the support of critical fiscal needs for retirements and graduate students be sought from non-state budgetary sources on a "stop-gap" basis during this crisis (IFR, indirect cost recovery, Stony Brook Foundation).

##### G. Inter-Institutional Cooperation

The committee supports the continuing efforts of the Office of International Programs to foster cooperation and reciprocity between Stony Brook and institutions in other countries. Such collaborative activities and programs should be extended to various universities in the United States.

### Illustrative Budget Reductions and New Income

#### I. Combined budget of core academic areas:

CEAS, SBS, PS&M, HFA, BS, Harriman, MSRC  
Library, Institutes \$63,000

II. Undergraduate Studies, Graduate School, CED,  
Physical Education \$5,000

III. Computing and Communications \$6,300

#### Direct Cuts

TA/GA reductions (already in effect)  
2 percent cut of core program (I) \$2,300  
8 percent cut in (II) \$400  
reduction in summer administrative support  
Computing Center (III) \$200  
TOTAL \$1,000  
TOTAL \$3,900

#### Further Savings

Additional retirements and departures \$1,800

#### New Income: \*

Summer school \$1,000  
TIFR (evening classes) \$1,000  
Energy \$2,000  
Fund raising \$1,400  
TOTAL \$5,400

Total Package:  $\$3,900 + \$1,800 + 0.7 \times \$5,400 = \$9,480$

\*Requires political action by administration and faculty

#### V. Conclusion

There are no simple or easy solutions to the complex problems confronting us. It is the belief of the members of the committee, however, that resolute patience and confidence must prevail over one's temptation to act in appeasing our discomfort. To continue to sap the strength of the main stream of the university is to undermine the entire campus and to compromise the future of Stony Brook.

One of our colleagues reminded us one day of the experience learned by the British after the debacle in lives lost in the Battle of the Somme in World War I. When, in World War II, they were confronted again with an implacable and tough enemy, they altered their strategy at El Alemain. Hold in reserve your main strength and power, husband your powers and resources in whatever way possible, in order to re-emerge with strength and authority. Use the interval in the bunkers to carefully plan for the future.

We believe great opportunities await Stony Brook. After all, Buffalo was built up over the past decade in order to help to resolve the severe economic and social problems in the western part of the state. Now, Long Island faces a crisis of great dimensions, and Stony Brook is here.

As a university having gained national and international recognition, we can and must be a major force in this region as well, in the spirit of the Land Grant traditions. We must maintain our basic strengths so as to move ahead decisively and have capacity to respond when such opportunities arise.

The committee regards recent initiatives by the president and provost as indicative of a serious commitment to excellence in Stony Brook's future. The president's creation of the Priorities Committee and of the Budget Action Steering Committee can have far-reaching implications for university-wide planning and the re-evaluation of all major values, goals and priorities in the various parts of Stony Brook.

The provost's commitment to the enhancement of quality, characterizing the future of all academic sectors at Stony Brook is embodied in this formation of the Academic Standards Committee and the Research Advisory Group. They are to be commended for their readiness to face the challenges confronting the future development of this University.

In conclusion, we regret that we have found it necessary to articulate the sense of crisis and foreboding among our various colleagues at Stony Brook. If those who have contributed significantly to Stony Brook's reputation as a major intellectual community express lack of certainty and confidence in its future, then we too must be concerned. Surely Stony Brook will survive, but with what energy and capacity to sustain and enhance that reputation? And what kind of institution will it be?

We regret to conclude this report with a query. But perhaps that may prove to be salutary if we vigorously apply our energies to these issues and their resolution. We hope this report represents a contribution to that effort.

administrative restructuring. These have included reductions in the number of deans, to the elimination of all divisional deans, and the creation of a dean of Arts and Sciences. In addition, questions were raised about the title and reporting relation for someone in charge of research activities.

### Who's Who

#### Members of the Provost's Ad Hoc Advisory Committee

The Provost's Ad Hoc Advisory Committee was chaired by philosophy Professor Sidney Gelber, a Distinguished Service Professor and member of the Priorities Committee and the Provost's Council on Academic Standards. Other members of the committee were:

- Pam Burris, co-chair, Professional Employees Governing Board and a member of the Priorities Committee.

- John Kincaid, mechanical engineering department professor and a member of the Priorities Committee.

- Janos Kirz, physics department professor and member of the Provost's Council on Academic Standards.

- Cindy Lee, professor at the Marine Sciences Research Center

- Jonathan Levy, professor of theatre arts

- Richard Porter, chemistry professor and member of the Priorities Committee

- William Van der Kloot, physiology and biophysics professor and member of the Priorities Committee

- Patricia Wright, associate professor of anthropology.

# President Marburger's Response to Ad Hoc Committee

Continued from page 1

CentralContinued from page 13 basis that the lines were not supported by our levels of activity. Stony Brook's position was that SUNY lacked methodology that would give accurate information applicable to Stony Brook's situation. We proceeded to perform staffing studies in both the academic and support sectors.

Two types of support service studies were performed, one based upon the extensive reporting required to document indirect costs for federal contracts and grants and another based primarily upon state appropriations to SUNY university centers. The latter report was prepared under contract by the educational division of the Coopers and Lybrand accounting firm.

Both reports indicated that state funding for services was significantly below normal for SUNY, the short-fall being on the order of \$4 million in 1986. On the other hand, the academic staffing studies showed that Stony Brook enjoyed significantly greater support than normal for SUNY, but not necessarily more support than normal for public research universities elsewhere in the United States.

Subsequent to these reports, SUNY did become more cooperative in efforts to improve support services at Stony Brook, but very little assistance came through additional operating budget allocations. Following the "flexibility" legislation of 1987, Stony Brook began an initiative to restructure management including major investments in computing and communications, new tables of organization, better control structures, stronger supervision in key areas and clarification of the interchange of resources between state-funded operations and revenue producing operations such as the hospital, dormitory, and sponsored research functions.

Some reallocations did occur from academic to support services during this period. These were balanced somewhat by increased academic funding from the SUNY Graduate and Research Initiative and increased federal indirect cost recoveries.

This extensive overhaul of Stony Brook management is still in progress. Some management automation initiatives begun five years ago have not yet been completed. Rationalization of charges for services has not yet been accomplished. Adequate management control structures such as standard accounting practices for IFR operations still do not exist. Much of the delay can be attributed to continuing operating budget reductions and to turnover of senior management with subsequent loss of corporate memory and momentum.

On the positive side, we have improved management and productivity in many service areas and improved services overall with virtually the same staffing levels (except for the greatly expanded health care and research missions) as 10 years ago. We also have a promising planning process in its early stages and the beginnings of a budgeting system that accounts for all the varied sources of funds available to the campus. (Only about 30% of Stony Brook's budget is covered by the State Operating Budget of \$174 million.)

It is against this background that the observations of the Ad Hoc Advisory Committee Report regarding increased service charges to the academic sector must be viewed.

The frustration of the Committee in its efforts to get clear answers to questions about the application of revenues to campus missions is shared by administrators, including myself. Prior to the formation of your Advisory Committee, I established a broad initiative to examine the operation of all General Administrative and General Institutional Services operations on campus. This and related internal audit and control activities have indicated the need for improved accounting for operations that charge for services or have other forms of revenue.

Preliminary analysis does indicate that savings are available in the General Administrative/General Institutional Services areas with appropriate changes in the technology and organization of work.

Unfortunately, it is not yet possible to predict how much savings can be obtained from GA/GIS reorganization or

when savings will begin to be available. I expect the largest savings to come only following investments in new automated systems and therefore not within the 1992-93 year. Information on amounts and time frames will be available this summer.

As the studies and management changes occur, I plan to introduce any new resources generated thereby into the planning and budgeting process for the campus. At the present time, the primary impact of this potential source of savings is to encourage me to venture certain risks that give the provost more flexibility in addressing the long-range part of his budget planning.

The management history sketched above is documented in my monthly reports to the Senate and to the Stony Brook Council and in management reports that I will make available to anyone interested in pursuing these issues.

### 3. Factors Affecting the West Campus Academic Budget for 1992-93

The most significant change in the current campus budget process is my insistence on a three-year financial plan of which 92-93 is the first year.

This has had a profound and somewhat unexpected effect on how the campus views its resources. In the past, the campus prepared its financial plan one year at a time and, like the State of New York, used known one-time sources of revenue together with base operating budget allocations to build its fiscal year budget.

As we look ahead to future years, the one-time funding is no longer visible, and it becomes obvious just how far we are from being able to fund ongoing operations on the base budget alone. The transition from a year-by-year approach to a multi-year budget has created a larger gap in the provost's area budget than in others because of the larger number of one-time mechanisms traditionally employed to balance the provost's budget.

In the following, I refer to the provost's area budget as the West Campus Academic (WCA) budget, although that glosses over important service components of the functions for which the provost is responsible.

There are two large "one-time" items embedded in the 1991-92 WCA budget that would not show up in base operating budget projections for future years:

- the WCA share (about half) of a \$1.8 million distribution of Indirect Cost (IDC) reimbursements from research sponsors resulting from a change in the IDC distribution policy by the SUNY Research Foundation.
- application of \$1.4 million in managed savings during 1991-92, primarily from energy conservation and utility price fluctuations.

After consultation with the provost and the vice presidents, I directed that these funds be used to reduce the impact of the dramatic budget cuts for 1991-92. Thus, approximately \$2.3 million was available for the WCA budget in 1991-92 that will not become part of the State Operating Budget base in 1992-93. This adds to the large base cuts in the 1992-93 State Operating Budget to make the WCA budget appear to be much worse than the expected cut of approximately 4.5%.

This \$2.3 million additional budget gap for 1992-93 is somewhat illusory, however, because the \$1.8 million IDC return is an ongoing annual return that will actually in-

crease in subsequent years with recovered indirect costs. These funds are all available to the provost in future years. Whether they can be used to reduce the impact of the state cuts depends on our own policies regarding returns of IDC reimbursements to generating units and upon the need to expand Research Foundation staffing to serve increased sponsored activity.

Management restructuring in Research Foundation directed by the Provost will almost certainly result in holding the line on staff costs.

The \$1.4 million hole in the 1991-92 WCA budget that was filled with managed university-wide savings will not recur next year unless there is another mid-year budget cut. This hole was most of the WCA share of the 91-92 mid-year budget cut.

In addition to the return of the entire additional \$1.8 million IDC funding to the provost's area and the use of university-wide funds to meet part of the WCA share of the 91-92 mid-year cut, I have taken two other steps to protect the West Campus Academic budget:

- I am permitting the provost to borrow funds against one-time revenue sources of origin unknown at this time so as to stretch out the current budget cuts over three years.
- I have mandated base budget cuts for service areas in greater proportion than their share of the state operating budget.

This "borrowing" is one of the risks I mentioned at the end of section 2 above. The disproportionate reductions in service budgets have already led to cuts of approximately \$1 million more in these areas than if the cuts had been levied across-the-board.

If other opportunities for one-time revenues or base reallocations become known to me at any time during the year, I will immediately introduce them into the budget process.

That process consists first of a briefing and a discussion within the cabinet and a preliminary determination by me regarding next steps. If the opportunity involves significant changes in university operations that have not already been broadly discussed, I would want wider campus discussion and will seek input from appropriate university governance organizations before proceeding to change the financial plan allocation for the provost or a vice-presidential area.

I offer these observations in response to the suggestion in the Report that the burden on the academic sector be eased. I am skating to the edge of responsibility to relieve that burden and remain open to additional ideas on how it might be further eased.

I share with you and the members of the Provost's Ad Hoc Committee a tremendous respect for the quality of Stony Brook's academic enterprise, and I do not wish to see it damaged. In addition to financial problems, the

provost faces great political difficulties in using all the resources available to the academic sector to maintain the integrity of our outstanding departments. I appreciate the willingness of senior faculty to participate in the process of exploration and education necessary to overcome these difficulties.

While I understand that your committee has completed its work with the submission of the Report, I am willing to provide more information on any of the issues raised in the Report or this response to anyone who wishes it. Thank you for your efforts and those of the Ad Hoc Committee to bring wisdom and order to a difficult experience for us all.

Administration claimed that Stony Brook had overextended its available resources in building academic programs. Our student/faculty ratios were — and are — the lowest in SUNY. The campus was under intense pressure either to increase enrollments or to shift funds from the academic sector to services in order to secure a balance of mission/service support more typical of other SUNY campuses. In the period just before "flexibility" legislation made such micromanagement more difficult, SUNY actually removed 16 positions from Stony Brook's academic sector on the



**"There is nothing in the data that leads me to believe that the service areas are over-staffed or that the academic mission has been slighted relative to support services during the past decade."**

# Speaking Out: Special Senate Meetings Draw Wide Mix of Views

The first of what were billed as two "extraordinary" University Senate meetings, April 20 and 27, gave the campus an opportunity for open dialogue on proposals that will reshape Stony Brook in years to come.

Here's a sampling of the comments:

"...The proposed West Campus Academic Budget Plan is a welcome change of direction for managing the university's budget crisis, at least from the perspective of the direct costs to students. Although Albany has mandated a \$500 tuition increase for the upcoming year, it is good to see that on the campus level, we are moving away from taxing the students."

— Student Life Committee

"...We support the proposal to reduce State support of research 'shops, but — to ensure minimal disruption of research — also endorse the recommendation of the Gelber Committee, not mentioned in the Provost's plan, that consid-

erable thought be given to consolidation of shops."

— Senate Research Committee

"...We should not be considering radical excisions of existing resources, but rather should be engaged in the development of plans that will position the university for more cost effective operation by the exploitation of emerging technologies."

— Senate Standing Committee on Computing and Communications

"...Everyone understands the need for reductions, and the Committee believes that it is counterproductive to pretend that these reductions will not hurt."

— Committee on Administrative Review

"...The real priorities of our university are not debated in the Gelber report."

— Graduate Student Employees Union

"...Cutting back on graduate student support today will make it all the more costly to increase the number of graduate students in future years."

— Graduate Student Organization

"...Permanent professionals should receive the same consideration as tenured faculty when retrenchment is discussed."

— Professional Employees Governing Board

"...As the academic sector is downsized, there should also be a downsizing of the service sector of the University."

— Long Range Planning Committee

"...We support the need for careful consideration of any proposed restructuring to assure that it would improve rather than impair the academic functions of the College [of Arts and Sciences]."

— Arts and Sciences Senate

## Defining the Shape of Things to Come

Continued from page 1

of the cut was \$20 million in state support for programs, patient services and revenue recoveries at three teaching hospitals including University Hospital at Stony Brook.

SUNY Chancellor D. Bruce Johnstone said such cuts "threaten the social and economic future of New York State" and represent the tenth cut for SUNY in four years. "This ongoing 'disinvestment' in higher education is dramatized by the fact that New York ranks 47th in the percent of state and local tax revenues appropriated to public higher education," he added.

### Academic Reaction

With the potential for as much as a \$3 million cut annually in state support for Stony Brook's academic programs alone over the next three years, Edelstein issued a draft academic plan and a second, less widely distributed draft that specified areas that could be cut as the university attempts to adjust to substantially less state money in 1992-

93. The proposals called for consolidation and elimination of academic programs, a reduction in faculty and support staff, stiffer tenure requirements and a reduction in teaching and graduate assistantships.

The reaction from the faculty was loud and swift, prompting the provost to name an Ad Hoc Advisory Committee chaired by Philosophy Professor Sidney Gelber to advise him on the final aspects of a three-year development plan.

The committee's report, released earlier this month, was the stepping-off point for a revamped and more public document distributed by the provost to the senate two weeks ago and the basis for discussion in a recent series of what were billed as "extraordinary" meetings of the University Senate. Marburger said the Ad Hoc Committee report overall offers "so much sagacious advice with a sensitivity that encourages serious reflection and response." In addition to taking into consideration the points raised in

the Ad Hoc Committee report and in statements made at the special University Senate meetings, Provost Edelstein indicated that he will:

- appoint a committee to examine the academic, administrative and fiscal implications of creating a single Dean of the Colleges of Arts and Sciences. The committee's report is due December 31, 1992;

- await the results of a Division of Humanities and Fine Arts committee study which is looking at academic reorganization;

- examine a report from the vice-provost for graduate studies and the Graduate Council exploring the resource implications of the unusually high proportion in which Stony Brook's graduate students are supported by state funds.

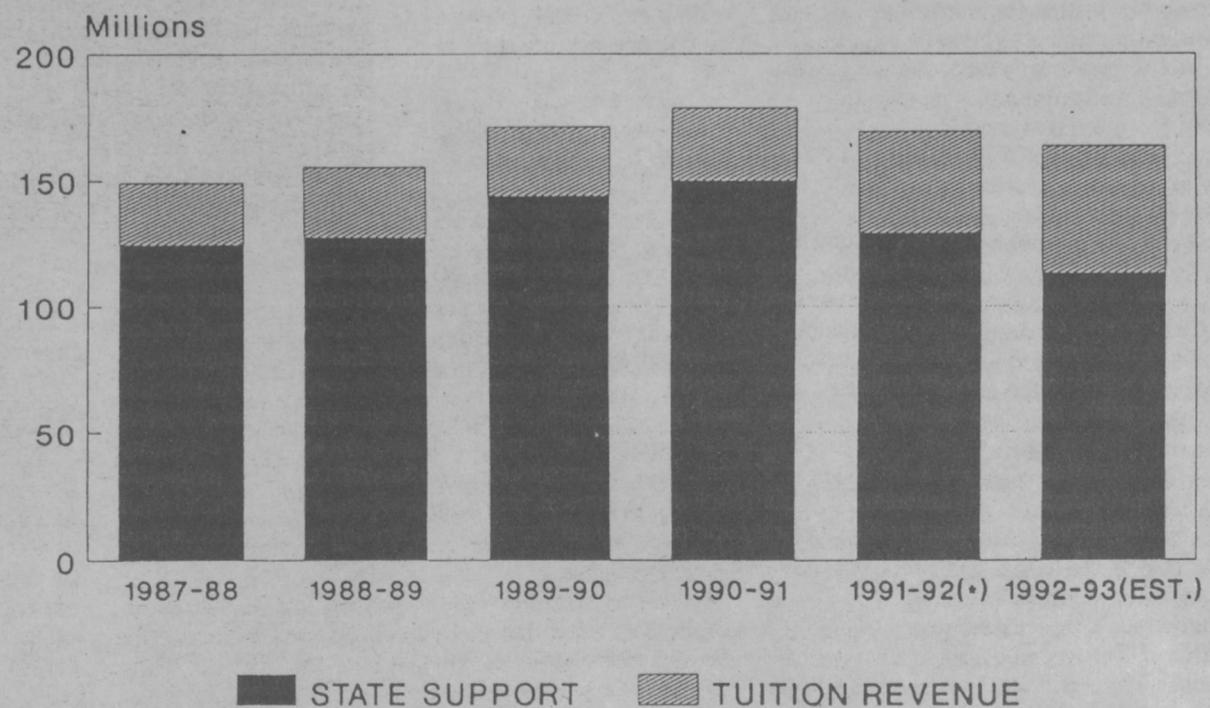
The provost will make his final budget recommendations for 1992-93 to the president on May 6.

## Tuition Can't Offset Loss of State Support

Up until the mid 80s, New York State provided Stony Brook and other SUNY campuses with funds both to increase programs and underwrite wage agreements hammered out at the state level with faculty and staff.

By the late 80s — despite a modest overall growth in state support — funds generally did not cover the costs of new wage agreements. By 1990-91, the gap was being made up by tuition. Since then, state support has continued to decline and tuition has been used to make up a growing percentage of the total. In 1991-92 and 1992-93, the loss of state support was not offset by tuition, despite the dramatic increases.

### SUNY at Stony Brook Financial Plan Funding History



(\*) First 12 month period

PRESIDENT'S EXCELLENCE AWARDS

PRESIDENT'S AWARD:  
EXCELLENCE IN LIBRARIANSHIP

*This award honors librarians who have given outstanding service to the university, going beyond the limits of their job descriptions to innovate, assist and solve problems with extraordinary dedication and competence. Two librarians were named to this honor for the 1991-92 academic year.*

**Min-Huei Lu**, assistant acquisitions librarian, Frank Melville, Jr. Memorial Library

Although Min-Huei Lu has only been at Stony Brook for two years, she has already helped expand the services offered by the Frank Melville, Jr. Memorial Library. Her efforts have been recognized with a President's



PHOTOS BY MAXINE HICKS

Award for Excellence in Librarianship.

Lu coordinates library book and journal selection for the field of psychology. She consults with Stony Brook's Department of Psychology on which books and periodicals the library should order to support the department's research and teaching activities. She also obtains hard-to-find psychology dissertations and other materials for faculty and students. A faculty member in the Department of Psychology, who wrote a letter supporting Lu's nomination for the award, noted that "I'm now convinced she can track down any reference that I would ever need in my research and teaching... she gives me great confidence in our university library system."

Lu serves as assistant acquisitions librarian, coordinating all ordering and receiving activities in the library's Acquisitions Department. She also has been the library's gifts librarian, handling donations of books and journals to the library and serving as a liaison between donors and the Stony Brook Foundation.

Lu has taken the initiative on several occasions to save collections of Chinese-language books that the main library could no longer house. She secured homes for the books elsewhere on campus and made arrangements to have the collections moved and maintained at their new locations.

In addition, Lu has published several scholarly articles on the development of computer resources as information management tools.

She received an M.L.S. from Long Island University's C.W. Post campus in 1988; she majored in special libraries and information centers. Her B.A. degree was earned from National Taiwan University in 1969. Before coming to Stony Brook, Lu was research and information specialist at *Long Island Business News*.

**Daniel W. Kinney**, assistant head of the Catalog Department, Frank Melville, Jr. Memorial Library



The different elements of Daniel W. Kinney's eclectic background — his musical talents, extensive knowledge of several languages, dedication and library skills —

have all helped earn him a President's Award for Excellence in Librarianship. He has been called "the kind of scholarly professional that university librarians ought to be."

Kinney has served as assistant head of the Frank Melville, Jr. Memorial Library's Catalog Department since 1988. Before that, he held several positions in the University's Music Library, aided by his own experience as an accomplished organist.

Kinney's competence in languages has been called "extraordinary" by Stony Brook faculty. He speaks and knows the literature in German, Italian and Latin. Kinney has taken undergraduate and graduate courses in German at Stony Brook; faculty call him "one of the best language/literature students Stony Brook has ever had in any department." He is currently pursuing an M.A. in the university's graduate program in German.

Kinney also holds a B.S. in music from Hofstra University, an M.A. in Music from Queens College, City University of New York, and an M.S. from Long Island University's Palmer School of Library and Information.

Kinney is active in a number of library associations. He served on the international "Cataloging and Classification: Description and Access" Task Force, which in 1988 helped prepare the second edition of the *International Standard Bibliographic Description* (ISBD). The task force's report was used to formulate the American Library Association's response to the worldwide review of the ISBD for printed music. Kinney is also a member of several committees of the American Library Association.

His accomplishments are summed up by one faculty member who called him, "An old-fashioned type of librarian whose competence embraces many areas."

PRESIDENT'S AWARD:  
EXCELLENCE IN TEACHING

*This award honors faculty members who have demonstrated exceptional dedication and achievement in teaching during their careers at the university. This year, four faculty members were honored for Excellence in Teaching.*

**Stephen Cole**, professor of sociology



Stephen Cole, a faculty member at Stony Brook for 23 years, has been called "one of the University's most admirable teachers" by those who nominated him for the President's Award for Excellence in Teaching.

Cole began his career at the university in 1968. He holds a B.A. in history and sociology from Columbia College and a Ph.D. from Columbia University.

Noted for combining his research interests in sociology with a strong commitment to teaching, he was appointed the Department of Sociology's Director of Undergraduate Education in 1968. During the eight years he served in that capacity, Cole encouraged faculty members to visit each other's classrooms, instituted a teaching policy committee to consider teaching improvement methods, and established a program to recognize outstanding teachers at the departmental commencement ceremony.

One colleague remarked, "In these days

when faculty complaints about the deficient preparation of many students are unfortunately rife, Professor Cole is silent. He has learned how to reach out to these students and has devised methods of helping them develop their analytical skills." Cole proposed and helped implement an intensive course in sociological writing for undergraduate sociology majors. At the graduate level, he was the architect of the department's teaching practicum.

Cole's treatise on the sociology of science is about to be published by Harvard University Press. He has written six books and 36 papers, and has presented more than 40 invited lectures. He has also served as a referee for 12 journals.

Cole has participated in a number of applied sociological research projects, including a 15-year stint studying public opinion for *Newsday*. He is currently a SUNY Faculty Exchange Scholar and for the past 15 years has been a member of the Sociological Research Association.

**David L. Ferguson**, associate professor of technology and society



A member of the faculty for 10 years, David Ferguson's expertise is in quantitative methods and computer applications, including intelligent tutoring systems and decision support systems. He has designed and taught two graduate courses, Computer-Based Educational Technologies and Technology-Enhanced Decision Making, and his classes in Engineering Approaches to Problem-Solving are among the most popular courses for USB undergraduates.

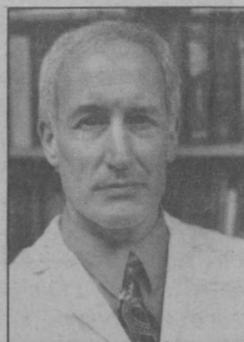
According to President John H. Marburger, Ferguson "possesses the gift of conveying his love for mathematics to his students and is extremely successful in allaying the fear of the subject many students have. He consistently gets high marks from his students for his friendly, encouraging style and his teaching methods, and he finds an enormous amount of time and energy to devote to counseling students."

In addition to his classroom work, Ferguson has achieved professional success on regional, national and international levels. He has served on the National Science Foundation Review Panel for Advanced Technologies and on the editorial board of the journal, *Mathematics in College*. He directed a NATO Advanced Research Workshop on "Advanced Technologies in the Teaching of Mathematics and Science," held the summer of 1990 in England. In addition, Ferguson co-edited two forthcoming books, *Learning to Design, Designing to Learn* (Taylor Francis) and *Advanced Technologies in the Teaching of Mathematics and Science* (Springer-Verlag).

At USB, he has chaired the campus-wide Committee of Computer Literacy, supported the Minorities in Engineering and Applied Sciences student organization, and was faculty advisor to the university chapters of the National Society of Black Engineers and Society of Hispanic Engineers.

Ferguson is director of undergraduate studies in his department and co-director of the Collegiate Science and Technology Entry Program, a state-funded program designed to encourage minority students to enter science and engineering fields.

**Dr. Philip Kane**, associate professor of pathology in the School of Medicine



Dr. Philip Kane came to Stony Brook in 1974, and since then, has carried major teaching responsibilities in the School of Medicine. He is considered a superb teacher whose style is flexible and adaptable to student needs, problems and interests.

According to Kane's colleagues and students, his teaching is clear and organized. He communicates his own sense of respect and compassion for the patients who will eventually become his students' responsibility. Students recognize his commitment to their education and have honored him with the title "Outstanding Teacher" on four separate occasions at graduation. He also has been selected as faculty advisor in Alpha Omega Alpha, the medical honor society.

Kane's lectures have the hallmark of elegance in their delivery and content, says colleague Dr. Bernard P. Lane, professor of pathology. "In all the years, I have never seen Dr. Kane confuse students or leave an incorrect impression... His ability to bring students to the essence of the topic and to help them assimilate the information distinguishes him from others, who can describe the material but cannot convey its relevance."

Kane received his medical degree in 1967 from New York University and completed residency training at Jackson Memorial Hospital and New York University-Bellevue Hospital Center.

**Thomas Kerth**, associate professor and chair of Germanic and Slavic Languages



Letters in support of Thomas Kerth's nomination praise his "enthusiasm and rigor" in the classroom, his high standards, clarity, wit and ability to inspire students.

Kerth's sensitivity to the literature he teaches and his willingness to make himself available to students are repeatedly cited by colleagues and students. Dean of Humanities and Fine Arts Patrick Heelan wrote, "I have been wonderfully impressed by [Kerth's] energy and initiative in curricular development," and he praises Kerth's teaching, academic advising, and career development for undergraduates.

Other letters mention "his genuine concern for our students," and his ability to make students "feel that he cares." His scholarly work "is held in the highest regard by his peers," and is "insightful, concise and often quite witty." He demonstrates "selfless dedication to making the undergraduate experience a meaningful one for a large number of students, not just [Germanic and Slavic] majors."

Kerth has been a member of the Stony Brook faculty since 1981. He earned his Ph.D. and M.Phil. from Yale University, studied at Freie Universität of Berlin, and received his B.A. from Indiana University. Before coming to Stony Brook, he taught at the University of California (Davis), and Hamilton College.

At Stony Brook, Kerth has been hon

ored with Merit Awards for Teaching and Curriculum Development in 1988 and 1989, and twice won the Paperweight Award for Exceptional Service to Undergraduate Education. He has served on numerous committees, including the Medieval Studies Committee, which he chairs, the Committee on Health Professions, and the Committee on Foreign Language Development. He is a senator-at-large in the University Senate, and is academic advisor for the 90-members of the football team, the women's soccer team and students planning careers in the health professions, particularly those heading for medical school. He has advised the German Club and summer orientation programs.

Kerth is editor of two books in German, *Tristan*, by Ulrich von Turheim, and *Des Spiegels Abenteuer*, by Hermann von Sachsenheim. He has published numerous articles in scholarly journals on topics in German literature, with a special focus on the medieval era.

### PRESIDENT'S AWARD: EXCELLENCE IN PROFESSIONAL SERVICE

*This award honors non-teaching professionals whose commitment, innovative spirit, flexibility, decision making, leadership and achievement have been exemplary. Three staff members have been designated for the 1991-92 President's Award for Excellence in Professional Service.*

**Frank Shih**, associate director of the Center for Academic Advising

Frank Shih is responsible for the design and content of the academic portion of all new student orientation programs at Stony Brook. Each year, Shih, as associate director of the Center for Academic Advising,



recruits more than 100 faculty and staff volunteers to assist with new student orientation and selects more than 30 student assistants to work in the New Student Programs Office. In addition, Shih devotes a considerable amount of time providing academic counseling to undergraduates and is the adviser to five student groups.

From 1986 to 1987, Shih served as assistant director of Stony Brook's Educational Opportunity Program (EOP)/Advancement on Individual Merit (AIM) Program. In this position, he coordinated admissions and enrollment data management for the program. He also served as a counselor in the EOP/AIM program from 1984-1986.

Shih earned a master's degree in anthropology from the New School of Social Research in 1981 and a bachelor's degree in psychology and sociology from Greenville College (Illinois) in 1973. He is a doctoral candidate in anthropology at the New School.

**Jerrold L. Stein**, director of residential programs

"Mr. Stein is clearly one of the most outstanding student affairs professionals on the Stony Brook campus and across the SUNY sys-



tem," says Vice President for Student Affairs Frederick R. Preston.

A member of the university staff since 1976, Stein is responsible for the management of the university's 26 residence halls and 14 apartment buildings, which house over 7,000 university residents.

During his years at the university, Stein has been responsible for a number of programs designed to enhance the quality of life for students in residence on campus. One is the Common Area Damage Fee, a program he established to reduce vandalism that now serves as a model for the entire SUNY system. Another is the "Step Beyond" program, which trains students to provide support to date rape victims and conducts outreach programs to raise awareness of the problem. In addition, Stein created the campus' Quality of Life survey, a wide-ranging questionnaire that seeks direct input from students about their residence hall experience.

In other campus activities, Stein has served as chair of the Student Affairs Affirmative Action Committee, through which he introduced training and development programs to attract under-represented groups to campus employment opportunities.

Nationally, Stein is a member of the Northeast Association of College and University Housing Officers, and served as its president for one term.

**Judith A. Thompson**, senior staff assistant in the Department of Sociology

"Ms. Thompson is an outstanding professional. Perhaps no one is indispensable, but Judith Thompson certainly comes close," said Department of Sociology Chair Mark Granovetter, in support of Judith Thompson's nomination for the President's Award for Excellence in Professional Service.

"Ms. Thompson strikes just the right balance between authority and camaraderie in coordinating the activities of the staff and skillfully uses humor and a gentle touch to prevent or diffuse potential conflicts.... it is largely due to Ms. Thompson that our department has the reputation of being a warm and helpful setting for students and faculty alike."

A member of the university staff since 1985, Thompson oversees the Sociology Department's clerical staff and is responsible for the department's budget expenditures, class scheduling, departmental reports and the administrative aspects of funded research.

In addition to her administrative duties, Thompson has served on numerous university committees. She has been a representative to the University Senate, the Academic Senate of the College of Arts and Sciences and the Professional Employees Governing Board. She has served as editor of *The Pen*, the professional employees' newsletter, a member of the selection committees for the President's Award for Excellence in Professional Service in 1988 and 1989, and chair of the nominations committee for the 1988 President's Award for Excellence in Classified Service. Since 1986 Thompson has also been a member of the University Appeals Board.



**Elaine Bonazzi**, graduate student of voice in the Department of Music, performed the role of the Marquise of Berkenfeld in Donizetti's *The Daughter of the Regiment*, during March at the Lyric Opera House in Baltimore, Md. According to a review in *The Washington Post*, Bonazzi is "a comedian of genius," and "spectacular," says *The Daily Record*.

**Francis T. Bonner**, professor of chemistry, has been appointed by the Long Island Power Authority to serve on its independent review panel to oversee plans for decommissioning of the Shoreham nuclear power station.

The five-member panel has been asked by LIPA to serve as consultants to its board of trustees, to review safety, regulatory compliance and overall management of the decommissioning of the power plant.

Bonner's current research involves the inorganic chemistry of nitrogen and the nitrogen cycle. He served on the Manhattan Project, and worked on the staffs of Brookhaven and Oak Ridge National Laboratories before coming to Stony Brook.

**Judi Gregory**, client services assistant in the Graphic Support Services Department, was named Institutional Services Employee of the Year for 1991. Gregory serves as the primary contact person between Graphic Support and the campus community, and in that capacity, says Carl Burgos, director of Graphic Support Services, she is "extraordinary — competent, hard working, and wonderfully tactful. She has a gift for dealing with people." She has been with the university since September, 1989.

A luncheon honoring all Institutional Services employees was held on April 9, when Gregory's award was announced. Institutional Services includes the departments

of Purchasing and Stores, Auxiliary Services, Parking and Transportation, Central Services and Graphic Support Services.

The Reverend **Robert Smith**, director of the School of Medicine's Institute for Medicine in Contemporary Society, served recently on the 16-member private sector panel that developed new federal guidelines for helping reduce acute pain in adults and children.

**Sheryl Isaacs** and other students from Stony Brook participated in a SUNY recruitment program to attract performing arts applicants to the state university campuses.

The students, mostly majoring in Theater Arts, performed "The Greek and Roman Myth: From A to Zeus," at Franklin Delano Roosevelt High School in New York City.

"As artists, we were able to represent Stony Brook and entertain at the same time," said Isaacs, a senior in the Theater Arts program.

**Debbie Mayo**, visiting professor of Theatre Arts, directs the group, which regularly travels as a performance company to area public schools. Mayo said that informal discussion among students after the performances often touches on college experiences and the educational opportunities offered by Stony Brook.

In addition to Isaacs, other students included **Patrick Aro**, **Efrain Henriquez**, **Bethany Sandor**, **Randi Miller**, **Stephan Arulaid**, **Maureen Langman**, **Kelly Farris**, **Brian Kendel**, and **Valerie Klayman**.

SUNY campuses at Binghamton, Brockport, Cortland, Fredonia, New Paltz, Potsdam and Purchase also participated in the recruitment program, giving performances of music, dance and theatre.

## Photography Exhibition Winners Announced

The Fourth Annual Faculty/Staff Juried Photography Exhibition awarded first place honors to John Williams, whose landscape, "Mohonk Mist," was named "Best in Show."

The winners were announced on March 11 at a reception sponsored by the Human Resources office. The categories represented in the competition were scenic vistas, color, black and white, and a new category for this year, people.



"Mohonk Mist," by John Williams

### Scenic Vistas

"Mohonk Mist," by **John Williams**, History Department, was awarded Best in Show and first place.

"Arctic Glitter" and "Nordic Travels," both by **Robert Kahn**, Biochemistry and Cell Biology Department, second and third places.

Honorable mentions: "New York Harbor," by **Peggy Yazulla**, Pathology Department; and "Church at Mittenwald," by **Arlette Conklin**, French and Italian Department.

### Color Photographs

"Greta," by **Judy Segall**, Student Affairs and "Beggar at Los Nortenos," by **Farshid Guilak**, musculo-skeletal research, first place.

"New York," by **Marion Freistadt**, Microbiology Department, second place.

"New York, New York," by **Dusan Maletic**, Physics Department, third place.

Honorable mentions: "Mirage," by **Jim Conklin**, Hospital Purchasing, and "Blue Footed Booby," by **Dale Deutsch**, Biochemistry Department.

### Black and White Photographs

"Sunken Meadow Sunset," by **Glenn Hudson**, Social and Behavioral Sciences Electronics, first place.

"Husband, Father, Brother, Mother," by **Farshid Guilak**, musculo-skeletal research, second place.

"Barn Light," by **George Saliba**, Pharmacy Department, third place.

Honorable mentions: "Still Life '91" and "Blossoming Splendor," both by **Glenn Hudson**, Social and Behavioral Sciences Electronics.

### People

"Washington Blue," by **Sheely Tsang**, Pharmacology Department, first place.

"My Girls," by **Donna DiDonato**, Undergraduate Studies, second place.

"At the Lake," by **Carolyn McGarth**, English Department, third place.

Honorable mentions: "Untitled," by **David Volkman**, Department of Medicine; "Fisherman's Son," by **Noshir Dacosta**, Oncology Department; and "Children at Play" by **Ben Vitale**, Earth and Space Sciences.

## Carnival Returns to Campus for Memorial Day Weekend

A four day Memorial Day Weekend Carnival, sponsored by the University Hospital Auxiliary, will be held Friday through Monday, May 22, 23, 24 and 25, on South P parking lot. Grucci fireworks will light up the skies on Friday and Sunday nights. Hours are: Friday, 4:30 p.m. to midnight; Saturday/Sunday, 1:00 p.m. to midnight; Monday 1:00 p.m. to 10:00 p.m.

The carnival offers rides, games, food and free entertainment. Parking and admission to the carnival grounds are free. Advance tickets, \$10 for 22 tickets, will be sold at the Auxiliary Office in University Hospital from Monday, May 11, through Thursday, May 21, and at the Bursars Office, Monday, May 18 through Thursday, May 21. Tickets may also be purchased at Stony Brook Technology Park. For further information, call 444-2699.



Daniel Zeltman of Kings Park, a patient at University Hospital, was visited by "Monkey Grams the Clown" and told about the upcoming carnival.

### A Selection of May Lectures: Italian Studies Center

Richard Gambino, author of *Blood of My Blood*, and director of the Italian Studies Program at Queens College, CUNY, will speak on "Italian Americana in the 90s," on Thursday, May 7, at 7:30 p.m. in the Alliance Room of the Frank Melville, Jr. Memorial Library.

Following the lecture, Italy's Consul General for New York, Alberto Boniver, will present the "Cavaliere al Merito della Repubblica Italiana" to State Senator Kenneth P. LaValle. A reception will follow.

### Humanities Institute

Hazel Carby, professor of English at Yale University, will speak on "Multi-Cultural Wars," Thursday, May 7, at 4:30 p.m. in the Humanities Institute, Room E-4340, Frank Melville, Jr. Memorial Library. Her lecture is part of the Ethnicity in the New America series.

Carby's current project, which embraces music, film and literature, examines Black women in the "culture industry" of the 1920s and 30s. Her research focuses on the history of the formation of Black urban culture. Carby is author of *Reconstructing Womanhood*.

### Eighteenth Century Studies

Jeremy Popkin, professor of history at the University of Kentucky, will speak on "Marat and the Eighteenth Century Science of Violence," on Tuesday, May 6, at 12:30 p.m. in Room N-303 of Ward Melville Social and Behavioral Sciences.

Popkin's lecture is part of the Department of History's Faculty Seminar on Eighteenth Century Studies and the Humanities Institute.

### Small Claims Court Action Center on Campus

The Stony Brook branch of NYPIRG, the New York Public Interest Research Group, Inc., is ready to assist people who feel they have been defrauded, by providing information about the workings of the small claims court system. Studies have demonstrated that many cases never reach court because people are not aware of the small claims court system and how it can help them recover losses.

Victims of fraud, inadequate services or property damage may file a claim for up to \$2000 in small claims court. NYPIRG provides service through Small Claims Court Action Centers on 15 college campuses throughout New York State, including Stony Brook. The NYPIRG office is in the basement of the Stony Brook Union. The Action Center is supervised by a lawyer and staffed by trained student volunteers

who counsel those who need information concerning the legal process. The volunteers answer questions about filings, proceedings and collections and provide referrals for those who have problems or questions out of the scope of NYPIRG.

For further information call 632-6458.

### Environmental Regulations, Local Business Seminar

The Marine Sciences Research Center will host "Doing Business on Long Island," a seminar on complying with environmental regulations, on Tuesday, June 16, and Wednesday, June 17. The course is designed for companies that are considering moving to Long Island and those that are already here, such as realtors, developers and government administrators. For further information about fees and registration, call 632-8701.

### Wheelchair Basketball Challenge Game Set

The Fourth Annual Connie Simmons Wheelchair Basketball Game and fundraiser will be held on Sunday, May 3, at 2 p.m. in the Indoor Sports Complex. The event is sponsored by the Health Sciences Center Physical Therapy Club and the Department of Physical Therapy.

The game pits wheelchair basketball all-stars against physical therapists, all playing in wheelchairs. Proceeds from the game help support a wheelchair sports program for children, ages 8-18. Tickets are \$2. For further information, call 444-3250.

### University Hosts Second Groundwater Conference

Stony Brook will host its second annual groundwater conference on Saturday, May 2. "Long Island's Groundwater: Models, Predictions, Reality" is intended not only for scientists, but also for regional planning professionals, environmental advocates, high school earth and space sciences teachers and environmental consultants. The conference will run from 8:30 a.m. to 4 p.m., Room 001, Earth and Space Sciences Building.

The conference, co-sponsored by Stony Brook's Department of Earth and Space Sciences and Cornell University's New York State Water Research Institute, will explore the advantages and limits of using computer models to make decisions that affect groundwater resources. Participants will present talks on how the Island's groundwater could be affected by global warming. Notes Martin Schoonen, Stony Brook assistant professor of earth and space sciences and one of the conference's orga-

nizers, "Long Island is 100 percent dependent on groundwater. If the amount of precipitation changes in 30 years because of global warming, it could severely affect the amount of groundwater we find in the subsurface. A drier Long Island could be a disaster."

Keynote speaker will be research meteorologist Dick Weatherald of Princeton University, who will discuss climate and groundwater modeling in the northeastern United States. For more information, call Jim Broyles, director of earth and space sciences laboratories, at 632-8061.

### New Biotechnology Lab for High School Students

A new Biotechnology Teaching Laboratory, designed to provide Long Island high school students the chance to learn state-of-the-art research techniques in genetic engineering, will open in September at the university. The new lab will be the second facility on Long Island devoted to teaching DNA technology; the other is the DNA Learning Center at Cold Spring Harbor Laboratory.

The USB laboratory, supported in part by a grant from the Center for Biotechnology, is being developed under the guidance of the Center for Science, Mathematics and Technology Education and Center for Excellence and Innovation in Education. The laboratory will be directed by CSMTE faculty member Jacqueline Grennon Brooks.

### Conference: Political Economy for the Coming Century

A conference on "The Political Economy for the 21st Century," featuring more than 20 university experts on issues in America, Europe, Latin America, the Caribbean and Japan, will be held Tuesday, May 5, 8:45 a.m. to 6:30 p.m., at Stony Brook.

Among the speakers will be Barry Bluestone, author of *The De-Industrialization of America*. Topics include "Economics and Sociology," "New Developments in the Workplace," and "What Future for Neo-Liberalism in Latin America?"

Sponsored by the Institute for Social Analysis, the conference will take place in the Alliance Room of the Frank Melville, Jr. Memorial Library. USB faculty, staff and students will be admitted free of charge. For information, call 632-7706.

### Breast Cancer Detection Awareness Week

University Hospital at Stony Brook and the American Cancer Society, Long Island Division, will offer a program during Breast Cancer Detection Awareness Week, May 4 to May 8, to help inform and protect women from breast cancer.

Eligible participants will receive a first-time mammogram, a clinical breast exam, and a lesson in breast self-examination, all for \$40. Registrants should be 35 years old or older, have no symptoms of breast cancer and have never had a mammogram.

University Hospital is accredited by the American College of Radiologists. The program will take place Saturday, May 16, from 9:00 a.m. - noon in the Ambulatory Care Pavilion. To register call 444-2486.

### Stony Brook Foundation Hosts Estate Planning Seminar

The Stony Brook Foundation, Inc. will present an estate planning seminar on Wednesday, May 6, in the Alliance Room of the Frank Melville, Jr. Memorial Library from noon to 1:45 p.m. and again from 7:00 to 8:45 p.m. The speaker will be James Potter, president of Planned Giving Resources, Inc., a consultant to the Foundation.

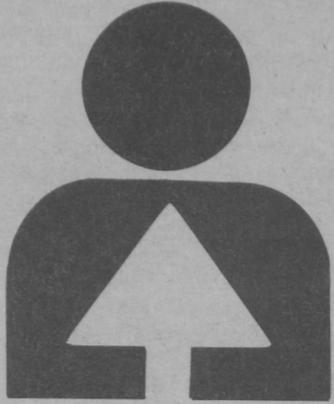
Information concerning planned gifts will be made available through a simple, easy-to-use format which can be applied to individual financial situations. Topics will include securities, real estate, personal property, life insurance, gift annuities, annuity trusts, unitrusts and wills.

For further information, call 632-0275

### Disabled Student Services Receives Gift



Rick Stillman, right, of Avis Rent-A-Car, presents a \$3800 check to Disabled Student Services' Director Monica Roth and Harry Snorek, vice president for Campus Services. The funds will be used to purchase a visual enhancer for the Frank Melville Jr. Memorial Library. The donation was generated by a car rental program coordinated through the Department of Auxiliary Services.



## Friday, May 1

8:00 a.m. - 5:00 p.m.  
*Income Property Appraising 1B.*  
 Section 2, Day 1 of 4. Fee: \$395  
 (CED) 632-7071

8:30 a.m. - 5:00 p.m.  
*The Tools and Techniques of Total Quality Management.* In Progress.  
 (CED) 632-7071

9:00 a.m. - 5:30 p.m.  
*Taxes on Investment Policies.*  
 Section 2, Day 1 of 2. Fee: \$99  
 (CED) 632-7071

9:00 a.m. - noon  
*DOS.*  
 (US) 632-7795

9:00 a.m. - noon  
*dBase.* (US) 632-7795

## Saturday, May 2

8:00 a.m. - 5:00 p.m.  
*Income Property Appraising 1B.*  
 Section 2, Day 2 of 4. Fee: \$395  
 (CED) 632-7071

9:00 a.m. - 5:30 p.m.  
*Taxes on Investment Policies.*  
 Section 2, Day 2 of 2. Fee: \$99  
 (CED) 632-7071

9:00 a.m. - 2:00 p.m.  
*Advanced PageMaker Module II, Design and Layout.*  
 Section B, In Progress.  
 (CED) 632-7071

## Monday, May 4

9:00 a.m. - noon  
*WordPerfect.*  
 (US) 632-7795

6:00 p.m. - 9:00 p.m.  
*Advanced Lotus 3.0 Module II, Use of Macros.*  
 Section A, Session 1 of 2. Fee: \$95  
 (CED) 632-7071

## Tuesday, May 5

10:00 a.m. - noon  
*Introduction to ALL-IN-1.*  
 (US) 632-7795

6:00 p.m. - 8:00 p.m.  
*Advanced WordPerfect 5.1 Module III, Legal.*  
 Section A (In Progress).  
 (CED) 632-7071

## Wednesday, May 6

8:30 a.m. - 5:00 p.m.  
*Designing Effective Training Programs.*  
 Fee: \$195  
 (CED) 632-7071

10:00 a.m. - noon  
*Introduction to AIX/370.*  
 (US) 632-7795

## Thursday, May 7

8:30 a.m. - 5:00 p.m.  
*Public Speaking: Overcoming Fear, Gaining Confidence and Getting Results.*  
 Session 1 of 2. Fee: \$275  
 (CED) 632-7071

9:00 a.m. - 4:30 p.m.  
*Supervising New York State: The Advanced Program, "Getting the Job Done" Module.*  
 Session 1 of 5.  
 (HR) 632-6136

## Friday, May 8

8:00 a.m. - 5:00 p.m.  
*Income Property Appraising 1B.*  
 Section 2, Day 3 of 4. Fee: \$395  
 (CED) 632-7071

8:30 a.m. - 5:00 p.m.  
*Public Speaking: Overcoming Fear, Gaining Confidence and Getting Results.*  
 Session 2 of 2. Fee: \$275  
 (CED) 632-7071

9:00 a.m. - noon  
*DOS.*  
 (US) 632-7795

9:00 a.m. - noon  
*dBase.*  
 (US) 632-7795

## Saturday, May 9

8:00 a.m. - 5:00 p.m.  
*Income Property Appraising 1B.*  
 Section 2, Day 4 of 4. Fee: \$395  
 (CED) 632-7071

9:00 a.m. - 5:30 p.m.  
*The Investment World of Auctions and Foreclosures.*  
 Session 1 of 2. Fee: \$99  
 (CED) 632-7071

9:00 a.m. - 2:00 p.m.  
*Microsoft Works.*  
 Section A, Session 1 of 2. Fee: \$150  
 (CED) 632-7071

## Monday, May 11

6:00 - 9:00 p.m.  
*Introduction to dBase.*  
 Section A, Session 1 of 6. Fee: \$195  
 (CED) 632-7071

## Tuesday, May 12

8:30 a.m. - 5:00 p.m.  
*Building Effective Work Teams.*  
 Session 1 of 2. Fee: \$275  
 (CED) 632-7071

9:00 a.m. - noon  
*Introduction to WordPerfect 5.1.*  
 Section D. Fee: \$195  
 (CED) 632-7071

10:00 a.m. - noon  
*ALL-IN-1 Time Management.*  
 (US) 632-7795

6:00 - 9:00 p.m.  
*Advanced WordPerfect 5.1 Module IV, Desktop Publishing.*  
 Section A, Session 1 of 2. Fee: \$105  
 (CED) 632-7071

## Thursday, May 14

9:00 a.m. - 4:30 p.m.  
*Supervising New York State: The Advanced Program, "Getting the Job Done" Module.*  
 Session 2 of 5.  
 (HR) 632-6136

10:00 a.m. - noon  
*Vi Editor.*  
 (US) 632-7795

## Friday, May 15

8:30 a.m. - 5:00 p.m.  
*Finance Basics for Nonfinancial Personnel.*  
 Fee: \$195  
 (CED) 632-7071

## Saturday, May 16

9:00 a.m. - 5:30 p.m.  
*The Investment World of Auctions and Foreclosures.*  
 Session 2 of 2. Fee: \$99  
 (CED) 632-7071

## Tuesday, May 19

10:00 a.m. - noon  
*Introduction to ALL-IN-1.*  
 (US) 632-7795

6:00 - 8:30 p.m.  
*Introduction to PageMaker.*  
 Section C, Session 1 of 6.  
 (CED) 632-7071

## Wednesday, May 20

8:30 a.m. - 5:00 p.m.  
*Conducting Effective Meetings.*  
 Fee: \$195  
 (CED) 632-7071

## Thursday, May 21

9:00 a.m. - 4:30 p.m.  
*Supervising New York State: The Advanced Program, "Getting the Job Done" Module.*  
 Session 3 of 5.  
 (HR) 632-6136

1:00 p.m.  
*Laboratory In Service Lecture Series, "In-Situ Hybridization"*  
 Dr. Jo Ann Becker, Lecturer  
 L-2 HSC, Pathology Conference Room.  
 (CL) Contact Carol Gomes, 444-7636

## Monday, May 25

*Radiation Safety Training for Nursing Personnel, Nursing Orientation.*  
 Time and place to be announced.  
 (BM) Contact Jodi Strzelczyk, 444-3196

## Tuesday, May 26

4:00 p.m. - 7:00 p.m.  
*Defensive Driving.*  
 (PS) 632-6392

## Thursday, May 28

9:00 a.m. - 4:30 p.m.  
*Supervising New York State: The Advanced Program, "Getting the Job Done" Module.*  
 Session 4 of 5.  
 (HR) 632-6136

4:00 - 7:00 p.m.  
*Defensive Driving.*  
 (PS) 632-6392

## Saturday, May 30

9:00 a.m. - noon  
*Introduction to WordPerfect 5.1.*  
 Section F.  
 (CED) 632-7071

### Codes:

BM	Biomedical Engineering, University Hospital
CED	School of Continuing Education
CL	Clinical Laboratories
HR	Human Resources
PS	Public Safety
US	User Services

### Notes:

(1) Some programs have fees and pre-requisites; please contact the sponsor for more information.

(2) If you sponsor training or personal development activities, please contact Christina Vargas at 632-7191 to get your event included in the Training Calendar.

## Remember

**July is Training Month  
 Kick-off Celebration  
 Wednesday, July 1  
 10 a.m. to 1 p.m.  
 in the pedestrian tunnel  
 between the Health  
 Sciences Center and the  
 Life Sciences Building**

## FRIDAY MAY 1

**CED Real Estate Licensing Program, "Income Property Appraising 1B (G2)." Fri./Sat., 8:00 a.m.-5:00 p.m. (through May 9).** Designed to further the student's knowledge of leased values, mortgage equity analysis, discounted cash flow and debt coverage ratio. \$395; preregistration required. Call 632-7067.

**Fourth Annual Conference on Biomathematics.** 9:00 a.m. Researchers of diverse backgrounds discuss issues of mutual concern at the interface of mathematics, biology and medicine. Speakers from Stony Brook and several other research institutions. Main address: "Chaos in Heart from Theory to Experiment and Maybe in the Clinic," Leon Glass, McGill University. Room S-240, Math-Physics Tower. Free. Call Edward Beltrami, 632-8367 or 632-8370.

**Computing Services Workshop, "DOS." Overview of hardware and hands-on training for the DOS commands.** 9:00 a.m.-noon. Free. To register, call 632-7795.

**Computing Services Workshop, "dBASE." Hands-on introductory course designed to give exposure to the dot prompt commands. Uses dBASE III.** 9:00 a.m.-noon. To register, call 632-7795.

**Catholic Mass.** Noon. Level 5, Chapel, Health Sciences Center. Call 444-2836. Every Friday.

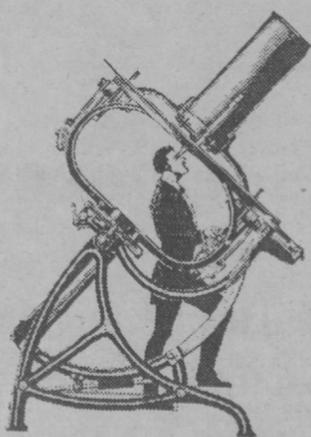
**Office of Foreign Students Information Meeting, "A Review of Practical Training and Curricular Training."** 1:00 p.m. Room 100, Central Hall. Call 632-7025.

**Chemistry Department Colloquium, "High-T Benchmarks for Organic Superconductors (Including Fullerenes),"** Jack Williams, Argonne, Chemistry & Materials Science Division. 4:00 p.m. Room C-116, Old Chemistry. Call 632-7800.

**B'nai B'rith Hillel Foundation Services.** 6:00 p.m. Roth Quad Dining Hall, lower level. Call 632-6565. Every Friday.

**Human Resources Employee Relations Council Fourth Annual Spring Dance.** 6:00-7:00 p.m., cocktail hour (live music by Mariana Trench); 7:00 p.m.-midnight, buffet dinner and dancing. \$16; cash bar. Call 632-6136.

**C.O.C.A. Film, Addams Family.** 7:00, 9:30 p.m. & midnight. Room 100, Javits Lecture Center. \$1.50; \$1/I.D.



**Astronomy Open Night, "Twins Among the Baby Stars,"** Michal Simon, professor, earth & space sciences. 7:30 p.m. Weather permitting, viewing session with the University's telescopes. Room 001, Earth and Space Sciences. Free and open to the public. Call 632-8221.

**Non-instructional Figure Drawing.** Practice from a live model. 7:30-9:30 p.m. Union Crafts Center. \$4. Call 632-6822. (Every Friday through May 8. Resumes June 19.)

**Department of Theatre Arts Presentation, The Tempest,** by William Shakespeare. An enchanter weaves a spell over a cast of fantastic characters and tames a tempest until it brings to pass all things he has desired. 8:00 p.m., Friday & Saturday; 2:00 p.m., Sunday. Theatre One, Staller Center for the Arts. \$8; \$6/students and seniors. Call 632-7230.

**Stony Brook Fencing Club.** 8:00-10:00 p.m. Indoor Sports Complex (dance studio). Call 585-8006. Every Friday.

## SATURDAY MAY 2

**Faculty Student Association, "National Safety Council Defensive Driving Course."** 9:15 a.m.-4:00 p.m. Earn 10% discount on comprehensive and collision liability insurance and points off driver's license. Room 107N, Ward Melville Social & Behavioral Sciences. \$36. To register, call Michele at 632-6510.

**B'nai B'rith Hillel Foundation Services.** 9:30 a.m.: Orthodox service, Roth Quad Dining Hall, lower level; Conservative service, Roth Quad Dining Hall, 2nd floor (in kosher dining room). Services followed by Kiddush (light refreshments). Call 632-6565. Every Saturday.

**School of Continuing Education "Substance Abuse in 1992 - Insights and Understanding" Lecture Series, "Cultural Issues in Treatment and in Recovery,"** Clarence Jones, The Ministries. 9:30 a.m.-noon. Alliance Room, Frank Melville, Jr. Memorial Library. \$20 (includes admission, parking, morning refreshments, and attendance certificates). To register, call 632-7060.

**Lacrosse vs. Ohio State.** 2:00 p.m. Athletic Field. Call 632-7200.

**C.O.C.A. Film, Addams Family.** 7:00, 9:30 p.m. & midnight. Room 100, Javits Lecture Center. \$1.50; \$1/I.D.

**Department of Music, Stony Brook Symphony Orchestra.** Bradley Lubman, director & principal conductor. Features Josquin/Dufay work *Sacred and Secular Suite* (arranged by Lubman); Mendelssohn's Symphony No. 4 in B-flat major, Opus 90 ("Italian"); Haydn's *Cello Concerto* with cellist Susannah Chapan; and Frank's *Symphonic Variations* with pianist Tomer Lev. 8:00 p.m. Main Stage, Staller Center for the Arts. Pre-concert lecture, 7:00 p.m., Recital Hall. \$8; \$6/students and seniors. Call 632-7230.

**Department of Theatre Arts Presentation, The Tempest,** by William Shakespeare. 8:00 p.m. Theatre One, Staller Center for the Arts. \$8; \$6/students & seniors. Call 632-7230.

## SUNDAY MAY 3

**Department of Theatre Arts Presentation, The Tempest,** by William Shakespeare. 2:00 p.m. Theatre One, Staller Center for the Arts. \$8; \$6/students & seniors. Call 632-7230.

**Prepared Childbirth Courses.** Lamaze refresher course, classes in preparation and Caesarian section birth, newborn care and preparation for breast-feeding. 3:30-5:30 p.m. Preregistration required. Call 444-2729. Every Sunday.

**Catholic Campus Ministry Sacrament of Reconciliation.** 4:40 p.m. Peace Studies Center, Old Chemistry, and by appointment (632-6561). Every Sunday.

**Catholic Campus Ministry Mass.** 5:00 p.m. Peace Studies Center, Old Chemistry. Call 632-6562. Every Sunday.

**C.O.C.A. Film, Addams Family.** 7:00 & 9:30 p.m. Room 100, Javits Lecture Center. \$1.50; \$1/I.D.

**Department of Music, Stony Brook Chamber Singers.** An intimate program of music for small choir. 7:00 p.m. Recital Hall, Staller Center for the Arts. \$5; student/senior discounts available. Call 632-7230.

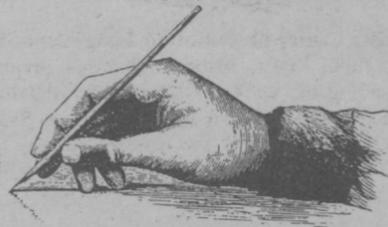
## MONDAY MAY 4

**Flea Market.** This Faculty Student Association sponsored market is open every Monday unless other special events are scheduled in the Bi-level. 8:30 a.m.-4:00 p.m. Stony Brook Union Bi-level. Call Michele Liebowitz to confirm, 632-6510.

**Computing Services Workshop, "WordPerfect." Hands-on course designed for the individual new to word processing. Provides an overview of the most frequently used tasks and commands.** 9:00 a.m.-noon. To register, call 632-7795.

**Registration begins for summer session with fees payable at time of registration.** 10:00 a.m.-4:00 p.m.; plus selected Tuesday evenings. Call 632-7790.

**Catholic Mass.** Noon. Level 5, Chapel, Health Sciences Center. Call 444-2836. Every Monday.



**Writers Club Meeting.** 2:00 p.m. Poetry Center, Room 239, Humanities. Peer Group Workshop follows (bring 5 copies of your poems for critique). Poetry Series on Video also follows meeting. Free. Call 632-0596. Every Monday.

**Department of Microbiology Seminar, "Structure and Function of CD14, the LTS Receptor,"** Dr. Sanna Goyert, North Shore University Hospital. 4:00 p.m. Room 038, Life Sciences Lab. Call 632-8800.

**CCET School of Continuing Education, "Advanced Lotus 3.0 Module II." Use of Macros.** 6:00-9:00 p.m.; 2nd session May 6. \$95; preregistration required. Call 632-7071.

**Prepared Childbirth Courses.** Lamaze refresher course, classes in preparation and Caesarian section birth, newborn care and preparation for breast-feeding. 7:30-9:30 p.m. (varies). Preregistration required. Call 444-2729. Every Monday.

## TUESDAY MAY 5

**Institute for Social Analysis Conference, "The Political Economy for the 21st Century." More than 20 university experts will examine today's issues in America, Europe, Latin America, the Caribbean and Japan.** 8:45 a.m.-6:30 p.m. \$10/for the public (tickets available at the door); free/USB faculty, staff and students. For information, call 632-7706.

**Computing Services Workshop, "Introduction to ALL-IN-1." Introduces the use of the ALL-IN-1 software running under VMS on the VAXcluster.** 10:00 a.m.-noon. To register, call 632-7795.

**Department of Psychiatry Grand Rounds. "APA."** 11:00 a.m.-12:30 p.m. Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.

**Catholic Mass.** Noon. Level 5, Chapel, Health Sciences Center. Call 444-2836. Every Tuesday.

**Department of Physiology and Biophysics Seminar, "Structure and Regulation of Voltage-dependent Calcium Channels,"** Marlene Hosey, Northwestern University. Noon. T-5, Room 140, Basic Health Science. Call 444-3036.

**SB Campus Committee of NOW Brown Bag Lunch Meeting.** Addresses issues concerning all women on campus. Faculty, staff and students welcome. Noon. Room S216, Ward Melville Social & Behavioral Sciences. Free. Call 632-7100.

**University Hospital Diabetes Support Group.** 1:00 p.m. Conference Room 084, 12th Floor, University Hospital. Call 444-1202. Every Tuesday.

**Protestant Ministries Worship, Meditation: Study & Practice.** 4:00-5:00 p.m. Interfaith Lounge, 157 Humanities. Call 632-6563. Every Tuesday.

**Department of Music, Graduate Student Chamber Music Series.** Features the Graduate Piano Trio. 8:00 p.m. Recital Hall, Staller Center for the Arts. Free. Call 632-7330.

**Stony Brook Fencing Club.** 8:00-10:00 p.m. Indoor Sports Complex (dance studio). Call 585-8006. Every Tuesday.

## WEDNESDAY MAY 6

**CED Professional Development Series, "Designing Effective Training Programs." (Offered in cooperation with the Small Business Development Center at USB.)** 8:30 a.m.-5:00 p.m. Workshop provides the opportunity to customize training efforts, apply appropriate training techniques to specific departments, and create training programs on a limited budget. \$195; preregistration required. Call 632-7071.

**Computing Services Workshop, "Introduction to AIX/370." An introduction to the AIX/370 environment, UNIX based operating system. Students should obtain an account on the HP-UNIX network before taking this course.** 10:00 a.m.-noon. To register, call 632-7795.

**Union Crafts Center Co-op, Pottery Sale.** 11:00 a.m.-3:00 p.m. Stony Brook Union Lobby. Call 632-6828.

**Student Union & Activities, Plant Sale.** 11:00 a.m.-4:00 p.m. Stony Brook Union Lobby. Call 632-6828.

**Catholic Mass.** Noon. Level 5, Chapel, Health Sciences Center. Call 444-2836. Every Wednesday.

**Department of Music Noontime Concert Series.** Graduate student performances. Recital Hall, Staller Center for the Arts. Free. Call 632-7330. Every Wednesday.

**Culture & Society in the Eighteenth Century Lecture Series, "Marat and the Eighteenth-Century Science of Violence,"** Jeremy Popkin, University of Kentucky. 12:30 p.m. (Cosponsored by the History Department's Faculty Seminar on Eighteenth-Century Studies and The Humanities Institute.) Room N-303, Ward Melville Social & Behavioral Sciences. Call 632-7513 or 632-7765.

**Cystic Fibrosis Support Group.** 7:30 p.m. Department of Pediatrics Conference Room, Level T-11, Health Sciences Center. Call 757-5873 or 385-4254.

**Department of Music, University Wind Ensemble.** Bernard Jones, guest conductor. Features Vaughan Williams' *Sea Songs*, Gounod's *Faust*, and a tribute to John Philip Sousa. 8:00 p.m. Main Stage, Staller Center for the Arts. Free. Call 632-7330.

## THURSDAY MAY 7

**Flea Market.** This Faculty Student Association sponsored market is open every Thursday unless other special events are scheduled in the Bi-level. 8:30 a.m.-4:00 p.m. Stony Brook Union Bi-level. Call Michele Liebowitz to confirm, 632-6510.

**CED Professional Development Series, "Public Speaking: Overcoming Fear, Gaining Confidence and Getting Results." 8:30 a.m.-5:00 p.m.** A series of small talks will be delivered by each participant. Video critiques will be used for feedback. \$275. Preregistration required. Call 632-7071.

**Student Union & Activities, Plant Sale.** 11:00 a.m.-4:00 p.m. Stony Brook Union Lobby. Call 632-6828.

**Hospital Chaplaincy Interfaith Prayer Service.** Noon, Level 5, Chapel, Health Sciences Center. Call 632-6562. Every Thursday.

**University Hospital and the American Cancer Society, "Look Good, Feel Better Program,"** for women of all ages undergoing cancer treatment to develop skills to improve their appearance and their self-image. 1:00-3:00 p.m. 15th Floor Conference Room, University Hospital. Free parking; validate at meeting. Call 444-2880.

**Chemistry Department Organic Chemistry Seminar, "Mysteries in Imidazole Chemistry and the Search for Solutions,"** Louis A. Cohen, National Institutes of Health of Maryland. 4:00 p.m. Room 412, Chemistry. Call 632-7880.

**Cancer Support Group for Patients, Family and Friends**, Sponsored by University Hospital and the American Cancer Society. 4:00-5:30 p.m. Level 5, University Hospital, Physical Therapy Department. Free parking; validate at meeting. Call 444-1727. Every Thursday.

**Second Language Teaching Seminar Series**, "Differences in L1 and L2: The Gender Issue in English and Chinese," Janice Dowd, Queens College, CUNY. 4:00-6:00 p.m. (Sponsored by the Department of Linguistics, Center for Excellence and Innovation in Education, and the New York Multifunctional Resource Center.) Room 137, Harriman. Free. Call 632-7777/7774.

**Humanities Institute's Ethnicity in the New America: The University of the Future Seminar Series**, "Multi-Cultural Wars," Hazel Carby, Yale University. 4:30 p.m. Humanities Institute, E-4340 Library. Free. Call 632-7765.

**Long Island Center for Italian Studies Lecture**, "Italian Americana in the '90s," Richard Gambino, Queens College. 7:30 p.m. "Cavaliere al Merito della Repubblica Italiana" presentation to Senator Kenneth P. LaValle by Ministro Alberto Boniver. Reception to follow. Alliance Room, Library. Free. Call 632-7444 or 632-7440.

**Prepared Childbirth Courses**. Lamaze refresher course, classes in preparation and Caesarian section birth, newborn care and preparation for breast-feeding. 7:30-9:30 p.m. (varies). Preregistration required. Call 444-2729. Every Thursday.

**Department of Theatre Arts Presentation**, *The Tempest*, by William Shakespeare. An enchanter weaves a spell over a cast of fantastic characters and tames a tempest until it brings to pass all things he has desired. 8:00 p.m. Thursday, Friday & Saturday; 2:00 p.m., Sunday. Theatre One, Staller Center for the Arts. \$8; \$6/students & Seniors. Call 632-7230.

**Department of Music**, Graduate Student Chamber Music Series. Features the Graduate Woodwind Quintet. 8:00 p.m. Recital Hall, Staller Center for the Arts. Free. Call 632-7330.

**FRIDAY**  
MAY 8

**Last Day for classes**; last day to withdraw from the University (CED/GSP students must have CED approval). Last day for graduate students to submit theses and dissertations to Graduate School for May graduation clearance.

**Computing Services Workshop**, "DOS." Overview of hardware and hands-on training for the DOS commands. 9:00 a.m.-noon. Free. To register, call 632-7795.

**Computing Services Workshop**, "dBASE." Hands-on introductory course designed to give exposure to the dot prompt commands. Uses dBASE III. 9:00 a.m.-noon. To register, call 632-7795.

**C.O.C.A. Film**, *Star Trek VI*. 7:00, 9:30 p.m. & midnight. Room 100, Javits Lecture Center. \$1.50; \$1/I.D.

**Department of Theatre Arts Presentation**, *The Tempest*, by William Shakespeare. 8:00 p.m. Theatre One, Staller Center for the Arts. \$8; \$6/students & seniors. Call 632-7230.

**SATURDAY**  
MAY 9

**CCCET School of Continuing Education**, "Microsoft Works." 9:00 a.m.-2:00 p.m.; 2nd session May 16. Start with the basics of DOS 4.0, then learn how the integrated program Works can provide word processing, spreadsheet and database all in one easy-to-use program. \$150; preregistration required. Call 632-7071.

**C.O.C.A. Film**, *Star Trek VI*. 7:00, 9:30 p.m. & midnight Room 100, Javits Lecture Center. \$1.50; \$1/I.D.

**Department of Theatre Arts Presentation**, *The Tempest*, by William Shakespeare. 8:00 p.m. Theatre One, Staller Center for the Arts. \$8; \$6/students & seniors. Call 632-7230.

**Department of Music**, Camerata Singers, Timothy Mount and John Curtis, conductors. Features Bach's "Cantata No. 150," Poulenc's *Chansons*, and a program of sacred and secular music of the Renaissance. 8:00 p.m. Recital Hall, Staller Center for the Arts. \$5; \$3/students and seniors. Call 632-7230.



**Staller Center Presentation**, Long Island Philharmonic. Marin Alsop conducts a program including the works of Mozart, Shostakovich and Ginastera. 8:30 p.m. Main Stage, Staller Center for the Arts. Pre-concert lecture, 7:30 p.m. Recital Hall. For tickets, call the L.I.P. Box Office at 293-2222.

**SUNDAY**  
MAY 10

**Department of Theatre Arts Presentation**, *The Tempest*, by William Shakespeare. 2:00 p.m. Theatre One, Staller Center for the Arts. \$8; \$6/students & seniors. Call 632-7230.

**C.O.C.A. Film**, *Star Trek VI*. 7:00 & 9:30 p.m. Room 100, Javits Lecture Center. \$1.50; \$1/I.D.

**MONDAY**  
MAY 11

**Final examinations begin** (through May 15).

**Dedication of Main Library Reference Collection** in honor of Jack Lipkind. 2:00 p.m. Alliance Room, Frank Melville, Jr. Memorial Library. Call Audrey Koppas, 632-7100.

**CCCET School of Continuing Education**, "Introduction to dBase." Introduction to the features and operations of dBase IV. M/W, 6:00-9:00 p.m. (through May 27). \$195; preregistration required. Call 632-7071.

**Village Cinema Film Series**, *To Sleep as to Dream* (1986, black & white, subtitled, 81 min.). Two young sleuths search for the elusive Bellflower, heroine of a 50-year-old film. This adventure mixes mystery and romance, reality and illusion. By one of Japan's most promising young directors. 8:00 p.m. Theatre Three, 412 Main St., Port Jefferson. \$4; \$3.50/students, seniors and members of the Arts Council. (Co-sponsored by the Humanities Institute, the Greater Port Jefferson Arts Council, and Theatre Three.) Call 632-7765, 928-9100, or 473-0136.

**TUESDAY**  
MAY 12

**CED Professional Development Series**, "Building Effective Work Teams." 8:30 a.m.-5:00 p.m. (also May 13). Includes: organizational dynamics of the '90s; planning & implementing change; diversity among team members, etc. \$275; preregistration required. Call 632-7071.

**CCCET School of Continuing Education**, "Introduction to WordPerfect 5.1." No prior computer experience necessary; keyboarding familiarity required. 9:00 a.m.-noon (through June 9). \$195; preregistration required. Call 632-7071.

**Computing Services Workshop**, "ALL-IN-1 Time Management." Introduces the use of Time Management in ALL-IN-1 Version 2.3, including scheduling events/tasks, calendar access management, and other TM functions. 10:00 a.m.-noon. To register, call 632-7795.

**Department of Psychiatry Grand Rounds**. Lynn DeLisi, professor, psychiatry. 11:00 a.m.-12:30 p.m. Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.

**The Institute for Medicine in Contemporary Society Spring Lecture Series - Health and Public Affairs Annual Lecture**, "National Guidelines in Health Care: Science, Clinical Experience, and Politics," Ada Jacox, Johns Hopkins University, and Daniel Carr, Massachusetts General Hospital. 4:00 p.m. Location TBA. Call 444-2765.

**CCCET School of Continuing Education**, "Advanced WordPerfect 5.1 Module IV. Desktop Publishing. 6:00-9:00 p.m.; 2nd session May 14. \$105.; preregistration required. Call 632-7071.

**WEDNESDAY**  
MAY 13

**Pediatrics Grand Rounds**, "Hypertension in Children and Adolescents," Julie R. Ingelfinger, Harvard Medical School, Massachusetts General Hospital. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

**University Hospital Sibling Preparation Program**. For expectant parents and siblings. 4:00-5:00 p.m. 9th Floor Conference Room, University Hospital. Call 444-2960.

**THURSDAY**  
MAY 14

**Computing Services Workshop**, "Vi Editor." Introduction to the UNIX editor Vi. Users should obtain an account on the HP-UNIX network before taking this course. 10:00 a.m.-noon. To register, call 632-7795.

**Chemistry Department Physical Chemistry Seminar**, "Structural Studies of Self-Assembled Monolayers Studied by Atomic Beam and X-ray Scattering," Giacinto Scoles. 12:30 p.m.; light refreshments (Room 408), 11:30 a.m.-12:30 p.m. Room 412, Chemistry. Call 632-7880.

**Department of Physiology and Biophysics Seminar**, "Growth Hormone/IGF-I Axis in the Regulation of Renal Phosphate During Growth," Aviad Haramati, Georgetown University. Noon. T-5, Room 140, Basic Health Science. Call 444-3036.

**Chemistry Department Organic Chemistry Seminar**. "Scott Sieburth, assistant professor, chemistry. 4:00 p.m. Room 412, Chemistry. Call 632-7880.

**FRIDAY**  
MAY 15

**Spring semester ends.**

**CED Professional Development Series**, "Finance Basics for Nonfinancial Personnel." 8:30 a.m.-5:00 p.m. Includes: basics for understanding the components of a financial statement - the balance sheet, income statement, cash flow and annual reports. \$195; preregistration required. Call 632-7071.

**Office of Foreign Students Information Meeting**, "Travel Outside the United States During Summer Break." 1:00 p.m. Room 100, Central Hall. Call 632-7025.

**SUNDAY**  
MAY 17

**Student Union & Activities**, Commencement Plant Sale. 9:00 a.m.-noon. Stony Brook Union Lobby. Call 632-6828.

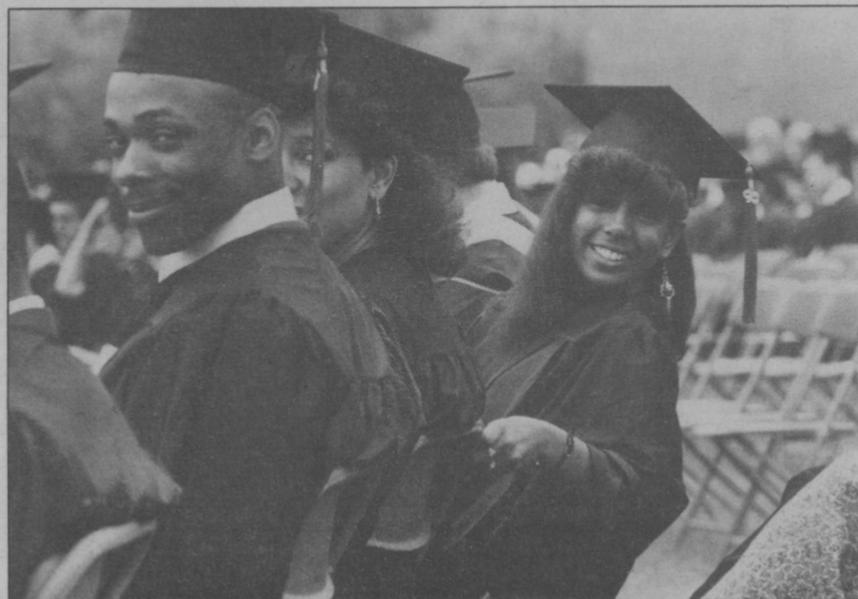
**Commencement**. Details to be announced.

**MONDAY**  
MAY 18

**Summer registration hours begin**: 9:00 a.m. - 3:00 p.m.



**Commencement 1992**



Commencement 1992 will be May 17 in the Indoor Sports Complex.

## TUESDAY

MAY 19

**Computing Services Workshop**, "Introduction to ALL-IN-1." Introduces the use of the ALL-IN-1 software running under VMS on the VAXcluster. 10:00 a.m.-noon. To register, call 632-7795.

**Department of Psychiatry Grand Rounds**. Case Conference Child Inpatient. 11:00 a.m.-12:30 p.m. Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.

**CCCET School of Continuing Education**, "Introduction to PageMaker." T/Th, 6:00-8:30 p.m. (through June 4). Word processing skills and familiarity with the IBM PC are required. \$225; preregistration required. Call 632-7071.

## WEDNESDAY

MAY 20

**Pediatrics Grand Rounds**, "Varicella Vaccine," Anne Gershon, Columbia University, College of Physicians and Surgeons. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

**CED Professional Development Series**, "Conducting Effective Meetings." 8:30 a.m.-5:00 p.m. Includes: different types of meetings; building an appropriate agenda; establishing ground rules; the leaders' responsibilities, etc. \$195; preregistration required. Call 632-7071.

## FRIDAY

MAY 22

**Last Day** for departments to submit Completion Statements for May master's and doctoral degree candidates.

**University Hospital Auxiliary "Annual Carnival"** (through May 25). Grucci fireworks on Friday and Sunday nights, and rides, games, food and entertainment along the midway for all ages. Hours: Friday, 4:30 p.m.-midnight; Saturday/Sunday, 1:00 p.m.-midnight; Monday, 1:00 p.m.-10:00 p.m. South "P" lot. Parking and admission to the grounds are free. For further information, call 444-2595.

## SATURDAY

MAY 23

**University Hospital Auxiliary "Annual Carnival."** 1:00 p.m.-midnight. South "P" lot. Parking and admission to the grounds are free. For further information, call 444-2595.

## SUNDAY

MAY 24

**University Hospital Auxiliary "Annual Carnival."** Grucci fireworks tonight. 1:00 p.m.-midnight. South "P" lot. Parking and admission to the grounds are free. For further information, call 444-2595.

## MONDAY

MAY 25

**University Hospital Auxiliary "Annual Carnival."** 1:00-10:00 p.m. South "P" lot. Parking and admission to the grounds are free. For further information, call 444-2595.

## TUESDAY

MAY 26

**Department of Psychiatry Grand Rounds**, "Integrating Pharmacotherapy and Psychotherapy," Bernard Beitman, University of Missouri. 11:00 a.m.-12:30 p.m. Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.

## WEDNESDAY

MAY 27

**Departments of Pediatrics and Radiation Oncology Combined Grand Rounds**. Allen Meek, chairman, radiation oncology; and Robert Parker, associate professor, pediatrics. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

## EXHIBITS

**Through May 8:** Landscape Paintings by art student Erika

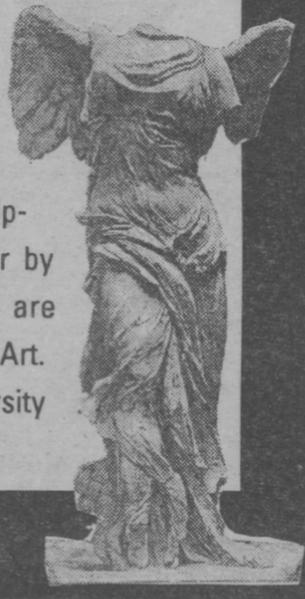
Votruba. Noon-5:00 p.m.; Monday-Friday.

Union Art Gallery, 2nd floor, Stony Brook

Union. Call 632-6822.

**May 2-14:** Senior Show '92. Paintings, sculptures, photographs and works on paper by graduating art majors. Show's entries are judged by the faculty of the Department of Art.

Noon-4:00 p.m., Tuesday-Saturday. University Art Gallery, Staller Center for the Arts.



**University Hospital Sibling Preparation Program**. For expectant parents and siblings. 4:00-5:00 p.m. 9th Floor Conference Room, University Hospital. Call 444-2960.

## FRIDAY

MAY 29

**Registration ends** for Term I summer classes.

## SATURDAY

MAY 30

**CCCET School of Continuing Education**, "Introduction to WordPerfect 5.1." No prior computer experience necessary; keyboarding familiarity required. 9:00 a.m.-noon (through June 27). \$195; preregistration required. Call 632-7071.

## MONDAY

JUNE 1

**Summer session classes begin.** Late registration for Term I begins (with late fee). Registration continues for Term II classes.

**CED Trade and Technical Seminar**, "Achieving Manufacturing Excellence through Plant Layout and Material Handling." 8:30 a.m.-5:00 p.m. Teaches how to upgrade your plant layout and material handling skills to allow your company to achieve manufacturing excellence. Designed for anyone involved in the planning, design or modification of manufacturing operations. \$425; preregistration required. Call 632-7071.

**CCCET School of Continuing Education**, "Intro to PC's and DOS." 6:00-8:00 p.m.; M/W (through July 1). Hands-on, comprehensive intro to the personal or business use of PC's. Covers hardware, software, the disk operating system, as well as WordPerfect, Lotus & dBase IV. Room N-243, Ward Melville Social & Behavioral Sciences. \$245; preregistration required. Call 632-7071.

**Village Cinema Film Series**, *Beijing Watermelon* (1989, color, subtitled, 135 min.). A grocer befriends a group of Chinese students despite the opposition of his family and they in turn help him. Based on a real story, this film is about understanding, acceptance and friendship. 8:00 p.m. Theatre Three, 412 Main St., Port Jefferson. \$4; \$3.50/students, seniors and members of the Arts Council. (Cosponsored by the Humanities Institute, the Greater Port Jefferson Arts Council, and Theatre Three.) Call 632-7765, 928-9100, or 473-0136.

## TUESDAY

JUNE 2

**Department of Psychiatry Grand Rounds**. Robert Strecker, assistant professor, Institute for Mental Health Research. 11:00 a.m.-12:30 p.m.

Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.

## WEDNESDAY

JUNE 3

**Pediatrics Grand Rounds**, "Cholestasis in Children," Mark Lowenheim, assistant professor, pediatrics. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

## THURSDAY

JUNE 4

**CED Professional Development Series**, "Business Writing Skills." 8:30 a.m.-5:00 p.m. Includes: basic grammar, usage and style; letters, memos and reports. \$195; preregistration required. Call 632-7071.

## SATURDAY

JUNE 6

**Human Resources Employee Relations Council Trip** - Ellis Island and South Street Seaport. 8:00 a.m., Administration Loop. \$26.50. Reservations limited. Call Cathy, 632-8300.

**School of Continuing Education** "Substance Abuse in 1992 - Insights and Understanding" Lecture Series, "The Impact of Substance Abuse on Asian Americans - How to Deal with This Special Population," Susan Chan, Hamilton-Madison House, Manhattan. 9:30 a.m.-noon. Alliance Room, Frank Melville, Jr. Memorial Library. \$20 (includes admission, parking, morning refreshments, and attendance certificates). To register, call 632-7060.

## MONDAY

JUNE 8

**CCCET School of Continuing Education**, "Advanced WordPerfect 5.1 Module IV.: Desktop Publishing. 9:00 a.m.-noon.; 2nd session June 15. Preregistration required. Call 632-7071.

**Village Cinema Film Series**, Suffolk County Film and Video Competition Finalists. The Village Cinema's reception for independent filmmakers and their audience, and a screening of films from the finalists in the county's 8th annual competition. 8:00 p.m. Theatre Three, 412 Main St., Port Jefferson. \$4; \$3.50/students, seniors and members of the Arts Council. (Cosponsored by the Humanities Institute, the Greater Port Jefferson Arts Council, and Theatre Three.) Call 632-7765, 928-9100, or 473-0136.

## TUESDAY

JUNE 9

**Department of Psychiatry Grand Rounds**. Case Conference Child C & L. 11:00 a.m.-12:30 p.m. Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.

**Department of Physiology & Biophysics Seminar**, "Neurophysin: Mechanisms of Hormone Interaction and Folding," Esther Breslow, Cornell University. Noon. T-5, Room 140, Basic Health Sciences. Call 444-3036.

**CCCET School of Continuing Education**, "Advanced WordPerfect 5.1 Module I." Merge, Sort and Select. T/T, 6:00-8:00 p.m. (through June 18). \$105; preregistration required. Call 632-7071.

## WEDNESDAY

JUNE 10

**Pediatrics Grand Rounds**, "Prevention of Diabetic Nephropathy in Children," Frederick Kaskel, associate professor, pediatrics. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

**University Hospital Sibling Preparation Program**. For expectant parents and siblings. 4:00-5:00 p.m. 9th Floor Conference Room, University Hospital. Call 444-2960.

**Bach Aria Festival and Institute**, "Bach's Early Career in Court and Chapel." Features Sonata in E minor for violin and harpsichord; "Actus Tragicus" (Cantata 106); Prelude and Fugue for harpsichord in B flat; and Brandenburg Concerto No. 6. 8:30 p.m. Staller Center for the Arts. For tickets and information, call 632-7239.

## SATURDAY

JUNE 13

**Bach Aria Festival and Institute**, "Bach and the Dance." Arias in the form of dances. 8:30 p.m. Staller Center for the Arts. For tickets and information, call 632-7239.

## SUNDAY

JUNE 14

**Long Island Center for Italian Studies Brunch** with Louis Parillo, "Conversations on Neopolitan Songs." Noon. The University Club, 2nd Floor, Graduate Chemistry. \$15. To make a reservation, call 632-7444.

**Bach Aria Festival and Institute**, "Artist-Fellows Recital." J.G. Graun, Trio Sonata in B flat; J.S. Bach, Arias and duets; J.S. Bach, Suite for unaccompanied cello in D minor. 2:00 p.m. Staller Center for the Arts. For tickets and information, call 632-7239.

## MONDAY

JUNE 15

**Union Crafts Center**, Basic Photography. Camera and darkroom fundamentals, developing and printing techniques. Six Mondays, 6:30-8:30 p.m. \$80/students; \$95/non-students; fee includes Membership, tools, equipment, chemicals and Waste Disposal fees. Photo Lab, Stony Brook Union. To register, call 632-6822 /

## TUESDAY

JUNE 16

**Department of Psychiatry Grand Rounds**. Graduation Symposium. 11:00 a.m.-12:30 p.m. Level 2, Lecture Hall 4, Health Sciences Center. Call 444-2988.

**Union Crafts Center**, Scuba Diving NAUI Open Water I Course. 6:00-9:00 p.m.; 8 sessions, T/Th. (First session only: June 16, 6:00-8:00 p.m.) \$280; all equipment and books included. Indoor Sports Complex. To register, call 632-6822 / 6828.

## WEDNESDAY

JUNE 17

**Pediatrics Grand Rounds**, "ECMO," Lance Parton, clinical assistant professor, pediatrics. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

**Bach Aria Festival and Institute**, Concert at the Cathedral of St. John the Divine, Amsterdam Avenue at 112th Street, New York City. 7:30 p.m. For tickets and information, call 632-7239.

## THURSDAY JUNE 18

**CCCET School of Continuing Education**, "Advanced WordPerfect 5.1 Module II." Tables, Macros and Columns. T/Th, 6:00-8:00 p.m. (through June 25). \$105; preregistration required. Call 632-7071.

**Union Crafts Center**, Intermediate Black & White Photography. Develop insight and vision into subject matter using basic techniques as well as acquiring advanced skills. Six Thursdays, 6:30-8:30 p.m. \$85/students; \$100/non-students; fee includes Membership, equipment, chemicals and Waste Disposal fees. Photo Lab, Stony Brook Union. To register, call 632-6822/6828.

**Bach Aria Festival and Institute**, "Young People's Concert." David Britton, host. 7:00 p.m. Staller Center for the Arts. For tickets and information, call 632-7239.

## FRIDAY JUNE 19



**Non-instructional Figure Drawing**. Practice from a live model. 7:00-9:00 p.m. Union Crafts Center. \$4. Call 632-6822. Every Friday.

**Bach Aria Festival and Institute**, "Artist-Fellows Recital." A. Lotti, Trios for voices and continuo; J.S. Bach, Arias and duets; J.S. Hasse, Concerto in F for oboe, strings and continuo; J. Zelenda, Sonata in C minor for oboes, bassoon and continuo. 8:30 p.m. Staller Center for the Arts. For tickets and information, call 632-7239.

## SATURDAY JUNE 20

**Special Registration through July 1** - Union Crafts Center, Introduction to Rug Weaving - Fall workshop with Peter Collingwood, author of *The Techniques of Rug Weaving*. Monday through Thursday, October 12-15. 9:30 a.m.-4:00 p.m. Cosponsored with Paumanok Weavers. \$185 plus material. Fiber Studio, Stony Brook Union. To register, call 632-6828/6822.

**Bach Aria Festival and Institute**, "Bach and Opera." G.F. Handel's Overture to *Serse*; J.A. Hasse's "Diglio ch'io son fedele" from *Cleofide*; Bach's theatrical arias from *The Appeasement of Aeolus* and *The Coffee Cantata*; K.H. Graun's *Montezuma*. Libretto by Frederick the Great. 8:30 p.m. Staller Center for the Arts. For tickets and information, call 632-7239.

## SUNDAY JUNE 21

**Bach Aria Festival and Institute**, "Bachanalia in Nassau." Concerts at 2:00 and 5:00 p.m.; 3:00 p.m., Lecture on "Bach and his Friends and Colleagues," Teri Towe. Chelsea Center, East Norwich, N.Y. For tickets and information, call 632-7239.

## MONDAY JUNE 22

**CCCET School of Continuing Education**, "Intro to DOS." M/W, 6:00-8:00 p.m. (through July 1). For students with basic understanding of personal computers who want to learn more about utilizing the system. Room N-243, Ward

Melville Social & Behavioral Sciences. \$105; preregistration required. Call 632-7071.



**Union Crafts Center**, Pottery Making I. Six Mondays, 6:30-8:30 p.m. Crafts Center, Stony Brook Union. \$65/students; \$80/non-students. Fee includes 25 lbs. of clay, tools, firing and Membership. To register, call 632-6822/6828.

**Union Crafts Center**, Stained Glass Workshop. Basic techniques of designing and cutting using the foil method. Eight Mondays, 6:30-8:30 p.m. Materials fee \$30. Fiber Studio, Stony Brook Union. \$80/students; \$100/non-students. To register, call 632-6822/6828.

**Union Crafts Center**, Yoga. For the beginner and the intermediate. Eight Mondays, 7:00-8:30 p.m. Stony Brook Union Ballroom. \$40/students; \$45/non-students. To register, call 632-6822/6828.

## TUESDAY JUNE 23

**Union Crafts Center**, Basic Photography. Camera and darkroom fundamentals, developing and printing techniques. Six Tuesdays, 6:30-8:30 p.m. \$80/students; \$95/non-students; fee includes Membership, tools, equipment, chemicals and Waste Disposal fees. Photo Lab, Stony Brook Union. To register, call 632-6822/6828.

**Union Crafts Center**, Bartending. Complete introduction to mixed drinks and liquors as well as bar management. Certificate available. Six Tuesdays, 7:00-9:00 p.m. Fiber Studio, Stony Brook Union. \$60/students; \$75/non-students. To register, call 632-6822/6828.

**Union Crafts Center**, Drawing for All. Explore still life, landscapes and the figure. All levels of interest welcome. Six Tuesdays, 7:00-9:00 p.m. Room 4222, Staller Center for the Arts. \$50/students; \$65/non-students. To register, call 632-6822/6828.

## WEDNESDAY JUNE 24

**Pediatrics Quarterly Staff Meeting**. Attending Staff Only. 8:00 a.m. Level 3, Lecture Hall 6, Health Sciences Center. Call 444-2730.

**University Hospital Sibling Preparation Program**. For expectant parents and siblings. 4:00-5:00 p.m. 9th Floor Conference Room, University Hospital. Call 444-2960.

**Union Crafts Center**, Floor Loom Weaving I. Learn to warp and dress a four harness floor loom. Six Wednesdays, 6:30-8:30 p.m. Fiber Studio, Stony Brook Union. \$65/students; \$75/non-students; includes Membership. Materials fee \$10. To register, call 632-6822/6828.

**Union Crafts Center**, Hand-building Functional Pottery. Survey workshop exploring a variety of techniques of hand building. Six Wednesdays, 6:30-8:30 p.m. Crafts Center, Stony Brook Union. \$65/students; \$80/non-students. Includes clay, glazes, firing and Membership. To register, call 632-6822/6828.

**Union Crafts Center**, Pottery Making I. Six Wednesdays, 6:30-8:30 p.m. Crafts Center, Stony Brook Union. \$65/students; \$80/non-students. Fee includes 25 lbs. of clay, tools, firing and Membership. To register, call 632-6822/6828.

**Union Crafts Center**, Pottery Making II. Achieve larger, taller work in more complex forms. Six Tuesdays, 6:30-8:30 p.m. Crafts Center, Stony Brook Union. \$65/students; \$80/non-students. Clay, firing and Membership included. To register, call 632-6822/6828.

**Union Crafts Center**, Bartending. Complete introduction to mixed drinks and liquors as well as bar management. Certificate available. Six Wednesdays, 7:00-9:00 p.m. Fiber Studio, Stony Brook Union. \$60/students; \$75/non-students. To register, call 632-6822/6828.

## THURSDAY JUNE 25

**Union Crafts Center**, Quilting. Learn the basic techniques of patchwork. Six Thursdays, 6:30-8:30 p.m. Fiber Studio, Stony Brook Union. \$50/students; \$60/non-students. To register, call 632-6822/6828.

**Union Crafts Center**, Silkscreen Printing. Learn and practice the basic silkscreen methods: cut and torn paper and film stencils. Six Thursdays, 6:30-8:30 p.m. Fiber Studio, Stony Brook Union. Materials fee \$10. \$60/students; \$75/non-students. To register, call 632-6822/6828.

**Union Crafts Center**, Watercolor Painting - All Levels. Focus is on design elements, methods of watercolor and composition. Eight Thursdays, 7:00-9:30 p.m. Room 4222, Staller Center for the Arts. \$70/students; \$85/non-students. To register, call 632-6822/6828.

## MONDAY JUNE 29

**Union Crafts Center**, Beginning Knitting - Ages 9 to 11. Learn the basic stitches in order to make a hat. Four Mondays, 10:00 a.m.-noon. Fiber Studio, Stony Brook Union. \$40. To register, call 632-6822/6828.



**Union Crafts Center**, Bordeaux Style Wines. (Participants must be 21 years old.) Survey major red grape varieties of Bordeaux region through taste tests, lectures and discussion. "The French Paradox" of red wines related to reducing your cholesterol will be explored. Three Mondays, 7:00-9:00 p.m. Materials fee \$20. Crafts Center, Stony Brook Union. \$35/students; \$45/non-students. To register, call 632-6822/6828.

## TUESDAY JUNE 30

**Union Crafts Center**, Arts Workshop - Ages 8 to 11. Survey of a variety of art medias, focusing on drawing, painting, and 3D projects. Materials included. Five Tuesdays, 10:00 a.m.-noon. Crafts Center, Stony Brook Union. \$65. To register, call 632-6822/6828.

**Union Crafts Center**, Mixed Media - Ages 5 to 7. Focuses on painting, drawing, collage and printing stressing line texture, space and color. Materials included. Five Tuesdays, 10:00 a.m.-noon. Crafts Center, Stony Brook Union. \$60. To register, call 632-6822/6828.

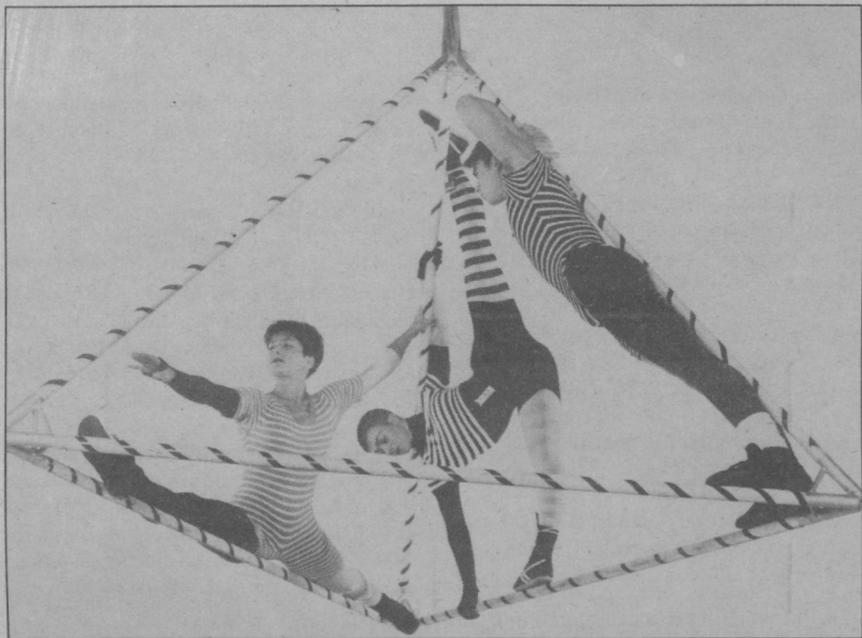
# International Theatre Festival



Hull Truck theatre Company Up 'N' Under 1992 Martin Barrass. For further details see page 28.

## International Theatre Festival Offers Light and Lively Fare

Comedy will be the order of the day at the 1992 summer International Theatre Festival, from Wednesday, July 1, through Sunday, August 2. The Staller Center for the Arts will present five productions from England, the United States and Russia, all lighthearted and lively.



MARTIN COLE

### *The Gravity Swing*

**Ra Ra Zoo** **England** **July 1-5**  
This is the North American premiere of England's foremost new circus/comedy/vaudeville troupe, which features juggling, acrobatics, gymnastics, black-light theatre and comedy. Live entertainment in the lobby before the show and during intermission.

July 4 — Free hot dogs and sodas before the performance.

### *The Taming of the Shrew*

**Riverside Shakespeare Co.** **U.S.A.** **July 8-12**  
The Staller Center hosts the Long Island premiere of New York's leading Shakespeare company, presenting one of Shakespeare's liveliest comedies about the battle between the sexes.

### *Mrs. Warren's Profession*

**Riverside Shakespeare Co.** **U.S.A.** **July 15-19**  
George Bernard Shaw's biting satire on the "world's oldest profession," deals also with marriage and the relationship between mothers and daughters. Shocking in its time, the play still rings true today. This production will premiere at the festival and then open the Riverside's Manhattan season in the fall.

### *Comedy Revue*

**Russian Clowns** **Russia** **July 22-16**  
This wildly successful clown company returns to Staller after a four-year absence. Their crowd-pleasing show plays to packed houses around the world.



ADRIAN GATIE

### *Up 'N' Under*

**Hull Truck Theatre Company** **England** **July 29-August 2**  
John Godber's comedy, winner of the 1984 Laurence Olivier Award for Comedy of the Year, will be performed by his own company under his direction for the first time outside the United Kingdom. The story centers on a down-and-out rugby team that prefers the pubs to the playing fields.

Tickets \$15; children, 12 and under, \$7.50. To request a brochure and to purchase tickets, call the Staller Center Box Office at 516-632-7230.



NEW YORK WOODWIND QUINTET

## Bach Festival and Institute 1992 Highlights Opera and Dance

The Bach Aria Group Festival and Institute, 1992, will present a series of workshops, concerts and recitals from Wednesday, June 10, through Sunday, June 21.

• Wednesday, June 10, at 8:30 p.m. in the Staller Center for the Arts: *Bach's Early Career in Court and Chapel* — Sonata in E minor for violin and harpsichord; "Actus Tragicus" (Cantata 106); Prelude and Fugue for harpsichord in B flat; Brandenburg Concerto No. 6. Featured performers include Daniel Phillips, Timothy Eddy, Yehudi Wyner, Julianne Baird, David Britton, D'Anna Fortunato, Robert Honeysucker, and the Festival Orchestra and Chorus.

• Saturday, June 13, at 8:30 p.m. in the Staller Center for the Arts: *Bach and the Dance* — Arias in the form of dances; Partita in B minor (suite of dances); Dance Forms Transfigured, from various works by Bach: Chaconne, Sarabande, Siciliano; "Rejouissance" from Suite No. 4 in D major. Featured performers include Julianne Baird, David Britton, D'Anna Fortunato, Robert Honeysucker, Samuel Baron, Ronald Roseman, Timothy Eddy, Yehudi Wyner, Arthur Haas, Daniel Phillips and the Festival Orchestra.

• Sunday, June 14, at 2 p.m. in the Staller Center for the Arts: *Artist-Fellows Recital* — J.G. Graun, Trio Sonata in B flat; J.S. Bach, Arias and duets; J.S. Bach, Suite for unaccompanied cello in D minor.

• Thursday, June 18, at 7 p.m. in the Staller Center for the Arts: *Young People's Concert* — David Britton, host.

• Friday, June 19, at 8:30 p.m. in the Staller Center for the Arts: *Artist-Fellows Recital* — A. Lotti, Trios for voices and continuo; J.S. Bach, Arias and duets; J.S. Hasse, Concerto in F for oboe, strings and continuo; J. Zelenka, Sonata in C minor for oboes, bassoon and continuo.

• Saturday, June 20, at 8:30 p.m. in the Staller Center for the Arts: *Bach and Opera* — G.F. Handel's Overture to *Serse*; J.A. Hasse's "Diglio ch'io son fedele" from *Cleofide*; Bach's theatrical arias from *The Appeasement of Aeolus* and *The Coffee Cantata*; K.H. Graun's *Montezuma*. Libretto by Frederick the Great. Featured performers include David Britton, Beverly Hoch, D'Anna Fortunato, Ronald Roseman, Samuel Baron, Robert Honeysucker, with the Festival Orchestra and Chorus.

Off campus:

• Wednesday, June 17, at 7:30 p.m.; Concert at the Cathedral of St. John the Divine, Amsterdam Avenue at 112th Street, New York City.

• Sunday, June 21, 2 p.m. at Chelsea Center in East Norwich; *Bachanalia in Nassau* — Concerts at 2 p.m. and 5 p.m.; Lecture on "Bach and his Friends and Colleagues," Teri Towe, at 3 p.m.

For tickets and additional information, call 632-7239.

## Theatre Arts Department Presents Shakespeare's *The Tempest*

"O brave new world!" exclaims Miranda, with surprise, in Shakespeare's magical comedy, *The Tempest*.

When *The Tempest* plays in the Staller Center this month, the audience will be in for a few surprises, too. Directed by Tom Neumiller, professor of Theatre Arts, the classic tale has been turned into a modern myth. The mysterious island is peopled with scheming sailors; Prospero, the sorcerer; Ariel, the sprite; and, of course, Ferdinand and his love, Miranda — brought to life in a fresh interpretation.

The production features new music by Peter Winkler, associate professor of music, using the original words of the play and the technology of a computer music studio.

*The Tempest* will be performed at 8 p.m. on Friday, May 1, and Saturday, May 2; also Thursday, May 7; Friday, May 8, and Saturday, May 9. Matinee performances will be at 2 p.m. on Sunday, May 3, and May 10.

Tickets are \$8; \$6 for students. Tickets are available at the Staller Center Box Office, 632-7230.

## Graduating Seniors Art Exhibition

The annual Senior Show, a juried student art exhibition, will open Saturday, May 2, in the University Art Gallery of the Staller Center for the Arts. The exhibition will include paintings, sculptures, ceramics, photographs and works on paper, all selected by faculty members of the Depart-

ment of Art to represent the best work of this year's graduating class.

The Senior Show will run through Thursday, May 14. Gallery hours are noon to 4 p.m., Tuesday through Saturday. Admission is free. For additional information, call 632-7240.